



HIGH SCHOOL REDESIGN | BOSTON

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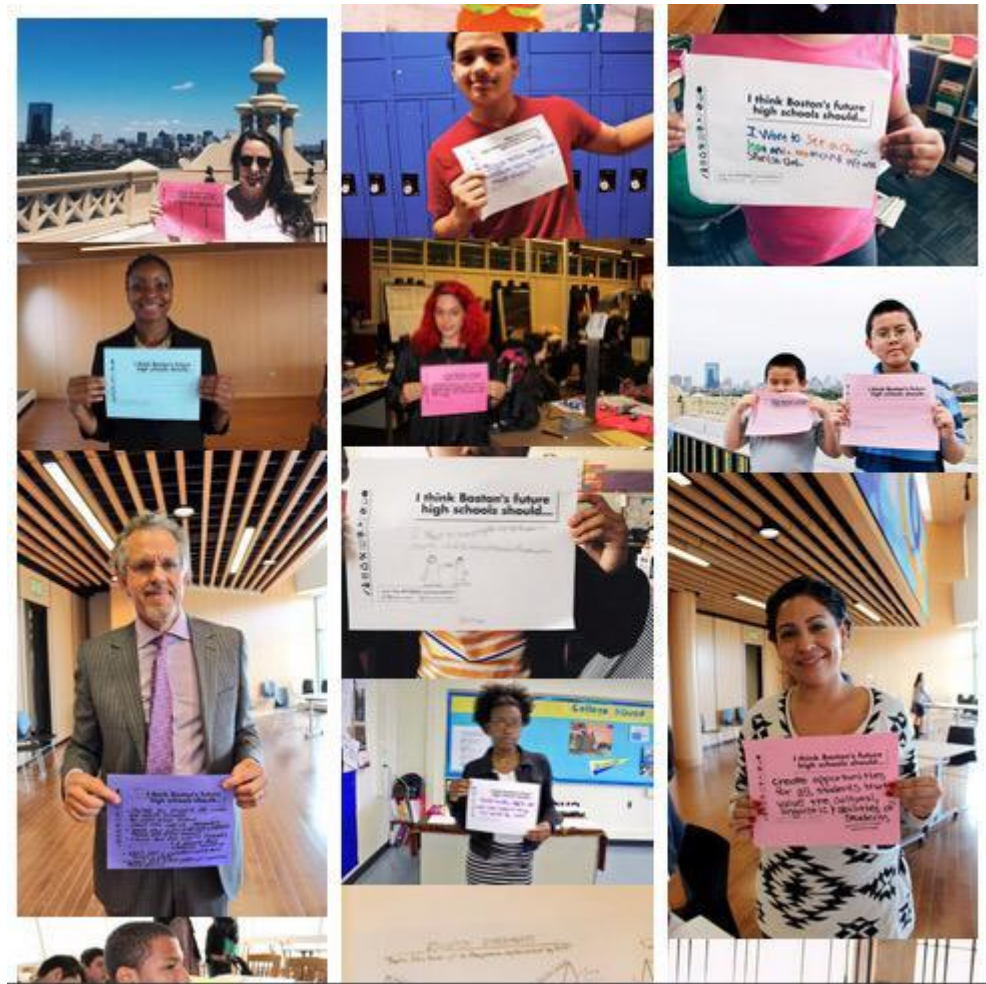
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Presentation to Boston School Committee

11.18.15

Presentation Overview

- #HSReD Purpose Statement
- Overview of #HSReD Work Phases
- Outcomes from the Public Engagement + Principle Development Phase
- Overview of the Validation, Prototyping + Capacity Building Phase – *“Project Cardinal”*



What is HSReD Seeking to Accomplish?

- Deliver on the fundamental goal of preparing every young person for post-secondary, career and lifelong success by redesigning the learning experience.
- Make near-term changes to high school instructional, skill building and support practices that will benefit current high school students and expand their access to post-secondary options.
- Align efforts to promote rigor and relevant learning across the K-12 pipeline.
- Fully engage communities in thinking about the future of learning and affirming the collective investment we will make in young people.



Several Phases of Work that Will Lead to the Redesign of Student Learning

- Phase I: Process Design (March – April 2015)
- Phase II: Public Engagement + Principle Development (May – October 2015)
- Phase III: Prototyping + Capacity Building – “Project Cardinal” (Nov. 2015 – Jan. 2016)

The Public Engagement Phase of HSReD Asked Two Simple Questions . . .

- What should future high school graduates know and be able to do to succeed in life?
- What are the most important characteristics of the high school of the future?

Public Engagement Benefits from Broad Participation, Yielding Clear Direction

[Home](#) ▸ [What We've Heard](#)

July 28 and 29, 2015- **Apprentice Learning**

Apprentice Learning led a conversation about high school redesign for rising 8th graders that were completing their requirements in order to attend high school throughout Boston in the fall.

July 16, 2015 – **Youth Design**

Youth Design hosted their annual Take Action Day with workshops led by volunteers from the social impact strategy firm, Cause Consulting. A total of 35 youth, along with 20 engaged community leaders, shared their vision for Boston's future high schools at District Hall. During the program, Youth Designers worked together to strategize and create their plans for high schools of the future. They ended the workshop by presenting their ideas to Rahn Dorsey, the Chief of Education for the City of Boston.

[Youth Design Press Release](#)

June 30, 2015 – **Lewis Family Foundation**

The Lewis Family Foundation hosted 25 participants for a high school redesign conversation focused on BPS alumni. BPS alumni in attendance noted that appropriate writing and communication skills were important for high school graduates to have in the future. Some characteristics of future high schools that were covered included internships, outdoor classrooms, performing arts, and experimental learning.

[Lewis Family Foundation Notes](#)



Since HSReD's Public Engagement Phase launched in early May 2015, over 1,800 community stakeholders and partners have participated in over 30 design conversations

Emerging High School Principles

 **WHOLE
PERSON**

Learning must encompass every aspect of the individual—academic, social, emotional, cultural and physical.

 **RIGOROUS**

Cognitively demanding work is not enough, we need to engage and stimulate our students on a daily basis.

 **DYNAMIC**

We provide personalized experiences that promote passion, creative exploration and diversity of thought.

 **EXPANSIVE**

Meaningful connections that extend beyond the classroom help our students build future pathways to success.

HSReD Design Principle: WHOLE PERSON

Learning must encompass every aspect of the individual—academic, social, emotional, cultural and physical.

Students need learning experiences that emphasize the skills of independence and resilience: communication, critical thinking, teamwork, financial literacy, conflict resolution, and empathy.

Applied learning beyond the classroom, through internships and meaningful work experiences, prepares students for a successful, self-determined future in life, college, and the workplace.

Social and emotional development are key

For example...

- Equip educators to support students struggling with social and emotional challenges
- Create curricula that engage students in meaningful conversations around current events, personal challenges

Integrate cultural competence into learning

For example...

- Present content that celebrates the diversity of students' and educators' histories and heritage
- Find opportunities for peer-to-peer learning and support to strengthen community

Create experiences that work for people

For example...

- Design welcoming and engaging spaces that accommodate a variety of audiences (students, teachers, parents and community members)

HSReD Design Principle: RIGOROUS

Cognitively demanding work is not enough, we need to engage and stimulate our students on a daily basis.

School leaders establish a culture of high expectations, with support from all members of the school community. Parents, teachers, students, and community partners are all actively engaged in supporting learning in and out of school.

High achievement demands high expectations and equitable access to support all students. Criteria for student and school success reflect the priorities of the school district, leadership, families, and students.

Classwork is challenging and stimulating

For example...

- Create meaningful connections between academic and career-relevant learning

Build accountability at every level

For example...

- Involve students in self-evaluation and goal-setting
- Create criteria for mutually beneficial industry and collegiate partnerships

Education is transparent and open

For example...

- Use long-term portfolios of work in many disciplines to evaluate and share students' progress across academics and vocational training
- Involve students in presenting their work to the public

HSReD Design Principle: DYNAMIC

We create personalized experiences that promote passion, exploration and diversity of thought.

Successful learning experiences draw on students' strengths and passions while accounting for individual learning styles, cultural heritage, language, and social-emotional needs.

Students are offered multiple pathways to reaching career and college readiness, supported by close communication among school leaders, teachers, parents, and communities.

Success is personal

For example...

- Assess students' workforce readiness, social/emotional skills and growth along with academic progress
- Invite students to participate in developing individualized learning and progress plans, with encouragement to set their own goals

Multiple approaches achieve shared goals

For example...

- Support teachers to develop collaborative, cross-disciplinary, and project-based learning experiences

Meaningful work is built on purpose and passion

For example...

- Support students to develop and pursue self-directed studies and collaborative projects
- Use lessons-learned from college-level instruction to forge intellectual independence

HSReD Design Principle: EXPANSIVE

Meaningful connections that extend beyond the classroom help our students build future pathways to **SUCCESS.**

Learning in and out of the classroom challenges students to develop as critical and strategic thinkers: putting what they learn in context, and helping them make connections.

Partnerships with a rich array of business, community, government, and higher education resources connect learning in the classroom to meaningful work and pathways to future success.

The future is always in view

For example...

- Facilitate access to college and career training outside of school
- Work with students to develop their goals for the future and a plan to make them real

Learning promotes citizenship

For example...

- Develop community-based learning opportunities and partnerships that create positive impact in communities

Network and build relationships

For example...

- Activate alumni as professional contacts for students and teachers
- Partner with businesses and organizations to keep curricula aligned with modern workplaces

What We Do Next with the HSReD Principles

- Validate and Make Final Refinements through Ongoing Community Engagement
- Apply, Prototype and Build Broader Capacity through “Project Cardinal”



Prototyping + Capacity Building

#HSReD Design Principles The 100-Day Plan Mandate for HSReD

Per Supt. Chang's 100-Day Plan, Madison Park will be the focal point of our early redesign efforts + will serve as a learning laboratory for high schools across the city.

The BPS 100-Day plan calls for Madison Park High School to revise its innovation plan by the end of December 2015. This revision will be guided by emerging HSReD principles + supported by BPS, the Mayor's Education Cabinet + additional education + design experts.

Project Cardinal Goals



The innovation vision and plan for Madison Park



Identified existing initiatives across the ecosystem

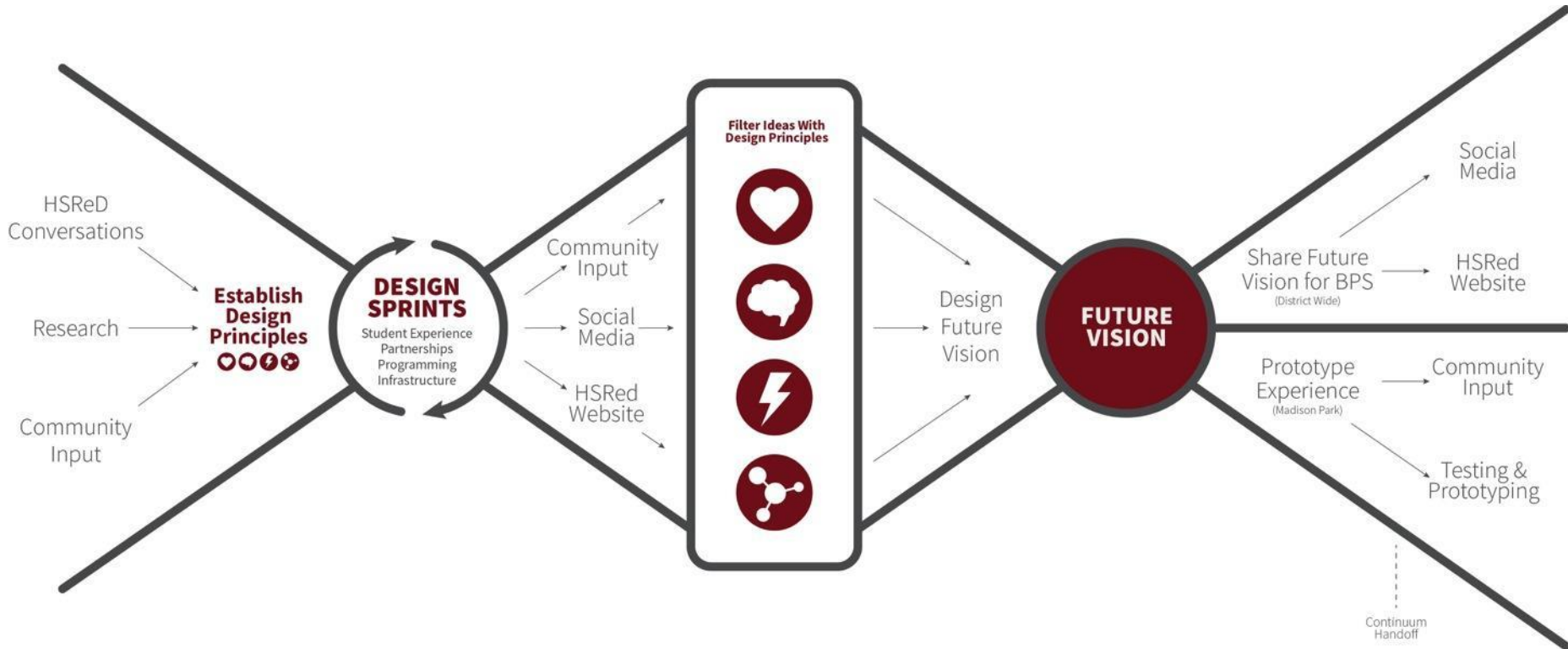


A collaborative process that engages the ecosystem and the community

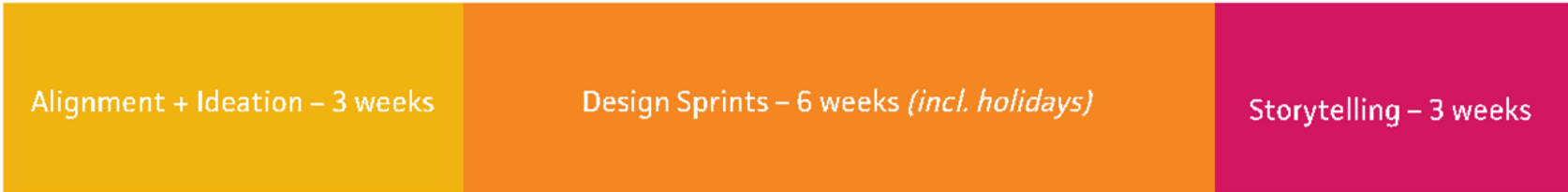


The story

Project Cardinal Process Map



Project Cardinal Timeline

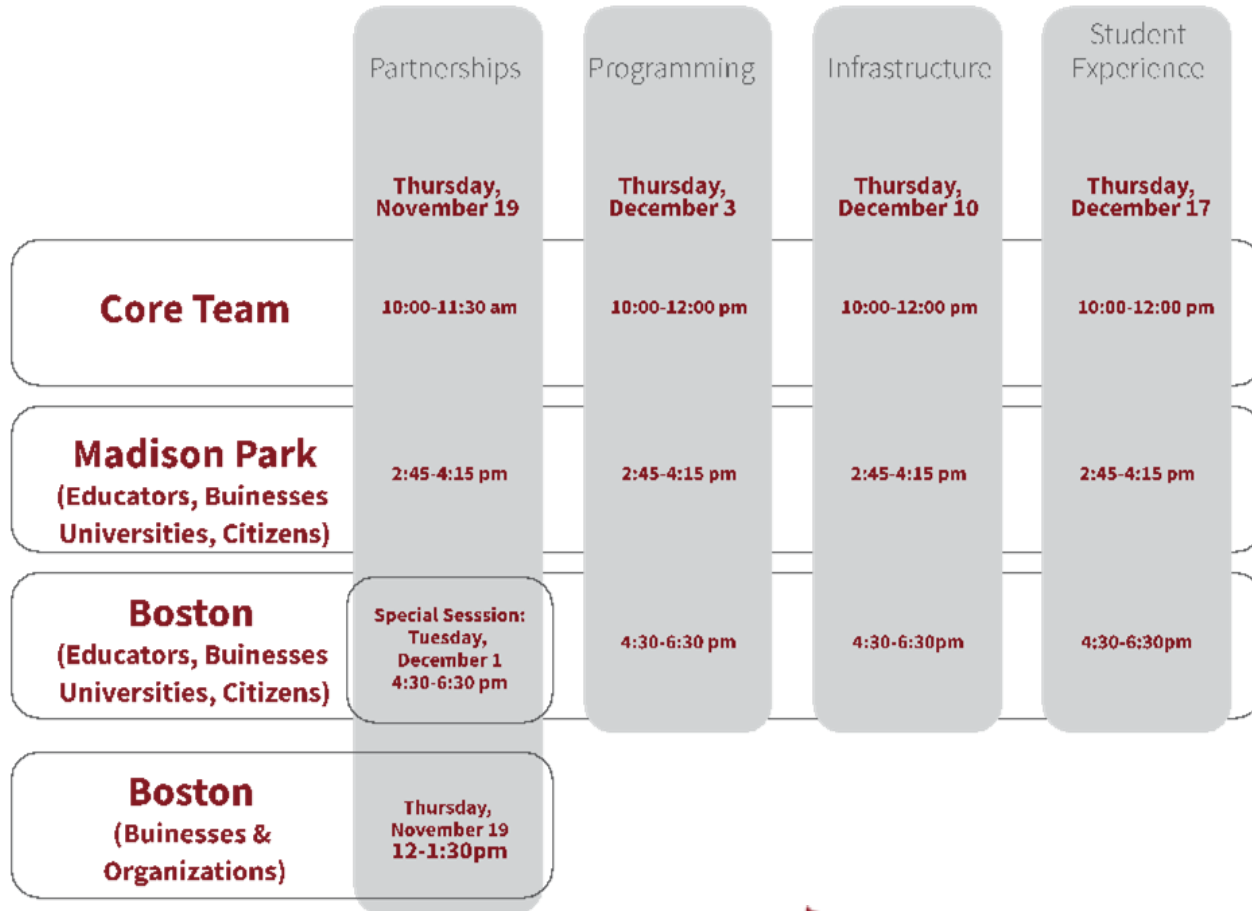


- Kickoff Sessions
- Immersion
- Ideation

- Design Sprints
- Working Sessions

- Innovation Vision
- Storytelling

Generating a New Madison Park Innovation Plan + Shared Capacity



Design Sprints

Design Sprints are a series of multi-disciplinary work sessions that help us ideate around specific topics. In each Sprint we will use the Design Principles to help us answer key questions on the following High School Redesign themes.

Partnerships

How can connections and relationships with people and organizations outside of school propel students to a successful future?

Programming

What's the future of educational content? How do we ensure that learning is engaging to students as well as relevant and cognitively demanding?

Infrastructure

How can schools' space, technology, and resources support and enhance learning and build community?

Student Experience

How can we encourage students to take ownership of their learning experiences? In what ways should their relationships with teachers and administrators evolve?

Summary

- **By the end of January 2016, we expect to have:**
 - A final set of redesign principles, validated by educators, students, parents and key stakeholders.
 - A revised innovation plan for Madison Park that is reflective of our #HSReD principles.
 - An initial set of proposed redesign initiatives at Madison Park.
 - Shared experiences and capacity built among educators at BPS high schools leading to deeper engagement in #HSReD across the portfolio and the development of new, principle-aligned prototypes for instruction and student support.