

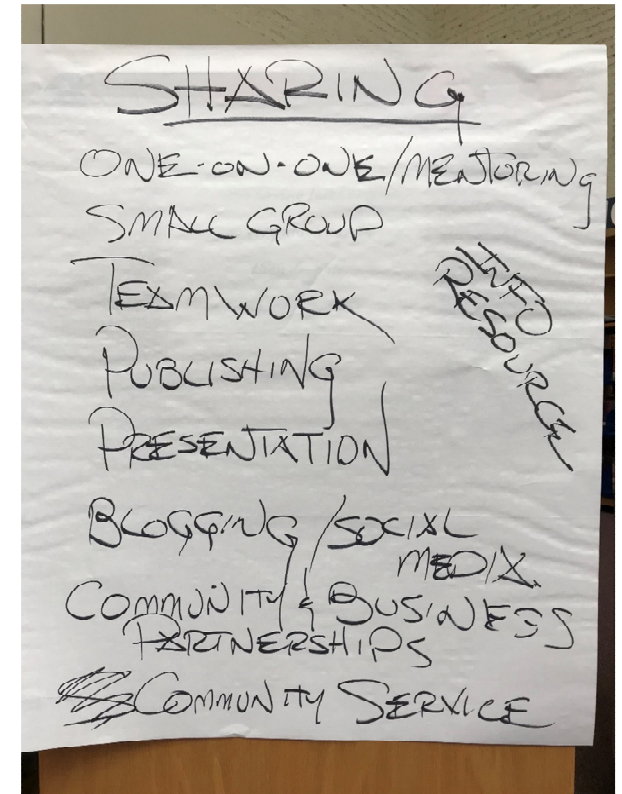
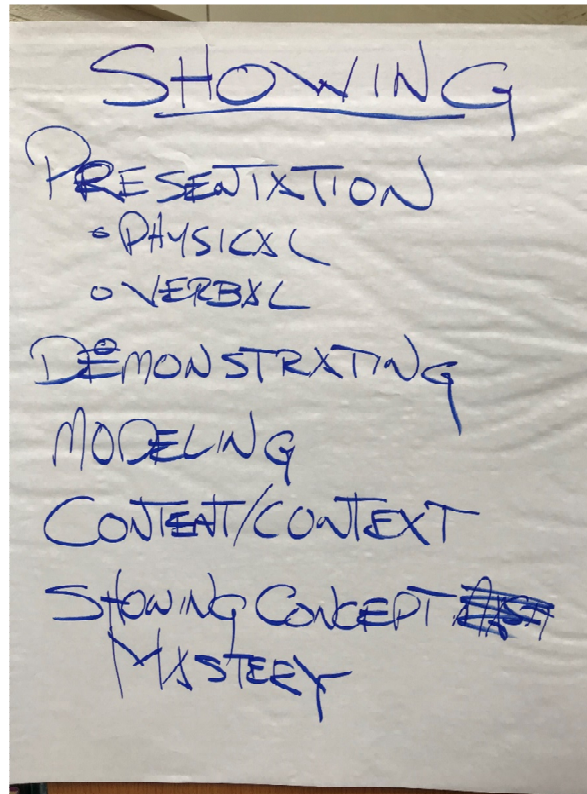
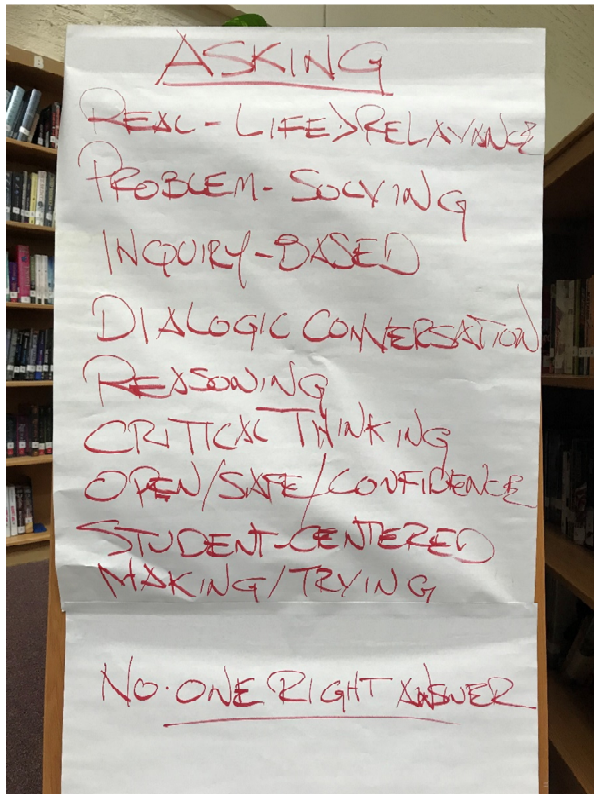
Appendix A :: Re-Imagine Maury HS Planning Labs

Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #1:

Activity #1: Developing Guiding Principals: C.L.A.S.S. Commodores Learn by Asking, Showing, and Sharing

Group Discussions about how students Ask, Show and Share and the types of resources and spaces needed to do each of these activities. The goal of this exercise was to use the mission of the school to develop the guiding principals that would shape the process moving forward.

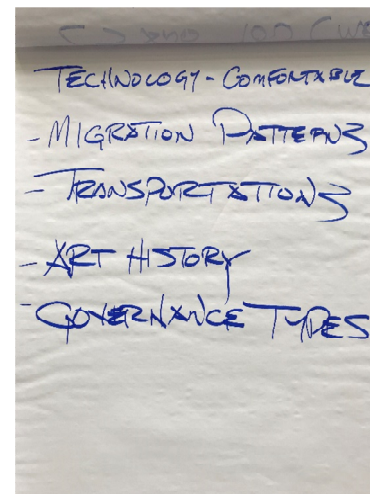
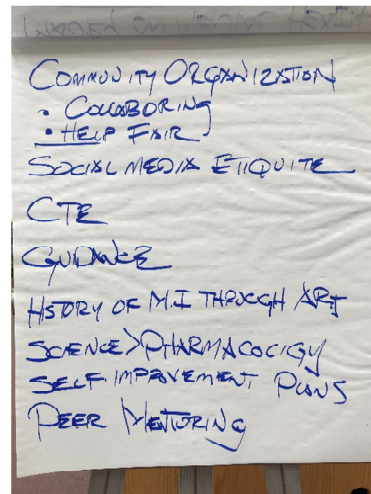
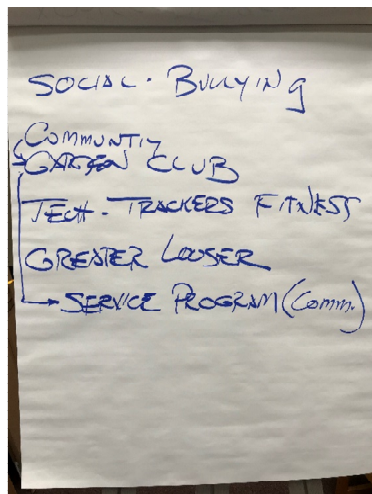
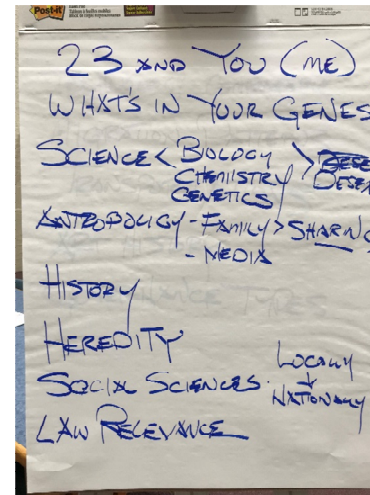
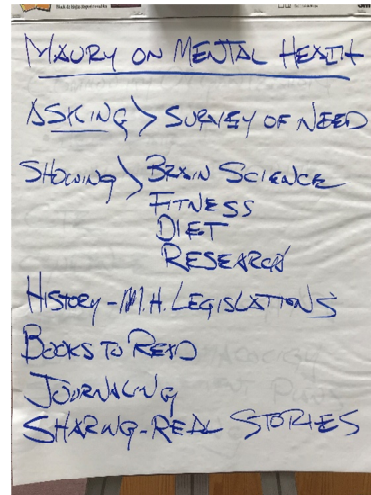
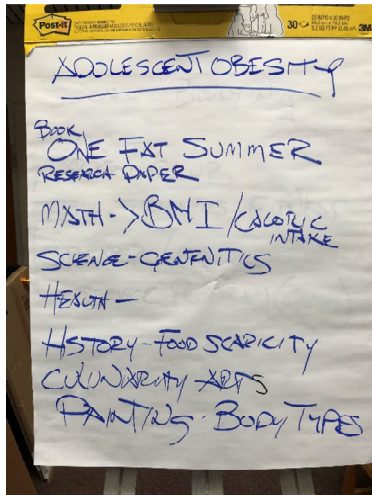


Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #1:

Activity #2: Design or Describe a learning project centered on a health topic

Groups were asked to focus on a health topic that could be cross curricular, last a week worth of instruction, and that explicitly incorporated strategies of Asking, Showing and Sharing

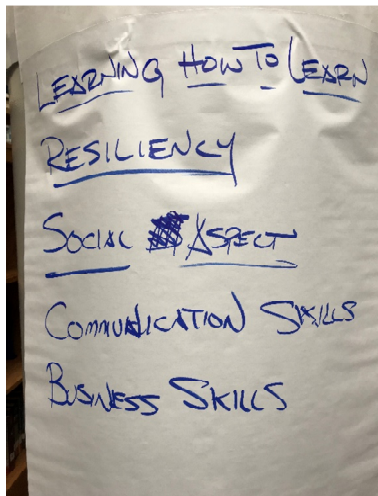
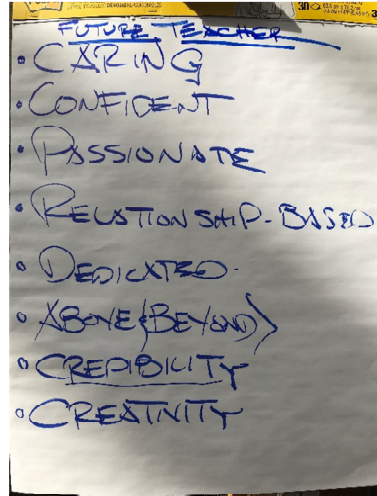
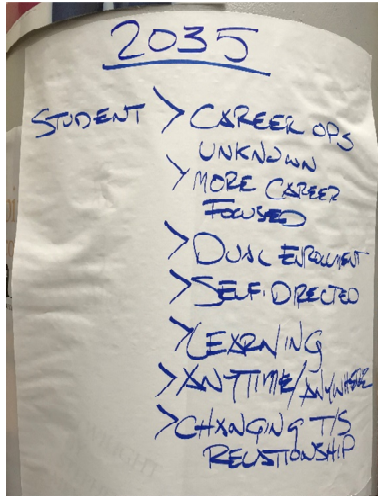


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Planning Lab #1:

Activity #3: Describe the Student of 2035 and Define the Role of the Teacher in 2035

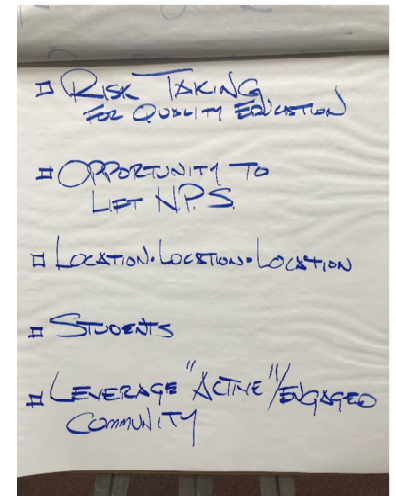
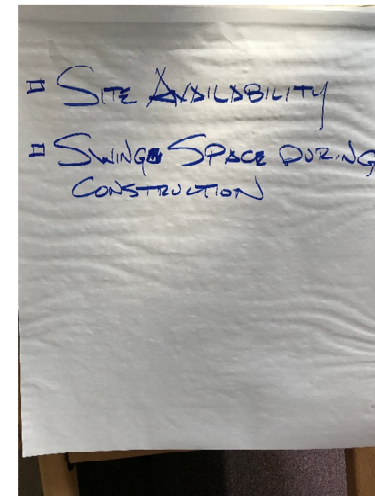
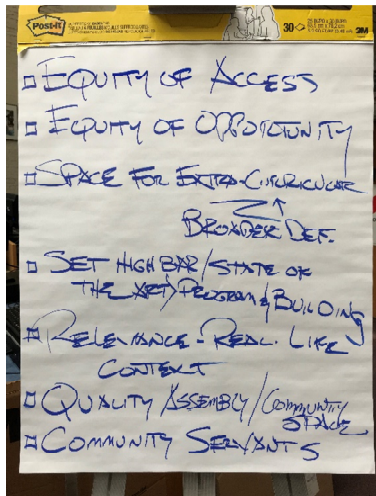
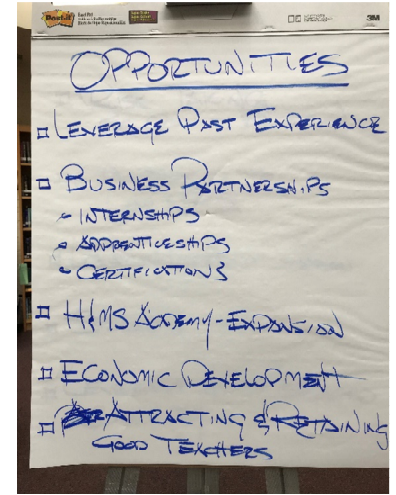
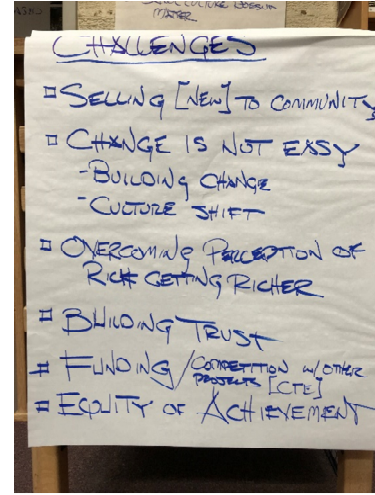
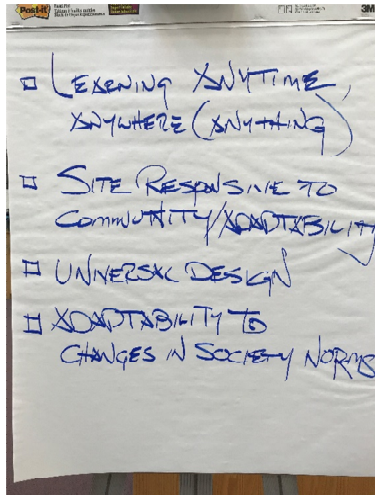
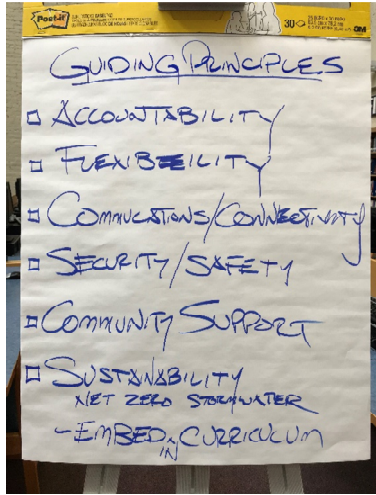
Groups were asked to describe a student and learning models of 2035 and then to define the teacher of the same year. The goal was to stretch forward, knowing teaching and learning changes over time and to help identify some of this change and plan space accordingly.



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Planning Lab #1:

Activity #4: Brainstorm Guiding Principles for Educational Specifications; Brainstorm Challenges & Opportunities for Success

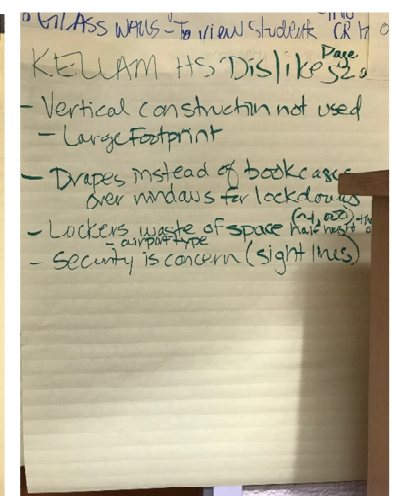
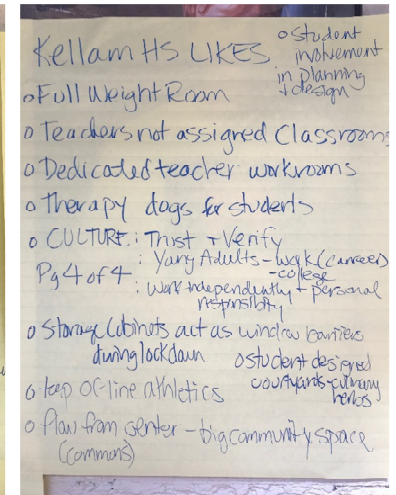
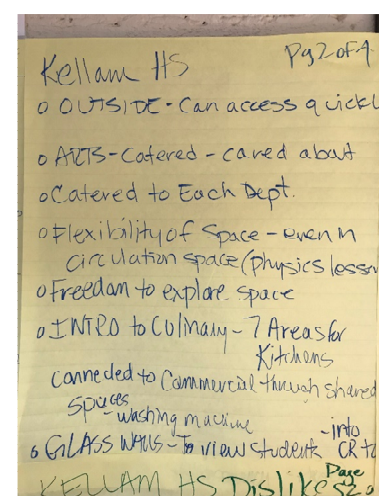
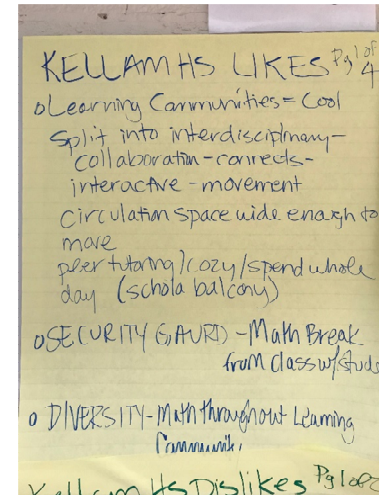
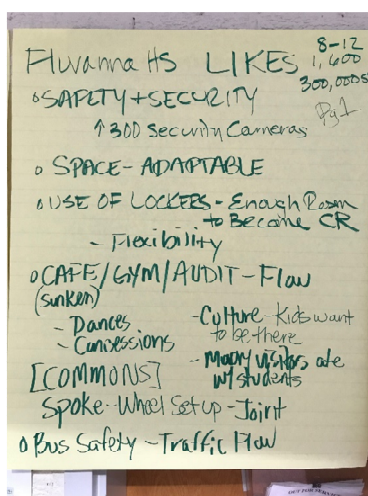
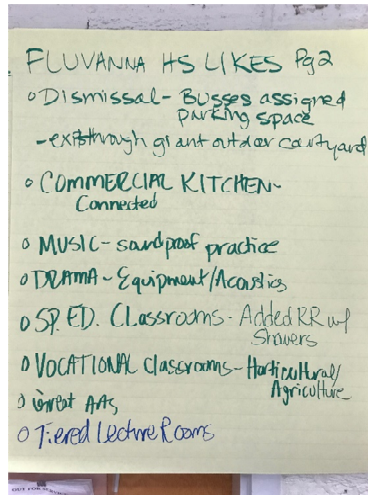
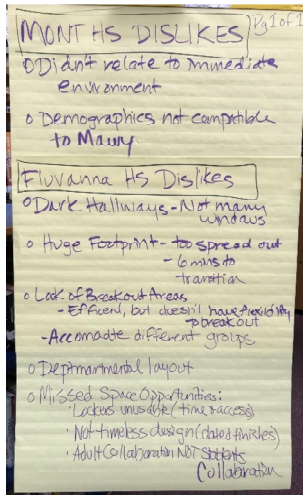
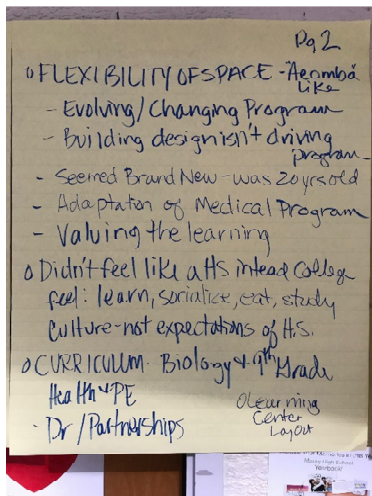
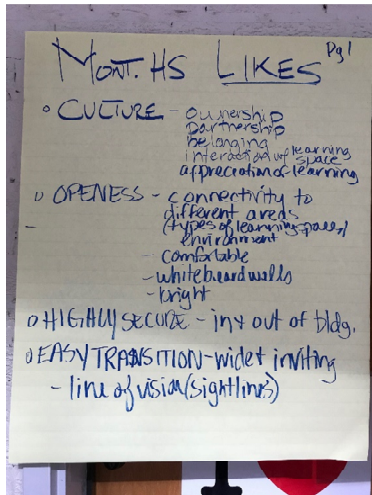


Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #2

Activity #1: Develop lists of Learning Environment "Likes" & "Dislikes" of Schools visited + Maury High School

Group Discussions and individual perspectives of each school toured. The goal was not to look at architecture or building materials but how space was used and programmed.

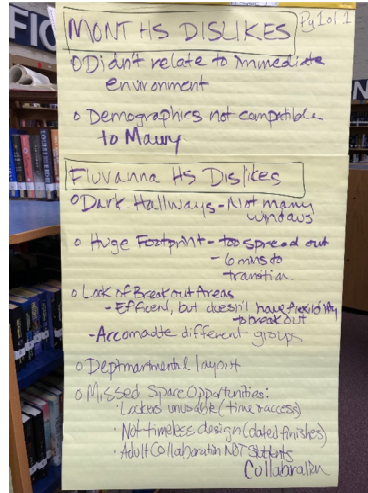
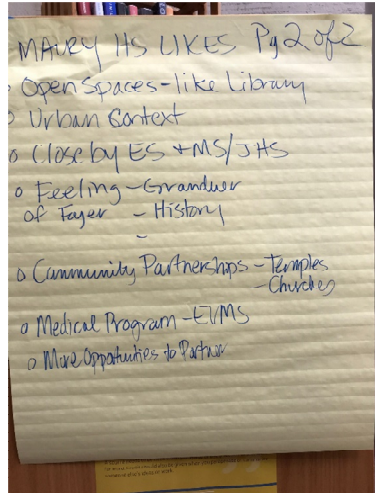
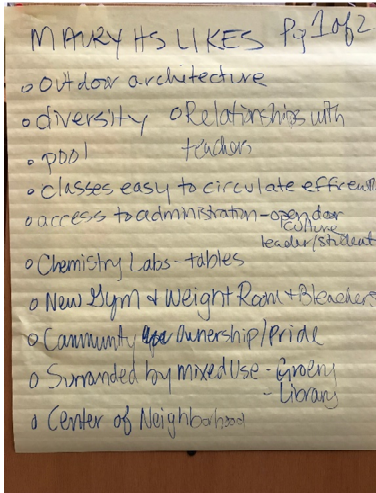


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Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #2

Activity #2: Describe Objective-Based Learning Environments to Asking, Showing, and Sharing

Groups were provided Learning Objective parameters such as Critical Thinking, Creating, Real World Context, and Problem Solving and were asked to identify the appropriate learning group size, the characteristics of the learning environment and the Furnishings and Equipment for these types of learning objective spaces. The goal to identify teaching and learning models that will work best in the future for Maury HS curriculum, programs, students and teachers.

			Learning Objective	Learning Activity	Assessment Type	Learning Group Size	Learning Environment Characteristics
Asking	Asking	Sharing	Problem or Project Definition [Student-designed]	focus brainstorm design define success	rubric peer assess self assess		
Asking	Asking	Sharing	Process Definition [Student-designed]	plan design	rubric peer assess self assess		
Asking	Asking	Showing	Content Mastery	listen read research	pre-assessment standardized testing expository writing		
Asking	Asking	Showing	Critical Thinking	synthesize analyze evaluate reason	rubric Socratic method DBQ peer assess self assess		
Asking	Asking	Showing	Creative Thinking	conceptualize apply	rubric FRQ peer assess self assess		
Asking	Asking	Showing	Problem Solving	draft try iterate solve	rubric alternative assess peer assess self assess		
Asking	Asking	Showing	Creation	make refine iterate	rubric alternative assess peer assess self assess		
	Showing	Showing	Content & Process Mastery	show share engage	formative assess portfolio demonstration presentation		
	Showing	Showing	Helping Mindset Teaching	peer tutoring mentoring coaching	measure improvement / survey		
	Showing	Showing	Confidence Leadership	publishing leadership public speaking	rubric peer assess self assess		
	Showing	Showing	Community & Civic Responsibility	service-based projects / community service	time of service cmty. feedback replicability scalability		
	Showing	Showing	Workplace Skills	work-based learning	rubric employer evaluation certification		

Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #2

Activity #3: Evaluate Educational Program Organizational Models

Groups were asked to identify and discuss Challenges and Opportunities of various common Educational Program Organizational Models.

MAURY HIGH SCHOOL :: EDUCATIONAL SPECIFICATIONS PROCESS PROGRAM ORGANIZATIONAL MODELS :: CHALLENGES & OPPORTUNITIES			
DEFINITION	DEFINITION	CHALLENGES	OPPORTUNITIES
DEPARTMENTAL: Organized by Subject Matter		<ul style="list-style-type: none"> Isolating No sense of community Floor- all of 1 department on same floor Planning – testing issues Loose connectiveness Silos – not good communication access Lack of family-team Poor balance of resources Competition for resources Room sizes 	<ul style="list-style-type: none"> Vertical teaming within department Veteran teacher can be paired with new teacher Communication within team proximity Collaboration Strength within mentoring Family Clear pipeline for students Promotes expertise Teachers know students Department advocacy Supports sequence Shared lab spaces
GRADE LEVELS 9-12: Organized by Student Grade Level		<ul style="list-style-type: none"> Isolating Only focused on your grade No looping Staffing/Scheduling Not every student in grade at the same level Social impact Skews data Social-emotional challenges Not at same place on one day Not a true reflection of where they are Students don't come in grade levels Resentment Prolongs transition / maturity 	<ul style="list-style-type: none"> Community Communication within team Structures education Help counselors Focus on needs Sense of peer community Little movement Incentives to stay with peers
GRADE LEVELS 9TH GRADE ACADEMY, 9-12: 9th Grade Self-contained, 10th-12th Grade intermingle		<ul style="list-style-type: none"> No chances to mentor unless you are in a sport/club Academic level Isolating True 9th graders Tried this unsuccessfully Staffing Lack of flexible spacing Lack of maturity 	<ul style="list-style-type: none"> Less movements Cross curricular Supportive and planning Data Able to transition to new system Focus on 9th grade working – transition to other schools Team approach Focus on adjustment Builds relationships with teachers
INTER-DISCIPLINARY: MULTI-DISCIPLINARY: Each learning community contains all subject matters (Qty can vary)		<ul style="list-style-type: none"> Need more planning time Need more professional development Change takes place at every level Buy in is difficult State and district mandates – problematic SOL's Need more teachers to avoid clustering or tracking Resources like Kellam HS & Monticello HS Arts, Music integration More costly 	<ul style="list-style-type: none"> Depth Ability to deal with whole/real world experience Professional development to learn how to collaborate Flex scheduling New courses State and district mandates



Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #2

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DEFINITION	DEFINITION	CHALLENGES	OPPORTUNITIES
<p>SCHOOL-within-a-SCHOOL / ACADEMY: Houses an Academy – similar to the EVMS program currently</p>		<ul style="list-style-type: none"> Limited opportunities from students POV Staffing Spacing Size limitations Elitism Capacity Rigid course load Not all AP weighted Penalize GPA Loose sense of community 	<ul style="list-style-type: none"> EVMS Pulses for college Experience Badge of honor State and district mandates Encourages higher level thinking Possibly rule out career/ job interests Specialty Interdisciplinary Real life application
<p>THEMATIC ACADEMY: Entire program focuses on one theme school wide for example: Health Sciences, Arts, STEM, etc.</p>		<ul style="list-style-type: none"> One concept reinforced daily Curriculum cohesiveness Too selective – kids forced into an area/field they don't want Buy-in 	<ul style="list-style-type: none"> Easy way to achieve Student choice Collaboration meets student interest State and district mandates
<p>MULTI - MODAL: This is a combination of many organizational approaches</p>		<ul style="list-style-type: none"> Scattered all over the place Autism population / SPED population - Would stop us from providing appropriate opportunities for these kids Hybrid – only focused on core courses Academics vs. electives Community support 	<ul style="list-style-type: none"> Professional development

Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #3

Activity #1: Develop Space Types using Metaphors for Learning Environments and Tools used in each of these environments

Groups were asked to complete an activity that applied educational space types to the type of primordial learning environment metaphor introduced in the presentation.

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<<< Great Learning is				
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Planning Lab #3

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Asking / Showing	Content Mastery	listen read research	pre-assessment standardized testing expository writing	
Asking / Showing	Critical Thinking	synthesize analyze evaluate reason	rubric Socratic method DBQ peer assess self assess	
Asking / Showing / Sharing	Creative Thinking	conceptualize apply	rubric FRQ peer assess self assess	
Asking / Showing / Sharing	Problem Solving	draft try iterate solve	rubric alternative assess peer assess self assess	
Asking / Showing / Sharing	Creation	make refine iterate	rubric alternative assess peer assess self assess	
Showing / Sharing	Content & Process Mastery	show share engage	formative assess portfolio demonstration presentation	
Showing / Sharing	Helping Mindset Teaching	peer tutoring mentoring coaching	measure improvement / survey	
Showing / Sharing	Confidence Leadership	publishing leadership public speaking	rubric peer assess self assess	
Showing / Sharing	Community & Civic Responsibility	service-based projects / community service	time of service cmty. feedback replicability scalability	
Showing / Sharing	Workplace Skills	work-based learning	rubric employer evaluation certification	

Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #3

Activity #2: Create / Design Learning Communities of 150, 300, and 450 student capacities

After creating Learning Space Prototypes using primordial metaphor learning spaces, each group was then asked to create a Learning Community environment with those spaces that would accommodate student groupings of 150, 300, and 450 size. The goal being to explore Learning Community organizational models, adjacencies of spaces, and how space types can be used to share purpose and utilize space efficiently.

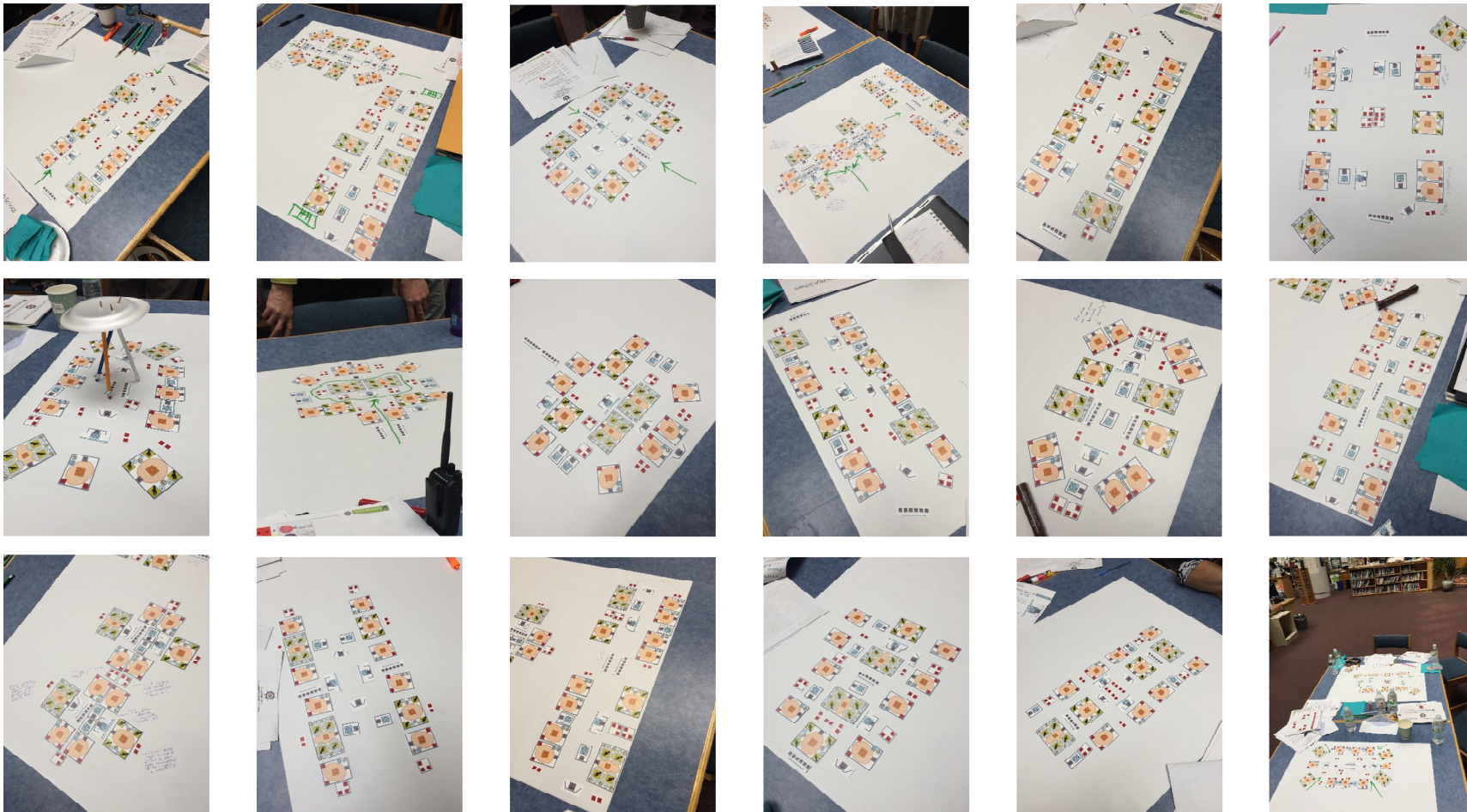


Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #3

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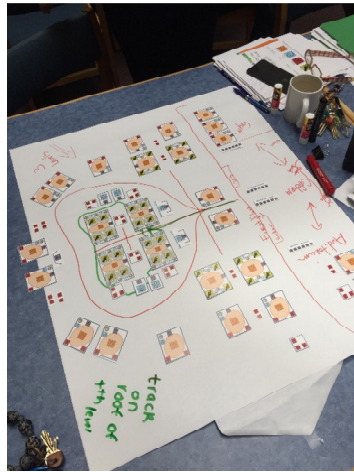
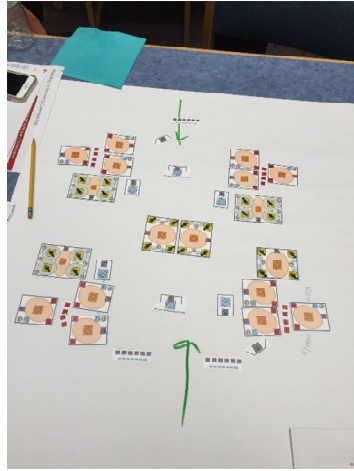
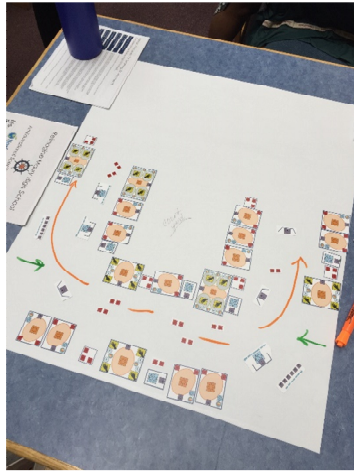
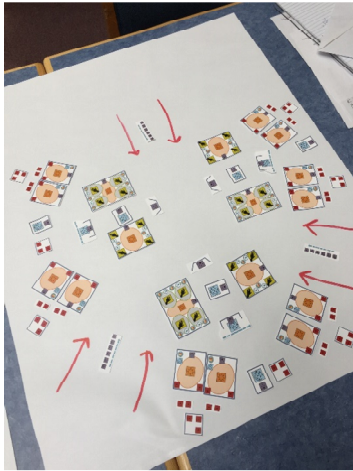


Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #3

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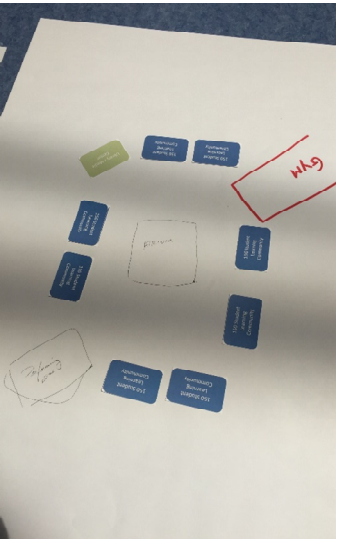
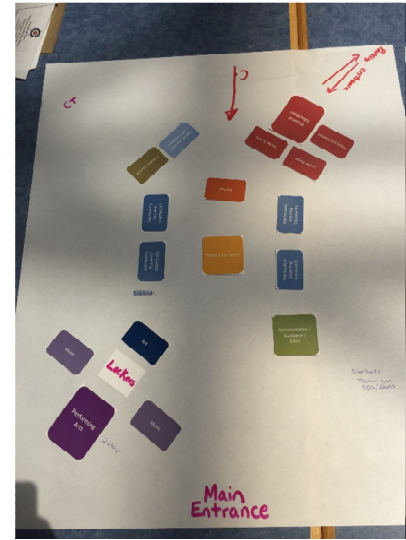
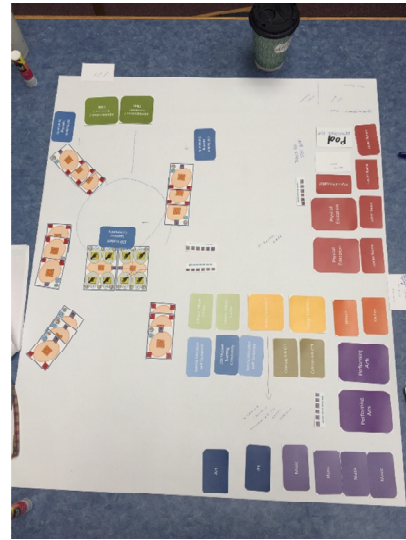
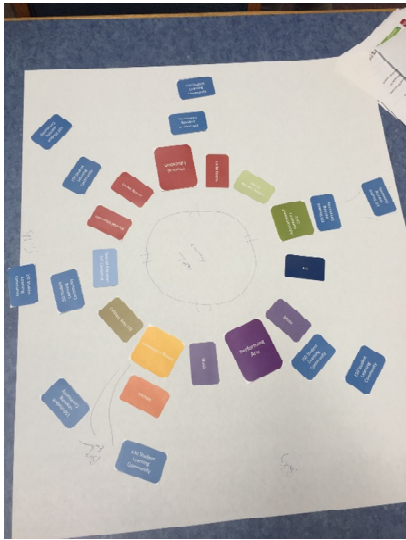
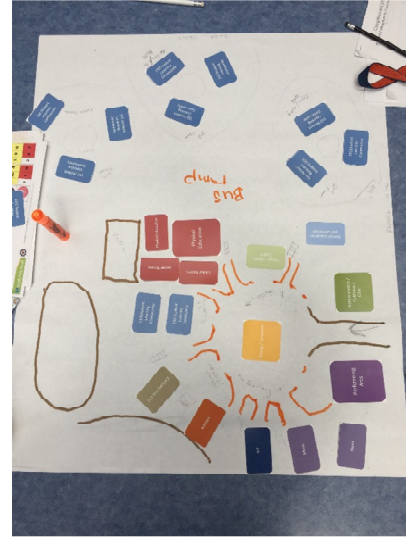
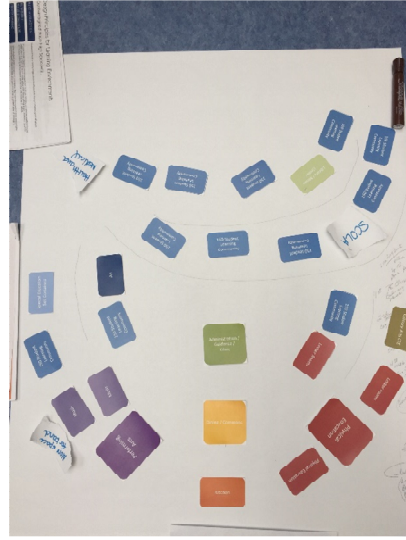
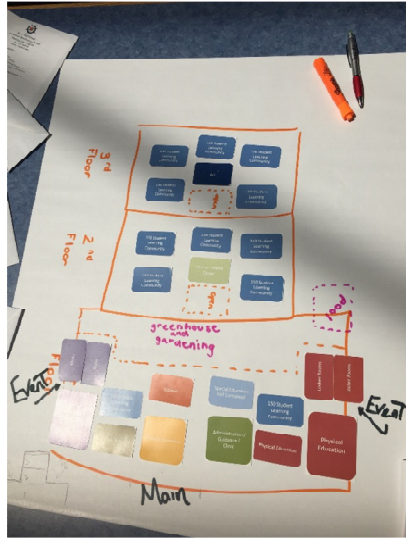
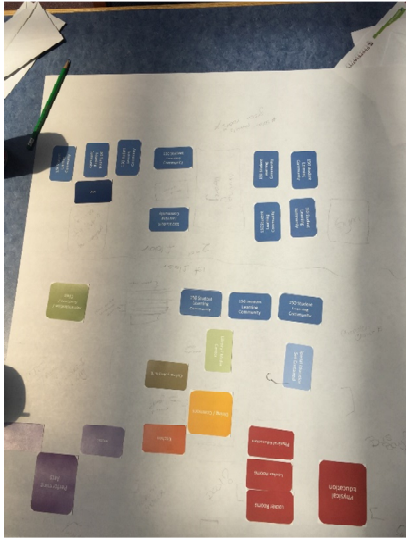
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Appendix A :: Re-Imagine Maury HS Planning Labs

Planning Lab #3

Activity #3: Create / Design Organization Bubble Diagram for entire Re-Imagined Maury High School using lessons learned from previous Learning Community design activities.



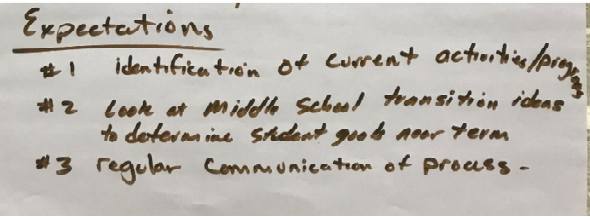
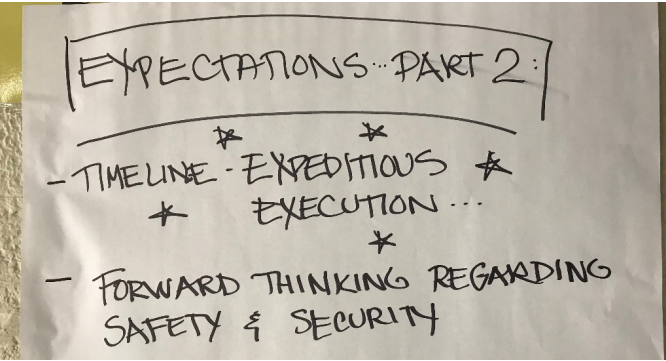
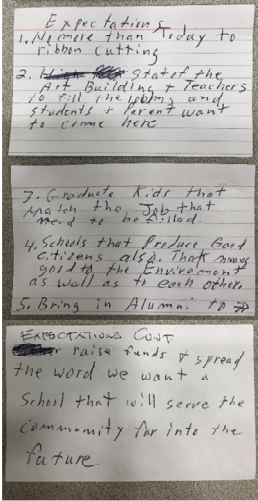
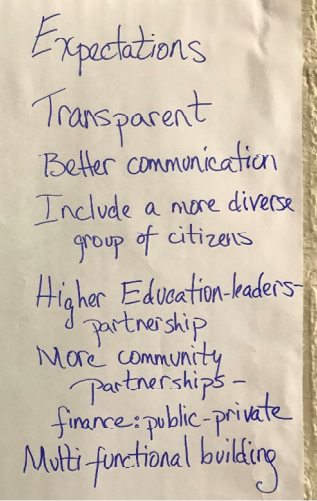
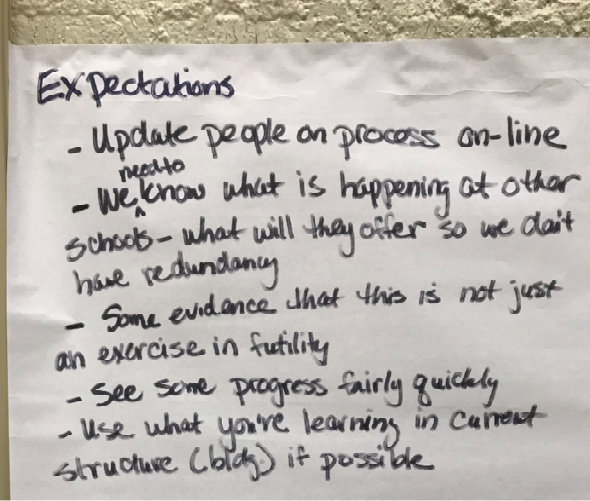
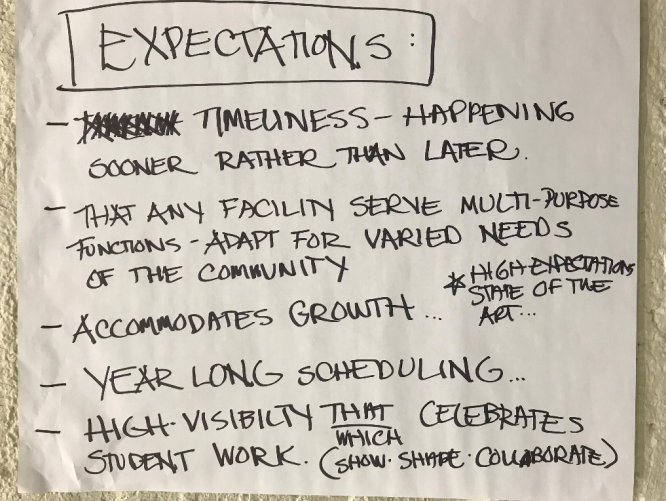
Appendix B :: Re-Imagine Maury HS Community Meetings

Appendix B :: Re-Imagine Maury HS Community Meetings

Community Meeting #1, March 1st, 2018

Purpose: Introduce process and defining goals of the educational specification process.

Small Group Activity: Groups were asked to provide a list of **expectations** for this process and then provide a list of anticipated challenges and/or obstacles the process might expect.



Appendix B :: Re-Imagine Maury HS Community Meetings

Community Meeting #2, April 12th, 2018

Purpose: Update community on the process, provide an overview of the school tours conducted between community meetings, and to create dialogue with community member with small group activity and discussion.

Small Group Activity: Individuals were asked to complete a S.W.O.P. (Strengths, Weaknesses, Obstacles, and Prospects) of their perspective of Maury High School.

Program

Tradition (9)
H&MS Academy partnership with EVMS (4)
Strong Academics (2)
AP courses
Desire to learn/all levels
Kids can go anywhere from here—Ivy to career programs—to whatever
Ability to set the standard for the next build in the division
Educational foundation
Student success
Team building within programs
Curriculum
Educational opportunities
Programming
Reputation
Focus on new and emerging technologies
IT

People

Great leadership (7)
Community (5)
Students/academics (4)
Diversity (3)
Vibrant education—engaged students and parents
Staff that is committed to the success of it's students
Connection with alumni— strong boosters
Family—staff and students
Pride
Maury now produces very good student graduates and very good athletes

Extra-Curricular

Strong music programs that attract many people (it is necessary to expand spaces—little room for orchestra practice)
Strong athletics—Maury has one of the best athletic programs which it isn't being appreciated
People—music programs, athletic programs, specialty program, teachers, principal

Location

Location (3)
Neighborhood school (2)
A historic neighborhood - The source of community leadership for years and years
Location in center of Ghent
Proximity to EVMS
Great walkability

Building/Facility

Strong architectural presence (2)
Auditorium is incomparable and instills sense of awe to students (2)
Adequate space
Front foyer
Veneer
High ceilings and wide corridors inspire high thinking and pride

Appendix B :: Re-Imagine Maury HS Community Meetings

Community Meeting #2, April 12th, 2018

Purpose: Update community on the process, provide an overview of the school tours conducted between community meetings, and to create dialogue with community member with small group activity and discussion.

Small Group Activity: Individuals were asked to complete a S.W.O.P. (Strengths, **Weaknesses**, Obstacles, and Prospects) of their perspective of Maury High School.

Facility Design

- Old facilities (9)
- Lack of adequate space (7) [for current programs]
- Safety issues (4)
- Overcrowding (3)
- Narrow stairways (3)
- Parking (3)
- Lack of ability to adapt (2)
- Land mass—is it large enough? (2)
- Athletic facilities (2)
- Size of building to accommodate growth in program
- May hold on to tradition too much at times—building calling apart in areas
- Limited collaborative opportunities
- Teachers/educators not happy with facilities
- Too expensive to renovate
- Students behind façade

Facility Condition

- Too hard and expensive to maintain (3)
- Decaying walls (2)
- Flooding (2)
- HVAC (2)
- Disintegrating floor finishes (2)
- Building is literally falling apart i.e. ceiling came crashing down during an orchestra performance
- This is a sick building
- Crumbling ceilings
- Mold and mildew is rampant
- Leaking windows
- Asbestos

Technology

- Lack of efficient internet technology (5)
- Poor sound system in auditorium (2)
- Poor media access

Other

- SOL (Standards of Learning Test) factory
- Majority of students not engaged in the learning process
- Going forward without input from all interest groups
- Lack of broad involvement of business community in NPS
- No programs desirable in Norfolk for students like Achievable Dream in Newport News and VB
- Access for special needs
- ADA/Special Needs requirements
- Lack of focus on old school trades. Carpentry and other building trades in general. Still a very reliable way to earn a living

Appendix B :: Re-Imagine Maury HS Community Meetings

Community Meeting #2, April 12th, 2018

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Money

Funding (8)
Funding—seek some alternative funding solutions
Grants for solar/green technologies
Federal funds? Military bases?
Money from state and city
Norfolk city council will to fund the money
Money—the will to foot the bill
Money—there is none

Politics

Leadership in Norfolk—an obstacle to innovation (2)
Conflicting ideas or what needs to be done—there needs to be a singular understood realization of what is going to happen and engage
Mayor's climate change mitigation commitment
City says that they want input, but do they really listen to the input they receive?
Politics
NPS' reputation based on school and accreditation data
Above average poverty level of NPS students
Politics
Strong opposition
Community against New Building
Norfolk City Council—focus on schools (2)
Politics

Facility

Safe and Security (2)
Foot print
Electrical - WIFI (2)
Hard to add current and future programs due to low power option
Meeting the needs of all
Unknown of the structure behind façade
Location (space to work with)
Elevators/ADA
Air quality
Mechanical system
Power
Condition of existing facility

Other

Community (4) Attachment to historical facilities in community
Get real—spend 10-20 million and do a wholesale maintenance project now and do the same at BTW and LTHS
Community to help exchange ideas
Narrow thinking/Need to think outside the box
Older facilities (but so are Harvard, William and Mary, UVA, etc.)
Neighborhood that surrounds the school doesn't cooperate. Will probably protest everything
Everyone has an opinion—despite not having a degree in education of working in the building
Logistics involved—where will the students go?
Infrastructure on both sides of issues; fix or redo/tear down
Potential issues that can jeopardize the realization of re-emerging units
Misinformation
People not looking beyond building
Differing views/opinions from community
Presentation
Traditional thinking

Appendix B :: Re-Imagine Maury HS Community Meetings

Community Meeting #2, April 12th, 2018

Purpose: Update community on the process, provide an overview of the school tours conducted between community meetings, and to create dialogue with community member with small group activity and discussion.

Small Group Activity: Individuals were asked to complete a S.W.O.P. (Strengths, Weaknesses, Obstacles, and **Prospects**) of their perspective of Maury High School.

Money

State money available for school construction (2)
Go for federal funds leveraging military and bases
There are grants available for solar and other green technologies
Federal grants
Money from local
Renovation—using historical tax credits to continue the century of respect and educational excellence the building inspires

Learning/Program

Chance for more students to attend from all over Norfolk (7) [grow Medical & Health Specialties Program]
Better [modern] Learning Environments (3)
Maintain historical building for its history (2)
Install green technologies to make our school more sustainable (2)
Design a safer school (2)
Outdoor learning space connected to classrooms with tables and seating
Better technology in classrooms
Smaller modular spaces that can flex for different uses
Spaces designed for year round learning and spaces that can be used for the entire day (not limited to current school day—i.e. how can the space be used more effectively—for student clubs, homework, sports, other/alternate learning methods)
I would like to see a program that encompasses museum skills/studies, a history lab for archaeological or physical anthropology and have a space to teach/learn to be an archivist
Given a good building, the tradition can continue
Norfolk Public Schools, including Maury HS, will become highly sought after. People from other cities and states will want to move to Norfolk for the opportunity to attend our public schools.

Medical Prep School
CTE Training
Interdisciplinary
Curriculum—continue strong
Enlarge the MHSP program and possibly expand to other programs
Cutting edge academics and tech
Provide learning spaces/exploratory spaces
Reinstitute shop classes

Community

Shared space with community—bring community into schools more.(4)
Considering our local history and national importance, we need to have students learn and partner/intern with local museums, chapter, etc. and all the local sites and homes
Partnerships - Improved community involvement/ownership

Other

Consider environmentally friendly heating/cooling—year round lots of natural light
Importance of pleasant outdoor spaces that are safe—think pentagon design with courtyard in the middle of the structure
Utilize parking spaces for expanding the facility
Put in more sport facilities—we have no track yet Maury has the best program in the state
The skies the limit
Need strong communicators
Lots of growth on the horizon
Needs new educational input
Providing greater facility for future leaders
Internal and external possibilities and opportunities when re-imagining MHS

Appendix B :: Re-Imagine Maury HS Community Meetings

Community Meeting #3, May 3rd, 2018

Purpose: Concluding process presentation and present findings and up to date conclusions of the educational specifications process.

Small Group Activity: None - Community Q & A with the planning consultants and NPS staff.

A copy of the May 3rd Presentation by HBA & CS may be found here:

<http://www.dejongrichter.com/npsmaury/community-meetings/>