



ASSESS

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

ASSESS (October 7, 2013)

AS 1 The Future of Learning

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AS 6 School Size & Location

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(October 8-10, 2013)

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AS 11 Buildings: What Works? What Could Be Better? What's Missing?

AS 12 School Transformation + Development Map

October 9, 2013

AS 13 COMMUNITY LISTENING SESSION/HOPES & CONCERNS

AS 14 Draft Guiding Principles

AS 15 Individual Reflections



APPENDICES

PR 1.2A MCPS's 21st Century Initiatives (weblink)

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AS 11A Building Assessment

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AS 12B ST+DM Graphic Summary

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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:

<i>(prepare)</i>	<i>April-September 2013</i>
<i>ASSESS</i>	<i>October 2013</i>
<i>EXPLORE</i>	<i>November 2013</i>
<i>APPLY</i>	<i>December 2013</i>
<i>(report)</i>	<i>December 2013-March 2014</i>

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*



PR 1.2 Understanding MCPS's 21st Century Initiatives

The six change elements of MCPS's 21st 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

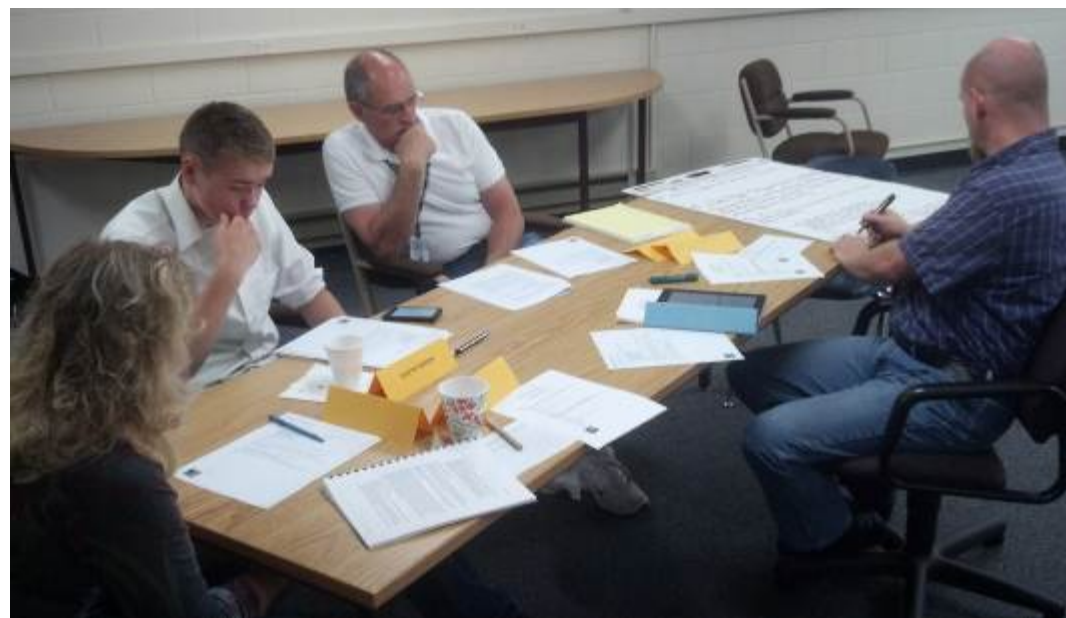
1. **Essence of the change element**
Grow a sense of common purpose

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 Cafeteria	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	25,100	2.3	1.24	\$3,333	8/1/2009 - 7/31/2012	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 Board approved 7/12/2011	Missoula International Schools
			2.19	\$4,583	8/1/2012 - 7/31/2013		
			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	39,200*	5.3	2.25	\$4,380	10/30/2005 - 10/30/2010	Lessee may renew for additional five years subject to discretion of Board Board approved 6/8/2010	Walla Walla University
			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 amendment 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						Lessee may renew for additional ten years subject to discretion of Board. Board approved 12/3/2012	Partnership Health Center
Ground Lease	10,730			\$1/year	12/3/2012 - 12/3/2032		



MISSOULA COUNTY PUBLIC SCHOOLS
 COMPREHENSIVE LONG RANGE FACILITIES PLAN
 DRAFT ASSESS REPORT October 17, 2013

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

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

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:	\$5,000,000	\$10,000,000	\$15,000,000	\$20,000,000	\$25,000,000	\$100,000,000
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	2012/13 Tax Year	2012/13 Tax Year	Estimated ANNUAL	Estimated ANNUAL	Estimated ANNUAL	Estimated ANNUAL	Estimated ANNUAL	Estimated ANNUAL
"PHASE-IN VALUE" of TAXABLE MARKET VALUE of Residential Property(2)	"PHASE-IN VALUE" of TAXABLE MARKET VALUE of Residential Property(2)	"TAXABLE VALUE" of Residential Property(3)	Tax (4)	Tax (4)	Tax (4)	Tax (4)	Tax (4)	Tax (4)
\$25,000	\$14,000	\$368	\$0.65	\$1.39	\$2.14	\$2.88	\$3.63	\$4.80
\$50,000	\$28,000	\$736	\$1.30	\$2.79	\$4.28	\$5.77	\$7.26	\$9.60
\$75,000	\$42,000	\$1,104	\$1.95	\$4.18	\$6.42	\$8.65	\$10.88	\$14.40
\$100,000	\$56,000	\$1,472	\$2.60	\$5.58	\$8.55	\$11.53	\$14.51	\$19.20
\$150,000	\$84,000	\$2,209	\$3.89	\$8.36	\$12.83	\$17.30	\$21.77	\$28.80
\$200,000	\$112,000	\$2,946	\$5.19	\$11.15	\$17.11	\$23.07	\$29.02	\$38.39
\$250,000	\$140,000	\$3,682	\$6.49	\$13.94	\$21.39	\$28.83	\$36.28	\$47.99
\$300,000	\$168,000	\$4,418	\$7.79	\$16.73	\$25.66	\$34.60	\$43.54	\$57.59

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:

$$\text{Taxable Market Value (From County web-site or column 2 above)} \times (\text{Mills}/38,023) = \text{Estimated Annual Tax Impact.}$$

See footnotes on following page.



MISSOULA COUNTY PUBLIC SCHOOLS
COMPREHENSIVE LONG RANGE FACILITIES PLAN
DRAFT ASSESS REPORT October 17, 2013

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 $\frac{3}{4}$ 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 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.



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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*



AS1.1 The 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

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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 world" through technology.
More conducive to "real life work"
A long term apprenticeship to like
Flexible space – flexible to shift individual space
Environment creates 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 from 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.



AS1.5 Project 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

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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 2 or 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+



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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

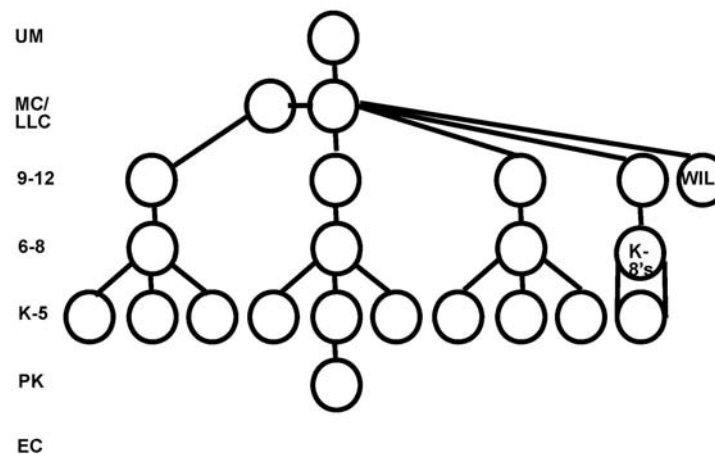
What Could Be Better:

Take what we have and make it better
 Do more clustering
 Team of teachers make plan

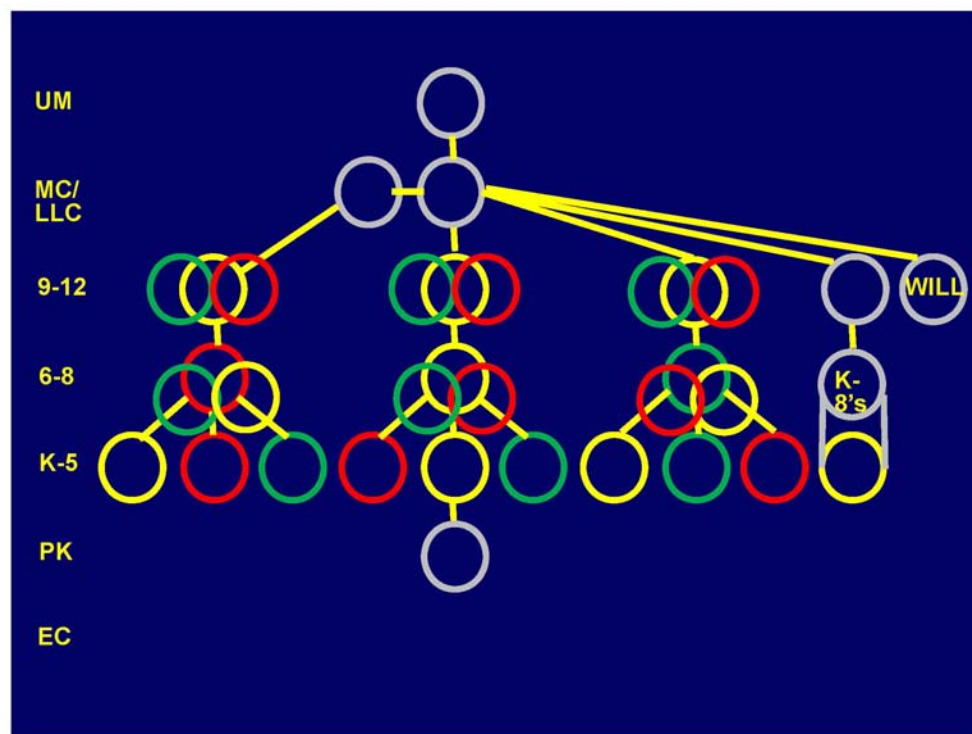
High School opportunities with University
 Kids stay with same group grades K-12 (Lowell students attend CS Porter, but then Hellgate rather than Big Sky, Cold Springs students are split between Meadow Hill and CS Porter)
 Not all feeder schools have same curriculum
 Duplicate program costs

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:

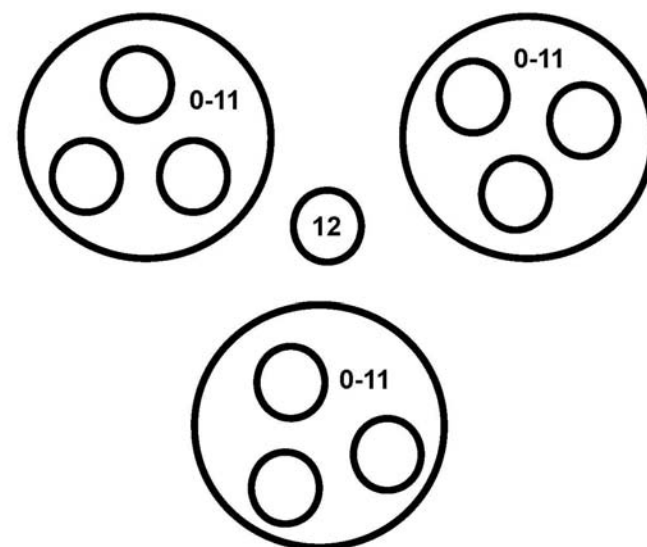
Three, 3500 student learning communities

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

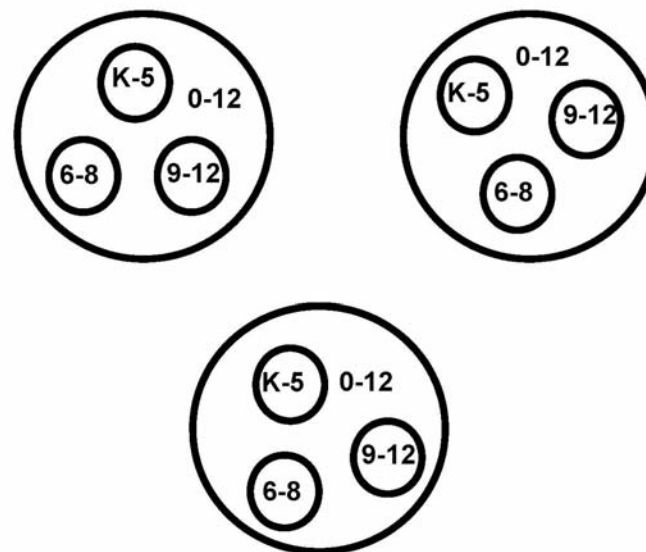
Each campus would have four pods

All pods have world-class technology

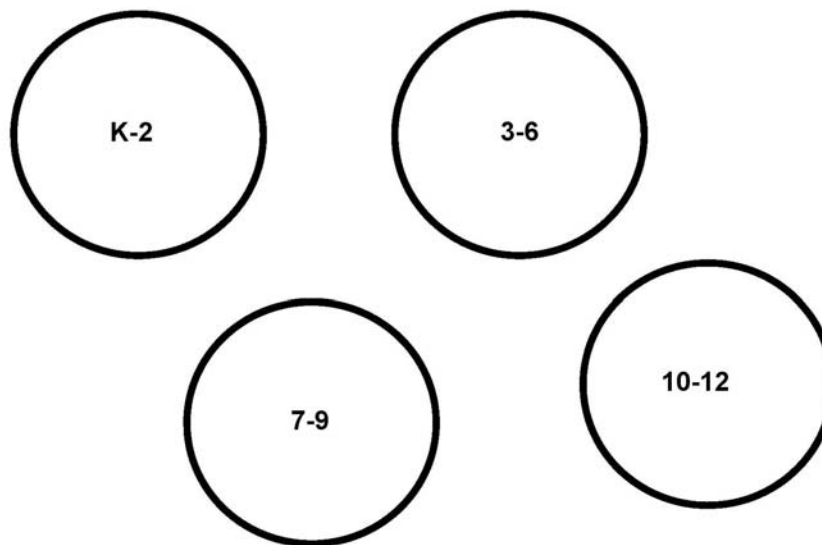
All pods are flexible with state of the art furniture



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

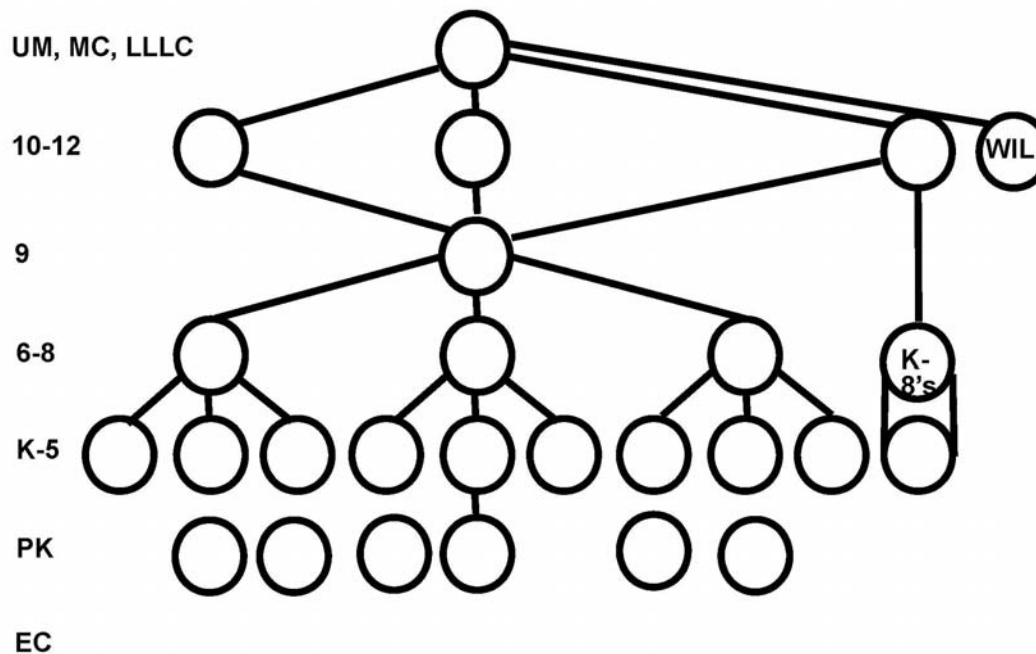


9th Grade Center

Maintain elementary school feeder pattern to middle school

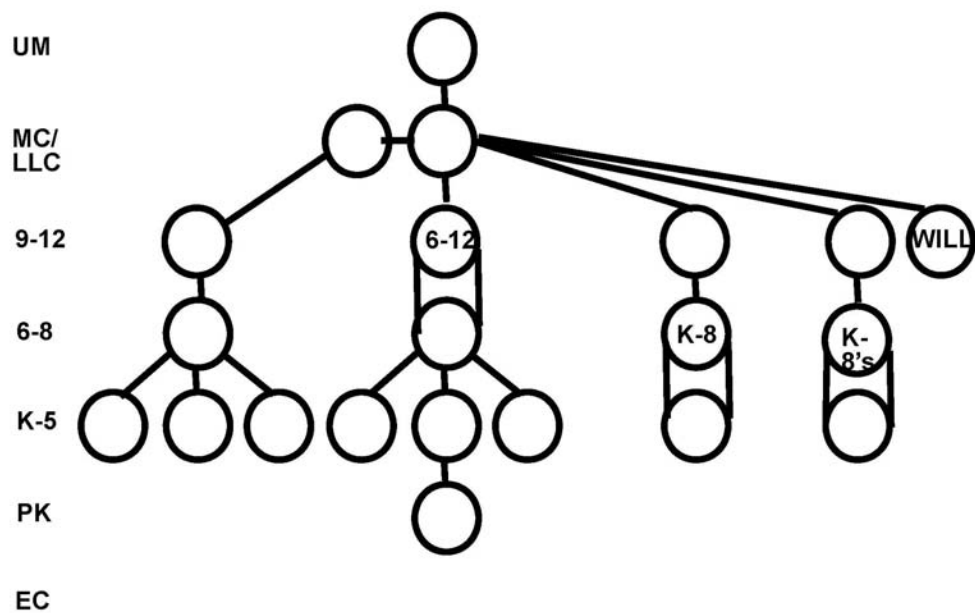
Create a 9th grade center for all

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

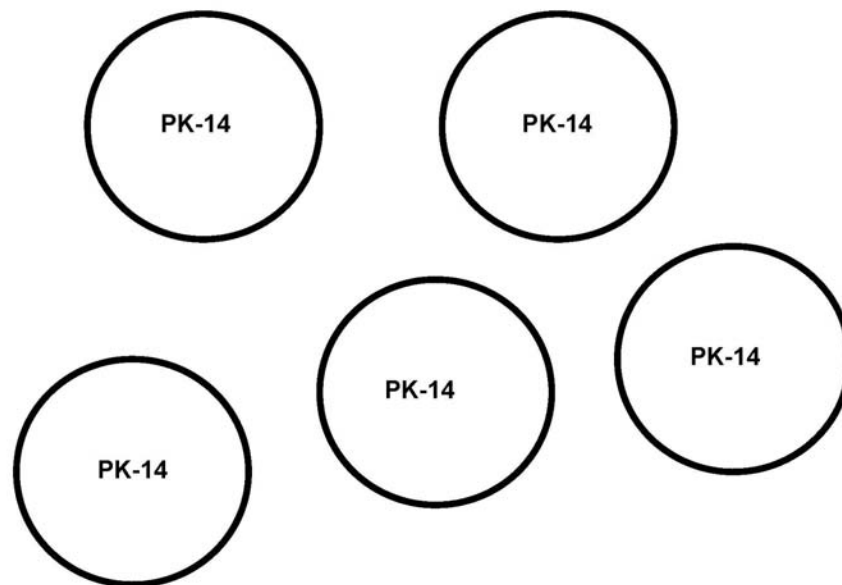
Other spaces are flexible

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)*



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**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 time but would appreciate a start time that allowed for school drop off.*
- Some technology in education/facility questions was challenging but 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!*



MISSOULA COUNTY PUBLIC SCHOOLS
COMPREHENSIVE LONG RANGE FACILITIES PLAN
DRAFT ASSESS REPORT October 17, 2013

- *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*

