ASSESS

EXPLORE

APPLY

REPORT CONTENTS

NOTE: The ASSESS/EXPLORE Report represents a revision to the previously issued PREPARE/ASSESS report. Changes are in purple text.

AS 1A The Future of Learning
AS 10A Site Assessment
AS 11A Building Assessment
AS 12A School Transformation + Development Map
AS 12B ST+DM Graphic Summary
AS 12C ST+DM Detail

EX 1A The World Beyond Missoula
EX 6A Preliminary Building Program
EX 7A Range of Options

OVERVIEW OF PROCESS

Missoula County Public Schools has initiated the Comprehensive Long Range Facilities Planning process to be facilitated by CTA and team members WGM, Partners Creative, McKibben Demographics, Fielding Nair International, Presidio & McKinstry.

The planning process is dynamic, creative and engaging. It builds upon the MCPS's 21st Century Initiatives and focuses on education first, then facilities.

The process has 5 steps:

(prepare)	*April-September 2013*
ASSESS	*October 2013*
EXPLORE	*November 2013*
APPLY	*December 2013*
(report)	*December 2013-March 2014*

The team is currently in the prepare phase, gathering and organizing information about facilities, sites, school profiles, safety, community demographics and more.

The work of the team is guided by a Steering Committee of diverse community & school representatives.

During the ASSESS, EXPLORE & APPLY phases, meaningful community engagement will take place in two forms.

1. *Formation of Education Innovation Teams for each school including Jefferson & Dickinson. The Education Innovation Teams will be active participants in half-day and day-long workshops in September, October & November. No group of individuals will be asked to commit more than 1 ½ days of time during the ASSESS phase and one day during the EXPLORE & APPLY phases (in half day segments).*

2. *Education Innovation Team members will be asked to share their insights during Community Listening Sessions mid-week during each of the three planning workshops. This provides the community at large to hear about the work of the Education Innovation Teams from their peers and to assure that the Education Innovation Teams do not get too far ahead of the community at large.*

The ASSESS phase focuses on current educational practices and the future of learning. Topics include understanding MCPS's 21st Century Initiatives, considering the impacts of school size, grade groupings, project based learning, time & technology.

Each of these important educational issues ultimately has an impact on facilities.

The EXPLORE phase examines the world beyond Missoula, facility impacts of learning modalities, school organization and key facility program elements.

The APPLY phase builds upon knowledge gained in the previous workshops and uses the guiding principles identified in each exercise to evaluate a range of alternatives developed for each school site. Options typically include:

Option B: Business as Usual
Option L: Light Touch
Option O: Out of the Box
Option R: Realign & Relocate
Option S: Start Over

The report phase synthesizes the insights of the Community at Large, the Education Innovation Teams and the Steering Committee and results in the identification of preferred alternatives for each school site with 5, 10 & 15 year implementation plans.

OVERVIEW OF TEAM MEMBER ROLES

***Board of Trustees**: Reviews Steering Committee recommendations/adopts Comprehensive Long Range Facilities Plan*

***MCPS Leadership:** Provides direction to the CTA team.*

***Steering Committee:** Participates in Education Innovation Teams and community listening sessions. Forms guiding principles, provides recommendations to board of trustees*

***Education Innovation Teams**: Strategic partners for each school site who participate in planning exercises, share insights, provide deep level of community participation*

***Community-at-Large**: Share Hopes & Concerns during community listening sessions*

MISSOULA COUNTY PUBLIC SCHOOLS
STRATEGIC FACILITIES PLAN
DRAFT ASSESS/EXPLORE/APPLY REPORT January 14, 2014

STEERING COMMITTEE PREPARATION

Missoula County Public Schools assembled a steering committee to guide the planning process. The Steering Committee met on May 2, 2013 for a general orientation meeting and on June 20 for a review of key background information. The committee toured undeveloped properties and MCPS facilities leased to other organizations on July 25, 2013. The final Steering Committee meeting during the preparation phase on August 22, 2013 focused on the demographic study and site assessment.

PR 1.1 Our Passions

Members of the Steering Committee were asked to share their passion for being a part of the Steering Committee in six words. The birthplace of each steering committee member was also noted. A word cloud was developed to capture the priorities of the group. A separate word cloud identified the overlay in birthplaces of the group. The majority of the steering committee members were born elsewhere and chose to live in Missoula.

PR 1.2 Understanding MCPS's 21st Century Initiatives

The six change elements of MCPS's 2st Century Initiatives were examined by the Steering Committee. Each table team identified the essence of the change element, provided an example of how the change element is being implemented in the community, reflected on "What Works, What Could Be Better, What's Missing?" provided examples of how the change element impacts community connections, relationships, time, technology and facilities and finally identified guiding principles that emerge from the change element.

APPENDIX PR1.2A is attached via web link http://www.mcpsmt.org/cms/lib03/MT01001940/Centricity/Domain/1378/Final21stcenturymasterplan.pdf

Increase Student Engagement

1. ***Essence of the change element***
   Students engaged in their own learning collaborate through hands-on projects.
2. ***Example of implementation in our community***
   The International Baccalaureate Programme at Hellgate High School
   PBS Student reporting labs

3. ***What Works, What Could Be Better, What's Missing?***
   Works: *PBS: Students identify, research, write, shoot, edit. Work is published nationally*
   Could Be Better: *No items noted*
   Missing: *efforts are in isolation*
   Define student interest
   Define quality standards
   Community resources

4. ***Impact on community connections, relationships, time, technology and facilities***
   Community-wide approach
   More players broadens expertise
   Job internships

5. ***Guiding Principles***
   Student Engagement allows student to apply learning
   Allow students to be actively involved in their own learning

Transform Learning Environments

1. ***Essence of the change element***
   Create engaging classroom settings

2. ***Example of implementation in our community***
   Students gain skills and credits relevant to their future education and careers with programs like Sentinel's Journalism Academy and MCPS Automotive Technology

3. ***What Works, What Could Be Better, What's Missing?***
   Works: *Partnerships with industries, continued job market relevance*
   Could Be Better: *Unlimited enrollment*
   Missing: *Further funding to expand staff, classes and enrollment*

4. ***Impact on community connections, relationships, time, technology and facilities***
   Students form community connections through specialized programs

5. ***Guiding Principles***
   No items noted

Support Early Innovators

1. ***Essence of the change element***
   Supported by asking to be creative
   - *Academies*
   - *New summer program for innovators*
   - *Trial & Error basis*
   - *Never say "no"*
   - *Training for Teachers*
   - *It's okay to fail*

2. ***Example of implementation in our community***
   Staff becoming leaders, taking initiative
   Taking risks
   - *New peer/staff selection process*
   - *Support of Lewis & Clark principal appointment*
   - *Community rising to occasion*

3. ***What Works, What Could Be Better, What's Missing?***
   Works: *Flattening hierarchy. Decisions allowed to be made by staff (i.e. Health Science Academy)*
   Could Be Better: *Establishing Trust. Gives students a voice, bridge from students to teachers to administrators*
   Missing: *Measurable evaluations. Graduation initiatives and accountability. Developing career pathways*

4. ***Impact on community connections, relationships, time, technology and facilities***
   Increase awareness of support systems

5. ***Guiding Principles***
   No items noted.

Personalize Professional Growth

This change element was not reviewed by Steering Committee.

Enhance Communications

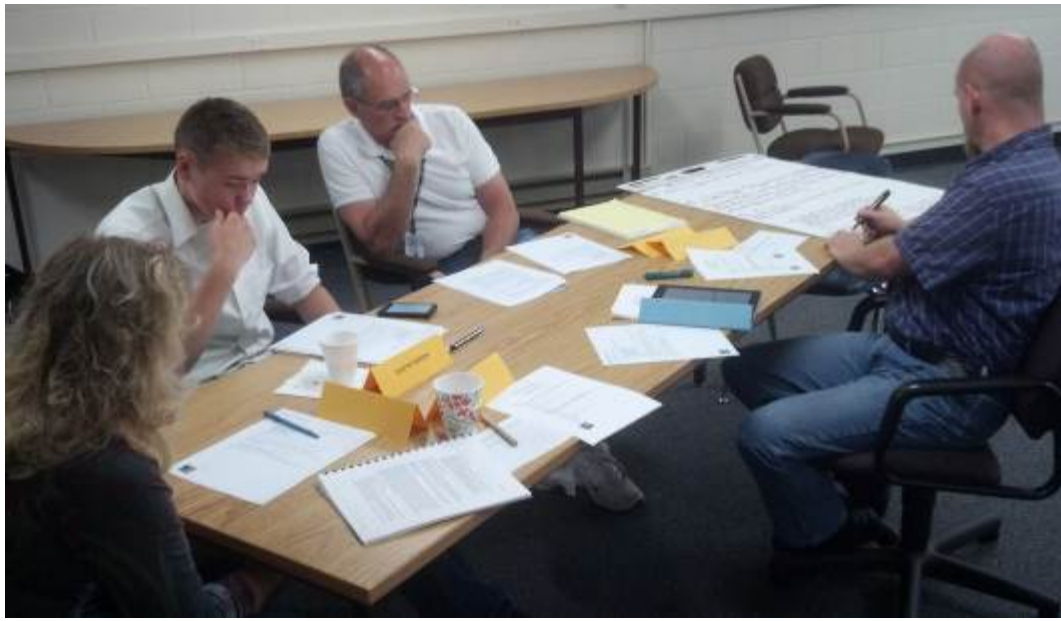
1. ***Essence of the change element***
   Grow a sense of common purpose

2. ***Example of implementation in our community***
   Web page, school wires, alert now social media, facebook, teachers publishing content (evidence of student learning), google docs, community meetings for technology levy

3. ***What Works, What Could Be Better, What's Missing?***
   Works: *Teacher efforts to communicate student learning. New MCPS website*
   Could Be Better: *Social media unharnessed, attendance at community meetings, validity of contact information- Alert Now. Transition from Zangle to Q*
   Missing: *No Items noted*

4. ***Impact on community connections, relationships, time, technology and facilities***
   Goal to improve community connections & relationships. Save time in the long run, consumes teacher time (front-loaded). Increasing demands on technology infrastructure.

5. ***Guiding Principles***
   No items noted.



Collaborate with All Stakeholders

1. ***Essence of the change element***
   Using collaborative teams to focus on learning!

2. ***Example of implementation in our community***
   Professional Learning Community (PLC) Conference (June 18-19, 2013)
   Response to Intervention (RTI) Model

3. ***What Works, What Could Be Better, What's Missing?***
   PLC
   Works: *Collaboration*
   Could Be Better: *More Time*
   Missing: *Community Knowledge*
   RTI
   Works: *Ensure all kids are learning*
   Could Be Better: *More support staff*
   Missing: *Individual learning technology*

4. ***Impact on community connections, relationships, time, technology and facilities***
   Community knowledge needs to be built, relationships between teachers cultivated, time restructured, technology infrastructure enhanced!

5. ***Guiding Principles***
   No items noted.

PR 1.3 Review of Draft Capacity Study

Two table teams examined the draft capacity study and shared the following insights.

- *Graph form rather than spreadsheet*
- *1 page rather than 3*
- *Why compare to Wyoming, Ohio and Massachusetts?*
- *How does it relate to student performance?*
- *Make capacity study useful*
- *Are we using 20th century standards to determine capacity?*
- *What types of spaces do we need?*

The Draft Capacity Study was updated to incorporate the draft enrollment projections provided by McKibben Demographics. The document will be updated once the final enrollment projections are updated after the fall enrollment count.

The 2013-14 Kindergarten class is projected to be the largest class of the recent surge of enrollment, followed by slightly smaller classes, each of which is larger than any kindergarten class ever enrolled in MCPS schools.

The capacity of each of the existing elementary schools will be exceeded as this group of students proceeds through grades K-5. The capacity of each of the middle schools will be exceeded as the peak enrollment grades reach grades 6-8. The high schools are currently below capacity and are projected to have adequate capacity as the peak enrollment enters high school.

See APPENDIX PR1.3A Existing Facility Floor Plans
See APPENDIX PR1.3B Existing Square Footage Summary
See APPENDIX PR1.3C Draft Capacity Study

Program Area Comparisons

Program Area	MCPS	WY	OH	MA	AVG VARIANCE
Academic Core Spaces	38,226	NA	48,000	40,000	-5,774
Special Needs Spaces (Special Ed, Title, G&T)	7,921	NA	2,350	5,800	3,846
Administrative Spaces (Including Counselors)	11,913	NA	4,190	6,230	6,703
Media Center Spaces (Including Computer Labs)	8,983	NA	5,276	6,150	3,270
Visual Arts Spaces	3,769	NA	3,300	2,700	769
Music Spaces	12,258	NA	5,700	6,825	5,996
Technology Education Spaces	10,205	NA	6,200	12,800	705
Business Education Spaces	3,528	NA	0	0	3,528
Family & Consumer Science Spaces	2,343	NA	0	0	2,343
Physical Education Spaces	48,018	NA	31,450	20,300	22,143
Student Dining Spaces	7,054	NA	5,943	6,870	648
Food Service Spaces	4,153	NA	2,082	2,300	1,962
Custodial Spaces	844	NA	500	1,575	-194
Building Services	89,596	NA	37,689	34,258	53,622

Notes:
1. The State of Wyoming lacks specific program area standards
2. The average variance is calculated from the average of Ohio and Massachusetts minus the program area of MCPS
3. Positive number indicates MCPS exceeds average. Negative number indicates MCPS lags average

Critical Space Size Comparisons

Critical Space	MCPS	WY	OH	MA	AVG VARIANCE
Auditorium	7,054	NA	Use Cafeteri	6,137	917
Cafeteria	7,054	NA	4,580	6,870	1,329
Gymnasium	26,410	NA	21,000	10,000	10,910
Media/Library	8,983	NA	5,276	6,150	3,270

Notes:
1. Ohio Standard for auditorium is to use Cafeteria, Massachusetts Standard is to use Gymnasium
2. Cafeteria planning is typically 1/3 of enrollment, using 15 square feet per occupant
3. Existing cafeteria size seats 470 or 36% of current enrollment.
4. 1/2 Current Enrollment= 9,750 SF 1/3 Current Enrollment = 6,500 SF
5. Positive number indicates MCPS exceeds average. Negative number indicates MCPS lags average

PR 1.4 Review of School Profiles

One table team examined the school profiles and shared the following insights.

- *School profile represents the overall demographic profile of each school*
- *Administrators use profile to measure change over time*
- *Profile represents too much information to share as part of planning process*
- *Could annual teacher goals and feedback on facility needs be added to profiles?*

The complete school profiles are contained in a dynamic web-based document. ***APPENDIX PR 1.4A*** *is attached via web link* ***http://www.mcpsmt.org//site/Default.aspx?PageID=4001***

PR 1.5 Review of Existing Lease Agreements

One table team examined the existing lease agreements and shared the following insights.

- *Are current leases in best interest of MCPS?*
- *More information is needed about some of the sites*
  - *Zoning*
  - *Market value*
  - *Reciprocal agreements (i.e use of other city property in exchange for low lease)*
  - *Historical restrictions*
  - *Demographics*
  - *What happens to improvements?*
  - *Why are leases at Lowell so long?*
  - *Are facility leases Triple Net?*
  - *Does MCPS have other responsibilities for maintenance?*

See APPENDIX PR1.5A Lease Comparison for current building and site leases.

CURRENT MCPS BUILDING LEASES

School	Total Sq. Ft.	Acres	Rent per Sq. Ft.	Monthly Lease Amount	Lease Term	Termination Notice/Renewal	Lessee
Prescott						Either party may terminate with 90-day written notice. Lessee may terminate with 90-days written notice at conclusion of years 2, 3, and 4 of the term of lease. Rent to increase $5000 each ensuing year on Aug. 1st.	Missoula International Schools
	25,100	2.3	1.24	$3,333	8/1/2009 - 7/31/2012		
			2.19	$4,583	8/1/2012 - 7/31/2013	Board approved 7/12/2011	
			2.29	$4,792	8/1/2013 - 7/31/2014	"	
			2.39	$5,000	8/1/2014 - 7/31/2015	"	
			CPIU with 3% Cap		8/1/2015 - 7/31/2016	"	
			CPIU with 3% Cap		8/1/2016 - 7/31/2017	"	
Mt. Jumbo						Lessee may renew for additional five years subject to discretion of Board	Walla Walla University
	39,200*	5.3	2.25	$4,380	10/30/2005 - 10/30/2010	Board approved 6/8/2010	
			2.29	$4,748	10/30/2010 - 10/30/2015		
			CPIU with 3% Cap		Yearly increase		
* Walla Walla University leases approx. 23,000 sq. ft. (59%) of Mt. Jumbo, and the remainder is used by MCPS for storage							
Whittier				$1/year	8/1/2004 - 7/31/2014	Either party may terminate with 90-day written notice.	Head Start
Duncan Drive		1.32		$10 every 10 years	7/1/2000 - 6/30/2010	Either party may terminate with 90-day written notice. Lessor must notify in writing 90-days prior to June 30.	City of Missoula
Lowell Site		4.3		$1/year	9/1/1998 - 8/31/2008	Lessor may terminate with 30-day written notice. City requested amendement for 40 year extension due to addition of splash deck. Board approved 11/11/2003	Missoula City Parks and Recreation
Westside Park - Ground Lease				$1/year	9/1/2004 - 8/31/2044		
Lowell Site Ground Lease	10,730			$1/year	12/3/2012 - 12/3/2032	Lessee may renew for additional ten years subject to discretion of Board. Board approved 12/3/2012	Partnership Health Center

PR 1.6 Review of Bonding Capacity

Two table teams examined the bonding capacity of the elementary and high school districts and shared the following insights.

- *It is helpful to have benchmarks of 5, 25, 100 million*
- *Providing this information is helpful for transparency and input from community*
- *High school district include 12 outlying K-8 districts*
- *If existing property or facilities were to be sold it would represent the district's portion/contribution toward future needs*
- *Show K-8 and 9-12 on same scale of 10, 25, 50, 75, 100 million*

D.A. Davidson & Co. Jun-13

Missoula High School District
Estimated MILL LEVY IMPACT ANALYSIS
General Obligation 4.00% Tax-Exempt Bonds - 20 Year Term

Mill Levy Computation:

	$5,000,000	$10,000,000	$15,000,000	$20,000,000	$25,000,000	$100,000,000
Principal Amount of Bonds:						
Total Estimated Interest Over Life of Bonds at 4.00% (1):	$2,358,180	$4,716,360	$7,074,540	$9,432,720	$11,790,900	$47,163,500
Estimated Annual Bond Payment Over 20 Years (1):	$367,909	$735,818	$1,103,726	$1,471,635	$1,839,544	$7,358,175
LESS: Estimated Annual State Aid for Debt Service (2):	$47,248	$47,248	$47,248	$47,248	$47,248	$47,248
EQUALS: Estimated Net Annual Debt Service:	$320,661	$688,570	$1,056,478	$1,424,387	$1,792,296	$7,310,927
DIVIDED BY: FY 2012/13 Mill Value:	$181,892.54	$181,892.54	$181,892.84	$181,892.54	$181,892.54	$181,892.54
EQUALS: Estimated Number of Mills Required:	1.76	3.79	5.81	7.83	9.85	40.19

Estimated Tax Increase for Individual Residential Taxpayer:

2012/13 Tax Year "PHASE-IN VALUE" of Residential Property(3)	2012/13 Tax Year "TAXABLE MARKET VALUE" of Residential Property(3)	2012/13 Tax Year "TAXABLE VALUE" of Residential Property(3)	Estimated ANNUAL Tax (4)	Estimated ANNUAL Tax (4)	Estimated ANNUAL Tax (4)	Estimated ANNUAL Tax (4)	Estimated ANNUAL Tax (4)	Estimated ANNUAL Tax (4)
$25,000	$14,000	$368	$0.65	$1.39	$2.14	$2.88	$5.65	$14.80
$50,000	$28,000	$736	$1.30	$2.79	$4.28	$5.77	$7.26	$29.60
$75,000	$42,000	$1,105	$1.95	$4.18	$6.42	$8.65	$10.88	$44.40
$100,000	$56,000	$1,473	$2.60	$5.58	$8.55	$11.53	$14.51	$59.20
$150,000	$84,000	$2,209	$3.89	$8.36	$12.83	$17.30	$21.77	$88.80
$200,000	$112,000	$2,946	$5.19	$11.15	$17.11	$23.07	$29.02	$118.39
$250,000	$140,000	$3,682	$6.49	$13.94	$21.39	$28.83	$36.28	$147.99
$300,000	$168,000	$4,418	$7.79	$16.73	$25.66	$34.60	$43.54	$177.59

Missoula County residential property owners can look up their "taxable market value" on the County's web-site at: http://www.co.missoula.mt.us/ and apply the following formula to calculate the estimated tax impact for the Bonds.

Taxable Market Value (From County web-site or column 2 above) X ("Mills/38,023") = Estimated Annual Tax Impact.

See footnotes on following page.

See APPENDIX PR1.6A for the Estimated Mill Levy Impact Analysis provided by D.A. Davidson.

PR 2.1 Site & Facility Tour

The Steering Committee toured undeveloped parcels and leased facilities owned by MCPS on July 25, 2013

See APPENDIX PR2.1A for the Site & Facility Tour Route.

PR 3.1 Review Draft Demographic Study

McKibben Demographics provided a detailed demographic forecast for each school within the district. The forecast model is built upon the unique population characteristics of each attendance area including the sex, age, percentage of home ownership and other factors while holding administrative factors as a constant. Administrative factors include open enrollment and specific initiatives and programs which may alter choices families make regarding enrolling their children in specific schools out of their attendance area.

MCPS is expected to see an increase in enrollment in all grade levels in the next ten years. Dr. McKibben's observation is that most of the growth the school district will experience in the next decade already exists within the district.

Key Elementary School Insights:

1. *2013-14 Kindergarten class represents peak enrollment for next 10 years. The next two classes are similar in size, and larger than any Kindergarten class in the past 5 years.*
2. *2015-16 Fifth grade class is smallest in sample.*
3. *Current Enrollment of 3,485 Grade K-5 students = average of 387/9 elementary schools (Smallest is Franklin:280 Largest is Lewis & Clark:476)*
4. *Peak Enrollment of Grade K-5 students is projected to be 2017-18.*
5. *Peak Enrollment of 3,931 Grade K-5 students = average of 436/9 elementary schools (Smallest is Franklin: 344 Largest is Lewis & Clark: 497)*
6. *2013-14 Represents lowest K-5 enrollment in next ten years*
7. *446 Additional K-5 students are anticipated when comparing the peak enrollment to current enrollment. This is equivalent to one additional elementary school.*

Key Middle School Insights:

8. *Current Enrollment of 1,547 Grade 6-8 students = average of 516/3 middle schools (Smallest is CS Porter: 467 Largest is Washington: 569)*
9. *Peak Enrollment of 1,918 Grade 6-8 students = average of 640/3 middle schools (Smallest is Meadow Hill: 562: Largest is Washington: 695)*
10. *2018-19 Grade 8 class is smallest in sample*
11. *2013-14 Represents lowest 6-8 enrollment in next ten years*
12. *371 Additional 6-8 students are anticipated when comparing the peak enrollment to current enrollment. This is equivalent to ¾ an additional middle school.*

Key High School Insights:

13. *Approximately half of Peak Future Enrollment for Grade 9 is generated in outlying K-8 districts*
14. *Current Enrollment of 3,571 Grade 9-12 students = average of 1,152/ 3 high schools (Smallest is Big Sky High School: 916 Largest is Hellgate High School: 1258) (Seely Swan High School represents is 3.1% of total high school enrollment)*
15. *Peak Enrollment of 3,970 Grade 9-12 students = average of 1,288/ 3 high schools (Smallest is Sentinel High School: 1147 Largest is Hellgate High School: 1411) (Seely Swan High School represents is 2.7% of total high school enrollment)*
16. *Peak Enrollment at Sentinel High School is 2013-14, and is lower than recent peak of 2008-09*
17. *2016-17 high school seniors are largest in sample*
18. *2017-18 high school seniors are smallest in sample*
19. *2017-18 Represents lowest 9-12 enrollment in next ten years*
20. *399 Additional 9-12 students are anticipated when comparing the peak enrollment to current enrollment. This is equivalent to 1/3 an additional high school.*

Key District Insights:

21. *979 Additional K-12 students are anticipated when comparing the peak enrollment to current enrollment.*

See APPENDIX PR3.1A Draft Missoula 2010 Census Tables by Elementary Attendance Area
See APPENDIX PR 3.1B Draft Population Pyramids
See APPENDIX PR3.1C Output- Provisional Missoula 2012-13 enrollment forecasts

PR 3.2 Review Draft Attendance Area Maps
WGM developed a series of maps of each attendance area illustrating the following:

A1 *MCPS Properties*
A2 *MCPS Properties & Locations of Current K-12 Students*
A3 *Elementary School Attendance Boundaries*
A4 *Elementary School Attendance Boundaries & Current Locations of K-5 Students*
A5 *Middle School Attendance Boundaries*
A6 *Middle School Attendance Boundaries & Current Locations of Grade 6-8 Students*
A7 *High School Attendance Boundaries*
A8 *High School Attendance Boundaries & Current Locations of 9-12 Students*
A9 *Neighborhoods and MCPS Properties*
A10 *Trails and MCPS Properties*

See APPENDIX PR3.2A for the Draft Attendance area Maps

PR 3.2 Review Draft Site Condition Assessment
WGM developed a detailed review of each developed and undeveloped parcel owned by MCPS.

The summary for each site includes the site size, location of utilities, number of parking spaces, location of bus routes, MCPS parcel zoning, adjacent property zoning and a walk score generated by a Google algorithm that accounts for the proximity of housing and community services to the site.

See APPENDIX PR3.2A for the Draft Site Condition Assessment

PR 4.1 KEY INSIGHTS

1. *The Steering Committee is diverse group of students, teachers, staff, administrators, parents, grandparents, business & community leaders*
2. *The Steering Committee is building upon the work of MCPS's 21st Century Initiatives (2010-11) & the Facility Condition Report & Energy Audit (2009)*
3. *The Steering Committee has reviewed an updated capacity study, school profiles, lease agreements, bonding capacity.*
4. *The Steering Committee participated in a tour of school facilities with a focus on undeveloped sites and leased facilities.*
5. *The Steering Committee has reviewed an updated demographic study and enrollment forecast, attendance pattern study and site condition inventory.*
6. *The Steering Committee will review the Safety, Security and Technology recommendations generated by other groups when they are available.*

PR 4.2 TAKE-AWAY MESSAGES

The take away messages at this point in time include the following:

1. *The comprehensive long range facilities planning process has a significant level of community engagement*
2. *Facilities impact implementation of MCPS's 21st Century Initiatives*
3. *The majority of our K-12 facilities are currently below capacity using student/teacher ratios determined by the State of Montana Office of Public Instruction. Adherence to student/teacher ratios greater than 20 students to 1 teacher does not necessarily yield positive educational outcomes. Classrooms in some buildings are small and cannot accommodate 28-30 students in grades 4-12. As a result many buildings exceed capacity if lower student/teacher ratios are used.*
4. *Additional information will be provided regarding the lease agreements of existing facilities and undeveloped properties.*
5. *Additional information regarding the value of and any potential limitations on the sale of existing facilities and undeveloped properties.*
6. *The demographic profiles of our community vary in percentages of homeownership, family formation and senior citizens without school age children.*
7. *Enrollment has been on the rise in the elementary years for the past 5 years, and is expected to increase for the next 10 years, eventually impacting middle and high school enrollment. Virtually all buildings will be at or above capacity in 10 years.*
8. *Our schools are geographically dispersed throughout the community, providing opportunities for flexible attendance areas in close proximity to most schools.*
9. *The average age of MCPS facilities is 57 years old. 9% are greater than 100 years old. 18% are greater than 90 years old. 41% are greater than 60 years old. 62% are greater than 50 years old. Chief Charlo is the newest school, built in 1995.*
10. *38% of the buildings have never been expanded. 38% of facilities have been expanded at least twice. 12% of the buildings have been expanded as many as five times.*

PR 4.3 CHALLENGES & OPPORTUNITIES TO BE ADDRESSED

The key challenges and opportunities we are trying to address we are trying to solve at this point in time include the following:

1. *Aligning MCPS's 21st Century initiatives with our mid-twentieth century (and late nineteenth) facilities.*
2. *Maintaining flexibility for the future as community demographics change over time.*
3. *Determining the highest and best use of existing facilities (should facilities be unchanged, renovated or replaced) to meet the needs of our community.*
4. *Determining the highest and best use of undeveloped properties (should properties be sold, swapped or retained) to meet short term and long term needs of the community.*
5. *Understanding the role of our schools in the community*
6. *Integrating safety, security, technology and energy improvements into facility improvements*
7. *Determining how MCPS will move into the future regarding technology*
8. *Integrating energy improvements into facility improvements*
9. *Confirming sustainable sources of financial support for education, safety, security, technology and energy improvements to facilities.*
10. *Determining how a wide range of demonstration sites will be selected resulting in pilot projects in elementary, middle & high schools and in new and old facilities.*
11. *Creating demonstration sites utilizing limited resources in order to evaluate the impact of facility changes before asking the community to support more comprehensive impacts on facilities.*

PR 4.4 DRAFT TIMELINE:

PREPARE

May 2, 2013

Steering Committee Orientation & Overview

June 20, 2013

Steering Committee review of 21st Century Initiatives, Capacity Study, School Profiles, Leases & Bonding Capacity

July 25, 2013

Steering Committee Site & Facility Tour

August 19, 2013

Preparation Meeting for Steering Committee (Alex, Burly, Geoff, Nick) 3:00-3:45

August 22, 2013

Steering Committee Meeting: Review Demographic Study, Site Data 5:45-8:00

August 23, 2013

Debrief from Steering Meeting (Alex, Burly, Geoff, Nick) 3:00-3:45

September 10, 2013

Board of Trustees Meeting: Overview of Planning Process (Geoff & Nick) 6:00 pm

September 12, 2013

Preparation Meeting for Education Innovation Team/Steering Committee Workshops and Community Listening Session (Alex, Burly, Geoff, Nick) 3:00-3:45

September 24, 2013

Preparation for Education Innovation Team/Steering Committee Workshops and Community Listening Session Meeting (Alex, Burly, Geoff, Nick) ***3:00-3:45***

September 26, 2013

Steering Committee Meeting: Review Workshop Goals (Steering Committee)

ASSESS

October 7-10, 2013

Education Innovation Team/Steering Committee Workshops

Monday October 7, 2013 8:30-3:30 District Wide (EIT's + Steering)

Tuesday October 8, 2013 ***8:30-11:30:*** *Region 1 Elementary—****12:30-3:30:*** *Region 2 Elementary (EXP EIT's + 20% Steering)*

Wednesday October 9, 2013 ***8:30-11:30:*** *Region 3 Elementary—****12:30-3:30:*** *All Middle Schools (EXP EIT's + 20% Steering)*

Thursday October 10, 2013: ***8:30-11:30:*** *All High Schools, Lifelong Learning Center, UM (EXP EIT's + 20% Steering*

October 8, 2013

Board of Trustees Meeting: Overview of ASSESS & EXPLORE Phase (Geoff & Nick) ***6:00 pm***

October 9, 2013

Community Listening Session: Evening ***6:30-8:00*** *(EXP EIT's Steering + 3 personal invitations each)*

October 14, 2013

Workshop Debrief/Steering Preparation Meeting (Alex, Burly, Geoff, Nick) ***3:00-3:45***

October 24, 2013

Steering Committee Meeting: Review Workshop Outcomes & Guiding Principles ***6:00-8:00***

October 25, 2013

Debrief from Steering Meeting/ Preparation for Education Innovation Team/Steering Committee Workshops and Community Listening Session (Alex, Burly, Geoff, Nick) 11:00-11:45

EXPLORE

November 4-8, 2013

Education Innovation Team/Steering Committee Workshops

Monday November 4, 2013 ***8:30-11:30:*** *District Wide (All EIT's + Steering)* ***12:30-3:30:*** *R1 Elem. (Expanded EIT's + 11% Steering)*

Tuesday November 5, 2013 ***8:30-11:30:*** *Region 2 Elementary—****12:30-3:30:*** *Region 3 Elementary (EXP EIT's + 11% Steering)*

Wednesday November 6, 2013 ***8:30-11:30:*** *Region 2 Middle School—****12:30-3:30:*** *Region 3 Middle School (EXP EIT's + 11% Steering)*

Thursday November 7, 2013: ***8:30-11:30:*** *Region 1 Middle School—****12:30-3:30:*** *Region 1 High School, Lifelong Learning Center, UM (Expanded EIT's + 11% Steering)*

Friday November 8, 2013: ***8:30-11:30:*** *Region 2 High Schools—****12:30-3:30:*** *Region 3 High Schools (EXP EIT's + 11% Steering)*

November 6, 2013

Community Listening Session: Evening ***6:30-8:00*** *(EXP EIT's Steering + 3 personal invitations each)*

November 12, 2013

Workshop Debrief/Steering Preparation Meeting (Alex, Burly, Geoff, Nick) ***3:00-3:45***

November 12, 2013

Board of Trustees Meeting: Overview of APPLY Phase (Geoff & Nick) ***6 pm***

November 21, 2013

Steering Committee Meeting: Review Workshop Outcomes & Guiding Principles ***6:00-8:00***

November 25, 2013

Steering Meeting Debrief (Alex, Burly, Geoff, Nick) ***3:00-3:45***

APPLY

December 2-6, 2013

Education Innovation Team/Steering Committee Workshops

Monday December 2, 2013 ***8:30-11:30:*** *District Wide (EIT's + Steering)*

12:30-3:30: *R1 Elem. (EXP EIT's + 20% Steering)*

Tuesday December 3, 2013 ***8:30-11:30:*** *Region 2 Elementary—*

12:30-3:30: *Region 3 Elementary (EXP EIT's + 20% Steering)*

Wednesday December 4, 2013

8:30-3:30: *All Middle Schools (EXP EIT's + 20% Steering)*

Thursday December 5, 2013:

8:30-3:30: *Region 1 & 3 High Schools (EXP EIT's + 20% Steering)*

Friday December 6, 2013:

8:30-3:30: *Region 2 High Schools, Life Long Learning Center, UM (EXP EIT's + 20% Steering)*

December 4, 2013

Community Listening Session: Evening ***6:30-8:00*** *(EXP EIT's Steering + 3 personal invitations each)*

December 9, 2013

Workshop Debrief/Steering Preparation Meeting (Alex, Burly, Geoff, Nick) ***3:00-3:45***

December 10, 2013

Board of Trustees Meeting: Overview of APPLY Phase (Geoff & Nick) ***6 pm***

December 12, 2013

Steering Committee Meeting: Review Workshop Outcomes & Guiding Principles ***6:00-8:00***

December 13, 2013

Steering Meeting Debrief (Alex, Burly, Geoff, Nick) ***3:00-3:45***

REPORT

January 2014

Steering Committee Meeting: Recommendations to Board of Trustees

IMPLEMENTATION

February-March 2014

Design Summer 2014 Pilot Projects

June-August 2014

Implement Summer 2014 Pilot Projects

September 2014

Submit Montana Department of Commerce Quality Schools Project Grant for Summer 2015 Pilot Projects

Fall 2014

Design Summer 2015 Pilot Projects

June-August 2015

Implement Summer 2015 Pilot Projects

Fall 2015

Bond Vote for 21st Century Schools incorporating best educational practices, technology, safety, energy

Fall 2015-Winter 2017

Design Bond-Funded Projects

Spring 2017-Summer 2018 (and beyond)

Construct Bond-Funded Projects

ASSESS

October 7-10, 2013

ASSESS WORKSHOP EXECUTIVE SUMMARY

Education Innovation Teams of students, parents, staff, administrators, parents/grandparents, business and community leaders representing each school in Missoula County Public Schools tackled a series of challenging exercises focused on assessing current educational practices and desired future practices as well as assessing existing school sites and facilities.

The Future of Learning

The workshop began with an overview of the Future of Learning, presented by CTA's educational facility planner Nick Salmon and Dean of the University of Montana College of Education, Dr. Roberta Evans. The presentation opened by asking participants to identify the most memorable learning experience and to reflect on what they were doing, who they were with, how it made them feel and why it remained memorable today. As observations were shared with the whole group, it became apparent that many experiences did not take place in school, were often experienced alone or in small groups, and in some cases included recovery from failure. The future of learning requires the development of critical thinking skills to address problems that do not yet exist, collaborating with people around the world utilizing numerous languages to communicate in order to develop creative solutions.

Relevant, Not Relevant, Scary & Why

The table teams discussed the presentation and shared specific portions of the presentation that were relevant, not relevant, scary and why. The most relevant themes of the presentation were the student-centered learning themes of project based learning, collaborative student teams and internships.

Global Century Skills

The group was asked to identify the biggest changes in the world in the past 25 years, what skills are need to negotiate those changes, and local evidence of how students in our community acquire those skills. Missoula is rich with examples of local initiatives focused on developing young people into thoughtful and effective global citizens.

Understanding MCPS's 21st Century Initiatives

MCPS's 21st Century Initiatives represent the foundation of the educational vision informing the development of the Comprehensive Facility Plan. The exercise provided an opportunity to understand the six elements of the Model of Change and how they impact teaching and learning in our community.

Project Based Learning

Project based learning is often described as the poster child for developing the global century skills of critical thinking,

communication, collaboration and creativity. A video from Edutopia launched the investigation into the keys to a successful project based learning exercise, including the formation of essential questions, applying what is learned in core subjects of math, science, language arts and social studies, and utilizing community partners.

Geoffrey Canada

A TED talk by Geoffrey Canada, founder of the Harlem Children's Project, was presented during the lunch break. His video covers many key issues in education today including the importance of breaking with traditional practices that are no longer effective, supporting innovation and learning from failure.

Grade Grouping/Looping/Size

Missoula County Public Schools includes nine elementary schools, three middle schools, four high schools, the Willard Alternative Program and the Dickinson Life Long Learning Center. The Education Innovation Teams examined aspects of effective teaching and learning, including the importance of Early Child and Pre-Kindergarten programs and the significant developmental changes along the PK-20 continuum. The observations of the Education Innovation Teams suggests that many transitions occur within our schools and that they do not necessarily align with the current K-5, 6-8 and 9-12 configuration.

District Organization

Most school districts engaged in comprehensive master planning efforts launch individual building innovations, but not district-wide transformation. Table teams discussed a range of district models including the existing linear/hierarchical model, thematic schools within the existing model, a single PK-12 campus and many out of the box concepts developed by the Education Innovation Teams. This important exercise will require additional discussion and community feedback in order to confirm which model is most effective in supporting the educational vision of MCPS while meeting the needs of the community.

Time & Technology

More than 20 challenging questions exploring the impact of time and technology on education were addressed by the school teams. The important insights of this exercise include consideration of more flexible start to the school day, more flexibility within the school day and alternatives to the traditional summer break.

Site Assessment
The collective knowledge of each school-based team was tapped in order to identify what works, what could be better and what was missing from each site. Information shared in this exercise supplements the extensive site condition assessment provided by WGM Group as a part of the Comprehensive Long Range Facilities Plan.

Facility Assessment
The school based teams were asked to shift attention from the site to the building. Information gathered in this session expands upon the comprehensive facility condition inventory and energy audit developed by CTA in 2009.

School Transformation + Development Map
Dr. Frank Locker's School Transformation + Development Map assessment tool prompted a discussion about a range of current and future educational practices and facility implications characterized in five columns (1) maintaining tradition, (2) initiating change, (3) progressive, (4) transforming and (5) transformed. In most cases, current educational practices appear to be significantly constrained by facilities. The majority of the school teams envisioned substantially transformed educational practices and facilities in the future. The level of support for change in educational delivery and facilities represents the critical work of the Educational Innovation Teams during the EXPLORE and APPLY phases of the Comprehensive Long Range Facility Planning process.

Community Listening Session
A community listening session was held on Wednesday October 9, 2013 in order to provide an opportunity for more than 50 people to share their hopes and concerns about the work of the Education Innovation Teams as the planning process continues. The feedback allows the comments of the community to be integrated into the process, and to assure that the school teams do not get too far ahead of the community at large.

Subsequent Community Listening Sessions will include a brief overview of the territory covered during the planning workshops, followed by opportunities for Steering Committee members to record hopes and concerns in small groups stationed throughout the venue.

Individual Reflections
At the conclusion of each of the planning sessions participants were asked to write a brief reflection upon the planning process.

Key Insights

- *Flexibility of spaces, daily schedules, annual school calendars and furnishings are desired*
- *New ways of engaging children and families in early child, pre-kindergarten programs and other community needs are envisioned*
- *District-wide innovation will create the context for building-level innovation*
- *Rising enrollment in the past five years and the next five years represents a ten year cohort that is projected to exceed the capacity existing elementary schools by 2017-18 and middle schools in 2023-24.*
- *The majority of MCPS school sites and facilities are in need of site improvements as well as upgrades to technology, mechanical and electrical systems.*
- *The utilization of undeveloped sites, administrative buildings and leased facilities will be integrated into the preferred solutions of the Comprehensive Long Range Facilities Plan*

AS1.1The Future of Learning

An overview of the Future of Learning was presented with opportunities to comment on what was relevant, not relevant and scary. In addition participants were asked to identify their most memorable learning experience, where it took place, who they were with, how old they were, how it made them feel and why it remains memorable today. Examples included sky diving, building a tractor, working and traveling in other countries and paddling a dragon boat. Many experiences were rooted in strong relationships with a parent, mentor, teacher or small groups.

AS1.2 Relevant

Combined spaces
Integrated content
Project Based Learning
Multiple right answers
Student teams demonstrating collaboration
Student directed learning
Relationships within the school and community
Connection to professional community
Internships in community
School of One
Building & grounds integrated
Not all students come to school with same preparation
Importance of early child development- time invested is well worth it

Not Relevant

We lack bandwidth to achieve some of these changes

Scary

How long it takes to change
Not much has changed
Time to move forward
Kindergarteners can't wait to get into school, Seniors can't wait to get out, what does that say about school?
Brain development- never stops developing
Need to mind the gaps of change and transition
What can we do right now while planning for the future
Professional development, teacher education
Patience

AS1.3 Global Century Skills

The group was asked to identify the biggest changes of past 20-30 years:

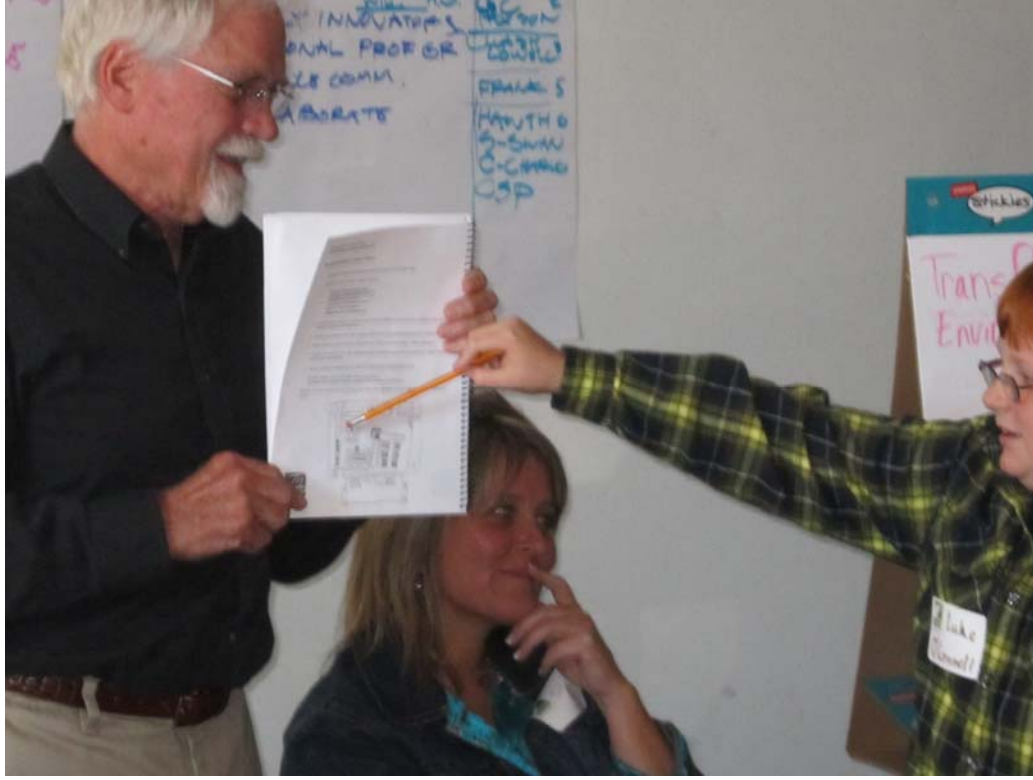
Security
Social media
1/88 kids diagnosed with autism
Access to information at our finger tips
Mobility of workforce
Global economy
Screen time
Greater separation of haves/have nots
Increase in two income families
New career opportunities
Family structure
Quantifying success
Child obesity
Less creative, less play
Energy costs, gas prices
Increased cost of higher education
Medical advances
Stress
Moral values
Urban rebirth
Disciplinary problems

The group was asked to identify 2-3 skills needed to negotiate the changes noted above:

Flexibility
Respect
Resilience
Technology
Empathy
Communication
Problem solving
Make choices on own
Prioritizing
Multi-tasking
Independence
Active listening
Emotional regulation
Restraint
Exciting learning
Understanding complexity
Risk taking
Challenge alternative viewpoints
Be kind
Critical thinking
Physical action
Global awareness
Values
Balance

The group was asked to provide examples of skill development in current practices:

Project Lead the Way
Spectrum- downtown Missoula
Writing coaches
Science academy
HFH
Peas Farm
Missoula Writers Collaborative
WEN
Any Given Child
Willard
Camp Invention
MS Jazz
Turn Wheel
Montana Digital Academy
GUTS
Montana Natural History Center
I3
Ipad initiative
Respect Club
Head Start
Teachers
International Baccalaureate
Flagship
Artist is Residence
Public Library
Rocky Mountain Elk Foundation
Compass
Robotics
Language Emersion
Parks & Recreation
YMCA
Peace Choir
Missoula Children's Theater



AS1.4 MCPS 21st Century Initiatives

Each table team selected one of the six elements from the MCPS Model of Change:

Increase Student Engagement
Transform Learning Environments
Support Early Innovators
Personalize Professional Growth
Enhance Communications
Collaborate with All Stakeholders

Increase Student Engagement

1. ***You have been asked by a friend at the Farmers Market to describe the essence of the change element, what is your response?***

   Make learning more meaningful, relevant and provide opportunities and experiences to apply the learning.

   Connecting kids with learning at school and in community

2. ***Provide an example of how this change element is being implemented in our community.***

   Digital media academy
   Automotive
   Journeys
   Concurrent enrollment
   AP classes
   Travel opportunity
   Opportunities for teacher training
   Student garden
   Guest /community speakers
   Across Grade Projects within school and community

3. ***When thinking of this example, What Work's, What Could Be Better, What's Missing?***

   What Could be Better?: More community involvement (job shadowing), internships, school to work, more investment in non-college bound students, impact community connections, closer relationship with U of M and other universities, developing advisories to include community and industry, IEP for all, technology poor, scheduling – time, teachers have varying skill sets, facilities, investment by all classrooms, communication by grade level, utilizing community experts

   What's Missing?: goal plan utilization of garden, products using in cafeteria,

4. ***Provide examples of how this change element impacts community connections, relationships, time, technology and facilities.***

   Hands-on relevant learning
   Communication with community
   Teamwork/communication conflict resolution

5. ***Identify Guiding Principles in the form of a declarative statement:***

   Through use of a school garden, students can be: more connected to their community, more connected to their environment, have pride in their school, and all students can feel they are important to the success of the garden.

Transform Learning Environments

1. ***You have been asked by a friend at the Farmers Market to describe the essence of the change element, what is your response?***

   When, where, how, why?
   Making it more practical/real, no longer school as one "place".
   Learning environment is "in the word" through technology.
   More conducive to "real life work"
   A long term apprenticeship to like
   Flexible space – flexible to shift individual space
   Environment crates greater opportunities for authentic engaging, and relevant experiences that connect our school with larger communities.
   Too much directed toward "in school" vs. real world education.
   Exploration of possible careers
   Interdisciplinary studies on a given topic.
   Service learning/internships to guide career decisions
   1 day/week: PBL 9-12 all day, project at end of quarter or semester.
   School open 7am – 5pm – students and teachers choose schedule that works for them.
   Career education possibilities as quarter class required for freshmen.
   Mentoring of lower classmen by upper classmen
   Connections between classes matter to students.
   Teach "real world" to meet goals of curriculum.
   Expanding learning experience beyond classroom walls into the community (including the school yard)
   Moving away form 1 teacher, 30 students and desks all in a row
   Hands on learning
   Green schools/sustainability
   Inner disp. Cross grades/agile
   Students can go farther in life
   Hand on learning
   Compute/ iPad sets can access in classrooms
   Wifi locked and secured
   Use of own personal devices for learning
   Flexible classrooms
   Furniture – use of tables
   Group assignments/tests – rely on others strengths
   Transparent classrooms – change structure environment & education presentation
   Mentors – using them – cross grad level

Inter-write boards- teach all students to use – use as conversation
Equipment for tables – not necessarily one per student
Mixed grouping at students individual levels
Colors in school stimulates brain
Music in background promotes learning – change it up
Co-teaching – ownership issues – special needs teacher inclusion
Peer observations
Pods – new schools – flexibility of space – teachers and construction changes, can't personalize for one teacher
Class size plays huge role teach/student ratio
Projects for weeks
Not just on 4 walls – technology out of classroom
Develop space geared toward adult education – adults learn in space that is different.

2. ***Provide an example of how this change element is being implemented in our community.***

Health Science Academy
Emphasis on volunteer projects (ex. Lowell playground)
Discover Core at Lewis & Clark
Franklin Garden
Middle school music/music technology at Big Sky
PBL = improve school
Wilderness class
Peace Farm
Internships
Willard's organic garden
Adult training centers – Phyllis Washington Center at U of M, the learning center at St. Pats.

3. ***When thinking of this example, What Work's, What Could Be Better, What's Missing?***

What works: *collaboration among teachers (one shared office), looping students/teachers, flexible furniture, smaller learning environment, technology, 4-6 year plan (Rigor), teachers getting out to community, flexible space/shared space, discover core, parent volunteer, peace that, the hills, natural play areas, utilization of nearby spaces, engaging, creative collaborative, community resources, small learning environment, student based,*

What could be better: *structure of building, knowing problems with layout changes, individualized learning (IEPs), teacher training program, getting students out in community with prof., blended learning with technology, schedule, maintenance buy-in, less blacktop, greater utilization of outdoor spaces from teachers and students for classroom purposes, amphitheater, fewer barriers to expeditions, time to collaborate, agile learning environment, more community partners, more internship sites, technology at your fingertips, variety of modes, flexible/agile, movable parts, easily reconfigured, inspired by learners, Comfort, lighting, aesthetics, easy to move around & build relationships, flexibility in room size & arrangement, more quiet space, wifi availability*

What's missing: *basic elements (sinks), foundation for creative thinking (students and teachers), funding and resources, technology that works, apple, more flexible furniture, infrastructure for technology, lighting, movable parts (desks, chairs, walls), stationary bikes, ball chairs, space for fitness, rooms for small groups – supporting social and emotional, chairs for physical exercise/supports, vending machines with fruit in them, Spaces for teams to collaborate, front porch idea, computers on wheels,*

4. ***Provide examples of how this change element impacts community connections, relationships, time, technology and facilities.***

Developing collaborative relationships requires some intentional work.
There are so many ways to collaborate – automotive.
Hard work is good for the soul.
We have increase the visibility of school district in the community
Community has more involvement in school district.
Kids interact with a wide variety of community members.
Sharing spaces with community
Visibility of learning
Cross generational
Sense of belonging
Inclusion
Connections

5. **Identify Guiding Principles in the form of a declarative statement:**

   Willard has come a long way "baby" we collaborate with fellow teaches and our students. We work as a team to create a green/energy efficient learning environment for all our students.

   Learning environments designed for adults leads to: better learning; greater satisfaction and return customers (students).

Support Early Innovators

1. **You have been asked by a friend at the Farmers Market to describe the essence of the change element, what is your response?**

   Supporting groups/people willing to take a risk to improve/change education through creativity, collaboration and experimentation

2. **Provide an example of how this change element is being implemented in our community.**

   School Garden
   I3 – a selected group of students work together to solve a specific problem and implement solutions (Ex .Sustainability)

3. **When thinking of this example, What Work's, What Could Be Better, What's Missing?**

   What works: *parent involvement, college student involvement, student engagement – the kids love it, new foods, partnership with GCH, additional science, math, mapping, and writing, student collaboration, student pride, ownership, anonymous selection process, narrows focus to an attainable solution,*

   What could be better: *all seasons garden, teacher access, full circle (compost), resources, summer garden help, support in curriculum, extend opportunity to move students,*

   What's missing: *ADA access, MCPS financial support, greenhouse, teaching long term food storage and family involvement with food security (canning class or freezing food),*

4. **Provide examples of how this change element impacts community connections, relationships, time, technology and facilities.**

   Community connection with Garden City Harvest
   Model for other schools
   School environment – improves student engagement
   Efficient use of underdeveloped space
   Relationships between teacher, students, parents, families
   Enhancing backpack program

Students work in teams to solve real-life problems that occur in the community. Presentation of their research to community at the end of the project.

5. **Identify Guiding Principles in the form of a declarative statement:**

   The Garden has increased student engagement though the collaboration effort of Lowell (students, parents, teachers) and Garden City Harvest.

   Students apply knowledge through projects and internships. Students collaborate with each other, teachers, professors, and present to the community.

Personalize Professional Growth

1. **You have been asked by a friend at the Farmers Market to describe the essence of the change element, what is your response?**

   Build on strengths – teaching confidence, take risks
   Based on PLC & Individual teaching needs that they identify
   Make sure everyone understands before moving on.

2. **Provide an example of how this change element is being implemented in our community.**

   No example provided.

3. **When thinking of this example, What Work's, What Could Be Better, What's Missing?**

   No example provided.

4. **Provide examples of how this change element impacts community connections, relationships, time, technology and facilities.**

   No example provided.

5. **Identify Guiding Principles in the form of a declarative statement such as:**

   No example provided.

Enhance Communications

1. **You have been asked by a friend at the Farmers Market to describe the essence of the change element, what is your response?**

   Multi-dimensional communication, not with just school but with public

   Increased transparencies and collaboration to enhance student learning.

2. **Provide an example of how this change element is being implemented in our community.**

   District hired Director of Comm/Tech
   CS Porter new web page
   PTO on Facebook
   Alert Now messages – robo calls
   PLCs - communication within school
   Positive parent contact
   Screener
   Effort/focus on positives
   Thursday kids talk day
   Webpages
   Teacher Blogs
   CICO
   Agendas
   Parent's night
   Family fun nights
   4th parent engagement
   Open House
   Parent and parent /child book clubs
   MBI
   PFS

3. **When thinking of this example, What Work's, What Could Be Better, What's Missing?**

   ***What works**: tech and face to face – you need both,*

   ***Could be better:** Limit paper mailings, intercom, increasing numbers, different ways of connecting with adults in the building*

   ***What's missing:** Passive communication, different way meaningful work, meeting outside of school for groups- social, students to be more involved as leaders in their school,*

4. **Provide examples of how this change element impacts community connections, relationships, time, technology and facilities.**

   Disseminating info to large group
   One book/one communication
   School safety – can hear intercom
   Mass parent alert
   Electronic reader board
   Skype/facetime

5. **Identify Guiding Principles in the form of a declarative statement such as:**

   School day is lengthened to provide teachers time for communication. Social media tools maximized for communications.

Collaborate with All Stakeholders

1. **You have been asked by a friend at the Farmers Market to describe the essence of the change element, what is your response?**

   Connects with the school and the community, collaborate thinking is better than individual

   Employees, parents, students, U of M, community, PTO, business, everyone is a stakeholder.

2. **Provide an example of how this change element is being implemented in our community.**

   New grading system was collaborate within the staff but not all stake holders.
   Strategic planning meeting for MCPS

3. **When thinking of this example, What Work's, What Could Be Better, What's Missing?**

   What works: *Is background working with the grading system for staff, team teaching, students working together, professional development – leadership team, professional learning communities, teacher learn from each other, sharing resources, peer to peer interaction, decisions based on data, field trips – naturalist in the classroom, community partners (Turner farms, PEAS farm), Native American education, Flagship, GUTS, voices, survey of students give students more of a voice, summer programs*

Could be better: *Communication with students, parents and other members of the community,*

What's missing: *Explanation of why this change was made, parents involvement could be better, build a parent's advisor team, empower people to believe they matter, collaborate with parents to increase student achievement, how to change mindset that parents send kids to school and that's the end of the family involvement, no safety nets for parents who need more support, project lead the way – STEM pilot, invite engineers and other professionals into the classrooms in elementary, technology barriers, need more technology leaders*

4. **Provide examples of how this change element impacts community connections, relationships, time, technology and facilities.**

   Understanding why we do things on both sides.
   Enhance relationships between school, students, teacher and community.
   It takes a lot of time and it takes patience.
   Make communication easier and more accessible.
   Facilities could be used to hold conversations with the community
   More resources
   Better solutions
   Broader opportunities
   Enhanced relationships

5. **Identify Guiding Principles in the form of a declarative statement such as:**

   No example provided.

AS1.5Project Based Learning

A brief video from Edutopia was presented showing a project based exercise in Central Washington. Participants were asked to identify characteristics of the exercise and potential to launch similar exercises in the district.

Skills Needed:

Writing; gather data; reading; working with others, cooperation; technology.
Open minded: Collaborative, Communicators, Basic math and reading skills.
Basic foundation knowledge.
Write, technology, research.
Data entry – reading GPS, satellite tech, tracking, persistence, communication, organization, interpreting data, cooperation, critical thinking, research, social skills.
Ability to work independently, follow directions, writing skills, ask for help, patience-perseverance.
Vocabulary-scientific meaning, importance of paying attention to detail.
Mapping skills, one "good eye", technology (GPS & mapping program), communication skills, curiosity.
Good eye, technology, topography, cartography (mapping), good communications, graphing, drawing and observation, identify details of species.
Listen to instructions, follow them correctly, communicate with farmers, invested in the project/ science.
Imagination, reading, writing, critical thinking, collab. tech., communication skills, listening, speaking, curiosity, mathematical, modeling.
Listening, follow directions, counting/numeracy, problem solving, read/write (literacy), cooperate-team work, technology tools, willingness/curiosity.

Content areas:

Language Arts; Math; Science; Art; Physical Activity; Tech Skills.
Science, Math, Art technology, Language Arts.
Math, Science, problem solving, reading, communication, SS.
Reading, science, math, art, GPS.
Reading/writing, art, math, science, technology, social studies.
Reading, writing, math, social studies, science, art.
Most every subject.
Reading, writing, math, science, physical fitness, geography, art, technology.
Reading, writing, math, science, art, geography, HPE.
Science, math, reading, writing, geography, public speak, presentation skills, art, applied tech/sciences.
Social Studies, English Language Arts, Mathematics, Health/Physical Activity, Communications, Science, Agriculture

Prominence:
Closely connected.
Very.
Extension activities of circular.
Very prominent as it covers all academic areas as well as social and communication skills.
Year long project.
Extremely.
Within curriculum? Major unit of study integrating many, many content areas. Data used at higher level both by collected students and professional researchers.

Essential Question:
Yes.
Increased knowledge of horny toads.
Planning and coordination (WHY).
How do the toads live? Why do we want to know?
How does the horny toad adapt and survive?
Driven by essential? Yes, actual research.
Yes – more than one possible, horny toad thrives how?
Why does the horny toad exist in its environment? – How long?

Duration:
Seasonal or throughout the year.
8-12.
? time for planning.
All year.
Took the course of the year.
School year.
4th grade, year-long with multi yr comp.
Ongoing – several weeks of data gathering and analysis.

Community Engagement:
Yes – University – tracking data for a purpose.
Yes – Scientists and farmers/students and teachers.
Yes.
University students, farmers.
Farmers, university.
Community involvement was key – farmers, scientists, teachers, parents, students.
Community partners, farmers, scientists.
Yes, farmers, university partners, scientists.
Local farmers, local scientists, university students, younger children

Link to Common Core
Application of Math, Writing (Lang. Arts)
Yes.
4 PLC's.
Yes! Reading, writing, math, main idea, compare/contrast sharing results, vocabulary, multi media.
Yes, research, writing, data collect, sharing ideas, CCR.
High academic vocabulary, critical thinking skills.
Align and incorporate writing/science/math standards easily.
Academic vocabulary – treats them as scientists, writing, different types of technology – GPS; computers, applied math.
ELA and math in all content periods – Yes, but different subject e.g. water shed. Anytime – engage in planning process with teacher education on how to construct said project. Instead of a pilot how about exemplars.
Students focus deeply on one study, work collaboratively, collect and analyze data, communicate results to broader audience, integrate multiple content areas and skills, research, read, write, speak, listen.

PBL in Missoula?
Yes, anytime and yes.
Yes – already is.
In our community – yes.
Yes, to some degree it already is – Collaboration with MNHC-Naturalist in classroom – Local foods, cooking, eating it – Every grade level to do project.
Forest fire before/after – seasons – deer population – farmers market – running a business – organic farming – fishing.
Yes – PEAS Farm, spectrum science, water quality testing, ecosystem of the rivers, university professors.
We could use some type of project through the WEN (water quality), salamanders, raptors, bug to eat weeds.
Obstacles – time to collaborate and plan writing the driving?
YES! Morrell Creek project.

Project Based Learning Resources:
Buck Institute
Townsend School District Noxious biological weed control
Livingston (Todd Wester) Restoration of Fleshman Creek
Helena High School: CSI
Glacier High School: Battles Class
Belgrade Middle School; Project Based Learning Team
Edutopia: Austin's Butterfly

AS1.6 School Size, Grade Grouping & Looping

At what age should we engage kids in education?

Age 3
Age 4
Should not use age as sole factor need to measure readiness first. Probably age 2or 3
Age birth
Age 3 ½ for formal school

How long can you loop with kids?

2 years - Kids need exposure to various teaching styles and personalities.
2 to 3 years – teaching teams of 3 or 4
2 years – max
High School is hard to loop

Where are the significant developmental changes that suggest appropriate grade groupings?

Current Configuration:

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

Desired Configurations:

EC PK K ***Transition*** *1 2 3* ***Transition*** *4 5* ***Transition*** *6* ***Transition*** *7 8*

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

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

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

Need to be flexible

What strategies can achieve social separation between age/ability groups?

Separate recesses, hallways and classrooms
In school "teaming"
Alternate schedules
Transitions/rite of passage
Mark forward movement
No multi grade- use learning groups instead.
Scheduling
Different areas of building
Common terminal & wings

What opportunities for connection exist between various age/ability groups?

Play day (coaching by older students)
TAs (Senior program)
Assemblies
Sports mentoring
Older student perform/mentor younger (music performances, reading "buddies")
High School students share what they've learned
Shared space
More collaboration with university system
Connect Elem, MS & HS projects
Community volunteers

School Size

As a teacher, how many kids can you know?

1:15 to 1:20 is desired Teacher/ Student ratio
Smaller class sizes are better
25-30 kids
Grade K – 12-15 kids
Grades 1 -5 – 20 kids
20-25 kids
Up to 100 kids (HS)
15 out of 150 (HS) – Meaningfully know
100-120
75+

As a principal, how many kids can you know?

50%
50 kids
Over 6 years 120+
50-75 (HS)
Know names of 137/150, meaningfully know 19/150
250
75%
150+

How many teachers can work effectively together as a team?

3-4 (but no more than 4)
2-3
4-6 (with different backgrounds)
10-12 (same department or backgrounds)
3-5

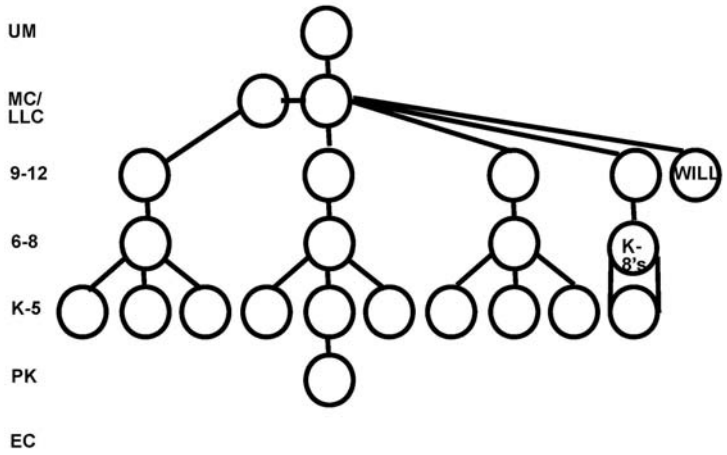
AS1.7 District Organization Models
Participants were asked to choose three of the following models and identify what works, what could be better and what is missing from each.

A. ***Linear/Hierarchical Organization (Current Pattern):*** *PK services are provided for special needs students at Jefferson Center. Three K-5 schools feed to larger 6-8 schools that feed into 9-12 schools which prepare students for Missoula College, the University of Montana, Citizenship & Careers. 11 outlying K-8 schools are linked to same network of 9-12 schools. The Willard Alternative Program meets the needs of 150 students. The Life Long Learning Center provides programs for those over age 16.*

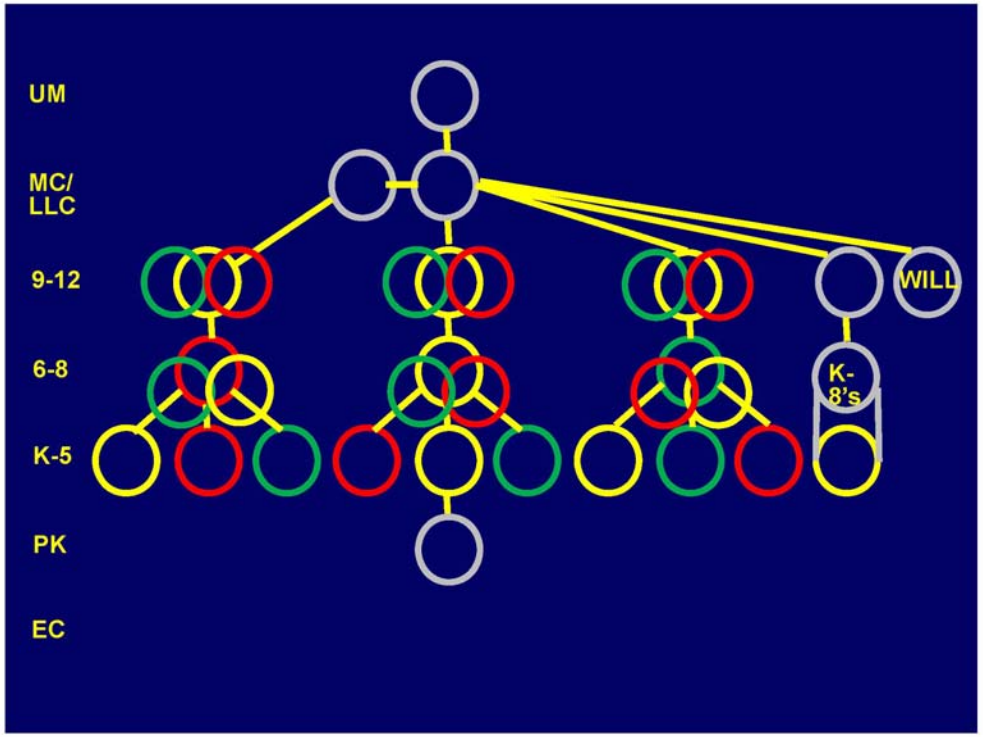
What Works:
Model is valuable because of the appeal of neighborhood schools
Same programs are offered in every school

What Could Be Better:
Take what we have and make it better
Do more clustering
Team of teachers make plan
High School opportunities with University
Kids stay with same group grades K-12 (Lowell students attend CS Porter, but then Hellgate rather than Big Sky, Cold Springs students are split between Meadow Hill and CS Porter)
Not all feeder schools have same curriculum
Duplicate program costs

What's Missing:
No items noted



B. ***Thematic Schools within Linear/Hierarchical Organization:*** *Each of three K-5 schools feature learning themes (such as language emersion, arts, technology or sustainable living) that feed to larger 6-8 schools also with learning themes (such as language emersion, arts, technology or sustainable living) that feed into 9-12 schools each offering learning themes or academies (such as language emersion, arts, technology or sustainable living).*



What Works:
Some students would benefit from thematic academies within current model
Art as a theme
Connected to educational vision of hand's-on, project based learning
Simplicity
Local neighborhood connections
Choice
Building strong relationships

Missoula Writers Collaborative
Garden City Harvest
Healthcare
Parenting Organizations (PTA, FRC, Garden)
Flagship

What Could Be Better:
K-8 model
Combine Thematic with Spiral/Life Transition
Limitless destinies (expand focus beyond "At-Risk"
Programs in each region or open enrollment
Internships
Mentoring
Real life work experience
True & effective school/community partnerships
Not sold on this idea
Specializing/Tracking to early

What's Missing:
Early Child
Equal opportunity in each region programs
True alignment
Dual enrollment
Opportunities for certifications at high school (2 year programs)

C. ***Spiral/Life Transition Organization:*** *Local health care facilities, parenting organizations and entrepreneurs provide young families with community-based early child programs with thoughtful transitions to pre-school programs located in community learning centers that are divided into developmentally appropriate groups with thoughtful transitions and opportunities for feedback that extend beyond traditional school-age, into early adulthood, family formation, career development, life beyond the world of work, and end of life. Schools share important information with after school programs, which in turn provide updates to teachers in support of Individual Education Plans developed for all learners.*

What Works:
Engaging families at birth, pre-K
Neighborhood schools
Integrating health centers
Adult learning with child care
Project based
Flexible, bring in students from other schools (Middle or high school)
Family connection
Meet needs of neighborhood
Use proximity to community resources to help customize curriculum. For example Hellgate/UM partnerships or Big Sky/Forest Service partnership

What Could be Better:
May create problems of placing lower grade students with older grade students
Stay consistent with the model, the current district region model is not consistent

What's Missing:
No items noted

D. ***Web Organization:*** *A network of loosely-associated community learning centers that meet the needs of all learners regardless of age. Learning is supported with appropriate human resources, adequate space and technology to allow each learner to succeed. Learners follow the most appropriate path according to their abilities, passions and interests, seeking resources in the most appropriate location. Learning is a constant in life, with access to re-tooling opportunities available as needed for personal and professional development in any community learning center.*

What Works:

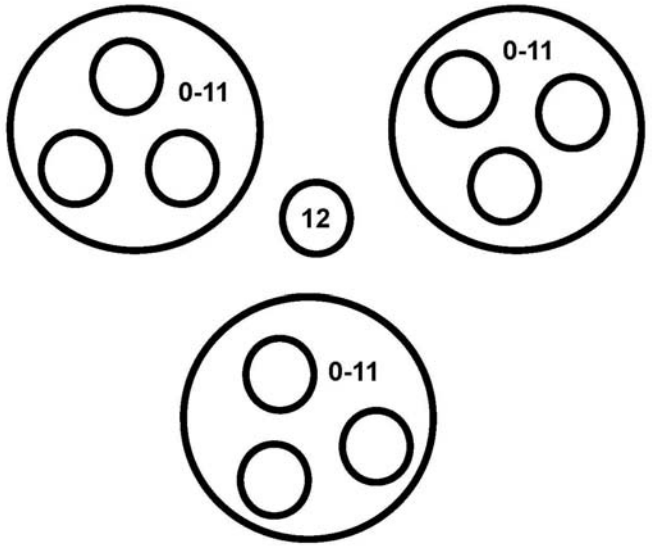
What Could be Better:
May create problems of placing lower grade students with older grade students

What's Missing:
No items noted

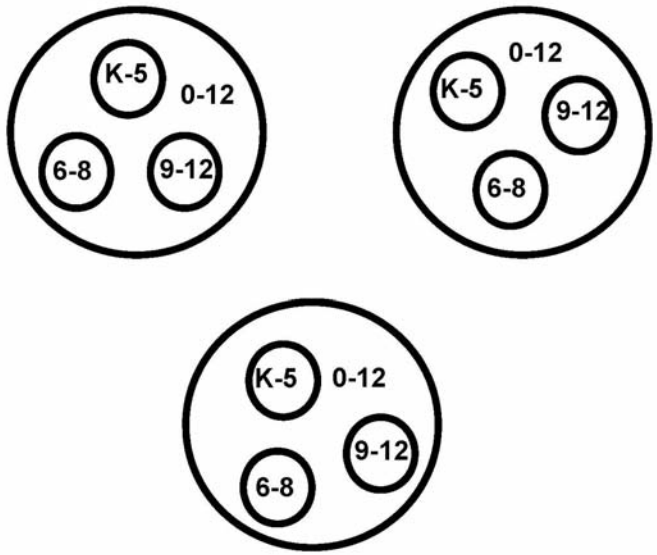
E. ***Both/And Organization:*** *Any scheme that borrows from the best available district-wide organization, resulting in multiple organizations simultaneously meeting the learning needs of the community. For example a K-8 school, a PK-20 school, a 6-12 school, dual enrollment in Missoula College, the University of Montana and the current feeder pattern co-existing within the district. New patterns for integrating the 11 K-8 schools might be considered.*

What Works:
Three, 3500 student learning communities
0-Grade 11, 12th graders would have their own campus focused on career and college readiness. Each campus would have a health clinic (nurse practitioner, dentist, optometrist) , wilderness areas, wetlands, early child daycare for 0-3, community run food service (Farm-to-School), free food service, athletic/health fields, indoor pool, auditorium, adequate parking

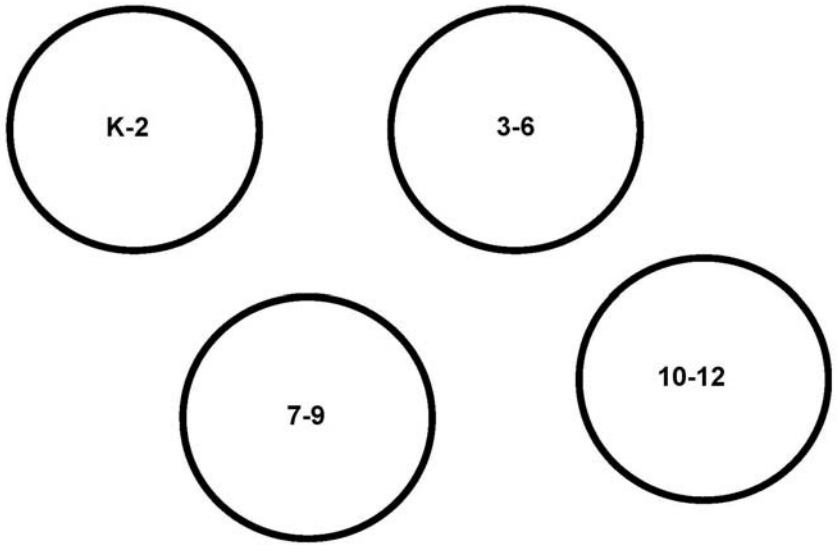
Each campus would have four pods
All pods have world-class technology
All pods are flexible with state of the art furniture



3-4 Campuses
Three K-12 schools
Three Separate Campuses (K-5) (6-8) (9-12) or



Four separate campuses (K-2) (3-6) (7-9) (10-12)
Many things you can do with this- mentoring
Could organize school around Professional Learning Community (PLC)
Each campus could be subdivided into two each

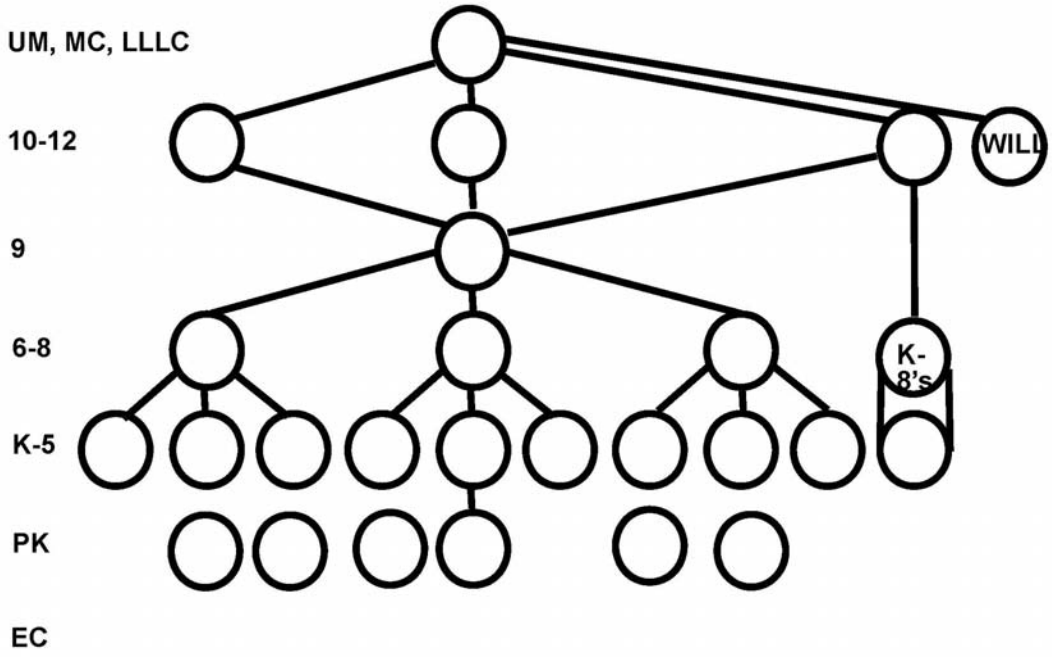


9th Grade Center

Maintain elementary school feeder pattern to middle school

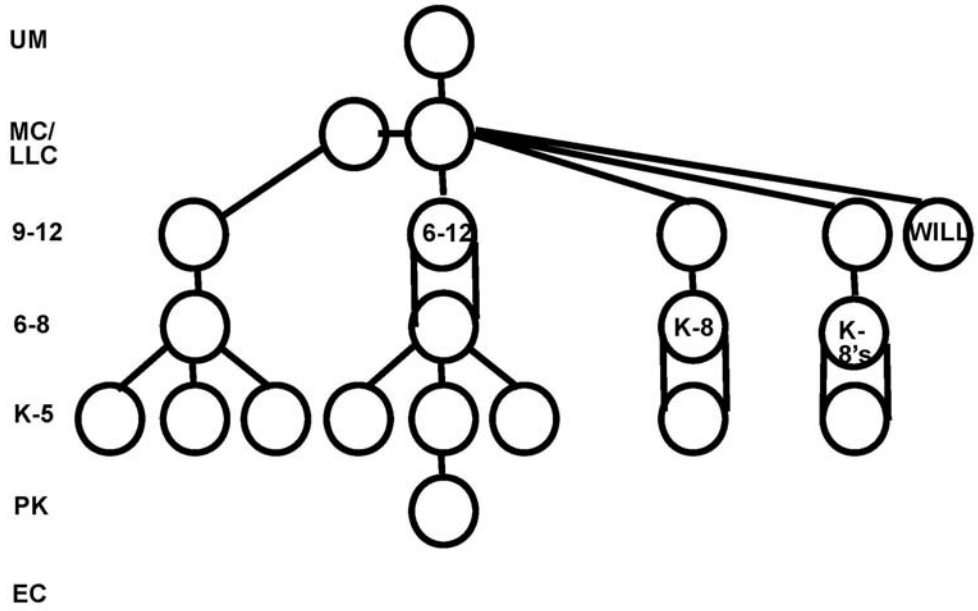
Create a 9th grade center for all

Students have choice to attend one of three high schools



K-8 & 8-12 Campuses

How best to foster success for everyone?
Larger schools may allow pooling of resources
Open enrollment
Must provide transportation
People need choices & community



(K-6) (7-10) (11-12) Configuration
K-5 or K-6 neighborhood schools
(1 mile walk, 2 mile bike)
7-10 Core + internships in technology/engineering, music, art, professional, welding, applied technology
11-12 focused on internships and externships

K-2 & 3-5 Campus
Marshal resources
Recognize developmental differences
Create larger PLC's
Easier vertical & horizontal movement by creating more options for placement

"Sister School" for example SSHS + HHS
Robust, high quality technology infrastructure so SSHS students can participate in course offerings at sister school virtually (like the Verizon commercial with a Skype pod on a traveling tripod)
SSHS individual/small group virtual participation labs & sister school classrooms set up for easy integration of video/audio conferencing for authentic, live interaction

Combine G/C
PK—12, PK-7 or PK-8 Educational Community with health & parent resources
Older kids can mentor younger kids
Scaffolding & support
Common facilities service same campus & serve multiple socio-economic groups

Combine B & C
Mentoring of older & younger
Community connections
Retains neighborhood schools
Exposure to different opportunities

What Could Be Better:
May create problems of placing lower grade students with older grade students
Community support
More internships
Availability of classes/knowledge sharing
Utilize our community elders in many ways- tutor, assist, supervise (after school)
Interaction/cooperation between lower and upper elementary

Cost of transportation must be considered
Look at what is working and what is not working in buildings
You could be building on each campus to create more of a community
Smaller kids moving to new school
Impact on parents

What's Missing:
Money
Modified school calendar (year round)
Community buy-in

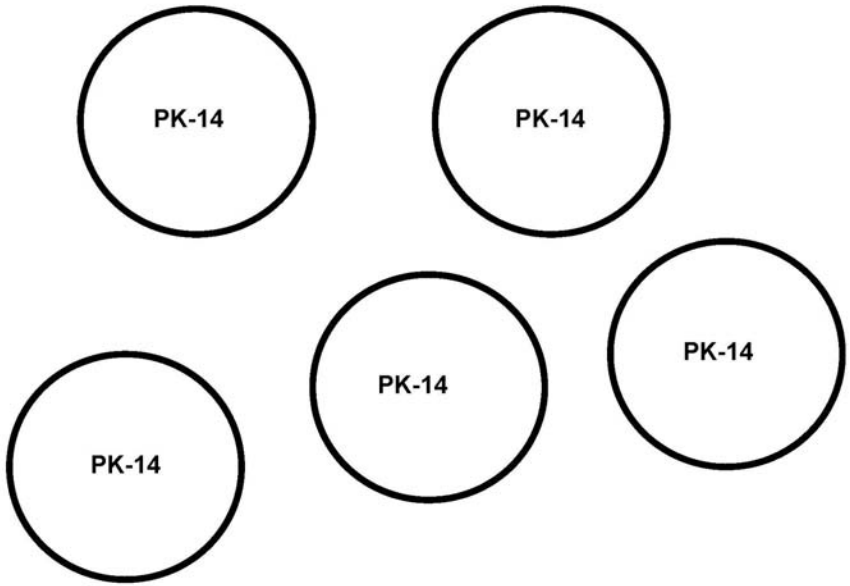
F. ***Single Campus (PK-20):*** *A single campus where learning needs are met for 10,000 students and community members.*
What Works:
Using resources most effectively

What Could be Better:
May create problems of placing lower grade students with older grade students
Creating connection and community

What's Missing:
No items noted

G. ***Out of the Box:*** *Any Idea (PK-Gray)*

What Works:
Start Over with an Educational Hub
Non-designated spaces
5 sites PK-14, themed, community based—themed to something real
Connection to Missoula College could be stronger
Connection with Head Start would be important
Note how cities that have had floods, tornados, etc have set up "school" in other places
Why couldn't learning take place in a variety of civic spaces such as the mall (designed around flexibility)
A big hub may allow more options for students
Anchor points of schools such as gyms, auditoriums, labs
Other spaces are flexible



What Could be Better:
May create problems of placing lower grade students with older grade students

What's Missing:
No items noted

AS1.8 Time

One half of the group addressed a series of questions regarding how time should be spent in school.

When should the school day start?

Does the school day need to start and end at the same time for everyone? Why or why not?

School needs to start and end at the same time for everyone. This is a supervision/safety issue.

How long should class periods be?

50 minutes – team teaching and multiple projects

Do we need class periods?

How should class time be used?

No responses

How can common planning time be introduced into the school day?

No responses

What alternatives to the lunch bottleneck can be implemented?

Build in "intervention" time or teacher office hours when students can get 1 on 1 time with teacher.

Have variable time frames for classes – some at 45 min, some at 90 min, double block classes. This could connect mentors with younger students.

Schedule could vary by day , eg. One day per week 90 min lunch. Time for advisories w/ teachers or student club time.

How long should the school day be?

They should have a longer school day everyone on elementary start and get out at same time 8:00 am – 4:00 pm. With interest based classes at the end of the day. 4:00 – 5:30 would be enrichment and intervention at the school as choice.

This could give more opportunity for PE, Art, Music & Enrichment. After school activities at every school.

The school day should be 7am – 5pm.

2 periods then 20 min break (Students check in with teachers, teachers would be in class for "office hours" then 2 more periods, lunch + 45 minutes– 45 minutes (would be used for clubs, teacher teams, mentoring, advising, staff meetings etc.) 2 more periods then 20 min break then 2 more periods. Student and teachers choose hours within day.

How should the school year be divided?

Shorter summer break, add 2 week seasonal breaks (fall, winter, spring). More time for teacher planning, full days of focus & collaboration.

Get away from current model of school year. Have 6 terms of 2 months. Approximately 4 classes per cycle.

Extended school year or school year round. Breaks become more intentional matching student needs, not calendar. Parent friendly – activities during breaks.

Extended school year to 180+ days, include several 4 day weeks. Have 3 week breaks around 4th of July and Christmas, 2 week break for Spring Break, 1 week breaks around Labor Day, Thanksgiving, in February and May.

Flexibility: Certain classes should/could take different lengths of time. More days shorter breaks help students retain learning. Some classes require day to day interaction some do not. All students and all teachers do not need to be taking breaks at the same time. Bended teaching – on site and online. School day should start later for adolescents.

How long should the school year be?
What are the advantages/disadvantages of a long summer break?

The school year should be 180 days year round. The school week should be 4 days per week and student s would go to school for 3 months and then 2 weeks off.

They should have a summer vacation. This would allow student & teachers to recharge, enjoy the summer weather, promote learning outside academia.
Positives of periodic breaks with year round school are continuity of learning but negatives would be difficult in cleaning and doing maintenance on the schools and the money to keep the schools open year round could be significant.
Year round school with 3 week breaks, class time is flexible, project based learning, Art & HPE part of core team, choice electives at end of day.
Pros of Year Round School – Students that struggle won't have long breaks from learning, safe place, 2 meals a day, sports, more in-depth learning, project based. Cons of Year Round School – No AC in schools, no summers at lake, when to do major cleaning, maintenance and building projects, sports, teacher continuing education, child care limits (no YMCA, Parks & Rec or other camps), many transitions for students, loss of summer.
Advantage of long summer break – work on farms/ other jobs to make additional money, professional development, consistent childcare, do not have to cool facilities. Disadvantages of long summer break – loss of information, time to reteach, end of year slump, not as many breaks from the rigor.
Year round with tailored seasonal curriculum. Study 1 subject for 3 weeks (project based) with 4-5 strategically placed breaks throughout the year.
3 trimesters offered. Give credit on 90hr. inc.. Give kids option of which of the three trimesters they attend. Finish HS in 3 years.

AS1.9 ***Technology***
The second half of the group addressed a series of questions about technology.

In many schools technology became a "go to" event, scheduled in a computer lab, rather than ubiquitous access in support of anytime, anyplace learning.

The reliance on instant digital access has been demonstrated to slow the maturation process in develop minds.

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

Technology can be used to generate high quality "cut & paste" solutions with low educational value. Assignments can require students to use technology to assess preconceptions, experience and apply what they have learned and empower student voice.

A. How has your own learning changed because of changes in technology? When you need to know something, where do you turn? How has that changed in the past 5 years? How many phone numbers are programmed into your cell phone? How many numbers can you recall without looking?

Immediate access to information

B. A kindergartener in your community will graduate in the year 2024—what experiences do they need to have to prepare them for life after school?

Flexible, Problem solver, Global/Local, Prepare for the tough stuff, Healthy, thoughtful and productive, Self-motivated, Forward thinking/planning.

C. Can we afford not to allow students to bring home technology on a daily basis? How can we provide equity in access to technology (for example bring your own, or use what district provides)?

Assumption that a lot of families have technology/access at home, but this isn't true. Use the school as a connectivity hub, need to extend hours "drop in center" for all levels of education.

D. What is the role of technology in teaching and learning? What technology do we need to transform teaching and learning? How can technology help learners to create as well as receive content?

Technology is NOT a learning target. It is a tool. It supplements, not supplants.
Resource – gather info, teach, reteach, and distance learning. Tool – crating, communicating, and sharing.
We need current up-to-date technology, infrastructure, and professional development. Technology can help by giving us unlimited creativity.
We need something to increase students engagement and excitement. We need something to meet differing abilities. Grade level sets of iPads or latest technology.
Would need to update technology frequently to keep up with the latest tools.

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

Continued professional development
Training whenever there is something new

F. Can a team of teachers and learners share technology resources without returning to the "computer lab" approach to technology?

Ideal would to have iPad or laptops in classrooms.
Set of devices per grade level.

G. How can we archive various iterations of student work during a specific project and archive exemplary work at the conclusion of each exercise? Does the school need to own its archiving capacity?

Yes- our capacity seems sufficient for the time being.

H. Is 1:1 technology desirable? Is collaborative computing (intentional 1:4) desirable? How about 3:1?

Desirable if we can afford it

I. How do we maintain online safety? How do we gradually "un-wall" the garden as students require access to greater access to real world experiences?

J. How can cell phones and hand-held devices be integrated into teaching and learning?

They can be used to look up info, record pictures, audio and video. They are helpful to have your calendar/planner with you at all times, you can receive text reminders, quickly look up and watch instructional videos.
Readily accessible data.
Learning games and apps to extend & enrich learning, music and videos can be utilized also.

K. How can social media be integrated into teaching and learning?

L. How can hard wired, high speed access be integrated with lower speed wireless?

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

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

Socialization, there are limits in technology, learn dynamics of FZF.
Students need human interaction. They also need interpersonal skills to function in the work force.
Not everything on the internet is correct , multi-tasking.
Engage with others. Build relationships, empathy toward others.
Some student's best place is at school. It's important to have human interaction and especially with various viewpoints. It's difficult to have a relationship with technology. Children need a "safe" place to go while their parents are at work.
Manners, communication skills, Interpersonal skills, community function, responsibility
Don't assume kids know appropriate use or how to.
Problem solving skills, Students teach each other.
Teaches them to work together and how to deal with difficulties in their live.
Learning skill sets as appose to information.

AS1.10 Site Assessment

The group identified What Works, What Could Be Better and What's Missing?

See Appendix AS1.10A for detailed comments

AS1.11 Building Assessment

The group identified What Works, What Could Be Better and What's Missing?

See Appendix AS1.11A for detailed comments

AS1.12 School Transformation + Development Map
Four table teams scored existing and future practices and facilities on Dr. Frank Locker's School Transformation + Development Map.

1 Maintaining Tradition
2 Initiating Change
3 Progressive
4 Transforming
5 Transformed

Each table team identified the largest changes, for example from column 1 Maintaining Tradition to Column 4 Transforming or Column 5 Transformed.

The results of the assessment were tallied as follows:

Elementary Educational Delivery Today:	***2.74***
Elementary Facilities Today:	***1.86***
Middle School Educational Delivery Today:	***2.24***
Middle School Facilities Today:	***1.93***
High School Educational Delivery Today:	***2.38***
High School Facilities Today:	***1.98***

The difference suggests that existing facilities currently limit educational delivery which has changed in recent years.

Future Elementary Educational Delivery:	***4.21***
Future Elementary Facilities:	***4.17***
Future Middle Sch Educational Delivery:	***3.71***
Future Middle School Facilities:	***3.84***
Future High School Educational Delivery:	***4.22***
Future High School Facilities:	***4.27***

The assessment results suggest a desire for greater facility flexibility in the future, and significantly different facilities than exist today.

The biggest shifts in educational delivery and facilities were identified by the table teams as noted in the appendices. Colum five selections are also noted.

See Appendix AS1.12A for a copy of the School Transformation + Development Map
See Appendix AS1.12B for a graphic summary of the results of the exercise
See Appendix AS1.12C for detailed narrative of the exercise

AS1.13 Draft Guiding Principles

The following general and specific guiding principles were extracted from the work of the Education Innovation Teams. The guiding principles will continue to be revised and refined as the planning process continues.

- *Spaces, schedules and furnishings are flexible with minimal effort*
- *Children and families are engaged in learning in early child and pre-kindergarten programs*
- *Schools, community partners and entrepreneurs meet diverse community, parent and volunteer needs*
- *Evidence of learning is readily visible throughout*
- *Students learn through projects , discussions, just in time lecturing, internships*
- *Core learning is integrated and applied*
- *Teachers and staff have space to collaborate as a team focused on developing meaningful relationships with students*
- *Facilities support teacher, staff and student collaboration and control of schedule and space*
- *Core learning is integrated with explorations of Music, Art, PE/Fitness, Technology, Library/Media*
- *Facilities have an obvious main entrance, with an adult at the door*
- *Administration and guidance are distributed within learning areas to mentor teachers and know students*
- *Schools have central social gathering spaces*
- *Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to develop critical thinking, communication, collaboration and creativity*
- *Menu that includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, with breakfast and after school meals offered.*
- *Buildings achieve carbon neutral impact, and integrate design, construction and operation of building into curriculum*
- *Facilities represent wise and sustainable investment of community resources*

AS1.14 COMMUNITY LISTENING SESSION/HOPES & CONCERNS

A community listening session provided an opportunity for members of the Education Innovation Team to share the work of the team with the community.

STATION 1 + 2
THE FUTURE OF LEARNING/GLOBAL CENTURY SKILLS

HOPES

- *More opportunities to learning in the community similar to what happens at the PEAS Farm*
- *Access to information on line leads to less need to memorize facts and gives opportunity for deep thinking—21st Century. Kids now have access to endless information at their fingertips—this needs to be nurtured at school!*

CONCERNS

- *Quantity of homework for AP & IB classes—please read the article in the current issue of Atlantic Monthly (I think it is called "My daughter's homework is killing me") More rigorous does not equal more homework- or doesn't need to equal that.*
- *Equal access to school technology, affordability of internet at home. Delivery of online classes.*

STATION 3 +4
UNDERSTANDING MCPS's 21st CENTURY INITIATIVES
PROJECT BASED LEARNING

HOPES

- *Humble hard work + tangible results equals a transformative educational experience*
- *Teach entrepreneurship in schools*
- *Programming classes to develop solutions to school problems*
- *That IB program is eventually successful*

CONCERNS

- *No items noted.*

STATION 5 + 6
EFFECTIVE TEACHING & LEARNING
SCHOOL SIZE

HOPES

- *That technical education continues (shop, etc)*
- *That Willard can be available to more students*
- *Integrating more parent education*
- *Teach children to collaborate and identify each student's strengths*

CONCERNS

- *Grade specific teaching. Being able to accommodate a 3rd grade reader in a first grade class.*

STATION 7
DISTRICT ORGANIZATION MODELS

HOPES

- *No items noted*

CONCERNS

- *No items noted.*

STATION 8
TIME

HOPES

- *That the school day will start at a time that acknowledges adolescent need. It is proven that teenagers should be asleep at 8 am. And especially 6:50 am!! They stay up late and sleep late. Elementary kids are better suited to early start and early out.*
- *I agree! Just switch the schedules*

CONCERNS

- *Is there research to support year-round school?*
- *Early outs*
- *Fun educational after school programs (with pick-up at school)*
- *Longer lunch (food- smart)*

STATION 9
TECHNOLOGY

HOPES

- *1:1 device ratio*
- *Strong robust wireless signal for all*

CONCERNS

- *Lack of access*
- *Technology used for "skill & drill" & testing rather than communicating, collaborating, creating*
- *Are more computers the answer?*

STATION 10 + 11
SITE ASSESSMENT, BUILDING ASSESSMENT

HOPES

- *Hope the facilities plan takes a good look at making the PEAS farm a permanent use in the community! Thanks*
- *Rattlesnake: How could school use large park behind (Pineview) for recess, etc. Would also free space to build on at that location.*

CONCERNS

- *Internet access*
- *Schools like Lowell get abandoned because of age*
- *Close knit neighborhood*

STATION 12
SCHOOL TRANSFORMATION + DEVELOPMENT MAP

HOPES

- *No items noted*

CONCERNS

- *I know you are doing high schools tomorrow, but I am sorry that this evening was held before the high school groups met*

AS1.15 INDIVIDUAL REFLECTIONS

At the conclusion of each of the planning sessions participants were asked to write a brief reflection upon the planning process.

- *7:00-5:00 schedule for Hellgate High School*
- *Combining work with internships in High School*
- *Many comments concern parking/traffic flow. How do we move away from car culture to advance public transportation, car-pooling, biking, and walking? Using up space for parking and traffic is a waste.*
- *The responses are always different*
- *This was a great way to start the juices flowing… can't wait to see what happens next!!*
- *E25 needs an option to eliminate administrators and move toward teacher-led, site based management of schools*
- *I believe that at my table my vision for transforming educational delivery was not reflected*
- *There was no assessment for inclusion of cultural education on schools*
- *I know I was the only one who didn't make it in on tme but would appreciate a start time that allowed for school drop off.*
- *Some technology in education/facility questions was challenging be we managed to get through*
- *Monday was way too much. Today was much better-great discussion working as a team*
- *Very informative, actually fascinating process. Nicely organized and facilitated.*
- *Flexibility to fit the student, the content and the activity are key in all from 0-20*
- *Lots of ideas. How will these all come together? What's the long term goal?*
- *Change will take time, effort and collaboration but it is worth it for our future*
- *We have schools being used for storage or adult education. Where do they fit into the fix?*
- *This is a grind—really hard for us to do this w/ integrity—so much sitting*
- *Take me out coach; I've had enough! Not sufficient time for such important work.*
- *Flexibility will be the key requirement for schools, kids, teachers and parents.*
- *These ideas are amazing! The change is necessary and will be phenomenal if we are willing to break down the barriers to change. Changing education could feel like moving a mountain-are we willing to go against tradition for the betterment of our future!! Through these discussions I hope we can also talk about how to make change happen!*

- *City/MCPS/County all need to work together—no more piecemeal planning. School safety w/community in building? How does that work?*
- *Change our building into wings? Block scheduling. Year-long school year. Classroom collaboration with pull down dividers/doors. Looping.*
- *Looping. Campus schools 7-12. Year round school with flexibility for teachers and students to allow for breaks but not necessarily at the same time. Different lengths of class for different subjects. Not just daily class but semester or quarterly, etc. Combination of in class time and online digital time.*
- *Take aways—bandwidth will make a difference. It might be more effective to cluster groups of students rather than keep them in grade level classes. Restructure. Can we handle it?*
- *A lot of topics. Somewhat overwhelming yet also a lot of possibilities.*
- *I walked away with… Reinforcement (by others) that aside from procedural restructuring, our district does need some fundamental investment into physical infrastructure and technology to really get up to 21st century standards.*
- *This is worth in exploring the "what if" side of this issue. However, we need to be respectful of time and move quickly to a pragmatic discussion that can foster realistic change.*
- *Enjoyed hearing all the new ideas. Day seemed very positive. Would like to have a better idea of the "big picture" our district has*
- *That there are few, if any, absolutes to be found in the process, because it is a process*

EXPLORE

November 4-8, 2013

EXPLORE WORKSHOP EXECUTIVE SUMMARY

Education Innovation Teams of students, parents, staff, administrators, parents/grandparents, business and community leaders representing each school in Missoula County Public Schools tackled a series of challenging exercises focused on exploring the world beyond Missoula for inspiration and mentors from highly effective schools around the globe.

Additional exercises focused on critiquing 15 school organization concepts for local relevance and developing learning patterns which represent the needs of students, teachers and staff.

The Expanded Education Innovation Teams identified the three most effective learning modalities for the students each group commonly worked with and developed a preliminary building program which defined the elements needed to create a learning environment that supports MCPS's educational vision.

In the final exercise of the EXPLORE phase, the Expanded Education Innovation Teams articulated a range of options for each facility, from Option B: Business as Usual to Option S: Start Over.

A mid-week Community Listening Session provided an opportunity for the Steering Committee, Education Innovation Teams and Expanded Education Innovation Teams to share insights into the planning process and to collect the Hopes and Concerns of the community at large.

The World Beyond Missoula

The workshop began with a review of the world beyond Missoula for inspiration and mentors in highly effective schools from around the globe. The presentation included elements of schools including welcoming entries, places to gather, dine & celebrate learning, breakout areas for projects, technology, tutoring and presentations.

The presentation also incorporated images of planning centers for teachers and staff, transparency and the importance of introducing color, day-light, fresh air, into learning environments. Examples of flexible spaces and furnishings in support of teaching

and learning and specifically project based learning were shared. Finally, connections to the community and environment concluded the more than 60 images of schools from around the world.

School Organization

Participants ranked the following schools as most effective in achieving the 21st Century Initiatives of MCPS.

- *Chugach Optional School, Anchorage, AK*
- *High Tech High International, San Diego, CA*
- *Lynnwood High School, Bothell, WA*
- *Columbus Signature Academy (New Tech Network), Columbus, IN*
- *Christo Rey High School, Minneapolis, MN*
- *Forrest Bird Charter School, Sandpoint, ID*
- *Trillium Creek Primary School West Linn, OR*
- *Minnesota New Country School, Henderson, MN*
- *Rosa Parks Elementary, Portland, OR*
- *Neighborhood Community Central Model, Grand Cayman, Cayman Islands*
- *North Central Shared Facility, Regina SK*
- *Harlem Children's Zone, New York, NY*
- *Anne Frank Inspire Academy, San Antonio, TX*

Learning Patterns

The group was asked to select one of 22 elements of a school and to develop a "learning pattern" including the key characteristics of the type of learning (active learning, learning alone, leaning in small groups, etc.), the type of space needed to support that type of

learning, and key connections to other learning spaces. The group produced a brief statement advocating for the need of the learning pattern in our schools.

Guiding Principles

The Education Innovation Teams provided commentary on each of the draft guiding principles which had been extracted from the work of the Education Innovation Teams during the ASSESS phase. The guiding principles will continue to be revised and refined as the planning process continues.

Learning Modalities

Table teams identified three of the most effective Learning Modalities from a list of 20 Teacher-Directed, Teacher-Facilitated and Student-Directed learning modalities. Many of the groups identified Social-Emotional Learning and Learning with various forms of Technology as under-lying all learning in all school settings.

The top three most effective Learning Modalities included:

- *Project-Based Learning*
- *Interdisciplinary Learning*
- *One-On-One Teacher/Student Learning*

The next four most effective Learning Modalities included:

- *Team Collaboration*
- *Student Presentation*
- *Learning with Mobile Technology*
- *Naturalist Learning*

The majority of the facilities within Missoula County Public Schools were designed and constructed well before the extensive educational research linked personalized learning to student engagement and comprehension.

Preliminary Building Program

- *A preliminary building program was developed for each of the schools, illustrating the key components for a highly effective school serving the future enrollment projections for the grade configurations served.*
- *CTA compared each of the building programs to state standards in Wyoming, Ohio and Massachusetts.*

Range of Options

The Expanded Education Innovation Teams developed a wide range of practical and creative options within a framework of Option B: Business as Usual to Option S: Start Over. The options that have the greatest impact on other schools includes:

Chief Charlo

- *Expand to become a K-8*

Cold Springs

- *Combine with Russell*

Russell

- *Split K-5 with Cold Springs (one school K-2, other 3-5)*

Rattlesnake

- *Become K-8 & reopen Mount Jumbo as K-8*

Lewis & Clark

- *No change to K-5 structure*

Paxson

- *K-3 @ Paxson, 4-5 @ Lewis & Clark*

Lowell

- *PK-8*

Franklin

- *PK-5 in combination with Jefferson*

Hawthorne

- *No change to PK-5*

Jefferson

- *PK in all schools/Central Fine & Performing Arts Center on Brooks*

Washington

- *6-8 on Sentinel campus*

CS Porter

- *6-8 on DNRC campus with proximity to Big Sky & Hawthorne, Franklin or K-8 with Hawthorne*

Meadow Hill

- *6-8 on Sentinel campus*

Sentinel

- *Skills Center @ Sentinel*

Hellgate

- *Consolidate to two high schools and Grade 9 center*

Seeley-Swan

- *Establish sister school relationship with Hellgate*

Big Sky

- *Consolidate to two high schools*

Vo-Ag

- *"Food to Fork" with Culinary Arts & MCPS food service*

Willard

- *Relocate to Missoula Mercantile*

Dickinson

- *Professional center in each school*
- *Re-locate to Brooks Corridor or collaborate with SELL/MOLI/COT relocate to River Campus.*

Community Listening Session

A community listening session was held on Wednesday November 6, 2013 in order to provide an opportunity for more than 75 people to share their hopes and concerns about the work of the Education Innovation Teams as the planning process continues. The feedback allows the comments of the community to be integrated into the process, and to assure that the school teams do not get too far ahead of the community at large. The Community Listening Session included a brief overview of the territory covered during the planning workshops, followed by opportunities for Steering Committee members to record hopes and concerns in small groups stationed throughout the venue.

Individual Reflections

At the conclusion of each of the planning sessions participants were asked to write a brief reflection upon the planning process.

EX 1The World Beyond Missoula

The workshop began with a review of the world beyond Missoula for inspiration and mentors in highly effective schools from around the globe. The presentation included elements of schools including welcoming entries, places to gather, dine & celebrate learning, breakout areas for projects, technology, tutoring and presentations.

The presentation also incorporated images of planning centers for teachers and staff, transparency and the importance of introducing color, day-light, fresh air, into learning environments. Examples of flexible spaces and furnishings in support of teaching and learning and specifically project based learning were shared. Finally, connections to the community and environment concluded the more than 60 images of schools from around the world.

See APPENDIX EX 1A the World Beyond Missoula

EX 2 School Organization

The Education Innovation teams from each facility selected three school organization concepts and noted what works, What could be better and what's missing for each. In addition, each school was ranked as 1: High effective in meeting the Educational Vision of MCPS, 2: Moderately Effective or 3: Not effective.

A. *Departmental High School (9-12)*
B. *Separate Grade 9 Center, 10-12 Other*
C. *9-10 Houses, 11-12 Other*
D. *4-Person Teacher Teams (PK-12)*
E. *Vertical Schools-Within-A-School/Small Learning Communities (PK-12)*
F. *Thematic Schools Within-A-School/Small Learning Communities (PK-12)*
G. *Career Pathways/Academies (6-12)*
H. *Thematic Schools/Magnet Schools (PK-12)*
I. *Learning Labs (PK-12)*

J. 4-Year Looping, Twice a week Internships (9-16)
K. Self-Directed Study/Learn at your own pace (PK-12)
L. Self-Directed Study/Senior Capstone Project (9-12)
M. Learning in/with the Community (PK-16)
N. Virtual Learning (6-12)
O. Out-of-the-Box (PK to Gray)

OPTION A: Departmental High School
Colstrip High School, Colstrip, MT

What Works?
- *Community performing arts center*

What Could Be Better?
- *Small room for tutoring, counseling, mentoring, therapy*

What's Missing?
- *Opportunity for integration of circular areas*
- *Flexibility*
- *Where is front office?*

Rank: *Not noted*

OPTION B: Grade 9 Center, 10-12 Other
Glacier High School, Kalispell, MT

What Works?
- *Performing arts and visual arts facilities*
- *Special Ed integrated in each group*
- *Media arts areas accessible to all*
- *Nooks and crannies to work*
- *Central space*
- *Lots of window for light*

What Could Be Better?
- *No items noted*

What's Missing?
- *No items noted*

Rank: *Not noted*

OPTION C: 9-10 Houses, 11-12 Other

Waverly High School, Lincoln, NB

What Works?

- *Teamwork*
- *Passing time*
- *Smaller learning environment*
- *Teacher collaboration*
- *More program specific*

What Could Be Better?

- *Interaction with all student body*

What's Missing?

- *Community space*
- *Outdoor space*

Rank: *2*

OPTION D.2: 4 Person Teacher Teams
Forest Avenue Elementary, Middletown, RI

What Works?
- *Better flow*
- *Promotes collaboration*
- *Economical*
- *Modification of existing structure*
- *Community building*

What Could Be Better?
- *Acoustics*
- *Outside space*

What's Missing?
- *No items noted*

Rank: *2*

OPTION D.5Multi-Age Classroom/Looping
Chugach Optional School, Anchorage, AK

What Works?
- *Looping*
- *Multi - Age*

What Could Be Better?
- *Traffic flow in hallway*
- *Noise*

What's Missing?
- *No items noted*

Rank*: 1*

OPTION D.6 Intentional PK-12

Riverview Academy East, Cincinnati, OH

What Works?

- *Good family connection*
- *Minimal transitions*
- *Natural lighting*

What Could Be Better?

- *Do you get variety and transition practice*

What's Missing?

- *No items noted*

Rank: *3*

OPTION D.8: Middle School Looping

Crosswinds East Metro Arts & Science School, Woodbury, MN

What Works?

- *Pacing – Understanding Students learning*
- *Students understand curriculum*

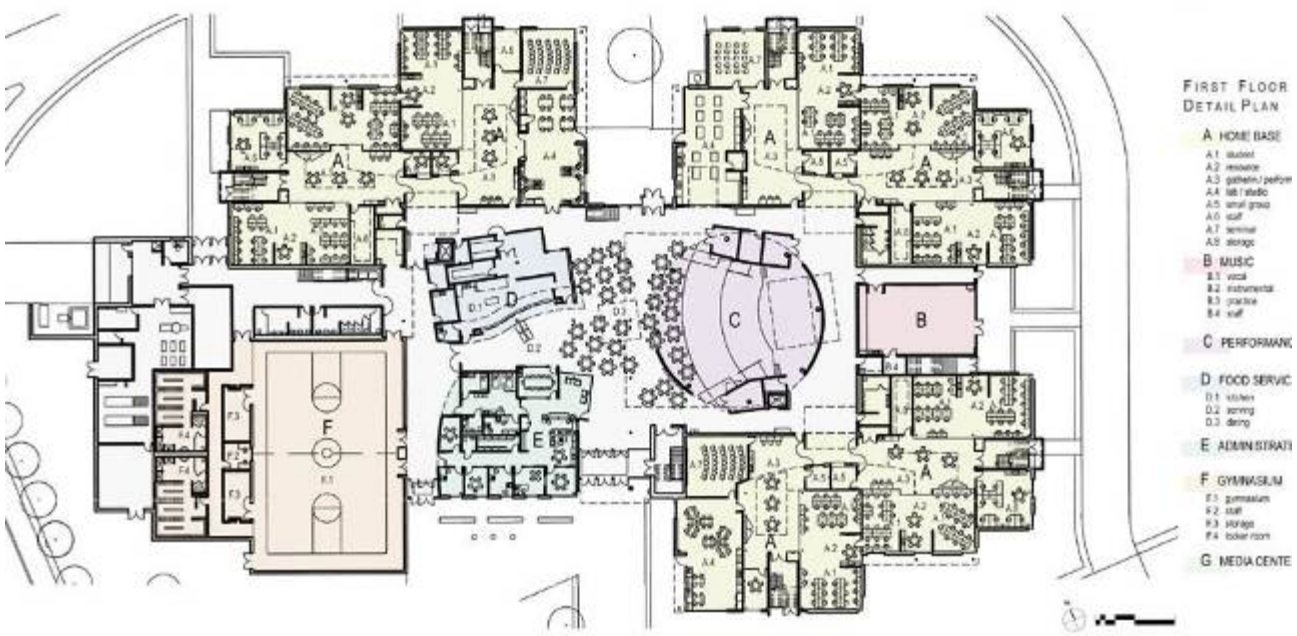
What Could Be Better?

- *Personal conflict between teachers/students*
- *Lack of variety*
- *Not all teachers are equal*

What's Missing?

- *No items noted*

Rank: *2*


FIRST FLOOR
DETAIL PLAN
A HOME BASE
B MUSIC
C PERFORMANC
D FOOD SERVIC
E ADMINISTRATI
F GYMNASIUM
G MEDIA CENTE

OPTION D.9 Small Learning Community
Grand Rapids Christian Schools, Grand Rapids, MI

What Works?

- *Commons Area*
- *Adaptive: re-use of space*
- *Not too big*
- *More flexible classrooms*
- *Retractable walls*
- *Adaptable furniture*

What Could Be Better?

- *Acoustics*
- *Outside space*

What's Missing?

- *Physical Education space*
- *Location of restrooms*

Rank: *Not noted*

OPTION D.10 Intentional K-12 Campus
Anne Frank Inspire Academy, San Antonio, TX

What Works?
- *Very family friendly*
- *Intentional use of outdoor space*
- *PreK-12*
- *Flexibility possible*

What Could Be Better?
- *No items noted*

What's Missing?
- *No items noted*

Rank: *Not noted*

OPTION E.4: Vertical Schools Within a School/Small Learning Community: High Tech High, San Diego, CA

What Works?
- *Mobile learning*
- *Teaming*
- *Could adapt an existing building*

What Could Be Better?
- *Wireless is necessary*

What's Missing?
- *Supervision of students*
- *Scheduling difficulties with materials and designated spaces*

Rank: *2*

OPTION E.6: Vertical Schools Within a School/Small Learning Community. Fernan Elementary, Coeur d'Alene, ID

What Works?

- *Vertical learning*
- *Separate spaces for H/PE and eating*

What Could Be Better?

- *Spaces are disconnected*
- *Wasted space*
- *Supervision issues*

What's Missing?

- *No items noted*

Rank: *2*

OPTION F.2: School Within a School/Small Learning Community: Neighborhood Community Central Model
Grand Cayman, Cayman Islands

What Works?

- *Outdoor amphitheater*

- *Outdoor learning*
- *Terrace/deck*
- *Good climate*
- *Auditorium & amphitheater share a stage*
- *Blend of science and art*
- *Welcoming entry*
- *Multi-purpose spaces*

What Could Be Better?

- *Ratio of student to teacher*

What's Missing?

- *Too big*
- *No P.E. space*
- *No trade education or tech ed*

Rank: *Not noted*

OPTION F.3: Thematic School within a School/Small Learning Community: High Tech High International, San Diego, CA

What Works?

- *Common area*
- *All kids on 1 campus*
- *Older kids responsible for younger ones*
- *Big enough for community events*
- *Sense of community*
- *Greater flexibility for learning*
- *Multi-purpose rooms*

What Could Be Better?

- *None noted*

What's Missing?

- *More furniture*
- *Communication*
- *Lacks warmth*
- *Needs more outside light/color*
- *Themes need to be fluid and changeable*

Rank: *2*

OPTION F.4: Thematic School within a School/Small Learning Community: High Tech High Media Arts, San Diego, CA

What Works?

- *Several breakout areas*
- *Varying sizes*
- *Pods: Teaming flexible/movable technology*

What Could Be Better?

- *Easier flow*

What's Missing?

- *No items noted*

Rank: *2*

OPTION F.7 Applied Linked to Core/Small Learning Community: Lynnwood High School, Bothell, WA

What Works?

- *Mainstream feeling of real life (window shopping)*
- *Direct application of learning between core and individual learning*
- *Community feeling (small town)*

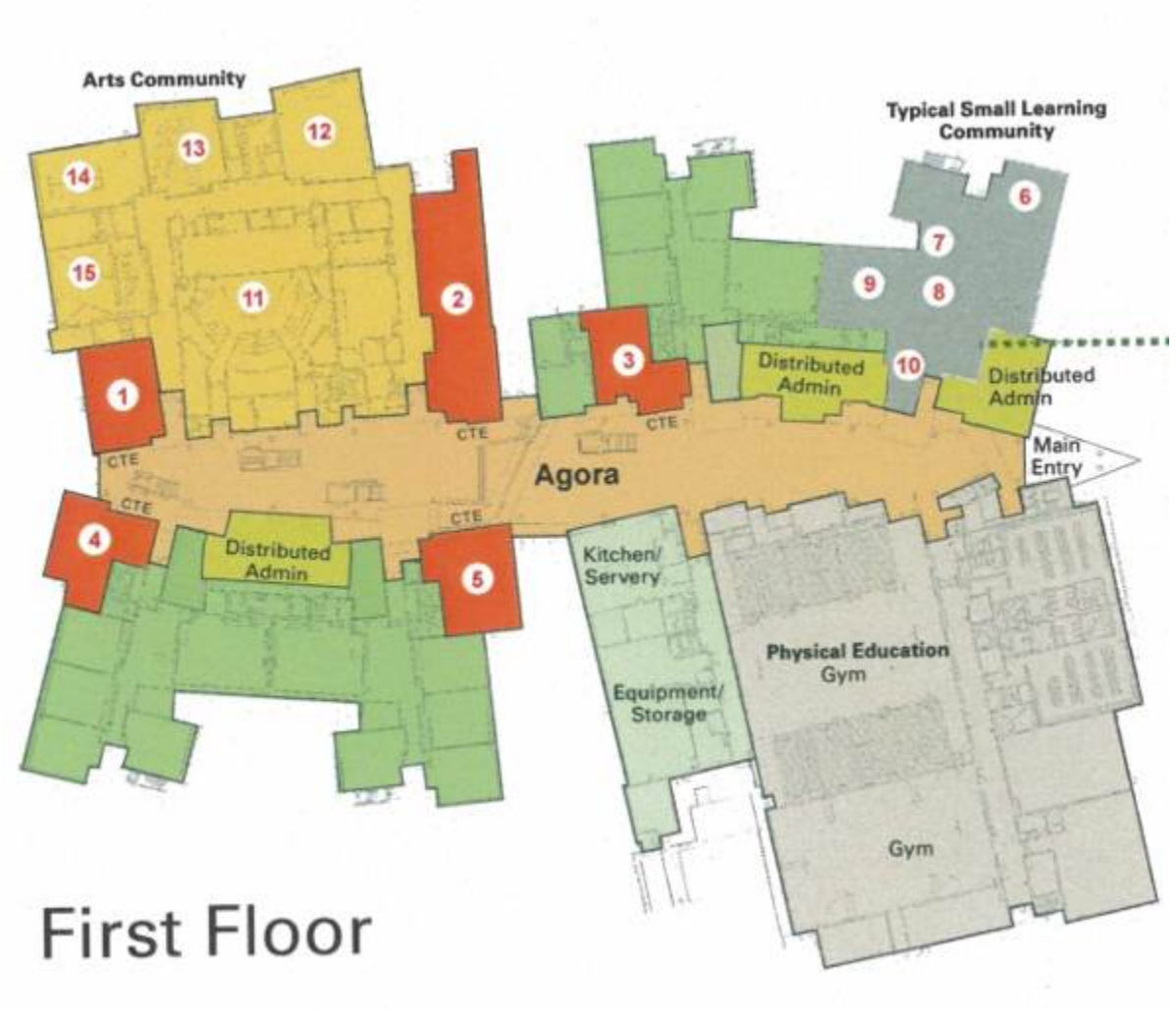
What Could Be Better?

- *Small spaces limited*
- *Less choices of acad*

What's Missing?

- *No items noted*

Rank: *1.5*



OPTION F.8 International Baccalaureate: Blair International Baccalaureate Middle school, Pasadena, CA

What Works?

- *Sharing performance/production with Big Sky*
- *Courtyard- open area for learning, performance area, fresh air, natural light*

What Could Be Better?

- *Weather*
- *Time constraints for travel*
- *Lockers*

What's Missing?

- *No items noted*

Rank: *Not noted*

OPTION G.1: Career Pathways/Academies
Carl Wunsche Senior High School, Spring, TX

What Works?

- *No items noted*

What Could Be Better?

- *No items noted*

What's Missing?

- *No items noted*

Rank: *Not noted*

OPTION G.2: Career Pathways/Academies
Henry Ford Academy, Dearborn, MI

What Works?

- *Learning space is where jobs could be*
- *Real life mentors*
- *Community partnership*
- *Model for lifelong learning*
- *There is a clear purpose to the learning outcomes*

What Could Be Better?

- *Flexibility and exposure to other career pathways*

What's Missing?

- *Music, Art, PE – Are these spaces available?*
- *How is this connected to students in lower grade levels?*

Rank: *2*

OPTION G.4 Career Pathways/Academies

V. Sue Cleveland High School, Rio Rancho, NM

What Works?

- *Shared mentor opportunity with older students in similar academic areas*
- *Giving teamwork between teachers and students*

- *Small learning groups*

What Could Be Better?

- *Kids switching due to peers or not knowing likes*
- *Teachers have less knowledge of group as whole*
- *Building structure seeming too industrial – no natural light or welcome areas*
- *Gender driven.*

What's Missing?

- *No items noted*

Rank: *2*

OPTION G.6: Career Academies/Small Learning Communities
Marysville Getchell High School Campus, Marysville, WA

What Works?

- *In depth focus*
- *Career readiness*
- *Motivation/interest*

What Could Be Better?

- *Limitations – career areas*
- *Size/space*

- *Qualified teachers*

What's Missing?

- *No items noted*

Rank: *3*

OPTION H.1 Thematic Schools: Integrated Arts Academy, Sustainability Academy, Burlington, VT

What Works?

- *Like old school updated*
- *Engages community*

What Could Be Better?

- *Too boxed in*

What's Missing?

- *Not enough community space*
- *Want broader themes – more options/choices*

Rank: *2*

OPTION H.4: Thematic Schools

The Blue School, New York, NY

What Works?

- *Ownership*
- *Collaboration*
- *Choice*
- *Projects*

What Could Be Better?

- *Accountability*

What's Missing?

- *Focus on basic skills*
- *Structure*
- *High needs support*

Rank: *2*

OPTION H.6 K-12 Arts

School of Creative & Performing Arts, Cincinnati, OH

What Works?

- *Open space*
- *Light*
- *Creative areas*
- *Magnet curriculum*

What Could Be Better?

- *No items noted*

What's Missing?

- *No items noted*

Rank: *Not noted*

OPTION H.7: Public Montessori

North Avondale Montessori, North Avondale, OH

What Works?

- *Mentorship within both building and the community*
- *Student choice and engagement both academically and socially*

What Could Be Better?

- *Outdoor learning space*

What's Missing?

- *Common areas*

Rank: *2*

OPTION I.1: Learning Labs: School of Environmental Studies (Zoo School) Apple Valley, MN

What Works?

- *Open learning*
- *Project based learning*
- *Can still do separate grades*
- *Family friendly*

What Could Be Better?

- *Lack of adjacent research centers*
- *Lockers*
- *Grade level walkway*
- *Supervision/transportation*

What's Missing?

- *No items noted*

Rank: *2*

OPTION I.2 Learning Labs: Columbus Signature Academy (New Tech High), Columbus, IN

What Works?

- *Integrated (core-projected)*
- *21st Century application*
- *Meaningful technology*
- *Students motivated to be-stay*
- *Small*
- *Relevant*

What Could Be Better?

- *Having more space/school*
- *Sterile look & feel*

What's Missing?

- *Potential to leave some out*
- *Arts*

Rank: *1*

OPTION I.5: Learning Labs: Hip Hop High

High School For Recording Arts, Saint Paul, MN

What Works?

- *Job readiness*
- *Enough technology*
- *Collaborative*
- *Moveable walls*
- *Café space*

What Could Be Better?

- *Can you transfer if a performing academy is not a "fit"*

What's Missing?

- *No items noted*

Rank: *2*

OPTION I.6 Learning Labs

Canby Applied Technology Center, Canby, OR

What Works?

- *Good for High School not elementary*
- *Good to have focused learning*
- *Good hands on learning – project based*

What Could Be Better?

- *May isolate student – not a community*
- *Not good for students who want to explore other areas*

What's Missing?

- *No items noted*

Rank: *2.25*

OPTION I.7 Learning Labs:
Christo Rey High School, Minneapolis, MN

What Works?

- *Many different types of furnishings*
- *Flexible spaces*
- *Colors & textures throughout the school*

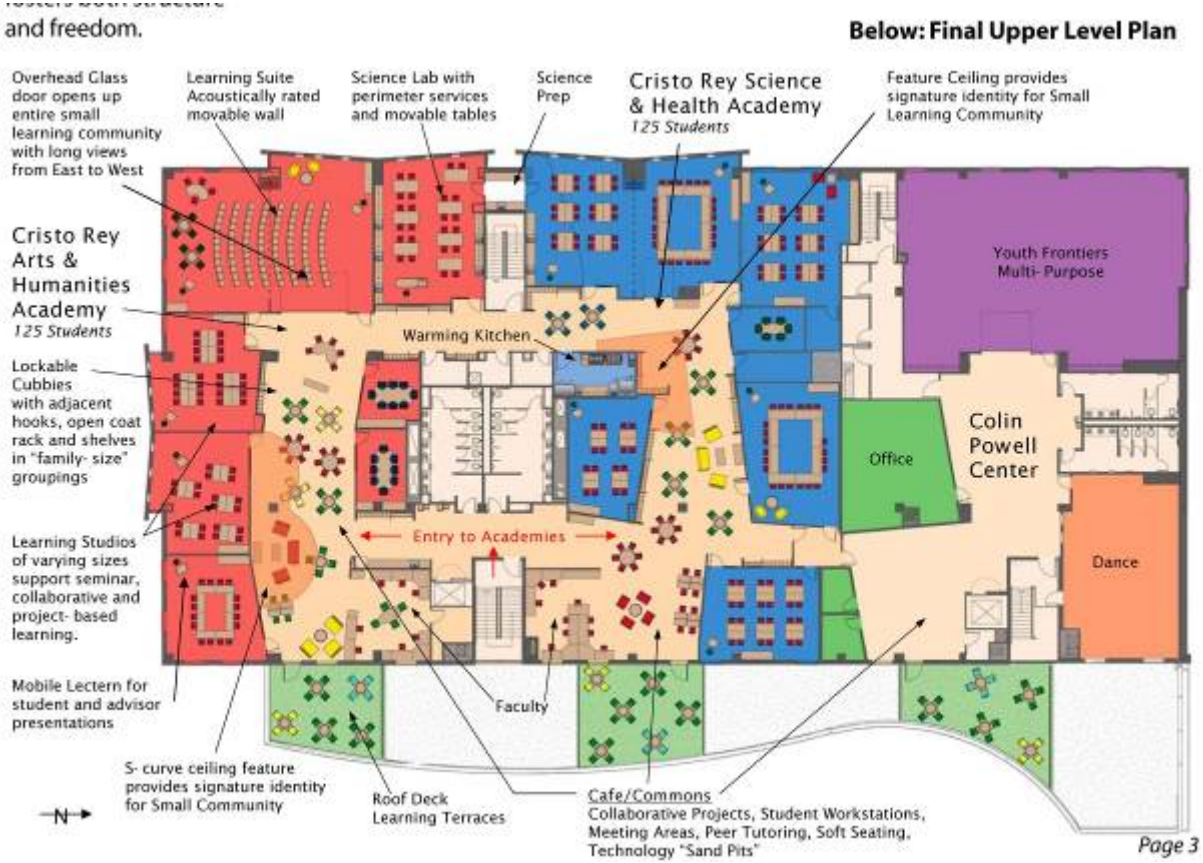
What Could Be Better?

- *Lockable space looks small*
- *Outdoor space*
- *Can the office "see" the front door?*

What's Missing?

- *Security and accountability of students*

Rank: *1*



OPTION I.8 Learning Labs
Forrest Bird Charter School, Sandpoint, ID

What Works?

- *Group prep areas to enhance team work*
- *Structure of building give opportunity for light/air*
- *Central celebration area*
- *Outdoor space*
- *Shared labs*

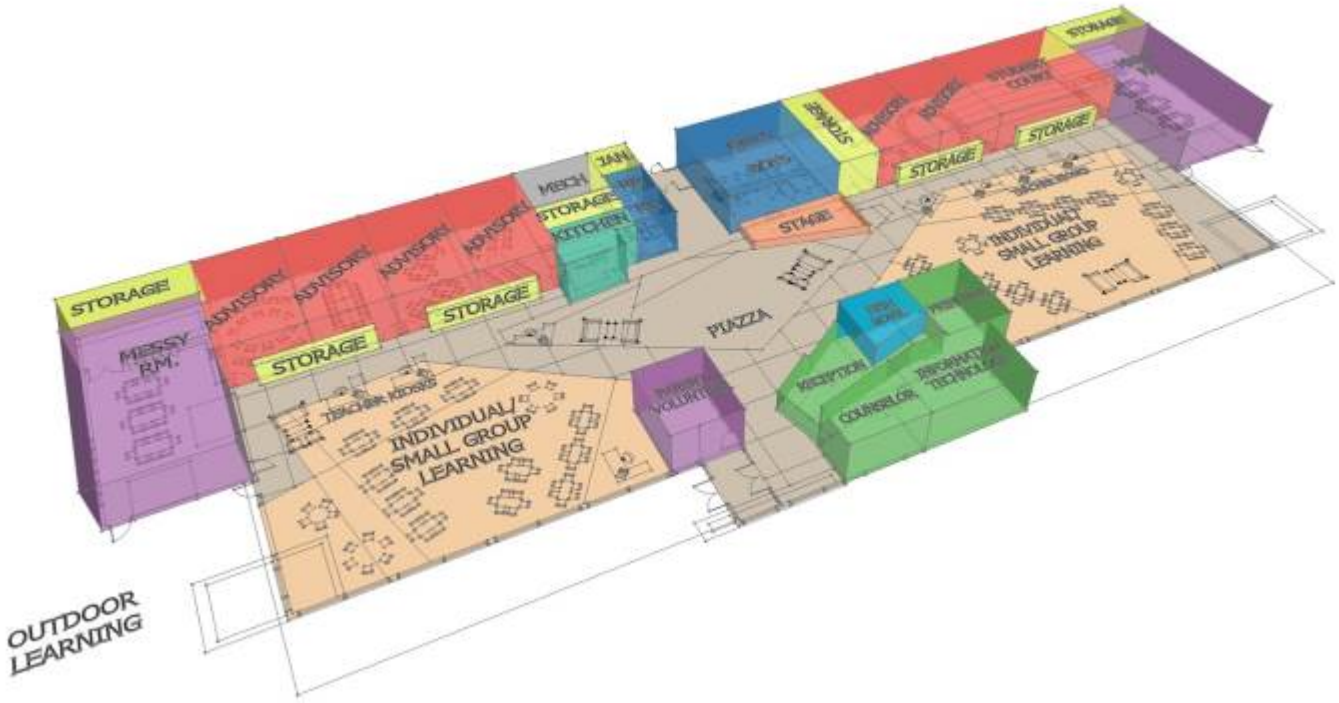
What Could Be Better?

- *Prepping individual classroom space*
- *Vis. Anch on wall*
- *Seems too much of a rectangle, block building*

What's Missing?

- *Not noted*

Rank: *1.75*



OPTION 1.9 Learning Lab/Small Learning Community
Anne Frank Inspire Academy, San Antonio, TX

What Works?

- *Covered screen porch*
- *Specialty areas*
- *Collaborative space*
- *Lots of work space*
- *Less traditional*
- *Open*

What Could Be Better?

- *Being able to separate spaces*
- *Principal space*

What's Missing?

- *Gym*

Rank: *1*

OPTION I.10 Learning Neighborhoods
Trillium Creek Primary School, West Linn, OR

What Works?

- *Integrated with outdoors*
- *Clustering of learning neighborhoods*
- *Library central*
- *Classroom connections to outside*

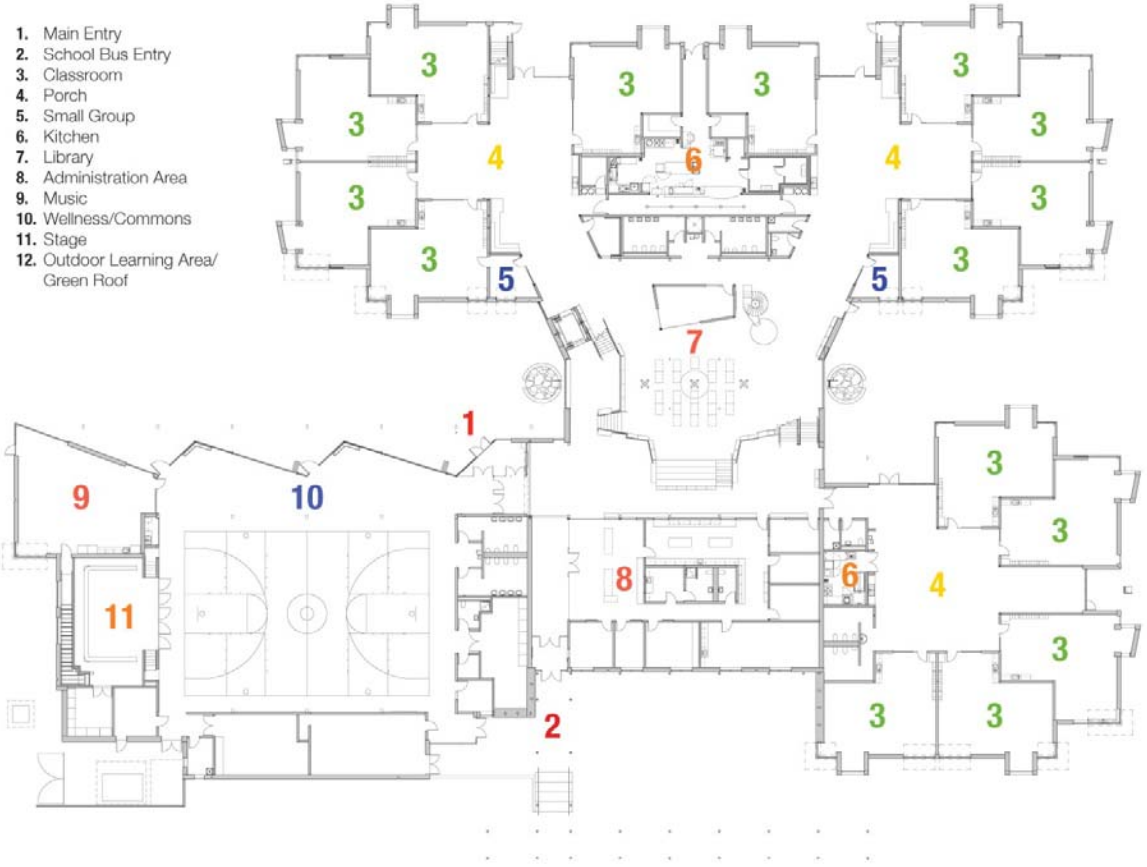
What Could Be Better?

- *Need a big school site*
- *Expensive for new construction (if in Missoula)*

What's Missing?

- *No items noted*

Rank: *1*



OPTION I.11 Learning Community
Baker Middle School, Tacoma, WA

What Works?

- *Transition time*
- *Integration with outside*

What Could Be Better?

- *Isolation*
- *Access to labs*
- *Use of existing space*
- *Common areas not central*
- *Small group areas on edges end*
- *Rigid, traditional*

What's Missing?

- *No items noted*

Rank: *3*

OPTION I.12: Neighborhood Community
Neighborhood Community Central Model
Grand Cayman, Cayman Islands

What Works?

- *Flexible space*

What Could Be Better?

- *Not good for primary schools*
- *Noise*

What's Missing?

- *Structure for younger kids*
- *Direct instruction*

Rank: *1*

OPTION J.1: Four Year Looping/Twice a Week Internships

What Works?

- *Outdoor courtyard*
- *Indoor or commons area*
- *Small learning environment*
- *Kitchen is central*
- *Stage*
- *Individualized learning*
- *Large learning area*

What Could Be Better?

- *Office/reception area*

What's Missing?

- *No physical education area(in adjacent community center)*

Rank: *Not noted*

OPTION J.2 Applied Learning + Internships

West Philadelphia High School, Philadelphia, PA

What Works?

- *Ready for work force*
- *Taps student interest*

What Could Be Better?

- *Core curriculum?*

What's Missing?

- *Female instructors*

Rank: *2*

OPTION K.1 Self Directed Study/Own Pace

Reinventing School Coalition (RISC), AK & CO

What Works?

- *Encourages multi-age learning*
- *Working at own pace*
- *Removing seat time*

What Could Be Better?

- *Age separation*
- *Time for instruction (foundation)*

What's Missing?

- *More details (pictures)*

Rank: *3*

OPTION K.2: Self Directed study/Own Pace: Minnesota New Country School, Henderson, MN

What Works?

- *One pace*
- *PLP*
- *Individual work space*
- *Small*
- *Collaboration*
- *Student involvement*
- *Mentoring*

What Could Be Better?

- *Choices at high school level*

What's Missing?

- *No items noted*

Rank: *1*

OPTION K.4 Self Directed Study/Own Pace

School of One, New York, NY

What Works?

- *Individual learning at own space*
- *Specialized instruction*
- *No student feels inadequate*
- *No failure*
- *Self-motivated*

What Could Be Better?

- *Isolation*
- *Teacher involvement*
- *Equipment*
- *Space*

What's Missing?

- *No items noted*

Rank:*2*

OPTION K.5 Self Directed Study/Own Pace

Hellerup School, Copenhagen, DK

What Works?

- *Learn at own pace*
- *Self-directed*

What Could Be Better?

- *Could kids get left behind*
- *Some kids need more direction/outside influence*
- *Not a whole day thing but section of day for self-directed/learn at own pace choice*

What's Missing?

- *No items noted*

Rank: *1.5*

OPTION L.1 Self Directed/Capstone

Erie Charter School, Erie, KS

What Works?

- *Shared space*
- *Utilize community resources*
- *Different age groups*

What Could Be Better?

- *Limited by community*

What's Missing?

- *No items noted*

Rank: *2*

OPTION M.1Learning in the Community
Metro/Mosaic, Columbus, OH

What Works?
- *Shared space*
- *Utilize community resources*
- *Different age groups*

What Could Be Better?
- *Limited by community*

What's Missing?
- *No items noted*

Rank: *2*

OPTION M.3 Learning in the Community
Our School at Blair Grocery New Orleans, LA

What Works?
- *Reach more students*
- *Location specific*
- *Integration of skills*
- *Use of all level learners*
- *Practical – career related*

What Could Be Better?
- *Structure – who's in charge*
- *Scalable*

What's Missing?
- *No items noted*

Rank: *2*

OPTION M.5: Learning with the Community
Rosa Parks Elementary School, Portland, OR

What Works?

- *Teacher respect*
- *Work ethic*
- *Feeling of involvement*
- *Career path*

What Could Be Better?

- *Transportation*
- *Time*
- *Lack of interest/opportunity*

What's Missing?

- *No items noted*

Rank: *1*

OPTION M.6: Learning with the Community
Academy for Global Citizenship, Chicago, IL

What Works?

- *No items noted*

What Could Be Better?

- *No items noted*

What's Missing?

- *No items noted*

Rank: *3*

OPTION M.7: Community Learning Center

North Central Shared Facility, Regina SK

What Works?

- *Includes community*
- *Open spaces opportunity to combine space*
- *Meets the multiple needs of families*
- *Access to careers/mentors*
- *On-site project base*

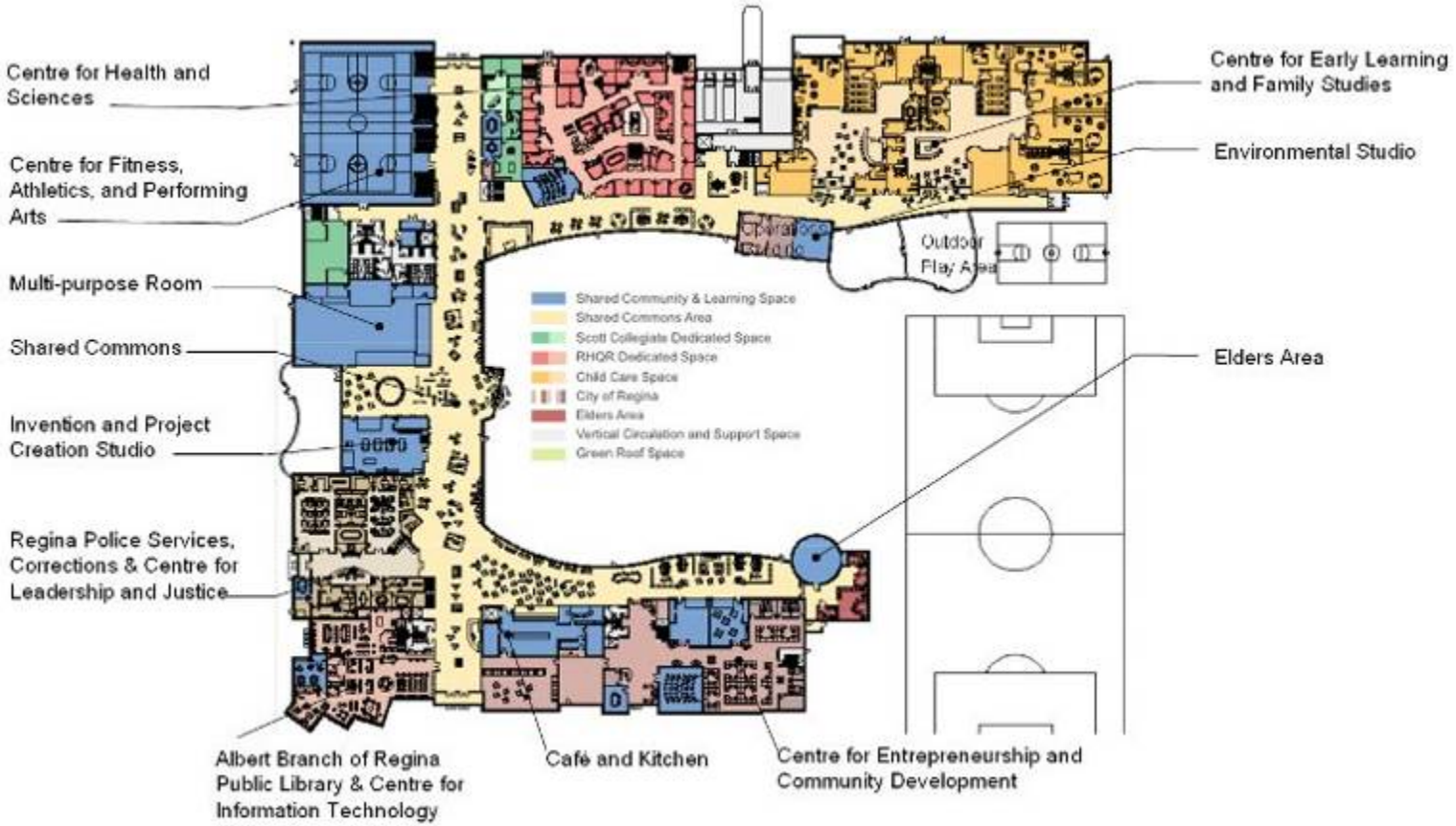
What Could Be Better?

- *Create some smaller spaces*
- *Not sure if it has natural light*

What's Missing?

- *No items noted*

Rank: *1*



OPTION M.8: Community Learning Center
Cincinnati Public Schools, Cincinnati, OH

What Works?
- *Access to community resources*
- *Community works together in education*
- *Adaptation from existing difficult*

What Could Be Better?
- *Need community support*
- *Funding when grant runs out*

What's Missing?
- *Transportation*
- *Alignment – concept is too abstract*

Rank: *3*

OPTION M.9: Learning with the Community
Harlem Children's Zone, New York, NY

What Works?
- *Gets families involved with school*
- *Using space effectively*

What Could Be Better?
- *Compromises safety within school*

What's Missing?
- *No items noted*

Rank: *Not noted*

OPTION M.10: Community Learning Center

Aurora Early Learning Center, Aurora, IL

What Works?

- *Separate areas/open*
- *Overlap of grade level*
- *Strong parent connection*
- *No rush to go to K*

What Could Be Better?

- *Color*

What's Missing?

- *Feels like hospital*
- *Where are murals*

Rank:*2*

OPTION N.1: Virtual Learning

notschool, Worldwide

What Works?

- *Less expensive*
- *Student driven*
- *Prepares for post-secondary education*

What Could Be Better?

- *No social connection*
- *Missing student-teacher connection*

What's Missing?

- *No items noted*

Rank:*2*

OPTION N.2: Virtual Learning
Kahn Academy, Worldwide

What Works?
- *No items noted*

What Could Be Better?
- *No items noted*

What's Missing?
- *No items noted*

Rank: *2*

OPTION O: Out of the Box

What Works?
- *Existing space*
- *Learning pods*
- *Movable walls*
- *Common area kiosk- teachers*

What Could Be Better?
- *More color*
- *Safety*
- *Cost*
- *Community involvement*

What's Missing?
- *No items noted*

Rank: *1*

EX 3 Learning Patterns

The group was asked to select one of 22 elements of a school and to develop a "learning pattern" including the key characteristics of the type of learning (active learning, learning alone, leaning in small groups, etc.), the type of space needed to support that type of learning, and key connections to other learning spaces. The group produced a brief statement advocating for the need of the learning pattern in our schools.

A. Individual Learning

Memorable Name: Flying Solo

Memorable Image: *Not noted*

Essence of the Challenge:

Staying alert while alone.
Maintaining an academic challenge.
Provide one on one time with teacher or facilitator/staying connected with group.

Evidence/Examples: Flexible learning space / adaptable to serve small groups. Accessible resources for connecting group to technology.

Brief Description of Pattern: Explore individual interest and apply what is learned.

Advocacy Statement: Individual learning pods in all CORE learning areas. Easily reconfigured to accommodate more than one individual.

Connection to Other needs: Easily changed depending on need.

Quantity: *Not noted*

B. Small Group Learning

Memorable Name: *BRAIN VAULT*

Memorable Image: *Not noted*

Essence of the Challenge: *Supervision, facilitation, comfortable but not distracting, square footage, noise, students held to same standard*

Evidence/Examples: *Usable common areas, flexible furniture*

Brief Description of Pattern: *Flexible area that can transition from large group learning to small group learning. Able to supervise, effective area/noise/vision.*

Advocacy Statement:

Connection to Other needs:

Quantity: *Not noted*

C. Large Group Learning

Memorable Name: *Life is Good*

Memorable Image: *Not noted*

Essence of the Challenge:

Evidence/Examples: Usable common areas and flexible furniture.

Brief Description of Pattern: Flexible area that can transition from large group learning to small group learning. Able to supervise. Effective area/noise/vision.

Advocacy Statement: Individual learning pods in all CORE learning areas. Easily reconfigured to accommodate more than one individual.

Connection to Other needs: Not like this room.

Quantity: *Not noted*

D. Messy Learning

Memorable Name: Dr. Seuss

Memorable Image: *Cat in the hat, thinking machine, Thing 1, 2, 3*

Essence of the Challenge: *Not noted*

Evidence/Examples: Outside the box, power everywhere, abstract designs/colorful, tool library, computers, small groups, vacuum strip, no carpet, water everywhere, different sections

Brief Description of Pattern: Colorful, fun, students want to be there. High energy, creative thinking – guidance with lots of exploration. Outrageous ideas outside the box.

Advocacy Statement: Out of the box learners excel because everyone shares & utilizes their strengths while teaching others; while working on skills that need improvement.

Connection to Other needs: Co-learning, co-teaching, getting in the community, learn real use problems

Quantity: *Ration per kids – Messy Hub per grad + 1*

E. Noisy Learning

Memorable Name: Creative Chaos

Memorable Image: *Heavy Metal - Industry*

Essence of the Challenge:

Volume modulation – in current spaces, noise can create disturbance, but don't isolate noise or noisy learning.

Evidence/Examples: Art, PE, Music, any subject can be noisy. Need flexible acoustic, adaptive, pod type spaces that are readily accessible - need space and multi-use areas

Brief Description of Pattern: Creative Chaos spaces provide room for active learning.

Advocacy Statement: Creative Chaos requires one large space to promote sound and auditory learning each room engineered this way.

Connection to Other needs: Messy, small group, large group, active, play, outdoor, creative

Quantity: *Not noted*

F. Active Learning

Memorable Name: CPR Team/Crew (Community Partners & Resources)

Memorable Image: *Heartbeat of the school*

Essence of the Challenge: *Is to tap into the caring, mentoring & expertise of our community members to work & make a difference in the lives of at risk youth.*

Evidence/Examples: *Not noted*

Brief Description of Pattern: *Not noted*

Advocacy Statement: *CPR is essentially a way to "Breathe Life" back into the learning environment. Interactions must be flexible – some spaces must be private, some larger spaces. Spaces must have tech access, space must be comfortable for an opportunity to offer relative real world interactions & perspectives.*

Connection to Other needs: *Not noted*

Quantity: *Not noted*

G. Project Learning

Memorable Name: Curiosity Shop

Memorable Image: *Zoo School*

Essence of the Challenge: *Students do not have the appropriate space, materials and opportunities to engage in real world experiential learning.*

Evidence/Examples: Flexible learning spaces and furnishings; rooms/space with durable surfaces that are easy to clean. Spaces with plenty of storage for a wide variety of materials adapted to science, engineering, technology and art. Spaces with areas for display (2 & 3 dimensional). Include breakout spaces. Need water in space.

Brief Description of Pattern: Curiosity Shop facilitates problem solving, critical and creative thinking in a collaborative environment.

Advocacy Statement: Curiosity Shop is a place to take your ideas and put them into action.

Connection to Other needs: Connect Curiosity Shop to outdoor learning, performance and celebration spaces and core learning.

Quantity: *1 smaller space per grade level and 1 large space each for K-2 and 3-5.*

H. Applied Learning

Memorable Name: *Show what you know!*

Memorable Image: *Columbus Signature Academy, Chugach*

Essence of the Challenge: *Create a flexible space filled with resources to create and display projects students create to share their learning.*

Evidence/Examples: Not clean, flexible furniture, cupboards full of resources.

Brief Description of Pattern: Space to apply what is learned. Able to experiment.

Advocacy Statement: "Show what you know!" labs for each grade level team or small versions in each room (convertible room).

Connection to Other needs: Make learning visible – celebrate learning.

Quantity: *7-8 per school*

I. Performance Learning

Memorable Name: Celebration Center

Memorable Image: *The Globe, Masquer Theatre*

Essence of the Challenge: *Available space/acoustics/ dedicated space/functional technology*

Evidence/Examples: Masquer Theatre – surround / interactive (see picture drawn by Luke)

Brief Description of Pattern: Adjacent learning areas are flexible in their interaction with performance area.

Advocacy Statement: Therefore a performance area is essential to project based learning and authentic assessment.

Connection to Other needs: Via project based learning, reinforces core learning.

Quantity: *Not noted*

J. Presentation Learning

Memorable Name: SPILL Spaces = Shared Presentation & Integrated Learning Labs

Memorable Image: *Not noted*

Essence of the Challenge: *Dealing with structural components, appropriate wiring and technologies.*

Evidence/Examples: Current auditorium, balcony tiered seating, large room that can be modified for smaller events, sky boxes (gym), choir room.

Brief Description of Pattern: SPILL Labs provide collaborative space, flexibility of media types (speakers, videos, performances), used all day during and after school

Advocacy Statement: *Not noted*

Connection to Other needs: Connect to multiple uses by various groups/classes/programs.

Quantity: *Not noted*

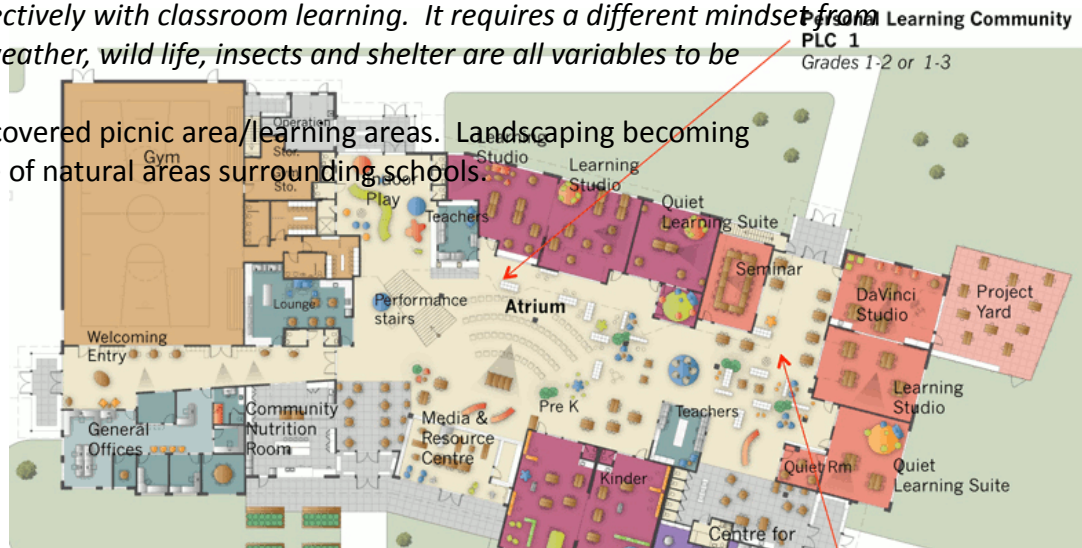
K. Outdoor Learning

Memorable Name: Exploration Station

Memorable Image: *Arcola Community School, Regina, SK*

Essence of the Challenge: *How to integrate outdoor learning effectively with classroom learning. It requires a different mindset from educators, as well as different level of supervision. Scheduling, weather, wild life, insects and shelter are all variables to be considered.*

Evidence/Examples: Courtyards, school gardens, amphitheater, covered picnic area/learning areas. Landscaping becoming interactive to the learning process. Playgrounds make better use of natural areas surrounding schools.



Brief Description of Pattern: Outdoor learning provides connections to place and world and builds on natural curiosity. Engages all of our senses and allows for fresh air and movement.
Advocacy Statement: All schools need a variety of outdoor learning spaces to bridge the gap between classroom learning and real life applications/relevance.
Connection to Other needs: Outdoor learning spaces act as a stepping stone to other outdoor spaces, recreation areas and areas to explore. They can act as celebration, dining and learning spaces.
Quantity: *Not noted*

L. Play Spaces

Memorable Name: Innovative Energy Zone (EZ)

Memorable Image: *Create play space at Lowell, indoor courtyard and additional outdoor areas*

Essence of the Challenge: *Accessible to all, welcoming but safe and secure.*

Evidence/Examples: Need flexible furniture/storage spaces. Small spaces for kids to decompress with toys like legos, etc. Quantity – at least 5 big/5 small

Brief Description of Pattern: *Not noted*

Advocacy Statement: "EZ" - Inspire experiential play and learning activities – includes decompressing and relaxation areas.

Connection to Other needs: *Not noted*

Quantity: *Not noted*

M. Learning in the Community

Memorable Name: Learning in the Community

Memorable Image: Core, Community, Connections (CCC)

Essence of the Challenge:

Application of 21st century skills that are missing in traditional school environment.
Community view of students.

Evidence/Examples: Teaching student to be precise in the real world and increase student/community interaction.

Brief Description of Pattern: Learning in community provides a place to apply what is learned in school.

Advocacy Statement: Therefore, insure that all students have a real world (and community) learning experience in the community.

Connection to Other needs: Community Learning, Core learning.

Quantity: *Not noted*

N. Creative Media

Memorable Name: *Reel Zone*

Memorable Image: *Julliard*

Essence of the Challenge: *Students do not have enough opportunities to express themselves through creative media.*

Evidence/Examples: Drama, art, dance, music, performance, speech, debate

Brief Description of Pattern: *Providing spaces that encourage self-expression and creativity.*

Advocacy Statement: *Allow for personal expression and growth daily.*

Connection to Other needs: *Utilize creative media to personalize Core Learning. Opportunities to share with the community, provide relevance while building 21 century thinking skills.*

Quantity: *Not noted*

O. Integrating Technology

Memorable Name: Techno Tool Box

Memorable Image: *21st Century Tool Box*

Essence of the Challenge:
Students need accessibility 24/7.
Tool Box supports project based problem based learning.
Supports individual learning needs.
Funding and tech support is essential.
Flexible learning spaces for individuals, small & large group experiences is needed.

Evidence/Examples: *Not noted*

Brief Description of Pattern: *Not noted*

Advocacy Statement: *Technology in every classroom is no longer optional. It's essential!*

Connection to Other needs: *Not noted*

Quantity: *Not noted*

P. Virtual Learning

Memorable Name: *Stratosphere*

Memorable Image: *Not noted*

Essence of the Challenge:
How to make it meaningful & useful?
Needing to balance between face – to – face interaction and screen time.

Evidence/Examples: Connecting with people around the world. MT Digital academy, video social stories to teach behavioral skills, Kohn Academy, blended learning opportunities

Brief Description of Pattern: *Allows 24/7 learning, bringing expertise to you from a long distance, providing individualized learning opportunities, focused /one concept modules*

Advocacy Statement: *Make virtual learning accessible and available to all students through a combination of technology platforms, instruction and effective practice.*

Connection to Other needs: *Not noted*

Quantity: *Not noted*

Q. Making and Eating Food

Not selected/developed

R. Welcoming Arrival

Memorable Name: Gateway to Excellence & Acceptance

Memorable Image: *Not noted*

Essence of the Challenge:
Entry to gym.
Welcoming, lighter, safer function

Evidence/Examples: *Skylights, heighten ceiling, more comfortable, meeting spots*.

Brief Description of Pattern: Safety and access meshing. Functionality, day-to-day flow.

Advocacy Statement: Create a safe, welcoming foyer which provides a multi-purpose commons.

Connection to Other needs: Performance basis – outdoor learning spaces would be combined.

Quantity: *Not noted*

S. Volunteers in the Building
T. Planning Centers
U. Student Support
V. Education Leaders
Not selected/developed

EX 4 Guiding Principles

The Education Innovation Teams provided commentary on each of the following general and specific guiding principles which had been extracted from the work of the Education Innovation Teams during the ASSESS phase. The guiding principles will continue to be revised and refined as the planning process continues.

1. *Spaces, schedules and furnishings are flexible with minimal effort.*

   Comments: *Faculty buy-in. Space is inconsequential without it. Tenure / Charter / Enforcement. Maintain / establish / create / support flexibility of spaces, schedules and furnishings. Encourage adult flexibility. Should include minimal economic impact as well as minimal effort.*

2. *Children and families are engaged in learning in early child and pre-kindergarten programs*

   Comments: *Brain development underscores the critical nature of early learning. Tools to young parents. Ensure opportunities for early. Family engagement is CRITICAL across ALL GRADES. We may need another guiding principal to include this – because families and parents are so key & should be identified as a main partner in learning.*

3. *Schools, community partners and entrepreneurs meet diverse community, parent and volunteer needs.*

   Comments: *Why "entrepreneurs" instead of "business"?*

4. *Evidence of learning is readily visible throughout school, community and internet*
   Comments: *(or virtual world)*

5. *Students learn through projects , discussions, just in time lecturing, internships*

6. *Core learning is integrated and applied*

7. *Teachers and staff have space to collaborate as a team focused on developing meaningful relationships with students*

8. *Facilities support teacher, staff and student collaboration and control of schedule and space*

9. *Core learning is integrated with explorations of Music, Art, PE/Fitness, Technology, Library/Media.*

   Comments: *Core learning is place based and integrated with explorations of Music, Art, PE/Fitness, Technology, Library/Media and outdoor learning*
   Learning is integrated and interdisciplinary across all content areas.

10. *Facilities have an obvious main entrance, with an adult at the door.*

    Comments: *Facility has an obvious main entrance with visibility from reception area*

11. *Administration and guidance are distributed within learning areas to mentor teachers and know students.*

    Comments: *Missing: Integration of the building and grounds as a total learning experience. (Connecting Indoor & Outdoor learning. Not sure this principle applies to K-5 (doesn't seem to fit).*
    Missing: School serves a central role in neighborhood community building and as a gathering place (Could be integrated into Principal #3).
    Group 3: no change.
12. *Schools have central social gathering spaces.*

Comments: *Schools have flexible gathering spaces for instruction & presentations as well as socializing.*

13. *Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to develop critical thinking, communication, collaboration and creativity.*

    Comments: *Replace develop with support*
    Technology plan must include future technology & growth (whatever it may be). Make sure technology is up to date and functional.

14. *Menu that includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, with breakfast and after school meals offered.*

    Comments: *Students involved in food prep/cooking/service.*

15. *Buildings achieve carbon neutral impact, and integrate design, construction and operation of building into curriculum.*
    Comments: *What can we use that already exists to incorporate these concepts?*

16. *Facilities represent wise and sustainable investment of community resources.*

    Comments: *Change wise to responsible*
    What can we use that already exists to incorporate these concepts? Idea: City Performing Arts Center partner with the school district.

EX 5 Learning Modalities

Table teams identified three of the most effective Learning Modalities from a list of 20 Teacher-Directed, Teacher-Facilitated and Student-Directed learning modalities. Many of the groups identified Social-Emotional Learning and Learning with various forms of Technology as under-lying all learning in all school settings.

The top three most effective Learning Modalities included:

- *Project-Based Learning*
- *Interdisciplinary Learning*
- *One-On-One Teacher/Student Learning*

The next four most effective Learning Modalities included:

- *Team Collaboration*
- *Student Presentation*
- *Learning with Mobile Technology*
- *Naturalist Learning*

The majority of the facilities within Missoula County Public Schools were designed and constructed well before the extensive educational research linked personalized learning to student engagement and comprehension.

Teacher-Directed Learning	
Lecture Format-Teacher Directed	3
Teacher-Facilitated Learning	
One-on-One Learning with a Teacher	15
Project-Based Learning	24

Distance Learning	0
Seminar-Style Instruction	6
Interdisciplinary Learning	18
Art Based Learning	4
Storytelling	0
Team Teaching & Learning	6

Student-Directed Learning

Play Based Learning	3
Design Based Learning	2
Social-Emotional-Spiritual Learning	5
Independent Study	3
Peer Tutoring	6
Team Collaboration	10
Performance Based Learning	5
Internet Based Research	1
Learning with Mobile Technology	7
Naturalist Learning	7
Student Presentation	8

MISSOULA COUNTY PUBLIC SCHOOLS

LEARNING MODALITIES

	Teacher-Directed Learning	*Lecture Format-Teacher Directed*	***Teacher-Facilitated Learning***	*One-on-One Learning*	*Project-Based Learning*	*Distance Learning*	*Seminar-Style Instruction*	*Interdisciplinary Learning*	*Art Based Learning*	*Storytelling*	*Team Teaching & Learning*	***Student-Directed Learning***	*Play Based Learning*	*Design Based Learning*	*Social-Emotional-Spiritual Learning*	*Independent Study*	*Peer Tutoring*	*Team Collaboration*	*Performance Based Learning*	*Internet Based Research*	*Learning with Mobile Technology*	
K-5 SCHOOLS																						
REGION 1 ELEMENTARY SCHOOLS				3	3			1			1						1	2				
REGION 2 ELEMENTARY SCHOOLS					3			2	1									2			1	4
REGION 3 ELEMENTARY SCHOOLS				4	2			3	1		3		2		2	1	1		2	1		1
MIDDLE SCHOOLS																						
MEADOW HILL 1				1	1			1										1			1	
MEADOW HILL 2					1						1			1							1	
CS PORTER 1					1			1						1				1				
CS PORTER 2				1	1		1										1					
CS PORTER 3								1			1						1	1				
WASHINGTON 1					1			1	1									1			1	
WASHINGTON 2					1			1							1						1	
WASHINGTON 3		1						1													1	
HIGH SCHOOLS, DICKINSON, JEFFERSON, WILLARD																						
BIG SKY 1				1	1														1			
BIG SKY 2				1	1			1														
HELLGATE 1					1		1	1								1						
HELLGATE 2				1	1		1									1						
HELLGATE 3					1			1							1			1				
HELLGATE 4							1	1					1									
SEELEY-SWAN				1													1					1
SENTINEL 1					1		1	1										1				
SENTINEL 2		1			1																1	
DICKINSON				1	1		1															
JEFFERSON		1															1		1			
WILLARD 1					1			1							1				1			1
WILLARD 2				1	1				1													
		3		15	24	0	6	18	4	0	6		3	2	5	3	6	10	5	1	7	

EX 6 Preliminary Building Program

- *A preliminary building program was developed for each of the schools, illustrating the key components for a highly effective school serving the future enrollment projections for the grade configurations served.*
- *CTA compared each of the building programs to state standards in Wyoming, Ohio and Massachusetts.*

See APPENDIX EX 6A Preliminary Building Program

EX 7 Name & Describe Range of Alternatives

Range of Options
The Expanded Education Innovation Teams developed a wide range of practical and creative options within a framework of Option B: Business as Usual to Option S: Start Over.

The schools with 2-3 tables created 14-21 options which have been condensed to 7 options for each school of facility. **See APPENDIX EX 7A Range of Options** *for the entire list of options.*

During the Community Listening Session on November 6, participants were asked to comment on what works, what could be better and what's missing for each of the undeveloped sites and facilities, as well as suggesting ideas for the range of options. The Steering Committee utilized those comments as a starting point for each of the undeveloped sites and leased facilities and provided additional detail to the range of alternatives. The community at large will have an opportunity to review the Range of Options on line as well as during the Community Listening Session during the APPLY phase.

OPTION B: BUSINESS AS USUAL
(No changes to current facilities, educational activities, locations of students, teachers, staff, community)

OPTION C: CONSOLIDATE
(Consolidate services, programs, departments, buildings, etc)

OPTION E: EXPAND
(Expand facilities to meet needs of the school and community)

OPTION L: LIGHT TOUCH
(Identify a small demonstration project impacting a key portion of the facility. Achieve dramatic impact with limited resources to align the educational vision and existing facility)

OPTION O: OUT OF THE BOX
(Any idea your group produces)

OPTION R: REALIGN, RELOCATE, RENOVATE
(Realign, relocate or renovate services, programs, departments, buildings)

OPTION S: START OVER
(Create a new vision on your existing site, or a new site)

See APPENDIX EX 7B Graphic Range of Options

Chief Charlo

- ***Option B: Business as Usual***
  Pick-up/drop-off/parking/bus conflicts
  Lacks obvious entry with adult at door
  Playground drainage
  Bleacher maintenance
  Technology lacking to meet Smarter Balance Testing

- ***Option C: Consolidate***
  Mobile computer labs create space for conference room, Parent/Volunteer room, Creative Arts/Multi-purpose room

- ***Option E: Expand***
  Redesign school entry
  Fix parking and bus loop

- ***Option L: Light Touch***
  Projection screen in Gymnasium
  Barn doors between pairs of classrooms
  Replace playground equipment

- ***Option O:Out of the Box***
  Add an auditorium

- ***Option R: Realign, Relocate, Renovate***
  Become a K-8

- ***Option S: Start Over***
  No need

Cold Springs

- ***Option B: Business as Usual***
  Pick-up/drop-off/parking/bus conflicts
  Lacks obvious entry with adult at door
  Playground drainage
  Inadequate lunchroom
  Lacks conference for IEP's, parent meetings, etc.

- ***Option C: Consolidate***
  Connect entire building to city sewer system

- ***Option E: Expand***
  Acquire adjacent homes on Briggs & Orchard
  Define Pick-up/Drop-Off, Bus, Deliveries, Parking
  Develop Track & Field
  Create Obvious Entry
  Lunchroom for 3 groups of 150-175

- ***Option L: Light Touch***
  Electronic access to doors for security
  Create Obvious Entry
  Mechanical upgrades
  Lunchroom for 3 groups of 150-175

- ***Option O:Out of the Box***
  Acquire adjacent homes on Briggs & Orchard

Create single school for Cold Springs & Russell

- ***Option R: Realign, Relocate, Renovate***
  Relocate to Maloney Ranch on Lower Miller Creek Road

- ***Option S: Start Over***
  Replace school on Cold Springs Site

Russell

- ***Option B: Business as Usual***
  Pick-up/drop-off/parking/bus conflicts
  Lacks obvious entry with adult at door
  Over capacity
  Lacks space for school nurse, counselors, FRC
  Playground drainage
  Shared physical education/ lunchroom
  Security issues associated with 3 buildings

- ***Option C: Consolidate***
  Consolidate Title I & Special Education
  Create portable computer lab

- ***Option E: Expand***
  Add classrooms, project areas, music to main building
  Add dining/assembly space
  Improve pick-up/drop-off, bus, deliveries, parking
  Trade city parking lot north of Russell School for 5 acres in Linda Vista
  Create obvious entry, parent/volunteer room, FRC

- ***Option L: Light Touch***
  Create obvious entry with adult at door
  Renovate existing locker rooms to create additional capacity
  Replace asphalt with grass

- ***Option O:Out of the Box***
  Collaborate with YMCA for Physical Education, wellness Convert gymnasium into assembly/dining

- ***Option R: Realign, Relocate, Renovate***
  Collaborate with Cold Springs to create K-1 Academy in one school, grades 2-5

- ***Option S: Start Over***
  Rebuild on existing site

Paxson

- ***Option B: Business as Usual***
  Small site
  Lacks parking
  Lacks shade on playground
  Over-crowded
  Technology upgrades needed

- ***Option C: Consolidate***
  Consolidate with Lewis & Clark to create K-2 and 3-5 campuses

- ***Option E: Expand***
  Two story addition to east along north edge of property Create access to rooftop garden
  Relocate shared spaces to main level

- ***Option L: Light Touch***
  Infill below music room
  Add barn doors and collaborative spaces
  Connect Gym to cafeteria for assemblies

- ***Option O:Out of the Box***
  Partially close Evans Street as a "Parking Street" Acquire church and church parking lot and expand school to north

- ***Option R: Realign, Relocate, Renovate***
  Realign attendance area boundaries and re-open Dickinson to create capacity in central location
  Stop receiving students from Rattlesnake, Lewis & Clark, Lowell, Russell

- ***Option S: Start Over***
  Rebuild on existing site

Lewis & Clark

- ***Option B: Business as Usual***
  No obvious entry
  Windowless lunch room
  Inefficient use of space in north classrooms
  Library/media is too small
  Overcrowded, grade level teams are separated, lack support spaces

- ***Option C: Consolidate***
  Consolidate Paxson & Lewis & Clark on Benton site

- ***Option E: Expand***
  Larger lunchroom, library/media, music, band, orchestra
  Defined entry
  Reconfigure parking
  More landscape & sun-sheltered areas

- ***Option L: Light Touch***
  Redesign north classroom addition to result in larger library/media, daylight in lunchroom, appropriate space for music, SLP

- ***Option O:Out of the Box***
  Longer school day with staggered attendance

- ***Option R: Realign, Relocate, Renovate***
  Move music room and SLP to newest addition
  Reassign all rooms to reinforce teams

Redesign north classroom addition to result in larger library/media, daylight in lunchroom, appropriate space for music, SLP
Defined entry
Reconfigure parking
More landscape & sun-sheltered areas

- ***Option S: Start Over***
  Rebuild on existing site, along Benton with a focus on solar energy, reducing carbon footprint, natural light, similar to Trillium Creek School in Linn, OR

Rattlesnake

- ***Option B: Business as Usual***
  Security challenges of two buildings
  Security at reception
  Pick-up/Drop-off, Bus, Deliveries, parking conflicts

- ***Option C: Consolidate***
  Operate as K-8 school along with Mount Jumbo & Lowell
  Create grade level proximity within building
  Common space for counseling, nurse, specialists

- ***Option E: Expand***
  Outdoor space linking school to Pineview Park
  Expand facility to accommodate classes currently in Modular, utilize Modular elsewhere in district
  Improve entry/waiting

- ***Option L: Light Touch***
  Improve pick-up/drop-off
  Improve entry/waiting
  Add drinking fountains

- ***Option O:Out of the Box***
  Create parking structure and expand building vertically to meet needs of K-8

- ***Option R: Realign, Relocate, Renovate***
  Improve pick-up/drop-off

Expand facility to accommodate classes currently in Modular, utilize Modular elsewhere in district
Improve entry/waiting
Operate as K-8 school along with Mount Jumbo & Lowell

- ***Option S: Start Over***
  Rebuild on existing site, optimize orientation of building

Franklin

- ***Option B: Business as Usual***
  Lacks accessible entry, lower and upper floors
  Outdated technology
  Overcrowded
  Lacks spaces for project-based learning
  Boiler replacement is needed
  No multi-purpose room (gym is lunch, PE & Assembly)
  Parking, Pick-up/drop off, bus
  Access to playground/supervision

- ***Option C: Consolidate***
  Combine with Jefferson to create PK-5 school with parenting classes, connections to community resources

- ***Option E: Expand***
  Retain historic character of original building, remove additions
  Utilize the courtyard as main entry/circulation space/dining/assembly (covered roof with daylight)
  Create nurse, supply, parent/volunteer room, planning center, reception

- ***Option L: Light Touch***
  Utilize the courtyard as main entry/circulation space
  Add elevator to make upper and lower floors accessible
  Exterior lighting
  Replace clock/bell system

- ***Option O:Out of the Box***

Partially close 10th street as a "Parking Street"
Form alliance with Montessori school on Johnson
Construct new building linking two schools

- ***Option R: Realign, Relocate, Renovate***
  Relocate school to 14th/Catlin in Urban Renewal District III that retains neighborhood feel
  Use existing school to meet community needs such as health clinic

- ***Option S: Start Over***
  Rebuild on existing site, optimize orientation of building

Hawthorne

- ***Option B: Business as Usual***
  Safety issues on South Third
  Lacks obvious point of entry with adult at door
  Pick-up/drop-off, parking challenges
  Inadequate space, lunchroom is too small for enrollment
  Second floor lacks ADA access

- ***Option C: Consolidate***
  Utilize Emma Dickinson as early child learning center (Pre-K/K) for Hawthorne & Franklin while continuing as adult education

- ***Option E: Expand***
  Add multi-purpose room for dining & presentations/assemblies
  Relocate the playground for grades 3-5

- ***Option L: Light Touch***
  Improve pick-up/drop-off with new sidewalks, traffic calming and reader board on South Third- guide visitors to main entry.
  Spread out pick-up/drop-off into designated grade groups
  Convert South Third Street entry an outdoor classroom
  Improve entry/waiting- remove wall between reception area and teacher mailboxes
  Create grade level pods by re-arranging existing classrooms
  Elevator & restrooms on second floor

- ***Option O:Out of the Box***
  Build a new school south of the existing school with indoor playground, exercise equipment, dance/yoga
  Obtain property across Hiberta for parking

- ***Option R: Realign, Relocate, Renovate***
  Re-align attendance boundaries and re-open Emma Dickinson

- ***Option S: Start Over***
  Rebuild a two-story school on existing site
  Separate pick-up/drop-off from parking, deliveries, bus

Lowell

- ***Option B: Business as Usual***
  Security challenges of two buildings
  Inadequate space
  Inconsistent with community & district goals
  Lack of accessibility to lower level and annex
  Age of mechanical systems

- ***Option C: Consolidate***
  Consolidate classroom capacity of modular with main building, utilize modular elsewhere in district, or sell
  Partnership Health Clinic remains as is

- ***Option E: Expand***
  Satellite buildings connected to school to include Dining/community center, Fine Arts Center, Alternative Education space- for after school use, Headstart

- ***Option L: Light Touch***
  Re-configure main floor (offices close to front door)
  Tear down wall between computer lab and room 4B on third floor
  Knock down walls between 5th/closet
  Utilize large hallways more effectively

- ***Option O:Out of the Box***
  Move into the Missoula Mercantile downtown

- ***Option R: Realign, Relocate, Renovate***

Pre-K-8 for 450
Collaborate with the University of Montana to create district-owned innovation center

- ***Option S: Start Over***
  Rebuild on existing site, north or east of existing building

Meadow Hill Middle

- ***Option B: Business as Usual***
  Security of separate buildings, hiding spaces at perimeter
  Inadequate storage
  Lacks ADA accessibility
  Need for roof replacement

- ***Option C: Consolidate***
  Create K-8 with Cold Springs

- ***Option E: Expand***
  Improve Pick-up/Drop-off, Bus, Parking
  Expand fine arts to east, remove annex
  Relocate special education to center of school

- ***Option L: Light Touch***
  Modify main entry to create designated waiting area, improve safety
  Open up dining facilities
  Remodel sixth grade
  Use 315 as project room
  Modify room 309 & 316 to create teacher planning centers and conference sized special education spaces

- ***Option O:Out of the Box***
  Create a K-12 campus on fairgrounds

- ***Option R: Realign, Relocate, Renovate***

Modify parking, bus pick-up/drop-off
Move Library to more central location

- ***Option S: Start Over***
  Rebuild on existing site, optimize orientation on site to utilize property more effectively

Washington Middle

- ***Option B: Business as Usual***
  Lacks secure reception area
  Outdated technology
  Inadequate space for enrollment
  Shared PE/lunch limits use of gymnasium

- ***Option C: Consolidate***
  Tear down annex and modular and place library/media in center of courtyard

- ***Option E: Expand***
  Tear down annex and modular and place library/media in center of courtyard

- ***Option L: Light Touch***
  Remodel front entry, restrooms in modular, update electrical
  Playground with shade
  Outdoor dining

- ***Option O:Out of the Box***
  Utilize USFS parcel on 14th and Catlin for new facilities

- ***Option R: Realign, Relocate, Renovate***
  Create a 6-12 campus on the Sentinel/Missoula College site

- ***Option S: Start Over***
  Rebuild on the east end of the existing site, retaining the recent addition and gymnasium

Organize new building by grade levels

CS Porter Middle

- ***Option B: Business as Usual***
  Safety of South Reserve Street location- Hawthorne is only K-5 School on West side of Reserve
  Footprint/configuration of building is challenging to provide 21st century education
  Not enough space for rising enrollment

- ***Option C: Consolidate***
  Become a 7/8 school

- ***Option E: Expand***
  Demolish music pod to improve drop-off/parking, bus loop
  Construct new music/production/performance north of multipurpose room
  Move main entrance to current art room area. Room 530 becomes front office/administration, expand core areas for group gatherings/projects

- ***Option L: Light Touch***
  Improve building entry, security doors, paint
  Improve the garden at corner of Central/Reserve
  More trees on Reserve
  Fix roofs, improve pick-up/drop-off, primary entry, counters at age appropriate height, update tile and paneling.
  Convert fishbowls into project areas

- ***Option O:Out of the Box***
  Year round school, shift start of school day to 9:00 am, start day with Flagship/homework

- ***Option R: Realign, Relocate, Renovate***

Relocate to Dickinson site

- ***Option S: Start Over***
  A new partnership school on DNRC site, Inquiry-based, outdoor education, production/performance facility with classrooms, practice rooms, production (sound), stage

Sentinel High School

- ***Option B: Business as Usual***
  Security concerns of four separate buildings
  Technology upgrades needed
  Space concerns for future enrollment

- ***Option C: Consolidate***
  Consolidate building 300, 400 & 500 with main building

- ***Option E: Expand***
  Multi-use event center on Fairgrounds for MCPS and civic events such as basketball, hockey, soccer

- ***Option L: Light Touch***
  Improve technology infrastructure, wireless, bandwidth, link fire alarms for all buildings
  New flooring, paint, benches in commons areas
  Repave parking lots

- ***Option O:Out of the Box***
  CTE academy model facility on west edge of courtyard

- ***Option R: Realign, Relocate, Renovate***
  Resurface track, locker rooms and concessions for softball/soccer track/football

- ***Option S: Start Over***
  Rebuild on existing site, optimize orientation of building

Hellgate High School

- ***Option B: Business as Usual***
  Security challenges of Gerald Street entry
  Effective International Baccalaureate & AP
  Proximity to University of Montana

- ***Option C: Consolidate***
  Consolidate academy programs, operate as schools within a school for International Baccalaureate/MYP cluster, dual enrollment cluster, business internship cluster, "Global Student" cluster

- ***Option E: Expand***
  Utilize upper seating areas of 1940's gymnasium
  New waist-high lockers
  Garage or barn doors between classrooms where logical
  Expand school day, change bell schedule so that rooms can be used more often

- ***Option L: Light Touch***
  Remodel Gerald Street entrance for security, waiting area, reception
  Wireless access in each classroom, improve bandwidth
  Garage or barn doors between classrooms where logical
  Utilize upper seating areas of 1940's gymnasium or expand gymnasium, remove ceiling tiles
  Repurpose cafeteria to a commons area, soft seating, connect to courtyard, create connection between culinary arts and cafeteria

- ***Option O:Out of the Box***

Purchase the professional village in URD III and develop tech school, business component- theater for student created film, shops, galleries, child care for MCPS staff and students

- ***Option R: Realign, Relocate, Renovate***
  Combine Hellgate, Sentinel & Big Sky. Utilize Hellgate as Freshman campus and use both Sentinel & Big Sky for 10-12. Make each floor as open as possible and utilize 100% of the space

- ***Option S: Start Over***
  Gut interior, leave exterior

Hellgate High School Soccer/Softball Fields

- ***Option B: Business as Usual***
  Remote location
  Occasional community use

- ***Option C: Consolidate***
  Encourage group use/other sporting events
  Outdoor classroom- Extension of PEAS farm

- ***Option E: Expand***
  Move soccer fields to not overlap softball outfield
  Increase locker room size
  Possible addition of bleachers, scoreboards

- ***Option L: Light Touch***
  Trees, pavilion, concession stand, irrigation, gear sheds, parking

- ***Option O:Out of the Box***
  Possible Hellgate High School Campus location

- ***Option R: Realign, Relocate, Renovate***
  Mow uniform turf surface, better infield for JV softball

- ***Option S: Start Over***
  Sell/Swap property

Hellgate High School River Bowl

- ***Option B: Business as Usual***
  Remote from school
  Majority of parcel is not owned by MCPS
  Gradual improvements

- ***Option C: Consolidate***
  Consolidate with community for events

- ***Option E: Expand***
  Expand temporary/permanent spectator seating on south side of fields

- ***Option L: Light Touch***
  Add permanent storage facilities

- ***Option O:Out of the Box***
  Develop permanent facilities for outdoor concerts, pep rallies

- ***Option R: Realign, Relocate, Renovate***
  Resurface track, repurpose inner field for Field events

- ***Option S: Start Over***
  New fields at Missoula County Fairgrounds

Seeley-Swan High School

- ***Option B: Business as Usual***
  Isolation from most of MCPS schools
  Heating and cooling in south wing
  Size of health room
  Ice on side walk

- ***Option C: Consolidate***
  Develop sister school concept with Hellgate High School
  Consider program as a two-way street, allowing Hellgate High School students to take classes/collaborate with Seeley-Swan High School

- ***Option E: Expand***
  Stage

- ***Option L: Light Touch***
  Develop a trail system
  Replace PA system

- ***Option O:Out of the Box***
  Create an accessible "tree house" class room
  Use grade change to access classroom, but place high in trees

- ***Option R: Realign, Relocate, Renovate***
  Track, grounds by football field
  Handicapped access, lighting

- ***Option S: Start Over***
  Rebuild in front yard

Big Sky High School

- ***Option B: Business as Usual***
  Lacks line of site to main entry
  Large portion of building dedicated to circulation
  High energy consumption
  Technology needs

- ***Option C: Consolidate***
  Culinary and food service
  Make a deliberate connection to CS Porter- aligning programs, close proximity

- ***Option E: Expand***
  Black box theater (free up space in main cafetorium)
  Turn cafetorium into auditorium, central dining- utilize atrium/courtyard
  Reconfigure rooms 30-40-50-60 into learning suites

- ***Option L: Light Touch***
  Signs for internal way-finding
  Repaint interior halls, gymnasium
  Skylights in planning zones, main hall
  Outside entrance to Eagle's nest thrift store for better use by community

- ***Option O:Out of the Box***
  Create central Fine Arts Facility for entire district

- ***Option R: Realign, Relocate, Renovate***
  2 high schools with separate building for grade 9

- ***Option S: Start Over***
  Rebuild on current site

Vo-Ag Center

- ***Option B: Business as Usual***
  Isolated
  Adjacent to Missoula College heavy equipment program
  Large facilities, new wiring
  Lacks lab spaces

- ***Option C: Consolidate***
  Collaborate with culinary, business, marketing, science departments on vision for "FOOD TO FORK" pathway, wet lab and retail center. Students would have opportunities to grow, process and sell food

- ***Option E: Expand***
  Retail center to produce and process food, crafts, art
  Summer program opportunities
  Build new building on triangle property

- ***Option L: Light Touch***
  Incorporate Agriculture Center into MCPS lunch program

- ***Option O:Out of the Box***
  None noted

- ***Option R: Realign, Relocate, Renovate***
  Science lab including certified food processing center, locate in current mechanical shop

- ***Option S: Start Over***

None noted

Willard Alternative Program

- ***Option B: Business as Usual***
  Lacks accessible entry
  Security challenge of office on second floor

- ***Option C: Consolidate***
  Create new alternative programs for middle and high school at current CS Porter site to include mentoring opportunities for students

- ***Option E: Expand***
  Expand south east adding active learning, industrial kitchen, updated restrooms, messy room, applied arts, industrial arts, flexible spaces for bike shop, board shop, ski shop, childcare, music recording, media technology

- ***Option L: Light Touch***
  Switch current front entrance with rear entrance and paint job- relocate administration to new main entrance

- ***Option O:Out of the Box***
  Blend school and community learning in the Missoula Mercantile
  Students utilize upper level for studio/conference/project space
  Street level leased or sold to retail commercial (restaurants, fitness studios, etc)
  Basement leased to non-profits
  Students have on-site work experiences integrated into school experience

- ***Option R: Realign, Relocate, Renovate***
  Create new alternative programs for middle and high school at current CS Porter site to include mentoring opportunities for students

- ***Option S: Start Over***
  Build new two story school in northwest corner and recreate green space in southeast

Jefferson Center

- ***Option B: Business as Usual***
  Site is difficult to access
  PK-program is isolated from schools
  High energy use for central kitchen
  Minimal performing arts spaces in district (Hellgate High School and Sentinel High School)

- ***Option C: Consolidate***
  Consolidate with Franklin to create PK-5 school with parenting classes, connections to community resources

- ***Option E: Expand***
  Expanding fine arts on this site is not likely
  Expanding Central Kitchen on this site is not likely
  Expand Pre-K program on this site or in multiple settings

- ***Option L: Light Touch***
  Improve acoustics in gymnasium for performing arts

- ***Option O:Out of the Box***
  Create a central performing and fine arts school and performance facility in URD III on the Brooks corridor between Stephens and Park
  Include convention spaces, large theatre, gallery spaces, large and small meeting spaces, classrooms, black box
  Relocate the central kitchen to the Brooks facility in order to connect culinary arts program to school
  Could include Willard, Pre-K, Admin, Fine arts, Vocational Education Labs
  Include commercial partners for food, retail, hotel, housing, police station

- ***Option R: Realign, Relocate, Renovate***
  Similar to Option O: out of the box

- ***Option S: Start Over***
  Similar to Option O: out of the box

Dickinson Life Long Learning Center

- ***Option B: Business as Usual***
  Facility restricts what can be offered and how often it can be offered, impacting quality through use of space that is not designed for current purposes
  Expensive to operate and maintain

- ***Option C: Consolidate***
  Combine similar programs with UM/Missoula College/Families First

- ***Option E: Expand***
  Build on east end of lot, park on west edge

- ***Option L: Light Touch***
  Capture space in room 208/209 for small break out area/conference room
  Divide gymnasium into 4 spaces with flex walls, lower ceilings

- ***Option O:Out of the Box***
  Create a conference and business center somewhere on Brooks Corridor in URD III

- ***Option R: Realign, Relocate, Renovate***
  Outsource offerings to professional, adult-oriented spaces in multiple school locations

- ***Option S: Start Over***
  New facility in a central location, close to main thoroughfare, professional setting that is flexible and can be used for conference spaces with other commercial users- coffee shop, restaurant, etc

EX 8 Community Listening Session

A community listening session was held on Wednesday November 6, 2013 in order to provide an opportunity for more than 75 people to share their hopes and concerns about the work of the Education Innovation Teams as the planning process continues.

The feedback allows the comments of the community to be integrated into the process, and to assure that the school teams do not get too far ahead of the community at large.

The Community Listening Session included a brief overview of the territory covered during the planning workshops, followed by opportunities for Steering Committee members to record hopes and concerns in small groups stationed throughout the venue.

STATION #1 OVERVIEW OF ASSESS PHASE

Hopes

In favor of the Indian Education program having its own group meeting area, food prep area, food storage area, for the "Healing Broken Hearts" meetings. For diabetes prevention programs.

Concerns

No items noted

STATION #2 SCHOOL ORGANIZATION

Hopes

Shared use agreements to maximize usage of facilities (ex. With Parks & Rec, cooking classes on weekends at schools with kitchens, opening tech facilities for students who have no access at home).
Buildings used 7 days a week (but only with formal agreements for responsible use and accountability).

Concerns

Motor skills – not necessarily ADA, but partially mobility – impaired. How to make things better.
Gender Specific Issues – How to address education responsibly.
Special needs rooms integrated, not separated out.
Integrate teaching, facilities and students into the plan.

STATION #3 BUILDING PROGRAM ELEMENTS

Hopes

Better spaces and inclusion of students with special needs. Appropriate therapy spaces (not in bathroom). Appropriate speech therapy spaces.
Better accessibility (playgrounds, school building and grounds)
Students work stations are less sedentary – allow movement, standing learning

Concerns

Healthier learning environment – natural lighting, comfortable learning spaces, allow for movement with furniture and design options to meet special needs students requirements, as well as those of all students.
Energy Efficient – current and new buildings.
Simplicity of design – without the cache of being flashy & new should be considered and even a driving force. (Humble buildings produce humble citizens.) It's the learning that is important.

STATION #4 GUIDING PRINCIPLES/LEARNING MODALITIES

Hopes

Increase the percent of local, healthy food options in school meals.
Incorporate students more in growing, prepping and cooking food.
Have a vegetable garden at every school in partnership with GCH. Expand garden pace behind current central kitchen with beds and green houses.

Concerns

Central kitchen needs more capacity to process local food, preserve and store for use during school year (GP #14)
#11 seems to be a lot of jargon. What does it really mean?
There needs to be a balance between dreams and reality.

STATION #5 RANGE OF OPTIONS

Hopes

Diversity Center
Special needs facilities & classrooms, not off in small dark corner
Space for special needs – sensory & bathrooms
Therapy space – PT & OT
Remodel existing historical buildings like Lowell, add out buildings to create a "campus".
Community needs the message that we don't just tear down and throw out. We can recreate, remodel, clean up and fix.

Concerns

ADA accessibility buildings and playgrounds
Leaks, mold in current facility – Lowell

STATION #6 UNDEVELOPED SITES, LEASES, ADMINISTRATION

What Works?

It's great to use educational facilities for educational purposes- Like Prescott remaining in use as a school

What Could be Better?

No items noted

What's Missing?

Prescott- there's lots of deferred maintenance to be addressed—difficult to address in short term leases. The building suffers

STATION #6 UNDEVELOPED SITES, LEASES, ADMINISTRATION

Option B:

Missoula International school takes good care of Prescott. Keep them there.

Option C:

Any plan to convey Prescott School must ensure its future for educational purposes. We should not repeat the Lincoln School.

Option E:

No items noted

Option L:

No items noted

Option O:

If enrollment in Rattlesnake deems more needed space develop property across creek at Duncan Drive to create contiguous campus- could even be a wonderful K-8 campus

Option R:

No items noted

Option S:

No items noted

Hopes

Could control kitchen be better served at current Missoula College Building?

Duncan Drive – ownership/use

Convey Duncan property to city open space. Do not turn it over for subdivision development. One consideration when negotiating price for the considerable value of the programs that be preserved under open space arrangement.
Use district owned parcels for outdoor learning ex. Linda Vista - student run garden.
Linda Vista – Get Easement from Count y to MCPs or swap spaces or land use agreements.
Casalama – not useable education space – sell or trade.

Concerns
Lengths of leases as related to use
Shared land use among ownership entities

EX 9 Individual Reflections

At the conclusion of each of the planning sessions participants were asked to write a brief reflection upon the planning process.

I feel that during these meetings we need to focus more on the actual education and less on the building because I feel that the education is what we really need to help and fix. We need to point out what areas are lacking, then compare to other schools around the country.

Ironically enough the meeting space made it very difficult to work with the big pads. Space was very crowded.

Too much work ……. Not enough time!

Will a lot of this planning actually work?

I am ready to get more specific to MCPS District 1!

Time and space are the big issues. How do we incorporate applied science, technology, math, history, etc into each and every classroom? How do we introduce this concept? Lenny's table was a large table used in a classroom in old school district. Lenny allowed young students to dissect/ take a part anything they wanted for curiosity purposes and they learned while they had fun. Resources were necessary to make this happen. It caught on and most teachers adopted the concept.

Much better location. Exciting to see so many ideas. It was powerful to see the pictures of different schools showing that these ideas are actually working. Thanks this is exciting. Check out Tony Wagner's website he talks about "buy in".

Very productive morning! We are moving in the right direction.

EX 10 Revised Guiding Principles

The guiding principles have been revised to reflect the comments provided by the Education Innovation Teams and incorporate the work of the Steering Committee between the EXPLORE and APPLY workshops.

1. *Children and families are engaged in learning in early child and pre-kindergarten programs and continue to be key partners through graduation and beyond*
2. *Schools, community partners and businesses collaborate meet diverse neighborhood, community, parent and volunteer needs*
3. *Facility has an obvious main entrance with exterior visibility from reception area*
4. *The building and grounds are integrated as a unified learning environment*
5. *Administration and guidance are distributed within learning areas to mentor teachers and know students.*
6. *Spaces, schedules and furnishings are flexible with minimal economic impact and physical effort*
7. *Evidence of learning is readily visible throughout school, community and virtual world*
8. *Teachers and staff have control of schedule and space to collaborate as a team focused on developing meaningful relationships with students*
9. *Schools have flexible gathering spaces for instruction, technology, presentations as well as socializing.*
10. *Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to support critical thinking, communication, collaboration and creativity.*
11. *Facilities represent responsible and sustainable investment of community resources.*
12. *Schools are sized to support effective collaborative teams of 3-6 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools*
13. *Schools are geographically dispersed to maintain flexibility regarding changes in enrollment over time*
14. *Schools are located to support walking and bicycling to school, maximizing the number of students within ¼- ½ mile of Elementary Schools, 1-2 miles of Middle Schools and 2-3 miles of High Schools*
15. *Buildings achieve carbon neutral impact, and integrate design, renovation, construction and operation of building into curriculum.*
16. *Students learn through projects, discussions, just in time lecturing, internships*

17. *Learning is integrated, interdisciplinary and applied across all content areas*
18. *Menu includes fresh, locally grown food, multiple menu options, prepared and served by staff and learners, with breakfast and after school meals offered.*

EX 11 Key Insights

The Steering Committee met on November 21 to share key insights from the EXPLORE workshops.

1. *Facilities that achieve flexibility, transparency, barn doors, commons, entry, day-light, teacher planning center, student spaces to meet/eat, community garden/learning spaces all support teaching and learning*
2. *Community interest in neighborhood schools and topic focused schools such as STEM, Arts, etc.*
3. *The 24/7 impact on the daily schedule, annual calendar and facility needs. The educational program drives daily schedule and annual calendar. We need to be prepared for both/and thinking and achieving variety of space and time*
4. *The Expanded Education Innovation Teams identified the three most effective learning modalities as PBL, Interdisciplinary, 1:1*
5. *Community input about the relevance of 21st Century Skills to elementary students.*
6. *Interest in utilizing Missoula College, the Brooks Corridor, and existing resources effectively*

EX 12 Subcommittee #1 Review of Undeveloped Sites, Leased Facilities and District Administration Buildings

A subcommittee of the Steering Committee reviewed the undeveloped sites, leased facilities and District Administration Buildings and identified "What works? What could be better and What's missing"

55th/WHITAKER

What works?

Part of MCPS portfolio
Open space in community
Zoning of R 5.4 or 166 residential lots

What could be better?

Maintenance
Weed control
Lacks paved access or utilities
Agricultural lease, or use by vo-ag program

What's missing?

Clarify city or county jurisdiction
Appraisal
No subdivision plan
Buyers
Timing of potential sale
Water rights?

HOMEVALE/CASLOMA

What works?

Dry storage for old computers, desks, etc
Parking for Missoula College
Location in URD III (provides potential funding for demolition of building, site improvements)
Potential commercial revenue
Value of parcel when Missoula College is conveyed to MCPS

What could be better?

Division of parcel into two awkward shapes and sizes
Building condition
Liability

What's missing?

Appraisal
Clarify debt owed to University of Montana linked to this parcel
Buyer

DUNCAN DRIVE

What works?

Educational collaboration with Garden City Harvest/PEAS Farm
Tennant responsibility for maintenance
Soccer Field
Interested buyer (City of Missoula + Garden City Harvest), offering $1,000,000 from City Open Space bonds and $350,000 from Garden City Harvest for 20 year lease
City of Missoula and Garden City Harvest negotiated $440,000 price for 2 acres on River Road in floodplain, suggests that Duncan Drive parcel has greater value
26 sewer permits (approximately ½ acre lots)

What could be better?

Current lease of $10/10 years
Larger income from lease
Return compared to liability
Water main bisects site
Tennant and community expectations for continued use
Tennant improvements have grown substantially from a community garden to a small farm with significant facilities
Ask Garden City Harvest/PEAS Farm if interested in collaboration on Vo-Ag Farm on South Avenue
Un-zoned, but adjacent parcels are 1 acre and 2 acre lots
Interested buyer (City of Missoula + Garden City Harvest), offering $1,000,000 from City Open Space bonds and $350,000 from Garden City Harvest for 20 year lease
City of Missoula and Garden City Harvest negotiated $440,000 price for 2 acres on River Road in floodplain, suggests that Duncan Drive parcel has greater value
26 sewer permits (approximately ½ acre lots)
Un-zoned, but adjacent parcels are ½ acre and 1 acre lots

What's missing?
Appraisal of current and future value

LINDA VISTA

What works?

5 acres in Linda Vista
Potential to swap with city and county
Zoned as CRR2 (Missoula County)
Served by water and sewer
As a potential school site, most students could walk to school without crossing Upper or Lower Miller Creek Road

What could be better?

Steep slope
Weed management
Liability, insurance
Clarification regarding potential subdivision of Maloney Ranch—is open space designation for school site anticipated?
Site is located in existing neighborhood with potential impacts from 450 students

What's missing?

Parcel lacks access

ADMINISTRATION

What works?

Building with character

Proximity to commercial and residential

What could be better?
Significant deferred maintenance
Accessibility
Small site with significant easements
Unified district administration

What's missing?
Appraisal
Buyer

BUSINESS BUILDING

What works?

Central location
Potential lease or redevelopment

What could be better?

Inefficient use of space
Unified district administration
High energy use

What's missing?

Adequate meeting room for Board of Trustees or ability to subdivide room for smaller groups

MISSOULA COLLEGE

What works?
1$ purchase price
Central location
Proximity to Sentinel/fairgrounds
Potential temporary school as schools are renovated or replaced
Potential site of PK-20 campus
Potential site for CTE center
Potential site of adult education
Potential site for central administration

What could be better?
Confirmation from UM regarding timing of exchange
Size of MCPS warehouse (consider altering purchasing practices of computers and janitorial supplies to avoid over-building warehouse)
Opportunity to integrate adult education into MCPS programs in a fluid and dynamic manner

What's missing?
Utilization study
Review of facility condition
Review of energy use and potential energy conservation measures

MOUNT JUMBO
What works?
Facility is owned by MCPS and represents capacity of 332for a K-5 school
$60,000/year lease
Next lease renewal is 2015

District storage of durable materials

What could be better?
Deferred maintenance of both building and grounds
Snow removal
Insurance
Difficult access
Capacity is small for K-5 school
120 students from East Missoula would not fill school and would require busing 200 students from other neighborhoods

What's missing?
Additional review of enrollment data specific to East Missoula
Appraisal
Buyer

PRESCOTT

What works?

$60,000/year lease
Missoula International School interest in acquiring facility
Zoning is R 5.4, or 16 residential units

What could be better?

Capacity of 186 for K-5 results in only one class per grade
Deferred Maintenance
Challenging access
Insurance and liability

What's missing?

Appraisal- is highest value continued use as a school or residential?

WHITTIER

What works?
90 day notice on lease
Neighborhood park

What could be better?
Lease terms
Deferred Maintenance
Insurance and liability
1$/year lease
Integrating Pre-K programs in all schools
Small site
Challenging site access
Parking
City of Missoula acquire and redevelop as a park
Capacity of building is 196 as K-5 school results in only one class per grade

What's missing?
Accessibility
Appraisal
Buyer

Preliminary Range of Options

55th/Whitaker

- ***Option B: Business as Usual***
  Continue annual maintenance, weed control

- ***Option C: Consolidate***
  Swap land with City, County or developer for future school parcel in appropriate location

- ***Option E: Expand***
  Secure full development rights for site

- ***Option L: Light Touch***
  Utilize site for hay production for Vo-Ag program

- ***Option O:Out of the Box***
  Swap land with City, County or developer for future school parcel in appropriate location

- ***Option R: Realign, Relocate, Renovate***
  Swap land with City, County or developer for future school parcel in appropriate location

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Homevale/Casaloma

- ***Option B: Business as Usual***
  Continue use as cold storage

- ***Option C: Consolidate***
  Consolidate storage in Mount Jumbo, Casaloma and Central Warehouse on Sentinel site

- ***Option E: Expand***
  Secure full development rights for site

- ***Option L: Light Touch***
  Develop permanent parking lot on east parcel

- ***Option O:Out of the Box***
  Develop commercial use of site and lease to various businesses as revenue stream fro MCPS

- ***Option R: Realign, Relocate, Renovate***
  Swap land with City or developer for future school parcel in appropriate location

- ***Option S: Start Over***
  Appraise and sell property for highest market value
  Resolve debt with the University of Montana associated with parcel

Duncan Drive

- ***Option B: Business as Usual***
  Continue lease with Garden City Harvest for $10/10 yrs

- ***Option C: Consolidate***
  Consolidate PEAS Farm and Vo-Ag "Food to Fork", Culinary Arts and Central Kitchen on South Avenue

- ***Option E: Expand***
  Expand Garden City Harvest/PEAS Farm utilization of entire 13 acres

- ***Option L: Light Touch***
  Expand Garden City Harvest/PEAS Farm presence in all schools

- ***Option O:Out of the Box***
  Consolidate PEAS Farm and Vo-Ag "Food to Fork" program on South Avenue, add Culinary Arts and Central Kitchen

- ***Option R: Realign, Relocate, Renovate***
  Secure full development rights for site

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Linda Vista

- ***Option B: Business as Usual***
  Continue annual maintenance, weed control

- ***Option C: Consolidate***

Consolidate City, County & MCPS parcel into a single school site and neighborhood park

- ***Option E: Expand***
  Consolidate City, County & MCPS parcel into a single school site and neighborhood park

- ***Option L: Light Touch***
  Consolidate City, County & MCPS parcel into a single school site and neighborhood park

- ***Option O:Out of the Box***
  Consolidate City, County & MCPS parcel into a single school site and neighborhood park

- ***Option R: Realign, Relocate, Renovate***
  Consolidate City, County & MCPS parcel into a single school site and neighborhood park

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Administration

- ***Option B: Business as Usual***
  Continue split administration operations on Sixth Avenue and South Avenue

- ***Option C: Consolidate***
  Consolidate District Administration and Business operations

- ***Option E: Expand***
  Address critical deferred maintenance, energy projects

- ***Option L: Light Touch***
  Transform building to create flexible meeting space

- ***Option O:Out of the Box***
  Create PK-20 innovation campus in collaboration with Missoula College, Sentinel High school and Missoula County Fairgrounds

- ***Option R: Realign, Relocate, Renovate***
  Address comprehensive deferred maintenance and energy projects

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Business Building

- ***Option B: Business as Usual***
  Continue split administration operations on Sixth Avenue and South Avenue

- ***Option C: Consolidate***
  Consolidate District Administration and Business operations

- ***Option E: Expand***
  Address critical deferred maintenance, energy projects

- ***Option L: Light Touch***
  Transform building to create flexible meeting space

- ***Option O:Out of the Box***
  Create PK-20 innovation campus in collaboration with Missoula College, Sentinel High school and Missoula County Fairgrounds

- ***Option R: Realign, Relocate, Renovate***
  Address comprehensive deferred maintenance and energy projects

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Missoula College

- ***Option B: Business as Usual***
  Continued use by Missoula College through 2016

- ***Option C: Consolidate***
  Consolidate Central Administration and Adult Education

- ***Option E: Expand***
  Address comprehensive deferred maintenance and energy projects

- ***Option L: Light Touch***
  Transform building to achieve breakout spaces

- ***Option O:Out of the Box***
  Create PK-20 innovation campus in collaboration with Missoula College, Sentinel High school and Missoula County Fairgrounds

- ***Option R: Realign, Relocate, Renovate***
  Renovate facility to meet needs of 450 students as temporary swing school

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Mount Jumbo

- ***Option B: Business as Usual***
  Continue $60,000/year lease to Walla Walla College

- ***Option C: Consolidate***
  Address critical deferred maintenance

- ***Option E: Expand***
  Expand facility to meet needs of 450 students

- ***Option L: Light Touch***
  Transform building to achieve breakout spaces

- ***Option O:Out of the Box***
  Convert to MCPS administration offices

- ***Option R: Realign, Relocate, Renovate***
  Address comprehensive deferred maintenance

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Prescott

- ***Option B: Business as Usual***
  Continue $60,000/year lease to Missoula International School

- ***Option C: Consolidate***
  Address critical deferred maintenance

- ***Option E: Expand***
  Install elevator, create accessible gymnasium

- ***Option L: Light Touch***
  Transform building to achieve breakout spaces

- ***Option O:Out of the Box***
  Convert to assisted living

- ***Option R: Realign, Relocate, Renovate***
  Address comprehensive deferred maintenance

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Whittier

- ***Option B: Business as Usual***
  Continue to lease to Head Start

- ***Option C: Consolidate***
  Address critical deferred maintenance

- ***Option E: Expand***
  Install elevator, create exit stairs

- ***Option L: Light Touch***
  Transform building to achieve breakout spaces

- ***Option O:Out of the Box***
  Swap with City of Missoula, demolish building and replace with city park

- ***Option R: Realign, Relocate, Renovate***
  Integrate Early Child Programs in to each Elementary School

- ***Option S: Start Over***
  Appraise and sell property for highest market value

Potential Evaluation Criteria for Undeveloped Sites, Leased Facilities and Administrative Buildings

School use (present)
School expansion (future)
Cost of ownership, maintenance, liabilities (present)
Monetary Value (present & future)
Resale value (market, zoning)
Citizens objections on use (intrinsic value to community)

EX 13 Subcommittee #2 Review of Grade Level Configurations

A subcommittee of the Steering Committee reviewed maps of current school sites, attendance areas, undeveloped school properties, leased/other facilities, adjacent school districts, streets, rivers, railroads, trails and walking/bicycling distances in relation to Elementary, Middle and High School students. In addition the subcommittee reviewed the enrollment projections through 2023 for each attendance area and reflected upon what has been learned from previous exercise focused on district organization.

Five questions were addressed as well as four additional issues.

1. ***How could the existing feeder pattern be modified to improve current student impacts (i.e. Lowell & Cold Springs)?***
   MCPS could arrange for transportation of Lowell parents to CS Porter and share the quality of educational programs at the school
   Lowell students could continue to Big Sky High School with their CS Porter cohort
   CS Porter could be relocated to the Dickinson site, resulting in closer proximity to Hawthorne, Lowell and Franklin

2. ***What are the most viable district grade level configurations based upon the options generated?***
   The most viable configurations share the following features:
   Limited number of transitions to support student and family needs
   K-5 schools large enough to support three person grade level teams of teachers (approximately 400-450)

   Middle schools large enough to support three, four person grade level teams of teachers (approximately 600-650)

   High Schools that create 9th grade centers at each school rather than a single 9th grade center for all high schools.

3. ***What additional research is needed in order to identify potential viable changes to the current district grade level configuration?***

Future flexibility is desired to allow MCPS to adjust to emerging best practices in the future.

4. Is building level innovation within the existing structure possible?

Innovation within an improved version of the existing structure is desired

5. When should potential new grade configurations be shared with the community?

Improvements to the existing grade configuration should be shared as a part of the Strategic Facilities Plan

6. Other

The subcommittee shared a number of key insights and considered four additional issues

Key Insights

- *It is important to focus on the transitions students experience from Elementary School to Middle School and from Middle School to High School.*
- *Small K-8 schools are expensive to operate, limit the opportunities for explorations and often result in many itinerant teachers for Music, Art, PE, Technology, World Language. Itinerant teachers restrict flexibility in the school schedule*
- *120 K-5 students from Hellgate Canyon and East Missoula currently attend Rattlesnake school. The capacity of Mount Jumbo is 332. Re-opening Mount Jumbo would result in busing students to Mount Jumbo.*
- *Title funding provides significant support for students in Lowell, Franklin, Hawthorne and Russell.*
- *"Business as Usual " represents a "no bond" option*

A. Do all students need to experience the same grade level configuration?

Due to the size of our community, It is desirable for all students to experience the same grade level configuration rather than promoting the creation of K-8 schools within the framework of K-5 and 6-8 schools

B. Does the existing configuration support, inhibit 21st Century Initiatives, or is it a neutral framework?
With improvements, the existing framework could be considered supportive of the implementation of the 21st Century Initiatives

C. Which of the previously generated options provides the most long-term flexibility?
Facilities should be designed to allow for easy transformation from Elementary to Middle Schools if changes in enrollment warrant fewer or greater number of schools

D. How much change is acceptable to our community? What should remain the same, what should change?
Maintaining the existing grade configuration allows for innovations such as thematic focus for elementary schools (Hawthorne: Project Lead the Way, Paxson: Language Emersion, Big Sky: Health Science Academy, Hellgate: IB)

The subcommittee formed the following guiding principles.

- *Maintain neighborhood PK-5 schools to the greatest extent possible*
- *Middle schools should be balanced in size, with a focus on the transition from grade 5 to 6*
- *K-5 students should attend middle school as a unit (not divided as currently happens to Cold Springs students)*
- *High schools should focus on the 9th grade transition from both MCPS middle schools and the 11 outlying K-8 schools. The transition can be achieved through the formation of teacher teams who share the same students, linking elements of the curriculum, and creating spaces that grade-level teams share.*
- *Change happens within the existing grade level structure, and does not preclude innovations such as co-locating middle schools at high schools, elementary schools on middle school or high school campuses, thematic learning centers or PK-20 campuses*

EX 14 Subcommittee #3 Review of EXPLORE Workshop Range of Options

A subcommittee of the Steering Committee reviewed the Range of options generated by the Expanded Education Innovation teams during the EXPLORE Workshops. After an extensive "gallery walk" of all seven options generated for 32 sites and facilities, the subcommittee suggested modifications, asked for additional information and addressed two key questions.

Modifications

- *Link deferred maintenance to replacement value of existing facilities in Option B "Business as Usual"*
- *Incorporate deferred maintenance into appropriate options, where applicable*
- *Incorporate energy savings into other options, where appropriate*
- *Drop walk score—the Google algorithm focuses on network of services in proximity to schools, rather than just access to school, therefore it is confusing*
- *Show Vo Ag Farm, Vo Ag East and Vo Ag Triangle on one plan*
- *Place a light green layer over demolished buildings to clarify new open space created as a part of concept*
- *The 14th & Catlin site is too constrained by residential development to act as a potential school site. Utilize the Jefferson Site or SHEC site instead (as shown in the Franklin concepts)*
- *Locating Washington Middle School on 14th & Catlin does not fit the demographic distribution of students, the option could be modified to match the development of the Brooks/Stephens/South/Bancroft super block*
- *The link between Out of the Box options and reality of demographics, facility condition, operational costs, etc. is important*

Additional Information

- *Clarify that the total project costs include site acquisition*
- *Collect deferred maintenance and energy data for Missoula College from the University of Montana*
- *Check for connections between various options and confirm that groups will be in the same sessions so that additional discussion can take place*

1. ***Are any of the range of options generated by the Expanded Education Innovation Teams not acceptable to advance as potential preferred alternatives?***

- *Although some of the "Out of the Box" options challenge our sense of where schools might be located, they provide important concepts that may relate to the preferred alternatives that are ultimately selected*
- *Options that include K-2/3-5 or K-8, 9th grade centers, etc, should be retained as evidence of the creative energy of each group, even if the guiding principles call for retaining K-5/6-8/9-12 configurations*

2. ***Should the Education Innovation Teams be asked during the APPLY phase to identify a single preferred alternative or reduce and rank the top two preferred options and provide a full list of other options presented?***

- *Ranking the top two preferred alternatives provides the Steering Committee and the Board of Trustees with the greatest flexibility as the comprehensive list of preferred alternatives from each school are prioritized by the Steering Committee and Board of Trustees*

Discussion of the use of the Guiding Principles

- *The guiding principles will be used by the Expanded Education Innovation Teams to provide a deep and detailed assessment of the range of options*
- *Once the Steering Committee has refined the list from 30 to 10-15, the Board of Trustees should be asked for confirmation of the Guiding Principles before the groups wrap up the APPLY phase in late January*
- *Each Expanded Education Innovation Team needs to reach out to the teachers, staff, students and parents during the first three weeks of January to share insights into the process. The communication sub-committee is working on providing a template for this outreach effort*

EX 15 Subcommittee #4 Review of Daily Schedule and Daily Calendar

A subcommittee of the Steering Committee reviewed the daily calendar and annual calendar an developed proposed changes to impacts on teaching and learning, community and facilities.

The subcommittee reviewed the work of the Education Innovation Teams from the ASSESS phase regarding the use of time and additional insights developed by a Education Innovation Team member from Hellgate High School.

What changes to the daily schedule might be considered?

The daily schedule could be modified to allow for an early start and early end of the school day for students, teachers and staff, and a later start and later end for others, resulting in a school day that begins at 7:00 am and ends at 5:00 pm.

The school day would be organized in to long blocks of time to allow for interdisciplinary teams of teachers and staff to work with students, interrupted by 30 minute breaks for Advisory interventions, enrichment and for high school students transportation time to other schools for other programs.

The 7:00 start to the school day provides an opportunity for students to begin the day with breakfast and physical activity, athletic practice, rehearsals for extracurricular activities or additional classwork.

The first break of the day would take place from 8:30-9:00 for Advisory interventions, enrichment, common planning time and for high school students transportation time to other schools for other programs. This time could also be used by parents to meet with teachers.

The late start to the day would begin at 9:00 am and conclude at 3 pm with a break for lunch. Student clubs would meet during the lunch break. Lunch may be served in multiple locations rather than single lunchrooms. The lunch break may be used to provide midday transportation time to other schools for other programs. Interdisciplinary teams of teachers and staff would divide the time as needed to provide time for presentations, 1:1 instruction, projects and independent work. Teams would coordinate the timing of assessments and assignments. The extended blocks of time allow for both interdisciplinary work and "deep dives" into specific areas of inquiry.

The last break of the day would take place from 3:00-3:30 or Advisory interventions, enrichment, common planning time and for high school students transportation time to other schools for other programs. This time could also be used by parents to meet with teachers.

The last block of the day would run from 3:30-5:00 and provides an opportunity for students to end the day with after school programs and physical activity, athletic practice, rehearsals for extracurricular activities.
Thoughtfully planned exchanges of key information between teacher/staff teams and after school programs would share critical details about student needs. The teacher/staff team would post notes regarding homework, intervention or enrichment for immediate use by after school program providers. The program providers would then share their work and insights with the teacher/staff teams for use the following morning.

Students, teachers, staff and families would choose the length of school day that best fit their needs.

Bells would not be needed.

Transportation to and from school would remain the same with the exception of the transportation loops between high schools that may utilize contracted transportation or Mountain Line bus service.

What changes to the annual calendar might be considered?

The subcommittee focused on alterations to the annual calendar to achieve positive impacts on learning.

Much of the curriculum is divided into 6 week units of inquiry including pre-assessment, exploration and post assessment. Research demonstrates the value of year-round educational opportunities for low SES students, and specifically the significant "backslide" of students during long summer breaks.

Dividing the school year into 8 six-week units of inquiry with 2 two-week breaks (1 summer, 1 winter) allows students, teachers, staff and families to choose a minimum of 6 and maximum of 8 units during the school year. The two additional units could be used for intervention or enrichment.

- *Students, teachers, staff and families would choose the best fit for their child including planned vacations. A choice made in one year may differ during another year.*
- *Members of a teacher/staff team may also take extended breaks during the year while maintaining continuity of the team*
- *At the high school level, units of inquiry may be 6 weeks or 12 weeks.*
- *1 FTE would be 6 Units. Teachers and staff would have opportunity to earn additional compensation for working additional units.*
- *1 high school credit would be earned for each unit, students could earn up to 8 credits a year*
- *The extended year would benefit special education, Gifted & talented, Title I, World Language, Music*
- *Credits may be earned through partnerships with community providers in addition to MCPS programs*
- *An annual school calendar organized around the concept of six weeks "on" and six weeks "off" would effectively double the capacity of every building, but be extremely disruptive to students, teachers, staff and families, and would result in long breaks between school sessions*
- *An annual calendar of six weeks "on" and two or three weeks "off" would reduce the opportunities additional intervention and enrichment.*

The following guiding principles emerged from the subcommittee work.

- *All MCPS schools would share a common daily schedule to provide time for transportation to other programs, internships, etc.*
- *Significant outreach would be needed to consider impacts on families and the community including impacts on after school programs, camps, student jobs, custodial vacations, major maintenance projects*
- *Year round school will require improvements to Heating, Ventilating and Air Conditioning (HVAC) systems and use of outdoor learning spaces.*
- *Team collaboration space is needed to optimize the use of facilities over an extended day and for student contact with all team members during advisory time.*

EX 16 Subcommittee #5 Review of School Siting Alternatives

A subcommittee of the Steering Committee reviewed the map of current school sites, attendance areas, undeveloped school properties, leased/other facilities, adjacent school districts, streets, rivers, railroads, trails and walking/bicycling distances in relation to Elementary, Middle and High School students.

The subcommittee also review the enrollment projections through 2023 for each attendance area and growth plans for each Urban Fringe Development Area (UFDA).

1. ***When considering pedestrian, vehicle and bus accessibility, are our <u>schools</u> currently in appropriate locations within MCPS attendance areas? If not, identify specific examples.***
   - *The majority of schools are in appropriate areas with the exception of Jefferson, Cold Springs, Hawthorne, CS Porter and Big Sky.*
   - *Jefferson is in close proximity to both Franklin and Russell and is difficult to access*
   - *Cold Springs is in close proximity to Chief Charlo, is difficult to access and has a low number of students who can walk to school*
   - *CS Porter is located on South Reserve Street, a 6 lane highway. The majority of students attending CS Porter cross South Reserve*
   - *Big Sky High School is located in a portion of the city with very few students who can walk to school, resulting in a high percentage of students who are bused or driven to school*

2. ***When considering pedestrian, vehicle and bus accessibility, are any of the MCPS <u>undeveloped sites</u> located in appropriate areas for future schools in MCPS attendance areas? Provide specific examples of either appropriate or inappropriate locations?***
   - *The Linda Vista site, Vo-Ag Farm are located in appropriate areas, although the Linda Vista parcel lacks access, and the Vo-Ag Farm is best suited for a PK-20 program (such as Missoula College Culinary Arts, Food to Fork and Central Kitchen), rather than a school site*

- *The 55th/Whittaker, Duncan Drive, Hellgate Soccer Fields, River Bowl, Vo-Ag East and Vo-Ag Triangle and Casaloma/Homevale sites are not located in appropriate areas for schools.*
- *The Vo-Ag East and Vo-Ag Triangle may best be integrated into the Missoula County Soccer and Softball complex.*
- *The Casaloma/Homevale site may best be used for commercial purposes or a mixed-use commercial/performing arts facility.*

Site Size

3. Do optimal schools sizes fit on existing school sites with adequate areas for outdoor activities?

- *The majority of school sites have adequate space for outdoor activities*
- *Hellgate High School has minimal outdoor space which is supplemented by Riverbowl and the Rattlesnake soccer fields*
- *Franklin, Hawthorne, Willard and Cold Springs are located on small sites*
- *CS Porter and Russell are partially constrained by current sites*

4. Do school sites leave adequate space for future expansion or replacement?

- *Sentinel, Lewis & Clark, Lowell, Vo-Ag Farm, Meadow Hill, Washington and Big Sky have adequate space for future expansion and replacement.*
- *Collaboration with the City of Missoula and Missoula County is needed for the placement of playgrounds, parks and open space associated with schools*

5. Are any schools or undeveloped site simply located in the "wrong" location?

- *Prescott (capacity: 186), Whittier (capacity: 196), Jefferson (capacity: 294) are located in the wrong location for future schools and have capacities well below the desired 400-500 student schools. The Jefferson school is difficult to access from South Avenue*
- *The Mount Jumbo school does not currently have adequate enrollment (120) to justify re-opening the facility (capacity: 332), but represents potential temporary swing space for other schools during major remodeling or replacement projects. The School should be retained for a future K-5 school*
- *Hawthorne is located in Missoula County with limited emergency services and no pedestrian routes to school along South Third.*

- *Big Sky High School is located in the city but the Vo-Ag center is located in Missoula County and requires nearly all students to be bused or driven to school*

6. ***Should any school sites be expanded by acquiring adjacent land?***
   - *The Dickinson site should be expanded through the acquisition of adjacent parcels in order to support a future middle school*
   - *The Expanded Education Innovation Teams representing CS Porter, Cold Springs, Paxson each identified the acquisition of adjacent parcels*
   - *The acquisition of the Missoula College campus adjacent to Sentinel high school is a priority*

The demographics of our community reveal a need for additional elementary school capacity in the next 5 years and middle and high school capacity in the next 10 years.

7. ***Should the Missoula College, Jefferson, Dickinson & Mount Jumbo Schools be used to permanently provide additional enrollment capacity? If not, provide specific examples of why this would not be an effective utilization of existing facilities.***
   - *Missoula College and Dickinson represent locations to meet enrollment capacity*
   - *Jefferson represents potential temporary swing space for other schools during major remodeling or replacement projects.*
   - *The Mount Jumbo school does not currently have adequate enrollment (120) to justify re-opening the facility (capacity: 332), but represents potential temporary swing space for other schools during major remodeling or replacement projects. The School should be retained for a future K-5 school*
   - *The Missoula College campus might be redeveloped as a PK-20 campus in collaboration with Missoula College, Walla Walla College, District Administration, Adult Education, MAT shop, Sentinel High School, Washington Middle School, Lewis & Clark Elementary, Preschool and Head Start*

A number of school facilities are likely to need substantial renovation or replacement which may require the temporary displacement of students, teachers and staff while that work is completed.

8. ***Should the Missoula College, Jefferson, Dickinson & Mount Jumbo Schools be used to provide temporary swing spaces while other schools are renovated or replaced? If not, provide specific examples of why this would not be an effective utilization of existing facilities. (for example spiting a middle school into three teams in three locations while a replacement middle school is developed).***
   - *Missoula College, Jefferson, Dickinson & Mount Jumbo represent potential temporary swing space for other schools during major remodeling or replacement projects.*
   - *Remodeling or replacement of Middle Schools may best be achieved through a construction of a new Middle School on the Dickinson site, which would allow Meadow Hill students to utilize the CS Porter school while remodeling or replacement takes place. Washington Middle School could be relocated to the Missoula College/Sentinel Campus, or re-constructed on the east half of the Washington Site*
   - *Major remodeling projects in each of the high schools might be phased over long periods of time, or achieved through expansion of the Hellgate and Sentinel school sites*

9. ***What alternative sites or facilities should be considered to meet temporary swing space or additional enrollment capacity?***
   - *Vann's Appliance on Brooks*
   - *Westside Lanes*
   - *Big Sky High School*
   - *Sentinel High School*
   - *CS Porter*
   - *Al's Furniture*
   - *SHEC*

Constructing a school in Urban Renewal District III (Brooks Street Corridor) could be funded with local tax increment financing of a 20-25 year bond (beginning in 2014 or 2015) rather than a community-wide general obligation bond.

10. Are there any viable sites for a school or other MCPS program in URD III?. If not, provide specific examples of why this would not be an effective location.

- *Performing Arts, Media Arts, Culinary Arts, Central Kitchen, Willard, Adult Education, PK-20 Campus could be located within the area between Stephens and Bancroft and brooks and South*
- *Al's Furniture*
- *SHEC*
- *Jefferson School, if accessed from Central rather than South*

Review the list of all MCPS facilities and undeveloped sites.

11. What existing facilities and undeveloped sites should be sold, swapped or retained to meet short term and long term needs of the community?

- *CS Porter Middle School*
- *Prescott School*
- *Whittier School*
- *Duncan Drive, potentially relocate PEAS Farm to Vo-Ag Farm*
- *North portion of Rattlesnake Soccer Fields*
- *Entire Rattlesnake Soccer Field Site*
- *Sixth Avenue Administration Building, potential site for Willard or expanded Hellgate campus or performing arts complex*
- *South Avenue Business Building, consider long term lease of commercial property on South Avenue to create revenue stream for MCPS, may be associated with PK-20 campus*
- *Casaloma/Homevale, consider long term lease of commercial property to create revenue stream for MCPS, may be associated with PK-20 campus*
- *55th/Whitaker*
- *Jefferson School/Central Kitchen/Maintenance*

12. If swapping is desired, what sites should MCPS acquire as a result?

- *Acquire Coca-Cola facility on South Avenue adjacent to Dickinson school*
- *Acquire parcels north of Hellgate High School*
- *Acquire SHEC*
- *Swap MCPS site in Linda Vista for site on Lower Miller Creek Road*
- *Collaboration with the City of Missoula and Missoula County is needed for the placement of playgrounds, parks and open space associated with schools*

The following guiding principles emerged from the subcommittee work.

- *Align MCPS Facilities Strategic Plan with City of Missoula and Missoula County Growth Plans*
- *Coordinate MCPS Facilities Strategic Plan with the 11 K-8 Schools in our region*
- *Schools are geographically dispersed to maintain flexibility regarding changes in enrollment over time*
- *Schools are located to support walking and bicycling to school, maximizing the number of students within ¼- ½ mile of Elementary Schools, 1-2 miles of Middle Schools and 2-3 miles of High Schools*
- *Schools should be located in areas with diversified housing options (range of size, age and price) to support elementary schools of 350-450 students, middle schools of 500-750 students and high schools of 1200-2250 students*

EX 17 Revised Guiding Principles

The guiding principles have been revised to reflect the comments provided by the Education Innovation Teams and incorporate the work of the Steering Committee between the EXPLORE and APPLY workshops.

1. *Children and families are engaged in learning in early child and pre-kindergarten programs and continue to be key partners through graduation and beyond*
2. *Schools, community partners and businesses collaborate meet diverse neighborhood, community, parent and volunteer needs*
3. *Facility has an obvious main entrance with exterior visibility from reception area*
4. *The building and grounds are integrated as a unified learning environment*
5. *Administration and guidance are distributed within learning areas to mentor teachers and know students.*
6. *Spaces, schedules and furnishings are flexible with minimal economic impact and physical effort*
7. *Evidence of learning is readily visible throughout school, community and virtual world*
8. *Teachers and staff have control of schedule and space to collaborate as a team focused on developing meaningful relationships with students*
9. *Schools have flexible gathering spaces for instruction, technology, presentations as well as socializing.*
10. *Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to support critical thinking, communication, collaboration and creativity.*
11. *Facilities represent responsible and sustainable investment of community resources.*
12. *Schools are sized to support effective collaborative teams of 3-6 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools*
13. *Schools are geographically dispersed to maintain flexibility regarding changes in enrollment over time*
14. *Schools are located to support walking and bicycling to school, maximizing the number of students within ¼- ½ mile of Elementary Schools, 1-2 miles of Middle Schools and 2-3 miles of High Schools*
15. *Buildings achieve carbon neutral impact, and integrate design, renovation, construction and operation of building into curriculum.*
16. *Students learn through projects, discussions, just in time lecturing, internships*

17. *Learning is integrated, interdisciplinary and applied across all content areas*
18. *Menu includes fresh, locally grown food, multiple menu options, prepared and served by staff and learners, with breakfast and after school meals offered.*
19. *Maintain neighborhood PK-5 schools to the greatest extent possible*
20. *Middle schools should be balanced in size, with a focus on the transition from grade 5 to 6*
21. *K-5 students should attend middle school as a unit (not divided as currently happens to Cold Springs students)*
22. *High schools should focus on the 9th grade transition from both MCPS middle schools and the 11 outlying K-8 schools. The transition can be achieved through the formation of teacher teams who share the same students, linking elements of the curriculum, and creating spaces that grade-level teams share.*
23. *Change happens within the existing grade level structure, and does not preclude innovations such as co-locating middle schools at high schools, elementary schools on middle school or high school campuses, thematic learning centers or PK-20 campuses*
24. *All MCPS schools would share a common daily schedule to provide time for transportation to other programs, internships, etc.*
25. *Significant outreach would be needed to consider impacts on families and the community including impacts on after school programs, camps, student jobs, custodial vacations, major maintenance projects*
26. *Year round school will require improvements to Heating, Ventilating and Air Conditioning (HVAC) systems and use of outdoor learning spaces*
27. *Team collaboration space is needed to optimize the use of facilities over an extended day and for student contact with all team members during advisory time.*
28. *Align MCPS Facilities Strategic Plan with City of Missoula and Missoula County Growth Plans*
29. *Coordinate MCPS Facilities Strategic Plan with the 11 K-8 Schools in our region*
30. *Schools should be located in areas with diversified housing options (range of size, age and price) to support elementary schools of 350-450 students, middle schools of 500-750 students and high schools of 1200-2250 students*

EX 18 Steering Committee Review
The Steering Committee reviewed the insights generated by each of the sub-committees.

Subcommittee #1 Review of Undeveloped Sites, Leased Facilities and District Administration Buildings

Potential Evaluation Criteria for Undeveloped Sites, Leased Facilities and Administrative Buildings
School use (present)
School expansion (future)
Cost of ownership, maintenance, liabilities (present)
Monetary Value (present & future)
Resale value (market, zoning)
Citizens objections on use (intrinsic value to community)

55th/WHITAKER
Agricultural lease, or use by vo-ag program
Trade/Sell
Appraisal needed

HOMEVALE/CASLOMA
Commercial
Student food/retail
Appraisal needed

DUNCAN DRIVE
PEAS Farm continued lease
Retain property for now, review lease terms

Appraisal of current and future value

RIVER BOWL
Hellgate High School Physical Education

RATTLESNAKE SOCCER
Community use
Appraisal needed

VOAG FARM/TRIANGLE
Student Use
Potential PEAS Farm location/collaboration

SIXTH AVENUE ADMINISTRATION
Age, Cost, Maintenance, Energy Use
Best value for a prime location
Appraisal needed

SOUTH AVENUE BUSINESS BUILDING
Central Location
Potential commercial use
Appraisal Needed

MISSOULA COLLEGE
1$ transaction with University of Montana
PK-20, 7-12, etc

MOUNT JUMBO
School use
120 students bus to Rattlesnake
Capacity 332

PRESCOTT
Continued lease
Small size, site
Capacity of 186
Appraisal needed

WHITTIER
Continued use by head start
Playground, summer movies
Neighborhood park
Capacity of 196
Appraisal needed

LINDA VISTA
Challenging location
Trade for more appropriate site

Subcommittee #2 Review of Grade Level Configurations

Explored the unintended consequences of K-8 configurations, including the educational impacts of small k-8's, the cost of operating small K-8's, and the importance of building relationships during important times of transition.

Focusing on the transition from grade 5 to grade 6 and from grade 8 to grade 9.

Retaining K-5, 6-8 & 9-12 configuration

Improve the Cold Springs split
Open to MS @ HS, ES @ MS, ES @ HS
Several of the 11 K-8 schools operate as separate Elementary and Middle Schools

The K-6 configuration reduces the critical middle school transition to only two years

The value our community places on neighborhood schools is evident in the high percentage of students who attend neighborhood elementary schools, a lower percentage who attend the related regional middle school and even lower percentage who attend the related regional high school.

Subcommittee #3 Review of EXPLORE Workshop Range of Options

7 options generated by the Expanded Education Innovation Teams
Graphic clarifications
Drop walk index
Retain K-8, K-2/3-5 options to honor work of Expanded Education Innovation Teams
Overlap between concepts
Allows us to see physically what is in place
Collaborate with city/county
APPLY phase will begin with a gallery walk and opportunity for Education Innovation Teams to connect

Subcommittee #4 Review of Daily Schedule and Daily Calendar

Expand school day to 7-5 but with choice
Let go of short periods and engage longer blocks of time
Digital academy impacts
Annual calendar
Flexibility for families, summer impact/ opportunities to re-teach, connections/relationships
Community resources/partners
8 units of inquiry at 6 weeks each
2 units of 2 weeks each of common time off
Students, families, teachers and staff chose minimum of 6/year or maximum 8/year
Focus on one area or interdisciplinary work
Could have 12 week segments
Does not increase capacity of buildings
Does require improvements to HVAC
Professional development needed
An increase in teaching and staff hours could be achieved over time
How "opting in" or "opting out" of a program of change needs to be clarified
Exciting to be creative /flexible , and thinking about how time could be used to explore, create, collaborate
Highly effective and productive corporations have demonstrated the value of expecting employees to devote 10-20 percent of their time to creative passions, with the understanding that the time benefits the growth of the individual and growth of the business.
Comparable programs in schools have been developed as well.

The time frame for aligning the 21st Century Educational vision with existing facilities is likely to be:
Developing pilot projects between2013-15
Potential bond vote: Fall 2015

Design: 2016
Bid: January 2017
Construction: 2017-18

This timeframe focused the steering committee on what can be done now and a need to focus on what students need in the 21st Century

Subcommittee #5 Review of School Siting Alternatives

Review of student location/school location
Future development/growth
¼ mile walk/ 1 mile bike
Potential to reduce bus transportation
Physical impediments to walking/bicycling to school such as Reserve Street, Clark Fork River, the Railroad, etc.
City/County boundary
Clarify WGM/McKibben data and graphics
Other temporary places for school
Schools are mostly in right location based on where students live/attend
Some Expanded Education Innovation Teams identified potential acquisition of adjacent parcels
Need to coordinate with city parks
Partnerships with city/county, K-8's, University of Montana, Missoula College and Montana Department of Transportation
Considering the impacts of the 21st Century Initiatives on the size and location of schools can be achieved by designing future schools to be more flexible and less specific in meeting needs of elementary or middle school students for example

Closing Insights
MCPS should "aim the rocket where the moon will be when we get there."

The steering committee will review the guiding principles during the week of December 9, 2013 in order to compress the list of 30 to 10-12 guiding principles focused on facilities.
Change in families impacts preparation for Pre-K.
Summaries will be shared with the Expanded Education Innovation Teams in order to support outreach during the first three weeks of January.
Meet with Board of Trustees
Flexible/adaptable
Steering Committee will meet in Mid-January

EX 19 Public Comment
Ross Best expressed concern about public participation and the sub-committee structure, actions taken by the steering committee, the potential utilization of a survey monkey to develop the guiding principles and engaging the public at the end of the meeting. In addition, concern was shared regarding the financial and social impact of the lease of Prescott school to the Missoula International School.

Jeanne Joselyn discussed the length of the meeting, the 151 students attending Missoula International School who live in or out of the district. A return to K-8 schools, small schools and reduced busing is desired.

Josh Slotnick of Garden City Harvest shared that the PEAS Farm represents collaboration between Garden City Harvest, The University of Montana and Missoula County Public Schools

The PEAS Farm has both local and global impacts

Include city and environmental science program in future discussions
The labor force that supports the PEAS Farm lives in close proximity
The PEAS Farm is in a public setting
The soil and water are unique to the site

Julie Lennox of the Missoula International School expressed support for the inclusionary planning process focused on developing a common vision. Missoula International School is engaged in its own process. The deferred maintenance of the facility is significant.

EX 20 Final Guiding Principles

The following draft guiding principles emerged from the ASSESS & EXPLORE workshops as well as the work of the Steering Committee. Two additional guiding principles (#17 & #18) were added based upon past experience with other communities. The intent is for the Expanded Education Innovation Teams and the Steering Committee to utilize the guiding principles as a part of a deep review of the Range of Options developed during the EXPLORE workshops. It is desirable to utilize approximately one dozen guiding principles for the review of the range of options, while retaining others as important insights to be incorporated in the final report.

Please review the draft guiding principles, and alter the font color as follows:

Green: This guiding principle has significant impact on facilities and is critical to retain

Yellow: This guiding principle has minor impact on facilities and could be removed, but retained in the report

Red: This guiding principle has no impact on facilities and is not critical to retain, but included in the report

Please suggest combinations of guiding principles, or restate guiding principles for greater clarity

Cut and paste options to different categories if desired

Return your comments to nicks@ctagroup.com by 5 pm on Friday December 13, 2013

Please include your name on the file extension so that we will avoid over-writing any files

Facilities

1. *Facility has an obvious main entrance with exterior visibility from reception area*
2. *The building and grounds are integrated as a unified learning environment*
3. *Administration and guidance are distributed within learning areas to mentor teachers and know students.*
4. *Spaces, schedules and furnishings are flexible with minimal economic impact and physical effort*
5. *Schools have flexible gathering spaces for instruction, technology, presentations as well as socializing.*
6. *Team collaboration space optimizes the use of facilities over an extended day and for student contact with all team members during advisory time.*
7. *Learning is integrated, interdisciplinary and applied across all content areas*
8. *Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to support critical thinking, communication, collaboration and creativity.*
9. *Schools are sized to support effective collaborative teams of 3-6 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools*
10. *Schools are geographically dispersed to maintain flexibility regarding changes in enrollment over time*
11. *Schools are located to support walking and bicycling to school, maximizing the number of students within ¼- ½ mile of Elementary Schools, 1-2 miles of Middle Schools and 2-3 miles of High Schools*
12. *Schools should be located in areas with diversified housing options (range of size, age and price) to support elementary schools of 350-450 students, middle schools of 500-750 students and high schools of 1200-2250 students*
13. *Maintain neighborhood PK-5 schools to the greatest extent possible*
14. *Improvements to Heating, Ventilating and Air Conditioning (HVAC) systems and use of outdoor learning spaces support year round school in future, if desired*
15. *Buildings achieve carbon neutral impact, and integrate design, renovation, construction and operation of building into curriculum*
16. *Facilities represent responsible and sustainable investment of community resources*
17. *Option effectively addresses deferred maintenance and energy projects*
18. *Option represents biggest "bang for our buck"*

Teaching, Learning, Administrative

19. *Evidence of learning is readily visible throughout school, community and virtual world*
20. *Teachers and staff have control of schedule and space to collaborate as a team focused on developing meaningful relationships with students*
21. *Students learn through projects, discussions, just in time lecturing, internships*
22. *K-5 students should attend middle school as a unit (not divided as currently happens to Cold Springs students)*
23. *Middle schools should be balanced in size, with a focus on the transition from grade 5 to 6*
24. *High schools should focus on the 9th grade transition from both MCPS middle schools and the 11 outlying K-8 schools. The transition can be achieved through the formation of teacher teams who share the same students, linking elements of the curriculum, and creating spaces that grade-level teams share.*
25. *Change happens within the existing grade level structure, and does not preclude innovations such as co-locating middle schools at high schools, elementary schools on middle school or high school campuses, thematic learning centers or PK-20 campuses*
26. *All MCPS schools would share a common daily schedule to provide time for transportation to other programs, internships, etc.*
27. *Menu includes fresh, locally grown food, multiple menu options, prepared and served by staff and learners, with breakfast and after school meals offered*

Community Partnerships

28. *Children and families are engaged in learning in early child and pre-kindergarten programs and continue to be key partners through graduation and beyond*
29. *Schools, community partners and businesses collaborate meet diverse neighborhood, community, parent and volunteer needs*
30. *Align MCPS Facilities Strategic Plan with City of Missoula and Missoula County Growth Plans*
31. *Coordinate MCPS Facilities Strategic Plan with the 11 K-8 Schools in our region*
32. *Significant outreach would be needed to consider impacts on families and the community including impacts on after school programs, camps, student jobs, custodial vacations, major maintenance projects*

APPLY

January 13-February 4, 2014

AP 1 Final Guiding Principles

Guiding Principles have emerged from each of the exercises during the ASSESS and EXPLORE phases, as well as the work of the Steering Committee. The Guiding Principles were divided into three categories focused on Facilities, Teaching, Learning & Administrative and Community Partnerships. 13 Steering Committee Members provided feedback on the 32 guiding principles with suggestions regarding consolidation, re-statement and clarification. The 12 facility-related guiding principles will be used by the Expanded Education Innovation Teams and the Steering Committee to provide a deep review of each of the seven options for all 31 sites and facilities. The guiding principles focused on Teaching, Learning & Administrative and Community Partnerships will be included by reference in the final report.

Facilities

1. *Facility has an obvious main entrance with exterior visibility from reception area, electronic locks and secure zone for receiving visitors*
2. *The building and grounds are integrated as a unified learning environment*
3. *Administration, guidance and other specialists are distributed throughout learning areas in order to mentor teachers and know students*
4. *Spaces, schedules and furnishings are flexible with minimal economic impact/physical effort and include flexible spaces for collaboration, projects, instruction, technology, presentations and socializing*
5. *Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to support critical thinking, communication, collaboration and creativity*
6. *Schools are sized to support effective collaborative teams of 3-5 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools resulting in elementary schools of 350-450 students, middle schools of 500-750 students and high schools of 1200-2250 students*
7. *Schools are geographically dispersed to maintain neighborhood PK-5 schools to the greatest extent possible; provide flexibility in enrollment over time ; support walking/bicycling to school and maximize the number of students within ¼- 1 mile of schools*
8. *High schools are organized to focus on the 9th grade transition from MCPS middle schools and the 11 outlying K-8 schools, supported by teacher /staff teams sharing the same students, linking elements of the curriculum, and identifying space for each Grade 9 team*
9. *Deferred maintenance , accessibility and energy projects are addressed*
10. *Buildings minimize environmental impact through use of existing buildings where feasible, high efficiency Heating, Ventilating and Air Conditioning (HVAC) and lighting systems, use of local/renewable energy sources and use of the school throughout the year*
11. *Cost of operating and maintaining facilities is affordable and sustainable*
12. *Option represents highest and best use of MCPS fiscal resources*

Teaching, Learning, Administrative

13. *Evidence of learning is readily visible throughout school, community and virtual world*
14. *Teachers and staff have control of schedule and space to collaborate as a team focused on developing meaningful relationships with students*
15. *Students learn through projects, discussions, just in time lecturing, internships*
16. *K-5 students attend middle school as a unit*
17. *Middle schools are balanced in size, and organized to focus on the transition from grade 5 to 6*
18. *The existing grade level structure (K-5, 6-8, 9-12) is maintained, but , does not preclude innovations such as co-locating middle schools at high schools, elementary schools on middle school or high school campuses, thematic learning centers or PK-20 campuses*
19. *All MCPS schools share a common daily schedule to provide time for transportation to other programs, internships, etc.*
20. *Menu includes fresh, locally grown food, multiple menu options, prepared and served by dining staff and learners, with breakfast and after school meals offered*
21. *The design, renovation, construction and operation of buildings is integrated into curriculum*

Community Partnerships

22. *Children and families are engaged in learning in early child and pre-kindergarten programs and continue to be key partners through graduation and beyond*
23. *Schools, community partners and businesses collaborate meet diverse neighborhood, community, parent and volunteer needs*
24. *MCPS Facilities Strategic Plan is aligned with City of Missoula and Missoula County Growth and Transportation Plans and coordinated with the 11 K-8 Schools in our region*
25. *Community outreach addresses impacts on families and the community including impacts on after school programs, camps, student jobs, custodial vacations, major maintenance projects*

AP2 Steering Committee Meeting January 13, 2014

Gallery Walk

After a gallery walk of the 7 options for all 32 sites and facilities, the Steering committee shared the following observations.

The ranking scale compares the total project cost to the replacement cost in the form of a ratio. The evaluation scale is as follows:

0-10%	*GOOD*
11%-25%	*FAIR*
26%-50%	*POOR*
50%-100%	*REPLACE*

The primary value of the evaluation scale is to serve as an early warning for significant renovation and expansion projects in existing buildings. When the cost of that project exceeds 50% of the replacement value of the facility, careful consideration should be given to proceeding with such a project. It is likely that some renovation and expansion projects will have a large level of support due to other factors in the Missoula community including the value placed on historic buildings.

The 20% contingency attached to each of the total project costs is typical for the level of detail at this point in time. For example, the probable costs do not include potential asbestos abatement associated with any of the projects. AS the scope of each project is more clearly defined, the contingency will be reduced.

Pre-kindergarten programs envisioned by Governor Bullock are anticipated in the concepts for new schools or renovations of existing schools. The potential for flexible adult education spaces in every facility are illustrated in some of the concepts for new schools or renovations of existing schools.

The Steering Committee will be asked to examine the preferred alternatives that emerge from the work of the Expanded Education Innovation teams and to address potential conflicts when considered from a district-wide vantage point.

Guiding Principles

The Steering Committee reviewed the proposed 12 guiding principles to be used by the Expanded Education Innovation Teams during the APPLY phase workshops.

The word "Fiscal" was added to #12.
Although guiding principles #13-25 will not be used to evaluate the range of options, the word "Transportation" was added to #24.

Ultimately the 12 guiding principles will be used to help identify the options that are highly effective in meeting the majority of the issues identified in the list of guiding principles. In most communities, the preferred alternatives will be ranked as "high effective" or moderately effective" by the teams reviewing the range of options. It is likely that even the preferred alternatives will have at least one team that believes that the option is "not effective" in achieving one of the guiding principles. When that situation arises, it is important to discuss that assessment in greater detail in order to determine if the "not effective" assessment represents a fatal flaw of the option, or something that could be addressed through design or other considerations.

When considered as a group, the guiding principles help to achieve an alignment between the 21st Century vision of education in Missoula with the facilities developed to support that vision.

New ways of achieving flexibility will be necessary in order to avoid replicating old concepts subdividing flexible project spaces into individual classrooms, reinforcing the idea that of teachers work alone. The impact of learning in a 24/7 environment with digital access to the entire world will also reduce the need for conventional concepts of learning spaces.

Broadband Initiative

Marcie Allen of Bitterroot Economic Development (BRED) provided a brief overview of the investigation Magellan has begun regarding the broadband capacity and demands in the Missoula region. The work represents collaboration between many "anchor" organizations including city and county government, healthcare and other business interests. The focus of the study is to identify the technology infrastructure need to attract and retain business.

The long term technology needs of Missoula County Public Schools in support of online testing, virtual learning, on demand learning and much more will be defined through the MCPS technology plan. Access to affordable, next generation fiber optic in both schools and residences is expected to be important to the success of the initiative.

The MCPS technology plan will be coordinated with the Strategic Facilities Plan, and the cost of the technology upgrades are likely to be included in a General Obligation Bond. Resources available from Connect ED, ERate and other local, state and federal and private sources will be coordinated.

The report will be developed by the Spring of 2014. Early insights include the value of 1 GB of fiber optic connecting western Montana to Seattle. Missoula is a technology oriented community, resulting in a greater demand for technology infrastructure. A robust technology infrastructure typically blurs the geographic advantages found in larger communities on the west coast, resulting in "location independence" that allows businesses to locate, develop and expand in Missoula.

Community Input

Martha Newell asked that the revenues from the sale of properties or facilities be included in the summaries of each option. Those resources are identified where they apply.

Community Survey

Hatton Littman provided a brief update on the status of the community survey request from the Board of Trustees. The intent of the survey is to expand participation beyond the 225 expanded Education Innovation Team members and participants in the community listening sessions. The survey needs to be developed in a manner that captures useful data for use by the Steering Committee and the Board of Trustees. The survey can be used to measure the level of community interest in taking the next steps toward implementing the Strategic Facilities Plan educate. Comparable surveys developed for Mountain Line and Missoula Parks and Recreation cost approximately $25,000. At this point in time, research assistance from the University of Montana or the Montana State University Small Government Center will be pursued.

It is likely that the survey would be introduced in several settings including community meetings, telephone surveys and on-line. Feedback on the top 2 options and the overall priorities of the Strategic Facilities Plan will be requested. The survey is likely to collect quantitative and qualitative data that can be acted upon.

The survey will be linked to the community meetings, editorials, etc.

Funding Alternatives

The APPLY phase workshops will focus on a deep critique and ranking of the top two options for each site and facility identified by each of the Expanded Education Innovation Teams and the Steering Committee.

The Steering Committee will review all of the top ranked options and prioritize each option. When the planning process began, it was assumed that the options would be categorized as 5, 10 or 15-year priorities.

After consultation with D.A.Davidson and Dorsey Whitney, CTA recommends that Missoula County Public Schools consider the following funding alternatives:

1. *The existing Building Reserve addresses on-going deferred maintenance needs identified in the Building Reserve, as well as maintenance and equipment. The total funds available from the elementary building reserve, interest and block grants is $1,908,058. The total funds available from the secondary building reserve and interest is $792,080. The Elementary Reserves expire in 2014-15 and 2015-16. The Secondary Reserve expires in 2015-16.*
2. *The technology levy passed in 2012 to addresses the on-going technology replacement. The annual sums collected are $850,000 for Elementary and $750,000 for Secondary. Current balances are $789,676 Elementary and $854,906 Secondary.*
3. *The sale of the Roosevelt School resulted in $1,250,000.*
4. *The account associated with the lease of Prescott School is $275,000. This sum will be partially reduced by the costs of the development of the Strategic Facilities Plan.*
5. *The account associated with the lease of Mount Jumbo is $350,000. This sum will be partially reduced by the costs of the development of the Strategic Facilities Plan.*
6. *Quality Schools Project Grant applications from the Montana Department of Commerce between $1,000,000-$2,000,000 will be due in the summer of 2014. Successful projects will be identified by the Department of Commerce in November 2014, and funded during the legislative session in April 2015. Funds would be available July 1, 2015, and spent prior to June 30, 2017.*
7. *The sale of facilities or sites identified by the Steering Committee and Board of Trustees may result in approximately $2,000,000-$5,000,000)*

8. *School facilities developed within Urban Renewal District III (Brooks Street Corridor, including Jefferson School, Casaloma/Homevale, and privately–owned parcels). This Tax Increment Finance District terminates in December 2015 unless a significant public project is identified prior to that time, in which case the project would be funded by a bond, sold by the Missoula Redevelopment Agency, and paid through the available tax increment in URD III. (Approximately $5,000,000-$10,000,000 may be available)*
9. *Low interest Intercap loans from the State of Montana can be used to implement the highest priority energy conservation measures identified in the 2009 Energy Audit and Facility Condition Inventory. Energy savings realized from each project are used to pay off the loan over 10-15 years (Approximately $4,000,000-$6,000,000). Intercap loans are paid from the general fund, which is not desirable.*
10. *Building reserves can be used to implement the highest priority energy conservation measures identified in the 2009 Energy Audit and Facility Condition Inventory. Energy savings realized from each project can be used to fund future energy projects. Operational savings are accounted for in the general fund, which is desirable.*
11. *The performance contracting process can be used to implement the highest priority energy conservation measures identified in the 2009 Energy Audit and Facility Condition Inventory. Energy savings realized from each project are used to pay the contract over a period of 10-15 years. Loans are paid from the general fund, which is not desirable.*

Total resources from the sources noted above are likely to equal approximately $15,000,000-$20,000,000.

If the community is asked for significant financial support of facility renovation and replacement projects, voters will be asked to vote on either a General Obligation Bond, Building Reserve, or both.

Because of the elementary and high school configuration of the district, voters will be asked to vote on either K-8 project funding, 9-12 project funding, or both, depending upon the location of their property.

For the purpose of this summary, it is assumed that the total funds needed would be approximately $150,000,000.

General Obligation Bond

1. *General obligation bonds are typically secured after a 60 day protest period followed by a 30 day sale and closing period.*
2. *Bonds can be invested in interest bearing accounts until the resources have been expended, provided that arbitrage earnings do not exceed the yield rate of the bond. General Obligations Bonds are typically spent within a 3-year period after the sale of the bond, although that timeframe is driven by federal tax rules, not by the laws of the State of Montana.*
3. *Billings Public Schools recently passed a single $124,000,000 bond with two bond issues, $80,000,000 in January 2014 and $44,000,000 in January of 2016. The funds are likely to be expended prior to January of 2019 (6 years after the vote). Dorsey & Whitney recommends discussing the bond process with Billings Public Schools.*
4. *Bozeman Public Schools has passed a series of bonds in the past decade through a series of votes totaling more than $100,000,000. It is possible that the community might support the first bond and not subsequent bonds.*
5. *Although 20 year bonds are typical (and the maximum), shorter durations have lower interest rates, but greater annual impacts.*
6. *Dorsey & Whitney recommends that the funds be spent in less than 10 years in order to address the clearly stated needs of the Bond Question in a timely manner and avoiding the impacts of inflation. Extending the work associated with the bond beyond ten years opens Missoula County Public Schools to potential challenges from taxpayers at the time of the bond election, or during the implementation phase. Completing the work within a 10 year time period provides MCPS and the community with more flexibility for meeting emerging needs in the future.*
7. *A single vote with three bond issues might take place in the Fall of 2015, with the first sale in December 2015, the second sale in 2018/19 and a third sale in 2021/22, with the final phase of the work completed in 2025 (10 years after the vote).*
8. *One benefit of the single vote/multiple sales is that the tax impacts take place over time, rather than a significant increase in a single year.*
9. *As property values in the community increase over the 20 year duration of the bond, the impacts on individual taxpayers decrease.*
10. *The three bond sales may not be equal in value. For example the first bond sale might be for $75,000,000, followed by a sale of $50,000,000 and concluded with a $25,000,000 sale. Interest rates are likely to increase*

over time and would need to be calculated as a part of the taxpayer impact statement.

Building Reserve

1. *Building Reserves are typically utilized to meet deferred maintenance needs in 5 year increments, although the maximum is 20 years. Funds are collected and spent on an annual basis, resulting in significantly lower impacts on taxpayers, but require longer durations to accumulate adequate funds to complete significant projects.*
2. *For example, a $150,000,000 Building Reserve with a 20-year duration would collect $7,500,000/year. By comparison a $150,000,000 General Obligation Bond with an interest rate of 4% and 20-year duration would result in $11-12,000,000 annual payments.*
3. *Building reserves are considered to be an inefficient means of collecting funds to meet major facility projects, and as a result, are typically smaller amounts used to address on-going maintenance needs.*

Combined General Obligation Bond and Building Reserve

1. *A General Obligation Bond could be combined with a Building Reserve in order to address immediate long-term needs such as replacing facilities or meeting growing enrollment, while accumulating building reserves to meet on-going deferred maintenance (such as boiler and roof replacements) or secondary priority projects including major renovations or facility replacement.*
2. *The combination of bonds and reserves might be packaged as a $100,000,000 General Obligation Bond and $50,000,000 Building Reserve, each with 20 year durations. It is likely that the $100,000,000 would be spent within a 6-10 year period, while $15-25,000,000 accumulates in the building reserve. Those funds would be spent on the next level of priority projects, while funds continue to accumulate to address the third-tier priorities.*
3. *It is possible that the community might support the passage of the bond, but not the building reserve, or vice-versa.*
4. *Combining bonds and reserves create benefits for taxpayers. For example, a $100,000,000 General Obligation Bond and a $50,000,000 Building Reserve with a20-year duration would collect would result in a lower taxpayer impacts than a $150,000,000 General Obligation Bond.*

Closing Thoughts

High School debt is approximately $10,000,000, to be paid in full in 2018 and 2023. Illustrating the impact of existing debt dropping from the tax rolls will be important.

It is important for the community to understand that the funds secured through the passage of a General Obligation Bond or Building Reserve can only be used for the facility needs identified in the Bond or Levy questions, not for MCPS salaries.

Highly effective schools in top performing countries such as Finland and Japan expect teachers to hold master level degrees in advance of teaching, pair new teachers with master mentors, compensate teachers at high level, and regard teachers as professional on par with attorneys and physicians. The types of spaces created for teaching and learning in Finland and Japan include teacher collaboration spaces, highly flexible spaces and furnishings that allow for the rapid conversion of instructional space for many learning modalities, resulting in an efficient use of space.