DLRGROUP

Elevate Learning with Sustainable Change

Icebreaker

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Agenda

—

Elevate Learning with Sustainable Change

District Overview

Growing Stronger for Sioux Falls

—

A community discussion on increasing enrollment in the Sioux Falls School District

Current Reality: "The Why"

- Since 1990, District enrollment has grown from 15,132 to 23,957; +8,825 students or 58%

- By 2023, enrollment will increase to nearly 25,000 students

- Many buildings are already at, or approaching, capacity

- The last high school built (WHS) opened 25 years ago - 1992

Current Reality: "The Why"

August 2017	Sept-Dec 2017	Jan-Mar 2018	April-May 2018	June-July 2018	September 18, 2018
Kick Off	**1. Learn**	**2. Gather Feedback**	**3. Develop Options**	**4. Board Decision**	**5. Action**
Board discusses /approves process	Enrollment & Facilities Info	Community Engagement	Task Force	Survey & Scope of Project	Vote

Enjrollment
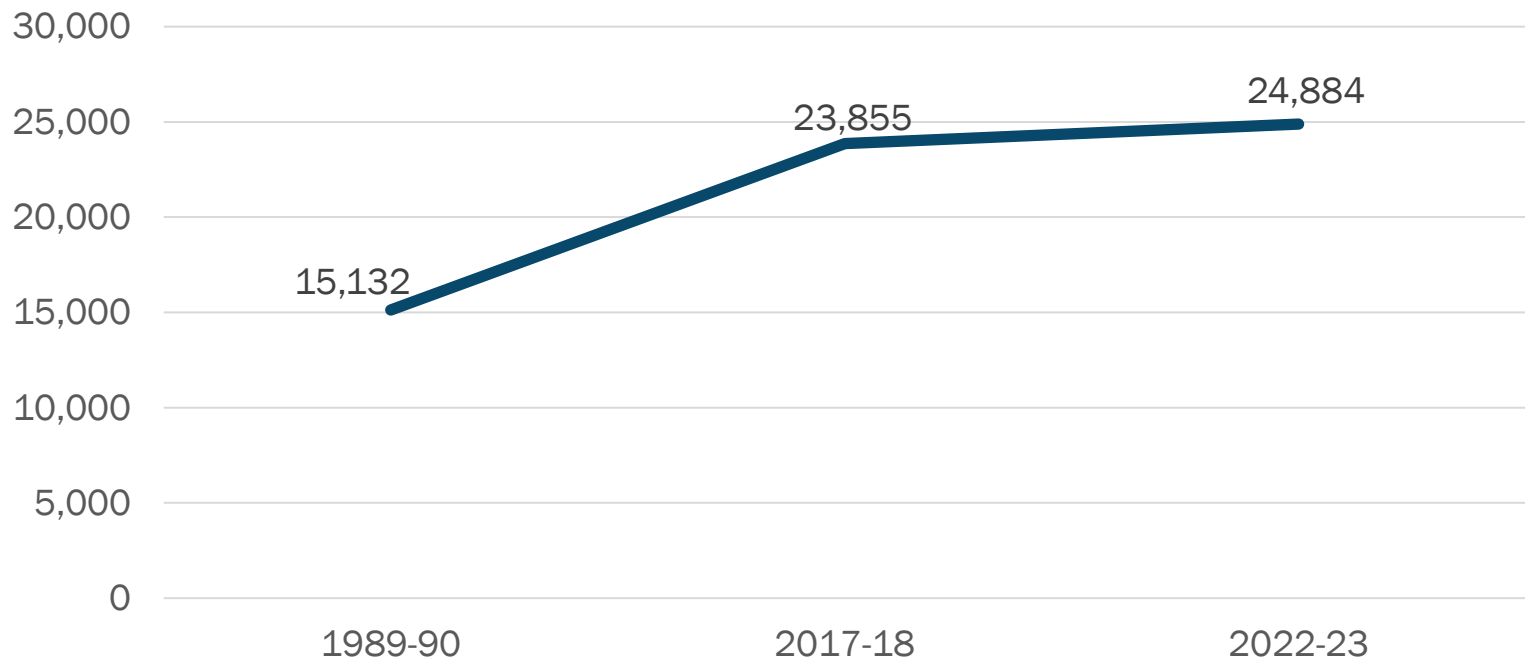
Student Population

- Asian   3.3% ⬇
- Black   12.6% ⬆
- Hispanic   12.6% ⬆
- Native American   4.5% ⬇
- Multi-racial   6.2% ⬆
- Pacific Islander   0.1% ▬
- White   60.8% ⬇
- Combined Diverse   39.2% ⬆

SIOUX FALLS SCHOOL DISTRICT

Task Force Recommendations

➤ **New high school** should be constructed

- Build on northwest side

- Open in 2021, if possible, or 2022

- Maintain the District's north to south boundaries to provide balanced student demographic populations

➤ **New middle school** should be constructed

- Build on southeast side

- Open in 2021, if possible, or 2022

➤ **New elementary school** should be constructed

- Open by 2024

Learning Space Research

What impacts student learning progress?

Individual student variability = 50%

Teacher effectiveness = 30%

Physical learning environment = 16%

Hattie, John. "Visible learning: A synthesis of over 800 meta-analyses relating to achievement." (2008)

Nye, Barbara, Spyros Konstantopoulos, and Larry Hedges. "How large Are Teachers effects?" *Educational Evaluation and Policy Analysis* 26, no. 3 (2004): 237-57

Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. "The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis." *Building and Environment* 89 (2015): 118-133.

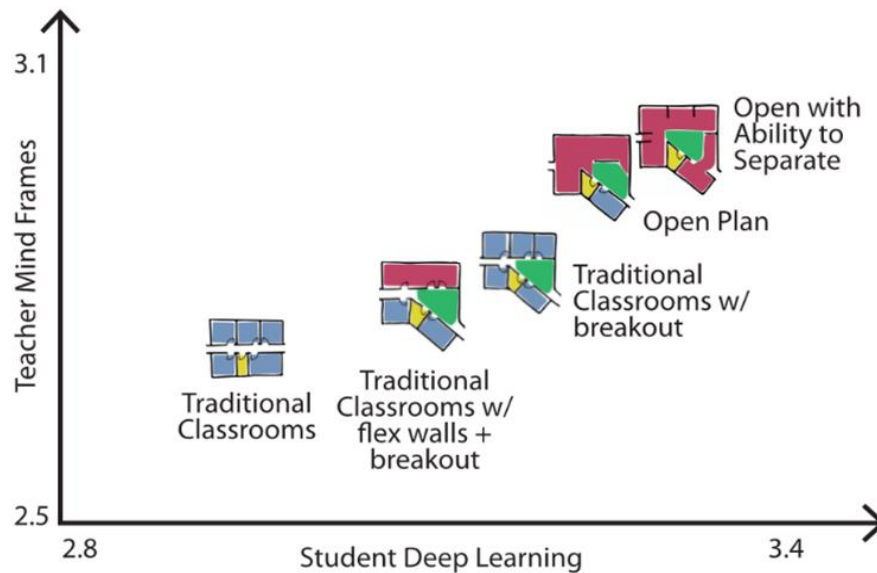# Innovative Learning Environments & Teacher Change

Impacts on Student Deep Learning and Teacher Mind Frames

Dovey and Fisher's (2014) learning spaces types, as adapted in Imms, Cleveland, and Fisher (2016).

*Innovative Learning Environments and Teacher Change (ILETC)

'A' 'B' 'C' 'D' 'E'

TRADITIONAL Learning spaces

- - - - - - Bi-folding wall

———— Solid wall

OPEN-PLAN Learning spaces

Store room   Classroom   Street-space   Commons

Innovative Learning Environments & Teacher Change

Graph adapted from Imms, Mahat, Byers, & Murphy (2017)

Imms, W., Mahat, M., Byers, T., & Murphy, D. (2017). Type and Use of Innovative Learning Environments in Australasian Schools ILETC Survey No. 1. Melbourne: University of Melbourne, LEaRN, Retrieved http://www.iletc.com.au/publications/reports/.

FINNS

Flexibility, Individualization, Naturalness & Nature, Stimulation
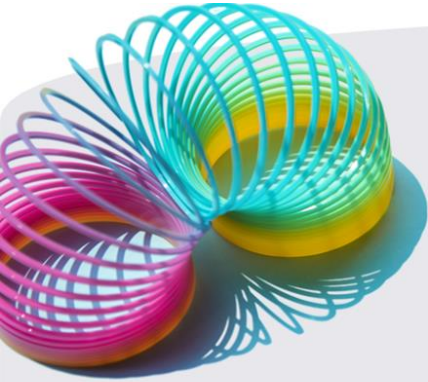
Flexibility

Flexibility is the degree to which the environment supports a wide variety of learning activities.

Individualization

Individualization factors refer to the learning environment's capacity to support the physical needs and identity of every user.

Naturalness and Nature

Naturalness and Nature refer to the learning environment's capacity to provide light, air, temperature, sound, and links to nature in a way that mimics the benefits of being in an outdoor, natural space.

Stimulation

Visual stimulation factors are cumulative and must be designed in a holistic way.

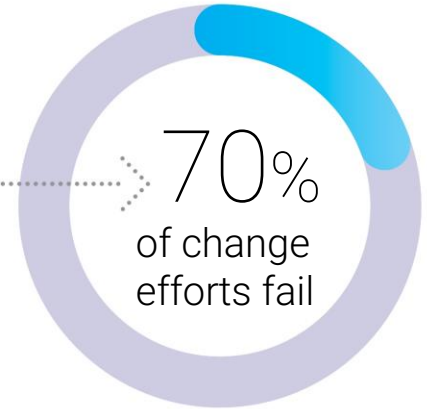Elevate Learning with Sustainable Change

Sustainable Change

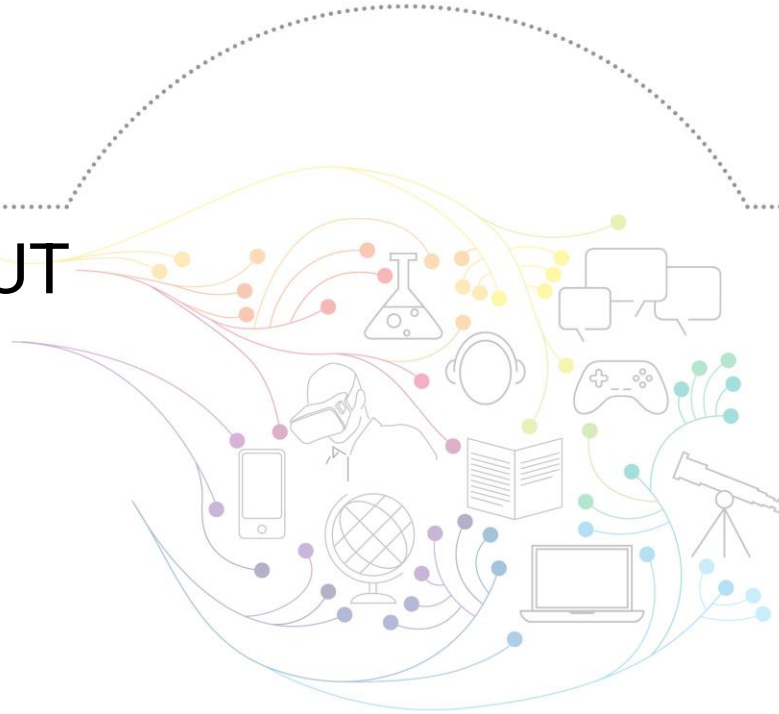Schools work hard to change from outdated approaches and toward learner-centric education.

BUT

...

Schools work hard to change from outdated approaches and toward learner-centric education.

BUT

…

70%
of change
efforts fail

teacher-centered

unused space

non-functional group space

separated learning

B⌂LD

learner-centered

active space

small group collaboration

learning on display
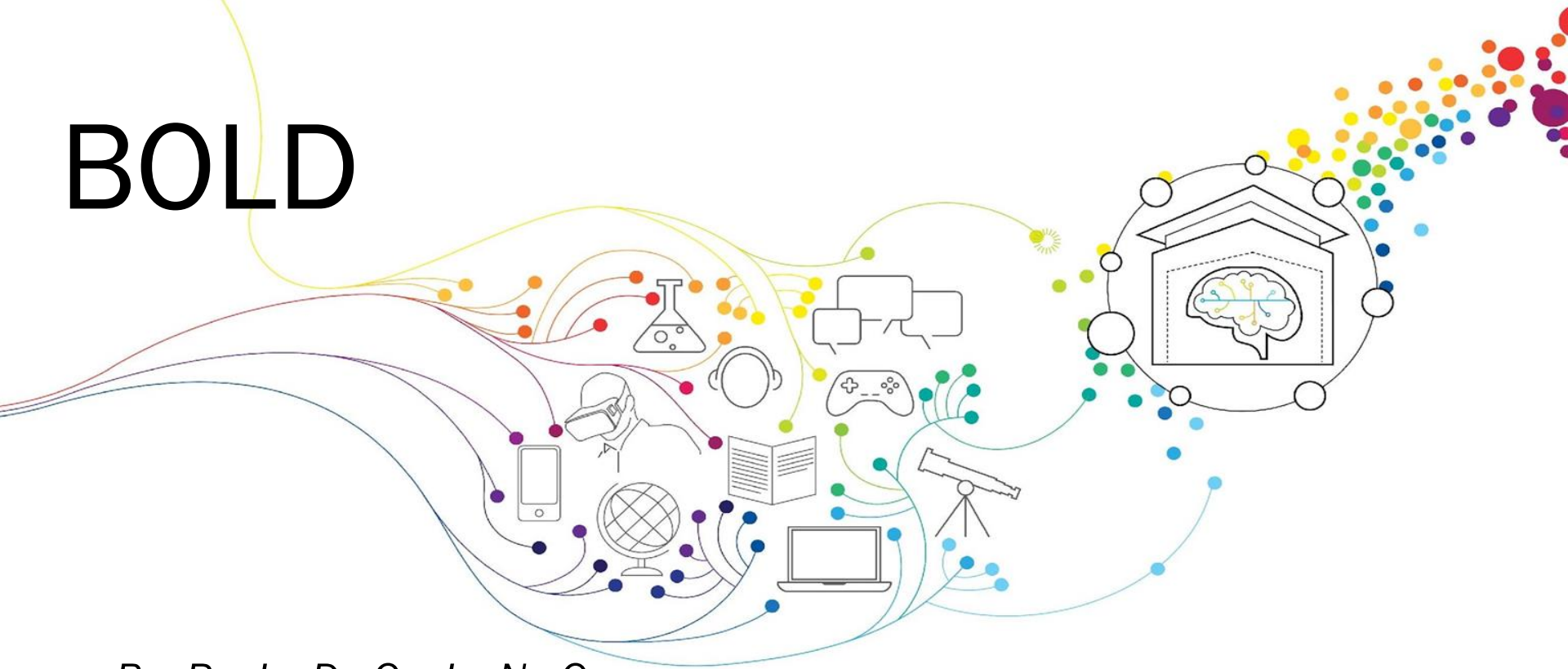
BOLD

B R I D G I N G
the
Organization, Learning, and Design

Why BOLD?

We believe educators
and learners deserve
the best environment to
try new experiences,
build skills, contribute
to their communities,
and ultimately find
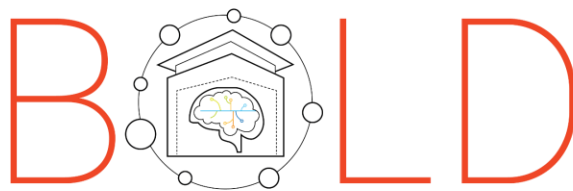individual fulfillment.

teacher-centered　　　unused space　　　non-functional group space　　　separated learning

B⌂LD

learner-centered　　　active space　　　small group collaboration　　　learning on display

Bridging the Organization, Learning, and Design

—

What does the BOLD process look like?

DISCOVER
drivers
of change

IMAGINE
preferred
ideal state

DEFINE
transformational
factors

DEVELOP
structures +
systems

BOLD PROCESS FOR CHANGE

TYPICAL CHANGE

THE STATUS QUO

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Elevate Learning with Sustainable Change

District Experience

Central Office

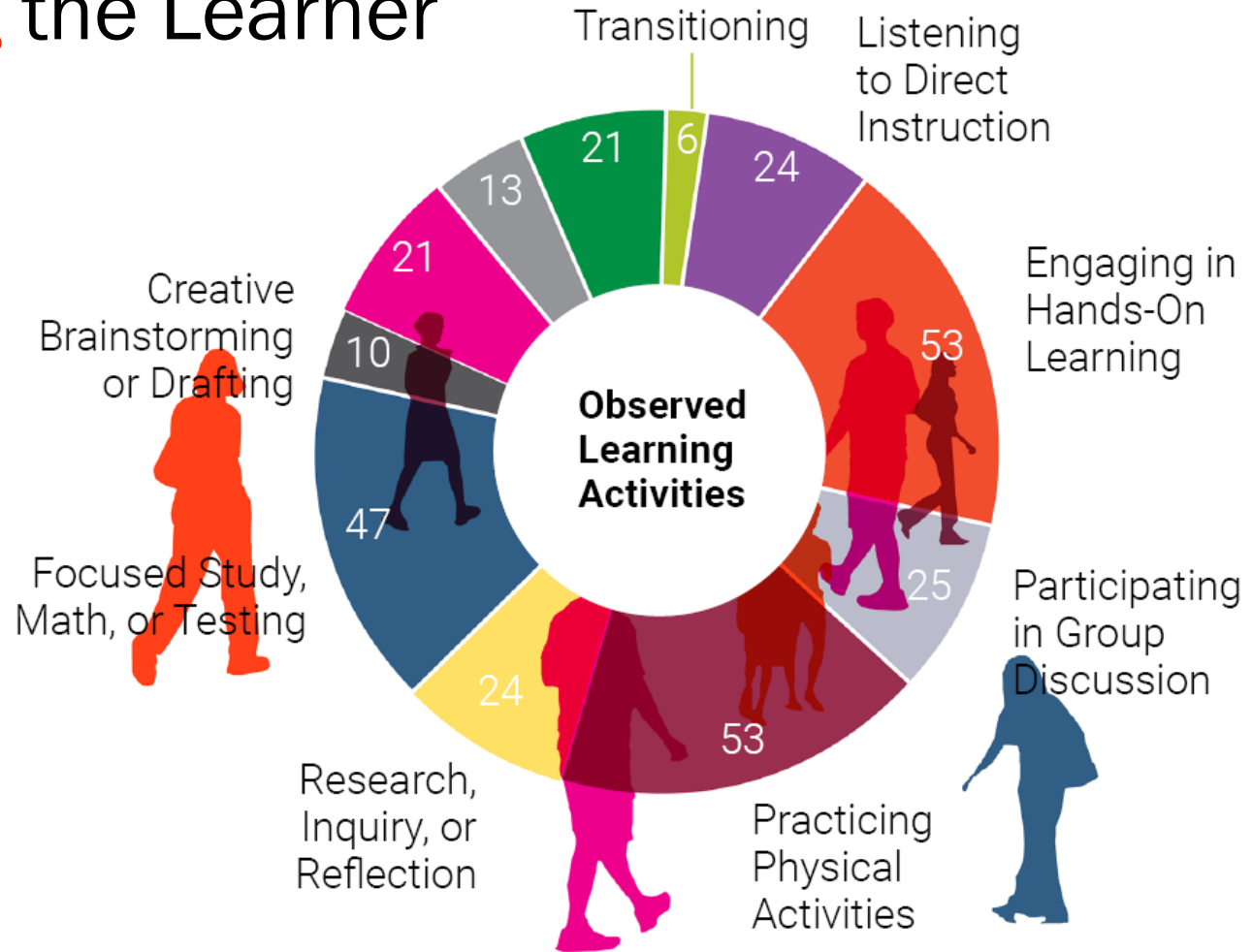## We Help Stakeholders DISCOVER why they Need to Change

* **DISCOVER**

Alignment
District Learner Profile

DISCOVER
drivers
of change

IMAGINE
preferred
ideal state

DEFINE
transformational
factors

DEVELOP
structures +
systems

ACHIEVE
desired
outcomes

DLRGROUP

Understanding the Learner
Day in the Life

Observed Learning Activities

- Transitioning — 6
- Listening to Direct Instruction — 24
- Engaging in Hands-On Learning — 53
- Participating in Group Discussion — 25
- Practicing Physical Activities — 53
- Research, Inquiry, or Reflection — 24
- Focused Study, Math, or Testing — 47
- Creative Brainstorming or Drafting — 10
- 21
- 13
- 21

Understanding the Learner
Day in the Life

The Sioux Falls School District Experience is the intangible gift of a quality public school education. From the moment children and adults come in contact with our schools, we strive to exceed expectations.

Leadership and Culture
Students have access to leadership opportunities in their school and in their community to build their capacity for future growth and provide value to their educational experience. They are exposed to all cultures to enhance understanding and appreciation for similarities and differences.

Academic Excellence
Students are exposed to real-world experiences through innovative curriculum, hands-on lessons, and partnerships with community and business leaders.

Collaborations & Connections
Current and future partnerships are cultivated to enhance learning. Staff build strong relationships with students to ensure each has the opportunity for world-class experiences relevant to their future.

Community Engagement
Stakeholder input is important. Listening is the primary focus of meetings to strengthen the understanding that public schools are meant to serve the public.

Support & Belonging
Each student feels supported in their academic pursuits and day-to-day life by having access to information, professional school counselors, and mental health professionals.

Profile of a Learner

A Sioux Falls School District student demonstrates adaptability and flexibility in an ever-changing world as…

Mission Statement:

To educate and prepare each student to succeed in a changing world.

An Empowered Learner

- Mastering rigorous content and applying knowledge to real-life situations
- Showing passion and ownership in learning
- Exhibiting responsible digital citizenship and utilizing technological skills to explore, exchange and design
- Demonstrating ability to analyze problems and explore solutions

A Global Citizen

- Modeling respect for all
- Understanding and engaging in local, national and global issues
- Engaging in conversations to create inclusive and welcoming communities
- Assuming shared responsibility in collaborative work

A Resilient Thinker

- Taking risks, accepting challenges and valuing the learning that comes from failure
- Displaying resilience, grit and honesty
- Demonstrating confidence in one's ability to effect change
- Engaging in self-reflection to understand one's strengths and unique gifts

A Skilled Communicator

- Speaking and writing with clarity and purpose
- Actively listening to decipher meaning, advance understanding and support others
- Developing a responsible digital footprint
- Evaluating information sources for validity, relevance and impact

Campus

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We Help Stakeholders IMAGINE their Desired Outcomes

*   **IMAGINE**

Guiding Purpose and Beliefs
Learner Profile

DISCOVER
drivers
of change

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preferred
ideal state

DEFINE
transformational
factors

DEVELOP
structures +
systems

ACHIEVE
desired
outcomes

DLRGROUP

JEFFERSON CAVALIERS

Guiding Purpose
We are a courageous community who competes for excellence on our journey of lifelong learning.

Cavaliers Believe

All means all
➤ Honor diversity
➤ Every voice matters
➤ Opportunity for all

People matter most
➤ Safe spaces for growth
➤ Embody trust, respect, and responsibility
➤ Celebrate each other's successes

Compete for excellence
➤ Embrace challenges with grit & self-reflection
➤ Empower creativity and critical thinking
➤ Collaborate with purpose

Cavaliers Are

Inclusive
➤ Emotionally intelligent and have respect for all
➤ Multiculturally and socially aware to bring diverse groups together
➤ Respectful of individuality

Leaders
➤ Able to apply their worth and individual talents
➤ Skilled communicators and collaborators
➤ Responsible citizens

Competitors
➤ Self-motivated and adaptable
➤ Critical thinkers
➤ Owners of their strengths, passions, and growth areas

JEFFERSON CAVALIERS

Guiding Purpose

We are a courageous community who competes for excellence on our journey of lifelong learning.

Cavaliers Will

Include

➤ Respect diversity and individuality through our words and actions by combating bullying, labeling, and othering
➤ Invite one another to lead or participate in a club, organization, or extracurricular activity
➤ Showcase and celebrate all students and staff

Lead

➤ Be present in a positive learning environment by engaging in respectful communication, collaboration, and celebration with our community
➤ Take care of our learning spaces throughout the school and community
➤ Model transparency, fairness, and ownership of mistakes

Compete

➤ Explore and own strengths, passions, and growth areas
➤ Tackle adversity together through creativity, critical thinking, and team work
➤ Succeed with determination, grit, and self-reflection

Elevate Learning with Sustainable Change

Organizational Performance & Change

Transformational Factors

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We Help Stakeholders DEFINE their Transformational Factors

* **DEFINE**

Academic Expectations and Practices
Cultural Expectations and Practices

DLRGROUP

JEFFERSON CAVALIERS

Guiding Purpose

We are a courageous community who competes for excellence on our journey of lifelong learning.

Academic Expectations and Practices

Expectation	Cavalier Educators will	Cavalier Students will
Visible Learning	• Utilize physical learning spaces throughout the school • Be able to measure and observe student learning for multiple modalities • Reach out into the community to deepen and celebrate student learning	• Actively utilize and respect learning spaces throughout the school and community
Innovative & Collaborative Environment	• Actively collaborate with honesty and humility across disciplines in professional learning communities • Utilize a culturally responsive curriculum • Establish an inviting classroom environment conducive to respectful, collaborative engagement centered on student choice	• Display leadership and honor diversity through respectful collaboration and communication
Growth Mindset	• Use formative assessment strategies and feedback to guide future learning • Create opportunities for students to confidently take risks in mastering their learning • Empower students to advocate for their own success and identify how they learn best	• Embrace challenges and advocate for themselves with perseverance, creativity, and critical thinking

Campus

We Help Stakeholders DEVELOP Structures and Systems

* **DEVELOP**

Policies and Procedures
Educator Skill Building

DISCOVER
drivers
of change

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preferred
ideal state

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transformational
factors

DEVELOP
structures +
systems

ACHIEVE
desired
outcomes

DLRGROUP

Expectations / Practices

Campus

___

We Help Stakeholders ACHIEVE their Desired Outcomes

*   **ACHIEVE**

Success Metrics
Student/Teacher Engagement Index

DISCOVER
drivers
of change

IMAGINE
preferred
ideal state

DEFINE
transformational
factors

DEVELOP
structures +
systems

ACHIEVE
desired
outcomes

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Achieve: Success Metrics

Reduce staff turn-over

Increase Student Participation in Activities

Staff and students feel safe and connected

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Achieve: Student/Teacher Engagement Index

Student/Teacher Engagement Index

At DLR Group, we believe it is critically important to link our educational designs to real impacts for students. The DLR Group Student Engagement Index™ (SEI™) and Teacher Engagement Index™ (TEI™) are online survey tools that are used to understand how our innovative design solutions are making a difference in students' lives.

91%
91% of BOLD teachers felt their classrooms supported **movement**, compared to 77% in our national average

52%
A striking 52% of BOLD-empowered teachers spend most of their time in collaboration and **shared spaces** (conducting diverse learner-centered activities), versus just 33% nationally.

Teachers at our BOLD school felt their school valued **collaboration** the most, which correlates with higher engagement.

Choice of where students work is 17% more valuable to BOLD students than the national average.

DLRGROUP

"Vision without action is merely a dream. Action without vision just passes the time. Vision and action can change the world."

- Joel A Barker

Let's

Chat

Dr. Teresa Boysen
Assistant Superintendent
Sioux Falls School District
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Dr. Marilyn Denison
Teaching and Learning Designer
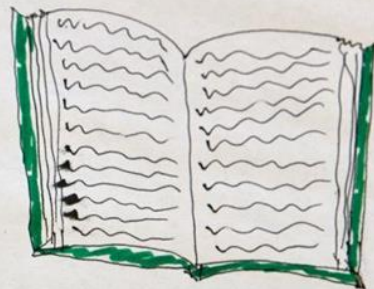DLR Group Design Firm
mdenison@dlrgroup.com