REDWOOD HEIGHTS SCHOOL
OAKLAND

SUPPORTED BY:
MasteryDesignCollaborative

REDWOOD HEIGHTS SCHOOL
SCHOOL DESIGN BLUEPRINT

FEBRUARY 7, 2016

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FOREWORD

In spring 2015, the Rogers Family Foundation (RFF), in partnership with national and local funders, awarded 10 Oakland public schools planning grants as part of the Next Generation Learning Challenges (NGLC) Regional Fund initiative to usher in a new wave of breakthrough schools. The goal of the grant was to give schools the time, money, and support to reimagine their schools for the 21st century and develop transformational visions for preparing all students for college and career success.

In addition to $720,000 in combined grants for schools, the planning cohort received a diverse array of professional development services. RFF partnered with Mastery Design Collaborative (MDC), a local nonprofit, to provide all 10 planning grant winners an 8-month professional development program to train and support each school in a) designing personalized learning prototypes and b) developing a long-term plan for launching a breakthrough school over three years. The template for this long-term plan, called the School Design Blueprint, was created by MDC in partnership with RFF and OUSD project managers. Four-to-five member design teams from each school worked together to complete their School Design Blueprint, and each team solicited input from the rest of their staff to accurately reflect the interests of their entire school.

The School Design Blueprint is a design document that outlines the school's plan for transforming its current school model to one that better serves the unique needs of every student. The blueprint is structured to answer four main design questions:

1. What is our theory of action for solving our greatest systemic challenges?
2. What will the future student experience look like when we succeed?
3. What will we implement next year that gets us closer to our long-term vision?
4. How will we continuously roll out new features of our model and engage stakeholders in the work over time?

Once complete, each school will use their blueprint as a guide for collaborating with staff on implementing pieces of their new instructional model. Schools will also share their blueprints with their community stakeholders and update their blueprint with the feedback they receive. The blueprint may even serve as a recruiting and onboarding tool for prospective staff members. Most importantly, the blueprint will provide a roadmap for the next two-to-three years that students, staff, and leaders can follow to gauge the progress each school is making in adopting a comprehensive, next generation instructional model.

Enjoy!

- Rogers Family Foundation and Mastery Design Collaborative

SCHOOL HISTORY

A wise person once said that while human potential is universal, opportunity is not. *At Redwood Heights School (RHS), we want all learners to be empowered citizens who can "flourish within culturally rich, informed, democratic, digitally connected and diverse communities."*[1] Having benefited tremendously from the Next Generation Learning Challenges (NGLC) planning grant in 2014, RHS is eager to put theory into practice and deepen its commitment to personalized learning. By launching a robust model that meets the needs of diverse learners, we hope to be a model for the Oakland Unified School District (OUSD) and beyond.

Serving 370 students in grades K-5, RHS represents the rich diversity of Oakland and is the perfect setting in which to prototype new ways to run schools so that all children can excel –- in a district setting and in a school that reflects the demographics of the country as a whole.[2] RHS has been actively experimenting with personalized learning since 2008.[3] With NGLC support, over the past year we implemented pilots focused on using Maker Space to learn STEAM[4] concepts; station rotation and blended learning to differentiate instruction, support students to work at their own pace, and allow the teacher to spend more individual time with students; and involving students in analyzing their assessment results, setting goals, monitoring progress, and setting new goals using digital portfolios and personalized learning plans. Pilots took place in six classrooms from Kindergarten through Grade 3, including the Special Education T.A.C.L.E.[5] program.[6] We are pleased that all classrooms are currently using some form of personalized and blended learning to meet the needs of diverse learners.

We believe that personalization can be a powerful vehicle to close the achievement gap by using data strategically to design effective learning pathways based on what a child truly needs; implementing targeted small group instruction; and leveraging adaptive online programs that complement teacher instruction. We also know that for education to be truly personalized, we must ensure that RHS educators have an awareness of implicit bias and a deep commitment to see the promise of every child. We are excited to take our personalization work to scale with a new vision that incorporates everything we've learned for our school.

1. Phil McRae. http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2095%202014-15/Number-4/Pages/Myth-Phil-McRae.aspx.

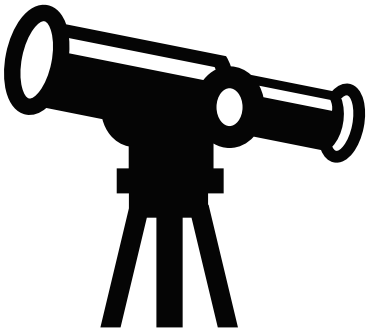
2. See Appendix 1: RHS Demographics are reflected in the NGLC Showcase Presentation.

3. See Appendix 2: RHS Road of Personalized Learning.

4. STEAM: Science, Technology, Engineering, Art, and Math. We are choosing a STEAM focus as we believe it will help us to develop the creative and critical thinking minds required for success in the 21st century.

5. T.A.C.L.E. -- Technology and Augmentative Communication for Learning Enhancement – is an OUSD special day class that serves students with complex communication needs and severe physical impairments.

6. See Appendix 1: NGLC Showcase Presentation (January 2016).



THEORY OF ACTION

School Challenges: What challenges drive our work?

While we are proud of our school's strong instructional foundation and successful personalization pilots, we recognize that our work has just begun. At RHS, we are focusing on several challenges to address the needs of every student. The following are the most urgent:

1. **All students are not thriving academically and we still have a serious achievement (opportunity) gap.** Most states in the U.S. saw dramatically lower SBAC passing rates on the new more rigorous Common Core exams. Although we are pleased that our students' pass rate of 43% proficient or above was above average, we are also not satisfied with more than 50% of our students missing the mark on proficiency for ELA and Math. What pushes us even further, however, is that the achievement of African-American and Latino students was significantly below our school-wide performance, averaging 19% proficient or above.[7] Too many students of color are underachieving, and we need to build a more responsive and flexible school model to truly meet the needs of each of our students so that we can tackle the achievement gap head on.

2. **While students have a high need for 21st century skills (especially agency, collaboration, creative problem-solving and STEAM subjects) our current instruction does not sufficiently meet this need.**[8] Our students need to refine their own agency to truly thrive in the academic and career world they will encounter.[9] Too many students, even of high performing high schools, do not successfully graduate college and we are convinced that a lack of true agency is a major barrier when students get to college and no longer receive as much direct support. We want to build an elementary school that teaches students these skills from the earliest age and creates graduates who will thrive in middle school and beyond.

3. **Our diverse student population requires culturally competent educators.** We haven't provided teachers enough support and training around differentiated instruction to meet a diverse range of student needs using online programs; implicit bias and culturally relevant teaching practices; and holistic, child-centered pedagogies to support 21st century learning.

4. **Not all families are fully engaged.** We have an active PTA but not all families are involved and leaders do not fully represent the economic/demographic diversity of our school population; some families don't feel like they belong. Some families are not aware of where their children are academically and how to support their children's progress and some families do not have access to technology.

7. See Appendix 4 for SBAC data disaggregated by racial sub-groups.

8. As described in NYSCI Design Lab: No Bored Kids by Bennett and Monahan (Design-Make-Play – 2013), p. 35: "Science and mathematics are often presented to students as abstract topics devoid of personalized, real-world connections. This is particularly alarming since the most predictive factor in students dropping out of high school and ultimately out of the STEM pipeline is the lack of student engagement with real-world problems in their coursework… When a large-scale survey asked students what would keep them in school, the top responses from underachieving and at-risk students were 'opportunities for real-world learning' and 'to make classrooms more relevant.' Design-based teaching and learning can address these challenges and offer a new and effective approach to STEM education for all learners."

9. A baseline survey of RHS students showed that many students were not able to set their own learning goals and did not demonstrate collaborative problem-solving skills.

Next Generation School Vision: What future do we want for our students?

We have been studying and practicing personalized learning in an urban context since 2008. Now is the time to expand on our learning to create a vibrant learning environment where *all* children are nurtured to be creative, engaged, collaborative thinkers and innovators in our culturally rich and diverse 21st century communities.

Within three years, RHS will be a model STEAM school with individualized general and special education strategies. Integration of special education is one of our shining success stories, and we want to ensure that deep inclusion of highly challenged learners is a core part of our new vision with adoption of best inclusion practices to enhance all student learning.

Educators from across the district and country will visit and embrace RHS as a successful model rooted in equity, critical and creative thinking, social-emotional learning, expert teachers, personalized learning, and family partnership. These roots lead to robust student agency, where children have the skills and confidence to make a positive difference in their own lives, school, community and world.

Through this transformative process, we will close the achievement/opportunity gap. ***All*** students will be above proficient in core subjects, with increased pro-social skills, positive self-definition and agency. Students will be the drivers of their educational experience, setting their own academic, social-emotional, and service learning goals and receiving compassionate and expert guidance to be their best selves. There will be consistent programs for those who are most academically challenged with social-emotional support that contributes to academic achievement.

RHS will embody a culture of empowering teachers to improve their practice through a growth mindset, with excellent professional development and support. All teachers will use child-centered pedagogies that cultivate innovative and resilient problem solvers prepared for career or college with an entrepreneurial spirit. Every space on campus will be a learning space and every moment of the day an opportunity. Students, teachers and families will feel a sense of belonging, purpose and pride in co-creating our demonstration school for OUSD and the country.

Core Values: What values unite us?

It was important to us to establish a solid foundation of shared values amongst our staff and community so that all programs, strategies, and decisions are in alignment with this collective vision.

EQUITY: Every child thrives and excels.
We are relentless and do not give up in creating opportunities for ***all*** children to be college, career, and community ready. We are committed to actively countering systemic bias. We see personalized learning as a way to support more equitable access to learning resources. We know we can make a positive change in every child's life and want every child to know that he or she is loved.

PERSONALIZED LEARNING: We meet the needs of all learners.
We use well-researched learning models that are developmentally appropriate, meet children where they are, and challenge them to reach their goals. We build from children's strengths and honor different learning styles, adjusting our classrooms and teaching styles. We believe that small groups and personalized learning work best for children.

INNOVATION AND GROWTH: We inspire a lifelong love of learning.
We are preparing children for success in the 21st century, helping them to be innovative, resilient and persevering problem-solvers with skills in STEAM subjects

(Science, Technology, Engineering, Arts, and Math). We strive for balance between online and group learning opportunities so that students master technology while cultivating healthy relationships with their peers and adults.

AGENCY: We nurture compassionate and engaged global citizens.
At RHS, students build self-identity, confidence, critical thinking and collaboration skills that will help them advocate for themselves and others. Students set goals and have control over their own path and pace, increasing motivation, mastery and ownership of their learning. We create a myriad of opportunities for social emotional learning and growth. We inspire students to solve real-world challenges now and in the future.

INCLUSION: We value differences and treat each other with genuine kindness and respect.
We embrace all types of diversity and believe that each person's uniqueness makes our community a better place. Our emphasis on inclusion not only promotes a welcoming environment, but also results in efficient use of school resources and prepares our students to be open-minded world citizens. We are committed to informing, honoring, and engaging *all* families.

Learner-Centered Strategies: What core strategies will help us achieve our vision?

The RHS Theory of Action: We believe that personalized, inquiry-based, and competency-based instruction implemented through an equity lens, in a blended way, with creative and empowered educators and families working in partnership, will help us achieve acceleration for *all* children at scale across RHS, OUSD and the country.

We will use the following interconnected strategies to meet every child's learning needs and ensure that we're teaching with high expectations for all students:[10]

1. **Accelerate student growth using multiple blended learning models to reach diverse students.**

Building on the success of our NGLC pilots[11], we will integrate personalized and blended intervention and acceleration in all classrooms to support accessible, differentiated instruction that meets the needs of all students, increases efficient use of teacher-student time, and strengthens academic achievement across the school. Increasingly, we have come to believe that simple distinctions of lab rotation or station rotation are no longer sufficient to describe the complex and varied ways teachers are leveraging technology and enabling personalization. We also think we should not be dogmatic in our approach. As a core baseline, all classrooms will thoughtfully integrate our core instructional software including ST Math, Lexia, and myON. However, we have experienced great success in our pilot classrooms this year moving all our pedagogy towards more small group instruction and encouraging individual teachers to push further in their model once strong baseline conditions have been established. Our school is highly personalized throughout ELA instruction thanks to our strong pedagogy with Readers and Writers Workshop. Adding in strong ELA core software has helped this move towards stations being even more holistic. With ST Math, we are similarly figuring out how to blend strong teacher-led small group instruction at the Common Core level of rigor and thinking along with online learning that is truly self-paced. Although we have mastered ST Math and will continue to have it drive our math curricular support, we thoughtfully use other core software including Khan Academy and several targeted apps that meet particular needs and provide variety at targeted points throughout the day.

2. **Implement competency-based instruction.**

Using the Common Core standards, we will develop a learning progression for each topic or strand. Children will show proficiency of each standard (learning goal) before progressing. Data will be visible in classrooms and the school and students will be clear on their learning pathway and progress. If students do not complete content from a grade level, they will pick up where they left off in the next grade level. This strategy will ensure that students do not fall behind as they progress through the grade levels, directly impacting the achievement gap. We will leverage a Learning Management System to enable this complex type of learning to be successful. We are also collaborating with Summit Public Schools to create an effective elementary model for personalization. We recognize how hard it can be to transition to competency-based learning in earnest. We are not naïve to jump blindly into this world, and

10. Please see Appendix 6 for a list of all RHS Programs.

11. See Appendix 1 for a high level summary of the NGLC pilots and lessons learned and Appendix 3 for testimonials related to the pilot practices.

rather are working to instill the core belief that students be allowed to move at different speeds and not be bound by the now antiquated concept that every student should follow a pre-determined path based solely on their grade level. We have students working one and two grade levels up in math already, and meet every student at their exact reading level for their core ELA instruction. We see this as a strong foundation from which to further pursue competency-based instruction and help students and teachers figure out the systems to enable this to work smoothly.

3. **Develop self-directed and emotionally competent learners with critical and creative thinking, agency and skills to succeed in the 21st century.**

We will revise our inquiry-based curriculum to include more 21st century content, skills, and opportunities for students to apply what they are learning to real-world challenges – especially in STEAM areas. Through this strategy, students will take risks, embrace ambiguity, envision complex projects to solve problems, learn from failure, develop confidence, build community, and have collaboration and conflict resolution skills. Supporting programs include Maker Space, interdisciplinary project-based learning, and personalized learning plans (PLP).

4. **Create identity-safe classrooms that integrate personalized education, SEL, and the equity-focused framework of identity safety.**[12]

RHS will implement an innovative pilot program to strengthen teachers' use of child-centered teaching and capacities to cultivate diversity, facilitate positive student relationships, and establish orderly, purposeful classrooms to increase equity and improve academic achievement. Through an intensive program of professional development, classroom activities, and family education and engagement, we will have increased cultural competence and all students will know that their social identities are an asset rather than a barrier to success. Equity and identity safety will infuse every aspect of students' educational experience, helping all children to become informed, compassionate, engaged citizens of the world.

12. RHS is working with Dr. Becki Cohn-Vargas, co-author of *Identity Safe Classrooms, Places to Belong and Learn*, an evidence-based model that shows when teachers used identity safe teaching strategies, students felt more identity safe, achieved at higher levels, performed better on state-mandated tests, and liked school more. For more information: http://identitysafeclassrooms.org.

Expected Outcomes: If successful, what outcomes will students achieve?

We have ambitious goals and outcomes and will use a range of methods and data sources to measure the impact of our personalized learning model.

Short-term success indicators

Students

- Increase of at least 15% on yearly SBAC scores with 65% of students on or above grade level for ELA and Math[13]
- Overall 15% increase in performance on SRI and SMI
- Below grade level students improve 1.5 grade levels in reading in one year (F&P)

Teachers

- 100% of teachers report increased knowledge of tools and strategies for personalized and blended learning and identity-safe classrooms (pre/post surveys, PD evaluations)

Parents / Families

- 70% of caregivers know RHS values; support the deep school wide move towards personalized learning; feel a sense of belonging; understand curriculum and assessment calendar; and know how to support their child at home (pre/post surveys, focus groups)

Flexible learning spaces

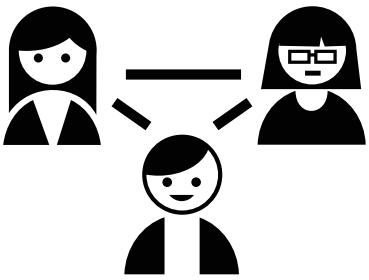
- 90% of classrooms undergo significant transformation to create more productive learning environments in which students experience choice in their furniture and learning atmosphere and where the space of the classroom both supports new models of learning and reinforces visually the transformation in our pedagogy.

13. See Appendix 4 for current SBAC data.

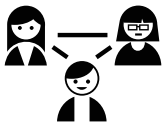
Long-term success indicators (3 years and beyond)

- At least 15% growth in closing achievement gap for students of color.[14]
- At least 75% students proficient or above on end of year SBAC assessments (increase of 25%).
- 100% of children have progressed in terms of their critical thinking, goal setting, creativity, and collaboration skills based on school-wide rubrics (PLP, Maker Space assessments, student portfolios, pre/post surveys).
- 100% of students feel safe, know they have a right to a quality education, and know how to set goals and advocate for themselves in respectful ways (student surveys, Identity-Safe Classroom assessments).
- 100% of teachers are committed to personalized learning, equity, and student agency.
- 90% of caregivers know RHS values; feel a sense of belonging; know that RHS is an identity-safe school; understand curriculum and assessment calendar; and know how to support their child at home.

14. For example, from 90% to 75% for African-American students. See Appendix 4 for current SBAC data.



THE FUTURE STUDENT EXPERIENCE



Future Student Experience: A day in the life of a student in 2019

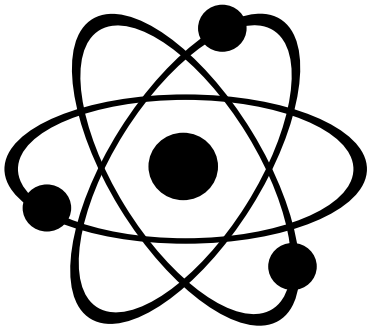
Nadia is happy to come to school. During the community gathering on the play yard with teachers, students and caregivers, she receives recognition by peers for helping others. She feels confident, proud and excited as she enters the school. In the lobby, she sees new art displays and the RHS Schoolwide ST Math Progress Chart – she's eager for her grade level to reach their goal so they can earn schoolwide recognition.

In the classroom, she joins her classmates and teacher for a morning meeting where they talk about family cultures. Nadia shares that she has an *abuela* from Mexico and an African-American grandma from California and they both make really yummy food! By 9:00 a.m., she has pulled out her Chromebook with her personalized learning plan. She has worked with her teacher to set weekly targets in ELA, Math, and SEL and has a menu of "Have to's" and "Get to's" for the day. The class starts with personalized literacy instruction and a choice for independent reading, word work on Lexia, Book Club, or Guided Reading with the teacher. Nadia heads to her favorite spot under the desk in the corner with the green pillow. After 20 minutes, Nadia decides she is ready to take the test on "Literably" – she tells her teacher, takes the test, and passes to the next level! She is called to do small group work with the teacher and is excited to share her news. She updates her reading target in her PLP and changes her data on the class "Wall of Pride and Progress." After ELA Block, Nadia knows she will have time to focus on her Gear Project in the art/Maker Space studio. She and her peers have been learning about mechanics, momentum, ratios, measuring planes, shape and balance. Last night, she had an "ah-ha" moment – she wants to try using marker caps, pencils and cardboard to make gears. The class is being guided to find opportunities, explore complexity, and look closely. It's super cool to see all the different gears the groups are creating!

At lunch, Nadia enjoys some good food from the cafeteria and then has fun playing with a diverse group of friends on the play yard. After recess, the class gathers on the rug to share their progress and talk about their goals and plans for the afternoon math rotation. Students can choose to do collaborative problem solving with a small group, using their playlist that includes curated work from ST Math, Khan Academy, and teacher created resources. Nadia is struggling with some of the math problems she learned about yesterday in the mini-lesson her teacher recorded on YouTube so she elects to work in a small group with the teacher. After 20 minutes of instruction and practice, the teacher asks students to explain what they learned to a partner and write reflections in their math journal. Nadia feels like she made a breakthrough today!

At the end of the day, the class gathers on the rug to reflect and celebrate. They look at their work displayed around the room and marvel at their progress - every student is constantly adding to her learning portfolio in a positive culture of continuous improvement. Nadia and her peers feel a sense of independence and active learning in classrooms that are redesigned to maximize flexibility. They are gaining skills that help them frame and solve problems; evaluate and improve their own work; and guide their learning processes in productive ways. Nadia no longer feels bored some days in some subjects or always behind in others, as the school has redefined progress to a mastery-based model that lets Nadia spend more time on topics when she needs it or surge ahead in other areas. In short, school is starting to really work for Nadia; she feels known and she feels successful.

> **"I know exactly what I know and what I need to learn next. I master content before moving on. I sign up for assessments when I am ready. I set my own learning goals and see progress every day. I have a level of choice over how, where, and what I learn. I have many opportunities to be creative and collaborative with my classmates. I am joyfully engaged."**
>
> **- Future RHS Student**



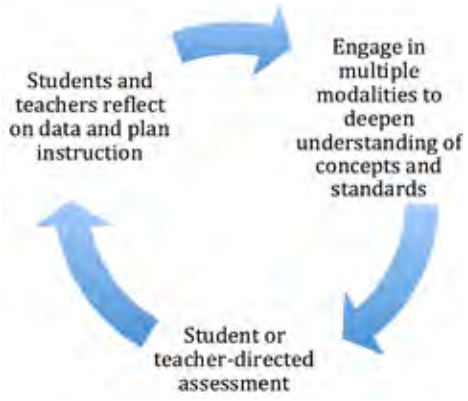
LAUNCH YEAR SCHOOL MODEL: 2016-2017

Year 1 School Model

We have built a solid foundation of personalized learning practices; now we need to put the systems and people in place to bring this model to scale throughout the school, consistently implementing our theory of action to solve our greatest challenges with the support of students, teachers and families.

Data and Assessment What assessment data will we use to personalize learning?[15]

We've been very reflective in how we are integrating student-driven, competency-based assessment and using that data to modify teaching and learning activities. This past year, we developed and piloted **Data-driven Instruction with Student Agency (DDISA)** – a cycle of personalized learning, assessment, reflection and planning that is student-driven with active guidance and monitoring from teachers and regular communication with parents/caregivers.



We currently use a combination of competency-based assessments (teacher-designed or online tools) and OUSD benchmark assessments. Moving forward, we plan to streamline data collection systems and implement additional competency-based assessments through a DDISA team.

Formative – We use formative assessments such as pre/post student interviews, online program data, teacher-created learning rubrics and exit tickets to differentiate instruction and strengthen students' agency and involvement in their learning process. Students determine when they are ready to take an assessment and track progress through their personalized learning plan (PLP). Teachers use formative assessments daily or weekly depending on the standard and student needs, using data to check for understanding and form guided groups for students who need intervention or acceleration.

Summative – RHS administers OUSD benchmark assessments (F&P, SRI, SMI, SBAC). Students also share an end-of-year portfolio (with some digital components) with family members.

We want all caregivers to be able to access information about their student's progress and will be intentional about not reinforcing the technological divide. Currently, we share data through regular teacher and principal updates, video report cards, and parent education nights. We are piloting various Learning Management Systems[16] with student and parent accounts and plan to finalize this by 2017. Moving forward, we will continue to make learning visible by supporting students to take pictures/videos of their work in progress, make headlines of what they did weekly, and post these to the classroom and/or online.

Student Agency: How will we empower students to own their own learning?

At RHS, we strive to support Student Agency in every minute of every day in every space.[17]

We strongly believe that to achieve equity and ensure future success of our students, we need to build agency – students need to know they are capable of creating positive changes in their own life, school community, and world. We aim for them to be intrinsic advocates for their own education and for others no matter where

15. For more information on formative and summative assessments, see Appendix 7.

16. We are exploring *Illuminate* to create standards-based assessments using their Item Bank.

17. Please see Appendix 5: The RHS Way.

they go. Student voice, choice and competency-based learning are key elements of RHS along with growth mindset principles. Learning is reframed as a progression for each child and we employ a range of modalities that support each learner's choice, engagement, accountability, and success.

We believe that young people in the 21st century need to know how to navigate and participate actively in their academic progress. They need the ability to set goals, analyze their work and progress, understand how they can practice, and accelerate – with immediate feedback. When our students know what they know and what they still need to learn, set goals, and have control over their own path and pace with teacher guidance – we have seen dramatic increases in their buy-in and motivation.[18] We are very excited to be at the forefront of this movement, as our students will graduate elementary school used to being much more in control of their own learning. We know this is better for their mastery and ownership now, but we are also excited to see the impact as our graduates spread out to district and charter schools throughout Oakland, trained to be owners of their own learning. We think they will become agents for the move towards personalization throughout the city, as we believe they will not be willing to go back to passive styles of learning once they've experienced the power of driving more of their learning themselves.

Teachers meet with every student individually at the beginning of the year to set up a personalized learning plan and every 2-3 weeks throughout the year to check in, assess progress, discuss where they need to be by the end of the year, and revise goals as needed by breaking their learning path into manageable weekly segments that students can understand and monitor. Students participate in creating a goal-setting wall and maintaining their own portfolios to demonstrate learning and learn personal accountability.

All classrooms offer alternative and flexible seating where children can choose spots where they learn best. They each have menus or play-lists with some "have to's" (that teachers monitor) and some "choice." Students can choose from a range of individual, partner, and small group activities through station rotation and project-based learning. By exposing students to more varied mediums, software, and texts we are preparing them to successfully take more ownership of their own learning process – all while letting them practice with digital tools that will be integral to their future learning and work lives.

Core Curricula, Content & Pathways: Which curriculum pathways will support college and career readiness?

As collaborative and reflective educators, we are constantly updating the RHS curriculum to include the best research and teaching practices to develop emotionally competent learners with skills and confidence to succeed in an ever-changing, interconnected world.[19] Here is a high level view of what we offer at RHS that makes the experience whole child and personalized with differentiated learning pathways based on student mastery and choice:[20]

- **Common Core Standards** with tiered scope and sequence for ELA (Reading Horizons, Words Their Way), Social Studies (Rethinking Schools), Next Gen Science Standards (FOSS), Arts, and Math (Math Expressions).
- **Strategic Use of Blended Learning:** Online programs with adaptive content software, rotational models, and self-blend to support self-directed learning and real-time feedback to formatively assess and adjust learning. We supplement offline instruction with online programs including Lexia, NewsELA, myON, ST Math, Reasoning Mind, and Khan Academy.
- **BAL (Balanced Approach to Literacy)**: Workshop approach with authentic reading/writing and opportunities for students to apply what they are learning.

18. One RHS classroom saw student motivation increase to 100% as a result of goal setting. Studies show that students who set goals have significantly higher student achievement. See: *A Study on Student Achievement of Classes That Set Goals and Self-Monitor Their Achievement* by Kristin Wilson, Northwest Missouri State University Department of Educational Leadership, (2012).

19. Our work in this area will be guided by Torrance's research that "intelligence goes beyond simple learned behavior, or convergent thinking. A creative person can revise what is known and explore the unknown in order to construct new meaning."

20. See Appendix 6 for a complete list of RHS programs.

- **Identity Safe Classrooms:** Teachers use child-centered teaching, cultivate diversity, facilitate positive student relationships, and establish orderly, purposeful classrooms to increase equity and improve academic achievement.
- **Maker Space and Arts Education:** We use Studio Habits of Mind (SHoM)[21], Making Learning Visible (MLV), Visual Thinking Strategies (VTS), and interdisciplinary project-based learning with Maker and Tinkering components.
- **Linked Learning:** We link students' learning to career, college, and community through field trips, service learning, and collaboration with local artists, innovators, and leaders.
- **Cooperative and Collaborative Learning:** Students team together to explore a significant question or create a meaningful project where they are accountable for their work and the work of the group as a whole is also assessed.

In our launch year, we look forward to enhancing our curriculum by including new Maker, STEAM, and project-based learning for each grade.

Instructional Delivery: How will students receive needs-based instructional support?[22]

Over the next three years, all RHS teachers will increase their use of student-centered, personalized and data-driven instruction with high expectations for all students using identity-safe instructional strategies. Our instructional delivery will be anchored in station rotation, individual rotation, and flipped blended learning models that provide personalized instruction for every student with the teacher facilitating and/or offering direct instruction as needed.

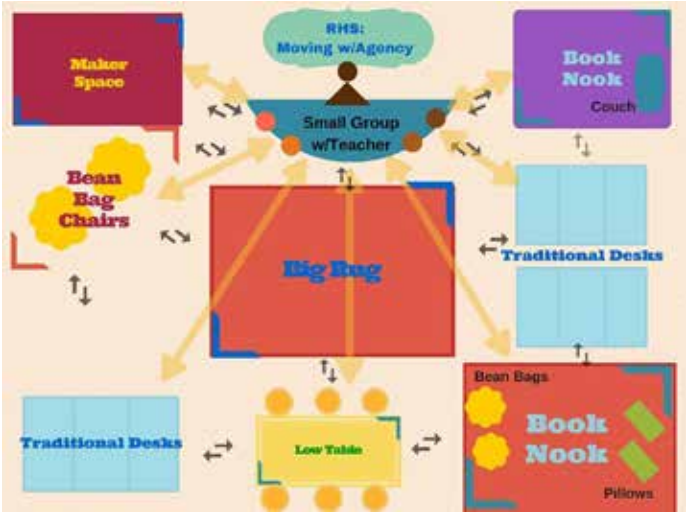


Figure 1: Sample room redesign that supports needs-based instruction

Rotations will include:

- Small group instruction where the teacher works with students based on need as reflected by district assessments as well as data reports from online learning programs.[23] Students will participate in guided reading and math groups and strategy groups, among others. Many elements of Balanced Literacy, such as shared reading and interactive and shared writing, will be taught in a personalized manner during rotations.
- Individual learning using personalized play lists and mastery-based, adaptive online programs.[24] Children will be assigned playlists developed by teachers based on competency-based progression. They will choose related activities on their play list to meet that standard or learning goal. This could also include independent reading, traditional or online research, or skill building work.
- Collaborative group and partner work where students learn from and with each other to solve problems and engage in productive struggle together.
- One-on-one conferring between teacher and student.

21. Harvard's Project Zero identified eight Studio Habits: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art. These habits help organize curriculum and pedagogy with choice-based methods in the classroom and art studio. For more information: http://www.pz.harvard.edu/projects/the-studio-thinking-project.

22. We are inspired by school designs such as those at Roots Elementary in Denver, Colorado (http://rootselementary.org/take-a-sneak-peek/the-grove/) and are continuously adapting our instructional delivery and campus space to better support personalization.

23. The main online programs we use include Lexia, myON, ST Math, Khan Academy, Reasoning Mind, and Newsela.

24. Play lists will be developed by teachers and accessed using our new Learning Management System.

We are increasingly coming to believe that the rigid taxonomy of blended learning models no longer accurately describes the innovative work being done in the best personalized learning schools. Although we will be rooted in a station rotation model, we are working significant elements of the flex model into our classrooms and actively trying other personalization approaches. To support this, we plan for most classrooms to develop personalized learning plans and digital portfolios, where students are involved in tracking and evaluating their progress and assessment results, setting goals, reflecting on their work, and completing re-assessments when needed, all culminating in the setting of new goals with the cycle starting over again. Students will track on both the unit and the daily level, using exit tickets to demonstrate learning and providing data to themselves and their teachers to help create the most appropriate groups based on students' mastery of concepts.

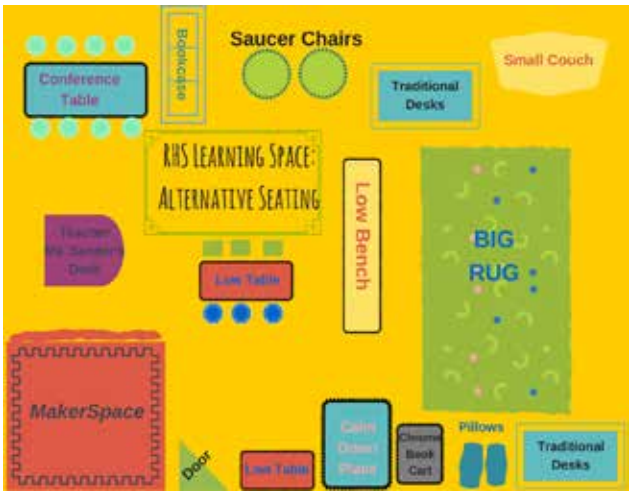
Some of the key ways that students will meet their needs will be through increased use of Maker Space, tinkering, and project-based learning to teach STEAM concepts and critical thinking skills. For example, students will have opportunities to tackle challenges such as building towers, bridges, gears, or boats. In small groups, they will identify a problem to be solved, possible solutions, and next steps, along with an analysis of why they think their solutions will work. Teachers and the Art/Maker specialist will help facilitate the learning process, guiding children to use increasingly more complex ideas and tools and making linkages to common core standards. Individual classrooms will have Maker Spaces where children can choose to spend their "free choice" time or work on group projects. For more complex projects, students may use the larger Art Studio Maker Space with the guidance of their teacher or Maker Specialist. Students will also have opportunities for Linked Learning around a theme with local artists or engineers.

The T.A.C.L.E. special education program will adapt the station rotation model, online programs, facilitated Maker Space, and individual and small group work to meet the needs of a variety of students with special communication and academic needs. T.A.C.L.E. students will have smart goals folders where long- and short-term goals are co-constructed weekly with the teacher. They will work at their own pace toward achievement of IEP goals with facilitation by the teacher and aide.

Teachers will address SEL topics throughout the day through morning meetings, reflections on class or personal SEL goals, and end of day meetings. Students will have additional opportunities to learn collaborative play and conflict resolution skills through Playworks activities during recess facilitated by Group Specialists.

Learning Spaces: What spaces will be used to support all learners?

We will continue to redesign classrooms and other larger spaces on campus to find creative ways to optimize personalized learning.



During the NGLC pilots, we began to transform classrooms to create alternative seating and multiple learning spaces for self-directed and small group learning (see diagram). This was accomplished with a relatively small budget by removing desks and bringing in beanbags, pillows, and low tables to make the room more child-friendly. The results have been impressive. Every classroom has some type of alternate seating. Children are more able to move around without so much furniture in the space. Children can choose where they're going to sit (usually not at a desk). Some classrooms have built a designated Maker Space with support from families.

For the launch phase, we will continue to support all teachers to adjust their classrooms physically to enhance personalized learning. Options include: serenity tables (low table with flat cushions, fountain, quiet activities); bean bags with back support; stability balls; rocking seats on floor; large gathering spot on rug; large conference table to meet with small groups; lap desks; cardboard dividers (to help kids stay focused);

movable tables, partitions, and desks on wheels; and dedicated Maker Spaces. Additionally, on a school-wide level, we will:

- *Create enhanced Maker Space in the RHS Art Studio.* We already have a fantastic studio and will enhance it with low and medium work benches on wheels with drawers for tools (clamps, hammers, measuring tape, sandpaper, nails, handsaws, eye protection, special drills, etc.), peg boards with frames, sliders coming out from a wall to create more surface space, and more outlets.
- *Transform the Library Space.* We envision a transformed 21st Century library that serves as a hub of both literacy and connectedness on campus, with flexible space, plenty of connected devices, effective small group instructional space with digital projector, and workspaces for students to engage in individual or small group work. We see the 21st Century Digital Library as a resource that will be open before and after school and a place that students flock to spend time in, as we have witnessed in other schools that have made this transition. People will be able to flow in and out all day long with our librarian serving as a master of ceremonies in the space and in the classrooms as she brings literacy and digital mastery into all elements of our school.
- Obtain a new portable for a *Music and Sound Studio with AV* and *Engineering Maker Space.*
- Create a *Learning Center / Reading Clinic* for students with high needs.
- Continue to use our two *Garden Spaces* for Outdoor Science and Flex Learning.

Scheduling: How will flexible learning time be used to support student needs?

We are working closely with the entire staff to redesign our schedule to better meet the needs of students. The main elements of the re-design include:

Instructional Blocks and Cross-curricular Project Learning: We are creating 1.5 - 3 hour blocks of uninterrupted instructional time that are consistent throughout the week (e.g. STEAM in the morning and ELA in the afternoon). These will be organized by K-2 and 3-5 to facilitate collaborative learning/teaching and the possibility for a child to go to a different classroom, enabling the benefits of multi-age learning environments and breaking the outdated notion of purely age-based grouping in schools. These changes will provide time and choice for students to delve deeply into rotations or interdisciplinary projects and for teachers to work with small groups or individuals at the "just right" level of instruction rather than settling for the one-size-fits-none approach.

Daily Collaboration and Planning for Teachers: We will create structured time, space and tools for teachers to develop data-driven approaches that build on student strengths, address their evolving needs, and support them to have choice, support, and flexible time in their learning pathways. Grade level teams will have dedicated planning time daily.

Specials (Art, Music, Gardening) will be scheduled at the same time every day throughout the week so that teachers can prep and collaborate, ideally around lunch (by grade level). We are considering adjusting how we use library time by having our Librarian push-in and having the library/community computer lab open throughout the day. This use of our rich extra-curricular programming provides much needed flex into the schedule and allows us to be more creative in our use of time to ensure a more personalized approach with effectively targeted groupings.

Intervention/Acceleration: Each teacher will have one full day for interventions (supported by Specials). We plan to also conduct an after school Intervention/Acceleration pilot where teachers work with select children from 3-4 pm.

Student Release Days: Once per trimester, teachers will have a full-day of collaborative planning to adapt curricula and strategize based on student data.

Sample 1st grader's day (Proposed Schedule)

Morning Meeting	ELA (2.5 hours)	Lunch/Recess	Special (1 hour)	STEAM (1.5 hours)
Whole class discussion focused on building community, developing a positive kid culture, pro-social skills, and student plans for the day.	Rotations: readers' & writers' workshop, blended learning, individual work, small group instruction, flexible grouping, and conferring.	Healthy lunch and play with optional collaborative games facilitated by Playworks-trained Group Specialists.	Art/Maker sessions in the art studio, outdoor field science and gardening, and/or music. Flexible grouping.	Choice and exploration: Foss kits facilitated by teachers and parent volunteers, mystery science, outdoor field science research, math rotations, Maker Space.

Staffing: How will staff work together to support each student's needs?

We continue to strategize about how best to maximize the efficacy of our most valuable resource – the teacher. Teachers who participated in our pilots demonstrate increased flexibility in how they support students and we are excited to extend this approach to all classrooms.

In the new school model, master teachers will continue to provide a blend of direct instruction enhanced by online tools, facilitation of small group work, intensive 1:1 and small group interventions (especially for under-performing students), and personalized assessment and support for each student's PLP. They will be supported by:

- Blended Learning Wizard – We see an essential hire to add one staff member who is a full-time, talented, junior level specialist responsible for helping to guide the redesign process. This person will support classrooms during blended learning times; assist in launching our new STEAM/maker space components; help with development of new competency-based tools and learning management systems; and serve as a coach for new teachers. This person may also pilot after school sessions (available to all students) with coding sessions, technology classes, or extra support in the library/computer lab. We anticipate modeling this role after the successful positions we have observed at Aspire and other leading charter and district organizations. We plan to recruit and train to ensure an outstanding fit and potential for transformational change in an affordable manner.
- Classroom Aides / Group Specialists (GS) – we will work with our existing (non-certified) GS to better support personalized learning in classrooms, through pull-out and helping to thoughtfully integrate technology and other personalization mechanisms. GS will also be trained to assist with SEL. Further, by recruiting and training high quality classroom aides, we cultivate a pipeline of future teachers for our school. This human capital strategy is hugely beneficial as we get a chance to work with potential future teachers for one to two years and guide the best candidates through a credentialing program to become future rock star teachers in our own school or for other schools looking to embrace personalized learning.
- Librarian – Our part-time librarian will push in to classrooms to allow teachers to provide more tailored interventions. A non-certified library assistant will staff the library throughout the day.

Professional Development: How will we support our staff in executing our school model?

We will develop a thoughtful, yearlong schedule of PD to strengthen practices that create student agency and support children to thrive on academic and SEL levels. Teachers will have clear guidelines and support to assess and meet children's needs using a variety of modalities and tools.

INQUIRY AND COLLABORATION: PD will follow the same inquiry process as our student curriculum is an ongoing, personalized, and collaborative experience that builds on teachers' interests, introduces new ideas, supports teachers' leadership and expertise, offers coaches as needed, provides opportunities to learn together, and challenges us to deepen our practice.

COHORTS: Faculty will join cohorts such as Maker, DDISA, Blended Learning, Interdisciplinary Projects, or Linked Learning. Cohorts will attend trainings related to their theme. Every teacher will go deep into one area; cohorts will share what they learned and train the entire staff on their theme.

INNOVATOR PROJECTS: Teachers may submit mini-proposals to implement new ideas and/or software given alignment to where their data say growth is needed. This practice lets us work with the most willing and capable teachers in prototype-classrooms where we develop new approaches and test ideas before implementing at scale. We also create a strong sense of demand; teachers know their great ideas will be supported if they can be prototyped, measured, and evaluated for success.

VISITS and COMMUNITIES OF PRACTICE (CoP): We will continue to visit innovative local and national schools so that more faculty and parents can learn about personalization in action. We will participate in local/national CoP and will partner with other organizations to develop new approaches. For example, we will likely partner with Growth Public Schools, a new CMO looking to apply the Summit model to the elementary level; we anticipate serving as one of the Growth pilot partners to refine elements of their new model and be on the cutting edge of this work. We commit to sharing what we're learning with OUSD schools and to hosting learning tours. We've had this experience a lot this year through NGLC and our faculty and parents seem even more inspired to pursue our own learning and innovation agenda knowing it can benefit our students and the region.

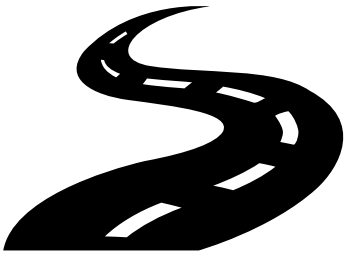
Primary Content of PD

- *Blended Learning:* Using online programs with fidelity, rotational models, etc.
- *DDISA:* Training and setting expectations regarding regular data cycles, personalized learning plans, DDISA, and learning management systems.
- *Masterful Pedagogy:* Best practices in Common Core and Next Generation Science standards, child-centered pedagogy, inquiry- and project-based learning– as well as the important fundamentals of strong classroom management and SEL.
- *Identity Safe Classroom.* Child-centered teaching, cultivating diversity, facilitating positive classroom relationships, and implicit bias.
- *Maker and Arts Integration:* Maker Fellow Program, Studio Habits of Mind, VTS, etc.

PD Schedule

- 2-hour PD sessions every Wednesday (1:45 – 3:45)
- 2-day retreats for training and planning in August, mid-year, and June
- 1-2 whole days of PD every trimester and additional Minimum Days
- Optional paid training sessions in summer (e.g. Exploratorium Maker Space, etc.)
- Daily time to co-plan, collaborate and diagnose student learning needs during lunch/Specials.

To Determine: Stipends/incentives for teachers, alignment with OUSD Schedule, Teacher Union considerations.



SCHOOL DESIGN ROADMAP

School Design Roadmap: Annual Planning – Outputs and Activities

Strategies	Jan – August 2016	2016-2017	2017-2018	2018-2019
Identity-safe Classrooms (ISC) and Equity	• Comprehensive training on ISC, implicit bias.	• Pilot ISC across school • Plan to address tech divide • Parent focus groups	• Identity-safe classroom implemented fully across school	• Before/after school tech support/access to computer lab.
Self-directed, emotionally competent, 21st century learners	• Create team and schedule for revamping curriculum. • Pilot Playworks (with training on SEL/ collaborative/play-based learning)	• Draft updated curriculum with competencies and projects by grade • Training and pilots related to updated curriculum	• Refined curriculum	• Written RHS curriculum with tiered scope and sequence
Personalized and Blended Learning Models	• Analysis of RHS pilot personalization programs • Continue to pilot new online tools and assessments • Personalization programs strengthened in all classrooms	• Strengthened personalization in all classrooms • Targeted instruction for all students in core subjects	• Strengthened personalization in all classrooms • Targeted instruction for all students in core subjects	• Systems for personalization integrated across school.
Maker Space & Project-based Learning	• Hire Maker/STEAM Specialist • Expand curriculum • Making Learning Visible – student documentation • Enhance Maker Space in Art Studio	• Maker Pilots in 4 new classrooms • Enhanced Maker Space in art studio 2 days/week • Strengthened inter-disciplinary projects	• Maker Space in every classroom and Art Studio • Pilot RHS Maker Faire (6 classes) • Strengthened inter-disciplinary projects	• RHS Maker Faire (all classes)
Overall Systems: Space, DDISA, PD, LMS	• Share DDISA through PD • Create plan for transforming classroom and campus • Yearly PD and Collaboration Schedule; Teacher retreat in summer 2016. • Explore LMS options	• Alternative seating in every classroom • Pilot DDISA in 4 classrooms, aligning with OUSD tools. • Pilot LMS • Full PD with field trips • Pilot Teacher Collaboration	• Continue campus space transformation. • Menu of self-paced assessments. • Refined LMS with increased use. • Written guidelines for inquiry cycle and teacher collaboration	• Creative use of all spaces • DDISA and competency-based grading with fidelity in all classrooms. • Protocol whereby all new staff receive orientation/training in the RHS way • Systems for teacher evaluation/learning.
Family Education and Engagement	• Focus groups, surveys • Family nights on RHS values, personalization, ISC, curriculum, Equity.	• Parent education nights (minimum 6 per year) • Pilot LMS, online communication tools.	• Parent education nights (min. 6/year) • Increased use of LMS	• Full schedule of family events • Communication systems • Volunteer program.

Potential Barriers for Transformation: How will we overcome potential barriers?

OUSD Policies: Some components of our redesign (especially schedule, hiring, time requirements, PD) may conflict with OUSD/OEA policies. We are continuing to strategize with the OUSD Chief of Schools and Director of Blended Learning, Stacey Wang, to keep them abreast of our plans and explore innovative ways to address these potential barriers, such as waivers or innovative school designation.

Mindset: We recognize that we are in a large-scale change process that may encounter resistance from teachers, staff and parents. We are addressing this potential barrier through constant teacher and parent education around the benefits of personalized learning and different models that will support all learners. We also will implement ongoing opportunities for parent and teacher focus groups and a range of ways for people to be part of this change process. We have been heartened by the strong and optimistic response we have witnessed during our pilot year and the enthusiasm for this work to deepen.

Lack of training and tools: We are all on a learning curve when it comes to technology and blended learning. We're aware of this and striving to overcome it through training, coaching, communities of practice, experimentation/pilots, visits to other schools, and research. We want to contract with coaches and specialists who are competent in online programs, Maker Space, competency-based assessment tools aligned with OUSD, and other aspects of our redesign to help us in the transition period so that all teachers can feel competent in the new approaches.

Systems: As we pilot new approaches, we recognize that we don't have corresponding systems that support the personalized learning and assessment, including LMS, Curriculum, competency-based assessments, accountability and teacher evaluation systems, and other systems. We will address this by discussing what's needed; what's working/not working; and hiring experts to help us refine systems that will work for RHS.

Infrastructure and Lack of Space: We have challenges in wiring (for example, there is not consistent Internet in Art Studio/Maker Space). We also have a space challenge – every room is being used for a classroom and there is currently no dedicated space for teacher collaboration. We will address this through our Flexible Learning Space Plan, the possible addition of a portable, and possible restructuring of the existing classrooms.

Blueprint Engagement Plan: How will we invest staff and community in our vision?

We are implementing a variety of activities to inform and engage our stakeholders and will intensify this engagement from January – June 2016. We are creating a range of materials to share key aspects of the re-design: Infographic, video, updated website, and PPT presentations.

TEACHERS

- A recent teacher retreat on values, mission, and vision provided key input to blueprint.
- January 2016 - we shared a summary of the blueprint with teachers and are holding sessions to discuss scheduling, staffing, PD, curriculum, their interests.
- Continue to support ILT/original design team to take their interests to next level by testing new concepts, – e.g. competency-based assessment, PLP, Maker Space, Blended Learning, etc.
- Pilot teachers share what they have learned. New teachers go through Design Thinking Process and decide which aspects they would like to pilot in classroom with ILT teachers as coaches.
- Set PD schedule (January – June 2016) focused on ISC, blended learning, Maker Space, and opportunities for new training and pilots.
- Teacher retreat at end of 2015-2016 school year to create plans for next year.

CAREGIVERS

We are deeply committed to engaging caregivers, especially those who may not have been highly engaged to date (such as newer families, non-English speakers, and others), and getting all caregivers excited that every learner's needs can be addressed.

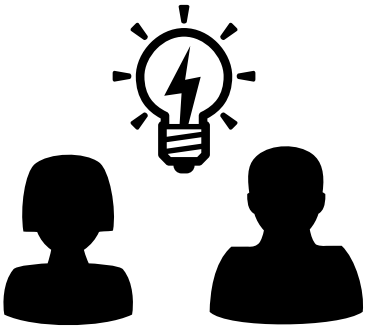
- January 2016:
    - Meet with leadership of SSC and PTA to share engagement plan and materials and ask for help in reaching all parents.

- Share key aspects of the Blueprint at PTA meeting, Monday Memo, and Principal Coffee.
- Host Parent Education Night (1/14) with film and discussion (Cracking the Codes).
- Invite caregivers to attend the NGLC showcase on January 20th.

- February – May 2016:
  - Family focus groups/surveys and principal coffee chats.
  - Schedule of tours to observe personalized learning in action at RHS.
  - Parent Education Nights on: RHS road to personalized learning, Blueprint, Inquiry-based Teaching and Growth Mindset, Student Agency, Basics of Blended Learning Tools, Identity Safe School, DDISA, parent-teacher conferences, communication mechanisms, and how parents can best help their kids at home.
  - Information and tips in Monday memo. Update RHS website.

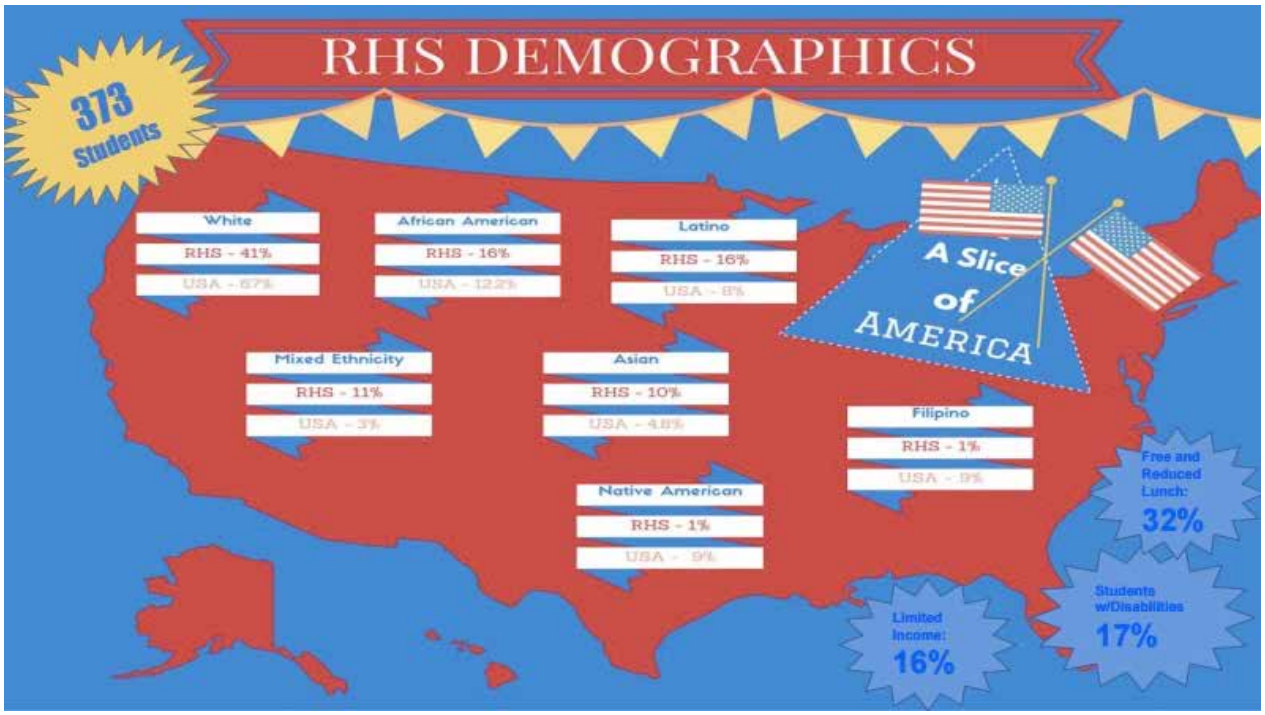
- August 2016 – June 2017
  - Parent Empowerment Series in support of RHS Blueprint – We will present a "Menu" for the year (Training themes, parent retreats, film series, book clubs).
  - Monday Memos with new information each week.

Other Strategic Partners. We are working closely with Stacey Wang – OUSD Personalized Learning Director -- to develop parent nights, PDs, and other opportunities. We would like to continue to work with NGLC specialists to help us with our engagement and PD.



APPENDICES

Appendix 1: NGLC Showcase Presentation (January 2016)



Appendix 2: Redwood Heights Road of Personalized Learning

Redwood Heights has been actively experimenting and building towards our current model of personalized learning since 2008. The journey has taken us from a vision initially rooted in Differentiation, to Individualization, and now to Personalization. This approach, which aligns quite well with the goals of the Next Generation Learning Challenge, has evolved into the RHS Blueprint, a 3-year strategic plan to institutionalize personalized learning across the school.

Differentiation. In the 2009-2010 school year, we started asking ourselves the question: *"How can we close the achievement gap given increasing class sizes and diminishing resources?"* A teacher discovered a literacy tool called "Daily 5" that involved creating cozy reading spaces in the classroom, putting kids into groups, and helping them to find their "just fit" book so they could increase their reading stamina and the teacher could pull kids for individual work. Building on this lead teacher's momentum, other teachers followed and the school began to implement the Daily 5 system in a number of classrooms. This work evolved over the next few years into a broader RHS balanced literacy program designed to personalize reading and writing instruction to the appropriate level for each student.

Shift to Individualization

- Recognizing that teachers needed opportunities to work with smaller groups of students, in 2010-2011, RHS introduced a system of Garden and Music Interventions with a two-fold purpose: 1) Provide students with a rich curriculum in botany and music; and 2) Create a 6-week structure where one-half of the class rotated out of the classroom for a portion of the week to study outdoor education or music with a highly-qualified instructor while the other half of the class received tailored, small group instruction from their primary teacher. This model (an early version of a lab-rotation model) has been a wildly successful intervention that has been fully integrated across all grades in the school.
- In the 2011-2012 school year, the Principal worked with a coach from the National Equity Project over the course of the year to create a profile of a RHS low-performing student and figure out how to support that student in his or her sphere of success. The school developed a number of strategies, including: data-driven instruction; Fountas and Pinnel regular assessment; PACA (Parents Advancing Children's Achievement), a parent group with a mission to address the

achievement gap; after-school support programs and scholarships for the lowest-performing students; small group instruction focused on reading skills, phonics, and phonemic awareness; and professional development and parent education around equity and SEL.

- In 2012 – 2013, RHS was accepted to become part of the OUSD balanced literacy pilot program, receiving further training from Lucy Calkins (Columbia Teachers' College) and further strengthening our skills and practices in a personalized literacy program. That same year, Principal Sara Stone (with PTA support) created a TSA position (filled by current Principal Cynthia Bagby-Ellison) to focus on reading intervention for high-needs children.

Shift to Personalization. In 2013 – 2014, RHS became a district Balanced Literacy School. With the support of the Teacher on Special Assignment, RHS stepped even further into personalization by implementing a highly personalized English Language Arts Program (including readers' and writers' workshops and Reading Horizons with a digital component) and introducing an ST Math pilot in K-1 classrooms.

Moving Forward: A Personalization Model School (2014 – 2019)

Over the past years, we've discovered that our initial question – "How do we close the achievement gap" – has evolved into a more appropriate question: "How do we give every child exactly what they need to succeed exactly when they need it?" We've learned that technology and software can help us to create a personalized program that improves learning and has students driving more of their own learning process.

Personalization Pilots: In 2014-2016, with the support of an NGLC Planning Grant, RHS implemented Personalization pilots in 6 classrooms and continued to explore and adapt best practices in personalized and blended learning. During this period, most of our innovation has held constant such variables as class size, staffing models, and daily schedules.

School wide Transformation: In 2016-2019, RHS will continue to "think outside the box," redesigning the school curriculum, schedule and space to meet the needs of each and every student, making RHS a demonstration personalization school.

Appendix 3: Testimonials

When asked "Why do you like goal setting?" First grade RHS students responded:

- "A goal is something you want to do but you haven't done yet."
- "You know you can get it."
- "You get more progress and more harder so you get better at school."
- "We can achieve what we need."
- "When I achieved my goal I did my victory dance."
- "It makes school a little harder but not so hard I want to quit."
- "I know what I want to accomplish by a certain time."
- "I get excited to get past the goal."
- "I'm proud of myself."

Teachers

"I surveyed my students in October to find out how they think they learn best and what environments were the most comfortable for them to work in. I learned that my students work better sitting on cushions on the floor than sitting in chairs at a desk. They like the room cool and are okay with a little noise around them, but not too much. They like working with a partner or in a small group better than working alone. The biggest change was taking the desks and chairs away. We realized we don't need as much surface space since four kids can sit around two desks to work on a collaborative project. The room stays cleaner. Kids have cubbies to keep their journals and notebooks. They don't need pencil boxes since we have pencils available on group worktables. They love being able to choose where to sit. Now when you enter room 25, you'll see a few desks and chairs, a comfy couch, some beanbags and pillows, and lots of space for kids to gather and collaborate. Since the change, every one of my students is engaged, happy to come to school, and excited about learning." – Theresa Sanders, 3rd grade teacher

"In the pilots, we have been letting kids tell us when they're ready to take a certain assessment within certain parameters. They come to us and say, 'I'm ready to take my partners of 10 quiz now' or 'I'm still working on my sevens.' We are excited to take this aspect of student choice school-wide." – Colleen Boston, 1st grade teacher

"Students can take their Math Summatives more than once. They can take it, review what they missed, and decide what concepts they want to review in independent math time. Then they can take it again. Just about everyone passes the test the second time." – Lynly Kendricks, 3rd grade teacher

"I'm becoming a better teacher – it's an eternal struggle to give more choices of where to sit and what to do, but I'm seeing the difference. I'm changing my teaching practice after 17 years." – Lynly Kendricks, 3rd grade teacher

"It's exciting to see a child be motivated to move from reading level A to P. The advanced readers push themselves naturally. This gives me more time to work with kids who really need one-on-one time." – Linda Rogers, 1st grade teacher

"The online learning has been a godsend for kids with autism. They can interact with the teacher for a short period of time to demonstrate their knowledge. This acknowledges their different style of learning. Each student in my class has a personalized Smart Goal folder where long-term and short-term goals are co-constructed weekly with the teacher. Students are taught to make appropriate activity choices toward learning goals. They then gradually assume more responsibility in independently working on activities toward the goal. They learn to track progress (in their Smart Goals folders) toward meeting their goals. Motivation for learning is

becoming intrinsic. I no longer have to continually be the animated entertainer." – Stephanie Taymuree, T.A.C.L.E. Program

"I really want to learn more about the personalization strategies we've been trying in our classrooms – more about blending, making and going deeper – with outside experts providing new information and ideas. It would be great to have a book group where we can learn about and discuss teaching theories, research and best practices." – Teresa Sanders, 3rd grade teacher

"When I first did goal setting with my students, it was okay. Then when I read articles about goal setting and discussed them with colleagues, I learned about how goal setting builds intrinsic motivation. Once I started doing that, the kids really took off. Building our knowledge base as teachers is really important." – Linda Rogers, 1st grade teacher

"The RHS art and maker program is particularly important for children who may not be excelling in other areas because it provides a way for them to express themselves and feel successful. It could be the reason they're excited to come to school every week. The art program spills over into the classroom in so many ways. It has really helped me to develop my professional skills to teach and incorporate art and the studio habits of mind into other parts of the curriculum." – Theresa Sanders, 3rd grade teacher

"Our classroom has a culture where failure is a positive. Making is such an authentic learning experience where students take charge of their learning, solve their own problems and share how they solved them. They create challenges like building sturdy towers from newsprint and creating super slow marble runs." – Theresa Sanders, 3rd grade teacher

Parents

"As a parent, I had the honor of participating in a recent tour of RHS classrooms that are implementing the NGLC personalized learning pilot programs. I was deeply moved by what I saw – every classroom had students who were engaged in a variety of learning activities, from individual reading in nooks around the room, to working on computer programs with peers, to receiving instruction from the teacher in a small group." – Lisa Hoffman, parent of 5th grader

Appendix 4: SBAC Data Disaggregated by Racial Sub-Groups

Appendix 5: The RHS Way

Appendix 6: List of RHS Programs[1]

"Learning is not a spectator sport…[Students] must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves."[2]

Core Subject	ELA	STEAM	Social Studies
Offline Content Common Core	Balanced Approach to Literacy with Reader and Writer Workshops Reading Horizons Words Their Way Phonics (Spelling)	Math Expressions Foss Kits and Next Gen Science Field Science/Garden Program Mystery Science Art/Maker Space (Studio Habits of Mind and VTS) Field Trips	Rethinking Schools
Online Content	myON, Lexia NewsELA	ST Math, Reasoning Mind, Khan Academy	

Academics:[3]
We know that children are curious and eager to learn. All students must be engaged in a rigorous, meaning-centered curriculum that is activity-based and draws on a student's higher order thinking skills. Through the collaborative efforts of the staff, we ensure that each child is successful in mastering the standards. Our students feel safe both emotionally and physically.

We present a well-rounded program that is research-based, age appropriate, authentic, intellectually challenging, promotes creativity, and exceeds the standards set by the district and the state. We use a differentiated approach to learning in order to ensure that all students are able to be successful. Our lessons are developed based on the experiences of the child and work towards expanding their current intellectual horizons.

BAL (Balanced Approach to Literacy): Balanced Literacy is a comprehensive program of language arts acquisition that uses both whole language and phonics and includes read aloud, guided reading, shared reading, interactive and shared writing, Reading Workshop, Writing Workshop, and Word Study.[4]

In Reading Workshops, skills are explicitly modeled during mini lessons. The mini lesson has four parts- the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that she believes her class needs based on assessments she has conducted in her classroom. During the connection she connects prior learning to the current skill she is teaching that day. She then states the teaching point or the skill and strategy she is going to teach. She then shows kids how to do the skill by modeling the strategy in a book the students are familiar with. She often uses a "think aloud" to show students what she is thinking. Students then try that work out in their own books or in her book during the active engagement. During the link she reminds students of all the strategies they can do while they are independently reading.

1. See also: http://redwoodheightsschool.com.

2. Chickering and Gamson: http://www.hermanmiller.com/research/solution-essays/rethinking-the-classroom.html.

3. See also: http://redwoodheightsschool.com/academics/

4. The following description is drawn from: https://en.wikipedia.org/wiki/Balanced_literacy.

Writing Workshop follows the same flow. Students are explicitly taught skills and strategies for writing during a mini lesson. Then they go off and write independently. They choose the skills they are trying out that day. The teacher comes around and confers with students to help them with their goals.

Math: RHS uses a blend of traditional and online resources to support student mastery of math concepts. Math Expressions Common Core[5] combines elements of standards-based instruction with the best traditional approaches. Through drawings, conceptual language, and real-world examples, it helps students make sense of mathematics. Math Expressions is proven to be effective in raising student achievement.[6] We supplement Math Expressions with adaptive online programs such as ST Math, Khan Academy and Reasoning Mind.

Arts Integration, Maker Space and Interdisciplinary Project Based Learning: In 2010, RHS became an OUSD Arts Learning Anchor School and has been at the leading edge of OUSD's efforts to "engage the collaborative energies and expertise of teachers, schools, district leaders and community stakeholders to advance equity and foster cross-disciplinary rigor and excellence in learning" through the arts. The Studio Art and Maker Program plays an integral role in facilitating personalized learning through dynamic projects that encourage critical and flexible thinking, visual and verbal artistic literacy, exploration and skill building using a wide variety of media, tools and techniques. Studio projects foster confidence, creativity, and self-expression supporting different learning modalities and abilities. We use Studio Habits of Mind (SHoM), Making Learning Visible (MLV), Visual Thinking Strategies (VTS), and interdisciplinary project-based learning with Maker and Tinkering components.

5. http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/math-expressions

6. http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/math-expressions#sthash.LQRJPEUm.dpuf.

Projects are designed by the artist-in-residence in collaboration with each classroom teacher to complement the academic curriculum. The arts are integrated into Science, Mathematics, History, Cultural Studies, and Language Skills. For example, in 2015, fourth grade students engaged in a 2-month art and science exploration process where they learned about marine animals, creating 3-D dioramas and painting a large outdoor school mural of a seascape.

Throughout their time at RHS, students develop and refine their studio habits and art skills, steadily building their ability to express their thoughts and analysis visually and verbally. With art integrated into their curriculum, students learn to see connections across disciplines and cultures. Working in the studio sharpens their diagnostic skills and ability to understand complex subjects. Making art that requires continuous problem solving and revision prepares students for future challenges in many fields, as do studio projects that are culturally responsive and respect student individuality.

Throughout the year, each student maintains an art portfolio and a process journal in which they plan, revise, reflect, and sketch. Students take notes in these journals on field trips to local museums or galleries. The portfolio and journal provide a sequential record of each student's perceptions, growth and understanding and help the classroom teacher and artist to assess student progress.

Students engage in collaborative projects and linked learning that connect their academic and art projects at RHS with the real world. For example, fifth graders engaged in a 22-week unit that explored portraits as a focal point when learning about art history, techniques and expression. While studying and practicing a range of artistic styles -- including Realists, Impressionists, Cubist, Pointillists, Futurists, Abstract, Traditional African, and Contemporary – students learned about artists and their role in creating social change. Integrating skills and knowledge related to math, history, writing, social studies and art,

the unit culminated in a collaborative grid mural of Nobel Peace Prize winner Malala Yousafzai.

The Studio Art Program also facilitates school-wide community-building events such as the 2014 exploration of the Universal Declaration of Human Rights, Family Art Nights, the Cultural Heritage Learning Exposition, *Día de los Muertos* celebration, murals, and other events where parents and children do art projects together.

Caring School Communities

The Caring School Community (CSC) program is a nationally recognized, research-based K–6 program that builds classroom and school wide community. It focuses on strengthening students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness.

Helping Us Grow Stronger (HUGS)

We know that in order for students to be successful and achieve, all of their needs must be addressed. HUGS supports our students social and emotional needs. Students who need support can be referred by a teacher, the principal, a parent or caregiver, or even self-refer to receive one-on-one or group support from a counseling intern.

Identity Safe Classrooms: RHS is collaborating with Dr. Becki Cohn-Vargas, co-author of *Identity Safe Classrooms: Places to Belong and Learn*, in an innovative pilot program that integrates personalized education and the equity-focused framework of identity safety. In Identity-Safe Classrooms, teachers use child-centered teaching, cultivate diversity, facilitate positive student relationships, and establish orderly, purposeful classrooms to increase equity and improve academic achievement. Teachers display cultural competence, understand implicit bias and actively counteract discrimination.

"Identity safe classrooms are those in which teachers strive to ensure students that their social identities are an asset rather than a barrier to success in the classroom. And, through strong positive relationships and opportunities to learn, students from all backgrounds feel they are welcomed, supported, and valued as members of the learning community" (C.M. Steele and D.M. Steele).

This evidence-based model was the subject of a research study, "The Stanford Integrated Schools Project," conducted in 84 diverse elementary classrooms. The study found evidence that when teachers used identity safe teaching strategies, students felt more identity safe, achieved at higher levels, performed better on the state-mandated testes, and liked school more.

Identity-safe classrooms are student-centered, so they work well in the context of a personalized and blended learning environment (see below). Teachers develop a framework for assuring each student's voice is heard and that their identities and backgrounds are acknowledged and they are fully engaged in classroom life. Without deeply disrupting and countering the negative stereotypes that permeate our society, many students of color and other students from stigmatized groups do not feel they fully belong and do not reach their academic potential. Without drawing from each child's unique identities, students cannot fully thrive in the classroom. By developing the framework of identity safety, a PBL model can better reach its goal of reaching all students.

Blended Learning: Involves leveraging technology to meet individual student needs. Students at all academic levels can be taught higher level thinking skills through individual, small group, and whole group activities, both online and face-to-face. A student who masters a concept before the rest of the class does not need to wait until the end of the unit to move on. Students who need extra time move ahead at their own pace, greatly improving the chance

that concepts are understood and the skills are learned. All RHS classrooms use a combination of rotational models, flipped learning, individual and small group instruction, play lists, and online programs to promote student agency and increase efficient use of teacher-student time. RHS is intentional about ways for children to collaborate using technology. Some of the online programs we use to increase student mastery include: myON, Lexia, NewsELA, ST Math, Reasoning Mind, and Khan Academy.

Playworks and SEL on the Play Yard: The play yard is an essential and flexible learning space at RHS where we can help children to build a culture of play that is rooted in mutual respect and "taking care of ourselves, each other, and our school." Recess is a time of day that children either look forward to or dread. Every child deserves the opportunity for safe, inclusive and meaningful play. Recess plays an important role in the elementary school day, contributing to physical activity among children, as well as improved student outcomes, including attendance and achievement.[7] A high quality recess program can help students feel more engaged, safer and positive about the school day, according to Stanford research.[8]

RHS is collaborating with Playworks -- the leading national nonprofit leveraging the power of play to transform children's social and emotional health. Playworks "changes school culture by leveraging the power of safe, fun, and healthy play at school every day." With Playworks, RHS is creating a place for every kid on the play yard to feel included, be active, and build valuable social and emotional skills. For more information about Playworks: http://www.playworks.org/about.

Impacts of the Playworks approach include:

- Reduced bullying and more focus on learning
- Enhanced feelings of safety at school
- Increased vigorous physical activity during recess
- Better recess behavior led to more readiness for class (better concentration)
- Provided more time for classroom teaching

Restorative Justice: Restorative Justice (RJ) is a set of principles and practices employed in the Oakland Unified School District to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. The RJ program in OUSD pilots a three-tiered model of prevention/ intervention/ supported reentry in response to conflict/harm. The RJ program works to lower our rate of suspension and expulsion and to foster positive school climates with the goal of eliminating racially disproportionate discipline practices and the resulting push-out of students into the prison pipeline. For more information, visit the OUSD website.

Science: Through our Foss Science Kits, our students are immersed in hands-on exploration and develop a deep understanding of the concepts of science. For more information about OUSD elementary science, see: http://science.ousd.org/elementary.html. **Field Science and Garden Program** (also known as Garden and Ecology / funded by the PTA) complements science learning taking place in the classrooms according to Next Generation Science Standards (SIRA) for each grade level. Children experience hands-on environmental education that supports and extends grade level learning in science and math. Lessons are age-appropriate, guided by the California Science and Math standards, and offer a variety of topics ranging from insect and plant life cycles to nutrition to solar energy to recycling and composting. The topics are chosen in part to coincide with the FOSS science kit the students study in class. Because

7. See: http://www.rwjf.org/en/library/research/2015/01/playing-fair--the-contribution-of-high-functioning-recess-to-ove.html

8. http://news.stanford.edu/news/2015/february/recess-benefits-school-021115.html

it is outdoor education, the weather, season, and natural cycles in the garden influence what is studied. Since half the class comes to the garden while the other half remains in class, the garden program offers an opportunity for class size reduction to facilitate teacher intervention for students who need more challenge or more academic support, or for the split classes to have a directed grade level lesson. Our field science and garden program includes activities such as 3rd grade study of urban animal life, 4th grade Nature Bridge environmental education program, 5th grade sailing into science, and ongoing discussions about sustainability.

Appendix 7: RHS Data and Assessment

At RHS, we've been very reflective in how we are integrating student-driven, competency-based assessment and using that data to modify teaching and learning activities. In 2015, we developed and piloted **Data-driven Instruction with Student Agency (DDISA)** – a cycle of personalized learning, assessment, reflection and planning that is student-driven with active guidance and monitoring from teachers and regular communication with parents/caregivers.

We currently use a combination of competency-based assessments (teacher-designed or online tools) and OUSD benchmark assessments. Moving forward, we plan to streamline data collection systems and implement additional competency-based assessments through a DDISA team.

Formative – We use formative assessments such as pre/post student interviews, online program data, teacher-created learning rubrics and exit tickets to differentiate instruction and strengthen students' agency and involvement in their learning process. Students determine when they are ready to take an assessment and track progress through their personalized learning plan (PLP). Teachers use formative assessments daily or weekly depending on the standard and student needs, using data to check for understanding and form guided groups for students who need intervention or acceleration.

Some of the formative assessments we use include:

- Baseline assessments: comprehensive interviews and observations at the beginning of each school year. Teachers collaborate to determine appropriate classroom placement.
- Personalized Learning Plans (PLP), regular teacher-student check-ins, journal entries
- Online Program Data (e.g. Lexile, ST Math, etc.)
- Teacher-created Learning Rubrics, Teacher Review, Maker Assessment
- Exit tickets to check for understanding and form guided groups for students who need intervention or acceleration based on their mastery of the objective
- Learning Management Systems to assist in developing play lists, showing progress, and modifying instruction/learning pathways
- SEL data (OUSD tests, RHS pre/post surveys, identity-safe classroom rubrics, focus groups)

Summative – RHS administers OUSD benchmark assessments (F&P, SRI, SMI, SBAC). Students also share an end-of-year portfolio (with some digital components) with family members.

We want all caregivers to be able to access information about their student's progress and will be intentional about not reinforcing the technological divide. Currently, we share data through regular teacher and principal updates, video report cards, and parent education nights. We are piloting various Learning Management Systems[9] with student and parent accounts and plan to finalize this by 2017. Moving forward, we will continue to make learning visible by supporting students to take pictures/videos of their work in progress, make headlines of what they did weekly, and post these to the classroom and/or online.

Data Sources

Academic: Fountas & Pinnell, SRI, SMI, Smarter Balanced Assessment

SEL: OUSD SEL Assessments, Identity-safe classroom rubric, Chicks Survey, Student interviews, Pre-post surveys on children's attitudes about school

Teacher and Family surveys and focus groups

Teacher created project rubrics, maker space assessment

Personalized learning plans, journal entries, student portfolios

9. We are exploring Illuminate to create standards-based assessments using their Item Bank.