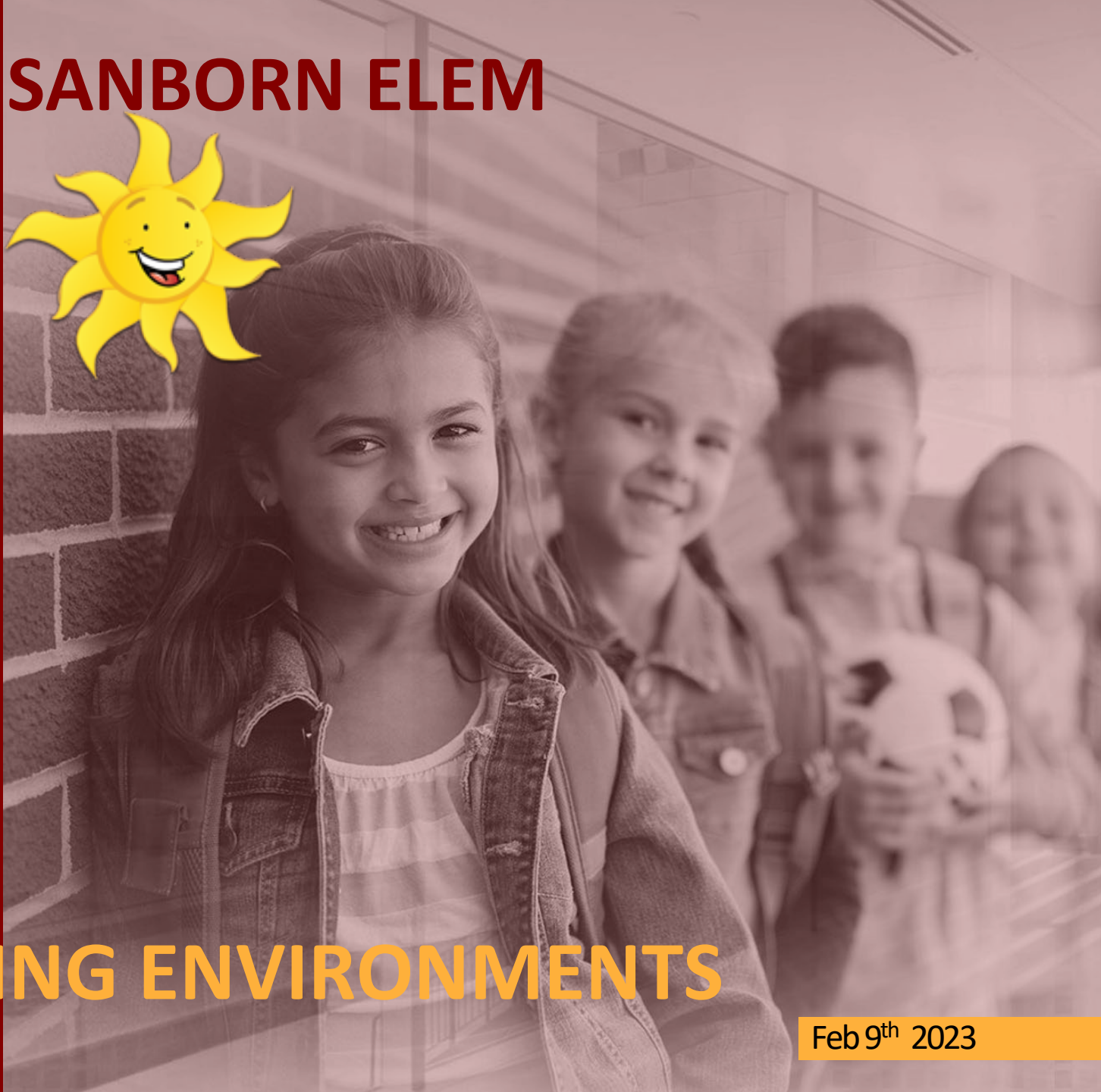




SANBORN ELEM



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 Sanborn?**

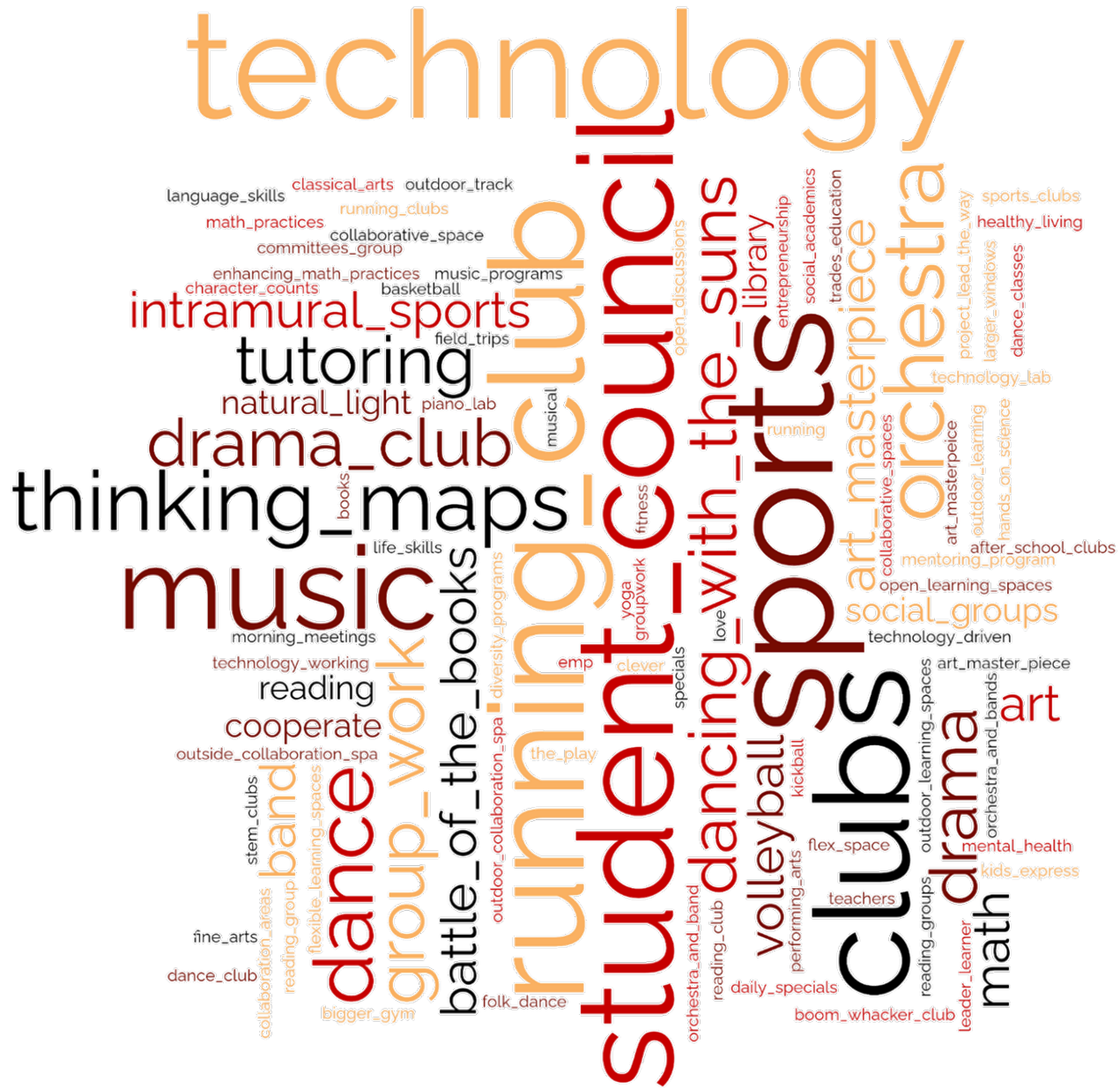
Q1:



Q2:

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

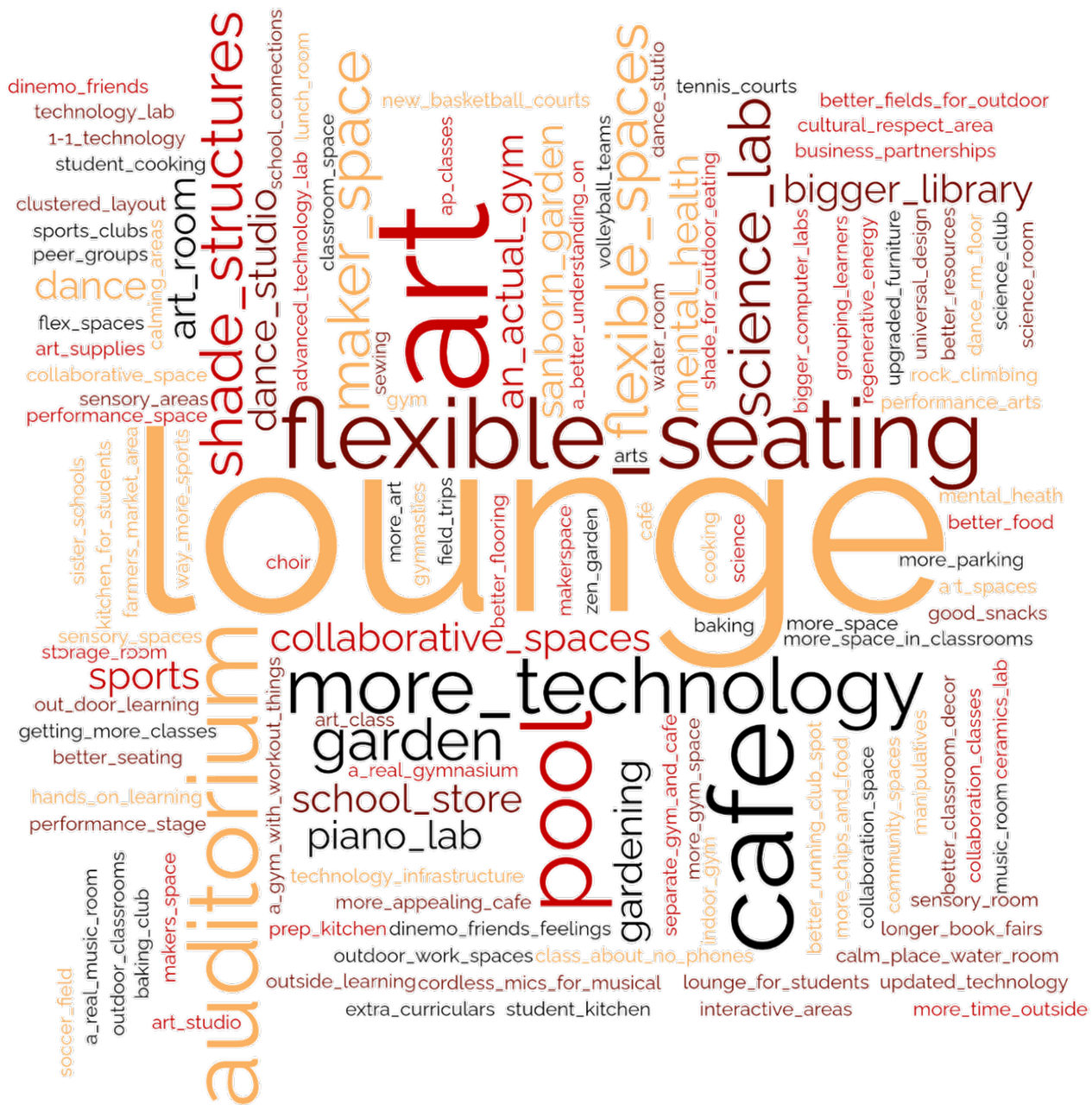
Q3:



Q4:

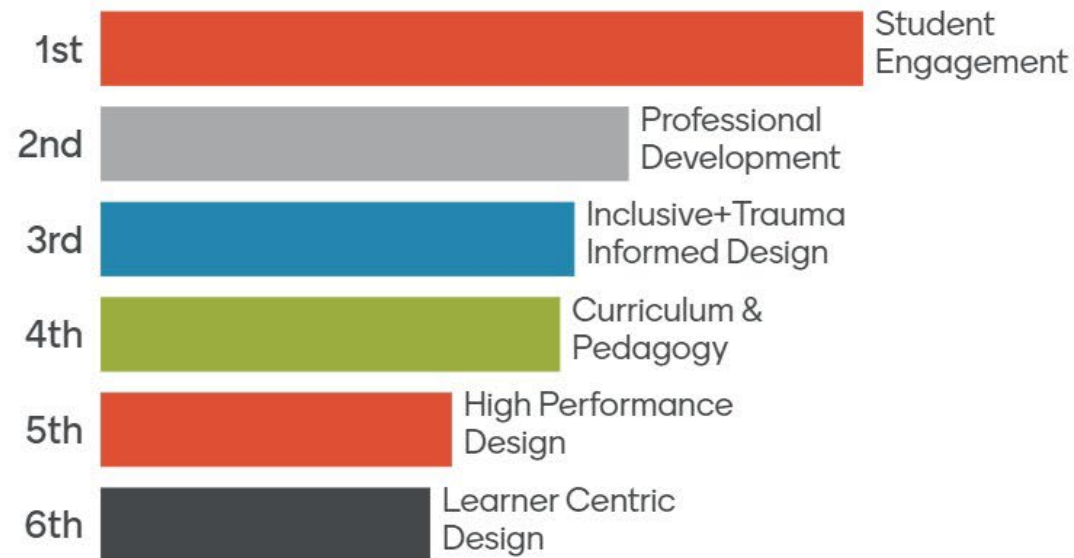
**What facilities, resources,
and infrastructures
(furniture, technology,
personnel, etc) are needed to
impact and improve student
outcomes, to better align
with the Portrait?**

Q4:



Within the context of the Portrait of the Learner, and the Key Ideas presented, rank Sanborn's current performance in the following categories

orcutt | winslow



Voting is closed

Group Breakout- Frequency of Words



Group Breakout- Frequency of Ideas

mentoring groups 3D anatomy
movement in class
outdoor learning
student garden preschool facility
graphic design clubs for younger grades
Farmer's market
sit on balls in class
flexible due dates
path based learning
CPR and AED training
student responsibilities
life skills
buddy system
student centered learning
student teaching
community events
more free time
friday half day
unifying activities
Food truck Fridays
more parking space
school parade
water sounds
new floor
more spirit days
project lead the way
wood working
colorful spaces
school store
flexible seating
small group classroom
no more portables
younger access to music programs
cordless mics for musical
flag ceremonies outside
get away space
PJ day every wednesday
summer party
physical electives
after school programs
round lunch tables
rock climbing wall
peer conflict resolution
garden cooking class
recording studios
multipurpose room
writable surfaces
therapy pets
comfortable seating
open walls between classrooms

NEXT WEEK

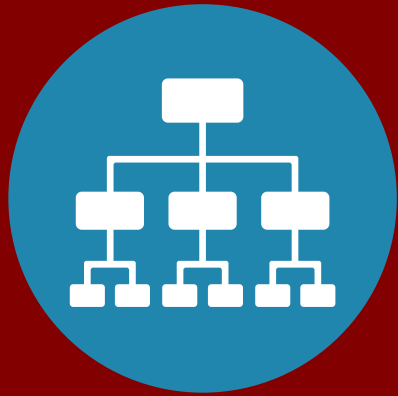


VISION



REALITY

REIMAGINATION ENCOMPASSES...



WHO
(Operations)



WHERE
(Facilities)



WHAT
(Curriculum)



WHY
(District Goals)



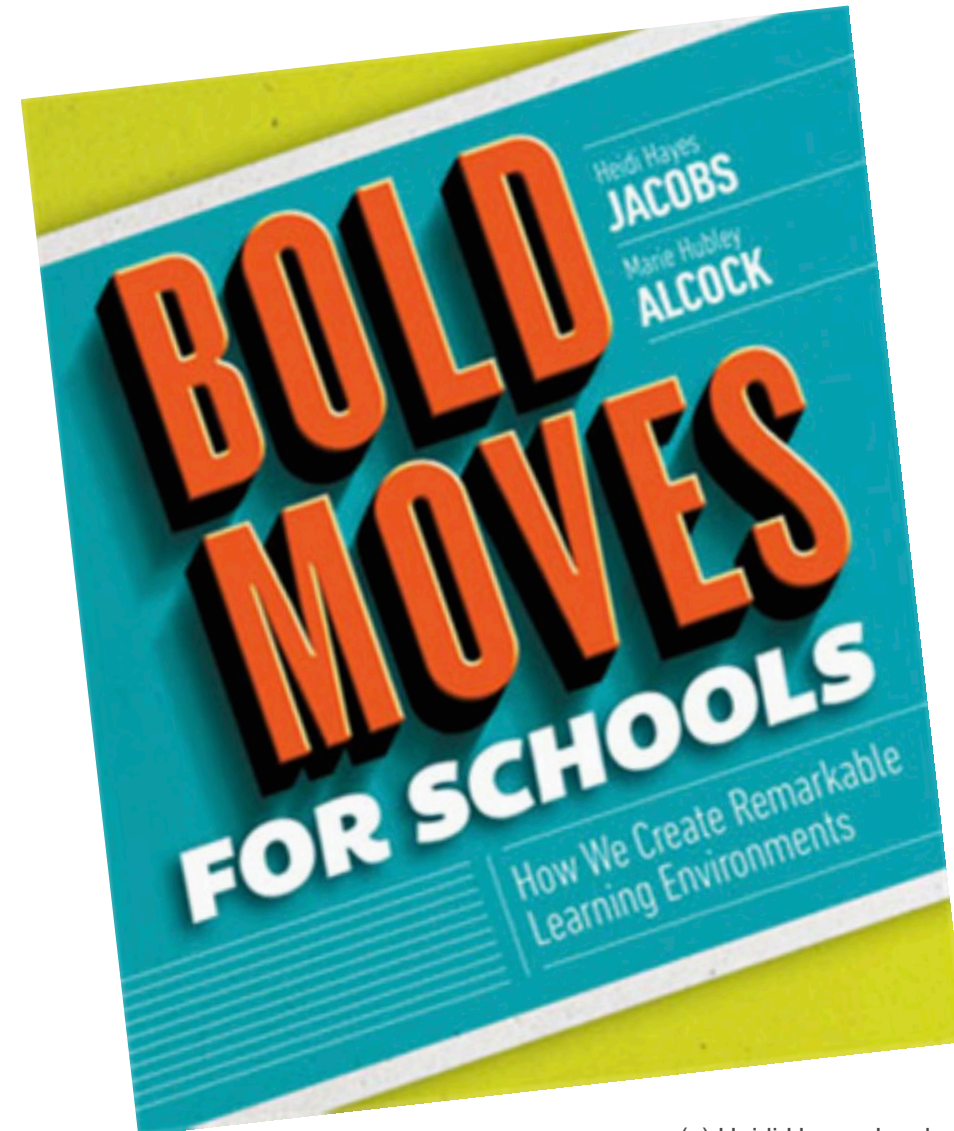
HOW
(Pedagogy)



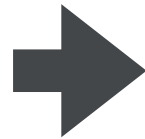
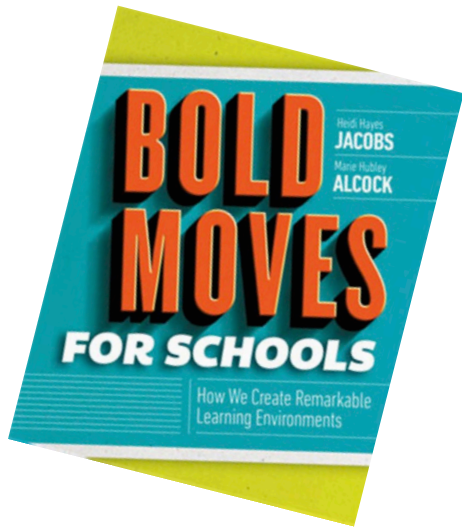
CHANGING JUST ONE DATA POINT...

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.

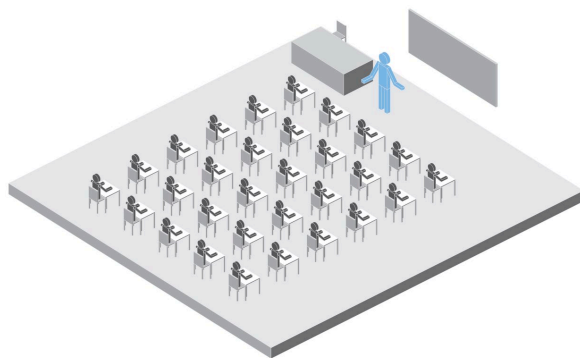
CLUSTERS OF PEDAGOGY

| 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

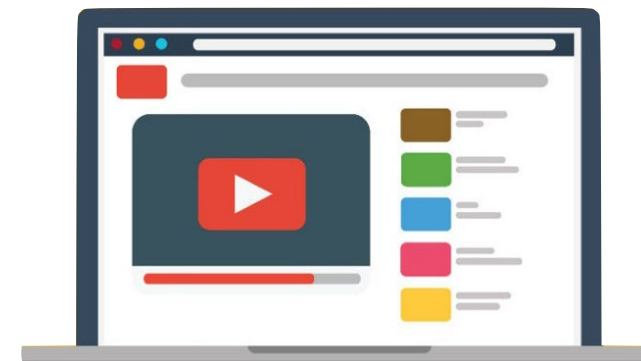
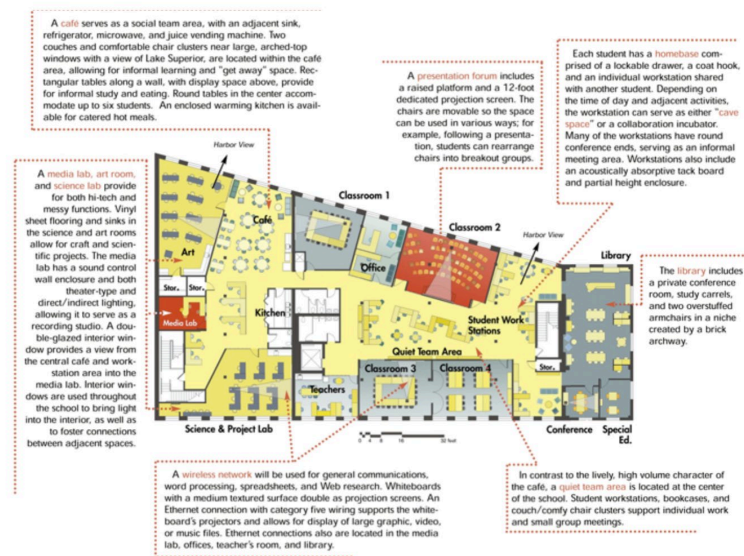
| | ANTIQUATED | CLASSICAL | CONTEMPORARY |
|-----------|---|--|--|
| SPACE | <ul style="list-style-type: none"> Self-contained All rooms the same | <ul style="list-style-type: none"> Field Experience Use of existing spaces for effective instructional grouping | <ul style="list-style-type: none"> Virtual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

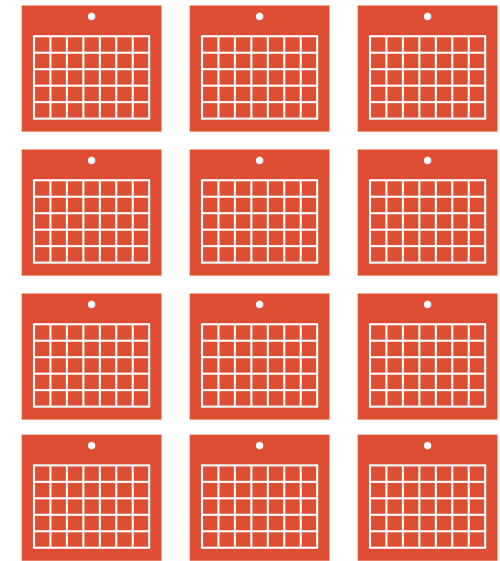
TIME



- Agricultural schedule/cycle
- Curriculum fits within Schedule

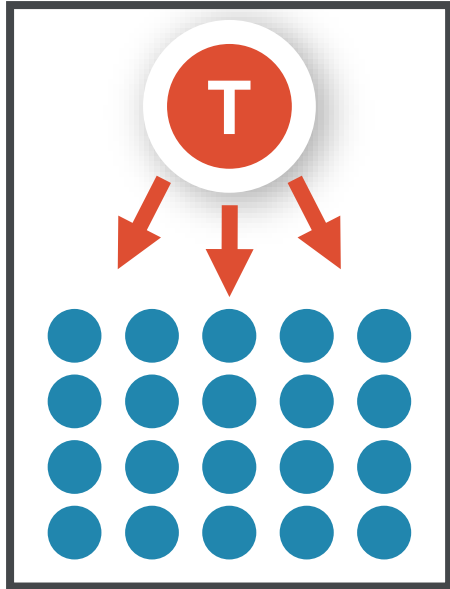


- Latitude afforded with periods, blocks, modules, anchor days, etc.

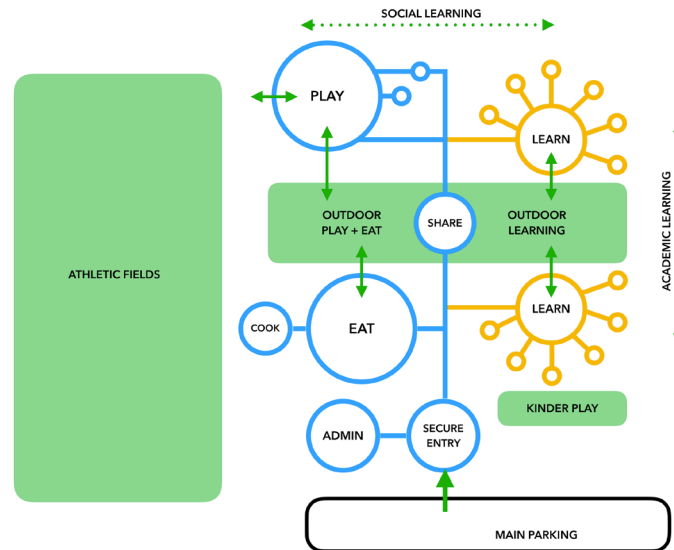


- Task determines time
- 24 / 7 / 365 via virtual learning

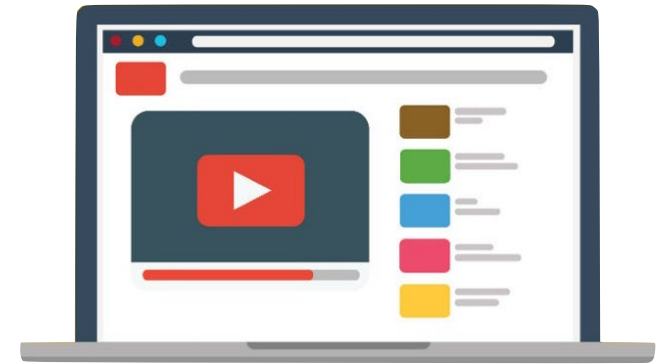
GROUPINGS



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

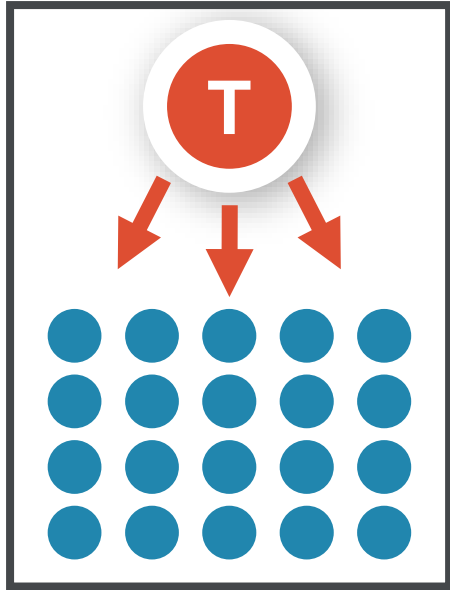


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

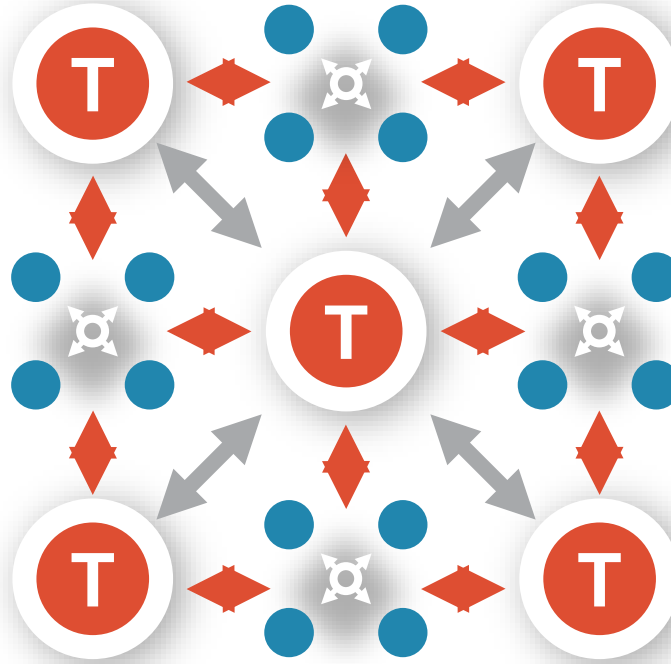


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

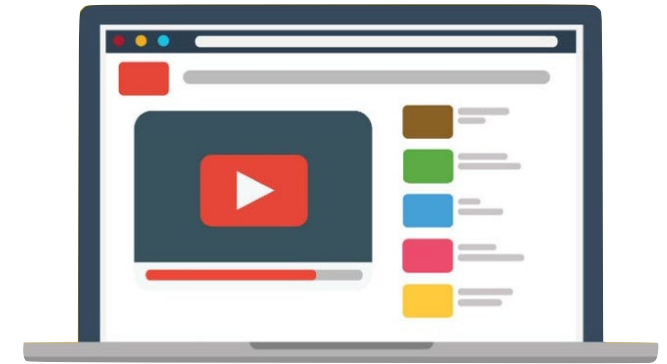
PERSONNEL



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

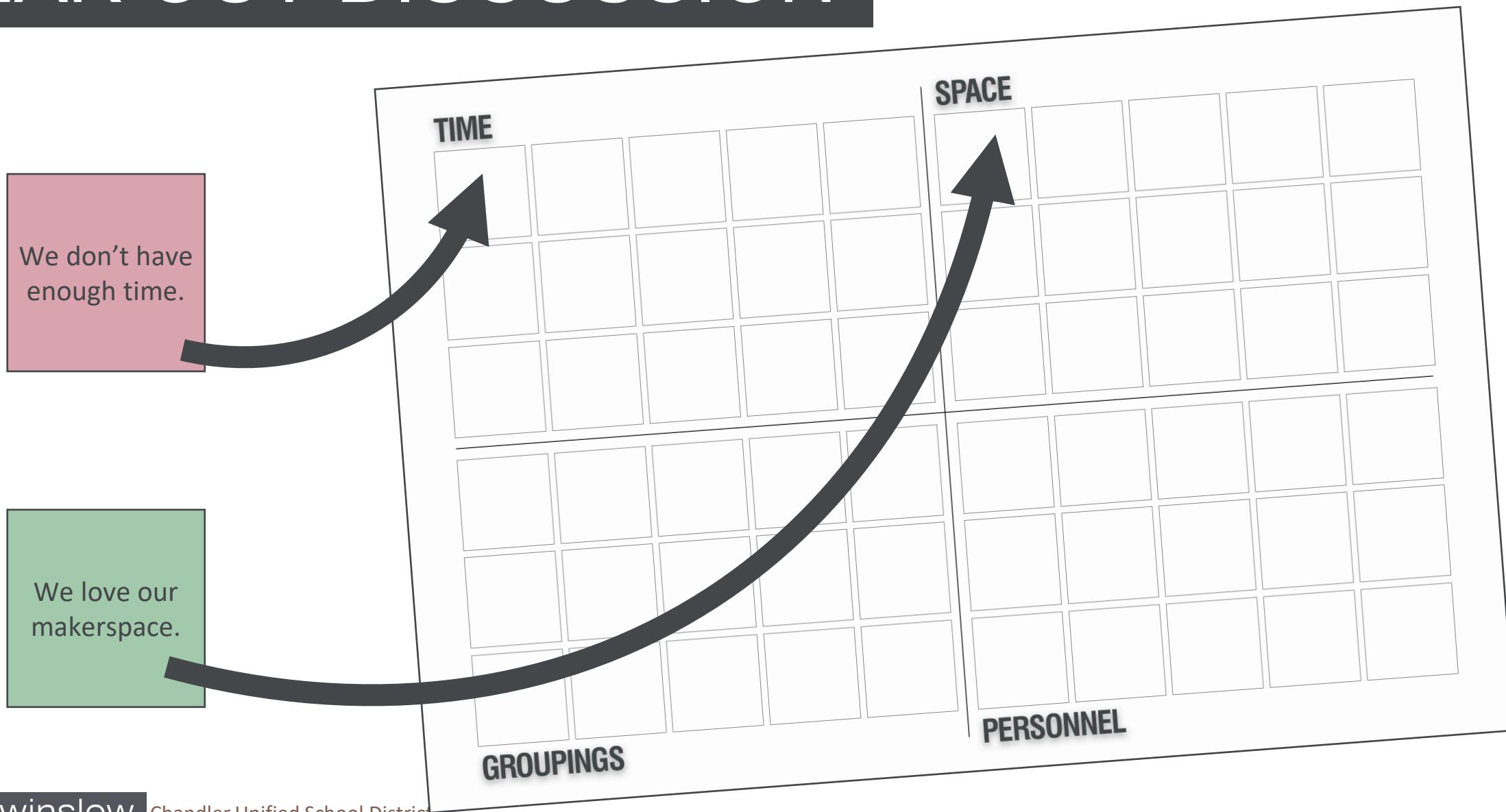


- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice



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

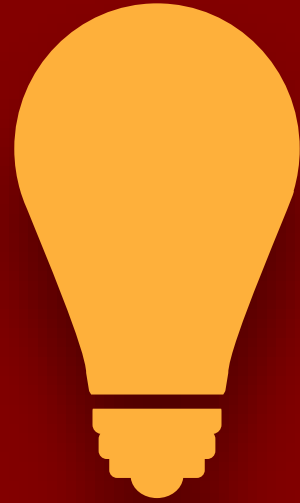
BREAK OUT DISCUSSION



GAPS ANALYSIS



| TIME | | | | SPACE | | | | |
|---|--|--|---|---|--|--|------------------------------------|----------------------|
| State Mandated Minutes | | Wasted time in school/ PD | | Community Commons space 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 | |
| | | | | | | | | |
| | | | | | | | | |
| 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 | | | |
| | | | | 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

DISTRICT WIDE RAW DATA

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



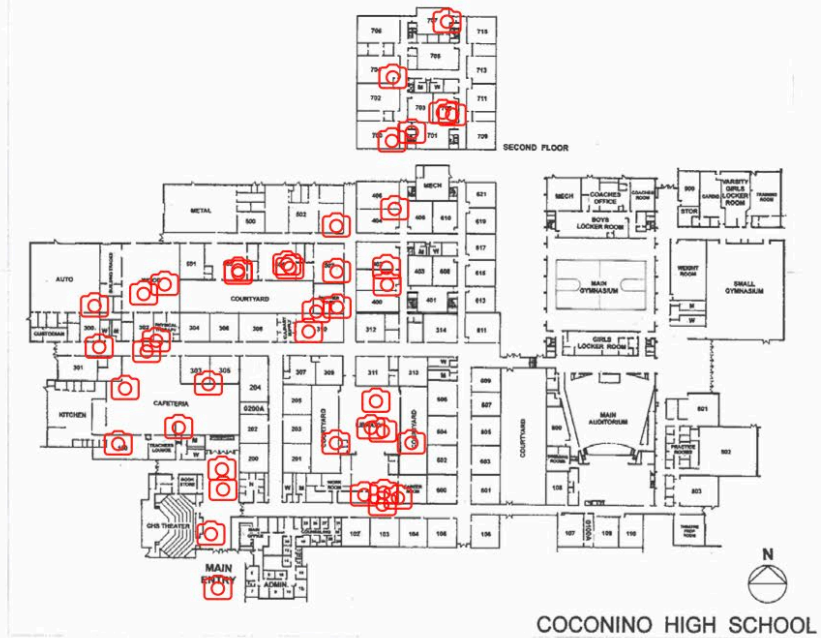
WELCOMING & INCLUSIVE CURB APPEAL

DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

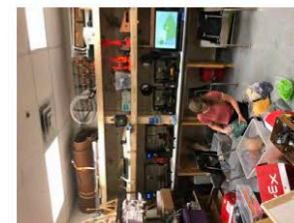
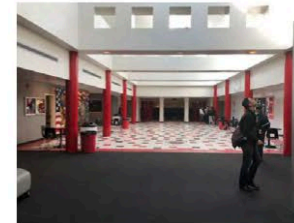


DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

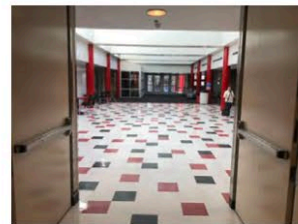
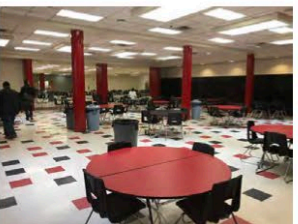
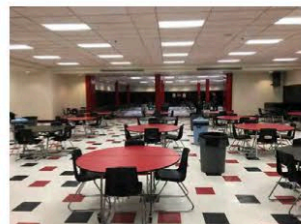
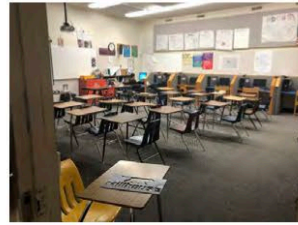
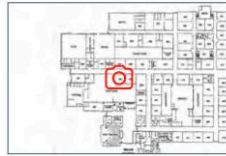


DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

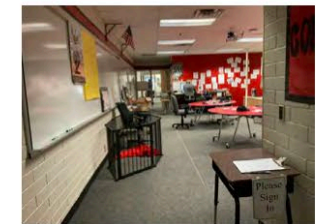
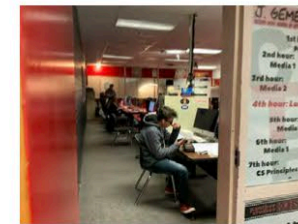
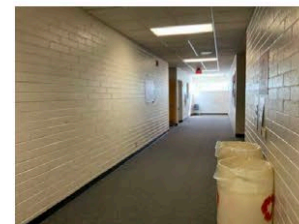
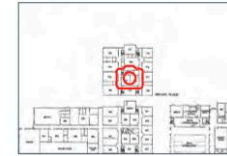
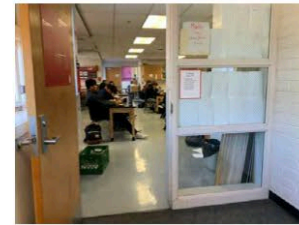
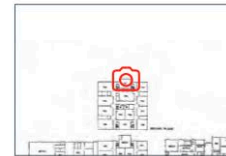


DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

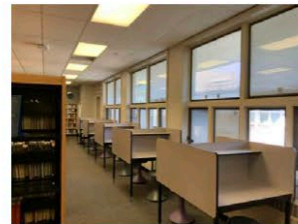
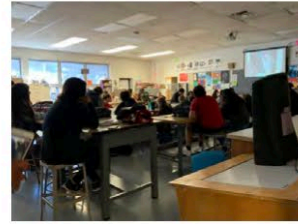
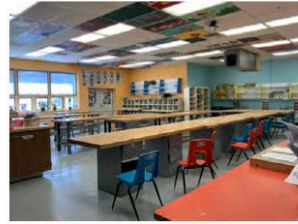
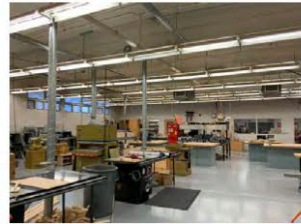


DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

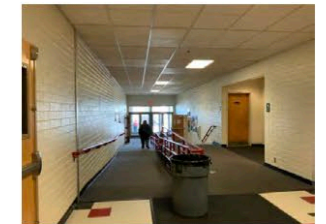
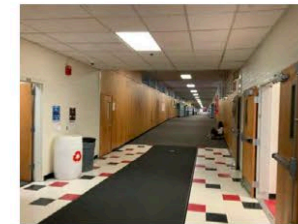
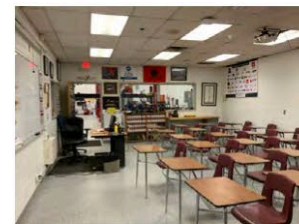
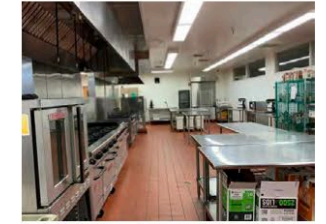
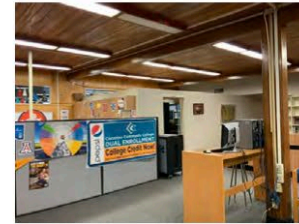


DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

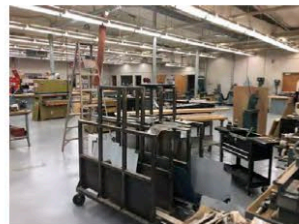
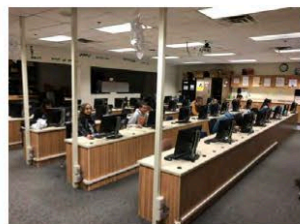
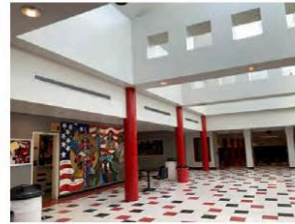
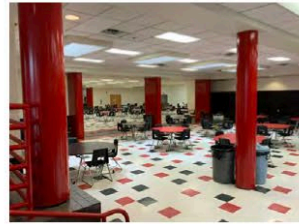
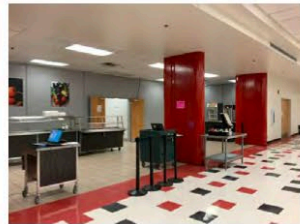


DISTRICT WIDE RAW DATA

COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

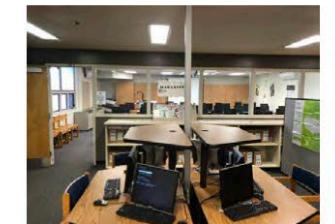
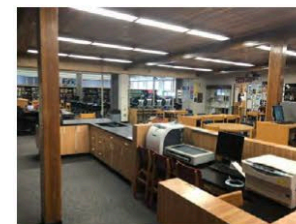
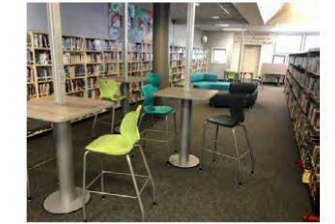


DISTRICT WIDE RAW DATA

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 |
|---|--------------------------|------------------------------|----------------------------|----------|------------------------|-------------|--------------|--------------|--------------|--------------|---|
| 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 | | | | | | | | |
| Flexible and collaborative furniture | 3,000 | \$100 | \$300,000 | | | | | | | | |
| Servatory & catering non-traditional room | 1 | \$200,000 | \$200,000 | | | | | | | | |
| | 900 | \$200 | \$180,000 | | | | | | | | |
| WELL, Biophilic Design Concepts & Outdoor Learning | | | | | | | | | | | |
| Patterns, colors & novelty | | | | | | | | | | | |
| Natural light and views | 1 | \$100,000 | \$100,000 | | | | | | | | |
| Physiological comfort (thermal comfort, HVAC improvements, lighting) | 1 | \$300,000 | \$300,000 | | | | | | | | |
| Outdoor classroom spaces: Accessibility, durable & low maintenance (off-season) | 1 | | \$0 | | | \$108,000 | \$112,362 | \$116,102 | \$120,240 | \$123,823 | Allowance |
| Sensory paths & movement opportunities | 3,000 | \$75 | \$225,000 | | | \$518,000 | \$537,392 | \$557,143 | \$578,743 | \$601,459 | Allowance |
| | 1 | \$10,000 | \$10,000 | | | \$0 | \$0 | \$0 | \$0 | \$0 | Refer to H2 Group Facilities Condition Assessment Report |
| Parent/Community Engagement | | | | | | | | | | | |
| Community space/hub | 3,000 | \$150 | \$450,000 | | | \$28,500 | \$292,810 | \$287,879 | \$284,207 | \$301,121 | |
| Inclusive & inviting (curb appeal and welcoming) | 237,586 | \$1 | \$237,586 | | | \$10,600 | \$11,230 | \$11,915 | \$12,625 | \$13,382 | Allowance |
| Inclusion of cultural identities (Color, Pattern, Shapes, etc.) | 1 | | \$0 | | | \$477,000 | \$502,630 | \$535,957 | \$568,115 | \$603,232 | Reclaim maintenance space in commons |
| Technology Integration & Support | | | | | | | | | | | |
| Improved interior and exterior wifi and hotspots | 1 | \$200,000 | \$200,000 | | | \$251,587 | \$266,693 | \$282,695 | \$299,656 | \$317,636 | Allowance: Adjusted to reflect recent modernization of front entry. |
| | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | Include in line item directly above |
| Campus Specific Projects | | | | | | | | | | | |
| Southern wall path improvements | 1 | \$100,000 | \$100,000 | | | \$84,800 | \$88,888 | \$93,281 | \$97,990 | \$102,998 | Allowance: Additional technology and support for next generation |
| CTE & STEM improvements | 3,600 | \$100 | \$360,000 | | | | | | | | |
| Halfway reconfiguration for collaborative learning | 2,400 | \$100 | \$240,000 | | | \$31,800 | \$33,708 | \$35,730 | \$37,874 | \$40,147 | Allowance |
| Reconfigure computer labs into flexible learning spaces | 1,800 | \$100 | \$180,000 | | | \$572,400 | \$606,744 | \$643,143 | \$681,736 | \$722,642 | |
| | | | | | | \$254,400 | \$269,664 | \$285,844 | \$302,964 | \$321,174 | |
| | | | | | | \$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 | | | \$4,599,552 | \$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 | \$946,856 | \$1,003,689 | Refer to H2 Group Facilities Condition Assessment Report |
| Mechanical Equipment Repairs & Controls | 1 | \$474,712 | \$474,712 | | | \$503,136 | \$533,386 | \$565,336 | \$600,313 | \$638,272 | Refer to H2 Group Facilities Condition Assessment Report |
| Subtotal | | | | | | | | | | | |
| | | | \$6,311,221 | | | \$8,869,894 | \$10,462,268 | \$11,089,813 | \$11,755,252 | \$12,460,514 | |

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 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

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 | | | \$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