



HULL 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 Hull?**

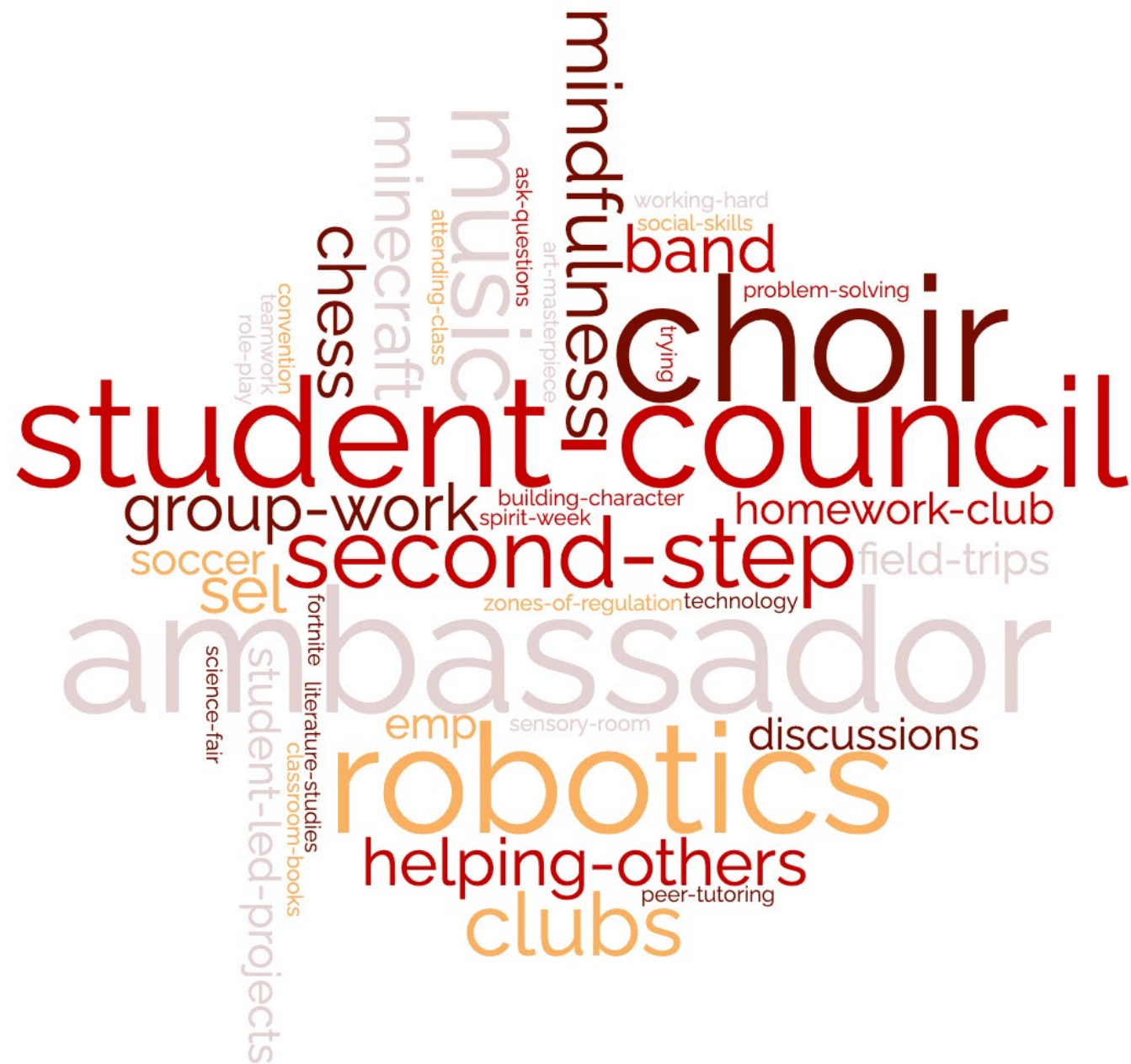
Q1:



Q2:

What Educational Programs, Experiences, and Curricular options are currently provided by Hull 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 Hull to
better align with the
Portrait?**

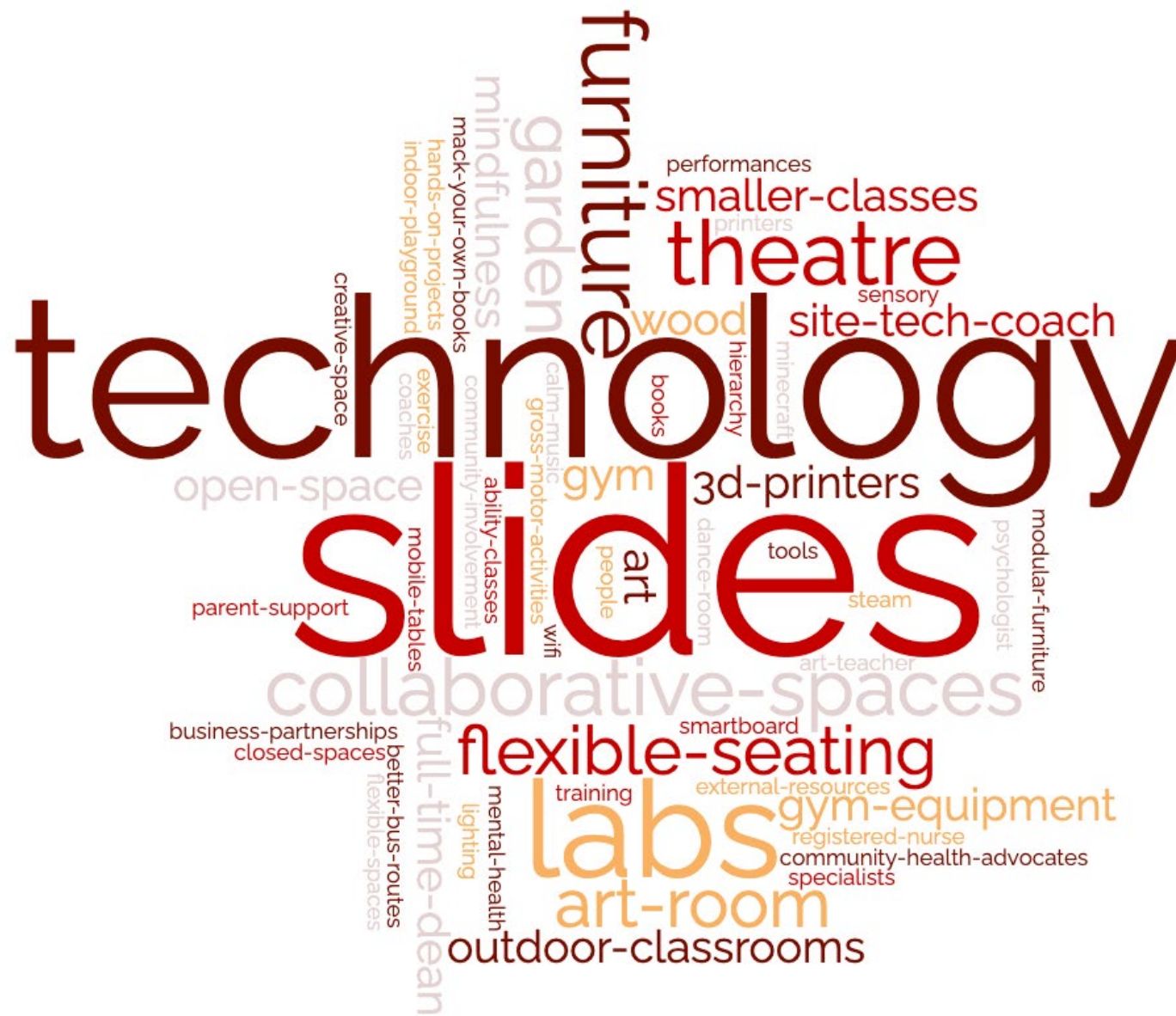
Q3:



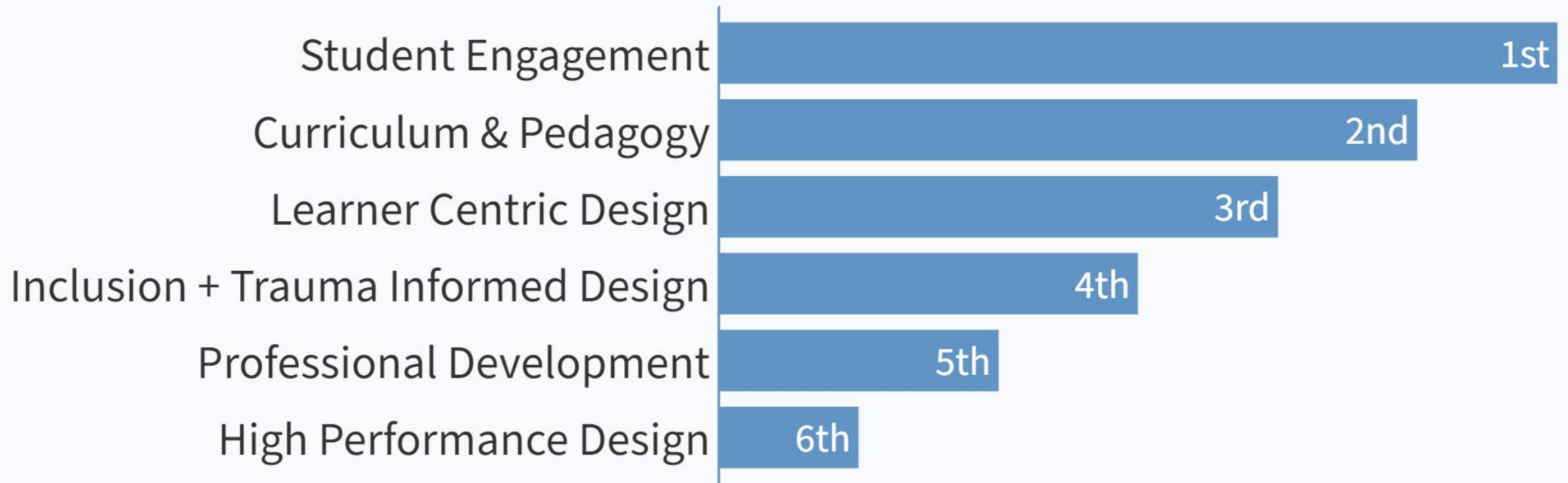
Q4:

**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 Hull's current performance in the following categories by adjusting them up or down



Group Breakout- Frequency of Words



Group Breakout- Frequency of Ideas



NEXT WEEK

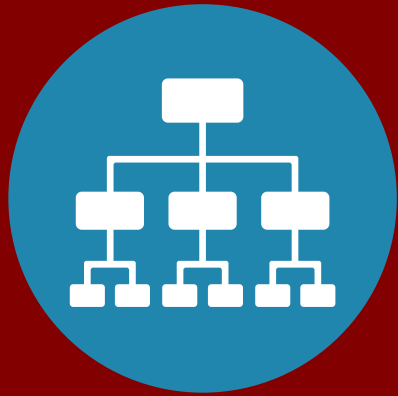


VISION



REALITY

REIMAGINATION ENCOMPASSES...



WHO
(Operations)



WHERE
(Facilities)



WHAT
(Curriculum)



WHY
(District Goals)



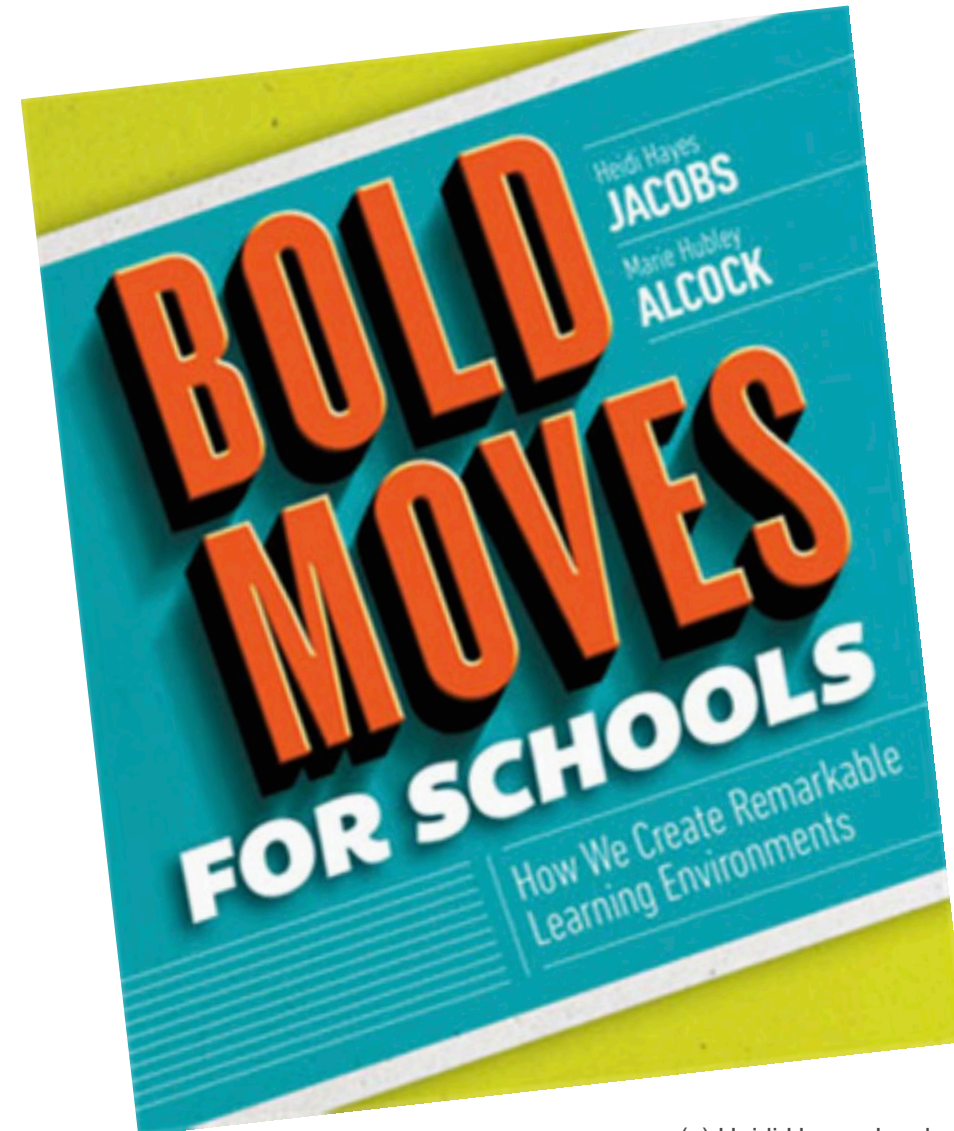
HOW
(Pedagogy)



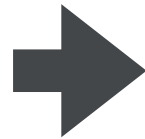
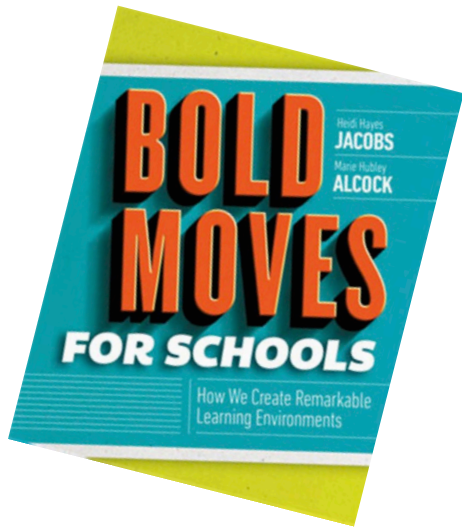
CHANGING JUST ONE DATA POINT...

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

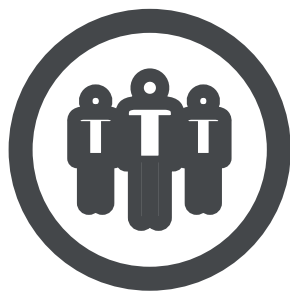
- “*The antiquated notion of student as receptacle is over.*”
- Transformative districts embrace a set of 21st Century competencies; some have specifically *adopted a profile or portrait of a graduate*, a vision statement outlining the competencies that are critical for each student to develop, *beyond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

”

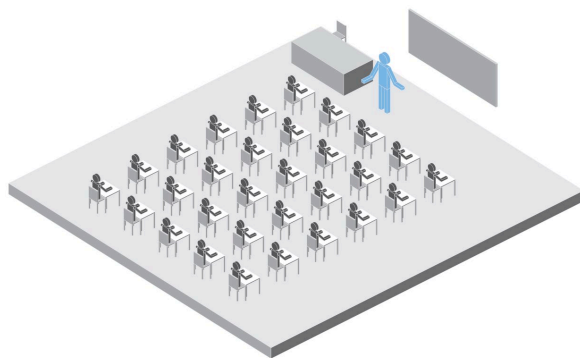
CLUSTERS OF PEDAGOGY

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

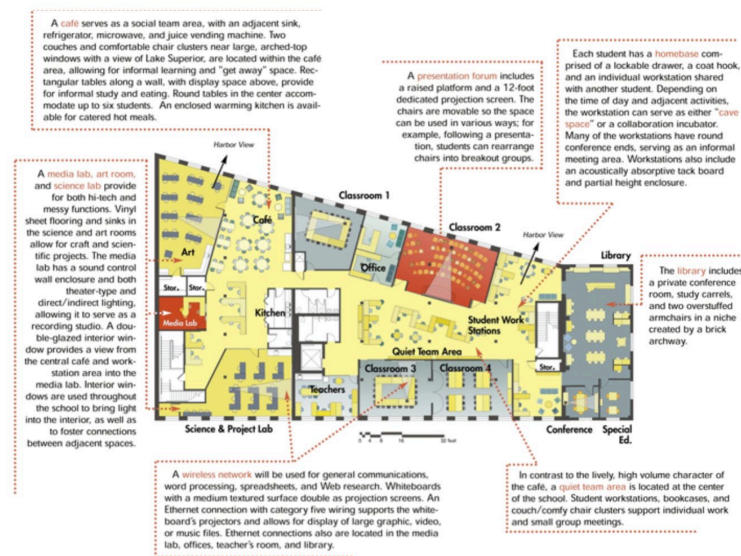
	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	<ul style="list-style-type: none"> Self-contained All rooms the same 	<ul style="list-style-type: none"> Field Experience Use of existing spaces for effective instructional grouping 	<ul style="list-style-type: none"> Virtual spaces 24/7 Field Experience Wide range; 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

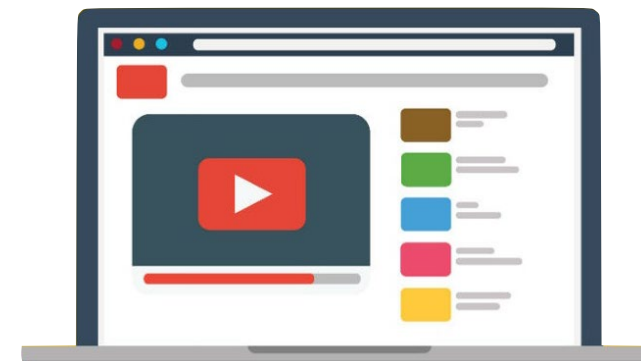


RANK & FILE SEATING
Used for one-way Teaching

- 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

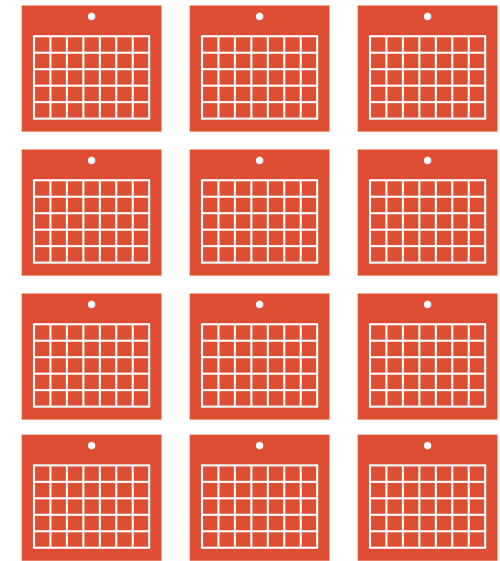
TIME



- Agricultural schedule/cycle
- Curriculum fits within Schedule

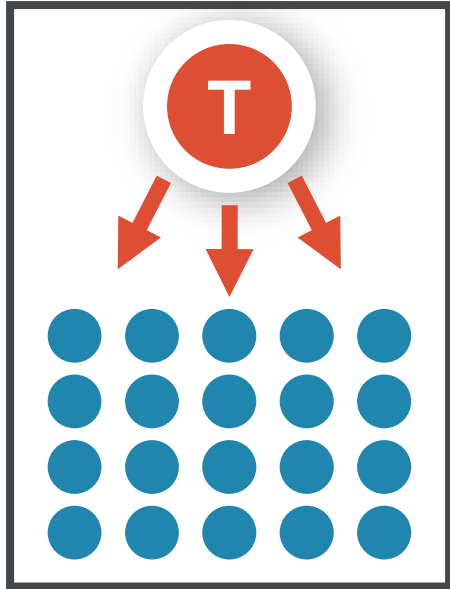


- Latitude afforded with periods, blocks, modules, anchor days, etc.

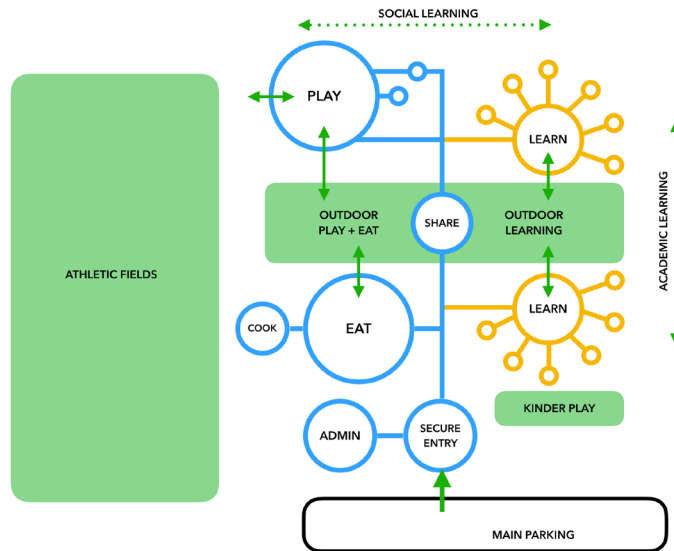


- Task determines time
- 24 / 7 / 365 via virtual learning

GROUPINGS



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

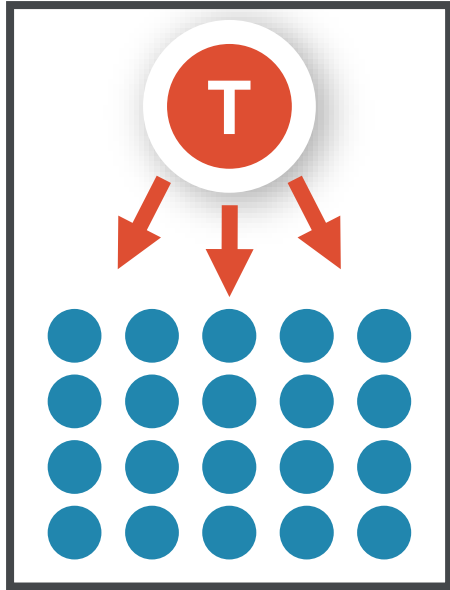


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

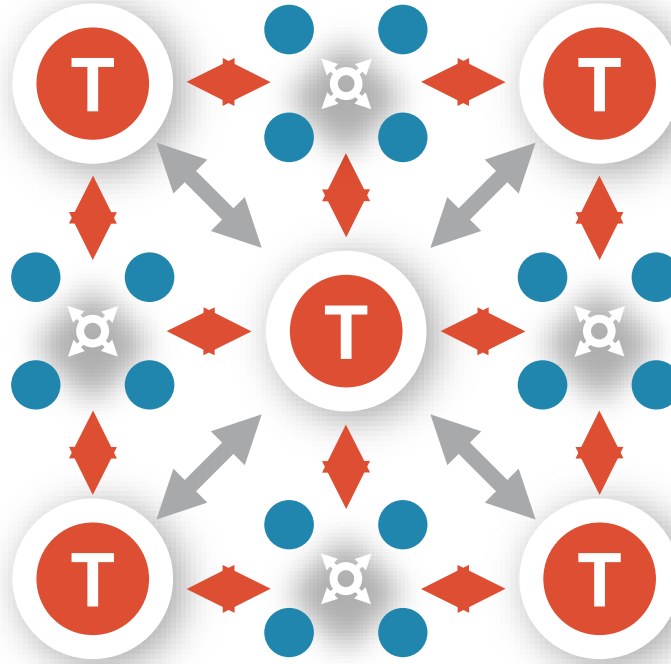


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

PERSONNEL



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

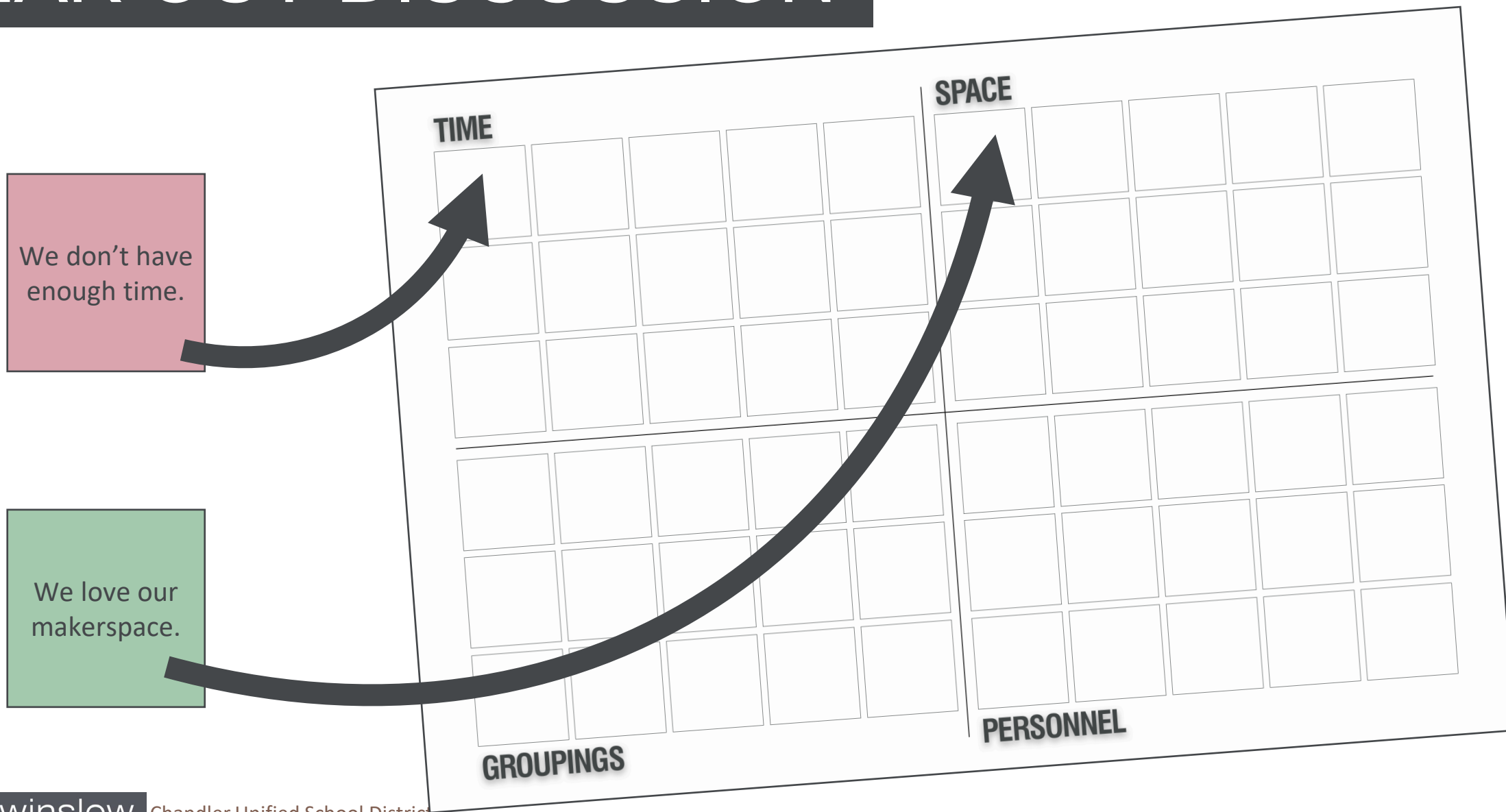


- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice



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

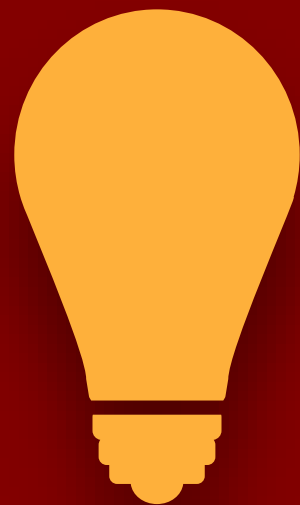
BREAK OUT DISCUSSION



GAPS ANALYSIS



TIME				SPACE				
State Mandated Minutes		Wasted Time In-school/ PD		Community Commons Space Locking	Varied Classroom Arranged w/ tables instead of desk	Underutilization of Existing Space	Color	
State Mandated minutes small group learning				Natural light + views	Flexible Furniture that promotes choice	Lack of alternative space	Don't allow for collaboration (20)	Flexibility of space
Training to help community come in to support classroom + after school activities				Safe/SAFE SPACE	Unsafe playground - out dated equipment	Playground not accessible for ALL students	Lack of space	
GROUPINGS				PERSONNEL				
Departmentalizing Curriculum 4 & 5	Smaller class sizes (skill based small groups)	Smaller class sizes (HARRIS ON PROJECTS)	Smaller classes mean more meaningful social + emotional support/connections	Utilize parents who are willing to help	Lack of specialized educational professionals (Tech teacher for ex.)	Creating Parental Ownership of spaces		
Circle share time	Vertical groupings + ability groupings			Community involvement - lack of community + lack of ownership	Partnerships w/ community experts			
				Staff Time Perception	After school sports, activities, music, clubs	Lack of training to help community come into volunteer and run clubs		



Think **BIG!**

DISTRICT WIDE RAW DATA

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

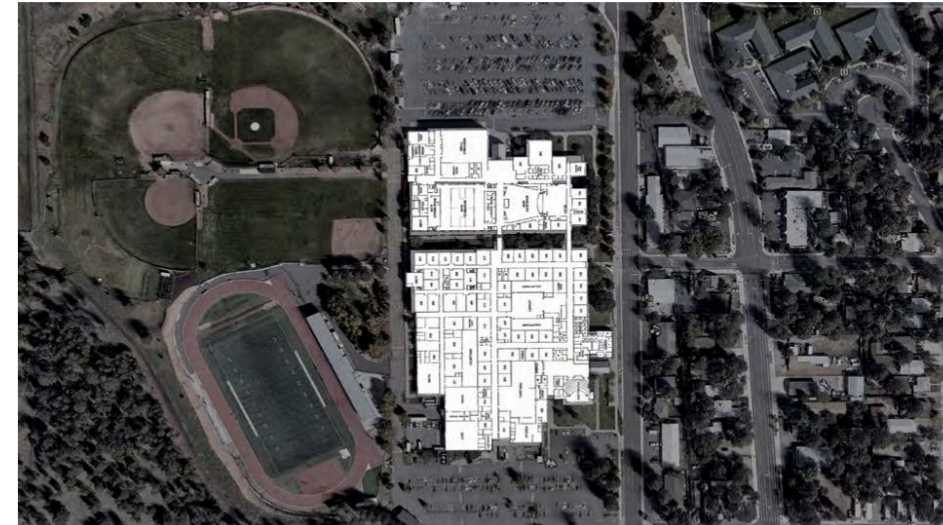
- Expert Professional Development - ongoing learning methods support
- Lack of cultural diversity
- Community liaison for outside professionals and learning opportunities.
- Access for student internships / partnerships with professionals, real world experience
- Need for additional counselors/mental 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



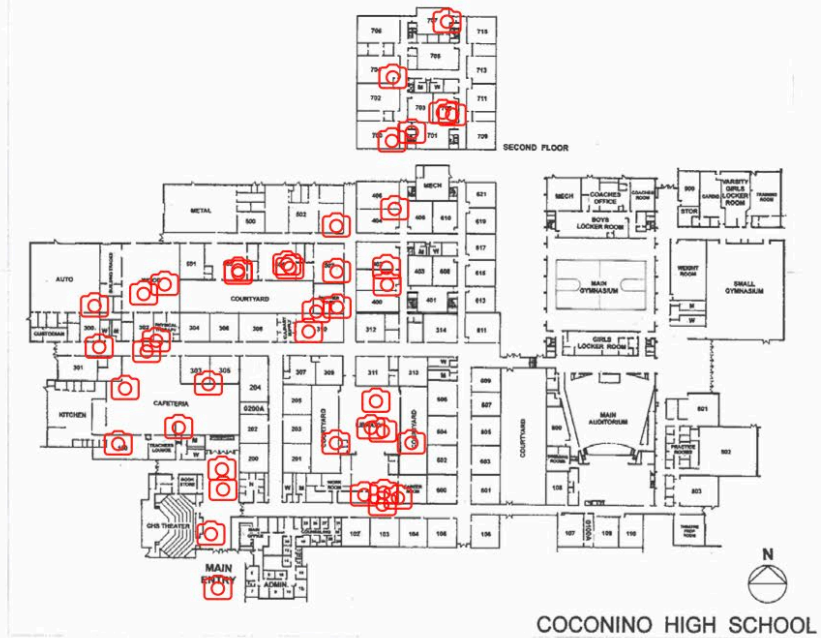
WELCOMING & INCLUSIVE CURB APPEAL

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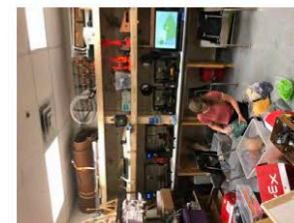
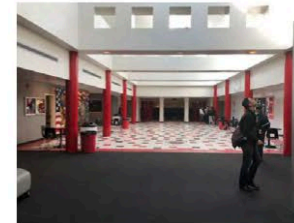
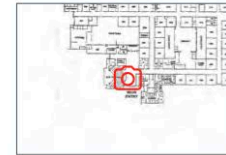


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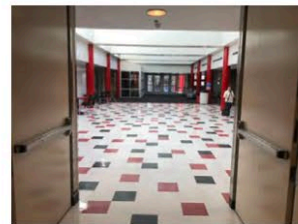
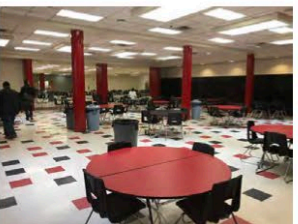
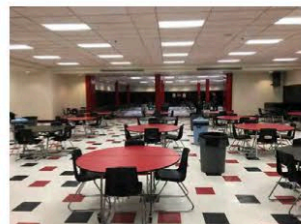
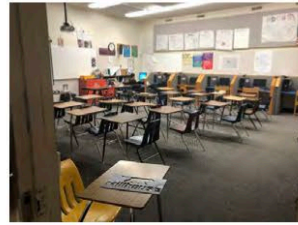
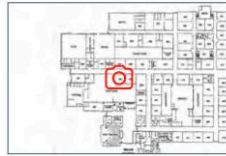


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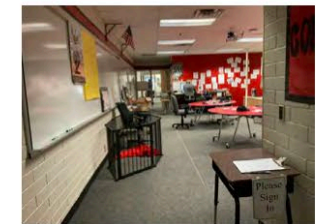
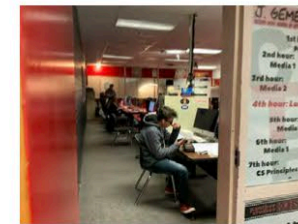
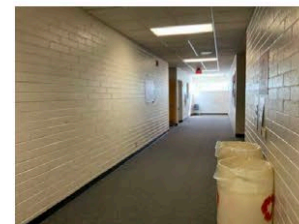
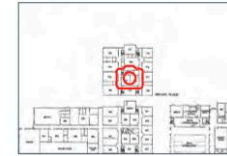
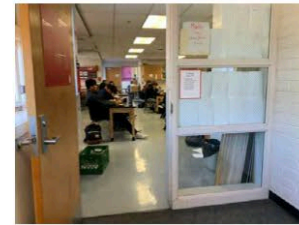
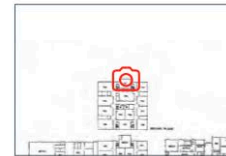


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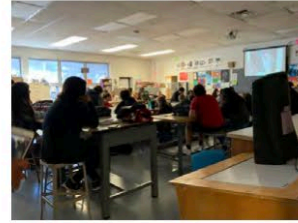


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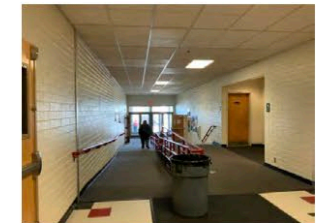
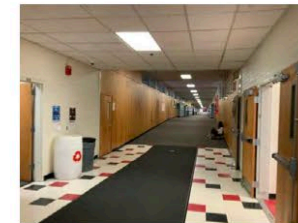
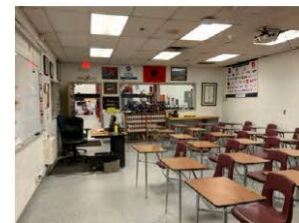
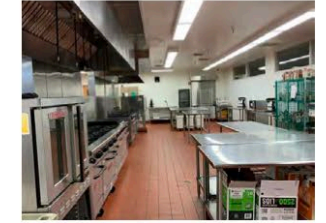
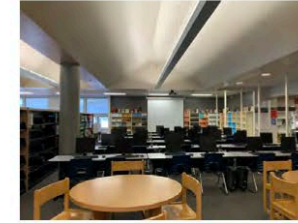
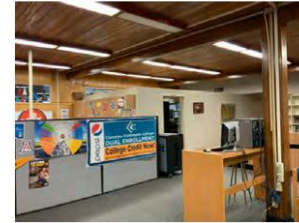


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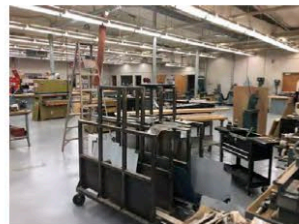
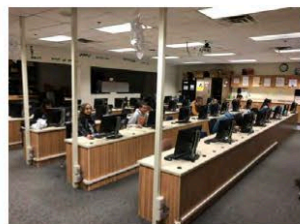
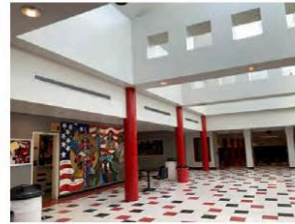
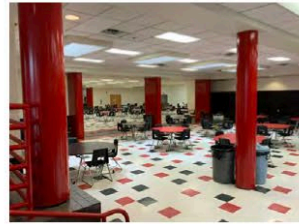
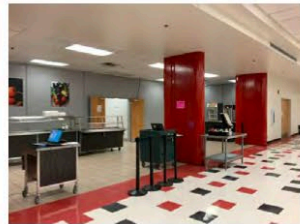


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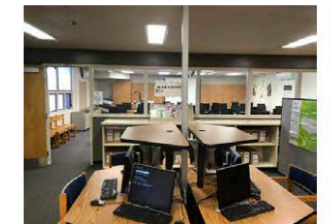
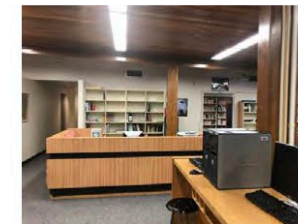
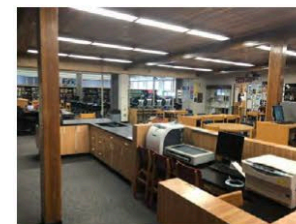
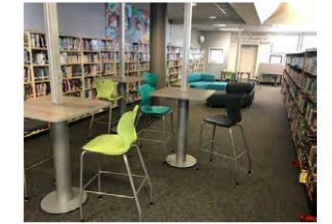


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CAMPUS WALK / FINDINGS





2020 STRATEGIC MASTER PLAN FACILITIES REPORT



orcutt | winslow
ARCHITECTURE | PLANNING | INTERIOR DESIGN

DATE ISSUED
JULY 1, 2020

Sinagua Middle School Assessment

Identified Scope of Work	Square Feet/ Quantity	Estimated Unit or SF Cost	Total Estimated Cost	Priority	Year To Be Complete	2022 Bond	2024 Bond	2026 Bond	2028 Bond	2030 Bond	Comments
Initiation calculated at 3% per year											
SIG, Collaborative & Flexible Learning Spaces											
Flexible multi-use space											
Rooms of various sizes for alternative groupings	3,000	\$175	\$525,000			\$159,500	\$169,993	\$625,283	\$662,900	\$702,569	Media/Makerspace Upgrade
Flexible and collaborative furniture	3,000	\$100	\$300,000			\$281,600	\$404,496	\$438,786	\$454,462	\$481,781	Partitioning/Rearranging multiple classrooms to accommodate for isolate activity grouping
Servery & catering non-traditional room	1	\$200,000	\$200,000			\$12,000	\$204,720	\$238,203	\$252,405	\$267,645	Allowance
	900	\$200	\$180,000			\$190,600	\$702,249	\$214,383	\$227,246	\$243,881	2 half classrooms
WELL, Biophilic Design Concepts & Outdoor Learning											
Patterns, colors & novelty	1	\$100,000	\$100,000			\$108,000	\$112,362	\$116,102	\$120,248	\$133,803	Allowance
Physiological comfort (thermal comfort, HVAC improvements, lighting)	1	\$300,000	\$300,000			\$318,000	\$327,292	\$337,355	\$347,143	\$357,659	Allowance
Outdoor classroom spaces: Accessibility, durable & low maintenance (off-season)	3,000	\$75	\$225,000			\$0	\$0	\$0	\$0	\$0	Refer to H2 Group Facilities Condition Assessment Report
Servery paths & movement opportunities	1	\$10,000	\$10,000			\$28,500	\$202,810	\$267,879	\$284,027	\$301,101	Allowance
Parent/Community Engagement											
Community space/hub	3,000	\$150	\$450,000			\$10,600	\$11,230	\$11,915	\$12,625	\$13,382	Allowance
Inclusive & inviting (curb appeal and welcoming)	237,586	\$1	\$237,586			\$477,000	\$502,630	\$535,957	\$568,115	\$600,232	Residen-maintenance space in commons
Inclusion of cultural identities (Color, Pattern, Shapes, etc.)	1	\$0	\$0			\$251,587	\$296,693	\$282,695	\$279,656	\$272,636	Allowance: Adjusted to reflect recent modernization of front entry
Technology Integration & Support											
Improved interior and exterior wifi and hotspots	1	\$20,000	\$20,000			\$0	\$0	\$0	\$0	\$0	Include in line item directly above
Campus Specific Projects											
Southern wall path improvements	1	\$10,000	\$10,000			\$84,800	\$88,888	\$93,281	\$100,988	\$107,058	Allowance: Additional technology and support for next generation
CTE & STEM improvements	3,600	\$100	\$360,000			\$31,800	\$33,708	\$35,730	\$37,874	\$40,147	Allowance
Hallway reconfiguration for collaborative learning	2,400	\$100	\$240,000			\$24,400	\$26,054	\$27,844	\$29,766	\$31,821	Allowance
Reconfigure computer labs into flexible learning spaces	1,800	\$100	\$180,000			\$288,200	\$303,372	\$321,574	\$340,969	\$361,321	Potential NAU Grant
Facilities Condition Assessment Scope of Work											
Remaining FCA Scope of Work	1	\$4,338,153	\$4,338,153			\$4,599,502	\$4,875,472	\$5,168,001	\$5,478,281	\$5,805,788	Refer to H2 Group Facilities Condition Assessment Report
Potential BFB Building Renewal Grant Projects											
Roofing/Repairs/Replacements	1	\$750,000	\$750,000			\$795,000	\$842,700	\$893,282	\$946,858	\$1,003,689	Refer to H2 Group Facilities Condition Assessment Report
Mechanical Equipment Repairs & Controls	1	\$474,712	\$474,712			\$503,136	\$533,386	\$565,390	\$599,313	\$635,272	Refer to H2 Group Facilities Condition Assessment Report
Subtotal			\$6,311,221			\$6,869,894	\$7,462,268	\$8,089,813	\$8,735,202	\$9,400,514	

Review Identified Items Below For Inclusion Above:

- An existing exit to the south terminates onto a concrete pad. It is not currently useable as an "area of refuge", nor a walking path.
- Currently, the sensory and calming room is located under an existing stair.
- Bathrooms currently underway
- ADA elevator project
- Maintenance space near commons/cafe is underutilized space, potentially useable for technology hub, etc.
- Transition roomed into learning spaces
- Reorganize classroom layouts of those in the upper southeast corner that do not have windows
- Security and traffic control upgrades
- NAD/Makerspace development

Additional Items from GW notes, Memo, Stormboard, etc. (Only capital issues)
• None not mentioned above

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	\$420,000			\$445,200	\$471,912	\$500,227	\$530,240	\$562,055	Media/Makerspace Upgrades
Rooms of various sizes for alternative groupings	1,800	\$100	\$180,000			\$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	\$120,000			\$127,200	\$134,832	\$142,922	\$151,497	\$160,587	Allowance
Sensory & calming rooms/refocus rooms	450	\$200	\$90,000			\$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	\$75,000			\$79,500	\$84,270	\$89,326	\$94,686	\$100,367	Allowance
Natural light and views	1	\$150,000	\$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	\$180,000			\$190,800	\$202,248	\$214,383	\$227,246	\$240,881	
Playgrounds: Safe & accessible learning through play	1	\$75,000	\$75,000			\$79,500	\$84,270	\$89,326	\$94,686	\$100,367	Allowance
Sensory paths & movement opportunities	1	\$10,000	\$10,000			\$10,600	\$11,236	\$11,910	\$12,625	\$13,382	Allowance

QUESTIONS



orcutt | winslow