ROOSEVELT MIDDLE SCHOOL

SCHOOL DESIGN BLUEPRINT

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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

Roosevelt Middle School, located in Oakland's San Antonio neighborhood, was first established in 1923. As a public middle school in the Oakland Unified School District (OUSD), we enroll students in grades 6-8. Currently, our school serves approximately 520 students from multiple racial & ethnic backgrounds: 45% Asian/Pacific Islander, 34% Latino, and 17% African American. 35% percent of our population is classified as English Language Learners, and there are over 20 different home language groups represented within our student body. 96% of our students qualify for the free or reduced-price meal program and 15% of our students have a disability.

In the past five years, Roosevelt staff members have significantly improved our school culture by investing in Positive Behavior Intervention and Support (PBIS), Restorative Justice, and attendance initiatives. These efforts have led to dramatic advancements in our school climate and student attendance. For example, during the 2010-11 school year, Roosevelt suspended 18% of students as compared with 3% so far this year. Also, we have reduced our chronic absence rate from 15% in 2010-11 to 5.7% in 2015-16. This fall, the U.S. Chief Data Scientist from the White House visited Roosevelt to understand how we use technology and data to improve culture and instruction.

In addition, we have built successful partnerships with community organizations that support our students. In 2014, Roosevelt was awarded the Full Service Community School Award by Oakland Unified School District for our efforts to integrate instruction with student and family supports, removing barriers to learning and creating a positive school climate. As a nod to our school's leadership, Principal Cliff Hong was recently named a member of the inaugural class of OUSD Executive Principals.

Today, despite our progress, we are not yet the school we must be in order to fully serve our students and our society. We are excited to present the following blueprint that will detail our innovative plans to transform from a factory-model school to a school that delivers a vibrant learning experience for all students. Building a comprehensive and visionary plan, ensuring that key stakeholders are invested, and running a large urban school at the same time has been challenging, but our team and school community have risen to the challenge and expect to actualize our vision.

Finally, we believe that our work and our transformation will have a broader impact. We will have a vertical impact in that Roosevelt is collaborating with the neighborhood elementary schools and the local high school in order to create a "San Antonio Schools Corridor" with plans to personalize learning as a K-12 system. We will have a horizontal impact in that the best practices we learn as a Next Generation school will be shared and scaled within the middle school network of OUSD and partner charter schools.
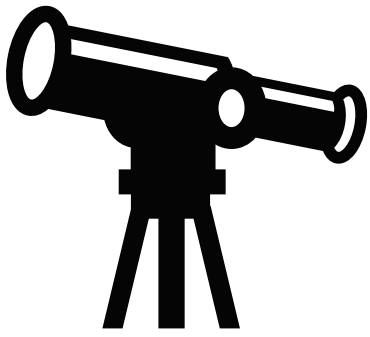
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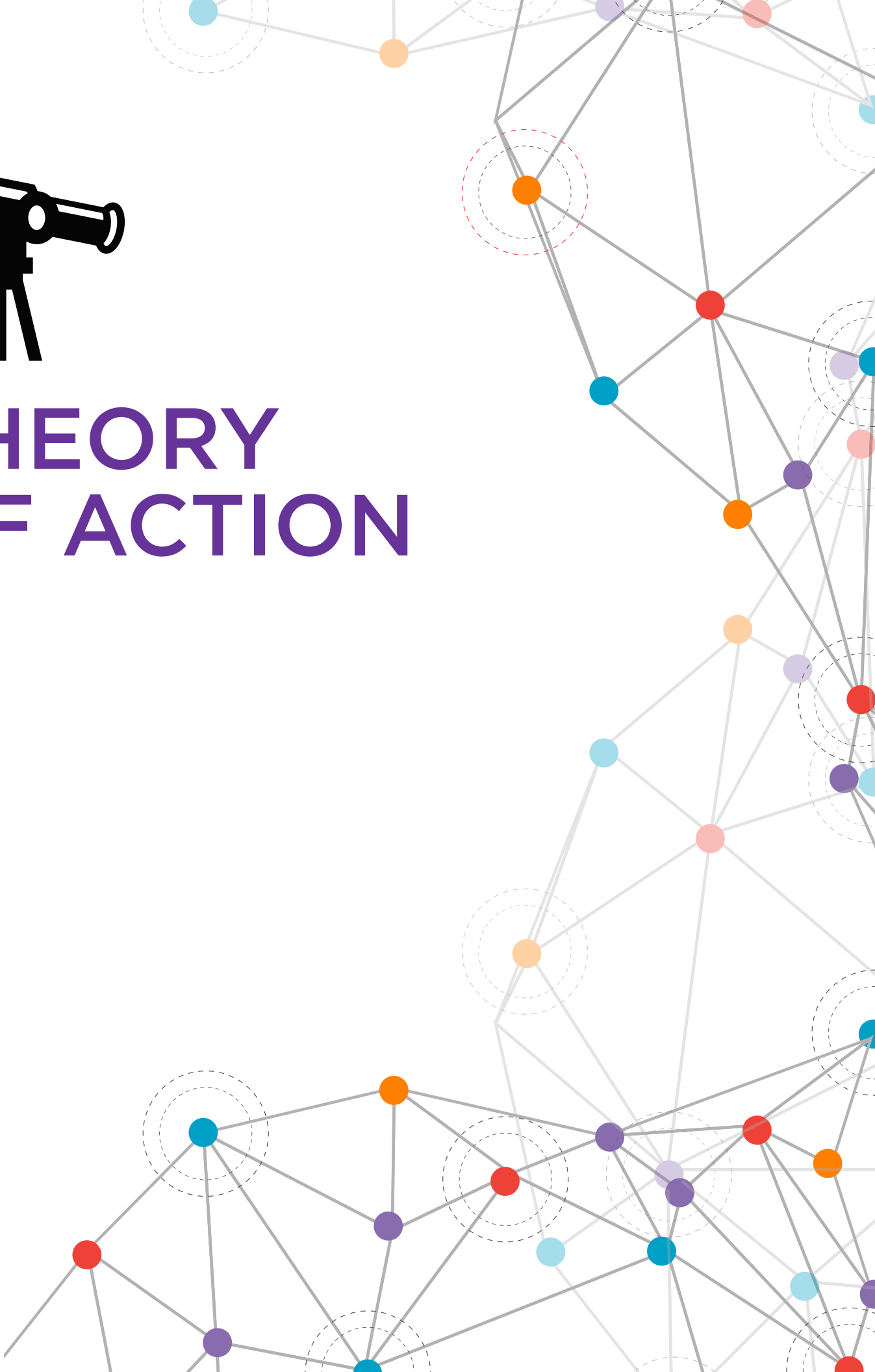
School Challenges: What challenges drive our work?

> *"Our kids' math and reading scores are all over the place. Some are on grade level or above, but most are below grade level and many are severely below grade level."*
> ~Roosevelt Teacher, Spring 2015

Our greatest impetus for transforming our instructional model stems from our urgency to address our students' significant academic gaps. Students enter Roosevelt in 6th grade with a wide range of basic skills. In the fall of 2015, 58% of our incoming 6th grade students were reading below grade level, and 40% were 2+ years behind as measured by the Scholastic Reading Inventory (SRI). Our students are also significantly behind in math: 53% of our incoming 6th graders scored at the 3rd grade level or below on the Scholastic Math Inventory (SMI) in the fall of 2015. In addition, our data shows that the percentage of our incoming students who are behind in these basic skills has increased over the past 3 years. Thus, many of our students need to grow more than two grade levels each year at Roosevelt in both math and reading in order to catch up and be ready for high school.

> *"The core problem is that our education and training systems were built for another era. We can get where we must go only by changing the system itself."*
> National Center on Education and the Economy (2007)

We are designing a new school model to meet the demands of the evolving job market of the future. Students currently in middle school will be entering the workforce in approximately 10 years and competing for jobs and careers that do not even exist yet. It is predicted that the vast majority of jobs in the U.S. will require a workforce that is able to engage in creative work, such as research, design, product development, marketing and sales, and project management (National Center on Education and the Economy, 2007). We need to provide our students with opportunities to develop key 21st century skills, such as critical thinking, communication, creativity, and collaboration, that will allow them to thrive in the professional environment of the future.

> *"Young teens' brains have their accelerators pressed all the way to the floor, while their brakes have yet to be installed."*
> Armstrong (2006)

In addition to personalizing academic instruction, we also need to meet the challenging emotional needs of adolescence. Students typically enter middle school at age 11 and transition to high school when they are 14. This time period in a child's life coincides with significant hormonal, neurological, and physical changes that occur during puberty. Thus, this period of adolescence is "an intensely social time, when they hunger for belonging, community, social status, and emotional closeness" (Armstrong, 2006). For many Roosevelt students, this important developmental phase is coupled with the additional social and emotional demands of growing up in a low-income, urban environment. As a result, we recognize that our students need their school to be a safe and supportive environment where they can explore their own identity and establish a strong sense of self while also developing empathy for others and an understanding of the world around them.

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

To overcome these challenges, Roosevelt's mission is to empower all students to be community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will accomplish these outcomes by creating a vibrant learning experience through en-

gaging personalized instruction, designing solutions to real-world problems, and by supporting the whole child. We believe that our model will provide students with a strong foundation for success in high school, college, career, and global citizenship.

Roosevelt will be the Bay Area's premier design thinking middle school. The concept of design thinking (empathize, define, ideate, prototype, test) will be a theme in our school because to build stronger communities, young people must be adept at analyzing challenges and collaboratively developing solutions to meet those challenges. Indeed, the Common Core moves us towards this type of education. In this vein, Roosevelt has already established the only middle school design/maker class in OUSD where students are conceptualizing and building projects and the only programming course where students are designing and writing computer code. Next year we will implement an innovative approach to science where we link science and design to create a core class called STED (Science, Technology, Engineering and Design).

Finally, a transformational concept that is part of our evolution to be a Next Generation school is the *Roosevelt experience*. No longer do we envision school to just be a place where students come to acquire skills and then leave. We plan on being intentional about every detail of the student's day so that she or he feels positive about all aspects of school. This includes the aesthetics, the interactions with staff and students, and the learning activities.

Core Values: What values unite us?

At Roosevelt, every staff member and student strives to embody these core values to CREATE an atmosphere where we all learn and thrive.

CURIOSITY — We seek to explore our world and our place in it, thinking outside the box and constantly innovating.

RELIABILITY — We fulfill our commitments and are timely because we know that others depend on us.

EMPATHY — We strive to understand the diverse viewpoints of others.

AFFIRMATION — We seek to build up all of those around us.

TEAMWORK — We cultivate relationships within our community and work together to achieve our goals.

EFFORT — We believe that each one of us must do our best and work our hardest.

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

Figure 1. The three learner-centered strategies that will drive our work at Roosevelt.

We have developed and prioritized three key learning strategies to address our most pressing academic, social, and emotional challenges.

Personalized Instruction
Students enter Roosevelt with a wide range of reading and math skills. In order to accelerate student growth, we will adopt a personalized approach to teaching and learning that is highly dependent on each student's strengths and needs.

1. **Learner Profiles through Digital Portfolios** – Students will create a digital portfolio to keep track of their strengths, interests, and needs; they will present their work to peers, families, and school staff.

2. **Personalized Learning Paths** – Through adaptive instruction, each student will have his/her own personalized plan that lays out his/her learning path to achieve high academic and social outcomes. Students who are behind in their math and reading skills will receive targeted attention to bring those skills up to grade level. Students will help design their own paths.

3. **Competency-Based Progression** – Instead of generic letter-based grades, each standard will be assessed separately so students, families, and school staff will know which skills a student has mastered, which s/he is beginning to master, and which s/he is yet to master.

4. **Flexible Learning Environments** – Students will have the opportunity to work in a variety of settings (classroom, library, outside, makerspace) and instructional groups (peer-led small group, independently, with a teacher in a small group).

5. **Student Ownership** – Students will drive much of their own education, selecting topics for projects, setting their own learning goals, monitoring their own progress, and learning to ask for appropriate help.

6. **Advisory** - Students will monitor their progress on their learning path through guided reflection and goal-setting on a bi-weekly basis.

Real-World Application
All students deserve the opportunity to succeed in our rapidly changing world. In order to help prepare our students, we feel strongly that we need to provide them with opportunities to do authentic work that is culturally relevant and useful to the world outside of school.

1. **Design Thinking** - In every class and extracurricular activity, students will approach challenges by designing and implementing solutions to actual problems.

2. **Project-Based Learning** - Across the curriculum, students will collaborate on meaningful projects that provoke critical thinking and require them to acquire and apply new knowledge in a problem-solving context.

3. **Field Work** – All work connects to the real world in some way. This could include a field trip, an interaction with a professional of a certain field of study, or an internship.

4. **Interdisciplinary and Collaborative Curriculum** – Teachers co-plan their lessons and include student and family input to ensure that students experience learning that is connected personally to students, to other subjects, and to the world.

5. **Academic Language Development and Discourse** – Each unit of work in every class includes an essay, a speech/debate, or other language-intensive product.

6. **Exhibition of Student Work** – Students design and present their ideas to authentic audiences.

Whole Child Approach
We recognize that adolescence is a period of important and dramatic social and emotional development. As such, our model incorporates numerous layers of social and emotional support for our students to help them develop the skills they will need to succeed in middle school and in the future.

1. **Habits of Mind** – We focus on supporting students to develop a range of "soft skills," such as curiosity, grit, and self-control, that they can leverage to excel in the classroom and in life.

2. **Positive Behavior Intervention and Supports (PBIS) and Restorative Practices** - We create a positive school climate by implementing tiered behavioral interventions that support our students' diverse social and emotional needs and supporting students to solve problems with peers and community members via restorative justice skills.

3. **Student Jobs** - Our students take an active role in the operation of our school by fulfilling meaningful jobs such as working in the office, facilitating assemblies, leading tours, and running our student store.

4. **Advisory** - Our advisories support students in developing social and emotional learning (SEL) skills, monitoring academic progress, and goal-setting.

5. **Campus Aesthetics** - High-quality student-designed work will be displayed everywhere in the school. Students take ownership over the school grounds by taking care of their personal workspaces and common areas.

6. **Family Engagement** - We seek to partner with families to support our students by creating open communication channels and hosting engaging events.

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

With personal learning paths, structured and systematic methods to track progress, and personalized learning strategies, we expect students to achieve ambitious growth goals. In our launch year, our target is that 65% of our students will achieve at least 1.5 years of growth (or perform at or above grade level) in both math and reading. Each year our target will increase by 10% until, by year 4, over 90% of students will meet or achieve the growth goal. We will measure academic growth using SMI and SRI data, which is easily comparable between years and other schools.

Our model will significantly impact our students' readiness for college and career, as measured by their ability to use 21st century skills such as being creative, thinking critically, collaborating with others, and effectively communicating their ideas. Our student progress will be evident in the authentic and rigorous work they produce and exhibit. Students will receive feedback from their teachers, peers, and community members on competency-based rubrics.

We also expect that this new approach will support positive changes to our school climate as our students' social and emotional needs are met. We will survey students regularly about their perception of school culture and climate, and by our third year of implementation, we expect that 90% of our student responses will be positive. In the long term, we expect that this will lead to consistent student enrollment numbers and a chronic absence rate less than 5%. We also expect to see a decrease in our student suspension rates, aiming for a suspension rate less than 3%.

We believe that personalized learning will also have a significant impact on family and community engagement. Our advisory program will strengthen the home-school connection and provide an avenue for parents to be involved in their child's education. Exhibitions of student work will become gathering places for families and members of the broader community to engage in dialogue with our students. We will measure family engagement by tracking participation at these events and by surveying parents on their perception of the school.

In our launch year, our goal is that 75% of our families attend our family engagement events and that 90% of our families attend student-led conferences.

We believe that this model will attract and retain high-quality teachers. Our objective is to create a collegial learning environment where teachers feel both valued and supported. We aim to provide teachers with the time and resources they need to collaborate and innovate to address the needs of our students. We expect to see teacher turnover rates under 5% annually and staff surveys yielding over 90% positive responses.
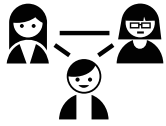

Figure 2. A depiction of how our learner-centered strategies connect to our expected outcomes and mission.
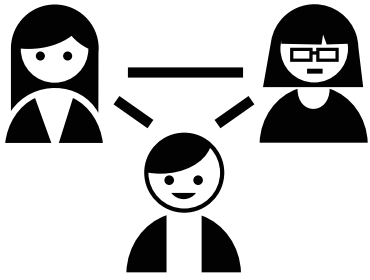
THE FUTURE ROOSEVELT EXPERIENCE

Today, many schools are designed as factories with the function of filling students' minds with facts or training students to follow rote procedures. In contrast, at Roosevelt we aim to fulfill our mission by providing a vibrant, personalized learning experience. An apt analogy might be visiting a strip mall versus a weekend camping trip. From the moment students walk onto the school campus until they leave, they will feel:

- **PERSONALIZED INSTRUCTION** - *"My schoolwork meets my needs!"*

  - **agency** over what they are learning and how they are learning it. There is flexibility in how they learn for most of the learning experience. When the adults do mandate material, a learning method, or behavior, students are given some choice or at least are told why it's being mandated.

  - **stimulated** by the classroom functionality, where furniture configurations will be flexible, creating effective conditions for learning.

  - **pride** in their effort and growth. They receive quality feedback from peers and adults, and are constantly given recognition for improvement and work well done.

  - **confident** that they are being well prepared with a strong foundation for success in high school, college, career, and global citizenship. They see data and evidence that shows they are progressing socially and academically.

- **REAL WORLD APPLICATION** - "*My schoolwork is meaningful!*"

  - **engaged** in their work. The work mostly requires creative problem solving using design thinking, with some targeted skill practice implemented, as needed, to provide a foundation. Their interests drive much of the learning.

  - that their work has **impact** on the world here and now. They do work that has real world application and meaning. A large portion of their learning occurs outside the school building, in the world.

- **WHOLE CHILD APPROACH** - *"I feel like I belong at this school!"*

  - **safe**. There is little conflict, and students are taught how to deal with the conflict that does arise using restorative practices, peer mediation, and self-management.

  - **embraced** as part of a vibrant community. Adults and other students know them well, are happy to see them, and miss them when they are not present. They know the school's mission and feel that the school's success is their personal success.

  - that they are **contributing** to the community well-being. They have a positive job, role, position, and/or identity at the school (including sports and clubs).

  - **uplifted** by the beautiful aesthetics of the campus. The grounds are clean, attractive, and stimulating. Aesthetics are carefully attended to, including the feng shui and the art. High quality student work and positive messages are posted everywhere.

A Day in the Life of Students: Snapshots of 2019

When we successfully implement our strategies and fully actualize our vision in three years, a typical day at Roosevelt would look like the following snapshots:

Humanities - Jayla is in humanities block with her 8th grade cohort. She starts the 90-minute block with a journal free write and then transitions to a small group to receive guided instruction from her teacher around peer editing. Then, she partners with Simon to read and give feedback on the argumentative essays they have designed and written about gender in sports. Next, the class transitions to personal learning time, during which time Jayla is able to work at her own pace on an assignment that she chooses from her playlist. On Monday, Jayla designs a weekly plan and set a goal based on her teacher's feedback and last week's exit slips. Today, she chooses an online assignment that will help her practice writing a strong topic sentence, which is something she struggled with last week. As class comes to an close, Jayla reflects on the work she was able to complete today and redesigns her weekly work plan accordingly.

PE - Brandon has selected hip-hop dance as his PE class for this semester. He is excited to be in class today because his class is finalizing the choreography for the new dance that they will perform at the next community meeting. Brandon enjoys his time in PE and appreciates that he has the opportunity to select how he exercises from a variety of physical activity options.

Computer Science Enrichment - Emily is currently using Scratch, an open-source coding program, to de-

sign an arduino-based, automated irrigation system for the school garden. While she is working on coding, the other two members of her group are designing the schematics of circuit configurations and a digital diagram that they will use to explain their irrigation system to the gardening class.

Book Club - After lunch, Amaya makes her way to book club. She finds her preferred seat at a table in the middle of the room and takes out her copy of Oakland Tales, Lost Secrets of the Town, a book she recently choose from the free book room on campus based on a classmate's recommendation on her Goodreads account. She reads for 15 minutes and then logs her progress on her online book club tracker.

Music Enrichment - Chris is a member of Roosevelt's Jazz Band. During his music enrichment class, he is practicing the song that they will perform at tomorrow's students vs. staff soccer game.

Flex Time - Aaliyah is spending Flex Time today updating her digital portfolio. She uses her portfolio as a tool to track her academic progress, keep track of her goals, and display her work. In two weeks she will present a summary of her current progress to her family and advisor at her student-led conference. She is excited to show them the digital story she designed and wrote about a local muralist. During her conference, she plans to share about her experience when she recently presented her story to a third grade class a few blocks away at Garfield Elementary.

Math Lab - Jose finds his name on the "Big Board" at entrance to the Teach to One (TTO) math complex and goes to the Boxer classroom, where he joins Ms. R and 11 other students. Today, they will complete a Small Group Collaboration (SGC) in which they calculate and compare unit rates. His group is planning to stock the student store with drinks and is hoping to find the best value among several possible vendors. While Jose's group works on unit rates, other students study a variety of other topics, ranging from fraction operations to proportional reasoning to measures of central tendency. Jose's group of 5 completes its structured analysis in 35 minutes, and designs a recommendation that he will present at the next Student Council meeting. Then, he heads to the second part his of math block: a Virtual Instruction (VI) session on currency conversion. Today, he receives his VI using i-Ready, an interactive math software program. Tomorrow, he may supplement this instruction with a teacher-led Live Investigation (LIN). After his VI session, Jose wraps up his math block by taking an online exit slip that assesses his understanding of today's learning targets. His results, in addition to

his preferred learning modalities and group targets, will shape his learning targets and activities for the following day. Jose understands that demonstrating mastery on his exit slips allows him to progress quickly through his personalized learning path. He is excited by the challenge, but is confident that his targets are achievable because they build on what he already knows.

STED - Tommy is in his science, technology, engineering, and design (STED) class. Currently, he is a member of a four-person team that is tasked with designing a musical instrument that can produce sound at three different frequencies. His team has sketched out a preliminary design idea and today they are building a low-cost prototype to test the functionality of their ideas. Once their prototype is complete, Tommy's group will test their instrument and seek peer feedback on their design so that they can improve their product. Then, using tools in the design lab, Tommy and his group will create a final product that they will use to teach the community about sound waves at the upcoming Family Science Night.
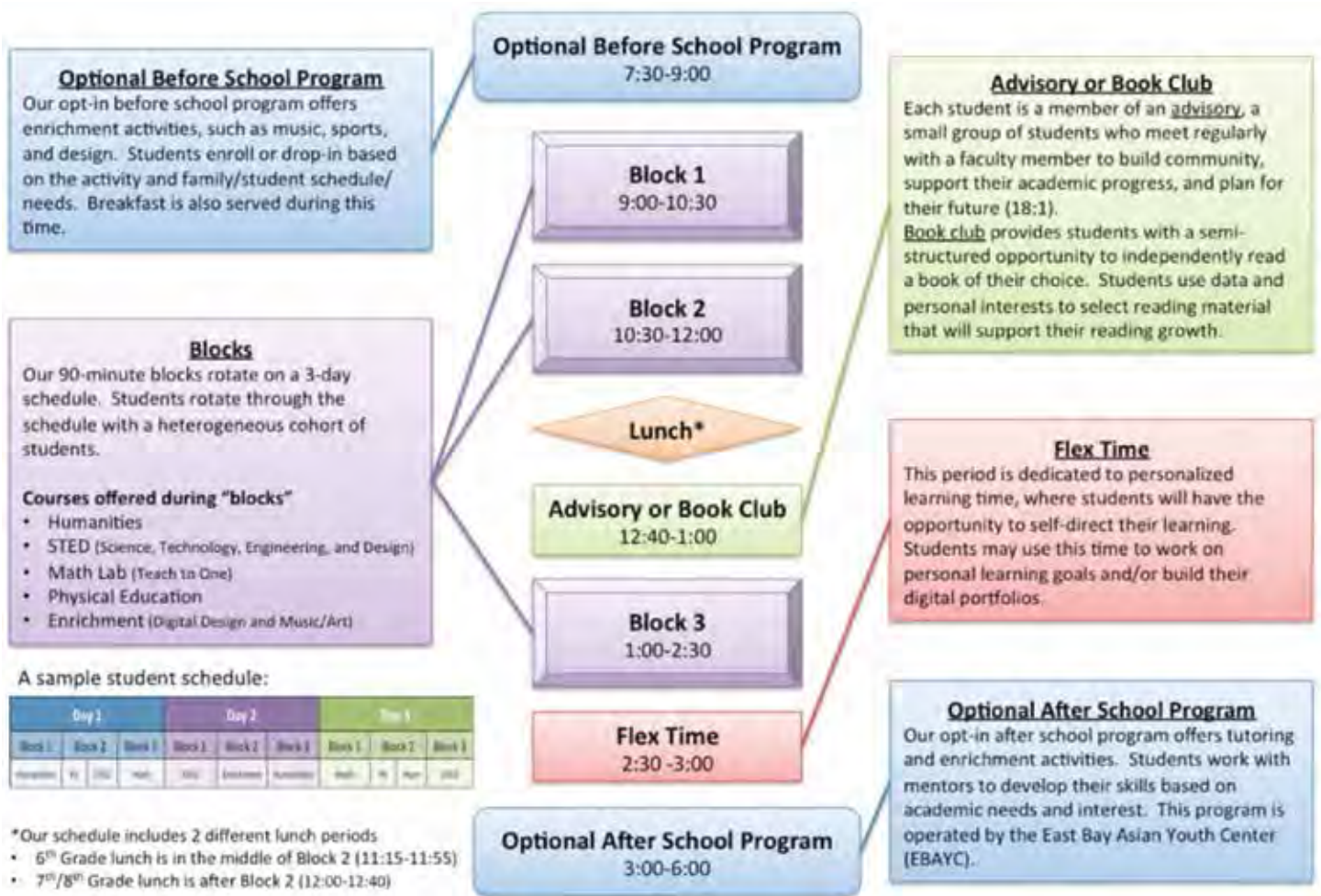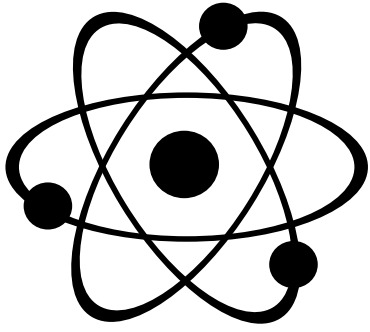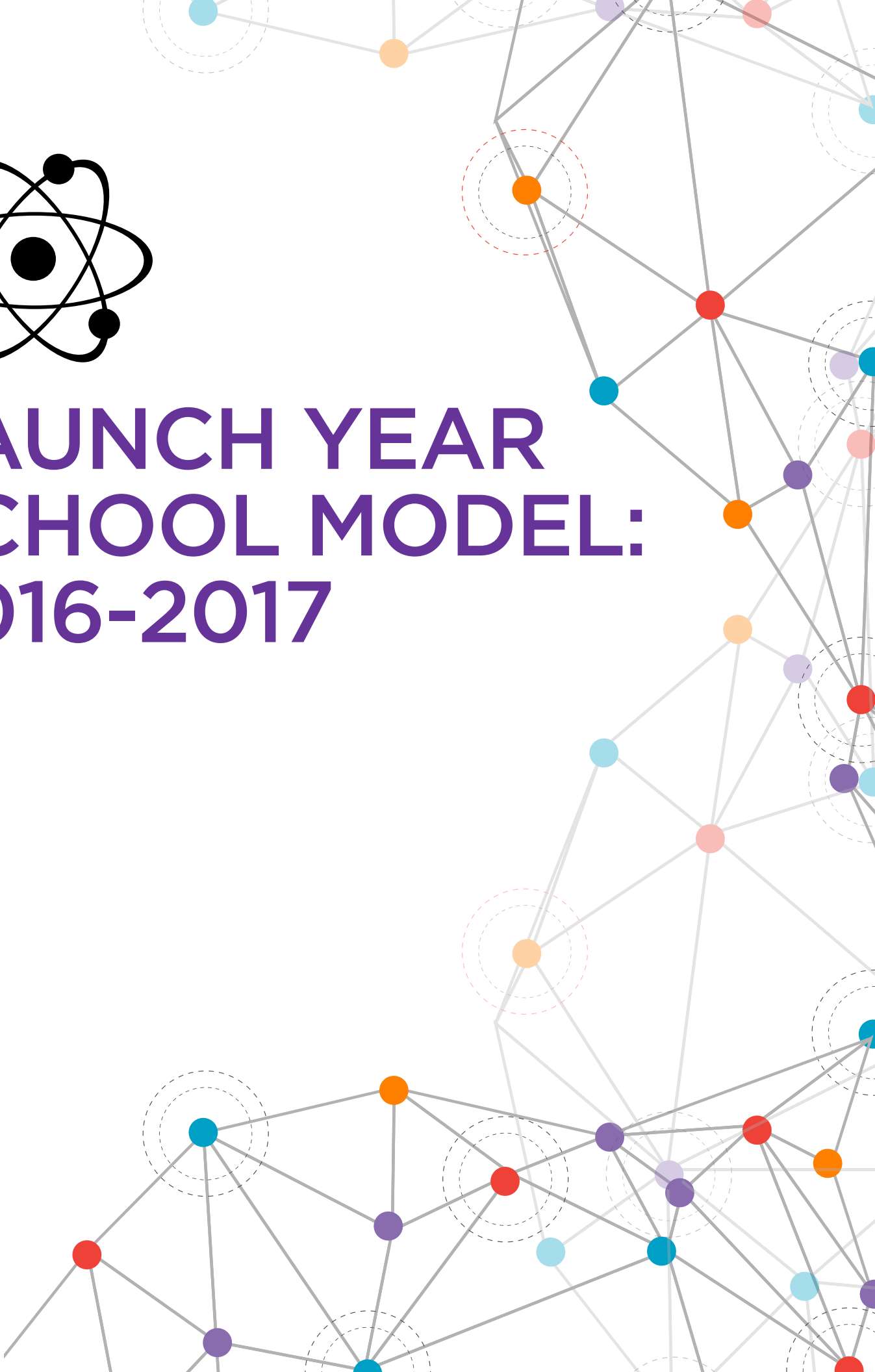
A DAY IN THE LIFE OF A FUTURE ROOSEVELT STUDENT

Optional Before School Program
Our opt-in before school program offers enrichment activities, such as music, sports, and design. Students enroll or drop-in based on the activity and family/student schedule/needs. Breakfast is also served during this time.

Blocks
Our 90-minute blocks rotate on a 3-day schedule. Students rotate through the schedule with a heterogeneous cohort of students.

Courses offered during "blocks"
- Humanities
- STED (Science, Technology, Engineering, and Design)
- Math Lab (Teach to One)
- Physical Education
- Enrichment (Digital Design and Music/Art)

A sample student schedule:

Optional Before School Program
7:30-9:00

Block 1
9:00-10:30

Block 2
10:30-12:00

Lunch*

Advisory or Book Club
12:40-1:00

Block 3
1:00-2:30

Flex Time
2:30 -3:00

Optional After School Program
3:00-6:00

Advisory or Book Club
Each student is a member of an advisory, a small group of students who meet regularly with a faculty member to build community, support their academic progress, and plan for their future (18:1).
Book club provides students with a semi-structured opportunity to independently read a book of their choice. Students use data and personal interests to select reading material that will support their reading growth.

Flex Time
This period is dedicated to personalized learning time, where students will have the opportunity to self-direct their learning. Students may use this time to work on personal learning goals and/or build their digital portfolios.

Optional After School Program
Our opt-in after school program offers tutoring and enrichment activities. Students work with mentors to develop their skills based on academic needs and interest. This program is operated by the East Bay Asian Youth Center (EBAYC).

*Our schedule includes 2 different lunch periods
- 6th Grade lunch is in the middle of Block 2 (11:15-11:55)
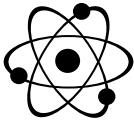- 7th/8th Grade lunch is after Block 2 (12:00-12:40)

Figure 3. Our vision for a typical day in the life of a future Roosevelt student. (See Appendix A for "A Day in the Lift of a Future Roosevelt Teacher")

LAUNCH YEAR SCHOOL MODEL: 2016-2017

Instructional Framework

Roosevelt's Launch Year instructional model reinforces our three learner-centered strategies: personalized instruction, real world application, and a whole child approach. The specific ideas in our model are a combination of practices we have borrowed from different schools and developed over many years, successful practices we have piloted on a small scale, and new, innovative ideas we have yet to implement. We will continuously evaluate these practices as we develop a unified, next generation school model that fulfills our three-year vision.

Data and Assessment: What assessment data will we use to personalize our learning?

Frequent data collection and analysis is vital to our model in order to truly customize every student's daily school experience. During the 2016-2017 school year, we need to create the systems and tools to ensure that this process is consistent, precise, and actionable.

Our teachers will use a variety of **formative data** sources to personalize student instruction on a daily basis:

- i-Ready diagnostic and progress monitoring will be used to to determine a personalized path in ELA content for each student.

- Daily exit slips in math will be used to measure student progress and determine their personalized pace.

- Student input, including interests and learning preferences, will shape the development of projects.

- Attendance and discipline data will support the implementation of tier-based interventions based on student needs.

Figure 4. An example of how we will use data to inform instruction.

Throughout the year, we will collect **interim data** to provide an objective measure of progress toward learning objectives, assess student academic growth, and inform instruction:

- The Scholastic Reading Inventory (SRI) will be administered three times per year to assess student reading levels and guide students and teachers in personalizing content delivery.

- The Scholastic Math Inventory (SMI) and NWEA MAP will be administered three times per year to monitor student math proficiency and measure academic growth.

- A culture and climate survey will be administered each marking period (6 weeks) to measure staff/student wellness and perception of school climate and learning conditions.

- The Character Growth Card (https://characterlab.org/) (administered three times per year) will help enhance students' understanding of character (or "soft skills") and monitor their growth. Students will use the data to set personal goals with their advisor.

We will measure our students' **summative** understanding of content and mastery of skills in several ways:

- Competency-based rubrics will be developed and implemented in each content area to monitor student progress and mastery.

- SBAC data will be used to assess annual student growth in the CCSS in ELA and math.

- Public exhibitions of student work will occur after students complete projects.

Student data will be shared with various stakeholders in multiple ways. With teacher support, students will cultivate a digital portfolio that contains their personal learning profile. This will include information related to academic progress, personal interests and learning preferences, character growth, and college and career goals. Students, parents, teachers, and administrators will have access to student learning profiles. We will also use an online assessment and information sharing system that will communicate student progress and performance with parents/guardians and student advisors. Finally, progress reports will be shared with students and families six times per year and provide information about student academic progress. In 2016-17, we plan to pilot a competency-based assessment system with a select group of teachers with the goal of this practice becoming widespread across our school in the 2017-18 school year.

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

We must help students develop independent learning skills and effective work habits that will allow them to excel in college and career. Students will be empowered if they are able to effectively express new ideas, monitor their progress, and set and achieve realistic goals. We hope to build student agency in three ways: student work exhibitions, digital portfolios, and student-led conferences.

Using a design thinking approach, students will engage in project-based lessons that give them opportunities to design and test innovative solutions to real world problems. An important stage in design thinking is sharing ideas with an authentic audience. At Roo-

sevelt, students will periodically present their ideas and work to community members, professionals, and peers for feedback and critique. Such **exhibitions** will provide students with opportunities to develop communication and presentation skills and reflect on their learning, which are valuable skills that support the development of self-efficacy.

Students will work with their advisor and teachers to curate an online **digital portfolio** that will contain information related to academic progress, personal interests and learning preferences, character growth, and college and career goals. This data will be used by both teachers and students to personalize instructional delivery. We also envision that this tool will support students in taking greater ownership over their learning as they track their goals, interests, progress, and achievements over the course of their three years at Roosevelt.

Twice a year, students, parents/guardians, and advisors will participate in **student-led conferences** (SLCs). SLCs, an alternative to the traditional parent-teacher conferences, aim to move the student from a passive recipient of information to an active participant through an open dialogue with their parents and teachers around their academic progress. When implemented in middle schools, SLCs have been shown to encourage students to accept personal responsibility for their academic performance, teach students the process of self-evaluation, increase student self-confidence, and facilitate the development of students' organizational and oral communication skills (Hackmann, 1997).

Curricula, Content, and Pathways: What curriculum pathways will support college and career readiness?

Roosevelt's curriculum emphasizes the development of higher order thinking skills, such as collaboration, creativity, analysis. and problem solving. Our curriculum consists of four core courses that students will take each year. We will work to personalize each pathway to student needs and interests.

- **Humanities** - Humanities courses will be rooted in the Common Core State Standards for English Language Arts and Social Studies. Students will engage in learning activities that emphasize the development of critical thinking and communica-

tion skills, which will prepare students for success in future academic and professional settings. The interdisciplinary nature of this course will provide students with opportunities to do authentic work that is relevant and useful to the world outside of school and in our community. This strategy builds off of our current structure in that our English and social studies teachers have worked together as a humanities department for the past two years.

- **Science, Technology, Engineering, and Design** (STED) - STED courses will utilize design thinking strategies to engage students in a hands-on, project-based curriculum. Students will have opportunities to learn about the natural world by engaging in meaningful projects that are driven by the Next Generation Science Standards, incorporate technology, engineering, and design skills, and that stem from student and teacher interests. This approach builds upon the inquiry-based projects and maker-centered curriculum of our current science and design courses.

- **Math** - Through a partnership with New Classrooms' Teach to One (TTO) model, our math instruction focuses on competency-based progression. In TTO, each student has a personalized scope and sequence catered to his/her own learning needs. From the beginning of the year, data from diagnostic assessments provide information about which skills a student already knows, which skills s/he still needs to work on, and the student's anticipated pace of skill acquisition. Diagnostic results are used to determine each student's individualized yearly curriculum, which is the set of Common Core grade level skills a student will master, while also completing prerequisite skills and above grade level skills.

- **Physical Education** - This course focuses on student health by providing students with opportunities to exercise and learn about wellness within the school day. Students are able to control many elements of their participation by selecting physical activities to participate in, such as hip-hop dance, team sports, circuit training, and personal fitness. Our physical education courses also focus on helping students develop goal-setting, progress-monitoring, and collaboration skills.

There are also several additional components of our curriculum at Roosevelt that play a key role in our ability to personalize learning experiences for students and educate the whole child:

- **Enrichment** - All students will have the opportunity to explore new ideas and skills in two enrichment courses. In our launch year, these courses will include music and computer science.

- **Advisory** - Each student is a member of an advisory, a small group of students who meet regularly with a faculty member to build community, support their academic progress, and plan for their future.

- **Book Club** - Book club provides students with a semi-structured opportunity to independently read a book of their choice. Students use data and personal interests to select reading material that will support their reading growth.

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

We recognize that one size does not fit all when it comes to how students best learn different content. Our teachers and students play an important role in designing and implementing our curriculum. In our personalized learning launch year, our staff plans to take the following approaches to instructional delivery to meet our students' needs: adaptive instruction, project-based learning, and competency-based progression.

Throughout our core classes, instruction will be **adaptive** to allow students' needs to drive many aspects of their personal path and pace through the curriculum. This year, our math team piloted the Teach to One instructional model that provides students with the opportunity to access a variety of instructional approaches and progress through content at their own pace. Students learn in a variety of ways (teacher-facilitated investigations, student-led small group collaboration, computer based "virtual instruction", etc.) and their progress is measured through daily, online formative assessments. These "exit slips" are used to adjust students' learning targets and learning modalities each day throughout the year. We have also explored tech-based instructional tools, such as i-Ready, to personalize content for students. In our Humanities classes,

we plan to take a blended-learning approach that will allow students to rotate through adaptive instructional approaches, such as an independent i-Ready lesson, reciprocal teaching with a small group of peers, or a teacher-led activity.

Many of our courses will incorporate a **project-based** approach that push students to use design thinking strategies to address real world challenges. In order to meet the needs of our diverse learners, students will be able to access content on their level through a playlist approach. Then, they will collaborate with a heterogeneous group of peers to share understandings, brainstorm solutions, and develop prototypes to address real world problems. Such project-based learning experiences will culminate with opportunities for students to present their ideas and receive critical feedback from both peers and adults.

In math, we will be implementing **competency-based progression**. Students will be assessed daily using brief exit slips to determine whether they have mastered a skill or need more time. These assessments then determine what each student will work on the following class period, enabling every student to progress at a unique pace depending on mastery of the learning targets. In our launch year, this approach will be most evident in our math courses, however we plan to explore how we can systematically implement competency-based progression in other courses as well.

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

Classrooms at Roosevelt will provide students with access to a variety of learning spaces. We aim to create classroom environments that are flexible and provide multiple work options for students (Figure 3). Flexible furniture, such as foldable tables, triangle desks, stools, mobile storage, and soft seating, will help teachers and students create learning environments that can change frequently to meet their daily needs. In collaboration with classroom teachers, EBAYC mentors often support small groups of students in spaces outside of the classroom, such as the library, computer lab, or outside spaces, depending on their specific learning task. Access to the various learning spaces will be dependent on student preference, learning task, and/or student needs.
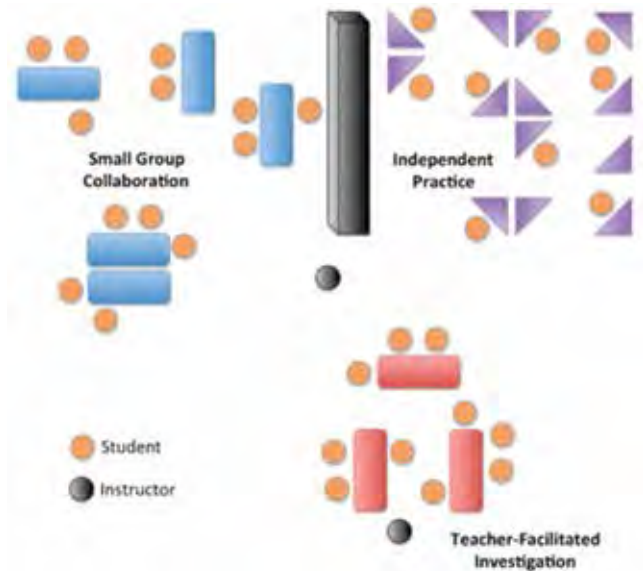

Figure 5. An example of a flexible learning environment at Roosevelt that allows students to access multiple instructional approaches.

All of our classrooms will be **technology-enabled** through access to mobile chromebook carts. These carts are shared across the school and used by students in their classes for independent, online practice and work production. In math, students we will have a 1:1 student to device ratio. In our cored humanities and STED classes, we will have at least one chromebook cart per teaching family, giving us a 2:1 student to device ratio.

There are several shared learning spaces around campus. Our **technology labs** will provide students with to access to devices and software such as Adobe photoshop, Adobe illustrator, and web-based tools that will allow them to design products for their classes. Our **design lab** is a common space that contains various tools and equipment, such as laser cutters, 3D printers, drills, saws, and makey makeys, that will enable students to engage in high-quality maker projects. Initially, the design lab will mainly be used by the students in their STED class. However, as our transition to personalized learning progresses, students will increasingly utilize the design lab for interdisciplinary projects and/or across all content areas.

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

> **Key Schedule Changes in 16-17**
> - Cored Classes
> - Block Schedule

We have designed an innovative schedule that reflects our values. Our students are grouped into grade-level families, which means that a team of teachers share the instruction of a group of students. Each family will be divided into heterogeneous cohorts. This allows teaching teams to collaborate across content areas and share information regarding student strengths and challenges. In our new model, each family will consist of two **cored classes** (Humanities and STED). Student cohorts will also rotate through math, physical education, and exploratory courses.

In the 2016-2017 school year, we plan to adopt a 3-day rotating **block schedule** that includes three 95- minute blocks each day (Figure 4). Implementing a block schedule will reduce the unstructured time within our school day that occurs during transitions between classes. A block schedule will also allow students to dive deeper into content during a class period, and allow lesson plans to incorporate multiple activities and/or learning modalities to help students master learning targets. Our proposed bell schedule is provided in Appendix B.

Day 1			
Block 1	Block 2		Block 3
Humanities	PE	STED	Math

Day 2		
Block 1	Block 2	Block 3
STED	Enrichment	Humanities

Day 3			
Block 1	Block 2		Block 3
Math	PE	Hum	STED

Figure 4. A example of how a student's block periods will rotate in 2016-17.

After our teachers and students become accustomed to the changes we implement in our launch year, we plan to include a flex time period within the schedule that is dedicated to personalized learning time where students will have the opportunity to self-direct their learning.

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

> **Staff Roles that Support our New Model**
> - Teachers
> - EBAYC Mentors
> - Advisors
> - Paraprofessionals
> - Instructional Facilitators
> - Socio-Emotional Learning Coordinators

In order to achieve our ambitious goals, we realize that we need to rethink and reimagine our staffing structures so that we are truly meeting students' needs, not just replicating the status quo. As content area instructors, some of our **teachers** will teach cohorts of students in one grade while others will teach students across cohorts and/or multiple grade levels. For example, in 6th grade there will be two humanities teachers who each teach half of the 6th grade students. Each humanities teacher will team up with a STED teacher, and together these teachers will share a cohort of ~96 students. Collectively, this team of teachers and students is known as a family, and there will be 6 families across the school, two in each grade. In contrast, math, physical education, and enrichment teachers at Roosevelt will work in departmental teams and instruct students across all the families/grade levels.

Roosevelt has a strong partnership with the East Bay Asian Youth Center (EBAYC). **EBAYC mentors** provide instructional support to our students throughout the school day across the core subject areas. Mentors work with specific grade-levels, with approximately five mentors in each grade. In general, mentors focus their support within a particular class, such as Humanities, and they often work with small groups of students on specific learning tasks/skills. In other cases, mentors provide support to students in a whole class environment, helping to ensure that students are on-task and getting the support they need. In addition, mentors support students during the after school program as tutors and enrichment teachers.

Advisors play an important role in our personalized model by supporting a small cohort of students (~18) and their families. Advisors work closely with their advisees to set and monitor academic goals. In addition, advisors provide an important connection between the school and their advisees' families. Advisors also facilitate book clubs, community building circles, and, eventually, personal learning time. At Roosevelt, the advisor role is filled by teachers, EBAYC mentors, and additional school support staff.

Our **paraprofessionals** support the needs of diverse learners. With access to more individualized curriculum, students with disabilities will be able to access the academic content within the general education setting. Support from paraprofessionals in the general education classrooms both decreases the teacher to student ratio and also allows for a more inclusive environment for all learners.

Our **instructional facilitators** support our shift to a personalized learning model by coordinating professional development and supporting teachers as they explore new instructional models. In our launch year, we plan to employ two instructional facilitators to support the significant shifts we are making to our instructional model.

We also have two **socio-emotional learning coordinators** who facilitate our implementation of Positive Behavior Intervention and Supports (PBIS) and Restorative Practices, and are vital to the success of our tiered interventions that support our students' diverse social and emotional needs. These staff members coordinate school-wide initiatives, facilitate staff professional development, collaborate with teachers, and work with students in small groups and one-on-one.

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

We recognize that making numerous shifts to our instructional approaches and support structures will require a lot of coordination and careful planning by our staff. For the 2016-2017 school year, we will more than double professional development and planning time for all of our staff members. We plan to shift to a master schedule that allows teachers to plan and learn together for 45-60 minutes each morning. This time will be organized differently each day. At times, teachers will be meeting as a whole staff, while other days will be reserved for collaboration in grade-level teams or departments. Additional morning meeting time will be set aside for teachers to meet with parents and students or to do individual planning. We feel that the shift to more frequent meetings in the morning will allow teachers to collaborate and share best practices, and thus better prepare to personalize learning experiences for students. In addition, teachers will have a daily prep period to assess student work and review data. For core teachers who are members of the same family, this prep period will be shared so that the teachers can co-plan supports to address student needs and align work for interdisciplinary projects.

In addition, teachers will be able to choose their own professional learning path based on their needs and interests. Our math team will focus on working with New Classrooms to implement and innovate the Teach To One: Math model, our STED teachers will be working on developing an integrated project-based learning curriculum using design thinking strategies, and our humanities teachers will be exploring the use of playlists, blended-learning environments, and projects to support students on multiple levels. Other members of our staff will also be able to propose their own personalized learning paths that will help them accomplish the goals that they set at the beginning of the year.

To prepare our staff for being a school that specializes in design thinking, we will engage in several professional development opportunities. One is the Nueva Design Thinking Institute, which will enable us to efficiently create projects that will foster students' design thinking skills. Another is partnering with Stanford's design school. Finally, we hope to do school visits to other design-based schools, such as San Diego's Vista Innovation and Design Academy, to see these concepts come to life in a real school environment.
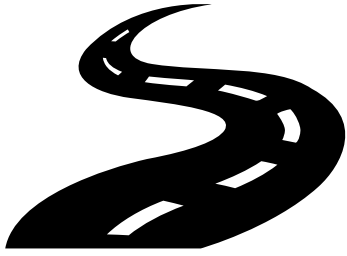
SCHOOL DESIGN
ROADMAP
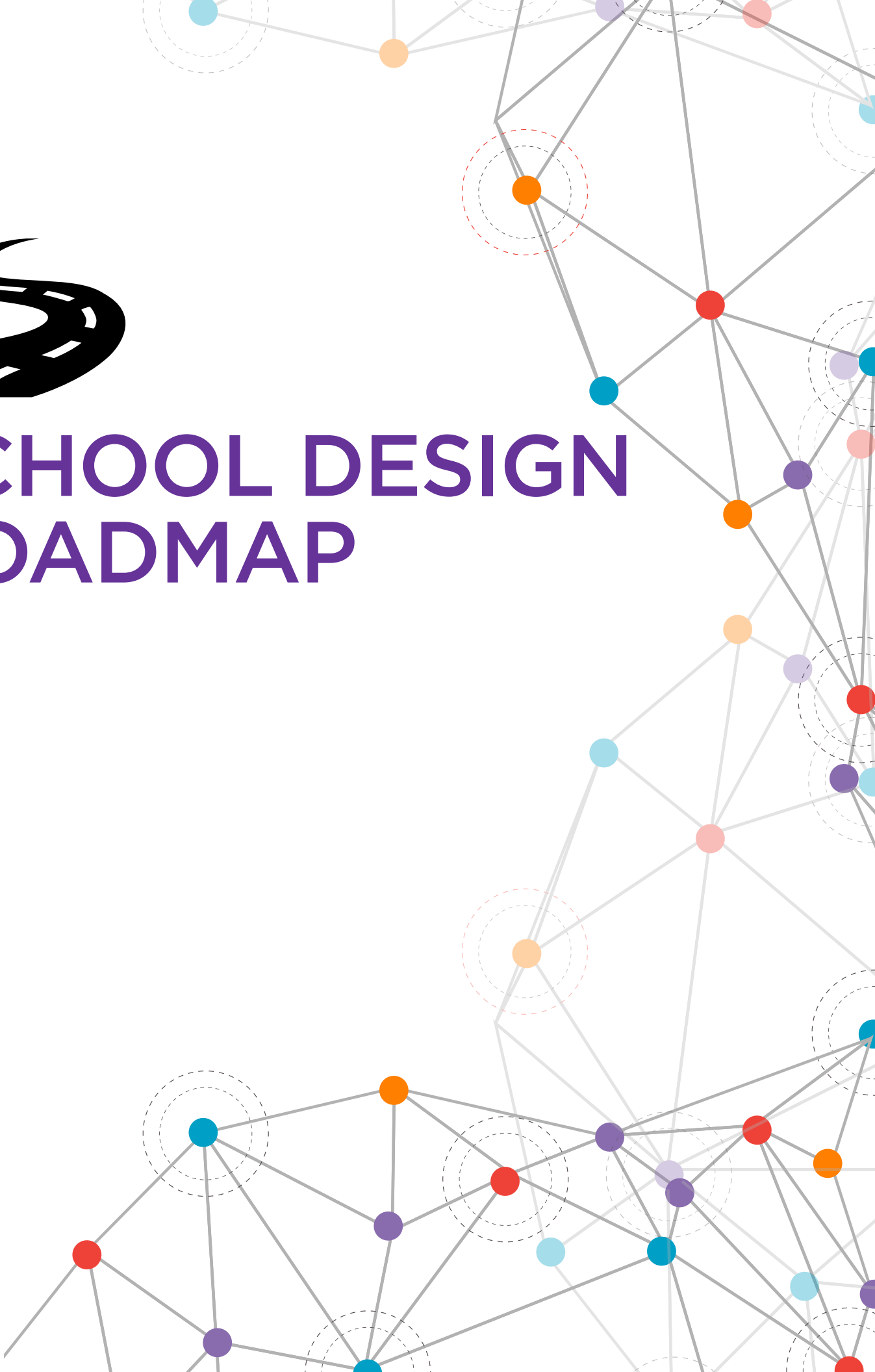
Implementation Roadmap: How will we roll out our vision over the next 3 years?

We plan to implement components of our school model incrementally over the next three years so that we are able to achieve our long-term goals with authentic and meaningful stakeholder engagement.

* A star signifies something we piloted or implemented in 2015-2016 and plan to continue in the future

Design Strategy	2015-2016	2016-2017	2017-2018	2018-2019

Personalized Instruction	• Flex Time
	  ○ Pilot of Teach to One: Math*
	  ○ i-Ready
	• Exploration of project-based learning (PBL), blended learning, and playlists
	• School site visits
		• Adaptive instruction and competency-based instruction in Math (Teach To One)
		• Adaptive instruction in Humanities
		• Students with special needs included in some mainstream classes
		• Pilot competency-based assessment with an interested team of teachers
		• Teachers create digital portfolios
			• Continued refinement of instructional delivery models
			• Pilot full inclusion of students with special needs in mainstream classes in 6th grade
			• Competency-based grading across whole school based on pilot success and feedback
			• Pilot of student digital portfolios
				• Continued refinement of instructional delivery models
				• Full inclusion of students with special needs in mainstream classes
				• Adoption of student digital portfolios across all grade levels

Real-World Application	• Department inquiry cycles*
	• Combination of ELA and SS departments to form the Humanities department*
	• Department- specific PD days*
	• Inquiry-based projects in science*
	• Design and computer science courses*
	• Academic discussion*
		• Interdisciplinary curriculum
		  ○ Core our Humanities and STED courses
		  ○ Block schedule
		• Project-based learning in Humanities and STED
		• 1 school-wide student work exhibition
		• Continued work around academic discussion and academic language development
			• Teacher professional development around Design Thinking
			• 2 school-wide student work exhibitions
			• Focus on incorporating "field work" into curriculum
				• Continued alignment and professional development around adopted framework
				• Student work exhibitions driven authentically by projects
				• Focus on interdisciplinary projects across content areas

Whole Child Approach	• Book club and advisory* • Community circles ~1x/month in core classes* • Whole-school PBIS* • Student-led conferences* • Family engagement nights*	• Enrichment courses during the school day • Pilot of Character Growth Card with 6th grade • Restorative harm circles	• Implement an enhanced advisory that incorporates an SEL curriculum • Implementation of Character Growth Card with whole school based on pilot success • School-wide community building activities (advisory olympics, team building challenges, etc…)	• Personalized learning time (Flex Time 2.0) to support the development of soft skills • School-wide community building activities that take students off campus (grade-level camping trips and/or team building field trips)

Potential Roadmap Barriers: How will we overcome potential obstacles?

The changes we plan to implement within our redesigned school model will require our teachers to make some significant shifts in the way they teach. One barrier to successful implementation of our model likely will be that teachers have ample time to process the new structures and plan lessons within them. To mitigate this barrier, we are building a master schedule that provides time for teachers to co-plan daily. Department teams will also have release days during the year to collaborate and teachers will be paid during the summer to plan.

An additional school level challenge we expect to encounter is the adjustment that students will need to make in order to become effective self-directed, independent learners. We recognize that we need to provide multiple layers of support to help our students gain the self-efficacy needed to thrive in a personalized learning environment. Over the rest of this year, we will slowly be transitioning our practices to match our vision and students will have time to become familiar with the structures. We also plan to be transparent with our students around the shifts we will make next year. Thus, before the end of this year, we will present to our 6th and 7th graders with opportunities to experience or understand the changes that will be introduced next year to allow them to process and ask any questions that they have. We also plan to develop a comprehensive approach to supporting students' development of academic mindsets that will be aligned from grades 6-8.

At the district level, we will need clarity about which district mandates the school must fulfill. It is important that district leaders and Roosevelt staff are aligned on how the district will support our school, such as by providing our staff with relevant professional development. Roosevelt's principal, Cliff Hong, and a cohort of principals of innovative schools in OUSD are currently in discussions with district leaders about which flexibilities our site needs and why. Such discussions also help us gain support from district leadership, helping pave the way for other schools to make significant changes to their future school design.

With the changes in Federal Education Law, states now dictate school accountability measures. However, the precise measures have yet to be established. Principal Cliff Hong and Roosevelt's school leadership team will

be in discussions with site leaders and Stacey Wang, OUSD's Director of Personalized Learning, to prepare for any potential policy changes.

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

The development of this blueprint has been a collaborative effort. Our "NGLC team," which contains nine staff members from across our campus, has been integral in all aspects of our exploration of new ideas through research and pilot initiatives, as well as the creation of our vision and launch-year plan. Our entire staff has also been involved by participating in pilot initiatives, visiting other innovative school sites, and providing feedback on our plan while it was in development. Our students have participated in this process by completing surveys around our pilot initiatives and school climate, and by sharing their insight through focus groups. Finally, we have shared our plan with our School Site Council (a group of parents, teachers, and classified employees who work with the principal to develop, review, and evaluate school improvement plans and the budget) throughout the development process and have received valuable feedback from them as well. Continuing to engage our key stakeholders as we prepare to implement our school blueprint will be our focus in the spring of 2016. A timeline describing the ways we plan to continue to engage our stakeholders in included in Appendix C.

> **Key Strategies to Engage Stakeholders**
> - Focus Groups and Feedback Sessions
> - Clear and Strategic Messaging
> - Staff Professional Development

This fall our NGLC team held several successful information and feedback sessions with our School Leadership Team, our full staff, and our School Site Council. We will continue to engage our staff members in feedback sessions that share our blueprint ideas and provide opportunities for dialogue during the spring of 2016. We will also engage in similar conversations with our students and families. Additionally, we plan to invite our staff, students, and families to a viewing of Most Likely to Succeed. After watching the film, we will hold focus groups with attendees to provide an open

forum for dialogue around some of the changes we hope to implement at Roosevelt.

Our blueprint represents many significant changes to the way teachers teach and students learn at Roosevelt. In order for our launch year to be successful, we need to clearly message what these shifts will look like to our staff members, students, and families. In order to do so, we plan to continue to curate our NGLC work on our internal staff website as well as share resources that will help staff members develop a common understanding of our personalized learning model. We have also launched our Roosevelt Redesigned website (http://rooseveltredesigned.weebly.com), which is a place where staff members (present and future), parents, and students can access information about our redesigned school model. We also plan to publicly celebrate the work teachers and students are doing around personalized learning this spring. We will showcase student and teacher work on our daily "Bulldog Bark" morning announcements and our weekly written "Bulldog Bulletin." We will also continue to send monthly emails to our staff that include updates from our NGLC team.

This fall we made it a priority for each staff member to visit a school that is implementing personalized learning strategies. These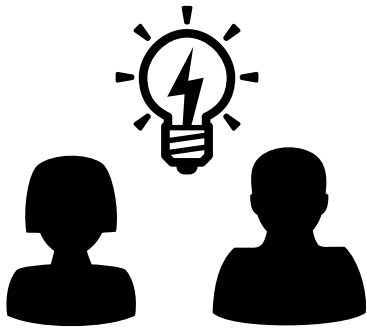 trips helped our staff build knowledge and a vision for what personalized learning might look like at Roosevelt. In the spring of 2016, our staff members will have release time to visit classrooms on our campus to observe personalized learning practices. This will serve two purposes: to create a shared understanding of our vision and provide feedback to our staff members. We will ensure that teachers have opportunities to participate in professional development this spring and during the summer that will help them prepare for the shifts we will make next year.

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APPENDICES
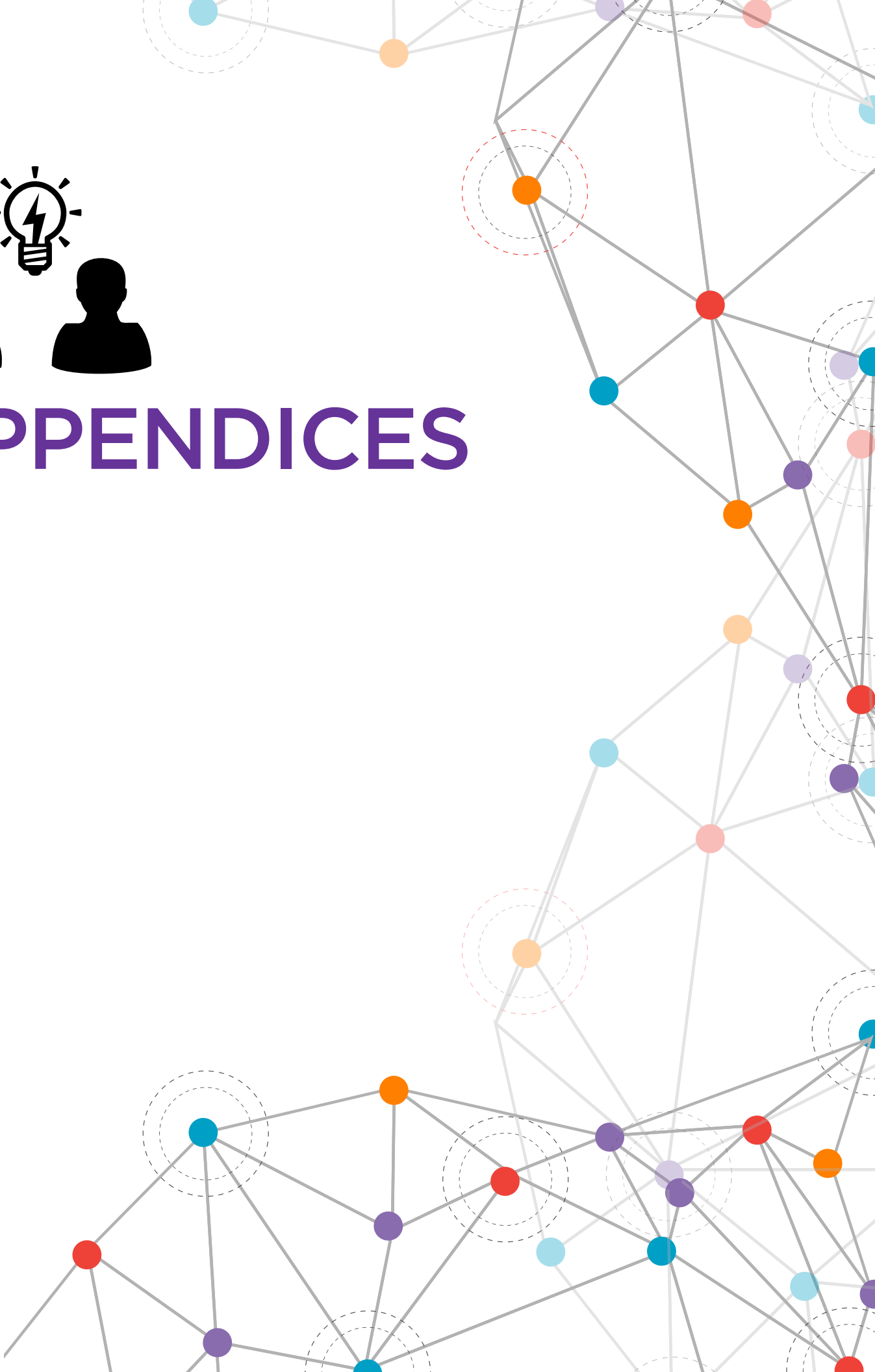
Appendix A: A Day in the Life of a Future Roosevelt Teacher

Staff Meeting
The first 45 minutes of each school day are reserved for teacher collaboration and planning time. Depending on the day, teachers may meet as a whole staff, with their content-area department, with their grade-level colleagues, or with a student and/or parent.

Staff Meeting
8:00-8:45

Block 1
9:00-10:30

Block 2
10:30-12:00

Blocks
Our 90-minute instructional blocks rotate on a 3-day schedule. Most teachers teach three cohorts of ~32 students, each day. During one of the blocks periods each day, teachers teach for half of the block and have the other half of the block (45 min) as a prep period.
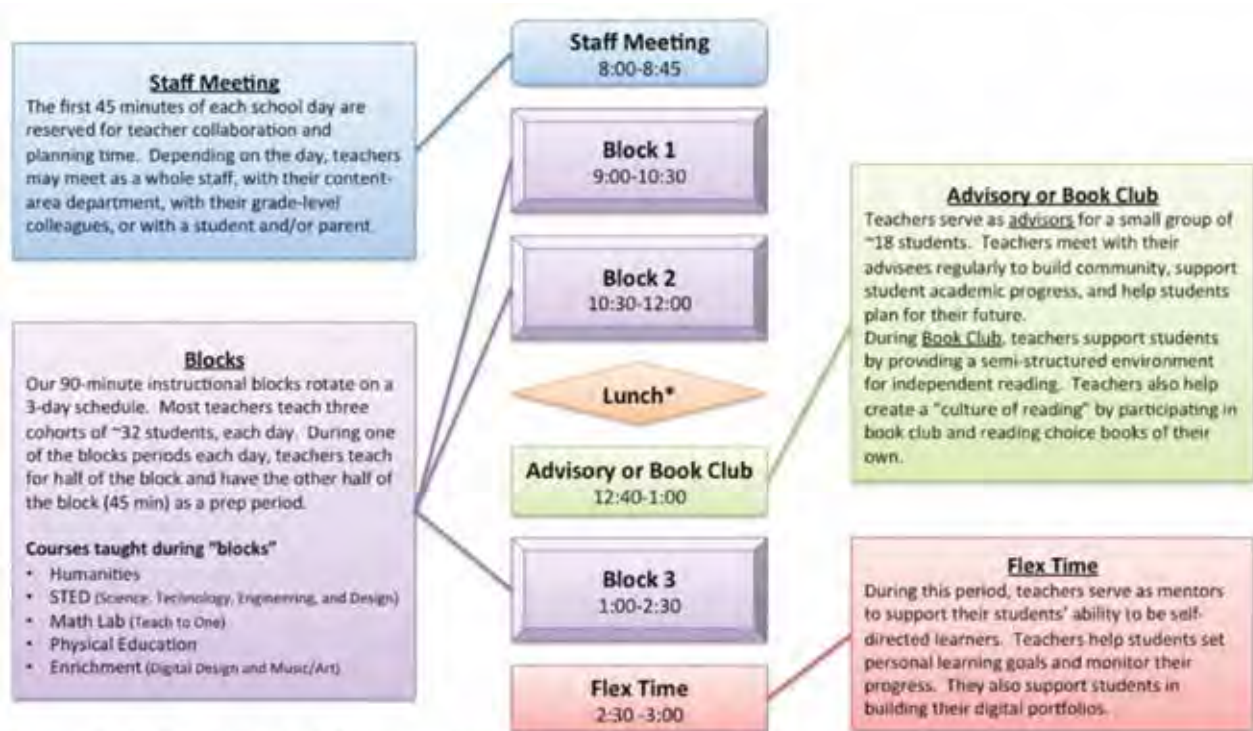
Courses taught during "blocks"
- Humanities
- STED (Science, Technology, Engineering, and Design)
- Math Lab (Teach to One)
- Physical Education
- Enrichment (Digital Design and Music/Art)

Lunch*

Advisory or Book Club
12:40-1:00

Block 3
1:00-2:30

Flex Time
2:30 -3:00

Advisory or Book Club
Teachers serve as advisors for a small group of ~18 students. Teachers meet with their advisees regularly to build community, support student academic progress, and help students plan for their future.
During Book Club, teachers support students by providing a semi-structured environment for independent reading. Teachers also help create a "culture of reading" by participating in book club and reading choice books of their own.

Flex Time
During this period, teachers serve as mentors to support their students' ability to be self-directed learners. Teachers help students set personal learning goals and monitor their progress. They also support students in building their digital portfolios.

A sample 6th grade teacher schedule for Humanities or STED:

Day 1			Day 2			Day 3		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
LA	HI	Prep	SC	LA	Prep	PH	SC	Prep	LA

*Our schedule includes 2 different lunch periods
- 6th Grade lunch is in the middle of Block 2 (11:15-11:55)
- 7th/8th Grade lunch is after Block 2 (12:00-12:40)

Appendix B: A draft of our proposed bell schedule for 2015-2016

6th Grade "Bell" Schedule		7th / 8th Grade "Bell" Schedule	
8:00-8:45	Morning Staff Collaboration and Planning Time	8:00-8:45	Morning Staff Collaboration and Planning Time
9:00-10:35	Block 1	9:00-10:35	Block 1
10:40-11:25	Block 2 – Part A	10:40-12:15	Block 2
11:25-12:00	6th Grade Lunch		
12:05-12:50	Block 2 – Part B	12:15-12:50	7th/8th Grade Lunch
12:50-1:15	Book Club / Advisory	12:55-1:15	Book Club / Advisory
1:20-2:55	Block 3	1:20-2:55	Block 3

Appendix C: Proposed activities and timeline to support stakeholder engagement in Spring 2016

- January 2016

  - Share the completed blueprint with faculty for questioning and additional feedback

  - Share the completed blueprint with parents for questioning and additional feedback

  - Share the completed blueprint with other school staff for questioning and additional feedback

  - NGLC work curated on Roosevelt Redesigned website (http://rooseveltredesigned.weebly.com)

  - Student trips to observe personalized learning in another setting and focus group

  - School staff, parents, and students attend the January 20th presentation

- February 2016

  - Make final adjustments to blueprint based on feedback

  - Survey faculty to identify needs and interests for professional development

  - View <u>Most Likely to Succeed</u> with our community (staff, students, and families) and hold focus groups afterward

  - Teachers observe personalized learning strategies in classrooms across campus

- March 2016

  - Based on identified needs, staff meetings will be used to prepare for blueprint implementation

  - Staff accelerate their transition to blended learning and stations

  - Use parent meeting to prepare for implementation

  - Publicly celebrate and acknowledge teachers/students who are implementing new practices in weekly Bulldog Bulletin/Bulldog Bark with photos and shoutouts

  - Distribute posters and other messaging tools to acculturate people to the new vision and core values

  - Teachers observe personalized learning strategies in classrooms across campus

- April 2016

  - Based on identified needs, staff meetings will be used to prepare for blueprint implementation

  - Staff accelerate their transition to blended learning and stations

  - Invite parents to come to Roosevelt and experience a personalized learning environment

  - Publicly celebrate and acknowledge teachers/students who are implementing new practices in weekly Bulldog Bulletin/Bulldog Bark with photos and shoutouts

- - Use parent meeting to prepare for implementation

  - Teachers observe personalized learning strategies in classrooms across campus

- May 2016

  - Based on identified needs, staff meetings will be used to prepare for blueprint implementation
  - Use parent meeting to prepare for implementation
  - Publicly celebrate and acknowledge teachers/students who are implementing new practices in weekly Bulldog Bulletin/Bulldog Bark with photos and shoutouts
  - Teachers observe personalized learning strategies in classrooms across campus
  - Present plans for 2016-17 to 6th and 7th grade students
  - Pilot some structural shifts for 2016-17 (such as block schedule)

- June 2016

  - Faculty will prepare curriculum for new instructional program

- July 2016

  - Faculty will prepare curriculum for new instructional program

- August 2016

  - Faculty will prepare curriculum for new instructional program