

Saint Paul Public Schools Designing for 21st Century Learning



St. Anthony Park School Design Committee Workshop 3: What do we Want?



CUNNINGHAM
GROUP

WELCOME!



CUNINGHAM
G R O U P



**WORKSHOP
1**

GOAL

To orient the School Design Committee to their charge and the framework of the FMP to date including the Facilities Vision, Principles, Standards and the priorities and project scope identified for St. Anthony Park Elementary School.

ACTIVITIES

- Introduction to process and conceptual scope
- Small Group work on what's special about St. Anthony Park Elementary School



**WORKSHOP
2**

April 18
5:30-7:30

GOAL

To provide and explore examples of what learning environments could look like to support 21st century learning.

ACTIVITIES

- Introduction to what others are doing
- How do facilities impact learning?
- Small Group work



**WORKSHOP
3**

MAY 2
5:30-7:30

GOAL

Program and adjacency exploration/validation

ACTIVITIES

- Review of space, program and what's included
- Design thinking hands-on exercise
- Report back and next steps



**WORKSHOP
4**

May 16
5:30-7:30

GOAL

Conceptual Design Validation

ACTIVITIES

- Report back outcomes of Workshop 3
- Synthesis: Presentation of conceptual design
- Small Group discussion
- Report back and next steps

WORKSHOP #3:

What Do We Want?

**Explore Organization +
Adjacencies**

RECAP



HOMEWORK: WHAT INSPIRES YOU



BLOCK PARTY



SITE + BUILDING ANALYSIS



REFLECTIONS

Recap

Workshops

1 + 2

Facilities Master Plan



“Plans are nothing;
planning is everything”

-Dwight D. Eisenhower

- Provides roadmap for District to implement sustainable and responsive facility projects by:
 - Establishing district-wide baseline facility needs
 - Identifying facility gaps and inequities across district
 - Providing criteria to fulfill projects fairly and efficiently
 - Determining implementation priorities for construction projects



Facilities Master Plan - Planning Process

May – August 2014

May 2014 - December 2014

January – June 2015

June - December 2015

Steering Committee



Phase 1
Prepare to Inform



Data Collection and Evaluation

- Strong Schools, Strong Communities 2.0 (strategic plan)
- Enrollment and building capacities
- Demographic research
- Personalized Learning; Technology Plan
- Updated Educational Adequacy Assessment



Facilities Master Plan Committee

Phase 2
Consult > Involve



Establish District-wide Priorities, Baseline and Criteria

- Determine large-scale system priorities
- Audit each site facility gaps/needs (baseline)
- Determine facility improvement prioritization criteria
- Estimate improvements costs
- Funding recommendations

Phase 3
Involve > Collaborate



Develop Site-based Priorities and Plans

- Site and floor plan improvements and modifications
- Prioritized phasing of projects
- Estimated improvements costs
- Determine district's facilities governance committee structure

Phase 4
Inform



Finalize Plan and Share Results

- Inform stakeholders
- Convene district facilities governance committee
- Board of Education presentation

Collaborate

Inform

School Design Committee

Responsible for shaping the work at **St. Anthony Elementary School**. Includes all stakeholders.

School Steering Committee

Responsible for guiding the overall process at **St. Anthony Park**. Includes: the principal, district academic and facilities leadership, building engineer, staff members, parent.



DESIGN WITH, NOT FOR

Welcome to the design team!

FORCES OF CHANGE

Please identify the major forces of change that you believe will impact public education over the next 10 years.

Expansion for pre-K program

experiential opportunities
technology
teachers as facilitators

natural maker spaces

More research in meeting student needs - partnering...

CONNECTIONS

FORCES OF CHANGE

Please identify the major forces of change that you believe will impact public education over the next 10 years...

Global interconnectedness
Design for Diversity
Learning styles
Learning outside of school - (i.e. CP)

global thinking/reasoning

Self reliance of communities

opportunities/learning not tied to grade levels

potato class room like lime to Helle-Yellyk

Extended Day School 2 year

Alumni Resource Center

eco (solar powered, etc)

Many outlets (esp. in office)

air conditioning


*Technology**
connection online to more resources, instruction, etc

Safety

flexibility of furniture

CUMS in office

Collaboration between disciplines



DAY IN THE LIFE.....

Student:

- I can move my body all day long.
- I want to know I have friends.
- I want to feel proud about myself (sense of accomplishment)
- BELONGING
- If I am having a bad day (or troubled family circumstances), I have adults I can trust.

Teacher:

- go home energized (physical space; fluorescent lights)
- Able to group kids in flexible + fluid ways.
- opportunities for social/collaborative time to connect with peers.
- OUR Kids - we are all teaching them together.

comm. member: buzzing playground; community asset - day doesn't end with school day = resource (night ecfs, disability services, yoga, elderly, etc.). Inviting to community members during school day

WELCOMED INTO THE SCHOOL - VOLUNTEER, WORK W/ INDIVIDUALS OR SMALL GROUP OF KIDS

Student

- Movement
- Sense of Belonging and Accomplishment
- Trust

Teacher

- Energized by the space
- Able to collaborate w/teachers
- Flexible environments

Community Member

- School is welcoming to all
- Building is an active asset all day long

DAY IN THE LIFE.....

Teacher

- Sea of bodies
- Learning is approached in many different ways (collaboration, planning, really talking to each other, use data)
- Teaching styles will continually evolving as learning expectations change with parents, Comm., Students expectations.
- Purposely developing communication that still focuses on human interactions as well as Technology
- Some space to help develop/evolve learning styles, teaching styles, increased capacity (environment)

Teacher

- Teaching and learning styles are **continually evolving**; space that allows for this to occur for not only students and teachers, but also parents and the **community**.
- Communication that allows for both human interaction and technology.

DAY IN THE LIFE.....

Parent

- See student work all over (bulletin boards, display cases...)
- Clear entry, maps, signage
 - ↳ welcoming entry
 - signs saying hello in different languages
- Space for parents to gather - on playground or inside

Teacher

- Space to collaborate with in grade levels, between grade levels, + w/ specialists
- multiple teachers/adults in space
- ability to group students in different ways
- Access to windows + natural light
- Multiuse spaces

- ## Student
- space that feels comfortable - like a second home
 - choose who to be around (students + adults)
 - light, windows
 - space to move, and ability to choose where to be and what to sit on.
 - be able to have space meet different needs, sensory experiences
 - space to store things that isn't shared (reduce lice, disease, etc.)

All: Access to natural light and air

Parent

- Student work displayed
- Welcoming entry with multi-lingual signs and space for parents to gather

Teacher

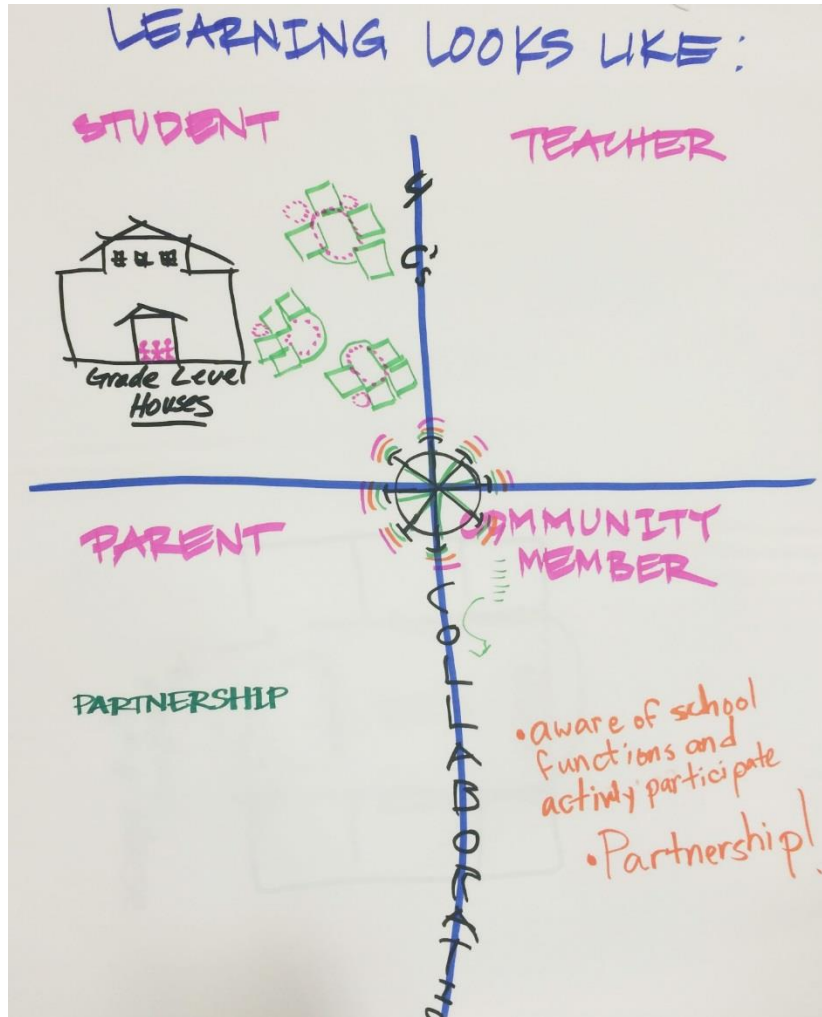
- Space for collaboration
- Ability to group students in a variety of ways and in a variety of spaces

Student

- Comfortable space and the ability to choose how to meet one's own seating, social, or sensory needs.



DAY IN THE LIFE.....



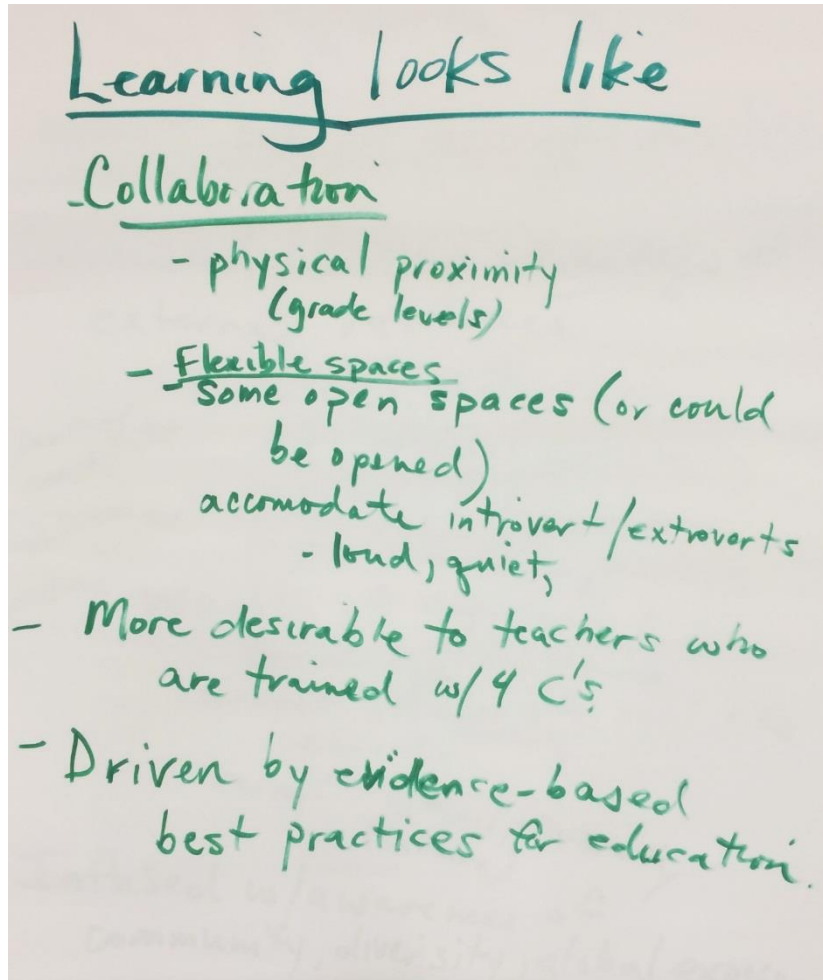
Student & Teacher

- Grade level houses, or clusters
- Practicing the 4 C's

Parent & community Members

- Partnership with the school
- Aware of school functions - actively participate and collaborate

DAY IN THE LIFE.....



What does learning look like?

- **Collaboration** and physical proximity of grade levels
- **Flexible spaces** and a **variety of spaces** for different learning activities and styles.
- **Changing teaching styles:** training in the 4 C's as well as driven by evidence-based best practices for education

DAY IN THE LIFE.....

What are we doing/w/whom/where

Connected / taking advantage of external resources

- Volunteer Coordinator
- "Alumni Center"
- vocational

- Knowledge, skills, careers, of alumni, community members / stakeholders, Higher education, mentors,

- Wealth of experience & knowledge to share

- connect students to real life experts.

career → Global / Diversity (culture)

Infused w/ awareness of community, diversity, global exposure

What are we doing?

- Making connections with external resources
- Making connections with alumni & community members. What knowledge, skills, and mentorships can they offer? Real life career and cultural experiences for students.
- Infused with an awareness of community, diversity, and global awareness.

KEY CONCEPTS:

WELCOMING

NATURAL LIGHT

A VARIETY OF SPACES

FLEXIBILITY *now*

FLEXIBILITY *for the future*

COLLABORATION

FURNITURE, MOVEMENT

GRADE CLUSTERS

DISPLAY

PARTNERSHIPS & COMMUNITY

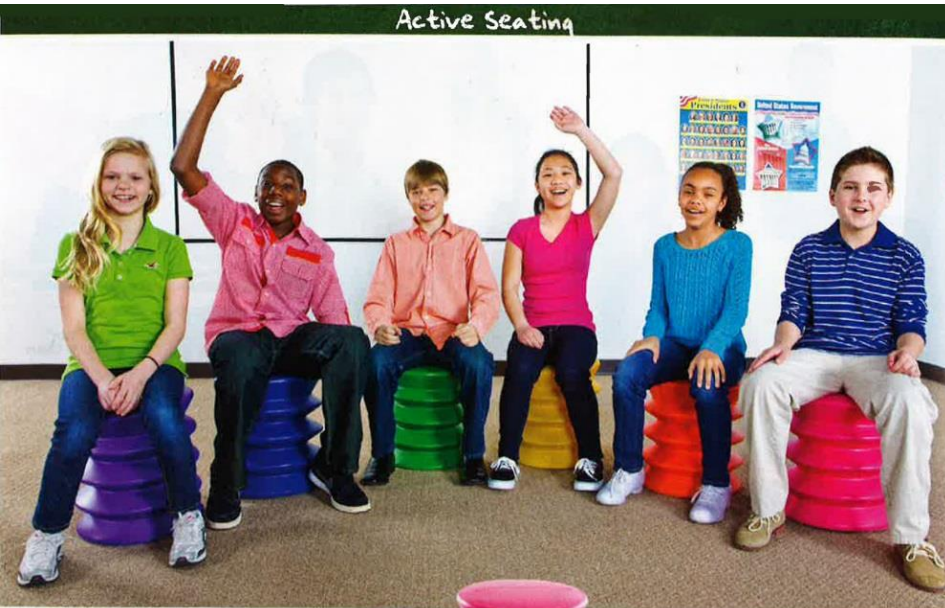
HOMework

Bring an example of a learning space that inspires you and tell us about it.

variety of spaces (and daylight!)



flexibility

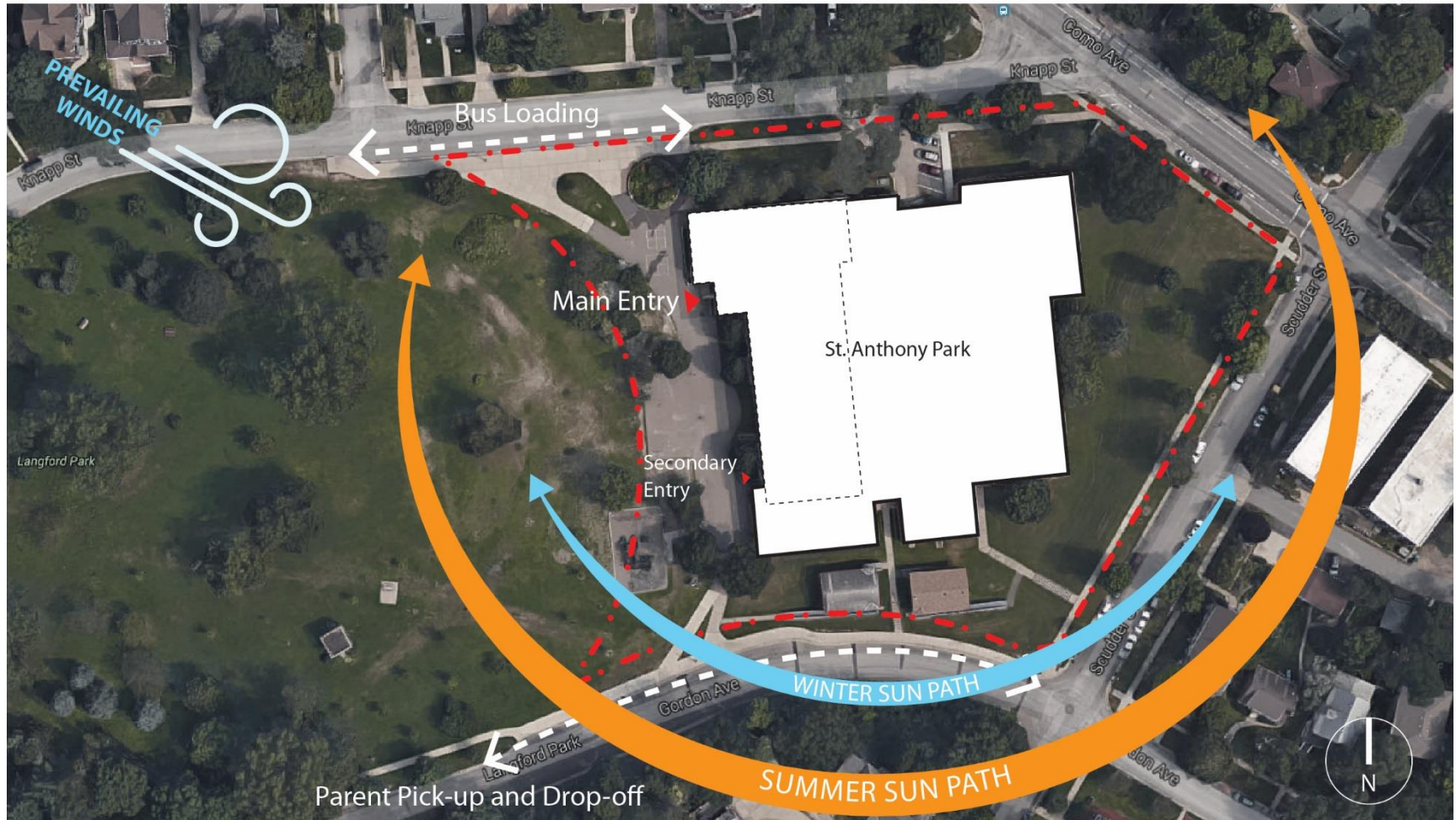


partnerships

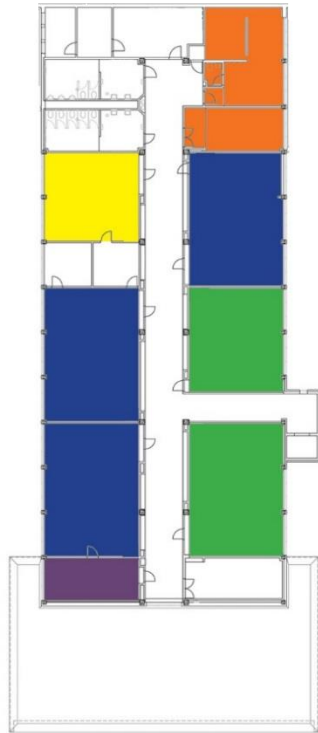


**SITE +
BUILDING
ANALYSIS**

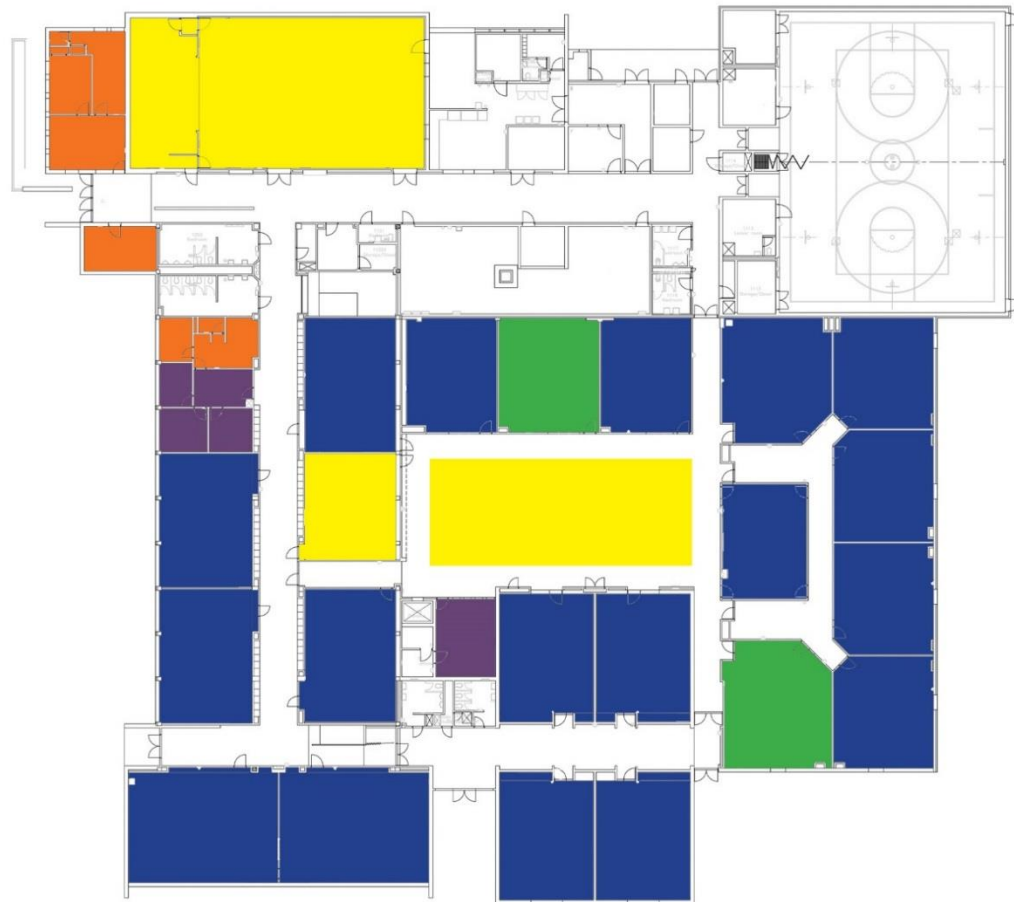
SITE DIAGRAM



EXISTING USE DIAGRAMS



SAP - Level 2



SAP - Level 1



- Resource Spaces
- General Learning
- Specialists
- Small Group Spaces
- Admin & Adult Spaces
- Specialized Services

GOAL:

What Do We Want?

**Explore Organization +
Adjacencies**

**BLOCK PARTY
DESIGN THINKING
EXERCISE**

DESIGN EXERCISE

INSTRUCTIONS:

Use your 'kit of parts' (blocks) to design, 3-dimensionally, your ideal St. Anthony Park Elementary School. Think about how the spaces will be used, types of activities, relationships between spaces.

PARAMETERS:

- You may go outside the walls.
- Employ the 'Key Concepts'
- Play, Have Fun, Don't Worry

SPPS FACILITIES VISION STATEMENT:

“We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.”

KEY CONCEPTS:

WELCOMING

NATURAL LIGHT

A VARIETY OF SPACES

FLEXIBILITY *now*

FLEXIBILITY *for the future*

COLLABORATION

FURNITURE

GRADE CLUSTERS

DISPLAY

PARTNERSHIPS & COMMUNITY

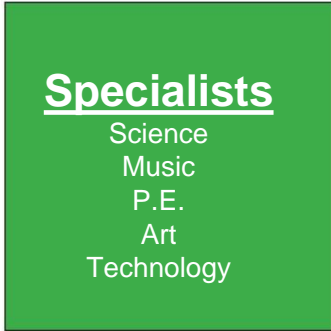
BLOCK PARTY: KIT OF PARTS



Yellow



Orange



Green



Red



Blue



Purple

REPORT OUT
ВЕБОВІ ОНІ

**COMMON
GROUND**

**OUTLIERS WE'RE
INTERESTED IN
EXPLORING**

NEXT STEPS

Next Steps....

are we?

WORKSHOP 1

Design charge and the framework of the FMP to date including the Facilities Vision, Principles, Standards and the priorities and project scope identified for St. Anthony Park Elementary School.



ACTIVITIES

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Envisioning the Future

WORKSHOP 2

April 18
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What Do We Want?

WORKSHOP 3

MAY 2
5:30-7:30



GOAL

Program and adjacency exploration/validation



ACTIVITIES

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Synthesis & Design Validation

WORKSHOP 4

May 16
5:30-7:30



GOAL

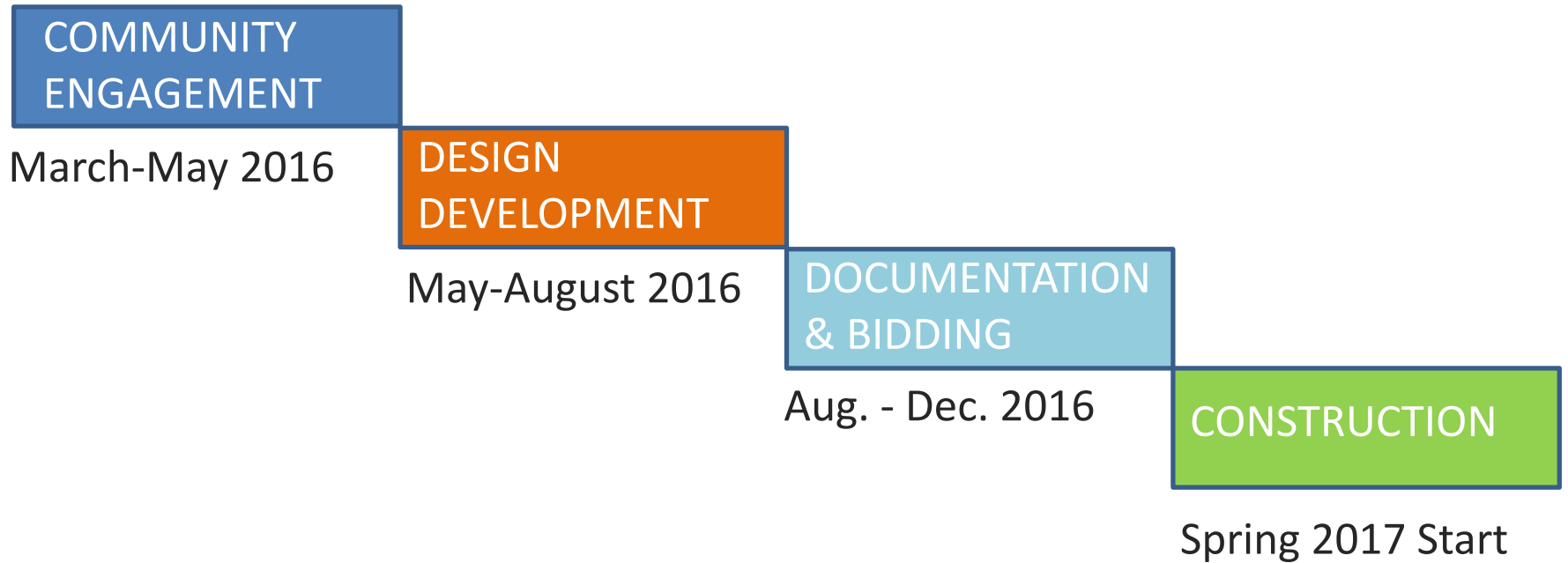
Conceptual Design Validation



ACTIVITIES

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SCHEDULE



REFLECTIONS

REFLECTIONS

