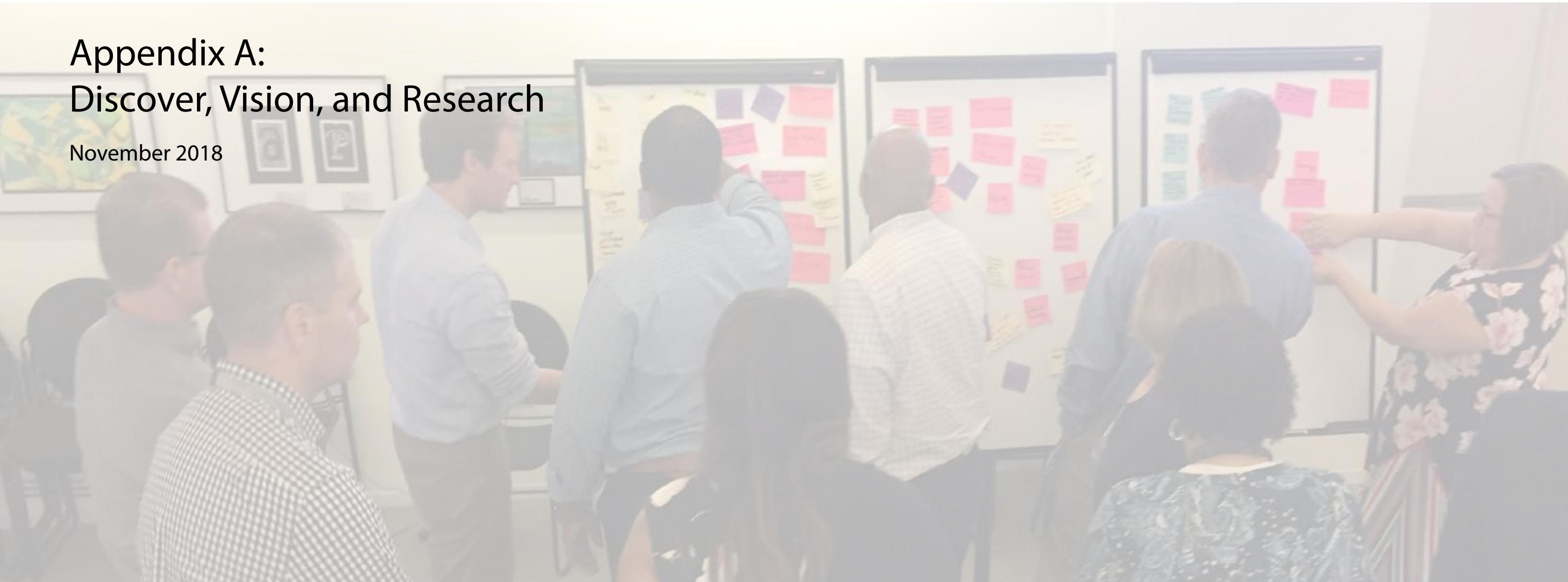The High School Project:
Inspiring a Future for Alexandria

Appendix A:
Discover, Vision, and Research

November 2018

Table of Contents

Introduction

Stantec and Fielding Nair International (FNI) have been commissioned as an integrated design team of architects, planners and educators to help define and inspire the future high school experience for Alexandria City Public Schools (ACPS).

As part of an effort to address capacity issues and enrollment growth, ACPS sees an opportunity to assess the skills that students will need to be successful in the future workforce, to anticipate the business needs of Alexandria, the D.C. metro area and beyond, and to create programming that will best prepare students to be thoughtful and successful citizens in today's global world.

The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research

Phase I | Discover

The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research

1 Process

During the Discover phase, the Design Team engaged ACPS stakeholders in a series of workshops to identify context surrounding the project and establish Guiding Principles for Learning to drive the planning effort.

The team compiled research around best practices and educational options from high schools around the country to help ACPS make an informed decision about the future high school experience in Alexandria.

The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research

Process

Discovery Visit

WORKSHOP DESCRIPTION

The Discovery Visit provided time and space for ACPS stakeholders to come together and provide a preliminary vision into what they saw as the future for the high school experience in Alexandria. Participants discussed what they felt was most important about the process and the project and gave insight into what makes the Alexandria community unique.

Process
School Tours

DESCRIPTION

Led by ACPS stakeholders, the Design Team visited the ACPS high school facilities including the T.C. Williams King Street campus, Minnie Howard campus, Satellite campus and Chance for Change Academy. The team also visited George Washington Middle School. Touring the existing learning spaces added to the contextual understanding of the high school experience now to help as the team begins to imagine the experience for the future.

Process

Designing Guiding Principles for High School Learning
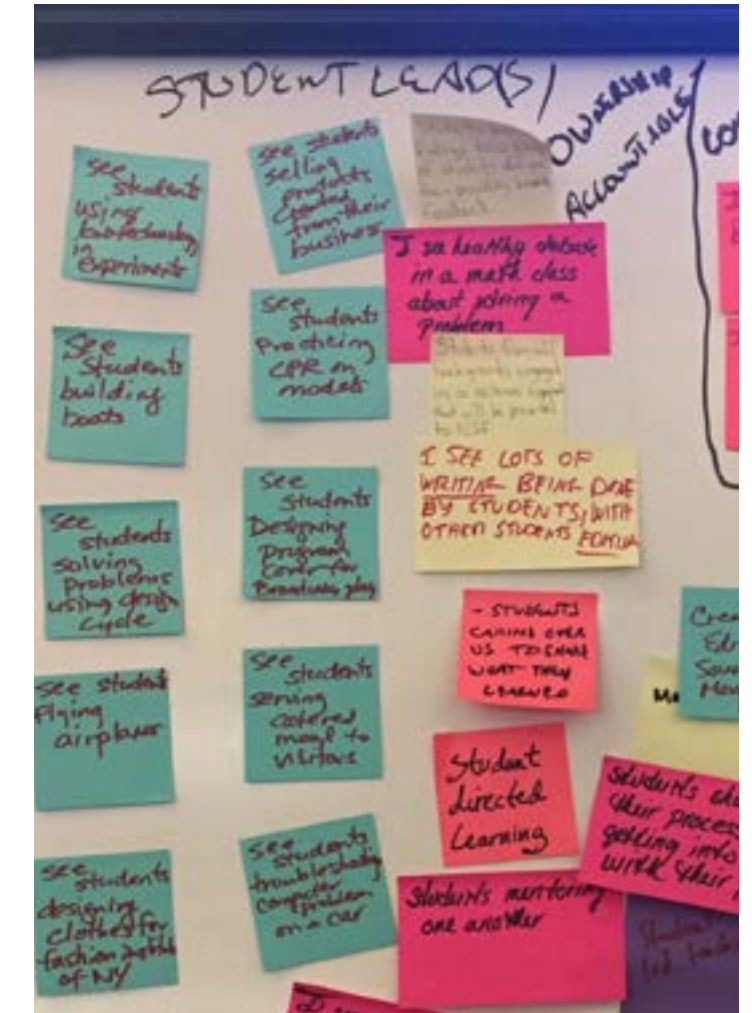
WORKSHOP DESCRIPTION

In this session, ACPS stakeholders worked together to express a shared understanding of the qualities they believe make for profound learning in the form of a short list of terms and definitions known as Guiding Principles for High School Learning.

GUIDING QUESTIONS

- What experiences, methods and practices represent our shared beliefs about what makes for great learning?
- What principles for learning will guide us as we prepare all ACPS learners for the future?

OBJECTIVE

- Articulate a Theory of Learning expressed by 6 - 8 Guiding Principles.

Process
Planning Drivers from Context

WORKSHOP DESCRIPTION

This session leveraged the experience of a diverse group of ACPS stakeholders to unpack the relevant and influential facts (e.g. programmatic, enrollment growth, cultural & historic) that need to be considered in the planning process. Participants worked together to identify and organize the facts, establish why they matter, and imagine new possibilities and opportunities to be considered for the future. This effort resulted in Planning Drivers that will inform the next phase of planning work.

GUIDING QUESTION

- What conditions must be considered as we work to plan the future of high school learning at ACPS?

OBJECTIVES

- Arrive at a shared understanding of contextual factors that should inform the planning work moving forward.
- Imagine "what could be" and discover opportunities inspired by context and established Planning Drivers.

2 Vision for Learning

ACPS Leaders worked with the design team to articulate their **Vision for Learning** through a series of **Guiding Principles for High School Learning.**

Guiding Principles for High School Learning express the ACPS stakeholders' shared values and provide coherent and cohesive building blocks—pedagogical DNA—to educators. These principles will be used to inform the work envisioning a contemporary high school learning experience.

The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research

Vision for Learning

ACPS Stakeholders | Guiding Principles for High School Learning

Guiding Principles for High School Learning express the ACPS stakeholders' shared values and provide coherent and cohesive building blocks—pedagogical DNA— to educators. These principles will be used to inform the work envisioning a contemporary high school learning experience.

RELATIONSHIPS
Are the foundation of great learning

- Relationships rich in diversity of thought, cultural, and life experiences strengthens our communities and the learning experience.
- Powerful learning happens when the learner feels a sense of belonging and mattering to their communities.

LEARNERS ARE LEADERS & OWNERS
of their own learning experience

- Powerful learning happens when the learner takes on the central role of leading his or her own learning experience.

COMMUNITY IS AN AUTHENTIC CONTEXT FOR LEARNING

- Meaningful and deep learning happens when learners are given the opportunities to contribute to their communities.
- Powerful learning happens when learners have global or international context to develop their understandings and social competencies.

EXPERIENTIAL LEARNING
Or learning by doing

- Learning happens when the learner is active and engaged.
- By learning through experience, learners build their understandings of the world.

LEARNING AS APPRENTICE TEACHER AS MENTOR & FACILITATOR

- Foundational to learning is the relationship between apprentice and master learner.
- When adults serve as guides and mentors, learners are empowered to be leaders of their learning.

Vision for Learning

Key Ideas & Planning Drivers | Aspirations from Context

Planning drivers are aspirational drivers and respond to contextual, relevant, and influential factors that will guide the planning process.

CONTEXT [THE WHY]	→	KEY IDEA / PLANNING DRIVER [ASPIRATION]	=	DEFINITION [WHAT IT LOOKS LIKE]
• Over-capacity restricts equitable program access. • Over-capacity has led to explicit and implicit competitive measures which limit program access. • Inadequate space at T.C. Williams restricts the development of new programs aligned to desired 21st Century learning experiences.		**ACCESS FOR ALL**		• A rich ACPS high school experience provides every student with access to powerful, authentic learning opportunities regardless of race, ethnicity, prior experience, housing location, or academic trajectory. Students are architects of their high school pathway by selecting from a variety of programs they find personally relevant and meaningful today and for their futures.
• Currently, the T.C. Williams facility is over capacity by 5% and is expected to increase by more than 1000 students in 5 years. • T.C. Williams is exceptional, even by large high school standards. To implement a personalized learning experience where all students are truly known would be extraordinarily challenging.		**REDUCE OVER-CAPACITY AT T.C. WILLIAMS MAIN CAMPUS AND 9TH GRADE CAMPUS AND PLAN FOR INCREASED ENROLLMENT**		• The daily and hourly student population of both T.C. Williams campuses will be reduced by distributing students over a broader array of high impact program centers in Alexandria.

Vision for Learning

Key Ideas & Planning Drivers | Aspirations from Context

CONTEST [THE WHY]	→	KEY IDEA / PLANNING DRIVER [ASPIRATION]	=	DEFINITION [WHAT IT LOOKS LIKE]
• T.C. Titans brand honors and leverages the school's place in the community and reduces the chances of re-segregation.		**BUILDING OFF OF TITANS BRAND**		• Brand new satellite programs with T.C. brand
• To enhance a student's high school experience requires significant partner organizations to provide internship and mentoring opportunities. • To leverage Alexandria's immediate location and proximity to Washington, D.C. and the wealth of opportunities that presents.		**NEW PARTNERSHIPS WITH CIVIC, COMMUNITY, AND BUSINESS ORGANIZATIONS**		• Partnerships with civic, community, and business organizations throughout the greater Alexandria area will be crafted to provide experiential learning opportunities for all high school students.
• To enhance a student's high school experience requires new programs and partnerships based on 21st century economic and global issues.		**DEVELOP THEME-BASED EXPERIENTIAL LEARNING CENTERS**		• Experiential Learning Centers (temporary) provide a strong platform for satellite program design and pathways — e.g. Business Entrepreneur Incubator, Environmental Services, Law Justice, iSTEAM, and Global Action

Vision for Learning

Key Ideas & Planning Drivers | Aspirations from Context

CONTEXT [THE WHY]	KEY IDEA / PLANNING DRIVER [ASPIRATION]	DEFINITION [WHAT IT LOOKS LIKE]
• ACPS should celebrate and leverage its unique and diverse student population for learning.	**ENHANCE THE OPPORTUNITY FOR STUDENTS FROM DIFFERENT BACKGROUNDS TO LEARN FROM EACH OTHER AND TOGETHER**	• New program design shall enable access for students from a wide variety of backgrounds. Systems, transportation infrastructure, policy, program location, and other master plan solutions will remove additional barriers to participation.
• Fostering learner self-direction and self-activation leads to greater learning and 21st century skills.	**PROGRAMS THAT EMPOWER THE LEARNER**	• New programs will empower the learner to be an active leader in the learning process. The role of the teacher serving as master learner and mentor will guide the learner with structured and scaffolded experiences while providing ongoing relevant feedback.
• Experience shows that students in large high schools benefit from participation in smaller sub-communities that are more personal and supportive of students.	**OFFER A VARIETY OF SCALES FOR THE HIGH SCHOOL EXPERIENCE THROUGH PATHWAYS, ACADEMIES, LEARNING COMMUNITIES, AND SPECIALTY HIGH SCHOOL CENTERS**	• Create learning experiences where every student is known. • Incorporate smaller scale communities for the learning experience.

The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research

Vision for Learning
Emerging Educational Vision

Based on this foundational work, three distinct values began to emerge in describing the ACPS Educational Vision. These values are based on research into the Future of High School Learning, global and regional context, Alexandria's unique qualities, ACPS stakeholder input, and community engagement.

COMMUNITY CONNECTED

Supporting Data:
- Community is an authentic context for great learning
- Alexandria's unique location offers an abundance of local resources
- Internship & apprenticeship opportunities are desired and available

What this looks like:
- Community partnerships
- Common culture
- Integration with municipal — resources & vision
- Titan identity / one High School
- Community as a network of opportunities
- Opportunity for a broad spectrum of interests
- (Enhance) hybrid learning

Program Concepts:
- Alexandria Community as a Classroom
- Public & Human Services
- Medical & Healthcare

DIVERSITY as STRENGTH

Supporting Data:
- Alexandria's diverse student population is an asset in a global context for learning
- Proximity to Washington D.C. provides opportunities
- Students desire more choice of programs & learning experiences
- The future high school experience should be diverse & inclusive

What this looks like:
- Diversity across all sectors of learners & educators
- Access for All
- D.C.-area / federal resources as a source of learning
- Personalization
- Foundation of relationships
- Opportunity regardless of economic / cultural background
- (Enhance) hybrid learning

Program Concepts:
- Global Studies
- Dual Language
- Public & Human Services
- Medical & Healthcare

EXPERIENTIAL LEARNING

Supporting Data:
- Real-world, authentic learning experiences are in high demand by students, parents, and community leaders
- Complex problem solving, critical thinking, and creativity skills are a top priority for the changing world
- Thematic-based learning centers are increasing in popularity throughout the country

What this looks like:
- Diversity across all sectors of choice in learning path (personalization)
- Community / profession-based learning experience
- Opportunity independent of home location
- Adaptability over time
- CTE
- (Enhance) hybrid learning

Program Concepts:
- STEM / STEAM Design
- Technology & Creativity
- BioSciences / BioMedical
- Engineering
- Business / Technology / Media
- Arts

Framing the Challenge & Identifying the Opportunities

ACPS must expand high school capacity and simultaneously seek to expand learning opportunities and experiences, providing optimal and equitable learning environments for all students.

3 Research

Alexandria City Public Schools requested "a nation-wide review of high school expansion models pursued and/or implemented by school divisions or districts with similar or relevant demographics, anticipated enrollment growth issues, controversial political environments, and a highly engaged community. The size of the division or district and urban-suburban environment should also be considered."

FNI conducted a national scan of high school expansion models during the summer and fall of 2018. This research was informed by ACPS's emerging educational vision for learning, the ACPS context, the Virginia Profile of a Graduate, Alexandria's proximity to the vibrant D.C. Metro Region, and global economics and learning.

Concurrently, FNI and Stantec conducted workshops with ACPS stakeholders and key staff. Through these workshops and further consultation with the ACPS Core Team, Guiding Principles for High School Learning and Key Ideas & Planning Drivers were identified. These principles and drivers then informed the research in selecting schools and school districts that best align with ACPS's needs and emerging vision.

In the fall, early community engagement with students, high school staff, and community and business partners further shaped the vision for the Future of High School Learning in Alexandria and influenced the selection of the exemplar models.

FNI identified and selected 18 exemplar schools. From this set, FNI identified emergent Trends in Contemporary High School Learning to inform the vision for the Future of High School Learning. These educational trends emphasize 21st century skills such as complex problem solving, critical thinking, and creativity that ACPS students will need for future success.

Research
Trends in Contemporary High School Learning

Out-of-Building Learning Experiences:

Off-campus field studies, internships, apprenticeships

Pictured: The Metropolitan Regional Career and Technical High School ("The Met"), Providence, RI

Authentic and Experiential Learning:

Project-Based learning, community connections

Pictured: Crosstown High School, Memphis, TN

Personalized Learning & Pathways:

High degree of student voice and choice throughout learning process

Pictured: Albemarle County Public Schools, Charlottesville, VA

Hybrid Learning:

Virtual and face-to-face individualized learning programs

Pictured: T.C. Satellite Campus Faculty, Alexandria City Public Schools

Thematic Career-based Learning Centers:

Purpose-built facilities for interdisciplinary studies in industry themes — e.g. Business, Medical Sciences, Design and Engineering, Human Service Professions, and STEM

Pictured: Center for Advanced Professional Studies (CAPS), Overland Park, KS

Global Studies and World Languages

Pictured: Academy of Global Studies (AGS), Cincinnati, OH

Research

Options to Expand High School Programming

1 Expanding the Existing High School Campus

Districts that met growing high school capacity needs through expansion of the existing high school campus

2 Add Additional Comprehensive High School(s)

Districts that met growing high school capacity needs through creation of a second or more comprehensive high school(s)

3 Create Off-site Specialty Programs

a. Districts that met growing high school capacity needs not through a high school, but instead through the creation of one or more specialty satellite programs or high school centers that draw students out of the high school either part-time or full-time for specialized programs that meet their needs

b. Case studies of specialty satellite schools or high school centers that districts developed not for reasons of growing student population, but for providing students with options for a richer high school experience

Research
Exemplar Profiles At-A-Glance [Matrix]

The following matrix serves as an index of the exemplars included in this report and identifies the ACPS-relevant Key Ideas & Planning Drivers they address.

EXEMPLAR	ACCESS FOR ALL	REDUCE OVER-CAPACITY	BUILD T.C. BRAND RECOGNITION	PARTNERSHIPS	EXPERIENTIAL LEARNING CENTERS	LEVERAGE DIVERSITY	EMPOWER THE LEARNER	PERSONALIZE THE HS EXPERIENCE
ACADEMY OF GLOBAL STUDIES	●			●	●	●	●	●
ALBEMARLE COUNTY PUBLIC SCHOOLS	●	●		●	●		●	●
CENTER FOR ADVANCED PROFESSIONAL STUDIES (CAPS)	●	●		●	●		●	
CAST TECH	●			●	●	●	●	●
CROSSTOWN HIGH SCHOOL	●			●	●	●	●	●
DESIGN TECH HIGH SCHOOL	●			●	●		●	●
EAST KAPOLEI HIGH SCHOOL	●	●		●	●	●	●	
HIGH TECH HIGH	●			●	●		●	●
IGNITE INSTITUTE	●			●	●		●	
MANOR INDEPENDENT SCHOOL DISTRICT	●	●	●	●	●	●	●	●
THE MET HIGH SCHOOL	●			●	●	●	●	●
NAPA VALLEY UNIFIED SCHOOL DISTRICT	●	●	●	●	●		●	
NEW TECH @ COPPELL	●	●			●		●	●
PLANO INDEPENDENT SCHOOL DISTRICT	●	●		●	●		●	●
XQ SUPER SCHOOLS	●			●	●	●	●	●

Research Methodology

Model 1:

Expanding the Existing High School Campus

Districts that met growing high school capacity needs through expansion of the existing high school campus.

The research found many medium and large, highly diverse districts with high schools of T.C.'s size. However, it did not find districts with schools of T.C.'s size that expanded their current building by 1000 students beyond a nearly 4000 student capacity. This likely creates too large a school to keep one high school identity, and would not be very flexible to future programmatic demands.

Research Methodology

Model 2:
Additional Comprehensive High School(s)

Districts that met growing high school capacity needs through creation of a second or more comprehensive high school.

The research provides 2 exemplars where highly diverse urban school districts developed a second or additional high school designed to support students to acquire the skill sets of the future:

1. Napa Valley Unified School District - American Canyon High School, Napa, CA

2. East Kapolei High School, West Oahu, HI

Exemplar Profiles
American Canyon High School | Napa, CA

SCHOOL & DISTRICT DATA
- **Napa Valley Unified School District**, Napa, CA
- 18,151 students in district, approx. 6000 high school students
- 3 HS, 1 Specialty Learning Center
- Urban/Diverse
- **American Canyon High School**, 1557 students

RELEVANT KEY IDEAS & PLANNING DRIVERS
- Project-Based Learning
- Relationships and Personalization
- 21st Century Teaching and Learning
- Integrated, Interdisciplinary Curriculum
- Internships and Dual Enrollment
- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES
- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

In 2010 the Napa Valley Unified School District launched a third comprehensive high school in its fast-growing southern region of American Canyon, American Canyon High School (ACHS). ACHS reached 1551 students in 2014-2015 and relieved overcrowding in the district's two large comprehensive high schools, Napa High School and Vintage High School.

ACHS was designed by district planners for a student experience based on the district's New Technology High School (NTHS) model (see slide 26), a specialty learning center featuring Project-Based learning and integrated, interdisciplinary curriculum. NTHS, launched in 1996, is today the model for a network of close to 200 new schools nationally.

ACHS is a leader in innovative instructional practice and 21st century teaching and learning and provides students with a 21st century learning environment centered on its core values of Relationships, Relevance, and Achievement. Students work in a one-to-one laptop computing environment that centers on Project-Based learning as the framework for integrated and collaborative learning for all students. ACHS staff places a high value on fostering positive student relationships that personalize the learning environment for individual students and promotes success for all.
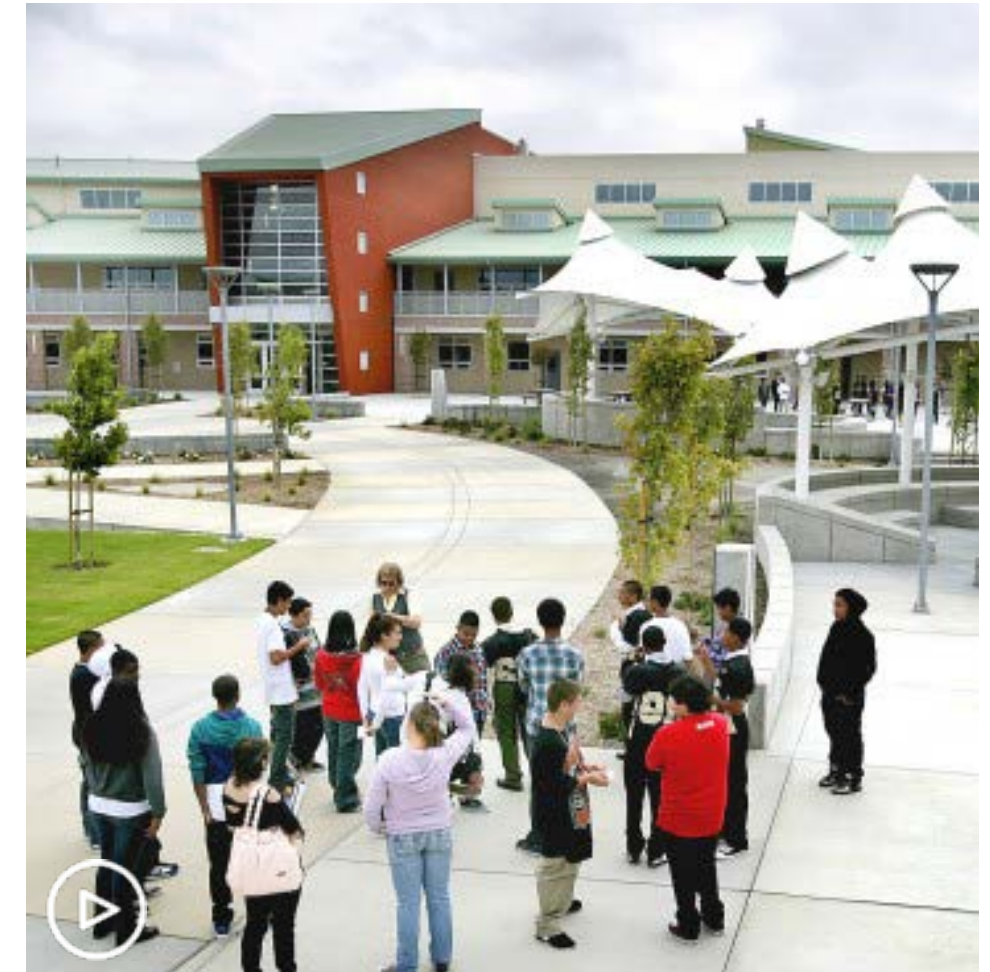
American Canyon High School

RESOURCE LINKS
American Canyon High School CTE promo

American Canyon High School Student Exhibitions

Virtual video tour of American Canyon High School by Quattrochi Kwok Architects

ACHS: Who We Are and Where We're Going

Napa New Technology High School web profile

East Kapolei High School | West Oahu, Hawaii

Hawaii State Department of Education

SCHOOL & DISTRICT DATA

- **Hawaii State Department of Education**
- Urban/Suburban/Diverse
- Students (District): 49,000
- **Cambell-Kapolei Complex**: 7,427 students, Campbell HS (3,110), Kapolei HS (2,035)

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Leverage Diversity
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Substantial growth is projected over the next ten years for the Campbell-Kapolei Complex, West Oahu, Hawaii. The two current comprehensive high schools, Campbell High School (3,110) and Kapolei High School (2,035), are at capacity, or above and growing. A new high school is needed in East Kapolei, requiring 1,600 seats in 5 years and 3,200 in 10 years, to be developed in phases.

The Hawaii State Department of Education convened education leaders and teachers from the Campbell-Kapolei Complex in early 2017 to envision and develop plans for a new high school.

Based on a 21st century vision of teaching and learning, the Hawaii DOE is proposing to the state legislature a new, innovative high school based on **I Labs**: Interdisciplinary Integrated Labs. In this model, specialty labs that support the Hawaii strategic vision for Career Technology Education are distributed across the campus and integrated into interdisciplinary small learning communities. The specialized labs are organized based on themes, allowing multiple academies to share labs, and multiple academies to form "colleges." Students in this model would spend most of their day in their learning community, and the labs would be more academic- and simulation-based.

East Kapolei High School

RESOURCE LINKS

Update on the DOE's Status on Need and Potential Locations for an East Kapolei High School

Governor Ige releases $5 million for design of new West Oahu high school

Bursting at the Seams: Skyrocketing Enrollment Crowds Campbell High Classrooms

Research Methodology

Model 3a:

Specialty Programs (directly address capacity)

Districts that met growing high school capacity needs not through a high school, but instead through creation of one or more specialty satellite programs or high school centers that draw students out of the high school either part-time or full-time for specialized programs that meet their needs.

The research provides 6 exemplars where urban and urban-suburban school districts—several of them highly diverse—chose to increase high school capacity not through a second high school, but instead by developing specialty satellite programs or high school centers designed to support students to acquire the skill sets of the future:

1. **New Technology High School, Napa, CA**
2. **Plano ISD Academy High School, Plano, TX**
3. **High School Centers, Albemarle County Public Schools, VA**
4. **Manor New Technology High School, Manor, TX**
5. **New Technology High School @ Coppell, Coppell, TX**
6. **Center for Advanced Professional Studies (CAPS), Blue Valley Schools, Overland Park, KS**

Exemplar Profiles
New Technology High School | Napa, CA

SCHOOL & DISTRICT DATA

- **Napa Valley Unified School District**, Napa, CA
- 18,151 students in district, approx. 6000 high school students
- 3 HS, 1 Specialty Learning Center
- Urban/Diverse
- **New Technology High School**, 400 students

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Project-Based Learning
- Relationships and Personalization
- 21st Century Teaching and Learning
- Integrated, Interdisciplinary Curriculum
- Internships and Dual Enrollment
- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

While the Napa Valley Unified School District projects a small decline in enrollment going forward, from 18,151 students now to 17,786 by 2025-2026, the district experienced growing enrollment in the prior 20 years and a need for additional high school capacity.

In 1996, a school district-business community planning committee launched the innovative New Technology High School, a small high school and specialty learning center for 400 students. New Tech HS, featuring Project-Based learning, innovative technology, authentic assessment, and internships, was recognized early on as one of the most innovative schools in the nation, the first California Digital School, a New American High School (US DOE), and as a national model secondary school by the International Center for Leadership in Education (ICLE). Napa's NTHS became the model for a network of close to 200 new schools nationally, the New Tech Network.

In 2010 the district launched a third comprehensive high school in its fast-growing southern region, American Canyon High School (ACHS). ACHS (see slide 23) was designed by district planners for a student experience based on the New Tech HS model. ACHS relieved overcrowding in the district's two large comprehensive high schools, Napa High School and Vintage High School.
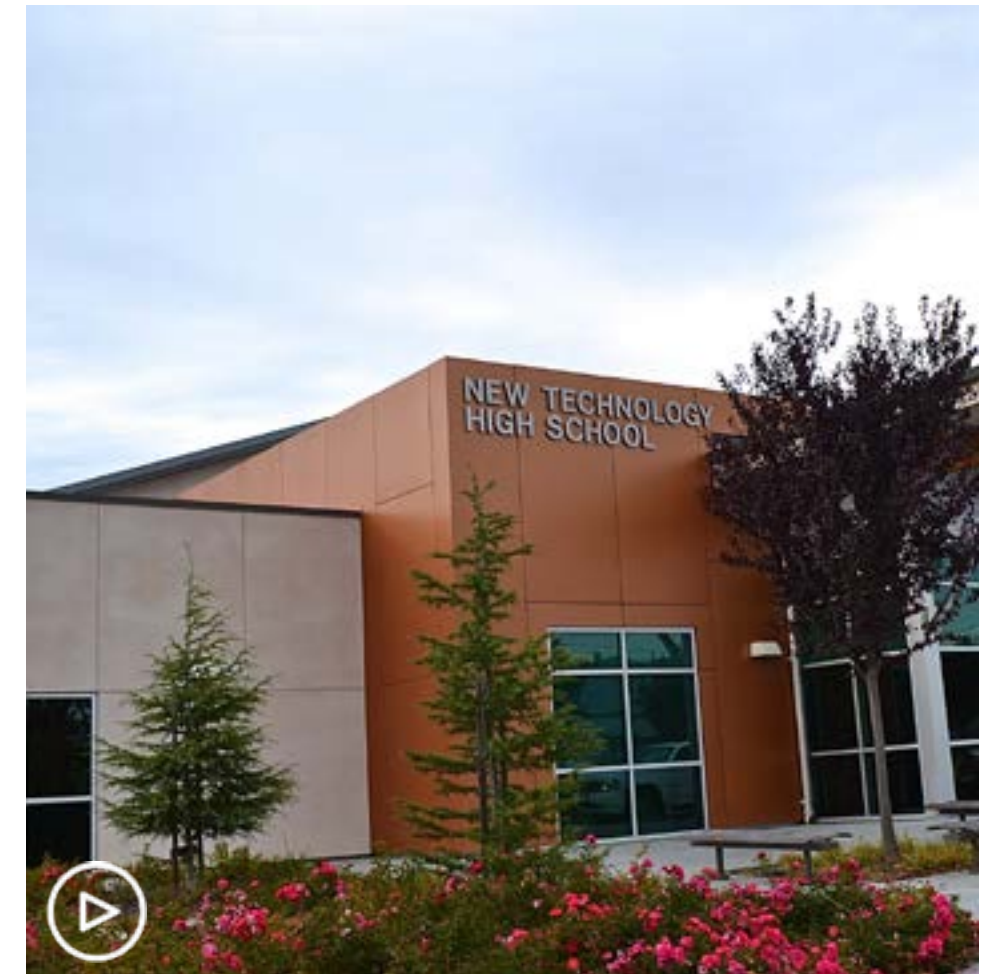
Innovating for Student Success

RESOURCE LINKS

Innovating for Student Success at New Tech HS

Project-Based Learning, 21st Century Skills, and Assessment at Napa New Technology High School (June, 2009), 3 Videos by Pearson Foundation

Napa New Technology High School web profile

ACHS: Who We Are and Where We're Going

New Tech Network

Exemplar Profiles
Plano ISD Academy High School | Plano, TX

SCHOOL & DISTRICT DATA

- **Plano Independent School District**
- Urban/Suburban
- Students: 53,962; HS Students: 16,670
- High Schools: (6) Grade 9-10 schools, (3) 11-12 schools, (1) Academy HS, (1) Special Program center
- **Plano ISD Academy HS**: 455 students

💡 RELEVANT KEY IDEAS & PLANNING DRIVERS

- STEAM, Interdisciplinary, and Project-Based Learning
- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Plano, TX, is located approximately twenty miles north of downtown Dallas. Plano ISD is the 77th-largest school district in the United States by enrollment (54,689 students in Fall 2010).

During 2010-2011, the Visioning Committee of 55 education stakeholders (parents, business leaders, community leaders, educators, etc.) met monthly to develop the vision for the new Academy. Texas Instruments, Huawei, and other companies endowed the new school, which launched in 2013. The Academy's first graduating class graduated in the spring of 2016.

Plano ISD Academy High School is a STEAM, interdisciplinary, and Project-Based learning high school. The school serves students from grades 9-12. This school uses a lottery selection process to draw eighth graders from various middle schools. The school offers collaborative team projects, more STEAM classes, and the ability to attend classes without structured class periods. This school is one of the three Academy Programs in Plano ISD.

In the summer of 2013, the PISD renovated the building into a creative learning school with an open floor plan and classrooms that are dubbed Learning Spaces. There are three science labs, a fabrication lab, three presentation rooms, a library, and conference rooms.
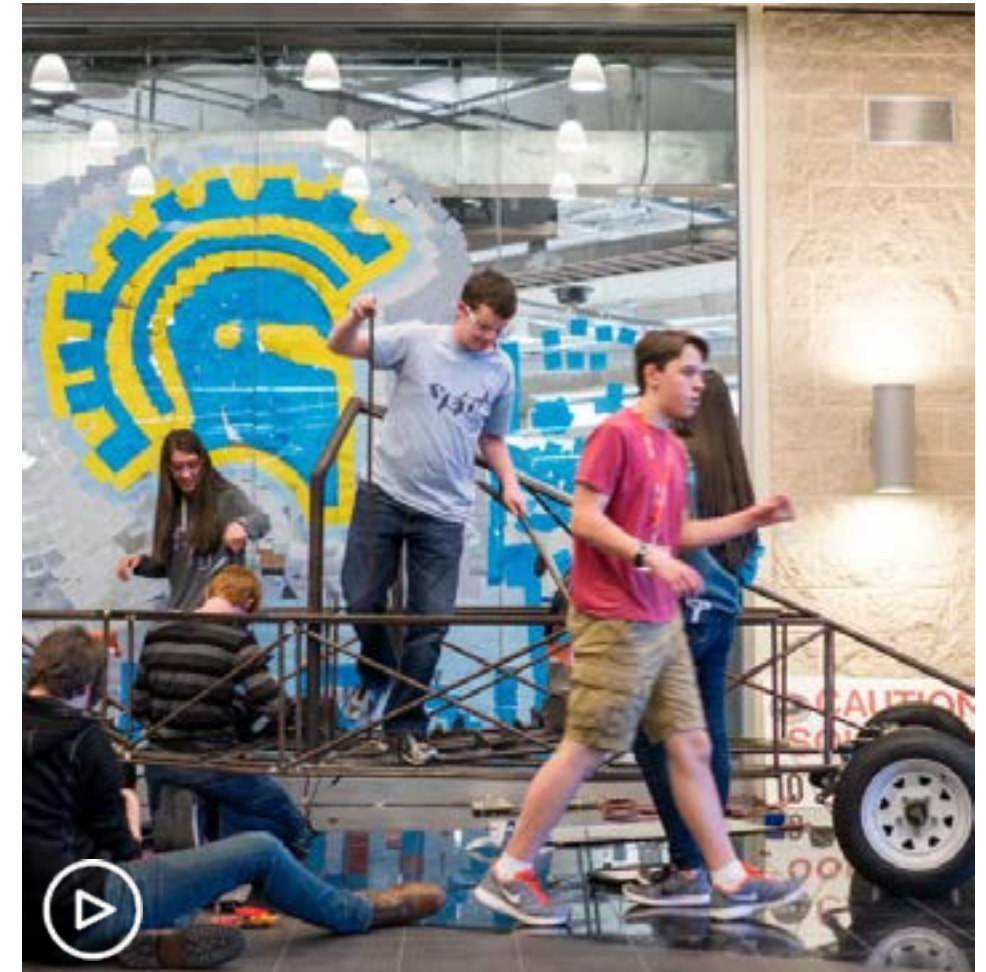
Plano ISD Academy High School

RESOURCE LINKS

▶ Academy High School Informational Video: What does it mean to be a Titan?

Plano Academy High School "A Journey Begins"

📰 New Plano ISD Academy High School taking shape

Full STEAM Ahead at Plano Academy High School

Exemplar Profiles
Albemarle County Public Schools (ACPS) | Charlottesville, VA

SCHOOL & DISTRICT DATA

- **Albemarle County Public Schools**
- Urban/Suburban/Rural
- District students: 13,681
- 3 High Schools, 4,341 students, projected 4,611 peak over 10 years

💡 RELEVANT KEY IDEAS & PLANNING DRIVERS

- Expand student learning experiences to include "internships, independent studies, mentorships, service learning opportunities, and passion projects".
- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Facing overcrowding and enrollment growth in its comprehensive high schools, ACPS launched High School 2022 in 2016, a focused, four-year effort to guarantee meaningful and relevant high school experiences that engage the interests of every student.

The High School 2022 Program Guide (PDF) builds upon the Profile of a Virginia Graduate and articulates the district's commitment to expand student learning experiences to include "internships, independent studies, mentorships, service learning opportunities, and passion projects".

Through community engagement and a High School Facilities Planning Study (December, 2017) with FNI and HBA architects, the ACPS school board elected to forgo building an additional high school and instead decided to launch a series of specialty high schools and programs, which it calls High School Centers. Each Center would be strategically placed to act as an interface between the school, community, and professional organizations that provide out-of-building learning experiences. The existing high schools become home bases for students who would travel to High School Centers of their choice. The first of these centers is the transformation of Murray High School Lab School and the launch in August, 2018, of Albemarle Tech, the Center for Creativity and Invention.

High School 2022 - A Day in the Life

RESOURCE LINKS

- ▶ High School 2022 - A Day in the Life
- High School 2022 website
- High School 2022 Program Guide (PDF) and Brochure
- 📰 Graphic representation of High School 2022 Student Experiences
- High School Facilities Planning Study Final Report
- A Community Conversation: #High School 2022

Exemplar Profiles
Manor Independent School District | Manor, TX

SCHOOL & DISTRICT DATA

- **Manor Independent School District**
- Students (District): 8,657 students
- **Manor New Technology High School**: 400 students

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Inclusive STEM High School
- Project-Based Learning
- Technology
- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Leverage Diversity
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Manor, TX, northeast of Austin in Central Texas, is a fast-growing diverse suburb. In 2017 the district projected the student population would double from 9,000 to 18,000 within the next five years. In the mid-2000s, with Manor High School at its 1,700 student capacity, the district opted to build a small academy high school.

Manor New Technology High School in Manor, Texas (near Austin), opened in 2007 with grades 9 and 10 and had its first graduating class in May 2010. It is one of the 35 original Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies. The school recruited many of its faculty from the UTeach program at the University of Texas Austin. These and the other Manor New Tech teachers have excelled from the first year in implementing effective 21st Century Project-Based learning. In 2013 President Barack Obama visited the school and highlighted its innovative practices.

The district opened two new schools in 2017, Lagos Elementary and New Tech Middle school. Both schools utilize Manor ISD's new tech learning approach, which is currently only taught at the high school level.

Project-Based Learning: Success Start to Finish

RESOURCE LINKS

President Barack Obama visits Manor New Tech High

Project-Based Learning: Success Start to Finish

Manor New Technology High School web profile

Manor New Tech High School: A Case Study of an Inclusive STEM-focused High School

Manor ISD gets new schools as district prepares to double enrollment

Exemplar Profiles
New Tech High @ Coppell | Coppell, TX

SCHOOL & DISTRICT DATA

- Suburb of Dallas, TX
- **Coppell Independent School District**
- Students (District): 10,000 students
- **New Tech High @ Coppell**: 486 students

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Project-Based Learning
- Learners and Facilitators, not Students and Teachers
- Extended Learning Environments
- Access for All
- Reduce Over-Capacity
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

In the mid-2000s Coppell ISD faced a growing enrollment of high school students. The district's one comprehensive high school, Coppell High School, was at its capacity of 3,000 students and enrollment was expected to grow by 500 students over the next five years. Coppell ISD deliberated on building a second comprehensive high school, but instead decided to explore developing a free-standing academy. In 2007 and 2008 a school district-community-business task force visited innovative schools and school models across the country before selecting the New Tech model.

New Tech High @ Coppell in Coppell, Texas (near Dallas), opened in 2008 with grades 9 and 10 and had its first graduating class in 2011. Coppell ISD remodeled an old elementary school into a secondary school of the future, featuring an all-wireless, all-laptop environment where every space inside and outside the building are either formal or extended learning environments.

New Tech High School in Coppell Provides Alternative Learning Environments

RESOURCE LINKS

New Tech High School in Coppell provides alternative learning environments

Real Projects, Real World, Real Learning

How would you describe New Tech@Coppell?

New Tech High @ Coppell web profile

Creating A New Vision for Public Education: One District's Journey

Exemplar Profiles
Center for Advanced Professional Studies (CAPS) | Overland Park, KS

SCHOOL & DISTRICT DATA

- **Blue Valley Schools**
- Suburban
- Students (District): 22,183
- **Blue Valley Center for Advanced Professional Studies (CAPS)**: 600 students

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Profession-Based Learning
- Responsiveness
- Self-Discovery and Exploration
- Professional Skills Development
- Entrepreneurial Mindset
- Access for All
- Reduce Over-Capacity
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Blue Valley Schools has experienced more than 40 straight years of increasing enrollment. The Center for Advanced Professional Studies (CAPS) is a high school program which operates multiple magnet programs for grade 11 and 12 students who live within the Blue Valley School District. Each course takes up half of the student's day for one semester, with the rest of their time spent at their home high school. Programs include Accelerator, Bioscience, Business, Engineering, Healthcare, Human Services, and Media.

CAPS students are fully immersed in a professional culture, solving real-world problems, using industry standard tools, and are mentored by actual employers—all while receiving high school and college credit. CAPS is an example of how business, community, and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high-skill, high-demand jobs.

Developing relationships with business, industry, and higher education partners is critical to the success of any CAPS program based on the Five Guiding Principles: Profession-Based Learning; Responsiveness; Self-Discovery and Exploration; Professional Skills Development; and Entrepreneurial Mindset. The CAPS program has been replicated in many other districts nationally through the CAPS Network.

CAPS, "The Future of Education"

RESOURCE LINKS

- CAPS, "The Future of Education"
- Fostering Entrepreneurial Spirit: Blue Valley School District's CAPS Program
- CAPS web profile
- From Backpacks to Briefcases
- School districts nationwide are checking out Blue Valley's CAPS
- Schools Chief Taps Industry to Bring Rich Career Experiences to Students

Research Methodology

Model 3b:

Specialty Programs (directly address experience)

Case studies of specialty satellite schools or high school centers that districts developed not for reasons of growing student population, but for providing students with options for a richer high school experience.

The research includes an additional 10 exemplars of other satellite programs or high school centers that were launched not for explicit capacity-expanding reasons, but instead to provide students with options for a richer high school experience:

7. **Centers for Applied Science and Technology (CAST), San Antonio, TX**
8. **Crosstown High School, Memphis, TN**
9. **Ignite Institute, Boone County, KY**
10. **High Tech High, San Diego, CA**
11. **Academy of Global Studies, Winton Woods, OH**
12. **The Met High School, Providence, RI**
13. **Design Tech HS, Redwood City, CA**

XQ Schools:
14. **Public Museum School, Grand Rapids, MI**
15. **Iowa Big, Cedar Rapids, IA**
16. **Vista High School, Vista, CA**

Exemplar Profiles
Centers for Applied Science and Technology | San Antonio, TX

SCHOOL & DISTRICT DATA

- **San Antonio Independent School District**
- Urban/Diverse
- Students (District): 49,000
- CAST Tech: 175/grade, 700 students in 2020

RELEVANT KEY IDEAS & PLANNING DRIVERS

- "Diversity by Design" / Access for All
- Active industry partners guarantee job shadowing, mentorship, and internship programs
- Business Networking Opportunities
- Dual Enrollment Programs
- Hands-on Projects
- Experiential Learning Centers
- Leverage Diversity
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

CAST TECH, the Centers for Applied Science and Technology, is the first of three career-themed public high schools to open (Fall 2017) in San Antonio, Texas. The Centers are specialized schools meant to prepare students for careers in tech and business, healthcare, and advanced manufacturing.

The programming is a result of a brain trust between San Antonio school superintendents, business leaders and workforce experts, and the schools rely on industry partners to guarantee students internships and mentorships and to help keep the curriculum current.

The CAST schools are part of a larger effort to promote integration in one of the most economically segregated cities in the country. SAISD uses a "diversity by design" approach to enrollment to ensure equity of opportunity to all its students.

SAISD plans several more specialty schools: "In addition to CAST Tech, the San Antonio Independent School District recently opened four other so-called "diverse by design" schools, including two dual language academies. It has more in the works, including more dual language schools and another CAST school, CAST Med."
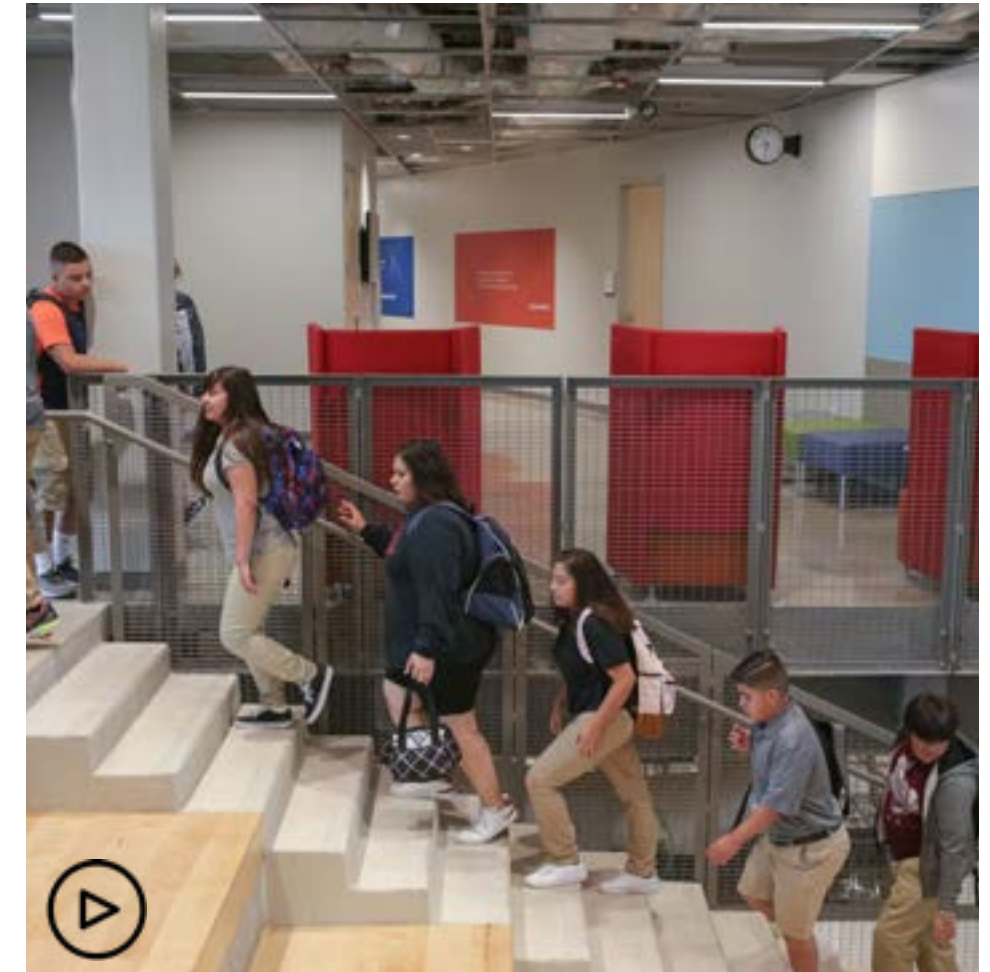
CAST Tech at San Antonio ISD

RESOURCE LINKS

- CAST Tech at San Antonio ISD
- SAISD's CAST-Tech High School opens its doors for the first time
- Supply and Demand Getting Low Income Kids into Better Jobs by Getting Them into Better Schools
- Mohammed Choudhury On Empowered Educators, Controlled Choice And The Third Way For Urban Districts

Exemplar Profiles
Crosstown High School | Memphis, TN

CROSSTOWN HIGH MEM

SCHOOL & DISTRICT DATA

- Shelby County Schools
- Urban/Diverse
- High School Students (District): 30,000
- 27 High Schools
- **Crosstown High School:** 125/ grade, 500 students in 2021

💡 RELEVANT KEY IDEAS & PLANNING DRIVERS

- Community Connections
- Personalized Learning
- Project-Based Learning
- Real-World Connections
- Diversity by Design / Access for All
- Community and industry partners guarantee job shadowing, mentorship, and internship programs
- Business Networking Opportunities
- Experiential Learning Centers
- Empower the Learner

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Crosstown High launched in August 2018 under a charter authorized by Shelby County Schools, Memphis, TN, the state's largest school district. It opened with 150 9th grade students, selected by lottery, and will add a grade per year over the next three years, growing to 500-600 students grades 9-12.

Crosstown High (CXH), an XQ Super School competition winner, is co-located inside Crosstown Concourse, a landmark adaptive reuse development project in the city center of Memphis, TN. This "vertical urban village" brings together diverse communities across Memphis by housing arts and healthcare organizations alongside 256 residences, higher education branches, and other non-profit, civic, and business organizations.

Crosstown High students will build relationships with partners in the Concourse and across Memphis through personalized, project-based learning that allows them to master traditional core class offerings by exploring their interests and passions. CXH's mission, vision, and values:

- Mission: Never stop learning. Design the future.
- Vision: We — adults and young people alike — will be lifelong learners with the knowledge, skills, and dispositions to understand and pursue solutions to our world's evolving challenges.
- Values: Critical Thinking; Creativity; Curiosity; Collaboration; Compassion; Courage.
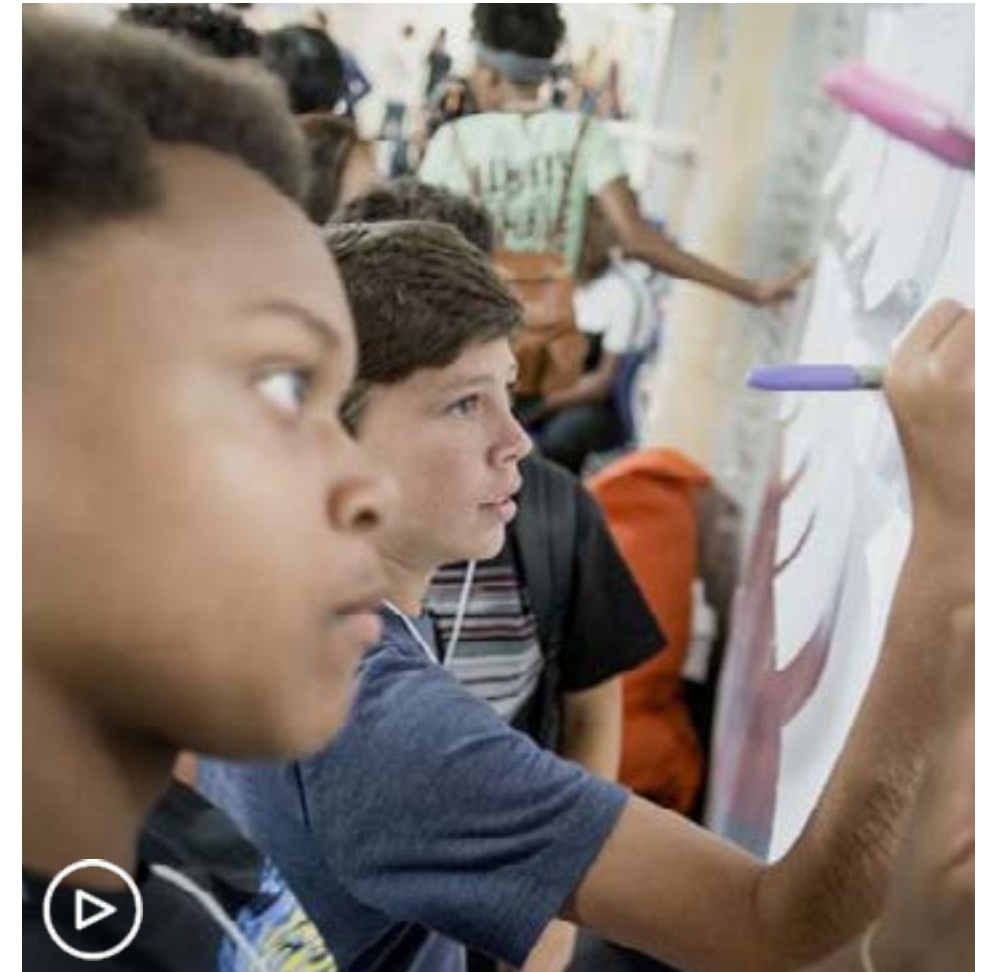
Crosstown High School

RESOURCE LINKS

- ▶ Crosstown High
  A Look at the New Crosstown High School (story and video)
  At a Glance XQ profile
- 📰 Crosstown High Welcomes 150 Students On First Day
  Designing Diversity: How One Memphis Charter School Set Out To Recruit Its Students
  Crosstown High Wins $2.5 Million To Help Reinvent High School In Memphis

Exemplar Profiles
Ignite Institute at Roebling Innovation Center | Erlanger, KY

SCHOOL & DISTRICT DATA

- **Boone County Schools**, Florence, KY
- Students (District): 20,000
- **Ignite Institute at Roebling Innovation Center:** 1,000 students starting 2019-2020

RELEVANT KEY IDEAS & PLANNING DRIVERS

- STEAM
- Entrepreneurial Learning
- Project-Based, Hands-on, Collaborative Education
- Access for All
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Ignite Institute is on pace to welcome up to 1,000 students beginning in the 2019-2020 school year. The vision is world-class STEAM education and a high-tech innovation center that engages business. The goal is threefold: to open a new world of possibilities for students through science, technology, engineering, arts, and mathematics; to fill the workforce pipeline with creative and educated workers for the future; and to make the region a magnet for high-value industries, enabling it to compete globally.

Boone County Schools will own and operate Ignite Institute at Roebling Innovation Center and manage all budgeting, staffing, curriculum, and facilities. The goal is also to assemble a board of advisors of business and other leaders and to create a foundation to support the center.

The school will appeal to students who prefer a project-based, hands-on, collaborative education. Programs will focus on problem solving, teamwork, and non-traditional approaches to learning. Admission will not be based on GPA, but on a student's desire to learn the unique skills required for 21st century employment. There will be a formal application process on a first come, first served basis. The goal is to make attendance available for any interested student.

Toyota Donates Building to Create Ignite Institute

RESOURCE LINKS

- Toyota donates building to create Ignite Institute
- Ignite Institute home
- Toyota Donates Engineering Laboratory Building to Create STEAM-Focused Education Center: Kentucky Work Ready Skills Initiative Grants $6.8M to Boone County Schools to Support the Project
- Ignite Institute Q&A
- Ignite Institute Fact Sheet

Exemplar Profiles
High Tech High | San Diego, CA

SCHOOL & DISTRICT DATA

- **High Tech High**
- Urban/Diverse
- 400 students
- (13) High Tech High schools in the San Diego Metro Region: (4) elementary, (4) middle, and (5) high schools

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Personalization
- Adult World Immersion
- Common Intellectual Mission
- Teacher as Designer
- Access for All
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

San Diego's High Tech High (HTH) opened in 2000, launched by a task force of over 40 public and corporate partners led by Qualcomm and focused on developing a new high school education commensurate with San Diego's transformation from a military-dominated economy to an emerging high-tech regional economy.

High Tech High is a public charter high school with a diverse student population of 400 students in grades 9-12 that mirrors the San Diego Unified School District. Today there are (13) High Tech schools in the San Diego Metro Region, including (4) elementary, (4) middle, and (5) high schools. These schools are clustered K-12 at the central campus in Point Loma, in San Marcos (North County), and in Chula Vista.

HTH brings to life its design principles of Personalization, Adult World Immersion, Common Intellectual Mission, and Teacher as Designer through its size and school organization, projects, program, learning environments/facilities, and its technology. High Tech High has inspired innovative education practices throughout the U.S.A. and the world. High Tech High has also done an extraordinary job of sharing its practices with educators around the world.

21st Century Skills Culture at High Tech High

RESOURCE LINKS

21st Century Skills Culture at High Tech High

Most Likely to Succeed Film

Edutopia videos on High Tech High

Deeper Learning Video Series of High Tech High

High Tech High Design Principles and Checklist

High Tech High Student Projects Library, tours, annual Deeper Learning conference, and Graduate School of Education Residencies and Institutes.

Exemplar Profiles
Academy of Global Studies | Cincinnati, OH

SCHOOL & DISTRICT DATA

- **Winton Woods City School District**
- Students (District): 3,517
- **Academy of Global Studies**: 1,001 students

💡 RELEVANT KEY IDEAS & PLANNING DRIVERS

- Global Competence
- Integrated, Interdisciplinary Curriculum
- Project-Based Learning
- Access for All
- Partnerships
- Experiential Learning Centers
- Leverage Diversity
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Winton Woods High School has 1,001 students, grades 9-12, with 89% minority enrollment. The school was cited by U.S. News and World Report as one of America's Best High Schools. Every student attending the WWHS main campus enrolled in College Prep, Honors, or Advanced Placement courses is attached to the Academy of Global Studies (AGS) or the New Tech Academy (NTA).

In August 2011, the Academy of Global Studies (AGS) at Winton Woods High School opened its doors to students in Grade 9. AGS partners with both the International Studies Schools Network (ISSN) and the New Tech Network. The AGS class of 2015 was the first graduating class from this program.

Students in AGS are required to study four years of Spanish or Mandarin Chinese. Global themes are integrated in an interdisciplinary fashion through a Project-Based Learning (PBL) environment. Students also take a yearly Global Seminar course, as well as complete a Senior Capstone requirement and fulfill service hours.

Winton Woods City School District has embraced the new tech learning model in all its schools and is now a New Tech Network District.

Winton Woods High School Academy of Global Studies

RESOURCE LINKS

▶ Winton Woods High School Academy of Global Studies
The Power of Global Competence
PISA 2018 Global Competence
📰 Center for Global Education: What is Global Competence?
Center for Global Education: Making the Case for Global Education
Deeper Learning Video Series of Asia Society's International Studies Schools Network

Exemplar Profiles
The Metropolitan Regional Career and Technical High School | Providence , RI

SCHOOL & DISTRICT DATA

- **The Met High School**, Providence, RI
- **San Diego Unified School District**
- Students (District): 135,000
- **San Diego MET High School**: 110 Students
- **Big Picture Learning**

RELEVANT KEY IDEAS & PLANNING DRIVERS

- One Student at a Time
- Students' 10 Expectations of Schools
- 10 Distinguishers
- Access for All
- Partnerships
- Experiential Learning Centers
- Leverage Diversity
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

The Metropolitan Regional, Career, and Technical High School ("The Met") in Providence, RI, is a state public school and the flagship school of the Big Picture Learning network, a network of over 65 schools in the United States and many more around the world: Australia, the Netherlands, Italy, and Canada.

The San Diego Met is a public, innovative, student-centered school in the San Diego Unified School District. The Met believes that every student has unique interests, skills, and learning styles. Teachers focus on "one student at a time," building a close relationship with each student and truly personalizing each student's educational path. The Met is located on the campus of San Diego Mesa College and leverages its strong relationship with Mesa to provide students with unparalleled college access and preparation.

The Met is distinguished by its three pillars — Advisory, Internships, and College Classes — and by Big Picture Learning's Students' 10 Expectations of Schools and 10 Distinguishers.

The Big Picture Company, designer of the MET, designs break-through public schools, researches and replicates new models for education, and trains educators to serve as leaders in their schools and communities.
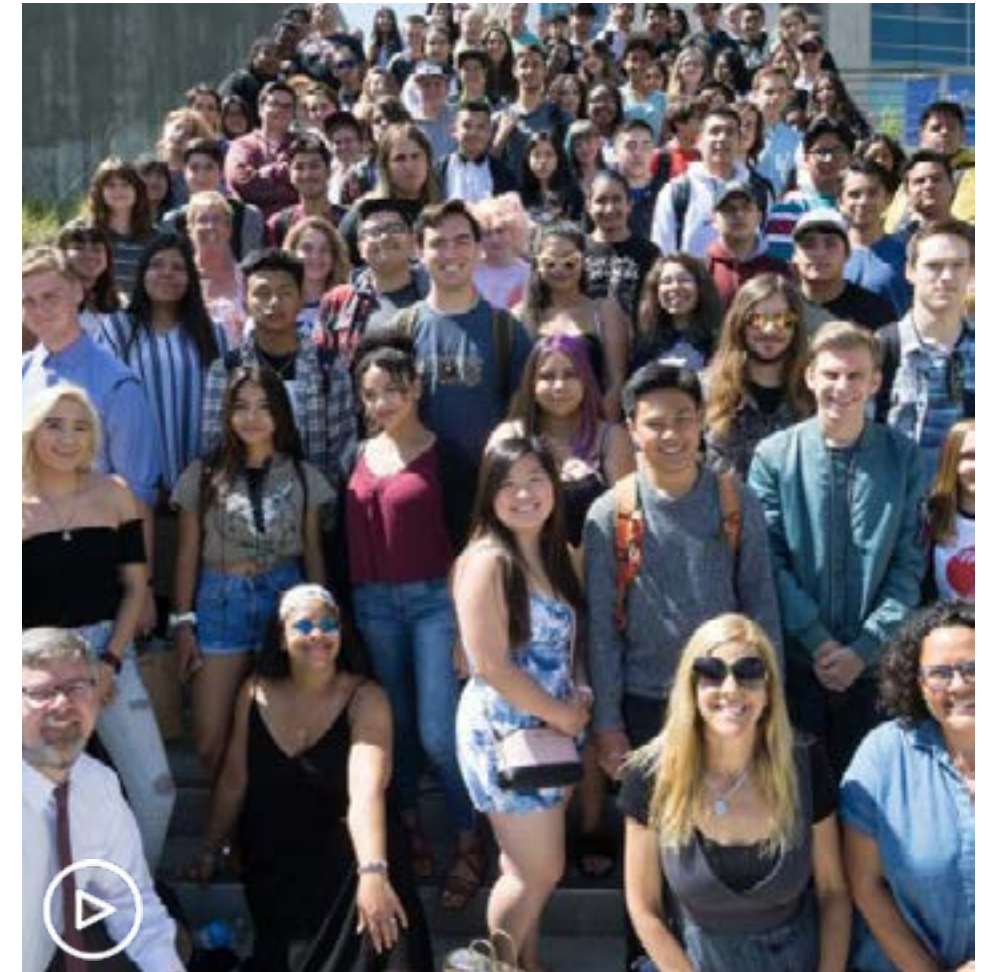
Internships Offer Meaningful Real-World Learning

RESOURCE LINKS

- Internships Offer Meaningful Real-World Learning
- A Look at the Met School in Providence
- Deeper Learning Student Profile: Diana from San Diego Met
- Deeper Learning Video series on Big Picture Learning Schools
- Articles by Elliot Washor and Charles Mojkowski Next Generation Learning
- Looking At The Big Picture: The Role Of Parents In Student-Centered Learning

Exemplar Profiles
Design Tech HS | Redwood City, CA

SCHOOL & DISTRICT DATA

- **Design Tech High School**
- Urban/Diverse
- 500 Students
- Chartered by the San Mateo Union High School District

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Design Thinking
- Collaborative Problem-Solving Strategies
- Confidence Handling Technological Tools
- Access for All
- Partnerships
- Experiential Learning Centers
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

Design Tech High School is a free public charter school founded in 2014 and authorized by the San Mateo Union High School District. The Oracle Corporation company built a home for the school on Oracle's headquarters campus in Redwood City, CA. Entrance is by lottery when the number of students seeking enrollment exceeds the number of spots available.

The d.tech model is guided by two powerful principles—extreme personalization and putting knowledge into action. Design Tech's explicit focus is on the skills that help students forge an identity as caring citizens and young professionals. By combining academic content mastery with a design thinking approach and creative problem solving, students develop the tools necessary for success in college and beyond. The core values of the d.tech community are trust, care, and creativity.

The student body is diverse, with wide-ranging interests that span the arts, music, and dance, to the sciences and technology. A d.tech education offers an opportunity to practice collaborative problem-solving strategies (Design) as well as build confidence handling ever-evolving technological tools (Tech).
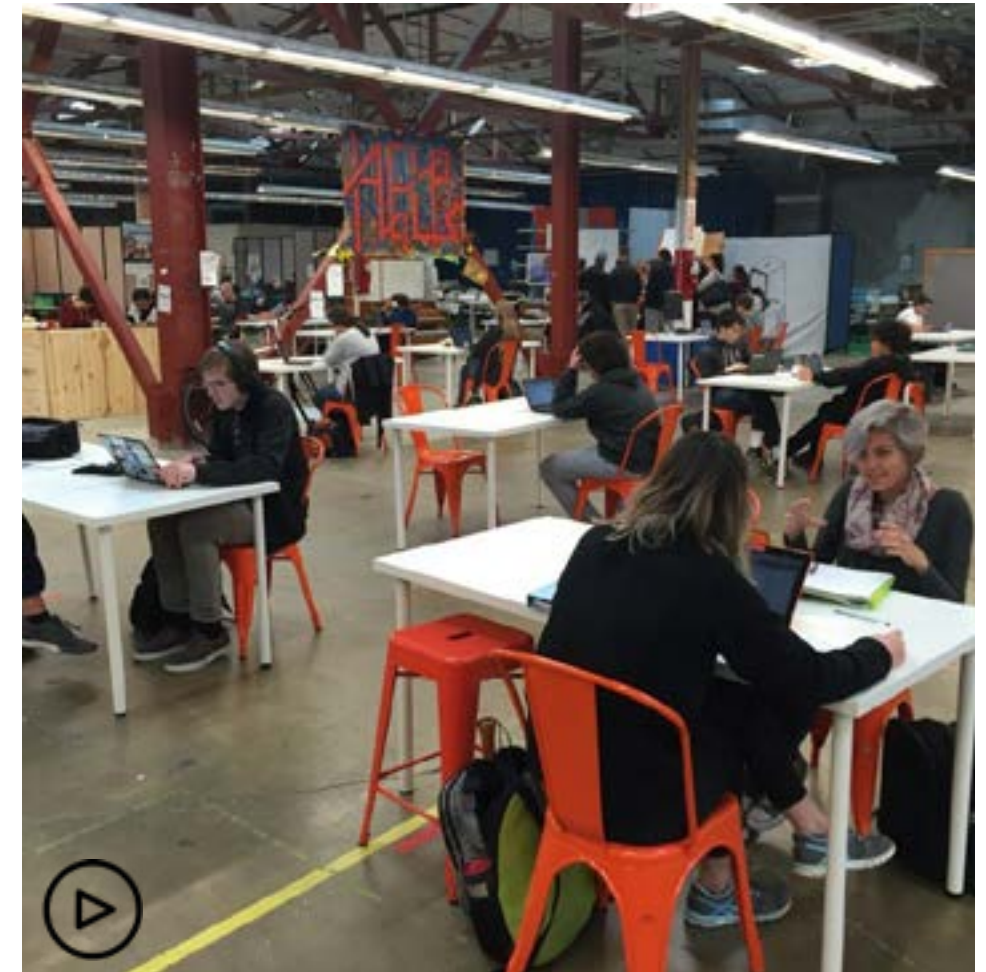
Inside Design Tech High School, a Project-Based learning school

RESOURCE LINKS

- Inside Design Tech High School, a Project-Based learning school
- Now on Oracle's Campus, a $43 Million Public High School
- Building Transferable Skills: Design Tech High at Oracle Campus
- Design Tech High School at Oracle
- Lottery Priorities and FAQ

Exemplar Profiles
XQ Super Schools | Various Locations

SCHOOL & DISTRICT DATA

- **XQ Super Schools**
- **Public Museum School**: Grand Rapids, MI, 360 students
- **Iowa Big**: Cedar Rapids, IA, 250 students
- **Vista High School**: Vista, CA, 2,567 students

RELEVANT KEY IDEAS & PLANNING DRIVERS

- Learning by Doing
- Community Context for Learning
- Project- and Challenge-Based Learning
- Global Competence
- Access for All
- Partnerships
- Experiential Learning Centers
- Leverage Diversity
- Empower the Learner
- Personalize the HS Experience

ACPS GUIDING PRINCIPLES

- Relationships
- Learners are Leaders & Owners
- Community Context for Learning
- Experiential Learning
- Learning as Apprentice
- Teacher as Mentor & Facilitator

PROGRAM DESCRIPTION

In 2015, XQ: The Super School Project launched, inviting people across America to rethink high school. In 2016 and 2017, 18 schools have been selected and are now on the journey to becoming XQ Super Schools.

The XQ Super Schools are designs for new schools or programs, or for the transformation of an existing school. What makes these designs interesting is that they represent some of the best thinking for transforming the high school experience in the second decade of the 21st century. However, these designs are to be implemented over the next five years and time will tell whether they match the robust, sustainable models represented in the ACPS Exemplar Profiles.

However, the 18 Super Schools are rich with program design of interest to the ACPS community. Three are highlighted in the resource links below.

XQ Super School: Iowa BIG

RESOURCE LINKS

Public Museum School, Grand Rapids, MI

At A Glance

Video: XQ Super School: Public Museum High School

Iowa Big, Cedar Rapids, IA

At A Glance

Video: XQ Super School: Iowa BIG

Video: Iowa BIG - Animation Overview

Vista High School, Vista, CA

At A Glance

Video: XQ Super School: Vista High School

4 Additional Resources

Collected here, for your reference, are links to additional research that has informed this process.

Research
21st Century Learning

Research for The High School Project included identifying the best and most up-to-date reports on the changing world of work and skills and their impact on learning and teaching.

Future of Jobs Report,
World Economic Forum,
January, 2016

(Also see: 2018 report)

The Future of Education and Skills
Education 2030, OECD, 2018

Future of Work, Heather E. Mcgowan,
XQ Symposium '18, July 23rd, 2018