Principle	Belief Statement	References
1. **Relationships are a cornerstone of academic achievement.**	We believe that meaningful relationships, effective communication and collaboration among and between students, their families, and staff create high achievement, satisfaction and productivity. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Each student should be connected to responsible, approachable and caring adult advocates. Student anonymity has no place in the high school.	Example student comment: *"I would like more one to one where I can get to know my teachers better. Being friends with my teachers will help me be more comfortable in sharing my ideas."* References - *Breaking Ranks II*: Executive Summary, Core Area 2 - American Psychological Association: *Improving Students' Relationships with Teachers Provide Essential Supports for Learning*
2. **Relevance motivates students to pursue understanding.**	We believe that relevance is a key motivator, connecting students to understanding and knowledge. Curricular strategies that integrate theoretical, conceptual and practical knowledge from various fields of study provide authentic, real-world relevance.	Example student comments: - *"The goal of education is not making students get A+ in their tests, but to help them touch their dreams."* - *"I think that we would be so much happier in school if we were doing what we love. We need to do something with our high school in order for us and our peers to make a difference. I want to love school, not hate it."* References - Partnership for 21st Century Skills: *P21 Framework, Learning and Innovation Skills* - *Motivating Students to Learn, 3rd Edition* by Jere Brophy - EDUCAUSE: *Authentic Learning for the 21st Century: An Overview*
3. **Diverse student interests and abilities must be celebrated.**	We believe that the educational environment should support the skills, interests and abilities of all students. In addition to core and elective programs, activities, clubs, athletics and the like offer multiple venues to develop and celebrate student individuality and creativity. The school should be a creative and enterprising expression celebrating the power of all styles of learning.	Example student comments: - *"I really feel like we need a school where we focus on everyone as individuals. Not as a student body. I am so sick of hearing about us as a group."* - *I would like a space that places as much emphasis on the arts as it does sports".* - *"Subjects like mathematics are often taught in a very uniform way and neglect to accommodate alternate learning styles. Rather than separating subjects by level you could separate them by learning styles such as visual, kinesthetic, etc."* References - *Breaking Ranks II*: Executive Summary, Core Area 1 - *Extracurricular Design-Based Learning* by Dr. Liz Gerber
4. **Proven practices are embraced, and both rigor and innovation are expected.**	We believe that exploring and sharing proven and innovative practices for teaching and learning allow for growth and continuous improvement. All aspects of our educational system will empower rigorous and adaptable, innovative, and future-oriented practices so that current and future graduating students will have the skills to thrive in a changing, multi-dimensional, global and technological society.	Example student comments: - *"The traditional education system is no longer as useful as it used to be. The world is changing but education hasn't. We need more engaging lessons, new ways to learn and new ways to be tested on what we have learned. The school should create an environment that shows how SCASD values education."* - *"Learn from us so we can learn from you"* References - 2009 Ed Spec, Goals #1, #2, & #6 - Partnership for 21st Century Skills: P21 Framework, Learning and Innovation Skills

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Principle	Belief Statement	References
5. Environmental stewardship promotes global citizenship.	We believe in empowering children to view the world critically, to think and act independently, cooperatively and responsibly. We believe that a sustainable environment promotes global citizenship and awareness, and connects students to their world.	Example student comment: - *"I want nature. Nature, nature and more nature. Green, earth-friendly energy."* References - Department for Children, Schools & Families: *Impact of Sustainable Schools* - USGBC – *The Benefits of Sustainable Schools*
6. Human, physical and financial responsibility fosters community support.	We believe that resources should be used effectively and efficiently to ensure the community a measurable return on its investment, and to cultivate and maintain a culture of accountability, trust and mutual support.	Example student comment: - *"Regardless of how much planning is completed, the project in question will never come to fruition without the support of the electorate."* References - 2009 Ed Spec, Goal #5 - Jamie Vollmer: *Schools Cannot do it Alone*
7. A safe, healthy and nurturing environment meets holistic needs of learners.	We believe that student learning increases when the school climate is safe, healthy, supportive, and trusting. Such an environment promotes innovation, inquiry, and productive risk taking, indirectly reinforcing achievement because both students and educators want to work under such conditions - without the distractions caused by fear, judgment, poor air quality, temperature swings, and inadequate lighting.	Example student comments: - *"it's not the teacher's teaching, it's the environment were learning in."* - *"The school NEEDS NATURAL LIGHT. having classes with no windows is cruel and prison-like."* - *"I think that if the school were more open, and more importantly had more windows, it would improve the overall mood of the students."* References - 2009 Ed Spec, Goal #3 - *A Place to Learn: Lessons from Research on Learning Environments*
8. Learning extends past the bell schedule and beyond the school campus.	We believe that school and community share in the responsibility for achieving student success. Relationships with outside organizations, institutions, individuals, and the great outdoors support and strengthen educational programs. We believe in students as both teachers and mentors, and we have high expectations for a culture of collaboration.	Example student comment: - *"I feel as though many of the things I am learning are purely for a test, or a grade rather than application to the real world."* References - 2009 Ed Spec, Goal #4 - *Breaking Ranks II*: Executive Summary, Core Area 1 - National League of Cities: *Stronger Schools, Stronger Cities*
9. Technology is a powerful TOOL for teaching & learning.	We believe that technology is one of many tools for teaching and learning. The use of technology is driven by the task and the student, and should not be seen as a replacement for all other tools. As a tool, technology can enable a community where learning is available for everyone, at any time, and in any place.	Example student comments: - *"I love technology and the basis of society is turning toward technology. This is why the foundation of our school should focus on technology and encourage it."* - *"I think reading and writing will always be important to students (at least some of us). Please don't replace everything with cold technology."* References - 2009 Ed Spec, Goal #6 - Getting Smart: *How Digital Learning Contributes to Deeper Learning* - Daniel Pink: *A Whole New Mind*

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Principle	Belief Statement	References
10. Choice is a foundation of student-centered learning.	Student-centered learning allows for each student's skills, interests and abilities to be aligned with their individualized strategy for academic success. Providing students with choices increases student interest, engagement, and learning while helping to build 21st century skills such as critical thinking, self-regulation and adaptability.	Example student comments: - *"Let people sign up for their classes and stop with all the placement."* - *"My Physics class has helped me look at problems in different ways so I can solve them. If I don't understand the data when it is presented in one way I am able to ask questions and change it, using a method I can understand."* - *"This school takes the creativity out of you, with a lack of diverse options. Better technologies and a more entertaining school would help with the diversity. There is too much restriction with artistic flow."* - *I think that our school needs to open up their decision making process to more students because essentially we are the ones that are going to this school for 8 hours a day. We should be able to feel comfortable and happy that we go to this school.* Example teacher comment: - *It seems like we need to reverse things: our clubs and sports should be our curriculum and our subjects should support them. BUT... How can our interests lead us when we are SO ingrained in the "traditional" system? As teachers, we do all kinds of "new" ways to teach like differentiation and group work... And classroom management techniques, but we are still trying to teach all the same traditional concepts. Will we be allowed to break the mold? Will we be able to be led in our teaching not by the PA standards, but by interests and projects?* References - 2009 Ed Spec, Goal #6 - Partnership for 21st Century Skills
11. The school is a hub of community activity.	Family and community engagement is a vital part of a truly successful school. The high school should be a source of community pride, open to wider use, and a mutually-beneficial bridge to the local community.	Example student comments: - *"I think that a new school would be beneficial for not only the education, but also for the image of State High. We have a great educational system but the facilities are not adequate."* - *"More space with a new flare. Community needs to be emphasized."* References - 2009 Ed Spec, Goal #4 - EDUTOPIA: *The Importance of Community Involvement in Schools*