



**Shaker
Heights
Schools**

Districtwide Educational Visioning

SUMMARY REPORT
February 19, 2016

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1.0 EXECUTIVE SUMMARY

“Our challenge, in short, is to refine and re-invigorate what is working well for our students, improve or replace what is not, and fill voids. At the same time, we must accomplish this in a way that is financially sustainable and responsible.”

– Shaker Heights City Schools Strategic Plan

Introduction

The Shaker Heights City School District is embarking on an exciting journey to define environments that support the Shaker Experience and the families, teachers, staff and community members who are integral to student success. However, creating responsive school environments isn't rigidly defined by square-footage or construction budgets; more importantly, it's about making thoughtful connections between learning and facilities. Thus, the development of any strategy for addressing facilities must begin with an understanding of the educational vision, including goals, strategies and projected future needs, that these facilities are intended to support.

A strong vision about connecting learning and facilities will serve to inform on-going strategies—promoting close alignment of facilities with your vision for the future.

The vision and guiding principles presented in this document summarize a series of targeted and inclusive activities conducted to ensure that as the District moves forward with its facilities master planning effort, the work ultimately reflects the values and priorities of the Shaker students and community it serves, and to promise that all of its students leaving their PreK-12 experience, regardless of race or class, will be ready for the 21st Century world that awaits them.

Educational “Evolution”

In the global context, skills we now need include collaboration, creativity, communication, and critical thinking, among others. Schools that aim for student mastery of these skills provide rigorous project-based learning, social-emotional learning, and ubiquitous access to technology. These schools are places where innovation is the rule, not the exception; where students become lifelong learners and continuously develop these 21st-Century skills.

In today's world, education systems must constantly evolve in order to effectively respond to the rapidly changing demands of the societies they serve. Innovations in curricula, methodologies, materials and technologies may require changes in the design and organization of the environments in which they are housed. Innovations can be relatively simple and inexpensive, such as re-arranging schedules and seating patterns to allow additional time and space for guided group practice or collaborative problem solving. However, some facilities may require more complex changes to address evolving strategies for teaching and learning. Before identifying which strategy will serve the district best, an awareness of the vision for teaching and learning should be obtained, and strategies for aligning facilities with this vision must be explored. This report summarizes the visioning step in this process.

Shaker Schools

While the Shaker Schools in use today average 83 years of age, they have served the community well, and most of them enjoy prominent places in the hearts and history of the Shaker Heights community. Developed in an era when education was more focused on discipline, control, efficiency, memorization and standardization, the buildings are somewhat outdated for teaching and learning in the 21st Century. In general, classrooms of Shaker schools are cellular and



standardized, organized as multiple “one-room-schoolhouses” collected under one roof. This arrangement can limit the types of activities that can occur and can also symbolically reinforce for children and adults alike that they have little power to make changes in their daily lives, affect their environment, or to have access to alternative ways of learning.

Shifts within the buildings’ interior spaces and a range of building additions have allowed the schools to support evolutions in teaching and learning practices over the years. Masterful teachers and staff have gone to great lengths to offer students an excellent 21st Century education within the existing walls of their buildings. In fact, through discussions and insights from many Shaker teachers, the staff appears genuinely proud of their abilities to make powerful 21st Century learning take place within their 20th Century buildings.



An example of this is clear in the following comment collected from the community survey: *“My concern for the future evolution of the curriculum planned for this facility is accommodating those goals and objectives in the compartmentalization that has satisfied a program scope reflective of years passed. I realize the best efforts have been initiated to improve these shortcomings within existing budgets and much creativity. This is not a criticism; rather applause for the Shaker resolve.”*

Guiding Principles

A goal of the educational visioning process was to establish guiding principles to assist the district in developing, selecting and implementing the most appropriate direction during the facility master planning phase and beyond. Aligning nicely with the district’s strategic plan, the following guiding principles were developed and are summarized here. Please note that as with all of the lists throughout this report, items are listed in no particular order. Additional detail is included in Section 5.0 of this report.



Our schools should support the individual needs of ALL STUDENTS. Individualized and differentiated teaching and learning address the unique motivations, interests and abilities of our students.

Our schools should support active, inquiry-based, 21st CENTURY LEARNING. Active inquiry-based learning through relevant, interdisciplinary, Hands-on experiences is key to developing understanding in the 21st Century.

Our schools should provide ample space for **CONTINUOUS IMPROVEMENT**, collaboration, teacher training, and support. Powerful learning is enabled by powerful teaching.



Our schools should encourage students to explore the **WORLD BEYOND** the walls of their schools and to invite community members to join us. We believe that a global perspective is needed for success in our increasingly connected world.

Our schools should engage our families and celebrate our **DIVERSITY**. Our student population reflects the diversity of our community. Students of all cultures, ethnicities, interests and abilities are welcome, respected and supported at our schools.

Our schools should support a rigorous and challenging **CURRICULUM**. Rigorous and comprehensive curriculum prepares students to challenge themselves to realize their potential.

Our schools should be **SAFE** and secure. Students and staff should feel safe and be safe and secure on our school properties.

Our schools should be equipped with the materials, resources and **TECHNOLOGY** required of a 21st Century learner. Technology is a key tool for teaching and learning, and as such should be reliable and readily accessible for both staff and students. Additional resources such as books, supplies, and instructional materials should also be available as needed.

Our schools should include ample space for fine and performing **ARTS**. A strong arts education is a powerful means to promoting student expression and inviting community participation in our schools.

Our schools should include ample space for **EXHIBITION** and display of student creativity. Exhibiting and sharing student achievement promotes pride and ownership of learning.



Schools should offer clean, **HEALTHY** environments with adequate natural light, fresh air, and nutritious food. Comfortable and healthy environments are necessary and expected.

Our schools should include facilities for **PLAY AND EXERCISE** and for social and emotional learning. Powerful learning engages a student's body and spirit in addition to his or her mind.

Our schools should include connections to **OUTDOOR** environments for learning, play, and environmental stewardship. In the increasingly digital world, connections to the outdoors are ever more important for real-world experiences and connections to nature.

Our schools should include connections to the range of resources that exist in the SHAKER HEIGHTS COMMUNITY. “It takes a village to raise a child” (African Proverb). Schools should serve the community as gathering places – a place of lifelong learning, shared health and fitness facilities, and a host of other services to enhance both community and student success. Additionally, as a key means to global citizenship, community SERVICE LEARNING projects develop attitudes, empathy and cultural sensitivity.

Next Steps

As the Strategic Plan and Educational Visioning translate to Facilities Master Planning, this document is intended to guide Shaker School facilities towards providing all stakeholders in the Shaker community the opportunity and inspiration to passionately pursue learning at any age; honor and exhibit the achievements of all students; and provide users of all needs, abilities, and backgrounds with vibrant, comfortable, healthy learning environments that bring the world of resources to the classroom.



Thank You

The BrainSpaces team wishes to thank all of the visioning process participants, students, staff, administration and community members for their inspired insight and input into making Shaker Heights a world class school district. It is with great anticipation that we move forward with you in this endeavor to provide the best possible facilities for the children of Shaker Heights.



Note:

Photographs of Shaker students are included throughout this document. While many of the photos were taken during the visioning process, the report also includes photographs from other Shaker sources such as the website and district presentations. We thank everyone who have taken the photos we have used here, and are humbled by the quality of education each photograph represents.



2.0 PROCESS & ACTIVITIES

Educational Visioning Process Overview

The Educational Visioning process focused primarily on Goal 1 of the Strategic Plan, which defines “The Shaker Experience.”

“Engage all students in an enriching educational experience that enables them to achieve educational milestones and graduate from high school within four years as fully developed young adults, prepared for success in post-secondary education and careers.”

To kick-off the visioning process, initial strategy and visioning sessions were conducted to discuss project parameters, clarify project goals and visions, and establish the strategy for completing this important work.

The visioning exercises began with an exploration of possibilities without much regard for general physical constraints existing in the district’s school buildings. Without regard for physical constraints, the discussion was open to focus on what is best for teaching and learning. During the visioning process, many stakeholder voices were solicited and heard. Precedents and best practices from throughout the world were reviewed. Local successes and challenges were also explored. Engagement of teachers, students, administrators and community members was core to the process.

The deliverable for this portion of the visioning process includes a synthesis of the ideas and insights gathered from on-site visioning sessions into a set of guiding principles, which will be instrumental in keeping both quantitative and qualitative aspects of the project on track. The master planning team must know how requests for physical space fit into the larger scheme of things. All further issues, ideas and decisions regarding master planning strategies and options can then be evaluated on their ability to support these principles.

At the completion of any facility modernization or construction project that may result, when teachers and students are using their spaces, the guiding principles, supported by all stakeholders, will become the measure of a job well done.



Essential components in the educational visioning process included:

- a) Sharing research and best-practices for teaching and learning and for the educational environments that best support the Shaker Experience.
- b) Facilitating a thorough process with district administrators, educators, students and your wider community of stakeholders to gather information and identify overall functions that are essential to the Shaker Experience.
- c) Synthesizing and interpreting physical data and stakeholder input sufficient to provide the District with clear and actionable direction. The educational vision is translated into the criteria used to help define the characteristics of the school facilities which are intended to support that vision.
- d) Drafting, presenting, vetting and providing a final written Educational Vision Plan which defines goals the master planning team will use to define and design effective 21st Century educational facilities that uniquely support the Shaker Experience.

Schedule of Visioning Process

Visioning activities took place over several months, beginning in May of 2015, with tours of each of the schools for the consultant team gain an accurate understanding of the educational, operational and physical contexts for the visioning effort. Additional activities as described below took place over a 4-month period, and this report, a synthesis of all insights, information and ideas collected, was drafted, vetted and finalized over the following 2 months. In combination with the strategic plan, the insights gained during the visioning process are instrumental to developing the Districtwide Facilities Master Plan, a separate effort which began in late fall of 2015.

Educational Visioning Activities

The visioning exercises were participatory, as student, staff and community involvement generated great value during the process and will help ensure the successful outcome of the subsequent Master Plan. During visioning activities, mutual benefits were emphasized, and support was solicited in a variety of venues and formats. Now that these critical stakeholders have been engaged, it is expected that they will continue to inform the direction of the project with knowledge and enthusiasm as it progresses to subsequent phases of master planning and implementation.

The District leadership identified and invited an appropriate mix of participants to ensure an inclusive and collaborative process. The District's stakeholder groups were selected to adequately represent and to collaborate in the definition of both specific and integrated needs such as:



- Student Needs
- School Needs
- Community Needs
- District Needs

Educational Visioning activities were facilitated to share insights, provoke ideas, and develop a shared understanding of both current practices and future aspirations. Activities included:



- School Facility Tours & On-Site Conversations
- 2-Day Visioning Workshop
- Student Workshops & Interviews (all schools)
- Community Meetings
- Community Survey (survey results are included in the Appendix)
- Staff Survey (survey results are included in the Appendix)
- Leadership Discussions & Board Updates

Note that the Appendix to this report includes survey results, presentations, notes and other information developed for and gathered during the Visioning process.

Educational Visioning Workshop

A key activity in the process was an immersive, two-day workshop, which included faculty, staff, parents, community members and district leadership. The goals for the workshop included defining a collective vision for what's important for the successful future of teaching and learning in Shaker, and how Shaker schools could more strongly support "the Shaker Experience".

The following invitation was used to introduce the 2-day Visioning Workshop:



Building upon the recently completed Strategic Planning discussions, the Shaker Heights City School District is embarking on an exciting journey to define its vision for supporting its unique community of learners and the families, teachers, staff and community members who are integral to their success. Because of your commitment to our students, our schools and our community, you are being invited to participate in an interactive 2-day workshop to share insights, explore ideas and to define our collective vision for the future

of teaching and learning in Shaker schools. We are excited to collaborate with each of you every day, and particularly during this important visioning workshop.

You will be engaged in activities and discussions to define our educational vision and brainstorm ideas for aligning the vision with our strategic plan and our school buildings. You will be instrumental in translating the Shaker Experience into an actionable educational vision that we will use to evaluate our current school buildings. In short, you will ensure that in whatever actions may be required of our buildings, instruction will drive construction!

Visioning Workshop Agenda:

Thursday, June 11 - DAY 1: INNOVATIONS:

- 1) Welcome/Introductions
- 2) Intent of Visioning Effort & Summary of Process
- 3) Activity: Powerful Learning
- 4) Your Context, Your Vision (IB, Strategic Plan, etc.)
- 5) Global Perspectives on Teaching & Learning
- 6) Activity: Team-Building
- 7) Activity: Your Vision for Teaching & Learning
- 8) Discussion: Highest Hopes
- 9) Homework

Friday, June 12 - DAY 2: OPPORTUNITIES

- 1) Welcome/Introductions
- 2) Discussion: What We Learned
- 3) Draft Guiding Principles
- 4) Exemplars/Virtual Tours
- 5) Potential Implications of Your Vision on Facilities
- 6) Activity: "If we really meant it"
- 7) Staff Survey Planning
- 8) Summary & Next Steps

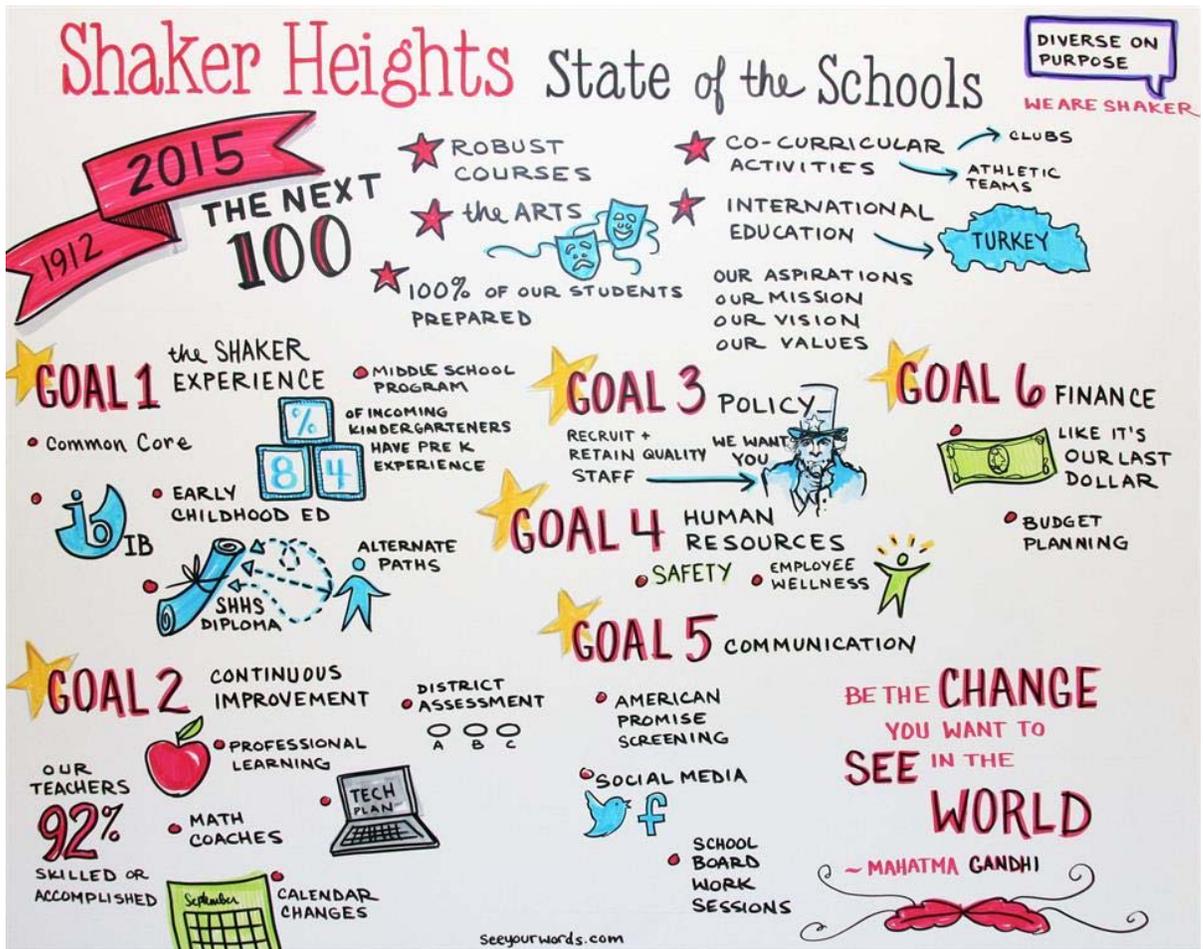


Feedback Surveys

In addition to face-to-face activities, two surveys were conducted to solicit input from a wider range of Shaker stakeholders. One survey was targeted specifically to staff, and the other was open invitation for anyone in the community to complete. High school students volunteered to share and collect paper-based survey responses from those who for a number of reasons did not complete the survey on-line. Nearly 900 community surveys were completed, as were 258 staff surveys. Survey results are referenced throughout this document and are included in their entirety in the Appendix.

Community Meetings

Two separate meetings were held to gather community insights and to update community members on the developing vision. These meetings were held at the middle school auditorium and included a short presentation as well as discussion and questions/answers with the community audience.



1 - A graphic illustration of 2015 State of the Schools

3.0 THE SHAKER CONTEXT

The following section includes contextual information quoted and/or summarized from the Shaker Heights City School District, its staff, and/or its website. The reader is encouraged to seek additional updated information on the District, its context, schools, statistics, programs, staff and accolades by visiting <http://www.shaker.org/>.

Shaker Heights City School District

The Shaker Heights City School District includes the city of Shaker Heights and a small portion of Cleveland near Shaker Square, encompassing about 7.5 square miles. The District is situated within a 15-minute drive from Cleveland's University Circle, the home of world-class hospitals and museums, The Cleveland Orchestra, and Case Western Reserve University. Long known for the beauty of its neighborhoods and parklands, Shaker Heights is home to some 30,000 residents of diverse cultural backgrounds and is renowned for its commitment to educational excellence.

Shaker Schools

The Shaker schools currently serve about 5,400 students in eight buildings: five K-4 elementary schools (Boulevard, Fernway, Lomond, Mercer, and Onaway); Woodbury Elementary School (grades 5 and 6); Shaker Heights Middle School (grades 7 and 8); and Shaker Heights High School (grades 9-12)."

"The Shaker Heights schools are known for academic excellence and cultural diversity. Now entering our second century of leadership in public education, we remain firmly committed to providing a world-class education to every student, with rigorous academics, outstanding fine and performing arts programming, and co-curricular activities and athletics for every interest. Through the adoption of International Baccalaureate programming at every grade level in every school, we are advancing our mission: to nurture, educate, and graduate students who are true citizens of the world."

The following lists schools along with 2015-16 enrollments and employment stats:

School	enrollment	staff/employees
Boulevard School	350	54
Fernway School	333	50
Lomond School	440	56
Mercer School	352	62
Onaway School	403	60
Woodbury Elementary	786	108
Shaker Heights Middle	840	114
Shaker Heights High	1,859	254
Totals	5,386	758

There are approximately 430 certified staff members, roughly 80% of whom hold Masters Degrees or higher. Districtwide, the average class size is 24 students, and the average student:teacher ratio is 13:1.

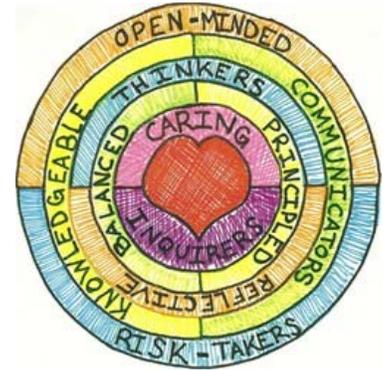
Community comment:

"Shaker is an excellent school district and its facilities should match that excellence."

International Baccalaureate

The Shaker Heights City School District is one of only eight districts across the nation to offer IB programming to students in all grade levels.

IB Mission Statement: “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”



2014-19 Strategic Plan: a Basis for Educational Visioning

A strategic plan is a road map for achieving an organization’s mission and core values. It establishes priorities in academics and student experience, continuous improvement, policy, human resources and facilities, communications, and finance. In 2014, the Shaker Heights Schools engaged a broadly representative team to take “a fresh look at what we mean as a community when we commit ourselves to providing a high-quality education for all students” (source: Strategic Plan 2014-19 for the Shaker Heights Schools, introductory letter from Gregory C. Hutchings, Jr., EdD. Superintendent of Schools). The resulting Strategic Plan was adopted by the School Board that summer, and it has served as the basis of the Educational Vision documented in this report.

Strategic Planning resulted in the following statements, which also served to guide the Visioning effort:

OUR Aspirations

Excellence • Equity • Exploration

THE Mission

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

OUR Vision

Shaker is the first-choice school district for all students.

CORE Values

We believe:

- *Each student is valued.*
- *Every student must succeed.*
- *Diversity makes us stronger.*
- *Breadth of experience is vital.*
- *Fiscal responsibility is essential.*
- *We are all accountable.*

Any application of the district's Educational Vision should begin with a thorough review of the district's strategic plan, which can be found on the district's website:
<http://www.shaker.org/strategicplanning>

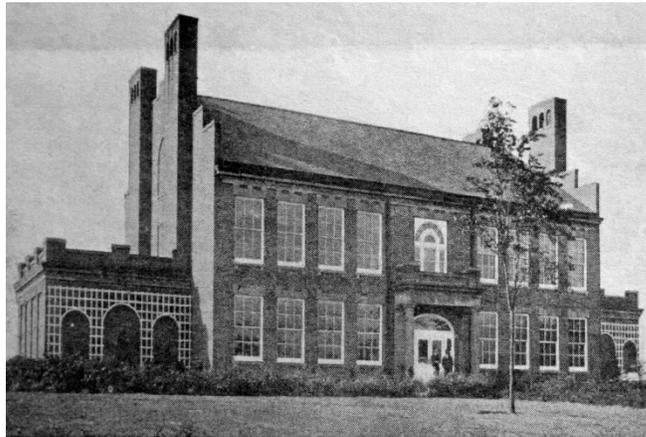
The Shaker School Buildings

Shaker Heights school district was founded in 1912. School buildings in Shaker Heights were initially designed for relatively rigid and uniform 20th Century concepts of education.

The following list identifies Shaker schools and the years they were built:

Boulevard School	1914
Woodbury Elementary	1918
Onaway School	1923
Fernway School	1927
Lomond School	1928
Shaker Heights High	1931
Mercer School	1952
Shaker Heights Middle	1957

The newest facility is the Shaker Heights Middle School, built in 1957, is nearly 60 years old, and the oldest exceeds 100 years. The average age of school buildings used is nearly 85 years. However, it is important to note that overall, the architecture of Shaker school buildings represents a strong community history and buildings have been very well maintained over the years.



"The buildings in Shaker are as unique as the homes in Shaker and serve a population as the neighborhoods in Shaker. I support having classroom space that is conducive to a dynamic and challenging and individual IB experience in our schools and I know that environment impacts our children, our staff and our outcomes tremendously. I think the challenge is to: 1) work with what we have which I believe happens every day in all of our schools and 2) determine areas for improvement that are sensitive to the culture and diversity of our community. ALL students should benefit from change and changes should enhance learning."

- Community member comment collected through the on-line survey.

4.0 EDUCATIONAL VISION

Introduction

With a rapidly increasing body of research into the human mind, evidence suggests that children by their nature are passionate, creative, open to new ideas, and full of energy to discover the world around them. This also reinforces the need to support creative leadership and teachers who see themselves as collaborators in designing a new type of learning environment that is more flexible, creative, and challenging. The goal of education today is to seek and find new ways to capture all of this positive energy, and to make sure that the students and teachers themselves are part of both the process and the solution at each step of the way.

Supporting the Shaker Experience

The Shaker Experience is Goal 1 of the Strategic Plan.

“Engage all students in an enriching educational experience that enables them to achieve educational milestones and graduate from high school within four years as fully developed young adults, prepared for success in post-secondary education and careers.”

Elements of the Shaker Experience were explored, expanded and translated into visions for facilities during the visioning process. The following points synthesized from insights gathered align well with components of Goal 1 of the Strategic Plan. It should be noted, however, that the points included here are not intended to represent a comprehensive analysis or interpretation of the strategic plan’s initiatives, instead they simply summarize some key points.



Supporting Personal Growth: Personalization

Personalization emphasizes the concept of “each and every, one at a time” in learner-centered design. Trends in education are focused on “learner-centric” concepts where the educational approach is more responsive to diversity and allows students to be self-directed. Schools should have a diverse set of options for activities and spaces for students to choose where they would like to learn, what they would like to learn, and how they want to learn it.

Supporting Academic Achievement: Authenticity and Engagement

Authenticity is an emerging concept for educational theory. Students want to learn through real experiences and real projects to supplement exercises and hypothetical situations. These can be more engaging and experiential and can also help students prepare for careers through exposure to problems and projects in the world. In environments that are more conducive to project-based learning and collaboration, students can participate comfortably and learn actively. Schools should include spaces that are engaging, lively open, and visually interesting.

Experiences Beyond the Classroom: Connectivity

Connectivity in education relates to the ability of students to collaborate effectively with each other, with other students in different schools, with the community, and beyond. In education, it is a priority for students to learn the importance of teamwork, networks, and communities and to understand how they fit into larger local and global contexts. Many schools of the past are built to discourage connectivity from the community, closing in on itself and making community connection difficult. However, if schools can reach out to communities and be designed to better facilitate that exchange, students could have more effective learning opportunities to interact with their larger community – locally and globally.



The New Learner Context

A key element in the synthesis of ideas and insights from the visioning activities is a summary of the desired characteristics of Shaker students. By identifying the goals that we have for our learners, our schools can support and encourage all students to develop and maintain these characteristics, and the District will have the foundation for measurable milestones for student success as we forage a meaningful path through the 21st Century.

During their school experiences, successful graduates of tomorrow will have had opportunities for:

- Curriculum based on real-world relevance that is tailored to each learner and designed to optimize his or her success.
- School Organization that allows for flexibility of time and space addressing teacher as well as student needs.
- Technology that is supportive of individual learning and teaching styles and is ubiquitous within the learning environment.
- Community Outreach that promotes collaboration, encourages life-long learning, and is mutually beneficial.

As outlined in the Ohio School Design Manual, the Student Centered Learning Environments describe 21st Century planning concepts to be considered by a district when developing their mission/vision for future facilities. Planning concepts in combination with a district's guiding principles guide the district and design team in the execution of the school facility design and provide a means for measuring the success of both the student and the facility. Following are the planning concepts found in the Manual.



- learn collaboration, WORK IN TEAMS
- learn independently, CRITICAL THINKING
- learn critical thinking, TAKE ON COMPLEX PROBLEMS
- learn oral communication, PRESENT
- learn written communication, WRITE
- learn technology, TECHNOLOGY LITERACY
- develop citizenship, TAKE ON CIVIC, LOCAL & GLOBAL ISSUES
- practice healthy lifestyles, PHYSICAL WELLNESS
- learn about careers, PARTICIPATE IN INTERNSHIPS
- core subjects, CORE SUBJECT MASTERY
- learn content, RESEARCH AND DO ALL OF THE ABOVE

based upon a physical facility that is;

- interdisciplinary
- engaging, relevant, and interesting
- inquiry based
- student centric / mentor facilitated

In summary, supported by 21st Century school facilities, our students should be: knowledgeable, interested, globally aware, critical thinkers, creative, environmentally aware, tech savvy, altruistic, articulate & effective communicators, lifelong learners, resourceful, respectful, polite, confident, poised, friendly, and caring, and they are positioned to positively impact society in tangible ways.



Guiding Principles

An intended outcome of the educational visioning process is a series of guiding principles to assist the district in developing, selecting and implementing the most appropriate direction during the facility master planning phase and beyond. Aligning nicely with the district's strategic plan, the following guiding principles were developed and are summarized here. Additional detail is included in Section 5.0 of this report.

- 1) **ACCOMMODATING UNIQUE STUDENT NEEDS**
Shaker schools should support the individual needs of ALL students. INDIVIDUALIZED and differentiated teaching and learning address the unique motivations, interests and abilities of our students.
- 2) **ACTIVE LEARNING FOR THE 21ST CENTURY**
Shaker schools should support active, inquiry-based, 21st Century learning. Active inquiry-based learning through relevant, interdisciplinary, HANDS-ON experiences is key to developing understanding in the 21st Century.
- 3) **TEACHER AND STAFF SUPPORT**
Shaker schools should provide ample space for continuous improvement, collaboration, teacher training, and support. Powerful learning is enabled by POWERFUL TEACHING.
- 4) **GLOBAL LEARNING**
Shaker schools should encourage students to explore the world beyond the walls of their schools and to invite community members to join us. A GLOBAL PERSPECTIVE is needed for success in our increasingly connected world.

- 5) **CELEBRATION OF DIVERSITY**
Shaker schools should engage our families and celebrate our diversity. Our student population reflects the DIVERSITY of our community. Students of all cultures, ethnicities, interests and abilities are welcome, respected and supported at our schools.
- 6) **RIGOROUS AND CHALLENGING CURRICULUM**
Shaker schools should support a rigorous and challenging curriculum. Rigorous and comprehensive CURRICULUM prepares students to challenge themselves to realize their potential.
- 7) **SAFETY AND SECURITY**
Shaker schools should be safe and secure. Students and staff should FEEL safe and BE safe and secure on our school properties.
- 8) **EDUCATIONAL TOOLS AND RESOURCES**
Shaker schools should be equipped with the materials, resources and technology required of a 21st Century learner. Technology is a key tool for teaching and learning, and as such should be reliable and readily accessible for both staff and students. Additional resources such as books, supplies, and instructional materials should be available and easily accessible to teachers and learners.
- 9) **CREATIVITY & EXPRESSION**
Shaker schools should include ample space for fine and performing arts. A strong arts education is a powerful means to promoting STUDENT EXPRESSION and inviting community participation in our schools.
- 10) **CELEBRATION OF ACHIEVEMENTS**
Shaker schools should include ample space for exhibition and display of student creativity. EXHIBITING & SHARING student achievement promotes pride and ownership of learning.
- 11) **HEALTH AND COMFORT**
Shaker schools should offer clean, healthy environments with adequate natural light and fresh air. Comfortable and HEALTHY ENVIRONMENTS are necessary and expected.
- 12) **HOLISTIC LEARNING**
Shaker schools should include facilities for play and exercise and for social and emotional learning. Powerful learning engages a student's BODY & SPIRIT in addition to his or her MIND.
- 13) **OUTDOOR LEARNING**
Shaker schools should include connections to outdoor environments for learning, play, and environmental stewardship. In the increasingly digital world, connections to the OUTDOORS are ever more important, for real-world experiences and connections to nature.
- 14) **COMMUNITY CONNECTIONS**
Shaker schools should include connections to the range of resources that exist in the Shaker Heights community. "It takes a village to raise a child" (African Proverb). Schools should serve the community as gathering places – a place of lifelong learning, shared health and fitness facilities, and a host of other services to enhance both community and student success. Additionally, as a key means to global citizenship, COMMUNITY CONNECTIONS and opportunities for service learning develops attitudes, empathy and cultural sensitivity.

Brain-Based Learning

Technological advancements, particularly during the past decade, have seen the development of some sophisticated equipment that has helped to better understand the functions of the human brain. This technology and subsequent understanding of the brain supports many of the philosophical tenets of constructivism, rooted in the philosophy of John Dewey. He believed that children learn best when interacting in a rich environment. He also believed that children constructed meaning from real life applications, and further, he knew that when various senses were used simultaneously, the probability of learning would be greater. Our modern educational terminology—such as integrated curriculum, whole language, hands-on learning, authentic assessment, and developmentally appropriate practices—not only echoes brain research, but also contains many of the underpinning beliefs, thoughts, and tenets of Dewey.

Brain research helps to explain further why constructivist educators such as Dewey (1964), Piaget and Inhelder (1969), and Vygotsky (1967) still prevail. It is hoped that with new understanding about how the brain works, our ability to educate future generations will be greatly enhanced. The neuroscientist's job is to better understand the workings of the mind and brain; it is our job now to carefully sift through the findings and connect them to what we know empirically about how children learn best in Shaker Heights.

The Shaker Curriculum

In concert with the Strategic Plan, the curriculum at the Shaker Schools will drive the visioning and master planning processes and ultimately any changes to Shaker school buildings. It is summarized here for reference. Additional information can be found on the Shaker Schools website at www.shaker.org.

“The Shaker curriculum is written by teachers, based on International Baccalaureate principles and on Ohio’s content standards.

International Baccalaureate is being adopted for all students in grades preK-12 and as an elective course of study in grades 11 and 12. IB programmes stresses a global focus, creative problem solving, hands-on projects, inquiry-based learning, and community service.

International Baccalaureate is offered at three levels. Schools can offer the programme at one, two, or all three levels.

- Primary Years Programme -- adopted for all students in pre-k through grade 4
- Middle Years Programme -- authorized in June 2015 for all students in grades 5-10
- Diploma Programme -- an elective course of studies offered at Shaker Heights High School

“As of 2013, all five K-4 elementary schools in Shaker had fully implemented the programme and earned designation as International Baccalaureate World Schools. The High School was named an International Baccalaureate World School in 2010 and graduated its first cohort of International Baccalaureate Diploma candidates in 2012. The District received official authorization from the International Baccalaureate Organization to implement the IB Middle Years Programme for all students in grades 5-10 in June 2015.

The rigorous International Baccalaureate gives Shaker students a competitive advantage in this increasingly global economy. The International Baccalaureate programme also helps Shaker to continue attracting families by offering a world-class education.

The International Baccalaureate programme builds on the Shaker schools' mission to nurture students who are civic-minded; who are confident, competent communicators, skillful in problem solving and capable of creative thinking; and who are knowledgeable of our global and multicultural society.

International Baccalaureate is highly regarded throughout the U.S. and the world. An International Baccalaureate diploma allows students to earn college credit or advanced standing at many colleges and universities in the U.S. and abroad.

International Baccalaureate does not replace anything in the current curriculum. Students continue to learn traditional subjects, meeting all state academic content standards. Rather, International Baccalaureate enhances current offerings at every level and provides a consistent focus and approach to learning throughout the preK-12 years. For example, students at every level are encouraged to develop the ten attributes of an International Baccalaureate Learner: Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced, and Reflective.

At every grade level, subjects are becoming more interconnected and enriched, and are taught with a more global outlook. Our students and our community will benefit from a greater emphasis on cultural awareness and community service.

(Source: <http://www.shaker.org/curriculum.aspx>)



5.0 FINDINGS & IMPLICATIONS

While the Shaker Schools in use today average 85 years of age, they have served the community well, and most of them enjoy their prominent places in the hearts and history of the Shaker Heights community. Developed in an era when education was more focused on discipline, control, efficiency, memorization and standardization, the buildings are largely outdated for teaching and learning in the 21st Century. In general, classrooms of Shaker schools are cellular and standardized, organized as multiple “one-room-schoolhouses” collected under one roof. This arrangement can limit the types of activities that can occur and can also symbolically reinforce for children and adults alike that they have little power to make changes in their daily lives, affect their environment, or to have access to alternative ways of learning.

Shifts within the buildings’ interior spaces and a range of building additions have allowed the schools to support evolutions in teaching and learning strategies over the years. Masterful teachers and staff have gone to great lengths to offer students an excellent 21st Century education within the existing walls of their buildings. In fact, through discussions and insights from many Shaker teachers, the staff appears genuinely proud of their abilities to make powerful 21st Century learning take place in their 20th Century buildings.

As the District moves to the master planning process, the learning spaces created over the next 10 to 15 years will symbolically and physically ‘shape’ the Shaker Heights vision of education for the next century. The spaces that are created should encourage new approaches to learning; they should facilitate the full exploitation of digital and other resources for learning; they should offer flexibility and responsiveness to new forms of curriculum; they should encourage openness and interaction with communities and informal learning instead of reinforcing the barriers between school and society.

Please visit www.shaker.org for further details of this report.

APPENDIX I: GUIDING PRINCIPLES

Impacts and Implications of the Guiding Principles

A goal of the educational visioning process was to establish guiding principles to assist the district in developing, selecting and implementing the most appropriate direction during the facility master planning phase and beyond. Aligning nicely with the district's strategic plan, the following fourteen guiding principles were developed and are summarized here. Principles are listed in no particular order.

Further, each principle was analyzed to provide practical application to improve facilities to better match instructional needs. These applications include the following four measured:

- A. Survey Comments (a selection of suggestions and insights)
- B. Impacts on Practice (potential impacts on educational and/or operational systems)
- C. Impacts on Environments (potential impacts on physical environments)
- D. Resources and References (research and resources supporting the principle)

Principle 1: EXCELLENCE FOR ALL STUDENTS

The Shaker schools should support the unique and individual needs of ALL students. Individualized and differentiated teaching and learning address the unique motivations, interests and abilities of our students so that ALL students achieve academic excellence.

1-A Excellence for All: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted "as-is" from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- "The Shaker Heights school system provided me with the tools for success. The school system challenged me academically and acted as a springboard for a collegiate education and beyond. The school's athletic teams (specifically swimming) while challenging me physically, instilled values of hard work and leadership. I feel that Shaker Heights schools provides ample opportunity to excel.

- "I believe Shaker Heights has an outstanding school system. Our two children are really thriving!"
- "Please ability group to some degree so that everyone is being served equitably."
- "The Shaker schools need to continue to provide a challenging environment for the advanced kids. They need to provide interesting and engaging atmosphere for learning and give the teachers flexibility to teach the way they think is best for the kids not just to tests."
- "Students that want to challenge themselves should have the opportunity to ask to be in advance classes if their scores are close enough (some kids do better in class than on tests) (test results shouldn't be the only thing a school looks at for student placement. Teacher recommendations should be part of consideration)."
- "The District is at an inflexion point. Will we continue to devote resources to rewarding our best students and attracting the best and brightest teachers, regardless of demographic/socio-economic background, or will we redirect those resources toward the noble goal of closing an achievement gap even if doing so comes at the expense of students who traditionally excel? Nobody wants an achievement gap, and our District should and must be a leader in seeking to overcome it, but we cannot do so by diverting resources from programs that benefit our District's high-achieving students."
- "I'm very concerned about the engagement and learning across all socio-economic groups and how we are addressing especially middle and high school students who are not engaged and not focused towards learning."

Comments from the Staff Survey

- "My [ideal IB classroom] would center around having an environment that promotes a more collaborative style of teaching especially for our students on IEPs. If we are promoting the IB philosophy, it would be important to make our building more accessible for all disabilities, including students in wheelchairs. ... Students on IEPs need more support with the IB curriculum. They also need more support and accommodations when taking state assessments, than what is currently allowed by the state. ... A major shift in thinking has to develop as a profession as to how to educate and assess our students with disabilities in order to prepare them for the 21st Century IB classroom."
- "Buildings need to be more modernized to include our Special Needs population which is increasing every year."
- "We need to look at all 8 intelligences not just academic as this sets students up for failure. Those with cognitive challenges are defeated daily when they observe peers able to do things they struggle with year after year."
- "We outsource kids to CHHS for their vocational program, I think we would be more genuine in meeting all student needs with having on site vocational training. College preparatory curriculum is great for many but a disservice for many who will be 18 and without hireable skills. Meanwhile other districts are doing so (Chardon) and these kids will have an advantage."
- "There is a need for easily accessible space to pre-teach or re-teach small groups of students."

- “[Classrooms should include furniture of] varying heights to accommodate learners who prefer to stand vs. sit while working, learning areas that could accommodate wheelchairs, limited sight and hearing students.”
- “Include a few areas that would be solitary to accommodate students that cannot tolerate distraction/noise in their learning environment.”
- “[Classrooms should be] versatile with the means to accommodate a number of teaching approaches. Students should have access to online and traditional resources for self-directed learning.”
- “We should be integrating more skills (vocational) along with college preparatory skills.”
- “[Classrooms should be] spacious with room for a variety of activities based on student needs.”
- “[Classrooms should have] several teachers working with students in same subject areas to support individual levels of learning.”
- “[In an ideal classroom,] students would be able to learn in various ways. There are times where technology would be used, but technology should not drive education.”
- “[Schools should support] push in support staff services as opposed to pull out.”
- “We need sound-proof rooms for private meetings or students who do better with less stimulation.”
- “Schools should include [some small group classrooms for students who cannot learn in a large class.”
- “Get rid of the idea that we need 25 chairs; change them out for some standing desks, exercise balls, t-stools, floor seating, etc.”
- “Make [the school environment] more handicapped accessible and be able to store our needed equipment: gait trainer, tumble chairs, standers, etc.”
- “It would be nice to have tutoring rooms attached to classrooms, so additional help could have their own space while also being included in the classroom activities.”

1-B Excellence for All: Impacts on Practice

- Schools should encourage curiosity for learning and the desire to experience success. The school building should be a fun and exciting place to be that encourages a love of learning.
- Early intervention is critical to the success of students, particularly those with special needs. Early childhood education is currently offered in the district, and explorations into expanding the program are currently underway.
- Students learn differently. Schools should offer more than one way to educate children, and allow for students and parents to choose a program that meets their child’s specific needs.
- Learning settings should support individualized student experiences, tailored to their varied aptitudes and abilities.
- Learning should include multi-disciplinary activities: allowing children to synthesize content across disciplines using real-world scenarios to test and apply their knowledge and skills.

- Prepare for the future: Current programs that have proven to be successful should be maintained and shared for replication where appropriate. Schools should continue the best of what the district is offering now, while also developing new approaches to teaching & learning that prepare students for success in the 21st Century.
- School support students with varying skills and abilities and provide multiple pathways to success for every child
- Schools should allow choices to accommodate a range of developmental styles and capabilities.
- We need to bring back a focus on academic excellence and a spirit of community service.
- Treat each student expecting excellence. Expect ALL students to achieve.

1-C The Principle: Impacts on Environments

- One size doesn't fit all - spaces should support a multitude of student characteristics,
- The design of facilities must be barrier-free to allow access for all students.
- Include a variety of spaces to accommodate the grouping of students flexibly by shared interest, topic, or ability,
- There are spaces for independent study, creativity, project work & contemplation for each student according to his or her needs.
- Schools include specially adapted spaces to support learners with a variety of special needs.
- Consider including stations within learning settings where students can work on various tasks simultaneously.
- Individualized/personalized instruction is facilitated by space that can support concurrent activities.
- Facilities enable different groupings of people and resources, by providing different sizes and kinds of settings.
- Conference spaces are available for parents, specialists & teachers to discuss individual student learning needs.
- Offer spaces for teachers to collaborate with each other in developing tailored solutions that coach students to success.

1-D Excellence for All: Resources & References

- Partnership for 21st Century Skills: *P21 Framework, Learning and Innovation Skills*, www.p21.org
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- *Motivating Students to Learn*, 3rd Edition by Jere Brophy

Principle 2: RELEVANT, ACTIVE LEARNING

The Shaker schools should support active, inquiry-based, 21st Century learning. Active inquiry-based learning through relevant, interdisciplinary, hands-on experiences, enabled by technology as appropriate, is a key to developing understanding in the 21st Century.

Student-centered learning allows for each student's skills, interests and abilities to be aligned with their individualized strategy for academic success. Providing students with choices increases student interest, engagement, and learning while helping to build 21st Century skills such as critical thinking, self-regulation and adaptability.

Relevance is a key motivator, connecting students to understanding and knowledge. Curricular strategies that integrate theoretical, conceptual and practical knowledge from various fields of study provide authentic, real-world relevance.

2-A Relevant, Active Learning: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted "as-is" from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- "I believe we need to put less focus on homework and more focus on quality classroom teaching and hands on learning at all levels including the middle school and high school."
- "I would like to see improved science labs, especially at the middle school and Woodbury school. The labs at the HS should *all* be upgraded to match the excellence of the newest labs."
- "Need updated lab spaces!"
- "I would specifically like to see Shaker strive to improve its technology facilities — our students should have more access to programming, robotics and the ability to develop other 21st Century skills."
- "[Keep in mind that] future success will go to the people who can problem solve and think creatively. [Students need] time for exploration of other experiences."
- "I believe that the Shaker high school needs to [enhance] technology-based opportunities for students [such as] computer programming club; robotics club; etc. [as well as] staff and facilities to enable, support, or encourage these clubs and class offerings."

Comments from the Staff Survey

- "[In an ideal IB] classroom, topics strongly align with student interest, there is frequent student collaboration, and readily available hands-on materials."

- “Ability to have spaces for all types of learning - not just lecture and not just group activities.”
- “Classrooms should allow for more group work instead of teacher-talk.”
- “The learning spaces should have space for project work that is messy.”
- “[Art rooms need] resources including sculpting materials, art resources, music, film, poetry, text, CAD, and 3D printing.”
- “Learning should be student driven and inquiry based without the grade-level standards being tested on in an old fashioned memorization way.”
- “The IB classroom should be very hands-on, child-centered, with teacher-guided collaborative groups.”
- “Include spaces for STEM learning. [The IB classroom should look] like a research laboratory.”
- “The classroom would give students a spatial arrangement that allows them to work creatively and collaboratively--to me, this means less individual desks, more tables, and easier access to technology in each room.”
- “Classrooms should include areas that encourage collaboration/teamwork/problem-solving. Easily reconfigured based on lesson objectives.”
- “I would love to see more opportunities for collaboration between classrooms and grade levels.”
- “[Classrooms should support] a blend of student collaboration and teacher interaction/instruction.”

2-B Relevant, Active Learning: Impacts on Practice

- Learning is a social activity, so students need opportunities to engage in dialogue.
- Hands-on activities stimulate various regions of the brain, and active participation help students form stronger associations with existing understanding.
- Students take on a more active approach/role in their learning.
- Learning should be presented in a real-life context so that new information builds upon prior understanding, before generalizing to broader concepts.
- Field trips are an excellent strategy to connect new learning to real world applications.
- Field trips, guest speakers, interactive technology, and multi-cultural activities offer relevant, active learning opportunities.
- More units that are designed so that students more easily see the connections in content areas.
- Students should be able to express knowledge in a variety of forms. Dramatization, music, and the visual arts should be available as modes of both learning and expression.
- The learner should be able to connect new information to well-established conceptual frame-works in an experiential manner, not as isolated bits of information that have no meaningful connection.
- The 21st Century will increasingly require knowledge generation, not just information delivery, and schools will need to create a “culture of inquiry”.

- Need more spaces for "makers," more flexible space for large and small group activities, including for teachers, and better technology.
- Curricular freedom and inquiry-based learning unencumbered by state/district demand.
- A more flexible schedule, with opportunities for larger blocks of time, is one strategy for encouraging project-based learning.

2-C Relevant, Active Learning: Impacts on Environments

- The school building should be a fun and exciting place to be that encourages a love of learning.
- The 21st Century will require knowledge generation, not just information delivery, and schools will need to create a "culture of inquiry".
- There are spaces in schools to support hands-on and project-based learning at all levels.
- There are spaces for independent study, creativity, project work & contemplation for each student according to his or her needs.
- Include space for hands-on and/or project-based learning for students of all ages, interests and abilities to explore their unique interests,
- Include ample storage for supplies, materials and equipment needed to support students in their learning,

2-D Relevant, Active Learning: Resources & References

- Stevenson, N. *Introduction to Inquiry Based Learning*, <http://www.teachinquiry.com>
- Edutopia: *Inquiry-Based Learning: The Power of Asking the Right Questions (Case Study of Wildwood IB World Magnet School)*, <http://www.edutopia.org/blog/inquiry-based-learning-asking-right-questions-georgia-mathis>
- EDUCAUSE: *Authentic Learning for the 21st Century: An Overview*, www.educause.edu, 2007

Principle 3: **TEACHER AND STAFF SUPPORT**

The Shaker schools should provide ample space for continuous improvement, collaboration, teacher training, and support. Powerful learning is enabled by powerful teaching.

Exploring and sharing proven and innovative practices for teaching and learning allow for growth and continuous improvement. All aspects of our educational system should empower rigorous and adaptable, innovative, and future-oriented practices so that current and future graduating students will have the skills to thrive in a changing, multi-dimensional, global and technological society.

Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Each student should be connected to responsible, approachable and caring adult advocates. Student anonymity has no place in the high school.

3-A Teacher/Staff Support: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “I believe the Shaker schools can be truly great for all students. The staff needs the support and exposure to the latest evidence based methods for teaching effectively.”
- “Continuous teacher training should definitely be considered as Board of Ed and Superintendent plan for the future of Shaker Schools.”
- “Great job in teaching kids but need to keep class sizes smaller so kids have better access to teachers.”
- “In general, I think we need to give talented teachers in the district greater autonomy ... there are many talented teachers and administrators in the district doing many amazing things!”

Comments from the Staff Survey

- “If we follow the IB model - all subjects/teachers given equal support and opportunity.”
- “[The ideal IB classroom should be] versatile with the means to accommodate a number of teaching approaches.”
- “Each classroom [should have] a support staff or a partner teacher to help facilitate more inquiry based teaching.”

- “We need more individual student access to technology with professional development to support learning activities.”
- “We need collaborative work spaces with easy access to technology resources to support independent research and seamless integration.”
- “Teachers need to receive CONSTANT training throughout the year on how to fuse the technology with best practices to create that type of environment.”
- “Tech and data personnel supporting it behind the scenes so teachers can teach and not do data processing or uploading of information. Teachers need time to prepare and use programs. Especially classroom teachers.”
- “[Teachers need time to] research inquiry based lessons and see how to implement them into our classrooms.”
- “Distribute the adults who are hired to assist in the school more evenly among classrooms.”
- “Include teacher centers to share and collaborate with room for material storage.”
- “Each teacher should be provided with equal technology, furnishings and space according to the number of students they teach.”

3-B Teacher/Staff Support: Impacts on Practice

- Appropriate resources are available for individual student assessments and help identify student needs and abilities at an early age.
- Schools throughout the district are aligned and coordinated so that curricula that flow logically and naturally from pre-school through the 12th grade.
- There are conferencing opportunities for parents, specialists and teachers to discuss individual student learning needs.
- Appropriate spaces are available for students to work one-on-one or in small groups without disrupting others.
- Teachers have adequate space and time to assist each other, collaborate and share best practices for continual improvement of teaching strategies and skills.
- Administrators are integrated into the school functionally and symbolically.
- Student support services personnel are easily accessible to support students’ needs.
- Educators replicate new practices when they work, and learn, adapt and revise to continuously improve them, or discard them when they don’t work.
- All schools in the district communicate effectively as a school system, to nurture and assist each other, to learn from each other’s successes and to streamline the transitions between grades and schools.
- District and site-based leadership supports an atmosphere of mutual respect, trust and collaborative professionalism.

3-C Teacher/Staff Support: Impacts on Environments

- Teaching and support staff have space and time for both formal collaboration and informal interactions.

- Teachers are professionals and require time and space outside of the classroom to perform the full range of duties and responsibilities required of them.
- Schools include spaces for teacher training and assessment.
- Schools include spaces for students to receive assistance when they need or request it.
- Teachers have access to reliable and secure technology for assessment and record-keeping.
- There should be visual transparency between spaces to promote sharing and collaboration.
- Teachers have private space to discuss individual student issues and needs with administrators, student services personnel, other teachers and parents, both in small and larger groups, both in person and via telephone or other technology.
- Conference spaces are available for parents, specialists & teachers to discuss individual student learning needs.

3-D Teacher/Staff Support: Resources & References

- American Psychological Association: *Improving Students' Relationships with Teachers Provide Essential Supports for Learning*
- Getting Smart: *Preparing teachers for Deeper Learning: Competency-based Teacher Preparation and Development*, (www.GettingSmart.com, 2014)
- *Breaking Ranks II: Executive Summary, Core Area 2*

Principle 4: **GLOBAL LEARNING = GLOBAL CITIZEN**

The Shaker schools should encourage students to explore the world beyond the walls of their schools and to invite community members to join us. We believe that A GLOBAL PERSPECTIVE is needed for success in our increasingly connected world.

Successful schools empower children to view the world critically, to think and act independently, cooperatively and responsibly. A sustainable school environment promotes global citizenship and awareness, and connects students to their world.

4-A Global Learning: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “A goal is to have students be global, collaborative citizens of the world.”

Comments from the Staff Survey

- “An IB school should be Global in every sense of the word.”
- “[My ideal IB school] would have more images (maybe murals - above lockers - of famous individuals from all over the world?)”
- “Allow students opportunities to have distance learning.”
- “Student work as well as global visuals should be displayed.”
- “[Students should be able to] work collaboratively in real-time with people around the World.”
- “There should be interactive resources to facilitate discussions and interactions with primary sources around the world.”
- “There should be unlimited wifi access to connect to the outside world on a daily basis.”
- “The classroom should extend into the community and across the world.”

4-B Global Learning: Impacts on Practice

- In today’s increasingly interconnected world, children should learn to be happy and informed global citizens.
- A global citizen is someone who understands:
 - That the world is interconnected
 - How the world works economically, politically, socially, spiritually, environmentally;
 - That a global ethic is essential to developing and sustaining equity and justice;
 - That humanity is one.

- 21st Century learning focuses and builds upon human relationships that connect people to their community and their world.
- Awareness grows from our home environment and personal circumstances and then, through education, it broadens and expands to encompass global awareness.
- Students should become competent in 21st Century literacies, including multicultural, media, information, emotional, ecological, financial and cyber literacies. Collaborating with students from around the world in meaningful, real-life projects is a strong tool for developing these literacies.
- Students should be encouraged to collaborate with others outside the school. Students can learn that through collaboration, not competition, they can work together to make the world a better place.
- Students use technologies, including the Internet, and global collaboration to solve critical issues.
- Digital responsibility and safety should be taught and reinforced with all students.
- Cultural and ethnic shifts dictate that students need to succeed in both their home and global communities.
- Students study/work in global contexts through virtual collaborations.
- Students master a second language.
- Students learn about other cultures.
- Students learn to be competitive globally.
- From environmental awareness to producing scientists, politicians, international relations experts, media producers, and others, our schools should assist students in finding the answers to our global environmental problems.
- Students should increase their understanding and embrace diversity of cultures, opinions and beliefs.

4-C Global Learning: Impacts on Environments

- There should be facilities and technology to support on-line learning activities.
- Schools include areas for cultural displays and global exhibits.
- Language learning is supported with facilities for hands-on learning such as cooking, debates, and presentations.
- Students have time and space to interact with a variety of cultures through on-site and off-site activities.
- Visitors from outside the district are welcome to engage with the school communities.
- Schools include adequate facilities for global cultural studies and world language programs.
- School facilities include sustainable elements, materials and systems that promote the health of our planet and can be integrated into the curriculum.
- Visual displays and graphics throughout the school environment reinforce global connections and enhance awareness.

4-D Global Learning: Resources & References

- Mannis, R., (2014), Raising Global Citizens, Harvard Graduate School of Education, <http://www.gse.harvard.edu/news/14/08/raising-global-citizens>

Principle 5: CELEBRATION OF DIVERSITY

The Shaker schools should engage our families and celebrate our diversity. Our student population reflects the DIVERSITY of our community. Students of all cultures, ethnicities, interests and abilities are welcome, respected and supported at our schools.

As citizens of the world, students are exposed to diverse races, religions, cultures, social structures and ways of thinking. A global society depends on the celebration of diversity in lieu of the anger, pain, and separation of being different. Students should be given the chance to experience and celebrate diverse people and cultures beginning at an early age and consistently throughout their education.

The educational environment should support the skills, interests and abilities of all students. In addition to core and elective programs, activities, clubs, athletics and the like offer multiple venues to develop and celebrate student individuality and creativity. The school should be a creative and enterprising expression celebrating the power of all styles of learning.

5-A Celebration of Diversity: Stakeholder Comments

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Comments from the Community Survey

- “The Shaker Community is unique in being able to accommodate a diverse group of residents with the schools being a focal point.”
- “I think more minority students need to be placed in enrichment classes ... with an understanding that these students may need more support regarding effective study skills. The younger the better. And the students’ success, regardless of how big or small, need to be celebrated to help foster a desire to continue in enrichment classes.”
- “Please make updating all facilities accessible for students with disabilities as well as sidewalks and playground areas.”
- “Paint the walls and have each school show diversity based on the students that go there... Embrace diversity and show pride by creating a warm and loving learning environment.”
- “The high school should celebrate athletics to a level equal or greater than the arts for the sake of the mind and body of our students.”

Comments from the Staff Survey

- “My [ideal IB school] it would include all students, regardless of race, cultural differences, and ability levels.”

- “[We should develop] students who can see the world from the point of view of people in different racial/ethnic, social, geographic, age, religious, and gender groups.”
- “There should be an equitable grouping of children with a variety of needs.”
- “Having several teachers working with students in same subject areas to support individual levels of learning.”
- “Classrooms should support diverse students (culturally and socio-economically), students as leaders, coaches and facilitators.”
- “We [should offer] more recreational activities for students who cannot afford band or a sport.”
- “All year schooling, with 12 week on, 3 week break would reduce the achievement gap, and is critical for competing globally.”

5-B Celebration of Diversity: Impacts on Practice

- Each brain is unique. Lock-step, assembly- learning violates a critical discovery about the human brain: each brain is not only unique, but also is growing on its own timetable.
- Since no two children learn at the same rate, it is important that children be given repeated opportunities and ample time to explore, play, and socialize while they work in various curriculum areas.
- Students work together integrated groupings of varying ability, culture, language and ethnicity, to define and achieve common goals.
- Learning will support students’ interests, abilities, talents and experiences so that students will recognize their own abilities and support the unique abilities and interests of their peers.
- Cultural and ethnic diversity throughout the district is evidence that students recognize their schools as unified communities of learners.
- All students know that they are valued and that their success is important to the entire school community.
- Students should learn compassion and caring for others through personal, social, and civic responsibility.
- Students should learn ethics, goal setting, self-advocacy, self-awareness, problem solving, and bully protection.
- Schools should provide students with food choices that support their individual cultures and/or dietary needs.
- Students with varying needs and abilities are welcomed in all educational settings in the school without judgment or stigma.

5-C Celebration of Diversity: Impacts on Environments

- The school environment is not limited in cultural influences, instead encouraging a variety of cultural references.
- Every space in the school is accessible to persons with varying physical abilities.

- Schools include a variety of types and sizes of learning environments to support activities and student groupings that offer all students the best spaces to enable learning.
- Consider differences in the physical abilities of students, allow environments to support students with varying physical challenges.
- Schools include small group spaces and conference rooms for students to work on individual skills attainment.
- Schools offer students the technology they need to be successful in school, including work the student needs to complete after school hours. Close the technology gap.
- The school setting should be welcoming, engaging and a desirable place to be for all students.

5-D Celebration of Diversity: Resources & References

- "Diversity in the Classroom", Yale Center for Teaching and Learning, <http://ctl.yale.edu/teaching/ideas-teaching/diversity-classroom>
- National Academy of Sciences, Bransford, J. D. [et. al.] editord, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*, National Academy Press (2000)

Principle 6: RIGOROUS, CHALLENGING CURRICULUM

The Shaker schools should support a rigorous and challenging curriculum. Rigorous and comprehensive CURRICULUM prepares students to challenge themselves to realize their potential.

6-A Rigorous Curriculum: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “People only care about A's and B's although it is extremely important to obtain good grades, its also essential to actually learn, maybe if there was more consideration in to taking time to learn important aspects of our school subjects this school would be better.”
- “We need to challenge ALL students, starting with a rigorous curriculum in the lower elementary schools.”

Comments from the Staff Survey

- “It's not so much about the physical arrangement as it is about the rigor and value of the curriculum and instruction.”
- “[Our schools should have] plentiful opportunities for students to engage in lessons/activities where technology is utilized in different ways and more classroom technology.”
- “[In an ideal IB classroom,] students would have an opportunity to design curriculum interests.”
- “[Our schools should have] a curriculum that meets the needs of the students, and teachers who have the autonomy to choose based on the needs of their students.”
- “[Our schools should have] a schedule with large blocks of uninterrupted time for student learning.”
- “[Our schools should have] curricular freedom and inquiry-based learning unencumbered by state/district demands.”
- “A classroom and multipurpose room with State of the Art PE equipment to challenge students with rigorous learning activities.”

6-B Rigorous Curriculum: Impacts on Practice

- Schools should support testing and developing alternative teaching and learning strategies. The school can be an incubator of new models of education.
- School facilities and programs encourage students to express their ideas and openly share them with others.
- The school supports team-oriented, short and long-term projects and activities that foster creating new knowledge and engage in exploring solutions to “real-world” problems.
- School is an atmosphere for exploration and discovery. Failure is acceptable, as long as the student uses each failure to refine his or her ideas and ultimately succeed at the intended task.
- Technology is a tool for learning and should not be the focus of the learning. It will be authentically integrated into instruction to enhance opportunities for creative problem-solving, inventive thinking and imagination.
- Expanding technologies offer opportunities for flexible, distributed learning, which could provide learners with more varied opportunities to engage with learning in diverse environments.
- Educational systems must keep up with the digital learner.
- Informal learning is valued as much as formal learning.

6-C Rigorous Curriculum: Impacts on Environments

- There are spaces for students to do projects and hands-on learning.
- Learning environments include effective, flexible spaces and furniture that can be easily reconfigured for various activities.
- Learning environments are visually stimulating, comfortable, cheerful and colorful.
- There is easy access to adequate storage and supplies.
- Students have easy access to reliable and current technology (i.e. access to online resources, digital text books, homework, etc.).
- Library media centers provide multiple spaces for learning, presentations, social space, technology support, audio/video production, and books.
- The infrastructure (electrical outlets, data, water, heating/cooling) is adequate to support activity-based learning.
- There is visual transparency between spaces to promote collaboration.
- Schools include adequate facilities for STEM programs (Integrated Science, Technology, Engineering and Math).
- Schools include adequate facilities for students to tinker and explore their interests within and beyond the classroom.
- The school includes adequate fitness facilities that promote life-long health & fitness. (not just sports, i.e. Yoga, aerobics, weights, etc.).
- The mixing of a range of online or virtual experiences with face-to-face learning opportunities changes the physical spaces required for learning.

- Schools are organized to support connections and action so that learning extends across and between subjects and settings.

6-D Rigorous Curriculum: Resources & References

- Cook, E., (2013), *A Rigorous Curriculum Really Matters*, National Association of Secondary School Principals, http://www.nassp.org/Content/158/PLapr13_cook.pdf
- Partnership for 21st Century Skills: P21 Framework, Learning and Innovation Skills
- Almeida, C., & Steinberg, A. (2008). Raising graduation rates in an era of high standards: Five commitments for state action jobs for the future. Retrieved from Jobs for the Future website: www.jff.org/sites/default/files/raisinggradrates.pdf

Principle 7: SAFETY AND SECURITY

The Shaker schools should be safe and secure. Students and staff should FEEL safe and BE safe and secure on our school properties.

7-A Safety and Security: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “I’d like to see secure foyers in each of the school buildings and security guards.”
- “I pick my son up and drop him off at school several days a week and see challenges with traffic and congestion. We all, including parents, need to help alleviate this as much as we can.”

Insights from the Staff Survey

- “Make the security desk(s) look more professional but at the same time welcoming. It’s many people’s first impression upon entering a Shaker School. Security guards should be friendly in greeting visitors, but firm with security protocol, and always ready to react in case of emergency.”

7-B Safety and Security: Impacts on Practice

- Safety and security is reinforced through a strong culture of care and respect. When students are known and respected, they are more apt to behave in a thoughtful and respectful manner.
- Safety and security can be enhanced through strong and effective communication strategies. Provide effective ways for school personnel to communicate with each other, with students, and with emergency responders.
- Maintenance: Keeping a school facility well-maintained can enhance the sense of territoriality by sending the message that those connected with the school take pride in its appearance and do not condone behavior that would detract from the school climate.
- Focus on student supervision: Because one of the most common types of school weapons assaults occur in relation to triggering behaviors such as fights, basic student supervision is important.
- Ensure the ability of staff to address common medical emergencies. While every school has the potential for mass casualty violence which must be taken seriously, the ability of school employees to quickly and effectively respond to situations relating to more common emergencies such as sudden heart stoppage or anaphylactic shock

due to an allergic reaction to an insect sting or food allergy is also critical to life safety.

- Develop and maintain positive connections between staff and students. While often thought of as beneficial in other ways, positive connections between staff and students have been demonstrated to improve school safety.
- Encourage a sense of employee empowerment. There are numerous instances of crisis events that have been successfully averted because a school custodian, teacher, food service worker, secretary, or administrator did not hesitate to act. Having emergency plans with specific components for each job role is one way of specifically empowering each employee to act during a crisis.
- Well-rounded crisis planning: While schools have fire evacuation and lockdown protocols, there are other life-saving emergency protocols that if not already implemented, should be developed, trained, drilled, and evaluated. Three particularly important functional protocols to be considered are reverse evacuation, sheltering in place for hazardous materials incidents, and the room clear procedure. These simple yet important functional protocols should be considered for a well-rounded approach to school crisis preparedness.
- Carefully evaluate how well staff are able to communicate during an emergency situation. Effective emergency communications involves appropriate technologies, such as internal and external public address systems, duress buttons, and portable radios. However, it is just as important to prepare all school employees to utilize these communications tools properly and rapidly while under the extreme stress and time pressure of an actual event. Conducting surveys of staff to identify gaps in communications and addressing these gaps by providing staff development on effective emergency communications can truly make the difference between life and death.
- Conduct an annual school safety, security, climate, culture, and emergency preparedness assessment in cooperation with local law enforcement, fire service, and emergency management personnel.

7-C Safety and Security: Impacts on Environments

Educational facilities should include passive strategies for school security engage the built environment, architectural features, and defined space to reduce the opportunity for safety and security breaches. By using security-enhancing elements in the design of a facility, schools can provide a safer setting for learning without calling unwanted attention to the added security. In its report “CPTED 101 – Fundamentals for Schools”, CPTED (Crime Prevention through Environmental Design outlines the following key elements to consider:

- Natural surveillance is the physical ability to see what’s going on in and around your school. Solid walls, tall shrubs, parked cars, outbuildings, sculptures, large signs, and other obstacles can block natural surveillance. If there are locations on your campus where problems often occur, are they hidden from view? If so, look for ways to increase visibility. Some common approaches include:
 - Installing openings or windows in solid walls, to increase visual exposure.
 - Replacing solid walls with wrought iron fencing.
 - Blocking access to the hidden area entirely.
 - Removing any welcoming features, such as benches, that draw people into the hidden area.
 - If students can enter the school grounds through secondary entry points, consider relocating the librarian’s station, the school resource officer’s post, or

even a snack shop to provide live, natural surveillance where none existed before. Frequently, posters on windows or even closed blinds are obstacles to natural surveillance. These are easily remedied. If teachers close blinds against glare, consider tinting windows or installing overhanging eaves to create shade. This reduces the need to close blinds and increases the ability of teachers to watch what's going on outside.

- Lighting: The concept of natural surveillance suggests that the more lighting, the better. Paradoxically, it doesn't always work that way. Sometimes good lighting attracts misbehavior, while darkness drives people away. Many schools have gone to darkened campuses for this reason. School resource officers have found that good lighting made schools ideal hangouts after hours, while darkness discouraged kids from congregating. Those who did trespass after hours often were often easy to spot due to the glow of cigarettes or flashlights.
- Access Control: is the ability to decide who gets in and out of your school. Many schools have so many buildings, breezeways, unlocked doors, and open windows that access is essentially unrestricted, despite any rules to the contrary. At most, signs are posted suggesting that visitors report to the office, but nothing compels them to do so. If this is a problem at your school, some options include:
 - Re-configuring as many excess entry doors as possible so that they automatically lock when closed and only serve as emergency exits.
 - Replacing or re-configuring windows so that they can't be used as entry points for people or contraband. In some cases, repairing the HVAC system is an essential step—if people are too hot, they'll open the windows and no policy is likely to stop them. Small windows or windows covered with grates are other possible solutions if they don't need to serve as emergency exits.
 - The fewer the entry points, the less pressure the school is under to try to staff them.
 - The school receptionist and/or security staff should also have the ability to institute a lockdown with the touch of a button—most receptionists are not trained or equipped to deal with a serious threat otherwise. If nothing else, provide the receptionist with the ability to remotely lock the main entry.
- Where impossible via other, more passive means, active measures such as security staff, convex mirrors or security cameras should be employed to control problem areas within the building and on the school grounds.
- Eliminate physical hazards such as gravity hazards. Gravity hazards take a variety of common forms including heavy items that are unsafely stored in overhead areas where they can easily fall on staff and students, bookshelves or trophy cases that are not properly anchored, as well as heavy equipment or objects that are unsafely stacked on stages and in other locations. In general, gravity hazards can be easily found and corrected with a little effort. This proper focus on the full circle of safety can ingrain a positive culture so that employees do not inadvertently create these potentially deadly hazards.

7-D Safety and Security: Resources & References

- Crime Prevention Through Environmental Design (CPTED), <http://www.cpted.net/>
- Schneider, Tod, Hill Walker and Jeffrey Sprague. 2000. Safe School Design: A Handbook for Educational Leaders, Applying the Principles of Crime Prevention through Environmental Design. Eugene, Oregon: ERIC Clearinghouse, 2000. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/c8/de.pdf

Principle 8: QUALITY TOOLS AND RESOURCES

The Shaker schools should be equipped with the materials, resources and technology required of a 21st Century learner. Technology is a key tool for teaching and learning, and as such should be reliable and readily accessible for both staff and students. Additional resources such as books, supplies, and instructional materials should be available and easily accessible to teachers and learners.

Technology is one of many tools for teaching and learning. The use of technology should be driven by the task and the student, and should not be seen as a replacement for all other tools. As a tool, technology can enable a community where learning is available for everyone, at any time, and in any place.

8-A Tools and Resources: Stakeholder Comments

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Comments from the Community Survey

- “The students have access to computers but they are outdated. Children should have access to some tablets in the classroom as well as laptop computers that can be moved around for the kids to share.”
- “I would like to see 21st Century technology in all our buildings especially for special education students.”
- “Students need time throughout the day to create on iPads.”
- “Better technology for students and teachers!!!!”
- “Replacing the chalkboards with dry erase white boards would make it easier to deliver instruction while using the projector.”
- “Having access to the smartboard program on school computers would benefit those who only have projectors with whiteboards as well.”

Comments from the Staff Survey

- “Students should have access to a device (computer/tablet/ipad) in EVERY classroom to provide for inquiry based learning and to prepare them for 21st Century society.”
- “The [ideal IB] classroom would include up to date technology and support the needs of most of the students. It would include smart boards in every classroom, computers for at least 4 students and enough space to allow kinesthetic learners to move and learn.”
- “[Our schools should have] technological infrastructure that supports modern technology.”

- "The classroom should be flexible and stimulating, with many resources quickly available in the room (e.g., computers, changing displays, maps/other references)."
- "[We need] more books that align with our IB planners in our classroom that are at my students reading level."
- "Improve technology so all teachers and students have tools (laptop, ipads, printers, etc.) at their fingertips, not in a computer lab."
- "[Ideal IB] classrooms would be equipped with larger libraries."
- "Laptops in "cows" in the classrooms, instead of desktops that take up so much space. I think the computer lab model is outdated at this point."
- "[We need] up to date, working, available tech to guide student centered project based learning."
- "[An IB classroom] should have access to multiple forms of technology for use by students and teachers and the ability to accommodate multiple learning models and flow easily between them."
- "[Schools libraries should be] huge spaces for resources and reading materials, many computers that function all of the time."
- "Gymnasiums need to be computer ready."

8-B Tools and Resources: Impacts on Practice

- There are many tools and physical resources required in a school, including books, supplies, equipment, etc. The staff and students should have seamless access to the tools that are most appropriate to the task at hand.
- Successful technology integration is achieved when the use of technology is: 1) Routine and transparent, 2) Accessible and readily available for the task at hand, and 3) Supporting the curricular goals, and helping the students to effectively reach their goals.
- Having seamless access to appropriate tools – technology or otherwise - students are more actively engaged in their learning.
- There are many types of technology integration:
 - On-line and blended classrooms
 - Project-based activities incorporating technology
 - Game-based learning and assessment
 - Learning with mobile and hand-held devices
 - Web-based projects, explorations and research
 - Student-created media (podcasts, videos, slideshows, etc.)
 - Collaborative on-line tools (Wikis, google docs, etc.)
 - Using Social media to engage students
- Staff should be adequately trained and supported in the use of a variety of tools for learning.
- Security measures should be defined and in place to protect students and equipment from malicious intent.

8-C Tools and Resources: Impacts on Environments

- Storage for books, supplies, exhibits and other resources should be located with easy access to the users.
- Technology equipment should be accessible and ready for use when needed – this implies strategies for storage, power, maintenance and dispensation of devices and equipment.

8-D Tools and Resources: Resources & References

- Brown, Malcolm, *“Learning Spaces,”* in *Educating the Net Generation*, Diana G. Oblinger and James L. Oblinger, eds. (Boulder, Colo.: EDUCAUSE, 2005), www.educause.edu/LearningSpaces/6072.
- Edutopia: How to Integrate Technology into your school, <http://www.edutopia.org/technology-integration-guide-implementation>
- Getting Smart: *How Digital Learning Contributes to Deeper Learning* (www.GettingSmart.com, 2012)
- Pink, Daniel, *A Whole New Mind* (Penguin, 2006)

Principle 9: CREATIVITY & EXPRESSION

The Shaker schools should include ample space for fine and performing arts. A strong arts education is a powerful means to promoting STUDENT EXPRESSION and inviting community participation in our schools.

Fine Arts, dance, and hands-on activities develop creativity, innovation, imagination, and creative thinking skills that are essential for student success in the 21st Century. Creative expression comes in many different flavors. Students have varying interests and natural abilities in creative endeavors. Freedom of expression should be encouraged in all aspects of our students' lives.

"We must give children spaces and lessons that foster lifelong creativity that teach them to take calculated risks, to innovate and experiment. What does the future have in store? Only the creative mind can speculate." – from *The Third Teacher, Minds at Work*.

9-A Creativity and Expression: Stakeholder Comments

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Comments from the Staff Survey

- "In regards to Music. an IB music rehearsal space, has access to sound proof practice rooms for small and medium size groups, Access to smart music and other music technology stations both in practice rooms and on desktop/laptops available in the common rehearsal space. There would be access to recording equipment that can save in multiple formats including MIDI, mp3/mp4. There would be chairs appropriate for rehearsal with no desk options."
- "More space for online resources accessible to students and for storage of 3D art projects in the works."
- "[We could] take what we have (art room, computer lab, music room, etc.) and be more innovative with the spaces - art studio (where students have choice), musical performance space, design lab."
- "The auditorium should be updated. It is used all year long and needs improvements."

9-B Creativity and Expression: Impacts on Practice

- Students should be able to express knowledge in a variety of forms. Dramatization, music, and the visual arts should be available as modes of both learning and expression.
- Schools should support testing and developing alternative teaching and learning strategies.
- The school can be an incubator of new models of education.

- The school supports team-oriented, short and long-term projects and activities that foster creating new knowledge and engage in exploring solutions to “real-world” problems.
- School facilities and programs encourage students to express their ideas and openly share them with others.
- School is an atmosphere for exploration and discovery. Failure is acceptable, as long as the student uses each failure to refine his or her ideas and ultimately succeed at the intended task.
- Technology is a tool for learning and should not be the focus of the learning. It will be authentically integrated into instruction to enhance opportunities for creative problem-solving, inventive thinking and imagination.
- Expanding technologies offer opportunities for flexible, distributed learning, which could provide learners with more varied opportunities to engage with learning in diverse environments.
- Educational systems must keep up with the digital learner.
- Informal learning is valued as much as formal learning.

9-C Creativity and Expression: Impacts on Environments

- Schools include adequate facilities for art programs.
- Schools include adequate facilities for music programs.
- Schools include adequate facilities for performing arts such as music recitals, plays and assemblies.
- Learning environments are visually stimulating, comfortable, cheerful and colorful.
- There is easy access to adequate storage and supplies
- Creative expression is integrated into core instructional curriculum & activities and the spaces that support them.
- There are spaces for students to do projects and hands-on projects.
- Learning environments include effective, flexible spaces and furniture that can be easily reconfigured for various activities.
- There is easy access to adequate storage and supplies.
- Students have easy access to reliable and current technology (i.e. access to online resources, digital text books, homework, etc.).
- Library media centers provide multiple spaces for learning, presentations, social space, technology support, audio/video production, and books.
- The infrastructure (electrical outlets, data, water, heating/cooling) is adequate to support activity-based learning.
- There is visual transparency between spaces to promote collaboration.
- Schools include adequate facilities for STEM programs (Integrated Science, Technology, Engineering & Math).
- Schools include adequate facilities for students to tinker and explore their interests within and beyond the classroom.

- The mixing of a range of online or virtual experiences with face-to-face learning opportunities changes the physical spaces required for learning.
- Schools are organized to support connections and action so that learning extends across and between subjects and settings.

9-D Creativity and Expression: Resources & References

- Fleming, M., (2010), *Creativity, Culture and Education: Arts in Education and Creativity*, Arts Council England, <http://www.creativitycultureeducation.org/wp-content/uploads/arts-in-education-and-creativity-2nd-edition-91.pdf>
- Kelly, R. and Leggo, C., editors, (2008), *Creative Expression, Creative Education*, Brush Education

Principle 10: CELEBRATION OF ACHIEVEMENTS

The Shaker schools should include ample space for exhibition and display of student creativity. EXHIBITING & SHARING student achievement promotes pride and ownership of learning.

10-A Celebration of Achievements: Stakeholder Comments

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Comments from the Community Survey

- “Student success, regardless of how big or small, needs to be celebrated to help foster a desire to continue in enrichment classes.”

Comments from the Staff Survey

- “Student work as well as global visuals are displayed.”
- “[Our schools should have] lots of bulletin board wall space for posters and gallery walks.”
- “[Our schools should have] more space on the walls for displaying materials.”
- “[We need] lots of bulletin boards to hang working documents and student learning.”
- “Walls would have consistent thematic IB displays that are easy to change & update.”

10-B Celebration of Achievements: Impacts on Practice

- Students have opportunities during the school day to easily share their work, for instance by displaying, demonstrating, presenting, or performing.
- Educational activities provide opportunities for students to share and discuss their work with others.
- Assessments of understanding should include opportunities for students to select their mode of communication.
- Parents and families are invited into the school environment to see student creativity, performances and exhibits.
- Students have opportunities to share and celebrate their accomplishments outside of the school environment, in the Shaker community and beyond.
- Students and staff have opportunities to publish their work in on-line and printed venues.

10-C Celebration of Achievements: Impacts on Environments

- Include easy access to ample space for sharing, reflecting and assessing student progress.
- There is visual transparency between spaces to promote sharing, celebration, and collaboration.
- Students have spaces to easily share their work, for instance by displaying, demonstrating, presenting, or performing.

10-D Celebration of Achievements: Resources & References

- Sullo, B., (2007), *Activating the Desire to Learn*, Association for Supervision & Curriculum Development.
- Fox, L., (2015), Celebration: The Internal Motivator for Student Achievement, retrieved, May 2015: <http://www.theleaderinmeblog.org/celebration-the-internal-motivator-for-student-achievement/>

Principle 11: HEALTH AND COMFORT

The Shaker schools should offer clean, healthy environments with adequate natural light and fresh air. Comfortable and healthy environments are necessary and expected.

Student learning supported by a school climate that is safe, healthy, supportive, and trusting. Such an environment promotes innovation, inquiry, and productive risk taking, indirectly reinforcing achievement because both students and educators want to work under such conditions - without the distractions caused by fear, judgment, poor air quality, temperature swings, and inadequate lighting.

11-A Health and Comfort: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “Please consider how we feed kids, options for healthy design, space, exceeding minimum fed standards which are very low.”
- “Temperature of schools seems to be an issue for my children. Keeping the indoor temperatures comfortable is beneficial to student learning.”
- “The bathrooms at the middle school are disgraceful. The lack of privacy is disrespectful to the students, teachers and guests who have to use them. The bathrooms do not reflect the IB Principle mantra that the schools constantly repeating.”
- “Air conditioning is needed so that students can function optimally in school at the beginning and end of the school years and so that the school year can be extended over time and/or more summer offerings can be available.”
- “All schools should have air conditioning for the students, so they can concentrate on the hottest days.”
- “The multipurpose room at the high school could be used more effectively if it were air conditioned. Students who take tests in that room, or engage in physical activity would be much more productive it wasn't so hot.”
- “Please add air conditioning to all classrooms!”
- “The buildings themselves seem to all be pretty well cared for ... and [I am interested in] the district's plan for maintaining the beauty and strength of the school buildings.”
- “The only challenge that I have found with the school is the lack of air conditioning. While this may not seem like a huge problem in Northeast Ohio, with the changing school calendar and kids going back to school earlier in August this has become quite a problem. It was so hot in my 4th graders classroom this fall that her teacher had to rework all of his curriculum for 1 week because it was absolutely too hot to keep the kids in the classroom. The same holds true for multiple rooms across the building and the district. Although central air is quite an expense, changing the school calendar for longer times in June and starting later in August/September may be an

easier fix.”

Comments from the Staff Survey

- “[Schools should be] comfortable, welcoming, and neat but not rigid. Open concept.”
- “Cooler classrooms in warm weather would optimize learning.”
- “[In an ideal classroom], every student wouldn't have a desk to sit at all day. Seating would look very different. The classroom would be comfortable and allow for movement and various types of seating/standing, etc.”
- “The classroom should be a relaxed, comfortable atmosphere.”
- “The rooms should be well lit and comfortably heated and cooled.”
- “[In an ideal school,] there would be a thinking center with bean bag chairs, and other comfortable seating options for students to use as a primary spot to complete work.”
- “[In an ideal classroom,] there would be a thinking center with bean bag chairs, and comfortable seating options for students to use as a primary spot to complete work.”
- “[An ideal school would have] temperatures that are suitable for learning - not too cold or too hot.”
- “[Students] are sitting too much and need many more options for movement.”

11-B Health and Comfort: Impacts on Practice

- Children may have difficulty learning when they are hungry or tired because their minds will be focused on the body's signals to eat or sleep.
- Physically, students need to move around to oxygenate their blood and exercise their muscles.
- Water and appropriate foods should be made available to children, remembering that each person's internal clock differs.
- There are minimal distractions caused by the building and its systems, for example, noise, drafts, temperature swings, poor air quality, security concerns, etc.

11-C Health and Comfort: Impacts on Environments

- Learning environments should make children physically comfortable—including good lighting, fresh air, and a reasonable level of noise.
- Environments should be designed and carefully monitored for appropriate lighting, aromas, ionization (fresh air), and noise.
- Lighting and controls are designed to support a variety of work, presentation, and collaboration activities.

11-D Health and Comfort: Resources & References

- Bernard, J., (2012) *A Place to Learn: Lessons from Research on Learning Environments*, UNESCO Institute for Statistics

Principle 12: HOLISTIC LEARNING

The Shaker schools should include facilities for play and exercise and for social and emotional learning. Powerful learning engages a student's body and spirit in addition to his or her mind.

12-A Holistic Learning: Stakeholder Comments

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Comments from the Community Survey

- "Addressing the needs of children to be creative, to be outside, and to be mentored in how to manage relationships, and sharing and dealing with feelings are areas that could use development and attention."
- "Students need access to a healthy lunch and time and space to run and play."
- "Improving the quality of the Shaker Heights HS weight room and other athletic facilities."

Insights from the Staff Survey

- "Paint the walls and make it a more loving environment."
- "The social curriculum needs to be supported as well to 'round out' the total student."
- "Space for children to have some movement aside from the gym because the gym is being used for class."
- "There needs to be a time to establish an IB foundation and rapport with students rather than just swiftly jumping into curriculum. If you know your students and have that connection, you can get so much more done. Social and emotional aspects for students at all levels are key to addressing and understanding the needs of the students. Working off of what IB is designed for- there should be an IB foundations course at each level to discuss and analyze how the philosophy applies within the classes and learning environment for each student. Student should have to take part in a class like this that discusses and addresses and guides students through the process. Time spent talking openly about the experience at school and in life is essential is helping students become mindful productive citizens."
- "We need a multipurpose room in which students can eat lunch and special events can take place."
- "In every classroom; there would be various seating tools for the students to use (exercise balls, t-shools, seat cushions); each room would have a stationary bike."
- "School should be more like Day Camp."

- “A 21st Century Physical Education classroom would have engaging relevant life lessons, cardio-vascular exercises (balanced) and games that promote sportsmanship (principled) , communication (caring) and reflection.”

12-B Holistic Learning: Impacts on Practice

- Gardner’s (1993) work in multiple intelligences and assessment has pointed to the need for classrooms to provide more occasions for students to use music, bodily-kinesthetic, visual-spatial, and interpersonal domains to learn and express understanding.
- The classroom environment should connect learning experiences to positive emotions.
- The classroom culture should support risk-taking, and view failures as a natural part of the learning process.
- Students should be supported to make decisions and choices about learning that is meaningful to them.
- Good learning environments build trust, empower learners, and encourage students to explore their feelings and ideas.
- Students need opportunities to use sensory inputs, language, and motor skills.
- Different stages of play (solitary, parallel, associative, collaborative), and other appropriate activities should be leveraged to build increasingly complex ideas through play.
- Schools offer a wide variety of extra-curricular activities to enhance students’ learning and to support their social and emotional development.

12-C Holistic Learning: Impacts on Environments

- Student Support service personnel should be located near student learning areas with streamlined and consistent interaction with students,
- Learning spaces should support various learning styles [audio, visual, kinesthetic].
- Students have easy access to food services, possibly located throughout the school.
- Provide opportunities for students and teachers to connect and develop a supportive relationship.

12-D Holistic Learning: Resources & References

- Aamodt, S. and Wang, S. (2012). *Welcome to your Child’s Brain: How the Mind Grows from Conception to College*, Bloomsbury USA
- Gardner, H. (2009). *Five Minds for the Future*. Harvard Business Review Press.

Principle 13: OUTDOOR LEARNING

The Shaker schools should include connections to outdoor environments for learning, play, and environmental stewardship. In the increasingly digital world, connections to the outdoors are ever more important, for real-world experiences and connections to nature.

13-A Outdoor Learning: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “More time for play in primary grades.
- “Please include movement areas inside for the students, in all our schools. They sit too much which is harmful to their academic focus and their physical development. And, some of our outdoor spaces are inadequate for play/movement. Thank you!
- “More freedom for the kids at recess and less mandatory organized activities. Where space is available, made-up games and play should be allowed.”
- “The lack of ability to be outside during the day is problematic.”
- “There is no outdoor education as part of our children's learning. The science of nature is very important and should be incorporated more into the children's learning. We are so lucky to have so much nature in Shaker and should have some programs at EVERY grade level with the Nature Center.”
- “The high school field needs lights so more teams, students, and residents can benefit from it.”

Insights from the Staff Survey

- “Access to an outdoor space for gardening, reading, writing, etc. would be another way to support the whole child.”
- “I would like all classrooms to have better access to the playground, and I would like to see more playground equipment so more than one grade level could be outside at a time.”
- “Create an outdoor patio space accessible from sets of double doors in cafeteria so that kids could eat outside at umbrella table.”
- “The learning garden should be utilized by more staff for their classes.”

13-B Outdoor Learning: Impacts on Practice

- Play is significant for skill development, and the outdoor environment should stimulate gross motor development and social interaction such as turn taking, problem solving, and leadership development.
- Play is significant for skill development, and the outdoor environment should stimulate gross motor development and social interaction such as turn taking, problem solving, and leadership development note.
- Important impacts of learning in school grounds/community settings include greater confidence, renewed pride in community, stronger motivation toward learning, and greater sense of belonging and responsibility.
- More access to outdoors - recess is often cancelled at Woodbury when the weather is slightly less than perfect (and no access to recess at SMS is embarrassing to the District).

13-C Outdoor Learning: Impacts on Environments

- Include outdoor recreation areas at all schools, designed with age and developmentally appropriate apparatus.
- The school grounds should be designed to link with curriculum areas.
- Outdoor connections can be created through simple strategies such as windows for natural light and views. Learning spaces, particularly classrooms should have windows to the outdoors.
- Students intuitively care about the environment. Schools should foster and build student interest in sustainability through “green” strategies as much as possible.

13-D Outdoor Learning: Resources & References

- *A Review of Research on Outdoor Learning*, National Foundation for Educational Research, <http://www.nfer.ac.uk/research-areas/pims-data/summaries/fsr-a-research-review-of-outdoor-learning.cfm>
- Neill, J., (2006), *Summary of the Effects of Outdoor Education Programs*, International Education, Vol. 3 No. 4
- United Nations, Department for Children, Schools & Families, *Evidence of Impact of Sustainable Schools*, 2010
- USGBC Center for Green Schools, *The Green Schools Investment Guide for Healthy, Efficient and Inspiring Learning Spaces*, 2013, download available at www.centerforgreenschools.org.

Principle 14: COMMUNITY CONNECTIONS

The Shaker schools should include connections to the range of resources that exist in the Shaker Heights community. “It takes a village to raise a child” (African Proverb). Schools should serve the community as gathering places – a place of lifelong learning, shared health and fitness facilities, and a host of other services to enhance both community and student success.

Our schools should support student service learning projects. As a key means to global citizenship, service learning develops attitudes, empathy and cultural sensitivity.

School and community share in the responsibility for achieving student success. Relationships with outside organizations, institutions, individuals, and the great outdoors support and strengthen educational programs. We believe in students as both teachers and mentors, and we have high expectations for a culture of collaboration.

Family and community engagement is a vital part of a truly successful school. The schools should be sources of community pride, open to wider use, and a mutually-beneficial bridge to the local community.

21st Century learning focuses and builds upon human relationships that connect people to their community and their world. Many of the issues affecting our global society are also occurring “in our own backyard”. Social structures are expanding and contracting, technology is integrated into all aspects of our lives, and community members want to be part of something worthwhile, including contributing to student success. Technology will enhance, but not replace, the person to person contact students have with members of the community and the natural world.

14-A Community Connections: Stakeholder Comments

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

Comments from the Community Survey

- “I appreciate the historic character of the Shaker buildings, and the walkable neighborhoods surrounding the schools.”
- “More service hours for students in community-based projects to instill the idea of volunteering would be easy and supported.”
- “Would love to see a way to use the strengths of the whole community for the benefit of the schools (and visa versa).”
- “We need to bring back a focus on academic excellence and a spirit of community service.”
- “An idea: convert a portion of the rose garden (which is not well maintained) to a community garden.”

- “The historic beauty of our schools and their walkability were a HUGE factor in where we chose to buy our home.”
- “I have always been impressed by the excellent condition of our schools. Our staff does a wonderful job taking care of our older buildings -- and those of us with older homes know the challenges. Thanks very much to everyone who ensures that are buildings are clean, safe, and welcoming.”
- “My husband and I are awed and very appreciative whenever we walk up to a Shaker school building. They are so quintessentially Mid-west and all-American while at the same time being very well preserved and adapted to present use. When I explain to non-Shaker people that we use school buildings that are or are almost 100 years old, they are very surprised. I, for one, love the history embodied in the buildings. Although maintenance of older buildings is more expensive, the continuity and history for the community are worth it. I hope the buildings are maintained and utilized as the main school buildings and also for more community involvement. These buildings are treasures for the whole community.”
- “I believe Shaker Heights has an outstanding school system. Our two children are really thriving! I also believe that every effort should be made by our community to support the school system. That being said, I am very concerned about the high level of taxes pricing some out of our community. Every effort should be made to keep fiscal responsibility. Its a very tough job I know, but I trust that it can continue to be done responsibly. Thank you.”

Comments from the Staff Survey

- “[Schools should each have] a clear entryway into the building that welcomes visitors and explains our exceptions as an IB world school.”
- “Include more places during school but more after school where students can go to hang out or quickly print and go so that the library can continue to be an educational environment.”
- “[We need] more areas for service oriented projects to come to life, such as a working garden or community space taken care of by the students.”
- “[Our schools should be a place where] community members would be encouraged to teach (their craft).”
- “Include courses for afterschool learning for students and parents alike.”
- “Build a fitness center that the community could utilize as well.”
- “Community supply areas should be available to encourage community use of school buildings.”

14-B Community Connections: Impacts on Practice

- School settings encourage and provide opportunities to build Parent/Student/School relationships,
- Arts, athletics, and activity programs provide critical venues for community engagement.
- Schools serve as community centers and contribute to the vitality of their neighborhoods and communities.

- Schools readily communicate what is happening in the school.
- Schools encourage continued learning, life-long learning, for community members.
- Students educated in sustainability and green environment can impact the quality of the larger community.
- Students and community members are proud of their school. They treat the school as one of their most valuable assets.
- Community member interaction is promoted through tutoring and mentoring.
- Programs and facilities should be enhanced to better support new and existing community connections. This may include incorporating the following into the district's schools:
 - Students are be exposed to community professionals and a wide range of career choices & opportunities.
 - Students study/work in his or her local community through hands-on service projects and collaborations.
 - Relationships are developed with the business community to identify off campus spaces to be used for learning experiences.
 - Avenues for students to showcase their work in school and in the community are cultivated and maintained.
 - Spaces in schools are available to community members for continuing education programs and activities.
 - Students learn the importance of being good stewards of the environment. Physical elements of the building architecture and systems can be designed to enhance student understanding of their environment.
 - High schools look more like real-world environments with gathering spaces for students and storefront designs.

14-C Community Connections: Impacts on Environments

- The front entrance to each school is easily identifiable.
- There is a signboard for school activities and events on each school site, easily visible for passers-by.
- The design of facilities must be barrier-free to allow access for all.
- School facilities include work space for visitors and volunteers, including clean and accessible restroom facilities.
- There are spaces in the school facilities to hold community meetings and host community activities.
- There are gathering spaces (commons areas) for students, staff, and community interaction.
- Facilities enable different groupings of people and resources, by providing different sizes and kinds of settings.
- There are opportunities and spaces for parents to observe the school or a classroom during the day.
- Schools support after-hours activities through zoned building access. There is effective security and control of visitor access to the building during school hours.

- Display areas to celebrate student work are located throughout the school.
- The school gymnasium is a good size for the activities needed by the school and community.
- The buildings and grounds are aesthetically pleasing, clean and well-maintained.
- The school's outside amenities (fields, play equipment, etc.) adequately support safe and healthy physical activities during and after school hours.
- Parking, drop-off and pick-up strategies are well-defined, efficient and safe.
- The materials and design of the school are of good quality, are durable and reflect a solid community investment

14-D Community Connections: Resources & References

- Boyer, E. L. and Mitgang, L. D., *Building Community: A New Future for Architecture, Education and Practice* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching, 1996)
- EDUTOPIA: The Importance of Community Involvement in Schools, Teacher Leadership Series, www.edutopia.org, 2012.
- Vollmer, Jamie, *Schools Cannot Do It Alone*, Enlightenment Press, 2010.
- National League of Cities: Institute for Youth, Education and Families, *Stronger Schools, Stronger Cities*, www.ncl.org, 2004

APPENDIX II: DISTRICT STAFF SURVEY AND COMMENTS

Multiple means of collecting insights from Shaker students, staff, parents and community members were employed during the visioning process. While Appendix I lists comments pertaining to specific Guiding Principles, the following sections of the appendices include all comments gathered, and are generally listed in no particular order.

NOTE: The Community Survey was open to all of Shaker, including students, staff, parents, neighbors and others. The Staff survey solicited feedback from staff only. Results and comments from the staff survey are sorted by the school or schools that each respondent checked while completing the survey, therefore if a respondent checked more than one school, then their responses may be duplicated.

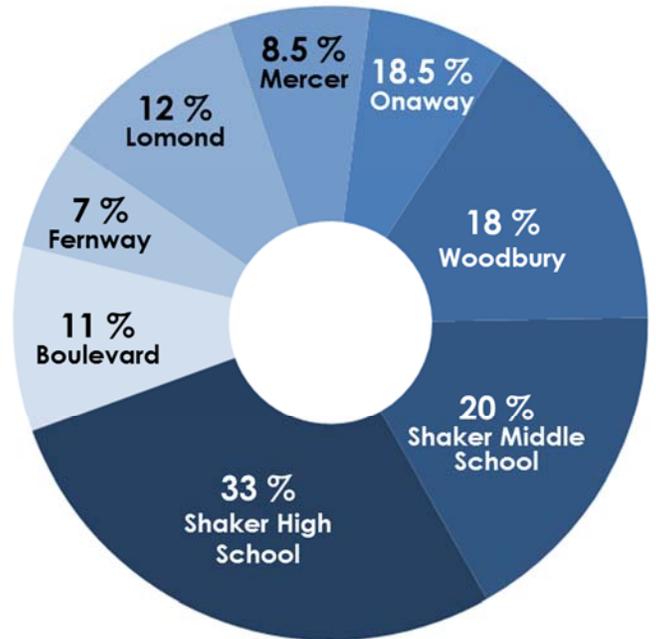
A2.1 COMBINED RESULTS: ALL SCHOOLS

An on-line survey was conducted by the district to gather insights specifically from staff. The following section includes responses to this survey.

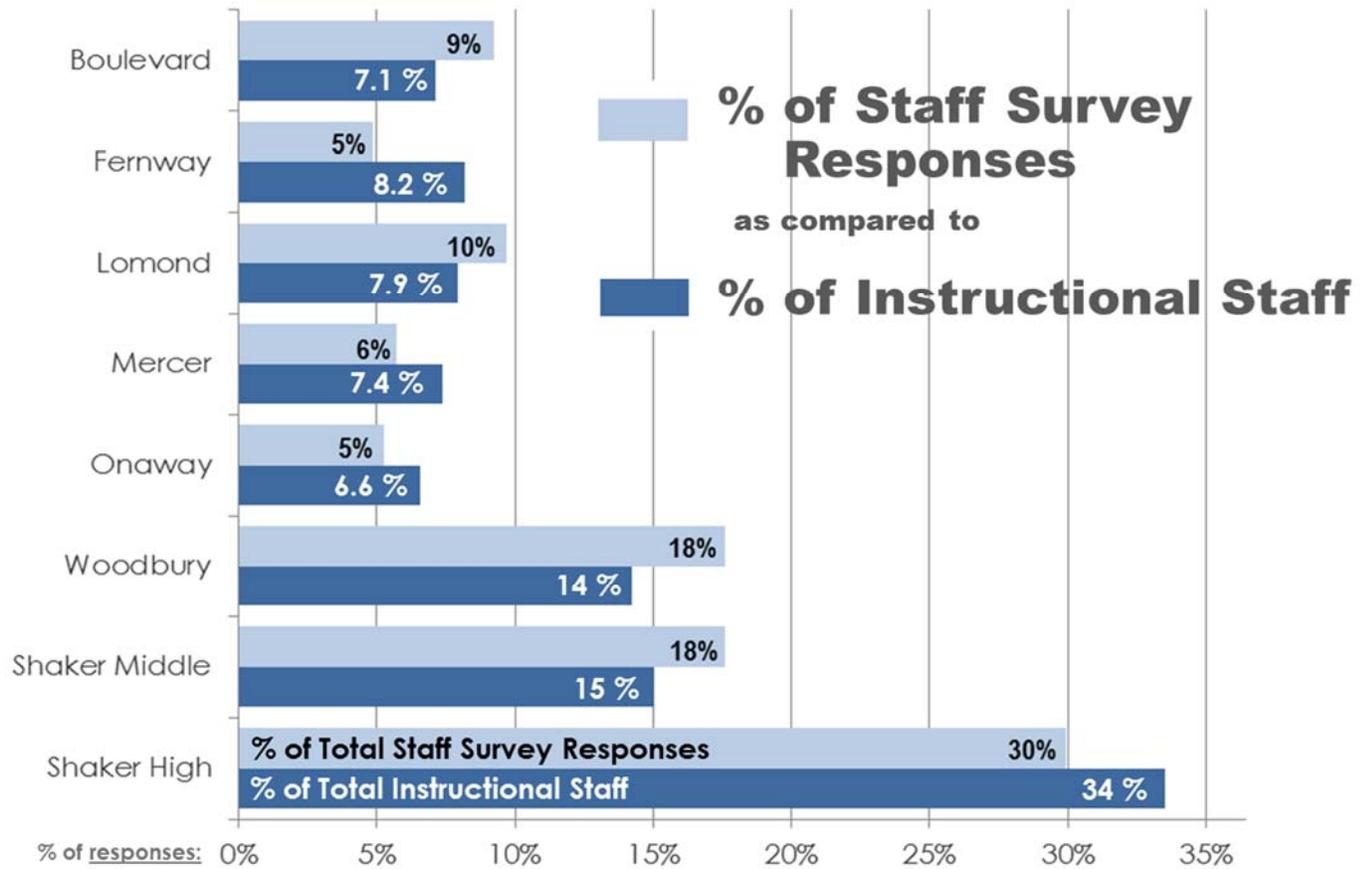
The chart below indicates the percentage of staff responses from each school. Note that some rounding has occurred.

Staff Respondents' School Affiliation:

<u>school:</u>	<u>% of responses:</u>	<u>total # of responses:</u>
Boulevard Elementary	11.2%	25
Fernway Elementary	6.7%	15
Lomond Elementary	12.1%	27
Mercer Elementary	8.5%	19
Onaway Elementary	8.5%	19
Woodbury Elementary	18.4%	41
Shaker Middle School	20.2%	45
Shaker High School	32.7%	73
<i>(some rounding has occurred)</i> Total responses		264



The chart below shows the percentage of respondents per school as compared to the overall percentage of staff at each school. The data shows close alignment between respondents and staff, indicating a well-balanced representation of responses from all schools. Note that some rounding has occurred.

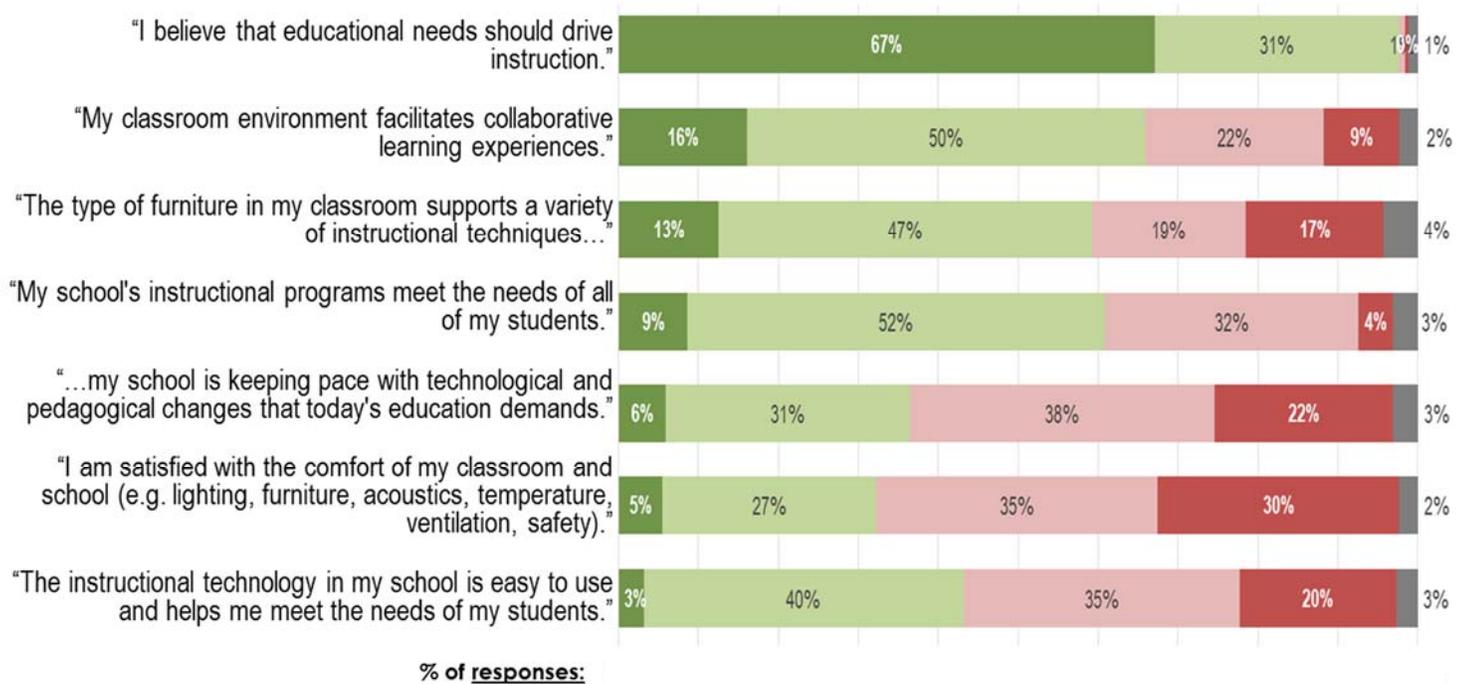


COMBINED RESPONSES

The graphs below include responses from all schools combined. Note that some rounding has occurred.

Graph A: Responses from All Schools

Please rate your agreement with each of the statements below about your current school and classroom.



Graph B: Responses from All Schools

Please rate how much your classroom environment supports each of the following approaches to learning.



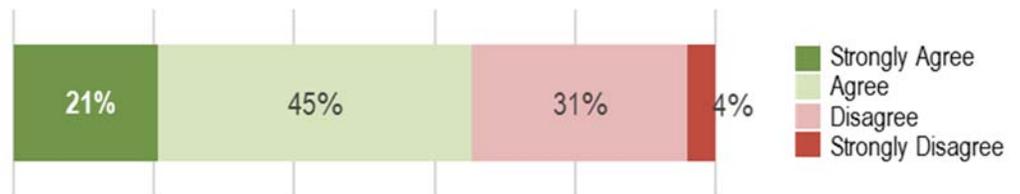
Graph C: Responses from All Schools

How often do the teachers at your school work as collaborative teams?



Graph D: Responses from All Schools

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



The staff survey collected insights from staff representing each Shaker school. In addition to questions posed, respondents were invited to share general thoughts about their schools. The following pages include insights [sorted by individual schools](#).

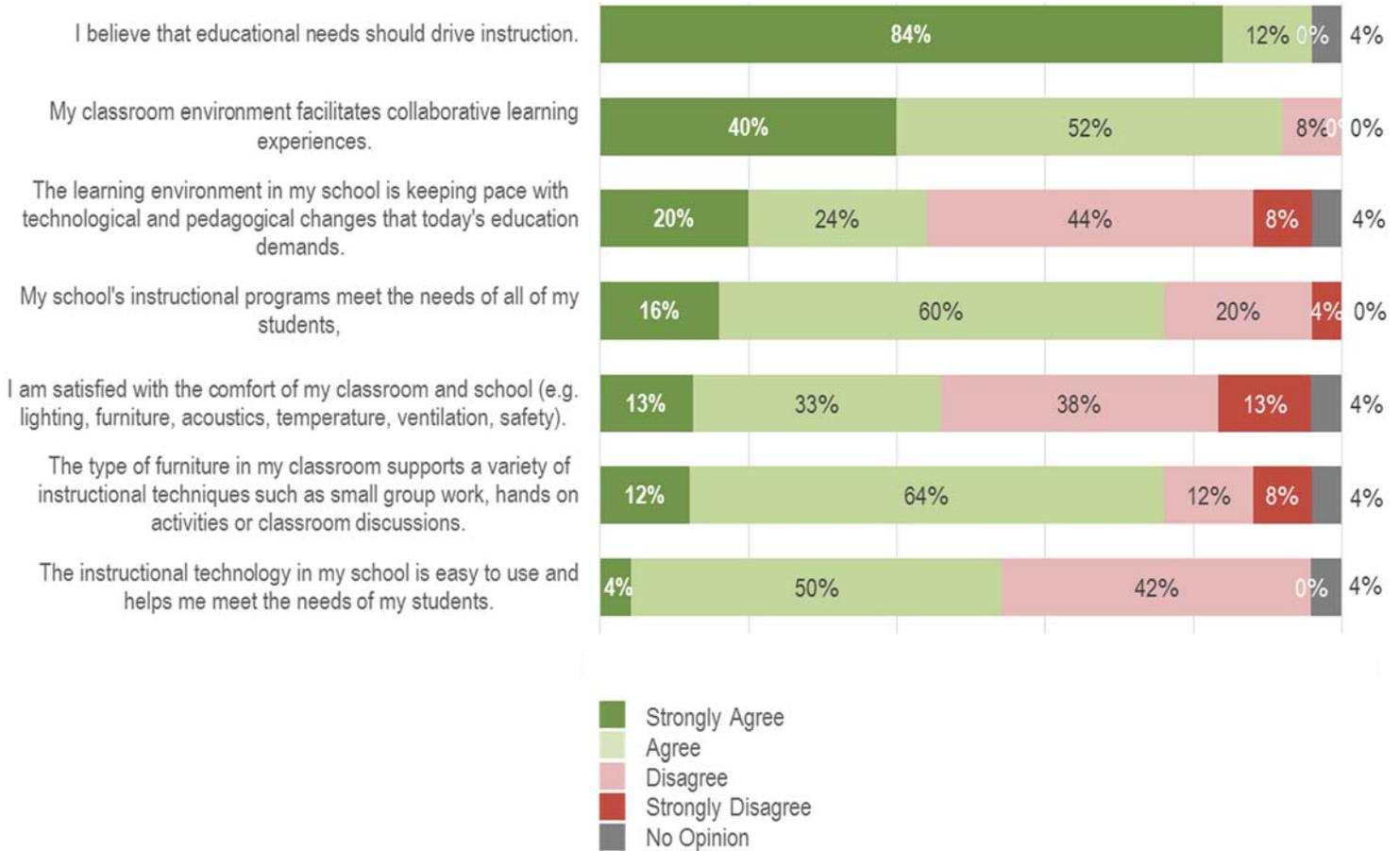
NOTE: Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

A2.2 BOULEVARD STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

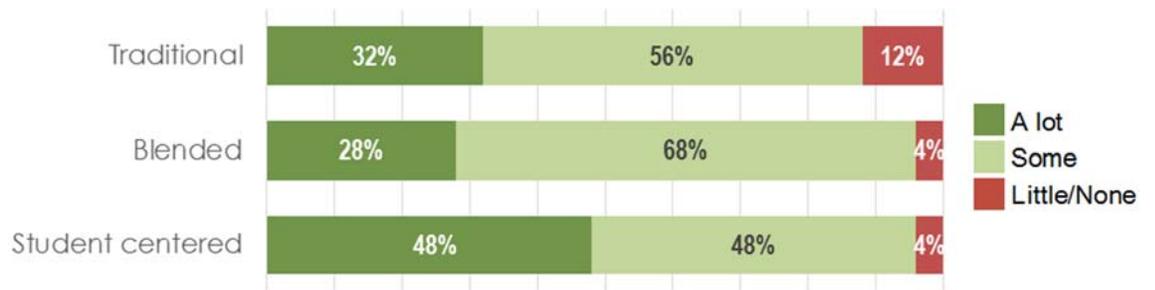
Graph A: Boulevard

Please rate your agreement with each of the statements below about your current school and classroom.



Graph B: Boulevard

Please rate how much your classroom environment supports each of the following approaches to learning.



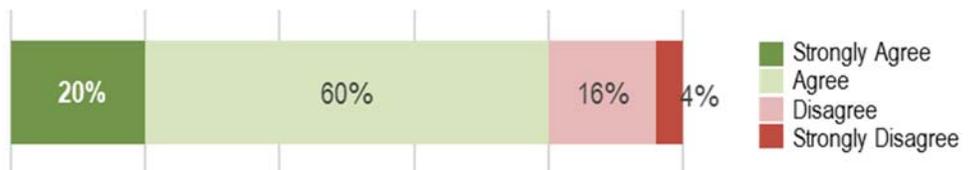
Graph C: Boulevard

How often do the teachers at your school work as collaborative teams?



Graph D: Boulevard

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Boulevard

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- Spacious, storage, comfortable seating, ample work areas, flexible space, technology available to all.
- Technology rich, sufficient storage, more space to move about, flexible seating and furniture
- Up to date technology for the teacher and students to use.
- More space to move around
- Student centered, lots of current technology, updated furniture
- A classroom with various spaces designated for independent, sm. group and large group work stations, Lots of technology access and hands on learning stations.
- Lots of hands on materials, smart board.
- Larger open areas for collaborative working.
- Smart board in every room, I pads for every student.
- More open space per classroom, more tables available for small groups and projects.
- I think each classroom need a support staff or a partner teacher to help facilitate more inquiry based teaching.
- Dynamic space without interruptions from others using the room/interrupting my instructional time.

- Changing throughout the year, starting with very little and adding as we go throughout the year, many aspects of current and future technology would also be exhibited.
- Easier access to technology for all and work space for group work.
- Access to smoothly running technology so research and taking action could happen.
- Student driven and inquiry based without the 4th grade standards being tested on in an old fashioned memorization way.
- I think that laptops or tablets for each child and true student inquiry are important. -- Most importantly, in my opinion, an authentic IB classroom would not be mandated to teach certain standards at a certain time. While I understand that public schools are tied to the CCSS, the IB planners were created with students in mind. The language arts, science, and social studies standards were woven into each planner. Furthermore, each planner in each building is different. Forcing teachers to align it all seems very un-IB-like. I understand the need for common assessments--but the mapping, in my opinion, goes against the idea of IB.
- Students have access to a variety of technology and learning experiences. To me, a 21st Century classroom would foster collaboration, rich discussions and problem solving that is relevant to the world around us. Students are globally aware of their surroundings and through their learning experiences they make those considerations while solving relevant problems that relate to their learning.
- Lots of space for student as well as teacher collaboration
- Technology
- Smaller class sizes, laptop computers for each student, push in support staff services as opposed to pull out as well as a schedule with large blocks of uninterrupted time for student learning.
- Technology. I would love to have laptops or ipads for each student. The desks or tables would need an outlet for power cords or a convenient way to recharge.

Question B: Boulevard

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- Have windows
- Computer access for students
- Improving the internet and the computer speed.
- Would like a window
- iPads
- More electrical outlets
- I would like a Smart Board in my classroom
- A closet. I do not have a closet.
- Having a smart board
- Air-conditioning unit
- I would like more books that went with our IB planners in our classroom that were at my students reading level. And time to research books to order. Whenever we are

given money we have 30 minutes to pick books to buy! I would also like to have more professional days to research inquiry based lessons and see how to implement them into our classroom.

- Having a document camera and proper shelving/storage
- I have a resource room that does not have a smartboard, I think a smartboard would be a useful addition in my classroom
- More Computers
- My classroom would have iPads for students.
- Air conditioning and iPad
- In the extreme heat, I would say a/c. But in reality, I would like more computers (laptops or tablets).
- Providing technology for all students in the classroom. I think schools are moving toward a 1-1 tablet/laptop model and that is keeping the pace with today's growth in economics and modern society.
- Access to more technology, like laptops and/or iPad for every student
- The size
- Although improvements have been made- consistent, fast technology connections would improve student learning.
- The heater. My room is extremely hot in the winter. I have to wear short sleeves or sleeveless tops in the middle of the winter.

Question C: Boulevard

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- More space
- Staff bathrooms
- Up to date heating and cooling system.
- A room for students to go and have a quiet space
- Better temperature control
- Teacher centers to share and collaborate with room for material storage
- We need a garden for students
- Getting better water fountains, closer to the gymnasium
- Air-conditioning
- More time and professional time to work in room to plan inquiry based lessons.
- Air conditioning
- If we are to rely on the internet and technology, then have it be reliable
- Instead of a computer lab have lap tops for all students.
- Air conditioning window units. This is especially needed in the computer lab.
- the computer lab

- It would help hallway traffic to have an additional stairway to the basement. (The elevator took out the 2nd entrance to the basement).
- Access to more technology, like laptops and/or iPad for every student
- Technology class for students
- Adequate heating and cooling systems. We suffered many days without heat last year, and this year the extreme heat (with no air conditioning) makes for an impossible environment for effective learning.
- The boiler.

Question D: Boulevard

Additional comments

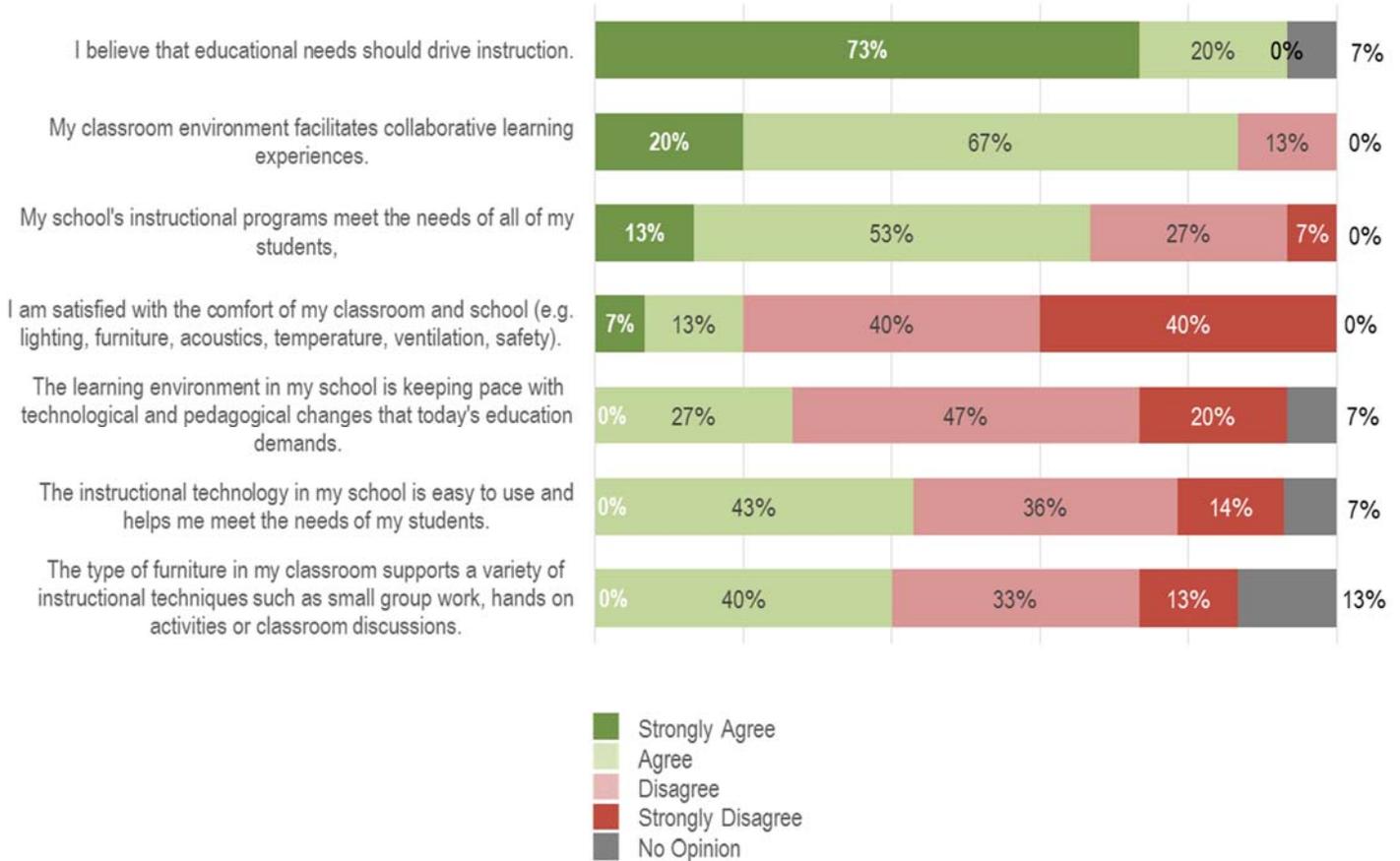
- Thank you for giving us the opportunity to share our thoughts. The people who live in these environments have many ideas for improvements - I hope you continue to ask us for suggestions.

A2.3 FERNWAY STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

Graph A: Fernway

Please rate your agreement with each of the statements below about your current school and classroom.



Graph B: Fernway

Please rate how much your classroom environment supports each of the following approaches to learning.



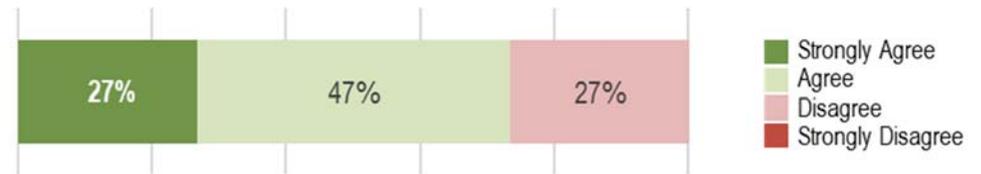
Graph C: Fernway

How often do the teachers at your school work as collaborative teams?



Graph D: Fernway

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Fernway

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- I would love to see more opportunities for collaboration between classrooms and grade levels. We have wonderful computer labs but it would be nice to use them for experiences beyond tracking software. It would be great to have an IT teacher plans and help to facilitate our IB/global connections.
- Spaces for collaboration and individual work, huge space for resources and reading materials, many computers that function all of the time, multiple projected learning spaces, teacher/student collaboration and conferencing space, working skype cameras, lots of bulletin boards to hang working documents and student learning.
- Plenty of space to allow for different types of learning/grouping
- Every student wouldn't have a desk to sit at all day. Seating would look very different. The classroom would be comfortable and allow for movement and various types of seating/standing, etc. Laptop computers would be stored on shelves in the classroom, rather than on a cart.
- It would have a variety of tables (long, small, tall, short, different shapes as well). We would have access to portable tablets to use in all areas of the curriculum. Our bulletin boards could be a mix of digital as well as traditional. Non-fluorescent lighting would be more beneficial to all students and staff. A larger classroom size would allow for us to use centers as a way of collaborative learning and practice within our own classrooms. Access to an outdoor space for gardening, reading, writing, etc. would be another way to support the whole child.

- I think each classroom need a support staff or a partner teacher to help facilitate more inquiry based teaching.
- Dynamic space without interruptions from others using the room/interrupting my instructional time
- Having several teachers working with students in same subject areas to support individual levels of learning. More natural lighting, open spaces, getting rid of most chairs and looking at alternate seating (balls, T-stools, standing) current technology with a support person to help with latest apps. for written expression.
- Collaborative work spaces with easy access to technology resources to support independent research and seamless integration.
- The learning spaces would have access to resources (computers and or iPads/tablets) and space for project work that is messy. Classrooms would each have at least one sink.
- Tablets or Notebooks for every student. Space to allow for different room arrangements.
- There would be more than two desktop computers in a room. The lap tops are not always great for very young children.
- Access to consistently working laptop/tablet for each student. Larger space to accommodate small group work/collaborations

Question B: Fernway

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- Non-fiction leveled books
- Computers on an always functioning network
- A much larger space is needed
- Get rid of the idea that we need 25 chairs; change them out for some standing desks, exercise balls, t-stools, floor seating, etc.
- I would remove the old counter top with Art shelves that spans almost the length of my classroom.
- I would like more books that went with our IB planners in our classroom that were at my students reading level. And time to research books to order. I would also like to have more professional days to research inquiry based lessons and see how to implement them into our classroom.
- Having a document camera and proper shelving/storage
- Seating options / movement breaks
- Move the computer lab to a separate location and give the library a dedicated class set of Chromebooks
- More space for online resources accessible to students and for storage of 3D art projects in the works
- Not have my classroom be the "resource room" whenever additional space is needed.
- I would use tables instead of desks.

- Have a dedicated technology space

Question C: Fernway

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- Separate library and computer lab
- Add a multipurpose room
- Have laptops in the classrooms and get rid of the computer lab. Make the library more comfortable and appealing, like a book store, with books displayed like a bookstore, lamps, etc. Maybe there would be a "genius bar" where students could come in and get help with their research.
- A separate computer lab would be available; we would not have to share it with the library.
- More time and professional time to work in room to plan inquiry based lessons.
- Air conditioning
- Lighting
- Create more space
- We need a multipurpose room in which students can eat lunch and special events can take place
- More SPACE
- A separate computer and science lab would be great.
- A cafeteria, a dedicated space for a computer lab, a separate room for Mandarin instruction
- More space, and more/better/bigger staff bathrooms!

Question D: Fernway

Additional comments

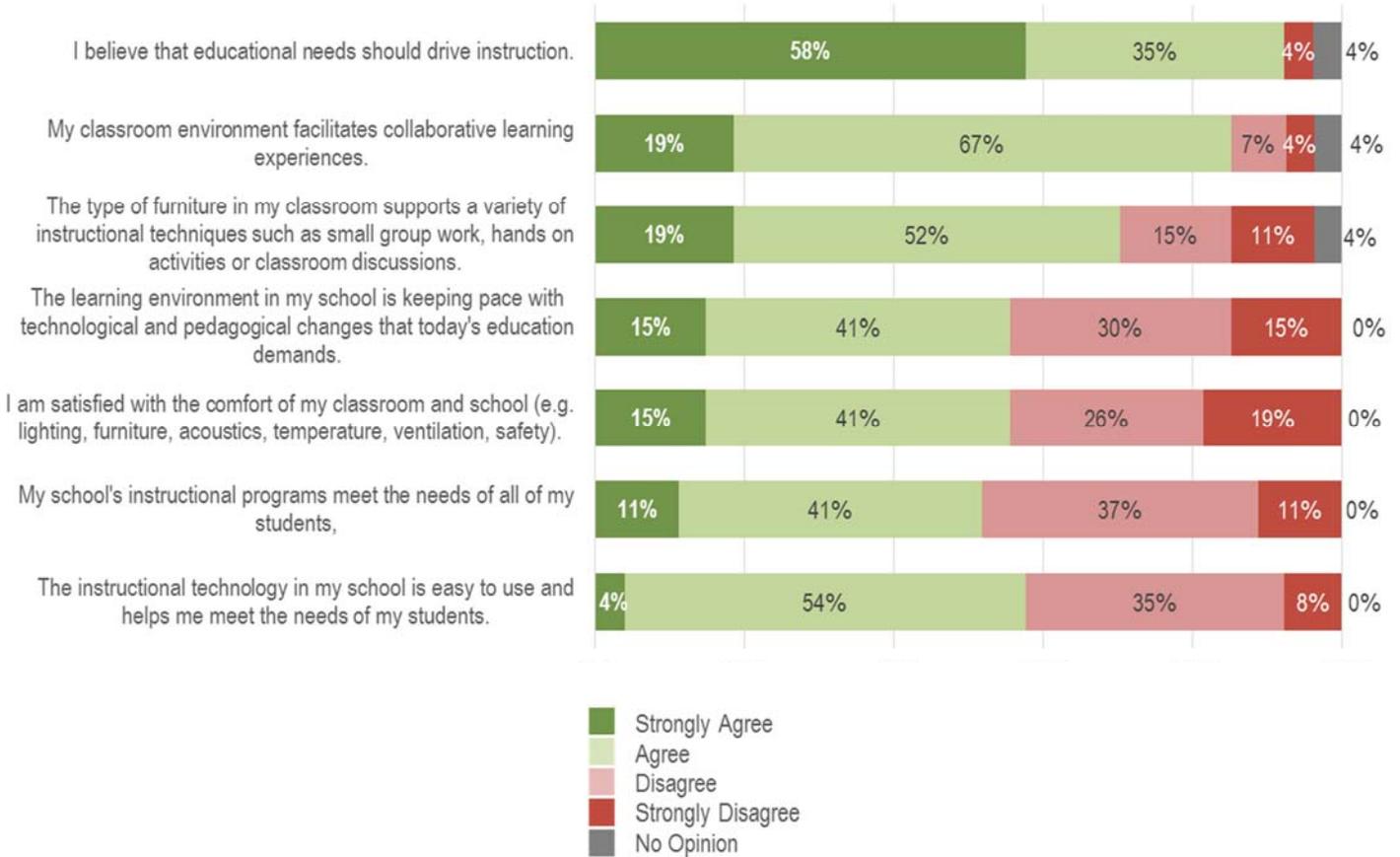
- I appreciate the work being done to take a look at these important structural/environment issues that affect us daily.
- They [students] are sitting too much and need many more options for movement. Movement is the foundation for learning! Too much testing creates anxiety for all and most of us don't perform well when in "fight or flight". The social curriculum needs to be supported as well to "round out" the total student. Those with cognitive challenges are defeated daily when they observe peers able to do things they struggle with year after year. We need to look at all 8 intelligences not just academic as this sets students up for failure.
- I would need to see what a new approach looks like and how it would function. If we are talking about large open spaces through which sounds would disperse, I wonder if it would be too difficult for students to focus.
- A new fresh look for Fernway is much needed, from the cabinets in the classroom, the coatrooms, or lack thereof, to the walls and ceilings. The bathrooms for the students are tiny and they share a sink. This is a good environment for certain students.

A2.4 LOMOND STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

Graph A: Lomond

Please rate your agreement with each of the statements below about your current school and classroom.



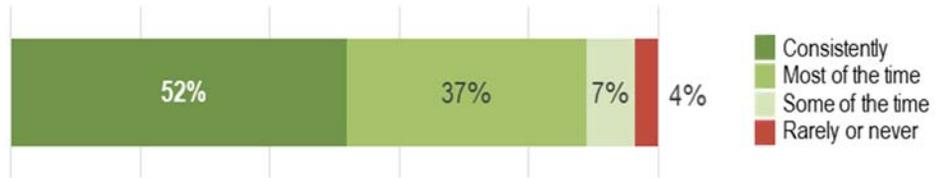
Graph B: Lomond

Please rate how much your classroom environment supports each of the following approaches to learning.



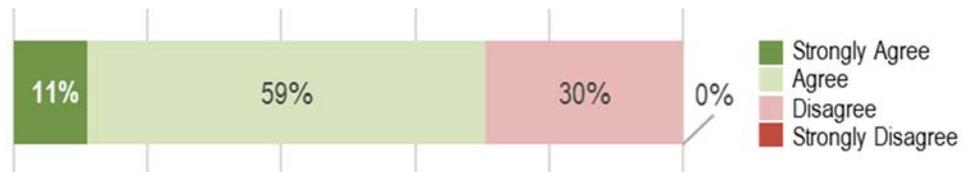
Graph C: Lomond

How often do the teachers at your school work as collaborative teams?



Graph D: Lomond

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Lomond

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- This is difficult to answer since I have never been able to see an IB classroom in another school system or observe an IB classroom in another school system as well and so I have never been able to compare what we do here in Shaker Heights with IB and what other schools in different districts are doing.

My ideas as I imagine would center around having an environment that promotes a more collaborative style of teaching especially for our students on IEPs. If we are promoting the IB philosophy, it would be important to make our building more accessible for all disabilities, including students in wheelchairs. We have no elevators in our building. I would need more opportunities as an educator to go and explore and learn what exactly a 21st Century IB classroom looks like before I can have more ideas to share.

I can say this however, students on IEPs need more support with the IB curriculum. They also need more support and accommodations when taking state assessments, than what is currently allowed by the state. They take assessments that are way above their reading abilities and because of this we never really assess what they have learned. A major shift in thinking has to develop as a profession as to how to educate and assess our students with disabilities in order to prepare them for the 21st Century IB classroom.

- For starters it would have computers that worked. All teachers would have tablets and Spc ed. teachers would have even more to maximize learning styles.
- Some things a 21st Century IB classroom should include: 1. technology center, 2. Reading areas/classroom library, 3. IB learner profile and attitudes, 4. the key concepts and actions, 5. examples of students work including reflections, 6. essential agreements, 7. desks placed encouraging collaboration between peers, 8. student jobs, 9. word wall
- Larger classrooms. Team teaching.
- We would have better computer access - laptops, tablets, or desktops and wireless that consistently work.
- Open
- An environment with 1-to-1 or 2-to-1 computing, collaborative spaces where students engage in inquiry, teachers facilitate students' learning and help students take action
- Students who can see the world from the point of view of people in different racial/ethnic, social, geographic, age, religious, and gender groups
- Easy access to functioning technology; curricular freedom and inquiry-based learning unencumbered by state/district demands.
- Laptops in "cows" in the classrooms, instead of desktops that take up so much space. I think the computer lab model is outdated at this point.
- This classroom would have working technology that supports a variety of learning needs. It would also be a collaborative and creative place where student and teacher interests drive instruction.
- Enough room to have students be able to work in small groups at tables or on the floor
- I think each classroom need a support staff or a partner teacher to help facilitate more inquiry based teaching.
- Plentiful opportunities for students to engage in lessons/activities where technology is utilized in different ways and more classroom technology i.e. tablets
- Dynamic space without interruptions from others using the room/interrupting my instructional time
- Large, more laptops or tablets readily available, common meeting space and room for small groups. Classrooms would be equipped with larger libraries.
- Better technology and Media specialists, Assistants in every classroom and competent materials.
- More inquiry-based learning taking place.
- Children teaching themselves and each other with teachers as facilitators
- Maybe "wings" of like-aged students with common areas that could allow for cross-grade collaboration; more technology; more areas for service oriented projects to come to life, such as a working garden or community space taken care of by the students.
- There would be a lot of room for the children to explore in a collaborative fashion.
- The classroom would have areas for students to independently use technology, explore with art materials, receive direct instruction, and work individually or in small groups.

- Room for flexible seating to allow for student collaboration

Question B: Lomond

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- Temperature control, it is very difficult for students to learn without air-conditioning. We lose a lot of learning time due to having to teach in hot buildings from the month of May - June and again when we return from August through beginning of October. Obviously air-conditioning is important, because certain staff have it and use it during these months.
- Computers that work
- Providing some sort of air-conditioning during the months we really need it, it is very difficult to teach and for students to learn in a hot building during the warmer months.
- 2 more computers in my classroom :)
- A computer on wheels cart (cow) in every classroom.
- I think the facility is fine - air conditioning would make it more comfortable on hot days
- Placement of smartboard/computers
- Improve technology so all teachers and students had tools (laptop, ipads, printers, etc.) at their fingertips, not in a computer lab
- I would like a larger classroom
- Better/adaptable furniture.
- Laptops in "cows" so I could get more kids online at one time.
- The furniture.
- Air conditioning - kids can't learn when it's so hot
- I would like more books that went with our IB planners in our classroom that were at my students reading level. And time to research books to order. Whenever we are given money we have 30 minutes to pick books to buy! I would also like to have more professional days to research inquiry based lessons and see how to implement them into our classroom.
- More student computers
- Having a document camera and proper shelving/storage
- More space and storage.
- Air conditioning
- iPads for every student
- More computers--perhaps laptops and headphones
- I wish the closet in my room and in other classrooms were set up with a shelving system so more of the classroom could be reclaimed for teaching. Also, the hot summer months are hard for the students to learn.
- I would add windows.
- Flexible seating

Question C: Lomond

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- I think we need to change the breakfast and lunch program. We need to prepare the food here at our school, so that we have more control over what students are eating. They are not eating healthy foods and most of the time it is cold. We need a cafeteria and better ways to prepare the food so our students have healthier eating habits.
- Security
- Up date the school cafeteria, definitely improve the breakfast and lunch program by providing healthier menus.
- We need a computer lab instructor
- Have teacher aides in every classroom.
- It would be nice to have tutoring rooms attached to classrooms, so additional help could have their own space while also being included in the classroom activities.
- Air conditioning
- Take what we have (art room, computer lab, music room, etc.) and be more innovative with the spaces - art studio (where students have choice), musical performance space, design lab
- I would distribute the adults who are hired to assist in the school more evenly among classrooms
- Technological infrastructure that supports modern technology.
- I would expand the library space--connect the library and computer lab.
- Air conditioning - kids can't learn when we are so hot, and teachers can't teach well.
- More time and professional time to work in room to plan inquiry based lessons.
- More laptops or classroom sets of tablets to share amongst grade levels when computer lab is occupied
- Air conditioning
- Better hearing and cooling.
- The interior and exterior needs to be updated. The Main Offices, Library, Art Room, Cafeteria, etc.
- A sound-proof divider between the two gyms.
- Have a professional learning library
- There would be a multipurpose room with comfortable flooring, many computers, and a Smart Board or two that would be available all day for groups of students to use for collaboration, exploration, and research.
- I think are school is pretty good, but add shelving in the classrooms.
- I would add air conditioning to the whole building.
- Better climate control (functional air conditioning and heat in ALL rooms)

Question D: Lomond

Additional comments

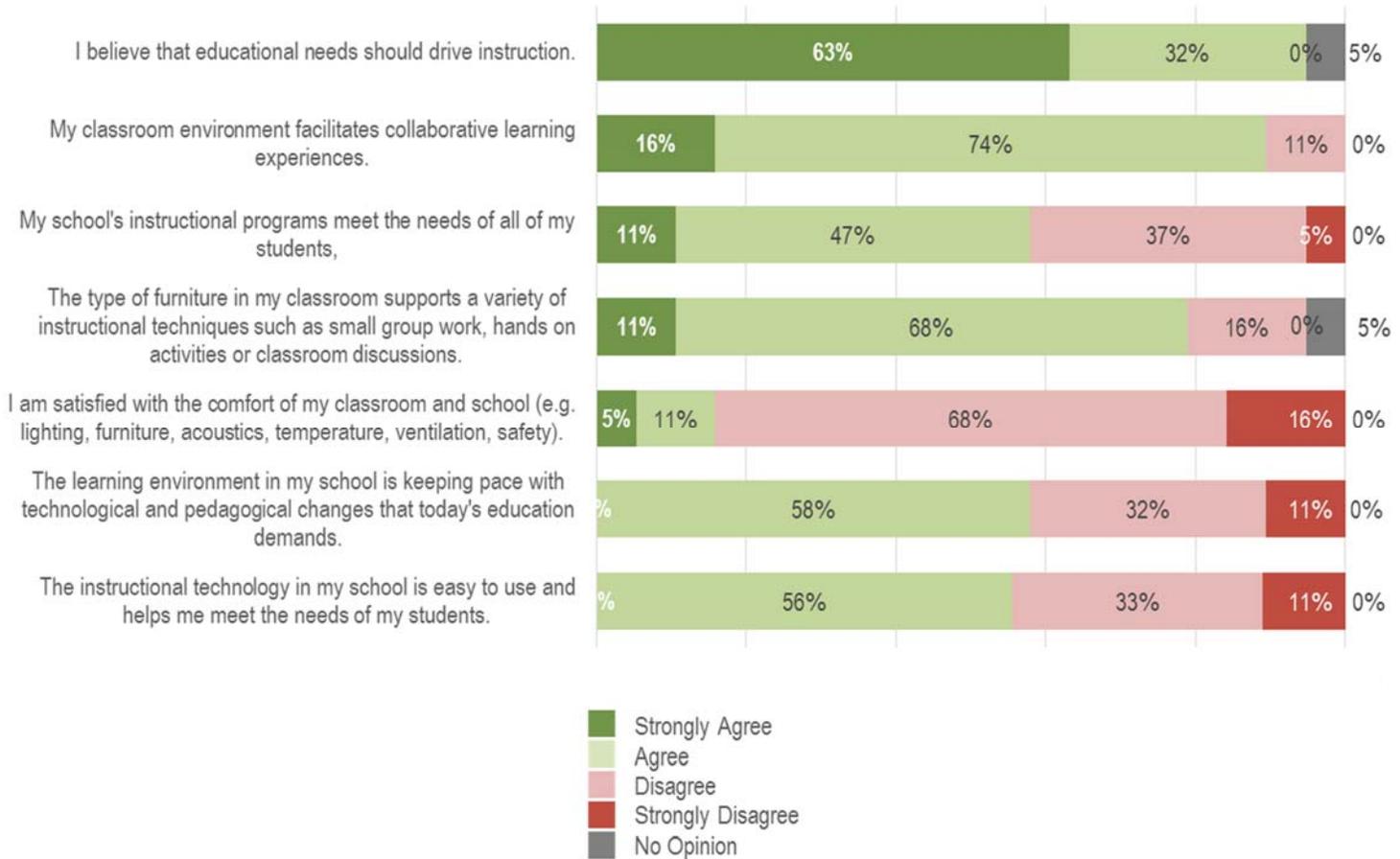
- I am more concerned about the curriculum and programs, not the physical spaces in my building.
- Thank you for asking for our input. I'd like more opportunities to discuss and learn about classrooms of the future.
- I hope we are able to prioritize our needs, beginning with fundamental infrastructure to ensure our old buildings can live into the next Century.
- MAP starts today, so that means the end of computer lab for the foreseeable future. Frustrating. We lost two computer lab Mondays in September, as well. As far as the statement about the building being changed from traditional off the corridor classrooms, maybe I'm just old, but I think this works. I love enVision for most of my students, but it falls short for strong math students. Doing some switching between classrooms could help us differentiate, but it's viewed as "tracking," so not an option. Love to talk more about how to serve those students.
- I am glad to have this opportunity.

A2.5 MERCER STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

Graph A: Mercer

Please rate your agreement with each of the statements below about your current school and classroom.



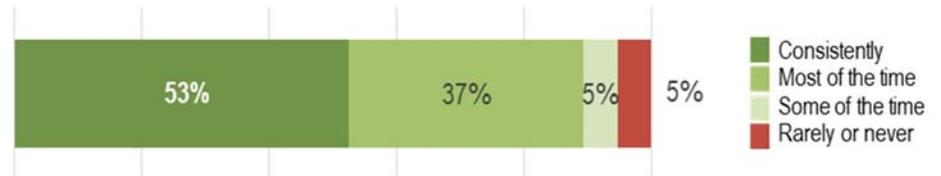
Graph B: Mercer

Please rate how much your classroom environment supports each of the following approaches to learning.



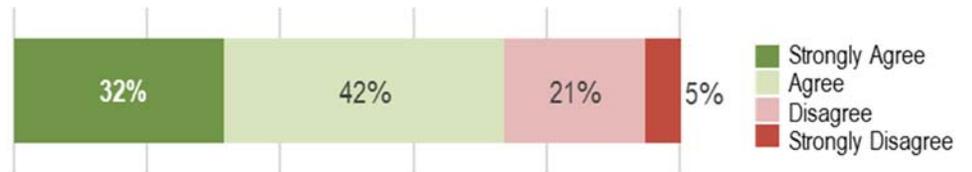
Graph C: Mercer

How often do the teachers at your school work as collaborative teams?



Graph D: Mercer

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Mercer

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- None of us can imagine what new technology breakthrough may be "around the corner". So, my view supports a movable classroom, able to take advantage of multiple environments, but not locked into one or another specific form of classroom structure. If we are to seriously embrace the IB philosophy, we need to resonate with it. However, I'm still not sure whether the IB approach is a complete approach to constructing the 21st Century person.
- I would love to see more opportunities for collaboration between classrooms and grade levels. We have wonderful computer labs but it would be nice to use them for experiences beyond tracking software. It would be great to have an IT teacher plans and help to facilitate our IB/global connections.
- It would be including ALL STUDENTS REGARDLESS OF RACE, CULTURAL DIFFERENCES, AND ABILITY LEVELS. Children who don't want to be in this environment need to be put into another setting away from those who really want to learn.
- Students taking on a more active approach/role in their learning
- Smart board in every room, iPads for every student.
- I think each classroom needs a support staff or a partner teacher to help facilitate more inquiry based teaching.

- Dynamic space without interruptions from others using the room/interrupting my instructional time
- Having several teachers working with students in same subject areas to support individual levels of learning. More natural lighting, open spaces, getting rid of most chairs and looking at alternate seating (balls, T-stools, standing) current technology with a support person to help with latest apps. for written expression.
- Collaborative work spaces with easy access to technology resources to support independent research and seamless integration.
- There would be tables to promote small group collaboration; there would be a C.O.W. (computers on wheels) in every classroom; there would be various seating tools for the students to use (exercise balls, t-stools, seat cushions); each room would have a stationary bike; lots of bulletin board space; along with a smart board, document camera and lots of windows.
- I think it would have current technology, appropriately sized tables for collaboration, updated materials and plenty of wall space available to hang student work and IB materials.
- Having students be global, collaborative citizens of the world.
- Topics strongly align with student interest, frequent student collaboration, hands-on materials
- I classroom that is current with the times, walls painted in a calming and warm color, comfortable chairs for the kids to sit in and up to date technology.
- Some small group classrooms for students who cannot learn in a large class, two teachers per classroom for differentiated instruction, cooperative learning and class lectures in more frequent rotating intervals,
- The classroom would have areas for students to independently use technology, explore with art materials, receive direct instruction, and work individually or in small groups.

Question B: Mercer

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- I would ensure that there is adequate and temperature-controlled fresh air circulation.
- Non-fiction leveled books
- Make it more easily handicapped accessible and be able to store our needed equipment: gait trainer, tumble chairs, standers, etc.
- More space/provide various learning environments within the space
- Having a smart board
- I would like more books that went with our IB planners in our classroom that were at my students reading level. And time to research books to order. Whenever we are given money we have 30 minutes to pick books to buy! I would also like to have more professional days to research inquiry based lessons and see how to implement them into our classroom.
- Having a document camera and proper shelving/storage
- Seating options /movement breaks

- Move the computer lab to a separate location and give the library a dedicated class set of Chromebooks
- Newer desktop computers
- I would change the outdated and mismatched furniture.
- I would like to teach in a room as co-teacher so that my students who have special needs could be supported more and be more included in learning activities.
- I would like more student computers in my classroom. I only have one student computer.
- More display space
- Paint the walls
- More space
- I would add windows.

Question C: Mercer

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- Children would be a more integral part of the process of doing school.
- Make it more handicapped accessible all over the whole school campus including more dips to allow wheelchairs to be driven/pushed over
- Remodeling it / making it a more modern building
- Getting better water fountains, closer to the gymnasium
- More time and professional time to work in room to plan inquiry based lessons.
- Air conditioning
- Lighting
- Create more space
- Regulating the temperature better and having a way to deal with the heat in the beginning and end of the year.
- I would add copiers and printers to more locations.
- Internet would work consistently.
- Math support for students who are in need of extra support in that subject area.
- Air conditioning
- Add air conditioning
- Two teachers per class
- I would add air conditioning to the whole building.

Question D: Mercer

Additional comments

- We are not in any kind of position to predict what new technologies will emerge over the next ten years that would/could dramatically change the specter of education.

Though our physical plant is in sad need of repair and humane temperature control, I'm not sure that just changing the physical structure or the classroom coupling/uncoupling are adequate approaches.

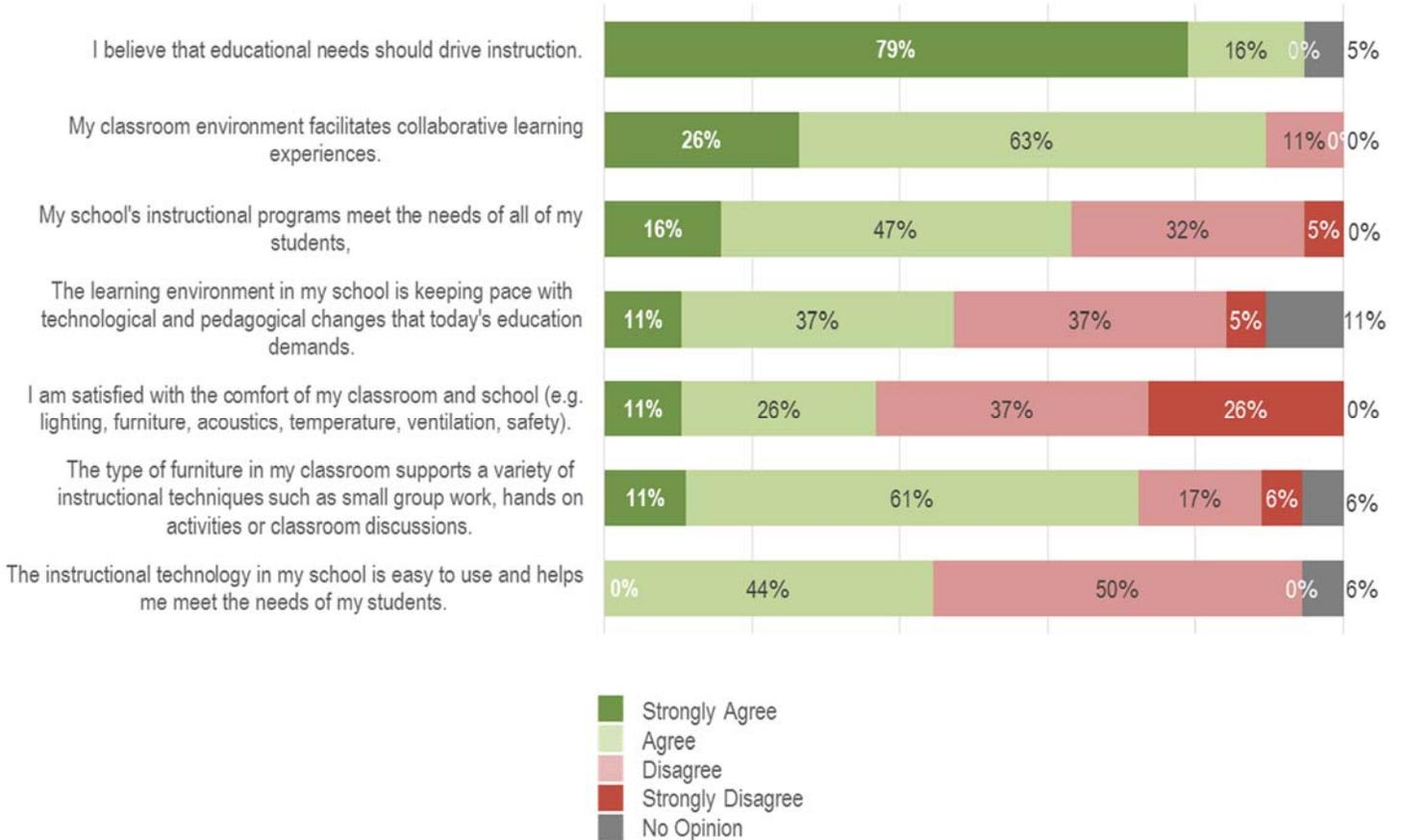
- As an alumna, current staff and parent, I feel that Shaker needs to change into 21st Century mode ASAP ... Buildings need to be more modernized to include our Special Needs population which is increasing every year.
- They [students] are sitting too much and need many more options for movement. Movement is the foundation for learning! Too much testing creates anxiety for all and most of us don't perform well when in "fight or flight". The social curriculum needs to be supported as well to "round out" the total student. Those with cognitive challenges are defeated daily when they observe peers able to do things they struggle with year after year. We need to look at all 8 intelligences not just academic as this sets students up for failure.
- Paint the walls and make it a more loving environment (we have tried for years)
- All year schooling, with 12 week on, 3 week break would reduce the achievement gap, and is critical for competing globally, two teachers per room for differentiated instruction would improve the successful learning for all students

A2.6 ONAWAY STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

Graph A: Onaway

Please rate your agreement with each of the statements below about your current school and classroom.



Graph B: Onaway

Please rate how much your classroom environment supports each of the following approaches to learning.



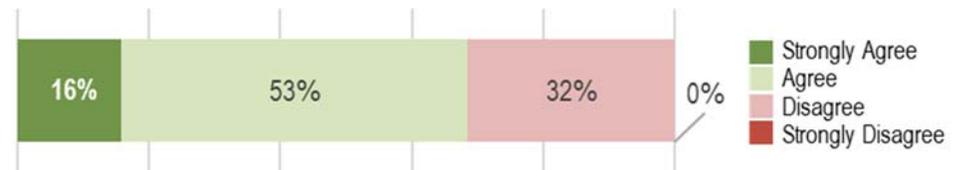
Graph C: Onaway

How often do the teachers at your school work as collaborative teams?



Graph D: Onaway

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Onaway

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- Spacious, storage, comfortable seating, ample work areas, flexible space, technology available to all
- Inquiry based student centered
- Furniture and structure of room would support technology and collaborative learning
- Easy access to functioning technology; curricular freedom and inquiry-based learning unencumbered by state/district demands.
- Open space for projects, a functional sink and counter in every classroom-at child level, space that can be reconfigured for small and large groups
- I think each classroom need a support staff or a partner teacher to help facilitate more inquiry based teaching.
- Access to technology and desks/tables arranged for group work.
- Small class sizes
- Very hands-on, child-centered, teacher-guided collaborative groups
- Dynamic space without interruptions from others using the room/interrupting my instructional time
- Tablets or Notebooks for every student. Space to allow for different room arrangements.

- I think it would have current technology, appropriately sized tables for collaboration, updated materials and plenty of wall space available to hang student work and IB materials.
- Students have access to a variety of technology and learning experiences. To me, a 21st Century classroom would foster collaboration, rich discussions and problem solving that is relevant to the world around us. Students are globally aware of their surroundings and through their learning experiences they make those considerations while solving relevant problems that relate to their learning.
- More adult support and smaller class size. I'd spend money on that rather than furniture.
- Flexible learning locations/walls, shelves that were appropriately sized to hold classroom materials, technology products to help all learners access curriculum, white board surfaces on all boards and tables, bulletin boards on non-whiteboard walls, flexible lighting options, availability of sound-proof rooms for private meetings or students who do better with less stimulation, flexible furniture to accommodate students in a variety of working positions (moveable tables and chairs, standing desks, individual work spaces for those who need it, community supply areas
- Technology for every student available.
- Where I am now, but with better sound, faster wireless, more climate control, and more electrical outlets.

Question B: Onaway

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- Windows
- Appropriate heating provided consistently throughout winter
- Desks and chairs that are easier to move
- Better/adaptable furniture.
- A moveable smartboard
- I would like more books that went with our IB planners in our classroom that were at my students reading level. And time to research books to order. I would also like to have more professional days to research inquiry based lessons and see how to implement them into our classroom.
- Add air conditioning
- More outlets
- Having a document camera and proper shelving/storage
- Not have my classroom be the "resource room" whenever additional space is needed.
- I would change the outdated and mis-matched furniture.
- Laptops, ipads for students
- Providing technology for all students in the classroom. I think schools are moving toward a 1-1 tablet/laptop model and that is keeping the pace with today's growth in economics and modern society.

- Work areas that would allow children to stand up while they work.
- Access to technology to provide on the spot, real time, in the moment accommodated materials for students with special learning needs (and typical kids too - these firewalls and blocked apps are holding us all back!)

Question C: Onaway

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- Self-contained classrooms
- Consistent heat provided and air conditioning provided in the warmer months
- Better ventilation
- Technological infrastructure that supports modern technology.
- A big space for kids/classes to work together that is available all the time.
- More time and professional time to work in room to plan inquiry based lessons.
- Add air conditioning
- I would like all classrooms to have better access to the playground, and more playground equipment so more than one grade level could be outside at a time.
- Air conditioning in all rooms
- More SPACE
- I would add copiers and printers to more locations.
- Space for children to have some movement aside from the gym because the gym is being used for class.
- Access to technology - see above answer to classroom question
- Lunch room with circle tables to facilitate conversation
- WIRELESS

Question D: Onaway

Additional comments

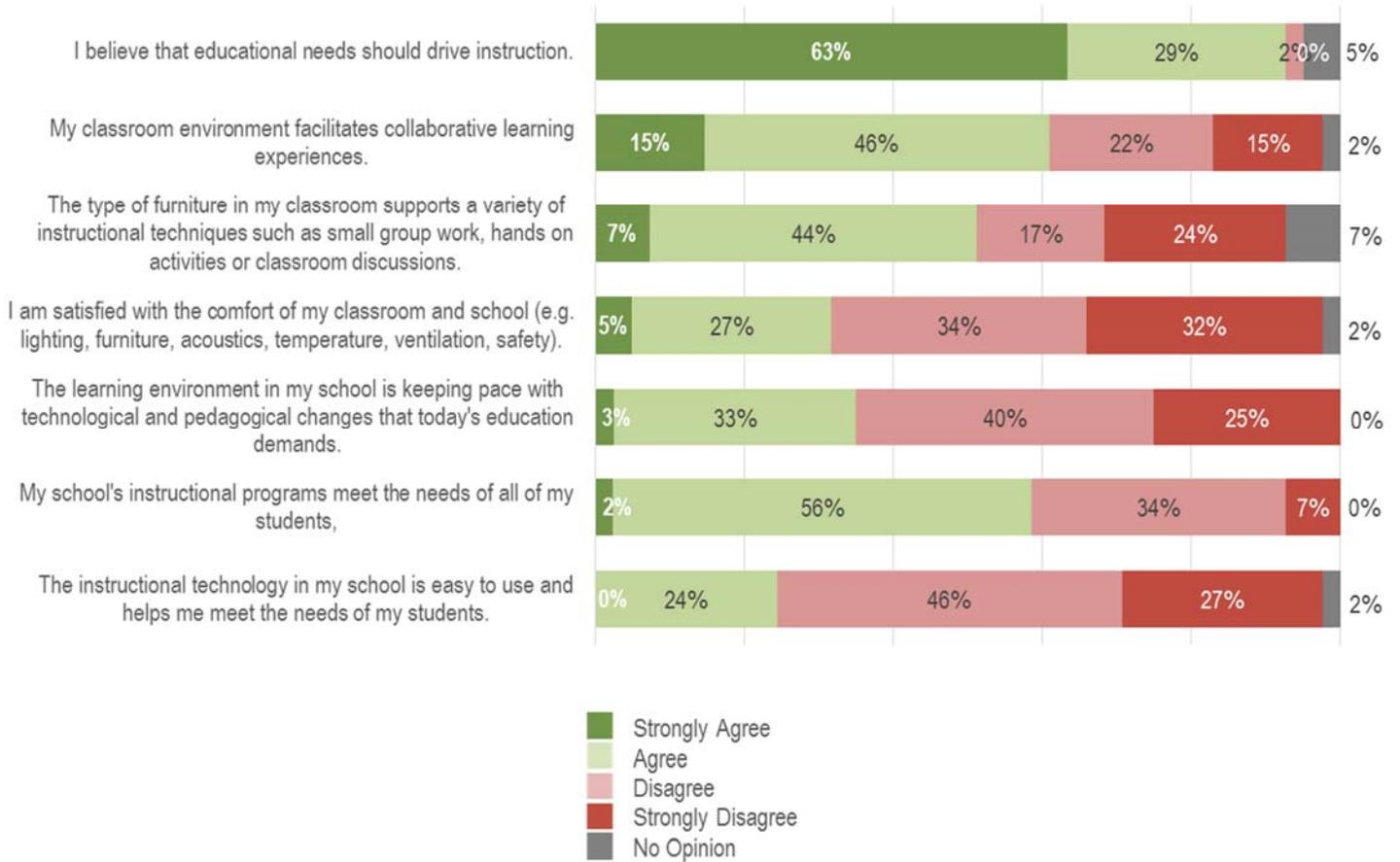
- I hope we are able to prioritize our needs, beginning with fundamental infrastructure to ensure our old buildings can live into the next century.
- Please help us to use technology that we already have more efficiently! 21st Century learning is a great goal, but we are not able to fully access resources we already have!
- Please add social studies/individuals and societies to the list, instead of MATH 2X

A2.7 WOODBURY STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

Graph A: Woodbury

Please rate your agreement with each of the statements below about your current school and classroom.



Graph B: Woodbury

Please rate how much your classroom environment supports each of the following approaches to learning.



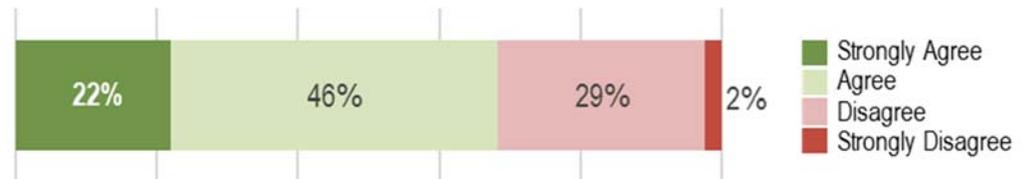
Graph C: Woodbury

How often do the teachers at your school work as collaborative teams?



Graph D: Woodbury

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Woodbury

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- Some sort of technology available to EACH child. Not 3 classroom computers or a COW that has to be shared with 150 students.
- Student centered, all students will have iPads, teacher facilitates, inquiry based learning
- Students would be able to rotate learning to various centers and collaborate together.
- We should have enough computers for a 1 to 1 student to computer ratio
- Working technology, appropriate climate control, space enough for computers and learning centers/resources
- Student centered, inquiry based approach, collaborative environment and technology Integration.
- Chromebooks or iPads or netbook in every classroom, for every student- printers and copiers that work, so students and teachers can use them all day long - whether or not there is CAP, AYR, or MAP testing
- Student work as well as global visuals displayed.
- Comfortable, welcoming, and neat but not rigid. Open concept.

- Larger classrooms and meeting spaces such as an auditorium that can comfortably fit all students & staff. Improved Lab classrooms or spaces for students to work collaboratively without being on top of one another. Cooler classrooms in warm weather to optimize learning.
- Lots of space and work stations
- It should have access to multiple forms of technology for use by students and teachers and the ability to accommodate multiple learning models and flow easily between them.
- A 21st Century Physical Education classroom would have engaging relevant life lessons, cardio-vascular exercises (balanced) and games that promote sportsmanship (principled), communication (caring) and reflection
- It would have less traditional structure and a lot more technology.
- Technology would be more available and reliable. Unless we work in the computer lab, we only have enough computers for half a class to use computers for a given activity. The internet service is unreliable as there is not enough band width to support all the usage in the district, especially during online testing.
- Student centered pods
- Linking more subjects interwoven together
- The classroom would have access to online and traditional resources for self-directed learning. The rooms would be well lit and comfortably heated and cooled. Areas would exist for large group instruction as well as small group.
- Tables, chairs, rugs, computer/tablet access for all to sit comfortably
- More individual student access to technology with professional development to support learning activities
- Equitable grouping of children with a variety of needs.
- Technology
- The design would support students working collaboratively (less restrictive model). Computers would be creatively available with an open floor plan. Interactive and engaging centers which support common core standards along with student interests.
- Dynamic space without interruptions from others using the room/interrupting my instructional time
- Flexible seating for flexible grouping, collaborative work space for students and teachers, functioning technology to support student inquiry
- Walls would have consistent thematic IB displays that are easy to change & update.
- Collaborative, co-taught classroom with updated technology, differentiated learning and hands on approach
- iPad for each student
- Allows for more group work instead of teacher-talk
- All classrooms have air-conditioning, laptops for all students, sitting and standing desks, kidney tables and bright-colored walls.
- Movable dividers that can flexibly partition off the room based on the needs of the lesson plan. More computers.
- There would be 1:1 technology, that is, one device for every student.

- Longer periods, more technology that works to allow students opportunities to have distance learning, research, interactive components etc.
- Flexible seating -chairs with mobility, centers, white board walls, paint colors on walls
- It would have technology (reliable wifi, iPads, chrome books, etc.) as well as software (GAFE, wevideo accounts and learning management system) to support student centered, project based learning. The technology should be leveraged to facilitate this. Moreover, teachers need to receive CONSTANT training throughout the year on how to fuse the technology with best practices to create that type of environment
- Better technology - quick wireless connection, more images (maybe murals - above lockers - of famous individuals from all over the world?)
- Tables in the classroom, work station, iPads, laptops for all students
- Tables and space to do various activities & projects. Also storage space for items if there are no desks. Better functioning smart board and laptops in each classroom that interact with smart board. Tech and data personnel supporting it behind the scenes so teachers can teach and not do data processing or uploading of information. Teachers need time to prepare and use programs. Especially classroom teachers.

Question B: Woodbury

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- Tables that break down into smaller units OR a vis-cam
- Desks to tables, technology
- I would like to have more computers in my room.
- Size, too small to do any moving around/group work.
- Having enough computers for a 1 to 1 student to computer ratio
- Temperatures are extreme. Hot or cold and unable to regulate and my room is too small for the number of students I have, and there is no room for student computers
- Small printers and subject related reading books
- Science class rooms need lab tables and sinks
- More computers
- Updated technology access with easy use
- More space
- iPad instead of textbooks (which are outdated)
- I need a SmartBoard
- I would have technology that would connect student assessment to relevant knowledge and skills, which would help students develop and maintain the knowledge, skills and confidence to enjoy a lifetime of healthy activity.
- I'd increase the technological aspects.
- Heaters that work properly and air conditioned classrooms.
- 1:1 computers

- Updated computers
- I would add storage and have 5 iPads/Chrome books for student use
- Tables and computer/tablets
- More technology / computers, laptops
- Technology
- Non-traditional seating plan. I'd love to see a classroom that looks more like student lounges.
- Having a document camera and proper shelving/storage
- Desks and chairs
- Ventilation, air conditioning & lighting
- Each child will have their own chromebook/computer
- Classroom assistant in all or most rooms
- Different desks/tables
- Please give us air-conditioning!
- More space
- I would like a computer that is more functional - faster, more reliable, better able to do what I need.
- Capability to have technology stations throughout the classroom, more tables, less desks
- The temperature
- Climate control (e.g. Air conditioning and reliable heat)
- Better storage shelving for science equipment - use available vertical space, create solidly-made, uniformly sized wall of cubbies
- I would definitely have tables instead of desks. Cubbies in my classroom
- Laptops in my room. White board wallaby more bulletin boards to share ideas easily without taping things up.

Question C: Woodbury

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- More parking
- Netbooks that can print
- One of the things I would do is to build an addition to Woodbury and build more classrooms.
- Lack of adequate air/heat. It's too hot in the fall/spring and the heat runs too high in the winter. Students and teachers are always very uncomfortable.
- Individual classroom window spaced air conditioners
- Better working technology/computers and climate control
- Better classroom

- More computers
- Update and improve the pool
- Larger common areas
- iPad instead of textbooks (which are outdated)
- Access to a class set of computers for every room at any time
- Access to computers so students could input personal health data, which would help students develop their own healthy action plans.
- I'd increase the technological aspects.
- The auditorium would be updated. It is used all year long and needs improvements.
- Air conditioning
- Technology
- More green space
- A clear entryway into the building that welcomed visitors and explained our exceptions as an IB world school.
- Technology
- More centralized movement for students, wings arranged as "schools within a school"
- Laptops for all students and teachers
- Accessibility
- Students would have interactive centers available throughout the building and scheduled time to explore them. Students would have an opportunity to design curriculum interests and community members would be encouraged to teach (their craft). I would design courses for afterschool learning for students and parents alike.
- Air conditioning
- Access to technology
- Technology that works consistently
- Adding more rooms
- Add a few more educational field trips
- Heating/cooling
- Open learning areas with plants.
- Better networking for printers
- I would also air condition it.
- More comfortable work areas for staff, updated furniture. Working technology in the lounges
- Air conditioning
- Temperature control. it's difficult to teach/learn if it's swelteringly hot or bitterly cold
- Besides make main hall clocks accurate? create an outdoor patio space accessible from sets of double doors in cafeteria so that kids could eat outside at umbrella tables

- Air conditioning. We are starting school during the dog days of August & September. Not easy to get things done in a sauna like classroom with such extreme temperatures.

Question D: Woodbury

Additional comments

- Teachers travel/share rooms too much to adequately create student centered classrooms or to be able to do whatever they want/need in their own/proper classroom.
- To compete with other school districts and enhance our on hand learning experiences, students need to be able to access technology everyday for every class
- Thank you for including my responses.
- Students cannot be expected to learn in a classroom that is over 80 degrees. We need more accessible technology for all students, including apps and access to interactive sites.
- #1 Make the security desk(s) look more professional but at the same time welcoming. It's many people's first impression upon entering a Shaker School. I think the security guards should be friendly in greeting visitors, but firm with security protocol, and always ready to react in case of emergency. ...
#2 I think windows in auditorium doors (could have curtains like HS if light is a concern) would allow a visual connection from hall to performing arts/meeting area.
#3 It's too bad there is not a connection between office and the library (the best looking, most welcoming space in Woodbury which is unfortunately, hidden in the basement. #4 Design and build - with community support - a learning garden/greenhouse between the exterior wall of the pool and the tall fence next to the rose garden.
- There needs to be a time to establish an IB foundation and rapport with students rather than just swiftly jumping into curriculum. If you know your students and have that connection, you can get so much more done. Social and emotional aspects for students at all levels are key to addressing and understanding the needs of the students. Working off of what IB is designed for- there should be an IB foundations course at each level to discuss and analyze how the philosophy applies within the classes and learning environment for each student.

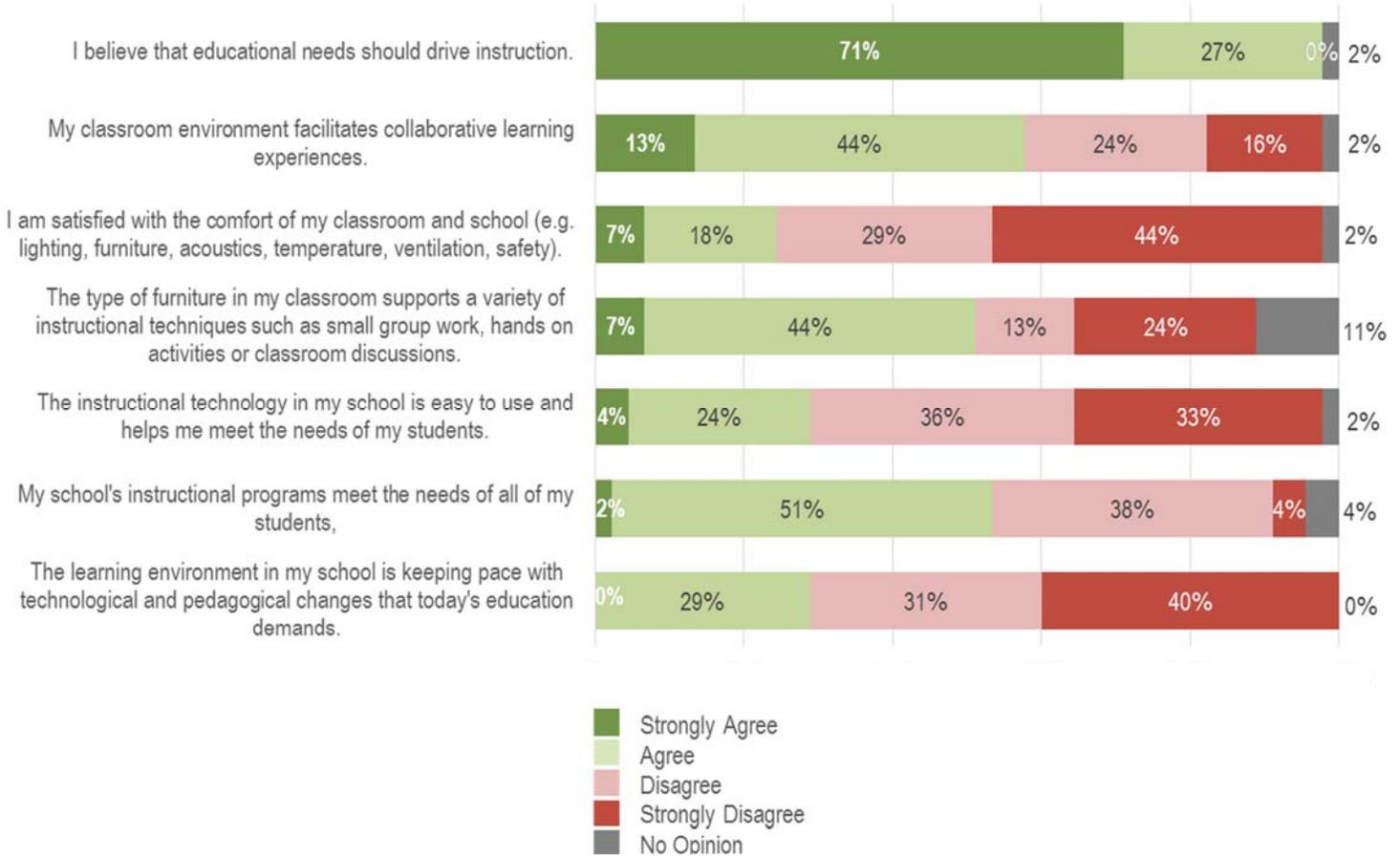
Students should have to take part in a class like this that discusses and addresses and guides students through the process. Time spent talking openly about the experience at school and in life is essential is helping students become mindful productive citizens.

A2.8 MIDDLE SCHOOL STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

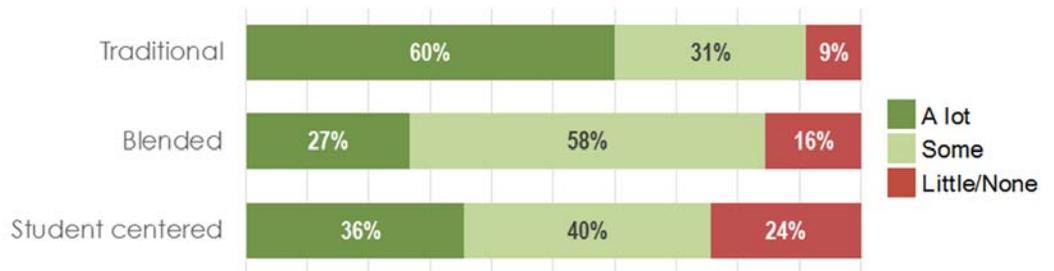
Graph A: Middle School

Please rate your agreement with each of the statements below about your current school and classroom.



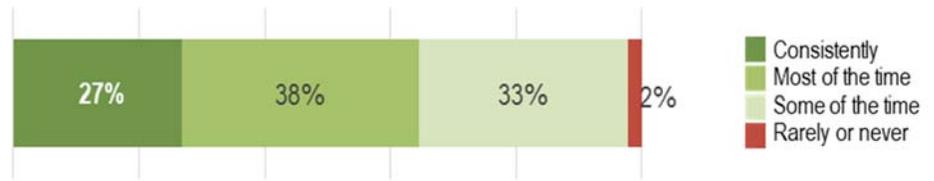
Graph B: Middle School

Please rate how much your classroom environment supports each of the following approaches to learning.



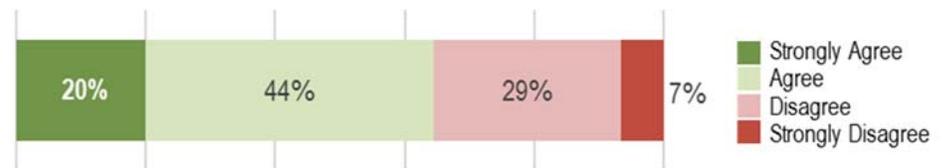
Graph C: Middle School

How often do the teachers at your school work as collaborative teams?



Graph D: Middle School

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: Middle School

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- The classroom would include up to date technology and support the needs of most of the students. It would include smart boards in every classroom, computers for at least 4 students and enough space to allow kinesthetic learners to move and learn. There would be space for collaborative learning, but would also have spaces where the room could be student centered, inquiry based approach, collaborative environment and technology Integration.
- It would contain more areas for learning centers, with the technology (computers, printers, Smart Boards) to support students' research and guided learning.
- A classroom and multipurpose room with State of the Art PE equipment to challenge students with rigorous learning activities.
- Student centered classroom with space available for students to collaborate and contains technology that mirrors the demands of the 21st Century.
- Google Chromebooks...please!! More digital learning!!
- Hands-on, interactive, small groups (tables chairs not attached seats on desks)
- Webinar in the classrooms and both gyms.
- Technology that is easily accessible, desk or tables that are easily able to support group work and direct instruction, and larger classrooms to support group work. Currently we are on top of each other when we do stations or group work. Also, there

is a need for easily accessible space to pre-teach or re-teach small groups of students.

- It would be including ALL STUDENTS REGARDLESS OF RACE, CULTURAL DIFFERENCES, AND ABILITY LEVELS. Children who don't want to be in this environment need to be put into another setting away from those who really want to learn.
- Stations, centers with tables, chairs and desks, whiteboards, Chromebooks
- We would follow the IB model - all subjects/teachers given equal support and opportunity.
- Up to date, working, available tech to guide student centered project based learning
- The classroom would have module seating with learning centers in it.
- Flexible, modular and mobile furnishings, retractable room dividers, sound barriers/buffering materials, learning pods that could be easily reconfigured. Easily accessible power for devices. Varying heights to accommodate learners who prefer to stand vs. sit while working, learning areas that could accommodate wheelchairs, limited sight and hearing students. a few areas that would be solitary to accommodate students that cannot tolerate distraction/noise in their learning environment. An integrated sound and video projection system that would enable projecting /broadcasting announcements, Channel 1/pertinent newscasts, videos, student productions, music, etc. to throughout the building and/or selected classes. Areas that encourage collaboration/teamwork/problem-solving. Easily reconfigured based on lesson objectives.
- Working technology for each student and teacher, furniture that supports group work and stations, teacher desk and file cabinets that are in good condition, equal sized classrooms for all students.
- Collaborative tables, station work and a relaxed, comfortable atmosphere
- Like a research laboratory
- The classroom would have student centered stations and the teachers desk would be at the back in the corner
- Technology "STEM"
- It would look like a smart classroom equipped with individual up-to-date technologies for students to use both in and out of the classroom.
- It's not so much about the physical arrangement as it is about the rigor and value of the curriculum and instruction.
- Walls would have consistent thematic IB displays that are easy to change & update.
- Spacious with room for a variety of activities based on student needs.
- Students should have access to a device (computer/tablet/ipad) in EVERY classroom to provide for inquiry based learning and to prepare them for 21st Century society.
- It would include tables of three to four chairs with the students working collaboratively to solve problems related to instructional content and the real world.
- A classroom that has multiple functions for large group and small group clustering- with access to technology and whiteboards to support learning.
- Each student would have their own email and google account to be connected at school and at home. We would be able to have laptops or iPads that are functioning appropriately so students can use the web as a resource. Technology is a huge

aspect that I think we are lacking in the classroom. It would be fantastic to have some computer stations in the classroom that students can use for projects and assignments.

- In regards to Music. an IB music rehearsal space, has access to sound proof practice rooms for small and medium size groups, Access to smart music and other music technology stations both in practice rooms and on desktop/laptops available in the common rehearsal space. There would be access to recording equipment that can save in multiple formats including MIDI, mp3/mp4. There would be chairs appropriate for rehearsal with no desk options.
- The classroom would be able to accommodate the amount of students we have, as well as have furniture that allows for grouping more easily.
- Larger spaces for a variety of teaching strategies and activities
- All classrooms would be climate controlled for comfort, be large enough to support a variety of learning strategies, and contain working technology.
- Centers for research, creating and building as well as discussion areas.
- Movable chairs and tables/desks; learning centers/stations;
- Interactive, technology based learning centers, seating for collaboration and independent study, lots of room for student work
- Smart boards, laptops/tablets (w/latest computer software), quality ink jet printers, 3-D printers, cameras
- Larger classrooms for movement, station space, and collaborative learning.
- Smaller classes!
- All classrooms would have tablets and smart boards, with unlimited wifi access to connect to the outside world on a daily basis.
- Where I am now, but with better sound, faster wireless, more climate control, and more electrical outlets.
- A 21st Century classroom would be a large space with "centers". There would be a technology center with computers, possibly iPad and sound equipment. There would be a traditional center with tables, chairs and a whiteboard. Finally, there would be a thinking center with bean bag chairs, and other comfortable seating options for students to use as a primary spot to complete work.
- Large, spacious, able to accommodate desks for individual work and tables for group work, with technology for student use.

Question B: Middle School

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- I would add a SmartBoard to the classroom.
- Small printers and subject related reading books
- More room for learning centers with computers and printers available for all student.
- I would change and redo our school weight room and add a multipurpose room
- Tables instead of desks
- Chromebook cart (30 Chromebooks) and access to google

- Multipurpose room needs to be build.
- Larger rooms
- Make it more handicapped accessible and be able to store our needed equipment: gait trainer, tumble chairs, standers, etc.
- Air/heat
- I would put A/C in every room. It is extremely difficult to teach when the temp is over 100 degrees in the classroom.
- The technology, we are a decade behind the curve
- I would change the fact that we don't have AC.
- Configuration/mobility of seating for both teachers and students.
- Furniture for students and teachers
- More reading novels
- Build a new 5-8 Middle School
- I would put in moveable tables that can be rearranged to meet the educational needs
- Most technology
- Access to working technology devices for each child
- I do not have a dedicated classroom.
- Ventilation, air conditioning & lighting
- Size of classrooms and furniture.
- Computers for every student.
- Air conditioning
- I would have better working laptops.
- No chalkboards
- More technology; computers in the classroom.
- Air conditioning or climate control
- The shape of the room. Much of it has been taken to accommodate the cafeteria, leaving the shape awkward for setting up student centered learning.
- Larger space
- My tables. They were brought in used and do not fit in my classroom. My room was designed to hold 24 students at small tables, but I currently have 29 at each large table. MY students and I are tripping over each other and are having a tough time crating larger projects. I have not counter/shelf space.
- Student seating
- Improving the technology in the classroom. The rooms not wired for the 21st Century technology needs.
- Chromebooks would be ideal for L&L.
- I would change the location of the door so that I could move the student desks up closer to the board. Another option would be to move my technology to the opposite side of the room so that the board is there and I would be closer to the students while teaching with technology.

- 1 to 1 computer or tablet and a smart board in every room
- Cooling
- Seating. I teach choir and have a room full of desks. This is not optimal for most tasks and activities we complete. This is not a complaint, just an observation.
- Priority number one is climate control.

Question C: Middle School

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- I would increase the size of the school.
- Better classroom
- Better temperature regulation.
- Redo our whole middle school building.
- Computer labs available for use
- Classroom design...the layout is awful
- Space - classrooms. It's hard to create and maintain routine for students when you are spread out all over the school and between schools
- School building.
- Air conditioning
- Make it more handicapped accessible all over the whole school campus including more dips to allow wheelchairs to be driven/pushed over
- Functional space & number of classrooms
- I would have technology that was current and worked all the time.
- Better climate control ie. windows that actually open, ac
- The size of the building.
- Climate control. Hotspots, coldspots, greenhouse effect due to untinted glass
- All classrooms would be similar in size and condition even for smaller classes & special needs students.
- Get rid of the courtyard and add another wing.
- Work stations instead of desks
- Proper temperature control so students and staff can focus on teaching and learning.
- Dedicated classrooms/computer for my instruction. It's odd having to share computers and carry my materials around all day. That, and I can't ever really set up my own classroom, which takes away some of my identity.
- Technology that works consistently
- Air conditioning.
- A completely new building. I know that is a lot of money but the MS building is awful. Other districts with a lot less resources than us are building new buildings all the time.
- I would have a station available for computer work.

- Air Conditioning- learning does not exist when the classroom is above 80 (which is at least 5 - 6 weeks of the school year)
- Have access to google documents/students having their own school email.
- More rehearsal spaces for the band, orchestra and choir to rehearse
- Add AC all over the building.
- Larger space
- Air conditioning
- Space. We are currently tripping over each other and have very few places to gather to work on IB units.
- Technology access
- Climate/comfort (heating, air conditioning)
- The heating and cooling climate control.
- Providing air conditioning allows students/teachers to learn/teach comfortably.
- The temperature.....need to add A/C throughout the entire building and new corridors between wings could alleviate crowding
- Air conditioning
- Wireless connectivity
- The lunchroom. The tables and space do not lend themselves well to the students feeling as if they are having down time.
- Add a wing to provide the ability to go pod-style.

Question D: Middle School

Additional comments

- Each teacher should be provided with equal technology, furnishings and space according to the number of students they teach. The facilities should be air conditioned so that students and staff can learn and work in a comfortable environment. Thank you for this opportunity to contribute to the vision for redesigning our facilities.
- As an alumna, current staff and parent, I feel that Shaker ... buildings need to be modernized to include our Special Needs population which is increasing every year.
- I don't believe our building is larger enough to hold the number of students here. It can definitely be improved upon.
- We need more recreational activities for students who cannot afford band or a sport.
- I'm new to Shaker, and the technology here seems antiquated. The smart boards have limited usefulness, but mostly I find the screens to be too small to display information large enough for everyone to see. Also, because I have to share a computer, I can't ever really have my materials established and ready to go. Transitions, therefore, take more time and in general I just do not feel as comfortable with the technology. Finally, Progress Book is cumbersome and isn't especially efficient. I believe that more streamlined systems are available.
- The technology: Teachers should be able to stay logged into email through outlook on classroom computers and not be required to use web-based emails while in their

classroom. Students should have access to technology in every room at all times as 21st Century society requires individuals to be able to navigate/investigate/create using technology.

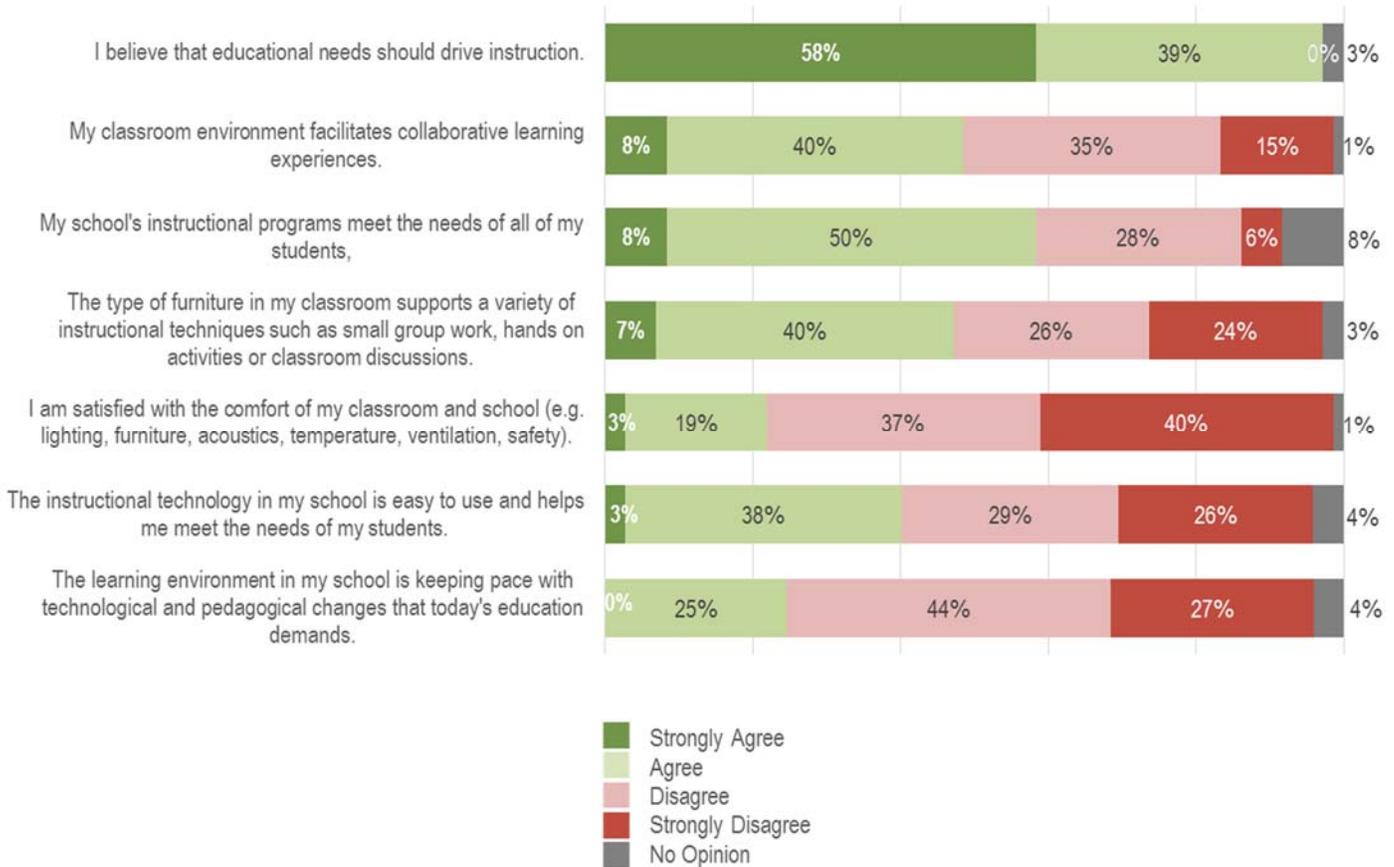
- District wide: Music rehearsal spaces need to be climate controlled. Meaning the teacher in the room should have the ability to make the room as warm or cool as needed to support the health of instruments and to support comfort while rehearsing. THE MIDDLE SCHOOL AUDITORIUM MUST BE CLIMATE CONTROLLED. It is too nice of a space for it to be so hot during the Spring and Summer. All high school rehearsal rooms need air conditioning as well.
- SMS is an outdated building to meet instructional, safety, and comfort needs.
- We need to consider energy choices as well. The temperature of the building is not conducive to learning.
- Do not decrease the athletic/recreational facilities (i.e., do not EVER close the pool) Utilize the space between the wings for more classrooms. Build a fitness center that the community could utilize as well.

A2.9 HIGH SCHOOL STAFF SURVEY

Graphed Responses: Note that some rounding has occurred.

Graph A: High School

Please rate your agreement with each of the statements below about your current school and classroom.



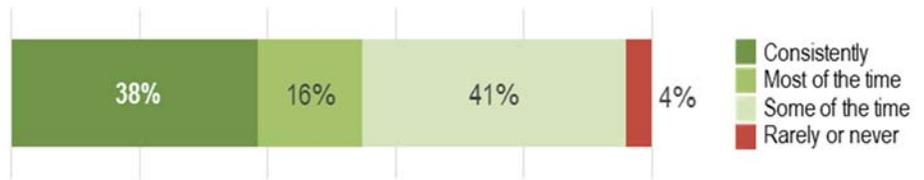
Graph B: High School

Please rate how much your classroom environment supports each of the following approaches to learning.



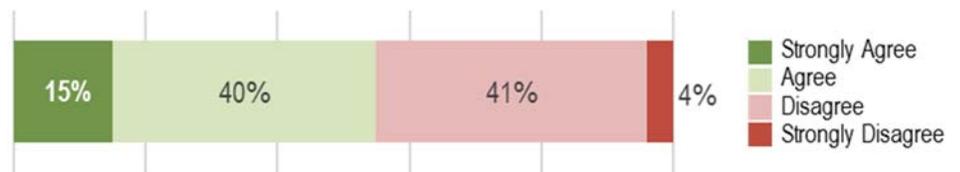
Graph C: High School

How often do the teachers at your school work as collaborative teams?



Graph D: High School

How much do you agree with the following statement about your school in the future? I would prefer my school to be arranged so that it has collaborative classrooms, common clusters or teacher centers, rather than the traditional classroom-off-the-corridor arrangement.



Staff Comments:

Question A: High School

From a teaching and learning perspective, what would a 21st Century IB classroom look like?

- A blend of student collaboration and teacher interaction/instruction
- Gymnasiums need to be "computer ready."
- For starters it would have computers that worked. All teachers would have tablets and Spc ed. teachers would have even more to maximize learning styles.
- We would have better access to and more reliable technology. Compared to many other area high schools, Shaker seems to be in the dark ages with regards to this.
- Students would be able to rotate learning to various centers and collaborate together.
- Comfortable, welcoming, and neat but not rigid. Open concept.
- More units that are designed so that students more easily see the connections in content areas.
- Would be Global in every sense of the word
- Open Minded Learning
- Group seating for students, learning stations around the room for experiential learning.
- Computers in every classroom for all students

- Hands-on, interactive, small groups (tables chairs not attached seats on desks)
- Smaller class sizes, students grouped together and engaged in their work.
- More space on the walls for displaying materials.
- More collaborative spaces and more technology for students
- Tables and chairs rather than individual desks. Opportunity for furniture to be rearranged to fit different types of lessons.
- More interactive white boards, space for collaboration, computers available at collaboration area's
- Tables, clusters, better technology.
- More flexible seating, more integrated technology
- Tables; white boards; Smartboard; projector and sound system; good computers/laptops; Teacher tech station (very good computer, docucam, connectivity with various devices); tools, equipment, and supplies for subject area.
- We need modular, movable furniture, one-to-one computers, printers, smart boards, and good wifi.
- Technology! Tablets or iPads for students! Computers that are fast and reliable! Cloud storage!
- Flexible furniture, stations, etc.
- Versatile with the means to accommodate a number of teaching approaches
- Similar to how it looks now, but with more computers.
- The classroom would give students a spatial arrangement that allows them to work creatively and collaboratively--to me, this means less individual desks, more tables, and easier access to technology in each room.
- It would have students in it who are just pursuing the diploma rather than a mixture of IB and AP students so we can really focus on the tasks at hand. It would have a nice big table that the 15 students in the seminar-style class could sit around to discuss literature and then some computers so that students could reflect and work on their writing (not COWS)
- Integrate more skills (vocational) along with college preparatory skills
- In a 21st Century IB class, the classroom revolves around the student. This means that the student has consistent access to technology and other resources.
- Desk-chairs on wheels that can assemble into variable sized groups for work. Enough computers for every child to use in school is essential for what we're now asking them to be able to do (work collaboratively in real-time with people around the World, create products, have an online presence, etc.)
- Tables where students can work in groups. Tablets available for all students.
- It's not so much about the physical arrangement as it is about the rigor and value of the curriculum and instruction.
- Depends on the students and the class. We need flexibility.
- One that has heat and air conditioning that works. Reliable technology, access to computers, wi-fi,etc..
- 1:1 computer access for all students. Ability to have spaces for all types of learning - not just lecture and not just group activities.

- Desks or tables that easily facilitate group discussions but still allow for independent learning. Lots of bulletin board wall space for posters and gallery walks. Updated technology, with appropriate trainings, for teacher and student use.
- There would be desk that would easily be moved around to support different classroom arrangements easily.
- iPad or individual computer access for every student all day long
- Tables for working collaboratively, desks for individual work, computer stations, room for students to move.
- Students would be able to learn in various ways. There are times where technology would be used, but technology should not drive education.
- Comfortable seating that allows flexible grouping, multimedia projection on demand, interactive resources to facilitate discussions and interactions with primary sources around the world, diverse students (culturally and socio-economically), students as leaders, coaches and facilitators, teachers as facilitators, resources - vetted for research validity and reliability readily available, presentation resources including sculpting materials, art resources, music, film, poetry, text, CAD, and 3D printing, the classroom extends into the community and across the world
- In regards to Music - an IB music rehearsal space, has access to sound proof practice rooms for small and medium size groups, Access to smart music and other music technology stations both in practice rooms and on desktop/laptops available in the common rehearsal space. There would be access to recording equipment that can save in multiple formats including MIDI, mp3/mp4. There would be chairs appropriate for rehearsal with no desk options.
- Using all areas of the school to facilitate whatever is being taught
- Larger spaces for a variety of teaching strategies and activities
- Different day to day
- Integrated tech that is up to date and allows for flexibility in usage. I often have network issues that slow down our work and am denied access to using the computers in an efficient way due to the restrictions placed on teachers installing useful programs.
- Tables instead of desks.
- Technology wouldn't limit itself, for example having old infrastructure that limits growth potential
- Flexible and stimulating, many resources quickly available in the room (e.g., computers, changing displays, maps/other references)
- More access to technology and a larger area to work in--students are unable to work collaboratively in my current room.
- The classrooms need to be larger with space for technology and hands on activities.
- 1. Conducive to collaboration (furniture, space, layout) 2. One to one student to device ratio 3. GoogleClassroom
- Multiple set ups for multiple types of teaching and learning
- Clusters of tables, with teacher able to teach from various parts of the room. Very small classrooms do not lend themselves to this sort of set-up.

- Large-to allow for variations of set up; with sufficient board space as well as technology (smartboard + white/chalk boards) and each full time teacher has dedicated space.
- Room and resources for students to explore.
- Stations, room to collaborate and create student centered activities. Block scheduling.
- I would prefer more tables and separate chairs, ideally tables would be small enough so that if separated would be for one student, but could be put together for group work.
- Where I am now, but with better sound, faster wireless, more climate control, and more electrical outlets.
- Since i teach science it would have a dedicated lab area that I could use every day during my teaching periods.
- Each student would have access to computers for research at any time
- Usable, effective and accessible technonology. Wifi access for students, desks that could easily be grouped together.
- A curriculum that meets the needs of the students, and teachers who have the autonomy to choose based on the needs of their students
- Students will have access to computers that are able to record speech
- Room for flexible seating to allow for student collaboration

Question B: High School

If there were reasonable resources for improving your school facility, what one thing would you change in your CLASSROOM?

- Temperature control
- Update the South Gymnasium
- Computers that worked
- Access to technology.
- Size, too small to do any moving around/group work.
- updated technology access with easy use
- Learning tables instead of desks. I have desks arranged in pods but this is cumbersome.
- I would go to notebooks that would have all students' textbook downloaded with Microsoft loaded on them as well.
- Tables instead of desks
- Available technology (i.e. tablets) for students to access to research references in the classroom.
- Computers
- More space or less students. This would allow greater flexibility.
- Give everything a facelift, it all looks very worn out
- More collaborative space

- Air conditioning. It is TOO HOT on summer days!
- Tables instead of desks, Standing desk/tables, some desks with bicycles, our students need to move.
- Size
- Seating clusters
- Teacher technology station
- Computers that work and a smart board.
- More space for large group work, and more storage.
- More writing space on the board - the smart board takes up all the space and there is nowhere to write - I don't like writing on the smart board - not easy or convenient
- Technology is ineffective and impedes teaching
- Add white board instead of chalk board
- Better air ventilation
- Tables
- I can't decide between the sweltering temperature and the leaking ceiling
- Gmail for parents and students
- Access to computers at all times.
- New chair and/or table system
- Tablets for all students
- Reliable technology
- The design. I am in the basement and it looks like it.
- Temperatures that are suitable for learning - not too cold or too hot which is common
- Regulation of temperature. For weeks, it has been over 85 degrees, which is not conducive for learning.
- Desks or tables that are more easily manipulated for various activities. Some desks are too big and difficult to move around the room.
- Air conditioning
- Air conditioning and desk. White boards all over the room.
- Seating arrangement
- Better ventilation. Students are too warm almost all year long.
- A cleaner, more organized classroom.
- Temperature control
- Air conditioning or climate control
- I would like a redo of the health office to make it more user friendly, better storage
- Larger space
- Cosmetic changes - paint, fix ceiling tiles, etc.
- In our main classroom, we hope to use it as a studio performance space through the addition of some stage curtains and LED lighting.

- Functioning tablets.
- Tables instead of desks in the classroom.
- Smoother integration of technology
- Smaller tables more easily rearranged
- Space--the room is too small for 28 high school students
- In the painting portfolio room 11, I would like to have the office space next to the room and open room 11 into that space. It is very difficult to teach the IB visual arts program in that space. Having the extra room, I would allow to have more computers for students use and space for 3-D art that is now required by IB.
- Lack of storage
- More areas for group work, but more separation between that area and the quiet learning spaces
- Air conditioning - my classroom was over 86 degrees (digital thermometer) in the two weeks since school resumed
- AC: last week the room was over 80 degrees.
- I would actually have a classroom. I teach in 3 different rooms which is very difficult.
- More room to arrange desks/seats to provide collaborative work spaces
- More space. Air conditioning.
- Air conditioning in all the classrooms. My room is a sauna by the afternoon and it makes it very tough for students to learn. Ideally temperature in each classroom could be controlled by the teacher.
- Cooling
- Desk with larger tops
- more student computers, not iPads, not Chromebooks, not netbooks, actual computers
- Eliminate chalk boards and replace with white boards
- Having a reasonable number of students for the space I am given to teach them in. Classes of over 25 are not beneficial to the learning needs of the students. And that many students physically do not fit in most classrooms in a way that facilitates discussion, small groups (and all the other 21st Century classroom requirements). Also, the computer labs are not structured for more than 25 students.
- Give students access to Chromebooks
- Flexible seating

Question C: High School

If there were reasonable resources for improving your school facility, what one thing would you change in your SCHOOL?

- Consistent technology
- Air conditioning in all PE facilities
- Security
- Access to technology

- Lack of adequate air/heat. It's too hot in the fall/spring and the heat runs too high in the winter. Students and teachers are always very uncomfortable.
- Update and improve the pool
- Work collaboratively more with other content area teachers
- Class sizes
- Air Conditioned Classrooms
- Updated HVAC system or additional security to monitor all entry ways into the building
- Space - classrooms. It's hard to create and maintain routine for students when you are spread out all over the school and between schools
- Better lighting
- Improve technology
- Smart boards/portable tablets in all rooms and working computers
- Air conditioning
- Tables, white boards
- More presentation spaces with better technology
- More flexible seating, more outlets for tech
- Heating and air conditioning
- Good internet access.
- Climate control throughout the building
- More shared spaces for everyone to collaborate
- Technology updates
- Simple updates
- Accessible technology in classrooms
- Smaller class sizes – capped at 20 students.
- Vocational training on site
- Giving the inside of the school a makeover. The condition of the inside if the high school is less than desirable.
- Cover the old murals with new ones - some of them are terrible - covered in graffiti, poor quality to begin with, aged, broken, uncared for. Makes it look like we don't care how the place looks.
- AC for top floors. It gets unbearably hot and students can't focus.
- Reliable Technology
- Dedicated classrooms/computer for my instruction. It's odd having to share computers and carry my materials around all day. That, and I can't ever really set up my own classroom, which takes away some of my identity.
- Flow
- The temperature controls

- Technology and reliable daily computer access for everyone, even during testing windows.
- AC in all the classrooms. There's about a month of days each year when some rooms are so hot that students cannot focus.
- A completely new building. I know that is a lot of money but the MS building is awful. Other districts with a lot less resources than us are building new buildings all the time.
- Air condition and new students desk
- Air conditioning
- Larger learning/teaching areas
- Actual computer labs for a school this size.
- Flexibility in use of rooms, furniture (wheels and locks), and technological and human resources
- More rehearsal spaces for the band, orchestra and choir to rehearse
- Parking improvements
- Larger space
- Climate control
- FIBER! Something with enough bandwidth to allow us the flexibility to use 21st Century tech without the constant performance issues.
- Functioning tablets.
- Access to electronic devices
- Central Air
- Faster server
- I would love to see more technology added. I feel many of our students are at a disadvantage in this area.
- To improve the technology throughout the building.
- Climate control
- More places during school but more after school where students can go to hang out or quickly print and go so that the library can continue to be an educational environment.
- Better technology
- We need another computer lab (or two).
- More classrooms-full time teachers should all have their own space to set up and use as they see fit. [In our department, we] teach 12 sections but only have 1 dedicated room. I teach in 3 rooms, [another teacher] teaches in 4 rooms. You can't even begin to think about room resources/set up when you are hopping from space to space.
- Larger classrooms to allow for more flexible arrangements of workspaces
- More meeting spaces. Greater access to resources for the students. Labs, etc.
- More computer lab space. It's tough to get on the schedule. The mobile labs are terrible b/c it takes so much time for the machines to start up.
- WIRELESS

- Additional lab areas for science classes
- More laboratory facilities for science courses
- More computer access for faculty and students
- Number of students per class
- Add air conditioning
- Better climate control (functional air conditioning and heat in ALL rooms)

Question D: High School

Additional comments

- Teachers travel/share rooms too much to adequately create student centered classrooms or to be able to do whatever they want/need in their own/proper classroom.
- I think streamlining processes, making class sizes smaller (25 or less) and supporting teachers with discipline would be helpful.
- We outsource kids to CHHS for their vocational program, I think we would be more genuine in meeting all student needs with having on-site vocational training. College preparatory curriculum is great for many but a disservice for many who will be 18 and need vocational skills. Meanwhile other districts are doing so (Chardon) and these kids will have an advantage.
- I'm new to Shaker, and the technology here seems antiquated. The smart boards have limited usefulness, but mostly I find the screens to be too small to display information large enough for everyone to see. Also, because I have to share a computer, I can't ever really have my materials established and ready to go. Transitions, therefore, take more time and in general I just do not feel as comfortable with the technology. Finally, Progress Book is cumbersome and isn't especially efficient. I believe that more streamlined systems are available.
- It would be great to share some visioning (I think of the Microsoft office of the future video) to stretch our imaginations and see what true interactive connectivity and flexibility can offer. Thanks for seeking our input.
- It is a bit embarrassing to have such little technology in our 21st Century IB school; particularly the high school, but this is a common complaint in all buildings. There needs to be many more computer labs with enough computers to actually hold a classroom of 30 students. We only have two actual labs for nearly 1800 students and neither have 30 computers. The computers in the computer labs need to be arranged so the students are unable to easily destroy/deactivate/harm the computers. We have many teachers at the high school that teach in more than one room, but there isn't enough room in each classroom for 2-3 teachers to set up supplies, bookshelves, computers, etc.

The high school is truly very beautiful from the outside, but is very displeasing to the eye in the majority of the school. The entire basement (garden level) needs care. There are many classrooms throughout all floors that have unnecessary sinks that get in the way of storage and look disgusting. Most classrooms have chalk boards, rather than white dry erase boards a projector can shine on. Many bathrooms may be clean, but they look awful and so appear to be dirty, so students do not want to use them. The locker rooms need a major expansion and renovation.

There are not enough meeting rooms. It is typical to have significant meetings with parents and students in an administrator's office, which does not nearly fit 10 people. Most people have to stand in the meetings and so it is very uncomfortable and unprofessional. If we, as a school district, are supposed to compete with private schools and education 21st Century IB students, we need a school that looks and plays the part.

- District wide: Music rehearsal spaces need to be climate controlled. Meaning the teacher in the room should have the ability to make the room as warm or cool as needed to support the health of instruments and to support comfort while rehearsing. **THE MIDDLE SCHOOL AUDITORIUM MUST BE CLIMATE CONTROLLED.** It is too nice of a space for it to be so hot during the Spring and Summer. All high school rehearsal rooms need air conditioning as well.
- Learning garden should be utilized by more staff for their classes
- Some room in the high school are conducive to collaborative learning; however, several are just too small.
- There are on-going problems with technology. The COWS take a very long time to get started and this wastes a lot of time. Our lab 200 has improved a lot, but issues with functionality of headphones continues. Again, this wastes a lot of time.
- Room 306 at the HS needs a Smartboard!
- We are definitely out of space for science classes that require labs. I am strongly opposed to rotating in and out of labs. It is very important that the lab area is available every class period. Rotating in and out slows down the lab experience and inquiry-based learning.
- The technology at this school is outdated, inefficient and difficult to access. The rooms really do not lend themselves to cooperative learning.

APPENDIX III: COMMUNITY SURVEY AND COMMENTS

A3.1 Summary

The Shaker community was engaged in the visioning process through several activities including a survey questionnaire. The following pages document responses collected through the survey.

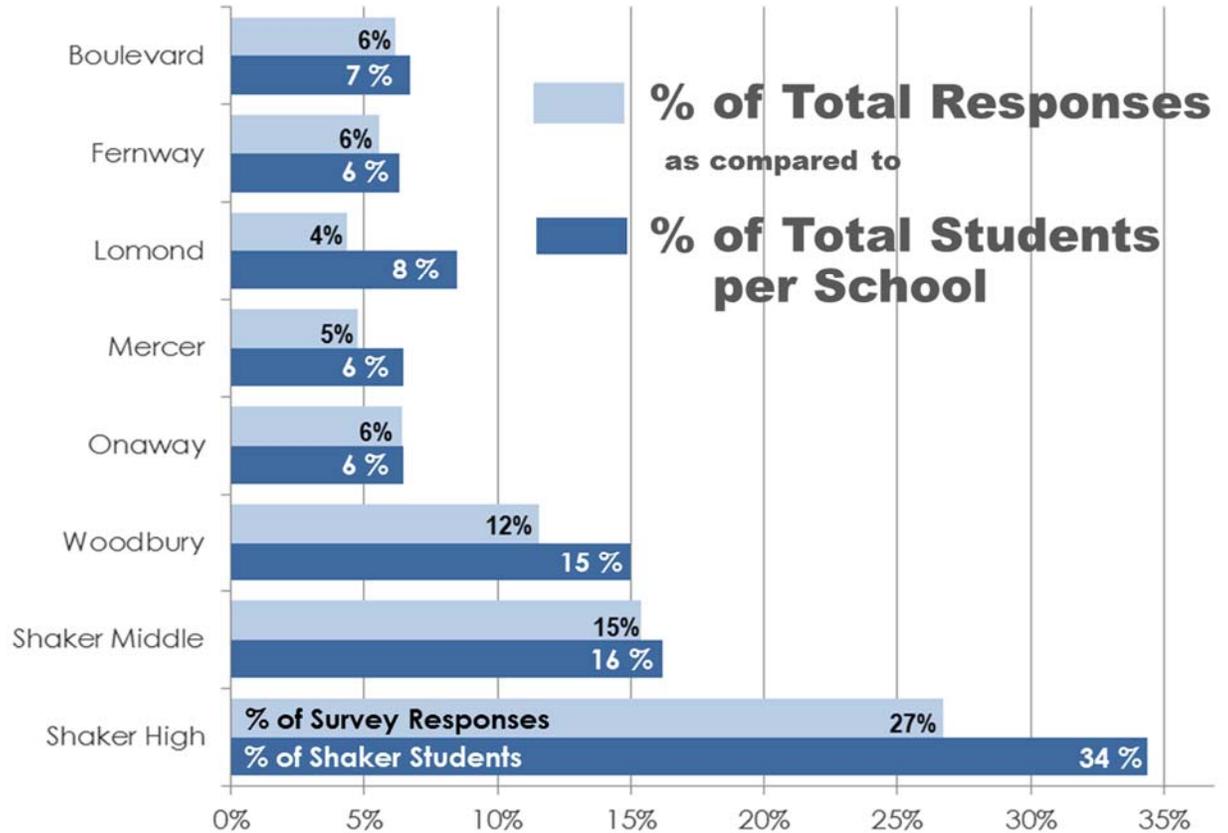
Respondent demographics are depicted in the graph below. Note that some rounding has occurred.



Skipped: 105 Answered: 786

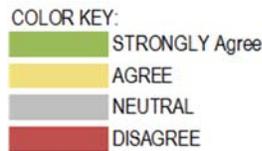
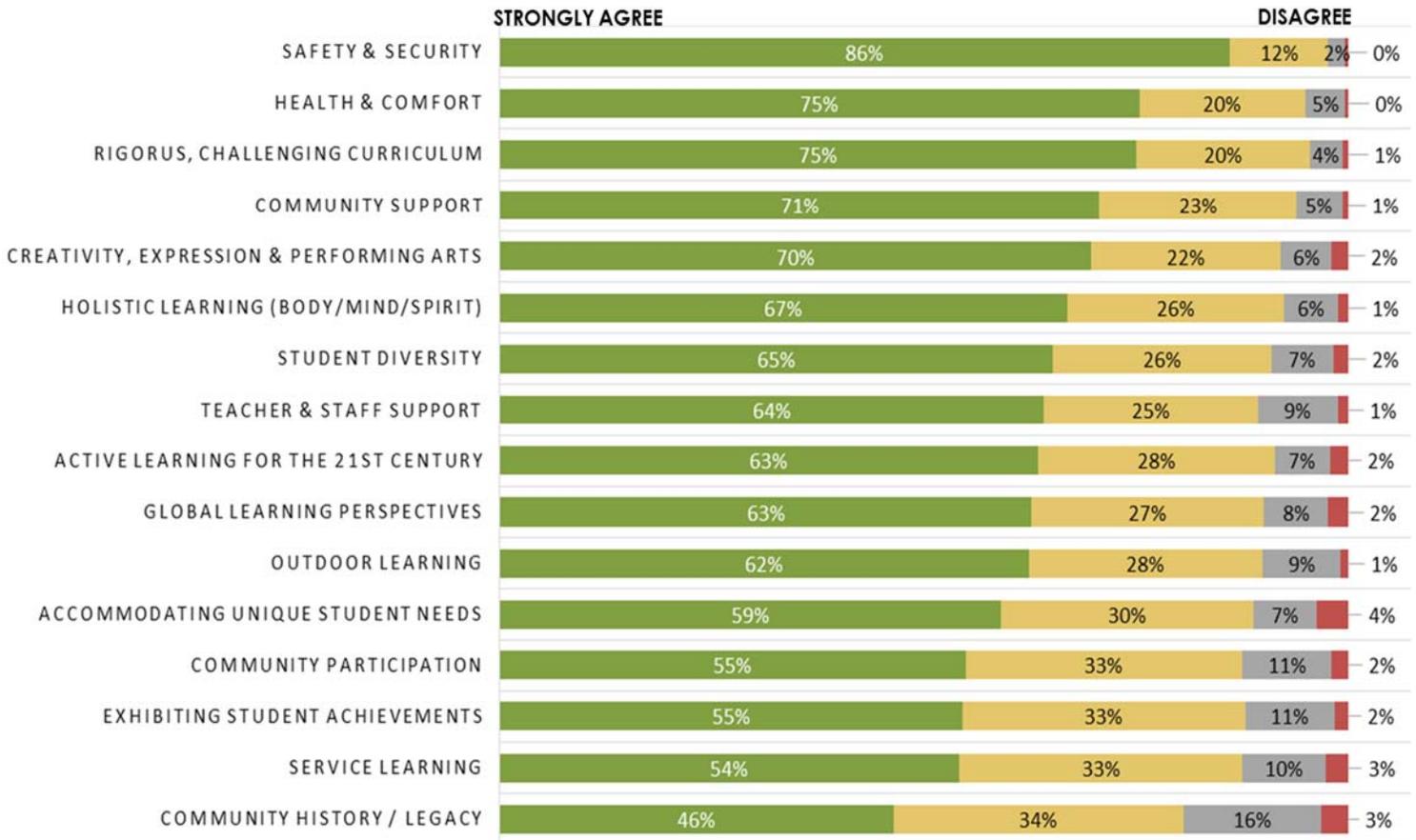
I am a Parent / Guardian of Shaker student(s)	51%	399
I am a Parent / Guardian of former Shaker student(s)	17%	134
I am a Parent / Guardian of future Shaker student(s)	5%	36
I am a former Shaker student	17%	131
I live in the area, but have no school-aged students	13%	104
I live in the area, and my children attend other schools	3%	25
I own a business in the Shaker Heights community	4%	29
I work in a Shaker school(s)	9%	74
I volunteer at a Shaker school(s)	10%	75
I am an elementary school student	1%	9
I am a middle school student	3%	20
I am a high school student	11%	88
I represent the School District	2%	16

The chart below shows the percentage of respondents per school as compared to the overall student enrollments of each school. The data shows close alignment between respondents and school enrollments, indicating a well-balanced representation of responses.



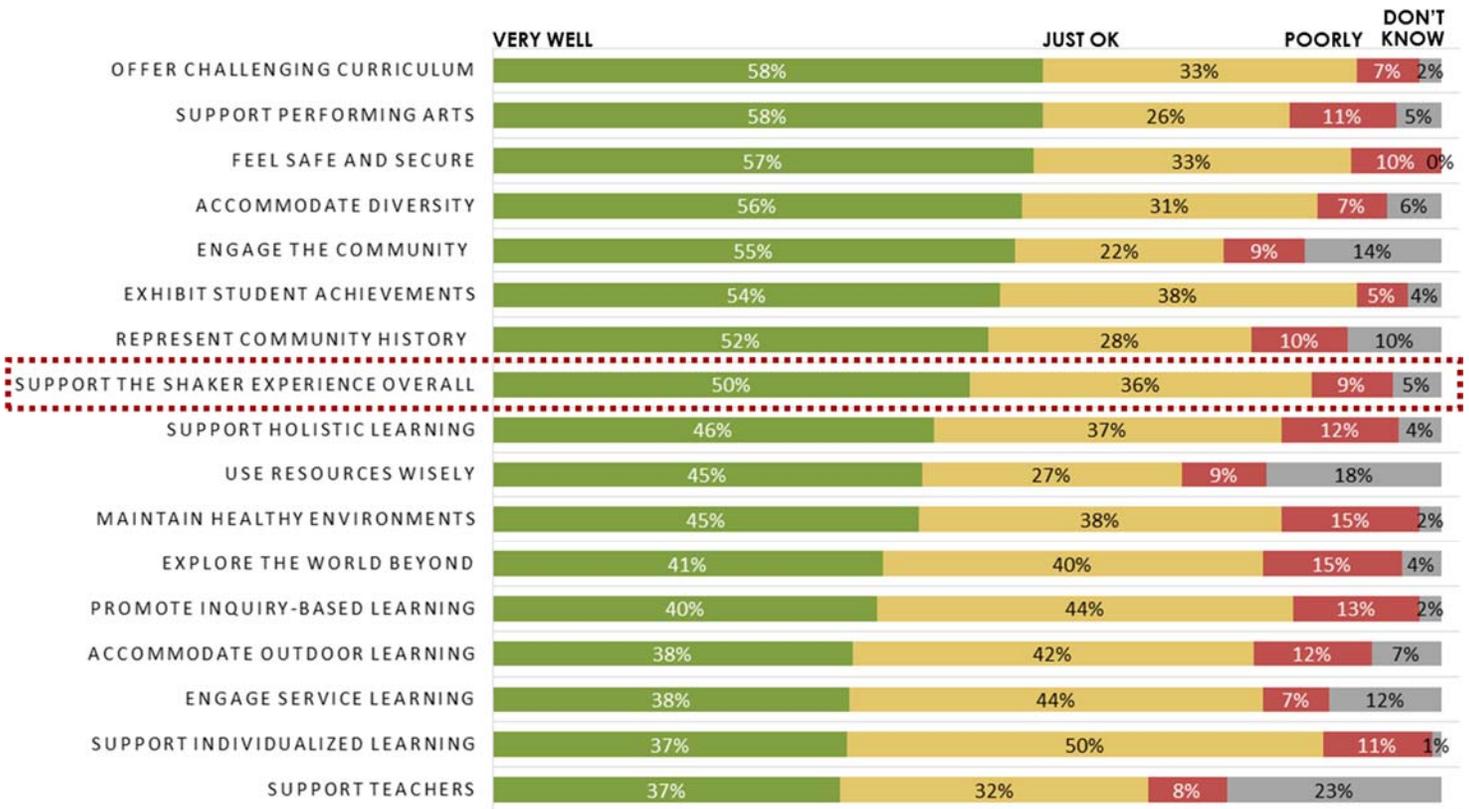
The chart below shows the community respondents' level of agreement with Guiding Principles developed during a Visioning workshop in June of 2015.

The data shows good support and general agreement with the goals of the district.



The chart below shows how well respondents felt that Shaker schools currently support the Shaker Experience, vision and goals developed during the Visioning workshop in June of 2015.

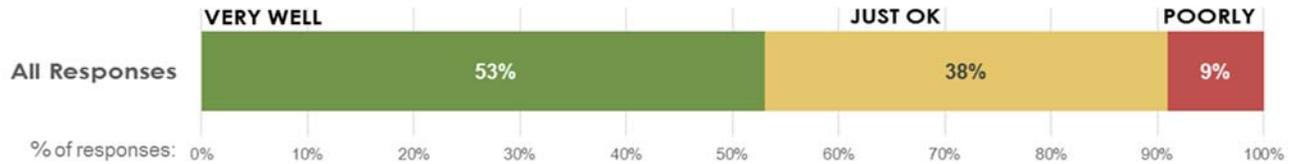
The data shows that Shaker schools are adequate in their support of the goals, but that there is plenty of room for improvement.



The survey asked respondents to consider a specific school with which they were most familiar, and reply to the following question:

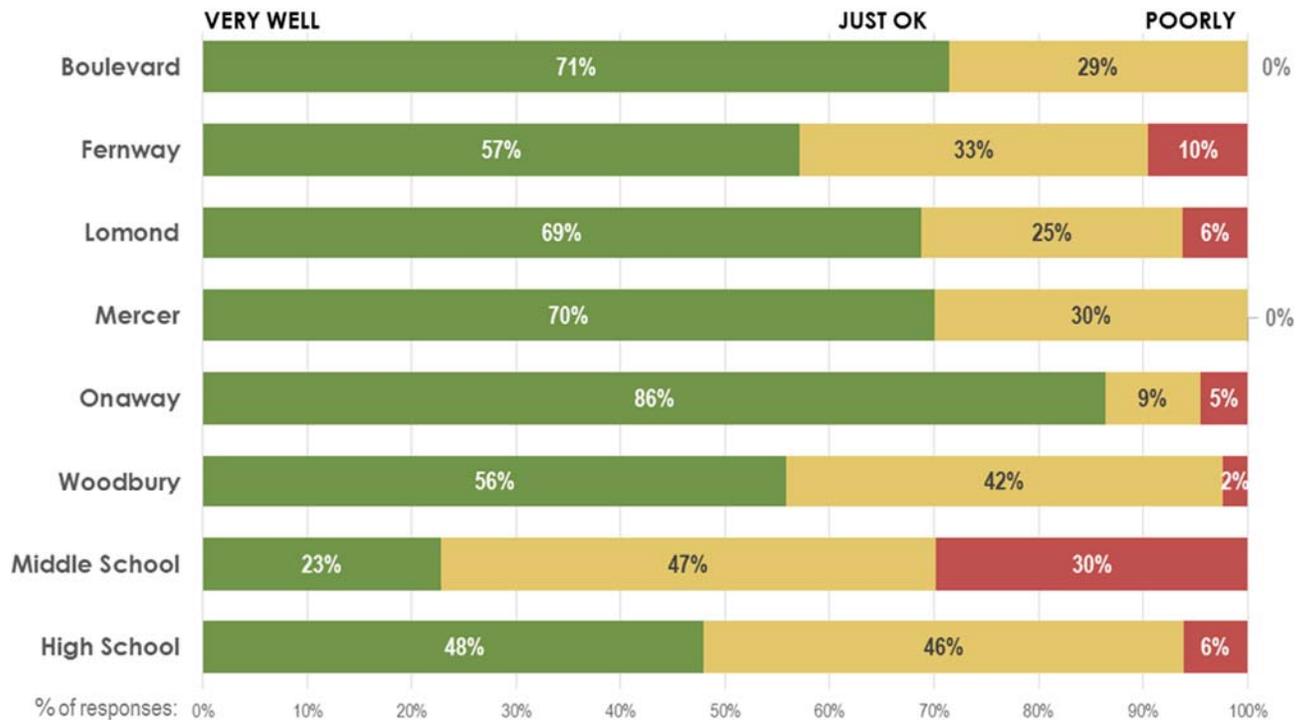
“Overall, this school building is well-suited to support THE SHAKER EXPERIENCE.”

The first chart summarizes all schools into a single chart, indicating how well all of the school buildings, on average, are suited to support the Shaker Experience.



The second chart illustrates a comparison of responses for each Shaker school individually.

The data shows that Shaker schools are adequate in their support of the goals, but that there is plenty of room for improvement, particularly at the Middle School.



A3.2 Comments

In addition to the focused survey questions, respondents were asked to offer additional ideas and insights into Shaker schools. The statements below are quoted - included "as-is" – downloaded directly from the survey system. The responses are categorized for convenience as shown below: Please note that neither the categories nor the responses are listed in any particular order.

- Complements
- Suggestions
- Concerns
- General Comments

NOTE: Comments are quoted "as-is" from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

COMPLEMENTS

- I have always been impressed by the excellent condition of our schools. Our staff does a wonderful job taking care of our older buildings -- and those of us with older homes know the challenges. Thanks very much to everyone who ensures that are buildings are clean, safe, and welcoming.
- I love Shaker Heights!!!
- My children, currently grades 10 and 12, started at Fernway and have gone through Shaker schools all their lives. I have been very pleased with the system and their schools and am invested in this community for the long haul. I would be happy to be a part of future plans for the District. I am an elementary school teacher next door in Cleveland Heights and would like to assist my community in making changes/transitions in the best way possible after watching the challenges our District faced during this process.
- The historic beauty of our schools and their walkability were a HUGE factor in where we chose to buy our home.
- The Shaker Heights school system provided me with the tools for success. The school system challenged me academically and acted as a springboard for a collegiate education and beyond. The school's athletic teams (specifically swimming) while challenging me physically, instilled values of hard work and leadership. I feel that Shaker Heights schools provides ample opportunity to excel.
- My husband and I are awed and very appreciative whenever we walk up to a Shaker school building. They are so quintessentially Mid-west and all-American while at the same time being very well preserved and adapted to present use. When I explain to non-Shaker people that we use school buildings that are or are almost 100 years old, they are very surprised. I, for one, love the history embodied in the buildings. Although maintenance of older buildings is more expensive, the continuity and history for the community are worth it. I hope the buildings are maintained and utilized as the main school buildings and also for more community involvement. These buildings are treasures for the whole community.

- Boulevard celebrated it's 100th anniversary last year and is incredibly maintained and preserved. It is always clean or in the process of being cleaned. My concern for the future evolution of the curriculum planned for this facility is accommodating those goals and objectives in the compartmentalization that has satisfied a program scope reflective of years passed. I realize the best efforts have been initiated to improve these shortcomings within existing budgets and much creativity. This is not a criticism; rather applause for the Shaker resolve.
- Shaker is an excellent school district and its facilities should match that excellence.
- The teachers are great at the middle school and it is a great learning environment.
- I absolutely love the Onaway building and facilities-we specifically purchased a home in Shaker in this neighborhood to be in the Tri-school area. The facilities have lived up to everything we were told about Shaker.
- I appreciate the historic character of the Shaker buildings, and the walkable neighborhoods surrounding the schools.
- Onaway does an excellent job creating an inclusive, diverse, globally-minded community. Don't change a thing except better airflow and much much better technology. Not a first-choice school district with the current state of technology at my children's schools.
- Love Mr Florence and the staff at Mercer, very pleased to have our son there. The Mercer school building is very well maintained although it is obviously an older facility.
- A school is not about a building; it is about the community that fills it up - just as we judge [the value of our homes] by the wonderful neighbors we have.
- I believe Shaker Heights has an outstanding school system. Our two children are really thriving! I also believe that every effort should be made by our community to support the school system. That being said, I am very concerned about the high level of taxes pricing some out of our community. Every effort should be made to keep fiscal responsibility. It's a very tough job I know, but I trust that it can continue to be done responsibly. Thank you.

SUGGESTIONS

NOTE: Comments are quoted "as-is" from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

- I would like to see 21st Century technology in all our buildings especially for special education students.
- Please make updating all facilities accessible for students with disabilities as well as sidewalks and playground areas.
- A state of the arts middle school is necessary to move into the 21st Century learning.
- Best facility in the district: Peter's Garden at Onaway. Should be duplicated everywhere, but especially the middle school.

- I would like to see Shaker update it's facilities in a way that shows thoughtfulness about the students' experiences there. Our children are in these buildings, with these teachers and staff members, for the majority of their time during the week. Addressing the needs of children to be creative, to be outside, and to be mentored in how to manage relationships, and sharing and dealing with feelings are areas that could use development and attention.
- I think more minority students need to be placed in enrichment classes regardless of whether they qualify, with an understanding that these students may need more support regarding effective study skills. The younger the better. And the student's success, regardless of how big or small, need to be celebrated to help foster a desire to continue in enrichment classes.
- Would love to see a way to use the strengths of the whole community for the benefit of the schools (and vice versa), not just schools apart
- Students need time throughout the day to create on iPads
- We need to bring back a focus on academic excellence and a spirit of community service.
- Rethink that middle school, it's a disaster. Plenty of space there to redesign it the outdoor facilities are ok (well the upper fields are not good) the pool is gross. The gyms are awkward. Nothing about that school reflects the culture of shaker except that it is used a lot by the community- more than any of the other buildings it seems.
- Please, please resurface the tennis courts at the high school and Thornton Park. These facilities are used by teams, other students and the community. The courts have suffered from years of neglect. Please invest the resources to resurface them.
- Keeping the indoor temperatures comfortable is beneficial to student learning.
- Incorporating more avenues for utilizing technology would be a great benefit.
- Replacing the chalkboards with dry erase white boards would make it easier to deliver instruction while using the projector. Having access to the smartboard program on school computers would benefit those who only have projectors with whiteboards as well.
- I like the old school and would hate a plan that includes demolition and simply building new. I feel strongly that there should be a handwriting station in every lunch room in the elementary schools.
- Removing unused furniture and old-outdated stations would provide more room in classrooms and make them more productive and safe.
- Need more parking at the high school
- Paint the walls and have each school show diversity based on the students that go there... Embrace diversity and show pride by creating a warm and loving learning environment.
- In a climate of tight resources, it will be challenging to bring all of our buildings up to the standards we might wish for. If I were to prioritize, I'd work on a plan to replace the Middle School, and/or to expand the High School. On a parallel path (addressing another profound need in this community) I would examine how our school buildings might be better and more fully used for the benefit of all of Shaker. Why couldn't community groups and families utilize our buildings off-hours and on weekends? Could we put the long-discussed kid/teen drop-in center in one of our buildings? (Take back Sussex?) And why aren't we exploring the facilities needs of the Schools, the Shaker recreation department, and the Shaker Public Library, all at once? If

we're going to face a levy to fund capital improvements, let's really think through the best use of the taxpayers' support, across all of these entities. Don't make a short-sighted decision. (That's how we got stuck with Byron!)

- Improving the quality of the Shaker Heights HS weight room and other athletic facilities
- The Middle School should be replaced with a state of the art facility that has the Shaker look on the outside and supports what we know about middle grades education on the inside. It needs more spaces for "makers," more flexible space for large and small group activities, including for teachers, and better technology. [School leadership] is leading the school in the right direction, but is constrained by an inefficient and unappealing building. The physical environment is depressing, not inspiring.
- My son plays on the tennis team, and my 7th grade daughter is also a player in our community. The condition of our tennis courts is unacceptable.... Besides the safety factor, we cannot expect prospective players to be enticed to the team with such facilities. Please give this matter the attention it deserves. Thank you.
- Please consider how we feed kids, options for healthy design, space, exceeding min fed standards which are very low. scratch, cooking, etc.
- Shaker could lead the nation again in reversing the shrinking of inner suburbs by privatizing the public school system. Bust up the school funding, labor and curriculum monopolies and give students and parents real choices. That will excite and revive Shaker and bring people back, and make Shaker a model for the nation to follow. Re-think Shaker Schools as a disruptive service app like Uber or AirBnB. You just touch a button and get exactly the kind of education type, quality and cost you want. No taxes, no teachers unions, no government mandates -- just awesome educational choices. Service monopolies are all headed that way eventually, so why not be ahead of the curve and give the Shaker brand a real edge?
- An idea: convert a portion of the rose garden (which is not well maintained) to a community garden.
- We would like to see the bell tower at Woodbury restored.
- Better technology for students and teachers!!!!
- More freedom for the kids at recess and less mandatory organized activities. Where space is available, made-up games and play should be allowed.
- Air conditioning is needed so that students can function optimally in school at the beginning and end of the school years and so that the school year can be extended over time and/or more summer offerings can be available.
- Need updated lab spaces!
- All schools should have air conditioning for the students, so they can concentrate on the hottest days.
- I would like to see our schools marketed as are the private schools. I would like to see a closed campus so that students choose from school activities in free time. As an alumni parent, I would like to see the parents wearing, hanging, using Shaker Schools merchandise.
- The multipurpose room at the high school could be used more effectively if it were air conditioned. Students who take tests in that room, or engage in physical activity would be much more productive it wasn't so hot.

- Please reinstitute gifted and talented curriculum in the lower elementary schools. Please ability group to some degree so that everyone is being served equitably.
- I absolutely love the Onaway building and facilities-we specifically purchased a home in Shaker in this neighborhood to be in the Tri-school area. The facilities have lived up to everything we were told about Shaker. The only challenge that I have found with the school is the lack of air conditioning. While this may not seem like a huge problem in Northeast Ohio, with the changing school calendar and kids going back to school earlier in August this has become quite a problem. It was so hot in my 4th graders classroom this fall that her teacher had to rework all of his curriculum for 1 week because it was absolutely too hot to keep the kids in the classroom. The same holds true for multiple rooms across the building and the district. Although central air is quite an expense, changing the school calendar for longer times in June and starting later in August/September may be an easier fix.
- I believe we need to put less focus on homework and more focus on quality classroom teaching and hands on learning at all levels including the middle school and high school
- In concept, the IC is a great addition to Shaker Schools. There are, in my opinion, some things that are due for a change. Shaker could easily open up the jobs at the IC to college students in a teacher education program.
- In general, I think we need to give talented teachers in the district greater autonomy. ... there are many talented teachers and administrators in the district doing many amazing things!
- Shaker should conduct exploratory talks with Beachwood about consolidating the school systems. Both systems have declining enrollments, particularly Beachwood. A consolidated high school would provide more learning and leadership opportunities for all students, and enhance funds available to support the schools.
- Like all parents, I'd love to see air conditioning in our school classrooms, not just the main office.
- More service hours for students in community-based projects to instill the idea of volunteering would be easy and supported. More access to outdoors - recess is often cancelled at Woodbury when the weather is slightly less than perfect.
- The Shaker schools need to continue to provide a challenging environment for the advanced kids. They need to provide interesting and engaging atmosphere for learning and give the teachers flexibility to teach the way they think is best for the kids not just to tests.
- Sports at the middle school is vital to the overall experience and the athletic director should focus on all sports not just one or two and provide a good experience for all kids in all sports (all sport teams should have uniforms and adequate match schedules). Students that want to challenge themselves should have the opportunity to ask to be in advance classes if their scores are close enough (some kids do better in class than on tests) test results shouldn't be the only thing a school looks at for student placement. Teacher recommendations should be part of consideration.
- Treat each student expecting excellence. Expect ALL students to achieve.
- The school need additional parking for its seniors that drive so that they are not late to class because they have to walk far to get to school. Also permit parking should be for the seniors as well.
- The district needs better fields and more cooperation with local sports organizations to help promote diversity across all sports. The high school should celebrate athletics

to a level equal or greater than the arts for the sake of the mind and body of our students. The high school field needs lights so more teams, students, and residents can benefit from it.

- I would specifically like to see Shaker strive to improve its technology facilities — our students should have more access to programming, robotics and the ability to develop other 21st Century skills.
- I would like to see improved science labs, especially at the middle school and Woodbury school. The labs at the HS should *all* be upgraded to match the excellence of the newest labs.
- Middle School: Obviously, money is an issue (as it should be), but I would love to see the middle school rebuilt from the ground up.
- [We need more] outdoor education as part of our children's learning. The science of nature is very important and should be incorporated more into the children's learning. We are so lucky to have so much nature in Shaker and should have some programs at EVERY grade level with the Nature Center.
- The students have access to computers but they are outdated. Children should have access to some tablets in the classroom as well as laptop computers that can be moved around for the kids to share.

CONCERNS

NOTE: Comments are quoted “as-is” from the survey data, however references to specific individuals have been removed, and inappropriate language has been either eliminated or paraphrased.

- We face a challenging time in our schools, demands on students and teachers are high. I feel we are so pressured to achieve we may be losing the joy of learning. I feel the pressure to achieve scores often outweighs the creativity of our staff which is our real strength. I question if we are doing enough to engage and retain our brightest students.
- Great job in teaching kids but need to keep class sizes smaller so kids have better access to teachers.
- Temperature of schools seems to be an issue for my children.
- The quality of teachers varies from excellent to subpar. Class size is way too large. Way too much testing, especially the non-state mandated high stakes testing.
- Overall, not satisfied with overall SMS experience. Some redeeming qualities like great music program, very nice guidance counselor and several wonderful teachers, but otherwise not impressed.
- As a parent of 2 very successful Shaker grads, I am a huge advocate and supporter of the district. However, I [am concerned with] the barrage of testing our schools are dealing with.
- There is also a lack of school spirit at the high school as evidenced by the lack of student attendance at sporting and extracurricular events.

- The Middle School building is the least flexible of schools (building-wise because the wings are so spread out), least "representative" of the Shaker school "style" and I wish we could retrofit that to be more energy efficient as well.
- Shaker High has long had the reputation of serving the strongest and weakest students well, but not the middling students. This must be firmly addressed.
- Shaker must come to grips with the huge loss of students between 8th grade and graduation. While those statistics are no longer published, I have no doubt that the problem persists.
- Fernway is crowded and while I think the space is used as productively as possible, there is just not enough of it. I know an addition has long been discussed for this school and though my children will be gone before it's built; I do think this should happen.
- I wish we had a sense of how much this wish list will cost. Our only child is in her last year at Shaker High so I am not sure how long we will stay here although we love the city and hate the tax burden!
- I am concerned about the fact that minority students seem to be tracked in the basic classes.
- Middle school uses tennis courts at Thornton park and they are ... in poor condition. At same time, if anyone interested in a sport, it is squashed because you need to show exemplary skills in order to compete without being given proper training.
- Overall, we are pleased with the experience our child has had at Mercer. We think the leadership is outstanding. Some of what we see as challenges are really district issues and not necessarily the responsibility of an individual school.
- As a resident concerned with declining values I think we must tread carefully being particularly sensitive to the economic concerns of all area residents
- I am a former Shaker student. As the years have passed the prestige of Shaker Schools has been on the decline. It is not entirely on the schools; the caliber of the student population has also been on a drastic decline.
- THE MIDDLE SCHOOL BUILDING IS HORRIBLE! Layout is bad, it's ugly, it's hot, it's not great on wheelchair accessibility, and is just not up to the standard of the rest of the buildings. Doesn't "match" architecturally. Looks like it was built on the cheap. It reflects the general malaise of 7th and 8th grade.
- The bathrooms at the middle school are disgraceful. The lack of privacy is disrespectful to the students, teachers and guests who have to use them. The bathrooms do not reflect the IB Principle mantra that the schools constantly repeating.
- I believe that the Shaker high school needs to address its significant lack of technology-based opportunities for students. I am shocked still that there is no computer programming club; no robotics club; no staff or facilities to enable, support, or encourage either of those club or class offerings. I would love to see a change in this area.
- Shaker Schools could work harder to retain high-performing students who have other choices for schools. There seems to be a number of families who leave the system to enroll their kids in independent and parochial schools, leaving at the crucial junction of 5th or 8th/9th grade. There is an erosion of academic talent and aspiration, and of social glue and stability. What is being done, proactively, to encourage these families to stay? What more could be done? Long-term, retention of these students would help both enrollment and the tax base.

- Shaker needs to improve in preparing its students. ... Also the district needs to improve the experience of "middle of the road" students. The AP students get what they mostly need. The honors and middle type kids get clumped into "the old term was CP" classes and get given a few more assignments or a higher curve. Also, there are very limited options for students who aren't sure about going to college. Another possibility to include in senior project is to do more to help juniors and seniors to understand more about job options and what they really entail.
- Homework flex day is not honored by all teachers. There is TOO MUCH HOMEWORK. Our students are memorization machines, but future success will go to the people who can problem solve and think creatively. With homework filling in most of our student's after school hours there is little time left for exploration of other experiences.
- I would love to comment further and answer additional questions, perhaps lead focus groups about whether this new Shaker methodology, particularly IB, is helpful or detrimental. I have strong opinions on these subjects
- I believe our buildings need updating (middle school in general including locker rooms; Woodbury pool lockers)
- We talk about diversity. But, ... by the time the kids are in high school, they have segregated themselves. Even the sports are segregated.
- I believe the Shaker schools can be truly great for all students. The staff needs the support and exposure to the latest evidence based methods for teaching effectively. ... We need teachers who want to teach effectively even if it means they need to change their methods. ... We need teachers who will work on behalf of students even when the family support isn't available.
- Beware facile internationalism. Shaker is still part of the U.S.A. Let's remember the values of this country when we educate our youth.
- The inability in middle or high school to get to lockers and the lack of ability to be outside during the day is problematic.
- I think it is such an insult to the students and families who attend the middle school and ESPECIALLY to the teachers who work there that the building is so poorly maintained. Why do we see repairs and paint refreshed every summer at the other buildings but never at the middle school? We live across the street -- it is such an eye sore. Please just give us a fresh coat of paint to look at rather than the peeling, chipping that we have to look at.
- There is a need to create more parking at the high school. I don't attend some events due to lack of parking. i.e. principal coffees in the morning are a nightmare. I know you have heard this before. Consider two or three story parking structures in the current parking lot locations that are flush with the tops of the surrounding building structures. This would not use any green space and every little bit would help.
- My children, currently grades 10 and 12, started at Fernway and have gone through Shaker schools all their lives. I have been very pleased with the system and their schools and am invested in this community for the long haul. I would be happy to be a part of future plans for the District. I am an elementary school teacher next door in Cleveland Heights and would like to assist my community in making changes/transitions in the best way possible after watching the challenges our District faced during this process.
- Some major renovations to the physical middle school building are needed

- The buildings themselves seem to all be pretty well cared for (cosmetically), but as a life-long Shaker resident I am concerned about the health of the structures into the future. What is the district's plan for maintaining the beauty and strength of the school buildings?
- When my son was in middle school, I was often on the middle school fields. I noticed leaking gutters on the middle school building that were not taken care of for years. There was water running down the walls. No doubt, there was structural damage underneath the eaves and gutters. This was especially bad on the east side of the building.
- There have been rumblings among parents to the effect that the District is at an inflexion point. Will we continue to devote resources to rewarding our best students and attracting the best and brightest teachers, regardless of demographic/socio-economic background, or will we redirect those resources toward the noble goal of closing an achievement gap even if doing so comes at the expense of students who traditionally excel? Nobody wants an achievement gap, and our District should and must be a leader in seeking to overcome it, but we cannot do so by diverting resources from programs that benefit our District's high-achieving students.
- Having lived through the 'open school' fiasco of the 60's & 70's in Beachwood (A Middle school with pods instead of rooms, student directed learning, and a loft, beanbag chairs and a 'pit' in the library) I am skeptical of any space-related 'movement' in education. Our buildings are aged and could use a mix of fixes: External stairwells that are large enough for safe movement, better lighting and HVAC, more space where feasible, etc. But we don't need radical changes to meet the latest educational trends. For example, no one has ever explained (in objective terms) why IB is better, only that it is based on a global perspective. ... We need a better understanding and clear logic at the top, not just the latest in educational trends and building design.
- While we choose Onaway for the reasons stated above, we deliberately did not buy a home in Fernway because of the lack of space there. Elementary school children [need cafeteria space and time/space] to run and get rid of energy throughout the day.
- I pick my son up and drop him off at school several days a week and have noticed a few things that should be addressed, such as traffic flow. ... More effort should be made to help parents understand the rules and follow them.
- Please stop increasing property taxes to support the schools, more money won't fix it.

GENERAL COMMENTS

- The buildings in Shaker are as unique as the homes in Shaker and serve a population as the neighborhoods in Shaker. I support having classroom space that is conducive to a dynamic and challenging and individual IB experience in our schools and I know that environment impacts our children, our staff and our outcomes tremendously. I think the challenge is to 1) work with what we have which I believe happens every day in all of our schools and 2) determine areas for improvement that are sensitive to the culture and diversity of our community. ALL students should benefit from change and changes should enhance learning.
- Thanks for allowing us to contribute our opinions.

APPENDIX IV: STUDENT WORKSHOPS AND COMMENTS

Through a series of conversations with students at each school, insights were collected and are represented below. Students were asked to share what they like about their current schools, and alternately, what they might change about their school.

Students were also invited to also write and draw their ideas, and to share those ideas with their fellow students. Student ideas and insights are quoted, summarized and paraphrased, and student drawings are included to help illustrate their ideas wherever possible.



A4.1 Elementary Student Comments

(specific schools are indicated if included on student drawings or comment cards)

My favorite thing about Mercer is its large array of books in the library because nobody leaves without a good book.

Samuel 4M



What I like about my school is...

- "I like that we don't just sit around in class all day and [Boulevard] has different activities for us to do and our teachers also have activities to do and they make learning fun."
- "I like that there are a lot of fun projects like Hall of Knowledge and Exhibition. I have liked every single teacher I had."
- "I like the library, recess, and the teachers!"
- "My favorite thing at Onaway is the computer lab"
- "My favorite thing about Mercer is its large array of books in the library, because nobody leaves without a good book."
- "My favorite thing at Onaway is my teacher and the playground"
- "I love this school because ... the teachers listen to you and they are nice to you."
- "My favorite thing is PE because I like exercising."
- "My favorite thing about Lomond is music and lunch."
- "My favorite thing in school is to bond with some teachers that I don't know much about. I also like art class and music."
- "I like math. It is fun. You learn new stuff and get smarter."
- "I like recess because you can play a lot with your friends. I like gym because you can have fun in the gym."
- "What I like most is math and reading in the library. I like library because you can pick out books."

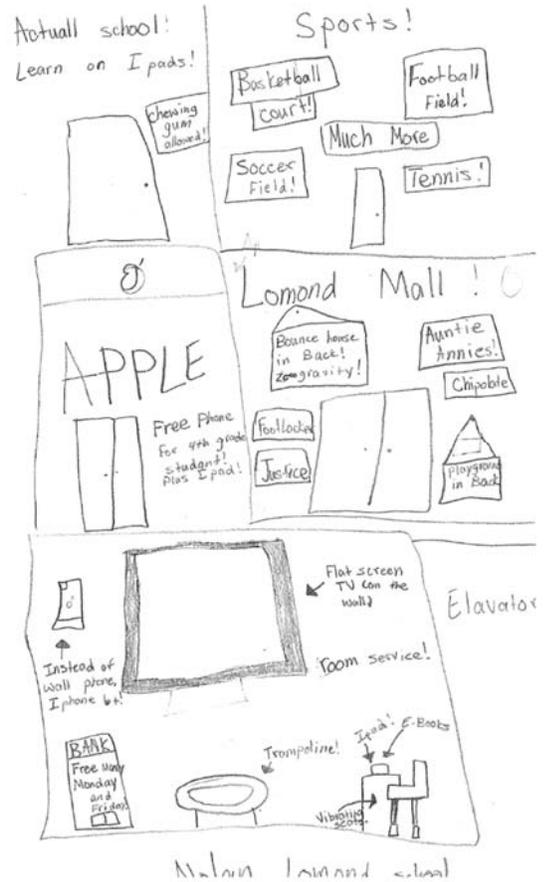
- "My favorite thing about school is math, lunch, and snack.. I like math because we play math games in the class. I like lunch because I get to talk to my friends. I like snack because I get hungry before lunch."
- "My favorite thing in school is science because you can learn a lot of stuff, and you can be smart."
- "I like all the books [at Boulevard]."
- "I like music because I get to increase my vocals."
- "I like that Woodbury is very diverse so there is not just one race throughout the whole school, there are many different races."
- "I like that we have computers in the classroom."

My favorite ^{3rd} part of Mercer is gym class. I like gym because I like to get exercise

- "I like recess at school because you can see your friends in the same grade as you but in different classrooms so you can play with them if you want to."
- "Chinese: you may go to China someday and you might need to know Chinese and a lot of people speak Chinese. Art: you can learn about famous artists and people and you can draw many things. And PE: you can exercise and play games like soccer."
- "Something that I like about school is the activities – we do school projects and also field trips. Also the teachers [at Boulevard] care and think and help with math and reading."
- "I like [Boulevard] because I like our specials. When we do gym I like to exercise. Also music, art, and computer lab."
- "nice teachers, plenty of time for lunch, enrichment programs, field trips, library, IB"
- "I like the salad bar. I love gym. I also like art and Chinese. I look forward to exhibit and Hall of Knowledge."



- "At Boulevard, I like the salad bar. I think the gym is the best. I also like how we get to do big projects. Art is also really fun."
- "I like Boulevard because it is a IB school that is great because they always choose their teachers carefully for our learning. You feel in good hands when you're at Boulevard. You know that they care about your learning."
- "I like the teachers here. Also I like how they let us go to recess earlier than most schools that I've been to! There are lots and lots of nice teachers here. I also like the activities and the books in the Library. And that's why I love this school."



- "We get put into groups with kids who re at our level. We get to learn another language. The teachers are nice and caring. We get to have fun and learn at once."

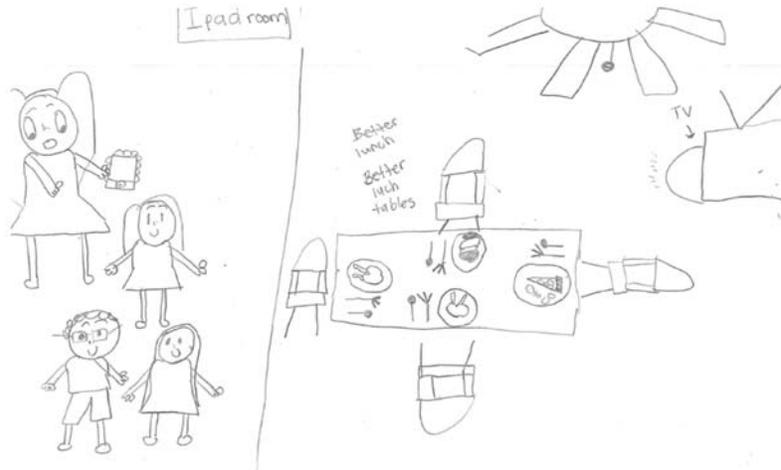


What I would change about my school is...

- "I would create a student counsel for each grade [at Boulevard] so we could vote and kids would get to say their opinions more. And this school would be more democratic."
- "Keep library books longer without renewing."
- "More independent work"
- "To get books more than once a week"
- "The décor"
- "No yak track!!!"
- "If I could change [Boulevard], I would do more math and do reading for 2 hours. I would change lunch. I would have snacks like cookies, chips, brownies, cake and cupcakes!"
- "To be able to request what teacher you want."
- School should be more fun.
- "I wish we had a new playground in the shade."
- "more recess"
- "I wish we had "cooking class and farming class."
- "I wish we had we had more field trips."
- "I wish the school had a pool."
- "I wish this school had a sci-fi book club."
- "I wish we had more time to eat lunch."
- "I want a longer recess and longer PE class."
- "I want to learn using iPads"
- "learning on game systems"
- "I wish we had a pool on the roof."
- "I wish we had more books [at Boulevard]."
- "I would like to change the lunch seating [at Boulevard]. Usually each class has 3 tables to sit. I would prefer if all the classes could sit together because a lot of my friends are in different classes."
- "I would change the rule at lunch that says you can only sit with people in your class."
- "I would like air conditioning in the [Woodbury] school because I think we would be able to focus more on our schoolwork instead of focusing on fanning ourselves."
- "I would like more choice in school, and to sit where we want in the classroom."
- "I would change recess and lunch – because I think we should have swings, volleyball, gymnastics, and at lunch we could choose what we want to eat and where we want to sit." (Boulevard)
- "More sports"
- Add a trampoline in the playground
- School should be more like a mall
- Better / hot food for lunch
- "I would like to change that there are too many rules."
- "I would like an all-boys school."



- "What I would change about Lomond is better lunches. I want a snack bar, salad bar, pizza bar, ice cream bar."
- "No homework."
- "No bullying"
- "I wish we could choose what we want for lunch."
- "One thing I would change about this school is for it to have instead of recess we can go out and go to a restaurant."



- "Better lunch and better lunch tables."
- "I would change picking out your own language to 5th grade, and less testing."
- "IPads for all kids so they can use them and do homework on them."
- "Cooking class"
- Air conditioning
- Students would like more time (or some time) with groupings outside of classroom groupings to spend some time with friends that aren't classmates.
- More learning through play (activities, video, etc.)
- Exposure to 'Making' tools — 3D printers, Laser cutters, etc.
- More time w/ gym, recess
- In general, students like specials



Specific comments from 5th and 6th grade students

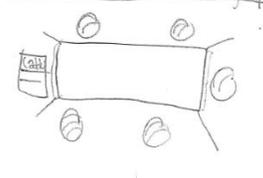
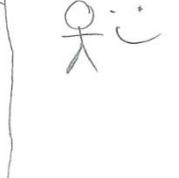
- "If we had the coolest school ever, I would have smaller amounts of children in each class. We would be having whole school discussions and we would have more plays. [Other ideas include:] our own fit bits, whole school sleepover, exercise balls, play time as reward (x-box, Wii U, PS4), teaching outside, enough food for both grades, vending machines with yogurt/candy/fruit, a 'write-your-own-book' club, kit teaching time, 80's spirit day, secret Santa, more gym class." (6th grade)
- "If we were the coolest school, we'd be rolling around on skates and blades, [have a] comedy center, napping area, our own Fitbit HD, vending machines full of candy, a Wii U, kids can take over classes, Halloween day, ice rink, swim day, music day, outdoor pool, singing center/open mic day." (6th grade)
- "[A cool school would have] nice space to chill and use phones and music."
- "More clubs, more free time, Gym every day, game systems, less homework, lots of recess and PE, whatever you want to do at school."

What I Like:

I like that Woodbury is very diverse so there is not just one race throughout the whole school there are many different races.

What I would change:

I would like airconditioning in the school because I think we would be able to focus more on our schoolwork instead of focusing on how to keep ourselves cool.

<p>1. Tables + Exercise Balls: The tables will give people more space. And exercise balls keep us awake and our brain stimulated. I had this in 4th grade.</p> 	<p>Business Class added for kids to learn stuff</p> 	<p>Coolest School days 80's day, kid teaching days, Halloween,</p>	<p>More Spirit Secret Santa,</p>	<p>Lock downs Like sleepovers but better: with concerts</p>
<p>More Tech I pads or New Tables</p>	<p>Naps + "Chilling" Nice space to chill and use phones + music</p>	<p>Free Day do anything</p>	<p>Air Conditioning</p>	<p>Hoverboards Hoverboards <u>Olivia Peebles</u> 6th grade</p>

I enjoy music and being able to learn a new instrument
 Starting 5th grade and up, you could also
 switch. Plus languages can be fun to learn,
 for example I've started Latin class.

2. I would add to Woodbury more technology.
 like kids could have ~~technology~~ maybe a tablet
 for research. Or having tables and exercise
balls to keep

A4.2 Middle School Student Comments

What I like about my school is...

- "My favorite thing about this school is that we have vending machines and bigger classes."
- "The teachers are nice"
- "The independence"
- "Art class, PE"
- "I like that we have more independence than Woodbury"
- "The auditorium"
- "My favorite this is that we get to sit with our friends"
- "My favorite thing about this school is how we change classes because staying in one classroom is boring."

What I would change about my school is...

- "I don't like that we only have 4 minutes to get to each class."
- "I wish we had elevators to get to each floor because the stairs are always crowded."
- "Allow us to carry bags for our books"
- "The hallway congestion"
- "Getting up at 6:45 for school"
- "The 8th wing"
- "More organized lunchroom"
- "We should have wider hallways"
- "The flow during or after lunch periods – the hallway gets extremely congested"
- "The building doesn't all have air-conditioning"
- "There's sometimes not enough food in the lunchroom."

A cool school should have...

- "I wish we had free time to have a couple of minutes to relax your brain."
- "We could pick our own schedule, school starts at 10:00am, we get to carry backpacks around school, more free time"
- "20-minute classes"
- "Comfortable seating (every class, even lunch)."
- "Snacking between classes"
- "Elevators"
- "I would really like a slide somewhere in the school"
- "A slide between floors and a video game room"
- "Cold water"
- "Bean-bag chairs"

4th Grade Shaker Student

- Arrive happy & excited to be at school. Student is prepared
- Walk into a warm, welcoming, stimulating environment.
- Student has a sense of membership
- Student is welcomed, greeted by adults/students - Care is shown and felt.
- Diversity in the classroom and learning environments.

A4.3 High school Student Comments

(summarized/paraphrased from a voice recording made during the session)



- More choice related to time/schedule
- Independent study, dual credit, self-directed
- Internship opportunities with businesses in the community
- Concern / interest in how high school opens future possibilities. (work, college)
- Concern over meaningful policies (tardy, cell-phone), consistency among teachers, administration, policy.
- Consistency in technology policy (iPads, taking class notes, common site for classwork, etc)
- Generally, there's a lack of communication among students and teachers and administration – students get mixed-messages
- Frustration with upper-level IB courses, where students don't feel challenged
- Some rules are aimed at the symptoms instead of the cause – for example penalties for being late are so extreme, that students would rather skip the class altogether than be late. Need to look at why students are being late, and then address that issue first. Root issues include congested hallways, locker access/location, students needing time to stop and chat with a teacher, etc.



- Students want more cooperation / partnerships with local professionals, industries, companies, etc. to gain marketable job experience and real-world learning. Both for getting jobs after high school, but also for getting into college.
- Should be the option for taking on-line courses for credit, particularly college courses.
- More independent study in interest-based coursework – experiential learning through topics and themes that are of particular interest to individual students. In these courses, students would be more motivated because the topic would be of interest to them. A faculty advisor would be there to help ensure all the academic rigor and requirements are being met. This would not likely be for every class. The “IB essay” is close to this, but not quite there.
- Students perceive that the IB Programme is not so accepted/supported by many teachers.
- The structure of the school day is too rigid for students. Students feel that a schedule is important part of their success, and that they should be more effective partners in defining a schedule that aligns more closely with their needs. Perhaps the schedule could become less rigid as a student progresses from 9th grade to 12th. This would also help prepare students for college, where they do have more control over their schedule.
- Students enjoy a wide range of elective courses.
- More courses should be offered at the honors level.
- Technology – students should be able to type their notes. Some teachers make students hand-write their notes.
- So much of the work needs a computer, it would be great if students had better access to computers. Some students don't have computers at home, so it's hard to get work done.
- Technology isn't the only answer; it's just one tool that students should have better access to.



APPENDIX V: NEXT STEPS FOR MASTER PLANNING

Introduction

As the Strategic Plan and Educational Visioning translate to Facilities Master Planning, this document is intended to guide Shaker School facilities towards providing all stakeholders in the Shaker community the opportunity and inspiration to passionately pursue learning at any age; honor and exhibit the achievements of all students; and provide users of all needs, abilities, and backgrounds with vibrant, comfortable, healthy learning environments that bring the world of resources to the classroom.

Vision in Action: Facilities Master Planning

As the Educational Visioning effort is completed and Facilities Master Planning process kicks off, we begin to focus specifically on the physical facilities (buildings and grounds) of the Shaker Schools. In other words, since our vision and goals have been articulated, we can now assess how well our buildings are able to support those goals.

The master Planning team of planners, architects and engineers will assess both the quality of each of our buildings and the ability of each facility to support The Shaker Experience.

The following activities are included in the Facilities Master Planning process, as defined by the District's Master Planning Consultant, VAA, to be completed in the spring of 2016.

Task 1 - Kick-off Meeting - Plan the Plan

Task 2 - Review Master Plan and Facilities Assessment Report

Task 3 – Validation of the Existing Facilities Documents

Task 4 – Assessment of Non-School Facilities

Task 6 - Compile Findings and Recommendations

Task 7 - User Group Meetings

Task 8 – BOE Progress Update

Task 9 - Present Existing Facilities Conditions

Task 10 - Community Engagement Workshop #1

Task 11- Finalize Documentation of Facility Needs

Task 12 - BOE Progress Update

Task 13 – Benchmarking: Planning & Programming (Community Workshop #2)

Task 14 - Ed Specs and Utilization Study

Task 15 - Community Engagement Workshop #3 - Concepts Session

Task 16 - Planning Results

Task 17 - BOE Progress Update

Task 18 - Community Engagement Workshop #4 – Plan Refinement

Task 19 - Drafting Recommendations

Task 20 - BOE Present Draft Recommendations

Task 21 - SHCSD #7 - Final Recommendations

Task 22 - BOE Considerations of CLC Recommendations

APPENDIX VI: REFERENCES AND RESOURCES

A6.1 Acknowledgements

Many voices were solicited and heard during the Visioning process. Shaker stakeholders, including countless Shaker students, staff and teachers from each school, district administrators, School Board members and many others contributed valuable insights and expertise for the Educational Vision. A list of participants whose names were gathered during the process are included below, however it is expected that not all participants had a chance for their names to be collected. Whether specifically included in the lists below or not, all participants deserve a warm “thank you” for their contributions.

Board of Education:

William L. Clawson II, President
Reuben Harris, Jr., Vice President
Alex Liston Dykema
Amy H. Fulford
Annette Tucker Sutherland

Gregory Hutchings	Superintendent
Stephen Wilkins	Assistant Superintendent - Business & Operations
Marla Robinson	Assistant Superintendent of Curriculum and Instruction
Bernice Stokes	Assistant Sup. of Academic Support Services
Bryan C. Christman	Treasurer and Chief Financial Officer
Scott Stephens	Executive Director of Communications & Public Relations
April Abbot	Senior Administrative Assistant - Business & Operations

Missy Sherwin	Parent, PTO Council Co-Chair
Candith Mcmillam	Parent, PTO Council Co-Chair
Henrietta Silberger	Community member
Julie Donaldson	Community member

Christopher Hayward	Principal - Fernway Elementary School
Carina Freeman	Principal - Lomond Elementary School
Lindsay Florence	Principal - Mercer Elementary School
Amy Davis	Principal - Onaway Elementary School
Danny Young, Jr.	Principal - Woodbury Elementary School
David Glasner	Principal - Shaker Heights Middle School
James Reed, III	Interim Principal - Shaker Heights High School
Sara Chengelis	Assistant Principal - Shaker Heights High School
Ramsey Inman	Assistant Principal - Shaker Heights High School
Kathleen Sauline	Assistant Principal - Shaker Heights High School
Ann Spurrier	Assistant Principal - Shaker Heights High School

Kathy Brown	High School Teacher
Sharon Craig	High School Teacher
Karen DeMauro	High School Teacher
Rebecca Wadsworth	High School Teacher

Erin Mauch	High School Teacher
Kristina Walter	High School Teacher
Luling Li	High School Teacher
Katie Davis	Middle School Teacher
Yvette McClaine	Middle School Teacher
Kathy Manning	Middle School Teacher
Sean Harnish	Elementary Teacher
Patricia Rashid	Elementary Teacher
Dan Farinacci	Elementary Teacher
Laurie Schlein	Elementary Teacher
Amy Hannah	Elementary Teacher
Tim Kalan	Elementary Teacher
Jim Sweeny	Elementary Teacher
Noreen Smyth-Morrow	Elementary Teacher
Angela Anderson	Elementary Teacher
Jessica Wilkes	Special Needs Teacher
Eileen Sadowsky	Special Needs Teacher
Kathy Walen	Tutor
Mary Bourisseau	Guidance Counselor
Chamaine Abrams	Guidance Counselor
Debra Quarles	Librarian
Kristen Roope	Librarian
Laura Daberko	Librarian
Paula Klausner	Nurse
Vic Ferrell	Security
Mike Olencki	Custodian
Laurence Ivey	Custodian
Tracy Williams	Administrative Assistant
Betsy Murray	Administrative Assistant
John Morris	Union Member
Lorene Rider	Union Member
Anthony Ugrinic	Union Member
Amy Brodsky	IB Coordinator
Denise Brown	IB Coordinator
Lynne Kulich	Central Office
Ouimet Smith	Central Office
Bernice Stokes	Central Office
John Rizzo	Central Office

Student representatives from all schools

A6.2 Presentations

Throughout the Visioning process, visual presentations were used to help facilitate workshops and discussions. This section of the Appendix includes slides from each of these presentations, included in the chronological order presented.

Visioning Workshop: Day 1 - June 11, 2015

Excellence
Equity
Exploration

WELCOME!
SHAKER EDUCATIONAL
VISIONING WORKSHOP
June 11-12, 2015
(Day 1 slides)

Shaker Heights City School District: Visioning Workshop June 11-12, 2015

The Shaker Experience:

- Introduction from Dr. Hutchings
- Our Strategic Plan
- Our IB Context

where we've been
where we are
where we're going

Excellence
Equity
Exploration

Shaker Heights City School District: Visioning Workshop June 11-12, 2015

group activity:
powerful learning

Think of an experience when you had an "ah-ha!" or when something difficult suddenly became easy or clear.

Turn to your neighbor and take 1 minute to share your story, and another minute to listen to your neighbor's story.

Use index cards on your table to capture the big idea for each of your experiences.

Shaker Heights City School District: Visioning Workshop June 11-12, 2015

group activity:
powerful learning (part 2)

Think of an activity you do with your students where you see powerful learning happening.

Turn to your neighbor and take 1 minute to share your activity, and another minute to listen to your neighbor's activity.

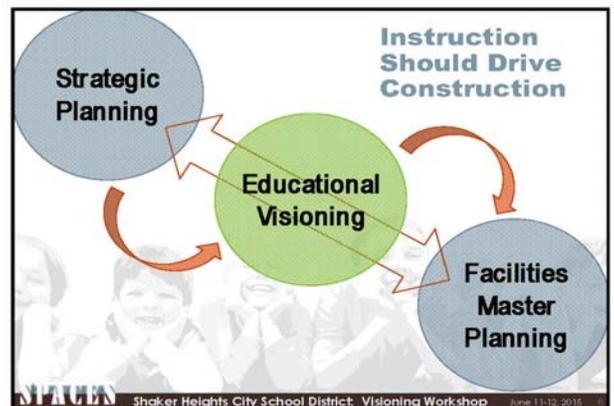
Use index cards on your table to capture the big idea for each of your activities.

Shaker Heights City School District: Visioning Workshop June 11-12, 2015

Why we're all here:

To collaboratively create a clear and compelling vision for your schools and to align the educational program and learning environment with this vision.

Shaker Heights City School District: Visioning Workshop June 11-12, 2015





Agenda: Day 1 - INNOVATIONS

Meet & Greet (breakfast snacks)

Welcome/Introductions
 The Shaker Experience, Context & Vision Dr. Hutchings
 Activity: Powerful Learning
 Intent of Visioning Effort & Summary of Process

break

Presentation: Global Perspectives on Teaching & Learning

working lunch

Activity: Energize Team-Building
Activity: Visions for Teaching & Learning in Shaker
Presentation: Research & Innovations

break

Discussion: Highest Hopes
Next Steps / Homework

Adjourn

Shaker Heights City School District: Visioning Workshop June 11-12, 2015

Agenda: Day 2 - OPPORTUNITIES

Meet & Greet (breakfast snacks)

Welcome/Day 1 Recap
Discussion: What We Learned
Presentation: Exemplars/Virtual Tours
Activity: What's Important

working lunch

Activity Set-Up: Potential Translations of Your Vision
Activity: "If we really meant it"

break

Discussion: Highest Hopes Revisited
Discussion: Engaging Your Wider Community
Summary / Recap of Workshop & Next Steps

Adjourn

Shaker Heights City School District: Visioning Workshop June 11-12, 2015

MONTH	Activities:	Outcomes:
4/5	Planning:	Develop Process , Schedule, Participation
5	Reviewing:	Tour Facilities & Gather Data – Current Conditions
6	Exploring:	Research , Survey
7/8	Aspiring:	Envision the Desired Outcomes in Light of Context & Goals
9	Translating:	Interpret Vision into Guiding Principles for Facilities
10	Synthesizing:	Interpret Findings into Actionable Directions
11/12	Sharing:	Community Presentation
	Documenting:	Create a Roadmap for Instruction to Drive Construction

overall timeline
 Shaker Heights City School District: Visioning Workshop June 11-12, 2015

Activities: Participants:

Planning:	Leadership Vision Advisory Team
Discovery:	FACILITY TOURS: School Principals and/or Head Custodians WORKSHOP: Vision Trailblazer Team RESEARCH & REVIEW: Vision Trailblazer Team STUDENT PERSPECTIVES: Student Activity SURVEY: Staff, Students, Community
Synthesizing:	Consultant, with reviews by Vision Trailblazer Team
Documenting:	Consultant, with reviews by Vision Advisory Team
Vetting:	Input & Feedback from Staff & Students
Sharing:	Shaker Heights Community
Approval:	School Board

Participation
 Shaker Heights City School District: Visioning Workshop June 11-12, 2015

Global Perspectives on Teaching & Learning:
a presentation of ideas from beyond Shaker Heights

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 14

Rita Pierson: Every kid needs a champion

TED Talks **Subscribe** 147,181 945,300

Published on May 3, 2013
Rita Pierson, a teacher for 40 years, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they don't like." A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

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consider your children's lives for a moment.
what do you see?

envisioning education

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customization

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Left Brain
analytical
logical
mathematics
science
reading
writing
grammar
spelling
organization
planning
sequencing
reasoning
problem-solving
critical thinking
decision-making
evaluation
comparison
contrast
classification
inference
prediction
conclusion
synthesis
evaluation
creation
design
problem-solving
decision-making
evaluation
comparison
contrast
classification
inference
prediction
conclusion
synthesis

Right Brain
creative
artistic
music
dance
drawing
writing
poetry
storytelling
imagination
intuition
emotions
relationships
communication
social skills
empathy
compassion
cooperation
teamwork
leadership
responsibility
self-awareness
self-regulation
social awareness
relationship skills
decision-making
problem-solving
critical thinking
evaluation
creation
design
problem-solving
decision-making
evaluation
comparison
contrast
classification
inference
prediction
conclusion
synthesis

shifting mindset

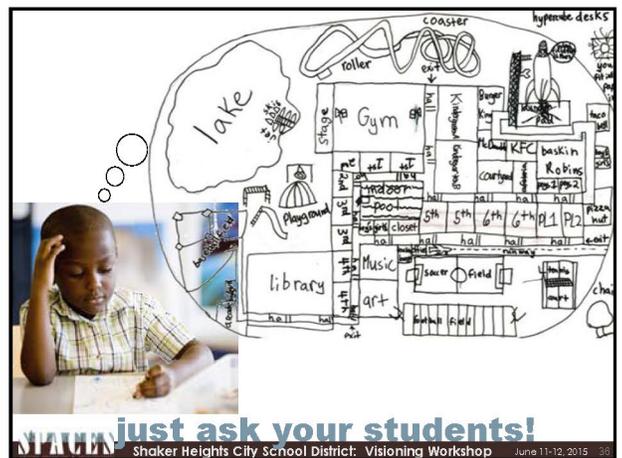
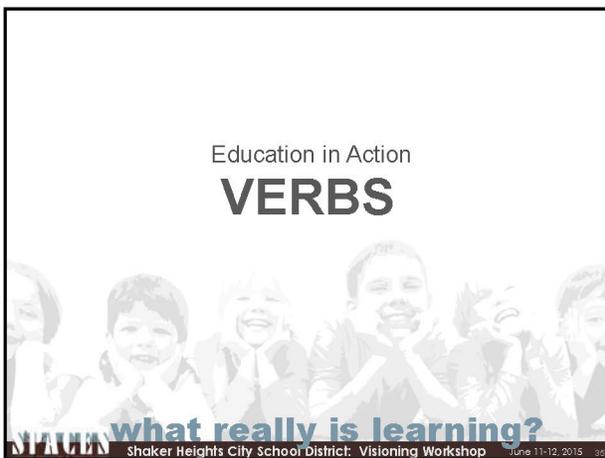
SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 18

FROM THIS TO THIS

- create alone → create together
- present → design
- right answers → right questions
- bring solutions → seek / develop solutions
- perfection → mistakes allowed
- introverted → extroverted
- closed / think quietly → open / think out loud
- appearance → authentic
- information gathered → knowledge generated
- memorizing → understanding

shift happens

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 19



source: MacArthur Foundation



THE 21st CENTURY LEARNER

From cell phone and video games to Facebook and YouTube, digital media are changing the way young people play and socialize in the 21st century.

In this video, education experts say digital technologies could transform the way kids learn and participate in their communities.

expert insights

Shaker Heights City School District: Visioning Workshop June 11-12, 2015 21



creative, engaged, focused, brilliant, independent, intelligent, collaborative, interactive, healthy...

what we want for our kids

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passive, dull, uninspiring, predictable, regularized, lifeless, crowded, controlled, cold, inflexible, boring...

spaces we give them

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classroom

noun class·room \- ,rüm, - ,rüm\

: a room where classes are taught in a school

define "classroom"

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visualize a "classroom"

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another one...

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SPACES discovering
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SPACES trying
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SPACES making
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SPACES testing
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SPACES failing
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SPACES celebrating
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IB Learner Profile:

- Knowledgeable
- Caring
- Reflective
- Inquirers
- Open-minded
- Thinkers
- Balanced
- Communicators
- Principled
- Risk-takers

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Shaker student work

career motivation

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Shaker student work

creative problem solving

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Shaker student work

collaborative curriculum

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Shaker student work

inquiry based / hands - on

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Shaker student work

free of barriers

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http://www.ted.com/talks/Diana_Laufenberg_3_ways_to_learn

Diana Laufenberg:

How to learn? From mistakes

TEDxMidAtlantic - 10:05 - Filmed Nov 2019
Subtitles available in 35 languages

View interactive transcript

Share this slide

1,264,178 Total views

Share the talk and track your influence!

Diana Laufenberg shares 3 surprising things she has learned about teaching — including a key insight about learning from mistakes. (Filmed at TEDxMidAtlantic.)

SPACES expert insights

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group activity:

“keepers & losers”

Collaborate in your small groups to identify programs, practices, and activities that currently exemplify the “Shaker Experience”.

Use post-it notes on your table to capture the main idea for each of your group’s “keepers”.

What current programs, practices, or activities might you want to stop doing in order to offer a stronger “Shaker Experience” for all students.

Use post-it notes on your table to capture the main idea for each of your group’s “losers”.

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Working Lunch:

Post your groups “keepers” and “losers” on the wall in their corresponding categories.

Continue to discuss how the Shaker Experience might be strengthened.



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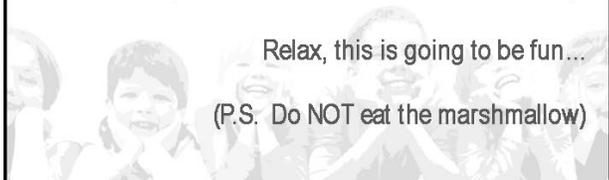
Energize!

Organize into groups of 3-4 people.

Spread out or switch tables if necessary.

Relax, this is going to be fun...

(P.S. Do NOT eat the marshmallow)



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The Challenge



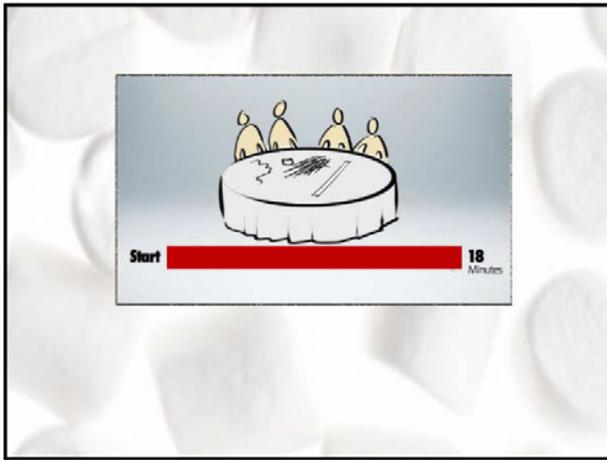
20 sticks of spaghetti + one yard tape + one yard string + one marshmallow

Build the Tallest Self-supported Structure:

The winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.



marshmallow challenge



Successes in Shaker

taking a look at spectacular teaching and learning already happening in your schools

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Shaker Stats

Area Served
The City of Shaker Heights, plus a portion of the City of Cleveland in the Shaker Square area. Total 7.5 square miles.

K-12 Enrollment
About 5,500

Number of Schools: 8
K-4: Boulevard, Farway, Lomond, Mercer, Onaway
5-6: Woodbury Elementary School
7-8: Shaker Heights Middle School
9-12: Shaker Heights High School

Certified Staff
Approximately 410 FTE
More than 80% hold master's degrees or higher
Pupil-teacher Ratio: 13.1
Average Class Size: 24

Support Personnel
Approximately 270 FTE

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- Known for academic excellence and commitment to diversity
- Top 2% of U.S. high schools in Newsweek's annual ratings
- More than 80% college attendance, consistently including Ivy League and other highly selective colleges
- Consistently among top Ohio schools with National Merit, National Achievement, and Advanced Placement Scholars
- 22 Advanced Placement courses and International Baccalaureate Programme
- International exchange programs with schools in China, Japan, Germany, England, Central America, and France
- State and national award winners in National History Day, U.S. Physics Team, National Math League, world language examinations, Science Olympiad, Federal Reserve Challenge, and Scholastic writing and art awards programs
- Nationally recognized theatre program and consistent top honors in band, orchestra, choir, and fine arts competitions
- Nationally recognized programs in human relations and minority achievement
- An unmatched record of community support, including one of the first public school foundations in the nation
- Over 50 co-curricular activities ranging from the Junior Council on World Affairs to Youth Ending Hunger

Areas of Distinction

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Reflective
Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Balanced
Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable
Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Open-minded
Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Inquirers
Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Risk-takers
Approach unfamiliar situations and uncertainty with courage and fortitude, and have the independence of spirit to explore new ideas, ideas and strategies. You are brave and articulate in defending your beliefs.

Principled
Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Communicators
Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Caring
Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Thinkers
Exercise initiative in applying critical and creative thinking to recognise and approach complex problems, and make reasoned, ethical decisions.

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group activity:

“if we really meant it”

Select a perspective:

- **Student** (indicate grade level)
- **Teacher** (indicate school or grade level)
- **Staff** (indicate position)
- **Parent**
- **Alumnus**
- **Community member**

Describe a perfect “day in the life” of your person. Be as detailed as possible as you describe his/her activities and encounters throughout the day, and indicate how each step of the day contributes to the Shaker Experience.

Record your “day” on a large poster sheet. Select a spokesperson who will share your findings with the larger group.

small group activity

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Research & Innovations

using evidence-based decision-making

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<https://m.youtube.com/watch?v=UZF7Yv6Rg>

What 60 Schools Can Tell Us About Teaching 21st Century Skills: Grant Lichtman at TEDxDenverTeachers

TEDx Talks
 Subscribe +44,687 55,479

expert insights

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group activity:

the power of Brain-Based Learning

While sitting where you are, lift your right foot off the floor and make clockwise circles.

Now, while doing this, draw the number “6” in the air with your right hand.

Your foot will change direction and there’s nothing you can do about it.

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Research: Neuroscience & Education

- **ENJOYABLE ACTIVITIES**
Enjoyable activities elicit dopamine release which enhances learning naturally and chemically, while also reducing the secretion of stress hormones which can impede learning and increase anxiety.
- **FUN + CHALLENGING**
Effective approaches combine FUN with progressively increasing CHALLENGES.
- **EXERCISE IMPROVES LEARNING**
Exercise, which increases pre-frontal cortex activity, is a great way to build cognitive ability. Though some worry that physical education takes time away from classrooms, studies find strong evidence that PHYSICAL ACTIVITY improves academic performance.
- **THE WHOLE CHILD**
Programs to enhance SOCIAL & EMOTIONAL development accelerate school achievement as much as interventions targeted at academic subjects.
- **A child’s INTERNAL MOTIVATION is one of the most powerful tools for learning.**

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Increase **motivation** through:

- **Choices**
Provide choices for content, timing, work partners, projects, process, environment, or resources
- **Relevance**
Personal, applicable, relate to family, neighborhood, city, health, etc.
- **Engagement**
Emotional, energetic, physical; use learner-imposed schedules and peer support.

Increase **apathy** through:

- **Requirements**
Fully directed activities, no student input, restricted resources, limited teamwork
- **Irrelevance**
Impersonal, useless, out of context, testing/standards-based
- **Passivity**
Disconnected from the real world, low interaction, lecture, seatwork, isolation, etc.

21st century learning

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source: Teaching with the Brain in Mind, by Eric Jensen

STIMULATE MULTIPLE SENSES

ASK QUESTIONS,
MAKE DISCOVERIES,
COLLABORATE

DELVE DEEPLY INTO A SUBJECT



Research: How we learn

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FIGURE 1.1 With knowledge of how people learn, teachers can choose more purposefully among techniques to accomplish specific goals.

Source: "How People Learn" National Research Council

Research

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group activity:

highest hopes

Jot down your highest hope for Shaker Heights schools on a post-it sheet.

Be prepared to share your highest hope(s) with the larger group.

(Post your notes on the wall. Read the highest hopes of others.)



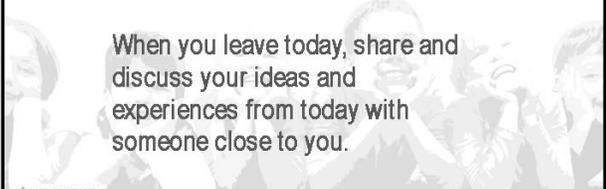
activity

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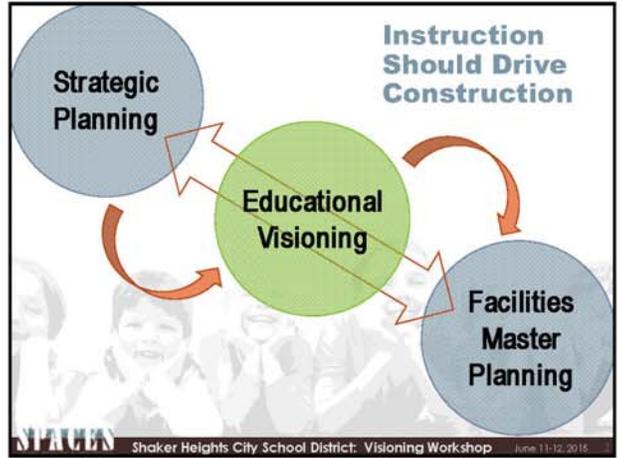
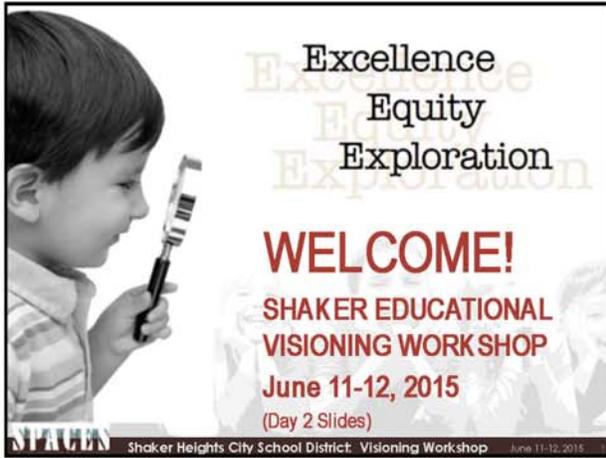
Homework

Brain research suggests that new ideas and innovative thinking are strengthened when brains work in concert with other brains.

When you leave today, share and discuss your ideas and experiences from today with someone close to you.



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Agenda: Day 2 - OPPORTUNITIES

Meet & Greet (breakfast snacks)
 Welcome/Day 1 Recap
 Discussion: What We Learned (and what we missed)
 Discussion: What's Important (drivers vs followers)
 Presentation: Exemplars/Virtual Tours
 Activity: Supporting what's important

working lunch

Activity: Translating what's important
 Activity: "If we really meant it" (refining the translations)

break

Discussion: Highest Hopes Revisited
 Discussion: Engaging Your Wider Community
 Summary / Recap of Workshop & Next Steps

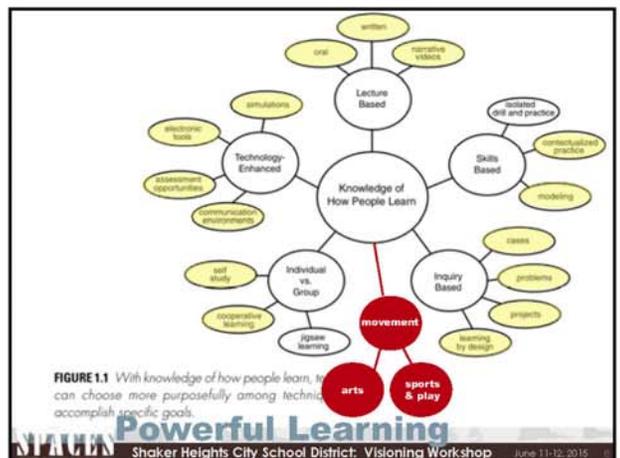
Adjourn

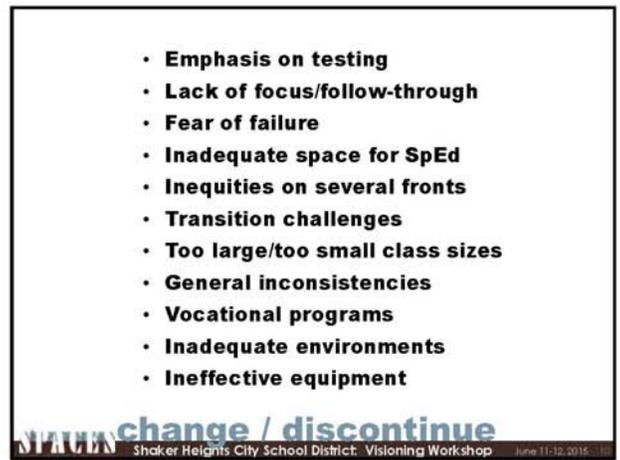
- The Shaker Experience: a summary
- Powerful learning
- Process – what to expect
- Examples of teaching and learning in Shaker and beyond
- Marshmallow structures
- Aspirations for a "day in the life"
- Research and innovations
- Highest hopes

Day 1 Recap

- language and culture
- relational: children / grandchildren
- play / sports / physical activity
- music / theater / arts
- learning via technology
- math with manipulatives
- Individual learning
- learning with others
- drawing from within
- science breakthroughs
- articulating process
- effective communication

What we Heard: Powerful Learning





- **IB / Exhibition**
- **Special / unique programs**
- **Individual student needs**
- **Support of teachers**
- **Strong arts programs**
- **Beautiful buildings**
- **Outdoor learning**
- **Play spaces and fields**
- **Nurses in schools**
- **Technology**
- **Convenient busing**

STACEN continue / enhance

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The HS's dream achieving it's goal

Every adult that greets me in the school will show me caring and encourage me to feel like I belong in my school. All adults will help me in my life in participating. All students will receive the same information and encouragement regarding choice and optional experiences in school. Children will not be separated to learn to use. Support period for students deficient in skills and performing below grade level. And to help them build confidence + build prior knowledge before class. Children will have opportunities to learn & eat lunch.

4th Grade Shaker Student

- Arrive happy & excited to be at school. Student is prepared.
- Walk into a warm, welcoming, stimulating environment.
- Student has a sense of membership.
- Student is welcomed, greeted by adults/students. Care is shown and felt.
- Diversity in the classroom and learning environments.

STACEN day in the Shaker life...

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- **Prepared every day**
- **Happy and excited to be here**
- **Welcomed and safe**
- **Feel cared for, encouraged, supported**
- **Sense of membership/ownership**
- **Naturally engage with others**
- **Climate of respect**
- **Open communication**
- **Choice, self-direction**
- **Authentic, project-based learning**
- **Equal opportunities for all students**
- **Personal champion**
- **Healthy, fit, rested and nourished**

STACEN Important for students

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- **Community partnerships**
- **Alternative use of time/schedule**
- **Interdisciplinary teaming**
- **School legacy, culture and traditions**
- **Trust & accountability**
- **Global connectivity**
- **Citizenship, Stewardship & Service**
- **Social / emotional development**
- **Incubator for new programs, curriculum**
- **Strategies for continual improvement**

STACEN what we didn't hear...

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65% of the children in preschool today will work in jobs that do not yet exist.



STACEN shift happens

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Virtual Tours / Exemplars

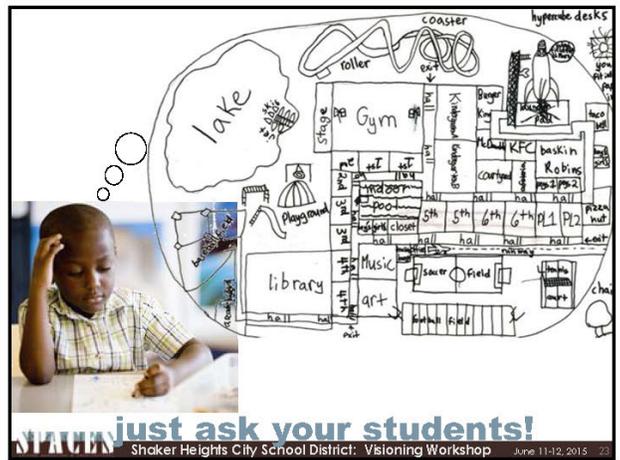
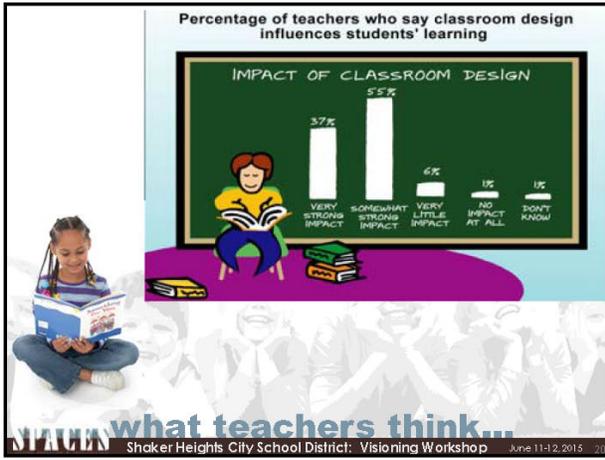
examples from beyond Shaker Heights

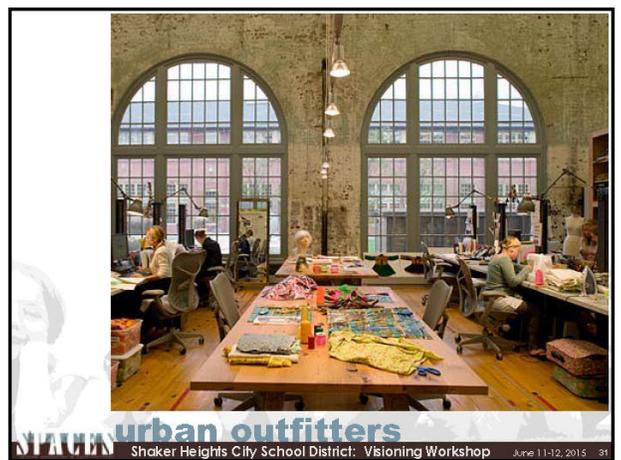
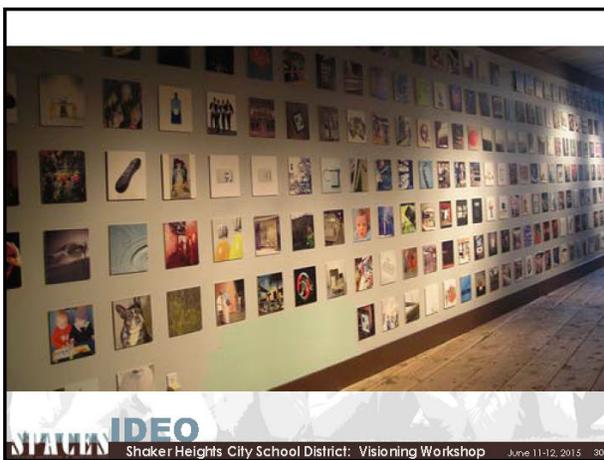
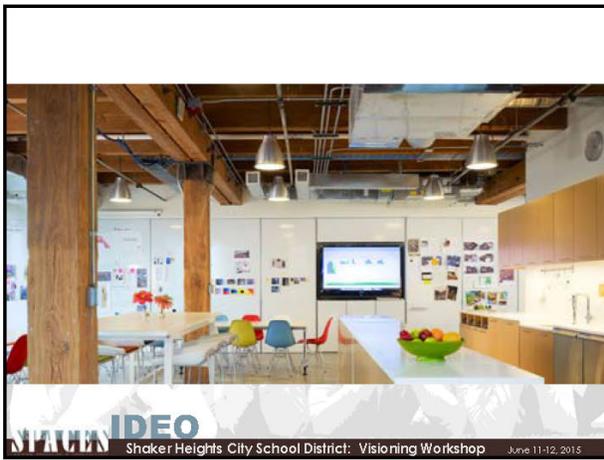
is there anything we can learn?



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Multi-Classrooms

Learning on Display

Activating Corridors

Library & Lunch

Making & Doing

Presenting & Pitching



STACEN Ideas

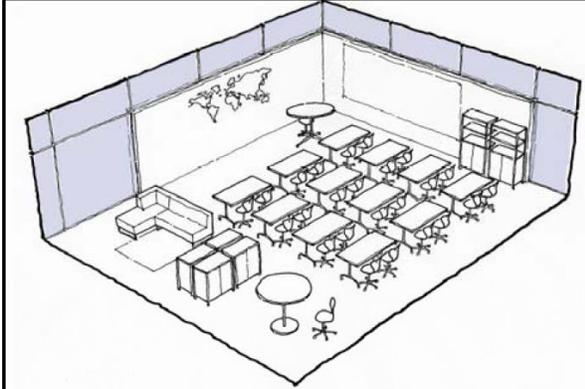
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STACEN multi-classroom

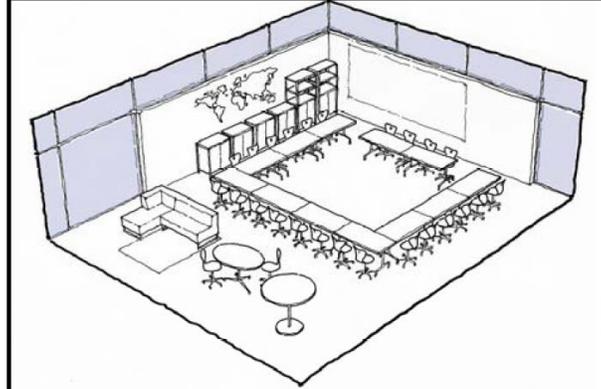
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- Plan walls as "learning display" for student work, projects, portfolios, and other student work.
- Windows allow natural daylight and provide "learning display" for student work, projects, portfolios, and other student work.
- Tables designed for group and individual work, with "learning display" for student work, projects, portfolios, and other student work.
- Dynamic displays allow multiple places for "learning display" for student work, projects, portfolios, and other student work.
- Middle storage tables provide "learning display" for student work, projects, portfolios, and other student work.
- Flexible student tables can be easily reorganized for a variety of "learning display" for student work, projects, portfolios, and other student work.
- Soft seating areas provide "learning display" for student work, projects, portfolios, and other student work.
- Acoustic panels provide "learning display" for student work, projects, portfolios, and other student work.
- Acoustic panels provide "learning display" for student work, projects, portfolios, and other student work.



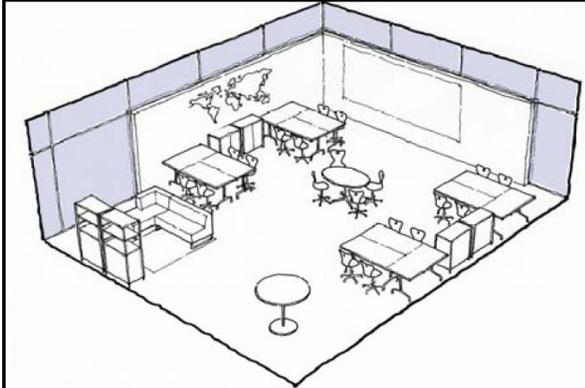
STACEN multi-classroom

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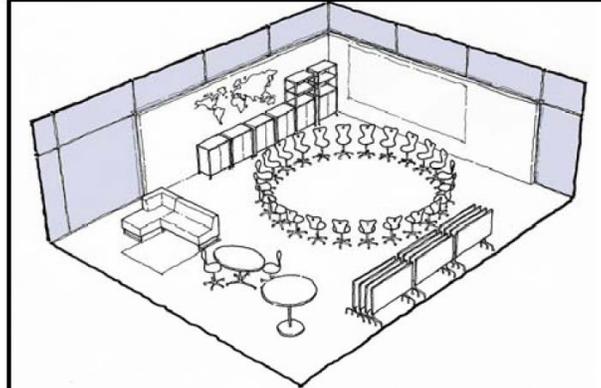
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STACEN multi-classroom

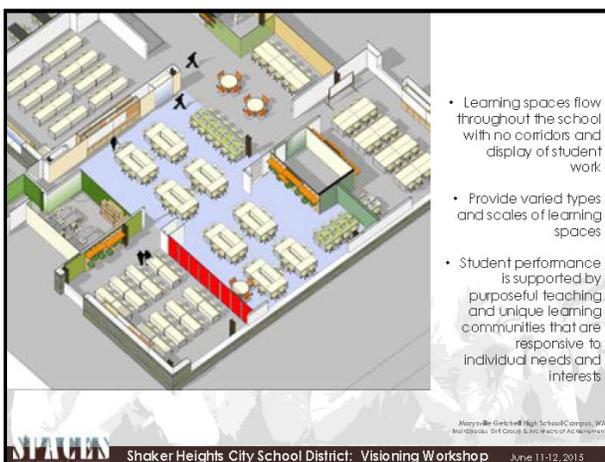
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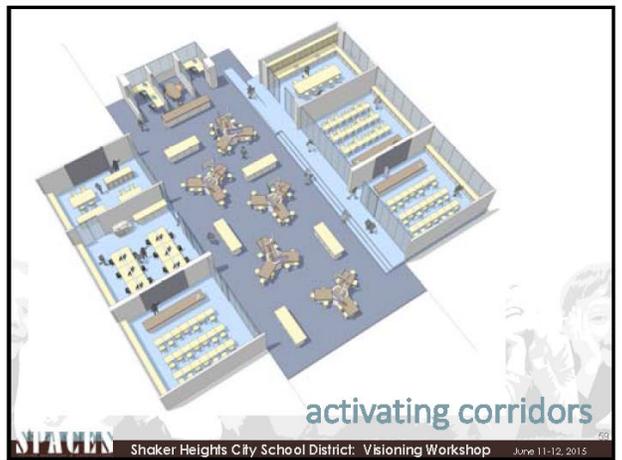
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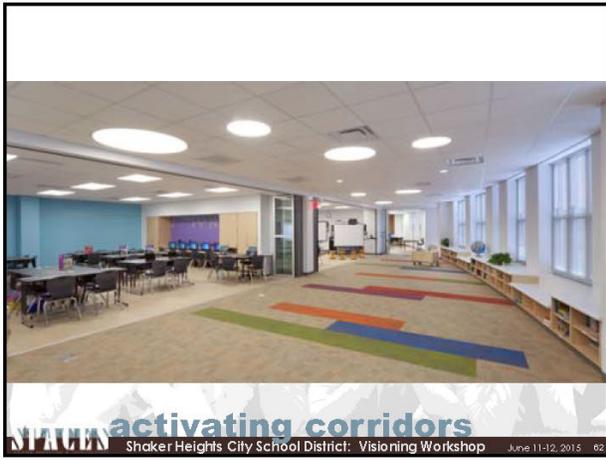
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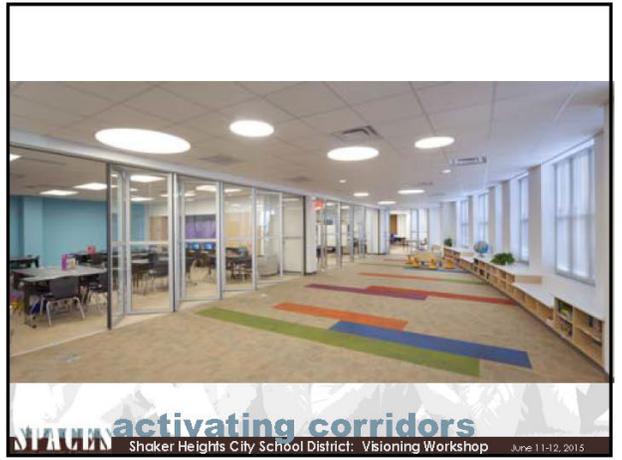








SPACES activating corridors
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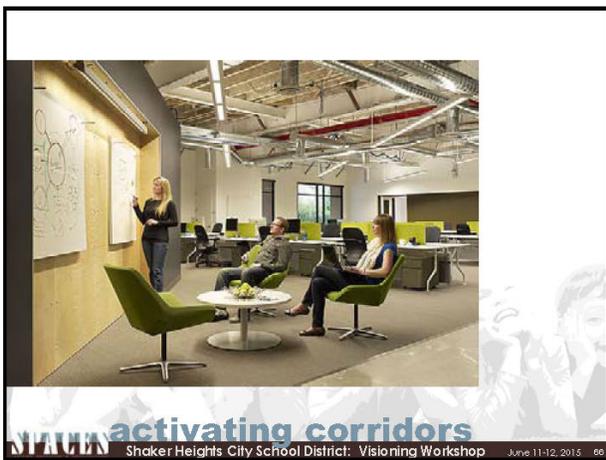
SPACES activating corridors
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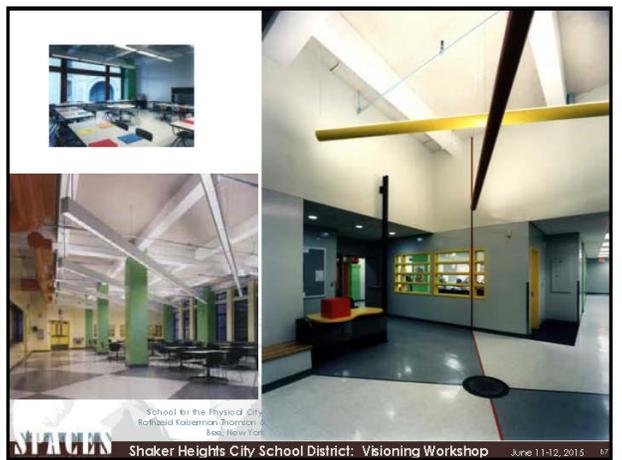
SPACES activating corridors
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SPACES activating corridors
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SPACES activating corridors
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 Buffalo, New York
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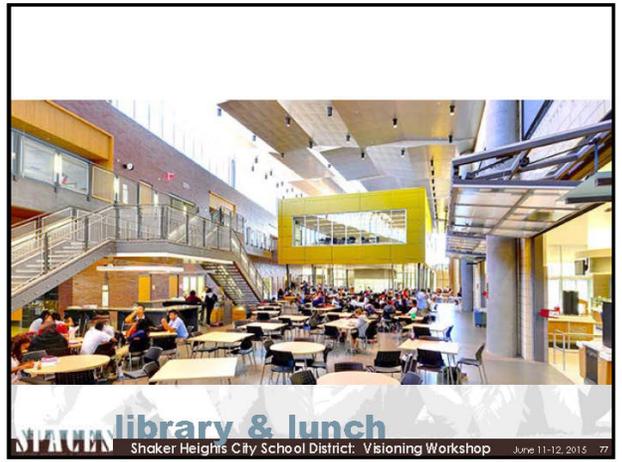
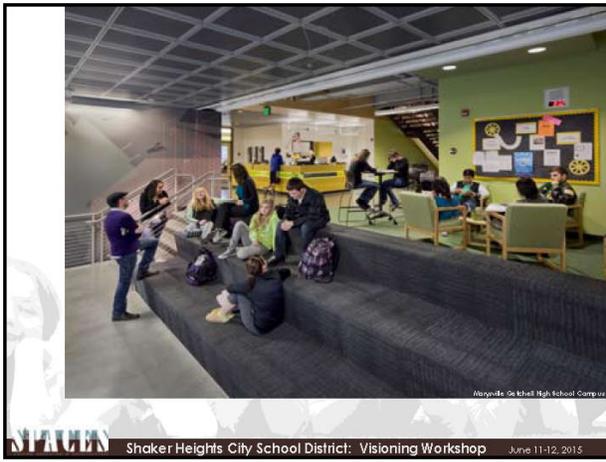
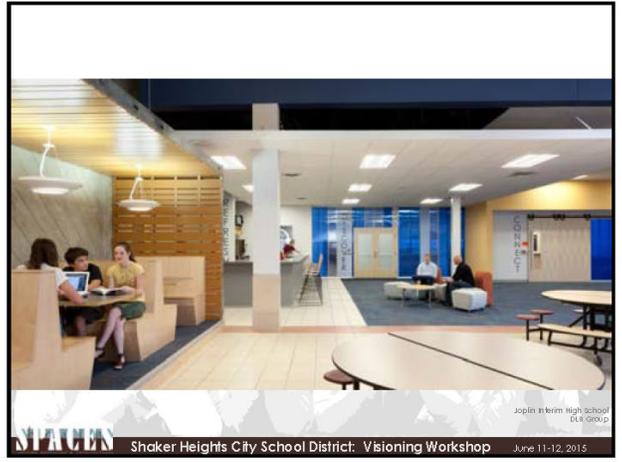
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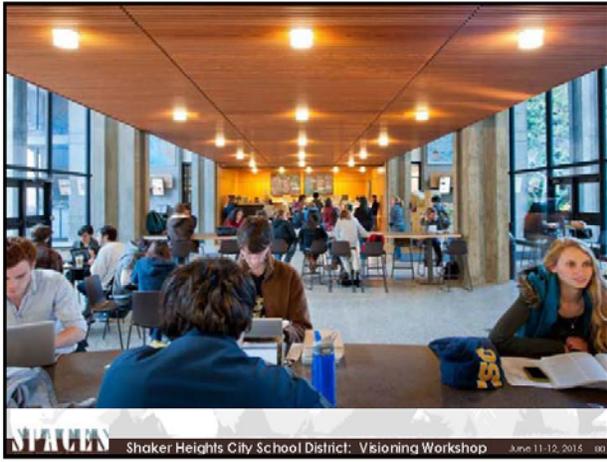


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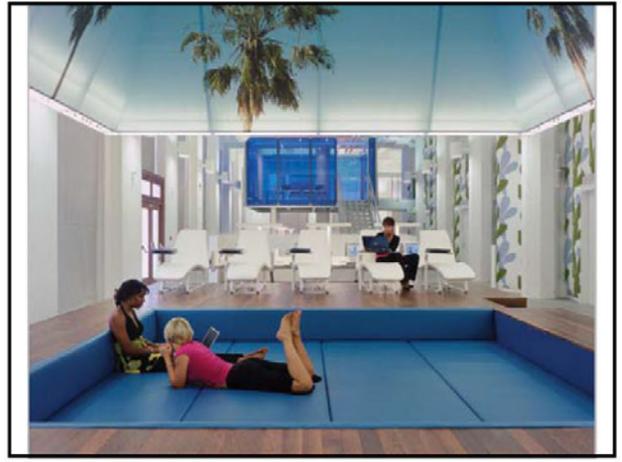


SPACES library & lunch
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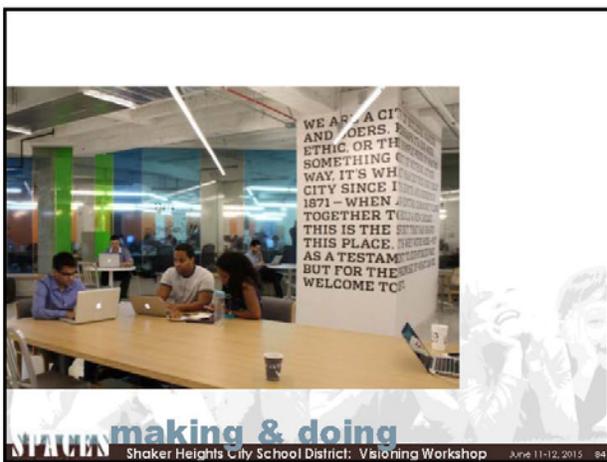
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SPACES library & lunch Shaker Heights City School District: Visioning Workshop June 11-12, 2015 82



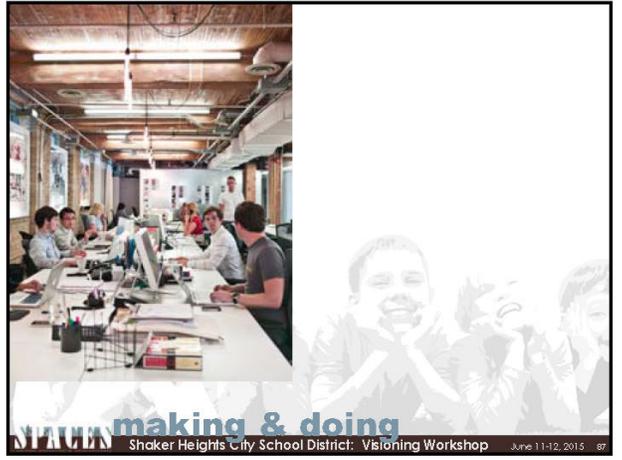
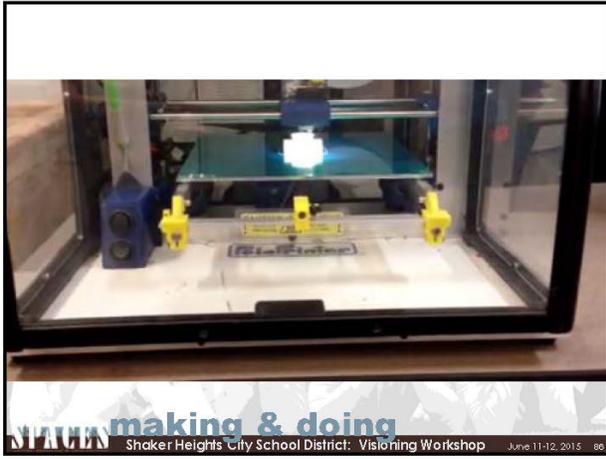
SPACES making & doing Shaker Heights City School District: Visioning Workshop June 11-12, 2015 83

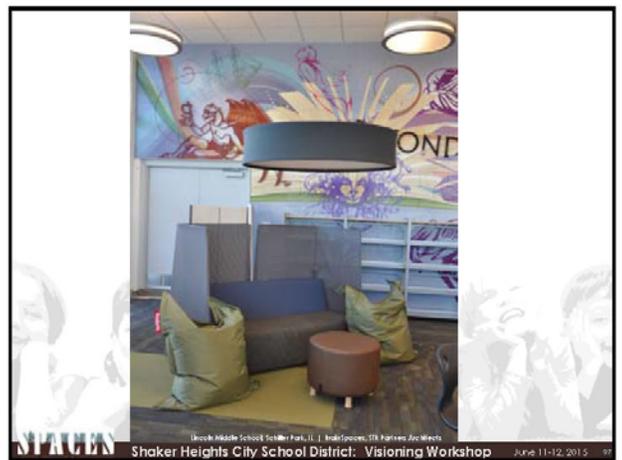
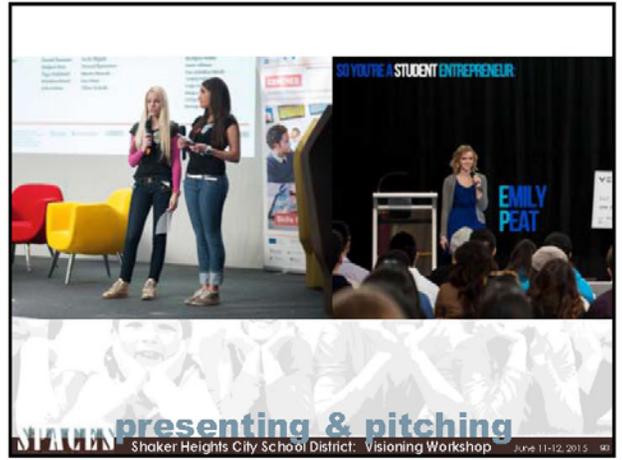


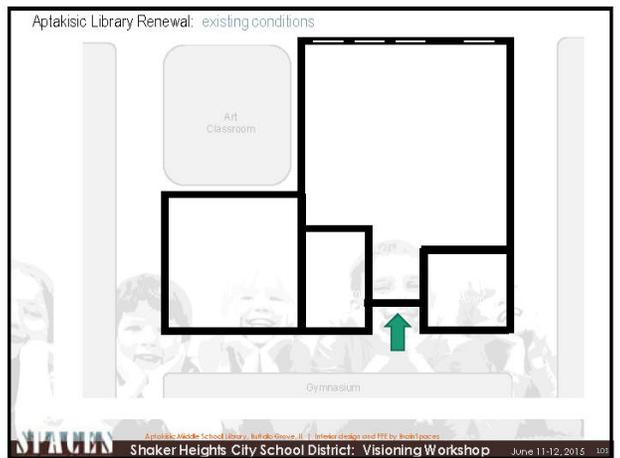
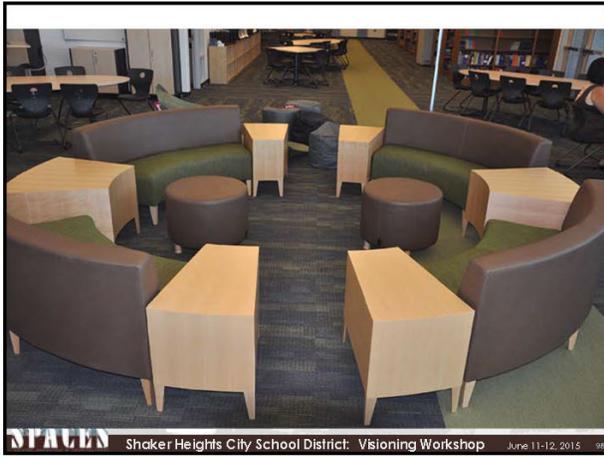
SPACES making & doing Shaker Heights City School District: Visioning Workshop June 11-12, 2015 84

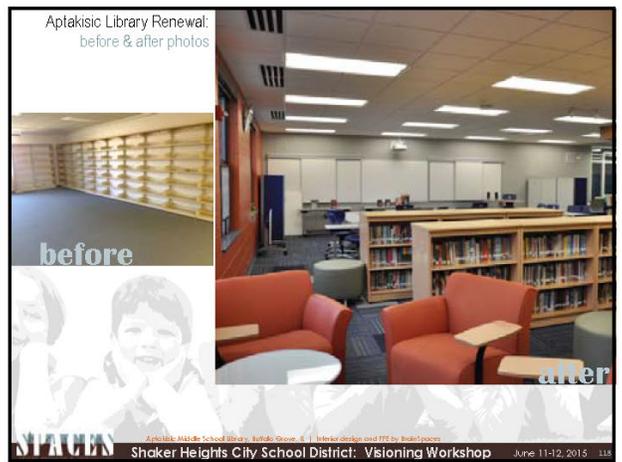
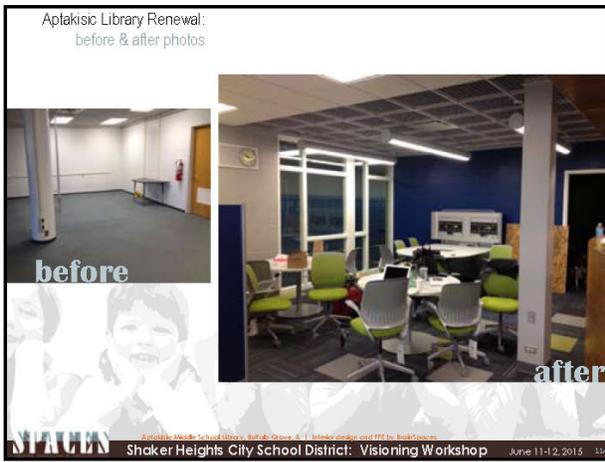
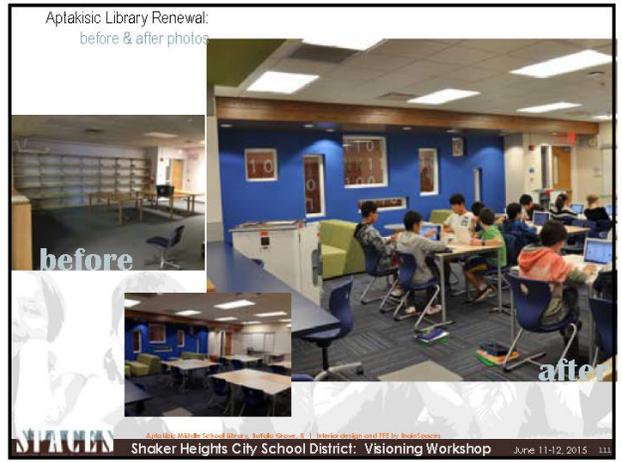
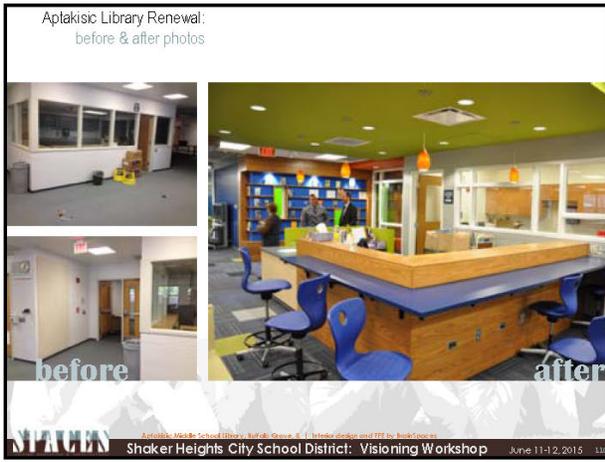


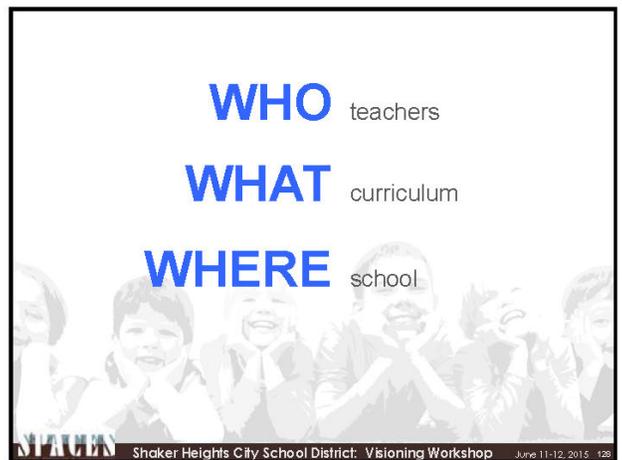
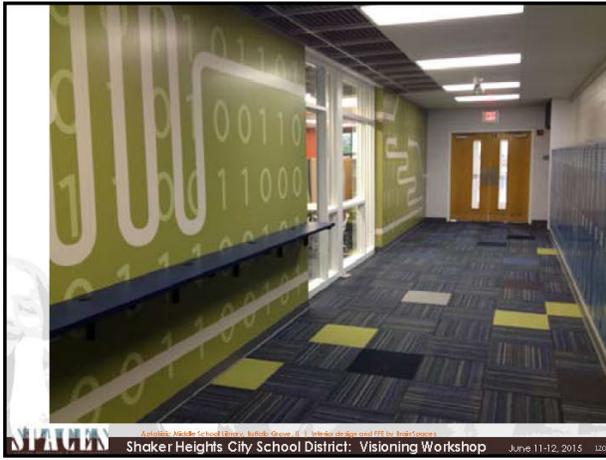
SPACES making & doing Shaker Heights City School District: Visioning Workshop June 11-12, 2015 85











WHO teachers

WHAT curriculum

WHERE school

WHEN schedule



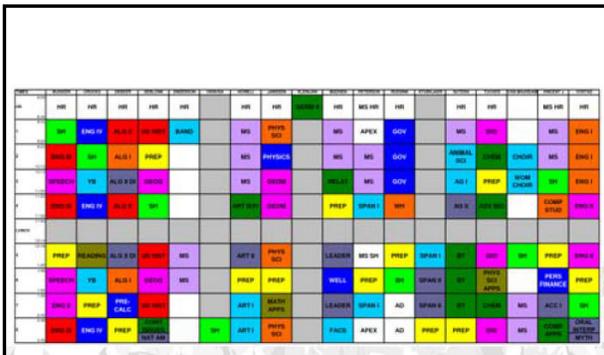
SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 130

SCHOOL SCHEDULE

(the next great frontier)



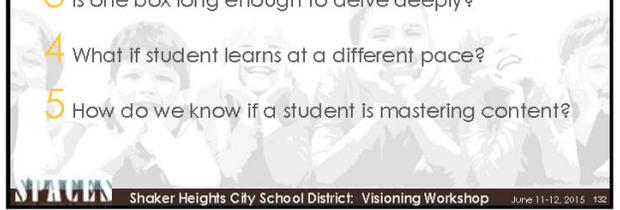
SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 130



SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 131

What's missing in the chart?

- 1 What if there's more interests than chart boxes?
- 2 What if a student "gets it" 1/3 way through the time?
- 3 Is one box long enough to delve deeply?
- 4 What if student learns at a different pace?
- 5 How do we know if a student is mastering content?

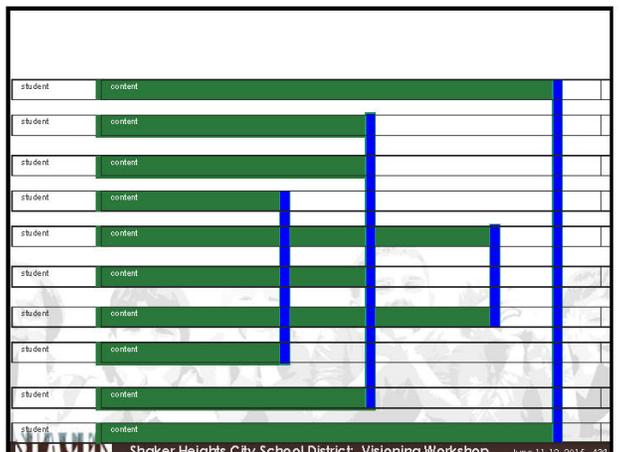


SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 132

How do we design
Slips in time
and
Slips in space
to allow for varying needs for students



SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 133



SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 134



Vision in Action

Potential Translations of
Your Vision into Reality

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 136

group activity:

“supporting what’s important”

What should we do (actions) at Shaker to:

1. Sustain a thriving IB program (Inquiry-based, hands-on, interdisciplinary, ownership of learning)
2. Support special and unique “Shaker” programs
3. Promote effective teaching practices
4. Encourage curriculum innovation
5. Anticipate Individual needs of all students
6. Support meaningful relationships / champion
7. Cultivate Learning Beyond the classroom
8. Align Time and Schedules to support student activities
9. Promote citizenship / stewardship / service
10. Encourage Community Partnerships

- Select a scribe and spokesperson who will share your findings.
- Present your findings to your partner table and seek feedback. Feedback can build on the ideas with “yes, and....”

small group activity

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 138

group activity:

“translating what’s important”

- Trade topics and scribe notes with your partner table
- Build upon each action that was developed by your partner table and discussed with you, describe the following:
 1. What type of activities support the action (verbs),
 2. What type of groupings of people support the action,
 3. What tools are needed to support the action.
- Select a scribe and spokesperson who will share your findings.
- Present your findings to your partner table and seek feedback. Feedback can build on the ideas with “yes, and....”

small group activity

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 137

group activity:

“refining our translations”

- Trade topics back with your partner table (your original topic)
- Discuss and refine the Actions and the Translations.
- Select a scribe and spokesperson who will share your findings.
- Present your ideas to the whole group.

small group activity

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 138

group activity:

highest hopes, revisited

Revisit your highest hopes. Has anything changed? How? Why? Jot down your thoughts on new post-it notes.

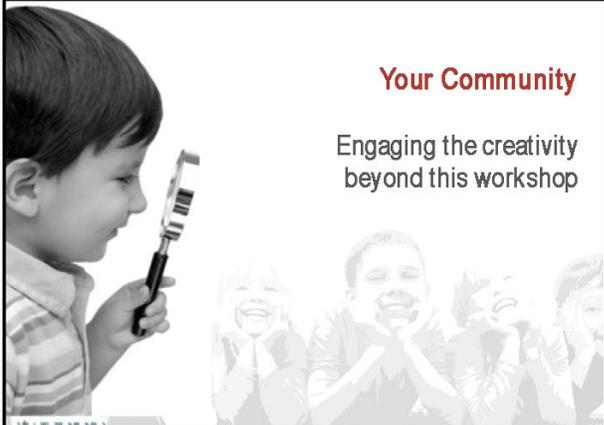
Be prepared to share your highest hope(s) with the larger group.

(Post-It notes will be collected and organized to be compared with responses from Day 1)



activity

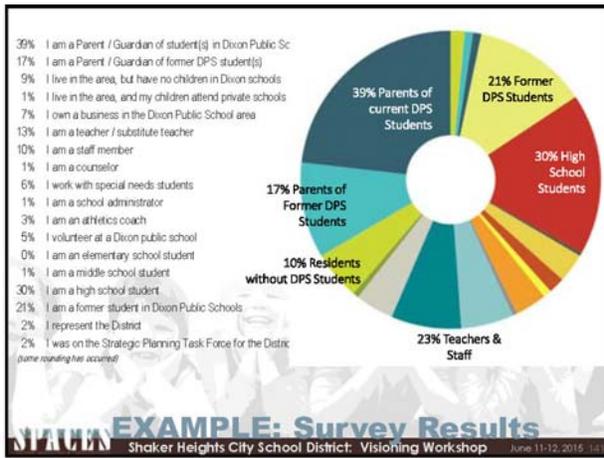
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Your Community

Engaging the creativity
beyond this workshop

SPACES Shaker Heights City School District: Visioning Workshop June 11-12, 2015 140

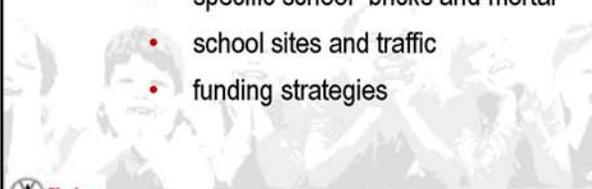


MONTH	Activities:	Outcomes:
4/5	Planning:	Develop Process , Schedule, Participation
5	Reviewing:	Tour Facilities & Gather Data – Current Conditions
6	Exploring:	Research , Survey
7/8	Aspiring:	Envision the Desired Outcomes in Light of Context & Goals
9	Translating:	Interpret Vision into Guiding Principles for Facilities
10	Synthesizing:	Interpret Findings into Actionable Directions
11	Sharing:	Community Presentation
12	Documenting:	Create a Roadmap for Instruction to Drive Construction

next steps
 Shaker Heights City School District: Visioning Workshop June 11-12, 2015 143

The Educational Visioning effort DOES NOT address:

- specific school “bricks and mortar”
- school sites and traffic
- funding strategies



Shaker Heights Schools Educational Visioning: Community Forum October 12, 2015 7

Educational Visioning Process

april	Planning:	Develop Process , Schedule, Participation
may	Reviewing:	Tour Facilities & Gather Data – Current Practices
june	Aspiring:	Educational Visioning Workshop
summer break	Translating:	Interpret Vision into Guiding Principles for Facilities
sept	User Insights:	Community, Staff & Student Insights
oct	Synthesizing:	Create a Guidelines for Master Planning
nov	Sharing:	Community Presentation
	Master Planning:	Begin defining/addressing Facilities needs

Shaker Heights Schools Educational Visioning: Community Forum October 12, 2015 8

powerful learning

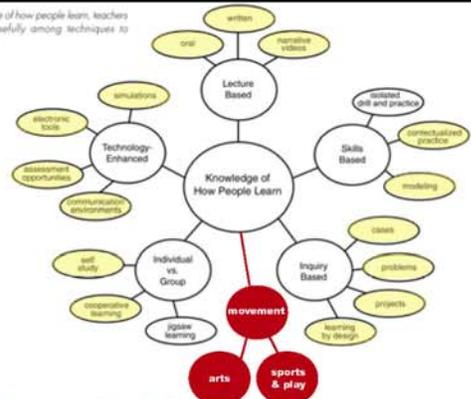
Think of an experience when you had an “ah-ha!” or when something difficult suddenly became easy or clear.

Turn to your neighbor and take 1 minute to share your story, and another minute to listen to your neighbor’s story.



Shaker Heights Schools your insights Educational Visioning: Community Forum October 12, 2015 9

FIGURE 1.1 With knowledge of how people learn, teachers can choose more purposefully among techniques to accomplish specific goals.



Shaker Heights Schools Powerful Learning Educational Visioning: Community Forum October 12, 2015 10

65% of the children in preschool today will work in jobs that do not yet exist.



Shaker Heights Schools 21st Century Shift Educational Visioning: Community Forum October 12, 2015 11

TRADITIONAL EDUCATION	21 st CENTURY EDUCATION
create alone	create together
present	design
right answers	right questions
introverted	extroverted
bring solutions	seek / develop solutions
perfection	mistakes allowed
appearance	authentic
closed / think quietly	open / think out loud
information gathered	knowledge generated
memorizing	understanding

Shaker Heights Schools 21st Century Shift Educational Visioning: Community Forum October 12, 2015 12

activity:

what we do well...

Think about your community, your schools, your children.

- Identify things Shaker schools is doing well. These are things that we should continue doing.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 13

activity:

what we could do without...

Think about your community, your schools, your children.

- Identify things if we stopped doing, Shaker schools could actually be stronger.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 14

activity:

what we could do without...

Think about your community, your schools, your children.

- Identify things if we stopped doing, Shaker schools could actually be stronger.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 15

activity:

what we could do without...

Think about your community, your schools, your children.

- Identify things if we stopped doing, Shaker schools could actually be stronger.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 16

activity:

what we could do without...

Think about your community, your schools, your children.

- Identify things if we stopped doing, Shaker schools could actually be stronger.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 17

activity:

what we could do without...

Think about your community, your schools, your children.

- Identify things if we stopped doing, Shaker schools could actually be stronger.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 18

The advanced classes because they make us work hard and earn credits. If I could change anything I would decrease the level of testing because it is a bit of a pain on it.

My favorite thing about Mercer is its large array of books in the library because nobody leaves without a good book.

We asked your students
Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 26

We asked your students
Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 26

- 1** Our schools should support the individual needs of ALL students.
INDIVIDUALIZED and differentiated teaching and learning address the unique motivations, interests and abilities of our students.
- 2** Our schools should support active, inquiry-based, 21st Century learning.
Active inquiry based learning through relevant, interdisciplinary HANDS ON experiences is key to developing understanding in the 21st century.
- 3** Our schools should encourage students to explore the world beyond the walls of their schools and to invite community members to join us.
We believe that A GLOBAL PERSPECTIVE is needed for success in our increasingly connected world.
- 4** Our schools should engage our families and celebrate our diversity.
Our student population reflects the DIVERSITY of our community. Students of all cultures, ethnicities, interests and abilities are welcome, respected and supported at our schools.

Excellence
Equity
Exploration

strategic plan + stakeholder input =
Guiding Principles
Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 27

- 5** Our schools should support a rigorous and challenging curriculum.
Rigorous and comprehensive CURRICULUM prepares students to challenge themselves to realize their potential.
- 6** Our schools should be safe and secure.
Students and staff should FEEL, safe and BE safe and secure on our school properties.
- 7** Our schools should support student service learning projects.
As a key means to global citizenship, SERVICE LEARNING develops attitudes, empathy and cultural sensitivity.
- 8** Our schools should include ample space for fine and performing arts.
A strong arts education is a powerful means to promoting STUDENT EXPRESSION and inviting community participation in our schools.

Excellence
Equity
Exploration

strategic plan + stakeholder input =
Guiding Principles
Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 28

- 9** Our schools should include ample space for exhibition and display of student creativity.
EXHIBITING & SHARING student achievement promotes pride and ownership of learning.
- 10** Our schools should provide ample space for continuous improvement, collaboration, teacher training, and support.
Powerful learning is enabled by POWERFUL TEACHING.
- 11** Schools should offer clean, healthy environments with adequate natural light and fresh air.
Comfortable and HEALTHY ENVIRONMENTS are necessary and expected.
- 12** Our schools should include facilities for play and exercise and for social and emotional learning.
Powerful learning engages a student's BODY & SPIRIT in addition to his or her MIND.

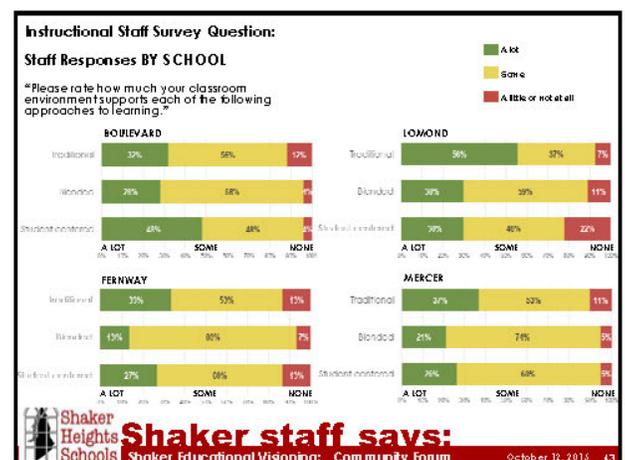
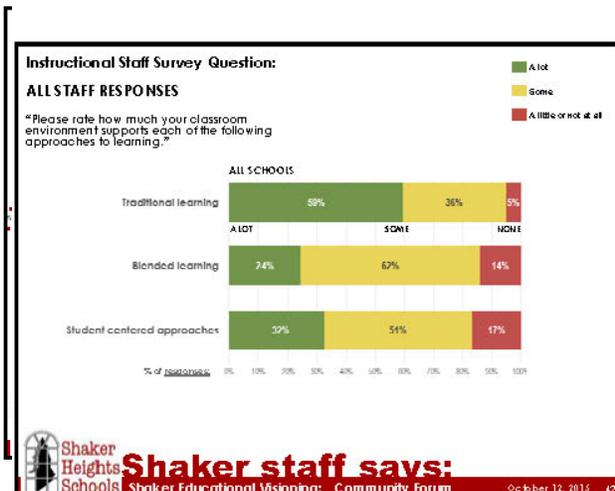
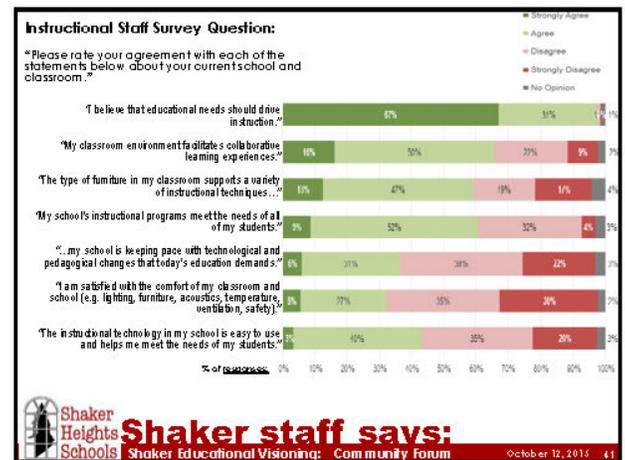
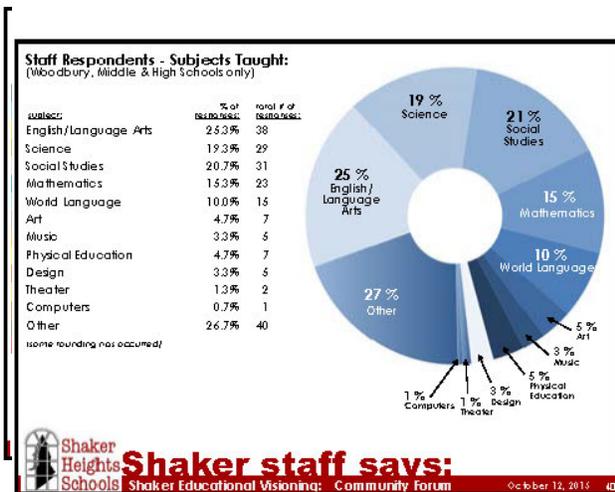
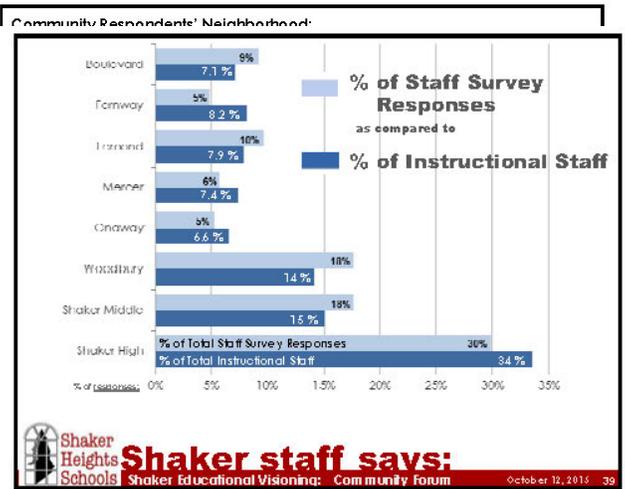
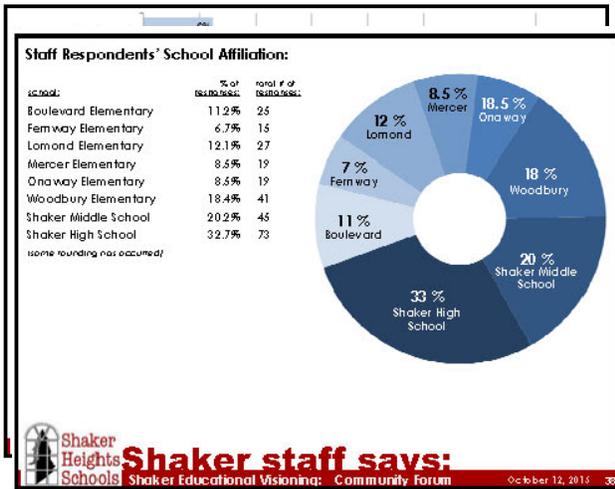
Excellence
Equity
Exploration

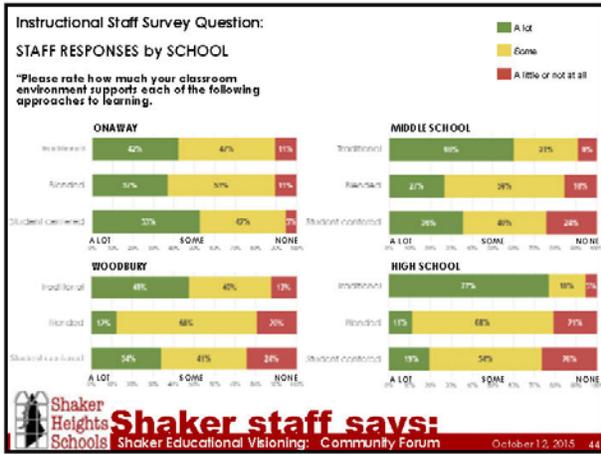
strategic plan + stakeholder input =
Guiding Principles
Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 29

- 13** Our schools include connections to outdoor environments for learning, play, and environmental stewardship.
In the increasingly digital world, OUTDOOR CONNECTIONS are ever more important.
- 14** Our schools should represent the history and culture of our community.
The architecture of Shaker schools represents our COMMUNITY HISTORY and our commitment to quality.
- 15** District resources should be used effectively and efficiently, demonstrating trust, accountability and value.
Human, physical and financial responsibility fosters COMMUNITY TRUST & support.
- 16** Community participation, including after hours use of our facilities, should be supported in the schools.
COMMUNITY PARTICIPATION in our schools (such as community partnerships, internships, after-hours use, etc.) is important to student success.

Excellence
Equity
Exploration

strategic plan + stakeholder input =
Guiding Principles
Shaker Heights Schools Shaker Educational Visioning: Community Forum October 12, 2015 30





- What should we do at Shaker to:**
1. Sustain a **thriving IB program** (inquiry-based, hands-on, interdisciplinary, ownership of learning)
 2. Support **special and unique** "Shaker" programs
 3. Promote **effective teaching** practices
 4. Encourage curriculum **innovation**
 5. Anticipate **individual needs** of all students
 6. Support meaningful **relationships** / champion
 7. Cultivate learning **beyond the classroom**
 8. Align **Time and Schedules** to support student activities
 9. Promote **citizenship** / stewardship / service
 10. Encourage **Community Partnerships**
- supporting what's important**
Shaker Educational Visioning: Community Forum October 12, 2015 45

activity:
highest hopes

Think about your community, your schools, your children.

- Identify your **highest hopes** for the future of Shaker Schools.
- alternately, think about your **apprehensions** for the future of Shaker Schools.

Please jot down your thoughts on the index cards provided. These will be collected at the end of the meeting.

your insights
Shaker Educational Visioning: Community Forum October 12, 2015 46

- Next Steps**
- Synthesize Information Gathered (Visioning Deliverable)
 - Begin Facilities Master Planning
 - Translate Guiding Principles into Facilities Parameters
- Shaker your insights**
Shaker Educational Visioning: Community Forum October 12, 2015 50

Thank you.

Please stay tuned for more information on the upcoming Facilities Master Planning process!

www.surveymonkey.com/t/ShakerSchools

Discussion / Q&A
Shaker Educational Visioning: Community Forum October 12, 2015 51



Shaker Heights Schools

Educational Visioning BOARD UPDATE

October 13, 2015

- Educational Visioning
- Preliminary Findings
- Next Steps
- Discussion / Q&A

Shaker Heights Schools **AGENDA** Shaker Educational Visioning: Board Update October 13, 2015 2

Shaker Heights Schools

OUR Aspirations
Excellence • Equity • Exploration

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

Vision
Shaker is the first-choice school district for all students.

Shaker Heights Schools **Our frame of reference** Shaker Educational Visioning: Board Update October 13, 2015 3

Shaker Heights Schools

Goal 1: THE SHAKER EXPERIENCE
Engage all students in an enriching educational experience that enables them to achieve educational milestones and meet high school graduation requirements within four years as fully developed young adults with an entrepreneurial spirit, prepared for success in post-secondary education and careers.

Shaker Heights Schools **Our frame of reference** Shaker Educational Visioning: Board Update October 13, 2015 4



Instruction Should Drive Construction (master planning)

Shaker Heights Schools **The big picture** Shaker Educational Visioning: Board Update October 13, 2015 5

The Educational Visioning effort DOES NOT address:

- specific school “bricks and mortar”
- school sites and traffic
- funding strategies

Shaker Heights Schools **Educational Visioning** Shaker Educational Visioning: Board Update October 13, 2015 6

Educational Visioning Process

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	Master Planning:	Begin defining/addressing Facilities needs

Process and schedule
Shaker Educational Visioning: Board Update October 13, 2015 7

Visioning workshop
Shaker Educational Visioning: Board Update October 13, 2015 8

“Strengthen by continuing”
Shaker Educational Visioning: Board update October 13, 2015 9

“Strengthen by stopping”
Shaker Educational Visioning: Board update October 13, 2015 10

what Shaker students think

Shaker Heights Schools Shaker Educational Visioning: Board Update October 13, 2015 11

We asked your students
Shaker Educational Visioning: Board Update October 13, 2015 12



we think our school should support the Shaker Experience by...

Shaker Heights Schools Shaker Educational Visioning: Board Update October 13, 2015 13



Shaker Heights Schools **Your high school students** Shaker Educational Visioning: Board Update October 13, 2015 14

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Excellence
Equity
Exploration

Shaker Heights Schools strategic plan + stakeholder input = **Guiding Principles** Shaker Educational Visioning: Board Update October 13, 2015 16

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Equity
Exploration

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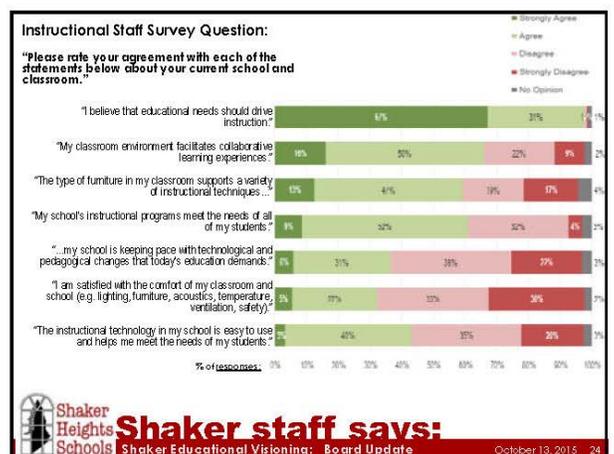
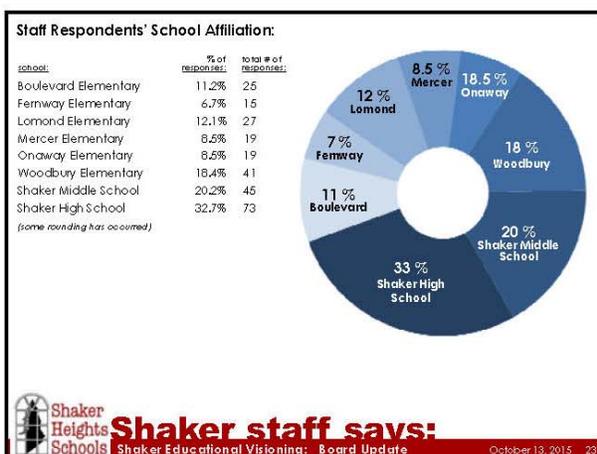
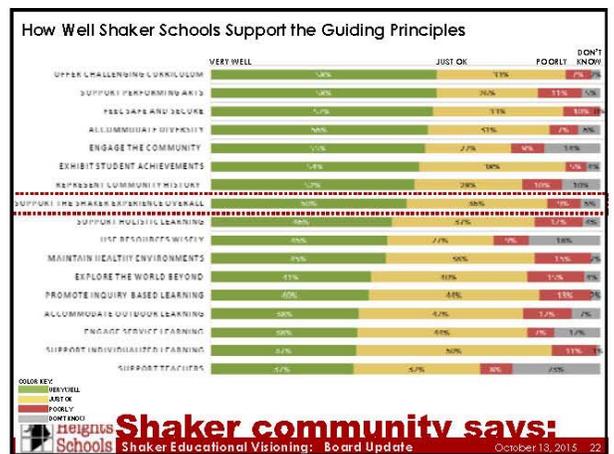
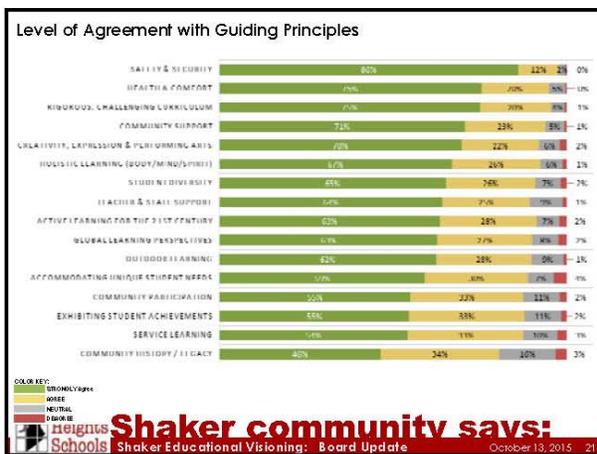
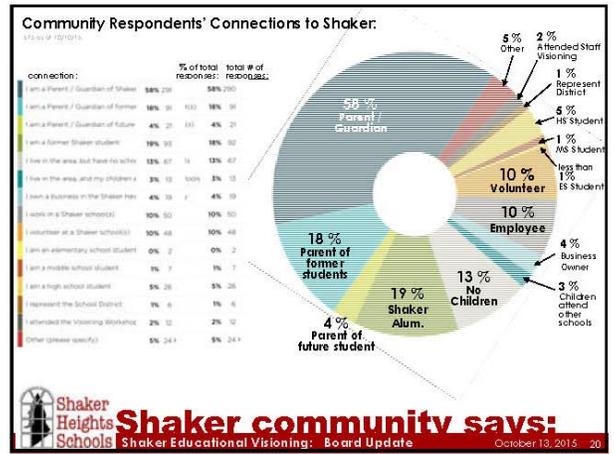
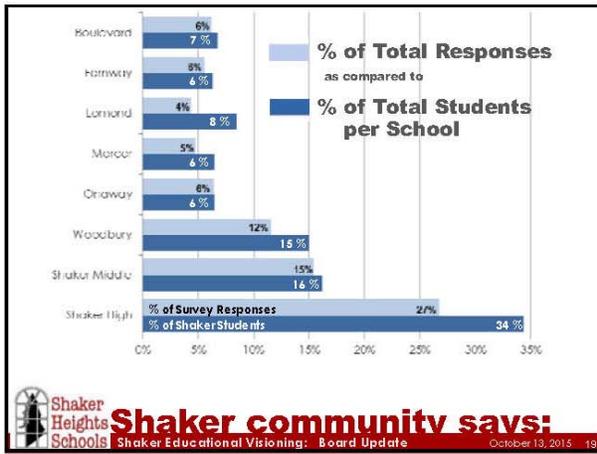
Excellence
Equity
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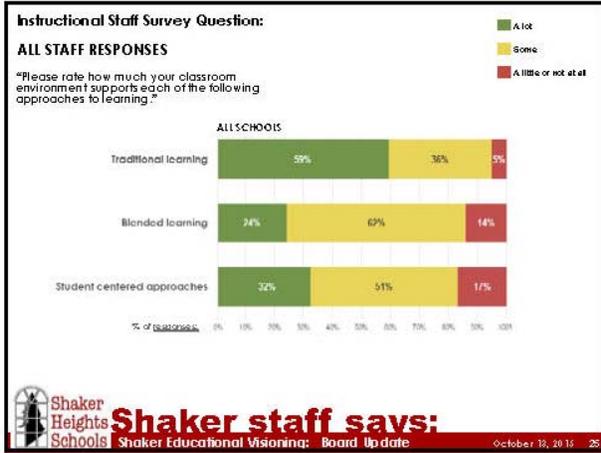
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Excellence
Equity
Exploration

Shaker Heights Schools strategic plan + stakeholder input = **Guiding Principles** Shaker Educational Visioning: Board Update October 13, 2015 18





1. Executive Summary
 2. Process & Acknowledgements
 3. Shaker Context
 4. Educational Vision
 5. Guiding Principles
 6. Stakeholder Insights
 - a. Students
 - b. Staff
 - c. Community
 7. Next Steps
 8. Appendix (exhibits, glossary, survey details, references)
-
- Shaker Heights Schools** **Visioning Deliverable**
Shaker Educational Visioning: Board Update October 19, 2016 26

- Next Steps**
- Synthesize Information Gathered (Visioning Deliverable)
 - Begin Facilities Master Planning
 - Translate Guiding Principles into Facilities Parameters
- Shaker Heights Schools** **Shaker Educational Visioning: Board Update** October 19, 2016 27



A6.3 Additional Resources

There are many resources available for diving deeper into the topic of education. A few of our favorites are listed here:

THE FUTURE OF EDUCATION:

Center for Educational Leadership: <https://www.k-12leadership.org/>

Government-2020: Trends in Education: <http://government-2020.dupress.com/category/education/>

The Future of Education: <http://www.futureofeducation.com/>

MindShift - How We Will Learn: <http://www.kqed.org/mindshift/category/big-ideas/>

2Revolutions: www.2revolutions.net

VIDEO: The Global One Room Schoolhouse: John Seely Brown

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

An animated highlight of John Seely Brown's Keynote Presentation, "Cultivating the Entrepreneurial Learner in the 21st Century," at the 2012 Digital Media and Learning Conference.

VIDEO: The Future of Learning https://www.youtube.com/watch?v=xoSJ3_dZcm8

Published on Mar 1, 2012

At 2Revolutions, we are partnering with forward-thinking governments, funders, nonprofits and entrepreneurs to innovate across the human capital continuum - to ensure that each learner can be successful on the path he or she chooses. We design and launch Future of Learning models, and help catalyze the conditions within which they can thrive.

VIDEO: Future Learning: A Mini Documentary

https://www.youtube.com/watch?v=qC_T9ePzANg

Published on May 30, 2012 (Khan Academy)

Students are the future, but what's the future for students? To arm them with the relevant, timeless skills for our rapidly changing world, we need to revolutionize what it means to learn. Education innovators like Dr. Sugata Mitra, visiting professor at MIT; Sal Khan, founder of Khan Academy; and Dr. Catherine Lucey, Vice Dean of Education at UCSF, are redefining how we engage young minds for a creatively and technologically-advanced future. Which of these educators holds the key for unlocking the learning potential inside every student?

VISUAL DEPICTIONS OF LIFE IN THE FUTURE:

VIDEO: Future vision 2020 (Microsoft)

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

VIDEO: A Day Made of Glass, 2015 (Corning)

<https://www.youtube.com/watch?v=RHOX8cu-loY>

VIDEO: Top 5 Future Technology Inventions, 2019-2050 (Generation Challenge)
<https://www.youtube.com/watch?v=vbNHCn2gHQ4>

ARCHITECTURE FOR EDUCATION WEBSITES:

Association for Learning Environments: www.a4le.org (formerly CEFPI)

AIA Committee on Architecture for Education:
<http://network.aia.org/committeeonarchitectureforeducation/home>

DesignShare: <http://www.designshare.com/>

The Third Teacher: <http://thethirdteacherplus.com/>

BOOKS & OTHER RESOURCES

A New Culture of Learning: Cultivating the Imagination for a World of Constant Change

by Douglas Thomas and John Seely Brown

By exploring play, innovation, and the cultivation of the imagination as cornerstones of learning, the authors create a vision of learning for the future that is achievable, scalable and that grows along with the technology that fosters it and the people who engage with it.

Cultivating the Imagination: Building Learning Environments for Innovation

by Douglas Thomas and John Seely Brown

Article that focuses in on the key principles outlined in A New Culture of Learning (published 2011 in Teachers College Record, www.tcrecord.org)

Thinking, Fast and Slow by Daniel Kahneman (recipient of the Nobel Memorial Prize winner in Economics).

→ System 1: fast, instinctive, is biased to believe and confirm, infers and invents causes and intentions, exaggerates emotional consistency (halo effect)

→ System 2: slow, deliberate, rational, logical, relies on facts and knowledge

Deeper Learning (Hewlett Foundation or funded research by Hewlett Foundation)

- Overall: <http://www.hewlett.org/programs/education/deeper-learning>
- Resources: <http://www.hewlett.org/programs/education/deeper-learning/more-resources>
- Video: Alliance for Excellence Education's What Does Deeper Learning Look Like? - <https://www.youtube.com/watch?v=6kRpQAocWWs>
- Publication: Getting Smart & Digital Promise's Preparing Leaders for Deeper Learning - <http://gettingsmart.com/publication/preparing-leaders-for-deeper-learning/>
- Publication: Preparing Teacher for Deeper Learning - <http://cdno.gettingsmart.com/wp-content/uploads/2014/06/FINAL-Printable-DeeperLearningTeacherPrep.pdf>

Vulcan's 25 Impact Opportunities in US K-12 Education - <http://cdno3.gettingsmart.com/wp-content/uploads/2015/06/Impact-Investing-Final-.pdf>; infographic -

<http://cdno4.gettingsmart.com/wp-content/uploads/2015/06/Impact-Investing-Infographic-Final2.jpg>

- Anderson, K. M., (2007). *Differentiating instruction to include all students. Preventing School Failure*, 51(3), 49–54.
- Jensen, E. (2005). *Teaching With the Brain in Mind* (2nd ed). Alexandria, VA: ASCD
- Oblinger, D. G. (2006). *Learning Spaces*, Educause, e-Book downloadable at www.educause.edu/learningspaces
- Tomlinson, C. A., (2004) *The Differentiated Classroom: Responding to the Needs of All Learners*. (2nd ed.). ASCD.
- Vaughn, S., Bos, C., & Schumm, J. (2000). *Teaching exceptional, diverse, and at-risk students in the general education classroom* (2nd ed.). Boston: Allyn and Bacon.

On-Line resources:

- Vulcan's 25 Impact Opportunities in US K-12 Education - <http://cdno3.gettingsmart.com/wp-content/uploads/2015/06/Impact-Investing-Final-.pdf>; infographic - <http://cdno4.gettingsmart.com/wp-content/uploads/2015/06/Impact-Investing-Infographic-Final2.jpg>
- *Preparing Teacher for Deeper Learning* - <http://cdno.gettingsmart.com/wp-content/uploads/2014/06/FINAL-Printable-DeeperLearningTeacherPrep.pdf>
- Getting Smart & Digital Promise's Preparing Leaders for Deeper Learning - <http://gettingsmart.com/publication/preparing-leaders-for-deeper-learning/>
- Video – Alliance for Excellence Education's What Does Deeper Learning Look Like? - <https://www.youtube.com/watch?v=6kRpQAocWWs>
- Global Silicon Valley's (GSV) 2020 Vision – A History of the Future - http://gsv.com/2020-vision/?utm_source=Smart+Update&utm_campaign=b8970ea36d-Supporting_Learners_10_22_2015&utm_medium=email&utm_term=0_17bb008ec3-b8970ea36d-290053337.
- Maine Department of Education. (2014). *Twenty Simple Strategies to Safer and More Effective Schools* (Dorn, M.S., Nguyen, P., Nguyen, C., Shepherd, S., Bentley, R., Satterly, S., Jr., Ellis, R., Wilson, R., Authors). Atlanta, GA: Safe Havens International.

Example Schools (schools doing great things):

- Getting Smart: 66 Middle and High Schools Worth Visiting (2015) <http://gettingsmart.com/2015/11/66-secondary-schools-worth-visiting/>
- Getting Smart: 65 Elementary and Middle Schools Worth Visiting (2015) <http://gettingsmart.com/2015/11/66-elementary-middle-schools-worth-visiting/>