

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**

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

"I love the education at Redwood."

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

**Be happy
Be safe**

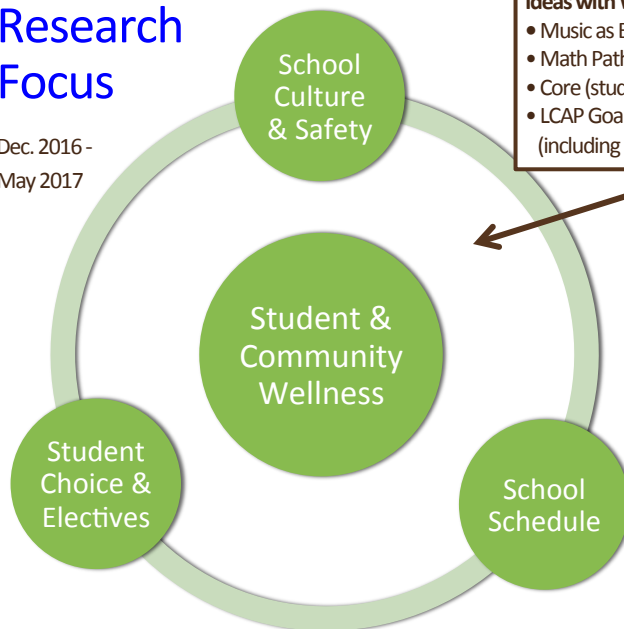
**Be prepared for
the future
Be confident in
themselves
Be responsible
and mature
young adults**

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

Dec. 2016 -
May 2017



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	Teacher Staff Forum August	Parent Forums September	Parent Survey October
Wellness	38	45	53
Electives	26	33	22
STEAM	16	38	53
World Lang.	10	6	5
Core	9	31	48
Differentiation	8	33	38
Music	5	24	22
Other *	23	8	9

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)

Teacher & Staff Survey 10/26/16 (n=27) Theme Refinement for Potential Research	Weighted Rank Order Priority for TF Study	% Essential / Very Important for TF Study
Wellness (student & staff)	9.6	100% *
School community / culture (write-in)	8.3	96 90%
Electives (world language, music, access)	6.9	76
Schedule and school day (write-in)	6.4	64
School safety (write-in)	5.8	74
CORE (lang.arts, writing, social studies)	5.0	45%
Differentiation	4.9	43
STEAM	3.8	35
Project-based learning	3.8	33
Sports	3.0	36

* 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

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

Proposed Task Force Composition

Online Applications Open to All (Nov. 21-28) (seats to be balanced across areas of focus / expertise)	# of People
Teachers & Staff: balanced across grade levels, subjects, areas of experience, years of service at RMS	6-8
Parents & Community: balanced across leadership areas Site Council, PTA, SEF, Music & Sports Boosters; children ages, expertise, involvement, interests, special needs/ELA	6-8
Administration: (Principal & Superintendent)	2
School Board: 1-2 Representatives designated by Board	1-2
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+	15-20

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

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

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.*

