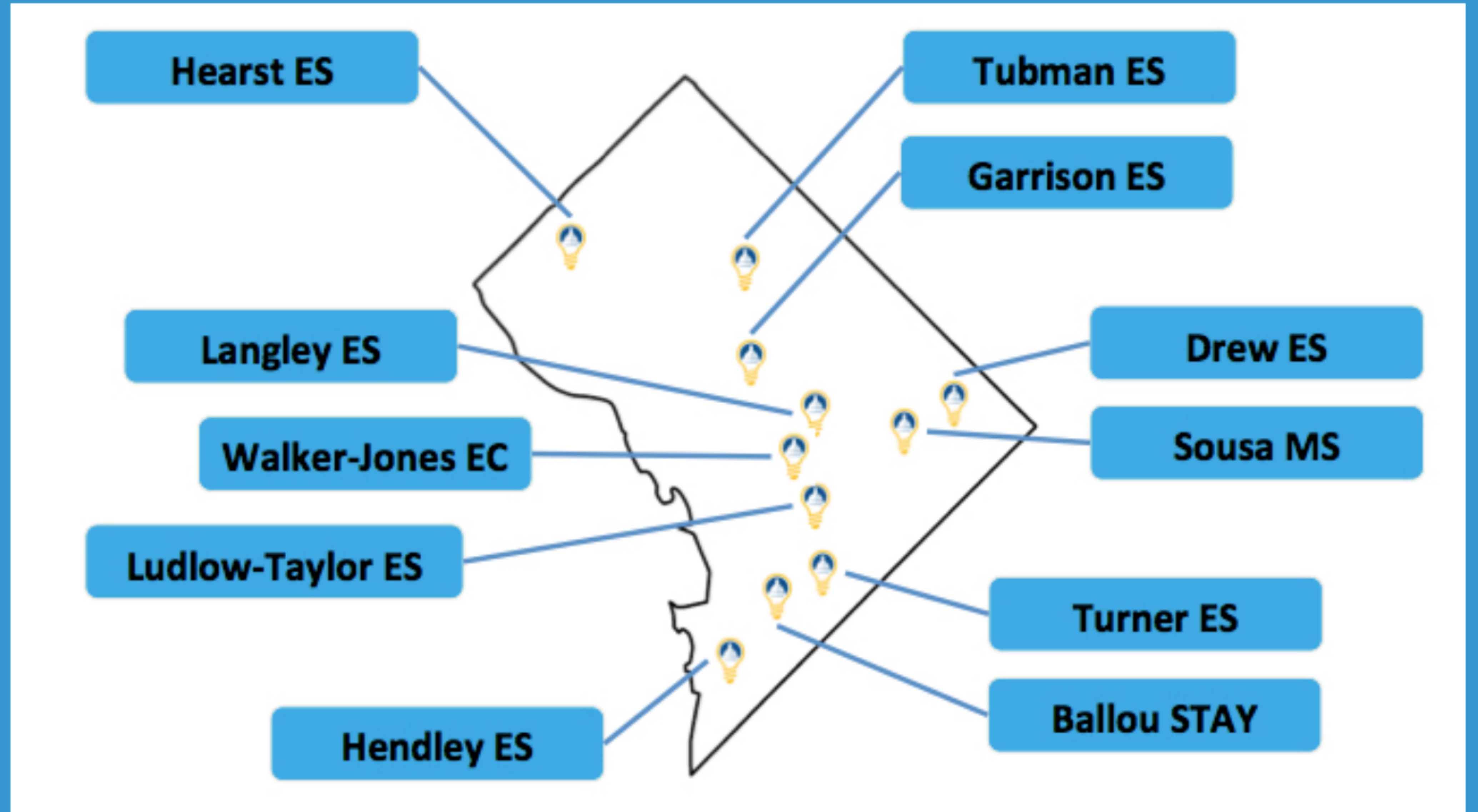


In order to empower school teams to innovate, the **Design Lab** is designed to...

<p>Foster a community of collaboration and innovation across 11 school leaders and their teams (e.g., APs, instructional coaches, teachers, community stakeholders, central office staff, etc.).</p>	<p>Engage school teams in a rigorous learning experience that supports envisioning and implementing new school models, and exposes them to innovative approaches through regular workshops and school visits.</p>
<p>Provide schools the opportunity to ideate, prototype, and test their redesign components, prior to submitting their proposal for school redesign.</p>	<p>Provide school teams with concierge support in implementing their vision for innovation by providing them with responsive and differentiated coaching, support and resources.</p>

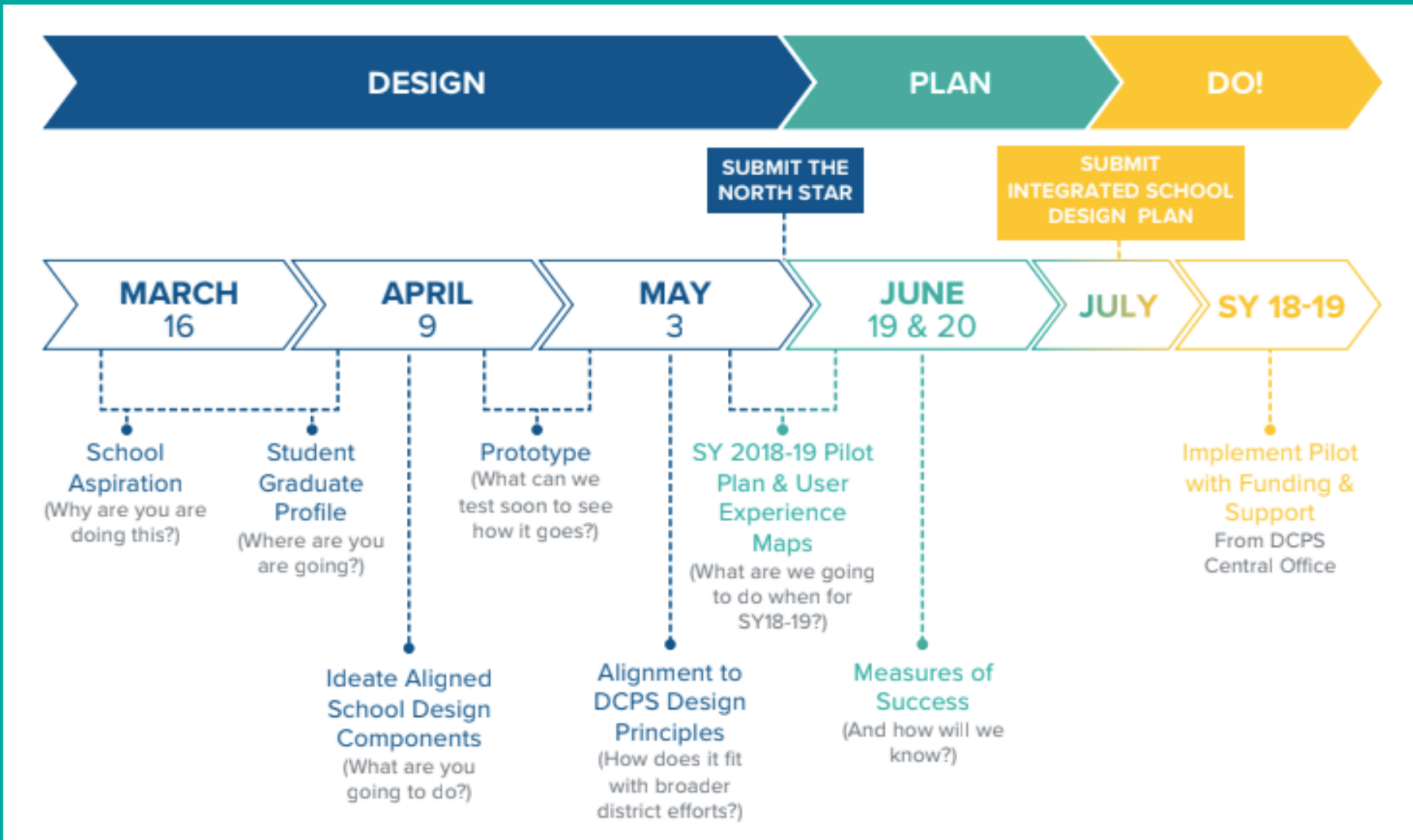
The inaugural cohort of the Design Lab represents **eleven schools** across **seven wards**



Design Lab **school teams** are comprised of **4-6 members** of the school community that the principal has chosen to help lead this work, including teachers, assistant principals, instructional coaches, and external partners.



Starting in March 2018, school teams engaged in a series of four workshops to help them think through their redesign plans.



These workshops culminated in a detailed plan for their redesign, called a **Roadmap**, which consist of the following key components:



**School Aspiration and Student Graduate Profile**

This statement and profile outline the societal context students are graduating into and what they need to be successful in that society. The profile details what students should know and be able to do upon graduation (specific knowledge, skills, and dispositions). These statements were created and refined using learnings from empathy work (interviews, student shadowing, observation, etc.).

**School Design Components**

These are specific practices that schools believe will support them in achieving their aspiration and student graduate profile (e.g., project-based curriculum, personalized learning, mixed age classrooms, etc.).



**Empathy Artifacts**

This is evidence of the stakeholder engagement have done with teachers, families, and students, such as interview notes from student shadowing, photos, etc.



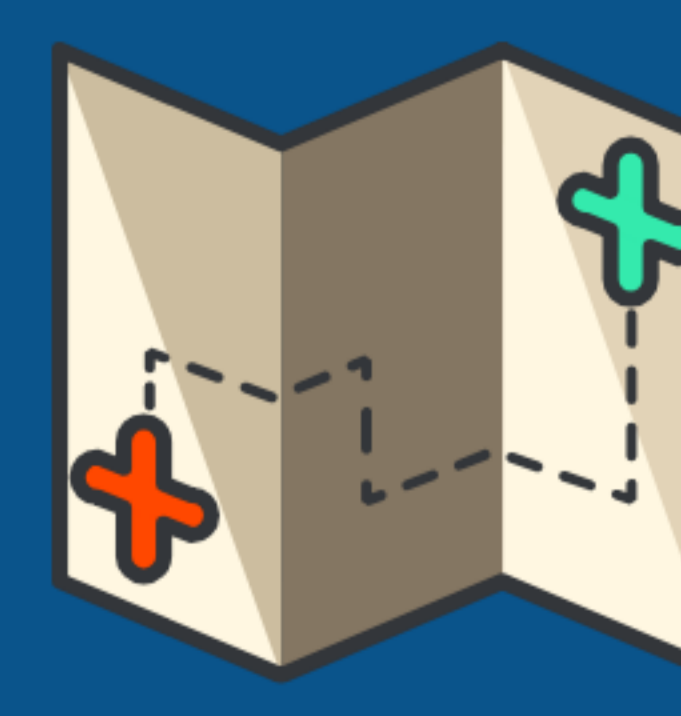
**Learnings from Prototypes**

Schools tested out components of their design at a small scale. This is the space where schools recorded what those were and what learnings they are taking from them to refine their pilot plans.



**Student, Teacher, and Leader Experience Maps**

The maps lay out what will happen as stakeholders engage with pilots and how they will think and feel about the experience along the way.



**Change Management Plan**

Focused on the Six Circle Framework, this space pushed schools to think through anticipated challenges and potential solutions for both technical as well as relational aspects of change.



**Stakeholder Engagement Plan**

In order to ensure ongoing communication, engagement, and shared leadership, schools identified key messages around the vision and strategies for their redesign plans across a variety of stakeholder groups.



**Cycle of Reflection**

In this space, schools identified the assumption about school that they are challenging with their pilot, as well as their hypothesis for change. Schools then built out a test plan by identifying when they will collect both baseline and ongoing data (quantitative and qualitative), including how they will continue to engage in empathy work with impacted stakeholders.

