



Lebanon Community School Corporation ELEMENTARY LEARNING EXPERIENCE

Week of September 12, 2022

CREATED FOR



Agenda

- 1 Introductions and Celebrations
- 2 Principal and Staff Input Timeline
- 3 Discuss and Review Principal Input 2020
- 4 Review The LCSC Experience
- 5 Planning with The End In Mind
- 6 Elementary Programming Benchmark
- 7 Next Steps

PRINCIPAL & STAFF INPUT MILESTONE SCHEDULE

End in Mind: Elementary Learning Experience (Cubs to Tigers)

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- ❖ Meyer Najem/Gibraltar Design Elementary Walk Throughs
 - ♦ *August 9, 2022*
- ❖ Teaching and Learning Elementary Principal Input Session
 - ♦ *August 10, 2022*
- ❖ Elementary Programming Benchmark Principal Review
 - ♦ *August 10, 2022*
- ❖ School Board Update and Review of Staff Input Process Board Meeting
 - ♦ *August 16, 2022*
- ❖ Review Final Elementary Programming Benchmark and Lebanon Elementary Learning Experience with each School Improvement Committee
 - ♦ *Week of August 22*
- ❖ Present Elementary Programming Benchmark and Lebanon Elementary Learning Experience with each Staff
 - ♦ *Week of September 12*
- ❖ Present Elementary Programming Benchmark and Lebanon Elementary Learning Experience with School Board
 - ♦ *September 20, 2022*

PRINCIPAL INPUT 2020

Learning Spaces

- ❖ Transform Media Centers into a “Hub of Learning”
- ❖ Identify Space for STEM and Robotics
- ❖ Consider Outdoor Space for Instruction/Dining/Meetings
- ❖ Create Space for Outside Student Services to Meet
- ❖ Expand Opportunities for Community Use of Buildings
- ❖ Identify Private Area for Student De-escalation

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PRINCIPAL INPUT 2020

Safety and Security

- ❖ Vehicular Traffic Flow/Car & Bus Separation
- ❖ Student Drop-Off and Pick-up Areas
- ❖ Safe Area for Students Waiting on Busses
- ❖ Student and Staff Drivers Walking to and from Building
- ❖ Lighting in Parking Lots and at Building Entrances
- ❖ Playground Area Security and Safe Equipment

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PRINCIPAL INPUT 2020

Secure Entry Considerations

- ❖ Line of Sight wherever possible
- ❖ Control point entry into Reception / Main Office
- ❖ Visitors Identified / Verified prior to leaving Main Office or into the building
- ❖ Electronic Controls and related practical changes such as security cameras
- ❖ SRO office located near main office

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THE LCSC EXPERIENCE

What makes Lebanon Schools unique?

- ❖ Attention to individual needs with multiple career paths and opportunities
- ❖ Old and new coming together make our school community the best
- ❖ Community is supportive and comes to support students
- ❖ School and Community Pride
- ❖ Having our own School Police Department
- ❖ Opportunities for students to connect with a variety of programming

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PLANNING WITH THE END IN MIND... CUBS TO TIGERS

PLANNING WITH THE END IN MIND

Teaching and Learning Today; students are...

- ❖ Creating and reaching his or her own goals
- ❖ Working independently and problem-solving
- ❖ Engaged in inquiry based learning and integrated STEM activities
- ❖ Rigor, Relevance, and Relationships
- ❖ Collaborating in groups with flexible learning spaces/seating
- ❖ Active participants to enhance learning
- ❖ Working in stations and utilizing technology
- ❖ Quad D Learning

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PLANNING WITH THE END IN MIND

Teaching and Learning Today; teachers are...

- ❖ Using blended learning vs. substitution
- ❖ Utilizing technology and working with support staff
- ❖ Less whole group instruction, more targeted small group
- ❖ Rigor, Relevance, and Relationships
- ❖ Using data for responsive teaching and interventions
- ❖ Directing and facilitating learning
- ❖ Teaching and modeling best practices through community circles
- ❖ Working in stations and utilizing technology
- ❖ Quad D Learning

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ELEMENTARY PROGRAMMING BENCHMARK

Booklet

ELEMENTARY PROGRAMMING



PREPARED BY:
GIBRALTAR DESIGN
& Office of the Superintendent

Prepared For:
LEBANON ELEMENTARY
ALL STAFF MEETING
Week of September 12, 2022

INTRODUCTION: Learning Leader and Elementary Learner

Elementary Teacher Observations

The Elementary Teachers who:

- Are able to demonstrate that they are lifelong learners
- Understand the importance of a flexible classroom
- Utilize a flexible classroom to adjust to learning needs
- Utilize a flexible classroom to adjust to different instructional delivery strategies learned through professional development
- Can create a learning environment that can connect and inspire all learners

Elementary Learner Observations

The Elementary responds to Early Learners who:

- Use technology in a variety of ways and in multiple subjects
- Engage via one-to-one learning with personal learning devices, digital tools, online communities, and digital content
- Are motivated by exploration, inquiry, making connections, and real world application
- Are able to learn, create, and collaborate with peers on joint products
- Need differentiated instructional strategies to connect with content and skill
- Are active and need movement and variety to be inspired

College and Career readiness begins at the elementary level.



Elementary Learning Environment Programming, Concepts, & Opportunities

Classroom Learning Environment

Concept Idea Images



The Vision 2025 Elementary School will have FLEXIBLE classroom learning environments that can:

- Adjust to meet the instructional, social, and academic needs of each learner
- Adjust to fit the delivery style of each learning leader
- Adjust to lesson planning
- Be ready for technology [devices]
- Maximize the opportunity for student collaboration and conversations of learning
- Be centered around small group instruction
- Easily be rearranged to accommodate special visitors and student presentations
- Provide support, supervision, and improve classroom behavior management

Extended Learning Areas

Concept Idea Images



Extended Learning refers to expanding on the instruction provided in the regular classroom. Extended learning can occur within the school setting, or outside of the school setting. When extended learning occurs within the school setting, these different types of spaces may be utilized:

- Purposeful “Open” Areas
- Small Group Instruction
- Large Group Instruction
- Flex Classroom [As an Extended Learning Area]



Small Group Instruction Space

Small group instruction (SGI) involves a teacher or instructional assistant working with a small number of students. A small space strategically located near the general educator's classrooms, facilitates more individualized learning opportunities in a small group setting.



Large Group Instruction Space

Large Group Instruction (LGI) involves a teacher or instructional assistant working with a larger group of students. A larger space strategically located near the general educator's classrooms, facilitates extended learning opportunities in a large group setting. Media Centers can be LGI.



Flex Classroom

A flex classroom is a standard classroom that is unassigned. While a flex classroom provides the opportunity to add teachers or new programs without building additional classrooms, flex classrooms can also provide additional extended learning space using furniture when SGI and LGI spaces are in use by other teachers or instructional assistants.

Experiential Learning



Learner Opportunities:

Experiential Learning involves the opportunity for a student to take risks and learn in a way that is outside his or her comfort zone. This “learn by doing” approach is a chance for a learner to discover, create, and implement real world application. This is space where teachers can be creative and allow students to discover what type of learner they are.

Maker Space:

Maker Space refers to the actual physical space where the experiential learning is taking place. Learning activities within the Maker Space typically incorporate the five disciplines of Science, Technology, Engineering, Arts, and Mathematics (STEAM). STEAM learning provides opportunities for hands-on activities and discovery learning. Creative teachers can challenge students to explore their interests, solve problems, and engage in critical thinking. STEAM learning is a collaborative, whole-brain learning process, that provides students the opportunity to learn and practice the real-world skills necessary for career success.

Media Center as the “Hub of Learning” for the School



The modern Media Center is quite a contrast from the traditional school library many of us remember from our days as students. While the traditional library was a mostly sterile environment that served primarily as a book depository where social interaction was prohibited or discouraged, today's modern Media Center bursts with activity. Activities nourished in this environment include:

- Large Group Instruction
- Student Collaboration
- Teacher Collaboration
- Project Based Learning
- Exploratory Learning
- Student Presentations
- Thematic Learning
- Staff Professional Development

Experiential Learning such as a Maker Space area within or adjacent to the Media Center can be advantageous.



Main Office and Student Support Areas

Though there are standard spaces in the traditional Main Office of a school that everyone is familiar with such as Principal's Office, Reception Area, and Clinic, there are also some spaces that have become more important and essential due in large part to societal changes. In our society today, **student support** has become a major component in our schools. More and more, schools are taking on greater responsibility to provide the services students require to meet their social and emotional needs. As a result, additional rooms in the Main Office are required to provide these much-needed services. Additional Rooms include:

- Calming Room – a space for student de-escalation and support
- Additional Student Support Offices – this may be a Dean, Social Worker, School Counselor, or outside services

In some schools it is desirable to also have an SRO [School Resource Officer] close to main entrance.

Safety & Security Considerations

- Vehicular Traffic Flow/Car & Bus Separation
- Student Drop-Off & Pick-up Areas
- Safe Area for Students Waiting on Busses
- Student and Staff Drivers Walking to and from Building
- Lighting in Parking Lots and at Building Entrances
- Playground Area Security and Safe Equipment
- Line of Sight wherever possible
- Control point entry into Reception / Main Office
- Visitors Identified / Verified prior to leaving Main Office or into the building
- Electronic Controls and related practical changes such as security cameras
- SRO office located near main entrance



Maintaining Views When Possible



Secure Entry Vestibule



Safe Bus and Parent Drop Off

Program Criteria For Each Elementary

PROGRAM & FUNCTIONAL CRITERIA		
PROGRAM	No. of Rooms	FUNCTIONAL CRITERIA
GENERAL EDUCATION SPACE		General Classrooms: 1 Teacher workstation (as freestanding furniture) 8' Marker board (2) 4' Tack boards Additionally - Kindergarten & Pre-Kindergarten: 8' Marker board Additionally - Grades 1-5: 16' Marker board
Classrooms - Pre-Kindergarten	4	Adjacent to Kindergartens 30 Cubbies with open space above 6 Linear feet tall cabinets - includes teacher wardrobe 8 Linear feet wall cabinets 8 Linear feet base cabinets with counter and sink - adult height (within base cabinets include 36"W drawer) Student hand wash sink - wall hung, adjacent to toilet
Toilet	4	
Classrooms - Kindergarten	6	30 Cubbies with open space above 6 linear feet tall cabinets - includes teacher wardrobe 8 linear feet wall cabinets 8 linear feet base cabinet with counter and sink - adult height (within base cabinets include 36"W drawer) Student hand wash sink - wall hung, adjacent to toilet
Pre-Kindergarten/Kindergarten Workroom	1	One wall of wall and base cabinets with work counter
Toilet	6	
Classrooms - 1st to 5th grade	30	30 Cubbies with open space above 3 Linear feet tall cabinets - includes teacher wardrobe 8 Linear feet wall cabinets 8 Linear feet base cabinets with counter (within base cabinets include 36"W drawer)
Title 1 Program	2	learning spaces
ENL	2	1-2 teachers 2-4 students
Speech/Language	2	
Small Group Instruction (medium-size)	5	8 students typical (12-16 students max.)
Individualized Instruction Areas (small-size)	5	1 teacher aid with 3-4 students
Copier Area	4	Included in each pod

Incorporated into Each Elementary School:

- Safety & Security
 - Individualized Instruction Spaces
 - Student Cubbies
 - Extended Learning
 - Small Group Instruction
 - Flex Classrooms
 - Media Center as "Hub of Learning"
 - Large Group Instruction
 - Maker Space, STEM, or STEAM Lab (Science, Technology, Engineering, Art, Mathematics)
 - Student Support
 - Student Support Office Spaces
 - Calming Room/De-escalation Room
 - Restroom Wash Stations in Corridor
- Preventative Maintenance Updates

OPEN DISCUSSION AND NEXT STEPS

Next Steps

- ❖ Update School Board on Elementary Programming Benchmark
- ❖ Gibraltar/Meyer-Najem to create Project Schedule for each school while aligning need, scope, and budget
- ❖ Finalize Elementary Programming Booklet and Functional Criteria

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