



**MOORHEAD**  
AREA PUBLIC SCHOOLS

## **Comprehensive Report**

# **Designing Moorhead High School's Academic and Instructional Program**

**February 26, 2018**

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*Where Minnesota School Boards Learn to Lead*

**Designing Moorhead High school's 21<sup>st</sup> Century  
Academic/Instructional Program**

**Letter of Transmittal**

Board of Education  
Moorhead Area Public Schools  
2410 14th Street South, Ste. 1  
Moorhead, MN 56560-4622

Dear School Board Members:

We are pleased to present this study on "Designing Moorhead High School's 21<sup>st</sup> Century Academic/Instructional Program" to the Moorhead Area School District.

In September of 2016, the school district began an eighteen (18)-month study of the skills, attributes, and abilities desired of a Moorhead High School Graduate. The result was the creation of a "Portrait of a Moorhead High School Graduate" along with "Guiding Principles and Recommendations" for implementing the "Portrait" in Moorhead High School. The specifics of this work are included in this report.

Congratulations are offered to every individual involved in the development of the final document. Because of their collective effort, the study provides an excellent opportunity for all parties to work toward developing a stronger high school program that will serve its students even better than it does today.

The stakeholders of the Moorhead Area School District and Moorhead High School can be proud of the direction set for Moorhead High School's Academic and Instructional Program.

If there are any questions, please feel free to contact either of us.

Sincerely,

Jeff Olson, Consultant  
Minnesota School Boards Association  
1900 West Jefferson Avenue  
St. Peter, MN 56082  
507-934-8121

Terry Quist, Consultant  
Minnesota School Boards Association  
2408 Bradford Bay Road SW  
Alexandria, MN 56308  
320-815-8254

**MINNESOTA SCHOOL BOARDS ASSOCIATION**

1900 West Jefferson Avenue, St. Peter, MN 56082-3015 Phone: 507-934-2450 or 800-324-4459  
[www.mnmsba.org](http://www.mnmsba.org)

# Portrait of a Moorhead High School Graduate

*“The mission of Moorhead High School, a partnership with students, staff, parents, and the community, is to develop creative, collaborative, thoughtful, and communicative learners.”*



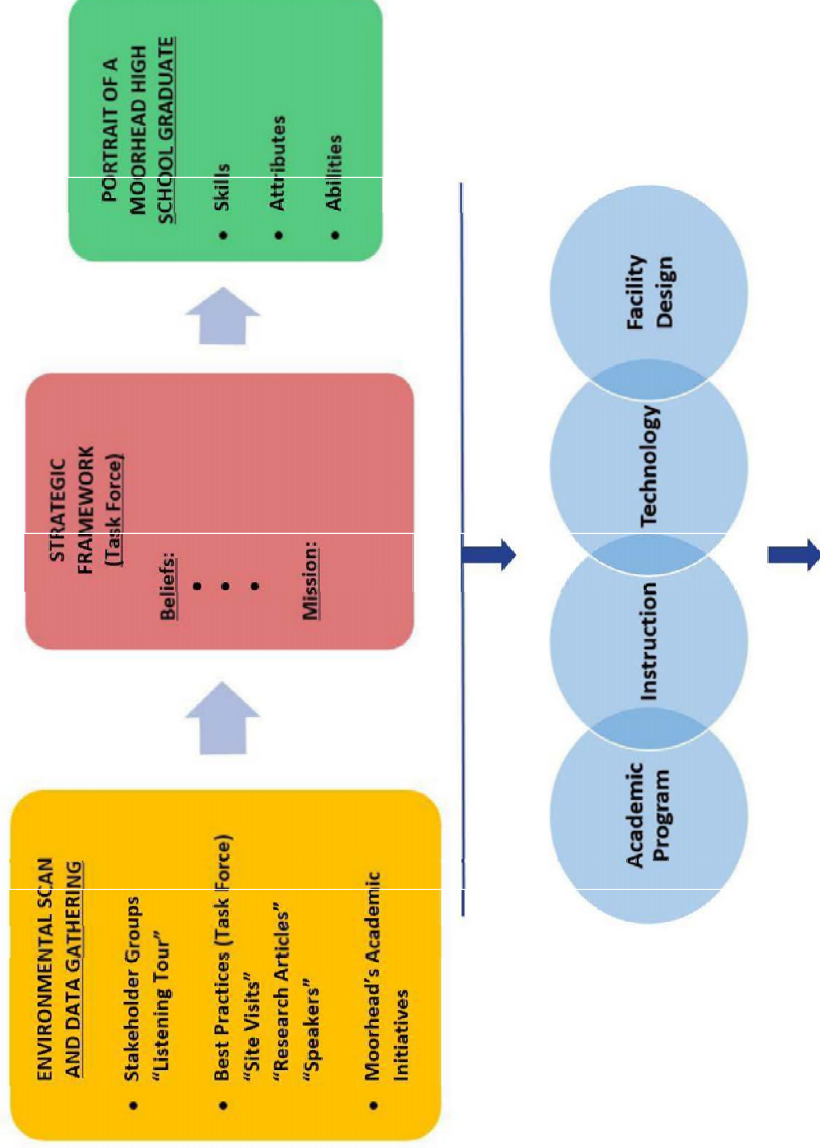
**MOORHEAD**  
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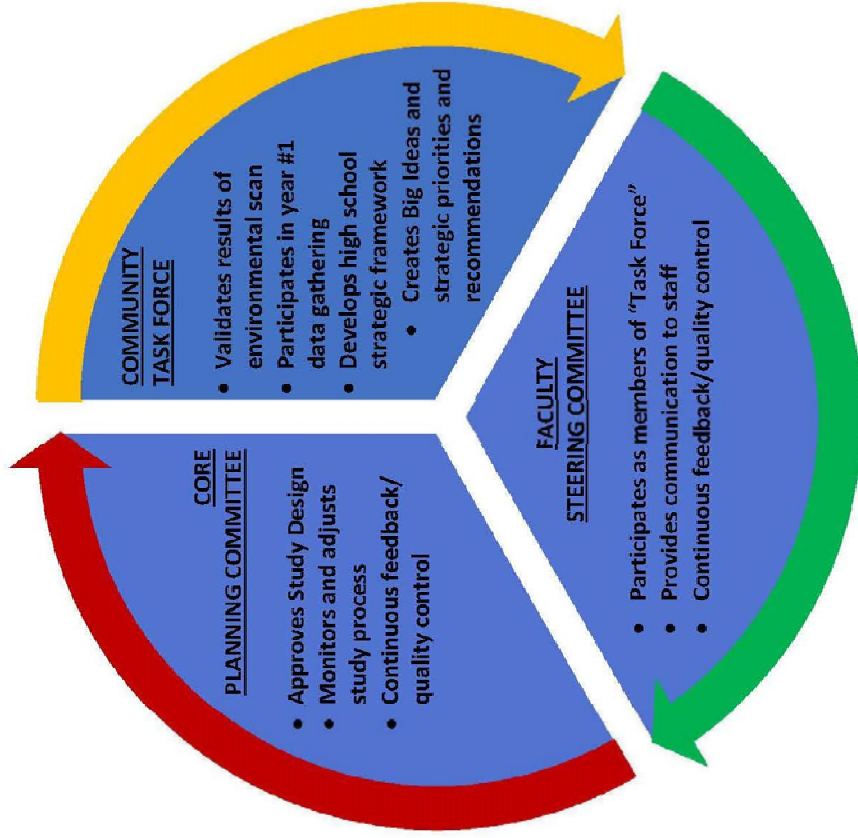
# DESIGNING MOORHEAD HIGH SCHOOL'S 21<sup>ST</sup> CENTURY ACADEMIC/INSTRUCTIONAL PROGRAM

## Design Plan



## Guiding Principles and Recommendations

**DESIGNING MOORHEAD HIGH SCHOOL'S 21<sup>ST</sup> CENTURY ACADEMIC/INSTRUCTIONAL PROGRAM**  
**Committee Framework**





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## **Designing Moorhead High School's Academic and Instructional Program Overview**

### **Project Summary**

The Moorhead Public Schools approved a process for “Designing Moorhead High School’s 21<sup>st</sup> Century Academic/Instructional Program” in the fall of 2016. The planning process included opportunities for the School District’s staff, students, and residents to provide input on the development of a “Strategic Framework” on Belief Statements, Mission, and Portrait of a Moorhead High School Graduate (Phase I) and reach consensus on a set of “Guiding Principles” in the areas of academic program, instruction, technology, and facility design (Phase II) necessary to support Moorhead’s “Strategic Framework.”

### **Planning Process**

The comprehensive planning process began in September 2016 as the school district determined the staff, parents, community members, and business partners who would be invited to attend various “Listening Sessions” and “Stakeholder Groups” and participate in planning committees.

Between December 2016 and April 2017, data was collected from internal and external stakeholders through a variety of collection means:

1. Eight “Listening Sessions” were held involving 96 staff, students, and community members. The participants provided feedback on three questions:
  - What do you consider to be the strengths of Moorhead High School?
  - What do consider to be opportunities for improvement for Moorhead High school?
  - What would you see as the “Ideal Future” for Moorhead High School in five years?
2. Three “Stakeholder Groups,” involving 37 community members, were convened to provide feedback on three prompts:
  - What skills, knowledge, and attributes will be required of Moorhead High School graduates for them to be career, college, and community ready by 2022?
  - Describe specific ways that the school and community can partner to impact student learning.
  - What kind of learning spaces (furniture, classroom space, auxiliary space, etc.) ready students for careers, college, or community?
3. A “Perception Survey” was utilized to provide a format for district residents to offer input on ideas that should be considered as a part of the study. A total of 378 residents completed the survey. The survey was constructed around data gathered from the “Listening Sessions” and “Stakeholder Groups.”

Information collected during the data gathering phase is summarized in the “Stakeholder Engagement Report” (Appendix D).

In addition, the Community Task Force made site visits to three high schools on April 25-26, 2017:

1. Alexandria Area High School
2. Chanhassen High School
3. Burnsville High School

At each site, task force members were provided insight into academic and instruction programming options, technology structure, and facility design features. The key take-aways, in terms of “Site Visit Big Ideas,” are highlighted in Appendix E.

From May 2017 to January 2018, Community Task Force members attended a series of seven meetings that would lead to a comprehensive plan for “Moorhead High School’s 21<sup>st</sup> Century Academic and Instructional Program.”

On May 9, 2017, the Task Force reviewed the results of the “Environmental Scan,” as well as began the process of developing Belief Statements, a Mission Statement, and the “Portrait of a Moorhead High School Graduate.”

On August 23, 2017, the Task Force met for a second time to refine the Belief Statements, Mission Statement, and Portrait of a Moorhead High School Graduate. The group also completed a process of identifying “Guiding Principles” in the area of “Academic Programming.”

On September 20, 2017, the group met for a third time to refine “Guiding Principles on Academic Programming” and to develop “Guiding Principles on Instruction.”

The Task Force met for a fourth time on November 15, 2017, with the purpose of refining “Guiding Principles on Instruction” and developing “Guiding Principles on Facility Design.” The parties at the session focused on facility design led by John Pfluger of Cuningham Group Architecture, Inc.

On December 13, 2017, the Task Force met for a fifth time to review and refine “Guiding Principles on Facility Design” and to develop “Guiding Principles in the Area of Technology.” During this session, a presentation was made by Mary Mehsikomer from TIES on “Trends and Best Practices in Technology Education.” The “Guiding Principles on Technology” were set within the framework of Moorhead Area Schools Technology Guiding Principles.

The Community Task Force met for a final time on January 24, 2018, for the purpose of finalizing the design for “Moorhead High School’s 21<sup>st</sup> Century Academic and Instructional Program.” Input was solicited on the final Guiding Principles on Academic Programming, Instruction, Facility Design, and Technology. In addition, recommendations for further consideration and an “18-Month Action Plan” for implementing the program were reviewed.



## **Belief Statements**

Belief Statements are the fundamental values that serve as the driving force when critical decisions are made within an organization. In education, beliefs about the learning process and the learning environment are essential to the success of a school site.

### **Moorhead High School Belief Statements**

Moorhead High School believes:

- in creating critical thinkers and problem solvers.
- that learning opportunities should focus on students' strengths, weaknesses, and interests.
- in building community.
- that a positive culture allows everyone to take ownership and belong.
- in positive and interactive relationships between the school and community.
- in holding students to high expectations so they expect more of themselves.
- that students and staff should be physically, emotionally, and socially safe.
- that students have a voice and choice and subsequent accountability.
- in ensuring that all students are effective communicators.

## **Mission Statement**

The mission statement identifies the unique purpose and function of an organization. The mission statement identifies what the school, the district, parents, and the community do, for whom they do it, and for what purpose.

### **Moorhead High School Mission Statement**

*“The mission of the Moorhead High School, a partnership with students, staff, parents, and the community, is to develop creative, collaborative, thoughtful, and communicative learners.”*

## **Portrait of a Graduate**

The “Portrait of a Graduate” is a shared vision among all stakeholders regarding the skills, attributes, and abilities that students need to be successful when they graduate from high school.

### **Portrait of a Moorhead High School Graduate**

- Resilience – Growth Mindset
- Critical Thinking
- Communication
- Problem Solving
- Empathy – Diversity, Inclusive and Altruistic
- Content Mastery
- Collaboration
- Creativity

## **Guiding Principles**

Guiding Principles describe and define the specific actions a school will take to achieve its mission and essential outcomes.

# Moorhead High School's Guiding Principles

## Focus Areas and Guiding Principles

- Guiding Principles on Academic Program

<b>Strong Academic Core:</b>	
<b>Guiding Principle:</b> Moorhead High School will provide a strong and diverse academic offering that is standards-based and grounded in 21 <sup>st</sup> century skills.	
<b>Potential Initiatives/Projects/Actions:</b> <ul style="list-style-type: none"> <li>Electives</li> <li>English</li> <li>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>Science</li> <li>Standards Based/ACT</li> </ul>

<b>Partnerships/Community:</b>	
<b>Guiding Principle:</b> Moorhead High School will engage in partnerships with the community to enhance our academic programming creating contributing members of communities.	
<b>Potential Initiatives/Projects/Actions:</b> <ul style="list-style-type: none"> <li>Career Pathways</li> <li>Business/Community Partnerships</li> <li>Higher Ed Partnerships</li> <li>Internships</li> <li>Community Service</li> </ul>	<ul style="list-style-type: none"> <li>Mentorships</li> <li>Sense of Identity</li> <li>Contributing Member</li> <li>Learning Communities Outside of School</li> <li>Flexible and Practical Experiences</li> </ul>

<b>Life Skills:</b>	
<b>Guiding Principle:</b> Moorhead High School will place an emphasis on integrating life skills into the academic program to foster creativity, adaptability, and resiliency for all learners.	
<b>Potential Initiatives/Projects/Actions:</b> <ul style="list-style-type: none"> <li>Self-Management</li> <li>Resiliency/Growth Mindset</li> <li>Real World Applications</li> <li>Inquiry and Creative</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Communication</li> <li>How to:               <ul style="list-style-type: none"> <li>Pay Bills</li> <li>Take Risks</li> <li>Handle Adult Responsibilities</li> </ul> </li> </ul>

- Guiding Principles on Instruction

## Student Choice and Engagement:

**Guiding Principle:** Moorhead High School will empower and motivate students to take ownership and accountability for their educations in a standards-based instructional framework which is interactive, paced, and tailored to the individual student.

### Potential Initiatives/Projects/Actions:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Peer Tutoring</li><li>• Pathway Choices, such as Academies</li><li>• Use Time Differently</li><li>• Testing Out of a Course or Lesson</li><li>• College, Career, and Life Ready</li><li>• Career Pathways</li></ul> | <ul style="list-style-type: none"><li>• Community Mentorships and Internships</li><li>• Flexible Opportunities, such as Space, Pacing, Offerings, and Scheduling</li><li>• Student Choice</li><li>• Personalized Learning</li><li>• Partnerships/Internships</li></ul> |
|---|--|

## Interdisciplinary and Project-Based Instruction:

**Guiding Principle:** Moorhead High School will use interdisciplinary and project-based instruction examining themes, issues, questions, or topics in an investigative and exploratory environment.

### Potential Initiatives/Projects/Actions:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Co-teaching</li><li>• Using CTE for Science and Math Projects</li><li>• Integrated Lessons</li><li>• PLC - Not Department Specific, to Focus on Pacing, Planning, Projects, Activities, and Trips</li></ul> | <ul style="list-style-type: none"><li>• Problem Solving Across Classrooms</li><li>• Overlapping State Standards between Departments</li><li>• Common Planning Time</li><li>• 4 Cs</li><li>• PBL</li><li>• Inquiry Based Learning</li></ul> |
|---|--|

- Guiding Principles on Facility Design

## Flexible and Purposeful Environments:

**Guiding Principle:** Moorhead High School will provide adaptable settings that facilitate collaboration, personalization, and authentic learning experiences.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Student Initiative - Teacher in Coaching/Facilitative Role</li><li>• Collaboration Among Students and Teachers</li><li>• Hands-On Learning</li></ul> | <ul style="list-style-type: none"><li>• Flexible Opportunities, Such as Space, Pacing, Offerings, and Scheduling</li><li>• Group Space, Quiet Space, Social Space</li><li>• Peer Tutoring Areas</li></ul> |
|--|---|

## Safe/Welcoming/Open/Collaborative/Natural Light Environment:

**Guiding Principle:** Moorhead High School will provide an open facility with natural light that fosters a welcoming environment where students and staff connect and feel safe.

**Potential Initiatives/Projects/Actions:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Sense of Identity</li> <li>• Contributing Member</li> <li>• Learning Communities Outside of School</li> <li>• Flexible Experience</li> </ul> | <ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Secure Single Point of Entry</li> <li>• Inclusive Environment for All</li> <li>• Centralized Office Space</li> </ul> |
|---|--|

• Guiding Principles on Technology

**Reliable, Relevant, Accessible, and Sustainable Infrastructure:**

**Guiding Principle:** Moorhead High School will ensure that all students and staff have access to the resources and framework needed to support relevant and emerging technology.

**Potential Initiatives/Projects/Actions:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Student Choice in Devices</li> <li>• Reliable Wi-Fi Access Inside and Outside of School</li> <li>• District Provided Checkout of Devices</li> <li>• 1:1 Initiative with Established Criteria</li> <li>• Connect and Communicate with Local Businesses on Current Trends on Technology and Devices.</li> <li>• Develop In-house Student and Staff Leaders in Technology.</li> </ul> | <ul style="list-style-type: none"> <li>• Strong Technology Support System – Teacher Training; Student Instruction on Appropriate Use of Technology; Timely Access to Troubleshooting and Technology Support</li> <li>• Use of technology which is individual, balanced and flexible.</li> <li>• Relevant and On-going Professional Development and Training to all Students, Parents, and Staff.</li> </ul> |
|---|---|

**Technology Enhanced Classroom:**

**Guiding Principle:** Moorhead High School will create classrooms to support, enhance, and engage student learning through appropriate and up-to-date technology.

**Potential Initiatives/Projects/Actions:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Working Together to Engage in Learning</li> <li>• 1:1 Devices</li> <li>• Flexibility in Types of Purchases for Different Subjects</li> <li>• Teacher/Student Input</li> <li>• Willing to Take Risks in Learning</li> <li>• Responsible and Ethical Use of Technology</li> <li>• Supports the 4Cs</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching Principle Remains the Same – but Learning Method is Changed/Enhanced</li> <li>• Use of Power School</li> <li>• Looks Different in Various Classrooms</li> <li>• Collaborative Use of Technology</li> <li>• Growth Mindset</li> <li>• Making a New Project as a Team [Process] – Merging Parts Together</li> </ul> |
|--|---|

## Recommendations

- 1) **Continue implementation of “Pilot Projects” including:**
  - a) Furniture modifications in the media center and gathering places for students;
  - b) The development of technology centered “Portrait of a Graduate” classrooms;
  - c) Development of “partnerships” with Moorhead businesses focused on authentic learning experiences; and
  - d) Using an assessment of the pilots to plan for further FF&E, facility, technology, and partnership expansion and development.
  
- 2) **Develop a plan for implementing the “Portrait of a Moorhead High School Graduate.” Consider including in the approach:**
  - a) System and Structure – School Board and Superintendent direction, support, and accountability.
  - b) Academic Program (Curriculum) – Profile embedded, backward design for each level of student transition in the district, and the identification of curricular and course areas that support “Portrait Skill Development”.
  - c) Instruction – Establish Project-based learning, student-centered learning, and personalized learning as core instructional approaches in the high school.
  - d) Assessment – Identify and implement a system to measure the “Portrait” skills, attributes, and abilities that are embedded in the curriculum.
  - e) Professional Development – Use job embedded professional development, in-house “innovation coaches”, and existing structures such as PLCs to develop the teacher competencies needed for the “Profile.”
  
- 3) **Keep staff, Task Force members and other community members involved in the design process “in the loop” concerning the implementation of the profile.**
  
- 4) **Continue with plans to create a secure single point of entry and other security upgrades at Moorhead High School.**
  
- 5) **Develop a series of “18 Month Action Plans” designed to fully implement the “Academic and Instructional Program”, the “Portrait of a Graduate”, and the “Guiding Principles and Recommendations” for the program.**
  
- 6) **Create a “Community Task Force” to assess the adequacy and capacity of the current high school facility in meeting the academic and instructional needs of the high school program. Charge the Task Force with creating a “Facilities Master Plan” focused on:**
  - a) The Physical Condition of Moorhead High School (cost of operations, condition of the building, technology infrastructure, safety and security, evaluation of the site for both adequacy and future expansion);
  - b) The Capacity and Adequacy of Moorhead High School (enrollment capacity, educational adequacy, technology for instruction, meeting future educational program needs); and
  - c) Activities with the Community (athletics, performances, community use, partnerships).

**Action Plan**

**Moorhead High School –Portrait of Graduate Action Plan  
March 2018 to December 2019**

Strategic Direction	Action Items	Guiding Principle Index	Completion Date	Responsibility
<p style="text-align: center;"><b>System &amp; Structure</b></p>	<ul style="list-style-type: none"> <li>▪ Adopt MHS Academic and Instructional Program by the School Board</li> <li>▪ Allocate Funds to Support Action Plan [Line Item]</li> <li>▪ Create and Implement a Formal Monitoring Plan</li> </ul>			
<p style="text-align: center;"><b>Academic &amp; Curricular Program</b></p>	<ul style="list-style-type: none"> <li>▪ Utilize the Curriculum Review Cycle, Place Portrait Traits and Attributes into Subject Area Courses</li> <li>▪ Determine Criteria for Designating MHS Courses as Meeting the “Portrait”</li> <li>▪ Identify Current Courses that Support “Portrait” Skill Development</li> <li>▪ Implement 2 to 3 Business/Industry Partnerships that Provide Authentic Learning Experiences</li> <li>▪ Implement Wednesday Student time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strong Academic Core Principle</li>   <li>▪ Partnership Guiding Principle</li> <li>▪ Life Skills Principle</li> </ul>		
<p style="text-align: center;"><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>▪ Identify and Selection of a Project Based Resource (Buck Institute Training)</li> <li>▪ Develop and Implement Interdisciplinary Project Based Learning Pilots (Interdisciplinary Math and Industrial Technology Course in 2018-2019)</li> <li>▪ Assess Impact of Pilot Project Based Learning Pilot</li> <li>▪ Develop and Agree to a Standard Definition of Personalized Learning</li> <li>▪ Implement a Personalized Learning Dashboard</li> <li>▪ Continue Implementation of School-wide WICOR (AVID)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interdisciplinary and PB Instruction Principle</li>   <li>▪ Student Choice and Engagement Principle</li> </ul>		

<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Research and Select an Assessment System for the Portrait (Google Summit and Metro Tech Camp)</li> <li>▪ Utilize the Assessment in Courses that Support the Portrait</li> </ul>			
<b>Technology</b>	<ul style="list-style-type: none"> <li>▪ Expand the Technology-Centered Pilot Classrooms</li> <li>▪ Research and Identify the Classroom Design that Best Supports the Portrait</li> <li>▪ Provide Reliable and Robust WIFI Connectivity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology Enhanced Classroom Principle</li> <li>▪ Reliable, Relevant, Accessible and Sustainable Technology Principle</li> </ul>		
<b>Facilities</b>	<ul style="list-style-type: none"> <li>▪ Expand Pilot Classrooms and Develop Student Gathering and Resource Spaces that Support the Portrait</li> <li>▪ Implement Safety and Security Upgrades at MHS</li> <li>▪ Identify FFE and other Spaces that Best Support the Portrait</li> <li>▪ Complete a “Facilities Master Plan” for MHS Including:               <ol style="list-style-type: none"> <li>1. Physical Condition of MHS;</li> <li>2. Capacity and Adequacy of MHS; and</li> <li>3. Activities with Community.</li> </ol> </li> <li>▪ Identify a Community-Based Task Force that will Build a Series of Short and Long-term Recommendations:               <ul style="list-style-type: none"> <li>○ Building Capacity</li> <li>○ Program Adequacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Flexible and Purposeful Environments Principle</li> <li>▪ Open, Connected and Natural Light Environment Principle</li> </ul>	Spring/ Summer, 2019	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Implement a Job Embedded Professional Development Program:               <ul style="list-style-type: none"> <li>○ Study, design and implement a “Teachers on Special Assignment” Structure</li> <li>○ Design Planned Regular Professional Learning Community Time</li> <li>○ Utilize Peer Observation and Administrative Walk Through Protocol to Observe Emerging Practices</li> </ul> </li> </ul>			

## Appendix A

### Task Force/Committee Membership

#### Community Task Force

Chip	Ammerman	empty-nester
Jon	Ammerman	staff
Paul	Baker	district alumni; for-profit business leader
Jeremy	Blake	staff
Meagan	Blake	staff
Kim	Citrowske	parent; elementary and middle school
Richard	DePaolis-Metz	higher ed.; non-parent
Mike	Erickson	parent; elementary; non-profit business leader
Elise	Erickson	district alumni; empty-nester; senior; school board
Jamie	Feeney	parent; elementary and middle school
Lisa	Ferguson	staff
Gregg	Gess	parent; elementary and high school; district alumni
Ann	Hagen	parent; elementary former district employee
Elizabeth	Hazeldine	parent; teacher outside of district
Lisa	Holter	parent; elementary
Ruel	Johnson	parent-other; for-profit and non-profit business leader
Michael	Kieselbach	staff
Tony	Kunka	staff
Christopher	Lien	staff
Sarah	Miller	staff
Hannah	Reisdorf	staff
Nathalie	Rinehart	higher ed.; parent-other
Coleen	Roller	higher ed.; empty-nester; grandparent; senior
Jade	Rosenfeldt	parent; for-profit business leader
Jean	Sando	staff
Jeff	Schneider	staff
Eric	Stenehjem	staff
Jennifer	Voeltz	parent; elementary
Keith	Vogt	parent; elementary
Beth Ann	Volk	parent; elementary and 2016 graduate
Julie	Wellnitz	staff
Bob	Wheeler	district alumni; non-profit business leader



### Faculty Steering Committee

Jon	Ammerman	staff
Jeremy	Blake	staff
Meagan	Blake	staff
Lisa	Ferguson	staff
Michael	Kieselbach	staff
Tony	Kunka	staff
Christopher	Lien	staff
Sarah	Miller	staff
Hannah	Reisdorf	staff
Jean	Sando	staff
Jeff	Schneider	staff
Eric	Stenehjem	staff
Julie	Wellnitz	staff

### Core Planning Committee

Angela	Doll
Missy	Eldsness
Josh	Haag
Lynne	Kovash
Dave	Lawrence
Brandon	Lunak
Central office team as needed.	



## Designing Moorhead High School's 21<sup>st</sup> Century Academic/Instructional Program: Results of Stakeholder Engagement Activities

### Overview

The Moorhead Public Schools approved a process for “Designing Moorhead High School’s 21<sup>st</sup> Century Academic/Instructional Program.” The planning process included opportunities for the school district’s staff, students, and residents to provide input on the process of developing a “Strategic Framework” (Beliefs, Mission, Portrait of a Moorhead High School Graduate) and reach consensus on a set of “Guiding Principles” in the areas of academic program, instruction, technology, and facility design necessary to support the identified “Strategic Framework.” This document provides a summary of stakeholder engagement activities.

### Results: Student, Staff, and Community “Listening Sessions”

Eight “Listening Sessions” were held in the school district between December 19, 2016, and February 21, 2017. The number of people who attended each session is provided below.

- 13 teachers and 5 administrators attended the High School Steering Committee Session.
- 29 people attended the Community Task Force Session.
- 42 students attended the Student Listening Sessions.
- 7 support staff participated in the Support Staff Listening Session either in person or via survey.

The attendees were asked the following questions:

- What do you consider to be the strengths of the Moorhead High School?
- What do you consider to be opportunities for improvement for the Moorhead High School?
- What would you see as the “Ideal Future” for Moorhead High School in five years?

General comments from each session are provided below by session type.

### Community Task Force

#### Strengths:

- Opportunities for students: academic, co-curricular; fine arts
- School pride – “Spud Identity”
- Diversity of students
- Transparency – information available
- Good preparation for four-year college education; offerings for high-end students
- Caring and supportive staff
- Facilities are “top notch”

- Good community feel/atmosphere – acceptance of others
- 1:1 initiative

### **Opportunities:**

- Rapid growth – how to deal with it?
- Diversity of students
- Need to provide more information resulting in more public input
- Improvements in reading and math
- Perception that graduation rates are poor
- Technology: infrastructure and access issues; be on the “leading edge”
- Reach all students at their levels and strengths
- Reduce class size
- Room for all students to participate
- Facilities need attention – safety and security; cold and unwelcoming; building is outdated
- Partnerships with community and area businesses and industries; school-to-work programs; community service programs
- Address counselor : student ratio
- Develop real world skills
- Scheduling – ensure options and opportunities for at-risk students

### **Ideal Future:**

- Large school that seems small – small school feel is still in place
- Students graduate career and higher ed. ready to be productive members of society
- 4 c’s in place: collaboration, communication, critical thinking, creativity
- Prepare every student to be “their best self” – students capable to do what they want
- Meet the needs, interests, and aptitudes of all students
- Technology is improved
- Immersion to real-world business and career opportunities; school-to-work options; partnerships and connections to the community
- Block scheduling and number of educational opportunities continue to be in place
- If two high schools, there needs to be a combined identity and spirit
- Students graduate as responsible citizens who respect the community and are able to make good decisions
- Students have better social skills and are better prepared for the world of work

### **High School Steering Committee**

#### **Strengths:**

- Comprehensive programming and course options provided
- Strong faculty that is connected to and thinks/acts KIDS first
- Strong programming for higher end student
- Strong activities program—fine arts and athletics
- Approachable leadership
- Data driven decision making for students
- Supportive community for the high school

- Diversity in student enrollment
- Engaged and responsible students—responsible for own learning—no bell system
- Staff is collaborative and has strong cohesion
- SPED services are strong and broad, and district is a regional hub
- Good career focused courses
- Athletic facilities are very good
- Good problem solvers among faculty, administration and staff
- Willing to experiment and try new ideas/change orientated—daily schedule
- Extra clubs for students to be involved in and connected to the high school
- 21<sup>st</sup> Century technology available in some programming areas—chrome books, on-line support
- Small learning communities in 9<sup>th</sup> grade area
- AVID is very good
- PRIDE in being a SPUD
- Central location of high school
- PLC are good where they are utilized
- EL program is good and expanding
- Faculty is made up of a great mix of veteran experience and new teacher energy

#### **Opportunities:**

- There are site limitations—safety, road traffic, open lunch, parking, lay out of building
- There are security concerns—multiple entry doors and sports center access—before, during and after school hours
- Lack of natural light
- Need to recognize student accomplishment in all areas
- Lack of flexible space for teaching—designed around student learning
- Increasing class size—limits on FTEs and class minimums
- Lack of course opportunities for SPED students
- Lack of school branding—colors, school store, building entry furniture
- Space needed for Open Time students—stay in school
- Technology challenges—WIFI connectivity, equipment, programming, security vs. software access, google docs, move to the cloud, 1 to 1 initiative and assistive technology
- Locker rooms need to be upgraded
- HVAC system is not balanced across building
- Hallways and lower level is crowded
- Need to have more work environment skills courses for students
- Need more intervention supports
- AP students often get 2<sup>nd</sup> choice of courses
- Need for more support services—counselors, social workers & mental health professionals
- Media Center with two levels is not fully utilized or conducive to collaboration
- Need to more balance in course offerings—“average” student
- SPED/EL classrooms are not designed well, nor accessible and lack windows

- Communication can be improved within building, across district and include all stakeholders
- Collaboration spaces for staff
- Need to look at opportunities/research on school start times
- Lunch schedule is challenging and goes deep into the school day
- More inclusive educational program
- Re-envision the high school experience
- Readiness for entering 9<sup>th</sup> grade students
- Increased language options
- Increased work and career readiness courses
- Students need to be more accountable for their learning
- Improved testing room for students
- Schedule is good for high end students
- Office space for traveling teachers—technology needs to be met
- Pool outdated
- Student participation is decreasing
- Intervention schedule for struggling students

#### **Ideal Future:**

- A cutting-edge facility
- High school is a community center for learning
- Programming differentiation between 9/10 and 11/12—offerings, responsibility, privileges
- Implement MN Transfer Curriculum
- Flexible classroom learning design
- Academy model
- Designed around student needs
- More inclusive student opportunities
- Reinvent the high school experience
- Create student gathering places in high school
- 1 to 1 computer
- Increased business/community partnerships around program areas—21<sup>st</sup> Century skills
- Add another language
- Support services for all students
- A facility that maximizes safety and security design
- Collaborative PLCs—across disciplines and with community/business partners as well
- Improve branding of high school—energize school pride, cohesion and student attendance at activities
- Interdisciplinary teaching and learning
- New or remodeled single high school—need continued community support and funding
- Engage and program for all students

**Student Listening Sessions**  
**January 17, 31, and February 21, 2017**

**Student Groups I [11 Students], II [8 Students], III [10 Students], IV [6 Students], and V (7 ALC Students): January 17, 31, and February 21, 2017**

**Strengths:**

- Variety of course options for students
- Schedule of blocks and skinnies
- Great teachers—flexible, energetic, positive attitude, strong communication, phenomenal, care for student well-being, helpful
- Class sizes are good in many areas such as AP courses
- Honor and recognize student accomplishments
- Bar for students is set high and culture supports achieving high expectations
- Great number of co-curricular opportunities
- Clear expectations for graduation
- Good learning resources available for students—library, technology, etc.
- Open time is appreciated and valuable
- System supports students taking individual responsibility
- Teachers allow students to catch up on work
- Teacher’s lectures are understandable
- Students are unified

**Opportunities:**

- Concerns over using electronic versus hardcover books
- Lunch setting is too short, too crowded and food is not high quality
- Some class sizes are too large
- Need more college preparation courses such as AP
- Students should be more responsible for learning and behavior
- Technology is not high quality—equipment and WIFI
- Some departments, such as Art, are underfunded
- There is a lack of quality substitutes, specifically in long-term teacher absences
- Building security is lacking
- Need for more online courses
- Weighted grades should be considered for AP or other demanding courses
- Need longer passing times
- Final tests sometimes are scheduled on top of each other, creating stress for students
- Requirements for post-high school planning should be increased and Explore Life and Health courses should be in 11<sup>th</sup> and 12<sup>th</sup> grade
- Electives should have more offerings that build on each other
- Increase the number for world languages offered
- Grading practices need to be more consistent
- 9<sup>th</sup> grade students should be more physically merged into the rest of the building
- Need more tutor time
- More freedom and open lunch
- Rooms should be set aside for disruptive students

- More options for food program
- Desire multiple instructional methods
- Teachers at MHS didn't care as much and tended to group ALC students together as opposed to individuals
- Bathroom access

**Ideal Future:**

- More segregation between 9<sup>th</sup>/10<sup>th</sup> and 11<sup>th</sup>/12<sup>th</sup> regarding student responsibility, post-high school planning, and learning expectation
- More opportunities and flexibility for students with IEPs
- More class structured to prepare for college—AP, College in Classroom
- 1 to 1 initiative
- Increase the number of required credits for graduation
- Increase WIFI reliability
- Smaller class sizes
- More technical courses available for students
- Increase space in certain areas of the building—lunch area, commons, etc.
- More technology available for students
- Increase natural lighting across the building and specifically in the basement
- Find ways to connect students to the administration
- Make the high school more like college
- Either build a new high school or renovate the current one—security, natural light, locker rooms, more stairways, etc.
- There would be open lunch
- Teachers enjoy coming to work
- The reputation/stereotypes of ALC students would change
- Career classes, such as Work Seminar, would be offered
- In traditional high school, teachers would care about all students

**Staff Listening Sessions  
January 31 - February 7, 2017**

**Support Staff = 2 in Person and 5 via Survey**

**Strengths:**

- Strong SPED department—work with students and provide assistive technologies
- Students have a rich variety of classes and activities
- Vocation program is strong and provides great opportunities for students
- Kindness of staff
- Strong academics
- Diversity of the students
- Majority of teachers are very good

**Opportunities:**

- Need for more technology equipment
- Need consistent enforcement of school policies
- Safety and security is a concern
- Too much open time for students
- There are student attendance concerns
- Need for additional counselors—ratio is too high
- Growing mental health needs
- More secretarial support
- Space issues/challenges across the building
- Improvement of facilities i.e. locker rooms, storage areas
- Building communication needs to improve
- Consistent communication

**Ideal Future:**

- A more secure building
- 1 to 1 initiative
- More reliable technology
- Connected to 2-year colleges for work readiness and hands-on learning
- Updated facility

**Results: Stakeholder Group “Listening Tour”**

Three “Listening Tour” community input meetings were held on January 17, 31, and February 21, 2017.

- 37 community members participated in the meetings.

Community members were asked to respond to three prompts:

- What skills, knowledge, and attributes will be required of Moorhead High School graduates for them to be career, college, and community ready upon graduation by 2022?
- Describe specific ways that the school and community can partner to impact student learning.
- What kind of learning spaces [furniture, classroom space, auxiliary space, etc.] ready students for careers, college, or community?

The results of the sessions are as follows:

**Stakeholder Group I [8 Participants]: January 17, 2017****Prompt 1: What skills, knowledge, and attributes will be required of Moorhead High School graduates for them to be career, college, and community ready upon graduation by 2022?**

- Effective communication skills
- Critical thinking skills
- Problem solving [individually and collectively]
- Passion for learning
- Critical reading skills—the ability to comprehend and summarize
- Exposure to more variety of elective courses



- With more advanced technology, we need students to be aware of professional and appropriate use
- Preparing students by providing a liberal education training that opens the mind to how others think
- Encourage exploration and curiosity—get out of comfort zone and yet feel comfortable and confident enough to challenges fears and being “ok” with that
- Willingness to explore and travel outside of high school—lifelong
- Need to be coachable for employers and also be able to coach
- Interpersonal communication skills need to be strong
- Flexibility
- Ability to collect information, synthesize information, apply information and research

**Prompt 1–Big Ideas:**

- Liberal education
- Critical reading and thinking skills
- Fostering a passion for learning
- Effective communication skills
- Learning to be open to all forms of feedback

**Prompt 2: Describe specific ways that the school and community can partner to impact student learning.**

- Students into businesses
- Grow mentor program
- Students into technical school and college/university environment
- Pair students with business mentor to gain other perspectives
- Civic engagement
- Continue and expand opportunities such as CAN partnership
- Expand leadership partnership/course
- Provide more opportunities for student to take online courses when scheduling conflicts exist
- How do we tie work/real life work experiences into the school day
- Open avenues between community and schools, yet safe, secure and controlled
- Allow students access to community in specific specialties and have students become an asset to those businesses/partnerships
- All knowledge and those of specific areas always need to be renewed as knowledge is perishable—continual learning
- College students as mentors for our high school students

**Prompt 2–Big Ideas:**

- Open avenues between students and community
- Hands on
- Synthesis
- Broad range of experiences

**Prompt 3: What kind of learning spaces [furniture, classroom space, auxiliary space, etc.] ready students for careers, college, or community?**

- Flexible

- Overall flexible architecture
- Opportunities for the architecture to change over time and promote adaptation
- Avoid limitations that would “lock” instructors into certain ways/types of teaching/learning
- Non-traditional, seminar form good for AP
- Flexible seating for all levels
- Opportunities for curiosity, openness, listening—ways to give and get direction
- Achieve a sense of direction and refine it for our goals and objectives, which allows us to organize our outcomes
- Arts—allow space for studio and performing arts, there is a strong tradition in Moorhead—let’s keep it
- Contact—open avenues in and out of school setting, use technology
- Future growth—we can’t think small
- Casual access to technology—incorporate technology into daily life of school
- Create offline learning spaces
- Hands on
- Furniture that enables group work, collaborative conversations and debates
- Spaces that allow for quiet work—distraction free
- Promote wellness

**Prompt 3–Big Ideas:**

- Flexibility—in facility and thinking. Furniture and physical space that enables group work, quiet work and exploration
- Arts—allow space for visual and performing arts
- Growth—accommodate for growing community
- Online and offline learning spaces
- Contact—in and out of school setting [businesses, libraries, home, museums, etc.]

**Stakeholder Groups**

**Stakeholder Group II [10 Participants]: January 31, 2017**

**Prompt 1: What skills, knowledge, and attributes will be required of Moorhead High School graduates for them to be career, college, and community ready upon graduation by 2022?**

- Skills
  - Interpersonal
  - Communication [written and oral]
  - Systems thinking
  - Problem solving
  - Collaboration [teamwork]
  - Critical thinking
  - Leadership
  - Soft skills and hard skills [hands-on/real-life]
  - Resourceful
  - Independent
  - Conceptual learning versus memorization
  - Adaptability

- Open to perspectives
- Cultural competence
- Civic knowledge
- Discernment of information
- Healthy respect
- Champion’s attitude
- Knowledge
  - Technology—communication/information/cutting edge
  - Life skills—financial, parenting, socials
  - Knowledge of PSEO options—less focus on 4-year college
- Attributes
  - Empathy
  - Curiosity
  - Courage
  - Growth mindset
  - Resilience—GRIT
  - Self-awareness

**Prompt 1–Big Ideas:**

- Life skills—hard and soft skills
- Self-awareness—personal knowledge of self
- Collaboration—teamwork, communication & leadership
- Critical thinking—problem solving and discernment of information
- Growth mindset—resilience, curiosity, courage, grit & persistence
- Inclusiveness—empathy, cultural competence & healthy respect
- Citizenship—college, career, community & work ready

**Prompt 2: Describe specific ways that the school and community can partner to impact student learning.**

- YEA [Young Entrepreneurs Academy]
- Area business share expertise and provide genuine experiences [students and teachers]
- Job shadowing [credit generating—guest speakers, internships for teachers]
- Leadership skills
- Communication skills
- Life skills
- Partnership with Tri-College/Technical College
- Volunteer work
- Service organizations—leadership camp, link to high school courses
- Non-profits—access to human services
- Schools as a hub to access human services
- City/school partnerships—construction, housing, learning lab, Riverkeepers, Legacy Foundation and Science Labs
- Community financial support—taxes, referendums & levies

**Prompt 2–Big Ideas:**

- Experiential opportunities to develop skills [genuine & authentic]
- Financial support

- Intentional partnerships
  - Business
  - Service organizations
  - Local chambers
  - MBA
  - Higher education

**Prompt 3: What kind of learning spaces [furniture, classroom space, auxiliary space, etc.] ready students for careers, college, or community?**

- Furniture
  - Flexible seating/working—stand up desks, tables and chairs on wheels
  - Ability to group/regroup/rearrange
  - Flexible learning areas—allow many configurations
  - Whiteboards
- Equipment
  - Connectivity to communicate across/between groups and individuals
  - Electronic access to a variety of sources to research and share
- Community Space/Recreation Room—student lounge
- “Hy-brid” classes—students in class and working independently/office hours
  - Mirrors business model
- Office space for teacher collaboration
- Area for small group work [space and whiteboards]
- Workout areas [exercise equipment] for stress relief

**Prompt 3–Big Ideas:**

- Learning spaces
  - Flexible classroom configuration
  - Collaborative space—physical and virtual
  - Independent space—enclave and cubicle home
- Furnishings
  - Flexible seating/work space
  - Recording space [whiteboards]
  - Connectivity
- Community recreation space
- Teacher preparation and collaboration space

**Stakeholder Groups  
February 2017**

**Stakeholder Group III [20 Participants]:**

**Prompt 1: What skills, knowledge, and attributes will be required of Moorhead High School graduates for them to be career, college, and community ready upon graduation by 2022?**

- Technology at the forefront
- Communicate and empathy
- Relational skills
- Extra-curricular—art, theater, sports

- Cultural empathy
- Post-high school options—job coaching and mentoring
- Math and logic
- Freedom to fail—try hard things
- GRIT and respect
- Collaboration
- Creativity
- Critical thinking
- Written communication skills
- Initiative
- Self-awareness and confidence
- Self-regulated responsibility
- Volunteer—community engagement
- Public speaking
- Interviewing skills
- Ask questions
- Life-long learning
- Don't burn bridges/conflict resolution/relationships
- Ethics

**Prompt 1—Big Ideas:**

- Students need to learn to relate to themselves and others in an empathetic way.
- Students to think critically using math, logic, creativity and technology as appropriate.
- Students need to learn personal discipline, responsibility, and respect while having the freedom to fail.
- Students need to learn to communicate verbally, ask questions, and be curious in order to be a life-long learner.

**Prompt 2: Describe specific ways that the school and community can partner to impact student learning.**

- Nursing—CNA & healthcare careers
- Interest field trips—explore class and camps
- Career “Speed Dating” Day
- Student internships
- Employee of the Day
- Respect for non-4-year students
- Entrepreneurship skills [accounting, marketing, etc.]
- Mentorship
- Mandatory community service
- Life skills—banking, bills, credit rating, rental history, taxes, etc.
- PSEO at 4-year and 2-year schools
- Job search in high school
- Engage students in solving big questions and problems

**Prompt 2–Big Ideas:**

- Mentorship—student to student and community to student
- Career exploration
- Life skills—financial responsibility

**Prompt 3: What kind of learning spaces [furniture, classroom space, auxiliary space, etc.] ready students for careers, college, or community?**

- Conducive to teams/groups
- Technology capacity/interactive—face time video instruction
- Adaptable furniture
- Flexible open space
- Charging areas
- Learning hubs and kiosks
- Round tables to facilitate collaboration
- Facilitator/teacher can move around
- Lab and classrooms combined
- Comfortable chairs/furnishings/adjustable desks/standing options
- Natural light
- Good acoustic quality
- Storage—creative areas to change
- Current technology and equipment
- Online
- Smaller buildings
- Tech-free zone
- Extra-curricular spaces
- Sound and visual spaces—sensory
- Flipped classrooms
- Tables with screens/monitors
- Common/outdoor spaces
- Recreational spaces

**Prompt 3–Big Ideas:**

- Adaptable, adjustable, comfortable
- Collaborative/Teams
  - Within classrooms and between departments
- Outdoor, common, natural light, in/out
- Technology capacity to create engaging learning experiences
- Classroom/lab joined together in new ways

**Perception Survey of Moorhead High School**

The survey provided an opportunity for the school district’s residents to offer input on ideas that should be considered in the “Designing Moorhead High School’s 21<sup>st</sup> Century Academic/Instructional Program.”

A total of 378 school district residents completed the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

- 51.32% - 194 identified themselves as a parent,
- 10.58% - 40 identified themselves as a community member,
- 03.70% - 14 identified themselves as a business owner,
- 06.08% - 23 identified themselves as a student,
- 25.93% - 98 identified themselves as a staff member, and
- 02.38% - 9 identified themselves as "other."

### Summary of the Perception Survey of Moorhead High School’s 21<sup>st</sup> Century Academic/ Instructional Program

The first part of the survey included 16 statements of future high school effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- SD = Strongly Disagree,
- D = Disagree,
- A = Agree,
- SA = Strongly Agree, and
- DK = Don’t Know

The results of the survey are provided below:

	SD	D	A	SA	DK	Top 5	Total Respondents
High schools should partner with businesses, higher education, and the community to provide students with authentic, hands-on learning.	1.06% 4	2.13% 8	31.65% 119	64.89% 244	0.80% 3	28.46% 107	376
High schools should be organized into smaller learning communities that build personal and positive relationships between students and staff.	1.87% 7	6.40% 24	40.80% 153	44.53% 167	6.13% 23	20.53% 77	375
All students should be held to clear, high expectations, but each student follows a customized path that responds and adapts based on her/his individual learning progress, motivations, and goals.	0.80% 3	4.51% 17	35.01% 132	56.76% 214	2.39% 9	30.24% 114	377
Beginning in high school students should take a	2.67% 10	16.53% 62	42.40% 159	33.07% 124	4.80% 18	15.20% 57	375

	SD	D	A	SA	DK	Top 5	Total Respondents
focused course of study including mathematics, science, technology, communication, workplace skills, and career development.							
Each student should have a computer to research, complete class assignments and activities, and communicate with the teacher.	3.97% 15	13.23% 50	38.89% 147	39.95% 151	3.70% 14	14.29% 54	378
Technology should be fully integrated into the high school program in order for students to access reliable and accurate information.	2.39% 9	8.49% 32	37.93% 143	48.28% 182	2.12% 8	11.67% 44	377
All high school classrooms should be equipped with technology hardware and adequate internet connection to allow students to research, communicate, interact, present, and problem solve.	2.12% 8	4.24% 16	32.10% 121	59.95% 226	1.33% 5	20.95% 79	377
A STEM curriculum, based in integrating science, technology, engineering, and mathematics, should be a major focus of a quality high school.	5.84% 22	17.77% 67	44.83% 169	26.79% 101	4.77% 18	12.47% 47	377
High schools need to accommodate not only students' academic strengths and weaknesses, but also their interests.	1.60% 6	3.72% 14	43.62% 164	48.67% 183	2.13% 8	23.94% 90	376
High school students should be given opportunities to plan and organize, monitor their own work, and direct their own learning.	1.59% 6	13.00% 49	45.09% 170	35.81% 135	4.24% 16	10.88% 41	377
It will continue to be important for students to master academic standards in all areas of the curriculum.	2.40% 9	9.33% 35	42.67% 160	42.40% 159	3.73% 14	13.33% 50	375



	SD	D	A	SA	DK	Top 5	Total Respondents
Classroom instruction should focus on developing critical thinking and problem-solving in all students.	1.33% 5	1.33% 5	28.53% 107	66.13% 248	2.13% 8	31.20% 117	375
Learning spaces need to be flexible and adaptable.	1.60% 6	5.61% 21	39.57% 148	48.40% 181	4.55% 17	11.76% 44	374
Furniture and physical space should enable a variety of instructional formats including large group, small group, quiet work, and exploration.	1.60% 6	4.80% 18	42.40% 159	46.13% 173	5.07% 19	13.33% 50	375
Facilities need to be comprehensive in meeting academic, fine arts, co-curricular, and community needs.	2.15% 8	4.30% 16	32.53% 121	56.72% 211	3.49% 13	22.58% 84	372
High schools should be configured to design and boost student creativity.	1.34% 5	8.02% 30	43.85% 164	42.25% 158	3.21% 12	11.50% 43	374
High school facilities need to be safe, secure, and well-maintained.	0.80% 3	0.53% 2	14.93% 56	78.67% 295	4.27% 16	36.80% 138	375

In addition, survey takers were asked to identify the five statements that reflect the top priorities for the future educational program for Moorhead High School. The top five are as follows:

- 1) High school facilities need to be safe, secure, and well-maintained.
- 2) Classroom instruction should focus on developing critical thinking and problem-solving in all students.
- 3) All students should be held to clear, high expectations, but each student follows a customized path that responds and adapts based on her/his individual learning progress, motivations, and goals.
- 4) High schools should partner with businesses, higher education, and the community to provide students with authentic, hands-on learning.
- 5) High schools need to accommodate not only students' academic strengths and weaknesses, but also their interests.

The second part of the survey asked respondents to identify the skills, knowledge, and attributes required of Moorhead High School graduates for them to be career, college, and community ready upon graduation. A list of sixteen items was presented, and survey participants were asked to identify the five most important from the list. The results are:

Answer Choices	Responses
Effective Communication Skills (Written, Oral, and Interpersonal)	<b>83.55%</b> 315
Problem Solving	<b>57.03%</b> 215
Critical Thinking/Discernment of Information	<b>61.54%</b> 232
Creativity	<b>20.95%</b> 79
Flexibility/Adaptability	<b>31.03%</b> 117
Collaboration/Teamwork Skills	<b>44.30%</b> 167
Judgment and Decision Making	<b>30.50%</b> 115
Global Competence	<b>9.02%</b> 34
Systems Thinking	<b>1.86%</b> 7
Inclusiveness/Empathy	<b>14.59%</b> 55
Curiosity	<b>10.88%</b> 41
Resilience/Perseverance (Growth Mindset)	<b>32.89%</b> 124
Self-Awareness or Self-Direction	<b>30.50%</b> 115
Leadership/People Management	<b>10.88%</b> 41
Life Skills (Financial, etc.)	<b>57.29%</b> 216
Content Mastery	<b>3.71%</b> 14

The top five skills, attributes, and abilities are:

- 1) Effective Communication Skills (Written, Oral, and Interpersonal)
- 2) Critical Thinking/Discernment of Information
- 3) Life Skills (Financial, etc.)
- 4) Problem Solving
- 5) Collaboration/Teamwork Skills



*Where Minnesota School Boards Learn to Lead*

### Site Visit “Big Ideas”

April 25-26, 2017

#### General Findings:

- Flexible design features – facility, classrooms, work spaces, furniture, common student spaces, etc.
- Career Pathways or Academies for Students for college, career, and community readiness
- Partnerships – Partner with local businesses for authentic learning experiences
- Smaller learning communities that promote connections
- Updated technology for staff and students
- Flexible scheduling options for students and staff
- Building security and a welcoming building
- “Buy-in” from all stakeholders for new options and related costs
- Student ownership for their learning
- Different approaches to instruction/learning: project/problem-based, individualized, personalized

#### Alexandria

- Their school store is run by their Business Academy.
- They run a “Cardinal Café” two Fridays per month as a part of their Culinary Arts Academy.
- They have an “Experiential Ladder” as a part of their career exploration focus:
  1. 9<sup>th</sup> Grade – High School Readiness and Career Exposure
  2. 10<sup>th</sup> Grade – Academy “Field Experiences” – finding out about career options
  3. 11<sup>th</sup> Grade – Job Shadowing
  4. 12<sup>th</sup> Grade – CAPS Project and Career Internships – note the CAPS program is an opportunity for real-life and authentic learning opportunities in their Career Academies
- The Alexandria EDA partners with the school district to hire a person to coordinate business and industry involvement in the school.
- Their Building Trades and Auto programs are moving into their maintenance garage.
- They have a number of interdisciplinary options – physics in manufacturing, chemistry in culinary arts, geometry in building trades.
- Their six “drivers” are:
  1. Flexibility
  2. Technology
  3. Collaboration
  4. Small Learning Communities – Academies
  5. Community Partnerships
  6. Relationships

## **Chanhasen**

- They have a number of interesting concepts: flex time, eliminating most substitutes, student choice, and peer tutoring.
- They have a QUAD Program for 9<sup>th</sup>-graders: connected small learning communities, intentional and flexible use of time, strong interdepartmental communication, and collaboration between staff and between students.
- They have a Peer Tutor Center called “The Garage.” Tutors post their area of specialty and availability by period of the day. Tutors receive credit.
- They have a system to track students who are “flexing in to certain areas of the building.”
- They have student ambassadors who lead tours of the building and serve as a sort of “Principal’s Advisory Team,” meeting with area business/industry/community groups.
- Their five drivers are:
  - Are we preparing our students for college, careers, and life?
  - Are we teaching 21<sup>st</sup>-Century skills?
  - Are we giving students “authentic” learning experiences?
  - Are we allowing students to “learn, unlearn, and re-learn” based on the choices they make?
  - Are we teaching students how to have a “growth mindset?”

## **Burnsville**

- A key is to have students graduate with “a plan and a purpose.”
- They have partnerships with businesses, industries, and health care to provide options within the school for real-world learning; for example, Geek Squad/Best Buy; Walser Auto/Mechanics; Hospitals/CAN; Firefly Credit/Business & Marketing.
- They subscribe to the “Handicapped Curb Cut Philosophy” – i.e., it doesn’t matter what your philosophy is about students being successful if you don’t have curb cuts in place to make that success happen.
- They ring a lot of people into the building to help students find “their passions.”
- Their drivers are future-ready skills:
  - Applied knowledge – authentic learning
  - Effective relationships
  - Workplace skills
  - Students engaged in their learning