
GIBBS SCHOOL

COMMUNITY UPDATE AND DISCUSSION

June 13, 2017

OUR OBJECTIVES FOR TONIGHT

- Provide an update on the Gibbs Design
- Understand the key steps for Gibbs Fall 18 opening
- Discuss communications and meetings during the 2017-18 school year
- Provide an opportunity for the community to ask questions.

AGENDA

Topic	Timing	Presenter
Introduction	7:05-7:10PM	Scott Lever, Vision2020
Gibbs Design	7:10-7:30PM	Charles Toulmin/ Rebecca Arnold and parents from the Gibbs Parent Advisory Committee
Gibbs Renovation Timeline	7:30 – 7:50PM	Dr. Kathy Bodie, APS Superintendent
Gibbs School Draft Vision and Mission Statement	7:50 – 8:15PM	Kristin DeFrancisco, current Hardy School Principal and future Gibbs Principal
Additional Q&A	8:15 – 8:30PM	Q&A

WHAT DOES IT MEAN TO BE EDUCATED IN OUR COMMUNITY?

Through a series of community discussions Vision 2020 ETG has developed a list of attributes of what it means to be educated in our community.

- Resourceful – students are self-directed and learn independently
- Empathetic – students act with the interests of others in mind
- Creative – students use novel approaches to solve problems
- Analytical – students use critical-thinking and logical reasoning
- Confident – student try new things and persist when it's difficult
- Curious – students seek out new ideas and experiences
- Knowledgeable – students master the basics in all subjects
- Civic-minded – students are informed and act in support of their community
- Collaborative – students seek out opportunities to work together for common goals



GIBBS DESIGN

CHARLES TOULMIN AND THE PARENTS OF THE GIBBS PARENT ADVISORY COMMITTEE



GUIDING PRINCIPLES FOR DESIGN 1.0

Warm, Safe and Inviting

- Sense of Community
- Interconnectivity
- Belonging and Personalization
- Branding and Identity

Creative and Visible Learning

- Transparency
- Hands-On and Project-Based Learning
- Enrichment Programming (Theater, Art, Music)
- Exhibition of Student Work
- Connectivity to Exploratories

Neighborhood Clusters

- Grade Level Community
- District Zone and Neighborhoods
- Cohorts of Classrooms, Teachers and Students
- Integrated Special Education

Community Access

- School as Center of Community
- After School Programming
- Public / Private Zones
- Gym Access

Flexible and Adaptable

- Multi-Use Spaces
- Evolving Spaces

Building as Teacher

- Green Technologies
- Sustainable Materials

Outdoor Connections

- Natural Light
- Outdoor Learning Venues and Play Spaces

The following list of Guiding Principles and Priorities for the design of the renovated Gibbs School was recorded during a Leadership Team meeting, and aims to build off of priorities articulated within the Faculty and Parent workshops. Guiding Design Principles offer a framework of educational and facility related priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work.

GIBBS DESIGN PRESENTATION



INSERT GIBBS DESIGN SLIDES HERE.





GIBBS RENOVATION TIMELINE

DR. KATHY BODIE



GIBBS RENOVATION TIMELINE

- Construction Timeline
- Planning Process Going Forward



GIBBS MISSION AND VISION

KRISTIN DEFRANCISCO



OVERARCHING VISION

The Gibbs school will be a place where students will transition from an elementary school environment into an age appropriate 6th grade culture and climate. With a safe and supportive lens, students will feel “seen”. Sixth graders will be afforded rigorous, comprehensive, standards-based and data driven curriculum, instruction and assessment that integrate social, emotional and wellness support. This will prepare students for a successful transition to the Ottoson Middle School.

BEGINNING MISSION STATEMENTS

Mission: Instructional leaders, teachers, staff, students and families will be part of a supportive sixth grade school that values the following:

AT OUR SIXTH GRADE SCHOOL SIXTH GRADERS:

- will feel safe and supported in both the areas of academics and social emotional wellness.
- will begin the middle school journey with a growth mindset that will help them to succeed and thrive in all areas of their school life.
- will have learning opportunities where their thinking and discourse are priorities.
- will learn how their elementary core values have brought them together where they are ready to be ??? (Easy to understand, student friendly core values)

AT OUR SIXTH GRADE SCHOOL TEACHERS AND STAFF:

- will understand that their words have power in shaping how students will develop the necessary skills to learn and grow.
- will model expectations for students in such a way that students have a clear understanding of what is expected of them.
- will collaborate to achieve logical consequences.
- will be committed to the identification of transferrable skills that will be emphasized in all subject areas.
- will help students set achievable learning and personal goals.
- will participate in professional development and collaboration that support a common practice of engaging in meaningful staff experiences
- will learn from one another and use a common vocabulary.

AT OUR SIXTH GRADE SCHOOL PARENTS:

- will learn about the developmental stage of sixth grade and what they can expect from their sixth grader during this transitional time
- will have opportunities to attend school events that showcase student work where students recount their learning opportunities.

AT OUR SIXTH GRADE SCHOOL INSTRUCTIONAL LEADERS:

- will lead by example and engage in learning with staff
- will foster a climate where distributive leadership is valued
- will communicate effectively with staff, students and families.

RESULTS

As a result, sixth graders will transition from the elementary school, will be immersed in opportunities that help them learn, grow and feel confident about their transition into seventh grade at the Ottoson Middle School.

SCHEDULING AND OPERATIONS

Committee Co-chair: Matthew Coleman

Teacher Co Chair: Johanna Bunn

Committee Members: Kelly O'Keefe, Maureen Murphy, Cori Gaffney, Alecia Serafini, Johanna Bunn, Beth Hazzard, Na Lu Hogan, Patricia Bellahrossi, Johanna Bradley

Committee Goal for this round: To define what aspects of operation upon which the committee will focus. To list all of the factors and hopes that will need to go into developing a schedule as well as all aspects of technology integration. What are the need to knows in order to do this work, including identifying number of staff.

SO FAR.....

- Departments have given their hopes and dreams for what they want in the schedule
- Questions have been generated around different aspects of schedule
- Sample schedules from other schools are being gathered
- Both elementary school schedules and middle school schedules are being considered
- Time in the schedule will be allotted for authentic implementation of Responsive Classroom
- Schedule will allow for teacher collaboration in the school day.

CURRICULUM AND INSTRUCTION

Committee Co-Chair Deborah Perry

Teacher Co-Chair Alison Sancinito

Committee Members: Kirsten Silverman, Anne Zachary, Heather Mahoney, Lisa Minogue, Polly Ford, Rachel Grodman, Laura Pierce

Committee Goal for this round: Defining the important skill base that will be taught in sixth grade so that we know what transferrable skills we should be identifying. Thinking about how the social emotional curriculum will need to fit into the curriculum work. These skills will need to be consistent across clusters and disciplines. This will eventually lead us to essential questions.

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SOME GUIDING PRINCIPLES AND QUESTIONS

- What will a balanced assessment program look like at Gibbs?
- How will we make students more aware of their own social emotional and academic growth?
- What routines and systems of organization support student success?
- How do we create classrooms that feel like communities in order to best support all of our diverse learners?
- What type of literacy instruction can teachers of all curriculum areas utilize to best support literacy in the content area?
- What instructional practices best support social, emotional and academic success?
- How can we best support cross-curricular collaboration in all areas including assessment, curriculum and instruction?
- What does personalized instruction look like at Gibbs?

CULTURE AND CLIMATE

Committee Co-Chair: Denny Conklin

Teacher Co-Chair: Travis Woodward

Committee Members: Janine Hart-Hueber, Todd Sundstrom, Lisa Lambert, Trina Best, Carla Bruzzese, Ali Rinaldi, Kristin Wachtelhausen, Alyssa Napolitano

Committee Goal this round: Discuss the core values at the elementary levels. Brainstorm ideas around three easy to understand words that will encompass what we want children to embrace. This becomes part of our mission. How do we also capture this as our vision? How might we encompass growth mindset work for both teachers and students?

CULTURE AND CLIMATE

See

- Visual symbols/banners - affirming
 - rainbow flag, BLM, immigration identities
 - ↳ when you walk in
- Student work
 - ↳ Flat screens? → student affirmations submitted
- Updates on projects
 - ↳ quote of the day
- Student collaboration
- plants etc, "green school"
 - ↳ something a student did that's good
- Slogan/vision/sayings
- mindfulness → Stations → Mind up
- "out door" Classroom/garden
- visual cluster identities
- different faces/identity
- Staff/faculty photos

Feel

- ownership - areas of building/assemblies
- Collaborative
- Comfortable taking risks
- fun
- safe
- positivity
- for teachers → to feel supported
- boundaries
- unified/togetherness
- progress
- energized
- resiliency

Students - Sand

- positive, mindfulness, reflective
 - laughter
 - State their needs!
- Resilience

I need _____
I can _____
I am _____
I feel _____ bc _____

Teachers

- positive reinforcement language
 - model conflict resolution
 - consistent/same language
 - RC language
 - reinforcing
 - reminding
 - redirecting
 - own-gender classrooms
- expected vs unexpected

GROWTH MINDSET

- Growth mindset is important work for both us and our students. It will be important for us as grown ups to remember we are entering this journey with a mindset that will assist the work. As we practice this, it will be modeled for our students
 - We will all have a bulletin board in our classrooms devoted to Growth Mindset
 - Students will be setting learning goals and will maintain lists of What I Can Do and What I Will Do in all curriculum areas
 - Part of our building PD will be around this work and will involve the work of Carol Dweck.

DISCIPLINE

- We will work on a system of logical consequences and Kristin will support what this looks like. Parents will understand how this works because they will have an orientation to “Just the Way We Do Things Around Here!” .
 - Remember when expectations are extremely clear, consequences become much easier to deliver
 - Cluster expectations will start with our core values and then become personalized as you add to them AS A CLUSTER. Then, you can also add additional classroom “non negotiables” for a great learning environment. These are not the same as cluster expectations. Starting with the same core will help ALL clusters be on the same page. Students that go to school at Gibbs can easily be all of our students this way
 - Discipline will be data based. It will be used at SST and will be a vehicle for communication with parents. Kristin will be involved with communication to parents when discipline issues become elevated.

TECHNOLOGY

Students will be coming up to Gibbs having used Chromebooks most recently. It makes sense for us to be all be using Chromebooks. The most important platform for students to have is Google Drive.

- Technology will be a tool in our classrooms
- We will need to design what PD will look like so that teachers know how to keep students engaged and students know what the expectations are when using chromebooks.

RESPONSIVE CLASSROOM

- RC will be our Social Emotional Curriculum and will serve as a common vocabulary for all staff. Department chairs will be part of this work and Kristin and chairs will be working together to set expectations around what we should see in classrooms.
 - This will give you the meeting time with groups of students to start the day and set the tone
 - This will give you the language we all need to talk with children about expectations
 - This will give us all opportunities to think about logical consequences when it comes to behavior
 - This will give you a bank of ideas for energizers and brain breaks that are manageable in your day.