

FRYE ELEM



REIMAGINING LEARNING ENVIRONMENTS

AGENDA

1

Introductions (*Introducciones*)

2

Review of Results (Revisión de resultados)

3

Program/Curriculum Prioritization (Priorización del plan de estudios)

4

Gaps Analysis (buscando información faltante durante el proceso de análisis educativo)

5

Discussion (Discusión)

6

Next Steps (Próximos pasos)

Q1:

**What skills and
dispositions from the
Portrait of the Learner do
you think are currently
nurtured by Frye?**

Q1:



A word cloud featuring various social and emotional learning skills. The word 'empathy' is the largest and most prominent, centered in a dark red color. Other large words include 'resilience' in orange, 'adaptability' in red, and 'diversity' in red. Smaller words include 'collaboration' (vertical, light grey), 'global-citizens' (orange), 'communication' (vertical, light grey), 'overcome-barriers' (vertical, light grey), 'reflection' (small, light grey), 'compassion' (small, light grey), 'cohesive' (vertical, light grey), 'engagement' (light grey), 'flexible' (vertical, dark red), and 'communication-staff' (vertical, light grey).

collaboration
global-citizens
diversity
resilience
adaptability
reflection
compassion
empathy
cohesive
engagement
flexible
communication-staff
communication
overcome-barriers

Q2:

What Educational Programs, Experiences, and Curricular options are currently provided by Frye that build such skills to align with the Portrait of the Learner?

Q2:



Q3:

**What additional
Educational Programs,
Experiences, and
Curricular Options should
be provided by Frye to
better align with the
Portrait?**

Q3:



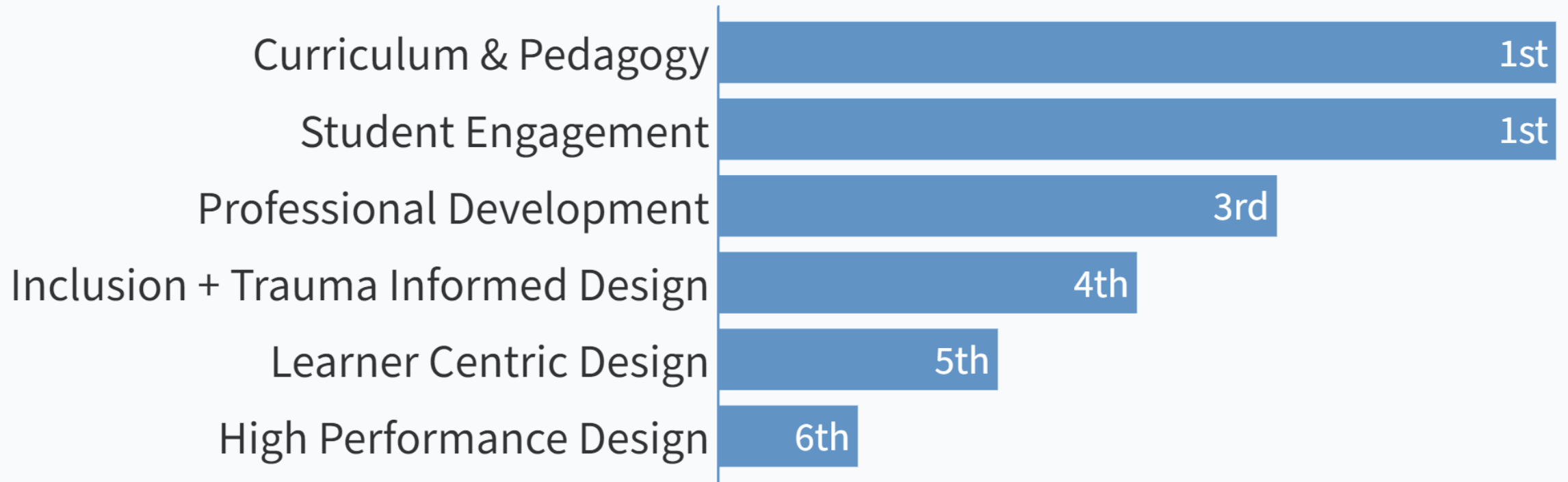
Q4:

**What facilities, resources,
and infrastructures
(furniture, technology,
personnel, etc) are needed to
impact and improve student
outcomes, to better align
with the Portrait?**

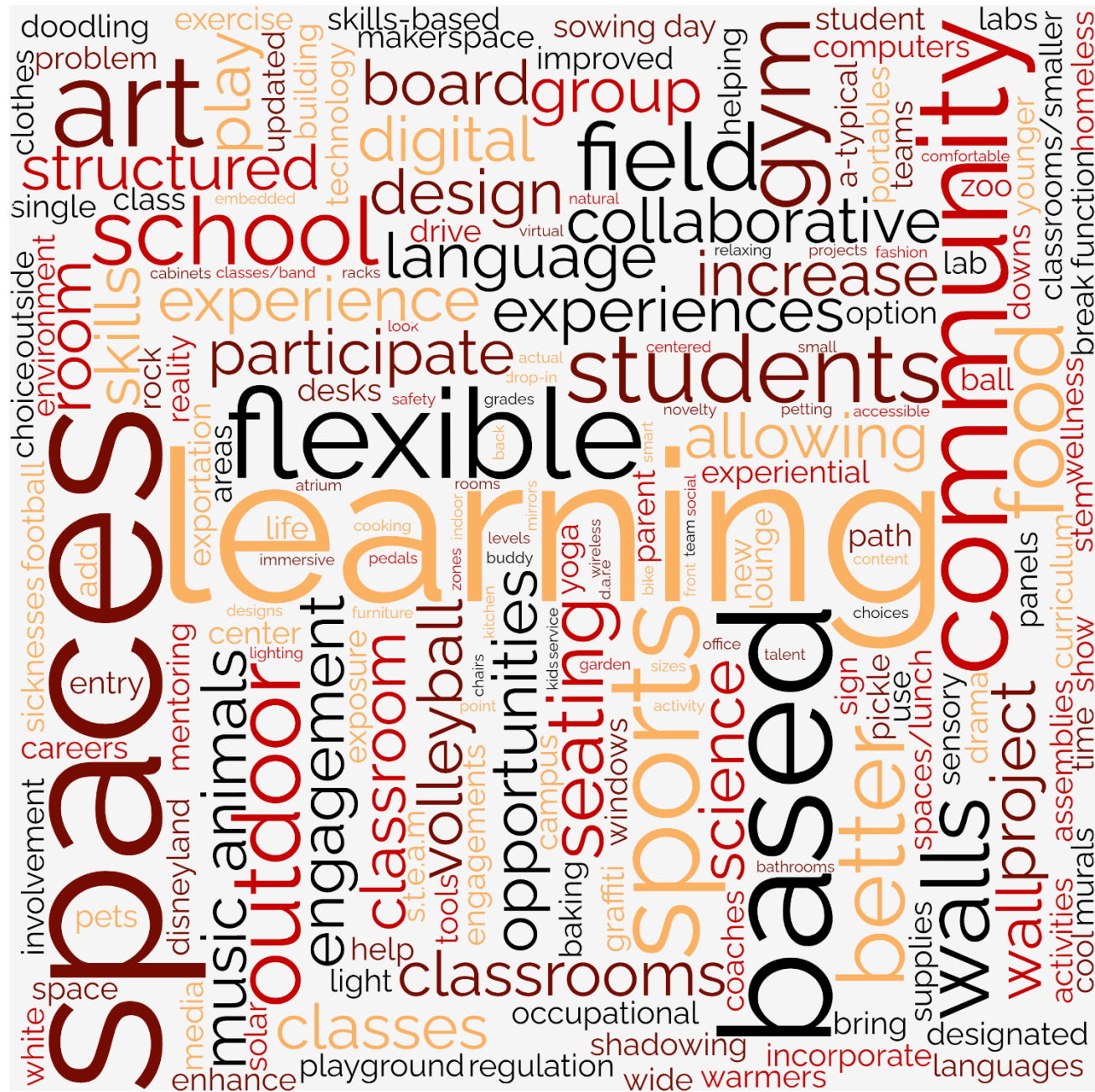
Q4:



Within the context of the Portrait of the Learner, and the Key Ideas presented, rank Frye's current performance in the following categories by adjusting them up or down



Group Breakout- Frequency of Words



Group Breakout- Frequency of Ideas

Staff Self-led Group Breakout- Frequency of Words



Staff Self-led Group Breakout- Frequency of Ideas

theatre letters home community service zero waste school wide incentive
 experiential learning life skills experiences club rotations (30 min chess/game club)
 child care during classes philanthropy once a week club/session during school day
 teacher workroom w/ supplies and working machines fix doors color printers
 smaller class sizes to compete with charters walls on media center with light switches
 no walls doorways or pods to collaborate adjoining accordion walls/doors
 music windows different sports offered every quarter pbis
 fine arts no sensory room mantra push gates
 sports opportunities during school natural light outdoor education another microwave later start time
 applied math (money skills) cte service club
 intro to trade programs math specialist growth mindset healthy foods team teaching green team trades
 life skills gymnasium recyle community skylights sustainability skills recyle
 composting solar panels art elective shade/tables ronald mcdonald stainless steel sinks solar parking
 interviewing laundry room small class size focus on skills remodel current bathrooms community art club behavior specialist sports buddy/peer groups or rotations field trips connect to social science field trips to provide life experiences art family involvement home connection
 playground equipment SRO exposure to vocational careers to increase student buy in half day once a week for working in classroom open classrooms shade covering over all playgrounds pbis separate gym for p.e. (gym vs café) (additions./building) tiles with cleaning supplies
 positive behavior support buy in garden beds sports + grades, attendance smartboards in every room EVIT building back knowledge more shade covered lunch tables ramadas sinks in portables science/engineering math specialist growth mindset healthy foods team teaching green team trades
 tie a tie staffing to support inclusion discipline to be positive and help them be respectful each teacher would teach a different art/skill shade with tables to teach outside build more classrooms more classrooms - smaller COWs - embedded into cabinets like skill environment smart boards self love club service animals half times a week
 steam recycling art teacher structure reframing digital marquee reading emphasis mindfulness space (sensory) gardening club mentor program

NEXT WEEK

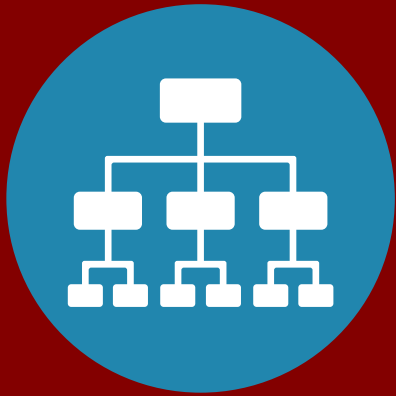


VISION



REALITY

REIMAGINATION ENCOMPASSES...



WHO
(Operations)



WHERE
(Facilities)



WHAT
(Curriculum)



WHY
(District Goals)



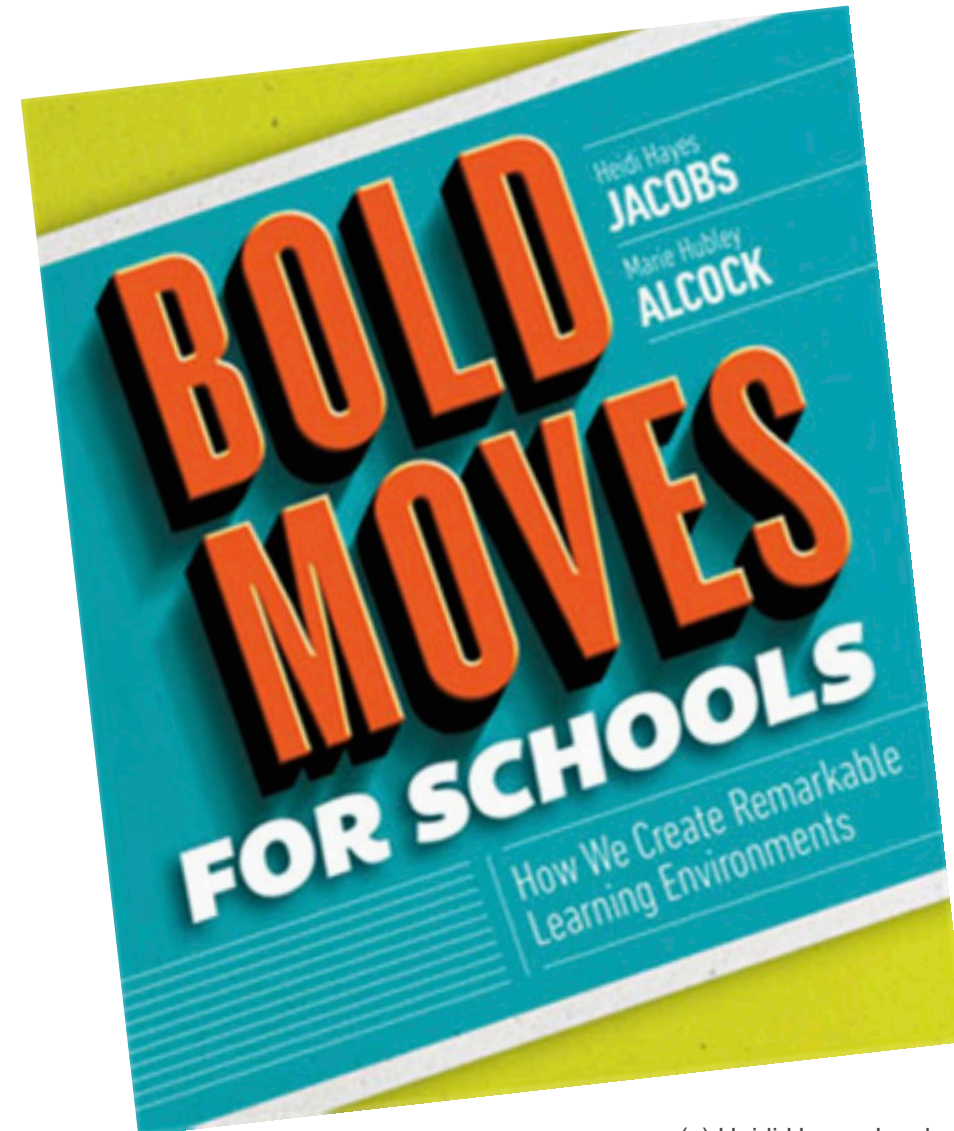
HOW
(Pedagogy)



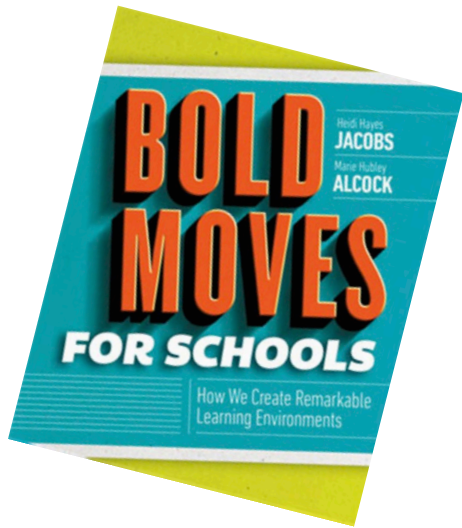
CHANGING JUST ONE DATA POINT...

HOLISTIC FRAMEWORK

- **ESSENTIAL ANCHORS OF TRANSFORMATION** [Important tools or topics that help to ensure implementation]
- **CLUSTERS OF PEDAGOGY** [Understanding the spectrum of facilities, ranging from antiquated to contemporary. Being able to place yourself on that scale]
- **PROGRAM STRUCTURES** [Within any school setting, influences that directly impact students and teachers]



ESSENTIAL ANCHORS OF TRANSFORMATION



1

21st Century Vision of Teaching and Learning

2

Impactful Pedagogy to Serve that Vision

3

Transformative Leadership to Enact the Vision

4

Deep Implementation Across Systems, Structures and Policy

ESSENTIAL ANCHORS OF TRANSFORMATION



21ST CENTURY VISION

- “*The antiquated notion of student as receptacle is over.*”
- Transformative districts embrace a set of 21st Century competencies; some have specifically *adopted a profile or portrait of a graduate*, a vision statement outlining the competencies that are critical for each student to develop, *beyond content mastery and memorization.*



IMPACTFUL PEDAGOGY

- “*Pedagogy results in action.*”
- Rather than dissemination of information, competencies require pedagogies such as project-based learning, design thinking, and inquiry-based learning.
- Requires teachers to *reframe, rather than simply recalibrate* their professional role.

ESSENTIAL ANCHORS OF TRANSFORMATION



TRANSFORMATIONAL LEADERSHIP

- Departure from a rigid hierarchical leadership structure.
- Leaders *model the creativity, collaboration, communication and critical thought* they want too cultivate in their schools.
- Visionary and committed senior leader that *empowers their teams and teacher as leaders* in their own right.



DEEP IMPLEMENTATION

- “*The physical plant of a school is a concrete manifestation of pedagogy.*”
- Reconstruct outdated conceptual structures such as time, organization of groups, and professional development.
- Seismic shift in view of profession, *project that view to the public, employ it with policymakers.*

ANTIQUATED PEDAGOGIES



“

Teacher covers and deposits info to students as empty vessels, obedient receivers, receptacles to be filled, with no “discovery”.

”

CLASSICAL PEDAGOGIES



Teacher as guide, nurturer, stimulator. Student as creative, critical thinkers, collaborative team members, researchers, knowledge organizers.



CONTEMPORARY PEDAGOGIES



“

Both teachers and learners as self navigators, social contractors, media critic and media makers, innovative designers, global citizens.

”

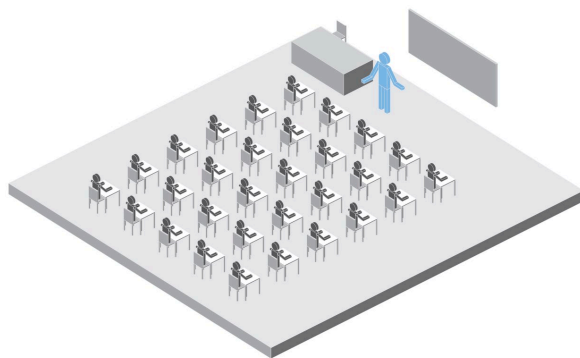
CLUSTERS OF PEDAGOGY

ANTIQUATED	CLASSICAL	CONTEMPORARY
<ul style="list-style-type: none">• Learning experiences entirely within classroom	<ul style="list-style-type: none">• Classroom in school and other places	<ul style="list-style-type: none">• Learning within a range of physical and virtual environments
<ul style="list-style-type: none">• Linear delivery in class	<ul style="list-style-type: none">• Delivery in a range of settings	<ul style="list-style-type: none">• Nonlinear learning
<ul style="list-style-type: none">• Set formats and structure	<ul style="list-style-type: none">• Limited flexibility in structure	<ul style="list-style-type: none">• Fluid and flexible scheduling structures
<ul style="list-style-type: none">• Strict, specific roles for students and teachers	<ul style="list-style-type: none">• Interactive yet specific roles for students and teachers	<ul style="list-style-type: none">• Fluid roles for students and teachers as they interact as both teachers as learners
<ul style="list-style-type: none">• Restricted communication tools	<ul style="list-style-type: none">• Limited communication tools	<ul style="list-style-type: none">• Open-access communication tools
<ul style="list-style-type: none">• Rigid, set curriculum	<ul style="list-style-type: none">• Established curriculum with some flexibility	<ul style="list-style-type: none">• Responsive curriculum both ongoing and personalized

PROGRAM STRUCTURE CONTINUUM

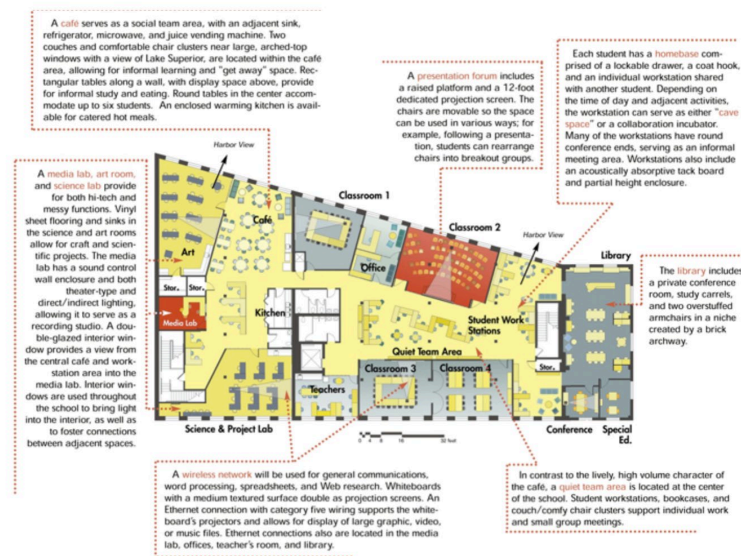
	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	<ul style="list-style-type: none"> • Self-contained • All rooms the same 	<ul style="list-style-type: none"> • Field Experience • Use of existing spaces for effective instructional grouping 	<ul style="list-style-type: none"> • Virtual spaces 24/7 • Field Experience • Wide range; learning spaces create new learning experiences
TIME	<ul style="list-style-type: none"> • Standardized, 19th century agrarian, 13-year experience • Daily schedule standardized by habit 	<ul style="list-style-type: none"> • Coordinated time frames which possible to support learners 	<ul style="list-style-type: none"> • Task determines time • Teachers work with students to bid for on site time segments over week and month
GROUPINGS	<ul style="list-style-type: none"> • Strict grade-level grouping K-12 • Classroom; no instructional grouping 	<ul style="list-style-type: none"> • Some cross-grade cooperative groups • Individualized • Differentiated grouping 	<ul style="list-style-type: none"> • Personalized: on site virtual • Field experience based on quest • Multi-age based on learning progressions
PERSONNEL	<ul style="list-style-type: none"> • One teacher, self-contained in isolation to match class • Faculty grouped by grade/department in isolation • No interschool connections 	<ul style="list-style-type: none"> • Some vertical and interdisciplinary within and between buildings 	<ul style="list-style-type: none"> • Teacher has multiple affiliations: • Inquiry quest groups • Coaching individuals • Virtual/on-site direct teaching • Seminar/webinar • Global cyber faculty

SPACE

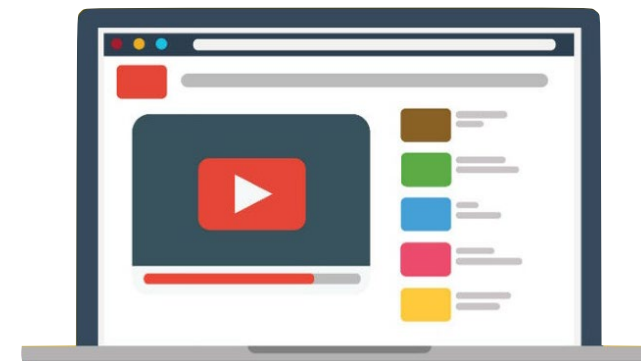


RANK & FILE SEATING
Used for one-way Teaching

- Four walls
- Reflection of standardization and uniformity (factory age)



- Breakdown of four walls
- Various learning experiences on site (library, gardens, etc)



- Issue and skill based
- Furniture as an enabler
- Diversity and cross-pollination of activities
- Virtual

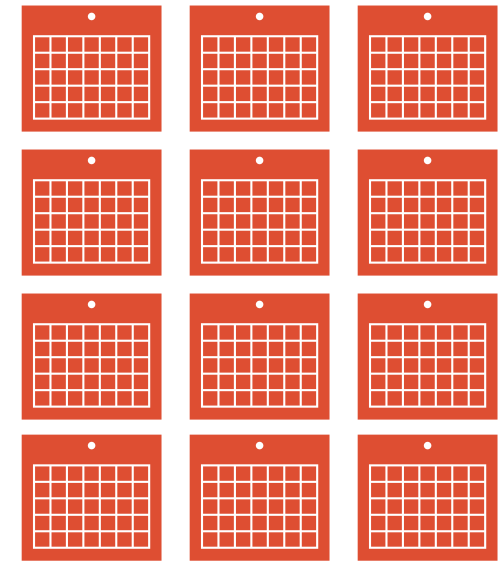
TIME



- Agricultural schedule/cycle
- Curriculum fits within Schedule

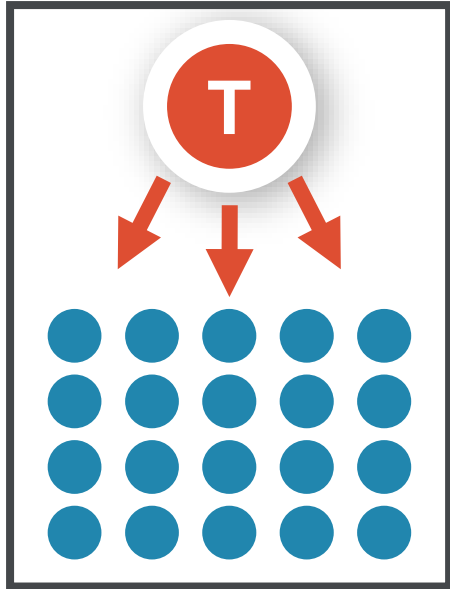


- Latitude afforded with periods, blocks, modules, anchor days, etc.

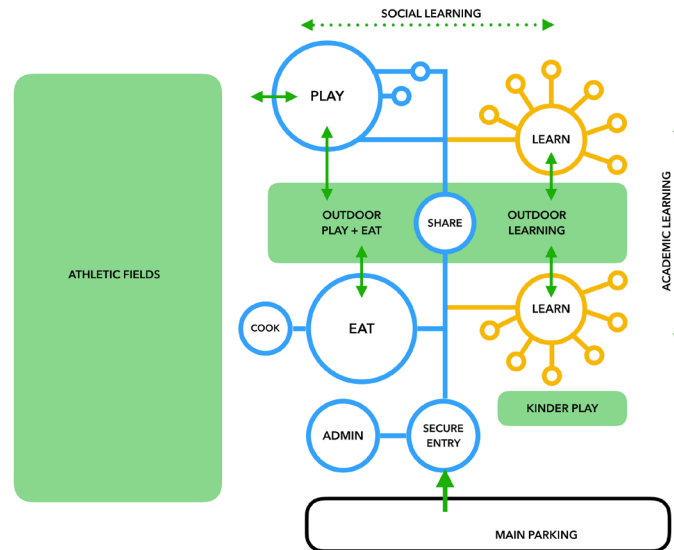


- Task determines time
- 24 / 7 / 365 via virtual learning

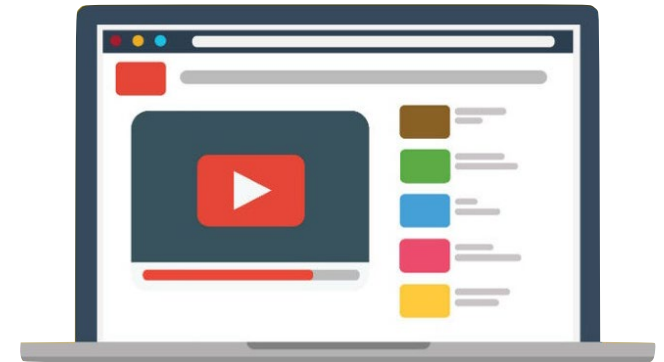
GROUPINGS



- Designed for efficiency & coverage of content
- How many kids can a teacher manage?
- Constricted/isolated by space

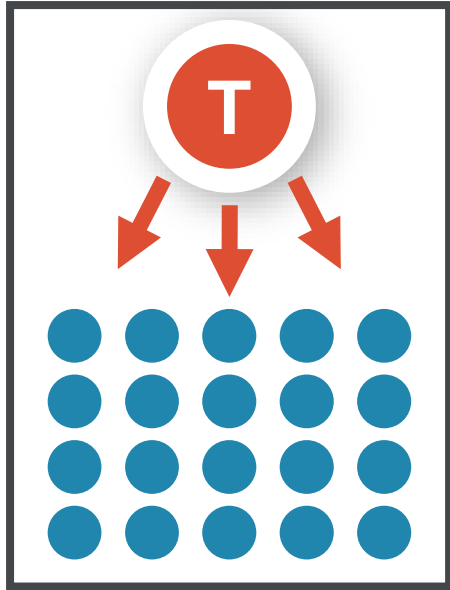


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

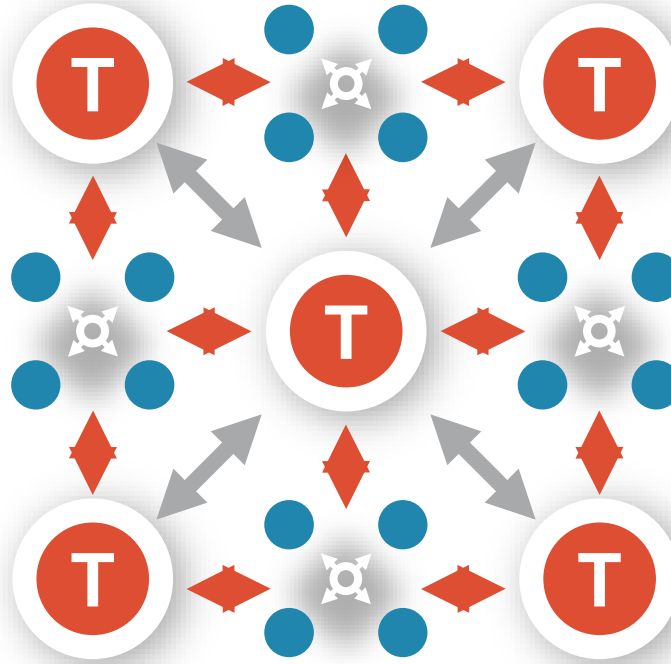


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

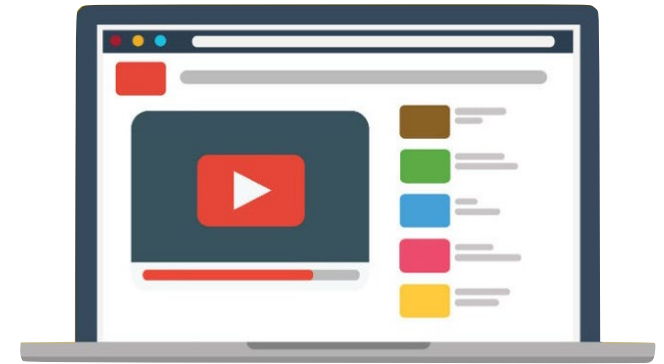
PERSONNEL



- Self contained classes
- Isolation except for basic professional development
- Primary affiliation with other teachers in same grade

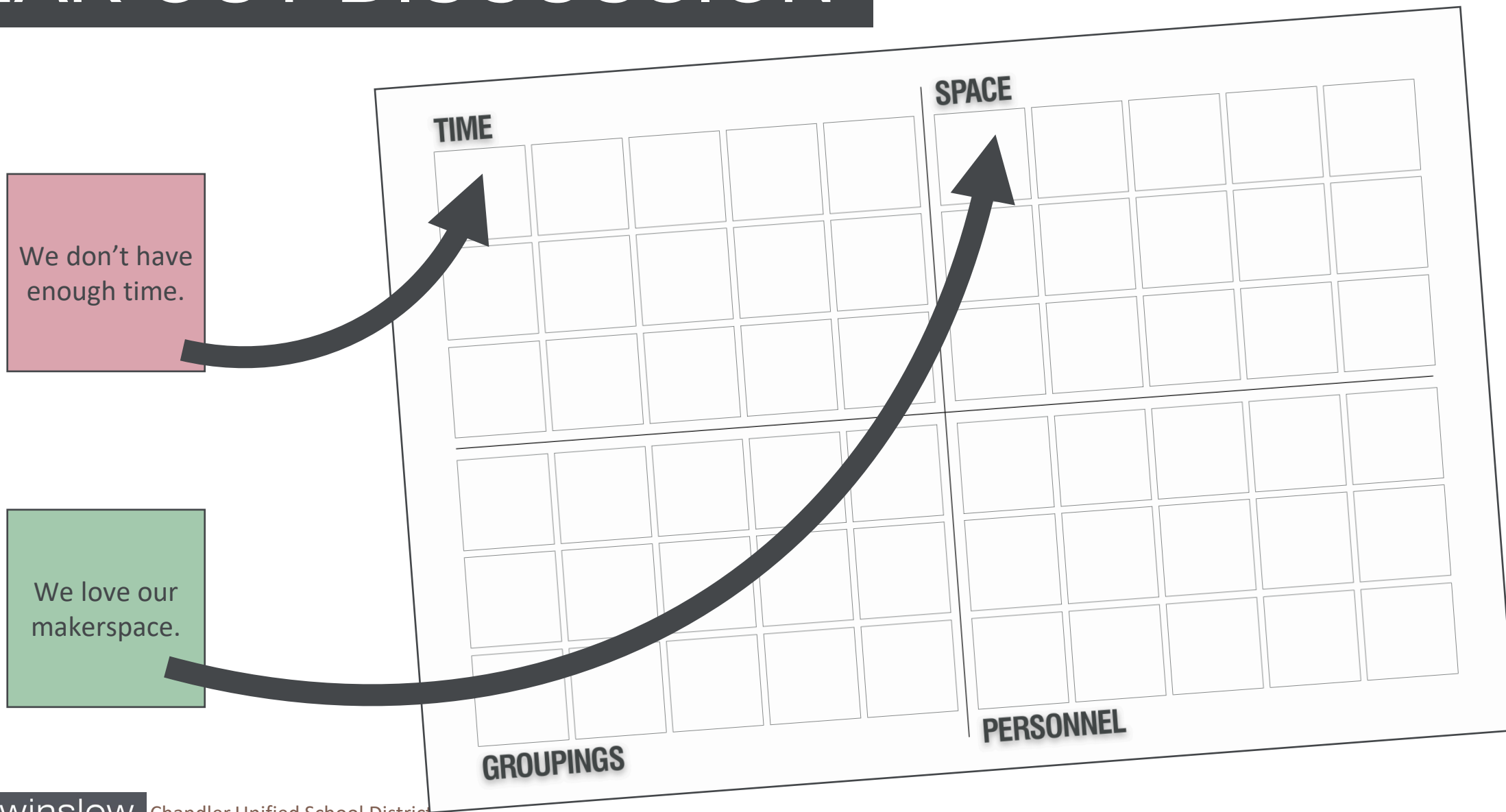


- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice

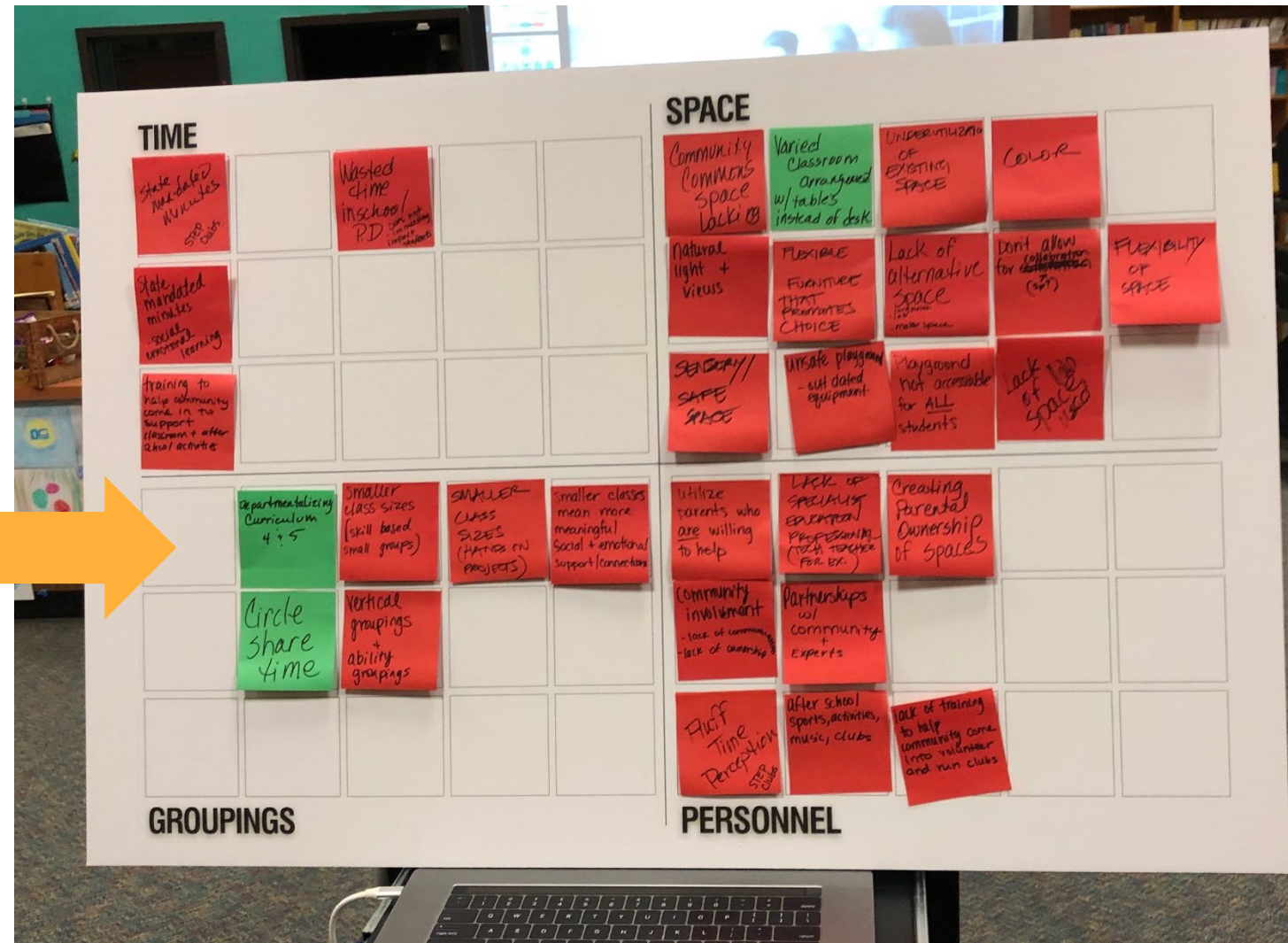


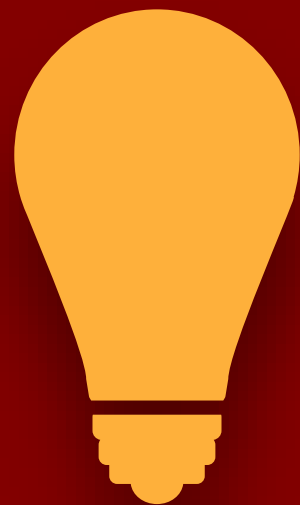
- Faculty can have multiple affiliations both on site and virtual (networking)
- Grouped by interest, mentors and coaches

BREAK OUT DISCUSSION



GAPS ANALYSIS





Think **BIG!**

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COCONINO HIGH SCHOOL



JANUARY 22, 2020

BREAKOUT DISCUSSIONS



= not working



= wish list

TIME

- Flexible schedules to accommodate for work schedules / activities
- Simulate collegiate level
- Time for teacher collaboration / pd
- Individual time for make-up, group, study, collaboration
- Technology could be used to monitor progress, and breakdown traditional needs for one to one monitoring.

SPACE

- Atrium spaces under utilized, accessibility an issue
- Science labs need larger space, newer equipment, better seating
- Flexible seating, variety of seating throughout all classrooms
- Lack of multi dimension space that is inclusive
- Environmental conditioning / comfort
- Maker space for students
- Flexibility of space, furniture, technology, infrastructure
- Outdated instructional space size and configurations
- Lack of maintenance
- More natural light, skylight, views to the exterior
- Re-vision the "swampy pond", utilize better
- Robotics lab
- Several inaccessible spaces
- Safe space for students and faculty
- Additional performance / gathering space for both community and students
- Aesthetically pleasing color, materials in spaces
- Modernizing spaces, feels industrial and dated

GROUPINGS

- Integrating curriculum, hard to schedule time/ resources
- Community ownership and use of schools
- Culturally inclusive, and associated ramifications

PERSONNEL

- Expert Professional Development - ongoing learning methods support
- Lack of cultural diversity
- Community liaison for outside professionals and learning opportunities.
- Access for student internships / partnerships with professionals, real world experience
- Need for additional counselors/mental health experts for students and faculty
- Understaffed in general, content specific intervention

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COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS



DISTRICT WIDE PRIORITIES



FLEXIBLE & COLLABORATIVE FURNITURE



BIOPHILIC DESIGN CONCEPTS, NATURAL LIGHT



TECHNOLOGY INTEGRATION & SUPPORT



ACCESSIBILITY UPGRADES

CAMPUS SPECIFIC PRIORITIES



COMMUNITY SPACE/HUB



SENSORY & CALMING / REFOCUSING ROOM



SAFE & ACCESSIBLE LEARNING THROUGH PLAY



CAREER TECHNICAL EDUCATION



ACCESSIBLE & MAINTAINABLE OUTDOOR LEARNING



MULTI-USE FLEXIBLE SPACE & VARIETY



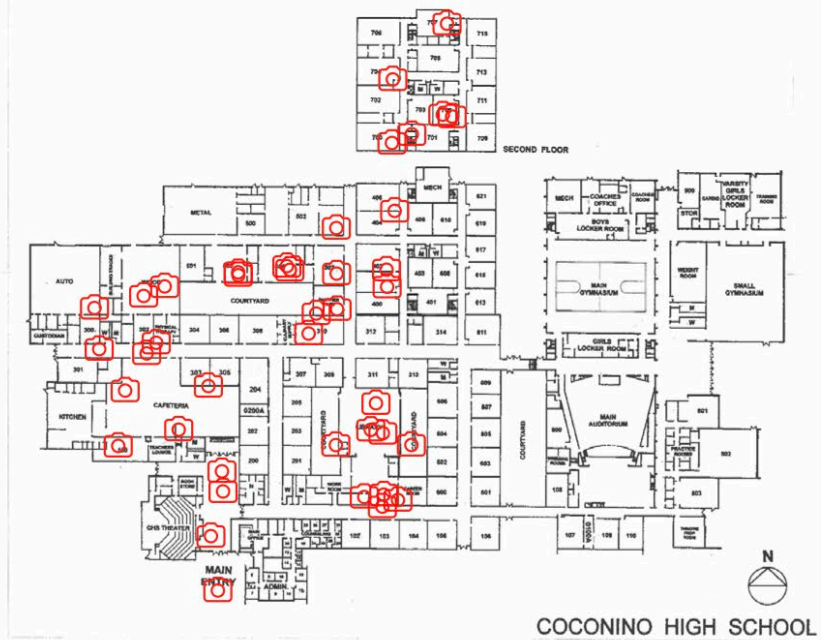
WELCOMING & INCLUSIVE CURB APPEAL

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CAMPUS WALK / FINDINGS

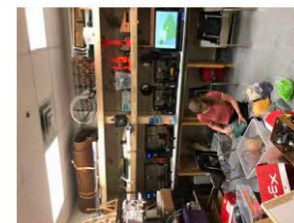
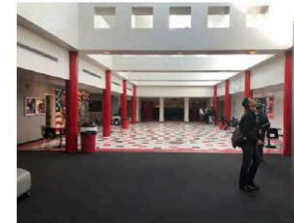


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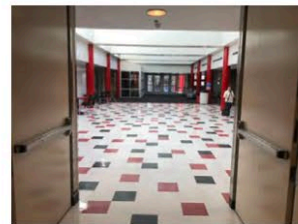
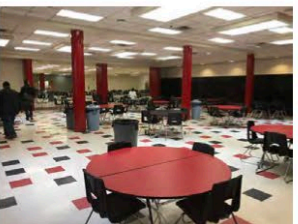
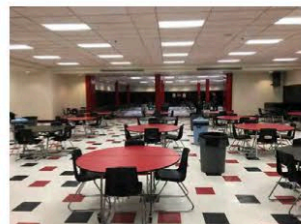
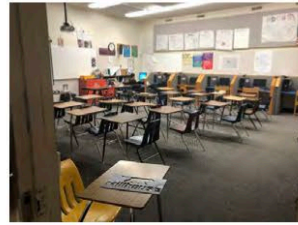
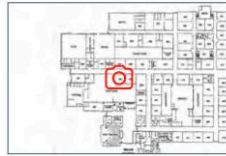


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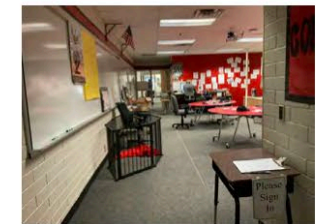
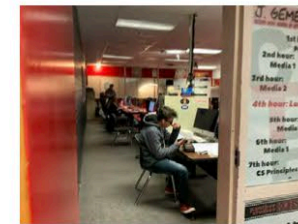
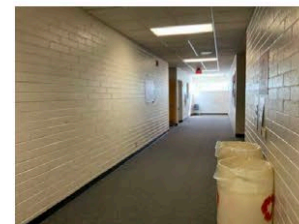
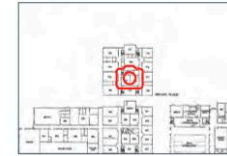
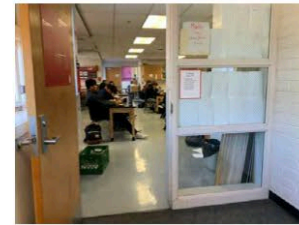
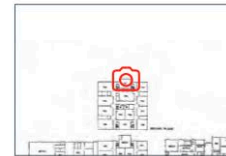


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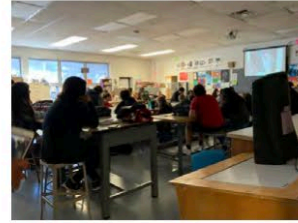


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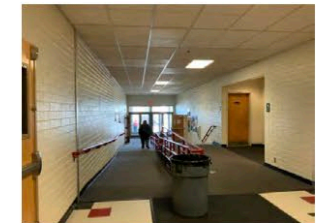
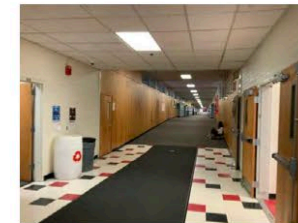
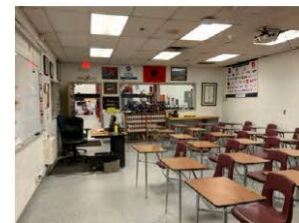
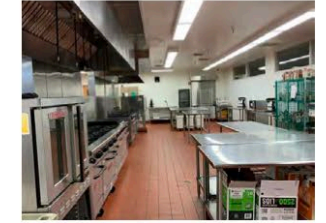
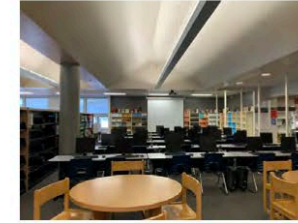
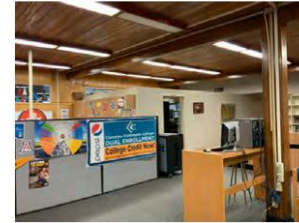


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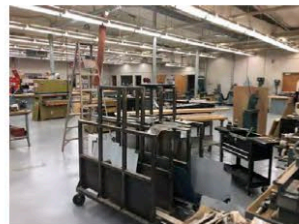
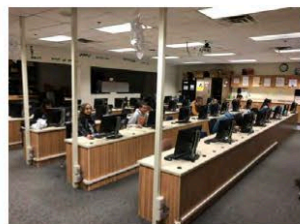
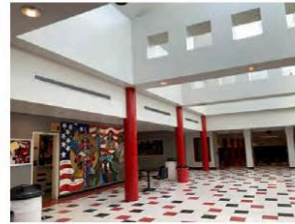
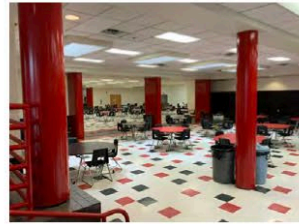
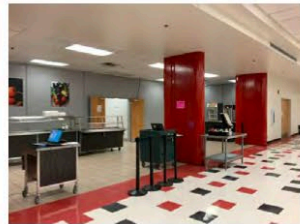


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CAMPUS WALK / FINDINGS

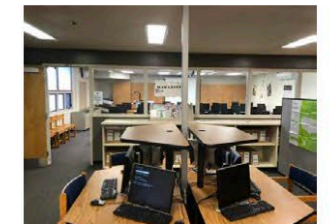
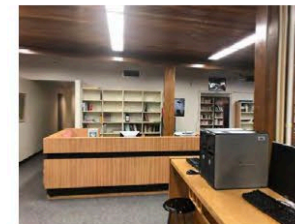
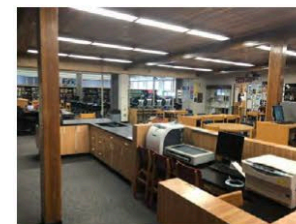
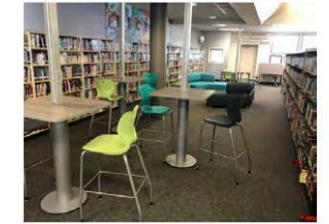


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CAMPUS WALK / FINDINGS





Items Identified on 04/02/2020

- An existing exit to the south terminates onto a concrete pad. It is not currently usable and the sensory and calming room is located under an existing stair.
- Restrooms currently underway
- ADA elevator project
- Maintenance space near commons/cafeteria is underutilized space, potentially useable for technology lab, etc.
- Transition computer labs into useable/flexible learning spaces
- Reorganize classroom layouts of those in the upper southeast corner that do not have windows
- Security and traffic control upgrades
- NAU/Maintenance development

* None not mentioned above

Sinagua Middle School Assessment

Identified Scope of Work	Square Foot/ Quantity	Estimated Unit or SF Cost	Total Estimated Cost	Priority	Year To Be Complete	Funding Calculated at 2% per year					Comments
						2022 Bond	2024 Bond	2026 Bond	2028 Bond	2030 Bond	
21C, Collaborative & Flexible Learning Spaces											
Flexible multi-use space						\$554,500	\$569,993	\$625,283	\$642,909	\$702,989	Media/Multimedia Upgrades
Rooms of various sizes for alternative groupings	3,000	\$175	\$525,000			\$381,600	\$404,490	\$438,766	\$454,462	\$491,791	Partitioning/Plumbing multiple classrooms to accommodate for flexible activity grouping
Flexible and collaborative furniture	2,600	\$100	\$260,000			\$212,000	\$224,720	\$238,203	\$252,495	\$267,645	Advances
Sensory & calming home/teach room	1	\$200,000	\$200,000			\$190,000	\$202,249	\$214,383	\$227,246	\$240,891	2 half classrooms
900	\$200	\$180,000									
WELL, Biophilic Design Concepts & Outdoor Learning											
Patterns, colors & novelty						\$108,000	\$112,360	\$116,102	\$120,249	\$133,623	Advances
Natural light and views	1	\$100,000	\$100,000			\$318,000	\$337,093	\$357,305	\$378,743	\$401,489	Advances
Physiological comfort (thermal comfort, HVAC improvements, lighting)	1	\$300,000	\$300,000			\$0	\$0	\$0	\$0	\$0	Refer to H2 Group Facilities Condition Assessment Report
Outdoor classroom spaces			\$0			\$238,500	\$252,810	\$267,379	\$284,057	\$301,101	
Accessibility, durable & low maintenance (off-wood)	3,000	\$75	\$225,000				\$11,236	\$11,910	\$12,625	\$13,382	Advances
Sensory paths & movement opportunities	1	\$10,000	\$10,000								
Parent/Community Engagement											
Community space/hub						\$477,000	\$505,630	\$535,957	\$568,115	\$602,302	Reclaim maintenance space in commons
Initiative & inviting (drub appeal and welcoming)	3,000	\$150	\$450,000			\$251,567	\$266,993	\$282,696	\$299,656	\$317,636	Advances: Adjusted to reflect recent modernization of front entry.
Initiative of cultural identities (Colors, Patterns, Shapes, etc.)	237,384	\$1	\$237,386			\$0	\$0	\$0	\$0	\$0	Include in line item directly above
1			\$0								
Technology Integration & Support											
Improved interior and exterior wifi and hotspots						\$84,000	\$88,888	\$94,281	\$100,968	\$107,058	Advances: Additional technology and support for next gen learning
1	\$60,000	\$60,000									
Campus Specific Projects											
Southern end path improvements						\$37,800	\$39,708	\$42,132	\$44,149	\$46,737	Advances
CTE & ME7-C improvements	1	\$30,000	\$30,000			\$172,450	\$180,744	\$189,736	\$199,464	\$209,964	
hallway reconfiguration for collaborative space	3,600	\$150	\$540,000			\$254,400	\$269,664	\$285,844	\$302,994	\$321,174	
Reconfigure computer labs into flexible learning space	2,400	\$100	\$240,000			\$294,200	\$309,372	\$325,574	\$342,869	\$361,321	Potential NAU Grant
1,600	\$150	\$270,000									
Facilities Condition Assessment Scope of Work											
Remaining FCA Scope of Work						\$4,599,502	\$4,875,472	\$5,168,001	\$5,478,081	\$5,806,795	Refer to H2 Group Facilities Condition Assessment Report
1	\$4,336,153	\$4,336,153									
Potential SFB Building Renewal Grant Projects											
Roofing/Peepers/Repairs/etc.						\$795,000	\$842,703	\$893,282	\$946,869	\$1,003,689	Refer to H2 Group Facilities Condition Assessment Report
Mechanical Equipment Repairs & Controls	1	\$750,000	\$750,000			\$503,185	\$530,395	\$559,390	\$589,313	\$630,272	Refer to H2 Group Facilities Condition Assessment Report
1	\$474,712	\$474,712									
Subtotal \$0,311,321											
Review Identified Items Below For Inclusion Above:											
						\$0,869,894	\$1,042,680	\$1,108,813	\$1,179,522	\$1,246,514	

Items Identified on 04/02/2020

- An existing exit to the south terminates onto a concrete pad. It is...
- Currently, the sensory and collaborative...
- Reference...

Thomas Elementary School Assessment

Identified Scope of Work	Square Feet/ Quantity	Estimated Unit or SF Cost	Total Estimated Cost	Prioirity	Year To Be Complete	2022 Bond	2024 Bond	2026 Bond	2028 Bond	2030 Bond	Comments
21C, Collaborative & Flexible Learning Spaces						Inflation calculated at 3% per year					
	Flexible multi-use space	2,400	\$175			\$445,200	\$471,912	\$500,227	\$530,240	\$562,055	Media/Makerspace Upgrades
	Rooms of various sizes for alternative groupings	1,800	\$100			\$190,800	\$202,248	\$214,383	\$227,246	\$240,881	Partitioning/Rearranging multiple classrooms to accommodate for scalable activity grouping
	Furniture in specialty areas	1	\$120,000			\$127,200	\$134,832	\$142,922	\$151,497	\$160,587	Allowance
	Sensory & calming rooms/refocus rooms	450	\$200			\$95,400	\$101,124	\$107,191	\$113,623	\$120,440	Single half classroom
WELL, Biophillic Design Concepts & Outdoor Learning											
	Patterns, colors & novelty	1	\$75,000			\$79,500	\$84,270	\$89,326	\$94,686	\$100,367	Allowance
	Natural light and views	1	\$150,000			\$159,000	\$168,540	\$178,652	\$189,372	\$200,734	Allowance
	Physiological comfort (thermal comfort, HVAC improvements)	1	\$0			\$0	\$0	\$0	\$0	\$0	Refer to H2 Group Facilities Condition Assessment Report
	Outdoor classroom spaces: Accessibility, durable & low maintenance (off-season)	1,800	\$100			\$190,800	\$202,248	\$214,383	\$227,246	\$240,881	
	Playgrounds: Safe & accessible learning through play	1	\$75,000			\$79,500	\$84,270	\$89,326	\$94,686	\$100,367	Allowance
	Sensory paths & movement opportunities	1	\$10,000			\$10,600	\$11,236	\$11,910	\$12,625	\$13,382	Allowance

QUESTIONS



orcutt | winslow