Orientation Article Homework Summary: Table 4

Article 2: Redesigning High School

Identify five- seven important takeaways that you would share with others who did not read the article to summarize what you learned that you feel will help you and others as you do your work as a strategic plan team member crafting future direction.

1 The focus on relationships and the importance of those connections

2 The importance of students and staff feeling safe and included in their school work environment

3 Many of the things mentioned are happening at LT or have happened at LT - though some, like advisory, went away.

4 The factory model of schools and the weaknesses inherent in that design - is there any chance of going back to that? Thinking about schools that are moving away from reliance on screen time, for example

5 Students mentioned how important the connection to the adults in the building is - and how to make sure everyone feels safe.

Orientation Article Homework Summary: Table 5

Article 2: Redesigning High School

Identify five- seven important takeaways that you would share with others who did not read the article to summarize what you learned that you feel will help you and others as you do your work as a strategic plan team member crafting future direction.

1 Relationships - teacher to student and with the community, parents - are key. Need to build authentic partnerships with and among students, as well as with our community. There needs to be shared decision making and leadership, including student/teacher/community voice

2 Explicitly teaching SEL and cognitive skills is critical. It's often assumed students will know this. How/when/where do we teach them those skills? How can we make this more visible, since we know how important this is?

3 Student centered pedagogy - UDL, scaffolding - this connects strongly with the work we are doing with differentiation and this article This allows for deeper learning so that students can make meaning of information and transfer skills to new contexts.

4 Intentional efforts to incorporate things into the school day like building in advisories and adjusting the schedule to meet the vision are important.

5 Teaching deeper. Quality over quantity. Idea of transfer. Ties in with meeting students where they are. We need to allow students to showcase their strength (and have choice) in how they demonstrate their learning.

6. Key quote: "Important for students to be in an environment that is physically and psychologically safe" All students need safety to learn. It's foundational for all else. Kids learn best when they are supported, safe, and included.

7. A wondering…. How do we leverage smaller groups - APs and counselors follow students through their four years - but how can we leverage small learning communities since this is what is best for students. This ties into the relationship aspects and the creation of community and culture. Culture of community - ensuring that it's an ecosystem.

Orientation Article Homework Summary: Table 6

Article 2: Redesigning High School

Identify five- seven important takeaways that you would share with others who did not read the article to summarize what you learned that you feel will help you and others as you do your work as a strategic plan team member crafting future direction.

1 Education is not a one size fits all model, different students need different things

2 Learning should be deeper, more relevant, transferable, and student centered

3 Strong relationships are foundational, a recurring theme was that relationships, community and connections are foundation and lead to learning; relationships/restorative approach are the backbone

4 An inclusive and safe climate is foundational to learning

5 Professional learning and collaboration among teachers is important in order to support deeper learning and allow for students to consolidate learning across areas and transfer learning

6 Assessment is part of the learning process; authentic performance-based assessment allows students to show what they know and can do; students should be able to demonstrate their learning in different ways

Article 2: ***Redesigning High Schools.*** Consensus

The Big Idea

Redesign high schools around students—not the system—by creating relationship-driven, safe, inclusive, student-centered learning environments where every student is known, supported, challenged, and prepared for the future.

This is strongly supported across the three groups: relationships and adult connections were repeatedly identified as foundational; safety and inclusion were described as prerequisites for learning; and participants called for moving beyond a one-size-fits-all or "factory" model.

7 Key Ideas

1. Relationships Are the Foundation
Strong relationships among students, teachers, families, and the community create belonging, engagement, and ultimately stronger learning. Students particularly emphasized the importance of connections with adults.

2. Safety, Belonging & Inclusion Come First
Students learn best when they feel physically and psychologically safe, welcomed, supported, and included. Safety is foundational—not an add-on.

3. Learning Must Be Deeper, Relevant & Transferable
Move beyond simply covering content. Students need meaningful learning that builds understanding and enables them to transfer knowledge and skills to new situations.

4. Move Beyond the One-Size-Fits-All "Factory Model"
Different students need different things. High schools should reconsider traditional structures and intentionally design schedules, advisory systems, supports, and learning experiences around students.

5. Increase Student Voice, Choice & Ownership
Students should have meaningful choices in their learning and opportunities to demonstrate their strengths in different ways. Student voice should also be part of shared decision-making and leadership.

6. Build the Skills and Capacity for Deeper Learning
Schools need to intentionally teach SEL and cognitive skills while supporting teachers through professional learning and collaboration. These conditions help students connect learning across subjects and apply it in new contexts.

7. Rethink Assessment and How Students Demonstrate Learning
Assessment should be part of learning rather than simply an endpoint. Authentic, performance-based approaches allow students to demonstrate what they know and can do in multiple meaningful ways.

Poster-Level Message

RELATIONSHIPS → BELONGING → DEEPER LEARNING → STUDENT OWNERSHIP → FUTURE READINESS

Or, even more simply:

Redesign High Schools Around Students — Not the System.



ARTICLE 2:

REDESIGNING HIGH SCHOOLS

Better Schools. Stronger Connections. Brighter Futures.

7 KEY IDEAS TO GUIDE OUR FUTURE

High schools must evolve to create learning experiences that are personal, powerful, and future-ready.

1

RELATIONSHIPS ARE THE FOUNDATION

Strong relationships between students, staff, families, and the community drive engagement, belonging, and success. Authentic partnerships and shared leadership—including student voice—create thriving schools.

2

SAFETY AND INCLUSION COME FIRST

Students learn best in environments that are physically and psychologically safe. Every student must feel welcomed, valued, and included—safety is the foundation for all other success.

3

LEARNING SHOULD BE DEEPER, RELEVANT, AND TRANSFERABLE

Move beyond covering content to building understanding. Learning must be relevant to students' lives and future, promote deeper thinking, and equip students to apply skills in new and real-world contexts.

4



DESIGN FOR FLEXIBILITY, CHOICE, AND PERSONALIZATION

The factory model of high school no longer meets students' needs. Provide more choice, flexible schedules, personalized pathways, and varied learning opportunities that allow each student to thrive.

5

STUDENT VOICE AND SHARED LEADERSHIP MATTER

Students want a voice in their education and in decisions that affect them. Schools are stronger when students, staff, and community members collaborate and share leadership in shaping the future.

6

ASSESSMENT THAT SUPPORTS LEARNING

Assessment should be part of the learning process, not just an end point. Use authentic, performance-based assessments that allow students to demonstrate what they know and can do in meaningful, multiple ways.

7

BUILD SMALL LEARNING COMMUNITIES THAT LAST

Smaller learning communities, advisory systems, and strong adult connections help every student feel known and supported. These ecosystems of care create a culture of belonging and boost engagement and achievement.

The Big Idea

Redesign high schools to be **relationship-driven**, **student-centered**, and **future-focused**—where every student feels they belong and can thrive.

STRONG RELATIONSHIPS. | SAFE & INCLUSIVE. | STUDENT CENTERED. | FUTURE READY. | TOGETHER, WE SUCCEED.

TOGETHER, WE CAN REDESIGN HIGH SCHOOLS FOR ALL.