



# High Schools of the Future

November 27, 2006



# My Agenda

- The District's Mission
- The District's Vision
- The District's Approach



# The District's Mission

***Our mission is to assure that every student has the knowledge and skills needed for academic achievement and a successful life.***



# The District's Vision

## A district where

- all students have the academic and interpersonal skills to become independent learners capable of making informed decisions in our multi-cultural world.
- race, class, disability, sexual orientation, gender, or home language of origin other than English, do not predict academic achievement.
- the learning environment is emotionally and physically safe and orderly, and the contributions of all are valued and respected.



# The District's Approach

## In pursuit of this vision, we will

- ❑ establish and maintain a culture that builds and values relationships, engages everyone positively and creatively, and respects the contributions of all.
- ❑ provide a culturally relevant, rigorous curriculum that is anti-racist, anti-biased and engages students in meaningful, real world learning through research-based instructional practices that reflect district and state academic standards.
- ❑ employ and retain highly competent and diverse staff who are engaged in ongoing professional development.
- ❑ use our resources efficiently and strategically.



# The Foundation



# Where Are We Now?

- Serving Many Students Well
  - Graduation Rates Increasing for All Students
  - 4 Year and 2 Year College Attendance



# Our Current High School Culture

- Totally Independent and autonomous
- Reform in their own way as individual projects
  - Smaller Learning Communities (Relationships)
  - Smaller Learning Communities (Academic)
  - Core Classes
  - 4-Block Schedule
- Individually Unique





# What Do We Have to Build On?

- Strong and Competent Building Leadership
- Highly Qualified & Committed Staff
- Expert Teaching and Learning Staff
- Local Experience Reforming the Elementary Schools
- National Experts at University of Wisconsin
- Large Body of National High School Reform Literature



# National Reform History

- Over 40 Years Old
- Many different approaches in the past
  - Flexible Modular Schedules
  - Essential Schools Movement
  - Ability Grouping
  - “Un-tracking”
  - *Many Others*



# Current National Reform Efforts

- National Association for Secondary School Principals
- American Youth Policy Forum
- Schools for a New Society
- Bill and Melinda Gates Foundation
- Aspen Foundation
- Carnegie Corporation of New York's Schools for a New Society
- National High School Alliance
- Wisconsin Department of Public Instruction
- *Many others*



# The Future

- Jobs in 2047 – A world we can't imagine
  - Learning to Learn
  - Collaborative Work
  - Diverse Workforce
  - Global Economy
  - Other Changes - UNPREDICTABLE

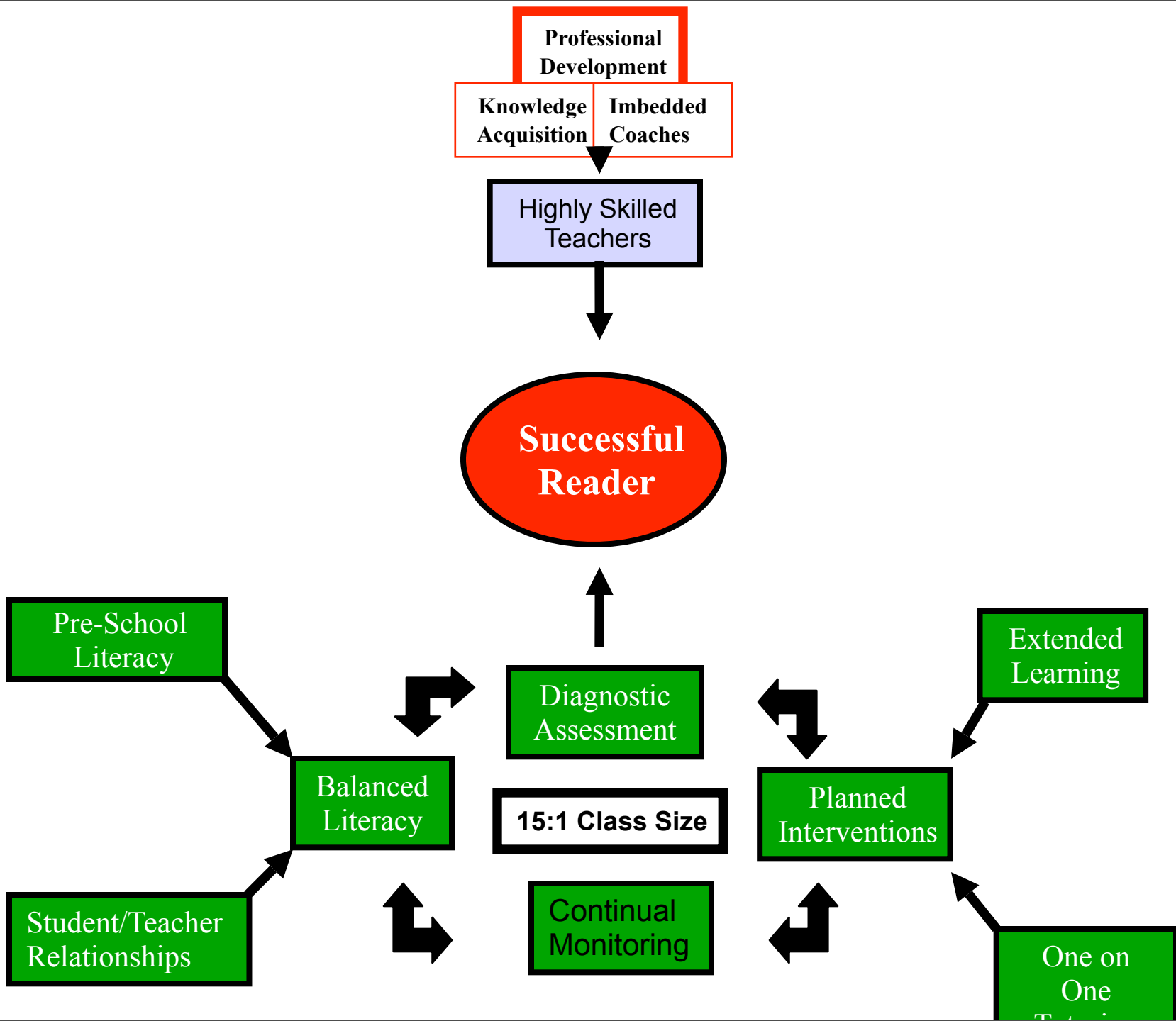


# Where are we Going?

# Create a System of Changes

*not an unrelated series of projects*

- The changes create a system of **best practices** in:
  - instruction
  - assessment
  - academic support and intervention
- The changes must be based on **high standards** for all students.
- The changes focus on **teaching and learning in the Classroom**
  - Transition content focus to individual student focus
  - Embrace child by child approaches
  - Use multiple strategies to differentiate instruction
  - Use on-going assessments to inform instruction
- The changes are implemented and supported through an **intensive focused professional development** program





# The Structure for Change





# The Educational Framework

- Student engagement, learning and relationships are equally important;
- Systematic, district-wide supports and interventions are critical; and
- A collaborative culture in which adults share responsibility for all students is essential.

# Engagement

## To Better Meet the Needs Of **All** Students We Must:

- Implement a system of positive behavior supports and interventions (IN PROCESS)
- Create ways to connect **every** student to the life of the school
- Enable Positive Transitions that promote engagement including
  - Transitioning from Middle School
  - Transitioning from Other Schools and School Systems
  - Transitioning from Other Institutions
- Create Effective Interventions for poor attendance (IN PROCESS)

# Learning

## To Better Meet the Needs Of All Students We Must:

- Provide:
  - academic support to **students who are struggling** to be successful in the typical class.
  - accelerated opportunities for **students who are advanced beyond the curriculum** at their chronological age
  - additional curriculum for **students who are motivated to explore the curriculum deeper** than the typical class
  - learning strategies that support **ELL students** to be successful in the typical classroom
  - implement Individual Educational Plans for **students with disabilities** in the least restrictive environment
  - a range of learning environments for **students who are not successful in the large comprehensive high school**
- Motivate students to access more advanced work
- Employ differentiation models to provide access to a wide range of opportunities for students in the typical curriculum

# Learning

## To Better Meet the Needs Of All Students We Must:

- As Professional Staff
  - Participate in **Intensive Professional Development** to improve teaching and learning
  - **Collaborate** with the other staff members serving the same students
  - **Eliminate the barriers** to each child reaching their potential change the classroom approach - Teaching children not subjects
  - Teach to defined **standards**
  - Use **Multiple Instructional Strategies** based on best practice research

# Learning

## To Better Meet the Needs Of All Students We Must:

- As a district
  - Provide **focused professional development** for:
    - acquisition of knowledge of best practices
    - Application of knowledge in the classroom supported by on-the-job coaching
  - Create and implement **common district assessments** at the Course Level
  - Enhance the **Instep Process** to provide better methods of determining when students need to be accelerated beyond the age appropriate curriculum
  - Create a **standards based report card** for all subjects
  - Continue to **evaluate and refine** our current approaches to the high school experience

# Relationships

## To Better Meet the Needs Of All Students we must:

- Create positive relationships between every student and the adults in the school
- Instill in all staff the belief that relationships are as important as pedagogy in student learning
- Utilize our diversity of race and culture to prepare all of our students to live and work effectively in the multicultural society they will lead.



# This is the Beginning

Most Importantly – **A BLANK SLATE**





# The Steering Committee

- Create Steering Committee
  - Assistant Superintendent/Secondary Schools, Chair
  - Executive Director Teaching and Learning
  - Executive Director Educational Services
  - Executive Director Student Services
  - High School Principals
  - University of Wisconsin-Madison Staff
  - Edgewood College Staff
  - MATC staff
- Define Specific Areas of Study
  - Steering Committee
  - Board of Education

# The Topic Specific Subcommittees

- Develop Staff/UW/Edgewood Topic Specific and Writing Subcommittees
  - Topic Specific Teaching and Learning Instructional Resource Teachers
  - Topic Specific Educational Services Program Support Teachers
  - Student Services and Counseling Staff
  - University of Wisconsin-Madison Topic Specific Experts
  - Edgewood College Topic Specific Experts
  - MATC Topic Specific Experts

# The Process – 1<sup>st</sup> Draft

- Listening sessions at each high school
- Literature Review
  - Topic Specific Subcommittees
- Prepare Preliminary Draft
  - Writing Subcommittee
- Preliminary Draft for BOE Review
- Public Input Sessions
  - Students
  - Broader Community
  - Parents
  - Recent Alumni
  - District Staff

# The Process – 2<sup>nd</sup> Draft

- Prepare 2<sup>nd</sup> Draft
  - Writing Subcommittee
- 2<sup>nd</sup> draft for BOE review
- Public Input Sessions
  - Same as Public Input on First Draft
- Prepare Final Draft
- Final Draft to BOE



# The End