PURPOSE

To carry forward the clear and compelling vision of the future for St. Cloud Area High School learners by **aligning the educational programs and physical design of facilities with this vision.**
mission

“Our mission is to create a safe and caring climate and culture in which we prepare, engage, educate, empower, and inspire learners in partnership with their surrounding community to be successful in today’s and tomorrow’s society.”
WE BELIEVE everyone deserves equitable access to the highest quality of learning to maximize individual potential. WE BELIEVE multiple and differing perspectives contribute to informed decision-making and learning. WE BELIEVE we all benefit when communities work together toward common goals. WE BELIEVE life-long learning is essential for individuals to shape and thrive in our global society. WE BELIEVE the greatest level of individual success is achieved through shared ownership by the individual, families, schools and our communities.
We see inviting, student-centered designs that integrate environmental, community and technological resources to cultivate a love of learning in all students. By celebrating beauty, function and sustainability, we build on a tradition of excellence that serves as a source of pride for students, staff and the community.

- Schools foster global preparedness, holistic development and engagement through multiple modes of learning.
- Students and staff strive for success within equitable, inclusive and collaborative settings.
- Students engage in theoretical and applied learning settings that build bridges between subjects, classrooms, student groups and the community.
design with **not for**...
Welcome back to the design team!
High School Design Committee:

• Representative group with responsibility to the whole.
• Provides direction that will ensure the success of both projects.
• Ensures equity and identifies issues that may need further input from the Steering Committee.
• Will weigh in on design direction as it relates to teaching and learning, the social health of students, and the needs of all adults.
• Identifies opportunities for innovation and collaboration both within the schools and in the greater community.
• Are asked to think big picture and should be able to address issues outside of their personal realm.
• Are asked to be advocates and communicators for the project and to other staff members and the community.
RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

DON’T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won’t give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Put yourself in an environment that rewards failure. Successful creative teams are the ones who fail the most often.
St. Cloud High School Design Committee

Meeting #1… 6/16 - Kick-off

Meeting #2…Today
What are others doing?
CTE, Art, Athletics, Music/Performance

Meeting #3…July 28th
What are others doing?
Science, Special Ed, General Learning,
Media/Tech

Meeting #4…August 12th
Sharing out from Programming
Sub-Groups
• **High School Decision - Community Workshops**  
  Fall 2014/Winter 2015

• **High School Forum – Kick-Off to Programming**  
  May 2015

• **Formation of High School Design Committee**  
  June 2015

• **Programming Sub-Group meetings**  
  (information gathering) over summer

• **Schematic Design**  
  starts in August 2015
Information is available on the District’s Website isd742.org under the “Community” tab: “High School Design Process”
We are here.
We are here.
Programming Sub-Groups:

- Offices: Admin, Counseling/Guidance, Nurse
- PE/Athletics
- Kitchen/Dining
- Maintenance/Receiving/Custodial
- General Learning/Staff Collaboration
- Science
- Art/Video/Graphics
- Music/Performance
- Media Commons
- Special Education
- Studios/Labs: CTE/STEM/PLTW/Learning Partnerships/FACS
Decisions

Stakeholder Voice
(Input Team)

Options
(Design Team)

Choice Making
(Choice Makers)

Implementation
(Staff)

Refinement
(Management)

Shared Understanding

Continuous Improvement
Decisions

**Programming Sub-Groups (specific to New and Apollo)** – small groups that make recommendations to the High School Design Committee for specific area programs.

**High School Design Committee** – Representative Group from both High Schools and the community with responsibility to the whole, not just their specific area. Big picture thinking; Makes recommendations to Steering.

**Steering Committee** – Makes recommendations to School Board.

**School Board** – Makes final project decisions.
Where We’ve Been

Context and Precedents

Group Work

Next Steps/Homework

Homework Discussion

AGENDA
HIGHEST HOPES
one or two words that reflect a highest hope you have for this effort
FORCES OF CHANGE:
forces of change that will impact public education over the next 10 years

- Technology
- Innovation
- Personalization
- Accessibility
- Diversity
- Diverse student needs
- Mobile society
- Public perception
- Ability to teach- learn, unlearn, re-learn
- Problem solvers that are creative
- Team-work environment

Mindset to address these changes:
- Curiosity
- Patience
- Respect
- Creating ownership
- Challenge tradition
- Concern for unknown
PRECONCEPTIONS: {i.e. limiting beliefs}

- Perceptions, e.g.
  “Why weren’t schools maintained?”
  “Better school on one side than the other”
  “Things don’t have to be grandiose--it was good enough for me”
- Concern for effect of new school on north side
- What will happen to the Tech area? Neighborhood, school, transportation…
- Where will DAO be? Will DAO take space from students?

Personal and/or institutional beliefs that might prevent or limit you in facing the challenges presented by these forces
PRECONCEPTIONS: Continued....

• Fear that teacher collaboration space will result in “teaching from a cart”, loss of room ownership
• Class or classroom sizes too big, lose 1:1 help
• Can we afford to keep technology up to date?
• Change may not be good
• Access to school
• Not enough money to do everything
• Behavioral issues between schools
• School design
REFLECTIONS
1. Watch High Tech High Video

2. Find an image of educational innovation for one or more of the following: Art, Music/Performance, CTE, Athletics/PE
REFLECTIONS
A glass wall allows students and visitors to see inside the new engineering and technology lab.
Rebranding Vocational Education: Developing Innovations in Career and Technical Education

There is a resurgent interest in career and technical education (CTE) from business leaders, policy makers, and educators who have discovered, and in some cases rediscovered, the benefits of authentic applied learning embedded in career pathways that address a robust mixture of relationships, relevance, and rigor. Despite the growing interest, many policy makers, parents, employers, and the community at large—even many educators—continue to view CTE as a second-tier program for those students who are not realizing success in the traditional, first-tier college-prep high school program. In Big Picture Learning’s current work, however, we are trying to change that perception and create CTE program designs that have substantial implications for all students in all high schools, perhaps even middle schools.

Goals and Objectives
Big Picture Learning has two goals for this proposed work:

1. Develop new approaches to CTE that provide customized and personalized learning for each student.
2. Develop new designs for existing CTE program components that enhance and extend their applicability for a majority of secondary school students.

To achieve these goals, we will address these objectives:

1. Restructure the career academy design by, in effect, creating an academy for each student.
2. Develop industry-specific certifications that schools can use to design innovative and customized programs of study that can be implemented with interested employers.
3. Establish new forms of internship and collaborative work programs.
4. Promote the development of student-driven ventures (both social and entrepreneurial) that allow students to tinker and develop real prototypes.
5. Develop real-world assessments embedded in and/or directly associated with contextual, real-world integrated units that far surpass the depth of current assessments. Incorporate assessment of non-cognitive variables as part of that assessment (see Performance Assessment Innovation page).
6. Develop career-life learning plans that guide students’ postsecondary learning and work experiences.

Major Tasks
To accomplish these objectives, Big Picture Learning will:

1. Partner with specific businesses in selected industries to establish options in which students...
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Art, Music /Performance, CTE, Athletics/PE
Big Picture Thinking

- Organization: What relationships? How integrated?
- Partnerships: How may they influence?
- Influence of technology?
We want all our learners to be successful
This means: We need to create flexible, adaptable environments that support a variety of learning styles

We want our learners to feel safe and have a sense of community both in and out of the school environment
This means: We need to create a space for community within the school and for students in the community

We want our learners to be competitive in the world
This means: We need to create a world class education that supports both college and career readiness

We want our learners to be equitably connected to resources
This means: We need a technology rich environment that promotes learning anytime, anyplace

We want our learners to have hands-on, relevant learning experiences
This means: We need to support career technical, business, and STEAM education through appropriate partnerships and space
We want our learners to understand that learning is integrated and not discipline specific
This means: We need to break down traditional silos between subjects and promote teacher collaboration

We want our learners to be supported by staff that work collaboratively to promote best practices
This means: we need to support our staff through professional development and create professional work space for collaboration

We want our learners to have opportunities throughout the community
This means: we will work to support partnerships with businesses and high ed institutions in the St. Cloud area

We want our learners to have a completed high school experience rich with opportunities beyond traditional academics
This means: We need to support the arts, activities and athletics

We want our learners to feel welcomed into our schools
This means: Our schools need to address the physical needs of students by being safe, comfortable, and aesthetically welcoming with lots of daylight
Share back Overlaps
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Homework!
1. Watch *Third Teacher Video*: https://www.youtube.com/watch?v=nYdtGxJfqQk
(or Google “Third Teacher Video”)

2. Find an image of educational innovation for one or more of the following:
   *Science, Sp. Ed., General Learning, Media/Tech*
Next Steps:

Programming Sub-groups
CTE, Art, Athletics, Offices, Custodial, Kitchen/Food Service

Meeting #3…July 28\textsuperscript{th}
What are others doing?
Science, Special Ed, General Learning, Media/Tech

THANKS!
beautiful places
balanced world

CUNINGHAM GROUP
• Aligned with District’s Strategic Plan
• This is about transformation
• Focused on the future (21st Century Learning)
• Focused on student success
• Technology rich
• Equitable access to programs
• Full high school activities/athletic experience
• This is about 2 equitable high schools
• Plan for a design capacity of up to 1,800 students for each HS (approx. 360,000 sf)
• No loss of instructional time
Teaching and Learning

What do we want for our learners?
APOLLO HIGH SCHOOL
NEW HIGH SCHOOL
REFLECTIONS