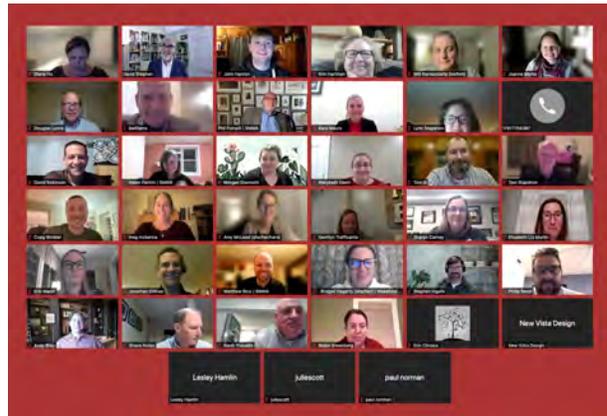


Educational Visioning Workshop One Notes - 10.27.21

The following list of priorities and considerations for the design of the renovated and/or new Wakefield Memorial High School (WMHS) combines the responses of Wakefield Public Schools (WPS) leadership, during a Kick-Off Meeting that took place on October 13, 2021, with participant responses from the Educational Visioning Group's (EVG) Workshop One that took place on October 27, 2021. The EVG is a group of approximately 32 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Priorities have been grouped thematically, and also include ideas shared within the Greatest Hopes introductory activity of WS One. If you have additional priorities that you would like to add to the list, please email them to David Stephen at david@newvistadesign.net.



WMHS Priorities

The following Educational, Architectural, and Community Priorities for the renovated and/or new Wakefield Memorial High School program and facility combine the responses of individual workshop participants during the introductory (Greatest Hope) and priority setting activities. Responses have been grouped by like-themes.

Educational Priorities

Support for Emerging Practices

- A learner centered space that is flexible enough to meet emerging teaching methodologies
- A school that enables us, as educators, to successfully implement the best instructional strategies and inclusive strategies we are attempting to do now in restricted spaces
- Teachers input in what is needed to teach
- Opportunities for new and evolving curriculum offerings
- Deliver a building that realizes the vision of our educators, administration, students and staff with MEP and acoustical support for those visions

Collaborative and Interdisciplinary Learning

- We need to grow more interdisciplinary opportunities for connected learning so that students are not learning in silos but learning across content areas to connect, understand, and apply their learning
- A space where teacher interdisciplinary collaboration is a priority and a possibility
- Options for collaboration across departments
- Collaborative spaces for interdisciplinary education
- A blending of classrooms disciplines - not departmental
- Large collaborative spaces

Educational Priorities *Continued*

Student Engagement and Inspiration

- Inquiry based learning
- Interdisciplinary, project-based learning. Critical thinking, problem solving, curiosity and creativity
- Inclusive instructional practices that engage students in a variety of inquiry/problem-based learning experiences

Inclusive School Culture

- Universal Design and access
- Equal access to programming
- Easy to navigate, accessibility for students with disabilities
- For inclusivity to be a goal, it means the needs of each student are considered within the larger classroom and/or school culture and strengths-based instruction and growth-based instructions are highlighted

Special Education Resources and Services

- Special education and student services
- I am envisioning spaces where Special Education is fully included
- Environment that meets the needs of diverse learners

Integrated Use of Technology

- Provide proper remote learning capabilities in physical spaces and technology available to teachers and students
- A place that doesn't hold you back because of lack of space or equipment

STEAM and Maker Programming

- A focus on flexible and project spaces and adjacencies in STEAM would be key
- Creating programming that enables the maker movement- particularly in respect to the sustainable creation of products

Social Emotional Learning and Support

- To educate students and staff about social/emotional strategies that they can utilize to be healthy and capable of learning daily
- A Counseling Suite that can support student needs
- A full student support services suite that has resources and supports for all students - from academic to social-emotional and other personal supports
- Instructional Practices: Engaging students in the practice of skills and strategies for navigating diverse perspectives and issues with skill, empathy, and comfort
- Social Emotional Learning needs to be central to educational practices and spaces
- Growth mindset
- Empathy, emotional intelligence, adaptability, and leadership

Mentorship and Internship Programs

- Real world learning, work study program

Career Education

- College and career readiness
- College and Career center that engages students

Arts, Music, and Performance

- Support for performing arts programming

Athletics

- Comprehensive sports programming
- Health and wellness

Please share your top EDUCATIONAL PRIORITIES for the WMHS program.

Collaborative spaces where students and teachers can work together to exceed the scope of traditional learning.	Make it fun! Making learning fun through social learning, arts.	Technology that supports learning and is used out of the classroom.
Flexibility. Support Education through traditional. Realize. Engaging students in the selection of skills and strategies. Encouraging growth, persistence and respect with self-empowerment.	A dedicated STEAM program that supports a variety of science and engineering research.	Summer and Breakdown Support.
Collaborative spaces where students and teachers can work together to exceed the scope of traditional learning.	Support for those subject (Mathematics, Science).	Collaborative and Flexible Learning.
Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts.	Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts.	Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts.
A Classroom Suite that supports student needs.		Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts. Use technology to help students learn the most important skills and concepts.

Architectural Priorities

Innovative and Inspiring Building

- A school that excites teaching and learning
- A modern facility that well supports 21st Century/Next Generation teaching and learning
- A space where students don't want to leave and teachers, staff and administrators feel rejuvenated
- More of an open campus feel. Students want to be there, and take advantage of the high-quality space they have
- I hope we can create a high school building that gives students a joyful place where they want to come every day - a place that is warm, comforting, and brings them hope and inspiration to learn and grow
- Design a forward-looking space that can deliver what our educators need to feel supported, what students need to collaborate, and a space that the community can embrace as a meeting and learning space for "lifelong learners"... and one that builds on the sense of community by having large gathering areas
- My hope is this building grows with fast spaced needs of learning
- A building that students and teachers are excited to go to and supports 21st Century/Next Generation teaching and learning
- Enabling students to take ownership of their school
- A school that can bring fun and joy to students, teachers and other
- Learning for all
- Whiteboard walls
- Bright classrooms, flexible spaces, wayfinding (easily find spaces)
- Revitalized teachers and students with new spaces and technology
- Flexible spaces that several departments can utilize
- I envision a "user-friendly" design with multiple multi-purpose areas that can be used throughout the day
- Variety in class size/project rooms
- Open interconnected spaces
- Try to be mindful of "trendy design"
- Teachers surveyed for their needs

Safety and Welcome

- Have an entrance that creates a first impression of inclusivity, acceptance, warm, and engaging environment. The first 30 seconds set the tone of a visitor's experience. Then, ideally, that theme is carried throughout the entire school
- Warm, inviting space
- Relaxed and supportive
- Open and welcoming space, while still maintaining comfortable "nooks" to find a quiet moment
- Safety and security passively and active systems

Evolving, and Flexible Building

- Flexible spaces for the ever-changing needs
- A building that provides educational spaces that support learning now and into the future
- A facility that grows with our educational needs, decades from now
- I would like the vision for the school design to prioritize educator, administrator, and student needs... and on opening day, the school is fully coordinated and operational built to suit our needs today and flexibility for future educational planning
- Schools age quickly and technology changes, the design should reflect an eye to the future, walls and electrical areas must be easily accessible for future enlargement or renovation

Visible Learning and Display

- Display and exhibition
- Welcoming and engaging entrance that showcases student work and exudes positivity
- Display spaces to showcase student work
- Local art

Architectural Priorities *Continued*

Equal Access and Opportunities

- Universal Design
- Accessible for students with disabilities
- Guidance and counseling areas
- Hope to have an accessible facility that supports the engagement of all students to reach their greatest potential
- Create transformational educational spaces that include academic and extracurricular spaces that can support equitable outcomes for students

Support for Inquiry Based Learning and STEAM

- State-of-the-art STEM spaces, with strong focus on industry standard science labs
- A developed STEM program that provides students with a variety of science and engineering opportunities
- Updated Sciences and Engineering Spaces
- Facility that supports 21st century learning (project/hands-on learning/modern lab spaces/STEAM Spaces)
- Multi-disciplinary project-based learning
- Student-centered inquiry learning
- Space that supports project-based learning with a focus on adjacencies to support STEAM activities
- Engineering, Mechanicals, and the Arts are critical
- Modern lab spaces that foster collaboration and allow for students to have deeper hands-on inquiry learning experiences
- Space for cross-subject collaboration (i.e., STEAM)
- Engaging students in collaborative experiences that support the science and engineering practices
- STEAM Spaces
- Creating programming around the maker movement- particularly in respect to sustainable product and design
- Innovative and large science lab spaces that foster collaboration among students

Good Flow and Circulation

- Inviting entryways
- Easy to navigate
- Better traffic flow around the school
- Improve the flow and layout of the circulation between classrooms
- Logical and use-friendly floorplan and layout
- Distribution of administration's offices around the school - not in one specific area
- Transparency and connectivity
- Easy transitioning and circulation paths, that make it easier to move from one class to another
- Configured for circulation (people)
- Easier circulation between class spaces (shorter walks for students)

Sustainability

- Greater natural light
- Lots of light, light, light!
- Sustainability/green building with flexible spaces for all the different needs in school
- Zero emissions systems
- Use of red list free materials (IAQ focus)

Ergonomic and Physical Comfort

- A comfortable building and learning environment (temperature, lighting, etc.)
- Benches in hallways
- Comfortable building regarding lighting, temperature, and seating
- A building that feels warm and not so institutional
- Adequate lighting
- Appropriately sized furniture for teenagers
- Furniture that will last for years to come

Student Learning Commons

- A Learning Commons that is accessible to all students
- Varied spaces that allow opportunities for collaboration and student presentations
- Spaces that are important, or become important to students

Architectural Priorities *Continued*

Agile Classrooms and Learning Spaces

- Large classroom spaces to promote collaborative learning
- Flexible furniture for a variety of learning situations
- Spaces that facilitate discussion Flexible, welcoming spaces for students and teachers
- Flexible classroom spaces: flexible seating options (tables, seats built to nest or cluster), moveable walls that allow classes to integrate for interdisciplinary lessons
- Classrooms that allow for multiple teaching strategies where teachers can go back and forth from lecture to small teams/groups and back with appropriate technology
- Large and small places for students and staff to gather
- Large areas for meeting during large project work
- Design intuitive spaces. There are student and staffing changes annually and spaces need to be intuitive without need to retrain annually
- Classrooms and learning commons that support multiple learning styles
- Spaces for interdisciplinary work
- A variety of spaces for students to engage in various types of learning
- Classrooms that support collaboration and group work, while providing small break out spaces for those that need it
- Rooms that are large enough to have break out spaces within the same four walls
- Appropriately sized space for academics and co-curricular activities
- Small break out spaces
- Multiple small gathering spaces
- Small mindful spaces
- Open classroom space

Collaborative and Interdisciplinary Spaces

- Cross-curricular collaboration spaces
- Spaces that accommodate groups of various sizes
- Larger learning spaces to promote collaborative learning
- More common spaces where teachers can interact to collaborate and share resources/ideas
- A place where collaboration easily occurs and everyone (students, teachers, etc.) is excited to learn
- Spaces that are functional and comfortable. Where students enjoy spending time and can engage in learning in a setting that promotes participation
- A collaborative space that supports the diverse needs and interests of our students, educators, and community
- Collaborative spaces where students and teachers can work together to deepen the scope of their learning
- Collaborative flow
- I'd like to see spaces that could be collaborative between departments so departments can more readily work together on cross-curricular projects
- Collaborative space for our students and community that is accessible for all
- Flexible collaboration spaces for teachers and students

Integrated Technology

- Technology available throughout all areas of building
- Flexible technology that can evolve in the future without requiring substantial renovation
- Technology that supports flexible and creative computer science programming
- Ample Technology and power support for learning
- Flexible lab spaces with modern technology
- Infrastructure that allows for projection of student work without relying solely on stationary, forward-facing projectors
- Plugs in the floors for laptops and other equipment

Architectural Priorities *Continued*

Anywhere Anytime Learning

- Student-focused environments where teaching and learning can take place anywhere, anyhow

Support for Special Education

- Private areas for special education service pullouts (not public spaces like the library)
- Inclusivity: Special Education integration
- Safe spaces for students with disabilities and appropriate educational resources for the teachers
- Flexible Special Educations Spaces
- Creating spaces for students that are free of unnecessary visual and auditory noise

Health and Wellness

- Health and wellness touch all other disciplines and for the school programming to be successful, health and wellness should be a priority to keep educators and students engaged
- Creating a functional, comfortable facility that both staff and students are excited about and proud to come to everyday
- Wellness space for physical and social-emotional needs
- Cozy
- A student support common for learning supports, SEL supports, counseling supports etc.
- Spaces that emphasize health, mental wellness
- Understanding of elements that can impact students on the spectrum: color, lighting, texture, acoustics

Fitness and Wellness Spaces

- Office space for PE staff with windows and room for group collaboration
- Leveraging the recently renovated field house

Student Commons

- A Learning Commons accessible to all students
- Spaces that allow opportunities for collaboration and student presentation
- Spaces that are important to students

Library / Media Center

- Central library/media hub
- State of the art library & tech center at the center of the school
- Make sure the library gets designed with the educators
- Libraries are media centers and not necessarily book focused. How does Wakefield strike the right balance?

Arts, Music and Performance Spaces

- State-of-the-art, flexible space for the visual and performing arts
- Safe and appropriate visual and performing arts spaces where students can engage in education that meets today's industry standards
- Better learning areas for music, TV, art
- Digital art spaces that are up to date with high ceilings, soundproof walls, flexible technology for small group work and appropriate equipment that is competitive for the current age
- A performing arts center with appropriate adjacent technical theater spaces
- A facility that provides spaces that reflect Wakefield's excellent programs in the visual and performing arts
- Visual and performing arts. To allow students self-expression
- A theater space where all areas can be accessible for ALL students (light trees, catwalks)
- Soundproof walls for visual and performing arts spaces
- Adequate storage in the music department
- Theater space
- Better flow and access of all spaces including music and EC Activities
- Sufficient quality of common student non-academic areas such as cafe, library, gym, athletic training, art, music
- Specialty spaces for things like a photo dark room
- Storage for performing, visual arts, and clubs

Architectural Priorities *Continued*

Indoor/Outdoor Connections

- Indoor/outdoor classrooms
- Outdoor classroom spaces
- An outdoor area that serves multiple purposes that does not distract from indoor classroom activities
- Ability to tie in outside space with the inside spaces to take advantage of local landscape/forestry
- Natural spaces, native plants, perennial and vegetable gardens, green roofs, mindfulness gardens and paths, ecological spaces that complement the fire station around us
- Connections between inside and outside -- ease of science classes, for examples, to transition to outside spaces
- Spaces for outdoor gathering and learning
- Bringing in greenery and naturescapes to soften the space (biophilia)
- Greenhouse and gardens
- More open-air spaces

Spaces for Clubs

- Spaces for clubs to have offices or meeting spaces that they can take more responsibility for the planning and execution of activities

Bathrooms

- I would like it to have gender neutral bathrooms but also designed with Wakefield's DEI initiatives fully in mind

Storage

- storage/shelves for ELA book collections

Cafeteria

- State of the art kitchen space - culinary arts

Summer Programming

- Would high school host summer camps/classes/sports for revenue generation and how to plan for that?

Community Priorities

A Good Fit for the Community

- A warm and inviting facility that people want to go to and that the community can be proud
- Aesthetically pleasing structure
- Overall architecture to "fit in" with Wakefield and not be too modern or futuristic looking
- A structure that compliments and adds value to the town
- A building that feels like a space for everyone, NOT just for current students
- Finding ways to deepen our inclusivity as a community and making our work more public to our community
- Wakefield is refining its use of the Warriors. I hope there is opportunity to celebrate the new Warriors in the future building in support of building sense of community
- A sustainable community facility

Community Priorities *Continued*

Community Use and Access

- Inviting campus
- Foster a sense of civic engagement
- A building that can be a resource for the community as a whole
- Curbside appeal and easily identified entrances (main office, auditorium, field house)
- Community access area separate from offices and classrooms- separate entrance, no access between, etc.
- Welcoming public usage spaces, dignified and respectful area for military that school is memorialized for
- Clear wayfinding to community used spaces
- Venue for a wide range of community events and gatherings
- Community access to gym and sports fields
- Separate entrances for community events
- Spaces that community members can access after school
- Space for convening groups in the evening
- Ability to host community events
- Meeting spaces (large and small) for community groups to utilize in evening/weekend
- Areas for family events/celebrations
- Need to understand what types of spaces and amenities are important to the larger community. Questionnaire?
- Bank, school store, culinary, theater, gym and performance space that can be accessed easily through an entry to the public
- Safety, considering violence over recent years

Access to Fields and Outdoor Spaces

- Public access to outdoor spaces (athletic fields and courts, trails)
- COVID showed the necessity of having a large field house for holding Town Meetings and community gatherings

Art, Music, and Performance Space

- Theater, arts, music
- State-of-the-art theater and music performance space
- Multifunctional theater space
- Community theater/music event space
- Multiple theater spaces needed, there is a large community demand for the current theater and the wait list often leaves public use out, the one theater is not enough, our middle school theater/auditorium is frequently booked so community use is hard
- Gallery art space for community as well as student use
- Educational exhibit space on historical indigenous culture
- An art gallery!

Parking and Site Circulation

- Sufficient parking lots/spaces
- Student parking off Farm St.
- Traffic patterns need to be adjusted around the HS, Voc, Woodville, etc.
- Better traffic flow around the school when arriving or leaving the school
- Not making parking smaller that it is now, like what happened at the Galvin
- Correcting the intersection at Farm St/Nahant St. and Farm St./Hemlock Rd. Moving Hemlock Road to create a four-way intersection would make it a safer space
- Be thoughtful about the modes of transportation that students/community members use to get to the school... pedestrian flow, bike storage spaces, automobile flow

WMHS Future Ready Learning Goals 1.0

The following set of “Future Ready Learning Goals 1.0” for Wakefield Memorial High School students was developed by the Educational Visioning Group (EVG) during the Visioning Workshop One that took place on October 27, 2021. The EVG is a group of approximately 32 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Seven teams of 5 participants worked in small groups to create their own set of WMHS Future Ready Learning Goals for a theoretical poster that will appear in each WMHS classroom. Each team’s list was then grouped by like goals, with each Learning Goal receiving 5 votes for appearing on an original list.

This version of WMHS Future Ready Learning Goals Poster 1.0 will likely continue to evolve, and will serve to inform the EVG’s conversations about the teaching and learning practices and priorities that should be supported by the renovated and/or new WMHS school facility.

Future Ready Warriors: Propelling Learning Forward

- **Global Citizenship** (60 votes)
 - Honesty, Integrity and Caring, Empathy
 - Intercultural Awareness and Competence
 - Empathy, Humility, and Joy
 - Diversity, Equity, and Inclusion
 - Engaged Citizenship
 - Civic-Minded Service
 - Sense of Belonging
- **Inventive Thinking and Problem Solving** (40 votes)
 - Imagination, Creativity, and Curiosity
 - Critical Thinking
 - Hands-On, Experiential Learning
 - Application of Learning to Real World Processes
 - Discovery of New Skills and Interests
- **Self-Directed Learning** (40 votes)
 - Growth Mindset
 - Lifelong Learning
 - Intrinsic Motivation
 - College and/or Career Readiness
 - Developing Self Confidence and Advocacy
 - Commitment
- **Social Emotional Intelligence** (30 votes)
 - Managing Responsibility
 - Interpersonal Skills
 - Adaptability and Managing Complexity
 - Engagement with Others
 - Social Life Skills
- **Effective Communication** (30 votes)
 - Verbal, Non-Verbal, and Social
- **Digital Age Literacy** (20 votes)
 - Information Literacy
- **Collaboration and Leadership** (25 votes)
 - Students and Teachers

WMHS Future Ready Learning Goals 1.0

Individual workshop participants were asked to share their top 6 learning goals, which resulted in the following listing and Word Cloud of priority learning goals



- **Empathy (27)**
 - Cultural Competency
 - Emotional intelligence
 - Global Perspective (6)
 - Diversity, Inclusion, Equity
 - Inclusivity
- **Critical Thinking (25)**
 - Complex Problem-Solving
 - Decision Making
 - Project Management
- **Creative Thinking (22)**
 - Curiosity and Imagination
 - Creativity
 - Joy
- **Growth Mindset (21)**
 - Adaptability and Agility
 - Self-Directed Learning
 - Managing Complexity
 - Initiative and risk taking
 - Entrepreneurship
 - Life Skills
- **Citizenship (18)**
 - Ethical decision-making
 - Community Service
 - Leadership
 - Local Civics
 - Belonging
- **Effective Communication (13)**
- **Collaboration (11)**
- **Digital Literacy (9)**

WMHS Future Ready Learning Priorities

When asked about which elements of “Future Ready” educational programming were most important to them for WMHS, workshop participants responded with the following comments.

- **Project-Based and Deeper Learning** (9 mentions)
 - I see this as a path toward meeting the needs of students to be successful
 - To help students be able to apply their learning in various contexts
 - Making connections between content and real world
 - Using multiple ways to solve problems and not stopping when you have the what of the answer, but also finding the why
 - Helps to combat misinformation and also ensures that students own their products and develop academic rigor
 - We know more about how people learn than ever before. We need to leverage this knowledge to develop learners who will not only experience deeper levels of knowledge but the ability to continue learning through life
- **Visual and Performing Arts** (8 mentions)
 - An opportunity to showcase an amazing program
 - Expanding programming to be more focused on creative careers available to them after high school
 - We have a lot of talented students who are interested in these fields as careers however, our current facilities do not give them the proper space and state of the art learning needed
 - It's in the blood of our school culture
- **Real World or Competency-Based Learning** (7 mentions)
 - To increase access and outcomes for students
 - Connects to all the other elements listed
 - Real-world and project-based learning
- These concepts were not present when we all went to high school. Very exciting!
- We need to bring all educators, parents, and students along on this ride
- **Anywhere Anytime Learning** (7 mentions)
 - Learning in our own ways - learning styles
 - As COVID has shown us, students benefited from the alternative option
 - Strive to meet the student where they are
 - Encourages immediate thought and is a response to curiosity which encourages lifelong curiosity and learning
- **STEM and STEAM** (6 mentions)
 - I think it's a great opportunity to have students engage in interdisciplinary learning that integrates ideas across disciplines
 - More reflective of real-world and authentic problem-solving (21st century skills)
- **Blended and Individualized Learning** (5 mentions)
 - To allow each student to get the level of learning most appropriate to their skills
 - Allows for more opportunities to differentiate for students and ensures that students can reach mastery over the curriculum that we are teaching
 - Allow for teachers and students to leverage their strengths to help one another, but also to learn collaboratively from others to improve
 - Capturing opportunity to meet unique learning needs
 - Will help with deeper learning, and is congruent with the current world we live in
 - Because it helps students be future ready

WMHS Future Ready Learning Priorities *Continued*

- **College and Career Pathways** (5 mentions)
 - I feel these are two areas our school community could really use some advances in moving forward
 - Students seeing themselves with a future
- **Health and Wellness** (4 mentions)
 - So everyone feels safe to be in the school
 - Is very important as it carries outside of school and through life
 - Our kids need to move and drink water and develop the skills they will need as they become adults
- **Collaboration, Critical thinking, and Problem Solving** (4 mentions)
 - If we are doing SEL well, and students are internalizing self-awareness and social awareness strategies, then these are the three areas that most closely connect
- **Professional Learning Communities** (4 mentions)
 - To promote teacher collaboration with a focus on providing equitable experiences for all students
- **Differentiated Instruction** (3 mentions)
 - Providing an opportunity for all learners to demonstrate knowledge and growth
- **NextGen Science Standards** (3 mentions)
 - To keep up with ever-changing technology

Go to www.menti.com and use the code 8917 9126

Please share your Greatest Hope for the WMHS program and facility:

Provide proper remote learning capabilities in physical spaces and technology available to teachers and students.

Learning for all Teachers input in what is need to teach

Larger learning spaces to promote collaborative learning. A warm and inviting facility that people want to go to and that the community can be proud of.

Natural spaces, native plants, perennial and vegetable gardens, green roofs, mindfulness gardens and paths, ecological spaces that complement the fire station around us.

A school that can bring fun and joy to students, teachers and other

A space where teacher interdisciplinary collaboration is a priority and a possibility

