



NAVARRETE 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 Navarrete?**

Q1:





**Q2:**

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

Q3:





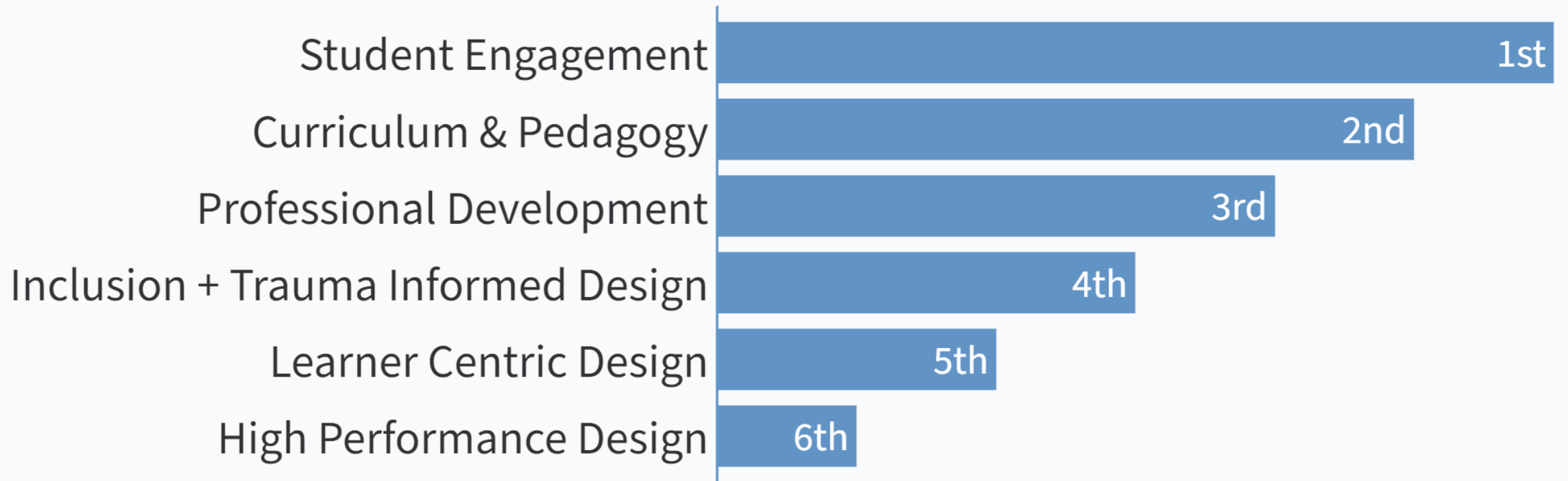
**Q4:**

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

Q4:

individual-learning-modalities  
**flexible-seating**  
techstations  
movement  
1-1-devices  
gardening  
adaptive-equipment  
outdoor-performance  
physical-education-space  
technology  
natural-lighting  
sports-equipment-fields  
garden  
paraeducator  
security  
labs  
bigger  
stage  
accessible-play-structures  
collaboration-space  
comfortable-seating  
daylight  
**auditorium**  
sensory-labs  
intervention-teachers  
life-skills-labs  
student-work-stations  
aides

**Within the context of the Portrait of the Learner, and the Key Ideas presented, rank Navarrete'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



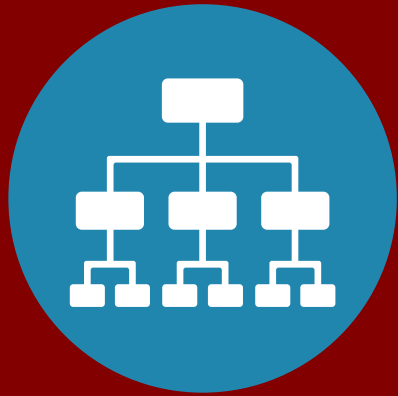
VISION



REALITY



# REIMAGINATION ENCOMPASSES...



**WHO**  
(Operations)



**WHERE**  
(Facilities)



**WHAT**  
(Curriculum)



**WHY**  
(District Goals)



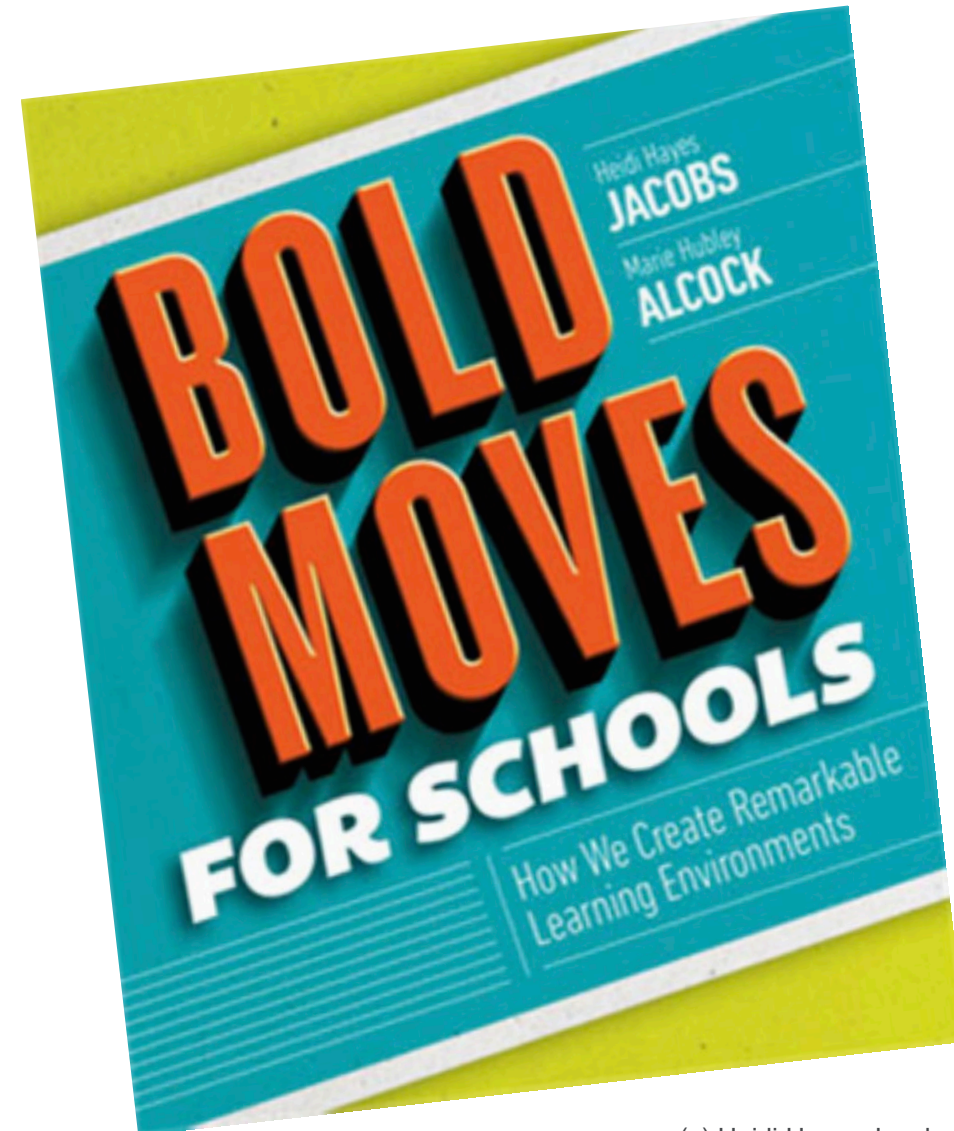
**HOW**  
(Pedagogy)



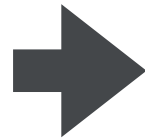
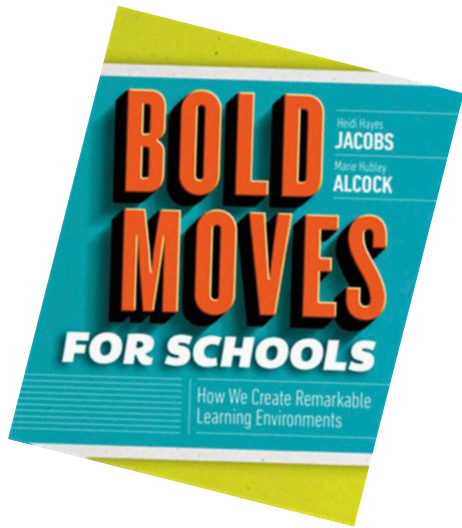
**CHANGING JUST ONE DATA POINT...**

# 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.*

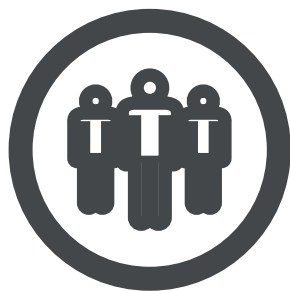


## IMPACTFUL PEDAGOGY

- “*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

A photograph of a classroom. A female teacher stands at the front near a whiteboard and a green chalkboard. Several young students are seated at their desks, and many of them have their hands raised in the air, indicating an interactive or questioning period in the lesson. The classroom is bright, with large windows on the left side.

“

*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

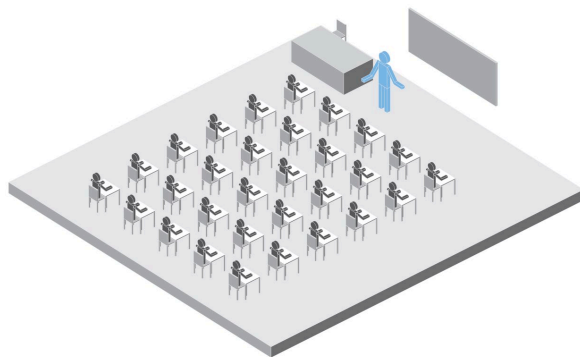
ANTIQUATED	CLASSICAL	CONTEMPORARY
<ul style="list-style-type: none"><li>• Learning experiences entirely within classroom</li></ul>	<ul style="list-style-type: none"><li>• Classroom in school and other places</li></ul>	<ul style="list-style-type: none"><li>• Learning within a range of physical and virtual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



# PROGRAM STRUCTURE CONTINUUM

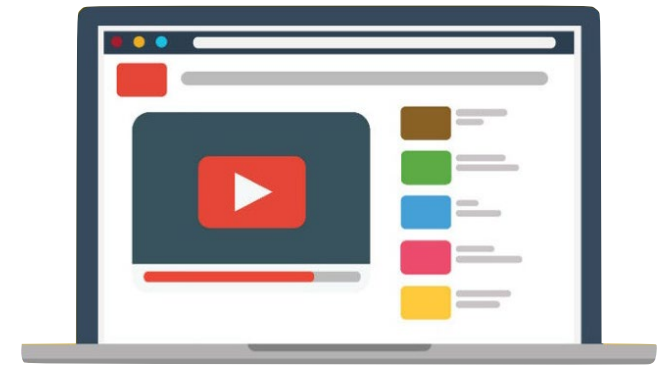
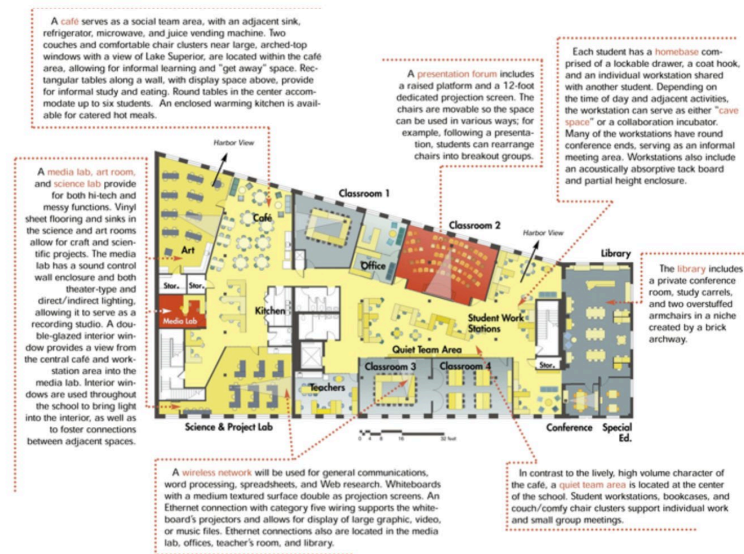
	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	<ul style="list-style-type: none"> <li>Self-contained</li> <li>All rooms the same</li> </ul>	<ul style="list-style-type: none"> <li>Field Experience</li> <li>Use of existing spaces for effective instructional grouping</li> </ul>	<ul style="list-style-type: none">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

# 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

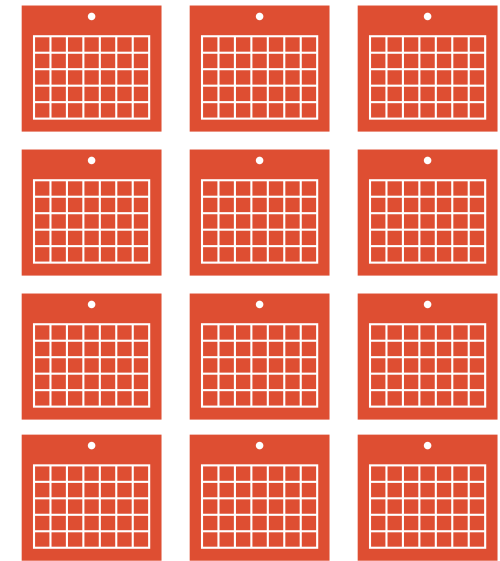
# TIME



- Agricultural schedule/cycle
- Curriculum fits within Schedule

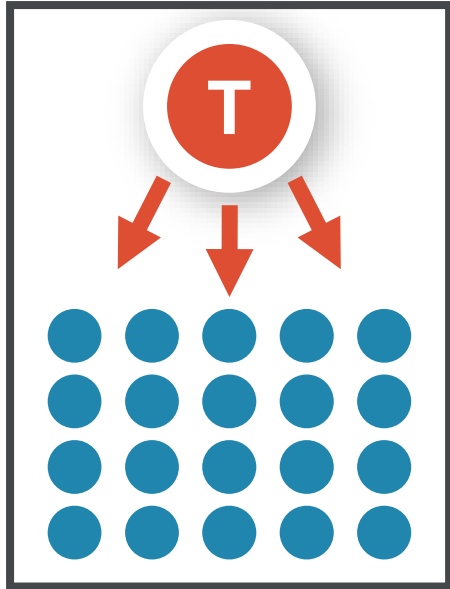


- Latitude afforded with periods, blocks, modules, anchor days, etc.

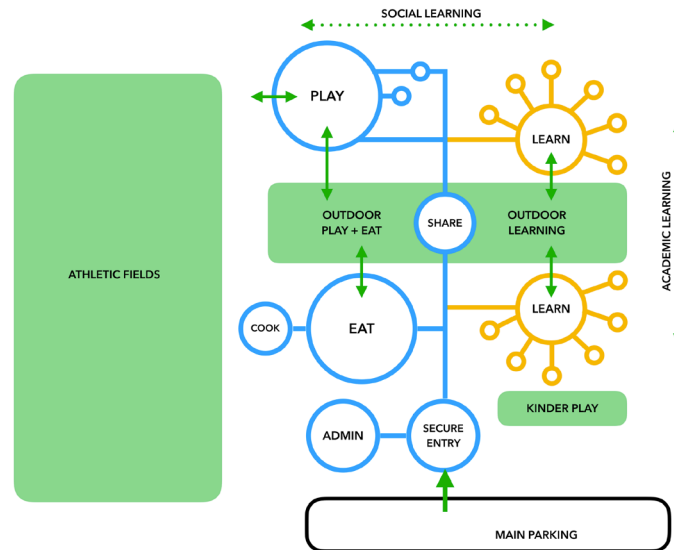


- Task determines time
- 24 / 7 / 365 via virtual learning

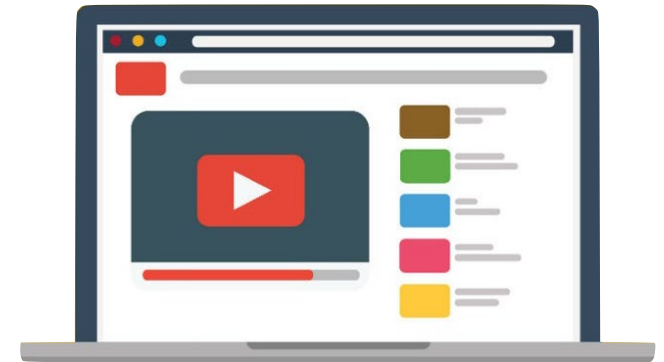
# GROUPINGS



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

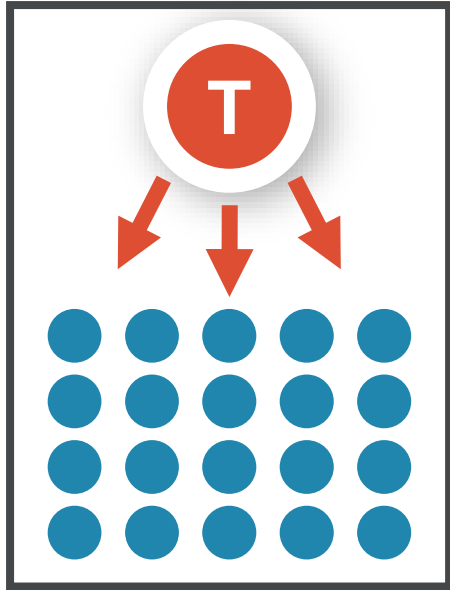


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

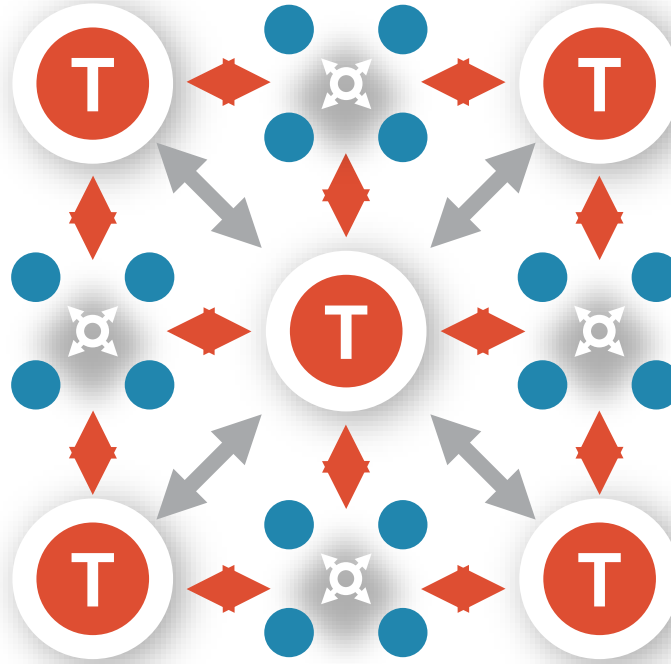


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

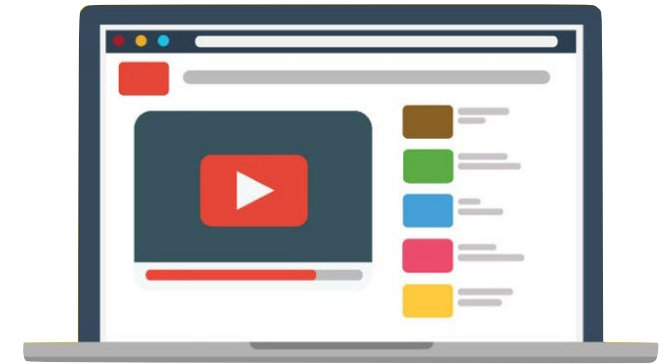
# PERSONNEL



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



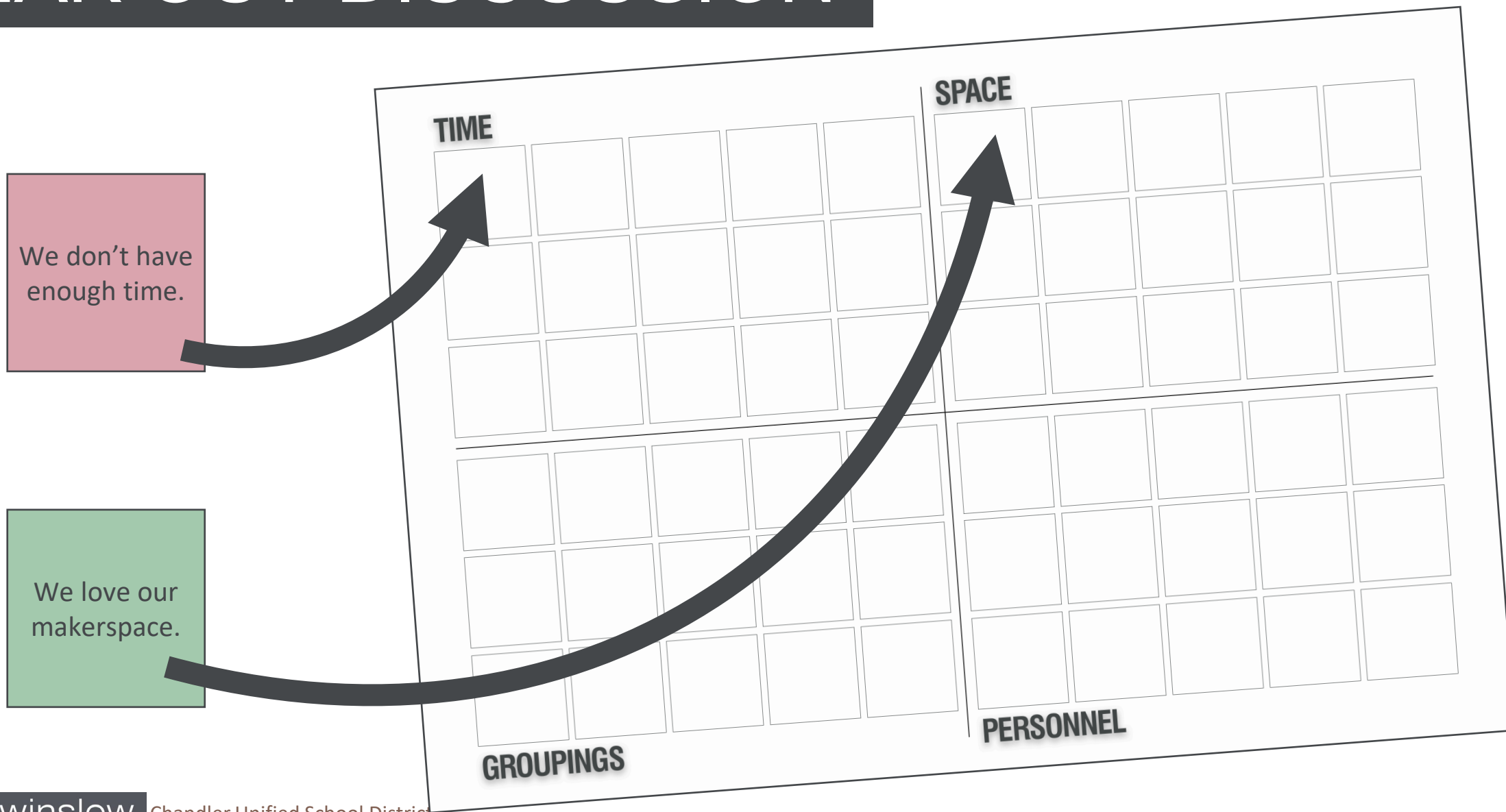
- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice



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



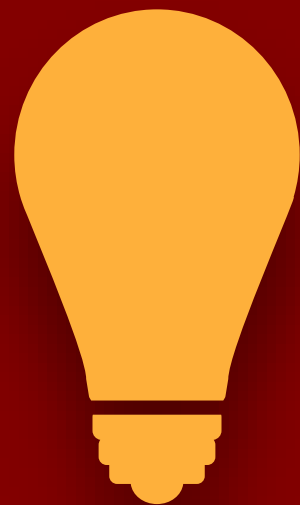
# BREAK OUT DISCUSSION



# GAPS ANALYSIS



TIME				SPACE				
State Mandated Minutes		Wasted time in school/ PD		Community Commons space lockers	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	
	Departmentalizing Curriculum 4 & 5	Smaller class sizes (skill based small groups)	SMALLER CLASS SIZES (HARRIS ON PROJECTS)	utilize parents who are willing to help	LACK OF SPECIALIST EDUCATIONAL PROFESSIONALS (TECH TEACHER FOR EX.)	Creating Parental Ownership of spaces		
	Circle share time	Vertical groupings + ability groupings	smaller classes mean more meaningful social + emotional support/connections	Community involvement - lack of ownership	Partnerships w/ community experts			
				After Time Perception	After school sports, activities, music, clubs	Lack of training to help community come into volunteer and run clubs		
GROUPINGS				PERSONNEL				



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-envision 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

## DISTRICT WIDE RAW DATA

## COCONINO HIGH SCHOOL



## CAMPUS WALK / FINDINGS



## DISTRICT WIDE PRIORITIES



FLEXIBLE &amp; COLLABORATIVE FURNITURE



BIOPHILIC DESIGN CONCEPTS, NATURAL LIGHT



TECHNOLOGY INTEGRATION &amp; SUPPORT



ACCESSIBILITY UPGRADES

## CAMPUS SPECIFIC PRIORITIES



COMMUNITY SPACE/HUB



SENSORY &amp; CALMING / REFOCUSING ROOM



SAFE &amp; ACCESSIBLE LEARNING THROUGH PLAY



CAREER TECHNICAL EDUCATION



ACCESSIBLE &amp; MAINTAINABLE OUTDOOR LEARNING



MULTI-USE FLEXIBLE SPACE &amp; VARIETY



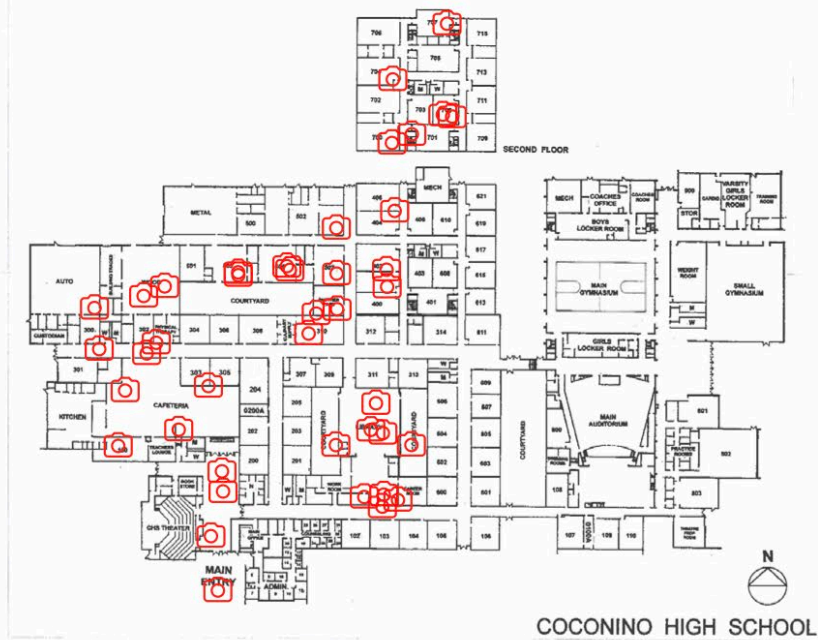
WELCOMING &amp; INCLUSIVE CURB APPEAL

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# COCONINO HIGH SCHOOL



## CAMPUS WALK / FINDINGS

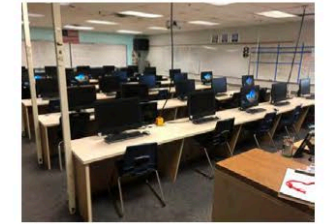
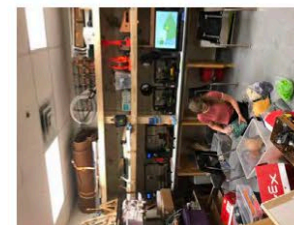
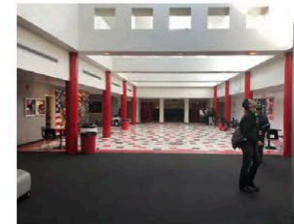


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# COCONINO HIGH SCHOOL



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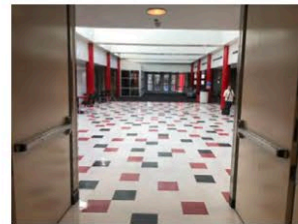
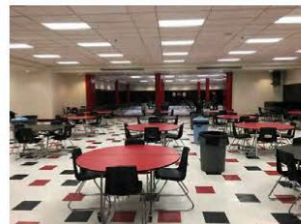
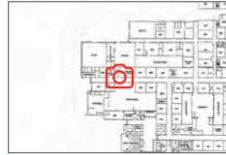
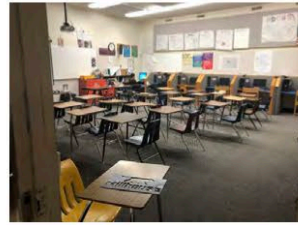
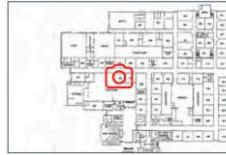


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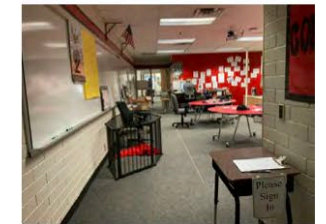
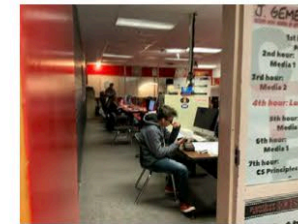
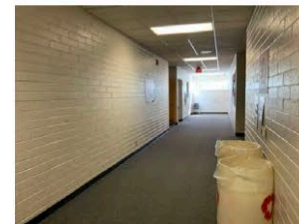
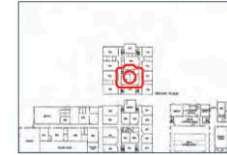


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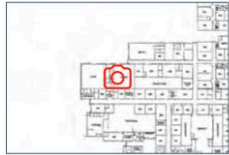


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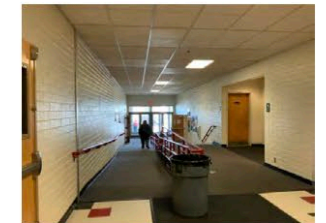
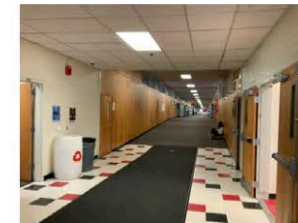
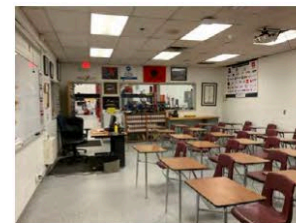
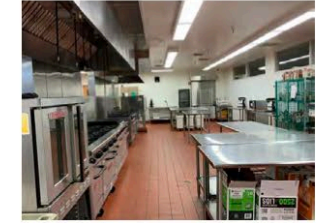
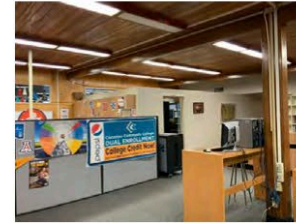


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## CAMPUS WALK / FINDINGS



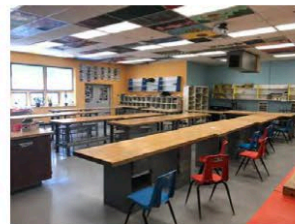
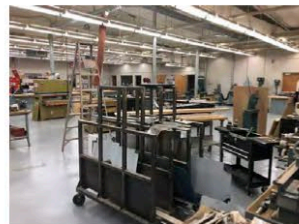
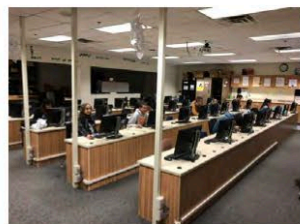
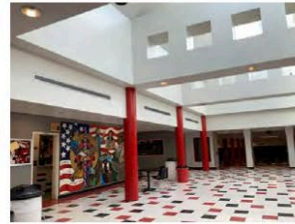
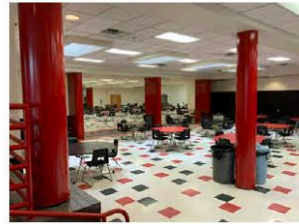
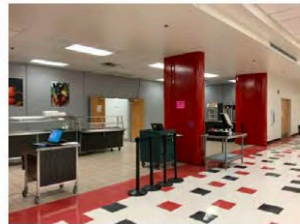


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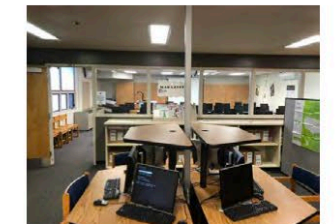
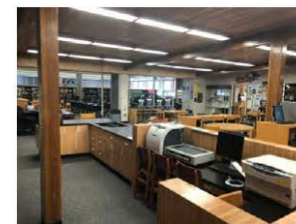
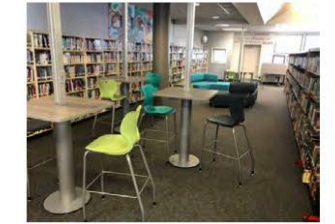


DISTRICT WIDE RAW DATA

# COCONINO HIGH SCHOOL



## 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
						Inflation calculated at 3% per year					
<b>SIG, Collaborative &amp; Flexible Learning Spaces</b>											
Flexible multi-use space											
Rooms of various sizes for alternative groupings	3,000	\$175	\$525,000								
Flexible and collaborative furniture	3,000	\$100	\$300,000			\$159,500	\$169,993	\$625,283	\$662,900	\$702,569	Media/Makerspace Upgrade
Servery & catering non-traditional room	1	\$200,000	\$200,000			\$261,600	\$404,496	\$438,766	\$454,462	\$481,781	Partitioning/Rearranging multiple classrooms to accommodate for isolate activity grouping
	900	\$200	\$180,000			\$12,000	\$204,720	\$238,203	\$252,405	\$267,645	Allowance
						\$190,600	\$702,249	\$214,383	\$227,246	\$243,881	2 half classrooms
<b>WELL, Biophilic Design Concepts &amp; Outdoor Learning</b>											
Patterns, colors & novelty	1	\$100,000	\$100,000			\$108,000	\$112,362	\$119,102	\$126,248	\$133,803	Allowance
Physiological comfort (thermal comfort, HVAC improvements, lighting)	1	\$300,000	\$300,000			\$318,000	\$327,092	\$337,305	\$347,743	\$358,409	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	\$292,810	\$267,879	\$284,027	\$301,101	Allowance
						\$10,600	\$11,230	\$11,915	\$12,625	\$13,362	Allowance
<b>Parent/Community Engagement</b>											
Community space/hub	3,000	\$150	\$450,000			\$477,000	\$502,630	\$535,957	\$568,115	\$600,232	Reclaim maintenance space in commons
Inclusive & inviting (curb appeal and welcoming)	237,586	\$1	\$237,586			\$251,587	\$266,693	\$282,695	\$299,696	\$317,636	Allowance: Adjusted to reflect recent modernization of front entry.
Inclusion of cultural identities (Color, Pattern, Shapes, etc.)	1		\$0			\$0	\$0	\$0	\$0	\$0	Include in line item directly above
<b>Technology Integration &amp; Support</b>											
Improved interior and exterior wifi and hotspots	1	\$20,000	\$20,000			\$84,800	\$88,886	\$95,281	\$100,968	\$107,058	Allowance: Additional technology and support for next gen learning
<b>Campus Specific Projects</b>											
Southern wall path improvements	1	\$30,000	\$30,000			\$31,800	\$33,708	\$35,730	\$37,874	\$40,147	Allowance
CTE & MET-C improvements	3,600	\$100	\$360,000			\$372,400	\$606,744	\$643,143	\$681,736	\$722,642	
Hallway reconfiguration for collaborative learning	2,400	\$100	\$240,000			\$254,400	\$269,664	\$285,844	\$302,964	\$321,174	
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
<b>Facilities Condition Assessment Scope of Work</b>											
Remaining FCA Scope of Work	1	\$4,338,103	\$4,338,103			\$4,599,502	\$4,875,472	\$5,168,001	\$5,478,281	\$5,805,788	Refer to H2 Group Facilities Condition Assessment Report
<b>Potential BFB Building Renewal Grant Projects</b>											
Roofing/Repairs/Replacements	1	\$750,000	\$750,000			\$795,000	\$842,700	\$893,282	\$946,896	\$1,003,889	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
<b>Subtotal</b> \$9,311,221											
Review Identified Items Below For Inclusion Above:											
Items Identified on 04/02/2024											

### 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/hall is underutilized space, potentially useable for technology hub, 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
- NAD/Makerspace development

**Additional Items from CW 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			\$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