



# School Planning Process Redesign Pilot

May 21, 2018



**6** Charter  
Partners



**80**  
Schools



**40,000**  
Students



**13** Special  
Facilities

# WHO WE ARE

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**3,000**  
Teachers



**7,000**  
Employees



**1** Bold  
Journey



# ABOUT TULSA PUBLIC SCHOOLS



## MISSION AND VISION

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

### LEARNER

We will learn, apply, reflect, adjust and persist together

### CONTRIBUTOR

We will contribute to the well-being and success of our students and schools

### DESIGNER

We will improve learning, solve problems and bring ideas to life through innovative and intentional design



# Building Bright Spots Through a Pilot approach







# What is this pilot about?

The School Planning Process Redesign is about supporting a group of schools in strategic redesign focused on:

- ✓ Maximizing school leaders' knowledge, efficiency and flexibility in making resource use decisions to support site specific objectives while simultaneously, building the capacity of district offices to support our school leaders in these efforts.



# Why are we doing this pilot?

*We don't want to be a district where...*

Resource decisions are made without a deep understanding of students' needs and instructional priorities

*But instead, we'll be a district where...*

Strategic planning is coordinated against instructional priorities and school leaders make deliberate resource use decisions to meet student needs



# Why are we doing this pilot?

*We don't want to be a district where...*

Budget & staffing information is released too late for schools to engage faculty, or identify strategic priorities to inform the district's approach to hiring and professional learning

*But instead, we'll be a district where...*

Enrollment forecasts, staffing allocations, and budgets are released early enough in the year so that schools have the ability to strategize and reorganize people, time and money to ensure the right structures are in place



# Why are we doing this pilot?

*We don't want to be a district where...*

Our role is largely to enforce State and Federal reporting requirements

*But instead, we'll be a district where...*

Our role is of a thought partner to ensure school leaders have concrete examples, tools and coordinated supports to prioritized resource shifts related to the school's learning objectives





## The Pilot Schools & The Work





# The 12 Pilot Schools

| COHORT             | SCHOOLS                                                 | BUILDING TOWARD                                       | LEARNING OBJECTIVES                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
|--------------------|---------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Catapult Schools   | Hawthorne<br>Jackson<br>McClure<br>Springdale           | Culture of Learning & Feedback                        | Improve school climate and culture. Content specific teacher leaders. Content-focused teaching teams engaging in lesson study, analysis of student work, and other content-specific professional learning that facilitate cycles of professional learning. Greater personalization of time and attention for students. |                                                                                                                                                      |
| Empower Schools    | Anderson<br>Columbus<br>Disney<br>Hamilton<br>Hawthorne | Kerr<br>Mark Twain<br>Marshall<br>Peary<br>Springdale | Teacher leadership & Content Expertise                                                                                                                                                                                                                                                                                 | Content focused coaching by teacher leaders. Schools leaders developing teacher leaders. Greater personalization of time and attention for students. |
| Design Lab Schools | Anderson<br>Hamilton<br>McClure                         | Personalized Learning                                 | Content specific teacher leaders. Sufficient time and training for content focused teams to collaborate on how to maximize curriculum, including analysis of student work, planning for student intervention and other content-specific professional learning. Progress monitoring & rapid cycle iteration.            |                                                                                                                                                      |



# How were the pilot schools selected?

- Leadership capacity
- Stability of staff
- Positive teacher perceptions of the school culture
- Frequency and effectiveness of observation/feedback
- Structures, practices, and culture of ongoing learning
- School leaders wishing to create 90 minutes of collaborative time for teachers in content teams
- Schools that have a group of K-5 Literacy teachers who are willing to lead weekly team-based learning for peers



# Meaningful Improvements Over Traditional Planning Process

| Improvements                                                                     | Made possible through...                                                                                   |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Re-sequenced strategic planning decisions to ground resource use in strategy     | • Enrollment forecasts, staffing allocations, and budgets released ~2 months earlier than typical timeline |
| Documented clear flexibilities to enable strategic decision-making               | • School Leader Decision Support Guide - <i>Draft</i>                                                      |
| Inspired design and resource use decisions through prototypes                    | • School Prototypes                                                                                        |
| Provided integrated cross-functional district support to improve decision-making | • Strategic Review Process                                                                                 |



## Pilot schools have been implementing strategies that require major shifts in resources

- **Creating teacher-led, shared content teaching teams** which will enable teachers to plan and adjust instruction based on student work and a common curriculum
- **Increasing time for collaboration from 40 minutes to 90 minutes weekly**, which will provide teaching teams with long blocks of uninterrupted time
- **Creating release time for school-based staff to provide real-time teacher coaching**





# What's our path forward?

- **Scale the successful improvements we've piloted in the school planning process** and pilot new changes, e.g. monetized staffing resources and new data reports to better understand current resource use as it relates to key priorities
- **Support the current 12 pilot schools in progress monitoring** and planning for updates in SY19-20
- **Support 10 new schools in the SY18-19 Empower Cohort** in achieving resource use shifts required to implement teacher-led, content-focused teams
- **Refine elementary school prototypes** based on lessons learned from the current 12 pilot schools and new priorities (e.g. utilizing staff creatively to create more small groups during literacy instruction)
- **Support Staff in using new tools** designed to guide school leaders through the strategic planning process





# Pilot Schools & Our Bright Spots Approach

- Schools are the unit for change. Through innovation and continuous improvement, we can design, test, measure, and adapt new learning models and best practices to transform teaching and learning.
- Our schools can become bright spots. Some schools accelerate faster than others. Understanding why is critical.
- We are mindful and intentional about scaling because we understand that teaching and learning is complex.
- Intentional piloting allows us to concentrate resources and figure out what it takes to create real change and sustain these conditions.



# A Bright Spot Moment With...

Ms. Solomon



Principal at Hawthorne Elementary School





Thank You!  
*Any Questions?*

