

Five Dimensions of the School Design & Change Process

Creating cost effective, efficient and accountable school plans that innovate using time, talent and technology to solve the most pressing challenges of schools and districts in a way that is simultaneously good for students, teachers and the community.

DIMENSION	TYPES OF QUESTIONS ASKED AND ANSWERED	TYPES OF WORK INVOLVED	EVIDENCE OF SUCCESS	PERSPECTIVES
UNDERSTAND Vision Goals & Priorities Needs & Challenges People Impacted Goals / Priorities / Values Timeline Authorizer Requirements	<ul style="list-style-type: none"> • Is there a shared mission? • What is working and what isn't based on data and discussion? • Who are the students and families? How are they engaged? • Who makes up the staff? Why did they come to the school? • What are the logistical or space challenges? • What's been practiced previously? • What barriers or concerns that might exist? • What have they tried in the past? How'd it work? • Are there shared goals / priorities? Are there personalized learning opportunities for students? Outcomes / mastery-based learning? • How are special needs population impacted? • What are the budget realities, what district grants are available, and what collective bargaining agreements are currently in place? 	<ul style="list-style-type: none"> • Surveys • Interviews • Conversations • School Observations • Meetings • Document Review 	<ul style="list-style-type: none"> • Surveys Results • Notes • Scope of Work Defined • Shared Goals Articulated 	<p>While the Superintendent and principal(s) are the primary contacts, understanding the perspectives of many constituencies is key to long-term success.</p> <p>(Listed Alphabetically)</p> <ul style="list-style-type: none"> • Asst. Principal • Cafeteria staff • CBO Partners • CFN Network • Community • Counselors • Families • IZone • Maintenance • Nonprofit Partners • Principal • Programmers • School Security • School Staff • Social Work Team • SPED / ELL • Students • Teachers • District • Union(s)
DEVELOP A Great Plan Strong Relationships Data Collection Plan	<ul style="list-style-type: none"> • How can we maximize the personalized mastery instruction? • What will ensure a globally competitive instructional program? • How can we build on the school's strengths while addressing goals? • What unintentional implications might an idea or strategy create? • Whose job will change and how? • How will students, teachers, and community members respond? • How is time measured (Bell systems, broadcast,) Transportation? • Is the plan sustainable with anticipated resources? • What are the desired measures of success? 	<ul style="list-style-type: none"> • Meetings and conversations • Research • Assess technology • Multiple iterations developed • Multiple perspective sought • Compliance evaluated 	<ul style="list-style-type: none"> • Options drafted and shared • Primary option selected by school leadership team • Space plan 	
PREPARE People Impacted Tools & Systems Space & Technology Messaging to Stakeholders	<ul style="list-style-type: none"> • Who might be nervous about the changes? • How do we make the best first impression? • What training programs are needed to prepare? • What materials / resources will be needed? • Who is responsible for managing bell schedules? • How will other schools in a shared campus be affected? • How will families be engaged? Notified? Benefit? • How do we plan to cover any transitional costs (new curriculum, staff transition, etc.)? 	<ul style="list-style-type: none"> • Training sessions • Compliance checks • Systems tools built • Documents created (e.g, individual schedules) • Communication tools (bell schedules or alternatives) • Campus-wide space plans 	<ul style="list-style-type: none"> • System tools tested • Manuals / resources created • Trainings held • Side agreement secured • Data plan built • Marketing materials produced • Protocols developed 	
EXECUTE Plan Protocols Data Collection Support	<ul style="list-style-type: none"> • What extra short-term supports are needed? • What additional training do teachers, staff, parents and students need to take advantage of the new structures? • How smoothly is the implementation plan working? • Has anyone found the protocols useful? Necessary? • Is the data being captured adequately? 	<ul style="list-style-type: none"> • Strong presence • Responsive Tech. Assistance • Protocols practiced • Feedback tools established 	<ul style="list-style-type: none"> • Smooth implementation • Feedback evaluated 	
REFINE Structures Protocols Accountability	<ul style="list-style-type: none"> • What's working well? • What didn't not work well? What were the causes? How do we respond? • What unanticipated events / consequences? • Is the strategy sustainable? • Was the support plan adequate? • How do we ensure complete implementation to fully test impact? 	<ul style="list-style-type: none"> • Measure impact • Survey • Video / photograph • Evaluate cost / benefits • Ongoing technical assistance • Retainer services 	<ul style="list-style-type: none"> • Testimonials • Student Data reports • School report cards / Quality Review • Modified response plans 	