



LubbockISD

Every Child Every Day

Matthews Academy

School Design Blueprint

CONTENTS

[Introduction to This Tool](#)

[The Parts of a Whole School Design](#)

[Whole School Design Blueprint](#)

[Case for Change](#)

[Purpose](#)

[Graduate Aims](#)

[Design Principles](#)

[Experiences](#)

[School Elements](#)

[Implementation Planning](#)

Introduction to This Tool

This template will help you articulate the overarching design of your school. It is intended to be a working document where your team can evolve your ideas over time based on new insights you gather from exploring other schools, digging into research, piloting practices yourself, as well as other R&D activities. It will house detailed information that you can pull into externally-facing tools, whether those are slide decks for your board, 1-pagers for parents, videos for your website, talking points for a conference, or any number of other tools. Because it is meant to help you document your design with a high level of detail, it is fairly complex and structured. However, it is a suggested guide only so add columns, rows, or whole sections as needed. There are links embedded in various places to help you navigate through it.

The Parts of a Whole School Design Blueprint

Part	Definition	Criteria
Case for Change	A summary of insights about the local community and school so that the team may design with knowledge and appreciation for the community's past, present, and future	<ul style="list-style-type: none"> ❑ Grounded in Community: Speaks to the most important assets and needs of the people in the community <ul style="list-style-type: none"> ❑ Notes details about the school and surrounding community (e.g. demographics of the school, how the school has performed to date). ❑ Gathers insights from students, staff, and families about what must be preserved and honored in the redesign as well as how a new school design might support the community's future aspirations ❑ Considers the ways in which the current school design prepares students to thrive in the future and the ways in which it falls short. ❑ Explores ways that inequities have historically played out in the community as well as how they show up in school today. ❑ Given all of the above, names the challenge(s)/opportunity(s) they are seeking to address through the redesign process and states their case for change. ❑ Grounded in Ecosystem Context: Captures the ecosystem factors such as policies, funding, talent pipelines, technical assistance groups, etc. shaping the design.
Mission/ Purpose	The overarching role the school must play in the community.	<ul style="list-style-type: none"> ❑ Expresses a Point of View: Is specific enough to guide design choices rather than being generic and applicable to all contexts. ❑ Grounded in Local Context: Is grounded in the specific community assets and needs as well as the larger ecosystem. ❑ Grounded in Equity: Speaks to diversity, equity, and/or inclusion challenges present in the community.

Graduate Aims	<p>The learner outcomes the school will drive toward to achieve the mission/purpose</p>	<ul style="list-style-type: none"> ❑ Clear: The information presented gives the reader a clear understanding of the knowledge, skills, and mindsets that each aim develops. ❑ Sticky: The number of aims and the way they are communicated makes them memorable. ❑ Aligned to Purpose: The aims together fulfill the purpose of the school. ❑ Observable: Includes observable indicators that specifically describe what a learner would do to demonstrate mastery of this aim by the time learners leave the environment ❑ Transformative: Aims demonstrate a shift toward a definition of student success that will prepare <i>all</i> young people to <i>thrive in and transform</i> the 21st century (See “Leaps”)
Design Principles	<p>Core characteristics of the school and the experiences learners have within it that weave across the design and help it feel coherent.</p>	<ul style="list-style-type: none"> ❑ Clear: The information presented gives the reader a clear understanding of each principle that includes enough detail to drive design decisions. ❑ Grounded in “Why”: Explains why this was chosen as a design principle. This could be grounded in the Purpose, Community Context, future trends, the science of learning and development, and/or other sources. ❑ Sticky: The number of principles and the way they are communicated makes them memorable. ❑ Transformative: Principles demonstrate a shift toward an environment that will better prepare <i>all</i> young people to <i>thrive in and transform</i> the 21st century (See “Leaps”).
Experiences	<p>Programmed activities that key stakeholders — such as learners, educators, and families — engage in within the school in order to meet the graduate aims and fulfill the design principles</p>	<ul style="list-style-type: none"> ❑ Clear: The information presented gives each reader a clear understanding of each experience. ❑ Comprehensive: Describes all of the core activities or components of the school that learners’, educators’, and families’ experience ❑ Aligned to Grad Aims: The linkages between experiences and graduate aims are clear and logical; experiences collectively can enable learners to meet desired aims. ❑ Honor Design Principles: Experiences fulfill design principles, bringing an overall cohesiveness to the design. ❑ Transformative: Experiences demonstrate a shift toward activities that will better prepare <i>all</i> young people to thrive and transform the 21st century. (See “Leaps”) ❑ Programmatic Requirements: Includes required components of SAF #7 (blended learning, high dosage tutoring, extended day/year, mental health practices)

Whole School Design Blueprint

Case for Change

Why must we redesign our school?

Matthews Academy provides a unique educational opportunity for students in the Lubbock Independent School District. As an alternative education high school campus, we serve students who need unique supports, schedules, and learning environments as they pursue their high school diploma. While our students face a myriad of challenges, our dedicated faculty stands ready to support them at every turn. While we continue to support at-risk learners on the path to graduation, we know that graduating with a Foundation diploma alone does not fully prepare our students for career or college. We desire to more fully serve our students by ensuring they are College, Career, or Military Ready when they receive their diploma.

We serve predominantly Hispanic and African American students who are economically disadvantaged throughout the community of Lubbock and who also have the potential to adjust and thrive academically. Many of our students are young parents, enrolling in Matthews to take advantage of our on-site childcare. We receive students transitioning back to traditional school from the juvenile detention center. We specialize in serving students who need wraparound services as they take the final steps toward graduation.

We recognize that our focus as a school has been to support students in credit recovery, allowing students to pursue the fastest possible path to graduation. To date, Matthews has limited ability to support students with post-secondary planning and provides limited exposure to academic and career opportunities that are tailored to their personal interests and their learning styles. This has resulted in our campus receiving an Improvement Required label in 2018 and a D-rating in 2019. In 2018-2019, only 9% of students received credit for CCMR activities, underperforming the district average of 60%.

To meet those needs, we will develop a learning environment that accommodates and has high expectations for a wide range of non-traditional students with unique needs. We will reimagine and rebrand the Matthews educational program from one that only facilitates a high school diploma to an opportunity to graduate having already taken the first steps to college and career readiness. Our students will learn from and with leaders, teachers, and community members, engaging in rigorous instruction on a flexible pathway and in a nurturing environment.

Purpose

What is the ultimate overarching mission of our school and what role does it play within the community?

Matthews Academy is an alternative education campus with unique requirements for School Action Fund participation. Please reach out to DSSI for more information.

Our mission is to nurture, develop, and inspire every child, every day.

- Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming.
- Lubbock ISD will equip and maintain facilities that promote and foster a culture of equity, safety, civility, and productivity in all learning environments.
- Lubbock ISD will engage, build, and nurture strong relationships within the community.
- Lubbock ISD will attract, develop, retain, and reward highly effective teachers.
- Lubbock ISD will be responsible stewards of resources provided by the public.

Graduate Aims

<please note> Lubbock ISD is engaged in a full-year process to create their district-wide Portrait of a Graduate. The graduate aims and definitions listed below are included in the **draft** version of the Portrait. The Matthews redesign team has teammates involved in the district-wide process and will stay up-to-date with changes to the graduate aims listed below. Ultimately, we believe it is critical that our graduates at Matthews are prepared for college, career, and life in the same manner and to the same standard as their peers in traditional high school settings.

Aim <i>What outcomes does the learning environment drive toward learners?</i>	Definition <i>What does the aim mean? What knowledge, skills, and mindsets does it entail?</i>	Indicators <i>What would indicate a student has developed the aims?</i>
Creativity	<ul style="list-style-type: none"> • Transcend traditional ideas, rules, patterns, and relationships to create new or meaningful ideas, methods, or interpretations for their inherent beauty, practical value, and/or to improve the human condition. 	<please note> Indicators to be determined in spring 2021 as part of the Portrait of a Graduate process. This section will be updated as that process proceeds.
Communication	<ul style="list-style-type: none"> • Articulate thoughts and ideas courteously and efficiently using oral, written, and nonverbal communication skills in a variety of forms and contexts. • Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. • Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, and persuade). 	
Critical Thinking	<ul style="list-style-type: none"> • Understand the broader perspective and propose solutions that are 	

	<p>mindful of the impact they may have on other parts of a system.</p> <ul style="list-style-type: none"> Consistently improve the quality of one's own thinking by skillfully analyzing, assessing, and reconstructing. Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence/data. 	
Empathy	<ul style="list-style-type: none"> Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture. Imagine what others are thinking, feeling, or experiencing. Gain comfort with new and different experiences. 	
Integrity	<ul style="list-style-type: none"> Adhere consistently to a set of core values that are evidence in choices and behaviors. Earn others' trust and respect through honest, principles behaviors. In many ways, character is revealed by what you do when no one is looking. 	
Adaptability	<ul style="list-style-type: none"> Work effectively in a climate of ambiguity and changing priorities. Demonstrate agility in thoughts and actions. Respond productively to feedback, praise, setbacks, and criticism. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions. Demonstrate flexibility when acclimating to various roles and situations. 	

Design Principles

Principle <i>What principles weave throughout the environment?</i>	Description <i>What do the principles mean?</i>	Importance of the Principle <i>Why are these principles critical to achieving the purpose of the school?</i>
High Expectations	All learners experience high expectations and have equitable	The expectations schools hold for young people, and the opportunities schools provide, can influence motivation and learning outcomes and help dismantle long-standing

	access to many opportunities, enabling them to progress toward their aspirations for themselves, their families, and the community—regardless of the time and support needed.	inequalities. Experiencing high expectations helps learners feel confident in their ability to succeed. In addition, having a broad range of learning opportunities helps students build a deeper understanding of themselves and their purpose and passion. Without high expectations and truly equitable opportunities, we will continue to reproduce patterns of inequality. Black and brown learners, those from lower-income families, multilingual learners, and others who are often marginalized by society and by schools will have less access to the high-skill jobs that offer more financial compensation and are far more stable in our changing economy.
Connection & Community	The environment is relationship-rich: learners are deeply known and respected by a variety of adults and peers; collaborate closely; and form meaningful relationships across lines of difference that nurture empathy, foster belonging, support well-being, and build social capital.	The relationships and sense of belonging that flourish in environments that prioritize connection and community can help learners to explore their identities, foster a sense of belonging, buffer against stress and trauma, and contribute to positive emotions and mindsets. Connecting with peers through collaborative learning can also help young people see value in the experiences they have at school, and it provides a critical scaffold that makes learning more manageable, creates opportunities for discussion and making meaning of one's thinking, and allows learners to give and receive feedback from one another. These experiences also build skills and mindsets—such as collaboration, empathy, and communication—that are critically important in a global society that is increasingly diverse, that is often highly polarized, and where opportunities and power remain inequitable distributed. In addition, as many tasks become automated and we become an increasingly digital society, interpersonal skills and the ability to build and maintain the types of deep, personal relationships become increasingly important to emotional and economic well-being.
Relevance	Learning explores young people's interests and goals, is connected to their communities, and enables them to understand and tackle real problems in authentic contexts.	When learning is truly relevant, it takes into account students' unique life experiences, who they are as individuals, and who they want to become. Relevance supports learning and development by increasing student motivation; learners see more value in learning about topics connected to their interests and goals and as a result will be more engaged and invested. In addition, relevance makes what is learned more memorable because young people can connect new ideas to prior knowledge and experiences. Relevance also helps learners feel a sense of belonging and connection, which promotes emotions and mindsets that are conducive to learning. As our nation simultaneously continues to become increasingly diverse and increasingly polarized, relevance has an important role to play in disrupting inequity; when school is relevant to all learners, it provides all learners with greater opportunity to thrive.
Active Self-Direction	Young people are active drivers of their learning; they grapple directly	When students actively direct their own learning it drives motivation and deepens learning. This is because they have agency over their learning, which fosters a sense of

	with concepts while receiving adult and peer guidance and support; they have a voice in decisions about how and what they learn so that the process grows agency and meaningfully builds on their interests and prior knowledge.	control and enables them to shape learning to be relevant to their interests, needs, and goals. In addition, active and hands-on learning helps to more meaningfully encode knowledge, skills, and mindsets into long-term memory, which makes learning more long-lasting. Ensuring young people are active participants in the learning process also prepares them for postsecondary success, whether this means college or immediate entry into a fulfilling career. In either context, learners will need to independently navigate challenges and continue to learn.
Customization	The focus, pace, and sequence of learning, as well as the resources and supports provided, are tailored to each learner's identity, prior knowledge, development, way of learning, and life experiences, ensuring that all learners have what they need to be successful and those who need more receive more.	Modifying young peoples' learning experiences in response to the many ways they vary can nurture their identities, fuel motivation, and support learning. In fact, for these experiences to be truly relevant to and rigorous for every learner, at least some degree of customization is essential. This is because individuals vary in terms of their life experiences, what they value and want to achieve, where they are developmentally, and what they need to successfully learn. Without modifying learning in response to these differences, and ensuring learners who need something more or something different receive it, the inequalities in our society will persist.

Student Experiences

Overview/Illustrative Example

What does the overall student journey entail?

The Matthews student experience is designed to provide support and guidance to our students as they pursue their high school diploma and long-term career goals. Our students engage in the following experiences: post-secondary guidance and planning, an individualized diploma pathway, academic support and tutoring, and a flexible and extended schedule. This illustration shows how these experiences relate and build off of each other:



While Matthews has found previous success in guiding students to their Foundation Diploma, we know that our students need to leave high school prepared for what comes next in their lives. We also know that the largest area of growth for Matthews on the 2019 accountability scores was in College, Career, and Military Readiness. As part of our redesign, we will create and grow multiple diploma pathways for students to graduate with an endorsement or an endorsement and certification. We are exploring the following four pathways: multidisciplinary endorsement through AVID, certification in information technology, certification in education & training, and licensure in barbering. Additional pathways may be feasible via enrollment in coursework at the LISD Advanced Technology Center. This graphic shows the proposed diploma pathways that Matthews students could complete.

Diploma with
Endorsement

Diploma with Certification & Endorsement

Multidisciplinary
Endorsement
through AVID

Certification in Information Technology

Endorsement in Business & Industry

Certification in Education & Training

Endorsement in Public Service

Licensure in Barbering

Endorsement in Public Service

Post-Secondary
Education (2 and
4 year college)

IT &
Networking
Support

Web
Development
& Coding

Cybersecurity

K-12
Paraprofession
al

Early
Childhood
Teacher

Barbering

Entrepreneurs
hip

Core Experiences <i>What are the experiences that make up this journey?</i>	Description <i>How might you describe this experience in a 30-second elevator pitch?</i>
Lead & Learn: Individualized Goal Setting and Social-Emotional Learning	We know that success after high school not only depends on having a thoughtful postsecondary plan but also possessing the social and emotional skills to navigate inevitable changes to this plan. As part of the new Matthews design, we will implement a dedicated time in the daily schedule for students to learn about and engage in the intellectual and social-emotional habits they will need for post-secondary success. The Lead & Learn program includes weekly goal setting, social-emotional learning lessons, and weekly peer mentoring, all working to build the habits and mindsets needed to navigate the challenging post-secondary world.
Diploma Pathways: Graduating with Endorsement and Industry Certification	Our goal is for all Matthews students to graduate from high school prepared for college, career, and life. To support this, all incoming Matthews students will work with their post-secondary advisor to choose a diploma pathway. Matthews plans to support four pathways that lead students to a diploma with endorsement. Three of these pathways also lead to certification or licensure in the area of focus. The four pathways are: multidisciplinary endorsement, certification in information technology, certification in education and technology, and licensure in barbering. We will also create systems to support students who wish to pursue additional certification and licensure pathways in conjunction with the Lubbock ISD Advanced Technology Center. Overall, our goal is that all students graduate from Matthews with an endorsement and a plan for post-secondary success.
Continuing Experiences	Description
Academic Supports: Core Curricular Programming, Personalized Tutoring, and Flexible Scheduling <i>Please note: this experience is already in place at Matthews and will continue.</i>	Because many of our students at Matthews are behind in their credit acquisition and EOC testing, we provide additional academic supports to help students complete their academic requirements. Students in EOC courses are double-blocked to support their completion of online coursework and to provide high-dosage tutoring prior to testing. An afterschool program that runs into the evening provides an opportunity for students to receive ongoing tutoring on key coursework. Additionally, students at Matthews bring a myriad of life experiences to their school enrollment. Some are young parents, many hold jobs outside of school. To accommodate the needs of each student, Matthews will run an extended and flexible daily schedule. The day starts for some students as early as 7am and could run as late as 5:30pm for students who need a later day. We aim to provide evening tutorials and course options for students who are able to be on campus after the 5:30pm bell time. Students will work with their post-secondary specialist and advisory teacher to create a daily schedule that blends their unique needs and goals.

School Elements

School Element	Resources <i>Link to Relevant Resources</i>	School Element	Resources <i>Link to Relevant Resources</i>
Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Course Progression (ESF 4) <input type="checkbox"/> HQIM - Matthews Specific <input type="checkbox"/> Assessment Plan (ESF 5.1) <input type="checkbox"/> Grading Policies and Graduation and Promotion Requirements <input type="checkbox"/> Instructional Planning Expectations (ESF 5) <input type="checkbox"/> Diverse Learners Support Plan (ESF 5) <input type="checkbox"/> Overview of RTI (ESF 5.4) 	Space & Facilities	<ul style="list-style-type: none"> <input type="checkbox"/> Physical Space Overview/Design
School Community & Culture	<ul style="list-style-type: none"> <input type="checkbox"/> Culture Vision and Behavior Plan (ESF 3.2) <input type="checkbox"/> Student Support Services Overview (ESF 3.3) <input type="checkbox"/> Overview of MTSS 	Technology & Tech Infrastructure	<ul style="list-style-type: none"> <input type="checkbox"/> Technology and Infrastructure Plan
Adult Roles, Hiring & Development	<ul style="list-style-type: none"> <input type="checkbox"/> Campus Staffing Structure (ESF 1.1) <input type="checkbox"/> Staff Recruitment, Hiring, and Retention Plan (ESF 2.1) <input type="checkbox"/> Professional Learning/Staff Development Plan (ESF 2.2) 	Budget & Operations	<ul style="list-style-type: none"> <input type="checkbox"/> Budget
Scheduling & Use of Time	<ul style="list-style-type: none"> <input type="checkbox"/> Master Schedule <input type="checkbox"/> Extended Day/School Year Plan 	Communications	<ul style="list-style-type: none"> <input type="checkbox"/> Communication Plan (ESF 3.4)
Community & Family Partnerships	<ul style="list-style-type: none"> <input type="checkbox"/> Community and Family Engagement Plan (ESF 3.4) 	Continuous Learning & Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Continuous Improvement Plan (ESF 1.2) <input type="checkbox"/> Approach to data cycles and reflection (ESF 1.2)

Implementation Planning

What are the implementation priorities for year 2 (2021-22) and year 3 (2022-23)? What is the implementation plan?

As our spring pilot draws to a close, Matthews Academy is committed to the implementation of the redesign plan beginning in the 2021-2022 school year. An implementation task list is being developed [here](#).

Please note: This is a living document that is continuously updated as we close out piloting and turn our full attention to preparation for the 2021-22 school year.