VISIONING FOR DISTRICT-WIDE MASTER PLANNING

Shaker City Schools
Shaker Heights, OH
September 2021

Frank Locker Educational Planning

SHAKER HEIGHTS Shaker Heights Schools SHAKER LIBRARY

Contents + Acknowledgements

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ACKNOWLEDGEMENTS

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Educational Vision

INTRODUCTION

This Educational Vision reflects the work of a Visioning Team, approximately 60 students, parents, teachers, school and district administrators, School Board members, and City and Library representatives. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities for Shaker Heights Schools and its relationship to the City of Shaker and the Shaker Public Library.

Much of the work was conducted by Table Teams, small groupings of six participants each. They brainstormed, debated, and attempted to reach consensus on most of the defining issues. Each Table Team had the range of constituents as evenly distributed to the greatest extent possible.

These workshops were developed to begin to articulate the educational aspects of the Forward Together initiative. The concepts outlined here are only the start and must be expanded and substantiated by engagement of the community, educators, students, and parents. Community engagement had already been planned as part of the Forward Together initiative. The process for parents, students, and educators has not been identified; this should be done soon to maintain the momentum evident in these two intensive days.

VISION COMPONENTS

The Educational Vision is described here through several components:

- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Most Important Concepts for the Future** identifies the best and next practices most important for future teaching and learning
- **Diversity, Equity + Inclusion** explores critical aspects of operations and organization related to these fundamental values
- **Social Cost of Busing** addresses realities of Shaker's decades-old approach to achieving racial equity
- **School Organization** defines preferred approaches to the overall relationships of people and programs

- **Schools + Library + City** identifies operational and facilities opportunities for moving Forward Together

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the educator and community Visioning Teams which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy, but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facility plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

Overarching Principles

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more "21st century"
- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in Shaker schools. Build on current successes!
- Personalize learning. Recognize that students learn best in many ways; create appropriate opportunities for them
- Shift the commonly held district and community-wide belief that high scores on Scholastic Aptitude Tests (SATs) and annual Ohio Department of Education (ODE) and other exams are a paramount goal, not tempered by other publicly visible learning goals. While good scores should remain a goal, they should be a part of a balanced culture and climate that is student-centered, honoring the whole child while fostering individual student social/emotional and cognitive growth, developmentally based personal decision-making, and many opportunities to "try things out" in a 13- or 14-year student career
- Create a district- and community-wide shift in consciousness and application from current inequitable policies and practices, perhaps unintentional, to those that are equitable for all Shaker students, parents, and citizens. This will require public examination of policies, and facility uses that many take for granted. Develop a strategic plan to achieve this, with articulated goals, milestones, and a calendar
- Revel in the district success as a leading International Baccalaureate American school district but broaden opportunities for all students by offering students more choices of educational deliveries. One size does not fit all.
- Prepare students for success in the 21st century, an unpredictable world of global competition, uncertain employment prospects simultaneous with unknown workplace opportunities, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the ODE guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Develop a strategic plan of communication with parents and the public to create a receptive audience for the many organizational changes outlined in this Vision
- This Vision recognizes that learning knows no bounds of place or time. Establish perpetual collaboration with the Public Library and the City of Shaker to assure the shared programs, places and schedules outlined here are sustainable
- Establish a program of staff Professional Development to support the educational deliveries outlined here

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing academic experience for all students PreK-12 at Shaker Heights Schools.

INSTRUCTIONAL MODELS

- Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for

student voice in their learning. This is particularly important at the secondary level
- Position students to learn 21st century skills, especially the "four C's", collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals
- Assure a continuing focus on 21st century skills by joining the Mastery Transcript Consortium
- Develop a social/emotional learning (SEL) initiative at all grade levels, including sanctioning educational deliveries that inherently promote SEL
- Increase reliance on project-based learning
- Recognize innovation skills as important for all students; integrate them into curriculum deliveries
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Create school and community cultures that value flexibility for change
- Pilot innovative deliveries such as making things to learn in academic courses for planned future large-scale implementation
- Create a culture district-wide and at individual schools that is cognizant of what research tells us about future life, and conceive and integrate daily practices to assure students learn about it, and learn the critical skills to be successful in their futures

Educational Structure

Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

DIVERSITY, EQUITY + INCLUSION
- Recognize and correct unintended inequities throughout the PreK-12 continuum
  - Including racial patterns of participation in Honors and Advanced Placement (AP) courses
  - Create intentional "de-tracking"
- Address the inequities in school organization, school operations and classroom daily deliveries identified in this vision, and go beyond to make DEI self-regulating and sustainable
  - Give students of all colors a voice in this quest as they are the ones who live the inequities daily
- Recognize that universal Pre-K is the most powerful way to significantly increase equity among all students
- Expand Pre-Kindergarten opportunities serve more children, especially those in greatest need. Go beyond the federal model to serve more students

RELATIONSHIPS
- Organize schools as Small Learning Communities and Career Clusters to support formation of relationships within and between curricular areas
- Foster student collaboration to build social and communication skills, and the ability to work with others
- Create opportunities for students to grow socially and emotionally while working with others in classroom assignments

CURRICULUM
- Build 21st century skills while meeting traditional curriculum goals
- Create regular opportunities for students to improve their oral communication skills
- Integrate the curriculum

SCHEDULES
- Create common planning time for all teachers

LIBRARY + CITY
- The Visioning Teal extended the aspirations of *Forward Together* into "any time, anywhere, any age" learning. Establish ongoing liaison among the three primary Shaker institutions to assure a sustainable future for the increased interdependency imagined by the Visioning Team

See Appendix Ch 5.2, especially *Who Is In Charge Here?* and *Diversity, Equity + Inclusion* for elaboration.

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for education at Shaker Heights Schools.

The results are outlined here, in order of importance based on frequency of citation in Table Team discussions:

EDUCATION

- Building Relationships (cited 8 times)
- Student Engagement (7 times)
- 21st Century Skills (5 times)
- Creating Innovators (3 times)
- Project Based Learning: Africa Project and Café Parisian (3 times)
- Building Relationships: Multi-Age + Looping (2 times)
- Social/Emotional Learning (2 times)
- Pre-Kindergarten Programs (2 times)
- Integration: STEM/STEAM (2 times)
- Mastery Transcript Coalition (2 times)

Note that these concepts, collectively, call for a shift in both educational deliveries and the facilities that support them. Curriculum requirements and standards will remain, but the nature of teacher roles and student activities will change.

See Appendix Ch 5.1 for all Table Team responses.

DIVERSITY, EQUITY + INCLUSION

Diversity, Equity, and Inclusion are among the deepest core values of the Shaker community. The Visioning Team explored this issue from several points of view. The concepts outlined here have been selected to characterize their discussions. For a deeper understanding see *Appendix Ch 5.2, Diversity, Equity + Inclusion.*

This issue pervades both education and facilities; see Ch 4, facility Concepts for specifics on DEI related to facilities.

MOST CHRONIC SHORTCOMINGS

- Tension between "academic" equity and racial equity
  - Only 45 PreK spots
    - Mentorships with adults and older students
      - Systematic
    - Set expectations and environment for building relationships
  - Same, hand-selected students get opportunities
  - Lack of common definitions and lack of common goals
  - Status quo
  - Singular focus of parents
  - Lack of cultural communication
  - PTO's
  - Institutional racism
  - Society/external stuff

STRATEGIES TO ACHIEVE DIVERSITY, EQUITY + INCLUSION

- Teacher / staff in all positions that look like our students
- De-leveling works when change management tools are used
- No longer use dress code as a way to exclude students Social/emotional trainings
- Police officers coming into community for trainings
  - Mental health trainings and have stability
- Critical race theory need to be taught
- Bias training
- Diverse club options K-12
- Black teacher retention
- Improved communications
- Remove educational jargon
- Make sure teachers have the correct tools to meet the needs of all students
- Meeting kids where they are
  - ✓Academically
  - ✓Culturally
- Have diversity within block parties

- Reevaluate before/after care programs
  - ✓Preschool to be more equitable
  - ✓Recreational sports to be more equitable
- More training on DEI
- Being more trauma-informed
- Student involvement in co-creating lessons
- Flexible learning and teaching spaces that are inclusive and accessible

SOCIAL COST OF BUSING

Shaker Heights Schools bus students for two reasons: when the distance to school, grades K-8, exceeds 1 mile, and for racial integration. The well-intended student busing to achieve racial integration program, now decades-old, was seen to have many shortcomings. Visioning Team members worked in small groups to articulate current conditions and articulate equity issues.

NEGATIVE ASPECTS OF BUSING

- Bussed students are labeled as "The Bus Kids"
- Greatest number of kids bused are minority/students of color
- After school activities difficult
  - Missed after school activities
  - No playing afterschool/playdates
  - Hard to build relationships
- Less connection between parents and the schools their children attend
- Removes some students from their neighborhood
  - Disproportionately black students
- Some cultural issues with bus drivers
- Bullying
- Lack of exercise
- Anxiety
- Signifier of class – hierarchal
- Undermines a sense of community for kids being bused

WHEN IS BUSING INEQUITABLE?

- Inequitable when some communities have a neighborhood school and others do not
- Primarily impacts minorities
- Disconnection with community school
- Stigmatization
- Social divide
- Weaker relationships among different students of different socioeconomic status
- Perpetuates inequities
- Perception isn't great
  - Black kids bused
  - White kids belong
- Bus students are disconnected from after/before school activities
- Creates division – who gets on the bus is obvious

See *Appendix Ch 5.2 Social Cost of Busing* for exploration of this issue in depth.

SCHOOLS + LIBRARY + CITY

The Visioning Team explored ways in which the school district, the City, and the Public Library could work synergistically to better support needs of the entire community. Their concepts, developed in small group Table Team discussions, provide depth to the earlier aspirations posited in the *Forward Together* initiative.

The outline here addresses organization and services; facilities concepts are identified as part of Chapter 4.

Schools + Public Library

- Hours – need earlier hours and later hours for students
  - Correlates with having school libraries open after school till 8pm
  - Tutoring/mentoring
  - Studying
  - After school collaboration space
- Offer Courses
  - Partner with JCU/CSU - offer a class or two
  - Life skill classes
    - Cooking

- Finance
- Technology
- Vocational learning

- Collaborate with teachers
  - Professional Development
- Field trips to library connected to IB units
- Outreach to schools
  - Programs in schools (after school or during school day)
  - Communication of library programs available (possibly attending PTO meetings)
  - Partner with schools – author visits
  - Integrate with all subject matter
- Family engagement services
  - Counseling
  - Hold community dinners
- Student services
  - Youth programming around real career exploration
  - College application help
  - Tutoring center for peer tutoring/ K-12, community, and language learning
  - Collaboration and community for PBL
  - Display student work at public library

Schools + City

- Loop public transportation around the city
  - Free passes for students riding the rapid
- Teaching
  - On-going professional development
  - On-site Master's degree through JCU/CSU
  - College and career prep/life skills
    - FAFSA
    - Applications
    - Taxes
    - Scholarships
    - Resume writing
    - Practice interviews
- Community services
  - HEAT and EAT family meals
    - T, W, Th like Marsha at EcEc
  - Integrate multigenerational (older adults and students) programming (used to be offered)
  - Develop community-based social and medical services
- Student services
  - Hire/intern students in more community roles (CH, events, service hour credit)
  - FREE music, visual and performing arts lessons for students who cannot afford private lessons
  - Accessibility to sports (desegregate sports)

Facility Concepts

FACILITY CONCEPTS COMPONENTS

Facility concepts are outlined here through several components:

- **Most Important Concepts for the Future** identifies facility concepts to support future teaching and learning
- **Diversity, Equity + Inclusion** explores critical aspects of facilities to support these fundamental values
- **School Organization** defines preferred approaches to the overall relationships of people and programs
- **Schools + Library + City** identifies operational and facilities opportunities for moving Forward Together

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for facilities at Shaker Heights Schools.

The results are outlined here, in order of importance based on frequency of citation in Table Team discussions:

FACILITIES

- End of the Library as we Know It Today (cited 5 times)

- 21st Century Planning (4 times)
- Small Learning Communities (4 times)
- Safety + Security in 21st Century Schools (4 times)
- Shaker Heights K-4 Student Attendance Areas + Housing Locations (4 times)

- Extended Learning Areas (3 times)
- Flexible, Varied, Brain Based Furniture (3 times)
- Grade Grouping Strategies (3 times)
- Shaker Heights Schools Decreasing Enrollments
- Shaker Heights K-4 Schools Class Sizes (3 times)
- Shaker Heights K-4 Schools Racial Composition (3 times)

- Shaker heights % Low Income (2 times)
- End of Isolated Teaching: Forest Ave (2 times)

See Appendix Ch 5.1 for all Table Team responses.

DIVERSITY, EQUITY + INCLUSION

The Visioning Team explored facilities strategies to support DEI The concepts outlined here have been selected to characterize their discussions.

FACILITY STRATEGIES

- Space to congregate – do NOT kick kids out at 4:00 – need space to be
  - Recreation centers
  - Teen center
- Air conditioning
- Safe and healthy – clean, warm, dry
- Building quality/ upkeep communicates values
- Use a building for Pre-Kindergarten
- K-8 schools would overcome the 5th grade separation
- Balance our K-4 buildings
  - Supplies
  - Furniture
  - Equipment, etc
- Flexible learning and teaching spaces that are inclusive and accessible

See Appendix Ch 5.2 *Diversity, Equity + Inclusion* for all concepts.

SCHOOL ORGANIZATION

OVERALL ORGANIZATION

The Table Teams addressed many specific district-wide organizational issues. Here are their thoughts, issue by issue:

1. **EDUCATIONAL EQUITY:**
   a. Is equity across the district important? YES or NO
   Unanimous, all 10 Table Teams responded "Yes"

2. **GRADE LEVELS:**
   What is the minimum number of grades that should be in a school? Why?
   Strong support for "3" grades minimum, by 7 Table Teams
   Minor support for "2" grades, by 2 Table Teams

3. **K-4 ELEMENTARY ENROLLMENT CAPACITY**
   Which has more advantages?
   SMALLER SCHOOLS OR LARGER SCHOOLS?
   A. Educational
   - **Strong support for smaller schools, by 7 TTs**
   - **Support for larger by 4 TTs**

   A. Social (w/i school)
   - **Strong support for smaller schools, by 7 TTs**
   - **Support for larger by 3 TTs**

   B. Operational (management and cost)
   - **Unanimous support for larger, by 9 TTs**

   C. Community Context
   - **Support for smaller, by 5 TTs**
   - **Support for larger, by 2 TTs**

4. **SHAKER STRUCTURE:**
   Is there an advantage to having all our students at each grade level have the same school experience? YES or NO
   Unanimous support for "Yes," by 9 TTs

5. **GROUPINGS**
   Identify ideal grade groupings
   PK K 1 2 3 4 5 6 7 8 9 10 11 12
   Most common groupings:
   - **Pre-K and K as a unit (5 TTs)**
   - **Grades 1 through 5 as a unit (8 TTs)**
     - **With sometimes a break between 2 and 3 (3 TTs)**
   - **Grades 6 through 8 as a unit (8 TTs)**
   - **Grades 9 through 12 as a unit (8 TTs)**
   -

6. **CHOOSE THE MOST APPROPRIATE:**

A. PRE-K

o Pre-K operating alone in a single location (CURRENT)
- **Modestly supported, by 2 TTs**

o Pre-K operating alone in multiple locations
- **Modestly supported, by 2 TTs**

o Pre-K integrated with other grades, like K-1-2
- **Strongly supported, by 5 TTs**

B. ELEMENTARY YEARS

o (Pre)K-4 followed by 5-6 (CURRENT)
- **Supported by 1 TT**

o (Pre)K-2 followed by 3-4 followed by 5-6
- **Supported by 1 TT**

o (Pre)K-5 OR 6
- **Strongly supported, by 4 TTs**

C. MIDDLE YEARS

o 7-8 (CURRENT)
- **Supported by 1 TT**

o 6-7-8
- **Strongly supported, by 6 TTs**

o 6-7-8-9
- No **support**

D. HIGH SCHOOL

o 9-10-11-12 (CURRENT)
- **Strongly supported, by 6 TTs**

o 10-11-12
- **Modestly supported, by 2 TTs**

E. ALL GRADES K-12

o Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)
- **Supported by 1 TT**

o "Newer and fewer" elementary school buildings + one middle + one high school
- **Strongly supported, by 6 TTs**

See Appendix Ch 5.2 *School Overall Organization* for elaboration.

SCHOOLS + LIBRARY + CITY

The Visioning Team explored ways in which the school district, the City, and the Public Library could work synergistically to better support needs of the entire community. Their concepts, developed in small group Table Team discussions, provide depth to the earlier aspirations posited in the *Forward Together* initiative.

The outline here addresses organization and services; facilities concepts are identified as part of Chapter 4.

Schools + Public Library

- Attach libraries and schools to expand access and use
  - Combine Bertram Woods with a school with enhanced programs
- Now a "quiet" space**.** Future:
  - Collaborative spaces
  - Teen center with culinary arts
  - Space for people to design and create
  - After school snack/ open student center
  - Collaboration and community for PBL

Schools + City

Forward Together had identified the following as strategies for increasing collaboration between the city and the schools:

- Explore expanded community use of schools
- Explore need for additional athletic fields
- Create additional multi-generational programming
- Explore potential for creating a Recreation Center

The Visioning Team added nuance and depth to these concepts:

- Recreational Department/Community Center
  - Safe space for students and community members to learn, study, congregate and more
    - With free memberships for students
  - Meeting places to hold meetings
  - Local hospital collaboration UH/CCF
  - Sports
  - Meeting rooms
  - Senior center
  - Youth center
  - Theatre/auditorium space
- Use city owned buildings
  - District funded Pre-K programming and services
  - Help Me Grow
  - Family connections
  - Lake Erie Ink
  - Carpentry
  - Masonry
  - Plumbing

AGENDA

The first Visioning Workshop was held on 9th September 2021. Notes of all activities follow:

- Pre-workshop Videos + Reading
- 21st Century Schools
- 21st Century Schools Most Important Issues
- Schools and…

Notes
Workshop Day 1

PRE-WORKSHOP VIDEOS

Workshop participants had watched several videos before coming together, in the spirit of blended learning. The videos included:

- Ken Robinson, *Changing the Educational Paradigm*
- *Transformation: Renovation of the Shelburne Community School*
- *The Unequal Opportunity Race*
- *E3 Presents: Education, Equity, Excellence, Part 1*
- *A Student's View on Race In Schools*
- *Humans Need Not Apply*

Visioning Team thoughts included:

- Most provocative
- Artificial intel
- Video 1
  - Factory model – scary
  - Even kids graduate not prepared for college
  - Unequal opportunity – race
  - School to prison pipeline
  - Truth of our reality
- All videos
  - ADHD plague!?!
  - Prepare students for global economy we cannot predict
  - Is everything wrong?
  - Sequence of videos
    - Redesign of building without changing the paradigm?
  - Smart is not knowing stuff it is about navigating

SNAPSHOT OF OUR DISTRICT/ SCHOOLS

Superintendent Dr David Glasner outlined key characteristics of learning and teaching as well as school organization at Shaker City Schools. It included:

- Race and ethnicity
  - Values and initiatives
- Enrollments
  - 10 year
    - ✓ Slowly down
- Pre-K issues
- School building ages and locations

See Appendix Ch 5.3 for the presentation.

21st CENTURY SCHOOLS PRESENTATION

Frank Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today. Key points included:

- 20th vs 21st century schools:
  - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
  - 20th century was the century of the teacher; 21st century is the century of the learner
  - The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices
  - Some are gaining popularity
  - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy. It establishes:
  - Core, subject-based learning is not sufficient any more
  - Learning relevant 21st century survival skills is just as important, perhaps more important. These include:
    - ✓ Learning and innovation skills
    - ✓ Life and career skills
    - ✓ Information, media, and technology skills
- Learning should be interdisciplinary, bridging the gaps between subject areas, and looking more like the real world
- Learning should be infused with 21st century themes
- Learning is a social activity. Students learn better when they are in strong relationships with teachers and peers
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning
- Flexible furniture is needed to bring the student the support to learn in a variety of modalities
- In a sequence called "So You Think You Know Shaker Schools" critical aspects of enrollments, school building capacity, race, and services were made visible

Individual Responses

Visioning Team members scored the importance of the different issues outlined while Frank was presenting. Here is a compilation of their scores. Individual comments follow:

21st Century Schools PART 1 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me
1 History Work + School	17	29	4	5	3		9
2 Student Engagement	49	8					6
3 The Future	37	13	1	3	1		15
4 Creating Innovators	31	18	4	2	2		2
5 20th vs 21st Century Learning	25	23	2	5			3
6 Student Talk	21	21	8	5	1		3
7 Learning Pyramid	19	29	6	1	2		1
8 School Org: Thematic Learning	15	18	10	8	1		3
9a Building Relationships	34	19		1			3
9b Building Relationshps: Multi-Age + Looping	15	19	15	7	1		3
9c Building Relationships: Core Teacher Teaming	22	20	5	3	1		1
10 Social/Emotional Learning	35	16	1	2	1		1
11 Pre-Kindergarten Programs	38	11	2	2			2
12a Integration: STEM/STEAM	29	21	2	3			2
12b Integration: Core Learning	27	24	2	1	1		1
12c Integration: Arts + Academics	24	20	2	6	1		1
13 21st Century Skills	36	15	2	1			1
14 Mastery Transcript Coalition	19	13	14	4	2		4
15 Project Based Learning: Africa Project + Café Paresien	33	19		3			3
16 Design Thinking, Making Things to Learn	31	21		3			2

21st Century Schools PART 2 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me
1 21st Century School Planning	24	21	4		3		1
2 Small Learning Communities	20	26	3	3	2		
3 Extended Learning Areas	17	27	3	6	2		1
4 Safety + Security in 21st Century Schools	30	19	2	4			1
5a Can School Organization Improve Learning? Grade Grouping	13	19	13	7			
5b Can School Organization Improve Learning? North Ridgeville	7	13	17	10	3		4
6a Shaker Enrollments + Capacity	22	23	4	5	1		
6b Shaker K-4 Schools Class Sizes	23	18	7	3	1		1
6c Shaker K-4 Attendance Areas + Housing Locations	20	26	4		1		
6d Shaker K-4 Walk Distances	17	21	8	8	1		
6e Shaker K-4 School Race Composition	31	21	1	1	1		
6f Shaker K-4 Schools % Low Income	26	21	4	1	4		
6g Shaker Elementary School Special Education	20	23	7	1	3		
6h Shaker Elementary English language Learners	14	23	6	3	2		
7 Teacher Planning Centers	17	18	6	8	1		
8 Flexible, Varied, Brain Based Furniture	20	25	2	5	1		
9a School in Library? Library in Schools?	8	14	15	8	4		1
9b School in Lib? Lib in Schools: Halifax	10	16	12	8	2		1
10 End of the Library as We Know It Today	8	19	9	7	3		3
11 End of the Cafeteria as We Know It Today	8	19	12	9	1		
12 End of Isolated Teaching: Forest Ave	19	20	2	5	2		
13a End of the Classroom as We Know it Today: Wooranna Park	8	21	9	4	1		2
13b End of the Classroom as We Know it Today: Milan Center for Innovative Studies	12	18	7	4	1		2

The responses ranked follow:

21st Century Schools PART 1 RANKING OF RESPONSES	Very Important	Important	Don't Know	Maybe	Not Important	RANK	Scary to Me
2 Student Engagement	49	8				1	6
9a Building Relationships	34	19		1		2	3
13 21st Century Skills	36	15	2	1		2	1
3 The Future	37	13	1	3	1	4	15
10 Social/Emotional Learning	35	16	1	2	1	4	1
15 Project Based Learning: Africa Project + Café Paresien	33	19		3		4	3
4 Creating Innovators	31	18	4	2	2	7	2
16 Design Thinking, Making Things to Learn	31	21		3		7	2
11 Pre-Kindergarten Programs	38	11	2	2		9	2
12a Integration: STEM/STEAM	29	21	2	3		10	2
12b Integration: Core Learning	27	24	2	1	1	11	1
5 20th vs 21st Century Learning	25	23	2	5		12	3
7 Learning Pyramid	19	29	6	1	2	12	1
1 History Work + School	17	29	4	5	3	14	9
6 Student Talk	21	21	8	5	1	15	3
12c Integration: Arts + Academics	24	20	2	6	1	16	1
9c Building Relationships: Core Teacher Teaming	22	20	5	3	1	17	1
9b Building Relationshps: Multi-Age + Looping	15	19	15	7	1	18	3
14 Mastery Transcript Coalition	19	13	14	4	2	19	4
8 School Org: Thematic Learning	15	18	10	8	1	20	3

21st Century Schools PART 2 RANKING OF RESPONSES	Very Important	Important	Don't Know	Maybe	Not Important	RANK	Scary to Me
6e Shaker K-4 School Race Composition	31	21	1	1	1	1	
4 Safety + Security in 21st Century Schools	30	19	2	4		2	1
6f Shaker K-4 Schools % Low Income	26	21	4	1	4	3	
6a Shaker Enrollments + Capacity	22	23	4	5	1	4	
2 Small Learning Communities	20	26	3	3	2	5	
1 21st Century School Planning	24	21	4		3	6	1
6g Shaker Elementary School Special Education	20	23	7	1	3	7	
6c Shaker K-4 Attendance Areas + Housing Locations	20	26	4		1	8	
8 Flexible, Varied, Brain Based Furniture	20	25	2	5	1	8	
3 Extended Learning Areas	17	27	3	6	2	10	1
6b Shaker K-4 Schools Class Sizes	23	18	7	3	1	11	1
6d Shaker K-4 Walk Distances	17	21	8	8	1	12	
5a Can School Organization Improve Learning?	13	19	13	7		13	
12 End of Isolated Teaching: Forest Ave	19	20	2	5	2	14	
7 Teacher Planning Centers	17	18	6	8	1	15	
6f Shaker Elementary English language Learners	14	23	6	3	2	16	
11 End of the Cafeteria as We Know It Today	8	19	12	9	1	17	
9b School in Lib? Lib in Schools: Halifax	10	16	12	8	2	18	1
13b End of the Classroom as We Know it Today: Milan Center for Innovative Studies	12	18	7	4	1	19	2
5b Can School Organization Improve Learning? North Ridgeville	7	13	17	10	3	20	4
9a School in Library? Library in Schools?	8	14	15	8	4	20	1
10 End of the Library as We Know It Today	8	19	9	7	3	22	3
13a End of the Classroom as We Know it Today: Wooranna Park	8	21	9	4	1	22	2

Individual Comments

Comments from individual Visioning Team members in response to the presentation issues are as follows:

Part 1

ISSUE

1 History Work + School

- Only presented white students and not history as a whole
- If there was a shift – yes! Very important
- Outmoded
- Presumptions/paradigm not meeting today's kids
- Classroom looks exact same
- Adults and logistics get in the way
- Must know your history
- Times are more different
- Create innovators and not seat fillers
- "Basics" are still important

- Current model needs to be revamped – adapt to current world
- Level of competence
- Your slide illustrates Ms. Elder's point re: black students represented
- To undo/unlearn systemic racism in ed
- History helps with the future planning
- Antiquated work style – institutional practice of racism
- Evolving to future learning
- Things have not changed, change history to include blacks, society has not changed, need to include
- Lots of talk, little change in 15+ years
- Bound to repeat
- To know what exists
- To have no respect
- Melting pot
- Have to understand the past to deal with future
- Important to acknowledge the history of school in order to improve it
- We need to move on but acknowledge past shortcomings
- Learn from past
- Learn from/maybe don't repeat
- School doesn't support current jobs
- No diversity in the past
- I am not certain if understanding past practices will inform future
- Need to know history so we don't repeat it
- Need to make connections to world and changes
- Not for one group of people
- Not a factory anymore!
- Not much has changed and it must
- Understanding roots of education
- The fabric of what it was built on didn't include everybody
- We have a lot of improvement to do in school and it will take time
- History has to be changed
- Schools should be setup in a way to encourage flexibility
- When education was designed AA were not considered
- To make sure we don't repeat the past
- Focus ahead
- The relationship between the school and the workplace is NOT important
- We have to be intentional about moving away from the past
- Automation has changed, but classroom layout has not
- Reflect, then burn it down
- We have learnings from past that inform the future
- Acknowledging the history of the diversity of Shaker is vital in the growth of the district
- This all needs to be seen with a racial lens
- We know that the history of schools and education determine the way teachers are taught and the way schools are built and the projected/expected outcomes of kids. This is what we expect, even if it's explicit

2 Student Engagement

- Reminds me of "reading for fun"
- Slide showing decline over years is impactful – but how to flip it?
- Pre-requisite for others
- High engagement leads to success
- I'm not surprised
- If students are not engaged, we are wasting our time
- Don't know stats in Shaker
- Excitement, social life, tech
- Of course
- Prerequisite – outcome of strategies below
- Kids need to be active in their own education
- Quality of interpersonal skills
- Do better when engaged
- How are students actually engaged with their learning?
- Without engagement, nothing else works
- Creating more immersive learning
- IB
- Define that
- So they are motivated and willing to self-regulate
- Connection
- The fall off parents, teachers would extinguish the light in kids
- We owe it to our students
- Gather Shaker data
- Need it for students' education to be valuable to them
- It is their life
- More engaged equals learn more
- Visualize the "why"
- We need to change

- Won't learn if not engaged
- We need to create a space for students to own their learning
- Student engagement should be main focus
- Getting students involved
- I feel like it's always good to be connected with students
- Our #1 stakeholders
- The value of student, teacher choice engagement is indisputable
- Engaging students makes sure they are included
- Find ways to increase
- When engagement decreases, there is less motivation
- The whole point
- How is there education without engagement
- As students grow older, they become less engaged
- As they grow older, maybe less successful as we grow
- Engaged students, empowered students – critical for their immediate and long-term success

3 The Future

- Value SE more; environment to grow and prepare in a way that leaves them ready for life not always work force
- 60% of jobs have not been invented
- Delivery of content vs critical thinking
  - How to think/collaborate
- 2 billion jobs gone
- Don't make it all about tech
- Hard to predict
- Will be the world we live in
- Schools have enough to handle without predicting future jobs, etc
  - But still need future learning statement
- Determines what targets should be
- We have to prepare kids to be problem solvers
- Ability to prepare students
- Very eye-opening – preparing students for life in unknown future
- Present opportunities, model, motivate/empower
- Dalton-Beijing
- Will our students be prepared?
- Flex space area – SLC?
- What it is doesn't matter, how deal with is
- Learning plans, topics, group learning
- Risk of over reliance of STEM vs. well rounded
- Workers/leaders, jobs
- Needs defined
- Thinking ahead, stress
- What will humans do?
- We have to think forward
- Prepare students for jobs available
- Unpredictable
- Losing 2 billion jobs
- How do we equip teachers? And do our K-12 / colleges prepare us
- Future is unknown
- Students are our future
- We need to empower students to navigate what they know
- Growing/constantly adapting to change
- How can we prepare for what we don't know
- If you can't worry about it then no change will happen
- We need to know how to prepare our students for the unknown
- What we learn, how we learn, where we learn
- This country does not want to change
- Spaces for collaboration, empowerment, environment inspiring great entrepreneurs
- Don't know so can't be directed
- How we observe
- Can't predict or prepare
- Not for me – but there is a fear that this leads to decrease in workforce
- 60% of jobs have not been invented yet – important to understand that
- Resilience
- Resourceful
- Preparing students for jobs that we don't know what they are
- The kids are envisioning the future and will live in it. They need to be co-creators of the future
- # of jobs students will have = scary
- Changing school environment will increase success
- How are you supposed to know which kind of field you want to go into in as?
- Creating learning opportunities

4 Creating Innovators

- Provide for different learners
- Learning how to do/think
  - Still need knowledge
- Need to have opportunities to create and innovate
- Yes!
- One skill important for the future
- Meet future demands
- Learn to survive as innovators
- Focus on doing vs. learning
- Our future, different expectations
- Breaking paradigm, doing
- Needs defined
- I'm leery of entrepreneurial thinking
- Learn to think, not things
- Students learning -> students doing
- Preparing students for a workforce we don't know
- "What you know is not important – what you do is"
- Students need to be empowered to be creative
- Students shouldn't be taught to have similar ambitions
- Students learn everywhere but are the teachers encouraging the students
- Experience more important than curriculum
- Doing things
- Opportunity is essential for real growth
- Access to innovation will be available only to the privileged
- Self-directed – no fear to fail
- The school experience
- What skills are necessary for students to innovate?
- If there is no innovation, it's hard to see future
- At high school, content is king
- How school empowers students to grow and change not just curriculum
- As tech changes, learning needs change…

5 20th + 21st Century Learning

- Teacher as guide!!
- Times are changing, need to adapt
- I'm tired of this topic – it has been beat to death
- It shows change and difference
- Move in this direction and learn from mistakes of the past
- One skill important for the future
- Use of best practices
- Collaborative teaching – project based learning
- Deeper learning, collaboration
- New direct collaboration vs isolated learning
- Times have changed
- Don't forget to have an understanding in order to think
- There needs to be a baseline of knowledge
- Important to recognize the similarities and lack of improvement
- We are almost 25% through 21st century
- What is next?
- Separate subjects
- Cultivates professional learning
- Interdisciplinary and real life application
- Need to know where we were and where we need to go
- We need to better prepare students by changing with the times
- Same pair with the future/moving forward
- Changing with the time
- What we want to do now in the 21st century looks like it will work well
- Getting there…need to keep going
- Deeper learning
- Continuing the paradigm shift
- We have an idea of what education should include
- There is change, but improvement is necessary
- If groups are made up the right mix of kids. Different perspectives
  - Balanced groups
  - Fairness
- 21st century student learning is important because it's easier to apply to real world application
- Difference between content and experience (doing and being) deeper learning

6 Measures of Success: Student Talk

- Metrics??
- Personally, there is a minimum amount of information that I share with my parents
- Gives a sense of what to work on
- As long as we're not teaching to the test
- What gets measured gets done

- Fills need for nurturing
- This needs help – narrow definition of "success" in SH
- But how are you defining "success"
  - Only graduation college/good job, $??
- Tell us if what we're doing works
- KB = getting good grades
- Reflection, their experience
- State report card
- Ties with 7 – student point of view
- Measure should be outside school, not home
- Are students linked to their future
- Old ways of thinking with attend measure
- They always talk about relationships
- The IC is practicing this – grow it!
- What measures? How used?
- Ask students/happiness
- What do kids want to talk about?
- Goes back to engagement
- This needs to be reimagined to align with our values
- Many students don't dream of education
- How are kids being reached
- Get this information and you know what to do with it
- Connected to engagement?
- A large comm of student voices will not be heard
- Personal – don't teach to measure
- Excitement – talk about
- This controls the school experience
- Important – maybe not as much as others
- The mental health of students is critical
- Not just measuring success materially will have students feel more engaged
- Traditional are adult oriented we need something that is student oriented

7 Learning Pyramid

- Highlights need for labs/collaborative spaces
- Yes it's old, but still contains relevant information
- It all depends on how a student learns
- Shows us what works and where to focus
- Good way of organizing pedagogy
- Outdated!
- Importance of "active" learning to create lasting learning
- Training brain to be innovative using most effective modalities
- It will depend on the individual child
- Informs teaching/learn style
- Learning style, immersive
- Focused on content?
- Depends on content
- Montessori approach
- Pyramid favors the traditional families that live in Shaker
- We have to make this happen more!
- Create impactful learning, flip the pyramid at Shaker
- This should auto-change with other items being added
- Move in the right direction – how much of this do we already do?
- Practice by doing
- It is important that we engage students in a way that is most meaningful to them
- Consider David Sousa's working table – long term memory
- Yes! We need to look at this closely in order to best navigate what to do with knowledge
- No student has one specific learning style
- I didn't really understand this question
- "Teach others" retains more knowledge
- I need a better understanding of this model
- Rate of retention – how we teach to get there
- Project based
- Unless we turn it upside down
- We need to diversify teaching
- Anecdotal research??? Really?
- We have an idea of what education should include
- We have to change how
- This turns what we think we do well on its head
- Depends again on having groups of kids from different backgrounds interacting with one another
- Methods that will increase retention are important to utilize increase creativity
- Flip and learning by doing

8 Can School Organization Improve Learning: Thematic Learning

- I don't know if this is entirely needed?
- Perhaps for innovation center or smaller elementary buildings

- Important to consider
- Shows a creative side with learning
- Great ideas
- Encourages phys. And intellect learning
- SLC – innovative
- Ex: high school class set up like a college class environment; elementary more creativity
- I'm sure will impact learning
- Depending on grade and student audience
- Try to pilot – opportunities to repurpose Sussex comm. Building
- Specific style teaching – real life incorporated
- Change schools as early as elementary
- Don't we want to build use of both; if we don't know future why ask 9th grade to specialize for 4 years?
- Not sure how this relates?
- You presented an old idea with a different core curriculum
- Kid may not be aware
- Duh! Once size doesn't fit all! Build on strengths
- H.S. principal believes in this – could attract private school students
- Where do you get exposed to everything? How do you decide at K-4?
- What if you want to do more than one thing?
- Curriculum and academics
- This is vital in order for schools to have the autonomy to nurture creativity to promote deep learning
- Students get used to a system
- Helps kids grow together and challenges the teacher to push the kids higher
- A student and teacher relationship is the most important relationship
- We need to shake up tradition – multi-disciplinary
- Every learning style can be addressed
- Only if curriculum follows
- Physical environment informs/directs
- Curriculum and instruction must go hand in hand with learning spaces
- Interdisciplinary and thematic shifts content as king paradigm
- Integrating students' strengths like the arts can boost learning but I think it's also important to be exposed to STEM and Arts at the same time
- Arts oriented – this assessment of Burlington, VT doesn't take into account the historic impact of racism. Yes sub-Saharan African kids are present, but the but the relationship is different when that teacher is…in the face of a black American student – student; they represent their oppressiveness and their privilege

9a Building Relationships

- Important for development
- It is important to build relationships with teachers
- Our schools need some of all of this
- Key to engagement
- Increase ability to motivate students
- Magic of 150 – interesting – more on this idea?
- Learn best when have built a positive relationship
- Adults and peers
- Comfortability to learn, make mistakes, ask questions
- Great! Building relationships positive
- Who leads/guides that?
- Social skills!!!
- Respect for self and others
- Mismatch between teacher and 21st century students
- Cultural competency
- Students want to learn from those they have a relationship with and who they know believe in them
- Getting to know students!
- Some kids only learn when they feel someone cares about them
- How do we solve/identify faculty with biases for a preferred type of student
- Key in understanding people – better environment, better learning
- Integrated relationships
- We can structure school to support student success
- Teaching students/allowing them to collaborate and build relationships is important in development
- With families

9b Building Relationships: Multi-Age + Looping

- Looping and multi-age but need opt-out for bad fit
- Very world like model, good practice
- It could be a good idea
- Our schools need some of all of this

- Differentiation; learning by teaching others
- Expands circle of resource
- Multi-age (video homework
- Looping risky if teacher/student relationship not great and now it's for 2-3 years
- Students go to teacher formed relationship with
- Can see this being impactful at the elementary level
- Montessori – try at Sussex.or community building
- Better opportunities for learning
- Takes off age emphasis
- Emotional intelligence very important
- As students are able/willing
- Love it!!
- What happens when it isn't a good fit?
- Build stronger relationships
- Meet new kids/peers
- Know teachers better
- A great possibility to make my experiences better
- I'm unsure about multi-age and I believe looping can be powerful
- This also trickles upward through teacher teams, leadership, etc
- Competition can bloom…
- Just haven't seen enough
- I can't really think it's that important to have multi-age it's fine to be with students your age
- Allows for growth to be seen
- Love the multi age, same class, older students as ambassador
- Exciting!
- As a teacher, in the current situation of assessment, this is scary
- Major change
- No experience with it
- Creating powerful relationships that move past grade level
- Give students a better relationship with students

9c Building Relationships: Core Teacher Teaming

- Collaboration
- Did it in 5th and 6th, worked fairly well
- It is nice to have a core teacher
- Our schools need some of all of this
- Required for interdisciplinary stuff
- Enhances interpersonal skills
- Ensure continuity of teaching
- Support co-teaching at all levels
- Teaching collaboration
- Willing to learn from Maag is important
- Separation anxiety decreases
- Some adults need to work alone – kids too
- More collaboration is desperately needed
- A max?
- Collaboration is key
- Deep collaboration can have profound impact
- Having multiple teachers
- Works well with younger students
- Multi-disciplinary or departmental?
- Modeling
- Doable and something we have prioritized
- Depends on teachers
- Needs to be thought of as not just one department
- Modeling collaboration through teachers would help teach
- Challenges with financing – Baltimore Montessori ends up kicking out kids with needs because they are expensive and bring scores down

10 Social/ Emotional Learning

- Important for development
- Mental health is important
- Our schools need some of all of this
- Increase ability to personalize instruction
- Spend more time on this
- Emotional and mental health
- Self definition
- Emotional learning
- Beware of the prescriptive – Ridilin
- My kids went to Hanna Perkins school model
- Empathy is key
- This impacts the "whole child"
- Is this also mental health? If yes ***
- Emotional learning
- Curriculum and academics
- This connects with our relationships with students
- Combines mental health

- Kids are very social/emotional beings and it comes out all the time
- Connected to pre-kindergarten programs
- Eyes – mask – street smarts
- Teaching kids to boost emotional/social intelligence is important in real life
- Effing critical!

11 Pre-Kindergarten Programs

- The power of pre-K
- Foundational
- Quality pre-k reduces $/interventions in HS
  - Equity!!
- Have greatest impact, sets tone
- That's where it all starts
- Our schools need some of all of this
- Gaps start pre-K
- Increase long term student success
- Great – need start to create better learning
- Foundation
- Universal pre-school, start off right
- Memorable?
- Foundations
- If families won't do it, then yes
- Birth-6 important development years
- Start with 3 year old's! Ok, 4!
- Data driven
- At what age?
- Relationship skills
- Learn relationships
- Students should have opportunities to level the playing field
- Importance of Pre-K is huge
- It prepares them for the journey of school and pushes them into success
- Good to help younger kids before they go to more
- Equity starts early!
- Connected to social/emotional learning
- I currently invest in PreK programs based on this belief
- Excellent to offer, but can only be so big
- Bias – form – impact
- Something we need – hard to do
- High quality
- Need pre-k for all
- Kids are greatly impacted in Pre-K years
- Emotional skills are important to build at early age
- We don't have a spot for every kid in Shaker

12a Integration: STEM/STEAM

- Maker space
- Hands on leads to retention of concepts
- As a STEM advocate, want to see more involvement
- Good for kids to get mind going
- Our schools need some of all of this
- Important for future success
- Provide skills for the future
- Group learns empowerment
  - Important for all students especially girls
- Skills needed for future jobs
- Updated paradigm
- Support of admin to encourage willingness to build relationships
  - The building doesn't matter
- STEM has been over-sold as a solution
- Supports problem solving and collaboration
- Doing! Learning process/design cycle
- And design thinking
- If we are preparing for students for jobs not yet created, we need to provide a space for them to innovate
- Necessary but overbearing
- Hands-on, interactive, creative learning
- Really important to bring…into schools now (helps them)
- Curriculum changes – will increase engagement and teach/assess skills beyond content knowledge
- Many of the future occupations will be in these fields
- The application of learning is scary
- Connecting/integrating subjects will provide more real-life experiences and help understanding
- Relationships and integration is critical but is that what Shaker parents want
- Arts allows for self-expression and self-awareness

12b Integration: Core Learning

- Cross functional teams

- Great idea for grades 5-8
  - Not so much for specialized AP/IB courses
- Important to consider
- Important for students
- Our schools need some of all of this
- Important for future success
- Provides educational foundation
- Humex – very interesting
- Reinforces importance of multi-age looping
- Team teaching ex: Woodbury
- Hawken – private schools have these classes/groupings
- Relation/emotion based connection and learning
- Relationship and trust
- Support of admin to encourage willingness to build relationships
  - The building doesn't matter
- Support
- Adults have to be great adults
- Helped build relationships with students by discussing in greater detail with team teachers
- Merging teachers is key
- IC
- All students take same things
- Students got help from most comfortable teacher
- If done well with emphasis on adult collaboration
- Is this data accurate for high school
- Help kids as a community of help could be beneficial
- I like the team teacher teaching
- Allows for relationship building
- Teams in MS – on track, need more work
- See this most at SMS
- Relationships – different learning styles
- Depends on adults
- The application of learning is scary
- Depends on having diversity in group of teachers
- Help understanding of subjects/boost retention
- Increase number of better relationships with teachers
- Creativity/Innovation, Critical Thinking, Communication, Collaboration

12c Integration: Arts + Academics

- Not great for all students
- Definitely makes sense to spice up assignments we've been doing for years
- Good to show creative side within school
- Our schools need some of all of this
- Important for future success
- Increase individual creativity
- More engaging and shareable "eye candy" – powerful
- Product is differentiated for others to learn from each other
- Depending on student interest
- Visual learning, projects
- Make sure include less fashionable skills like writers
- Support of admin to encourage willingness to build relationships
  - The building doesn't matter
- Because kids like making videos
- Allows for creativity
- Increased student engagement
- Adjust schedule to allow this
- Creative applications
- This taps into a variety of learning modalities
- Already incorporated
- I like how they didn't do the basic essay and they tied arts into
- Combines strengths – allows for feelings of success
- Limited but yes. Reach more variety of thinkers
- Stimulates creativity = right/left
- Connections with the arts will make students have more fun and also make it more student focused

13 21st Century Skills

- 4 C's for college success too
- What skills do students need to succeed
- Important for the future
- Our schools need some of all of this
- Important for future success
- Demonstrates improvement of teaching philosophies
- 4C's
  - Creativity
  - Critical thinking
  - Communication
  - Collaboration
- Critical thinking
- Innovation

- Life/career skills, communication, creativity, self-directed learning
- What is learned in high school is sometimes detrimental to real life
- Creativity and movement
- Critical thinking
- Communication
- Needs defining
- Real-world application
- The time is now
- Creativity, communication, communication
- 4C's focus can EMPOWER students to innovate and navigate their knowledge
- Skills are very one-sided
- Time is changing so does school need to
- Career readiness
- Duh – CCCC
  - Creativity
  - Critical thinking
  - Communication
  - Collaboration
- We know what to do and what we need
- It's important to prepare for how to be successful in the future

14 Mastery Transcript Coalition

- This is the same as lifelong learning
- See Hawken
- Learn more
- Need to address bias
- Hawken's success maybe because it is private – public schools carry higher burden
  - Could actually hurt our kids with college apps
- New ways of measurement
- Measure success instead of just content knowledge
- Hard to compare with Hawken – reality is that traditional measures matter for district reputation, enrollment, attractiveness, etc
- Alternative to standardized testing – measures student success
- Ex: Hawken adopted and uses it
- Bias in how assess – increased disproportionately
- A/B/C/D/F is limited and outdated
- Need to learn more
- SAT/ACT 0 reduced use in Covid
- More important skills for success post graduation
- Shift in thinking about education
- Need to learn more about what this means for Shaker
- More useful than standard testing
- How much does state dictate our quality as district...will this impact state ratings?
- Need more info
- Student centered
- True measure then okay
- I know assessment needs to be wholistic. I don't know much about transcript however
- We think AP scores are oxygen, so this is interesting
- Don't understand
- Featured credits/Hawken model
- Alternative to assessments
- 4 C's
- Self-directed learning
- Grit

15 Project Based Learning: Africa project + Café Paresien

- Not the only thing
- Powerful projects stay in memory forever
- How does space allow this?
- Sound examples of 4C's being taught in innovative manner
- Hands-on reinforces retention plus teamwork – also reinforces need for out HS Innovation Center to meet needs of all
- Multiple classes collaborating helps reinforce knowledge – very creative as well
- Important for kids to be hands on and build
- Great project to learn with others
- Yes, pretty much the same thing as "innovation", "integration, "21st Century" skills, etc
- Enhances learning and thinking skills
- Innovative – project pulls in several curriculum areas (math, language, history, art, present)
- Opportunity to think, grow social/emotional/grit, engagement, deep learning/thinking
- I see this more at 5th-8th grade
- Project based learning

- Important at all levels
- Empowerment
- Ownership of their educational experience
- More merciful

- Teaches real life skills, more interesting
- Immersive, interesting, learning by doing
- I love it, requires students to use real-life skills, build self-esteem
- How to make sure UDL and not funneling some students into lower level experience
- Worked with peers
- Students learning separately and then coming together
- Applied learning
- Concerned about the "cute-si-ness" of projects
- Fetishization can feel a little National Geographic
- Columbus – discovery
- Why not "study" your own society?
- District is stuck in the 80's and 90's!!!
- Need the resources for students through teacher time to plan and create
- Quality "essential questions" are crucial for this to be successful, and the relevance of these projects can foster high levels of learning – authentic audience can enhance this kind of learning
- Project based learning
- Get the student independent and collaboratively learning and working on team building
- Projects are always good as it is a way to remember whatever you are learning
- Applications to global community – works with IB
- Experience offers entirely different learning behavior
- Challenging – creativity- working together – powerful
- Student centered
- Engaging
- This is important but demands a radical shift in building, teacher planning, assessment, etc
- First or alongside
- Doable
- Entrepreneurship
- Involve economics and real-world issues
- Teaching curriculum differently. A little bit more isolated learning, helps engagement and more critical thinking understanding of curriculum
  - Deepness of projects = memory and retention
- Does your country have a sustainable economy?
- www.doe.mass.edu/edtech/practices/Manchester/intro.htm
- www.doe.mass.edu/edtech/practices/Arl/intro.htm

16 Design Thinking, Making Things to Learn

- What works, what doesn't?
- Learning via failure and success
- More tech
- Use your hands to learn
- Hands on experiences are some of the most productive
- Important for kids to be hands on and build
- This is important for hands-on learning
- This can help with memorization. It is also a fun way of learning. Can also engage students
- Yes, pretty much the same thing as "innovation", "integration, "21st Century" skills, etc
- Generates increased student engagement
- Team building skills
- What about introverts
- Students that may not be college bound because they would be better doing a trade
- Scientific method = current learning vs design method
- Disney scholar program
- Learning about design methods, again with learning how to actually do
- Hands-on, inspiring, helpful for students to use their hands
- Inclusivity??
- Design process
- Helps all problem solving!
- Emphasizes learning as a process, which includes making mistakes and making adjustments
- Impacts learning
- Closely aligned to 1B
- Offers students the opportunity to DO and learn
- Buzz word Maker Space – still unclear
- Aligns to IB framework
- Exploration, innovation, trial and error

- Great for younger children
- In order to have a good learning environment you need to have the right resources
- Design cycle
- Quality? Is it good enough?
- Requires creativity from educators
- Many teachers don't want to change curriculum or are hesitant
- Comfort, fun, profound learning and participation
- More engaging
- Talents come through
- Student centered
- Alternatives – not just college
- Involves observing what works and make adjustments accordingly
- Learning about designing method – more hands-on learning approach
- Increase problem solving
- More real-world application
- Learning about designing method – more hands-on learning approach
- Increase problem solving
- More real world application
- This requires teachers to work side by side with students. This is scary
- Teaches the skill they need for future – resourcefulness, resilience, research
- Art and technology crashing together to produce stuff in presupposes that everyone feels welcome…
- Making things to learn
- Using hands to make things
- Beyond scientific method to the design process

Part 2

ISSUE

1 21st Century School Planning

- Time? Money? Need for flexibility
- I feel like it's not much of a change
- Different classrooms on purpose
- Small group communities within
- The Jetsons!
- More collaborative opportunity vs. uniformity
- More interactions?
- Teacher efficacy
    - By observation and doing
- Facilitates building relationships
- Comfort!
- Empowerment for students to choose learning environment
- Curriculum changes should come first
- We need to view the world as a comprehensive classroom
- Good to go off a strategic plan
- Important for old buildings to be creative
- Your assumption that implies collaborative learning has to be in a new building is wrong. Collaborative learning <u>used to</u> take place in existing schools. Curriculum changed and learning goals changed. Buildings don't create curriculum and learning – people do!
- N/a
- Like specific collaboration
- Collaborative teaching, integrated curriculum

2 Small Learning Communities

- Do we start small and move up or do whole building and move into small communities?
- Smaller groups are better and students feel more together
- Teamwork, collaboration
- Builds relationships, flexible
- Shared spaces
- Multi-use spaces
- Teacher collaboration and community of learners
- Not for pull-out's though
- Teacher efficacy
    - By observation and doing
- This will make an environment that is conducive to collaboration
- Facilitates building relationships
- Empowerment for students to choose learning environment
- Impact on students – knowing the whole child
- Curriculum changes should come first
- This paired with DEEP collaboration will need to be the focus
- Important to make sure student can be/stay engaged
- Your assumption that implies collaborative learning has to be in a new building is wrong. Collaborative learning <u>used to</u> take

place in existing schools. Curriculum changed and learning goals changed. Buildings don't create curriculum and learning – people do!
- ? Unsure of learning style
- Collaboration, relationship building, engagement, design thinking
- Like specific collaboration
- Individualized learning

3 Extended Learning Areas
- Flexible seating increases engagement
- Question – is this reflective of current work environment?
- Give kids comfortability, and control over environment
- Like the mobile furniture – kid appropriate
- Something good to have but what is it really used for?
- Adaptable spaces
- Flexibility!
- Offers a comfortable and safe space for students to enhance their learning
- Flexible furniture, movement
- Flexibility – if curriculum supports it
- Facilitates building relationships
- Empowerment for students to choose learning environment
- Curriculum changes should come first
- Seems similar to #1 and #2
- Similar to a study hall
- Your assumption that implies collaborative learning has to be in a new building is wrong. Collaborative learning used to take place in existing schools. Curriculum changed and learning goals changed. Buildings don't create curriculum and learning – people do!
- More for High Schoolers
- Comfy, kid not able to set still
- Good for project-based learning/collaboration
- Moveable (Adaptable)
- Research/promotes focus studying

4 Safety + Security in 21st Century Schools
- More controlled atmosphere
- With the state of the nation, safety and security is the 1st question when touring schools
- I understand but having different suites could maybe get confusing/tiring
- Lockdowns
- Safety is first priority
- More visual on entryways offers students a safer feeling and more secure environment
- Model feels a little PANAPTICON-ish
- Don't design for fear
- Woodbury School
- Safety for active shooters
- Every student has a school shooter plan
- ALL need to feel safe within the learning space
- Shaker believes it's the safest place in the world, until it isn't
- Important to keep schools safe
- Important but not the only condition
- Important – but it is a tactic – it can be achieved in any configuration if plan ahead
- Efficiency, security, and safety
- Routes for students wheelchair and other bound
- Elevators?
- Planed improved escape route

5 SERIES: CAN SCHOOL ORGANIZATION IMPROVE LEARNING?
- What about students with disabilities?

5a Grade Grouping Strategies
- Intergenerational success?
- Is this doable with our structures in Shaker?
- Moving kids safely within the building we have
- I see the benefit with the small child currently
- I feel like having too many ids and age groups can be too much/confusing
- Available facilities
- Middle school solutions?
- More time in elem. (K-5), more Pre-K
- Our current model doesn't serve families well
- Grade groupings
- I think we got this right as is
- We have a good organization currently
- Function of enrollment
- Longer relationship with teachers

- Current organization is good (from a student)
- We need to consider number of transitions and family connection to schools
- Important due to performance, etc
- Can that be used to better address diversity in elementary
- Connected to relationships
- Social behavior
- Include universal Pre-K
- Reduce transitions, enhance collaboration
- Not alienating by age, diverse collaboration normalizes
- Keep it the same

5b North Ridgeville 3-8 Academic Center

- More flexibility for PBL and organic learning
- This would cause us to build a new school and design a new school platform. this could be useful for the middle school!
- I mean the numbers show this is doing well so maybe it is a good use?
- 2200 kids, 18 small learning communities, grades 3-8, 95% white, 66% of enrollment
- Data driven, grades improved!
- Do not know enough about the district
- Allows teachers to hone-in on student relationship building and engagement
- Our middle schools needs to be rebuilt. Would allow us to offer Pre-K
- Learning communities and teacher autonomy
- Not quite representative
- I like how bell schedules eliminated because sometimes I need
- Not an already-built environment
- Would love to learn more
- I think this could be really important
- Love the bells, changed structures
- It is good to have that in our community
- Too large, no need to do this when we have so many elementary schools available
- No bell schedule?
- I like the elimination of bell schedule
- Empowering for teachers
- Not sure we have space and/or buses but like idea of autonomy for schedules
- Size, licensure, keeping track of kids
- Group learning, collaboration skills
- All white school

6 SERIES: SO YOU THINK YOU KNOW SHAKER SCHOOLS?

6a School Enrollments

- Planning for the future not the present
- Affects everything else
- Various reasons: baby boomers, family preferences, moving, smaller families
- We are doing a good job at it although we could do better – we aren't struggling
- K-4 300-400 kids per
- As a non-resident I don't feel that I have a true pulse on these issues
- Excess space – cost (operations)
- 66% capacity
- What can we do to attract/retain more students
- Schools don't evenly decline
- We need to study WHY enrollment is suffering in order to encourage more enrollment
- Fernway should have been repurposed!
- Affordability of housing, Shaker taxes, etc
- What about Gen X and Z – having kids
- How many lost to private - existing infrastructure
- School cannot take place without students
- Common messaging is KEY
- The high school is packed with next to no flexibility
- Because they contribute to the future of Shaker
- Needs to be flexible
- Impacts number and size of buildings
- Not sure the Locker projection is correct
- Important info re: what our facility "inventory" is – what we have to work with when creating innovative learning spaces
- Reflects school community as a whole
- Hard choices to be made
- Can we count on linear projection
- Demographics

6b K-4 Schools Class Sizes

- Would we lose families if we increase class sizes?

- Need to dive more into community schools
- Smaller can be better!
- The larger and less manageable the class size, the less personalized the teaching
- Small buildings limit flexibility
- If not done well creates more inequities
- Class sizes are important and shouldn't be ignored
- Do we still plan for smaller schools or plan for hopeful, increased enrollment?
- Allows for diverse structure
- Block schedule as smaller class
- How students learn 1:1
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- Be more engaged in class when smaller
- They should be smaller especially at the younger ages
- Smaller for more opportunity for 1:1
- Smaller ratios of pupil to teachers is desirable
- Teacher attrition

6c K-4 Student Attendance Areas + Housing Locations

- Is zoning equitable?
  - Does it allow diversity?
  - We need to leverage community
- As a non-resident I don't feel that I have a true pulse on these issues
- How we achieve racial and socio-economic balance
- Blow the map up! STEAM, Arts, etc to organize, consolidate buildings
- It's essential that we create integrated spaces for students
- Class separation
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- Good to understand where kids are coming from
- Redistricting to be considered
  - Busing
  - Minorities
  - Historic decision
  - Important to be able to walk to school
- Maybe – housing makes a difference
- Why continue to segregate our kids
- Reflect education perception
- Redlining

6d K-4 Walk Distances

- More buses for all students would cut down on traffic
- For high school
- We moved from the sub
- As a non-resident I don't feel that I have a true pulse on these issues
- Crossings are problematic
- It's essential that we create integrated spaces for students
- Students don't walk – they should
- Walking to school builds character
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- This is important to me and very important for this community
- Walking is good
- Important to be able to walk to school
- Old neighborhood idea
- Walkable community
- Safety, accessibility
- Redlining

6e K-4 Schools Racial Composition

- I think we do a pretty good job at inclusion
- Having various kids, family and teachers encourages learning and inclusion
- 71% of kids that take the buses are people of color
- Need good balance and communities/neighbors/friends
- Equity is our priority
- Important only in how people treat them
- It's essential that we create integrated spaces for students
- Need to talk about
- Important to maintain diversity and inclusion
- Racial inequality affects education
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- To ensure students are comfortable
- Policy of where schools are located
- Reflect our community

- Integrating kids in more/and should not be bused to Mercer School only
- accessibility

6f K-4 Schools % Low income

- Understanding this segment will help with understanding questions of the child
- Need good balance and communities/neighbors/friends
- Important only in how people treat them
- It's essential that we create integrated spaces for students
- Important to maintain diversity and inclusion
- Students cannot afford what they need
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- Good to know how and where others should go
- Focus should be on equity not income
- Social/economic differences
  - K-4 do they represent our community
- Accessibility

6g Elementary School Special Education

- I don't have an understanding
- Unfunded mandates from feds and state
- It's essential that we create integrated spaces for students
- Integrate – mainstream
- Shaker offers these
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- To ensure everyone is given the same opportunities
- How do we keep them inclusive
- accessibility

6h Elementary School English Language Learners

- Having options for those who receive or deliver instruction non-traditionally
- Shaker's numbers are low
- More and more students will be ELL
- It's essential that we create integrated spaces for students
- Price
- We should consider our enrollment, what is keeping our students and where we are losing them and why
- Should be valued like everyone else
- Equity and accessibility

7 Teacher Planning Centers

- Currently collaborative space is cafeteria, library, or classroom – teachers currently do not use teacher lounge
- Lead to better collaboration
- Having an opportunity to learn and discuss varies opportunities
- Just how we need our own time teachers also need their own time
- Close to classrooms
- Many but for all not by department
- Teachers learning from teachers, planning together
- Need to prioritize scheduling these – time limitations
- Collaboration and not isolating or exclusive
- So important
- Model collaboration – everyone teaches
- Lack of working copiers/space
- Need to facilitate/nurture collaboration
- Good so they have a space to express and pan ideas
- With time to use it
- Organization/planning

8 Flexible, Varied Brain Based Furniture

- Allows for focus
- Can this eliminate the over-medicated population?
- It's hard sitting and learning when uncomfortable
- I've seen how furniture has the ability to influence learning
- If you do good you feel good so yes we need the flexible furniture
- Furniture should fit to kids – kids should not have to fit to furniture
- Movement is important to developing brains
- Students are larger than standard desks
- Uncomfortable furniture limits focus
- Kids need to move to learn
- Movement is important in brain development. Cheapest / easiest way to improve
- Environmental modification to improve student learning success
- To improve student learning – cheapest
- This is a good idea, but there are bigger issues

- Allows variability
- Learning is easier with movement
- Flexible furniture equals flexible spaces
- Flexible thinking and innovation
- Another good way to keep children engaged
- Provide what teachers need!
- Good for students that may need to move around for movement and flexibility
- Comfortability is key for learning
- Promotes safe/comfy work environment

9 SERIES: SCHOOL IN LIBRARY? LIBRARY IN SCHOOLS?

9a School Registration Desk in City Library

- Community connection to schools
- Done
- More evening hours
- Easier bus access
- Brings district to south side
- With people who collaborate
- I wonder how this increases or supports the registration process?
- Improves enrollment
- Duh
- Easier to study

9b Halifax City Library

- If kids have places they want to go, learning increases and kids stay safer
- Attractive for everybody
- I mean if it's in the school and close, but kids don't like going to the library in the city
- Shaker high schoolers don't have anywhere to go after school. No busing. They need a safe space to go after school
- Get families in library – great resource
- Librarians "r" forward thinking folks
- Tutoring
- Research
- Safe
- Info center
- Library becomes kid center, becomes better place to study, extended learning day
- Lovely but this should benefit the schools too
- This could provide a safe and productive place for kids and working parents
- Can be taken advantage of
- School and library should co-exist
- Transportation is an issue
- We need to look at the culture of the library vs. the schools
- After school learning/conference space

10 End of the Library as We Know It Today

- Better connections to college setup
- Technology or internet is so more appealing to kids
- IB considers the library "the hub of learning"
- Reduce the number of single-use spaces
- Go-through library, not go-to library
- Interesting idea!
- School library as a go through space
- Library/media center
- Go through space with classrooms rather than go-to space
- How do we know it today? 21st century
- What does this mean?
- Reimagining libraries
- Spaces/pods created throughout a building
- The library can and should be the hub of learning and innovating
- Community space
- Hard to envision quiet space
- Feel differently if talking library vs schools
- I think student space for eating and talking shouldn't be allowed
- Libraries can be more conducive to learning
- Quiet? Is that important?
- Easier to study
- Interesting way of integrating library into multi-purpose space

11 End of the Cafeteria as We Know It Today

- I think age-appropriateness plays a large role in this
- Reduce the number of single-use spaces
- Shared and more useable space

- Another interesting idea! Especially if older H.S. students out doing internships, etc
- Media center
- Cafeteria as central gathering space
- Flexible media center
- Are we assuming "books" are in the libraries – in one room
- Does require new construction
- If people can make it work
- Flexible school lunch
- Would love to learn more
- Could be helpful
- Multi-use space
- Not a priority
- Kitchens
- Interesting
- Interesting integration of library and cafeteria

12 End of Isolated Teaching: Forest Ave

- At the middle school, we have teams – now let's actually collaborate and become interdisciplinary!
- I think it opens up the areas to make the kids not feel trapped in one area all day
- Open learning with many others
- Expressive
- Movement
- My child attends a school very similar and she has more focus and excitement about school
- Especially for PK-5 age group
- Teachers working together where their kids needs are best met
- For younger kids (K-4)
- I still say isolated teaching is administrative not by design
- Common renovations. Not worried about getting an innovative design
- Could reshape our buildings
- Teaching could be more collaborative
- Plays to collaboration
- For 5-8 this would be a nice addition because they can adjust to having different teachers in high school. This will also impact the decline in student engagement after 5th grade
- Teachers grow by seeing and doing collaboratively
- Teams, student groups work on collaboration
- Collaboration

13 SERIES: END OF THE CLASSROOM AS WE KNOW IT TODAY

- It would be interesting to see this in person and all aspects from planning/collaborating to teaching lessons and everything in between
- Important layout

13a End of the Classroom as We Know It Today: Wooranna Park

- The US is falling behind other countries, something needs to change
- Shared space
- Activity zones, project-based learning, shared teacher space
- Models for what we can be
- I would love to learn more
- Specific area
- Collaborate
- Allows for differentiation of instruction and learning
- Like discussion groups
- Project based learning and include test scores

13b End of the Classroom as We Know It Today: Milan Center for Innovative Studies

- An alternative school for kids who don't want a traditional school
- This is the future
- Project based learning should look like it does in the real world
- Project based learning
  - Collaborative environment
- Outdoors?
- Looks like smaller school, less students
- Models for whgat we can be
- Collaborate
- Environment looks very stable and like a science lab or corporate office
- Collaboration group
- Project based learning and include test scores

Additional notes

- 6a to 6h Comments: Socio-economic and racial diversity of neighborhoods need to be brought out and called out otherwise we will account for it without accounting for it. It determines

where we locate buildings, how we support them, what we do in them and who/what we value (as taxpayers and a community). We are talking about stakeholders, but unfortunately taxpayers are most important. What are the taxpayers willing to accept? Would we give up our beloved Fenway? Nope!

- I don't like that you use "DNA" as what's "in" us. We can't change our DNA…we have no control over our "nature". Maybe a better way to refer to this is to say "it's our history"
- How to deal with "special needs"?...If students are not able to integrate (if they are disruptive, defensive, checked-out) do these students fit?
- Who is the research inclusive of – student body in VT, ME?
- Diversity of classroom and diversity of curriculum
  - None of this works unless we have diversity in each classroom, not only among students, but also the teachers and the curriculum itself. Also the diversity of learning styles, from gifted to IEP
- Does size of school matter? Ie 80% student led curriculum?
- Franklin HS MA – learning commons of 125 students – ie: learning though the arts for 4 years
- PBL – how project fits into overall school
- 21st Century Learning/Skills
  - Engage
  - Design thinking
  - PBL
  - Pk-4
- Relationships
  - Integrated
  - Collaboration
  - (T and ST)
  - Interdisciplinary/Thematic
- We're talking about stakeholders. Unfortunately taxpayers are most important
- Shaker works well for families…until it isn't. If we have private, Salon, Orange, Avon, North Ridgeville. What do those who leave look like?
- Shared spaces
- Multi-use spaces
- Adaptability – immediate and long term
- After school spaces
- Albert Hirschman's Exit Voice and Loyalty – taxpayers…
- Small learning groups
- Attendance areas
- Enrollment assumptions
- Flex space
- Avability to use audio books
- Always have to be quiet because the library surrounds everything
- Where/how do students with physical disabilities move through the building
- Most important – 6e K-4 schools racial composition
- The library is a special family space
- School learning after school hours
- Steven Levy?
- 15% special needs in district
- NUW Studio – this is phenomenal – love it
- Feels like wea re putting the cart before the horse
- Racial composition?

21ST CENTURY LEARNING MOST IMPORTANT ISSUES

Workshop participants, working as Table Teams, were asked to reach consensus on the three most important (effective) ideas for future Shaker schools, and identify why they believed as they did.

Their thoughts are:

Part 1

TABLE TEAM 1

Three Most Important

- #11 Pre-Kindergarten Programs
  - Foundational
  - Equity
  - School readiness
  - Saves $ long run
- #9a Building Relationships
  - Foundational
  - Student engagement
  - Trust

- Collaboration
- Respect
- Includes all of the learning community

- #13 21st Century Skills
  - Includes design, PBL, SEL
  - Transferable
  - Prepare for unknown future
  - Engagement

TABLE TEAM 2
Three Most important

- #10 Social/Emotional Learning
  - Soft skills
  - The ability to build relationship
- #13 21st Century Skills
  - Ability to be creative
  - Communication
  - Skills to adapt to learning
  - Execution
- #2 Student Engagement
  - Multiple layers of student engagement
  - Change factory model
  - Measurement of all students
  - Celebrate individual uniqueness

TABLE TEAM 3
Three Most important

- #10 Social/Emotional Learning
  - Helps students be prepared to learn
- #11 Pre-Kindergarten Programs
  - Helps students be prepared to learn
- #4 Creating Innovators
  + #2 Student Engagement
  - Helps students be prepared to learn

TABLE TEAM 5
Three Most Important

- #2 Student Engagement
  - Student ownership of learning
- #9a Building Relationships
- #16 Design Thinking: Making Things to Learn

TABLE TEAM 6
Three Most Important

- #2 Student Engagement
  - How kids do school need improvement
  - Adult role
- #9a Building Relationships
  - All relationships are important and impact the educational experience

#13 21st Century Skills
- 4 C's will impact lifelong success more than any content area per se

TABLE TEAM 7
Three Most Important

- #2 Student Engagement
  + #9a Building Relationships
  + #9b Building Relationships: Multi-Age + Looping
  + #9c Building Relationships: Core Teacher Teaming
  - Keep students interested in learning
- #4 Creating Innovators
  + #13 21th Century Skills
- # 6 Measures of Success: Student Talk
  + #7 Learning Pyramid
  + #14 Mastery Transcript Coalition
  - Redefining success

TABLE TEAM 8
Three Most important

- #2 Student Engagement
  - Student engagement is essential to learning
- #15 Project Based Learning: Africa Project and Café Parisien
  - Impacts 21st Century Learning
  - PBL

#9a Building Relationships
- Starting with Pre-K

TABLE TEAM 9
Three Most important

- #9 Building Relationships
- #12 Integration

- #15 Project Based Learning: Africa Project and Café Parisien

TABLE TEAM 10
Three Most important
- #13 21st Century Skills
  - Engagement
  - Design Thinking PK PBL
- #9a Building Relationships
  +#9b Building Relationships: Multi-Age + Looping
  +#12 Integrated
  - Integrated collaborative interdisciplinary/thematic
- #3 The Future
  + #14 Mastery Transcript Coalition
  + #4 Creating Innovators
  - Adaptability
  - Courageous!

TABLE TEAM 11
Three Most important
- Trauma – Informed/Wellbeing/Cultural Competence
- #2 Student Engagement
- #9 Building Relationships
- #15 Projected Based Learning: Africa Project and Café Parisian
  - Authentic
  - SEL – Integrated
  - PBL

Part 2

TABLE TEAM 1
Three Most Important
- #6c K-4 Student Attendance Areas + Housing Locations
  - To address:
- #6e K-4 Schools Racial Composition
  + #6f K-4 Schools % Low Income
  + #6b K-4 Schools Class Sizes
- #5a Grade Grouping Strategies
- # 8 Flexible, Varied, Brain Based Furniture
  - Small yet effective quick change

TABLE TEAM 2
Three Most important
- #1 21st Century School Planning
  - Collaborative teaching
  - Integrated curriculum
- #2 Small Learning Communities
  - Race
  - Gender
  - Special Ed (effects on communities)
- #10 End of the Library as we Know It Today
  - Study Centers/promoting learning
  - Organization
  - Spatial

TABLE TEAM 3
Three Most important
- #1 21st Century Planning
  - Collaboration
  - Relationship building
  - Engagement
  - PBL/Design thinking
- #6c K-4 Student Attendance Areas + Housing Locations
  - Rezoning
  - Less elementary schools?
- #4 Safety + Security in 21st Century Schools

TABLE TEAM 5
Three Most Important
- #4 Safety + Security in 21st Century Schools
  - Students and staff need to feel safe in the learning environment
- #6b K-4 Schools Class Sizes
  - Specialized attention to students

  #10 End of the Library as we Know It Today
  - Reinvent what this looks like to maximize impact

TABLE TEAM 6
Three Most Important
- #8 Flexible, Varied, Brain Based Furniture
- #10 End of the Library as We Know it Today

- #14 Outdoor spaces as flexible /extended learning environments (added by participants)

TABLE TEAM 7
Three Most Important

- #6c K-4 Student Attendance Areas + Housing Locations +
  + 5a Grade Grouping Strategies
- #12 End of Isolated Teaching: Forest Ave
  + #7 Teacher Planning Centers
- #1 21st Century School Planning
  + #2 Small Learning Communities
  + #3 Extended Learning Areas
  + #10 End of the Library as we Know it Today
  + #11 End of the Cafeteria as we Know it Today
    - Mixed use spaces

TABLE TEAM 8
Three Most important

- #6e K-4 Schools Racial Composition
- #2 Small Learning Communities
- #3 Extended Learning Areas

TABLE TEAM 9
Three Most important

- #4 Safety + Security in 21st Century Schools
- #5 School Organization
  + #5a Grade Grouping Strategies
  + #5b North Ridgeville 3-8 Academic Center
  #8 Flexible, Varied, Brain Based Furniture

TABLE TEAM 10
Three Most important

- Safety is expected
- #1 21st Century School Planning
  + #2 Small Learning Communities
  + #3 Extended Learning Areas
  + #5 Can School Organization Improve Learning?
    - Shared multi-use spaces
    + #5a Grade Grouping Strategies
    + #5b North Ridgeville 3-8 Academic Center
- #6 series
  + #6a School Enrollments
  + #6b K-4 Class Sizes
  + #6c K-4 Attendance Areas + Housing Locations
  + #6d K-4 Walk Distances
  + #6e K-4 Racial Composition
  + #6f K-4 Schools % Low Income
  + #6g Elementary School Special Education
  + #6h Elementary School English Language Learners
- #9a School Registration Desk in City Library
  + #9b Halifax Public Library
  +#10 End of the Library as we Know it Today

TABLE TEAM 11
Three Most important

- #4 Safety + Security in 21st Century Schools
  - Community Center
- #6a School Enrollments
- #12 End of Isolated Teaching: Forest Ave
  - And learning

Summary

Several issues were cited as Most Important by more than one Table Team. They were:

PART 1:

- 9a Building Relationships (cited 8 times)
- #2 Student Engagement (7 times)
- #13 21st Century Skills (5 times)
- # 4 Creating Innovators (3 times)
- #15 Project Based Learning: Africa Project and Café Parisian (3 times)
- 9b Building Relationships: Multi-Age + Looping (2 times)
- #10 Social/Emotional Learning (2 times)
- #11 Pre-Kindergarten Programs (2 times)
- #12 Integration: STEM/STEAM (2 times)
- #14 Mastery Transcript Coalition (2 times)

PART 2:

- #10 End of the Library as we Know It Today (cited 5 times)

- #1 21st Century Planning (4 times)
- #2 Small Learning Communities (4 times)
- #4 Safety + Security in 21st Century Schools (4 times)
- #6c K-4 Student Attendance Areas + Housing Locations (4 times)

- #3 Extended Learning Areas (3 times)
- #8 Flexible, Varied, Brain Based Furniture (3 times)
- #5a Grade Grouping Strategies (3 times)
- #6a School Enrollments
- #6b K-4 Schools Class Sizes (3 times)
- #6e K-4 Schools Racial Composition (3 times)

- #6f % Low Income (2 times)
- #12 End of Isolated Teaching: Forest Ave (2 times)

SCHOOLS AND…

The Visioning Tram addressed current and possible future connections between the schools and the City and City Library. Here are their thoughts:

SCHOOLS AND…

LIBRARY:

Forward Together says nothing. However…

The Halifax Library is a kid magnet, the daily after school place to be. The Shaker Main Library will soon have a space for parents to register their children for public school.

What do you say?

Identify ways/times students use the Libraries:

- Now
- Future

Identify ways Libraries can be more student friendly? Family friendly? Consider:

- Hours and days, Access, Facilities (be specific) + Technology, Locations

Identify ways school facilities could support the Library mission:

- Facilities, Staffing, Sharing

Identify ways the Library could support teaching.

Identify one thing nobody has thought of:

- 😊

CITY:

Forward Together says this:

Key Initiatives

Medium Term: 7, Explore expanded community use of schools; 9 Explore need for additional athletic fields; 10, Create additional multi-generational programming

Long Term: 11, Explore potential for creating a Recreation Center

What do you say?

Identify ways/times/places our schools serve the City:

- Now
- Future

Identify ways/times/places the City serves our schools:

- Now
- Future

Identify one thing nobody has thought of'

- 😊

TABLE TEAM 1
Library
- Welcoming and accessible libraries that are culturally competent
- Libraries prepare community (not just students) for the future – Pre-k, training
- City, school and library partnerships
- Space for people to design and create

City
- Recreational department/Community center
  - Safe space for students and community members to learn, study, congregate and more

TABLE TEAM 2
Library
- Libraries more friendly
  - Good customer service
  - More diverse programs
  - Family friendly
- Identify ways/ones/places serve city
  - Meeting places to hold meetings
  - Recreation center
- Libraries life skill classes
  - Cooking
  - Finances
  - Tech

City
- City serves city

TABLE TEAM 3
Library
- Combine Bertram Woods with a school with enhanced programs
- Vocational learning, PD, tutoring center (peer tutoring/K-12, community, language learning, tutoring)
- Field trips to library connected to 1B unis
- Prototype lab and maker spaces

City
- Joint rec center; community center
  - Sports
  - Meeting rooms
  - Senior center
  - Youth center
  - Theatre/auditorium space
- Use city owned buildings for community/specialty schools
- Hire/intern students in more community roles (CH, events, service hour credit)
- Loop public transportation around the city
- Free passes for students riding the rapid

TABLE TEAM 4
Library
- No response

City
- No response

TABLE TEAM 5
Library
- Collaborate with teachers
- Partner with schools – author visits
- "Get away" space
- Dinners
- Family engagement services
- Counseling

City
- Rec center
  - With free memberships for students
  - Local hospital collaboration UH/CCF

TABLE TEAM 6
Library
- Students hang out, not always positive
- Summer reading
- Future:

- Teen center with culinary arts
- Youth programming around real career exploration
- Maker space

- Hours – need earlier hours and later hours for students
- College application help
- Partner with JCU/CSU - offer a class or 2

City

- Facilities – district funded pre-K programming and services
  - Help Me Grow
  - Family connections
  - Lake Erie Ink
  - Carpentry
  - Masonry
  - Plumbing
- Teaching
  - On-going professional development
  - On-site Master's degree through JCU/CSU
- Bright idea – FREE music, visual and performing arts lessons for students who cannot afford private lessons
- Also – HEAT and EAT family meals T, W, Th like Marsha at EcEc
- Also – integrate multigenerational (older adults and students) programming – used to offer

TABLE TEAM 7

Library

- Now a "quiet" space
- Future:
  - Collaborative spaces
  - Attach facilities to libraries or schools to expand access and use
- Will the library be book free in the future?

City

- Future
  - Repurposing Thornton and rec functions
  - Develop community-based social and medical services

TABLE TEAM 8

Library

- Having school libraries open after school till 8pm
  - Tutoring/mentoring
  - Studying
  - After school collaboration space
- Maybe have after school snack open / student center
- Shaker Rec Center
  - Better collaboration youth sports

City

- No response

TABLE TEAM 9

Library

- More accessible to schools
- Programs in schools (after school or during school day)
- Communication in schools of programs available (possibly attending PTO meetings)

City

- Connections to local universities
- Creative centers for students after school
- Safe
- Accessibility to sports (desegregate sports)

TABLE TEAM 10

Library

- Tailor to community needs
- Integrate with all subject matter
- Display student work at public library
- Resources, information, engagement, technology

City

- Yes, please for a Rec Center!

TABLE TEAM 11

Library

- Safe space after school for study and socializing
- Collaboration and community for PBL

City

- Community center
- District partnerships (internships)
- College and career prep/life skills
  - FAFSA
  - Applications
  - Taxes
  - Scholarships
  - Resume writing
  - Practice interviews

SCHOOL ORGANIZATION 1: OVERALL

This was the challenge:

Focus on students and education. Discuss these issues:

1. EDUCATIONAL EQUITY:

A Is equity across the district important? YES or NO

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

C Identify strategies to achieve equity

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

3. K-4 ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages?

	Smaller Schools	Larger Schools	WHY?
A. Educational	__	__	_____
B. Social (w/I school)	__	__	_____
C. Operational (management and cost)	__	__	_____
D. Community Context	__	__	_____

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all our students at each grade level have the same school experience? YES or NO

B Why?

C If "YES," how do we achieve this?

- By programs and services?
- By facilities?

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. Pre-K operating alone in a single location (CURRENT)
   vs
2. Pre-K operating alone in multiple locations
   vs
3. Pre-K integrated with other grades, like K-1-2
   - Curriculum continuity?
   - Parental continuity
   - Positioned with other grades is a contingency for possible growth in number of students

WHY?

B ELEMENTARY YEARS

1. (Pre)K-4 followed by 5-6 (CURRENT)
   vs
2. (Pre)K-2 followed by 3-4 followed by 5-6
   vs
3. (Pre)K-5 OR 6

WHY?

C MIDDLE YEARS

1. 7-8 (CURRENT)
   vs
2. 6-7-8
   vs
3. 6-7-8-9

WHY?

D HIGH SCHOOL

1. 9-10-11-12 (CURRENT)
   vs
2. 10-11-12

WHY?

E ALL GRADES K-12

1. Multiple lower elementary schools + one upper elementary school
   + one middle + one high school (CURRENT)
   vs
2. "Newer and fewer" elementary school buildings
   + one middle + one high school

WHY?

Table Team responses were:

TABLE TEAM 1

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- Technology
- Food security
- Socio economic status
- PreK
- Build relationships

C Identify strategies to achieve equity

- No response

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- 3
- Reduce transitions
- Support collaboration

3. ELEMENTARY ENROLLMENT CAPACITY:

Which has more advantages?

SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational

- Larger
- **Why?**
  - Shared resources

B. **Social (w/i school)**

- Larger
- **Why?**
  - More opportunities to meet and mingle

C. Operational (management and cost)

- Larger
- **Why?**
  - Cost – saving $$$

D. Community Context
- o Smaller
- **Why?**
- o Trust

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO
- Yes

B Why?
- Consistency throughout education, but can personalize
- PBL

C If "YES," how do we achieve this?
- Similar expectations of rigor and relationship building
- Principal
- Collaboration
  - o Grade level leaders
  - o IB coordinator

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

No response

B Identify curricular grade groupings

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

No response

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

   #3 Pre-K integrated with outer grades, like K-1-2

WHY?

No response

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**

   #3 (Pre)K-5 or 6

WHY?

No response

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**

   #2 – 6-7-8

WHY?

No response

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**

   #1 9-12

WHY?

No response

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
2. **"Newer and fewer" elementary school buildings + one middle + one high school**
   # 2 Newer and fewer or incorporate PK/5th into K-4

WHY?

No response

TABLE TEAM 2

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- Too many to name

C Identify strategies to achieve equity

- Transparency
- Accountability
- Training

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- 2

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages?

SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational

o Smaller

- **Why?**
  o No response

A. Social (w/i school)

o Smaller

o **Why?**
  o No response

B. Operational (management and cost)

o Larger

- **Why?**
  o No response

C. Community Context

o Not sure

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO

- Yes

B Why?

- Same as treatment

C If "YES," how do we achieve this?

- Equity

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

TABLE TEAM 3

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- No response

C Identify strategies to achieve equity
- No response

2. GRADE LEVELS:
What is the minimum number of grades that should be in a school? Why?
- Minimum 3

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational
- o Larger
- **Why?**
  - o More options and collaboration

B. Social (w/i school)
- o Smaller
- o **Why?**
  - o Builds relationships

C. Operational (management and cost)
- o Larger
- **Why?**
  - o Cost savings

D. Community Context
- o Smaller
- **Why?**
  - o Community anchors

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO
- Yes!

B Why?
- Equity

C If "YES," how do we achieve this?
- Offer the same things but can have choice
- Air conditioning, playgrounds, etc

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

Pre-K – multiple locations or dedicated building

WHY?

No response

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**
   K-5

WHY?

More convenient for families with multiple students

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**
   6-7-8

WHY?

Less transitions, socially

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**
   9-10-11-12

WHY?

Better for educational and development aspects

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
2. **"Newer and fewer" elementary school buildings + one middle + one high school**
   Neither or in the middle

WHY?

Fewer K-5, 1 MS, 1 HS
Middle school campus
Middle school, Mercer, rec center, library

TABLE TEAM 5

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- Clear and consistent communication with families

C Identify strategies to achieve equity

- Removing barriers, eg: providing athletic equipment for students

2. GRADE LEVELS:
What is the minimum number of grades that should be in a school? Why?

- No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):
Which has more advantages?
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational
o S / L
- **Why?**
  o No response

B. Social (w/i school)
o S / L
- **Why?**
  o No response
  o

C. Operational (management and cost)
o Larger
- **Why?**
  o No response

D. Community Context
o Smaller or larger
o Depends on definition of "community"
- **Why?**
  o No response

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO

- Yes!

B Why?

- Equal opportunities for students with explicit and implicit expectations (class size)

C If "YES," how do we achieve this?

- No response

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

   #3 Integrated

WHY?

No response

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**
   #3 (Pre)K-5 or 6

WHY?

No response

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**
   #2 6-7-8

WHY?

No response

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**
   #1 Current 9-12

WHY?

No response

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
2. **"Newer and fewer" elementary school buildings + one middle + one high school**
   #2 Newer and fewer

WHY?

No response

TABLE TEAM 6

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes!
- Even if my own kids education looks different from what I expected

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- Some kids/families are valued more than others

C Identify strategies to achieve equity

- Intentionally value ALL students in way that brings out their best

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- It doesn't matter. It's the relationships that matter most

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages?

SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational

- o Smaller
- **Why?**
  - o Relationships
  - o Student engagement

B. Social (w/i school)

- o Smaller
- **Why?**
  - o Relationships
  - o Student engagement

C. Operational (management and cost)

- o Larger
- **Why?**
  - o $$$$ - Money

D. Community Context

- o Smaller
- **Why?**
  - o Relationships
  - o Student engagement

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO

- Yes
- If every student gets what they need to thrive
- Equity
- NOT about identical experience

B Why?

- Not about identical experience

C If "YES," how do we achieve this?

- COSI van for all

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**

vs

3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

#3

WHY?

Relationships
Looping
Continuity

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**

vs

2. **(Pre)K-2 followed by 3-4 followed by 5-6**

vs

3. **(Pre)K-5 OR 6**

#3

WHY?

Easier for families with young children
Kids who cannot be alone after school

C MIDDLE YEARS

1. **7-8 (CURRENT)**

vs

2. **6-7-8**

vs

3. **6-7-8-9**

#2

WHY?

Developmentally appropriate
Puberty

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**

vs

2. **10-11-12**

#1

WHY?

Grade 12 – young adults
Perfect world – 9th grade experience separate from 10-12

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**

vs

2. **"Newer and fewer" elementary school buildings + one middle + one high school**

#2

WHY?

Newer and fewer – current model is unsustainable economically
Not enough children for current number of buildings

TABLE TEAM 7

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- No response

C Identify strategies to achieve equity

- No response

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- More than 2

3. ELEMENTARY ENROLLMENT CAPACITY:
Which has more advantages?
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?
A. Educational
B. Social (w/i school)
C. Operational (management and cost)
D. Community Context

Response didn't correspond with A-D above

- Larger with differentiation
- Bring families together, regardless of race, SES, etc
- "Pod" type wings for a smaller building feel, interactions with other viewpoints, disrupts racial groupings, norms

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:
A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO

- Yes

B Why?

- Access
- Exposure
- Rigor
- Equity
- Supportive
- Positive, etc

C If "YES," how do we achieve this?

- No response

5. GROUPINGS
A Identify any natural developmental breaks in the PK-12 continuity

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

No response

B Identify curricular grade groupings

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

No response

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

TABLE TEAM 8
1. EQUITY:
A Is equity across the district important? YES or NO

- Absolutely

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- Pre-K program

C Identify strategies to achieve equity

- No response

2. GRADE LEVELS:
What is the minimum number of grades that should be in a school? Why?

- Minimum 3, maximum 5

3. ELEMENTARY ENROLLMENT CAPACITY
Which has more advantages?
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?
A. Educational

- Split

- **Why?**
  - No response

B. Social (w/i school)

- Larger

- **Why?**
  - No response

C. Operational (management and cost)

- Larger

- **Why?**
  - No response

D. Community Context

- Larger

- **Why?**
  - No response

4. THE SHAKER STRUCTURE:
A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO

- Yes

B Why?
- In elementary they are getting 4 different experiences

C If "YES," how do we achieve this?
- We look at larger buildings to house all PreK-4

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

2 Pre-K operating alone in multiple locations

WHY?

No response

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**
   K-4

WHY?

No response

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**
   5-8

WHY?

No response

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**
   9-12

WHY?

No response

E ALL GRADES K-12

3. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
4. **"Newer and fewer" elementary school buildings + one middle + one high school**
   Newer and fewer

WHY?

Cost effective
Equity

TABLE TEAM 9

1. EQUITY:

A Is equity across the district important? YES or NO
- Of course

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)
- Access to preschool, enrichment, tutoring, sports

C Identify strategies to achieve equity
- De-leveling with adequate supports
  - Early intervention
  - More preschool programs

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?
- 3
- Continuity of curriculum (vertical alignment)
- Building relationships

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages?
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational
- Smaller
- **Why?**
  - No response

B. Social (w/i school)
- Smaller
- **Why?**
  - No response

C. Operational (management and cost)
- Larger
- **Why?**
  - No response

D. Community Context
- Smaller
- **Why?**
  - No reponse

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO
- Yes

B Why?
- We can honor diversity by allowing for multiple measures of success – multiple learning experiences

C If "YES," how do we achieve this?
- Tutoring
- PBL
- Community engagement/use of resources

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

or

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible**

growth in number of students

Single location alone

WHY?

"All by myself"

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**
   #3

WHY?

Growth monitoring
Curriculum continuity
Vertical alignment

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**
   6-7-8

WHY?

Growth monitoring
Curriculum continuity
Vertical alignment

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**
   9-12

WHY?

9th grade is "learning curve"

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
2. **"Newer and fewer" elementary school buildings + one middle + one high school**
   Newer/fewer

WHY?

Let's rebuild MS, HS

TABLE TEAM 10

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)

- Guidelines

C Identify strategies to achieve equity

- No response

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- At least 2, preferably 3

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages?
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational

- o Smaller

- **Why?**
  - o No response

B. Social (w/i school)

- o Smaller

- **Why?**
  - o No response

C. Operational (management and cost)

o Larger
- **Why?**
  o No response

D. Community Context
o ?
- **Why?**
  o No response

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO
- ?

B Why?
- No response

C If "YES," how do we achieve this?
- Equitable resources and access
- Flexible experiences

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

6. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. **Pre-K operating alone in a single location (CURRENT)**
   vs
2. **Pre-K operating alone in multiple locations**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

#3

WHY?

No response

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**
   Pk-2 or 3 and 3-5 or 4-6

WHY?

No response

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**
   7-9 (maybe 6-8)

WHY?

No response

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**
   10-12 (maybe 9-12)

WHY?

No response

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
2. **"Newer and fewer" elementary school buildings + one middle + one high school**

Multiple elementary – maybe different grades
e.g. 2 x K-3 (or K-2)
2 x 4-6 (or 3-5)
1 middle
1 High school

WHY?
No response

TABLE TEAM 11

1. EQUITY:

A Is equity across the district important? YES or NO
- Yes

B Identify inequities that currently exist in Shaker City Schools (consider programs, staffing, demographics, facilities etc)
- AP/IB demographics of students of color
- Transportation

C Identify strategies to achieve equity
- Ensure equitable teaching of lower grade levels to better prepare them for AP/IB at high school
- More family engagement
- Mentoring (peer) for students
- Restore purpose and passion within student idea of school

2. GRADE LEVELS:
What is the minimum number of grades that should be in a school? Why?
- 3
- First year: navigating, second year: comfortable, third year: pride, sense of community

3. ELEMENTARY ENROLLMENT CAPACITY:
Which has more advantages?
SMALLER SCHOOLS OR LARGER SCHOOLS? WHY?

A. Educational
o Smaller
- **Why?**
  o More personalized and individualized
  o Better teacher-to-student ratio

B. Social (w/i school)
o Smaller
- **Why?**
  o Build more intimate relationships

C. Operational (management and cost)
o Larger
- **Why?**
  o Less overhead cost

D. Community Context
o Smaller
- **Why?**
  o More communication and collaboration

(Assume 21st century practices in all above)

4. THE SHAKER STRUCTURE:

A Is there an advantage to having all of our students at each grade level have the same school experience? YES or NO
- Yes

B Why?
- Makes equity more achievable

C If "YES," how do we achieve this?
- No response

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

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

B Identify curricular grade groupings

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

C Identify ideal grade groupings

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6. CHOOSE THE MOST APPROPRIATE:

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   vs
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   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**

#1 Pre-K operating alone in a single location

WHY?

Different regulations and guidelines within curriculum

B ELEMENTARY YEARS

1. **(Pre)K-4 followed by 5-6 (CURRENT)**
   vs
2. **(Pre)K-2 followed by 3-4 followed by 5-6**
   vs
3. **(Pre)K-5 OR 6**
   No response

WHY?

Help build relationships

C MIDDLE YEARS

1. **7-8 (CURRENT)**
   vs
2. **6-7-8**
   vs
3. **6-7-8-9**

#2 6-7-8

WHY?

Similar developmental stages

D HIGH SCHOOL

1. **9-10-11-12 (CURRENT)**
   vs
2. **10-11-12**

1 9-10-11-12

WHY?

- Implementing career and college prep structures
- Offers 9th graders full access to electives

E ALL GRADES K-12

1. **Multiple lower elementary schools + one upper elementary school + one middle + one high school (CURRENT)**
   vs
2. **"Newer and fewer" elementary school buildings + one middle + one high school**

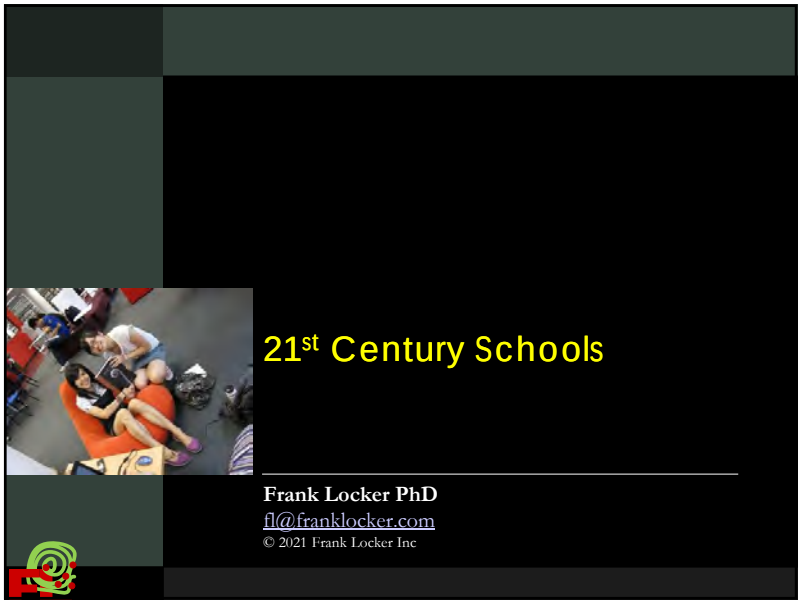
2 "Newer and fewer" elementary school buildings

WHY?

In need of modernizing our facilities to be more supportive for the future of learning

Whole Group Discussion

- Equity is not the biproduct
- Will not happen if we have innovative learning spaces
- What about class size?
- PD needed for real change
- Students should do
- Students involved
- Need more kids involved


21st Century Schools
Frank Locker PhD
fl@franklocker.com
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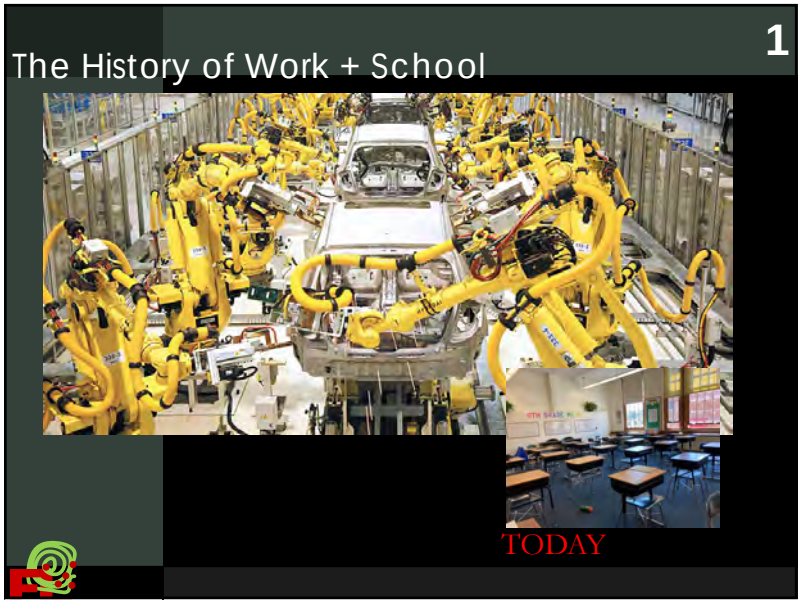
1

The History of Work + School
1
100 YEARS AGO
75 YEARS AGO
50 YEARS AGO
TODAY

2

The History of Work + School
1
100 YEARS AGO

3


The History of Work + School
1
TODAY

4

The History of Work + School

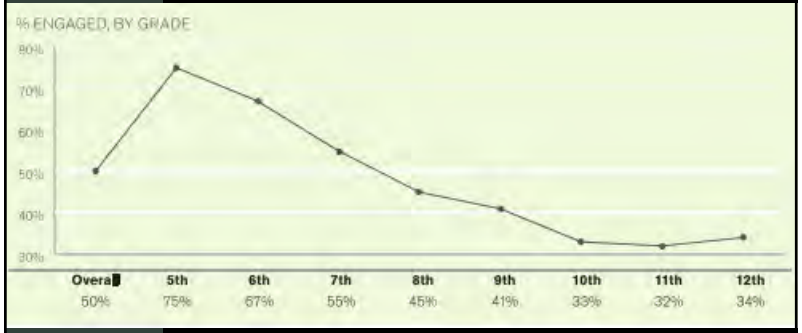
1

TODAY

5

Student Engagement

2



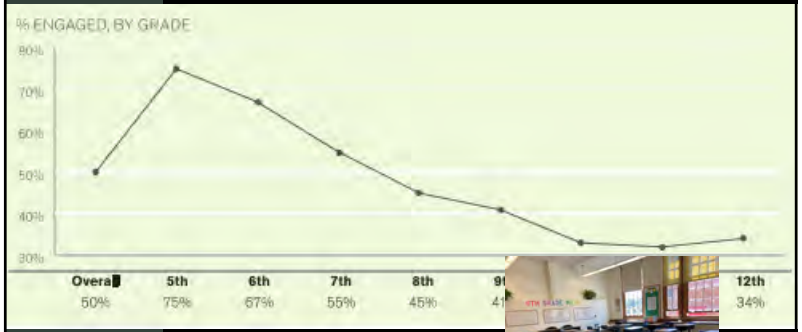
ENGAGEMENT:
The involvement in and enthusiasm for school.
Engaged students are excited about what's happening at their school and what they're learning.
These students contribute to the learning environment, and they are psychologically committed to their school.

Gallup Poll 2015

6

Student Engagement

2



ENGAGEMENT:
The involvement in and enthusiasm for sch
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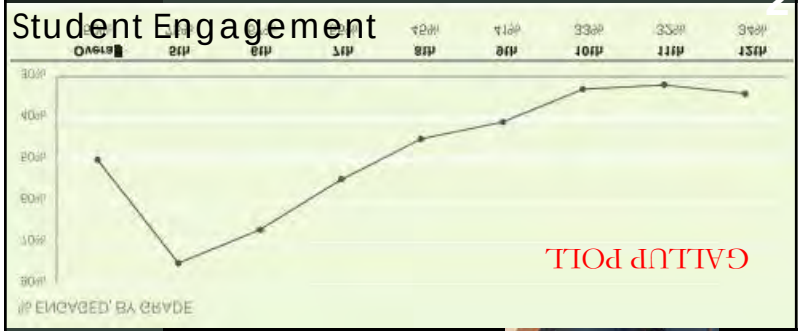
Gallup Poll 2015

7

Student Engagement

2



Gallup Poll, Public School Student Engagement 2015

8

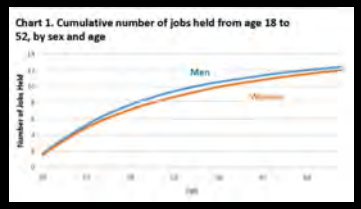
The Future

3

Future of Work

Over 2 billion jobs will disappear by 2030

Students in school today will have had 10 different jobs by age 38



As a rule of thumb, 60% of the jobs 10 years from now haven't been invented yet

9

The Future of School

3

10

Creating Innovators

4

Tony Wagner
Creating Innovators

"When a student can learn everything they need to know from the internet, the curriculum is no longer important.
The school experience is."

11

Creating Innovators

4

Tony Wagner
Creating Innovators

"What you know is not important.
What you do is."

12

20th vs 21st Century Learning

5

20th CENTURY TEACHER CENTERED	21st CENTURY STUDENT CENTERED
•Focus on teaching efficiency	
•Rudimentary math + English skills	”Deeper Learning”
•Content knowledge	Self knowledge, content managemet
•Broadcast teaching	Personalized learning
•Students work alone	Small group collaboration
•Content is abstracted	Real application
•Teacher is holder of knowledge	Teacher is guide
•Teacher works alone	Teaming, co-teaching, collaboration
•Subjects taught separately	Interdisciplinary learning
•Mostly direct instruction, lecture + papers	Project-based learning

13

Measures of Success

HOW DO WE KNOW WE ARE DOING THE RIGHT THING?

- Standardized testing
- Course failure rates
- Attendance rates
- Graduation rates
- Student behavior
- Parent involvement
- College/post-secondary admission
- College/post-secondary graduation
- Others?

14

Measures of Success: Student Talk

6

HOW DO WE KNOW WE ARE DOING THE RIGHT THING?

What do students want to talk about when they get home from school?

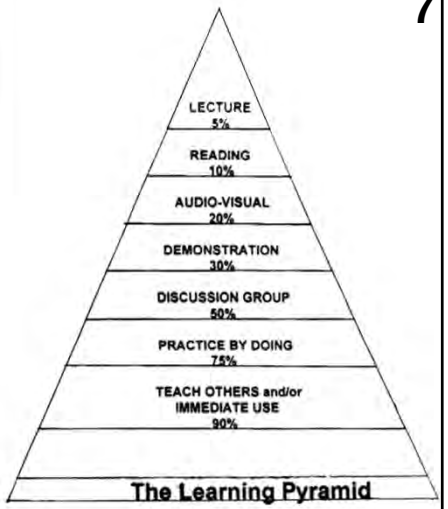
15

Learning Pyramid

7

Rate of retention of different modes of learning

ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING

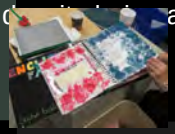


16

Can School Organization Improve Learning? 8

THEMATIC LEARNING

- Franklin HS, Franklin, MA
  - o 1700 students
  - o Within the departmental HS are thematic Small Learning Communities (SLCs)
    - o Integrated Arts (right brained learning
    - o STEM (left brained learning)
  - o Daily deliveries are different
  - o Where else would you find a course called "How to survive d… an artist?"

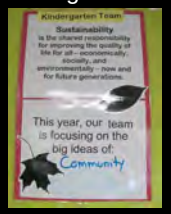


17

Can School Organization Improve Learning? 8

THEMATIC LEARNING

Sustainable Living Elementary School, Burlington, VT



Integrated Arts Elementary School, Burlington, VT

Core learning goes up when arts are integrated in core classrooms, especially for English language learners

Frank Locker Educational Planning

18

Can School Organization Improve Learning? 8

THEMATIC LEARNING

Sustainable Living Elementary School, Burlington, VT
Integrated Arts Elementary School, Burlington, VT

- Students who had been in charter and private schools returned to the district to attend these (magnet) schools
- From 95% free and reduced lunch (FRL or FARM) to 50%-60%; district average is 50%+-
- Before almost 100% of the higher income families in the attendance area applied for variances into the other 4 schools; now almost none do
- Before the MS teachers knew which student came from these 2 ESs. Now:
  - "Now I cannot tell what school they have come from."
  - "It's obvious which students come from the magnet schools as they are so comfortable speaking up and being leaders
  - They keep me on my toes as I cannot just teach the way I used to; they expect more than traditional teaching."

Frank Locker Educational Planning

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Building Relationships 9

MAGIC OF 150

Dunbar's Number

The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person.

150 is really 100 to 225

GOOGLE THE "MAGIC OF 150"

20

Building Relationships: Multi-Age + Looping 10

EAST LYME MS, EAST LYME, CT

Floor G

Floor 1

Floor 2

900 students

Grades 5-8

- Single Grade w/ Looping
- Multi-age
- ~~Grade level~~

Friar Associates Architects

21

Building Relationships: Multi-Age + Looping 10

MONTESSORI SCHOOLS (PUBLIC)

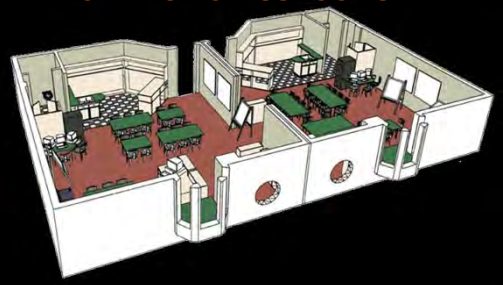
- Three year multi-age groupings (K-2, 3-5 and variations)
  - Same teacher three years
  - Each year 1/3 move up
  - In a 6 to 8 year elementary sequence each child has 2 to 3 teachers
  - Oldest students are ambassadors, teach younger students
  - Then they become the younger students

22

Building Relationships: Core Teacher Teaming 11

BLUE POINT ELEMENTARY SCHOOL, Scarborough, ME

K-2 MULTI-AGE CLASSROOMS



"How can we teach children collaboration if every adult they see in the building is working alone?"

PDT Architects

23

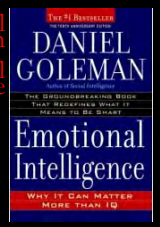
Social/ Emotional Learning 12

SUCCESS IN LIFE

Emotional Intelligences

Daniel Goleman

Emotional Intelligence



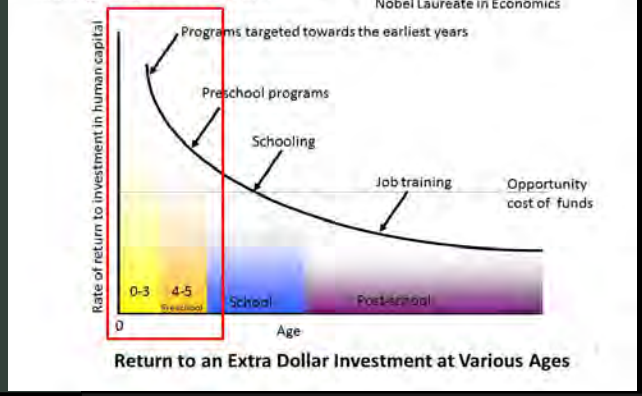
"85% of success is based on your EQ, not your IQ"

24

Pre-Kindergarten Programs

13

We have the greatest impact on the trajectory of student lives during the preschool years. James Heckman, University of Chicago Nobel Laureate in Economics



Return to an Extra Dollar Investment at Various Ages

25

Integration: STEM/ STEAM

14a

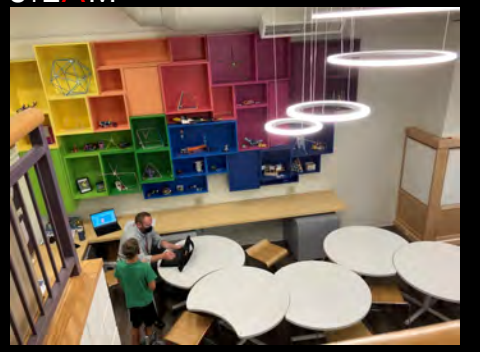
STEM Program, Newton North High School, Frank Locker Educational Planning

High Tech Elementary, San Remos, CA

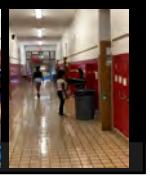
26

Integration: STEM/ STEAM

14a



MAKER SPACE



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Integration: Core Learning

14b

OXFORD HILLS COMPREHENSIVE HS, S. PARIS, ME

- HUMEX
  - Four teachers (ELA, math, social studies, science) created HUMEX (Human Experience)
  - 4 teachers synchronous, 100 students
  - Sequential PBL projects all year
  - Students needing teacher help sought the teacher they felt most comfortable with, not the one credentialed in the curriculum area
- TEACHER TEAMING
  - 1200 students
  - Shifted from departmental organization to four-teacher teams (ELA, math, social studies, science)
  - Course failure rate dropped by 50% w/i 18 months

28

Integration: Arts + Academics

14c

HIGH TECH HIGH, SAN DIEGO, CA

Art teacher co-teaches with ELA teacher

Storyboards not papers

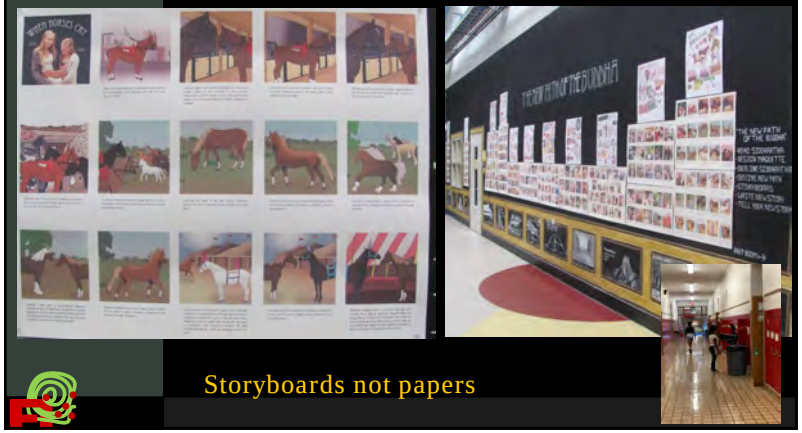
29

Integration: Arts + Academics

14c

HIGH TECH HIGH, SAN DIEGO, CA

Art teacher co-teaches with ELA teacher



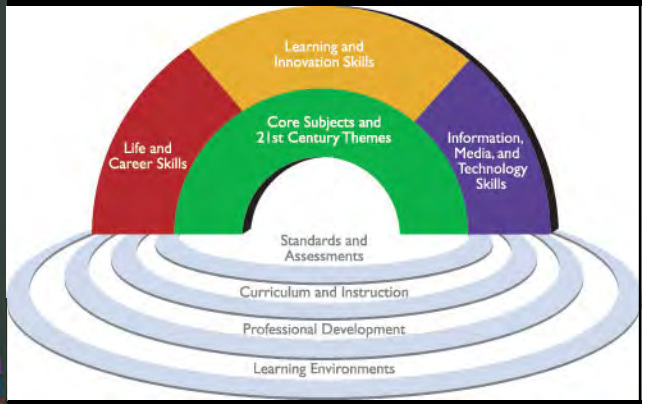
Storyboards not papers

30

21st Century Skills

15

PARTNERSHIP FOR 21ST CENTURY LEARNING



BATTELLE FOR KIDS

31

21st Century Skills

15

PARTNERSHIP FOR 21ST CENTURY LEARNING

THE FOUR 'Cs"

- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration

32

Mastery Transcript Consortium

16

ALTERNATIVE/SUPPLEMENT TO THE SATs

- Alternative model of assessment, crediting + transcript generation: essential skills
- Top universities and colleges have agreed to use
- Creativity, Critical Thinking, Communication, Collaboration
- Self-Directed Learning, Grit

33

Project-Based Learning Africa Discovery

17

MANCHESTER, MA, MEMORIAL SCHOOL

21st Century Skills in Action: Manchester Memorial School, Gr. 6

A social studies unit on Africa was used to teach global awareness, technology skills, music and art at this Manchester-Essex school. Each student chose an African country to study in depth, did their research online, created their final projects using Powerpoint and presented them using SMART Boards. While this project was ongoing, students discussed and constructed African masks in art class, and learned about and practiced African drumming in Music class. More on this program: http://www.doe.mass.edu/edtech/practices/manchester/intro.htm.

21st century skills used in this project: global awareness, creativity, technology, collaboration, communication, problem solving

Massachusetts Dept Education 21st Century Skills Task Force

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Project Based Learning

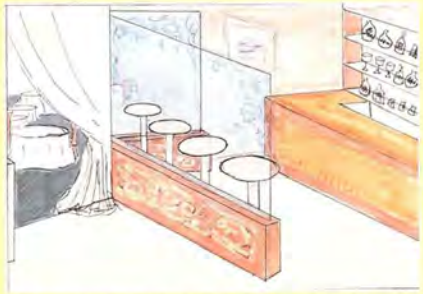
17

CAFÉ PARETEN, ARLINGTON, MA, HIGH SCHOOL

21st Century Skills in Action: Arlington High School, Gr. 11

Honors French students were divided into small groups and asked to **create a restaurant in France**. Students used the Internet to research real estate listings, learned about the Euro to consider price options, selected a financial planning method based on interest rates and incentive programs, and used professional software to create a business and marketing plan aimed at their target clientele. Once the plans were complete students developed and priced their menus, sketched out the interior design and used architectural software to lay out the furniture. The project ended with oral presentations done in both English and French. Local restaurant designers and architects were invited in to hear the English presentations. The project lasted the entire year, and was conducted entirely in French.

More on this project: http://www.doe.mass.edu/edtech/practices/arl/intro.htm.



21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.

35

Project Based Learning

17

CAFÉ PARETEN, ARLINGTON, MA, HIGH SCHOOL

PROJECT REQUIREMENTS

- Business plan
- Real estate analysis (in Paris)
- Café name
- Café space design
- Café menu design
- Nutrition analysis
- Set prices for menu (Euros)
- Correlation of location-market demographics-menu-space design
- Speak French
- Outside experts
- Talk to students in France
- Location mapping
- Business plan spreadsheets
- Menu graphics
- Model of design
- Presentation to "jury"

Arlington HS 11th Grade French Class

36

Project Based Learning 17

CAFE PARELEN, ARLINGTON, MA, HIGH SCHOOL

Arlington HS 11th Grade French Class

37

Project Based Learning 17

CAFE PARELEN, ARLINGTON, MA, HIGH SCHOOL

Arlington HS 11th Grade French Class

38

Design Thinking Making Things to Learn 18

BRIGHTWORKS SCHOOL, San Francisco, CA

39

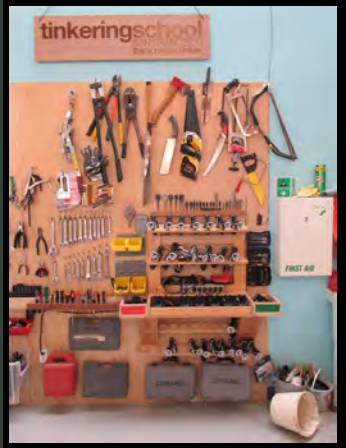
Design Thinking Making Things to Learn 18

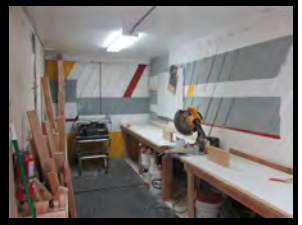
BRIGHTWORKS SCHOOL, San Francisco, CA

Don’t forget Steven Levy!

40

Design Thinking
Making Things to Learn
18
BRIGHTWORKS SCHOOL, San Francisco, CA



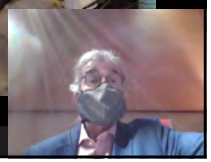


41

Design Thinking
Making Things to Learn
18
NU VU STUDIO, Cambridge, MA

42

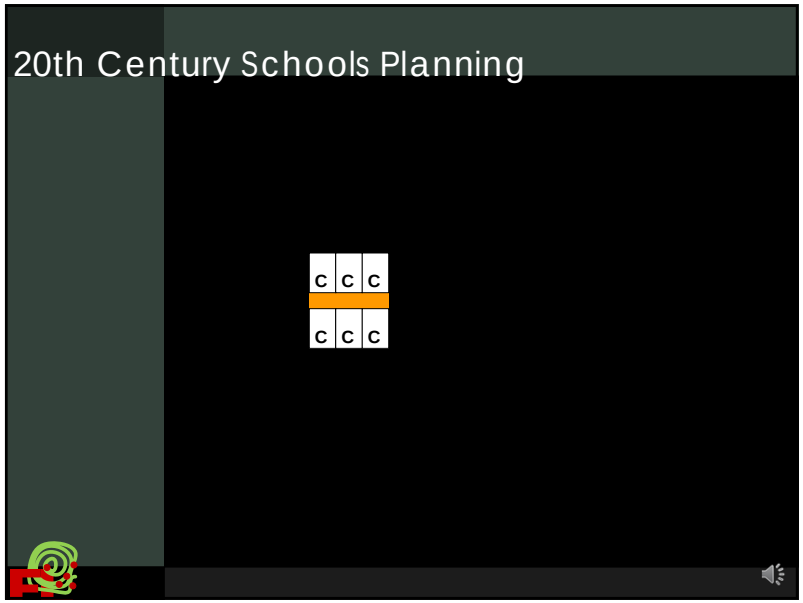
Design Thinking
Making Things to Learn
18
NU VU STUDIO, Cambridge, MA



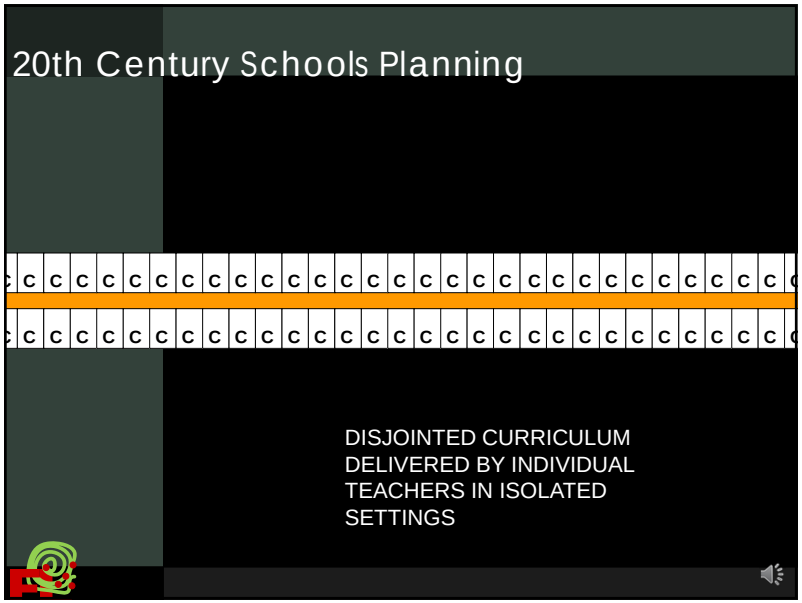
43

Break

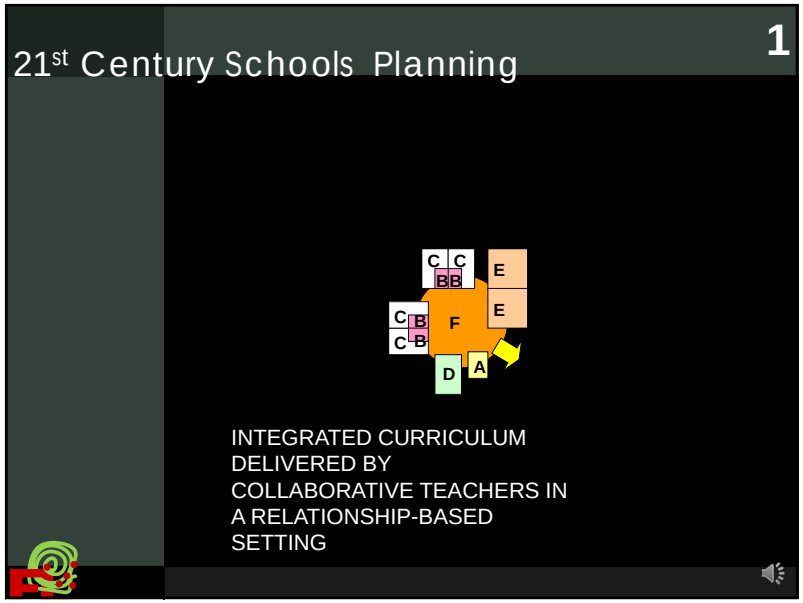
44


20th Century Schools Planning
C C C
C C C

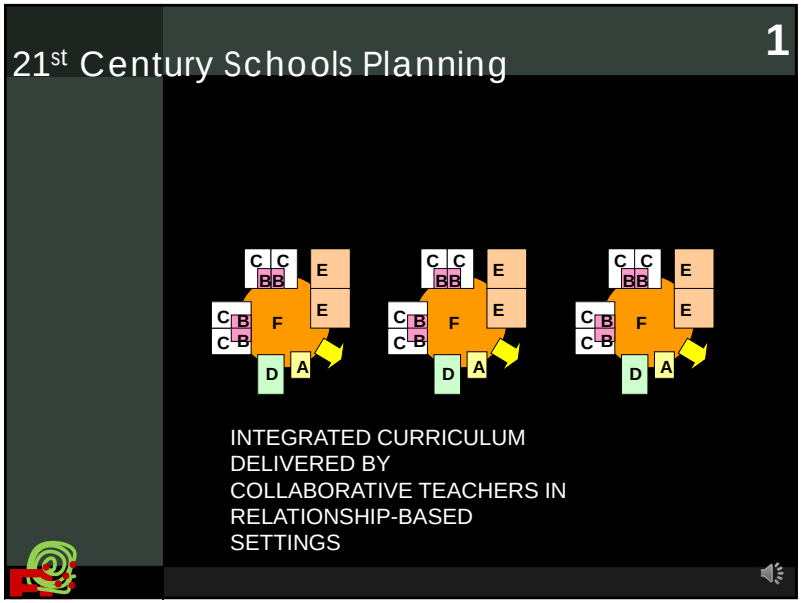
45


20th Century Schools Planning
DISJOINTED CURRICULUM
DELIVERED BY INDIVIDUAL
TEACHERS IN ISOLATED
SETTINGS

46


21st Century Schools Planning
1
INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

47


21st Century Schools Planning
1
INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
RELATIONSHIP-BASED
SETTINGS

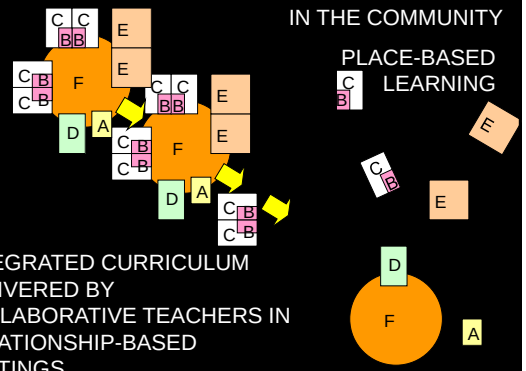
48

21st Century Schools Planning

1

INTERNSHIPS + SERVICE LEARNING IN THE COMMUNITY

PLACE-BASED LEARNING



INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN RELATIONSHIP-BASED SETTINGS

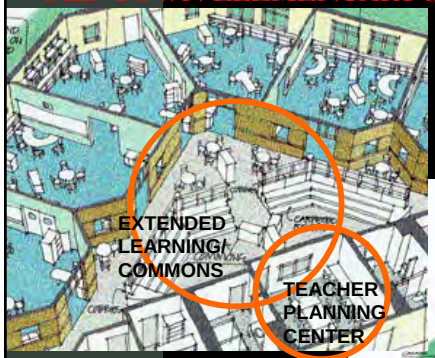
49

Small Learning Communities

2

OLD TOWN ELEMENTARY SCHOOL, Old Town ME

- Teacher Collaboration
- Community of Learners
- Authentic Assessments



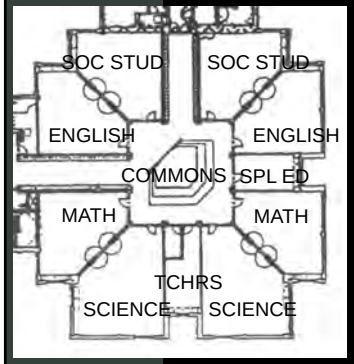
Frank Locker educational planner PDT Architects

50

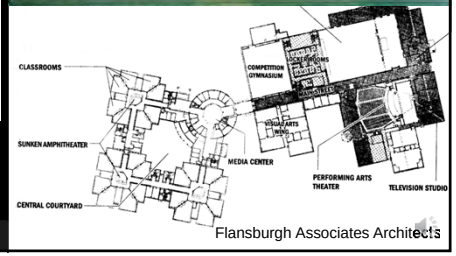
Small Learning Communities

2

IPSWICH MS/HS, Ipswich MA



STEPS NOT ADA COMPLIANT



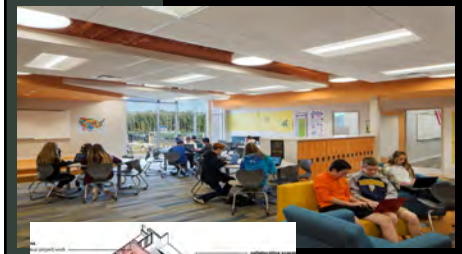
Flansburgh Associates Architects

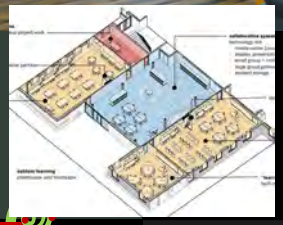
51

Extended Learning Areas

3

MAKE LEARNING FLEXIBLE





52

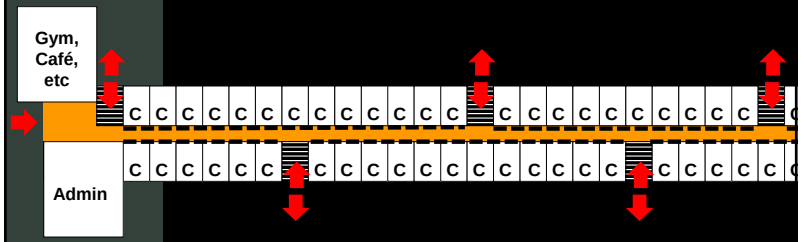
Extended Learning Areas 3

LEARNING IS A SOCIAL ACTIVITY

Moody Nolan Architects

53

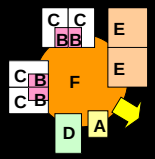
Safety + Security in 20th Century Schools 4



- NO ENTRY PROTECTION
- NO OBSERVATION OF CORRIDORS
- LOCKDOWN BY CLASSROOM
- NO ESCAPE

54

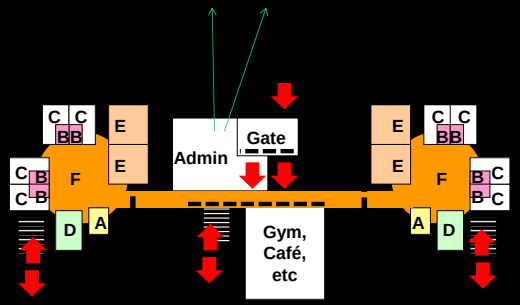
(21st Century Schools) (1)



INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

55

Safety + Security in 21st Century Schools 4



- VISTA OVER ENTRY + SITE
- CONTROLLED ENTRY: GATEKEEPER
- OBSERVATION OF CORRIDORS
- LOCKDOWN BY SUITES OF SPACES
- PLANNED ESCAPE ROUTES

56

Can School Organization Improve Learning? 5a

GRADE GROUPING STRATEGIES

GRADE GROUPINGS IN USA

1. K-5 / 6-8 /9-12
   - PK / K-5 / 6-8 / 9-12
2. K-2 / 3-5 / 6-8 / 9-12
   - PK / K-2 / 3-5 / 6-8 / 9-12
3. K-4 / 5-6 / 7-8 / 9-12
   - PK / K-4 / 5-6 / 7-8 / 9-12
4. K-4 / 5-8 / 9-12
   - PK / K-4 / 5-8 / 9-12
5. K-6 / 7-8 / 9-12
   - PK / K -6 / 7-8 / 9-12
6. K-8 / 9-12
   - PK / K-8 / 9-12
7. K-6/ 7-12
   - PK / K-6 / 7-12
8. PK-12
9. 3-8

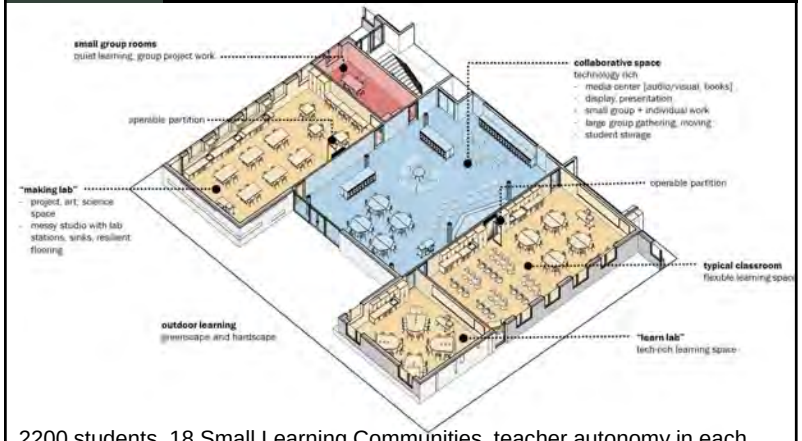
CONSIDERATIONS

1. Curriculum continuity
2. Teacher certifications
3. State testing
4. Number of transitions
5. Knowing of students by teachers
6. School enrollment size
   - Critical mass of teachers
   - Operational costs
   - Educational effectiveness
   - Equity
7. Available facilities
8. Siblings helping each other
9. Convenience for parents

57

Can School Organization Improve Learning? 5b

NORTH RIDGEVILLE 3-8 ACADEMIC CENTER



2200 students, 18 Small Learning Communities, teacher autonomy in each

Frank Locker Educational Planning ThenDesign Architecture

58

Can School Organization Improve Learning? 5b

NORTH RIDGEVILLE 3-8 ACADEMIC CENTER

The 2014 Educational Visioning led to educational practice changes and concepts for the new building.

- Teacher teams
- Teacher autonomy for schedules + room use
- Bell schedule eliminated

After one year in the building:

- Performance **up one letter full letter grade**
- **Gifted students** from a **C to an A**
- **Lowest 20%** in achievement increased from a **D to a C**
- **Gap Closing:** highest score ever, from an **F to a B**
  - (Each following year showed incremental improvements)

Frank Locker Educational Planning

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So You Think You Know Shaker Schools?

SOME CLARIFICATIONS

We are creating a Vision to guide long-term planning for both education + facilities

•Things will not change overnight

Your Vision sets a trajectory, broad concepts

•Others will be involved in next steps
  - If not, the process will fail

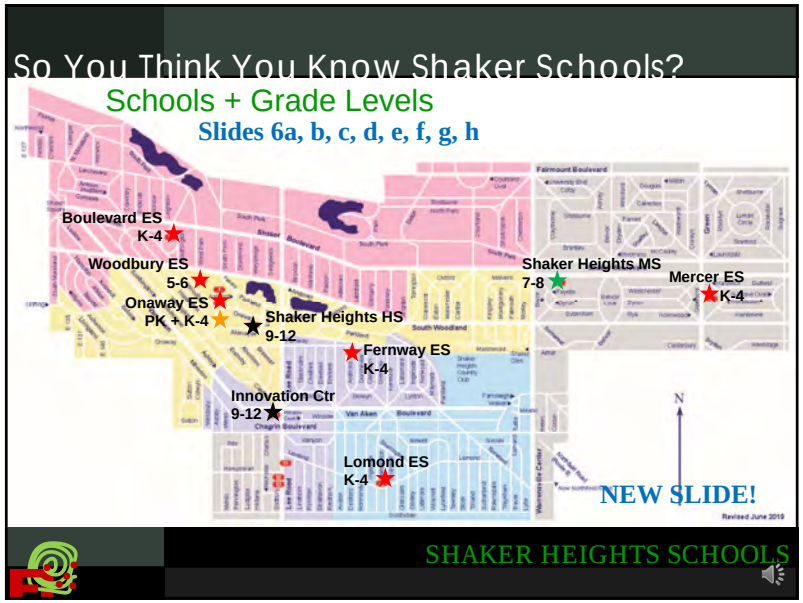
•Your concepts will get augmented, refined, nuanced, and maybe rejected

Your continued involvement is essential

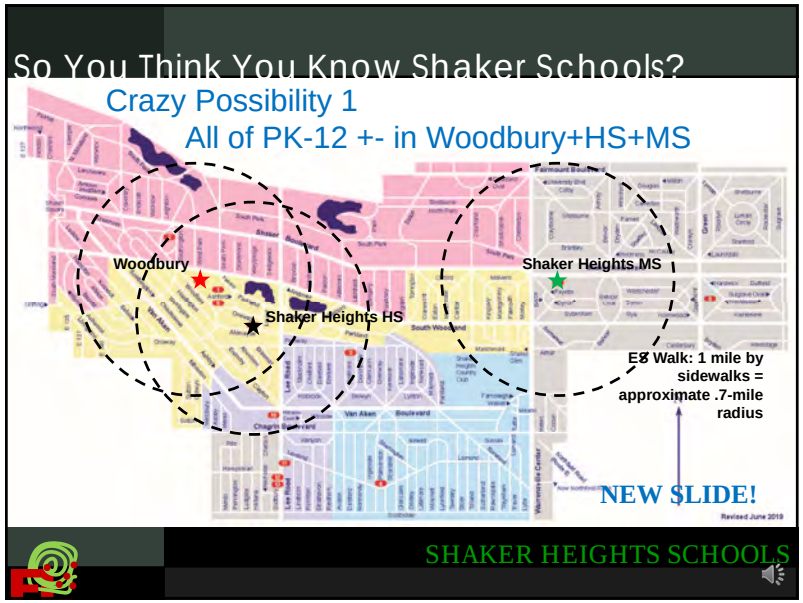
NEW SLIDE!

SHAKER HEIGHTS SCHOOLS

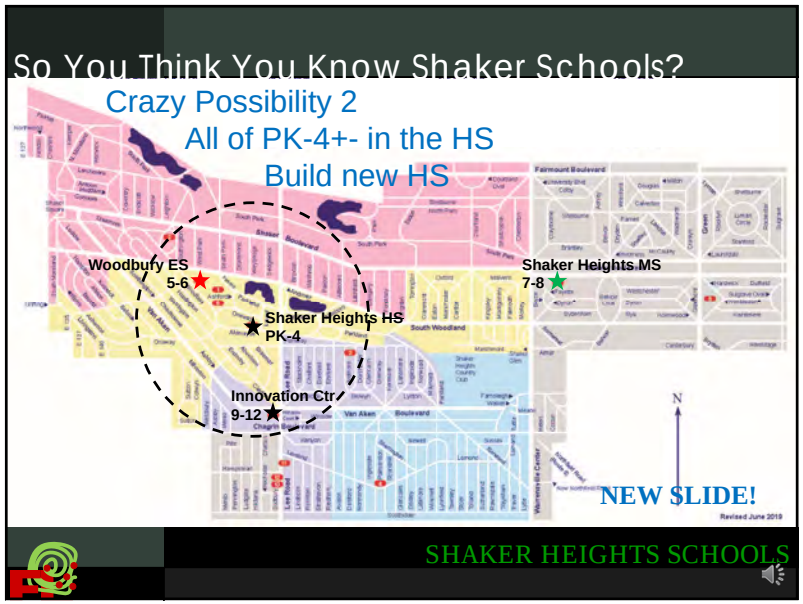
60


So You Think You Know Shaker Schools?
Schools + Grade Levels
Slides 6a, b, c, d, e, f, g, h
Boulevard ES K-4
Woodbury ES 5-6
Onaway ES PK + K-4
Shaker Heights HS 9-12
Fernway ES K-4
Innovation Ctr 9-12
Lomond ES K-4
Shaker Heights MS 7-8
Mercer ES K-4
NEW SLIDE!
SHAKER HEIGHTS SCHOOLS

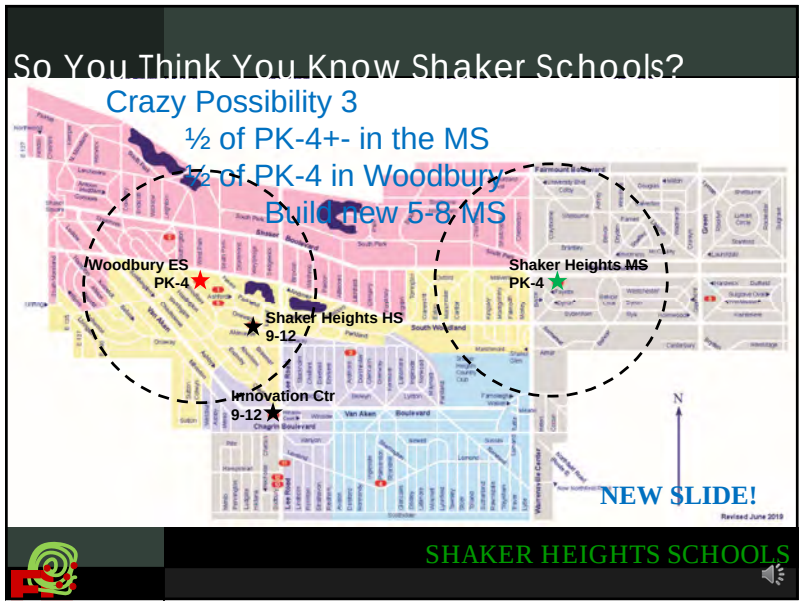
61


So You Think You Know Shaker Schools?
Crazy Possibility 1
All of PK-12 +- in Woodbury+HS+MS
Woodbury
Shaker Heights HS
Shaker Heights MS
ES Walk: 1 mile by sidewalks = approximate .7-mile radius
NEW SLIDE!
SHAKER HEIGHTS SCHOOLS

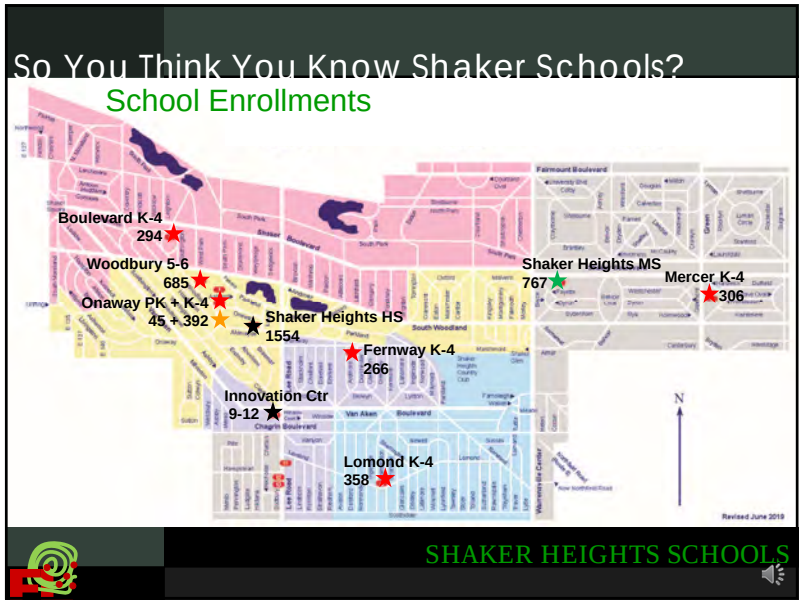
62


So You Think You Know Shaker Schools?
Crazy Possibility 2
All of PK-4+- in the HS
Build new HS
Woodbury ES 5-6
Shaker Heights HS PK-4
Innovation Ctr 9-12
Shaker Heights MS 7-8
NEW SLIDE!
SHAKER HEIGHTS SCHOOLS

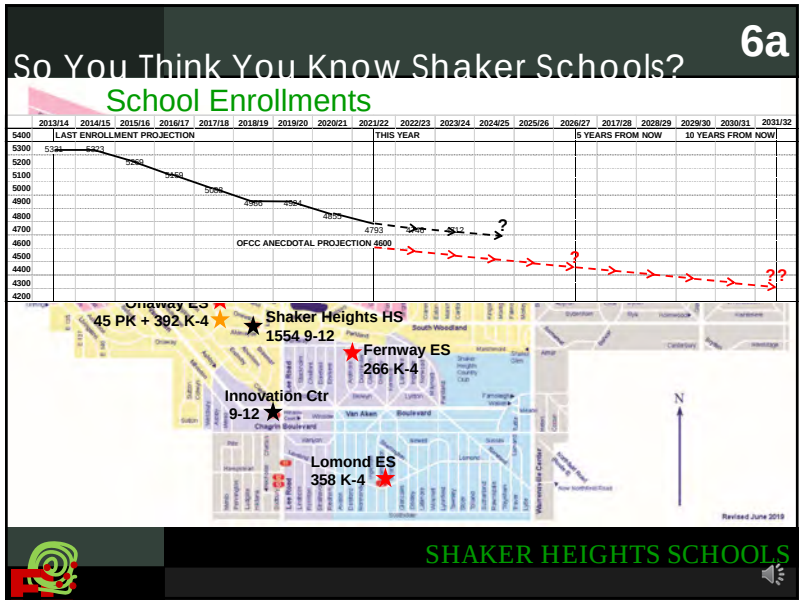
63


So You Think You Know Shaker Schools?
Crazy Possibility 3
½ of PK-4+- in the MS
½ of PK-4 in Woodbury
Build new 5-8 MS
Woodbury ES PK-4
Shaker Heights HS 9-12
Innovation Ctr 9-12
Shaker Heights MS PK-4
NEW SLIDE!
SHAKER HEIGHTS SCHOOLS

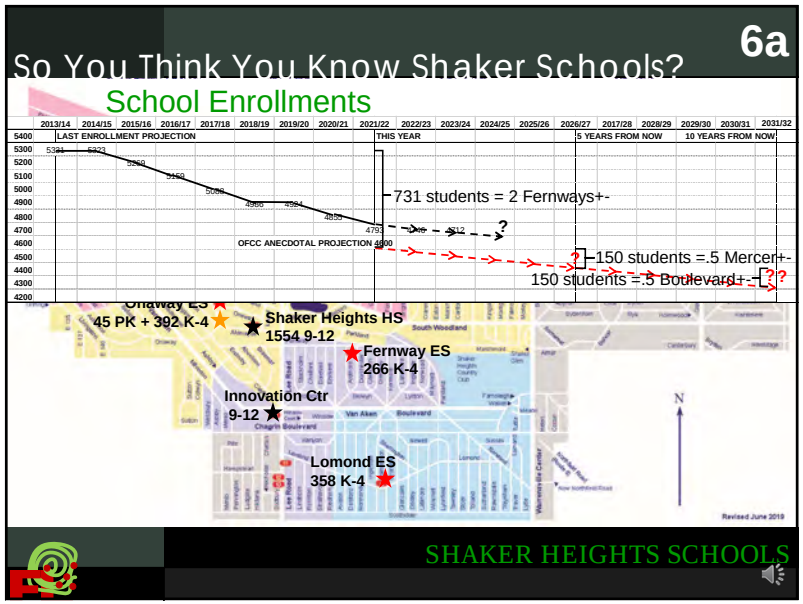
64


So You Think You Know Shaker Schools?
School Enrollments
Boulevard K-4
294
Woodbury 5-6
685
Onaway PK + K-4
45 + 392
Shaker Heights HS
1554
Shaker Heights MS
767
Mercer K-4
306
Fernway K-4
266
Innovation Ctr
9-12
Lomond K-4
358
N
SHAKER HEIGHTS SCHOOLS

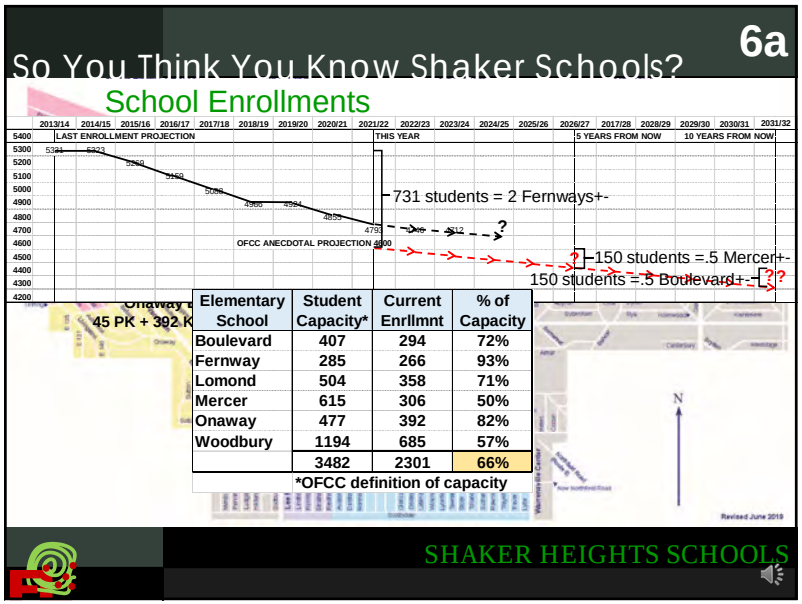
65


6a
So You Think You Know Shaker Schools?
School Enrollments
LAST ENROLLMENT PROJECTION
THIS YEAR
5 YEARS FROM NOW
10 YEARS FROM NOW
OFCC ANECDOTAL PROJECTION 4600
45 PK + 392 K-4
Shaker Heights HS
1554 9-12
Fernway ES
266 K-4
Innovation Ctr
9-12
Lomond ES
358 K-4
N
SHAKER HEIGHTS SCHOOLS

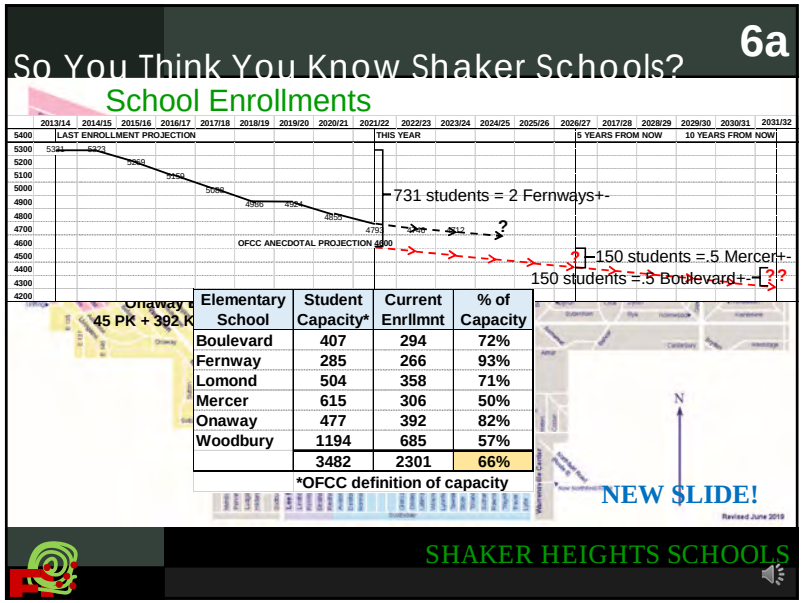
66


6a
So You Think You Know Shaker Schools?
School Enrollments
LAST ENROLLMENT PROJECTION
THIS YEAR
5 YEARS FROM NOW
10 YEARS FROM NOW
731 students = 2 Fernways+-
OFCC ANECDOTAL PROJECTION 4600
150 students =.5 Mercer+-
150 students =.5 Boulevard+-
45 PK + 392 K-4
Shaker Heights HS
1554 9-12
Fernway ES
266 K-4
Innovation Ctr
9-12
Lomond ES
358 K-4
N
SHAKER HEIGHTS SCHOOLS

67


6a
So You Think You Know Shaker Schools?
School Enrollments
LAST ENROLLMENT PROJECTION
THIS YEAR
5 YEARS FROM NOW
10 YEARS FROM NOW
731 students = 2 Fernways+-
OFCC ANECDOTAL PROJECTION 4600
150 students =.5 Mercer+-
150 students =.5 Boulevard+-
45 PK + 392 K
Elementary School | Student Capacity* | Current Enrllmnt | % of Capacity
Boulevard | 407 | 294 | 72%
Fernway | 285 | 266 | 93%
Lomond | 504 | 358 | 71%
Mercer | 615 | 306 | 50%
Onaway | 477 | 392 | 82%
Woodbury | 1194 | 685 | 57%
| 3482 | 2301 | 66%
*OFCC definition of capacity
N
SHAKER HEIGHTS SCHOOLS

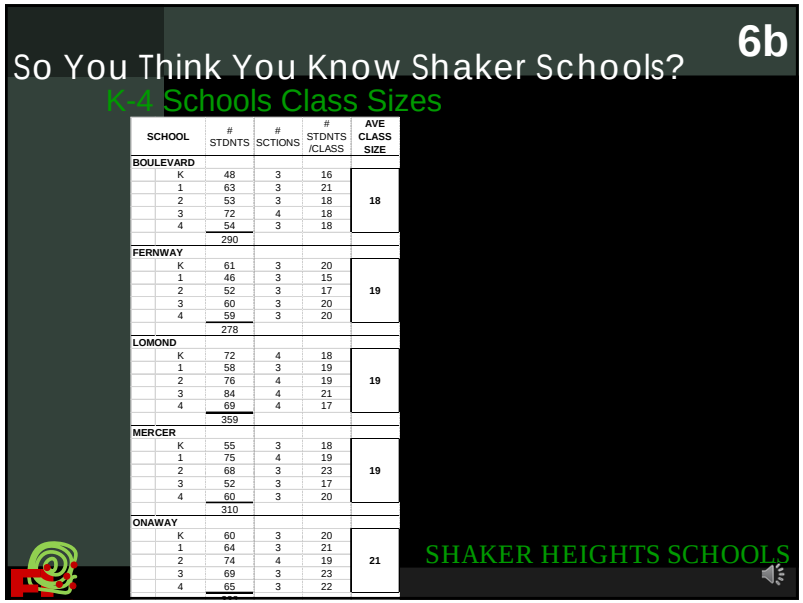
68



Elementary School	Student Capacity*	Current Enrllmnt	% of Capacity
Boulevard	407	294	72%
Fernway	285	266	93%
Lomond	504	358	71%
Mercer	615	306	50%
Onaway	477	392	82%
Woodbury	1194	685	57%
	3482	2301	66%

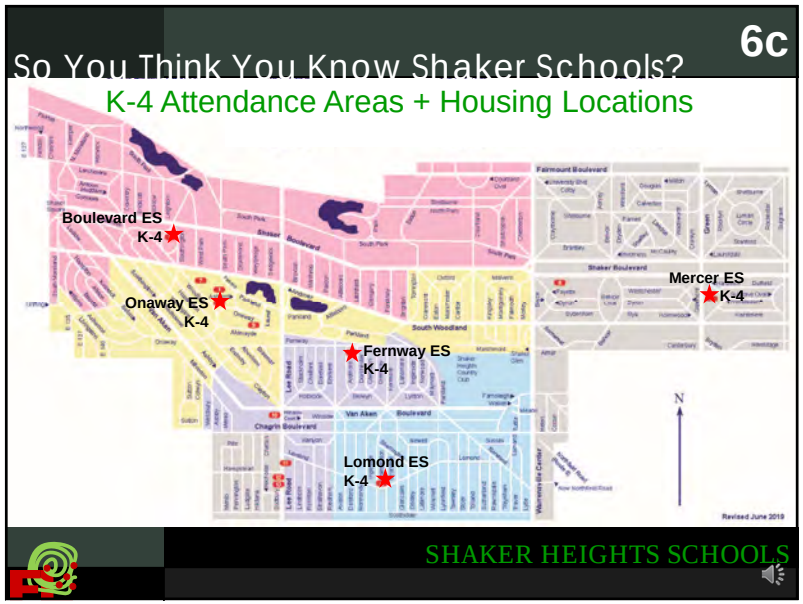
*OFCC definition of capacity

69



SCHOOL		# STDNTS	# SCTIONS	# STDNTS /CLASS	AVE CLASS SIZE
BOULEVARD					
	K	48	3	16	18
	1	63	3	21	
	2	53	3	18	
	3	72	4	18	
	4	54	3	18	
		290			
FERNWAY					
	K	61	3	20	19
	1	46	3	15	
	2	52	3	17	
	3	60	3	20	
	4	59	3	20	
		278			
LOMOND					
	K	72	4	18	19
	1	58	3	19	
	2	76	4	19	
	3	84	4	21	
	4	69	4	17	
		359			
MERCER					
	K	55	3	18	19
	1	75	4	19	
	2	68	3	23	
	3	52	3	17	
	4	60	3	20	
		310			
ONAWAY					
	K	60	3	20	21
	1	64	3	21	
	2	74	4	19	
	3	69	3	23	
	4	65	3	22	

70



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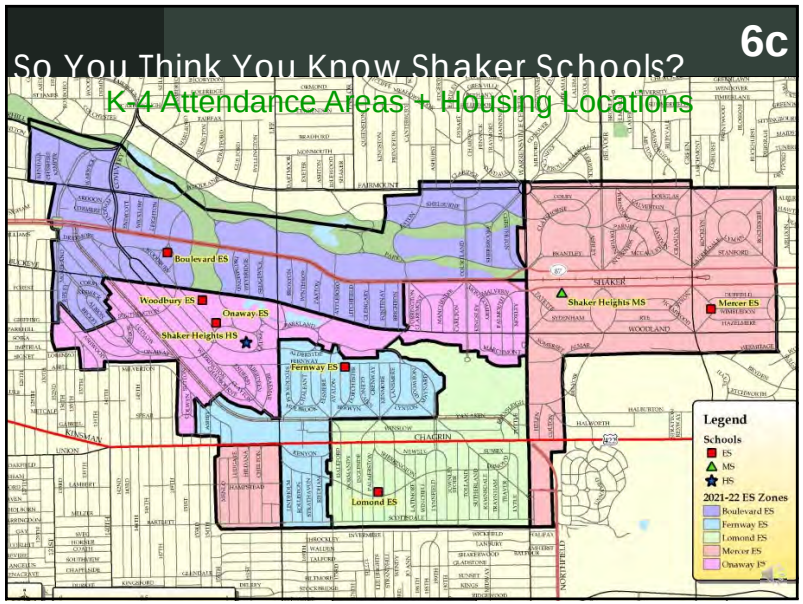

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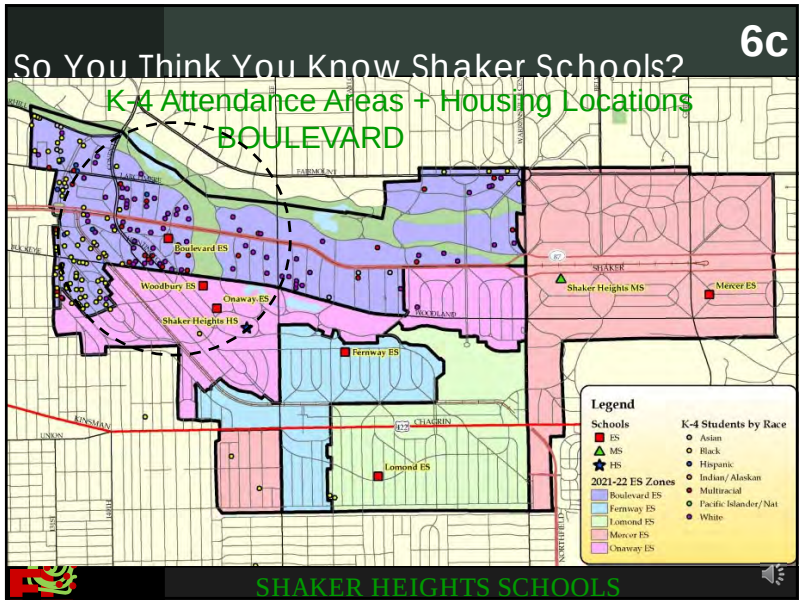
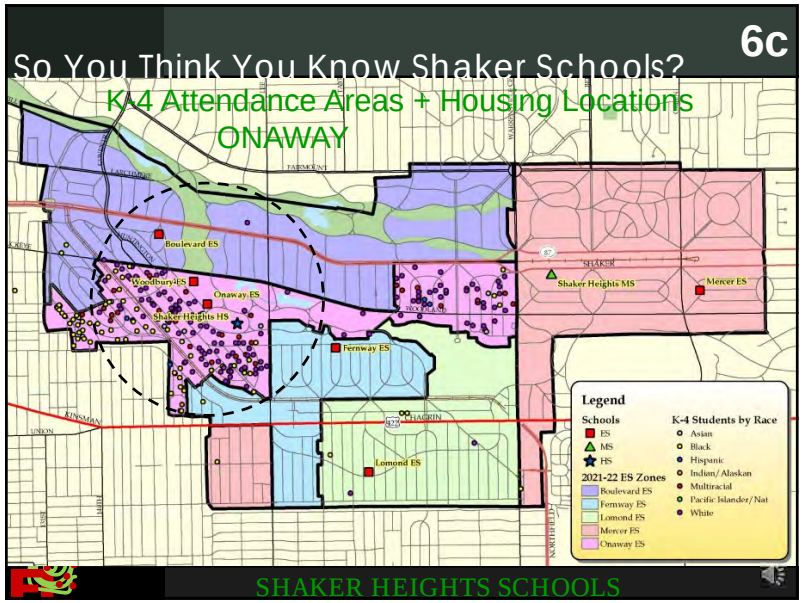
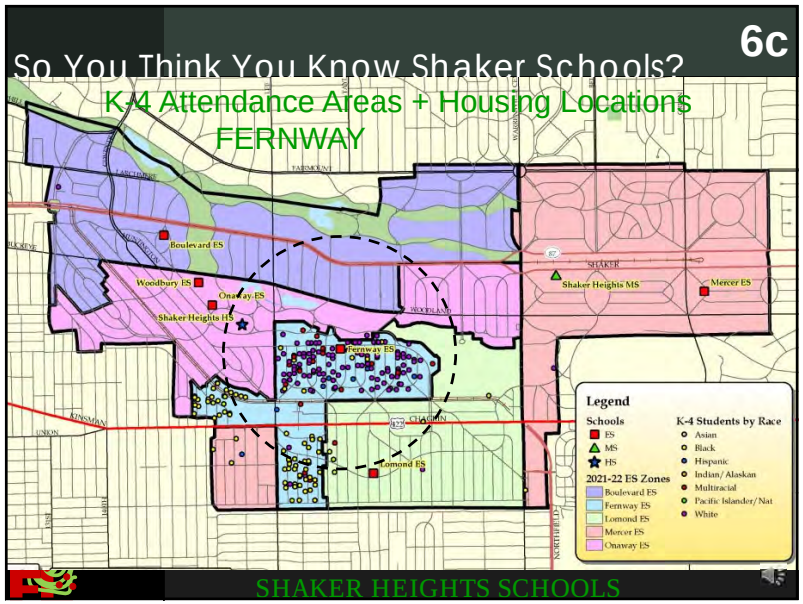

6c
So You Think You Know Shaker Schools?
K-4 Attendance Areas + Housing Locations
BOULEVARD
Boulevard ES
Woodbury ES
Onaway ES
Shaker Heights HS
Fernway ES
Lomond ES
Shaker Heights MS
Mercer ES
Legend
Schools
ES
MS
HS
2021-22 ES Zones
Boulevard ES
Fernway ES
Lomond ES
Mercer ES
Onaway ES
K-4 Students by Race
Asian
Black
Hispanic
Indian/Alaskan
Multiracial
Pacific Islander/Nat
White
SHAKER HEIGHTS SCHOOLS

73


6c
So You Think You Know Shaker Schools?
K-4 Attendance Areas + Housing Locations
ONAWAY
Boulevard ES
Woodbury ES
Onaway ES
Shaker Heights HS
Fernway ES
Lomond ES
Shaker Heights MS
Mercer ES
Legend
Schools
ES
MS
HS
2021-22 ES Zones
Boulevard ES
Fernway ES
Lomond ES
Mercer ES
Onaway ES
K-4 Students by Race
Asian
Black
Hispanic
Indian/Alaskan
Multiracial
Pacific Islander/Nat
White
SHAKER HEIGHTS SCHOOLS

74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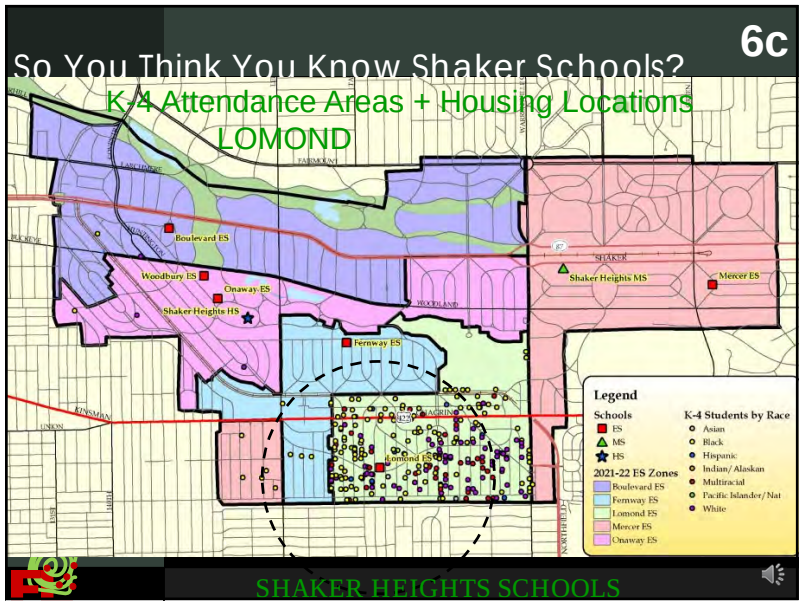
So You Think You Know Shaker Schools?
K-4 Attendance Areas + Housing Locations
FERNWAY
Boulevard ES
Woodbury ES
Onaway ES
Shaker Heights HS
Fernway ES
Lomond ES
Shaker Heights MS
Mercer ES
Legend
Schools
ES
MS
HS
2021-22 ES Zones
Boulevard ES
Fernway ES
Lomond ES
Mercer ES
Onaway ES
K-4 Students by Race
Asian
Black
Hispanic
Indian/Alaskan
Multiracial
Pacific Islander/Nat
White
SHAKER HEIGHTS SCHOOLS

75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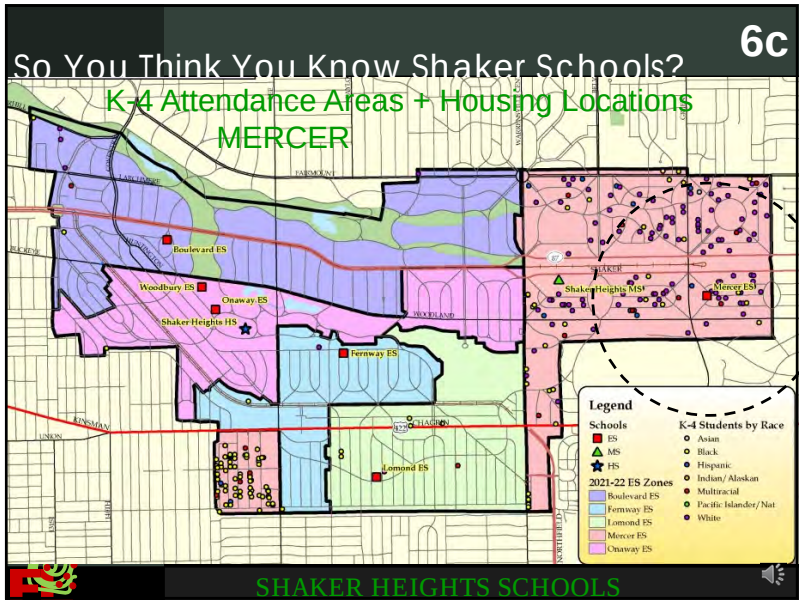
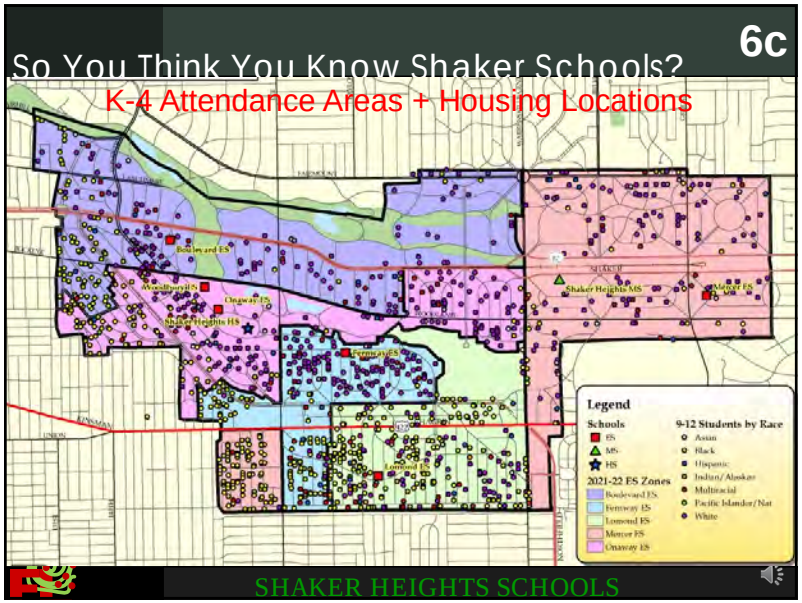
So You Think You Know Shaker Schools?
K-4 Attendance Areas + Housing Locations
LOMOND
Boulevard ES
Woodbury ES
Onaway ES
Shaker Heights HS
Fernway ES
Lomond ES
Shaker Heights MS
Mercer ES
Legend
Schools
ES
MS
HS
2021-22 ES Zones
Boulevard ES
Fernway ES
Lomond ES
Mercer ES
Onaway ES
K-4 Students by Race
Asian
Black
Hispanic
Indian/Alaskan
Multiracial
Pacific Islander/Nat
White
SHAKER HEIGHTS SCHOOLS

76


6c
So You Think You Know Shaker Schools?
K-4 Attendance Areas + Housing Locations
MERCER
Boulevard ES
Woodbury ES
Onaway ES
Shaker Heights HS
Shaker Heights MS
Mercer ES
Fernway ES
Lomond ES
Legend
Schools
ES
MS
HS
2021-22 ES Zones
Boulevard ES
Fernway ES
Lomond ES
Mercer ES
Onaway ES
K-4 Students by Race
Asian
Black
Hispanic
Indian/Alaskan
Multiracial
Pacific Islander/Nat
White
SHAKER HEIGHTS SCHOOLS

77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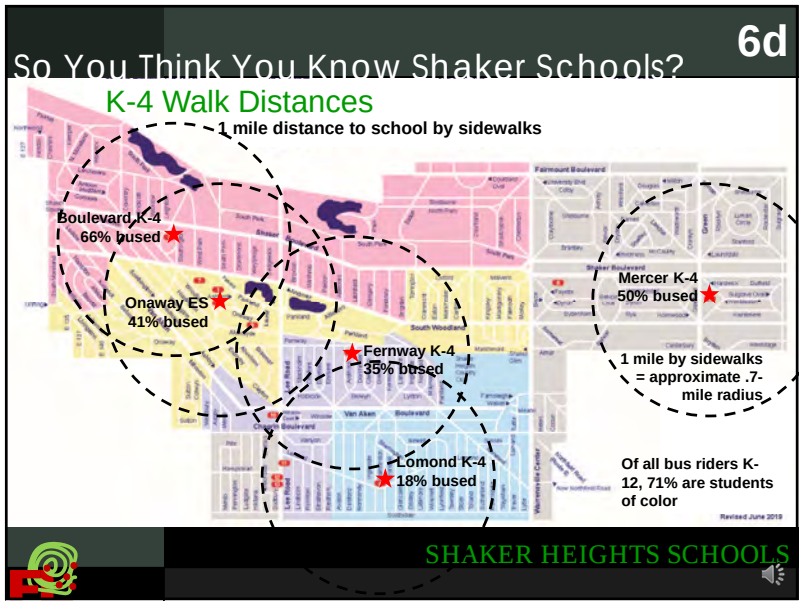
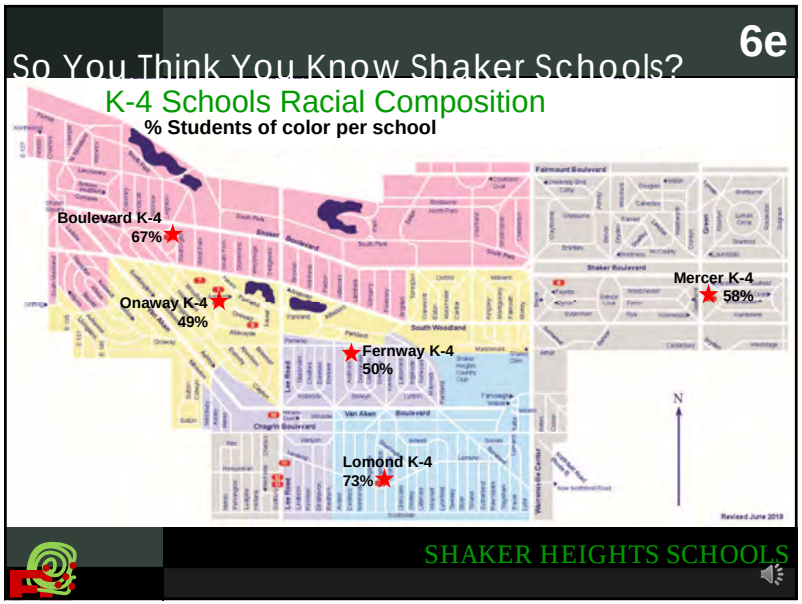
So You Think You Know Shaker Schools?
K-4 Attendance Areas + Housing Locations
Legend
Schools
ES
MS
HS
2021-22 ES Zones
Boulevard ES
Fernway ES
Lomond ES
Mercer ES
Onaway ES
9-12 Students by Race
Asian
Black
Hispanic
Indian/Alaskan
Multiracial
Pacific Islander/Nat
White
SHAKER HEIGHTS SCHOOLS

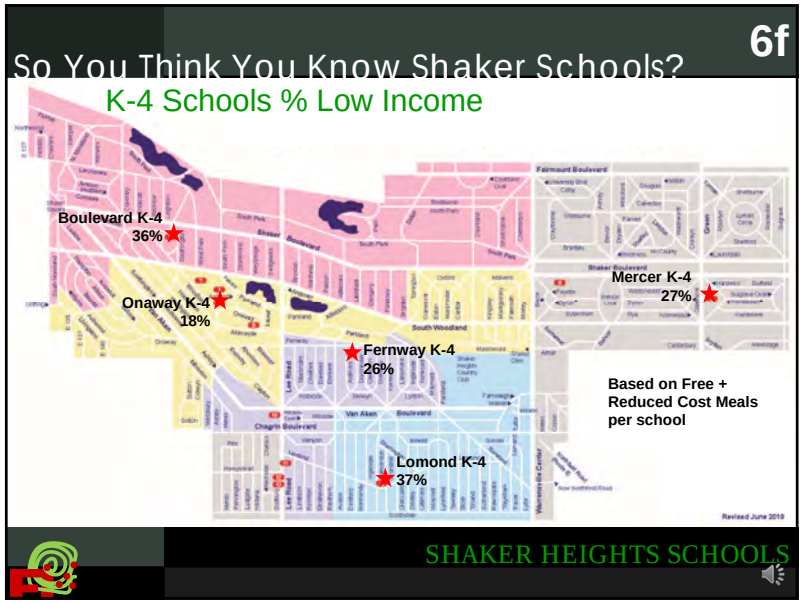
78


6d
So You Think You Know Shaker Schools?
K-4 Walk Distances
1 mile distance to school by sidewalks
Boulevard K-4
66% bused
Onaway ES
41% bused
Fernway K-4
35% bused
Mercer K-4
50% bused
1 mile by sidewalks
= approximate .7-
mile radius
Lomond K-4
18% bused
Of all bus riders K-
12, 71% are students
of color
SHAKER HEIGHTS SCHOOLS

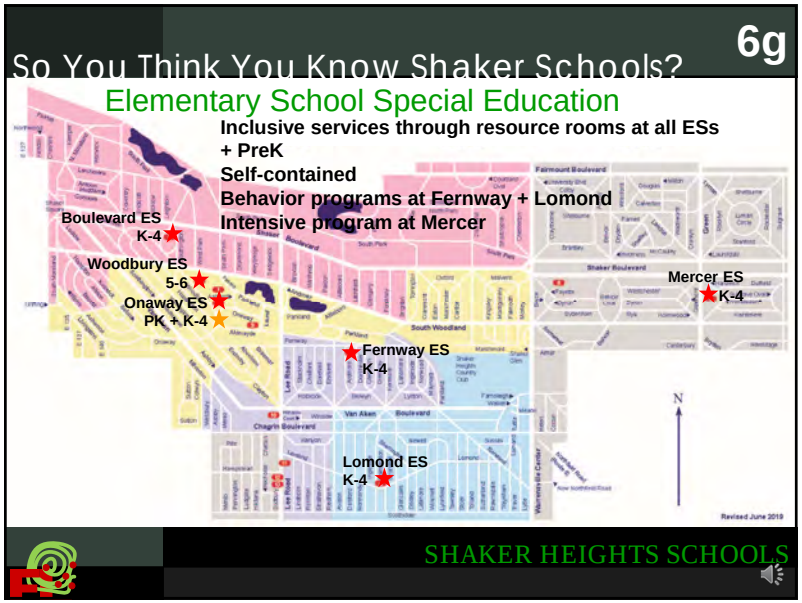
79


6e
So You Think You Know Shaker Schools?
K-4 Schools Racial Composition
% Students of color per school
Boulevard K-4
67%
Onaway K-4
49%
Fernway K-4
50%
Mercer K-4
58%
Lomond K-4
73%
N
SHAKER HEIGHTS SCHOOLS

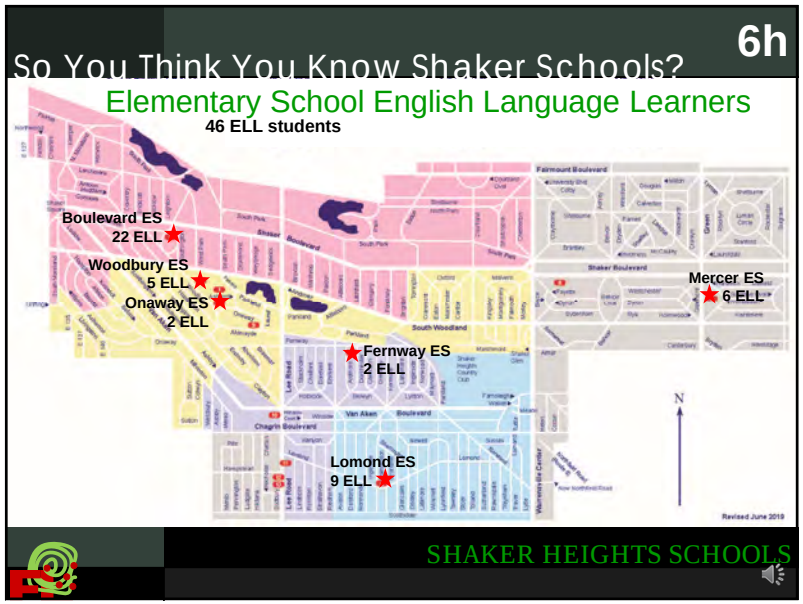
80


6f
So You Think You Know Shaker Schools?
K-4 Schools % Low Income
Boulevard K-4
36%
Onaway K-4
18%
Mercer K-4
27%
Fernway K-4
26%
Lomond K-4
37%
Based on Free + Reduced Cost Meals per school
SHAKER HEIGHTS SCHOOLS

81


6g
So You Think You Know Shaker Schools?
Elementary School Special Education
Inclusive services through resource rooms at all ESs + PreK
Self-contained
Behavior programs at Fernway + Lomond
Intensive program at Mercer
Boulevard ES
K-4
Woodbury ES
5-6
Onaway ES
PK + K-4
Fernway ES
K-4
Lomond ES
K-4
Mercer ES
K-4
N
SHAKER HEIGHTS SCHOOLS

82


6h
So You Think You Know Shaker Schools?
Elementary School English Language Learners
46 ELL students
Boulevard ES
22 ELL
Woodbury ES
5 ELL
Onaway ES
2 ELL
Fernway ES
2 ELL
Lomond ES
9 ELL
Mercer ES
6 ELL
N
SHAKER HEIGHTS SCHOOLS

83

7
Teacher Planning Centers
CEDAR SPRINGS MIDDLE SCHOOL, Cedar Springs, M
"HOUSE" PLAN
Frank Locker DeJONG Educational Planners BetaDesign Architects

84

Flexible, Varied, Brain-based Furniture

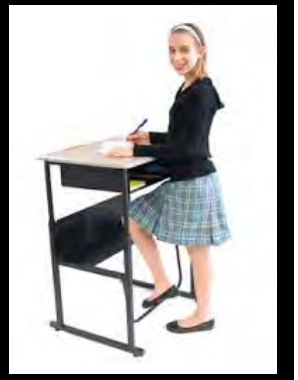
8

85

Flexible, Varied, Brain-based Furniture

8

STAND UP DESKS



Safco AlphaBetter

86

Flexible, Varied, Brain-based Furniture

8

VARIETY IN EVERY ROOM

SHAKER SCHOOLS CLASSROOMS

87

School in Library? Library in Schools?

9a

CITY LIBRARY

SCHOOL REGISTRATION DESK IN CITY LIBRARY

88

School in City Libraries? City Library in Schools? 9b

HALIFAX, NS CITY LIBRARY

89

School in City Libraries? City Library in Schools? 9b

HALIFAX, NS CITY LIBRARY

90

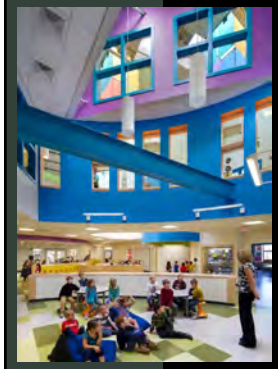
End of the Library as We Know it Today 10

VICTORIA, AUSTRALIA DEPT EDUCATION

91

End of the Library as We Know it Today 10

CONCORD, NH ELEMENTARY SCHOOLS



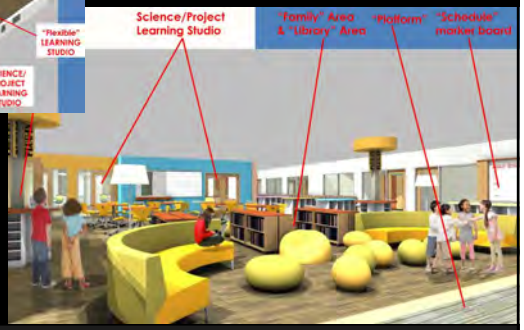
HMFH Architects

92

End of the Library as We Know it Today

10

WEST MUSKINGUM ELEMENTARY SCHOOL, Zanesville, OH



Frank Locker Educational Planner/Fanning/Howey Architects Engineers

93

End of the Cafeteria as We Know it Today

11

Glacier High School, Kalispell, MT
CTA Architects

Fairfield, OH Freshman School
SHP Leading Design Architects

Frank Locker Educational Planning

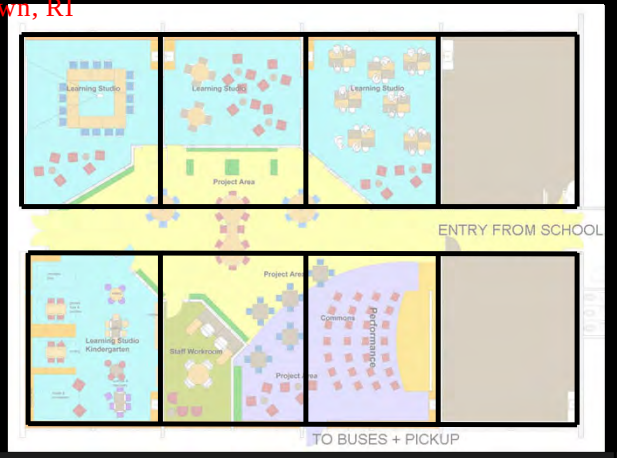
94

The End of Isolated Teaching

12

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Teacher Teams, Multi-Age, Flexible Student Groups



Frank Locker/Fielding Nair International Educational Planners Litman Architects

95

The End of Isolated Teaching

12

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Frank Locker/Fielding Nair International Educational Planners Litman Architects

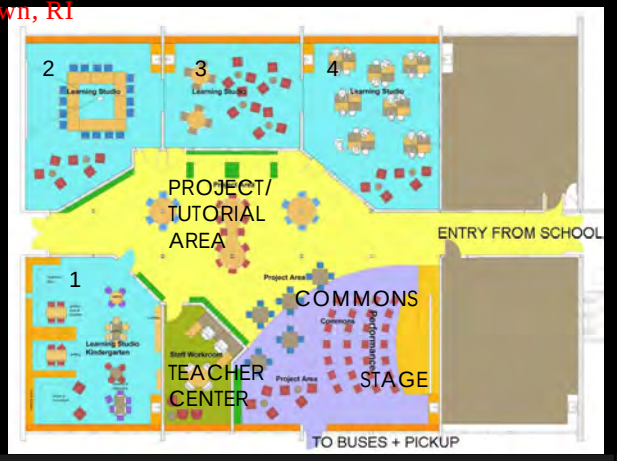
96

The End of Isolated Teaching

12

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

4 Core Teachers + 2 Spl Ed Teachers + Specialists with 85 Students



Frank Locker/Fielding Nair International Educational Planners Litman Architects

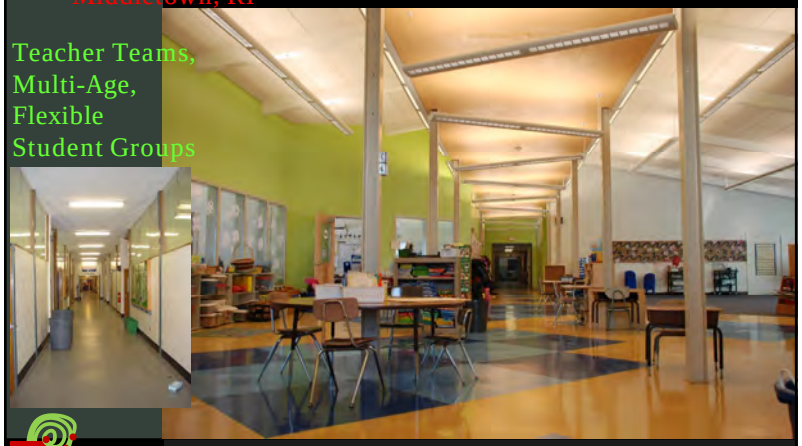
97

The End of Isolated Teaching

12

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Teacher Teams, Multi-Age, Flexible Student Groups



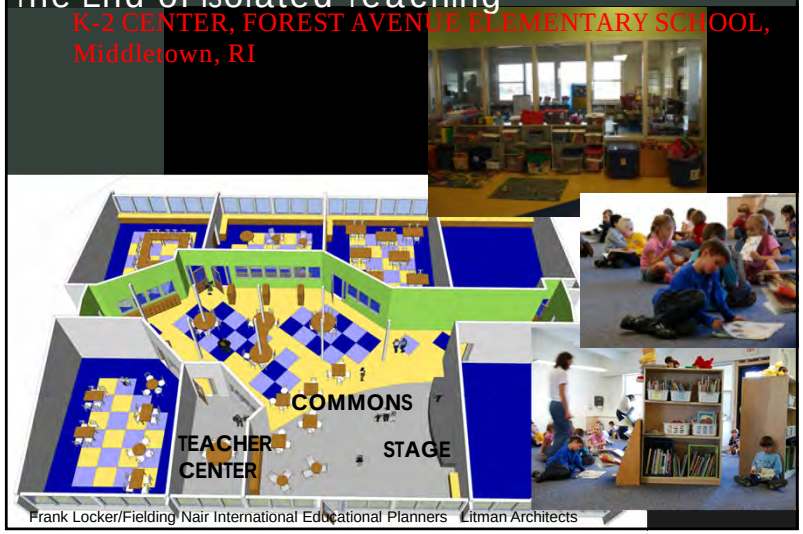
Frank Locker/Fielding Nair International Educational Planners Litman Architects

98

The End of Isolated Teaching

12

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI



Frank Locker/Fielding Nair International Educational Planners Litman Architects

99

The End of Isolated Teaching

12

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Nair International Educational Planners Litman Architects

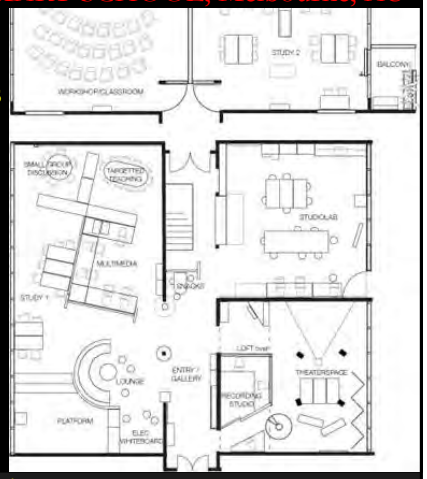
100

End of the Classroom as We Know it Today 13a

WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU

- Year 5 + 6
- 110 Students
- Teacher Teams
- Activity Zones
- Project-Based Learning

- High Poverty
- Test Scores at 36% - 73% vs 12% Expected per Student Family Occupation

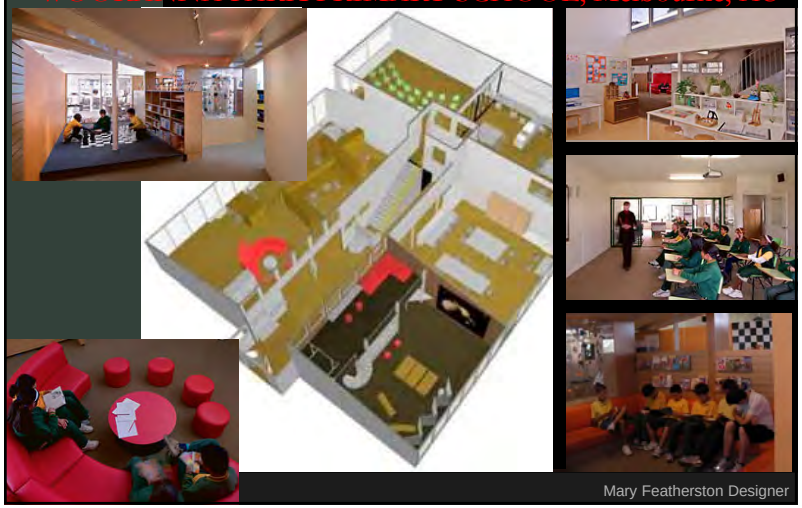


Mary Featherston Designer

101

End of the Classroom as We Know it Today 13a

WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU



Mary Featherston Designer

102

End of the Classroom as We Know it Today 13b

CENTER FOR INNOVATIVE STUDIES, Milan, MI

Fanning/Howey Associates Architects

103

End of the Classroom as We Know it Today 13b

CENTER FOR INNOVATIVE STUDIES, Milan, MI

Fanning/Howey Associates Architects

104

Forward Together Process Diagram

105

So You Think You Know Shaker Schools?

SOCIAL COST OF BUSING

What are positive aspects?

What are negative aspects?

When is busing inequitable?

What are unintended consequences?

NEW SLIDE!

SHAKER HEIGHTS SCHOOLS

106

So You Think You Know Shaker Schools?

FORMULA FOR SUCCESS
EQUATION FOR SUCCESS

Recognition of:

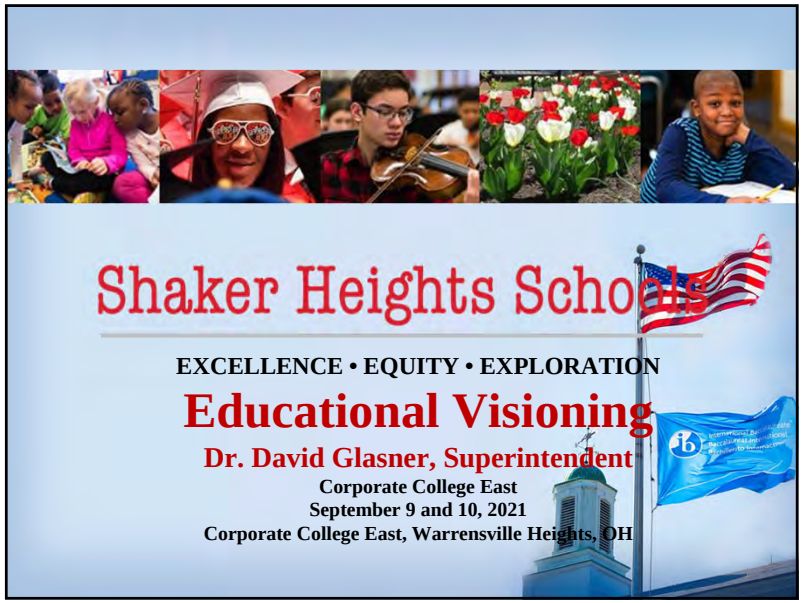
Declining Enrollments +
Attendance Boundaries +
Racial Equity for All Students +
Social Costs of Busing +
Long Term Operational Costs/Educational Assets

= SUCCESS

NEW SLIDE!

SHAKER HEIGHTS SCHOOLS

107



1

Shaker Heights Schools

Our Aspirations
Excellence. Equity. Exploration

Our Mission
The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

Our Vision
To be the first choice school district for all students, both locally and around the globe.

Our Core Values
Each student is valued
Every student must succeed
Diversity makes us stronger
Breadth of experience is vital
Fiscal responsibility is essential
We are all accountable

2

2

Shaker Heights Schools

Our Students

- About 4,800 students
- 43% African-American, 41% European-American, 16% other
- Nearly one-third qualify for free/reduced lunch
- About 15% are students with disabilities
- About 2% are ELL from more than 30 nations

3

3

Shaker Heights Schools

Our Staff

- Approx. 900 employees
- More than 450 instructional staff
- More than 80% of certified staff hold a master's or higher

4

Shaker Heights Schools

Our Community

- A diverse population of 28,500
- Named best place to live in Northeast Ohio (niche.com)
- Van Aken District our new "downtown"
- Neighborhoods with tree-lined streets, historic architecture, lakes and parks

5

5

Shaker Heights Schools

Our Strategic Plan is based on two pillars:

- **Educational Equity Policy**
- **International Baccalaureate Programme framework**

6

6

Shaker Heights Schools

Our Educational Equity Policy

- Promote just and fair allocation of resources.
- Ensure that students' identities do not pre-determine or predict school success.
- Targeted universalism to guide work.

7

7

Shaker Heights Schools

International Baccalaureate (IB) District

- One of seven IB districts in North America
- Global-thinkers, problem-solvers, communicators
- Values holistic approach to education for all students
- National and international exemplar

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

8

8

Shaker Heights Schools

Our Strengths

- Supportive community.
- Tradition of strong academics.
- “Diversity makes us stronger.”
- Dedicated and experienced staff.
- World-class music and arts.

9

9

Shaker Heights Schools

Challenges and Opportunities

- Ensure all students have access to great educational opportunities.
- Declining enrollment and community tax burden.
- Provide modern facilities that also maintain their historic character.
- Changing climate and weather patterns

10

10

Shaker Heights Schools

Thank you for participating!

11

11