Phase 1: Task Force Input / Brainstorming


- **Nov 17**: Board Discussion
- **Aug 16**: Teacher & Staff Brainstorm
- **Sept 19-23**: Student Focus Groups
- **Sept 27 & 29**: Parent & Community Forums + Online Survey
- **Oct 5 & 26**: Teacher & Staff Update, Survey, Review & Discussion
- **July 25**: Recruit RMS Task Force Nov. 21-28

250+ in-person
176+ surveys
Examples of Areas to Celebrate

Teachers:
• Volume of material in Core, graduate strong writers for high school
• New Maker Space & what we do in STEAM
• Project Cornerstone
• Assemblies for wellness
• Music is legendary & w/focus on digital tools
• Unique field trips (ILM)
• Electives & choice
• 2 year world language allows skip year in HS
• Differentiation is in our blood, lots to celebrate

Students:
• Teachers are great, friendly, caring, responsible, supportive
• Lots of electives (fun!)
• Lunch is great (music)
• PE (not sitting at desk)
• Everyone respects each other; no bullying
• Activity nights
• Intramural sports
• Spirit days / weeks
• Math, science, Spanish, computer class
• Music program
• Facilities
• Friends

“I love the education at Redwood.”

Parents:
• RMS working hard to keep supportive environment
• Nice physical campus
• Prepare well for next grade
• Great test scores
• Learning resources
• Caring, supportive teachers
• Good electives & academics
• Trying to have open communication w/parents
• Provide a lot of options
• Safe and nurturing
• Media arts
• School counselor
• Lots of activities
• Music programs
• Rigorous academics

Opportunities to Consider

• Community Building: significant interest from teachers & staff to study school climate and culture “where all learners’ needs are met” (mutual respect, safety, collaboration, support for teachers, community events
• Student Wellness: balance homework / tests, time for check-ins with teachers (caring adults), free time, fostering risk taking,
• Community Wellness: including teacher wellness to best support students “Students need balance coming from all parts of their lives.”

• Communication: input & feedback to improve home-school partnerships
• Schedule: re-consider block schedule for balance & depth, examine 3/2 pd.
• Electives: passion for student choice, including desire to ensure students with special needs / IEP’s / English learners have access to elective(s); more music (orchestra) during school day; desire for more world languages
• Academics: interest in strong writing and communication skills; life and study skills (organization); continued focus on STEAM and technology; integration of new Maker Space; teacher interest in continued development of formative assessments
Parent Input: What Would Ideal Success Look Like for Your Child?

We want our kids to:

**Balance**
- Be less stressed
- Love learning
- Discover their passions
- Have a balanced curriculum not solely focused on academics
- Develop good character
- Have a well-rounded education with a broad set of subjects

**Rigor**
- Be academically advanced
- Focus the most time on math and science
- Learn advanced math topics
- Learn a challenging curriculum
- Be competitive with peers academically

Proposed Research Focus

School Culture & Safety

Student & Community Wellness

Student Choice & Electives

School Schedule

Task Force to Supplement & Co-Ordinate Ideas with Work Teams Reviewing:
- Music as Electives (working group)
- Math Pathways (review in process)
- Core (study team to be formed)
- LCAP Goals, Actions and Services (including: academics, tech, SEL, STEAM)

Key challenge: **TIME!**
- Students
- Teachers
- Parents
- Schedule
Broad Input to Identify Draft Themes

Common interest across all groups regarding: student wellness & electives. Parents also prioritized STEAM, Core, Differentiation.

Aug / Sept Rankings (#1-3) of Emerging Themes

<table>
<thead>
<tr>
<th></th>
<th>Teacher Staff Forum</th>
<th>Parent Forums</th>
<th>Parent Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wellness</strong></td>
<td>38</td>
<td>45</td>
<td>53</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>26</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td><strong>STEAM</strong></td>
<td>16</td>
<td>38</td>
<td>53</td>
</tr>
<tr>
<td><strong>World Lang.</strong></td>
<td>10</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>9</td>
<td>31</td>
<td>48</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td>8</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>5</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>**Other ***</td>
<td>23</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Follow-up survey and in-person meeting with teachers & staff (Oct.) to refine themes and consider / rank-order ideas including “Other” write-in’s shown on next slide.

Teachers & Staff Survey to Refine Areas

Identified Themes for Task Force Research 2016-17 (some areas work already ongoing)

<table>
<thead>
<tr>
<th>Teacher &amp; Staff Survey 10/26/16 (n=27) Theme Refinement for Potential Research</th>
<th>Weighted Rank Order Priority for TF Study</th>
<th>% Essential / Very Important for TF Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wellness</strong> (student &amp; staff)</td>
<td>9.6</td>
<td>100% *</td>
</tr>
<tr>
<td><strong>School community / culture</strong> (write-in)</td>
<td>8.3</td>
<td>96</td>
</tr>
<tr>
<td><strong>Electives</strong> (world language, music, access)</td>
<td>6.9</td>
<td>76</td>
</tr>
<tr>
<td><strong>Schedule and school day (write-in)</strong></td>
<td>6.4</td>
<td>64</td>
</tr>
<tr>
<td><strong>School safety (write-in)</strong></td>
<td>5.8</td>
<td>74</td>
</tr>
<tr>
<td><strong>CORE</strong> (lang, arts, writing, social studies)</td>
<td>5.0</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td>4.9</td>
<td>43</td>
</tr>
<tr>
<td><strong>STEAM</strong></td>
<td>3.8</td>
<td>35</td>
</tr>
<tr>
<td><strong>Project-based learning</strong></td>
<td>3.8</td>
<td>33</td>
</tr>
<tr>
<td><strong>Sports</strong></td>
<td>3.0</td>
<td>36</td>
</tr>
</tbody>
</table>

* 93% teachers & staff marked wellness as essential, 7% as very important. 0% ranked it as either “somewhat” or “not” important for Task Force study.
Task Force Design Opportunities

<table>
<thead>
<tr>
<th>Community Interest Expressed during Phase 1</th>
<th>Structural Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance skills, perspectives, expertise, diversity</td>
<td>Task Force of 15-24 people to be balanced across grades, subjects, experience, parent groups, community diversity</td>
</tr>
<tr>
<td>Fair &amp; transparent selection process</td>
<td>Anyone can apply &amp; self-identify skills, areas of focus, expertise, diversity; outside facilitator (blinded to names) recommends balance across represented areas (see next)</td>
</tr>
<tr>
<td>Compensation for teachers who commit to full year (Dec-May) Task Force</td>
<td>Teachers who commit to full year Task Force and attend at least 80% of meetings, receive extra pay at the Basic Hourly Rate at 5 hours/mo. x 6 mo. x 6-12 teachers total</td>
</tr>
<tr>
<td>Options for additional community input/non-TF</td>
<td>Monthly updates (online / newsletters), 2 AM/PM parent forums (Jan &amp; Apr), 2 refinement surveys, BOD meetings</td>
</tr>
<tr>
<td>Teacher availability limited some for research / survey</td>
<td>Support teacher interest in staying informed, giving convenient feedback through online teacher surveys; create online portal to collect teacher research / ideas</td>
</tr>
<tr>
<td>Leverage prior teacher &amp; staff research efforts</td>
<td>Build upon and leverage LCAP, Teacher &amp; Staff Task Force research from 2003 (3 year) initiative &amp; individual work</td>
</tr>
</tbody>
</table>

Proposed Task Force Composition

<table>
<thead>
<tr>
<th>Online Applications Open to All (Nov. 21-28) (seats to be balanced across areas of focus / expertise)</th>
<th># of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers &amp; Staff: balanced across grade levels, subjects, areas of experience, years of service at RMS</td>
<td>6-8</td>
</tr>
<tr>
<td>Parents &amp; Community: balanced across leadership areas Site Council, PTA, SEF, Music &amp; Sports Boosters; children ages, expertise, involvement, interests, special needs/ELA</td>
<td>6-8</td>
</tr>
<tr>
<td>Administration: (Principal &amp; Superintendent)</td>
<td>2</td>
</tr>
<tr>
<td>School Board: 1-2 Representatives designated by Board</td>
<td>1-2</td>
</tr>
<tr>
<td>TOTAL TASK FORCE: meets 1-2 times per month to review and consolidate input, research and brainstorm ideas for consideration by Administration and Board for 2017+</td>
<td>15-20</td>
</tr>
</tbody>
</table>

Opportunities for Continued / Broader Community Input Beyond TF Seats:
- monthly updates via email / electronic newsletters / posted online
- Open email address: RMSTaskForce@saratogausd.org monitored by facilitator
- Future community forums and online surveys for comment on emerging ideas
- Public disclosure at Board meetings with updates / presentation of draft ideas.
Proposed Research & Input Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>RMS Task Force Mtg. (3:30-5:00) 9 Committee Meetings (Dec-May)</th>
<th>Board Mtg. &amp; Email Update</th>
<th>Community Input Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 2016</td>
<td>Applications open online 11/21-28</td>
<td>BOD 11/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email 11/18</td>
<td></td>
</tr>
<tr>
<td>Dec.</td>
<td>Invitations sent 12/1-3 12/8 R Prioritize ideas, review data</td>
<td>BOD 12/15</td>
<td>Online survey 12/16-1/6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email 12/16</td>
<td></td>
</tr>
<tr>
<td>Jan. 2017</td>
<td>1/11 W Review survey</td>
<td>BOD 1/12 retreat</td>
<td>Community Forum (Library)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email 1/13</td>
<td>1/24 T 6-8 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/26 R 8:30-10:30 am</td>
</tr>
<tr>
<td>Feb.</td>
<td>2/1 W Review forums</td>
<td>BOD 2/16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/2 R Refine draft ideas</td>
<td>Email 2/17</td>
<td></td>
</tr>
<tr>
<td>Mar.</td>
<td>3/15 W Refine for survey 3/28 T Pre-draft</td>
<td>BOD 3/23</td>
<td>Teacher/Staff Mtg. Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email 3/24</td>
<td>Online survey 3/27-4/10</td>
</tr>
<tr>
<td>April</td>
<td>4/19 W, Review survey/draft BOD</td>
<td>BOD 4/20 preview</td>
<td>Community Forum (TBD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email 4/21</td>
<td>4/24 M 6-8 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4/26 W 8:30-10:30 am</td>
</tr>
<tr>
<td>May</td>
<td>5/1 M finalize ideas for Board 5/17 W Last TF mtg., wrap-up</td>
<td>BOD 5/11 action</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email 5/12</td>
<td></td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Leadership to identify next steps and timing based on Board direction and resources. Facilitation Note: while some recommendations might be implementable during 2017-18, longer-term or larger-scale initiatives would be expected to impact 2018-19 and beyond.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Challenges to Address

- Continue to build community / define wellness in context of Redwood
- Set reasonable expectations (It will be easy to take on too much!)
- Divide ideas to consider into near-term and longer-term opportunities
  - Near-term for next year (2017-18) develop and define by May 2017
  - Longer-term for 2018 + will require new teams after May
- Limited time for Task Force meetings / collaboration / research
- Need to be thoughtful about which opportunities will be part of ongoing operations or that require specialized teams / expertise (beyond TF)
- Important to keep work in context of other ongoing initiatives, professional development, LCAP, program reviews and more... to balance and co-ordinate projects strategically across the school / District
Next Steps and Action Items

**Phase 1**  INITIAL INPUT / BRAINSTORM THEMES  July-Sept
**Phase 2**  FORM TASK FORCE / BEGIN RESEARCH  Oct-Dec

- ✓ Provide brief Board update and community progress report, metrics (Oct. 20-21)
- ✓ Review proposed themes with staff for input / brainstorm TF structure (Oct. 26)
- ✓ Circulate proposed structure for teacher & staff comment (Nov. 11-16)

- ❏ Circulate Phase 1 report (Nov. 18) / Task Force application survey (Nov. 21-28)
- ❏ Task Force invitations sent (Dec. 1-3) / Task Force Kick-Off (Dec. 8)

**Phase 3**  Task Force Development of Ideas to Consider  Jan-March
**Phase 4**  Refinement of Draft Ideas for Board to Consider  April-May

APPENDIX FOR REFERENCE:
EXECUTIVE SUMMARY OF PHASE 1 INPUT
**Redwood TF Update Summary**

- **Phase 1 (July-Sept) Complete / Initial Input & Brainstorming**
  - Expanded Phase 1 input opportunities to collect parent and community, plus student input in September, prior to Task Force formation
  - Identified numerous areas to celebrate / opportunities to consider that will be given to Task Force for review and further processing
  - Common focus across all groups: **student wellness**

- Highlights from sessions summarized in attached Appendix from:
  - 198 pages of hand-written brainstorming notes from 250+ people @ forums
  - 36 pages of online survey data from 148+ parents / 28+ teachers

- **Phase 2 (Oct – Dec): Structure Task Force / Begin Recruitment & Research**
  - TF structure for staff preview (Nov.11-16) & Board comment (Nov. 17)
  - TF recruitment via online survey (Nov. 21-28) / TF Kick-Off (Dec. 8)

**Appendix: Phase 1 RMS TF Progress**

- Brainstorming generated significant volume – ideas broad and specific have been saved and catalogued for review & processing by Task Force
- Numerous potential themes identified with a few areas of common overlap across community groups, including significant interest in:
  
  **Student & Community Wellness**

- Eight (8) in-person brainstorm and listening sessions completed
  - >250 people: 50+ Teachers/Staff; 85+ Parents/Community; 114+ Students
- 86 RMS parents responded to online survey for input / rank themes
  - 69 had not attended in-person & 17 had attended in-person forum
- 28 Teachers/staff reviewed teacher notes & refined themes online
- 28 Teachers participated in follow-up survey regarding TF participation
- Project email box collecting additional: **RMSTaskForce@saratogausd.org**
- Parent passions for math & music evident in discussions / online (review team / work group already ongoing or in formation for both)
Initial Areas for Potential Research

Working draft of key ideas generated across all input sessions as summarized by facilitator. Draft themes for review and refinement shared with teachers and staff – Oct. 26.

- Student wellness and personal connections
- School climate & culture consistent with SUSD mission and vision
- Student choice: personalized learning, electives and sports
- Academics: including language arts, writing, social studies and STEAM2*
- Calendar and schedule: support for collaboration, projects, depth and choice
- Availability of music offerings on campus and during school day

* Continued community passion for and interest in mathematics pathways; math and music (M2) to be part of ongoing SUSD review, outside of core Task Force focus.

Examples of Deep & Broad Ranging Ideas for TF to Process / Consider / Research

Examples of Opportunities to Support Student & Community Wellness:
- What does wellness mean in context of SUSD given high expectations?
- How do we create more time and choice and help balance schedules and stress?
- How can we create an even more inclusive and caring community respectful of all?
- How can we support teacher wellness so they can support students even more?
- How could home-school partnerships / events support student wellness?

Examples of Ideas Mentioned during Brainstorming Sessions:
- Re-consider block scheduling (previously researched for Redwood)
- Evaluate three period core block in context of broader schedule and constraints
- Identify opportunities to increase music options as electives during school day
- Consider homework and assessments, align timing / expectations / consistency
- Create more opportunities for project-based learning, teacher collaboration and depth
- Consider ways to increase number of electives for grade 7 and Special Needs / ESL
- Evaluate opportunity for additional elective wheels for increased choice / exposure

100's of ideas generated and catalogued across all areas from in-person forums & surveys to be given to Task Force teams electronically (PDF) as starting point for research.
Teacher & Staff Input - August

“If you were to think about ways to improve transformational learning and student well-being over the next 3-5 years, what opportunities and outcomes would you most like to see for our Redwood students?”

Teacher & Staff Input - August

“How can we build upon the current strengths of Redwood Middle School?”
Student Focus Groups – Question 1
“What do you like most about Redwood Middle School?”

Student Focus Groups – Question 2
Pick one of the top things you think makes Redwood great. What could Redwood do to make this even better in the future?
Student Focus Groups – Question 3

Which areas / ideas do you think would be most important for Redwood to study to make RMS the best it can be for all students?

Parent Focus Groups – Question 1

Online Survey: Priorities for Child’s Time at Redwood
Parent Focus Groups – Question 2

Online Survey: Opportunities to Consider / Areas to Improve