# Five Dimensions of the School Design & Change Process

Creating cost effective, efficient and accountable school plans that innovate using time, talent and technology to solve the most pressing challenges of schools and districts in a way that is simultaneously good for students, teachers and the community.

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<th>DIMENSION</th>
<th>TYPES OF QUESTIONS ASKED AND ANSWERED</th>
<th>TYPES OF WORK INVOLVED</th>
<th>EVIDENCE OF SUCCESS</th>
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| **UNDERSTAND** | - Is there a shared mission?  
- What is working and what isn’t based on data and discussion?  
- Who are the students and families? How are they engaged?  
- Who makes up the staff? Why did they come to the school?  
- What are the logistical or space challenges?  
- What’s been practiced previously?  
- What barriers or concerns that might exist?  
- What have they tried in the past? How’d it work?  
- Are there shared goals / priorities? Are there personalized learning opportunities for students? Outcomes / mastery-based learning?  
- How are special needs population impacted?  
- What are the budget realities, what district grants are available, and what collective bargaining agreements are currently in place? | - Meetings and conversations  
- Research  
- Assess technology  
- Multiple iterations developed  
- Multiple perspective sought  
- Compliance evaluated | - Surveys  
- Interviews  
- Conversations  
- School Observations  
- Meetings  
- Document Review | - Surveys Results  
- Notes  
- Scope of Work Defined  
- Shared Goals Articulated | While the Superintendent and principals are the primary contacts, understanding the perspectives of many constituencies is key to long-term success. (Listed Alphabetically)  
- Asst. Principal  
- Cafeteria staff  
- CBO Partners  
- CFN Network  
- Community  
- Counselors  
- Families  
- IZone  
- Maintenance  
- Nonprofit Partners  
- Principal  
- Programmers  
- School Security  
- School Staff  
- Social Work Team  
- SPED / ELL  
- Students  
- Teachers  
- District  
- Union(s) |
| **DEVELOP** | - How can we maximize the personalized mastery instruction?  
- What will ensure a globally competitive instructional program?  
- How can we build on the school’s strengths while addressing goals?  
- What unintentional implications might an idea or strategy create?  
- Whose job will change and how?  
- How will students, teachers, and community members respond?  
- How is time measured (bell systems, broadcast, transportation)?  
- Is the plan sustainable with anticipated resources?  
- What are the desired measures of success? | - Training sessions  
- Compliance checks  
- Systems tools built  
- Documents created  
- (e.g., individual schedules)  
- Communication tools [bell schedules or alternatives]  
- Campus-wide space plans | - System tools tested  
- Manuals / resources created  
- Trainings held  
- Side agreement secured  
- Data plan built  
- Marketing materials produced  
- Protocols developed | |
| **PREPARE** | - Who might be nervous about the changes?  
- How do we make the best first impression?  
- What training programs are needed to prepare?  
- What materials / resources will be needed?  
- Who is responsible for managing bell schedules?  
- How will other schools in a shared campus be affected?  
- How will families be engaged? Notified? Benefit?  
- How do we plan to cover any transitional costs (new curriculum, staff transition, etc.)? | - Options drafted and shared  
- Primary option selected by school leadership team  
- Space plan | - Manuals tested  
- Protocols developed  
- Survey  
- Meetings and conversations  
- Space plan  
- Feedback tools established | |
| **EXECUTE** | - What extra short-term supports are needed?  
- What additional training do teachers, staff, parents and students need to take advantage of the new structures?  
- How smoothly is the implementation plan working?  
- Has anyone found the protocols useful? Necessary?  
- Is the data being captured adequately? | - Strong presence  
- Responsive Tech. Assistance  
- Protocols practiced  
- Feedback tools established | - Testimonials  
- Student Data reports  
- School report cards / Quality Review  
- Modified response plans | |
| **REFINE** | - What’s working well?  
- What didn’t work well? What were the causes? How do we respond?  
- What unanticipated events / consequences?  
- Is the strategy sustainable?  
- Was the support plan adequate?  
- How do we ensure complete implementation to fully test impact? | - Measure impact  
- Survey  
- Video / photograph  
- Evaluate cost / benefits  
- Ongoing technical assistance  
- Retainer services | - Surveys  
- Testimonials  
- Survey  
- Video / photographs  
- Evaluate cost / benefits  
- Ongoing technical assistance  
- Retainer services | |