

Designing the “High School of the Future”

It is not difficult to design a new high school because most high schools have looked the same for the past 50 years. A typical high school is known as a “Factory Model” with rows and rows of students. Methods of teaching and learning that are currently being used have not changed much over the years. Thirty percent of the high schools in America are successful with this model . . . the others are not.

One of the great things about living in this day and age is that we know more about teaching and learning than we have ever known. Research has shown that there are newer and better ways to teach children. With all of the new discoveries that are taking place, the volume of information – what we know – doubles every eighteen months to two years. With all of this in mind, there is a tremendous need to change the way we teach high school age students in order to prepare them for the future.

Redesigning the Current Model

Our plan takes advantage of all of the educational research that says when high schools are redesigned they must include certain things. We have included all of the suggestions from the research. Our new school is so different from the high schools of today that we call it, “The High School of the Future”. There are no other high schools like this one.

M.V.C.A.

“THE HIGH SCHOOL OF THE FUTURE”

1. Planned, small school with small classes.
2. College preparatory curriculum that is both rigorous and engaging:
 - Bible integrated into all courses
 - Curriculum aligned with Ohio standards
3. Research based models of learning:
 - Eliminate rows of desks
 - Individual and small group problem solving
 - Hands-on application learning
 - Educational technology including internet projects
4. Connect the school to the community:
 - Mission projects
 - Community service requirements
 - Mentorship program
 - Job shadowing
5. Quality relationship between teachers and students.
6. Hour-by-hour character education.
7. Comprehensive co-curricular program.

1. **Planned, small school with small classes.**

There is a large body of educational research which proves that small high schools work better than large high schools and that small classes work better than large classes. The target size of the new school is 300 students, 75 students per grade level.

2. **College preparatory curriculum that is both rigorous and engaging.**

Students are admitted to the high school through our admission process which uses a standardized test to identify students who have high average to above average in academic ability. Students have a choice to take college preparatory level classes, honors classes or Advanced Placement classes.

a. **The Bible is integrated into every course in the school and every course is integrated into every other course.**

Integrating knowledge from all subject areas is how people function in day-to-day society. We do not teach subjects in isolation from each other, but we show students how all subjects are interconnected. We accomplish this goal by frequent teacher meetings where the instructional staff makes very specific plans to teach students how all of the areas of learning are interconnected.

b. **Each curriculum is aligned to Ohio standards** in order to prepare students to take the Ohio Graduation Test in the 10th grade.

3. **Research-based Models of Learning**

a. **Eliminate rows of desks for a more informal setting.**

Desk arrangement in the classroom is important. There are a number of ways to make the setting more informal which will encourage class participation.

b. **Individual and small group problem solving.**

Teachers are trained on how to conduct small group work. The reality is that small groups are how problems are solved in society. There is a large body of research to show that small group projects enhance learning.

c. **Hands-on application learning** takes place with many science experiments, community participation, internet projects and other planned activities.

d. **Educational technology including internet projects.**

It is important for students to learn that they must become self-directed, life-long learners. As a graduation requirement, some time during a student's four years in high school, he or she must take an internet course for credit. The student may pick any course in which he or she is interested.

4. **Connect the school to the community.**

a. **Mission projects**

Each grade level selects a local mission project. They work at the project 3 to 4 days per year.. When each student moves on to the next grade, the mission project stays at that grade level.. *Matthew 7:16 "You can tell what they are by what they do."*

b. **Community Service Requirements**

Each grade level has a community service requirement: freshman = 5 hours per year; sophomores = 10 hours per year; juniors = 15 hours per year; seniors = 20 hours per year. Each student selects their own project. They register the project with their language arts teacher, and when their project is completed, they give an oral report to their language arts class. *Mark 10:43, "Whoever wants to be great must become a servant."* We want our students to graduate with a "heart" for service.

c. **Mentorship Program**

In the junior year, students select a career or program that they are very interested in. Students receive 5 hours of classroom instruction on behavior in the workplace. They are then assigned to a specific mentor in their area of interest for 20 hours. Each student writes a paper when their mentorship is completed.

d. **Job shadowing**

In the sophomore year, students participate in a one-day job shadowing experience on. This does not have to be with the child's parent. This program is supervised by the 10th grade "Life Skills" teacher.

5. **Quality relationship between teachers and students.**

The goal is to develop at least one adult teacher that a student will feel comfortable confiding in with problems and concerns. This will be accomplished in three ways:

- (1) We hire teachers who are outgoing and who love working with young people.
- (2) Each student has the same homeroom teacher for 6 years.
- (3) We encourage teachers to attend co-curricular events.

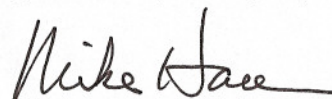
6. **Hour-by-hour character education.**

"Our goal is to become #1 in America on character education." We will accomplish this goal in this way:

- a. The Bible is all about character education. We teach the Bible every day to every high school grade level...and we point out the character issues.
- b. We integrate the Bible into every subject area, and we purposely make the connections.
- c. We ask our teachers, in every class period, to point out a moral, ethic or character value that was evident during the class period. Teachers will put the targeted character trait in their lesson plan.

7. **A Comprehensive Co-Curricular Program.**

Our program is designed to include multiple offerings in music, drama, art, athletics, intramurals and clubs.



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