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EXECUTIVE SUMMARY

Purpose: To clarify what learning in WWCSD should look like in the future and articulate how new facilities should support that transformation.

Primary Shifts:
A web-based survey of the Educational Visioning Team was used to identify 5 areas that require the greatest degree of transformation. These shifts are below:

2012 Educational Vision Components:

- **Academic Excellence**- Insure that learners are achieving at their highest potential by developing a culture of cooperation, communication and collaboration between learners, their families, and their learning leaders; based on the reality that they are all working toward the same goal of student success.
- **Community Connections**- Reinforce the link between schools and community by creating spaces and opportunities that celebrate and enrich both.
- **Monitoring, Assessment & Accountability**- Develop systems and spaces that support teacher planning and collaboration in support of a high fidelity PBL experience.

New Tech Network Pillars:

- **Teaching that Engages**- Develop a student-centric culture where learning opportunities are tuned to fit the learning style and interests of the individual learner.
- **Outcomes that Matter**- Cultivate fun learning opportunities that are grounded in real-world challenges and relevant to the community.
Over-arching Themes:

The Primary Shifts were used to focus the teams’ conversations and to develop a range of School Design Criteria. These criteria, in conjunction with the building designs produced by the Student Teams uncovered a series of Over-arching Themes. The design team should strive to integrate these concepts throughout their design. The themes are:

- **Eat & Learn** – Allow eating space to become learning space. Blending these activities will encourage a culture that celebrates learning as well as enable traditional dining square footage to more directly support learning.

- **Show & Tell** – creation, presentation and curation of student work is critical to nurturing a collegial culture of learning. Create various venues at varied scales to support these activities.

- **Inside & Outside** – learning in varied settings adds freshness and interest to the content. Learning outdoors provides richer context and broader opportunities to explore material. Blur the line between interior and exterior as much as possible.

- **Community & Culture** – It is critical that the school building work to support the smaller student communities as well as the broader Winton Woods community. Enabling each to celebrate it’s own unique culture.
To that end, the district facilitated an Educational Visioning engagement process. The explicit purpose of this endeavor was “to understand the shifts occurring in education, and determine their impact on the future of Winton Woods Schools.”

The district assembled a team of faculty and staff to envision what the facility should be - how it should be organized to more intentionally support learning. Team members worked through a series of prompts individually, in small groups, and as a collective group.
The first step of this process was to acquaint the Educational Visioning team with the learning transformation that is occurring around the world. This discovery phase was accomplished by guiding members through a series of videos and articles by thought leaders in the field.

Discovery Materials:

- Future Learning - Mini Documentary – GOOD  [https://www.youtube.com/watch?v=qC_T9ePzANg](https://www.youtube.com/watch?v=qC_T9ePzANg)
- Project based Learning at High Tech High  [https://www.youtube.com/watch?v=6rv_rmJYorE](https://www.youtube.com/watch?v=6rv_rmJYorE)
- Ken Robinson: How to Escape Education’s Death valley:  [goo.gl/9tQUvg](http://goo.gl/9tQUvg)
- Did you know, in 2028  [https://www.youtube.com+/watch?v=QpEFjWbXog0](https://www.youtube.com+/watch?v=QpEFjWbXog0)
- New Tech Network: Innovating Within the Education System  [https://goo.gl/XUBd8M](https://goo.gl/XUBd8M)
Primary Shifts

Upon completion of this Discovery Phase, the teams considered two sets of parameters—the six goals of the 2012 Educational Vision and the four New Tech Pillars.

2012 Educational Vision Goals:
- Academic Excellence
- Global citizens
- Community connections
- Celebrate diversity
- Creative expression
- Monitoring, assessment & accountability

New Tech Network Pillars
- Teaching that engages
- Culture that empowers
- Outcomes that matter
- Technology that enables

Participants were asked to rank learning today in WWCSD against those parameters. Once we had this current benchmark, the conversation was countered with an inquiry around what WWCSD learning should look like in the year 2027.

Where do we need to improve? Having described the present state of learning and instruction, and the desired future, the team was able to gauge the degree of transformation required to get from “here” to “there”. Additionally, the team identified five specific aspects of learning and instruction that require the greatest transition, or have the greatest disparity between “here” and “there”. The teams identified three of the six 2012 goals that require further effort and support.

- Academic Excellence
- Community Connections
- Monitoring, Assessment & Accountability

And two NTN Pillars that require further effort and support:

- Teaching that engages
- Outcomes that matter

These aspects are referred to as Primary Shifts. One would expect these shifts to require the greatest support from the built learning environment.
Morning of February 15, 2017

With the Discovery Phase complete and the Primary Shifts identified, the Student team met and was charged with articulating what each shift would look like if you walked into a school where these were occurring. To facilitate this conversation the team was divided into five groups. These groups were organized by campus grade level. Each subgroup developed conclusions for the shifts and presented them to the team in writing and verbally. The descriptions below are based upon that work.
Primary Shift G1 - Academic Excellence

Out of a maximum shift potential of 5, this parameter scored 2.2.

What this looks like:

• Everyone is able to see what’s going on within groups and projects
• Responsibility and accountability for your own work
• Work that demonstrates your best ability
• Teachers and students working together to obtain one goal
Primary Shift G2 - Monitoring, Assessment & Accountability

Out of a maximum shift potential of 5, this idea scored 2.0.

What this looks like:

- We should be at a 7 in 10 years (executing at a high level)
- Reimagine the planning time
- Making schools magical
- PBL implementation, with fidelity, will enable students to perform better on standardized tests
- Ongoing training for teachers and spaces for teacher collaboration
Primary Shift G3 - Community Connections

Out of a maximum shift potential of 5, this idea scored 2.0.

What this looks like:

- We interact with the community and each other
- Numerous beneficial community events
- Involving community in projects – working together as a community
- Projects that connect to history
- Positive environment in the community
- People are willing to help out the schools
  - Guest speakers
  - Interactive activities (inside and outside)
Primary Shift N1 - Outcomes that Matter

Out of a maximum shift potential of 5, this idea scored 2.5.

What this looks like:

- Projects that benefit the community
- Projects that connect to history (Freedom Center)
- Fun
- Student centered
- Prepares students for college and careers
Primary Shift N2 - Teaching that Engages

Out of a maximum shift potential of 5, this idea scored 2.4.

What this looks like:

- Solve real-world problems
- Asking students for their input
- Meeting room for teachers (to go for PBL help and inspiration for projects)
- More collaboration and hands-on activities
- More options on projects
- More challenges
- Higher goals
This group of students was also asked to articulate ideas or values that the new facilities should embody to better support their learning. Below are some of their responses:

- Spaces and furnishings that support PBL
  - Study lounge (café environment)
  - Talent rooms
  - Chairs with wheels
  - Courtyards
  - Interactive work spaces
  - Open learning space
  - Workshop room (build projects in)
  - Area for presentations
- Occupant comfort and wellness
  - Classrooms with windows
  - Comfortable chairs
  - Quiet room for stressed students
- Easy access to technology and NTN digital resources
  - Projectors/Smart boards
  - Device charging stations
  - Internet
  - 3D printers
Similar to the Student Team, the Community Team was asked to articulate what each shift would look like if you walked into a school where these were occurring. To facilitate this conversation the team was divided into roughly 30 groups of five participants. Each subgroup developed conclusions for the shifts and presented them to the team in writing and verbally. The descriptions below are based upon that work.
Primary Shift G1 - Academic Excellence

Out of a maximum shift potential of 5, this idea scored 2.2.

What this looks like:

- Improved communication between parents and schools - Parents need to feel valued
- Ensure project alignment with standards
- Implement a student transition program for incoming students
- Data to demonstrate district progress as well as benchmark comparisons to other districts
- Providing additional learning opportunities to students
- High expectations
- Making learning visible to students (tracking their own progress)
- Shift to growth mindset
Primary Shift G2 - Monitoring, Assessment & Accountability

Out of a maximum shift potential of 5, this idea scored 2.2.

What this looks like:

• We should be at a 7 in 10 years (executing at a high level)
• Reimagine the planning time
• Making schools magical
• PBL implementation, with fidelity, will enable students to perform better on standardized tests
• Ongoing training for teachers and spaces for teacher collaboration
Primary Shift G3 - Community Connections

Out of a maximum shift potential of 5, this idea scored 2.0.

What this looks like:

• Need shared community space
• Support of Native community members
• Mentors to younger students
• Seek out ways to better engage community
• Defining the community by more than the addresses
• Make spaces the community can utilize – clinic, workshop, gym
• Create community center
• Class offerings for community members – language, cooking, Echo / NTN Learning Management Tool
• Create opportunities for students to be more visible in the community
• Schools need to articulate what support they need from the community
• Community connectedness fosters student passion
• Community learning centers
• Community wifi
• A school you want to be in!
Primary Shift G3 - Outcomes that Matter

Out of a maximum shift potential of 5, this idea scored 2.5.

What this looks like:

• Projects that benefit the community
• Projects that connect to history (Freedom Center)
• Projects that help students engage
• Fun
• Student centered
• Reinforce student voice – Broader choices that reflect student interests
• Create higher expectations
• Prepares students to be successful in college and their careers
Out of a maximum shift potential of 5, this idea scored 2.4.

What this looks like:

- Starts with relevance, student choice and voice
- Shift to big student, little teacher – teacher as facilitator
- Exploration, discovery and inquiry
- Connect projects to the real world
- One size does not fit all
- Addresses varied learning modalities (styles)
- Allow student input to inform and modify teaching practices
- Be mindful of strengths and weaknesses
• Solving real-world problems that reflect student interests
• Ongoing professional development for teachers
• Encourage teacher collaboration
• Adults sharing out of personal interest and building upon student interests
• Student-specific learning plans
Evening of February 21, 2017

One week later the Community Team reconvened to continue the dialogue. This evening was opened with participants from the Student Team presenting their thoughts on the five Primary Shifts. There was significant overlap between the student and community team’s ideas. Refer to previous notes from session 1.
The Community Team was tasked with considering how these schools might be best organized in consideration of developmental ages and student groupings. There are no universally held preferences, however many of the participants, working in Table Teams, preferred breaks between:

- Pre-K and K
- Grades 3 and 4
- Grades 6 and 7
- Between Grades 8 and 9, and/or between Grades 9 and 10

Schools that include many grade levels need thoughtful consideration of appropriate connections and separations of students of different ages and developmental stages. Participants worked in table teams to identify appropriate connections and separations. Some addressed the secondary school, while others the elementary. Refer to the appendix for the detailed outcomes of their conversations.
### Elementary vs. Secondary

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**Kindergarten on its own for beginning learning.**

**Wider grade bands... Flexibility (Social)**

**Even # of classes → co-teaching**

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**Developmental needs**

**Foundation skills**

**Higher Inst. Demand**

**Emotional needs/ Hormones**

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**Consult readiness**

**3 Grade Reading...**

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**Getting familiar w/ faces**

Administrative/Office/Nursing have smaller pop.

Expanded ASU
Why?

Some quick facts about TK:
- TK is a transitional period
- TK is before kindergarten
- TK is considered as the first grade in some schools

Why?

It's good to separate by age.

What happens to special ed in this category?
**PK - K**

- Provides for the developmental learning of our youngest scholars.

**1-3**

- Allows shared learning space for intervention and enrichment for all students during the most critical years.

**4-6**

- Not Middle Schoolers yet. 4th grade could help mentor PK-K.

**7-8**

- Still maturing/not quite High Schoolers.

**9-12**

- Multiple opportunities for interaction/shared learning between grades.

**WHY?**

- Need for interventions merits smaller groupings.
- 3rd grade reading guarantee (2,3,4 together).
- PK different culture.
**P10**

**Building K-6**

**Building 7-12**

**PK K 1 2 3 4 5 6 7 8 9 10 11 12**

- Need more gym/athletics facilities
- Different floors/wings of building
- Allows for smaller community and ease of transition to HS
- Conducive to more and better relationships and connections w/teens

**WHY?**
- Continuity for SGRG
- Opportunities for acceleration or intervention

**P19**

**PK K 1 2 3 4 5 6 7 8 9 10 11 12**

**WHY?**
- Developmental stages change much faster when students are younger
- *Students need one more year before high school*

**P17**

**PK K 1 2 3 4 5 6 7 8 9 10 11 12**

**WHY?**
- Promote culture
- Developmentally aligned
- 7/8 separate from 9/12 for credit
- SLC work

**Diagram:**
- Family
- AGS
- NIA
- Learning Community
- Gym
- Weight
- Athletic Rooms
- Office
- Library
- Court
- Cafeteria
- Library
- Aud.
DREAM VISION: Pick Village - Standalone building.

Why?
Building Pipeline - Retaining Students with less Transitions.

Shared learning spaces yet separate BYR
PBL benefits
Increased Peer Tutoring = Large Advantage

PK 1 2 3 4 5 6 7 8 9 10 11 12

PK K 1 2 3 4 5 6 7 8 9 10 11 12

Why?

PK- distinct difference in curricula from K
K-3 learning to read
4-5 leaders in Bldg/math change
6 similar curricula/maturity level
7-8/4-10/11-12
The Student team reconvened to discuss the impact of furnishings on learning, various places for learning, and finally to further define those spaces. Again, the students were asked to focus their small group conversations on elementary or middle and high school needs.
In regard to furniture requirements, the students agreed that all furnishing should be nimble – easily configured and reconfigured to meet the needs of various groups and functions. There was also significant interest in the use of booths to support small group activities as well as larger spaces that would quickly and easily support formal or impromptu presentations.

After reviewing a broad spectrum of learning environment organizations, the teams were asked to discuss them and make a determination as to which are most appropriate the district. One of the schemes which garnered support was the “Ideal Math Classroom” which featured wall to wall dry erase surface, furniture for four collaborative groups, a projection screen on the wall, and yet another projecting on the floor.
Another popular organization was the Northwest Elementary (Cincinnati, OH). This plan had a series of learning studios that surround a shared extended learning area. Learning studios are connected to each other with operable partitions, and to the ELA with large glass openings.

Finally, most of the groups cited Napa New Tech High as a favorite example due to its use of the Cyber Café. Learning studios surround the Cyber Café, which supports a range of collaborative group functions but also serves as the dining area for students, thereby creating a multi-use space.
As a precursor to their final day, the table groups were asked to design schools that respond to the needs of students learning in a Project Based Learning and New Tech Network methodology. Some recurring features were multiple dining areas, space for teacher collaboration, learning stairs, courtyards, and outdoor learning opportunities.
Armed with presentations of their peers’ work from the previous morning, the groups were once again charged with designing schools that respond to the needs of students learning in a Project Based Learning and New Tech Network methodology. As a rule, there was little differentiation between elementary and middle/high schools as the pedagogy look very similar in each. There were several recurring over-arching themes that grew out of the final designs. The design team should strive to integrate these concepts throughout their design.
The themes are:

**Eat & Learn** – Allow eating space to become learning space. Blending these activities will encourage a culture that celebrates learning as well as enable traditional dining square footage to more directly support learning.

**Show & Tell** – creation, presentation and curation of student work is critical to nurturing a collegial culture of learning. Create various venues at varied scales to support these activities.

**Inside & Outside** – learning in varied settings adds freshness and interest to the content. Learning outdoors provides richer context and broader opportunities to explore material. Blur the line between interior and exterior as much as possible.

**Community & Culture** – It is critical that the school building work to support the smaller student communities as well as the broader Winton Woods community. Enabling each to celebrate its own unique culture.
The community, joined by several of the students, gathered once more for the culminating event. The highlight of this evening was the student presentation of the designs they developed earlier in the day. Each student group presented their solutions and responded to questions from the community members. Community members were generally supportive of the concepts illustrated, while recognizing there was much to be done to develop them into viable working schemes. There were two concepts that some community members openly wrestled with.
The first of these was the idea of distributed dining. Many realities were brought up that would have to be managed for this to become a successful arrangement. The other point of some contention was the future nature of the library space. Some community members were reluctant to let go of libraries dominated by hard copy texts, while the students pointed out that media grows broader and richer daily, and did not want to be limited to current paradigms.