

**CAYUSE PRAIRIE ELEMENTARY SCHOOL  
DRAFT REPORT  
October 6, 2016**

**Executive Summary**

The Cayuse Prairie Elementary School invited the Collaborative Learning Network and CTA to work with teachers, parents and community members from Cayuse Prairie Elementary School in a series of workshops held between September 13 and October 25, 2016 in Cayuse Prairie. The sessions included opportunities to reflect on current educational practices and desired future practices, to draw inspiration from highly effective educational programs and schools from around the world, and finally to discover locally relevant facility options for consideration by Cayuse Prairie Elementary School in the near future. Each exercise concluded with an opportunity to share insights and reflections.

Three themes emerged from the workshops.

**Relationships.** Cayuse Prairie Elementary School staff, students and community value the relationships developed and the ability to meet the needs of every learner. As enrollment rises, maintaining smaller relationship groups while connecting the whole school in shared areas of active learning, music, art, library/media, gardening and dining are key to our sense of community. Our school will support team collaboration of teachers and students based on what best benefits age/activity and learning goal.

**Flexibility.** Maintaining flexibility of group size, schedule and space to create longer blocks of time for deeper exploration when appropriate. Learning in large groups, small groups and by oneself is supported by learning through projects, creating evidence of learning, making presentations and reflecting on challenges and growth. Flexible learning environments support a wide range of educational practices and learning modalities.

**Balance.** Discovering a balance between readily accessible technology and the development of hands-on and interpersonal skills. We challenge and develop resilient young people who create evidence of what they are learning, and we assess what matters most. Informal and restorative learning spaces support a variety of learning needs.

The Cayuse Prairie Elementary School has been expanded numerous times over the past 90 years resulting in a collection of learning environments of varied sizes, configurations and suitability for future needs. The Collaborative Learning Network observed current teaching and learning practices throughout the building throughout the entire school day prior to the REFLECT workshop. Many small changes to facilities can be implemented with limited resources in order to positively impact the change to learning through projects, teaching as a team and enhancing community relevance. As the planning process continues, CTA will illustrate how various facility changes can be achieved in range of options developed for the DISCOVER workshop.

**Teacher Pairs.** Cayuse Prairie Elementary School teachers typically plan in pairs and teach alone or with an aide. Minor modifications to pairs of classrooms would allow for greater collaboration between two teachers and 30-50 learners. This approach could be enhanced a number of ways including:

**Sliding Doors**

Demolish a portion of the wall between classrooms and install a glazed sliding door so that collaboration can be readily achieved between the two classrooms while addressing the need for acoustic isolation of the two rooms.

**Places for Introverts**

Create spaces for introverted learning with glazed doors and sidelights for supervision.

**Flexible Furnishings**

Add flexible furnishings including tables and chairs on casters. Flexibility of the learning environment can be enhanced with tables that seat 2 on each side, but can accommodate between 1 and six learners. Fewer tables create more space to circulate and work on projects. It may be helpful to document three furniture configurations and train learners and staff how to quickly set up each. The three configurations might include Presentation Mode, Project Mode and Gallery Mode. If every learner has a well-defined responsibility, the room should be able to be changed in 30 seconds or less. Teacher team communication can be used to clarify how the next class intends to utilize the space, and a class can wrap up with quick instructions “please change to Gallery Mode for Mr. Smith’s science lab before you leave.”

**Teacher Kiosk**

A small footprint teacher kiosk on casters can replace the traditional teachers desk found in most classrooms. The kiosk may have a height-adjustable base and a shelf below. The top of the kiosk provides a place for a laptop or tablet, microphone and document camera. Wireless connection between the kiosk and audio and visual resources is essential.



**Flexible Storage**

Corridors are lined with metal lockers for students. The majority of classrooms have fixed casework on one or more sides of the classroom. Flexible storage systems can be used as space dividers. Banks of 6-8 low lockers can be placed on casters back to back (12-16 total) with a durable top for projects and deployed to project breakout areas. Storage units should be about 3 feet in height and can contain trays for learner pencils, papers, scissors, tape and other materials, as well as books and teacher resources. The back side of the storage unit can be used for display of learner work. During an open house event, the units can be placed face to face, creating a display cube with 5 sides for celebrating learner work.

**Shared Storage**

Flexible storage is enhanced by shared storage for up to four teachers. One storage room within each group of four classrooms should be adequate when equipped with open shelving and places to “park” and restock flexible storage units. Frequent purging of excessive materials from storage closets can be a positive team-building event.

**Transparency**

Link isolated classrooms to future breakout areas with glazed folding, sliding or overhead doors. The overall opening of approximately 8 feet should be more than adequate to promote free-flow between the classroom and breakout area.

**Break Out Area: Projects**

Create break out area for projects, presentations, technology and potentially dining. Add a project station to one end including a counter, deep sink for

**Facility Impacts**



clean-up, locking cabinet for storage of materials. Add plants to complement the school garden. The breakout area may become a place to display the work of past learners visible to current learners.

#### **Break Out Area: Presentations**

Add limited seating, supplemented by the flexible furnishings found within each adjacent classroom. The folding/sliding/overhead doors enhance the flow of furnishings between the breakout area and the adjacent classrooms.

#### **Break Out Area: Technology**

Painting an adjacent wall with "Idea paint" and "green-screen" paint create simple presentation and video production areas in the breakout area. The space should be able to be dark enough to video and presentations.

#### **Break Out Area: Dining**

Each grade grouping should be able to personalize the breakout area with elements that reinforce the ownership of the dining area and importance of caring for this important resource.



#### **Teacher Collaboration Space**

A teacher collaboration space is well positioned to provide passive supervision of the breakout area and accessibility of the teacher team. The space should be designed to accommodate the team working around a shared table. Places for the secure storage of personal items is critical. Although the space might be named a teacher collaboration space, teachers, teacher aides, parents, volunteers are likely to utilize the room.

#### **Flex Labs**

Consideration should be given to locating a flexible lab for culinary, robotics and other programs near greenhouses and the garden. A simple culinary program might be organized more like a "Iron Chef", "Chopped" or "Beat

Bobby Flay" television competition space with a single hood over cook stations, supported by individual preparation areas, wet areas and shared food storage. Such a space can be used to actively engage groups of students, as well as additional learners who act as writers, directors, technicians, tasters and critics. Although the equipment may only be used in competition mode a few times a year, the same resources can be used throughout the year to teach both cooking for the home and commercial workplace. Proximity to a small audience would be desirable. Storage units on casters located in the same space would allow the lab to be utilized for robotics, a simple workshop and other uses.



#### **Garden**

The garden provides an opportunity to represent the heart of the campus including nurturing the health of teachers and learners. As illustrated in the Edible Schoolyard program, school gardens provide hands-on learning experiences for all learners where patience, science, soft-skills and a growth mindset can be developed.

#### **Welcome Center**

At this point in time it is not apparent where the main point of entry is located for Cayuse Prairie Elementary School. As enrollment rises, this will become critical to safety, security and positive community relations. Ideally the welcome center should be located to provide passive supervision of the pick-up/drop-off and parking lot with enough distance to assess the disposition of each person approaching the building. Once a visitor has arrived in the welcome center, they should not be able to travel to other areas of the building until they have signed in and been given a visitor badge. In addition to the principal/superintendent's office, a single occupant restroom, small conference room and reception area would typically be included. The small conference room can be utilized for after hour meetings and as a cool-down area for agitated visitors until the appropriate staff can be located.

#### **Dining**

Dining is accommodated in two adjacent areas. kindergarteners and first graders eat on long folding tables that extend from the adjacent wall while grade 2, 3 & 4 eat on long folding tables in the multipurpose room. While grades K-4 are in recess, grades 5&6 utilize the small dining area, and grades 7&8 are located in the multipurpose room. The long dining tables have fixed stools in the small dining area and fixed benched in the multipurpose room. The acoustics of both spaces could be improved by dining at small round tables with loose chairs. Ideally the dining area would be large enough to function as the lobby for assemblies and sporting events held in the nearby gymnasium. As enrollment rises, continuing to split dining into groups of less than 100 is desirable.



#### **Food Service Kitchen**

Breakfast and lunch are produced by Kalispell Public Schools and delivered to Cayuse Prairie Elementary School each morning. A small preparation kitchen includes a warming oven, stove, sink and refrigerator. A mobile salad bar and mobile milk cooler are located on the gymnasium lobby. Local food from the school garden is introduced into the menu when possible. A production kitchen is desirable. The West Valley Elementary School was able to incorporate a production kitchen into the expanded facility and to incorporate student use of the kitchen into the curriculum.



### Gymnasium

The gymnasium is large for a school of the size, and can be divided during indoor recess with a mesh curtain. The acoustics of the space could be improved for general PE instruction, musical performances and assemblies. The adjacent stage appears to be adequate for performances, but would also benefit from acoustical treatments for musical performances and assemblies. Sound transfer from the gymnasium to the adjacent music classroom could be improved.

### Library/Media Center

The media center is very small and furnished in a manner that makes it difficult to bring even small groups in for brief instructional units. The computer table contributes to the space challenges of the room. In the future, a larger media center should provide as many storage units on casters as possible to allow for changing needs. Access to media production areas achieved with green screen and Idea paint would be valuable. The flexibility of the library could be enhanced with small media collections distributed to breakout areas throughout the building.



## SUMMARY OF MONDAY SEPTEMBER 12, 2016

### Classroom Observations and Conversations with Teachers and Administrators

#### 0.1 School Organization

Cayuse Prairie Elementary School includes a Kindergarten through grade 8 program. The school includes a series of shared spaces including physical education, music, dining/multipurpose, library/media and a computer lab.

The middle school is located in a well-defined area with proximity to special education support spaces, library/media and technology. As enrollment has increased, maintaining the proximity of grade K-4 teachers has been challenged. As a result, two small classrooms have been allocated for grade 1 & 2. Although these rooms are adjacent to Title, Library/Media, Dining and PE, they are located along the primary access to all of the remaining K-8 classrooms and isolated from the remainder of the K-4 teachers.

The middle school is generally broken into two pairs of teachers (Math/Science and Language Arts/Social Studies) working with grades 5/6 or 7/8, with some variations based on expertise.

#### 0.2 School Data

Enrollment has been on the rise for the past 5 years. Facilities currently restrict the ability of the school to meet rising enrollment. Utilizing the cohort survival method, nearly 340 students with 35-40 students in each grade level may be anticipated.

10-11% of students qualify for special education services (just under national average of 12%), with a small number of students requiring intensive services in a special education classroom. 3-4 students and 3-4 teachers or aides are typically in the special education classroom at the same time.

The school qualifies for school-wide Title I services and includes Title I specialists for reading and math working with small groups.

150 of 240 students participate in the hot lunch program every day. Families must order in advance. Breakfast is distributed in the classroom each morning.

Cayuse Prairie Elementary School participates in a curriculum cooperative and Special Education Cooperative. School counselors, school psychologists and related specialists are contracted through [redacted].

#### 0.3 Schedule

A typical day and week for a K-1 students includes PE & Music every day, Library/Media once a week. The length of the kindergarten day increases over the first three weeks of the school year, and eventually is an all-day program.

A typical day and week for grade 2-4 students includes PE & Music every other day and Library/Media once a week. Splitting class time with library/media time breaks a large class into two small groups, but creates challenges to allocating adequate time to each activity within the larger block of time.

A typical day and week for grade 5-8 students includes PE & Music every other day, small group block elective class focused on Horticulture, Photography, World Language (based on availability of staff: Portuguese, Spanish, German), Art, Drama. Bells are utilized in the middle school wing only.

Longer blocks of time for electives would allow for deeper exploration. Longer blocks could be achieved for grade 5/6 or 7/8 teachers who teach math and science by aligning the two classes in adjacent periods. A core class could also be combined with the block elective where appropriate and when taught by the same teacher.

Lunch runs from 11:30-12:30 for K-4 and from 12:00-12:30 for grades 5-8. Seating capacity in the small dining areas is 64 and is 96 in multipurpose room.



#### 0.4 Facilities

Many of the core learning environments would be considered large for K-8 facilities, but are furnished with inflexible furnishings and organized in a manner that allocates approximately 30% of the classroom to teacher-oriented areas (desk, document camera, casework) rather than learner needs.

Spaces allocated to special education are very large and includes a limited amount of PT/OT services. A quiet room is located south of the library/media center.

Most classrooms include expensive and inflexible casework.

All students utilize small hallway lockers, most of which are too small for coats, boots and backpacks.

The school includes a single computer lab adjacent to the Library/Media center.

The school lacks any project spaces with the exception of the greenhouse.

The general classroom storage casework in the music classroom limits the use of the room as a music classroom.

Each of the classrooms wings includes access to playground equipment and small play areas. Larger playfields are located to the east of the school, but require crossing a county road.

The garden is located adjacent to the intersection of two county roads. The road noise of passing vehicles creates acoustical challenges to teaching and learning in the garden. The green house is not adjacent to the garden.





### 0.5 Furnishings

Almost all classroom furnishings are currently organized in variations on columns and rows with limited small groups. The kindergarten classroom has no seating and utilizes large tables as stand up desks, a shared seating mat and clipboards for learners to work on the floor. Desks in classrooms include many hinged top desks, some desks with a shelf below (and cardboard or wood drawer). A limited number of rooms include fixed tablet-arm desks.

The chair pouches on the backs of a limited number of chairs make it difficult to stack chairs. It is not apparent why the chairs need to be stacked, and if this stacking damages items in the pouch and makes it difficult for a learner to locate their chair each morning.

Several classrooms include small nooks and soft seats.

The school lacks water bottle filling stations, and places to keep water bottles in the classroom.



It would be helpful to develop three pre-set furniture conditions for each room to aid in the set-up of the room.

**Presentation Mode:** (including learner-led presentations)

**Project Mode:** for days when class time is mostly devoted to project work.

**Gallery Mode:** when the facility is used to host an open house for parents and community.

In the future it would be valuable to purchase fewer desks, and instead utilize simple rectangular tables on casters.

VS and others manufacture furnishings that support student movement while seated including rocking stools, chairs with flexible seats and casters.

### 0.6 Technology

Most learners in grades 3-8 have access to chrome books, charged within the classroom. Connectivity to the internet is variable and sometimes requires a learner to leave the room and return in order to connect to the internet. No classrooms include smart surfaces, but all classrooms include a pull-down screen and document camera in a fixed location.

The location of the document camera limits the mobility of the teacher in the classroom. The video and sound quality of the overhead projector makes it hard to see darker or low contrast images and hear the sound. All classrooms include a wall mounted television.

Very few rooms include direct/indirect lighting, and most rooms only have the option for lights to be all on or all off. A limited number of rooms have added colored films over the light fixtures in order to reduce glare.



### 0.7 Teaching & Learning

The annual bedding plant sale and Romeo and Juliet performance provide opportunities for young learners to make their learning visible in a public setting, while connecting the school to the community in a meaningful way.

Facilities, furnishing, technology clearly limit what can be achieved in many classrooms. A wide variety of teaching practices were observed including teachers working alone, in pairs and with aides and volunteers. In general, most teaching and learning was conducted in synchronous manner (with all learners expected to be focused on the same work at the same time). Several teachers overcame the challenges of the facilities and student furnishings with students working first alone in reflective manner, then sharing in a small group for feedback and finally reporting out to the whole group.





Many teachers offered essential questions as a means of prompting student inquiry, rather than asking for simple yes/no responses.

The document camera tends to force the teacher to remain in the same location for extended periods of time. If the document camera could be placed on a wireless and adjustable height podium, the teacher would have greater flexibility, and students could utilize the document camera as well.

It might be helpful to examine what items are needed in each room, what could be removed in order to create a more flexible learning environment. With more space for active learning, presentations can be brief, with more time developed to working 1:1 or in small groups throughout the room.

If project based learning becomes more common practice, it may be helpful to launch each project as a whole group in a memorable manner, and to reinforce the purpose of each class period in relation to the theme of the project.

It would be helpful to continue to match the release times for pairs of teachers, and in the future it would be helpful to be able to coordinate the schedule of up to four classes in so that all learners would attend Horticulture, Music, PE & the Library at the same time. At this point in time, most core teachers cover the block electives in the middle school, which reduces the options for common planning time.

## SUMMARY OF REFLECT WORKSHOP TUESDAY SEPTEMBER 12, 2016

### AGENDA

#### 8:30-8:35 WELCOME/INTRODUCTIONS

#### 8:35-9:15 14 years of Kindergarten

Provide context and urgency of need to align our educational practices with the rapidly changing world.

#### 9:15-9:25 Relevant, Not Relevant, Scary

Insights and reflections

#### 9:25-9:35 Dynamic Century Skills

Biggest Changes, Skills Needed, Local Examples

#### 9:35-10:20 Project Based Learning

Overview of Project Based Learning and impact on educational practices

#### 10:20-10:30 BREAK

#### 10:30-11:15 Time & Technology

Exercise focused on how the school day and calendar can be organized to support highly effective learning and How technology is transforming learning.

#### 11:15-11:30 Learning Modalities

Understanding most effective learning modalities for Cayuse Prairie Elementary School learners.

#### 11:30-12:00 Mission, Vision & Values

How are your mission, vision and values reflected in teaching practices?

#### 12:00-1:00 LUNCH BREAK + VIDEOS

#### 1:00-1:45 Age, Looping, School Size

Optimal learning community size and configuration

#### 1:45-3:00 Educational Effectiveness Survey and School Transformation + Development Map

Two tools to evaluate current and future facilities & teaching practices.

#### 3:00-3:30 Clarifying Your Educational Vision

What guiding principles have emerged from the work today?

#### 3:30 Adjourn

### Virtual & Live Community Listening Session (Thursday September 15)

Sharing summary of workshop and seeking the hopes and concerns of the community

#### 1.1 14 years of Kindergarten

Nick Salmon provided a brief presentation providing context and urgency of need to align our educational practices with the rapidly changing world.

#### 1.2 Most memorable learning experience

Participants were asked to reflect on their most memorable learning experience, identify who they were with, how old they were, how it made them feel, why it remains memorable today. This exercise revealed that many of the memorable learning experiences took place away from a formal school environment, many took place outdoors, and included taking a risk, failure, recovery and persistence.

Examples included learning to fish, hiking, biking, traveling and working in other countries, and overcoming significant challenges.



#### 1.3 Relevant/Not Relevant/Scary

Feedback was collected from participants regarding concepts shared during 14 years of Kindergarten presentation.

##### Relevant

- Everything
- Failure, recovery, resistance
- Project learning
- Looping
- Let kids go deep, passion
- Kids learn at own pace

##### Not Relevant

- Safety- many years of preparation, relationships well established

##### Scary

- 30 kids learning at own pace
- Looping

- Safety- lock, multiple entries, don't separate parents from learning
- Technology- wire project prepare

#### 1.4 Dynamic Century Skills

The group was asked three questions focused on how the world has changed in the past 25 years, what skills are needed to negotiate that change, and examples of how those skills are acquired in your community.

##### Biggest Changes

- Technology, internet
- Electric type writer
- More concerns- global
- Media- perceptions, information in hands
- Data recall- interpret communication style.
- Need to know at kindergarten is what used to be taught in grade 2

##### Skills Needed

- Balance in all things
- Integrity
- Self-aware/respect
- Interpret information
- Accept consequences
- Emotional development
- Thing effect you/no control/let go

##### Local Examples

- Small school- inclusion of all during playtimes
- Recess
- Green house/garden- back to basics, important
- 7/8 leadership class
- 8/k buddies 7/1
- TAs in Middle school
- Romeo and Juliet play
- Christmas presentation
- Biographies/wax museum/act
- Valley-wide band
- World languages
- Native American studies



### 1.5 Project Based Learning: Overview

A video of a project based learning exercise for elementary and middle school learners was shared. Participants responded to questions focused on how learning through projects provides rigorous, relevant and relationship-based opportunities for learners, teachers and community partners.

#### Edible Schoolyard

##### TEAM 1

A. Describe the skills students must possess to complete the project successfully.

- Interpersonal skills
- Motor skills
- Basic Ecological Knowledge
- Basic Culinary Knowledge
- Communication skills
- Willingness to try
- Team work
- Physical

B. Describe the content/subject areas covered. (Math, Science, Language Arts, Social Studies, Art, Music?)

- Math
- Science
- History
- Geography
- Social Studies
- Life skills
- Language Arts
- Physical Ed
- Health
- Music

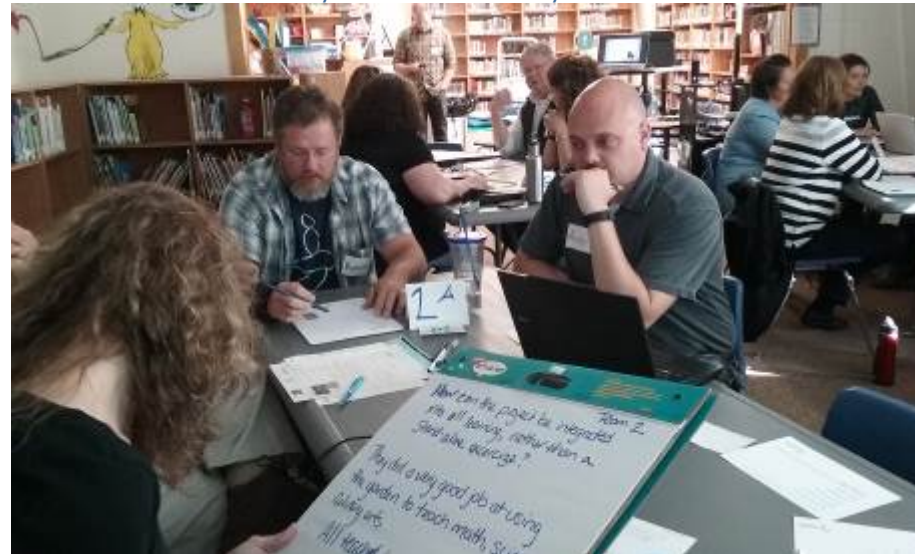
##### TEAM 2

C. How can the project be integrated into all learning, rather than a stand-alone exercise?

- They did a very good job at using the garden to teach math, science, culinary arts. All teachers had to work together curriculum based team effort!

D. State the essential question driving this project.

- Essential question? Where does your food come from and how does it relate to your life/world? Cycles?



##### TEAM 3

E. Roughly how many weeks does it take to complete this project?

- At least a year- composting, preparation, training, etc.

F. How does the project engage community partners?

- Rotating families taking care of the garden & greenhouse.
- Community donations and teaching about compost and other supplies (ask local farmers+ retired people)

##### TEAM 4

G. What changes to educational delivery will be required?

- get out of classroom- visit FVCC
- cooking class to tie in food from garden

H. What changes to educational facilities will be required?

- Up to date kitchen and larger
- More green house space (classroom)
- Ag teacher or knowledgeable teacher
- Internship with farmers

ALL:

I. Describe a project that you could launch in Cayuse Prairie:

- Engaging Name
- Essential Question
- Duration
- Community Partners
- Project Advocate

##### TEAM 1: Fishing for success

- Essential Question? Water qualities/Life Cycles/Vegetation. Duration: year long.
- Community Partners: fish hatchery, U of M, MT Fish & Game.
- Project Advocate:

##### TEAM 2: "Improvised Engineering"

- Shop class as soul craft book, Nuvu Studio Math/Science/Engineering/Art/Woodworking/Communication
- I want to make a... (or rebuild a...)
- Individuals or small groups tear down and rebuild or make a new item using same materials.
- Project Advocate:

##### TEAM 3: Harvest of the month- featured vegetable, meal of the quarter

- What food is grown in MT? How can you incorporate it into your daily life?
- Duration; school year
- Community partners; local farmers, hunters, parents
- Project Advocate; OPI, Debbie Kauffman, All teachers, Kitchen.

##### TEAM 4: Mobile science bus

- Intentional go after bringing in teachers via tech who are multi-cultural & Urban
- STEM that fill gap between now and fulfillment of project expansion.
- Project Advocate:





### 1.6 Project Based Learning: Passion and Purpose

If Project Based Learning become integrated into common educational practices at Cayuse Prairie Elementary School, educators should be given time to reflect on their passion, consider who it connected them to and how they acted on that passion. This information is typically shared with the teaching team in order to develop essential questions with no known answer and to seek interdisciplinary partners to develop hand's-on learning experiences with significant community connections. Each team develops a means of raising levels presentations (first to small group, then class, then grade level, then school, then community) and creating time-bound projects with real deadlines (perhaps situations where the community can't move forward without student voice).

Great Project-Based Learning Exercises have these factors in common:

- Teacher Passion
- Essential Question (no known answer)
- Interdisciplinary
- Hand's-on learning
- School-wide focus & durability beyond single personality
- Community connection
- Raising levels presentations (first to small group, then class, then grade level, then school, then community)
- Time-bound, real deadlines (perhaps community can't move forward without student voice)

Additional information about project-based learning exercise is included below.

#### Essential Question

Formulate an essential question in ten words or less. Make it memorable. Make it easy for any age of learner to understand. Make it easy for any community member to understand. Test it out on others. Type it into your search engine. If an answer pops up, try again. If many resources pop up, capture them for future reference. Remember, you are supporting inquiry, not building a map to a known answer.

#### Interdisciplinary

Craft a project that breaks you and your learners out of your silo. Science and math are intimately connected to one another, but they are also connected to art and music. Communicating what is learned requires mastery of language, writing, presentations. Placing a project and essential question in the context of natural and human history can reveal powerful insights.

#### Hand's-On Learning

A well-crafted project should integrate core learning with applied learning. Think of the project as an opportunity "make things in order to learn" rather than simply "learning to make things." The hands are an extension of the mind. Making things to learn opens other opportunities to push solutions to the point of failure, and develop an understanding of why that failure occurred before moving ahead. It can also be utilized to emphasize the importance of multiple drafts and revisions.

#### School-Wide Focus & Durability

It is possible to structure a project with varied complexity that begins with kindergarteners tackling the first leg of the journey, and then handing off their findings to grade 1 learners who dig into greater detail, and pass the project on to grade 2, etc. Each hand-off represents an opportunity to celebrate the transition and build upon prior knowledge.

It is also possible to have students participate in the same project many times throughout their experience in school. For example, second graders may learn about the difference between vertebrates and invertebrates in a stream side setting, while middle schoolers learn about the impact of water quality on aquatic species and high schools conduct on-going improvements to riparian areas.

#### Community Connection

Issues of local or global relevance are critical to well-developed project based learning exercises. The issue might be water quality or quantity, environmental impacts of energy development, native and invasive species, neighborhood blight, etc. If learners have a voice in developing the project, they will reveal what is relevant to them. Ideally, learners are tackling an issue that the community has been struggling with, and can't move ahead without the student voice.

#### Presentations

Effective project based learning exercises structure the project so that students have multiple opportunities to present what they are learning, receive feedback, and improve their project. For example, start by presenting in small groups of their peers, then include their entire grade level, then the school, then the neighborhood bookstore, then city council.

#### Time-Bound

The project should be real. Learners know when they are play-acting, and when their work is genuinely needed by the community. Deadlines may be driven by community needs rather than the school calendar.

### 1.7 Project Based Learning: Buck Institute Rubrics

Teaching teams can further develop emerging project based learning exercises in greater detail. The Buck Institute suggests that you "begin with the end in mind". This does not mean that you know the answer, but instead, that you begin with a series of expectations- what habits of mind should a young learner encounter? What skills will they need to develop?

#### Project Evaluation Rubric

The Buck Institute has created teacher evaluation and project evaluation rubrics for educators to help identify areas of improvement to a project prior to launching with learners.

- Key Knowledge, Understanding & Success
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product

An evaluation rubric is typically shared with learners during the project launch. The Buck Institute provides rubrics for K-2, 3-5 & 6-8.



### 1.8 Time

This exercise focused on how the school day and calendar can be organized to support highly effective learning. Most schools are organized around the convenience of adults, not what is best for learners. The daily, weekly and annual schedule is often the greatest challenge to flexibility and innovation. Many educators would argue that the typical school schedule is not very convenient for adults either.

Table teams developed response to the questions noted below and formed draft guiding principles.

#### TEAM 1A:

- A. What time of day should the school day begin? How long should the school day be?
- 8(.5) hours
  - 8:(30)am-4/4:30pm
- B. Why does the school day need to start and end at the same time for everyone?
- Keep same students staff stagger early outs-wed

#### TEAM 2A:

- C. How long should class periods be?
- No matter what, they should be uniform among classes!
  - Middle school, one period 90 min. rotating weekly, other classes 45 min. each.
- D. Why do we need class periods?
- Uniformity among school, provides structure.

#### TEAM 3A:

- E. How can common planning time for teachers and staff be introduced into every school day?
- During prep time
  - During project based learning time- groups of 2 or 3 teachers (utilize aides)
  - Utilize technology to collaborate (google/the classroom)
  - Increase time from 4:30 instead of 4:00pm for end of day.
  - Every day? Maybe in beginning.
- F. What alternatives to the lunch bottleneck can be implemented?
- Don't change it... it works!
  - Old gym creates extra space

- Delivery of food from KMS



#### TEAM 4A:

- G. How long should the school year be and how should the school year be divided?
- October to April in Montana (Maybe through June if start later)
  - Kids aren't engaged in May and June Currently.
  - Fill in time w/ summer session/outdoor school
  - Year around?
  - Academic- longer year- take more breaks (fall, winter, spring)
  - How should the school year be divided?
    - Labor Day through June.
  - yearlong w/ longer breaks (Oct-June) if year-long wouldn't work
  - summer project(s)/school

#### ALL TIME TEAMS

- H. When considering the long summer break What works? What could be better? What's missing?

What works?

- Weather (warmer)
- Family vacations- more possibilities in warmer months
- Older students/college job opportunities
- Teachers fill seasonal job through the summer

What could be better? Missing?

- Child care problems
- Reduce re-teaching if schedule school year differently.
- Options for kids in summer are missing.

#### GUIDING PRINCIPLES

- The school day, week and year should be organized to support longer blocks of time for deeper exploration.
- Never enough time
- Should be geared to the student academic advantage
- 4 Day week? 10 hr days?
- Impact on the community, summer programs.
- Extended summer- community project (catch up time or enrichment time)
- Rotate long block/period... deeper dives

## 1.9 Technology

This exercise focused on how technology is transforming learning beyond a “go to” event, scheduled in a computer lab, to support of anytime, anyplace learning. The mobile nature of technology is often not deployed effectively, resulting in tablets and laptops that are utilized in fixed lab settings.

Nearly universal access to information has eliminated the need to retain and recall facts, but increased the demand to evaluate often conflicting sources of information.

Table teams developed response to the questions noted below and formed draft guiding principles.

### TEAM 1B:

A. How can we support sending technology home with students on a daily basis when access to technology at home may not be equitable?

- Tablet checkout for families’ w/o
- Have all tech be not associated with the internet
- Books loaded onto them
- Learning computer lab, B/A school

B. What technology do we need to transform teaching and learning and to allow learners to create as well as receive content?

- Internet throughout the building
- Programs that build on classroom learning

### TEAM 2B:

C. What types of professional development are needed to get your teaching staff up to speed and to sustain that momentum once in place?

- An additional tech faculty member teacher or aide to assist in professional development and keeping up with tech issues that hinder momentum.
- Teacher training on tech resources available and how to integrate into curriculum.

D. Can a team of teachers and learners share technology resources without returning to the “computer lab” approach to technology?

- We do this well now with Chromebook program (3<sup>rd</sup>-8<sup>th</sup>) K-2<sup>nd</sup> need more mobile tech option.

### TEAM 3B:

E. Why is 1:1 technology desirable, why not 3-5 devices: 1 user or 1 device: 3 users?

- Individualized/speed of learning
- Responsibility rests with each individual
- Each student has equal access to learning
- Not limited to a computer lab time.
- Can use it for every class.

3-5 devices per 1 user?

Pros

- Specific device for a specific purpose (chrome book to write papers. Phone to research. I pod for music.)
- How to balance all these devices like we do in the real world.

Cons

- Cost
- management
- Distraction
- Bullying

1 device per 3 users

Pro

- Collaborative work

Cons

- Who gets to use it?
- Who is responsible?
- Who gets it for each class?

F. How do we maintain online safety yet provide access to real world experiences?

- Sites blocked
- Learning at a young age how to be responsible
- Device can be locked down.
- Opportunities for mistakes to learn from in a safe and controlled way.

### TEAM 4B:

G. How can cell phones, hand-held devices and social media be integrated into teaching and learning?

- Cell/hand-held tech appropriate use/ fan of no use of cells to teach. What’s the point if no need for phone/ Tab/pads better than cell options- not always on it, size-wise, portability
- Is it parent or teacher responsibility to prepare kids for cell and social medial? (with urban or other parts of the world) Class Facebook page?
- Bonus/reward
- Googling questions quickly, looking up info
- Skype vs. facetime portable

- Do we need social media for teaching? No, but do need technology
- Lack of social media does not hinder teaching/learning
- Class taught on social medial- collaboration of computer tech teacher & counselor.
- Age appropriateness/study of social media effects

H. What technology do we need to meet periodic standardized testing requirements and does it need to be permanent?

- Chromebooks/overhead projector/computer lab if needed/head phones.

### ALL TECHNOLOGY TEAMS:

I. How can we take make best use of the mobile nature of technology?

- Help with kids working at different levels
- Taking technology with you provides opportunity to study “on the road.”

J. If students have 24/7 access to information, lessons, lectures, tutors, etc., why do they need to come to school?

- School- Interpersonal, communication, critical thinking
- They would lose collaboration, face to face contact; how to deal with conflict, compromise, working in groups, communication, see other points of view.

### GUIDING PRINCIPLES

- Technology should be readily accessible, but balanced with the development of hands-on and interpersonal skills.
- Is technology too important?
- Find a balance, reinforce interpersonal communications.
- Hands on
- Used for education and learning.
- Do we need social media? Parent oriented?



### 1.10 Learning Modalities

Participants were asked to identify the most effective learning modalities for the Cayuse Prairie Elementary School learners they typically work with. The most frequently cited examples included working on a project, in a small group and making a presentation. The summary for each of the learning modalities is noted below.

Working on a project 9

In a small group 9

Making a presentation 7

With a friend or partner 3

Playing or Being active 3

Using technology 3

Outside 3

Telling a story 3

By myself 1

Making art or music 1

With the whole class 1

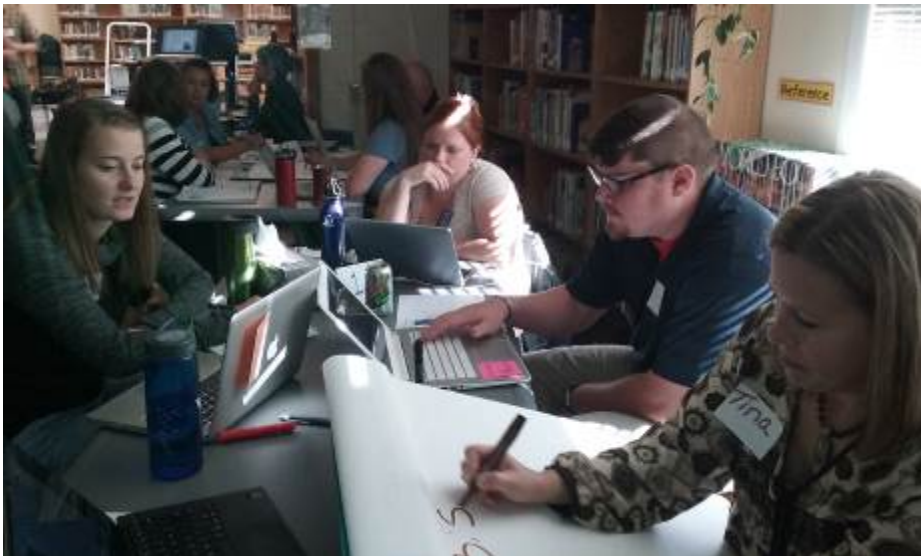
Alone with my teacher 0

At home 0

Inside 0

Teacher presentations 0

Although these results represent a small sample of the school community, similar responses are found in communities around the world, reflecting the value placed on learning through projects in small groups, actively engaged in creating evidence of your learning.



### 1.11 Understanding Cayuse Prairie Elementary School's Mission, Vision & Philosophy

Several table teams addressed questions targeted on helping Cayuse Prairie Elementary School's Mission, Vision & Philosophy to be deeply understood.

The groups reviewed the Mission and Vision & Philosophy statements and examined the questions that followed.

#### OUR MISSION

Cayuse Prairie School is a safe, evolving, and diversified educational environment where all are encouraged to maximize their full potential and become productive, engaged citizens. High expectations for student success are nurtured with relevant, differentiated instruction, an emphasis on problem solving skills, and frequent progress monitoring. The Cayuse Prairie stakeholders work in unison to provide a supportive atmosphere that promotes respect, responsibility, and a love for learning. We strive for Mustang Excellence!

#### OUR VISION

Rising up to make a difference!

#### OUR PHILOSOPHY

The Philosophy of the Cayuse Prairie School Community is to help our students maximize their unique talents and capabilities while encouraging lifelong success. All staff will encourage and provide a safe, positive, and supportive learning environment. Parents, students, staff, and community join together in helping our school achieve excellence.

1. Provide examples of how the Mission, Vision & Philosophy statements are integrated into learning experiences (Table teams were assigned one each)

#### Mission

- Safe: Anti-bullying, training/drills for emergencies, kinder buddies
- Productive & Engages students: greenhouse/leadership class
- High expectations, honor roll, corral of excellence
- Differentiated instruction: Block classes, music/band, artist in residence, sports.
- Problem solving skills: academic fair, math counts, science Olympiad, block classes
- Progress Monitoring: frequent
- Stakeholders work in Unison: Christmas program, greenhouse, Halloween carnival, veteran's day, art walk, science/academic fair, fire hall/sparky/assembly, Speakers/Games, career day
- Middle school trips: 7/8- MT History, 5/6 Big Creek (North fork)

- Technology "infused" into system well for size of school, but not overtaking
- Greenhouse/lunch/food program/music
- State of science community
- Safety/Olvbyus/ program
- Good focus on gifted for IEP/504
- Restarting w/ Gifted (every kid on IEP spectrum, special need to gifted...
- Less mission focus by philosophy approach? Maybe in specific subjects?
- Find each kids gifts and pursue that- who to do that without sacrificing needed ed.

#### Vision

- Leadership (leave a legacy)
- Staff builds relationships w/ students and make a difference in students' lives.
- Student mentors help Abby's kids
- Buddies K-8, 7-1
- Lunch buddies, build relationships
- Empathy for others/service/life skills
- Include others/celebrate out uniqueness
- Greenhouse/Garden- teaching differently that will teach life-long skills
- Student council/MS volunteer at Food Bank
- Youth MBI
- Visit & sing at nursing home.

#### Philosophy

- Block classes
- MBI- MT Behavior Initiative/ Anti-bullying
- Parents and Friends
- Sports/science/math/music/art.
- "Make Cayuse Unique"
- Volunteers
- Art/science/engineer fairs
- Parents and staff dedication/ involvement
- Guest speakers
- Career time.



### 1.12 Grade Grouping & Looping

Table teams provided an assessment of current and future age/grade transitions associated with effective learning environments. Teams explored how many years teaching teams can effectively loop with the same group of learners.

#### TEAM A: Effective Teaching & Learning

1. At what age should we first engage young people in the Cayuse Prairie Elementary School District?
  - 0 1 2 3 4 5?
  - Preschool, social play dates
2. How long can you effectively loop with learners?
  - 2 3 4 5 6 7 8 years?
  - 3 max
  - Loop subjects with designated home room teacher (k-2) (3-5) (6-8)

#### TEAM 2

3. Where are the significant developmental changes that suggest the most appropriate grade groupings within the school?
  - PK K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
  - Currently (no Pre-K)
  - K-1 5-8 (5/6, 7/8)
  - 1-2 3-4
  - But ideally...
  - K-2 3-5 6-8
  - (guiding principles, mobility, ability levels)
4. Are there certain groups that should not share spaces and how can we achieve social separation between those groups?
  - Emotional disturbance w/ autism. Very individualized based on each Special Education situation.
  - -Easily distracted need occasional separate work area.
  - Recesses are separated k/4 and 5/8.
  - Restrooms k/4 and 5/8, Special Education

#### TEAM 3



5. What groups benefit the most from connecting to each other and how can we create those connections?
  - All can benefit in some way
  - Give opportunities for more modality of work.
  - Someone may excel in the green house but not in another area. Mix it up to allow for expert students to excel in their strengths and others to learn from them.
  - Everyone needs to have a sense of belonging.
6. As a teacher, how many kids can you know well (know that a grandparent is ill)?
  - It depends on what the teacher does to help foster the relationship. It also can depend on how willing a student is to share.
  - 10-30 students or... 15 for K-3 and 20 for 4-8
  - \*connection and belonging\*

#### TEAM 4

7. As a principal, how many kids can you know well (know their name, struggles and shining moments)? How many teachers do you know well (know they are caring for a sick parent, shine when paired with others)?
  - Name- 240 +/- (all)
  - Struggles- students with challenges- betters that about 1/2 students... 120+/-
  - Shining moments? Same as above.
  - How many teachers do you know wells a principal?
  - Personally- as much as individuals are will to share.
  - Professionally- all teachers (39 staff at Cayuse... obligations to do so.)
8. How many teachers can work effectively together as a team? What happens when the team is too small or too large?
  - 2 3 4 5 6?
  - The benefit of first engagement at preschool would help the community and assist the preparation for kindergarten. A 3-year loop with designation w/ subjects and maintain homeroom.
  - 3-4 to collaborate.
  - Too large? 5 and Up
  - Too Small? Depends on project/purpose. 2 and down.

- School will support team collaboration of teachers and students based on what best benefits age/activity and learning goal. Ex: Kinder buddies, etc.



#### GUIDING PRINCIPLES



### 1.13 Educational Effectiveness Survey

The 16 categories of the Educational Effectiveness Survey (developed by Fielding Nair International) were reviewed by one half of the table teams and can be used to continue to evaluate current and future facilities & teaching practices. PDF copies of the surveys for Early-Child, Primary & Secondary Schools have been provided for future use.

Two table teams utilized the 16 the Educational Effectiveness Survey developed by Fielding Nair International in order to evaluate current and facilities & teaching practices.

The majority of the responses included inadequate or adequate ratings. Many schools focus on the small number of items that score a zero, or "inadequate" rating and develop a plan for reaching "adequate" and "excellent" ratings.

#### Early Child

Table team #1 noted inadequate ratings for Early Child Education:

**Social Play Space and Materials** Not enough space or materials for 2-3 children to play together at the same time or in more than one location.

**Environmental Control:** Little or no opportunity exists for the child to change how the space looks or is used.

**Adjacencies:** There are one or more inappropriate adjacencies.

**Circulation & Boundaries:** There are no distinctions between activity areas and there is little or no circulation space between areas as described above.

**Restorative Spaces:** There are no restorative spaces available.

**Lighting:** There is no opportunity to change the level of lighting, no variety in lighting and/or limited or no access to direct daylight.

**Total Score:** 14/30 Inadequate

#### Elementary

Table team #1 noted inadequate ratings for Elementary Education:

**Social Play Space and Materials** Not enough space or materials for 2-3 children to play together at the same time or in more than 1 location (or no suitable space at all).

**Variety & Flexibility of Space:** Little or no opportunity for the child to change how the space looks or is used.

**Circulation & Boundaries:** There are no distinctions between activity areas and there is little or no circulation space between areas as described above.

**Restorative Spaces:** There are no restorative spaces available.

**Teachers as Professionals:** Each teacher is isolated within their own classroom with limited connectivity to other teachers for collaborating, planning and socializing.

**Lighting:** There is no opportunity to change the level of lighting, no variety in lighting and/or limited or no access to direct daylight.

**Total Score:** 14.5/32 Inadequate

#### Middle School

Table team #1 noted inadequate ratings for Middle School Education:

**Personalization & Display** Very little student-generated work is visible and most displays are commercialized posters OR only the "top" students work is displayed and the work is unoriginal and identical in nature.

**Variety & Flexibility of Space:** There is no variation in size and types of spaces. (e.g. each classroom is the same size and is designed mostly only for one arrangement.).

**Furniture:** There is little to no variation in the furniture, it is fixed/static and is not flexible to the different needs of the user and there is no soft seating.

**Principal Learning Areas:** There is little to no student access to resources and materials and the storage areas are only for use by teachers. Clean up facilities are not adjacent to project work areas. The space is limited and is problematic during active project working times.

**Restorative Spaces:** There are no restorative spaces available.

**Informal learning areas:** No opportunities for students to gather and participate in informal learning areas.

**Ethos & Aesthetics Community Connection:** The design is not responsive to the community ethos and there is little or no natural connection.

**Teachers as Professionals:** Each teacher is isolated within their own classroom with limited connectivity to other teachers for collaborating, planning and socializing.

**Total Score:** 7.5/28 Inadequate



## Elementary

Table team #4 noted inadequate ratings for Elementary Education:

**Principal Learning Areas:** There is little to no student access to resources and materials and the storage areas are only for use by teachers. Clean up facilities are not adjacent to project work areas. The space is limited and is problematic during active project working times.

**Social Play Space and Materials** Not enough space or materials for 2-3 children to play together at the same time or in more than 1 location (or no suitable space at all).

**Privacy:** There are no opportunities for children to find privacy

**Variety & Flexibility of Space:** Little or no opportunity for the child to change how the space looks or is used.

**Circulation & Boundaries:** There are no distinctions between activity areas and there is little or no circulation space between areas as described above.

**Restorative Spaces:** There are no restorative spaces available.

**Teachers as Professionals:** Each teacher is isolated within their own classroom with limited connectivity to other teachers for collaborating, planning and socializing.

**Furniture:** The furniture is not the appropriate scale and some or most of it is not in good repair.

**Storage:** Most materials, toys, etc. are stored in a way that is not accessible to all children.

**Lighting:** There is no opportunity to change the level of lighting, no variety in lighting and/or limited or no access to direct daylight.

**Total Score:** 10/32 Inadequate

Table team #4 noted inadequate ratings for Middle School Education:

**Personalization & Display** Very little student-generated work is visible and most displays are commercialized posters OR only the "top" students work is displayed and the work is unoriginal and identical in nature.

**Lighting:** There is no opportunity to change the level of lighting, no variety in lighting and/or limited or no access to direct daylight.

**Acoustics:** Noise and echoing is distracting and inappropriate adjacencies have been made. Because of the lack of good acoustic design the fear of making too much noise often limits the students freedom to collaborate and actively work on projects.

**Variety & Flexibility of Space:** There is no variation in size and types of spaces. (e.g. each classroom is the same size and is designed mostly only for one arrangement.).

**Furniture:** There is little to no variation in the furniture, it is fixed/static and is not flexible to the different needs of the user and there is no soft seating.

**Principal Learning Areas:** There is little to no student access to resources and materials and the storage areas are only for use by teachers. Clean up facilities are not adjacent to project work areas. The space is limited and is problematic during active project working times.

**Restorative Spaces:** There are no restorative spaces available.

**Informal learning areas:** No opportunities for students to gather and participate in informal learning areas.

**Ethos & Aesthetics Community Connection:** The design is not responsive to the community ethos and there is little or no natural connection.

**Teachers as Professionals:** Each teacher is isolated within their own classroom with limited connectivity to other teachers for collaborating, planning and socializing.

**Total Score:** 6-7/28 Inadequate



## Middle School





### 1.14 School Transformation + Development Map

Tables 2 & 3 explored a compressed version of the School Transformation + Development Map developed by Dr. Frank Locker. The 28 categories focused on Educational Delivery and 29 categories focused on Facilities were

Areas illustrating the greatest levels of change (from column 1 traditional to Column 4 Transforming or Column 5 Transformed) included the following:

*E1: Exhibitions IN THE FUTURE exhibitions recorded for portfolios and resource.*

*E2: Differences & Personal Learning IN THE FUTURE multiple intelligences and learning styles used as basis of social learning.*

*E4: Teacher Teams IN THE FUTURE teaching synchronously in coordinated teams.*

*E6: Awareness IN THE FUTURE learning takes place in coordinated manner in variety of shared spaces.*

*E7 Technology: IN THE FUTURE Learning programs, web, virtual access is inseparable from learning*

*E10: Making Learning Visible IN THE FUTURE learning visible through all aspects of school life.*

*E12: Curriculum Flexibility IN THE FUTURE teachers share data as part of regular school improvement.*

*E13: Social/Emotional IN THE FUTURE advisor/advisee and wellness courses for all learners.*

*E14: Curriculum IN THE FUTURE objectives are inquiry based and include social skills, project learning and critical thinking.*

*E15: Knowledge IN THE FUTURE issues that have no single answers and problem solving as a focus*

*E16: Textbooks IN THE FUTURE textbooks used only as data resource support local delivery decisions.*

*E17: Pace + Vehicles IN THE FUTURE learners determine own personalized learning plan within a rubric.*

*E18: Grading IN THE FUTURE grades established by teachers, peers, outside experts, & learner self-assessment.*

*E19: Frequency IN THE FUTURE students receive frequent, immediate feedback on interventions (RTI).*

*E20: Professional Development IN THE FUTURE teachers actively reflect on classroom practices, direct professional development within school vision/mission.*

*E21: Common Planning IN THE FUTURE teachers develop research projects to inform their own instruction.*

*E23: Knowing IN THE FUTURE learner known by teacher team focused on relationship building and personalizing learning.*

*E24 Adults IN THE FUTURE multi generation community members sought as experts, tutors and role models.*

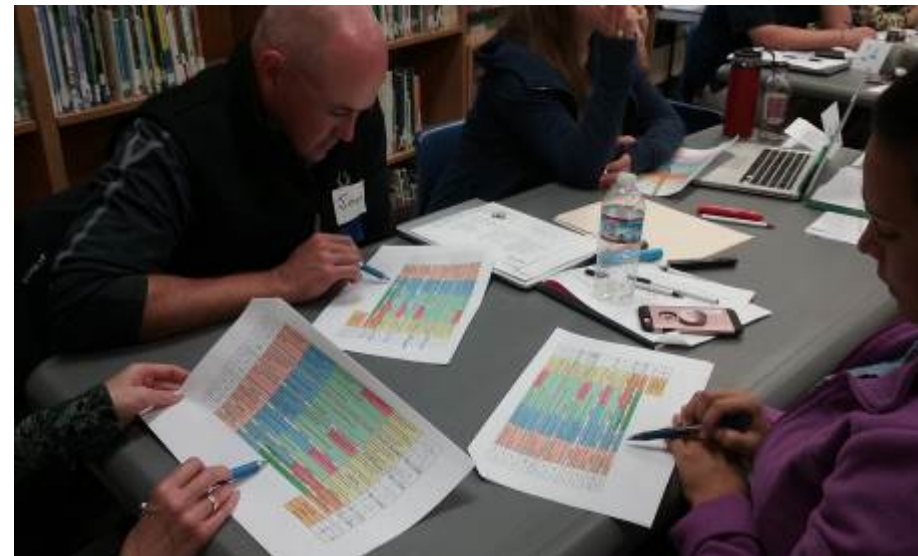
*E25 Community IN THE FUTURE community users during school day embraced as learning opportunity for learners.*

*E26: Grouping IN THE FUTURE multi grade instruction for developmental reasons.*

Both groups arrived at similar assessments of current and future educational practices:

*TODAY: 2.45 (Initiating Change)  
FUTURE: 4.1 (Transforming)*

*TODAY: 2.39 (Initiating Change)  
FUTURE: 4.28 (Transforming)*



Areas illustrating the greatest levels of change (from column 1 traditional to Column 4 Transforming or Column 5 Transformed) included the following:

**F1: Size/ Capacity IN THE FUTURE** Intentional building size/capacity to foster relationships; autonomous small schools/teacher teams within.

**F2: Future Proofing IN THE FUTURE** spaces/furniture flexible/agile to anticipate future educational trends.

**F3: Collaboration IN THE FUTURE** facility supports teacher collaboration and control of schedule and space.

**F4: Visible Learning IN THE FUTURE** learning highly visible through transparency, display & activities.

**F5: Flexibility IN THE FUTURE** spaces flexible with minimal effort, agile for reuse without physical change.

**F6: Social Setting IN THE FUTURE** central social gathering space(s) and "hang out" spaces and learner centric social/work spaces.

**F7: Interdisciplinary IN THE FUTURE** building plan links program areas for interdisciplinary learning among core and specials; zoned public uses.

**F10: Parents/Volunteers IN THE FUTURE** parent room and volunteer room.

**F12: Grouping IN THE FUTURE** building conceived as suites of flexible learning spaces.

**F13: Small Groups IN THE FUTURE** variety of small learning spaces closely related to core spaces and media center.

**F15: PE/Athletics IN THE FUTURE** Gym/PE/Athletics facilities used by Community.

**F16: Technology Education IN THE FUTURE** technology education spaces integrated with core curriculum and spaces.

**F17: Flex Labs IN THE FUTURE** labs are all flexible serving science, art, robotics, music, food.

**F18: Classroom Sizes IN THE FUTURE** variety of learning spaces supporting teachers collaborating with varied groups.

**F19: Dry Labs IN THE FUTURE** laptop computers, no labs needed.

**F26: Cabinetry IN THE FUTURE** flexible, adjustable cabinetry on wheels; groupable to change space

**F27: Computer Ratio IN THE FUTURE 1:1 student: computer ratio** utilizing laptops and tablets for all.

**F28: Food Choices & Preparation IN THE FUTURE** menu includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, breakfast & after school meals offered.

Both groups arrived at similar assessments of current and future facilities:

**TODAY: 2.5 (Initiating Change)**  
**FUTURE: 4.4 (Transforming)**

**TODAY: 2.8 (Progressive)**  
**FUTURE: 4.3 (Transforming)**



## Clarifying Your Educational Vision

The following guiding principles emerged from the REFLECT Workshop:

- The school day, week and year should be organized to support longer blocks of time for deeper exploration.
- Technology should be readily accessible, but balanced with the development of hands-on and interpersonal skills.
- Learning in large groups, small groups and by oneself is supported by learning through projects, creating evidence of learning, making presentations and reflecting on challenges and growth.
- The Mission, Vision & Philosophy of Cayuse Prairie Elementary School is understood by all and expressed in our daily practices of differentiated instruction based upon developing relationships with each learner and meaning connections to our community.
- We challenge and develop resilient young people who create evidence of what they are learning, and we assess what matters most
- School will support team collaboration of teachers and students based on what best benefits age/activity and learning goal. Ex: Kinder buddies, etc.
- Flexible learning environments support a wide range of educational practices and learning modalities.
- Informal and restorative learning spaces support a variety of learning needs.
- As our school grows, we intentionally create smaller relationship groups (K-2, 3-5, 6-8 for example) while connecting the whole school in shared areas of active learning, music, art, library/media, gardening, dining.
- Assess skills that matter most
- What can you do with what you know?
- PBL- create evidence of what you are learning.
- Mission to move from teacher-based to student-led, critical resilient thinkers + facilities PBL with goal
- Teaching kids what they learn is important, and they can apply
- Challenge- out of comfort zone
- Balance of more work with depth and free time
- Our teacher's buckets are full- Simplify
- Foster environment of failure

## Closing Thoughts



After reflecting on the day, a few participants shared the following insights:

I used to think failure was bad, now I think failure is one iteration

I used to think we had a structural issue, now I think other components need to be considered

I used to think that projects had to be difficult/complex, now I think paper bags can be used to build a bridge

### Open House (Thursday September 15, 2016)

The organization of the open house did not allow time for a summary of the workshop to be shared with the community. The draft report was shared with teachers and staff for feedback.

### Video Links

#### EDIBLE SCHOOLYARD

<https://www.youtube.com/watch?v=DC3H0sXg4tY>

#### GRIT

<http://angeladuckworth.com/>

#### CREATING INNOVATORS

<https://www.youtube.com/watch?v=IE6-u6N5oE8>

#### TINKERING

[https://www.ted.com/talks/gever\\_tulley\\_s\\_tinkering\\_school\\_in\\_action?language=en](https://www.ted.com/talks/gever_tulley_s_tinkering_school_in_action?language=en)

#### AUSTIN'S BUTTERFLY

<https://vimeo.com/38247060>

#### THOUGHTS ON WIKIPEDIA

<http://www.onbeing.org/program/jimmy-wales-the-sum-of-all-human-knowledge/8916/audio?embed=1>



## SUMMARY OF INSPIRE WORKSHOP October 4, 2016

### AGENDA

8:30-8:45 **WELCOME BACK/INSIGHTS FROM REFLECT WORKSHOP**

8:45-9:15 **The World Beyond Cayuse Prairie**

Share images of highly effective schools from around the world.

9:15-10:00 **Places for Learning**

Rating 6 learning space concepts including working alone, in pairs and small groups, and exploring how they might be implemented locally.

10:00-10:15 **BREAK**

10:15-11:00 **Patterns for Learning Environments**

Developing a template for learning environments found in a highly effective school.

11:00-11:45 **What Works? What Could Be Better? What's Missing? Site & Building**

Three questions focused on revealing the characteristics of your current site & building

11:45-12:00 **Basic Planning Module**

Ideal configuration of K-8 Schools

12:00-1:00 **LUNCH BREAK + VIDEOS**

1:00-1:45 **Review of Numeric Program**

Develop a numeric program of key learning spaces needed in an effective PK-8 learning environment.

1:45-2:00 **Range of Options**

Preliminary range of options for Cayuse Prairie Elementary School

2:00-2:15 **BREAK**

2:15-3:00 **Development of Range of Options**

Table teams provide detail and direction to design team for future development of the range of options.

3:00-3:30 **Clarifying Facility Vision**

Confirm guiding principles that emerged from workshop

3:30 **Adjourn**

**Virtual & Live Community Listening Session (Date to be determined)**

Sharing summary of workshop and seeking the hopes and concerns of the community

## 2.0 Reflections on REFLECT Workshop and Community Listening Session



Participants considered the exploration of the REFLECT workshop from September XX and shared the insights:

- When thinking about the School Transformation + Development Map exercises, wished we were closer to where we want to be
- Our facility is constraining our educational delivery
- Our facilities score poorly

### 2.1 The World Beyond Cayuse Prairie

The Collaborative Learning Network shared images of highly effective schools from around the world, including welcoming entries, commons, and breakout spaces for projects, presentations and technology. The use of transparency, color and flexible furnishings were included in the presentation.



### 2.2 Places for Learning

The World Beyond Cayuse Prairie concluded with seven images of learning spaces ranging from teachers working alone to working in pairs and teams and looping with learners for multiple years and working in multiple learning modalities.

Teams rated at least two of the places for learning on the following scale:

5 Highly Appropriate for Cayuse Prairie

4 Appropriate for Cayuse Prairie

3 Not Sure

2 May not be Appropriate for Cayuse Prairie

1 Not Appropriate for Cayuse Prairie

More than one school can be rated a 5,4,3,2 or 1. Teams could choose to rate a school a 4.4, 3.6, 2.5, 1.8 or zero.



## A. Teachers Work Alone

- Isolated classrooms
- Grade groups not well defined
- School size is circumstantial
- 65% for teaching & learning



Chief Charlo  
Missoula, MT

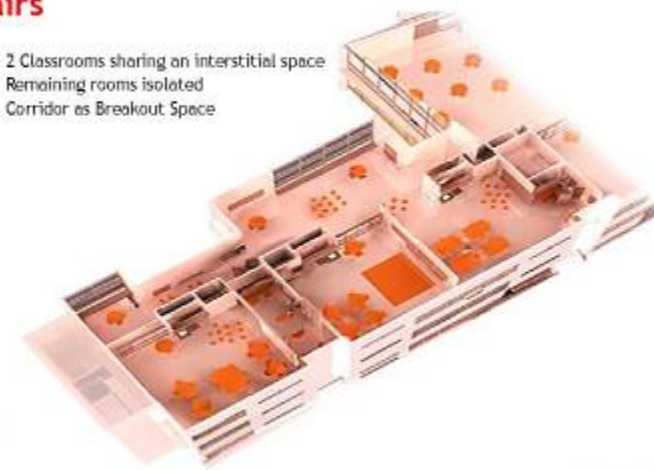
- Why? Lack of flexibility.
- Focus in on the gym
- B: Teacher Pairs
  - Teachers working together
  - Flexible space
  - Flow of students
- C: Teacher Pairs & Teams of 4-5
  - Teacher teamwork
  - Like common area
- D: Elementary Houses
  - Concerned about lack of walls
  - Like the open center
  - Like small learning space
- E: Three Teachers in Multi-age Classroom/Looping
  - Openness
- F: Learn at Own Pace in Contiguous Spaces
  - Openness
- G: Multiple Modalities
  - Like media center at heart
  - Like the flexibility of individual rooms & common spaces
  - Team sharing

### Table Team 1

- A: Teachers Work Alone
  - Similar to what we have
- B: Teacher Pairs
  - Re-arrange classrooms (elementary) & removable walls
  - Move Grade 5 to ES
- C: Teacher Pairs & Team of 4-5
  - Middle School
- D: Elementary Houses
  - Elementary
- E: Three Teachers in Multi-age Classroom/Looping
  - Using existing space
  - Open up walls
  - Group grades
- F: Learn at Own Pace in Contiguous Spaces
  - Too open/age range
- G: Multiple Modalities
  - Smaller scale for middle school

## B. Teacher Pairs

- 2 Classrooms sharing an interstitial space
- Remaining rooms isolated
- Corridor as Breakout Space



Springfield Literacy Center  
Springfield, PA

### Table Team 3

- A: Teachers Work Alone
  - This is where Cayuse is now
- B: Teacher Pairs
  - Teacher Pairs
- C: Teacher Pairs & Teams of 4-5
  - Teacher pairs and teams
- D: Elementary Houses
  - Flexibility
- E: Three Teachers in Multi-age Classroom/Looping
  - We need more understanding of this
- F: Learn at Own Pace in Contiguous Spaces
  - No comments
- G: Multiple Modalities
  - Where do students and teachers put all of their stuff
  - We like the outdoor spaces

### Table Team 2

- A: Teachers Work Alone



## C. Teacher Pairs & Team of 4-5



- Pairs of classrooms with breakout area for 20-80

### Table Team 4

- A: Teachers Work Alone
  - No comments provided
- B: Teacher Pairs
  - Classrooms can be connected



- Question about how to make current hallways into open area
- C: Teacher Pairs & Teams of 4-5
  - Functional/visually can see with what we have now
  - Middle school 5/8 looping... English, math, science
- D: Elementary Houses
  - No comments provided
- E: Three Teachers in Multi-age Classroom/Looping
  - For flexible for changing k-4 class sizes
- F: Learn at Own Pace in Contiguous Spaces
  - No comments provided
- G: Multiple Modalities
  - No comments provided

### D. Elementary Houses



### Places for Learning Scoring

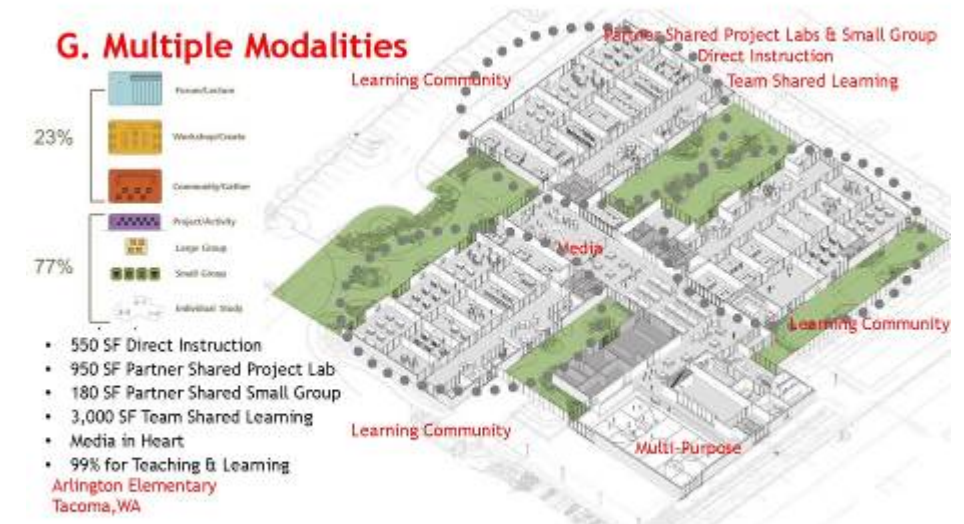
	T1	T2	T3	T4	AVG
A	1.0	2.0	2.0	2.0	1.75
B	4.5	4.0	4.5	4.0	4.25
C	5.0	4.0	4.5	4.5	4.50
D	3.0	3.0	3.5	3.0	3.13
E	4.0	3.0	2.5	3.0	3.13
F	1.0	3.0	1.0	2.5	1.88
G	5.0	5.0	2.5	1.0	3.38

The highest rated learning places included teachers working pairs, working in pairs within a teams of 4-5 and meeting multiple learning modalities.

The lowest rated learning places included teachers working alone and in contiguous spaces.

This assessment will inform the development of the design concepts for Cayuse Prairie.

### G. Multiple Modalities



### E. 3 Teachers in Multi-Age Classrooms/ Looping



### F. Learn at Own Pace in Contiguous Spaces



### 2.3 Patterns for Learning Environments

Christopher Alexander's [A Pattern Language](#) can be used as a template for learning patterns with a memorable name, a compelling image capturing the sense of place, an essence statement that describes the need for the pattern, a description of the pattern and connection to other patterns, an advocacy statement, and quantity of that patterns found in a highly effective school.

Table teams developed one of the following learning patterns:

- Small Learning Community
  - Individual Learning, Places for Introverts, Small Group Learning, Large Group Learning
  - Teacher Planning Areas
- Flex Labs
  - Messy Learning, Noisy Learning, Active Learning
  - Project Learning, Applied Learning
- Library/Media Center as a Learning Street, Global Learning Center or Kitchen rather than a Grocery Store
- Welcome Center for Volunteers in the Building, Student Support, Administrators
- Additional patterns will be explored as the design concepts are developed including:
  - Integrated Technology, Virtual/Computer Learning
  - Making & Eating Food
  - Outdoor Learning, Places to Connect to Nature
  - Learning in the Community

An example was provided before each team developed their own pattern.

#### Memorable Name & Image

NEIGHBORHOOD SCHOOLS (image of school in the heart of the community)

#### Why: Essence of Challenge

Schools represent the heart of a neighborhood due to the vitality of young learners, open space, play areas and economic opportunity.

#### How: Evidence/Examples

The placement of NEIGHBORHOOD SCHOOLS is critical. Schools at the edge of neighborhood increase the visibility of the school, but are challenged by the noise of busy streets which are difficult to cross.

#### What: Description

NEIGHBORHOOD SCHOOLS located in the center of a neighborhood reinforces a short and safe path for pedestrians and cyclists to travel to and from school at all times of year.

#### Advocacy Statement

Therefore: Locate NEIGHBORHOOD SCHOOLS in the center of the neighborhood rather than edge and utilize major collector streets to define the boundaries of the neighborhood.

#### Connection to other patterns

Neighborhood size, school sites.

#### Table Team #1

##### Memorable Name & Image

THE COVES OF LEARNING

##### Why: Essence of Challenge

- Different needs of children/ages
- Utilize square footage

##### How: Evidence/Examples

- Middle
- Elementary

##### What: Description

- Group K      1-3      4-5      6-8
  - Alt:      K-2      3-5      6-8
- Elementary:
  - Remove existing walls
  - Group learning
- Middle
  - Open (Coves/Common Area)

##### Advocacy Statement

- Therefore: Flexible for future learning

##### Connection to other patterns

Outdoors, common areas



### Table Team #2

#### Memorable Name & Image

THE HUB- LIBRARY MEDIA CENTER

#### What: Description

- Wall spaces usable-green screen, white board walls = more color/
- More natural light
- Combine computer lab + library into one media center- attached to 'Welcome Center' as Hub
- Sections for headset/film- listening, story center, reference, reading, cubbies
- Furniture: Lower shelves, soft furniture, flexible/mobile, small round tables vs. long rectangular.

#### Advocacy Statement

A hub-style library would be better able to impart knowledge and learning support staff and students in each aspect of academia (subject areas). We want to create a hub that welcomes the search for knowledge and better facilitates the dispensation of education to all aspects of learning.

### Table Team #3

#### Memorable Name & Image

CAYUSE CREATION STATION

#### Why: Essence of Challenge

- Hands-on learning and creating
- Safe place to learn from failures
- Prepare kids for the future
- Better transition and time management
- Different styles are put to use
- Learning a life skill
- Need a space for art & display work

#### How: Evidence/Examples

- Furniture that can easily be moved
- Different sizes and shapes of furniture
- Room that can be divided
- Age-appropriate spaces (more than 1)

#### What: Description

- Three separate learning spaces for
- Primary, Elementary, Middle School
- Only parts that don't move are sinks, fixtures, fume hood, certain appliances

#### Advocacy Statement

Therefore, the CCS needs to be easily accessible, highly functional and available for all - connect to Outdoors

### Table Team #4

#### Memorable Name & Image

WELCOME CENTER

#### Why: Essence of Challenge

- Bring school and community into one place

#### How: Evidence/Examples

- Zone? Soft close to office

#### What: Description

- IEP/meeting format
- Counselor
- Movement
- Student Achievements
- Entry point that is clear
- Inviting/secure
- Multi-purpose for community
  - Quilting/4H/Board Meeting/Clubs/ Hub for Services

#### Advocacy Statement

- Welcome to Cayuse





## 2.4 What Works? What Could Be Better? What's Missing? Site & Building

Shane Jacobs facilitated the discussion focused on three questions revealing the characteristics of the current Cayuse Prairie Elementary School site & building

### Site

#### What works?

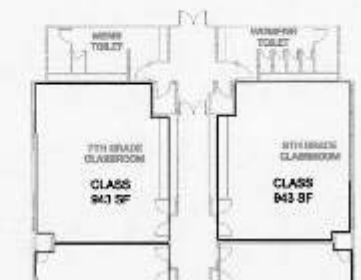
- Bus loop- New exit
- Deliveries/water removal
- South courtyard when sun is out
- 2 Wells- irrigation + potable, North irrigation, Soccer irrigation
- Gardens

#### What could be better?

- Bike paths
- Outdoor learning areas
- Pickup/drop-off: AM/PM/Play areas
- Traffic count/speed

#### What's missing?

- Point of Entry
- Septic locations
- Bike racks
- Crossing of Cayuse
- Parking on 20 ac
- Not enough play grounds
- MS Courtyard-security
- Staff park across road



## Building

### What works?

- Gym size- 2 T.S./Tournaments
- Greenhouse/Garden but 4x (full class)
- Original School- Music admin? relocate

### What could be better?

- MS has own space
- Obvious entry, accessibility
- Science, shop labs
- Flex/multipurpose
- Access to green space

### What's missing?

- Lunch space- 1/2 lunch
- Old gym under utilized
- Health Room
- Teacher Room
- Thermostats
- Warm 7/8 Rooms
- Roof leaks- concessions/new gym
- 3/4 Odors
- Hallway leaks- South
- Snow blows in at the North
- Ice at the North entry
- Gutters, K Entry



## 2.5 Basic Planning Module

Before the lunch break, Shane Jacobs developed a conceptual sketch of an ideal configuration for a K-8 School, capturing many of the elements identified in the Learning Places and Learning Patterns exercises.



INSERT DIAGRAM IN FINAL REPORT

### Lunch+Video:

A short film festival of renovated and new school facilities were shared during the lunch hour. Facilities included the transformation of a portion of Forest Avenue Elementary School in Middletown, Rhode Island, the new Forest Park Elementary School in Regina Saskatchewan and Trillium Creek Elementary School in West Linn, Oregon.

## 2.6 Review of Numeric Program



A draft numeric program of key learning spaces needed in an effective PK-8 learning environment was reviewed and critiqued by three table teams. The revised program is included in this report.

Table teams shared the following observations:

- The teacher planning center for K-2 could include storage and conference to provide greater flexibility and allow the space to become a future classroom.
  - Prep, printer, copy, cutter
  - Could be small group learning
  - Place to keep personal items
- Two music classrooms are unlikely.
- Flex Labs are needed in each small learning community (3 total)
- Health may be taught within the small learning community, rather than on the stage
- Bigger lab
- Counselor/superintendent/vice principal/clerk each need offices
- Conference/waiting room arrangement to allow for larger meetings.
- Kitchen area—no staff restroom/receiving area is needed if the kitchen doesn't change. A production kitchen is unlikely in the future.
- One data closet might need to be larger for an IT office
- Alternate learning environments for up to 3 ISS students (Visible from adjacent office)
- Custodial office- central (2 on staff)
- Self-contained kitchen classroom for preparation of garden vegetables





## 2.7 Range of Options

A preliminary range of options for Cayuse Prairie Elementary School were identified for development by three table teams. Option B: Business as Usual was previously explored in the "What Works? What Could Be Better? What's Missing?" exercise. The cost associated with Option SO: Start Over are likely to exceed the available bonding capacity.

### Range of Options

- Option B: Business as Usual
- Option MR: Minor Renovation
- Option IM: Incremental Migration to East Site
- Option OOTB: Out of the Box
- Option ENR: Expand North/Renovate
- Option EER: Expand East/Renovate
- Option SO: Start Over

## 2.8 Development of Range of Options

Table teams provided detail and direction to the design team for future development of the range of options. Table teams developed two of the options and addressed the following issues:

- Entry/Welcome/Commons
- The HUB (Library/Media)
- 3 Small Learning Communities
- Outdoor Learning & Play
- Pick-up/Drop-off
- Old School
- Old Multi-Purpose
  
- Option MR: Minor Renovation
  - Doesn't meet long-term needs
  - Interior remodel
  - Alter west access/exit to capture additional learning areas
  - HUB
  - A portion of Multipurpose could be used for dining, and the remainder for a flex lab.
  - Kindergarten could be re-located to the administration
  - Administration could be relocated to 2 small stranded classrooms.
  
- Option IM: Incremental Migration to East Site

- Move original school + build K-2 on 20-acre site with Multipurpose and plan to grow to K-5
- Existing campus to remain 6-8
- Develop parking lot along south edge of 20-acre parcel.
- Option OOTB: Out of the Box
  - Commons between Library/Media and original school: 1 for ES, 1 for MS
  - Title I to Media
- Option ENR: Expand North/Renovate
  - Loss of open area/play space
  - Difficulty to supervise narrow courtyards
- Option EER: East/Renovate
  - Move original school house across the street and repurpose, add utilities/restrooms
  - Develop parking lot along south edge of 20-acre parcel.
  - Move gardens to the entry
  - Middle School above/HUB/dining/flex labs on main level. Second floor could have exterior deck as access to outdoor learning.
  - Commons
  - Existing library wing renovated as small learning community or convert/replace existing library w/ garden or Pre-K
  - Roof garden
  - Enclose the narrow courtyard south of the music, consider library in two stranded classrooms and connect to outdoor learning space/adjacent to the library.

## 2.9 Clarifying Facility Vision

The range of options explored by the table teams will be developed by the design team prior to the DISCOVER workshop. The range of options are

likely to be consolidated to reflect the input gathered from the table teams and from the engineering assessment of the facilities. During the DISCOVER workshop, participants will evaluate the range of options utilizing a collection of guiding principles including:

1. Addresses site circulation for pedestrians, parents, staff, buses, parking, deliveries & waste removal
2. Utilizes site effectively to maximize proportion of site used for outdoor learning & play
3. Main entry is obvious to the public; an adult can observe visitors approaching the building & secure them in a welcome center with parent/volunteer room nearby
4. Grade configuration achieves appropriate social separation within facility
5. Option represents effective & efficient use of facilities
6. Option provides appropriate proximity between core learning areas & Music, Library, PE, CTE & Dining while separating after-hour community use from core instructional areas.
7. Option supports team teaching and learning through a variety of sizes and types of learning spaces (including pairs of classrooms, breakout areas for projects, presentations & technology, teacher planning centers, storage, 1:1, 1:6 spaces)
8. Future flexibility is achieved through "Mitten-Like" relationship between current and future educational delivery and facilities
9. Option represents best use of limited resources for facilities and could be implemented in phases if necessary

## 2.10 Virtual & Live Community Listening Session (Date to be determined)

Feedback will be collected from students, teachers, administrators, trustees and the community in the form of three simple questions.





SUMMARY OF DISCOVER WORKSHOP TUESDAY OCTOBER 25, 2016

CAYUSE PRAIRIE ELEMENTARY SCHOOL  
DISCOVER WORKSHOP  
Tuesday October 25, 2016

8:30-8:45 **WELCOME BACK/INSIGHTS FROM REFLECT WORKSHOP**

8:45-9:00 **Overview of Range of Options**  
Brief presentation of the range of options

9:00-9:45 **Review & Critique of Range of Options**  
What Works, What Could Be Better, What's Missing?

9:45-10:00 **Whole Group Discussion**  
Initial insights and feedback

10:00-10:15 **BREAK**

10:15-11:00 **Review & Critique of Range of Options**  
Utilizing Guiding Principles

11:00-11:15 **Whole Group Discussion**  
Initial insights and feedback

11:15-12:00 **Review & Critique of Range of Options**  
Four Corners Exercise

11:30-1:00 **LUNCH BREAK + VIDEOS**

1:00-1:30 **Whole Group Discussion**  
Initial insights and feedback

1:30-2:15 **Mash-up**  
Integration of most effective elements

2:15-2:30 **BREAK**

2:30-3:30 **Reflections/Insights/Next Steps**

3:30 **Adjourn**

October 28, 2016

**Community Listening Session**

Sharing summary of workshop and seeking the hopes and concerns of the community

**3.0 Insights from INSPIRE WORKSHOP**

**3.1 Overview of Range of Options**

Brief presentation of the range of options

**3.2 Review & Critique of Range of Options**

What Works, What Could Be Better, What's Missing?

**3.3 Whole Group Discussion**

Initial insights and feedback

**3.4 Review & Critique of Range of Options**

Utilizing Guiding Principles

**3.5 Whole Group Discussion**

Initial insights and feedback

**3.6 Review & Critique of Range of Options**

Four Corners Exercise

**LUNCH BREAK + VIDEOS**

**3.7 Whole Group Discussion**

Initial insights and feedback

**3.8 Mash-up**

Integration of most effective elements

**3.9 Reflections/Insights/Next Steps**

**3.10 Community Listening Session**

Sharing summary of workshop and seeking the hopes and concerns of the community





