

Results from BOE Workshop on High School Redesign

Part One: Priorities to Increase Learning and Relationships for All Students

Vote	Strategies
16	Academic support to students who are struggling to be successful in the typical class
8	Accelerated opportunities for students who are advanced beyond the curriculum at their chronological age
8	Additional curriculum for students who are motivated to explore the curriculum deeper than the typical class
4	Learning strategies that support ELL students to be successful in the typical classroom
4	Implement Individual Educational Plans for students with disabilities in the least restrictive environment
5	A range of learning environments for students who are not successful in the large comprehensive high school
13	Create positive relationships between every student and the adults in the school
1	Instill in all staff the belief that relationships are as important as pedagogy in student learning
4	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

Part One: Comments

- Appropriate challenge and opportunities for students
- Student centered – individual recognition
- Preserve uniqueness between the schools
- Make sure the teachers you hire have sufficient content knowledge
- Staff development/teacher learning/rigorous curriculum in all content areas
- Provide (remedial) classes appropriate to the skill level of all students
- Where are the kids in the middle? Your choices are “pitting” various groups against each other in competition for dwindling resources. What about the staff that doesn’t want professional development and doesn’t want to change the way they teach?
- All students and all students’ needs are important
- Why can’t we address needs of all students?
- A challenging curriculum for all students

- Appropriately challenging opportunities and support for all students
- Competencies and performances and equivalency
- Identify the competencies and standards required for entry for and advancement in a career and/or post secondary education
- Identify the progress and results; measurement criteria

Part One: Table Consensus

Both table groups came to consensus on the strategy to **Create positive relationships between every student and the adults in the school.**

Comments:

- With improved relationships, it is the hope that increased learning could occur
- Key will be to have authentic, deep community involvement though out the redesign process (not just responding to a completed plan)
- Support students struggling to be successful in the typical class
- Additional curriculum for motivated student to explore and challenge students

Part Two: Priorities for Smaller Learning Communities

Vote	Smaller Learning Communities Requirements
8	Provide a coherent sequence of English, math and science courses that will provide students with the knowledge and skills to succeed in post secondary education and careers
3	Provide tutoring and support
4	Provide comprehensive guidance and academic counseling to all student and families
7	Provide intensive interventions for freshmen so that skill deficits can be addressed
9	Provide professional development, coaching opportunities for collaborations so that the curriculum is rigorous and the instruction high quality
9	Increase the participation of students, particularly low income students, in student level courses
7	Provide a strong pathway to post secondary education, advanced training, or registered apprenticeship programs
12	Restructure in such a way that a core group of adults within the school know the needs, interests, and aspirations of each student and monitor and support that student accordingly

Part Two: Comments

- How to embrace SLCs not half heartedly. To make the community but not at the sacrifice of academics. Promote professional development of staff to work in SLCs
- Students with disabilities should go to small groups to learn according to their pace (divide student into groups of learning levels).
- Increase participation in higher level courses
- Need to create hierarchy of requirements in academics and relationships
- By choosing to pursue the SLC grant you are influencing the direction of the HS redesign. You have eliminated any designs that are not based on a SLC structure
- Need to realize that not all students need the same instruction or the same interventions. Increase number of AP and International Baccalaureate courses
- We need to meet each and every student where they are and give each and every student what they need. Academically, socio-emotionally, etc... As we said many times, in many ways in the middle school redesign, each student needs rigorous and high expectations appropriate for them. What is rigorous for one may not be rigorous for another. As well, some students need a lot more support, guidance, intervention than others in order to be the best they can be. Give to each student what they need.

Part Two: Table Consensus

Comments:

- Create choices. Choices are opportunities for all students
- Provide a coherent sequence of English, math and science courses that will provide students with knowledge and skills to succeed in post-secondary education and careers
- Provide professional development, coaching opportunities for collaborations so that the curriculum is rigorous and the instruction high quality
- Provide a strong pathway to post secondary education, advanced training, or registered apprenticeship programs