

Kansans Can Redesign- Flight Manual



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June 2022



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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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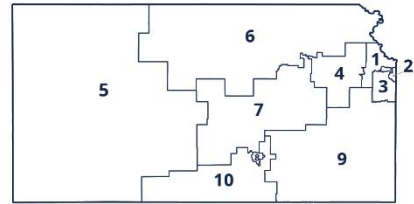


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Document Introduction

Why was this document created?

This document is intended to serve as a facilitator guide for how you might lead Kansans Can School Redesign in your building and/or buildings within your school system/district. This document will go through each phase of the School Redesign Process and provide you with the links for training materials, resources, and assignments in addition to facilitator notes/guidance for the slide decks provided. By having access to these resources, and facilitation support, districts can have ready made and tested resources and a structure for executing on the work of continuous improvement at the school and teacher level.

How should this guide be used?

This guide should be used by district leaders/training teams and/or building leaders/training teams as a resource for executing on the on-going work of school improvement/Redesign. This guide will describe what could/should be done throughout each phase of the Kansans Can School Redesign Process. This guide will also provide context/support for you as a facilitator as you work to customize these materials for learning within your own system/building.

The content laid out in this guide is meant to be implemented in its entirety over the course of one school year with each meeting lasting a full school day. While adjustments and modifications can be made to the meeting schedule, it is the intention that all of the content would be delivered in the order presented. Changing the content and the order of the content must be done intentionally and strategically in order to ensure process success. If you have questions about content modifications, you can contact redesign@ksde.org.

What will you find in this guide?

This guide includes links to each resource associated with the Redesign Plan Year. Each meeting's PowerPoint and supplemental resources are included in this guide. Additionally, you will be able to see for each meeting: goals, frontloading suggestions, homework overview, key talking points, and some slide notes for additional presenter context. This guide is meant to provide context and clarity to the materials found on the website. In order to successfully use the training content, facilitators will want to keep this guide as a resource for maintaining order throughout the year. This guide allows you to see when each meeting and activity takes place, and it allows you to see the goals and outcomes for each activity along the way. This is essential a professional development handbook for building and/or district leaders.

District Use & Support

How should district leaders use this document?

The content from the Kansas Can School Redesign Plan Year should be used by system and building leaders as part of an on-going professional development plan to support the work of school improvement. In order to engage in continuous improvement, systems and schools must follow a growth cycle. Typically, growth cycles will all call for: data analysis, goal setting, strategy selection, strategy implementation, and strategy analysis. The content from the Redesign Plan Year follows the expectations of a growth cycle. In addition, the content is built to include: activities, leadership considerations, and structure allowing for maximum ease of implementation. Leaders should be able to use this guide with the content linked here and posted on the KSDE Redesign Webpage (see: Training Resources) as their professional learning content and plan for the duration of a school year. However, this content can be used in part annually as a means for keeping the work of school improvement going in a proactive and reflective manner.

What other considerations should district leaders make?

It is important that this content be delivered as intended in order to maintain fidelity to the process being taught. In Redesign, we teach a blend of Design Thinking and The 4 Disciplines of Execution (McChesney, 2012). Before leading this work, facilitators should ensure their own understanding of the Redesign Process, in addition to understanding the Redesign Principles & Conditions. To build up your own understanding, you can access the Kansas Can School Redesign [webpage](#) or our [Google Site](#).

What support will you need to execute on the work laid out here?

The most important element leaders will need to ensure is TIME. The Redesign Plan Year is time-intensive. During this year, you need to allow time for:

- 10-11 workshops attended by the School Redesign Team
- Time to Turnkey (whole school PD time to do the training activities)
- Time for School Based Teams to Meet (beginning in November)
- Check Ins between each School and their Coach
- 1 on-site visit (minimum) in the spring to another Redesign School

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Mission Inception

Summary Page

Key Phase Presentations-

When launching Redesign, you will need to consider how you front-load the process. Not just what folks will be doing, but detailing how they will come together, how frequently they will be coming together to do this work, and establishing why this work matters for the growth of their school, your system, and our state. You can review how we set the stage by viewing our introduction to Apollo III below.

Getting Ready to Redesign [PowerPoint](#) (June 2021 for Apollo III)

Getting Ready to Redesign Webinar Recording-
<https://www.youtube.com/watch?v=BXeOKhy1ltU>

Assignments-

The New School Rules Book Study ([link](#))

School Redesign Team Roles and Responsibilities ([link](#))

**Optional Activity from Design a Better Business: [Team Charter Canvas](#)

**Optional Reading from the Center for Educational Leadership: "[Principals: Our Advice and Resources for Establishing Instructional Leadership Teams](#)" (UWCEL, 2018)

Communication Action Plan ([word/pdf](#))

**This is an on-going assignment. The Communication Action Plan will be used throughout the entire process.

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Building the Launchpad

Summary Page

Essential Plan Year Resources-

- [Plan Year Timeline](#)
- [KSDE Redesign Workbook \(Checklist\)](#)
- [Launch Readiness Rubric](#)
- [Communication Log \(word/pdf\)](#)

Essential Phase Resources-

Meeting 1 **PowerPoint**

- [Leadership Competencies](#)
- [Stakeholder Management vs Engagement](#)
- [Data Dive & Change Readiness Evaluation](#)
- [Community Values](#)

Meeting 2 **PowerPoint**

- [Vision Resource from 'Playbook for Redesigning Schools' \(pages 13-28\)](#)
- [Community Values Activity Cards](#)
 - [Alternative Activity: Stakeholder Blitz](#) (protocol for how to solicit feedback from students/staff)
- [Improvement Plan Inventory](#)
- [Stakeholder Outreach](#)

Assignments-

Meeting 1-

- [Assignment- Create and Share Your Collective 'Why'](#)
- [Assignment- Data Dive Note-Taking & Change Readiness Evaluation](#)

Meeting 2-

- [Assignment- Data Dive & Initiative/Improvement Plan Inventory](#)
- [Assignment- Stakeholder Outreach & Communication Action Plan](#)

Kansans Can Redesign- Flight Manual

Building the Launchpad

Meeting 1 Facilitator Guide

Goals-

- Understand our 'Why'
- Create a Shared Vision
- Determine Need and Analyze Data
- Develop an Engagement Plan
- Communicate with Stakeholders

Frontloading Suggestions-

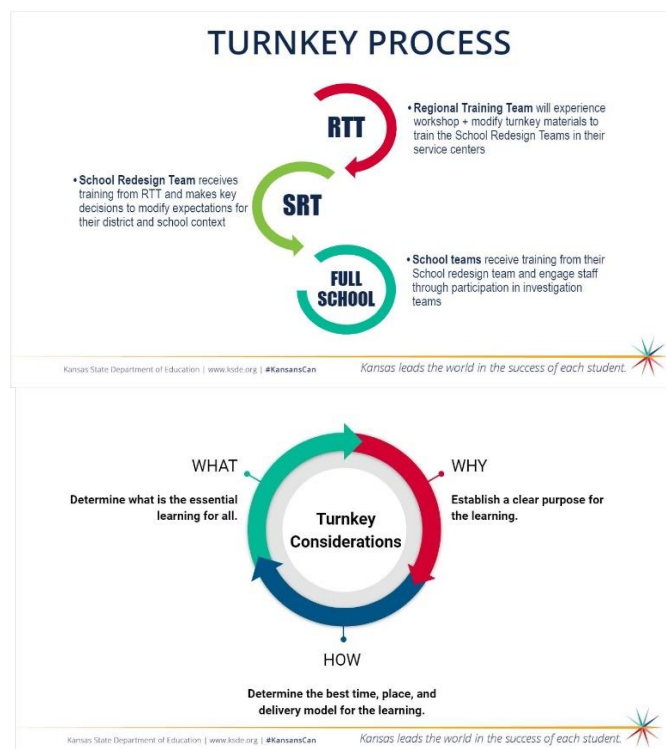
- Send participants the Plan Year Timeline for them to review
- Send a reminder to schools about who should be on their Redesign team (emphasis on including representatives for special populations)
- Make sure attendees understand the 'why' behind the work in advance of beginning these trainings. While groups will create collective why statements in meeting 1, it is important for the system to establish their why for this work before inviting in buildings.

Homework for Schools- To be done before Meeting 2

- Create a collective 'why' (complete **Assignment**)
 - [Video support](#) (This video was used to support Apollo III schools in crafting their 'why' statements before beginning the Redesign Plan Year. This activity can be done as part of Mission Inception.)
- Look at Data with all school staff (complete **Assignment**)
 - Report Card Data
 - Culture Survey Data
 - Organizational Readiness
- Identify Core Values & Beliefs
 - Staff, Students, and Community
- Feedback & Communication Plan

Key Talking Points-

- In order for your Redesign to be successful, you have to have a strong 'why'. Your 'why' is the foundation that all of your efforts moving forward will be built upon.
 - You cannot create a 'why' alone. It must be created with all of your staff. When staff become discouraged or begin to lag, this collective why will be imperative to getting your school back on track. Thus, if you have total buy-in to your 'why', you will have an easier time moving forward.
- The activities we do in these workshops are meant to be models of what you will do in your school. Nothing should be finalized or decided in these meetings. These meetings offer you a model, and then planning time, for how you will do this activity and come to a resolution with your staff in your own building.
 - The 'Turnkey' process is essential to this process. Turnkey simply refers to your communication and feedback loops. The work that is taught during the workshops is meant to be taken back to all staff at the building, so that decisions can be made with the input and invest of the entire school community. At the end of each meeting, and throughout, you will be asked to plan how you will 'Turnkey' (i.e. take back and do) the work you are experiencing in the workshop. Leadership and culture considerations are provided for each meeting and align with the work being led by School Redesign Team members.



Slide set Overview –

Slides 1-6: These slides provide you the agenda for the day, a space to introduce your participating schools and trainers, and provide the title slid for the ‘Building the Launchpad: Day 1’ slides.

Slide 7: This slide provides the Plan Year Timeline. It is important to review the timeline each meeting to help participants see where they currently are in the process and where their work is leading.

Slides 8-9: The objectives for this phase are outlined on slides 8 and 9. On slide 8, you see the objectives broken out by category on the left, and then you see the associated tasks on the right. Slide 9 outlines the objectives in a slightly different manner by aligning the work to the 4 Disciplines of Execution (if you are not familiar with 4DX, you can delete this slide). The premise for the layout of this slide, is that the focus for the session is stated (‘State Vision for Execution’), the lead measures are established, and then our tasks are how we engage and ‘keep score’ of our progress on the work. Accountability would happen in and in-between the meetings.

Slides 11-19: These slides outline our ‘Why’ for engaging in the Redesign work. Slides 11-13 outline the state vision for education, the KESA process as it was originally adopted, and the State Board Outcomes. Through the Redesign work, you should be focused on ultimately leveraging the State Board Outcomes and the State Vision for Education. This work should also support and align to the continuous improvement process work called for in Kansas Education Systems Accreditation (KESA). Slides 14-19 lay out our ‘why’. Slide 14 has a video from KSDE kicking off the last Redesign cohort. You are welcome to show, or not show, this video. Slides 15-18 are essential to talk through with participants as they lay out the current state of education in Kansas. Just like schools and systems go through a needs assessment to define their current state, these slides outline why Kansas decided to adopt this important work. In short, these slides define our collective why. Slide 19 then sets up our Kansas ‘why’ and Vision side-by-side.

Slide 20: Before/during ‘Mission Inception’, schools are asked to work with staff to create a collective why. This statement is meant to establish their common purpose for engaging the work of continuous improvement. If schools did this work prior to this meeting, take this opportunity to share out each school’s collective why. If your schools have not done this, pause, and go through the training materials for creating your collective why ([found here](#)).

Slides 23-26: Redesign is about three things: the Principles, the Process, and the Conditions. Slides 23, 24, and 25 outline those three things respectively. Take time to talk through and orient your teams to those three slides. Lastly, slide 26 provides the rubric for successful completion of the Redesign Plan Year (via the Launch Readiness Rubric).

Slides 29-32: As you will see on slide 25, leadership and culture are essential to the Redesign Process. Thus, each session, we will take time to focus on the leadership skills needed (from school/system and teacher leaders) for successful execution of the work laid out in this phase. Slides 29-32 outline the essential leadership needed for 'Building the Launchpad'. Slide 29 provides access to our 'Redesign Leadership Competencies'. This could be an area where you spend dedicated time to exploring each groups' role in the work. It can also be a document you introduce today and then review in an on-going fashion. Slides 30 and 31 spell out what principals and teachers need to focus on right now in the Redesign process. And slide 32 provides a little more context/clarity to a key area of culture: Collective Efficacy.

Note- The 'Leadership Focus' slides will be found with the turnkey planning time slide in all future meetings.

Slides 34-35: These slides introduce participants to the 'Turnkey Process' that will be utilized throughout the Plan Year. You can see the 'Talking Points' for Meeting 1 for more detail.

Slides 37-42: This first meeting focuses on setting the stage for creating a 'Shared Vision'. "Shared" is an essential term here. We define 'Shared Vision' as:

A 'Shared Vision' is a student-focused statement that is crafted with stakeholder feedback and centers around the premise that all students are capable of learning and achieving success.

These slides outline the difference between managing and engaging stakeholders. Take time to consider where you and your participants stand in each area. What strengths exist? What areas provide opportunities for future growth? Are you better at engaging certain stakeholder groups than others? This discussion will culminate in beginning work on a communication plan. This plan will be utilized throughout the Redesign Plan Year (and beyond) to ensure engagement from internal and external stakeholders in the Redesign work.

Slides 45-47: In order to answer the question 'Where are we currently?', three activities are laid out in this section:

- Quantitative Data Dive using the building's report card (or the system accountability report can be used) to determine your current state related to 'results'.
- Qualitative Data Analysis using a culture survey (if you need a culture survey, please email redesign@ksde.org to gain access to our Building Culture Survey) to determine your current strengths/weaknesses as it relates to staff attitudes and school culture.
- Readiness for Change Analysis which is designed to help staff evaluate how effective (or ineffective) past change initiatives were while determining what key factors contributed to the success or struggle of those past initiatives.

Slides 49-52: Before crafting a Shared Vision, you need to know your values. This section provides you with one way that you can determine your school/community values which will inform your Shared Vision (which we will work to craft during/after Meeting 2).

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Building the Launchpad

Meeting 2 Facilitator Guide

Goals-

- Share your Collective Why and Shared Vision
- Determine Current and Future State
 - Data Dive
 - Inventory of Current Work
- Build a Purposeful Community
- Continue to Communicate with Stakeholders

Frontloading Suggestions-

- Ask schools to bring some of their data (quantitative for their school and qualitative feedback from staff/students) for on-going review and analysis.
 - Make sure that the data dives from meeting 1 have been effectively turnkeyed. Ensure that local data is gathered for meeting 2.
- Make sure that the system has discussed work around system priorities and non-negotiables in advance of this meeting to better support buildings moving through the initiative inventory.

Homework for Schools- To be shared with coach during virtual check in

- Collect & Synthesize Data (complete **Assignment**)
 - Survey internal/external stakeholders on needs/wants
 - Gather needs assessment data
 - Gather assessment results
 - Other
- Complete Inventory and Determine 'Non-Negotiables' (complete **Assignment**)
- Create a Shared Vision using your data/feedback
 - Gather internal and external feedback on vision before finalizing
 - Determining Community Values/Needs
- Continue Enforcing Communication Loops for Feedback (complete **Assignment**)
 - Business Engagement Plan

Key Talking Points-

- Turnkey Process- At every meeting, it is important that you stress the intention of these meetings; while here, attendees are experiencing a process that they will then replicate with their staff. It is important that they understand that decisions are not going to be made at these meetings. Rather, school teams should plan how they will conduct activities at their school to make decisions with their entire staff.
- Engaging ALL Stakeholders Early and Often- In order to ensure the success of their Redesign initiative, schools will need to have a strong communication plan. They will need to engage stakeholders early and often and in a manner that feels authentic. During this meeting, participants will be charged with going into their communities to help them craft their vision statement. However, it is important to emphasize the idea that this will not be the only time they will need to make that intentional effort toward engaging their stakeholders.
- Another key aspect of this meeting is the focus on data collection and analysis. In addition to gathering perception data around your school (which will be used to craft your Vision), schools will need to know their current state as it relates to key measures (both state measures and local measures).
 - In addition to gathering data, this meeting will also ask schools to inventory their current work to determine where they might have room to reinvent or reorganize, but also to determine which areas are not able to adjusted or altered. Ensuring the 'hard edges' of the work (from the school and system perspective) will ensure that alignment, clarity, and coherence are established before the 'what' of the work gets decided.

Slide set Overview –

Slides 1-9: These slides will be consistent from this meeting forward. These slides will always include: agenda, links, State Why and Vision, timeline, objectives, and turnkey process reminder.

Slides 11-27: In this section, schools will start by sharing their values and how they went about settling on those key values. After that, we will review the definition of a Shared Vision and provide some guidance for how you can evaluate a vision to ensure it is truly 'shared'. While we encourage schools to create a shared vision to kick off their redesign work, we recognize that some schools will already have this in place. Great! Evaluate it to make sure it is shared and to determine what work might need to be done within the school/community to ensure it is in fact 'shared'. This section also provides a robust set of examples related to how Redesign schools went about creating a shared vision during their plan year.

Slide 29: This slide transitions us from examining values to looking at current need. While we examined results in meeting 1, we ask folks to look at their local, building level data in this meeting to get a different look at what their needs might be. In order to determine where you want to go, you must determine: where you are, what you value for your future, what gaps you desire to fill, and then, your desired state. The 'Building the Launchpad' phase helps school teams work through all of those steps.

Note- You will notice that the data dive protocol in this meeting matches what was used in meeting 1. While you are welcome to change the protocol, we encourage facilitators to choose one protocol that can be used consistently so as to build the data-analysis capacity of your school leaders/teams.

Slides 32-35: This part of the day was built in to ensure that schools are considering and partnering with system leaders to align the work of continuous improvement. The conversation built into this section is important because it asks all levels of leadership to:

- Ensure that the Vision for the system and schools is aligned;
- Ensure existing and future goals are known and aligned;
- Ensure that existing and future goals are known and aligned; and
- Establish from the beginning the 'hard edges' around schools can, should, and must do.

Slides 37-42: This section consists of two breakouts: one around leadership and one around community engagement. In the leadership breakout, principals will focus on the leadership competencies shared in meeting 1 while teachers will focus on building collective efficacy. In the second breakout, participants will read about engaging the community which will culminate in working to create a business/community engagement plan (this will be useful throughout the plan year and beyond).

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Designing the Rocket

Summary Page

Essential Plan Year Resources-

- [Plan Year Timeline](#)
- [KSDE Redesign Workbook \(Checklist\)](#)
- [Launch Readiness Rubric](#)
- [Communication Log \(word/pdf\)](#)

Essential Phase Resources-

Meeting 1 [PowerPoint](#)

- [Personalized Learning Deep Dive \(Graphic\)](#)
- [Family Engagement Standards](#)
- [Google Site](#)
- [Professional Learning Summary Sheet](#)
- [Better Way Challenge](#)
- [Student Profiles & Persona Canvas](#)
- [Initiative Inventory \(Option 1/ Option 2\)](#)

Meeting 2 [PowerPoint](#)

- [Discipline 1: Determining Your Focus Thinking Sheet](#)
- [Redesign Workbook \(Sample\)](#)
- [Redesign Principle Gap Analysis](#)
 - [Alternative Gap Analysis from 4 Disciplines of Execution](#)
- [Investigation Team Overview](#)
- [“Look Both Ways”](#)

Meeting 3 [PowerPoint](#)

Optional Resources-

- Alternative [Empathize and Define Protocol](#)
- Alternative [Ideate and Prototype Protocol](#)
- Reading "[What drives collective efficacy?](#)"

Assignments-

Meeting 1-

- Assignment- [Complete the Better Way Challenge](#)
- Assignment- [Work on Completing Empathy Maps \(Persona Canvas\)](#)
- Assignment - Complete a [Gap Analysis/Initiative Inventory \(Option 1/Option 2\)](#)

Meeting 2-

- Assignment- [Begin Redesign Workbook](#)
- Assignment- Create 'Perfect Day' Templates
- Assignment- [Establish your Goal Area Investigation Teams](#)

Meeting 3 -

- Assignment – Work on Redesign Workbook (linked above)

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Designing the Rocket

Meeting 1 Facilitator Guide

Goals-

- Understand the Design Thinking process
- Experience Empathize, Define, and Ideate
- Determine your current state
- Create a plan to Turnkey with your staff
- Continue to communicate with stakeholders

Frontloading Suggestions

- Schools will not be successful in 'Designing the Rocket' if they do not have a solid 'Why' and 'Shared Vision'. We recommend checking in with schools in advance of these meetings to ensure that the foundation is set.
- As they move into the next phases, it is critical that they have a meeting routine and that they are prepared to set aside time for their Goal Area Investigation Teams to meet. In advance of this meeting, you might suggest that schools begin thinking about how they will give staff work time through the end of this semester and into the following semester when prototyping and testing occur.
- Since this phase relies on the Design Thinking process, you can allow schools an opportunity to preview the process by watching this video over the '[Marshmallow Challenge](#)'.

Homework for Schools To be done before Meeting 2

- Explore the 4 Redesign Principles (Google Site)
- Engage in Design Thinking
 - Better Way Challenge (complete **Assignment**)
 - Persona Canvas (complete **Assignment**)
 - Generate 'How might we' questions
- Complete a Redesign Principle Gap Analysis (complete **Assignment**)
- Complete an Initiative Inventory with your district leadership (complete **Assignment**)
- Feedback & Communication Plan

Key Talking Points-

- At this point, it is essential that schools have a strong collective why and a shared vision that has been created in conjunction with the school and stakeholders (students, support staff, community partners, parents, etc).
 - Creating a 'why' and vision is the first essential step toward Redesigning your school. Once a clear purpose has been established, then the team is ready to move into the next phase: what.
- The Design Thinking Process that will be utilized moving forward provides the structure for determining 'what' will come from your Redesign efforts.
 - Please note, this process will be one that you will be expected to use during the plan year and in the future. Take note of the steps and what they require of you; you will revisit them often as you work to continuously improve your school.
 - While we will work through them in a linear fashion during these training sessions, once you are fully implementing your Redesign, you will revisit these steps in a non-linear fashion based on your needs.
- The work that gets dreamed of during this phase is only the first step. It is important at this point in the process that buildings and district leadership connect to establish common goals, priorities, and expectations for the work. While Redesign is teacher led, it must be administrator supported (and that support must come from both the building and the district).

Slide set Overview –

Slides 2-11: These are our typical introduction slides. Here, you will find: links, the agenda, our state why and vision, the plan year timeline, the launch readiness rubric, directions for a 'share out', the objectives for the 'Designing the Rocket' phase, and the reminder slides regarding the turnkey process.

Slides 13-14: The first activity for Designing the Rocket is around the 4 Redesign Principles. While school/system leaders can adjust the rotations based on your local needs, the three rotations laid out in the slides, include:

- A deep dive of the Kansas Definition of Personalized Learning
- A review and discussion around the Family Engagement Standards
- Time to explore the Redesign Google Site
 - There is also a 'professional learning note sheet' that can be used to help participants process and document their learning throughout the rotations/exploration.

Slides 17-27: The Redesign Process is a blend of Design Thinking and the 4 Disciplines of Execution (4DX). In order to make sure all schools know how to engage in the Redesign Process, participants will spend time engaging in both Design Thinking and 4DX to help build their understanding. In this meeting, we will start by focusing on learning the Design Thinking Process. To do this, participants will be guided through completing the 'Better Way Challenge'. This challenge asks folks to think about a problem/challenge/struggle that they face on a regular basis (start with something non-school related like folding laundry or washing dishes or hanging holiday lights). The task asks you to consider better ways to approach that challenge to make the result better and the path toward actualizing the result simpler. While you will not have the opportunity to test, we do ask that you consider in this activity how you would measure and keep data on a test for your prototype. This is an activity that can be easily turnkeyed back in buildings as part of in-school professional development.

Slides 28-30: Just like with the previous meetings, we will always want to articulate the leadership traits/skills/focus that both principals and teachers will need in order to effectively lead their staff/peers in the work called for in this phase of the Redesign Plan Year.

Slides 33-38: Now that participants have experienced Design Thinking as a whole with a non-school related topic, we will now spend time working through each step with an intentional focus on how this step will translate into the work created through the Redesign Plan Year. The first step in Design Thinking is to 'Empathize'. We do this by having attendees complete a 'Persona Canvas' for a student in their school/class. It is important as a team that the students you select mirror your school. Meaning, if you have 5 folks at the table, make sure 5 different student groups are represented. Note, before doing this activity, you might try to brainstorm all of the different 'types' of students represented in your school (i.e. student athlete, English

learner, IEP, gifted, 'frequent flyer', 'rule follower', etc.). Before leading this activity, establish a few ground rules. For example, you might instruct participants to only use student initials and not full names.

- Slide 38 provides additional examples of how you might empathize. When this activity is turnkeyed, teams might consider employing multiple means for empathizing in order to get a diverse and clear picture of the needs present in your school.

Slides 40-34: The next step of the Design Thinking process is to Define the need. Instead of generating a statement around the problem, generate a 'How might we' question focused on the desired state you would like to see. For example, if you struggle with chronic absenteeism or students skipping class, we might be tempted to say our problem is attendance or interest in school. However, a How Might We question would push us to think about the desired state. Meaning, if we were to tackle truancy, what desired state would need to exist for that to no longer be a problem. For example, we could ask 'How might we make learning experiences so engaging that students don't want to miss?' or 'How might we make school a desirable place to be?' Notice, these questions are clear us to point us in a direction, but they don't include the answer. Additionally, they are focused on what we want to build instead of a deficit we need to fix. This subtle shift in mindset will go a long way in opening the doors to innovative problem solving (which will come in the ideate phase).

Slides 45-46: Now that we know the questions we potentially want to answer through our work, we need to examine our current practices. Our current practices have led us to our current state. In order to make progress, we will need to critically review our current state and existing practices to determine where we need to refine, revise, or remove work in order to make space for the practices that will assist us in achieving our vision and addressing our How Might We questions. Slide 45 asks us to determine current gaps as it relates to your vision. What is currently getting in the way of reaching your vision? What gaps exist in student readiness that will need to be addressed if you are to answer your 'How might we' questions? Take time on slide 45 to have those discussions. Then, on slide 46, review your current strategies to determine: to what degree you are addressing the four redesign principles and to what degree your current work is having impact.

Slides 50-53: These are the closing slides. Per usual, leadership considerations are presented, and then slide 53 outlines the assignments to be done back in buildings before meeting 2.

Kansans Can Redesign- Flight Manual

Designing the Rocket

Meeting 2 Facilitator Guide

Goals-

- Evaluate Current Practices and Impact
- Ideate and Prioritize
- Create Goal Areas and learn about Investigation Teams
- Ensure System Alignment and Support
- Create a plan to Turnkey with your staff
- Continue to communicate with stakeholders

Frontloading Suggestions

- We recommend that schools check in with their coach to make sure that the homework from meeting 1 is complete.
- Schools should have Empathized (Persona Canvas), Defined (HMW), and completed an initiative inventory with leadership in order to determine their 'hard edges' for their work moving forward. Note, while the inventory assignment can be modified, we do believe that these critical conversations with leadership are essential to ensuring the long-term success and sustainability of the work.

Homework for Schools To Be Done Before Next Meeting and/or Next Phase

- Explore the Four Redesign Principles
- Engage in Design Thinking to:
 - Set Goals and Begin Redesign Workbook (complete **Assignment**)
 - Ideate the 'Perfect Day' for Students (complete **Assignment**)
- Establish GAITs (complete **Assignment**)
- Establish System Guardrails
- Ensure Communication, Engagement, and Feedback Loops

Key Talking Points-

- In this training, your main priority is to learn the process for creating your Redesign Goal Area and subsequent measurable goal(s). These Goal Areas will become the driving tenets of your school's Redesign. Goal Areas are broad and overarching; they are not strategies. Strategies will be embedded under your Goal Areas, but your Goal Areas will remain as an 'umbrella' under which all your work will fall.
- During the ideate step, you will also want to pay attention to the 4 Redesign Principles. All of your strategies must work to address the 4 Redesign Principles. Your goal areas do not have to be the principles themselves, but that does not mean that a principle can not be a goal area.
- Remember, everything you do in the training is meant to teach you a process. You do not make decisions in the training; you make decisions about your Redesign once you are back with your entire staff.
- In this phase, every staff member will become directly involved in the work moving forward. It is important that you proactively plan for time for your entire staff (and small groups of staff members) to work together on brainstorming, researching, and prototyping and debriefing strategies for your Redesign.
 - In addition to planning for time for staff to meet, you will also want to give time for staff to go to other schools for on-site visits. This might also come with a cost (substitutes, transportation, hotels, meals, etc.).

Slide set Overview-

Slides 2-9: These are our typical introduction slides. Here, you will find: links, the agenda, our state why and vision, the plan year timeline, the launch readiness rubric, directions for a 'share out', the objectives for the 'Designing the Rocket' phase, and the reminder slides regarding the turnkey process.

Slide 10: This slide provides a framework for a 'check in' conversation; these sorts of accountability checks should occur at the start of each meeting day. You can feel welcome to modify the share out as you see fit; however, the check in piece is encouraged and should be retained.

Slides 12-17: Now that schools have worked to empathize, define areas of need, and craft broad how might we questions, they are now ready to do the work of establishing their primary goals. Slide 12 orients you back to the Redesign Process. Remember, the inside cycle reflects Design Thinking while the 4 Disciplines of Execution are noted on the outside. At this point, we are ready to shift our focus over to the first discipline: Focus on the Wildly Important. Slide 13 shows how this connects to the development of collective efficacy which is critical to the movement and sustainability of improvement work. Slide 14 provides a slightly deeper look at the first discipline, and slide 15 provides a framework that schools can use to begin drafting their SMART Goals. Teams should work through the thinking sheet during this meeting, but it is important that they leave with a plan to establish their goals using this model and not the goals themselves (note, just like all aspects of this work, it needs to be built with stakeholders). Once schools have goals, they will then be ready to start using the Redesign Workbook. This is introduced on slide 16 and slide 17 shows where their goals will land once they are finalized. This workbook will become the team's living and breathing action plan so it is important to establish ownership/editor rules from the onset. Additionally, this form could/should be modified to meet the needs of the school/system.

Slides 20-21: The next phase of the design thinking process that schools will soon be entering is 'Ideate'. In this phase, schools we will be tasked with brainstorming solutions/strategies to achieve their established goals. In order to make sure that your action plan is comprehensive and addressing the needs of the whole child, schools and systems must ensure that the 4 Redesign Principles are being fully and adequately met. [You can learn more about quality implementation of each principle by using the [Redesign Success Rubric](#).] For this meeting, you can choose to do a principle gap analysis, or you can continue to use the rotations from meeting 1 as a way to build understanding of the principles.

Slides 24-35: This part of the day moves us officially into the 'Ideate' phase of design thinking. The video on slide 25 helps set the tone that in order to do this work, we are going to have to think outside the box. Slide 26 asks schools to then start thinking about ways in which they could begin to address their how might we questions. School teams should be guided to

choose one question for this 3-minute warm up. Review the rules of brainstorming on slides 27 and 28 before going back to slid 26 to give them time to start thinking about 'what if' statements for their selected question. After this initial warm up, slides 29-34 will set up our next big activity. This activity is what we call the 'Perfect Day' activity. Instruct school teams to choose one student they profiled in their persona canvases from meeting 1. They will then be tasked with outlining what the perfect day of learning/school would look like for that student. Keep in mind, their day (or week) should be sure to address the following: the persona canvas, the 4 Redesign Principles, the How Might We Question, and the school vision. Slide 34 provides the structure for this time, and slide 35 provides time for group sharing.

Slides 36-39: These slides provide an overview of how strategies could/should be sorted in order to determine which work will need to be prototyped, adjusted, or kept 'as is'. Note, on slide 37, the top quadrants 'Quick Wins' and 'Projects to Prototype' will probably both be utilized as your teams build out their Redesign Plan. While strategies will fall into both categories, strategies in the 'Prototype' quadrant will be those that need 'scoreboards' (data collection) and accountability meetings (data analysis/reflection). Slides 38 and 39 are meant to show that the Design Thinking process is messy; while we go through each step in order during the plan year, once teams learn the process, they will move through and between these steps fluidly in the future.

Slides 42-47: At this point in the process, school teams will be ready to engage all school staff in a more direct and rigorous fashion. Now that goals are established and teams will need to ideate strategies, schools are asked to create 'Goal Area Investigation Teams' (GAITs) as the forum for including all staff in the work. GAITs will be the primary driver of the work that occurs within each goal. These teams will need to be able to meet regularly throughout the plan year and beyond. While it is important to give teachers voice and choice in which GAIT they join, we recognize that this might not be feasible for every school. However, schools are encouraged to include teachers as much as possible in creating the teams who will lead this work.

Slides 48-50: Once your teams are established, they will need to research strategies to employ in order to leverage growth toward the established goal. These slides lay out what research means and could look like for school teams.

Slide 52: Before teams get too far down the road of selecting strategies, it is important that building and district leaders meet to discuss the 'hard edges' for the work.

Slide 55: This slide outlines the homework to be done between meeting 2 and 3.

Kansans Can Redesign- Flight Manual

Designing the Rocket

Meeting 3 Facilitator Guide

Goals-

- Understand and evaluate current use of the 4 Redesign Principles
- Understand how to use Design Thinking
- Establish Goals & Goal Area Investigation Teams
- Establish Measures
- Create a plan to Turnkey with your staff
- Continue to communicate with stakeholders

Frontloading Suggestions

- By this last meeting of 'Designing the Rocket', schools must have established:
 - Goal Areas and have clear ideas about targeted measures and SMART Goals for each area.
 - Goal Area Investigation Teams to lead the work that happens in each area. In the creation of these teams, each staff member should have a place and a role. It is important that staff have voice/choice in the team they work on since these teams will drive your school's work now and into the future.
 - If you already have existing meeting/team structures, talk with your staff about how the existing teams can lead goal area work.
- This meeting is set up to be a half day giving teams ample time to engage in work that maybe needs to be done to support the next phase of Redesign – Building the Rocket – in the upcoming semester.

Homework for Schools To Be Done Before Next Meeting and/or Next Phase

- Continue exploring the Four Redesign Principles
- Set Goals, Lag Measures, and Target Areas
 - Document work in the Redesign Workbook (complete Assignment)
- Ensure Building/District Alignment
- Support the work of your GAITs
 - Brainstorm, Research, and Prioritize Strategies
- Ensure Communication, Engagement, and Feedback Loops

Key Talking Points-

- This meeting is meant to ensure that buildings have successfully completed the following:
 - The first three phases of the Design Thinking Process: Empathize, Define, and Ideate
 - Schools should know their needs, their goals, and they should have an idea of how all staff will engage in the work of determining strategies for each goal.
 - Attention will also need to be placed on the quality and structure of the goals. Goals need to be: tied to need, measurable, and directly connected to impact data.
- It is important that schools have actively ensured ALL staff are now participating in the process actively. Time should be built into the schedule for these teams to meet as they will soon begin testing strategies which will require data collection and analysis in a timely manner.

Slide set Overview-

Slides 2-7: These introductory slides lay out the agenda, the timeline, and the turnkey expectations. This meeting is intended to only be a half day check in. There should not be new content on this day unless planning teams decided to move content to this day for other reasons. This day is flexible and can be used as a coaching time and/or 'catch up' time.

Slides 10-15: The objectives for Designing the Rocket are reviewed as well as the key Redesign slides: Principles, Process, and Conditions. Additionally, slide 15 provides a review of the Redesign Leadership Competencies.

Slides 16-19: These slides provide a reminder regarding the role of GAITs and the importance of research and school visits in the execution of the ideating step.

Slides 20-25: As part of documenting the work, a 'Redesign Workbook' is provided. This document should be used by the core team and the GAITs as they work to define their action plans and scoreboards. The slides listed here are what school teams should be able to complete at this point in the process.

Slide 26: This slide is a reminder about what constitutes quality work that teams will want to explore as part of wrapping up 'Designing the Rocket' and moving into 'Building the Rocket'.

Slides 29-31: This section is the turnkey planning time which always starts with leadership considerations before wrapping up with the homework slide.

Kansans Can Redesign- Flight Manual

Building the Rocket

Summary Page

Essential Plan Year Resources-

- [Plan Year Timeline](#)
- [KSDE Redesign Workbook \(Checklist\)](#)
- [Launch Readiness Rubric](#)
- [Communication Log \(word/pdf\)](#)

Essential Phase Resources-

Meeting 1 [PowerPoint](#)

- [The 4 Disciplines of Execution Executive Summary](#)

Meeting 2 [PowerPoint](#)

- [Holacracy/4DX/New School Rules](#)

Virtual Check-In (For Coaches)

- [Coaching Look-Fors](#)

Meeting 3 [PowerPoint](#)

- [Resource Implication Analysis](#)
- [Strategy Report](#)

Optional Resources-

- [Strategic Action Plan Template](#)
- [Supporting Prototypes- Scoreboard Examples](#)
- [KSDE Redesign Team Video over 'Keeping Score'](#)

Assignments-

Meeting 1 & 2

- Assignment - Continue adding to [Redesign Workbook](#)
 - Blueprint/Overview
 - Goal Areas & Target Areas
 - Lag & Lead Measures
 - Gap Analysis
 - Action Plans
 - Scoreboards & Accountability Plan

Meeting 2 & 3

- Assignment - [Resource Implication Analysis](#)
- Optional Assignment- [Strategy Report/Analysis](#)

Kansans Can Redesign- Flight Manual

Building the Rocket

Meeting 1 Facilitator Guide

Goals-

- Prioritize, refine, and develop action plans to test your prototypes
- Develop monitoring and supporting processes for testing and beyond
 - Create scoreboards and accountability plans
- Plan for School Redesign Team (SRT) turnkey of materials and continued support

Homework- Add to [Redesign Workbook](#)

- Assign responsibilities for each goal area.
- Maintain Communication and Feedback loops with internal and external stakeholders
- Bring baseline data to meeting 2
 - Baseline data should be data connected to your determined lag measures. This data will let you know where you are before you begin testing strategies aimed at improving the targeted measure.

Key Talking Points-

- It is important to stress the importance of the School Redesign Workbook. This document will be an integral part of your school's plan moving forward. This document will essentially become your school's action plan. It will be a living document that will need to be reviewed and revised continuously throughout the Plan Year and throughout your subsequent Launch and Ascent Years.
- In this meeting, you will learn about prototyping and testing. In preparing to prototype, you will need to establish teams within your school and provide structures for them to engage in research. Planning time for your teams to engage in collaborative conversation will be essential to your success. This time should not just be set aside now; you need to actively plan for this time for your teams in future years.
- At this point in the Redesign process, the 4 Disciplines of Execution will become increasingly important. Watch [this video](#) to learn more about how the 4 Disciplines align to the Redesign process.

Slide set Overview-

Slides 2-11: These opening slides include: agenda, timeline, launch rubric, share out prompt, objectives, and turnkey process reminder.

Slides 13-17: These slides give an overview of where we currently are in the process. Generally, this meeting is the first time folks have been together since winter break, and so this reminder of what was accomplished first semester and setting the stage for upcoming work is time well spent. It is also important that you spend time on slide 17 discussing how the work of Redesign mirrors and supports the work needed to develop teacher collective efficacy.

Slides 19-25: The next big step of the process is to conduct a gap analysis for each goal. As teams begin to research strategies, they will want to think about selecting strategies that better move you to your desired state. When you think about achieving your goal, what does your school look like? Feel like? Sound like? What will internal and external stakeholders say, feel, think when this goal is accomplished? This gap analysis helps you not only draft your desired state, but it also asks you to think about your current state. What work is currently happening? What work is not happening? What gaps might you need to bridge in order to remove unhelpful work, revise helpful work, and make room for new work? Oftentimes, the gaps/barriers sections become your team's action plan! So, it is important to spend quality time on these discussions.

Slides 26-34: These slides outline the process you will take in moving from the gap analysis to an action plan. Slides 26 and 27 outline guiding questions and then explain the difference between technical and adaptive challenges. Many of the technical challenges that will impact our ability to execute can be resolved without much need to involve all staff. However, the adaptive challenges that underlie the work will take intentional work, attention, and leadership. Slides 28 and 29 are a reminder about which work will be 'prototyped' and which work can simply just be done (this connects back to slide 27 and technical vs adaptive). The next few slides show where this work can and should be documented in the Redesign Workbook. A sample is also provided. This section ends with slide 34; this slide just presents an alternative action plan that teams can choose to use if the Redesign Workbook isn't the right fit.

Slides 37-42: While we have mainly focused on Design Thinking to date, at this point, we will begin focusing more on the 4 Disciplines of Execution. These slides outline the four disciplines with a brief, high level overview of each. The first discipline should be firmly in place: Focus on the Wildly Important. At this point, schools should have narrowed down to the 2-4 goals that they will focus in on to drive their continuous improvement work. The second discipline is to act on your lead measures; these will be your strategies. Lead measures are the things you do (and keep track of/measure) that will lead you to accomplishing your established goal. This is where your school teams currently are in the process; they are selecting their lead measures/strategies. The third and fourth discipline will be covered in more depth in meeting

2, but they are: keep a compelling scoreboard (data wall) and stay accountable. While we will talk about scoreboards in this meeting, it is more for the purpose of making sure that data and measurement are part of the strategy selection process. Scoreboards do not need to exist yet, but they will need to be in place after meeting 2. The discussion in this meeting is meant to introduce work to come so that data is ready to be tracked from the beginning instead of treated like an afterthought.

Slides 43-50: These slides go more in depth on discipline 2: selecting the right lead measures. Our goal in this work is to select 'high impact strategies'. Those 'good to do' strategies would most align with our 'quick wins' or even 'technical challenges'.

Slides 51-62: These slides introduce discipline 3 (Keep a Compelling Scoreboard), provide examples and offer time for teams to practice making a scoreboard for a strategy that they might eventually choose to prototype as part of their Redesign work. Additional support (via video and slide decks) is available for this section and can be found on the Building the Rocket phase summary sheet in this document (page 25).

Slides 66-70: The afternoon of this day is set aside for teams to do work/planning. The morning is a heavy lift, and so facilitators can reorder the day to build in planning time throughout instead of reserving all of the planning time for the end of the day. These slides outline the leadership considerations and the homework.

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Building the Rocket

Meeting 2 Facilitator Guide

Goals-

- Understand the Leadership and Culture component to ‘Staying Accountable’
- Prioritize, refine, and develop Action Plans to test your prototypes
 - Learn a Data Debrief Protocol
 - Determine how Strategies for scaling will be selected
- Develop monitoring and supporting processes for Testing and beyond
- Plan for SRT turnkey of materials and continued support

Homework- Add to [Redesign Workbook](#)

- In the Workbook, update:
 - Goals & Targets
 - Lag & Lead Measures
 - Gap Analysis
 - Action Plan with Scoreboard and Accountability Protocol
- Support GAITs in looking at their data sets and planning strategy ‘next steps’
- Maintain Communication and Feedback loops with internal and external stakeholders
- Plan virtual check in with your coach

Key Talking Points-

- It is important to stress the importance of the School Redesign Workbook. This document will be an integral part of your school’s plan moving forward. This document will essentially become your school’s action plan. It will be a living document that will need to be reviewed and revised continuously throughout the Plan Year and throughout your subsequent Launch Years.
 - If there are elements of the workbook that you wish to complete in another template/format/etc., that is acceptable. However, you must make sure that your document is easily found by all parties (internally and externally).
- As your teams implement their prototypes, it is essential that they are meeting regularly to discuss their data and adjust the strategy. It is essential that they also ‘keep score’ so that they might evaluate the effectiveness of what it is they are testing. If your teams are not meeting regularly, then that time must be created.

- Scoreboards should be updated and public. If your GAITs are not regularly posting data publicly (with discretion as needed), then it is important that they be encouraged to examine how they might publicly report what it is they are implementing and evaluating.
 - To see even more scoreboard examples, review this collection of submissions from Fall 2021.
- At this point in the Redesign process, the 4 Disciplines of Execution are incredibly important.

Slide set Overview-

Slides 2-10: These slides are the standard opening slides and should include: the agenda, the vision, the plan year timeline, the phase objectives, and the turnkey protocol.

Slides 12-13: Because meeting 1 was content heavy, a chunk of time is dedicated at the start of meeting 2 toward checking in on the progress of the school teams to date. A coaching guide is provided to help structure the school check ins. This guide can also be used before the meeting in order to better support schools in meeting the phase objectives.

Slides 17-19: These slides orient us back to the leadership skills that are needed to move the redesign work forward. Additionally, slide 19 outlines the connection to growing collective efficacy.

Slides 20-25: The fourth discipline of execution is to 'Stay Accountable'. This part of the morning focuses in on what that discipline means and how it can be done in the school setting. This discipline is critical to the success/failure of the redesign work happening in buildings. This discipline must become a systemic, embedded, and supported practice or the work being designed in the plan year will not be sustained. This discipline is tricky because it requires the most precious resource available to staff: time! It is critical that building and district leaders understand this discipline and actively work to support it.

Slides 28-31: After this meeting, schools should be ready to begin prototyping and testing strategies connected to their Redesign goals. Typically, schools want to know two things: 1- How long do we need to test our strategy before making a decision about the future of the strategy? And 2- How do know if we should keep doing something, adjust it, or stop it? These slides will provide the answers and guidance to those critical action research questions.

Slides 34-39: These slides outline discipline 4: Create a Cadence of Accountability. In this set of slides, there are additional meeting routines provided. While 4DX provides a meeting structure and framework, there are other ways to establish accountability meetings with your teams. Explore the options provided, have teams try on the various meeting styles, and generate ideas for how they will best support their peers in creating a cadence of (and structure for) accountability.

Slides 41-45: The closing slides for this meeting will include the leadership considerations, the connection between the Redesign work and the development of collective efficacy, and the homework slide for teams to utilize during their turnkey planning time.

Kansans Can Redesign- Flight Manual

Building the Rocket

Meeting 3 Facilitator Guide

Goals-

- Understand leading through technical and adaptive challenges
- Update strategy progress monitoring
- Create a 'Resource Implication Template' and 'Strategy Analysis Template'
- Check in with your coach
 - Schedule on-site visit

Homework-

- Update Redesign Workbook (complete **Assignment**)
- Create a Resource Implication document for each GAIT (complete **Assignment**)
- Consider scale through Strategy Analysis (complete **Assignment**)
- Work with coach to prepare for on-site visit

Key Talking Points-

- This meeting focuses on the school team and the coach. Little new content is presented. This meeting serves to help determine how the school has progressed through this phase and their readiness to "Show and Launch".
- Make sure that the on-site visit is scheduled.

Slide set Overview-

Slides 2-10: These slides are the standard opening slides and should include: the agenda, the vision, the plan year timeline, the phase objectives, and the turnkey protocol.

Slides 12-14: This part of the morning will be focused on reflection, feedback from the coach, and sharing out with peer schools. This will be a key point in the day for facilitators to gauge where schools are in the process so that decisions can be made about pacing and possible content changes to allow for more work time for the schools participating.

Slides 16-18: These slides review the difference between technical and adaptive challenges and ask the schools to reflect on their current state as it relates to effectively leading change. In order for change to be sustained, a learning culture must exist. To create a learning culture, you must be able to influence, unite, and motivate your people. This is adaptive work! Take time to have these critical leadership conversations on day 3.

Slides 21-26: In order for teams to make decisions about the strategies they are testing, they will need to understand the resource implications of taking a strategy to scale. This exercise will prepare teams to better advocate for their work to building and district leadership because they will know what resources will be required in order to engage in the work with high levels of quality and fidelity. While teams might not be ready to have these conversations for each strategy they are testing, they should still work through the process and create a plan to have these conversations with their GAITs when the time is right.

Slides 29-32: This is another resource that school teams can use to help them prioritize and select strategies for scale. The strategy analysis on slide 31 can be used in a variety of ways (see the full strategy analysis document for further explanation), but in this meeting, it can be used to create a one-page snapshot of the strategy that was prototyped. This one-page snapshot can be used to help schools quickly look at what work has been done to date in order to make informed decisions. This document can also be useful when talking to boards and district leaders.

Slides 35-36: These are the closing slides that present the leadership and culture graphic and the homework. This meeting allows for significant planning time for schools

Kansans Can Redesign- Flight Manual

Show and Launch

Summary Page

Essential Plan Year Resources-

- [Plan Year Timeline](#)
- [KSDE Redesign Workbook \(Checklist\)](#)
- [Launch Readiness Rubric](#)
- [Communication Log \(word/pdf\)](#)

Essential Phase Resources-

Meeting 1 [PowerPoint](#)

- [Elements of Effective Storytelling](#)
- [Review Plan Year Checklist](#)

On-Site Visit

- [Evidence Collection Planner](#)
- [Evidence Read-Out](#)

Show & Launch

- [Rubric](#)
- [Redesign Workbook](#)
- [Launch Letter Templates \(Go & Not Yet\)](#)

Assignments-

- Assignment - Complete Redesign Workbook (linked above)
- Assignment - Host On-Site Visit
- Assignment - Complete Evidence Collection Planner (linked above)
- Assignment - Prepare Show and Launch Presentation (part of Workbook)
- Assignment - Present to Launch Readiness Committee and your School Board

Kansans Can Redesign- Flight Manual

Show and Launch

Meeting 1 Facilitator Guide

Goals-

- Review and provide feedback on Redesign Workbook components, format, and School Redesign Team readiness
- Review and simulate Evidence Collection for on-site visit
- Align next steps for coach and SRT toward 'Show and Launch'

Homework-

- Prepare for on-site visit
 - Work with coach on Evidence Collection Planner
 - Work with coach on Evidence Collection Share Out
- Prepare Show and Launch Presentation
- Complete Redesign Workbook

Key Talking Points-

- During this phase, it is critical that schools know what it means to be 'Launch Ready'. Schools should carefully review the actions taken during each phase to ensure that their Redesign represents adequate completion of each phases' activities.
- Additionally, schools must understand the importance of the GAITs and should be prepared to sustain those teams next year. No school should consider themselves 'Redesigned'; they should constantly be in the process of Redesigning what they do in order to consistently meet the needs of their students.
- Schools should also know that their presentation for 'Show and Launch' should also be given to their local board of education. In addition to receiving approval from their Launch Readiness Committee, they also need to receive local board approval.
- Another key element of the School Redesign Plan that must be discussed and presented with intentionality is the plan to scale. Schools will be scaling their Redesign Strategies during the Launch Year; in order to do so, schools must plan for how they will ensure successful implementation. What resources will you need? Who do you need to ask in order to ascertain these resources? Planning to scale is an essential part of 'Show and Launch'.

Slide set Overview-

Slides 2-11: These slides are the standard opening slides and should include: the agenda, the vision, the plan year timeline, the phase objectives, and the turnkey protocol. There is also an opportunity for sharing out built into the opening slides.

Slides 13-20: This day is focused on making sure that schools are ready to: host their on-site visit, complete their plan year documentation, and present their launch readiness story. This part of the slide deck is focused on the presentation that school teams will put together in order to 'Show and Launch'. Slides 14-18 focus in on defining what makes for a compelling story. Slide 19 outlines what schools will need to consider including in their presentation. Slide 19 can be used as the table of contents for schools as they work to create their presentation.

Slides 24-27: In addition to the presentation, schools will also need to curate their list of 'artifacts' which document their work throughout the redesign plan year. These slides outline the documentation that schools will want to compile to validate and accompany what gets shared through their presentation.

Note- The presentation is the heart and the comprehensive planner is the head. Keep the presentations personal and rich in story. The documentation can be provided to supplement and accompany the story piece. Keep them separate, but ensure both are done to a high standard.

Slides 31-34: This is a progress check for systems to figure out where they are as it relates to being ready to 'show and launch'. District facilitators have the flexibility to adjust the plan year timeline to best fit the readiness and needs of each school. Regardless of the timeline, all decisions should be based on data (and the launch readiness rubric is a great place to start in making that decision about when to 'show and launch').

Slides 37-45: Between this meeting and the school's formal presentation, they are to have an on-site visit with their coach. This visit is three-fold: 1- it allows the coach an opportunity to see the work in action, 2- it provides external validation and accountability for ensuring that the work is actually happening, and 3- it allows the coach one-on-one time with the school to provide technical assistance regarding the show and launch presentation and documentation.

Slide 48: This is the final homework slide of the Redesign Plan Year!

Kansans Can Redesign- Flight Manual

Show and Launch

On-Site Visit & Presenting to Launch Facilitator Guide

Goals-

- Work with your coach to demonstrate the results of your Redesign Plan Year
- Present your Redesign Plan before a Launch Readiness Committee (LRC)

Homework-

- Complete the Evidence Collection Planner in conjunction with your coach
- Complete the Redesign Workbook
- Prepare your 'Show and Launch' presentation

Key Talking Points-

- In this final phase, it is important that schools stay in constant contact with their coach. The coach should be actively overseeing the completion of the final document schools will need to compile to present before their LRC; they will also want to coach schools through the creation of a well-rounded launch presentation.
 - Make sure that the coach goes through the Launch Readiness Rubric with the school in advance and reviews their self-evaluation with them.
- We know that some schools will not be ready to present to launch at this time. It is acceptable for schools to take more time testing and refining their school Redesign plan before presenting the next semester. This is an important discussion between the school and their coach.
- Make sure that schools understand their next steps after receiving a 'Go for Launch'. Schools should maintain their SRT and GAITs through their launch. In order for this to happen, time for these teams to meet must be built into the schedule. It is important that schools plan their next year with intention and that they thoughtfully consider their needs based on what has been presented in their Redesign Plan.

For more information, contact:

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