

Section 2

KEY COMPONENTS OF RECOVERY TO REINVENTION PLAN

Note: this document only includes one section of the Playbook to build your Recovery to Reinvention Plan. [Click here](#) to access, download and make a copy of the full playbook, which includes links to other key components, templates and guidance. If you prefer to look at individual components of the plan and playbook, you can access and copy those at the links below.

[Section 1: Foundation for Recovery to Reinvention Plan & Planning Hub](#) 

[Communications and Engagement Plan & Calendar](#) 

[Updated Policies & Procedures](#) 

[Description of the Student & Staff Experience](#) 

[2020-21 Master Schedule & Facilities Plan](#) 

[Pre-Service PD Schedule](#) 

[First-6-Weeks Schedule](#) 

Learning & Iteration Plan

[Change Management Plan](#) 

RECOVERY LEARNING AND ITERATION PLAN

Given the COVID-19 pandemic and everything affected by it, your plan for this coming school year probably includes aspects of experiences and school elements that are meaningfully different from how things have worked in past school years. In addition, your context is different and continuously changing. Put this all together, and it's a near certainty that you'll want to iterate on various experiences and school elements over the course of the year as you learn what's working well and for whom, what could work better, and how your context and constraints continue to evolve.

We recommend you prepare at least three things as part of your plan for continuous learning and improvement:

- Learning Questions
- Evidence to Help Answer Each Question
- Learning and Decision-Making Timing

The table below provides a template for capturing all three things in your plan, and then the steps further below provide guidance on how to complete each piece of the template. It may also be helpful to refer to filled-out examples of this table for [elementary](#) or [middle/high](#).

Learning questions <i>What are the main questions you have about your school-year plan, that could inform iteration?</i>	Evidence to help us answer each question <i>What evidence can you use to answer each of your learning questions?</i>	Learning and decision-making timing <i>When will you gather evidence, make meaning of evidence, and decide on next steps?</i>







Step 1: Brainstorm & Prioritize Your Learning Questions

Learning questions can be about various aspects of your school-year plan, and they often have the following structure:

Regarding...	... what is happening with for
<ul style="list-style-type: none"> ❑ Our overall learning environment ❑ A specific experience (e.g., our math experience that combines self-directed and small-group time with virtual teacher check-ins) ❑ A specific school element (e.g., our approach to schedules and use of space that has early elementary students in-person twice as much). School elements include schedules & space; adult roles & staffing; curriculum, instruction, & assessment; technology; family & community partnerships; logistics and operations; etc. 	<ul style="list-style-type: none"> ❑ Student outcomes (e.g., literacy relative to grade-level standards) ❑ Attitudes from students, staff, and/or families (e.g., staff feelings of trust) ❑ Feasibility (e.g., do staff say this is possible and sustainable) 	<ul style="list-style-type: none"> ❑ Students <ul style="list-style-type: none"> ❑ All ❑ Some (e.g., English Language Learners) ❑ Staff <ul style="list-style-type: none"> ❑ All ❑ Some (e.g., math faculty) ❑ Families <ul style="list-style-type: none"> ❑ All ❑ Some (e.g., non-English speakers)

Brainstorm what main questions you have about your school-year plan that could inform iteration, and add them to the table above. If you can prioritize them (with the questions you most want to answer at the top), even better.

Step 2: Plan What Evidence You'll Use to Help You Answer Each Question

Consider how you might use: [surveys](#) , [observations](#) , [interviews / focus groups](#) , [paper / digital assessments](#) , [performance assessments](#) , [admin data](#) .

Also, consider what type of [reference point](#)  your evidence will need to have to help you answer each learning question.

Reference Point	Description	Examples
Benchmark or Target	How does the data compare to a predetermined standard?	<ul style="list-style-type: none"> ● We saw 84% participation in the exercise program, and we agreed that anything above 75% would be considered a success. ● The student scored a 3 of 4 on the rubric, and 3 is considered proficient, which is what we were aiming for at a minimum. ● The teachers tended to report that the program was sustainable, using their own personal bar for what's sustainable for themselves.
Pre/post	How does the data	<ul style="list-style-type: none"> ● We surveyed participants before and after the program, and noticed that the average hours of exercise

	after the implementation compare to the data before the implementation?	<p>increased from 0.7 to 2.3.</p> <ul style="list-style-type: none"> ● Attendance for students with GPAs of 2.5 or lower increased throughout the program; it started at 76% and peaked in Week 4 at 90%. ● The teachers tended to report that the program made their workdays more sustainable than they were before.
Control/ Comparison group	How does the data compare to a similar group that didn't experience the implementation?	<ul style="list-style-type: none"> ● Those who did the exercise program ended up with 20% lower resting heart rates than a similar group who didn't do the program. ● Attendance for students with GPAs of 2.5 or lower didn't increase nearly as much for students who didn't do the program; it started at 77% and peaked at 80% in Week 4, compared to 76% to 90% for students with low GPAs who did the program. ● The teachers who did the program reported average sustainability scores of 3.5/5, compared to average scores of 3.1/5 for teachers who didn't do the program.

Note in the table above what evidence-gathering approaches and reference points you'll use to answer each question, and be sure to plan for building, administering, and analyzing each approach.

Step 3: Finally, plan when you will gather evidence, make meaning of evidence, and decide on next steps

A common pitfall that schools often fall into is that they gather rich information but then fail to carve out time and space to reflect on it together and determine what to do about it. We recommend that you plan step-back, meaning-making, and decision-making time in advance, and hold the calendars of the members of the team who will participate in that time. This timing might include:

- After a major wave of evidence-gathering (e.g., a wave of classroom observations or interviews, a school-wide survey, an annual assessment, etc.)
- Before major decisions/actions must be made (e.g., before Semester-2 schedules are drafted)
- Regular stepbacks throughout the year (e.g., quarterly stepbacks)

Before continuing to plan, check for alignment to your vision, constraints, and guiding principles in your [Planning Hub](#) .