



HIGH SCHOOL REDESIGN FOR RIGOR, RELEVANCE, AND RELATIONSHIPS

Policy No. 2200
Instruction
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It is the goal of the Board to ensure that our high schools prepare all students to graduate with a high school diploma and for entry into postsecondary education, career and the responsibilities of active citizenship. To further this goal, the district's high schools will redesign themselves into smaller learning communities or small schools on high school campuses that emphasize academic rigor, relevance, and relationships.

Purpose & Accountability for Results

- a) The primary purpose of high school redesign is to raise student achievement for all students and close the achievement gap for under-served students by decreasing the size of schools, adhering to high academic standards and increasing the quality of choices available to parents and students in Highline Public Schools.
- b) The Board and Superintendent or designee will be responsible for ensuring authentic community involvement and public understanding of the goals and priorities for developing high-performing high schools.
- c) The Board and Superintendent or designee will be responsible for promoting and encouraging new, smaller learning environments that promote effective relationships, academic relevance and rigor at each high school campus.
- d) Smaller learning environments must identify measurable student outcomes and outline the method by which student progress in meeting the identified student outcomes will be measured. The measurable student outcomes must address overall student achievement as well as equity.
- e) The District will use an evaluation instrument and/or process to measure and report parent, teacher, and student satisfaction for all schools.
- f) Each high school throughout their redesign process and timeline is entitled to an equitable share of resources, technical assistance, leadership, and support in meeting its goals.

Core Guiding Principles of High School Redesign

The high school redesign plan and the creation of new small learning communities depend on several key conditions. These conditions, as outlined in the policy and sustained by the district, are the important contributing factors leading to the desired results.

Personalization: Every student is known well, respected, and appreciated. Emotional and intellectual needs are met. Every student has an adult advocate and a personal plan for progress.

Equitable, Inclusive, and Multicultural Schools: Each student's cultural background and experiences are respected and connected to the curriculum. Resources are equitably distributed to ensure success for every student, regardless of background.

Clear and High Expectations: High expectations are clearly communicated to all students. Students are engaged in an ambitious, rigorous course of study and leave school prepared for post-secondary education and/or career.

Authentic Curriculum and Assessment: Students are challenged to increase and apply knowledge, analyze information, produce quality work, make presentations, and think critically. Teachers and students set learning goals, and students must demonstrate their competency in order to advance.

Democratic Learning and Choice: Teachers, parents, and students work together to create a common vision for where the school is going, and make decisions that result in student success. A system of “choice” allows parents and students to choose from the best educational opportunities available to them.

Distributed Leadership Focused on Instruction: The school board, staff, and community share responsibility to ensure the success of every student. Schools are given autonomy, but are held accountable for enabling all students to achieve at high levels.

Time and Space for Collaboration: Staff and students are given the time and space to collaborate and develop skills and plans to meet the needs of all students. Teamwork is expected and encouraged.

Community and Citizenship: Parents are recognized as partners in education. Partnerships are developed with businesses and higher education to create authentic projects and opportunities for students. Students become responsible citizens through critical thinking, civic engagement, and an understanding of democracy.

Highline School District 401
Adopted by the Board: May 2004
Revised by the Board: 01.08
Classification: Discretionary