



Priority Goals

The following list of priority goals for the design of the new and/or renovated Ipswich Elementary School was recorded during the participant introduction section of Workshop One, with each participant offering one priority goal.

The new or renovated building:

- Is flexible enough to meet today's needs and adapt over time to tomorrow's
- Aesthetically reflects the energy and beauty of Ipswich
- Is student friendly and conforms to student needs and interests
- Maintains a small community school environment in an up-to-date space
- Is flexible, green, light, happy, positive, upbeat and heart centered
- Has enough faculty so that students don't feel lost
- Stays true to Ipswich and kids first
- Provides a nurturing K-5 environment that feels safe
- Creates a positive culture and educational experience
- Allows students to develop the self-confidence that comes with having a sense of belonging, and which is fostered through connections with the broader community and their neighborhoods
- Allows for the school schedule to not be dictated by building limitations
- Maintains two small neighborhood elementary schools and nurturing environments
- Fosters academic preparedness, hands-on play, the development of resiliency and social emotional learning
- Offers flexibility of use within a variety of indoor and outdoor learning spaces
- Enhances enrichment beyond the school day
- Is flexible enough to adapt over time
- Promotes equity and connects to the community
- Has an inspirational commons space with natural light and opportunities for collaboration
- Offers ready-to-go professional spaces for teachers





Priority Goals - Continued

The new or renovated building:

- Offers flexibility of learning and growth, where all students are taught on an equal level and can grow and adapt to new learning
- Looks through a sustainability lens
- Offers equal opportunities for preparedness for all students
- Embraces the challenge of educating all students within a flexible space
- Is a flexible place to be creative, while maintaining the feeling and culture of each school
- Offers a positive learning environment to young children and allows the district to innovate for the next 50 years
- Has a warm community feel
- Is modest and gives us as much building as possible for the least amount of money
- Maintains the interior as more important than the exterior
- Offers flexibility and personalization and amplifies the community/parent partnership
- Provides a good place to vote
- Puts students first and reflects 21st century practices
- Respects and reflects what is unique about Ipswich
- Offers the flexible use of space as well a possibilities for community integration
- Allows for classroom "right-sizing," with tools and space that reflect and support student needs
- Doesn't lose track of traditional "self-discovery"
- Offers a configurable and enabling environment that matches the goals of the educational programs
- Provides appropriate spaces for all students physical education needs
- Provides opportunities for outside play within the curriculum and has outside elements that are reflected in the building
- Provides equity for students and staff in terms of spaces
- Provides quality environments for all students across both schools, regardless of the grade level configuration (access to technology, materials and outdoor spaces).





SCOG Analysis

The Educational Working Group (EWG) conducted a “SCOG Analysis” of what it sees as the current strengths, challenges, opportunities and goals with regard to the Ipswich Public School’s elementary academic programs. The following is a compilation of participants’ responses and ideas.



STRENGTHS

- Welcoming
- Child centric
- Collaboration
- Strong traditions and history
- History of innovation
- Strong leadership
- Teachers
- Whole-child focus
- Fine arts, music and visual arts programming
- Sustainable learning
- Ipswich environment
- Successful Habits of Mind (SHOMS)
- Strong STEM/STEAM element
- Committed staff/teachers
- Respect for staff as professionals
- Parent involvement
- Parents as partners
- Community support
- School association within neighborhood
- Vertical and horizontal curricular alignment
- Identified culture in each school
- Sense of community in each school
- Sense of loyalty to town and school
- Ownership and school pride
- Ability to differentiate learning to best meet individual student needs
- Resourcefulness
- Making due with what we have
- Out –of-the-box thinking
- Not test driven



CHALLENGES

- Outdated physical facilities, systems and equipment
- Teaching and learning space in inadequate for objectives
- Traditions vs. change
- Risk taking with boundaries
- Keeping focused on what’s best for kids (not adults)
- Equity
- Truly understanding elementary education
- Teaching the whole-child
- Health and nutrition
- Seamless technology
- Safety and security
- Collaboration at all levels
- TIME
- Accountability – need to justify
- Demonstrating success
- Student retention K-12
- We want change as long as it stays the same (this is a community issue too)
- Sense of loyalty, traditional memories
- State funding and mandates
- Community support/educating the community
- Communication to greater community (complexity, need elevator pitch)
- Recognizing that we will always have differences
- Public complacency

- Various boards in the community to answer to
- Challenges teachers face in a changing landscape
- Evolving resources (technology/funding)
- Extensive expectations (curricular, social-emotional, well being of families)

- Collaboration between town and school services
- How to quantify success
- Staying flexible within a rigid system
- Space limitations and impact of schedule/opportunities



OPPORTUNITIES

- Equity
- Universal design/access for all
- Engage students
- Retain students K-12
- Ability to offer new programming (i.e. gardening)
- Having a facility and program that evolve
- Improved and integrated safety and security
- Health and nutrition
- Foster social and emotional development
- Partner with mental health and family support
- Build on what we have
- Pride of building one culture for our town
- Inquiry/PBL (have real world in community base)
- Increased storage space
- Flexible community spaces
- Seamless technology
- Daylight and environment

- Investment in professional development
- Facilities to foster joy in learning (new teachers and residents)
- Public awareness
- Community outreach and use of building
- Permeable walls
- Informal learning opportunities
- Allow for a different schedule
- Spaces for after school programming
- Showcase success, student work and community (using multiple media)
- Uniform curriculum between schools (horizontal alignment)
- Potential to bring student together at earlier age
- Teachers as designers of program and facility
- A facility that supports teachers
- Expand sustainability (kitchen, garden)



GOALS

- Maintain and strengthen school culture
- Building supports communication and celebration of school culture and student work
- Foster small school feel
- A child-centric school for an elementary curriculum
- Multiple modes of teaching and learning
- Flexible and adaptable design/space/buildings
- Flexible and ergonomic furniture
- Seamless transitions between spaces
- Facility of facilities that the entire community can support
- Aesthetically pleasing and beautiful building
- Beautiful outdoor spaces
- Representative of Ipswich culture
- Student retention K-12

- Mirror/seek inspiration of Ipswich's environment and culture
- Foster community pride
- Most educationally effective learning environment
- Environmentally efficient and sustainable
- Equity in solution
- Design for all (universal design)
- Attention to acoustics
- Inherent safety and security
- Clear communication with community during design process
- Student voice
- A thoughtful design (avoid mistakes)
- Willingness to change and challenge educational design/past traditions





IPS Successful Habits of Mind (SHOMS)

Ipswich Public Schools has a rigorous plan in place for the implementation and alignment of 21st Century Learning. Through the district's Successful Habits of Mind, Powerful Learning and STEAM work, Ipswich Public Schools strives to create and foster a learning environment that prepares all our students to be successful in their future college and career endeavors.

Ipswich Public Schools have identified the following six Successful Habits of Mind. These Successful Habits of Mind are the district's 21st Century learning expectations, and are embedded in curriculum and instruction:

1. **PERSEVERANCE:** With perseverance we persist through challenges, manage pressure and maintain an optimistic outlook.
2. **COLLABORATION:** Through collaboration we demonstrate mutual respect and shared responsibility as we work with others to accomplish a task and achieve shared goals.
3. **CRITICAL THINKING:** Through critical thinking we reason abstractly, concretely, quantitatively, and resourcefully for a purpose.
4. **CREATIVITY:** With creativity we imagine and explore possibilities, challenge existing structures and develop novel thoughts and forms of expression.
5. **SELFMANAGEMENT:** With self-management we take responsibility for our own behavior and success by setting goals, organizing our resources and revising our strategies based on self reflection.
6. **COMMUNICATION:** Through communication we exchange ideas using a variety of formats while considering the audience.

Through the integration of these Habits, Ipswich Public Schools supports students in developing the skills they will need to be successful in our rapidly changing world.

21st Century Learning Priorities

The following sets of priority 21st century learning priorities for Ipswich Public Schools elementary school students were brainstormed by the Educational Working Group (EWG) to align with IPS's Successful Habits of Mind (SHOMS). Six teams of 5-6 participants each worked to create their own set of learning priorities, after which each team presented to the larger group.

Group 1

- Thinking - initiative, critical thinking, creativity
- Problem Solvers
- Communication - oral, written, collaborative (appropriate)
- Empathy/Global Perspectives
 - * curiosity - learning to live together
- Mastery/Familiarity of Academic Content - (not memorization)
- Joyful Learners • Results and Perseverance

Group 2

Important 21st C. Skills

- * Building students w/ self-confidence, esteem leading to ability to take risks. (Joy) (safe environments)
- * Empathy + Perspective
- * Equity of learning
- * Differentiation of Instruction
- * Understanding of importance of process
- * Ability to communicate effectively: teaming, collaboration, self-direction, personal, thoughts, needs, passions, interests, civic responsibility

Group 3

- Intrapersonal
 - learning to learn • adaptability
 - joy risk to • imagination
 - risk taking • creativity • play
 - awareness of personal qualities
- Interpersonal
 - learning to live together
 - empathy
 - adaptability
 - diversity / inclusion
 - play
- Global Citizenship
 - ethical decision making + environmental perspectives
 - social + civic competances
- Communication
 - oral + written
- Critical Thinking
 - analysis + assessment of information
 - managing complexity

Group 4

- children, more than data
- agility and adaptability
- curiosity, creativity, and risk-taking
- success and failure (learning from both)
- critical thinking and problem solving
- mindfulness and self-reflection
- inclusivity and social responsibility (big picture)





Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Share **Priority Goals** for the design of Ipswich Public School’s renovated/new elementary school facility
- Discuss 21st century teaching and learning as connected to IPS’s **21st Century Learning Goals** and initiatives
- Assess Ipswich Public School’s **Strengths, Challenges, Opportunities, and Goals** with regard to the development of its elementary school programs and design of a renovated/new facility
- Review IPS’s most essential **and innovative elementary initiatives and programs**, brainstorm a list of those envisioned and desired, and discuss the implications they hold for the design of the renovated/new facility
- Brainstorm considerations for, and implications of the four **MSBA enrollment options**
- Explore and prioritize a range of architectural **Design Patterns** that support 21st century teaching and learning

Time	Activity	Purpose
8:30 – 9:15	<p>Workshop Goals and Introductions</p> <ul style="list-style-type: none"> • Workshop overview • The Design Process / Creating a Design Guide • Group Norms • Introductions <ul style="list-style-type: none"> ○ Priority Goals for the new facility 	Introduce participants, and clarify agenda and desired outcomes for this workshop and subsequent workshops. Share some of our Priority Goals for the new facility.
9:15– 10:00	<p>21st Century Schools</p> <ul style="list-style-type: none"> • Explorer Elementary (video) • Presentation: 21st Century Teaching and Learning • 4th Grade STEAM (video) 	Identify and discuss changing paradigms in education, and elements of 21 st century teaching and learning.
10:00– 10:15	BREAK	
10:15– 11:00	<p>IPS Habits of Mind and Learning Goals</p> <ul style="list-style-type: none"> • Small group review of assorted 21st century learning goals and outcomes as connected to IPS’s Habits of Mind • Large group prioritization • Engaging Students (video) 	Ground our thinking about design guidelines and desired building features in a discussion and exploration of IPS’s emerging Habits of Mind and 21st century learning goals.

11:00– 12:00	<p>IPS Elementary School: Present and Future Educational Priorities</p> <ul style="list-style-type: none"> Brief presentations of essential and innovative school programs and initiatives presently in practice at Winthrop and Doyon Elementary Schools as well as IPS (20 minutes per school including Q&A) 	Identify present and future educational initiatives and programs within IPS elementary schools and discuss their effect on the design of the renovated/new facility.
12:00– 12:30	LUNCH	
12:30– 1:20	<p>IPS Elementary SCOG Analysis</p> <ul style="list-style-type: none"> Brainstorm of Winthrop and Doyon Elementary School’s Strengths, Challenges, Opportunities, and Goals 	Identify what is presently working well within IPS elementary schools, what is challenging, and what opportunities exist with regard to the further development of programs and facilities.
1:20 – 2:15	<p>Implications of MSBA Enrollment Options</p> <ul style="list-style-type: none"> Introduction to MSBA enrollment options and considerations chart Small group discussions of implications Game planning for further study of implications 	Address the four potential grade level configurations that the MSBA has outlined for Ipswich. Review considerations and record implications for each.
2:15–2:25	BREAK	
2:25 –2:50	<p>Introduction to 21st Century School Facility Design Patterns</p> <ul style="list-style-type: none"> Presentation and Q&A 	Begin to ground our thinking about design guidelines and desired building features in a discussion and exploration of new school Design Patterns.
2:50–3:00	<p>Closing and Next Steps</p> <ul style="list-style-type: none"> Next Steps review and Q&A Blue Sky Ideas (Exit Ticket): What no-holds-barred, over-the-top, budget-is-no-issue idea(s) and/or space(s) would you like to see take shape in the renovated/new elementary school facility? 	Hear from participants about their questions and thoughts. Review next steps for development of our process working together.

