WINTON WOODS CITY SCHOOLS
EDUCATIONAL VISIONING PROCESS DETAILS
About Frank Locker, PhD
Educational Planner

Honored as a Planner of the Year by the Council of Educational Facilities Planners, International, Frank has taught at the university level, and is a trained facilitator and a registered architect.

He conceived and co-teaches the Harvard University School of Education/School of Design course for educators and architects, Effective Education/Innovative Learning Environments.

A frequent speaker at international, national, and regional school planning conferences, his recent keynote addresses have been in Vancouver; Dallas; London and Manchester, England; Frankfurt; and Abu Dhabi. Frank is an affiliate of the Partnership for 21st Century Skills.
Educational Visioning

Winton Woods City Schools
Cincinnati, OH

March 2017
Frank Locker Educational Planning
CONTENTS
Ch 1 Contents + Acknowledgements

Ch 2 Educational Practices
Introduction
Established Principals + Pillars
Educational Practices Informing Planning

Ch 2 Facility Planning
Introduction
Facility Planning

Ch 4 Appendices
4.1 Overview + Student Meeting #1
4.2 Community Meeting #1
4.3 Community Meeting #2
4.4 Student Meeting #2
4.5 Student Meeting #3
4.6 Community Meeting #3
4.7 Future Furniture Presentation
4.8 Places for Learning Presentation
4.9 Winton Woods Pilot Programs Presentation

ACKNOWLEDGEMENTS
Visioning Team

HIGH SCHOOL STUDENTS
Godfred Anang
Brianna Ball
Charles Brown
Alex Denny
Lorenzo Gist
Kenny Greer
Marisa Harlan
Cheyanne Kelly
Elissa Lort
Junior Ortiz
Dominque Perry
Lillian Smith
Evan Stumpf
Gregory Tribble

MIDDLE SCHOOL STUDENTS
Monica Escobedo Barahona
Aaron Mills
Alondra Sotelo
Alejandra Velazquez
Derek Wiggins

INTERMEDIATE SCHOOL STUDENTS
Tia Griggs
Janiece Lumpkin
Innocent Ntwali
Noah Partin
Emily Ramirez

DISTRICT ADMINISTRATORS
Corina Denny

Community + Public Engagement Coordinator
INTRODUCTION

The Educational Practices component of the Educational Vision for Winton Woods City Schools (WWCS) future schools is described here through two major components:

- **Established Principles + Pillars**
- **Educational Practices Informing Facilities** establish broad parameters for educational delivery, school structure, and facilities

Within the latter are subcomponents with more specifics.

ESTABLISHED PRINCIPLES + PILLARS
The district has adopted the educational practices and school organization of the New Tech Network. With that many values, practices and educational principles are defined as parts of an overall framework. Winton Woods City Schools (WWCS) has further defined them and refined them to make them appropriate for the district. They are noted here:

GUIDING PRINCIPLES
1. All students will show academic excellence
2. Global citizens
3. Community connections
4. Celebrate diversity
5. Creative expression
6. Monitoring, assessment and accountability

PILLARS
1. Teaching that engages
2. Culture that empowers
3. Outcomes that matter
4. Technology that enables

These are outlined in full in earlier documents developed by the district. Responses to their current and future deployment are covered in depth in the Appendices, Chs 4.1 through 4.6.

EDUCATIONAL PRACTICES INFORMING FACILITIES
Those practices which have the most significant impact on facilities are outlined here:

Overarching Principles
- Provide communication, leadership, and staff professional development to continue shifting the educational model to the district interpretation of the New Tech Network model
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the Ohio Department of Elementary Education to do what is best for student learning, and to instill a life-long sense of wonder and purpose
- Aspire beyond the region and state to become a world class school district
- Global world requires globally aware students
- Create independent, life-long learners
- Establish a program of staff professional development to support the educational practices outlined here
- Make parents integral to learning
- Support parents as learners through programs and places within the schools
- Help students find their passions

Educational Delivery
Educational Delivery addresses overarching themes required to provide a 21st century high-performing educational experience for all WWCS students.

INSTRUCTIONAL MODELS
- Employ project-based learning on a regular basis
- Group students in small learning teams to differentiate instruction and foster communication, collaboration, and improved social skills, and foster differentiated instruction
- Grow student Emotional Intelligences through daily learning activities
- Organize teachers in teaching teams
  - Explore synchronous, same time-same place teaching with larger student groups
- Create a school and community culture that values flexibility for change
- Position students to learn 21st century skills, especially the “four C’s”, collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals
- Integrate the curriculum by interrelating traditionally separate content areas, ideally with multiple teachers synchronously teaming
- Differentiate instruction to personalize the learning experience for each and every student
- Make all learning active and applied by following the Rigor, Relevance, and Relationships model
- Pilot innovative deliveries such as making things to learn for planned future large scale implementation
Engage the community in classes such as English, GED, or adult literacy

TECHNOLOGY INTEGRATION
Our world is dependent on technology implementation in all aspects of life. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. Technology should include:

- **Wireless capability** in all spaces in future school buildings
- Create places and learning goals for students to **learn using new technology**, including documentation of oral presentations, and the production of videos, story boards, and apps

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

**Educational Structure**
Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

**ORGANIZATION**
- Create **interdisciplinary curriculums** by integrating traditionally separate content areas, to the greatest extent with multiple teachers synchronously teaming
- **Differentiate instruction** to personalize the learning experience for each and every student
- Pilot innovative deliveries such as **making things to learn**
- Respect **student learning differences** through groupings, differentiated instruction and student choice
- Explore alternatives to traditional classroom concepts through piloting of **activity centers** instead of home base or subject-area classrooms, enhancing student access to better and more sophisticated tools than are available in traditional classrooms

**RELATIONSHIPS**
- Organize schools as **Small Learning Communities** to support formation of relationships
- Foster **student collaboration** to build communication skills and the ability to work with others
- Create opportunities for students to grow **socially and emotionally** while working with others in classroom assignments
- Support **synchronous, same time same place teaching**
- **Engage students** in developing their learning activities
- Involving **community in projects**

**CURRICULUM**
- **Build 21st century skills** while meeting traditional curriculum goals
- Create regular opportunities for students to improve their **oral communication skills**
- Develop **STEM** (Science, Technology, Engineering, and Math) and **STEAM** (add the Arts) programs
- Engage students in solving real-world problems
- Make more
- Make school and projects interesting for students, fun

**SCHEDULES**
- Create **common planning time** for all teachers. Support it with professional planning spaces
- Ensure daily schedules empower the concepts outlined in this Vision. The school schedules must empower **flexibility and collaboration**
INTRODUCTION
The Facility Planning component of the Educational Vision for Winton Woods City Schools (WWCS) future schools is described here through these components:

- **Facility Planning Principles** identifies essential facility planning concepts
- **Grade Groupings** identifies community preferences
- **Connections + Separations** identifies community preferences
- **Places for Learning** identifies student preferences and educator comments in response

Within these are subcomponents with more specifics.

FACILITY PLANNING PRINCIPLES

Planning Principles
These concepts have been distilled from activities and responses in three student workshops and three community workshops.

OVERALL
- Conceive practical, effective facilities planning concepts to support the school organizational concepts identified in the Vision
- Design facilities to be flexible, able to support multiple learning modalities, teaching styles, and program change over time
- Meet safety and security needs through thoughtful school building planning, in both new construction and renovation

PLANNING CONCEPTS
- The elementary building will house Grades Pre-K through 6
  - Organize that building as Lower Elementary and Upper Elementary schools
- The secondary building will house Grades 7 through 12
  - Through planning create the possibility that the 9th Grades are more aligned with the 7th and 8th Grades
  - If 9th Grade is aligned with Grades 10-12, make its SLCs separate from them and accessed separately
- Develop spaces arranged in clusters, Small Learning Communities (SLCs)
- Elementary SLCs should allow for multiple grades within each
- Secondary SLCs should support interdisciplinary learning and teaching, with all core curriculum specialties housed in each
- Arrange SLCs around Cafeterias and/or Learning Commons (Media Centers), making those large shares spaces “go through” spaces, readily accessible to all students and teachers
- Make circulation shorter and wider to allow it to be used for learning as well as circulation
- Integrate outdoor learning and recreation spaces in the building designs
- Create building plans that offer security and safety despite constant visitors, many of whom will be active participants in student learning
- Explore innovative planning concepts that increase utilization of spaces and/or save square footage, such as:
  - Cafeteria as the Lobby for the school, the Gymnasiums, and the Auditorium
• **Learning Commons/Media Center adjunct to the Cafeteria**, utilizing the latter’s furniture for both functions
  • **Learning Commons/Media Center at the center of the SLCs**, making it a “go through” space, readily accessible to all students and teachers

• **Make learning visible:**
  • **Create many opportunities for display of student work**, both 2D and 3D
  • **Make students visible while learning** through use of glass between spaces

• **Strategically utilize natural light** to make spaces more humane and conserve energy
• **Utilize exterior courtyards** to bring natural light into the buildings and create opportunities for students to be outdoors while maintaining safety and security

**SPECIFIC SPACES**

• **Create spaces specifically oriented to the public**, such as possibly a Family Center, a Dental Clinic, a Food pantry, a Cooking Lab, and/or a Medical Clinic
• **Think of the schools as Community Centers**
• **Cafeterias could be in multiple spaces.** Bringing the food to students instead of taking students to food reduces circulation space
• **Create Teacher Planning Centers/Meeting Rooms** to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
• **Create spaces that support more “hands-on” learning**, including STEM /STEAM labs and Maker Spaces
• **Create presentation spaces** to honor and encourage frequent student and expert visitor presentations
• **Create dual use possibilities** for regularly scheduled fairs and festivals
• **Learning Studios (Classrooms) should be flexible**, able to be open to the Extended Learning Areas, or separate, or connected to other Learning Studios
• **Make Learning Studios appropriately sized** for the class sizes served, including 50+ - students with two teachers
• **Increase functionality of Learning Studios with adequate equipment and fixtures:** shelving, interactive boards, white boards, bulletin boards
• **Create a variety of spaces for student study**, probably dual uses with other functional needs
• **Make places for quiet, reflective study**
• **Make a Quiet Room** for student stress reduction
• **Create a variety of spaces for student small group collaboration**, such as Small Group Rooms, Extended Learning/Collaboration Areas
• **Create choices for student refreshment**, including a student run snack bar and improved vending machine choices
• **Plan the buildings to support student learning and socialization before and after school**
  • **Make a student help desk** active at these times of day
• **Support learning of technology skills with a Film Production/Recording Studio**
• **Create outdoor Learning Studios**

**FURNITURE**

• **Select furniture** that supports collaboration, different learning modalities, and is substantiated by brain research
• **Create variety and student choice through multiple types of seating** in Learning Commons, Study Areas, Cafeteria, and Learning Studios

**FEATURES**

• **Create a “Hellerup” stair** that can be used for presentation seating as well as circulation in both the elementary school and the secondary school
• **Make a student slide** in the elementary school

**GRADE GROUPINGS**

Participants in a community workshop identified ideal grade groupings, shown below with “/” shown between appropriate grades. The “//” indicates the overall grade groupings of the elementary building.to 6, and the secondary building, 7-12.

There are no universally held preferences, however many of the participants, working in Table Teams, preferred breaks between:

• Pre-K and K
• Grades 3 and 4
• Between Grades 8 and 9, and/or between Grades 9 and 10

Their results are shown on the next page:
IDEAL STUDENT GROUPINGS:

**TABLE TEAM 1:** No preference; internal organization of learning spaces is more important than grade groupings

**TABLE TEAM 2**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 3**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 4**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 5**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 6**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 7**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 8**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 9**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 10**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 11**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 12**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 13:** No preference; internal organization of learning spaces is more important than grade groupings

**TABLE TEAM 14**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>(9)</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM 16**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**TABLE TEAM x**

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Participants in a community meeting identified preferred shared or separate functions. These are identified on the charts starting on the next page.

### ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOLS MAJOR SPACES</th>
<th>LOWER ES SEPARATE</th>
<th>SAME TIME USE</th>
<th>SEPARATE TIME USE</th>
<th>UPPER ES SEPARATE</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>Breakfast, safety; Different time; We separate doors</td>
</tr>
<tr>
<td>Core Classrooms (Eng, math, history, languages)</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td></td>
<td>Body, age, size, furniture; K-2 and 3-6</td>
</tr>
<tr>
<td>Spl Ed inclusion (in general classrooms)</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Special Ed law; Body, age, size, furniture</td>
</tr>
<tr>
<td>Spl Ed MD: Multiple Disabilities</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Body, age, size, furniture</td>
</tr>
<tr>
<td>Spl Ed ED: Emotinally Disabled</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Body, age, size, furniture</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
<td>#'s and logistics of carrying out the school day; specialized; Body, age, size, furniture; By ability N/A</td>
</tr>
<tr>
<td>OT/PT</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#'s and logistics of carrying out the school day Body, age, size furniture</td>
</tr>
<tr>
<td>IT Labs (if any)</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>#'s and logistics of carrying out the school day; Body, age, size, furniture; Flexibility; N/A if 1:1</td>
</tr>
<tr>
<td>Tech/STEM Labs/ Maker Spaces</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>#'s and logistics of carrying out the school day Body, age, size, furniture</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#'s and logistics of carrying out the school day Body, age, size, furniture</td>
</tr>
<tr>
<td>Art</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#'s and logistics of carrying out the school day Body, age, size, furniture</td>
</tr>
<tr>
<td>Gym(s)</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#'s and logistics of carrying out the school day 2 in one areas</td>
</tr>
<tr>
<td>PE Support Spaces</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>#'s and logistics of carrying out the school day; *More than one with options; N/A</td>
</tr>
<tr>
<td>PE Locker Rooms</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>#'s and logistics of carrying out the school day N/A</td>
</tr>
<tr>
<td>Administration</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Guidance</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td></td>
<td>#'s and logistics of carrying out the school day; Also specialized; N/A</td>
</tr>
<tr>
<td>Psychologist/counseling (added)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td></td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Teacher Planning Centers</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Media Center/Learning Commons</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Auditorium (if any)</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Stage</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Food Court/Cafeteria</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>#'s and logistics of carrying out the school day One split space to run two lunches at one time</td>
</tr>
<tr>
<td>Food Service Kitchen</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>#'s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Custodial</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Other: Playground</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Security/monitor?</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Resource Officer?</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECONDARY SCHOOL

### SECONDARY SCHOOLS MAJOR SPACES

<table>
<thead>
<tr>
<th>Space</th>
<th>MS Separate Same Time Use</th>
<th>HS Separate Time Use</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Core Classrooms (Eng, math, history, languages)</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science Labs</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Spl Ed inclusion (in general classrooms)</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Spl Ed MD: Multiple Disabilities</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Spl Ed ED: Emotinally Disabled</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>2</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>OT/PT</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>IT Labs (if any)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tech/STEM Labs/ Maker Spaces</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Family/Consumer</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Gym(s)</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Fitness/Weight/Aerobics</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>PE Locker Rooms</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Athletic Locker Rooms</td>
<td>9</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Administration</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Guidance</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Nurse</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Planning Centers</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Media Center/Learning Commons</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Auditorium (if any)</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Stage</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Food Court/Cafeteria</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Food Service Kitchen</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Custodial</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Other: Swimming Pool</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Outdoor Fields</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Learning Labs</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Restrooms</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Playfields</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Restrooms</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Recess</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Outdoor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Gifted Services</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FUTURE FURNITURE
The students reviewed 31 choices for furniture for classrooms and breakout spaces, and individually ranked them for appropriateness. The most commonly cited ones are shown here. Their rankings are shown in Appendix Ch4.4. The presentation is in Appendix Ch 4.7.

ELEMENTARY SCHOOL
Images for the three most commonly cited elementary choices are:

#3, Gimnasio Los Caobos

#20, Collaboration Booths

#6, Presentation Spaces
SECONDARY SCHOOL
Images for the three most commonly cited secondary choices are:

#20, Collaboration Booths

#6, Presentation Spaces

VIDEO: RATE THE EXPERIENCE ON THE LEFT

#10, Suite of Learning Spaces Video
The plan on the left was preferred.
PLACES FOR LEARNING
The student workshop participants analyzed places for learning and established preferences for future schools. Options were reviewed, ranked, and evaluated by their Table Teams. Their rankings are shown in Appendix Ch4.4. The presentation is in Appendix Ch 4.8.

Most Appropriate
The following were cited multiple times by the students as Very Appropriate:

NORTHWEST ELEMENTARY SCHOOL

- Educator comments from Community Meeting #3:
  - Like common spaces. Don’t like furniture
  - Don’t like desks, private space for teachers, or complete separation of classroom and multi-purpose areas
  - Mason City schools have excellent team spaces also (100 students). Very important for a large school to feel like a small school. There Cafes are called “Commons”
  - Like collaboration space for teachers
  - Teacher “safe place.” Separation of classrooms from shared space – no separate desks
  - Love smaller learning communities

IDEAL MATH CLASSROOM

- Educator comments from Community Meeting #3:
  - I like the Marker Wall
  - Have projector on each table to project on wall.
  - We need more collaboration tables
  - Not flexible enough
  - Love door in middle and floor projector
  - Collaborative tables necessary

NAPA NEW TECH HIGH
- Have LCD projectors in each room
- Like the flex space
- Love multi-use Cafe
- Need Cyber Cafe! I like skylights and flex space

Least Appropriate
This was cited most as Least Appropriate:
- A Minges Brook Elementary School + Southampton High School

OVERVIEW
This is the overall schedule:
DAY 1, STUDENT MEETING #1
15th FEBRUARY 2017

The agenda issues were:
- Welcome/Introductions/Workshop Guidelines
- Guiding Principles: 2012 Pilot Program
  - Presentation by Steve Denny
- Community Survey Findings Presentation
  - Presentation by Jeff Parker
- Student Survey Findings Presentation
  - Individual reflections
  - Small group discussions
- Key Attributes Affinity Mapping
  - Small group discussions

Guiding Principles: 2012 Pilot Program
Steve Denny presented a summary of the Guiding Principles developed in 2012 during the educational Visioning workshops. These, consisting of six Guiding Principles and four Pillars, are outlined here:

**GUIDING PRINCIPLES**
1. All students will show academic excellence
2. Global citizens
3. Community connections
4. Celebrate diversity
5. Creative expression
6. Monitoring, assessment and accountability

**PILLARS**
5. Teaching that engages
6. Culture that empowers
7. Outcomes that matter
8. Technology that enables

Community Survey Findings Presentation
Jeff Parker shared the results of the surveys that were completed in the weeks before the workshop meetings by students and community members. Copies of the survey results are in the Appendix:

Student Survey Findings Presentation
Jeff Parker shared the results of the surveys that were completed in the weeks before the workshop meetings by students and community members. Copies of the survey results are in the Appendix:

INDIVIDUAL REFLECTIONS
The students completed review forms that asked for their degree of agreement with the responses for each Guiding Principle and Pillar, following this format:

**DO THESE SURVEY RESULTS SEEM CORRECT TO YOU? PUT AN "X" UNDER ONE CHOICE:**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Why?**
_______________________________________________________________________________________

Copies of student individual responses are in the Appendix.

**SMALL GROUP DISCUSSIONS**
Students then discussed the issues they felt most passionate about in their small group Table Teams. Their thoughts were:

**TABLE TEAM 1**
**HIGH SCHOOL GROUP #1**
Pillar #1, Teaching that Engages:
- See student problem solving
- Solve real-world problems
- Asking students for their input
- Make more projects interesting for students

Guiding Principle #3, Community Connections:
- People helping out the schools
- Guest speakers
- Interactive activities (inside and outside)
- Planting trees to make the community look good
- Recycling projects
- Fairs & festivals
- More fundraisers

**TABLE TEAM 2**
**HIGH SCHOOL GROUP #2**
Guiding Principle #3, Community Connections:
- Info/kiosk
- Announcements

Pillar #1, Teaching that Engages:
- Meeting Room for teachers
  - To go for PBL help and inspiration for projects
- Interactive classrooms tools

**TABLE TEAM 3**
**HIGH SCHOOL GIRLS**
Guiding Principle #1, Academic Excellence:
- People that care about student education and success
- Accountability for your own work and education
- Work demonstrates your best ability
- Teachers and students are working together to obtain one goal

Guiding Principle #6, Monitoring Assessment + Accountability:
- Discussions about world events and problems (global seminar)
- Holding each other accountable for actions in and outside of school
- Being able to express your views about the world without being discriminated against
  - (Global citizens)

**TABLE TEAM 4**
**8th GRADE STUDENTS WITH 1 HIGH SCHOOL STUDENT**
Guiding Principle #3, Community Connections:
- Interacting with the community and each other
- Upcoming community events
- Involving community in projects
  - Working together as a community
- Projects that connect to history
- Environment of the community

Pillar #4, Outcomes That Matter:
- Projects that benefit the community
- Projects that influence collaboration
- Projects that connect history
- Freedom Center
- Projects with reason and ending
- Projects that help students engage
- Fun
- Student-controlled

TABLE TEAM 5
6th GRADE GROUP

Guiding Principle #1, Academic Excellence:
- Everyone is able to see what’s going on (within groups/projects)
- Communication (advanced)
- Responsibility

Pillar #1, Teaching that Engages:
- More collaboration and hands-on activities
- More options on projects
- More challenges
- Higher goals

Key Attributes Affinity Mapping
The students correlated the findings from the Student Survey by identifying Key Attributes. Working in grade-specific tables, 6th Grade, Middle School, and High School, they identified characteristics and needs deemed most important for the future schools:

6th GRADE
TABLE TEAM
Spaces for more activities
- talent rooms
- desks/tables in hallways x3
- better desks
- more classrooms x3
- dry erase boards
- bins to keep work
- bigger classrooms x3
- more book shelves
- order and balance of the school
- cleaner safer school X2
- new buildings
- study rooms
- bigger lockers
- bigger library for studies
- connection

Technology
- more computers x2
- better tech
- responsibility

Hygiene
- cold water fountains
- more options
- better responsibility
• more trust
• more collaboration
• better educated teaching

Tools
• more books x2
• book shelves
• books in all classes

MIDDLE SCHOOL
TABLE TEAM
Better school structure/organization
• fewer students
• more ways to communicate
• guests to talk to us
• more technology
• better food
• better teachers

Better utensils / access to learning resources
• printers
• paper
• more pencils
• posters
• free pens/pencils
• books
• better books
• work utensils
• tables

More adaptable furniture for group work
• better desks
• bigger desks
• chairs
• more chairs
• tables

Electronics/technology to fit NTN style
• better computers
• white boards
• touch screens
• Chromebook chargers
• internet
• tvs
• more smart boards
• bigger boards
• chalk boards

Spaces that fit our needs
• locker space x2
• hand driers in bathrooms
• bathrooms x3
• water fountains x2
• bigger offices
• cafeteria x3
• classroom size x2
• elective spaces
• new gyms x4
• library x4
• student conference rooms
• buildings
HIGH SCHOOL
TABLE TEAM 1

Type of Building
- light
- open concept
- bright colors
- open areas

Physical things in the building
- courtyard
- water fountains
- bigger classrooms
- chairs with wheels
- tables to allow collaboration
- bigger auditorium
- rooms to test culminating products
- areas for school spirit

Technology
- updated tech
- smartboards
- access to power outlets
- echo not logging me out (wifi capacity)
- storage
- better wifi
- scanners

Creative items
- pictures
- better snack vending machines
- pep rallies
- non-diet soda
- music
- after school activities
- free time
- music practice rooms

Extra
- cultural awareness
- bigger auditorium
- filming/recording room
- bright colors
- only tables
- school garden

HIGH SCHOOL
TABLE TEAM 2

Teacher training improvement
- fun teachers that like to engage the students
- trained teachers

Improvement in classes
- proper lab equipment
- engaging classrooms
- bigger desks and tables
- comfortable chairs
- new library
- open learning space
- green room for projects
- labs in science
- labs
- open classrooms
- roofs
- tables in classrooms
- fun projects
- interactive workspaces
- Chromebook charging stations

Individual help
- study hall
- afterschool help room
- quiet focus rooms
- better engaging classrooms
- technology lab
- quiet room for stressed students

Outdoor Rooms
- outdoor learning corridor
- outdoor classrooms

Cafeteria
- better cafeteria

Air / Oxygen
- windows by classroom doors
- more windows
- air conditioning in the gym
- locker rooms
- classrooms with windows

**HIGH SCHOOL**
**TABLE TEAM 3**
Ways to help students in learning
- student choice in groups (chemistry)
- more meetings / workshops
- visual learning
- competition in class
- chemistry with teachers
- guiding students more

Materials that can be beneficial
- more printers
- 3d printers
- better technology
- better text books
- better smart boards
- projectors

Rooms we need
- bigger auditorium with more seats for guest speakers
- workshop room to build projects in
- a room for presentations
- study lounges
  - not a library
  - open to everybody
  - has tables and counter height seats
  - safe environment

Additional things the school needs:
- air conditioning
- comfortable chairs x2
- better food
- vending machines
- play ground
AGENDA
15th FEBRUARY 2017
THE AGENDA ISSUES WE RE:
§ Welcome/Introductions/Workshop Guidelines
§ Guiding Principles: 2012 Pilot Program
  o Presentation by Steve Denny
§ New Tech Network Model/Project Based Learning
  o Presentation by Dr Terri Holden
§ Community Survey Findings Presentation
  o Small group discussions
  o Whole group discussion
§ Student Survey Findings Presentation
  o Presentation by Jeff Parker + students

GUIDING PRINCIPLES: 2012 PILOT PROGRAM
Steve Denny presented a summary of the Guiding Principles developed in 2012 during the educational Visioning workshops. These, consisting of six Guiding Principles and four Pillars, are outlined here:

GUIDING PRINCIPLES
7. All students will show academic excellence
8. Global citizens
9. Community connections
10. Celebrate diversity
11. Creative expression
12. Monitoring, assessment and accountability

PILLARS
1. Teaching that engages
2. Culture that empowers
3. Outcomes that matter
4. Technology that enables

NEW TECH NETWORK MODEL/PROJECT BASED LEARNING
Dr Holden presented learning results at the Winton Woods schools Pilot Programs, plus essential values and organizational strategies of the New Tech Network. See Appendix.
COMMUNITY SURVEY FINDINGS PRESENTATION

Jeff Parker shared the results of the surveys that were completed in the weeks before the meeting.

INDIVIDUAL REFLECTIONS
The meeting participants completed review forms that asked for their degree of agreement with the responses for each Guiding Principle and Pillar, following this format:

DO THESE SURVEY RESULTS SEEM CORRECT TO YOU? PUT AN “X” UNDER ONE CHOICE:

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why? _______________________________________________________________________________________

A compilation of all responses follows:

1. **Guiding Principle #1: ALL STUDENTS WILL SHOW ACADEMIC EXCELLENCE**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Guiding Principle #2: GLOBAL CITIZENS**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Guiding Principle #3: COMMUNITY CONNECTIONS**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Guiding Principle #4: CELEBRATE DIVERSITY**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Guiding Principle #5: CREATIVE EXPRESSION**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Guiding Principle #6: MONITORING, ASSESSMENT AND ACCOUNTABILITY**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **Pillar #1: TEACHING THAT ENGAGES**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Pillar #2: CULTURE THAT EMPOWERS**

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Pillar #3: OUTCOMES THAT MATTER

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISAGREE</td>
<td>5</td>
<td>6</td>
<td>35</td>
<td>17</td>
</tr>
</tbody>
</table>

10. Pillar #4: TECHNOLOGY THAT ENABLES

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO OPINION</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISAGREE</td>
<td>10</td>
<td>2</td>
<td>35</td>
<td>11</td>
</tr>
</tbody>
</table>

Comments related to each Guiding Principal and Pillar were as follows:

1. Guiding Principle #1: ALL STUDENTS WILL SHOW ACADEMIC EXCELLENCE

Why?
- Will bottom Quintile have additional help – resources?
- Prepares students for post high school
- Nearby school districts should not be the benchmark. What’s “best practice” worldwide?
- All students should show excellence based on their best ability
- We not only want to meet but exceed expectations
- With the new learning students are more engaged
- Standards drive, ↑ requirements for top 16, extra-curricular GPA to participant
- ACT scores drastically lower than other districts
- Our test results don’t yet show growth district wide. The ending point is correct, our starting point should be lower
- Disagree – many students are operating below grade level. Agree – we try a lot of different methods/models, then move on
- Students have had to adhere to one approved model. Very little flexibility in learning strategies have occurred at this point
- I have more than half students performing below grade level (sometimes) 203 below. Students are getting passed along and not showing proficiency in previous grade level
- Students are being exposed to various teaching methods via PBL/PrBL
- As a district, we are making progress but we are hopeful that new technology and new facilities will accelerate that growth
- Current test results don’t seem to be showing slightly better than average performance
- Not above yet
- Current 4.3 is very generous when considering ALL students
- The college prep and next steps seem to be absent
- Need to get better to help the students
- Growth is needed, but students have already been exposed to a lot
- Our students receive higher achievement through test scores exhibit
- Present is below average – a agree about future
- Just arrived in the community
- Torn, I only see the primary level so it is hard to judge the district as a whole
- Identify student weaknesses striving to make them strengths
- Student accountability not held up

2. Guiding Principle #2: GLOBAL CITIZENS

Why?
- Not sure if this should be emphasized – not as important as others
- Global world requires globally aware students
- That’s how we BEST prepare our students
- High level of diversity
- Our kids are definitely exposed to other cultures and adapt to their cultures. Our ending value I agree with, the beginning value I do not
- I would have rated us higher
- Our diversity helps our students understand this concept better than some
- What activities?
- We need to improve community input to enhance our two-way communication with community stakeholders
- We want to prepare all students for success
- We are doing a pretty good job at this, better than most! Survey is a little low on where we are, but right on where we need to be
- While the HS has exchange students, the student body does not interact with them often
I believe that many of those that are exposed are still limited due to the progress of the students’ connection to life skills are low to none.

Think we are better to student but

Going deeper is important

Very important

We also need to teach social interaction

3. Guiding Principle #3: COMMUNITY CONNECTIONS
Why?
- This is what we have been working on
- Engage community such as English classes, GED, or adult literacy
- Present (for elementary) should be lower although I agree that it should be for future
- Connectivity to the community is huge in new tech!
- Important to ensure we don’t and can’t replace the person-to-person contact. Students MUST understand this
- In the society today it is important to have a technical as well as a social connection
- I see little family involvement at our schools. A community has a presence and interacts
- I would like the building to have community access/shared space, eg – Clinic Library
- I still believe the “community” is at a disconnect
- We would need to start having community service projects at our school
- Community involvement is extremely important
- Many of the young people do not know who their neighbors are, what the family make up is and community involvement seems limited
- I feel the community often shuns our kids
- Enforce social communication/skills
- Communication with peers and superior will improve from use of new technology

4. Guiding Principle #4: CELEBRATE DIVERSITY
Why?
- We are a very diverse district
- Creative expression down the line I think we will be stronger in #5
- We should aspire to showcase our adversity more which is why I feel our ending goal should be higher
- Students need to be exposed to children from various cultures, backgrounds, and abilities
- Students at my building (IS) don’t have exposure/opportunities to celebrate or learn about people, communities other than them. In 5th/6th
- Our district directly reflects a diverse community of cultures and socio-economic levels
- WE acknowledge diversity in pockets be we don’t formally celebrate those difference (Hispanic Heritage month, Black History month) as a district
- Lots of different cultures in district
- Lots of exposure to diverse culture already
- 27 languages
- 5.2 is too high – while we are a very diverse district, there are still many racial issues and undertones between students
- The connection with diversity seems very vague we speak about what we desire but efforts are very low
- But we can do better
- I think more emphasis needs to be place in this area
- Though we are very diverse, I don’t know if we “celebrate” it
- All kids need exposure to this
- I think the school is doing an incredible job at this now, but more ESL support is needed to support the growing population
- Have a welcoming committee to ensure all new students feel included
- Diversity is drawing attention because we are very diverse. Many families chose our community and schools to provide exposure, competency, and self-confidence when they reach beyond classrooms and communities

5. Guiding Principle #5: CREATIVE EXPRESSION
Why?
- Need to be a well balanced
- For some kids the arts keep them in school
- Some student may only be reached thru creative experiences
- Highest rated currently of 6 guiding principles – this is good
- Encourage, but taught the time and place for appropriate expression
- I think our starting value is too high. I agree with the ending value
- We have all those things mentioned above
- We encourage all students to participate in the arts and to express their creativity through learning
- Finding the passion of every student will foster success
- The arts are a definite strength for our district
- Fine arts drives a good portion of district
- Lots of different options for expressing creativity
- Our kids are some of this areas most well-rounded kids!
- Support for all the arts needs to stay constant or improve to keep this valuable part of our district
- These skills help for the future, should inquire – should be (strongly agree)
- Do more public invites who have achieved and this would give the youth a better chance to do better
- I do think there are pockets of kids whose needs are not currently being met – if not musical or artistic
- The students need this outlet
- Not everyone is into sports → need this
- Strength of WW!!
- Important component

6. Guiding Principle #6: MONITORING, ASSESSMENT AND ACCOUNTABILITY

Why?
- Good but not good enough. Need a better benchmark
- Could be done better
- (6.4) a strong 7 should be where we’re at in 10 years
- We can do better
- Not all students learn and comprehend the same way
- We over monitor. Data rules this district
- Again, our starting value is too high. I feel we have more work to be done. I agree with the end value
- I believe PBL could cause test scores to momentarily drop before they improve – could be a tough sell to the community
- This is an area of needed improvement – Is this based on ODE report card or several measures?
- We keep grades in echo and allow for various forms of assessments
- Let the data drive the instruction
- We monitor constantly but we are still growing in how we use the data for intervention and enrichment
- More needed to work on individual
- Lots of opportunity close accountability gap
- Work to do here. Survey was generous, but not completely off the mark
- Too high – needs more work
- Skills are not really monitored just given for a specific number which should change
- Only part
- Accountability is key to succeed in life
- This philosophy should be dissected and adapted into a methodology to be employed building-wide
- Some students test better than others – they have the knowledge but test poorly

7. Pillar #1: TEACHING THAT ENGAGES

Why?
- Problem-solving, but need to assure core competencies are accomplished particularly at elementary level
- Need to make sure that future teachers are as enthusiastic as the program directors
- Change way kids learn
- Working towards but need changes
- A space for project-based learning is needed
- Will improve as teachers improve in new tech
- This is beneficial for students when in real world situations
- Teachers are working very hard with PBL
- Significant
- I believe our students are engaging significantly so I think we are higher already
- There needs to be more flexibility for different learning styles. Students are not taught the material
- To our best ability, teachers are creating projects
- We need to strive to make the learning process more engaging for our learners
- Allowing the students to drive the instruction
- We know that new technology will magnify student engagement
- See it in some parts but not other
- This needs more development to reach all students, especially with authenticity
- This builds an early filter. The 4.3 stays at 4.3 unless you inspire those that fall behind. Opportunity to show accomplishment. Issues – sufficient leaders – directed and trained student leaders what do we do with those that do not inspire
- Encouraging students to step outside their “comfort zone”

8. **Pillar #2: CULTURE THAT EMPOWERS**

**Why?**
- Trust, respect, and responsibility should guide our work!
- Culture doesn’t seem as if micro-managing is taking place
- Part of this starts at home and in the neighborhood
- I feel that the schools have placed an emphasis on trust, respect, and responsibility to foster a positive school culture
- I think the district has a long way to go with this area
- High school way ahead of curve on culture. Maybe as lower grades agree with end very high
- More work needs to be done with this area
- Sometimes kids need discipline and aren’t responsible enough
- Should apply to adults also

9. **Pillar #3: OUTCOMES THAT MATTER**

**Why?**
- Results rather have the students learned concepts is key core education
- Don’t agree on the emphasis on college-level work. Not everyone is college material
- Real world
- Many teachers are not familiar with student learning outcomes
- Students should set their own personal learning outcomes they are graded against, just like the school wide learning outcomes
- This will teach students what learning in life will look and feel like
- I think we have a lower starting value. WE have much more work to do than has been done. Agree with the ending value
- I am not yet convinced that the depth of knowledge is being accomplished
- We need huge growth here
- Students need a basic knowledge base in-order to know how to delve deeper into the material. Students are novices
- We need to continue to
- Until our state assessment data significantly improves there will be a steep road to climb
- The survey is a little low but close. PBL centers around this concept! That’s the strength of it
- This would be great only if this is a follow through but the gap is really huge
- Same answer as above, target should be high
- Making sure curriculum lines up with application and projects
- Need to know this for real world
- Not clarifying the student’s desire beyond high school. Class size, socio-economic differences, teachers’ student state, communication, age, gender (see this page)

10. **Pillar #4: TECHNOLOGY THAT ENABLES**

**Why?**
- Key will be can students from low incomes be able to use technology at home
- What’s the benchmark?
- Definitely need work
- There are issues (in elementary) with 1-1 and connectivity
- In comparison to a lot of the surrounding district, we seem to have a lot more. Plans and programs allow us to get more if justified and benefits our population which is most difficult to accomplish and how do we go about it
- I think we currently have much more technology than the survey shows
- I feel our starting value is too high. I agree with the ending value
- Need options for students who don’t have internet or don’t use technology appropriately
- Better technology is definitely still needed and knowledge of technology
- Students need to know how to use appropriately
- WE do a great job with this!
- The youth are more engaged
- Technology, not just computer can assist in multiple ways
- I believe we are doing better with technology at the secondary level
- More teaching (readying) students with technology piece
- I think we need to ensure our technology is enabling learning
- Not significantly rich technology at primary levels
- Needed this day and age
- Students of different background share one unique characteristics which is the navigation of the internet
SMALL GROUP DISCUSSIONS
Table Teams then selected the three top Principles and two top Pillars and addressed these questions:
- What has to be done to make this happen?
- If we really believed this, what would it look like?

Responses were:

TABLE TEAM 1
Guiding Principle #1, Academic Excellence:
- Ensuring project/standard alignment
- Creating an environment that fosters academic excellence utilizing vertical student collaboration
- Ensuring NCLB (no, not the land…)
- Implement a new Student Transition Program!

TABLE TEAM 2
Pillar #1, Teaching that Engages:
- Real-world relevance/solving real-world problems/reflect student interest
  - A Professional, ongoing education of teachers
    - During school term
    - Summer months
      - At school
      - Through other organizations
  - Teacher Collaboration
    - Big board in Lounge when projects due
  - Can we ∆/change the Ad-HS Help teachers with
    - Planning
    - Outlook
    - New way teaching
    - Philosophy
- Challenging expectations
  - A Continued use of project contract
  - B Provide choices of projects continue
  - C Use both teacher-choice of teams and student-choice of teams
  - D Change roles so that all get a chance to, ie, lead

Guiding Principle #3, Community Connections:
- Thinking outside the box
  - Open enrollment
- Mentors to students in younger grades
- Engaging with all forms of communication!?
- Defining the community by more than geographics (addresses)

TABLE TEAM 3
Guiding Principle #3, Community Connections:
- CLC inspired design
- Will/may self-improve with two new buildings
  - PTA rebuilding
  - Parental/business involvement
- Community Wi-Fi
- Pride – “If we build it – they will come”
  - #Warrior Nation

TABLE TEAM 5
Pillar #4, Outcomes That Matter:
- Collaborative, hands-on projects that have real-world relevance
- Broader project options/choices
  - Reflect student interests
More challenging/higher expectations
Solving real problems
Expert people from community, ex – entrepreneur
Natural differentiation
Ongoing problems being solved
  o *Teachable moments

TABLE TEAM 6
Guiding Principle #1, Academic Excellence:
- Data to prove progress in comparison, not only to other schools but to where we used to be
- Start teaching that engages because the “Domino Effect” will allow all other aspects to follow
- Clear communication between student and teacher expectations
- Student freedom to achieve set goals through exploration
  o (Open the directions to allow students to share their ability to collect knowledge from their own sources)

TABLE TEAM 7
Guiding Principle #3, Community Connections:
- Make spaces the community can utilize (Clinic, Workshop, Gym, etc)
- Community Center! (multipurpose rooms)
- Shared opportunities
  o (Languages classes, ECHO classes)
- More community members/local experts reviewing projects
- Shadowing (healthcare professionals)
- Tutoring
- Mobile Dentist, eye doctor, mental health services
- Garden, green space – inviting space (windows, architecture)
  o Eco-friendly space (like Heifer International)
- Cooking classes
- Food Pantry

TABLE TEAM 8
Pillar #1, Teaching that Engages:
- Making sure the projects actually connect to real-world concerns
- Gaining input from the kids to change teaching practices (reflection)
- Student voice

TABLE TEAM 9
Pillar #1, Teaching that Engages:
- The big idea!
- Understand the process
- What the student *needs*
- What do you want to learn?
- How do you learn?
- Identify strengths
  o Identify weakness
    - Build weakness into strengths

TABLE TEAM 10
Pillar #1, Teaching that Engages:
- School you want to be in!
- Establish relationships with parents and students
- Who wants to come to your classroom?
- Find out what the world wants and produce the product
- Parents more involved

TABLE TEAM 11
Needs to Happen
- Student-centered in all things
- Removal of distractions (eg, heating, air, noise, etc)
- Recognizing diverse needs of learners
- High expectations
- Thinking outside of box
- Looks like:
  - "Above and beyond" mindset
  - Other students share, celebrate, encourage, and support the success of others
  - Student ownership
  - Pride
  - Enthusiasm among staff and students
    ✓ Everything Kevin Jones said

ABLE TEAM 13
Guiding Principle #1, Academic Excellence:

- School-wide learning outcomes
- High expectations
- NTN Pillars
- Data-driven decisions
- Making learning visible to students (students tracking own data)
- PBL processes in all convenings
- Mind shift (growth-mindset)
- Goal setting
  - Short-term
  - Long-term
- Involve all stakeholders (Team)

TABLE TEAM 14
Pillar #1, Teaching that Engages:
- Students lead the instruction and have a voice in decision making
- Involving/solving real-life problems
- Introduced to different professions/careers
- Students & teachers collaborate
- Meaningful conversations
- Understanding the purpose of their learning

TABLE TEAM 15
Pillar #4, Outcomes That Matter:
- Creating the ideal graduate
- SWLO from both student and teacher perspectives
- Student voice
- Orienting new students (possible led)
- Differentiation
- Authenticity in learning outcomes
- Learning spaces that support PBL
TABLE TEAM 16
Guiding Principle #1, Academic Excellence:
- Have to come up with a solution to a student’s limited access to resources?
  - Solution:
    - Extend school accessibility
    - Community partners
    - City Hot Spot
- How to broaden learning beyond a text?
  - Applying standards to real-world problems
- Measure of growth based on individual students
- Providing multiple/additional opportunities to students
  - Increasing learning experiences with students

TABLE TEAM 17
Guiding Principle #3, Community Connections:
- More than one person needs to help bridge relationships with the community (Corina Denny can’t do it all)
- If we have high achievements, we will get community support
- Kids (our students) need to do more in the community!
- More involvement and support from the city leaders
- Community needs to be educated regarding the best way to support us!
- Community connections can instill passion in the students

TABLE TEAM 18
Pillar #1, Teaching that Engages:
- Student engagement starts with relevance, student voice and choice
  - “Incentives from the community”
- Shift to “big” STUDENT – “little” TEACHER
  - Teacher as facilitator
- Consistent practice of student-led learning experiences
- Exploration and discovery/inquiry
- Tied to real world – students want to learn presented topics/content
- Addresses varied learning modalities
- ONE SIZE DOES NOT FIT ALL

Tools
- Pools of funds to purchase items
  - Innovation Fund
    - Un-allocated funds from each school
    - Apply for grant
- End of Year Planning
  - Create a list of items needed for next year

TABLE TEAM 19
Pillar #1, Teaching that Engages:
- Engage the community by exposing them to student work, student learning and student body
- Student voice in learning and teaching styles and products
- Understanding and compromise with needs of all stakeholders
- Adults sharing personal interest and respecting/understanding students’ personal interest

TABLE TEAM 20
Pillar #4, Outcomes That Matter:
- Individualized/personalized programs designed for each student
  - Way to reinforce strengths
  - Build weaknesses
- High expectations that are set by stakeholders – teachers, state, students’ families + community
- Clearly identified outcome goals and why
- Adaptable teaching strategies
  - Variety of influences – using all senses
• Outcomes that are measurable (testing) and demonstrated consistently by behavior and culture
• Vertically articulated
• Provides student with solid foundation for future success
• Accountability

WHOLE GROUP DISCUSSION
In a whole group discussion following the table Team discussions, these issues were cited as most important:

Guiding Principle #1, Academic Excellence:
• Are we asking the right questions?
• Are we really engaged?
• What is our competition?
• Mutual support and communication
  o Parents and school
  o Parents need to feel valued

Guiding Principle #3, Community Connections:
• Diverse community
• Lots of families without kids in school
• Language barriers
• *Outreach to community. How to do?
• Life skills
• Do well with kids with disabilities
• Need shared community space
  o Latino Ministries
  ✓ Learn English

Pillar #1, Teaching that Engages:
• PBL
• Struggles
  o Parent involvement
  o Transient populations
  o What are we doing to welcome?

Pillar #4, Outcomes That Matter:
• Have to communicate to decide how we will do something
• Students should have a say
  o Give them a voice

Student Survey Findings Presentation
PRESENTATION JEFF PARKER + STUDENTS
AGENDA
21st FEBRUARY 2017

The agenda issues were:
- Key Attributes Student Group Presentation
  - Q + A
- School Organization 1: Developmental Ages + Student Groupings
  - Small group discussions
- Breakout: Monitoring, Assessment + Accountability Redo
  - Select small groups
- School Organization 2: Connections + Separations
  - Small group discussions

KEY ATTRIBUTES STUDENT GROUP PRESENTATION
Selected high school students presented the results of their affinity mapping and Key Attributes discussions, outlined in detail above, Student Meeting #1.

Q + A
They fielded questions from the community members in the "audience."

SCHOOL ORGANIZATION 1: DEVELOPMENTAL AGES + STUDENT GROUPINGS
This was the challenge:

SCHOOL ORGANIZATION 1: Developmental ages and student groupings

Background:
- The New Tech Network model:
  - Pairs teachers in teams, same time-same place teaching, with 50-60 students per class
    - This means fewer but larger classrooms
  - Values autonomous school units of 400 + students
    - In larger buildings this can be accomplished by Small Learning Communities (SLCs)
- The projected district enrolment for 2021 is 3,327 students, or approximately 255 students per grade K-12
- Per OFCC agreement, our two future buildings will be:
  - Elementary, PK-6: 1800-2000+ students
  - Secondary, 7-12: 1500-1800+ students

1. Developmental Ages (for reference):
Identify any natural developmental breaks/thresholds in the PK-12 continuity

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Consider these issues for Student Groupings:
- How many grade levels should be together?
  - Can older students teach younger students?
2. Student Groupings:
2a. Identify POSSIBLE Student Groupings:

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>PK</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

PROPOSE your ideal Student Groupings:

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

WHY?

2b. SCHOOL ORGANIZATION 1: Developmental ages and student groupings

1. Developmental Age Student Groupings:
Completed by one table team.

<table>
<thead>
<tr>
<th>PK</th>
<th>K /</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 /</th>
<th>6</th>
<th>7</th>
<th>8 /</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>K /</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 /</td>
<td>6</td>
<td>7</td>
<td>8 /</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Why?

- PK – K
  - Still learning how to read, count
    - 1 Admin

- 1 – 5
  - Work to please teacher, hugs, still looking for direction
  - Feel assured that positive interactions with one another
    - 2 Admin – I possible

- 6 – 7
  - Tween becoming team
  - ???, more independent (attitudes)
    - 2 Admin

- 9 – 12
  - 10 – 12 – different zones same building
    - 4 Admin

2b. Ideal Student Groupings:

<table>
<thead>
<tr>
<th>TABLE TEAM 2</th>
<th></th>
<th>PK</th>
<th>K /</th>
<th>1</th>
<th>2</th>
<th>3 /</th>
<th>4</th>
<th>5</th>
<th>6 /</th>
<th>7</th>
<th>8 /</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE TEAM 3</td>
<td></td>
<td>PK /</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 /</td>
<td>5</td>
<td>6 /</td>
<td>7</td>
<td>8 /</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>TABLE TEAM 4</td>
<td></td>
<td>PK /</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6 /</td>
<td>7</td>
<td>8</td>
<td>9 /</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>TABLE TEAM 5</td>
<td></td>
<td>PK /</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 /</td>
<td>6</td>
<td>7</td>
<td>8 /</td>
<td>9</td>
<td>10 /</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>
### Table Team 6
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team 7
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team 8
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team 9
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team 10
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |
- K – 6 – building
- 7-12 – building

### Table Team 11
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team 12
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team 14
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | // (9) | 10 | 11 | 12 |

### Table Team 16
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### Table Team x
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | // | 7 | 8 | 9 | 10 | 11 | 12 |

### 2c. Why?
**Why? Table Team 2**
- PK – K
  - Provides for the developmental learning of our youngest scholars
  - 1-3
  - Allows shared learning spaces for intervention and enrichment space for all students during the most critical years
  - 4-6
  - Not middle schoolers yet. 6th grade could help mentor 4th & 5th
  - 7-8
  - Still maturing/not quite high schoolers
  - 9-12
  - Multiple opportunities for interaction/shared learning between grades

**Why? Table Team 3**
- Need for interventions merits smaller groupings
- 3rd grade reading guarantee (2,3,4 together
- PK different culture

**Why? Table Team 4**
- 11SLC
  - Getting familiar with faces
  - Administrative/office/nursing have smaller
  - Expanded AGS
  - Kindergarten on its own for beginning learning (social)
  - Wider grade bans…flexibility
  - Even #’s of classes → co-teaching

**Why? Table Team 5**
- PK –
  - District difference in curricula from K
  - K-3
  - Learning to read
  - 4-5
  - 6
    - Leaders in building/math change
  - 7-8/9-10/11-12
Similar curricula/maturity level

**Why? Table Team 6**
- PK – K
  - Still learning how to read, count
    - 1 Admin
  - 1 – 5
    - Work to please teacher, hugs, still looking for direction
    - Feel assured that positive interactions with one another
      - 2 Admin – I possible
  - 6 – 7
    - Tween becoming team
    - ????, more independent (attitudes)
      - 2 Admin
  - 9 – 12
    - 10 – 12 – different zones same building
      - 4 Admin

**Why? Table Team 7**
- 7-8
  - Maybe teachers move with students!
    - Family Teams
  - 9-10
    - AGS
    - NTA
    - Promote culture
    - Developmentally aligned
    - 7/8 separate from 9-12 for credit
    - SLC’s work!

**Why? Table Team 8**
- Dream vision
  - Pre-K village
    - Stand alone building
  - Building pipeline – retaining students with less transitions
  - Shared learning spaces yet separate B/R
  - PBL benefits
  - Increased peer tutoring = large advantage

**Why? Table Team 9**
- Developmental stages change much faster when students are younger
  - 9th graders need one more year before “high school”

**Why? Table Team 10**
- K- 3
  - Continuity for 3GRG
  - Opportunities for acceleration or intervention
  - 7-9
    - Different floors/or wing of a building
    - Allows for smaller community and ease of transition to HS
    - Conducive to more and better relationships and connections with teachers
  - 7-12
    - Need more gyms/athletic/practice facilities

**Why? Table Team 11**
- Some grade levels need to be isolated
- Pre-K
  - Developmental, many ages
  - K and 1
    - Learning reading fundamentals
  - 2 and 3
    - Solidifying reading skills
- 4 and 5
  - Gaining maturity
  - Using reading skills to learn
- 6
  - Preparing for a secondary mindset
- 7 and 8
  - Fundamental secondary skills
- 9
  - Beginning to mature with respect to thinking about the future
- 10 and 11
  - Equally matched on academic trajectory
- 12
  - Preparing to graduate and for next steps

Why? Table Team 12

Why? Table Team 14
- PK
  - Demand
- K-3
  - Literacy standards
- 7-8
  - Transition period
- 9
  - Transition period

Why? Table Team 16
- PreK
  - Are a developmental group
- K-3
  - 3rd grade reading
- 4-6
  - Possible layouts/alternatives

See drawing to the right.

Why? Table Team X
- It’s good to separate by age
- What happens to SpEd in this configuration?

BREAKOUT: MONITORING, ASSESSMENT + ACCOUNTABILITY REDO

A breakout group of approximately 15 community members and educators met separately to address Guiding Principle #6, Monitoring, Assessment and Accountability. They conceived these possible revisions:

SELECT SMALL GROUPS

Table Team X (Spanish translation table)

Monitoring Assessment and Accountability
- We should be at a 7 in 10 years
- Teaching that engages will help make this happen
- Making schools magical
- Reimagine planning time
- PBL implementation with fidelity will enable students to perform better on standardized tests
- We agree with spread and we feel the facilities and additional learning spaces for PBL will increase the spread
- On-going training for teachers and spaces for teachers to collaborate

SCHOOL ORGANIZATION 2: CONNECTIONS + SEPARATIONS

Schools that include many grade levels need thoughtful consideration of appropriate connections and separations of students of different ages and developmental ages.

SMALL GROUP DISCUSSIONS
Participants worked in table teams to identify appropriate connections and separations. Some addressed the secondary school, others the elementary school. Here, starting on the next page, are their responses, with the number indicating the number of Table Teams option for each choice.

**SCHOOL ORGANIZATION 2: SECONDARY SCHOOL Connections + Separations**

Ideal connections and separations among these program spaces:

<table>
<thead>
<tr>
<th>SECONDARY SCHOOLS MAJOR SPACES</th>
<th>MS SEPARATE</th>
<th>SAME TIME USE</th>
<th>HS SEPARATE</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance</td>
<td>6 2 4 5</td>
<td></td>
<td></td>
<td>Many Variables, buses; Efficiency; Savings and security; Different time</td>
</tr>
<tr>
<td>Core Classrooms (Eng, math, history, languages)</td>
<td>9 3 9</td>
<td></td>
<td></td>
<td>Exception MS for HS credit</td>
</tr>
<tr>
<td>Science Labs</td>
<td>4 7 6</td>
<td></td>
<td></td>
<td>Flexible configuration</td>
</tr>
<tr>
<td>Spl Ed inclusion (in general classrooms)</td>
<td>8 2 2 7</td>
<td></td>
<td></td>
<td>Don't want to create Spl Ed entity</td>
</tr>
<tr>
<td>Spl Ed MD: Multiple Disabilities</td>
<td>8 4 1 8</td>
<td></td>
<td></td>
<td>Separate spaces; Different abilities</td>
</tr>
<tr>
<td>Spl Ed ED: Emotionally Disabled</td>
<td>10 2 2 10</td>
<td></td>
<td></td>
<td>Too many variables</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>2 7 3 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT/PT</td>
<td>1 5 6 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Labs (if any)</td>
<td>N/A 3</td>
<td>N/A 1</td>
<td>N/A 5</td>
<td>N/A 3</td>
</tr>
<tr>
<td>Tech/STEM Labs/ Maker Spaces</td>
<td>3 1 8 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family/Consumer</td>
<td>2 8 2 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>3 4 7 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>7 3 5 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gym(s)</td>
<td>6 1 6 6</td>
<td></td>
<td></td>
<td>7-8 sports; 9-12 sports</td>
</tr>
<tr>
<td>Fitness/Weight/Aerobics</td>
<td>4 1 5 4</td>
<td></td>
<td></td>
<td>Together sometimes is good; 7-8 sports; 9-12 sports</td>
</tr>
<tr>
<td>PE Locker Rooms</td>
<td>7 4 7</td>
<td></td>
<td></td>
<td>Together sometimes is good; 7-8 sports; 9-12 sports</td>
</tr>
<tr>
<td>Athletic Locker Rooms</td>
<td>9 3 9</td>
<td></td>
<td></td>
<td>7-8 sports; 9-12 sports</td>
</tr>
<tr>
<td>Administration</td>
<td>7 5 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>5 7 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>5 7 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Planning Centers</td>
<td>4 6 4</td>
<td></td>
<td></td>
<td>They have other teaching methods; Depends on layout</td>
</tr>
<tr>
<td>Media Center/Learning Commons</td>
<td>3 5 6 3</td>
<td></td>
<td></td>
<td>Dependent for programming</td>
</tr>
<tr>
<td>Auditorium (if any)</td>
<td>2 6 5 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>6 5 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Court/Cafeteria</td>
<td>5 7 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Service Kitchen</td>
<td>2 5 4 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial</td>
<td>2 8 1 3</td>
<td></td>
<td></td>
<td>This doesn't affect students Variables</td>
</tr>
<tr>
<td>Other: Swimming Pool</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Outdoor Fields</td>
<td>1 1 1</td>
<td></td>
<td></td>
<td>Games/practices at the same time</td>
</tr>
<tr>
<td>Other: Student</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Learning Labs</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Restrooms</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Playfields</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Restrooms</td>
<td>4 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Recess</td>
<td>1 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Outdoor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Gifted Services</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Dismissal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Elementary Schools Major Spaces

<table>
<thead>
<tr>
<th>Space Description</th>
<th>Lower ES Separate</th>
<th>Same Time Use</th>
<th>Separate Time Use</th>
<th>Upper ES Separate</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>Breakfast, safety; Different time; We separate doors</td>
</tr>
<tr>
<td>Core Classrooms (Eng, math, history, languages)</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td></td>
<td>Body, age, size, furniture; K-2 and 3-6</td>
</tr>
<tr>
<td>Spl Ed inclusion (in general classrooms)</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Special Ed law; Body, age, size, furniture</td>
</tr>
<tr>
<td>Spl Ed MD: Multiple Disabilities</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Body, age, size, furniture</td>
</tr>
<tr>
<td>Spl Ed ED: Emotionally Disabled</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
<td>Body, age, size, furniture</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
<td>#’s and logistics of carrying out the school day; specialized; Body, age, size, furniture</td>
</tr>
<tr>
<td>OT/PT</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>IT Labs (if any)</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Tech/STEM Labs/ Maker Spaces</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Art</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Gym(s)</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>PE Support Spaces</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>PE Locker Rooms</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Administration</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Guidance</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Psychologist/counseling (added)</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Nurse</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Teacher Planning Centers</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Media Center/Learning Commons</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Auditorium (if any)</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Stage</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Food Court/Cafeteria</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Food Service Kitchen</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>#’s and logistics of carrying out the school day</td>
</tr>
<tr>
<td>Custodial</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Other: Playground</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Security/monitor?</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Resource Officer?</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGENDA
1st MARCH 2017
The agenda issues were:
- Welcome Back
- Community Meeting #2 Presentation
  - Whole group discussion
- Future Furniture
  - Individual reflection
- Places for Learning
  - Individual reflections
  - Small group discussions
- Defining Spaces
  - Small group discussions

COMMUNITY MEETING #2 PRESENTATION
Jeff Parker shared key aspects of the Community meeting held on 21st February.

WHOLE GROUP DISCUSSION
The following issues were raised in response:
- Do we have to have bells?
- How do we assure engaged learning?
- We should have learner shaped areas
- We need to have school safety and security
  - It can be done by zones

Future Furniture
The students reviewed 31 choices for furniture for classrooms and breakout spaces, and ranked them individually for appropriateness.

INDIVIDUAL REFLECTION
Here are their scores:
**Grade level:** _____ **Identify your focus:** Elementary

Record your quick responses to the slide show in the five columns below:

<table>
<thead>
<tr>
<th></th>
<th>Appro-</th>
<th>Mostly</th>
<th>Don’t Know</th>
<th>Maybe</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Classrooms (GLC)</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3 FKa Classrooms (GLC)</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Classrooms</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5 Classrooms: Step 1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6 Classrooms: Step 2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7 Classrooms: Step 3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8 FKa Classrooms: Step 4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9 FKa Classrooms: Step 5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10 FKa Classrooms: Video</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 FKa Classrooms: Wheels</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12 FKa Classrooms: Modular</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>13 FKa Classrooms: Variety</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 FKa Classrooms: Variety</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 FKa Classrooms: LearnLab</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16 FKa Classrooms: Rounds</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>17 FKa Classrooms: Stand Up</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18 FKa Classrooms: Node</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>19 FKa Classrooms: Bean Bags</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20 Breakout Spaces: Booths</td>
<td>7</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>21 Breakout Spaces: Modules</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Breakout Spaces: Sprawl</td>
<td>4</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>23 Breakout Spaces: Student</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24 Breakout Spaces: Electronic</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>25 Breakout Spaces: Movable</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>26 Breakout Spaces: Presentation</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>27 Breakout Spaces: Informal</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Breakout Spaces: Group</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>29 Breakout Spaces: D School</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>30 Breakout Spaces: D School</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>31 Maker Space: D School</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Images for the three most commonly cited elementary choices are:
Images for the three most commonly cited secondary choices are:
The workshop participants analyzed places for learning and established preferences for future schools. Options were reviewed, ranked, and evaluated by Table Teams.

Workshop participants were asked to:
- Rank the choices
- Identify the three most appropriate for their future school(s)
- Identify the one least appropriate
- Explain why

The physical places shown in the challenge were proxy for educational deliveries. While reviewing these physical places, participants were actually projecting the future of learning, and how to best support it.

Each of the exemplars reviewed by the workshop participants supports a range of learning modalities, and can best support different teaching deliveries and student activities. No single exemplar supports every possible delivery and activity.

The contenders were:
- A  Minges Brook Elementary School + Southampton High School
- B  Grand Rapids Middle Schools
- C  Ideal Math Classroom
- D  Blue Point Primary School
- E  Springfield Literacy Center

For the complete future furniture selections, see the Appendix.
Images for these contenders are shown in the Appendix.

INDIVIDUAL REFLECTIONS
The students scored the possibilities while the PowerPoint was being shown. Here is a tabulation of their responses.

ELEMENTARY SCHOOL
Evaluations by middle school students

How appropriate are these planning concepts for our future schools?
Your Grade Level 6, 7, 8 Focus (if any) Elementary X

<table>
<thead>
<tr>
<th>EXEMPLAR</th>
<th>VERY APPROPRIATE</th>
<th>APPROPRIATE</th>
<th>DON'T KNOW</th>
<th>MAYBE NOT</th>
<th>NOT APPROPRIATE</th>
<th>SCARY TO ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRELUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Century Schools</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>21st Century Schools</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PLACES FOR LEARNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Minges Brook ES, Southampton HS</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B Grand Rapids Middle Schools</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>C “ideal” Math Classroom</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>D Blue Hill Primary School</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>E Springfield Literacy Center</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F Slate Magazine 5th Grade Exploratory Studio</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>G Cedar Springs Middle School</td>
<td></td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>H Old Town Elementary School</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

How appropriate are these planning concepts for our future schools?
Your Grade Level 6, 7, 8 Focus (if any) Elementary X

<table>
<thead>
<tr>
<th>EXEMPLAR</th>
<th>VERY APPROPRIATE</th>
<th>APPROPRIATE</th>
<th>DON'T KNOW</th>
<th>MAYBE NOT</th>
<th>NOT APPROPRIATE</th>
<th>SCARY TO ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Concord, NH Elementary Schools</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>J Napa New Tech High</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K Cristo Rey High School</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L Forest Avenue K-2 Center</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M West Muskingum Elementary School</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### How appropriate are these planning concepts for our future schools?

**Your Grade Level 8, 9, 10, 11, 12**  
Focus (if any) **Elementary**

<table>
<thead>
<tr>
<th>EXEMPLAR</th>
<th>VERY APPROPRIATE</th>
<th>APPROPRIATE</th>
<th>DON'T KNOW</th>
<th>MAYBE NOT</th>
<th>NOT APPROPRIATE</th>
<th>SCARY TO ME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRELUDE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 20th Century Schools</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 21st Century Schools</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLACES FOR LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Minges Brook ES, Southampton HS</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Grand Rapids Middle Schools</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C “ideal” Math Classroom</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Blue Hill Primary School</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>E Springfield Literacy Center</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Slate Magazine 5th Grade Exploratory Studio</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>G Cedar Springs Middle School</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Old Town Elementary School</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>How appropriate are these planning concepts for our future schools?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Your Grade Level 8, 9, 10, 11, 12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXEMPLAR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Concord, NH Elementary Schools</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Napa New Tech High</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Cristo Rey High School</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L Forest Avenue K-2 Center</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M West Muskingum Elementary School</td>
<td>4</td>
<td>6</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N New Albany Grade 1-8 School</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O Wooranna Park Primary School + Milan Center for Innovative Studies</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P Australian Science + Math School</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q School of One</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R Fairfield Freshman School</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S Northwest Elementary School</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SMALL GROUP DISCUSSIONS
The students, working as elementary, middle, and high school Table Teams, responded this way:

**TABLE TEAM 1**

**Elementary**

**Three Most Appropriate**
- S Northwest Elementary School
  - Visibility and glass garage
  - Northwest
- R Fairfield Freshman School
  - Appearance and organization
- L Forest Avenue K-2 Center
  - Organization, collaboration, and creativity

**Least Appropriate**
- A Minges Brook Elementary School + Southampton High School
  - No enough space
  - No visibility
  - No collaboration

**TABLE TEAM 2**

**Secondary**

**Three Most Appropriate**
- C Ideal Math Classroom
  - Whiteboard walls for math workshops and projector on the floor and walls
- J Napa New Tech High
  - Cyber Café + more open space. The Cafe is in the center of all the classrooms, giving students easy access
- O Wooranna Park Primary School + Milan HS Center for Innovative Studies
  - Enables Technology
  - Has flexible furniture, which allows for easy collaboration and a perfect way to present

**Least Appropriate**
- A Minges Brook Elementary School + Southampton High School
  - Restricted collaboration
  - Narrow corridors
  - Closed-off classrooms
  - Teachers work alone and control the classroom

**TABLE TEAM 3**

**Elementary (8th)**

**Three Most Appropriate**
- S Northwest Elementary School
  - More appropriate for elementary kids, and is more modern
- E Springfield Literacy Center
  - Individual rooms in between, not too crowded
- Q School of One
  - Students learn at their own pace

**Least Appropriate**
- R Fairfield Freshman School
  - Not suitable for elementary
- J Napa New Tech High
  - Sophisticated building
- P Australian Math + Science School
  - It seems a bit crowded

**TABLE TEAM 4**

**Three Most Appropriate**
- N New Albany Grade 1-8 School
  - Identified individual’s potential collaboration
- C Ideal Math Classroom
  - Student-focused education
- J Napa New Tech High
  - Napa New Tech

**Least Appropriate**
- A Minges Brook Elementary School + Southampton High School
  - Prison-based isolation
TABLE TEAM 5
Secondary
Three Most Appropriate
- J Napa New Tech High
  - Flexible
  - Caters to PBL
  - Visible
- R Fairfield Freshman School
  - Open – multi-purpose
  - Individual needs
- K Cristo Rey High School
  - Flex walls
  - Collaboration space

Least Appropriate
- A Minges Brook Elementary School + Southampton High School
  - Traditional
  - Closed
  - No PBL assets

SUMMARY
The following were cited multiple times as Most Appropriate:
- S Northwest Elementary School (cited by 2 of 5 Table Teams, 2 of 2 elementary Table Teams)
- C Ideal Math Classroom (cited by 2 of 5 Table Teams, 2 of 3 secondary Table Teams)
- J Napa New Tech High (cited by 3 of 5 Table Teams, 3 of 3 secondary Table Teams)

This was cited most as Least Appropriate:
A Minges Brook Elementary School + Southampton High School (cited by 4 of 5 Table Teams)

DEFINING SPACES
Working as elementary and secondary school planning groups, the Table Teams created key organizational concepts for their schools. Their concepts start on the next page:

TABLE TEAM 1
Elementary
Featuring:
- Café at the center of the school
- A “Hellerup” stair for presentations and hanging out
- Classrooms with garage doors off the Cafe

TABLE TEAM 2
Secondary
Featuring:
- Café with Hellerup stair at the center of the school
- Flexible Studio/Classrooms off the Café space
- Auditorium and Gym off the Café
- Study places for students
- Teacher Collaboration Center
TABLE TEAM 3
Elementary
Featuring:
- Students in grade groupings
- Multiple floors of collaboration zones at the center of the school
  - Grades 1-2-3 on one floor
  - Grades 4-5-6 on another
- Hellerup stair
- Multiple Cafes
- Courtyard at the center of the building
- Gym, Stage, Media center, Art and Music off the main Entry
TABLE TEAM 4
Secondary
Featuring:

- Students in grade groupings
- Courtyard at the center of the school
  - Grades 7-8-9 together
  - Grades 10-11-12 together
- Music and Art immediately off a central Café
- Media Center off the central Café
TABLE TEAM 5
Secondary
Featuring:
- Café at the center of the school
- Media and Tech spaces immediately off the Café
- Flex Classrooms
- Easy to find Info/Help Desk

Notes
Student Meeting #3

AGENDA
2nd MARCH 2017
The agenda issues were:
- Welcome Back
- Review of Designs from Student Meeting #2
- Results from Community Meeting #2
  - Future Furniture
  - Places for Learning
- Design Complete Buildings

REVIEW OF DESIGNS FROM STUDENT MEETING #2
This was done to launch the complete building designs.

RESULTS FROM COMMUNITY MEETING #2
Most favored selections were shared as a stepping stone to developing complete building designs.
Notes
Community Meeting #3

AGENDA
2nd MARCH 2017
The agenda issues were:
  - Welcome Back
  - What was Said Community Meeting #2
  - Student Planning Concepts
    - Future Furniture most appropriate selections
    - Places for Learning most appropriate selections
  - Student Concepts for Elementary + Secondary Schools
    - Individual reflections
  - Reflections on the Visioning Process
    - “What I used to believe"
    - “What I believe now”
      - Individual reflections
      - Selected reporting out

WHAT WAS SAID COMMUNITY MEETING #2
Frank shared a quick overview to maintain continuity. Participants from Day 2 then shared their big “take-aways” with their Table Teams.
Frank highlighted the Future Furniture and Places for Learning selections deemed “most appropriate” by the student Visioning Team. Community participants reflected on the choices of the students. Here is a compilation of those responses:

**EDUCATOR COMMENTS**

<table>
<thead>
<tr>
<th>STUDENT SCHOOL FACILITY DESIGN - EDUCATOR</th>
<th>Very Much Agree</th>
<th>Agree</th>
<th>Don’t Know</th>
<th>Maybe</th>
<th>Don’t Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUTURE FURNITURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEAST APPROPRIATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Classrooms</td>
<td>32</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>VERY APPROPRIATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 FKA Classrooms: Step 6</td>
<td>16</td>
<td>17</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>20 Breakout Spaces: Booths</td>
<td>12</td>
<td>15</td>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>26 Breakout Spaces: Presentin</td>
<td>23</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>PLACES FOR LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEAST APPROPRIATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Minges Brook</td>
<td>26</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>MOST APPROPRIATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Ideal Math Classroom</td>
<td>5</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>E Springfield Literacy Ctr</td>
<td>6</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>F 6th Grade Exploratory Classroom</td>
<td>12</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>J New Tech Napa</td>
<td>16</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>N New Albany Grade 1-8 School</td>
<td>13</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>R Fairfield School</td>
<td>3</td>
<td>3</td>
<td>13</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>S Northwest Elementary School</td>
<td>10</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT DESIGNS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TT1 Elementary</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>TT2 Elementary</td>
<td>3</td>
<td>13</td>
<td>2</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>TT3 Secondary</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>TT4 Secondary</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>TT5 Secondary</td>
<td>9</td>
<td>16</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
## Future Furniture

### EDUCATOR COMMENTS

**Selections Deemed Very Appropriate by the Students**

- **9 FKa Classrooms: Step 5**
  - Good for collaborating – not classroom
  - Noise will be an issue. Need separate spaces for collaboration and instruction
  - Provides area for different types of activities
  - Love different learning styles represented and alternative seating but teacher needs good classroom management
  - Multiple Learning Centers
  - Allows for a variety of collaborative techniques
- **20 Breakout Spaces: Booths**
  - Add a Whiteboard as well
  - I like the first two spaces with a divider
  - Kind of tight/compact
  - Looks good for high school. Not sure for elementary
  - For elementary, they are too secluded. Teacher needs to be always aware and visible. Maybe without the tall walls
  - Waste of space. Idle time for students
  - Placement makes a difference
  - Been at Princeton and they are useless
o Not in all spaces
o Unable to monitor
o Like screen and large table privacy
o Elementary may need to be monitored
o At primary level, might be difficult to monitor students
o Give groups independence and privacy

• 26 Breakout Spaces: Presentation
  o Handicap inaccessibility for inclusion. Would encourage kids to be too relaxed and sloppy for presentations. Sets the wrong tone
  o Prefer the right side. Moveable furniture
  o Supports PBL
  o Love the floored Auditorium seating
  o Wonderful for music and art
  o Love the sunken area with raked viewing on the steps → or could reverse and have choir stand on steps and audience on floor
  o Too much wasted space. Too costly
  o Like one with Media Board
  o Great space for open discussions
  o Very collegiate

Selections Deemed Not Appropriate by the Students
• 4 Classrooms
  o Need to grow with time. 21st century
  o Limited flexibility
  o Fits New Tech and AGS
  o Can’t work together
  o Traditional!!
  o Doesn’t allow for collaboration. Too traditional
  o Not conducive to PBL

Places for Learning
EDUCATOR COMMENTS
Selections Deemed Very Appropriate by the Students
• C Ideal Math Classroom
  o Where are locker, etc. located?
  o Storage? Where’s the teacher?
  o All space utilized
  o Not for everyday classes
  o I like the Marker Wall
  o Doesn’t allow for solo seating when needed
  o Love the dry-erase walls. The possibilities in this room are great
  o Have projector on each table to project on wall. We need more collaboration tables. Four is not enough!
  o Like the thought of using all of your space
  o Not flexible enough
  o Like that can use the walls. Need more good start
  o We like the idea that walls can be used, and floor. Not enough descriptors
  o Needs more collaboration space and equipment space
  o Doesn’t seem flexible. Too stark
  o Use as extra classroom
  o Love door in middle and floor projector
  o Where is the space for project building/video sharing?
  o Agree with concept
  o Collaborative tables necessary
  o Not every day, as long as there are windows
  o Could have two next to each other where wall could be opened for larger groups
  o Ideal for collaboration

• E Springfield Literacy Center
  o Love the small rooms for small groups
  o Too closed off for elementary
  o Too confined/too small
- Kind of tight
- Need windows in inter-space
- Could be helpful for speech/tutoring/OT/PT
- Space needs to be flexible
- Need windows
- Windows needed!
- Interstitial space should have windows
- Breakout spaces eat too much space
- No combined classroom
- Too tight
- Supports inclusion of SWD
- Good for small breakouts

- **F 5th Grade Exploratory Classroom**
  - Like the flow
  - Outside learning 😊
  - Yes for outdoor learning but not some of the elements
  - Outdoor learning spaces
  - Green space
  - We have seasons. Only use three
  - Great use of outdoors
  - Outdoors!

- **J New Tech Napa**
  - Have LCD projectors in each room
  - Like the flex space
  - Love multi-use Cafe
  - Need Cyber Café! I like skylights and flex space
  - Not realistic for our size
  - Sound-effect learning?
  - More high school
  - Open space and light

- **N New Albany Grade 1-8 School**
  - Moveable furniture
  - Love furniture, but not storage of Café items or the leasing of classroom
  - Flexible seating. Moveable furniture
  - Like the Lunch Room concept. Like that best
  - Folding walls, take food to kids…Planning Centers
  - Like student-controlled seating
  - Logistics in shared space seems difficult. Double Cafeteria = interesting
  - Teachers shouldn’t lose a lease if it doesn’t fit their needs
  - Cafeteria versatility! Nice
  - *Cafeteria concept
  - Multi-use spaces, unique varied spaces
  - Love various seating areas. Just need great classroom management. Can be an additional lab space or lab is outdoor/indoor
  - Like open concept

- **R Fairfield School**
  - Need visual
  - N/A
  - N/A
  - Would need to see
  - I don’t like Cafeteria chairs for Library
  - Didn’t see. Need a visual to decide
  - Can’t visualize
  - Traditional desks - no

- **S Northwest Elementary School**
  - Layout
  - Where is the Playground? I think it needs at least two Gyms
Selections Deemed Not Appropriate by the Students

- A Minges Brook
  - Typical – current school

General Comments:

- Being a nurse and having a lot of areas to eat is pretty scary in relation to a lot of food allergies and being able to find those students if something happens to them

STUDENT CONCEPTS FOR ELEMENTARY + SECONDARY SCHOOLS

Several of the students from the Visioning Team presented their planning concepts, developed earlier in the day. Participants reflected on their concepts as they presented.

Individual Assessments

Participants used tracking forms to assess the student designs as they were being presented, presented here as by the educators and the non-educators.

EDUCATOR COMMENTS

STUDENT TABLE TEAM 1

Elementary focus

- Seemed to be sprawled out
- Indoor Playground, plus
- Small Cafes to avoid loud noise level. No classrooms in lines. “Pods” or rooms of teams
- Connection between rooms, little clinic, collaboration, outdoor/garage. Maker Spaces, Media Production Center
- Do not like the open space
- Would prefer classrooms in clusters
- 😊
- “Isolated” classrooms
- Like open areas
- Looks a lot like traditional

STUDENT TABLE TEAM 2

Elementary focus

- *Indoor Playground. Yes! I would rather have a bigger classroom than a community space, as a Kindergarten teacher
- Love Indoor Playground
- Nurse/Clinic is nice
- Love the Indoor Playground
- Like the indoor play area, separation for different levels
- Indoor Playground! Great idea for younger grades
- Indoor Playground!!
- Do like the Indoor Playground idea
- Love Indoor Playground!
- No
- Indoor Playground 😊
- Need more info. Love Indoor Playground!!!*
- Like big spaces

**STUDENT TABLE TEAM 3**

**Secondary focus**
- I like the two-tiered Cafeteria from New Albany with this design. Love this design. Incorporates best aspects of each model
- Courtyard is great idea
- Love garage doors to open to Courtyard
- Courtyard needs south side access to use
- Like media → Courtyard
- Courtyard and Spirit Wear Shop and Community Nurse
- No Art Wing – second floor doesn’t cut it 😊
- 😊
- Front Office seems far from classes
- Like Maker Space/presentation. Like Courtyard, flexibility of shared spaces
- Didn’t see Café. Love open spaces and PBL thought. Need books though!! But have questions about Gym and is it realistic with kids (amount of)?

**STUDENT TABLE TEAM 4**

**Secondary focus**
- N/A
- I like the dome glass Hallway
- I think 9th with 7-8 is good idea but the Credit idea makes sense also
- Question windows in some office rooms
- Glass dome Hallway
- Think Freshman need their own wing (Academy)
- Three floors unnecessary. No administration space. Cost inefficient
- 9th grade with 7-8
- I like the 7-9 / 10-12 split but not the building design
- Cafeteria
- 7-9 10-12

**STUDENT TABLE TEAM 5**

**Secondary focus**
- Like the large open spaces for high school. You still need a Library. College makes you use books
- Excellent! *Caution about ambiguous classrooms (science)
- I still think there needs to be a Library. I liked to see long-term use
- Do not like grade-level floors
- Love the design but not the designated separation of learning communities. *Key - I don’t like the separation of 9/10 and 11/12 rather than an AGS Learning Community and NTA Community. I like the set-up of the LC
- Love it! Maybe add a Science Lab separate, like Music – or a Flex Lab in each learning community
- Great ideas!
- Media Center, Maker Space needed. Cafeteria needed
- Garage doors and learning communities
- Love Media Room and presentation space
- Close to a workable design
- 😊
- Separate by subject areas vs grade levels
- Flexible. Well thought out. Includes different types or areas – Video/Film Rooms

**OTHER DESIGN COMMENTS**
- I liked parts of all but none of them completely. I like flexibility and collaboration spaces. I like infused technology
- Little Clinic. Great idea!
- Did not like only seeing few choices that students made and mostly rendering. Would have liked to see all choices and more actual photos
- Adding AGS. Getting credits, starting 9th grade
- I would like to see shared community spaces (Library, clinic, bank, etc)
FUTURE FURNITURE

VERY APPROPRIATE

- 9 FKa Classrooms: Step 5
  - It is different
  - Could be too much
  - Creative, allows for collaboration
  - Might not work best for all kids
  - I love the idea but it might be hard to stay focused – so much going on
  - As long as the furniture can be moved so that the classroom can be set up in the best way at the time
  - Would be a lot of stimuli for ADHD kids
  - Collaboration space, presentations, and work areas
  - Flexible, collaborative, creative
  - Allows multiple use
  - I’ve seen in Montessori schools. Multi-faceted classroom

- 20 Breakout Spaces: Booths
  - It is great for groups
  - Caters to PBL
  - Great for group work
  - Space may be issue
  - I think this would work best for high school kids
  - Used with New Tech – PBL
  - Hard to instruct
  - Good for group work and sharing
  - Collaboration facilitator
  - Opportunity to work in small rooms
  - Perhaps Hallway or shared space only →
  - Promotes collaboration
  - Collaboration booths seem like very versatile spaces

- 26 Breakout Spaces: Presentation
  - Great practice for life
  - Great for PBL
  - Love a good presentation
  - I like this if it's in a common area – not a separate classroom
  - Sometimes you want chairs
  - Becomes similar to work presentations
  - Presentations are certainly important – great training for future careers – so it’s great to have a space for it
  - Extended learning areas. Space for presentation should be more like a very small, simple enclosed "auditorium"
  - PBL-based
  - Perfect presentation space – perhaps out of classroom for projects (ELA’s)

LEAST APPROPRIATE

- 4 Classrooms
  - Too boring
  - Doesn’t work for PBL
  - Doesn’t cater to PBL, traditional, boring
  - No longer an option in New Tech – PBL
  - Too hard to engage. No fun for kids. Looks boring
  - As long as the furniture can be moved so that the classroom can be set up in the best way at the time
  - Separate desks are portable and can be arranged as needed – very versatile
  - Not conducive to PBL
  - Not set up for PBL. Not collaborative
  - Traditional. No longer meets our NTN model

PLACES FOR LEARNING
Non-Educator Comments

MOST APPRPPRIATE

- **C Ideal Math Classroom**
  - Lot of space
  - Opens up for students
  - Good for collaboration, workshops
  - Excellent but maybe not for every day
  - Maybe more high school
  - Use walls – better idea
  - Need additional spaces
  - Student-centric. Projectors, walls, circular tables
  - Round tables interesting
  - Student-centric rocks!!!
  - Round tables are better for the community

- **E Springfield Literacy Center**
  - Not sure
  - Small classrooms
  - Great for Make-up 8, breakout
  - Space issues, moving around
  - Seems a lot like what we have now, very confined and not very much natural light
  - Very different
  - Too confusing and stuffed
  - Elementary/Foreign Language
  - Not as usable. Isolates certain students
  - Closed off. Do not like
  - Too cut up
  - Balance/flexibility
  - Too boxy, not enough windows

- **F 5th Grade Exploratory Classroom**
  - Not sure
  - Like outdoors. Doesn’t fit high school
  - Good for inspiring creativity
  - Issue of collaboration
  - Maybe
  - Too cold + rain
  - Life isn’t like this at work
  - Love the mirror idea

- **J New Tech Napa**
  - Super cool
  - Great for PBL/NTN
  - Cyber Café
  - Great for the way kids learn with computers these days
  - Flexibility
  - I love the space

- **N New Albany Grade 1-8 School**
  - Ni-i-i-ice
  - Great – open for collaboration
  - I love the space, and Cafeteria, and furniture
  - Might be best to handle different classroom types
  - Not for grades 1 through 4
  - Versatile
  - Interesting – open to ideas
  - Multi-use. Two thumbs up. Bring foods to kids – brilliant
  - Too much movement of equipment
  - Moveable furniture, multiple-use areas

- **R Fairfield School**
Also great for PBL/NTN
Safety but like space used for multi-purpose

- S Northwest Elementary School
  - Too confined for high school
  - Three stories? No. Stay at two
  - Not three stories
  - But not three floors
  - Teacher collaboration
  - Lots of visibility
  - Out topography lends well to the heights concept

LEAST APPROPRIATE
- A Minges Brook
  - Looks like a prison
  - Isolated, cut off
  - I like the idea of Learning Communities; not Corridors
  - You can blend this style by using a separate wing for gym after music, or for special math classes
  - Traditional. Does not facilitate PBL
  - Outdated
  - Outdated

STUDENT DESIGNS
Non-Educator Comments
- TT1 Elementary
  - Three places to eat may be too many
  - Different – good
  - Like the multiple Cafes

- TT2 Elementary
  - Really decent
  - Love Courtyard idea and Indoor Playground
  - Secondary – 7-12

- TT3 Secondary
  - Smaller Cafeteria for elementary or maybe try smaller furniture. Like idea of each grade having separate rooms
  - No Auditorium???
  - Liked more Maker Space
  - “Little Clinic” CLC’s – yes!!
  - Indoor Playground

- TT4 Secondary
  - Separation issue
  - Like split for 7-8
  - Good thinking
  - Interesting comments about 9th grade
  - Love glass dome hallway
  - Like 7-9 together
  - Like Frosh being with younger

- TT5 Secondary
  - Facilities between grade levels
  - Story! No Library? Cafeteria?
  - Three functions that need and could share “shop space”: set design and construction for Auditorium, Project 3 models for AGS presentations, 2D + 3D art projects
  - Exceptional space usage
  - Well-spoken students and well-thought out plan

Other Design Remarks:
- Like the idea of two-story Cafeteria. Make Halls wide enough to get a gator through or 3-sided Courtyard. Nurses on both floors or near multiple Cafeterias. Chemistry, physics, biology and physical science areas – Science Wing? AGS. Do they need their own space or not, or space for gifted students? Plenty of outlets. Outlets in furniture, etc. Believe that this will be complicated
All plans need to make room for green spaces and windows

**REFLECTIONS ON THE VISIONING PROCESS**

At the end of the meeting participants reflected on the process through these questions:

- **A** What did you believe about school before coming to this meeting?
- **B** What do you believe now?

Here are their comments, coded as follows:

- **B** = Board member
- **E** = Educator
- **P** = Parent
- **S** = Student

**A WHAT DID YOU BELIEVE ABOUT SCHOOL BEFORE COMING TO THIS MEETING?**

- I believed our district needed some help, but now I know it needs more than I thought - S
- Its role is to give the students an opportunity to grow, develop and learn who they are as a student and to help them engage in academics and activities that will allow them to be successful in real-world settings - E
- Each child has to fit the same norm
- I believe this school has teachers that love the students and thrive in building relationships, but struggle with consistency - E
- You have a lot of work to do - P
- The school is diverse. Committed to community. Cares about education - B
- I believe that we have set up an educational framework that creates/will create global citizens and top-tiered human beings - E
- I didn’t know much as I’ve only been a manager in this area for 4-5 weeks. I figured it was like a normal public school - B
- School is a place where we learn “how to learn” and we are exposed to the very large world outside of our little neighborhood boxes. The future of education is going through a huge change as our world is constantly changing at a record pace - E
- I believe that we have problems that were really hard to solve or even come up with ideas for - S

**B WHAT DO YOU BELIEVE NOW?**

- I believe that our district still could improve by a lot. Like another student said, we are on the right tract to success. In a couple of years, we will be, and hopefully see a huge growth - S
- Education will reach and meet the needs of many more students. All students can learn, given the opportunity
- New tech can be the catalyst to growth and unity among the district - E
- You have a lot of work to do, but you have a pretty good handle on how to get it done - P
- The schools are transitioning into a more interactive/hands-on learning style. Embracing a diverse culture. Empowering students to interact, be an interactive participant in their education - B
- I feel the results take a village, not just a school. I believe we are making strides in this realm, but have much more work to do - E
- It’s a very interesting concept to get all kids involved. Seems like the kids will have the tools to succeed in life after school. I’m impressed and can’t wait to see the results - B
- That getting a large group of highly motivated people of diverse backgrounds to focus and actually achieve a goal is challenging - E
- I believe now that the problems we have already have possible solutions - S