What's Old is New Again:

Strengthening Community Through the K-8 School Model

FEFPA Winter Conference

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HKS

Introduction | **Continuing Education**

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Introduction | **Learning Objectives**
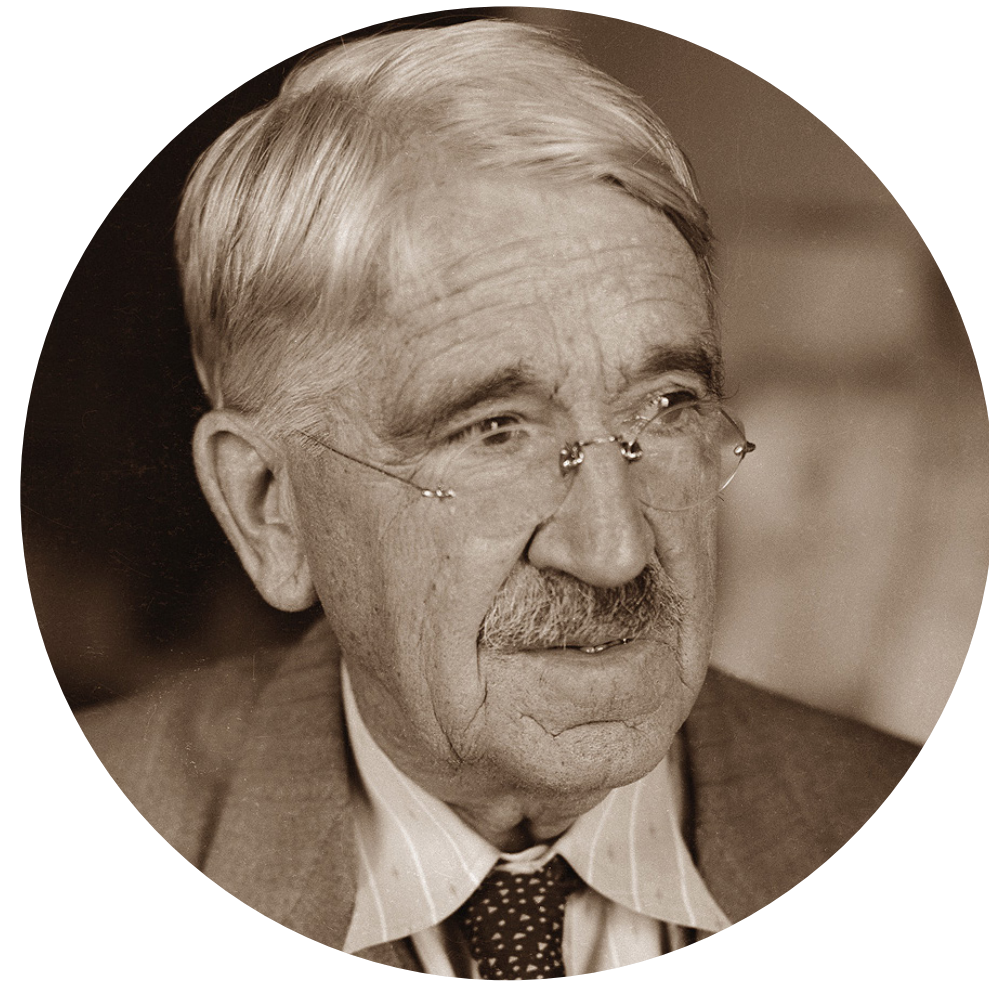
Understand how the past is shaping the future

Provide context for emerging K12 challenges

Demonstrate approach and strategies

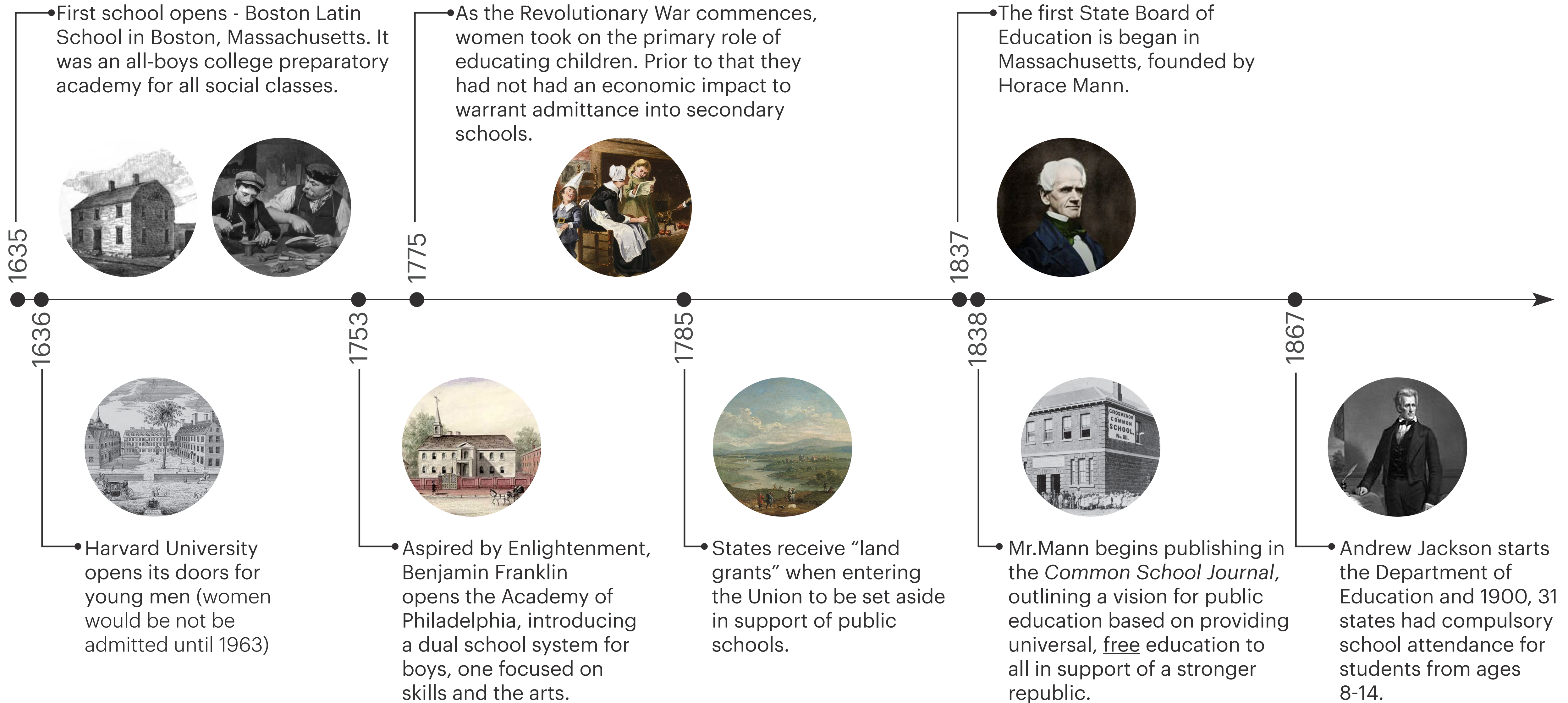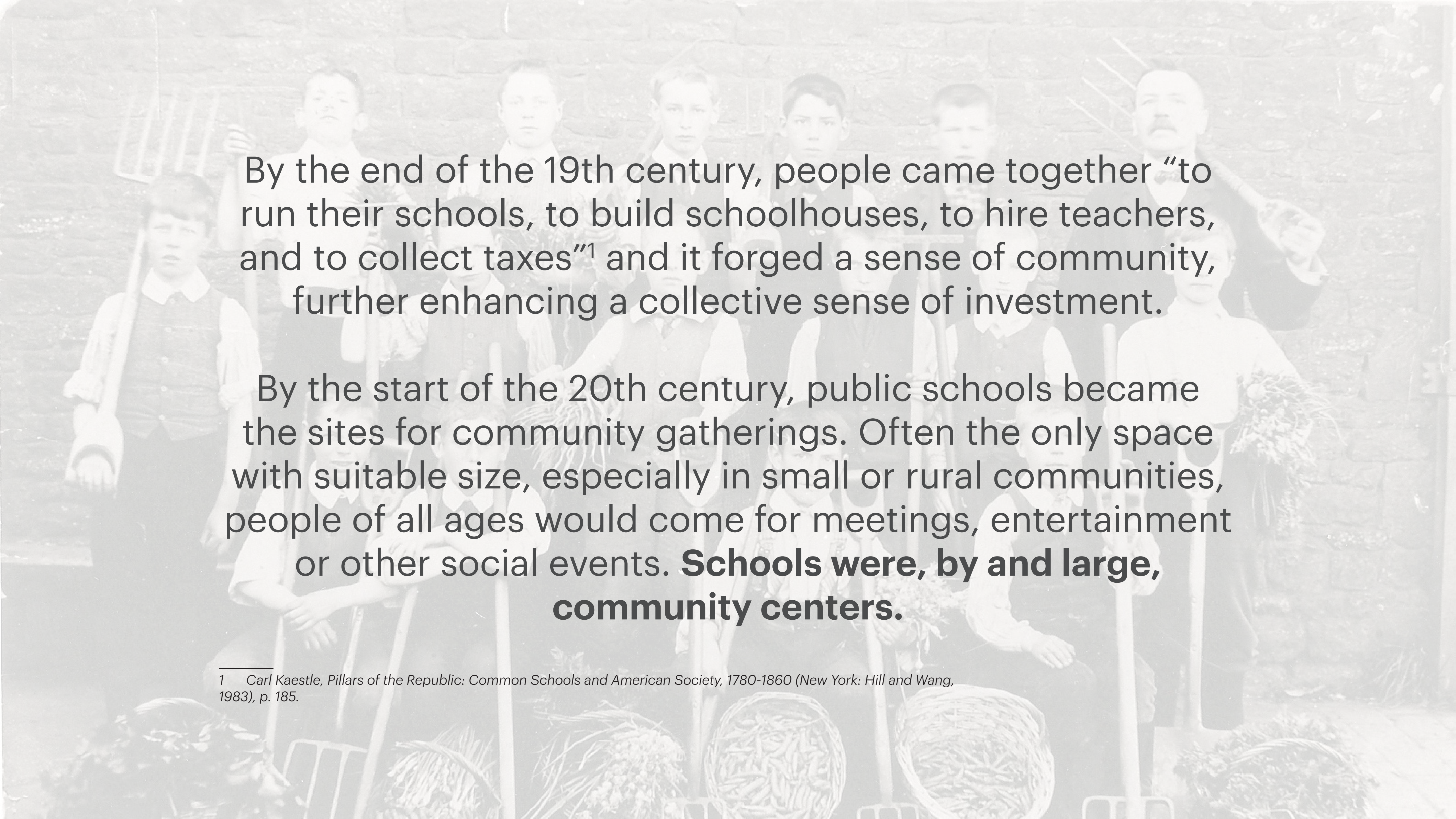Present how to track for impact through a research-based tools

BACK TO THE FUTURE

Where did we start?
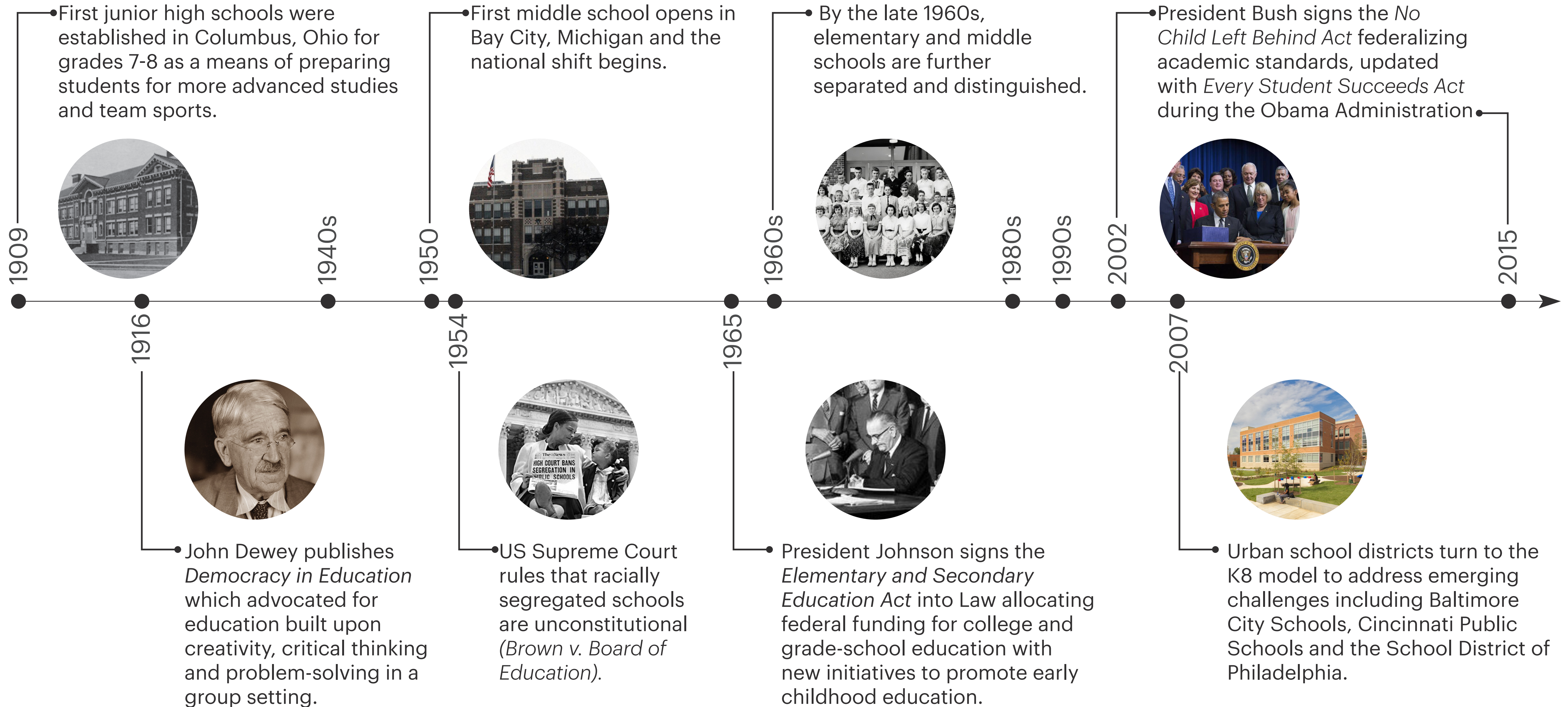
Understand | **A Brief History ....**

1635 — First school opens - Boston Latin School in Boston, Massachusetts. It was an all-boys college preparatory academy for all social classes.

1775 — As the Revolutionary War commences, women took on the primary role of educating children. Prior to that they had not had an economic impact to warrant admittance into secondary schools.

1837 — The first State Board of Education is began in Massachusetts, founded by Horace Mann.

1636 — Harvard University opens its doors for young men (women would be not be admitted until 1963)

1753 — Aspired by Enlightenment, Benjamin Franklin opens the Academy of Philadelphia, introducing a dual school system for boys, one focused on skills and the arts.

1785 — States receive "land grants" when entering the Union to be set aside in support of public schools.

1838 — Mr.Mann begins publishing in the *Common School Journal*, outlining a vision for public education based on providing universal, <u>free</u> education to all in support of a stronger republic.

1867 — Andrew Jackson starts the Department of Education and 1900, 31 states had compulsory school attendance for students from ages 8-14.

By the end of the 19th century, people came together "to run their schools, to build schoolhouses, to hire teachers, and to collect taxes"[1] and it forged a sense of community, further enhancing a collective sense of investment.

By the start of the 20th century, public schools became the sites for community gatherings. Often the only space with suitable size, especially in small or rural communities, people of all ages would come for meetings, entertainment or other social events. **Schools were, by and large, community centers.**

1   Carl Kaestle, Pillars of the Republic: Common Schools and American Society, 1780-1860 (New York: Hill and Wang, 1983), p. 185.

Understand | .... of the Evolution of Educational Model

1909
First junior high schools were established in Columbus, Ohio for grades 7-8 as a means of preparing students for more advanced studies and team sports.

1940s

1916
John Dewey publishes *Democracy in Education* which advocated for education built upon creativity, critical thinking and problem-solving in a group setting.

1950
First middle school opens in Bay City, Michigan and the national shift begins.

1954
US Supreme Court rules that racially segregated schools are unconstitutional (*Brown v. Board of Education*).

1960s
By the late 1960s, elementary and middle schools are further separated and distinguished.

1965
President Johnson signs the *Elementary and Secondary Education Act* into Law allocating federal funding for college and grade-school education with new initiatives to promote early childhood education.

1980s

1990s

2002
President Bush signs the *No Child Left Behind Act* federalizing academic standards, updated with *Every Student Succeeds Act* during the Obama Administration

2015

2007
Urban school districts turn to the K8 model to address emerging challenges including Baltimore City Schools, Cincinnati Public Schools and the School District of Philadelphia.

By the end of the 20th century, federal funding has been minimized, shifting the onerous to the states. Federal funding is determined largely by academic performance. "At the same time federal funds were diminishing, federal reports were issued criticizing the low academic achievement of students in the public schools."[1]

By the start of the 21st century, schools are beginning to experiment with scheduling, grouping, calendars, length of school day, and grade configurations. States and districts also start considering **how the educational setting is impacted by grade span configuration, specifically declining performance in middle schools.**

1   *Mary Jane Dove, Relationship Between Grade Span Configuration and Academic Achievement, 2010, p.274.*

BACK TO THE FUTURE

Where are we today?

Current State | **Today's Statistics**

- Over 49.2 million students enrolled in the public school system, with an average school size of 528 students
- Despite the enrollment decline after COVID, enrollment has steadily increased at a rate of 23.9% since the 1980s
- US allocates 11.6% of public funds to public education, compared to the international benchmark of 15%
- The US ranks 12th in elementary funding based on GDP
- US allocates $640B to public schools, averaging $12,624 per student, but still a majority of spending comes from the state and local governments, accounting for more than half what is spent per student
- New York, Washington DC, Connecticut, New Jersey and Vermont have the highest public spend per student

Current State | **Florida's Numbers***

*As of October 2023

- 3.38 million students enrolled in the K-12 schools, 86% in public schools and 14% in private
- There are over 4,200 public schools operating across the State with enrollment up almost 53% since 1990
- Of those, 656 are estimated to be charter schools, accounting for 10% of the enrollment (282,500 students)
- On average, more than 23% of the state's budget is spent on public education, 2nd only to Medicaid
- Florida's teacher pay ranked 48th in the nation (when adjusted for cost of living)
- 30 reported mass shootings in schools in 2023, down from 31 in 2021 & 2022, and 35 in 2020
- Rank in the top 10 for academic performance based on a number of factors

Current State | **Emerging Challenges**

Shifting demographics, growing enrollment

Rising costs of construction and operations

4,500 vacant teacher positions in Florida; 55,000 nationwide

Declining mental health and well-being for students and educators

BACK TO THE FUTURE

Why the K-8 re-emerged?

Context | **K-8 Overview**

- K-8 model has always been a prevalent school community size for private/independent schools
- Re-emergence began in the Northeast as a response to urban challenges, has slowly made its way into the Southeast
- First Florida projects were largely charter schools to capture the enrollment, Miami-Dade County currently has over (50) K-8 Centers
- Helped to support nationwide initiatives to improve enrollment in Pre-K programs to tackle literacy concerns
- Many emerged in collaboration with non-profits (Boys & Girl's Club, YMCA, health centers, adult education programs)

Academic Center for Excellence, *Orange County Public Schools*

Context | Meeting the Challenge

Funding shortfalls and failing infrastructure

Student performance and discipline

Parental/guardian investment

Hardships with middle school transitions

Context | **K-8 Considerations**

Advantages

• Increased resource sharing (human and physical)

• More continuity across the learning continuum

• Higher quality relationships

• Discipline and accountability

• Curricular opportunities expanded

Challenges

• Requires intentional safety and security design measures

• Reduced athletic amenities than traditional middle school

• Purposeful professional development and diverse staff skillet is needed

• Intentionality to scale

• Upfront funding / budget management

Context | Leadership Insight

Based on your diverse experience, what are the cultural differences between a K-8 as compared to either an elementary or middle school

?

Mr. Anthony Losada
Principal, Johnson K-8
Manatee County

"The fears associated with transition to middle school as seen in a traditional model really do not pertain to the K8 because Day 1 of middle school is not really Day 1, its Day 1,260. A K8 model creates a sense of belonging and allows for vertical planning and the ability to build lasting relationships between faculty, students, families and the broader community."

Context | **Curriculum Insight**

Does the K-8 model impact how your team develops curriculum and how does the built environment support your emerging initiatives

?

Ms. Kelli Kennedy
Asst Director, CTE
Manatee County

"The K-8 promotes continuity of curriculum so that students can seamlessly build on previous knowledge. It is also great that younger students get to see older students engaging in exciting courses like Ag or Engineering which is not otherwise possible. This gets them exposed to those middle school options earlier and they have increased confidence to try new things because they have seen it modeled by students they admire or respect."

Case Study | **Project Brief**

- Pre-K through 8th grade

- 1,692 Student Stations, 1,523 student capacity (90% for K-8) with a 9xx elementary school and 8xx for middle school

- All classrooms required to be first floor with the exception of 4th and 5th grades

- Ag Barn and Greenhouse to support Ag Technology Program

- STEAM Lab for Elementary School

- +/- 40 acres in historically rural area of the county experiencing rapid development/growth

- Addressing population growth and relief for over-capacity schools, potential re-zoning
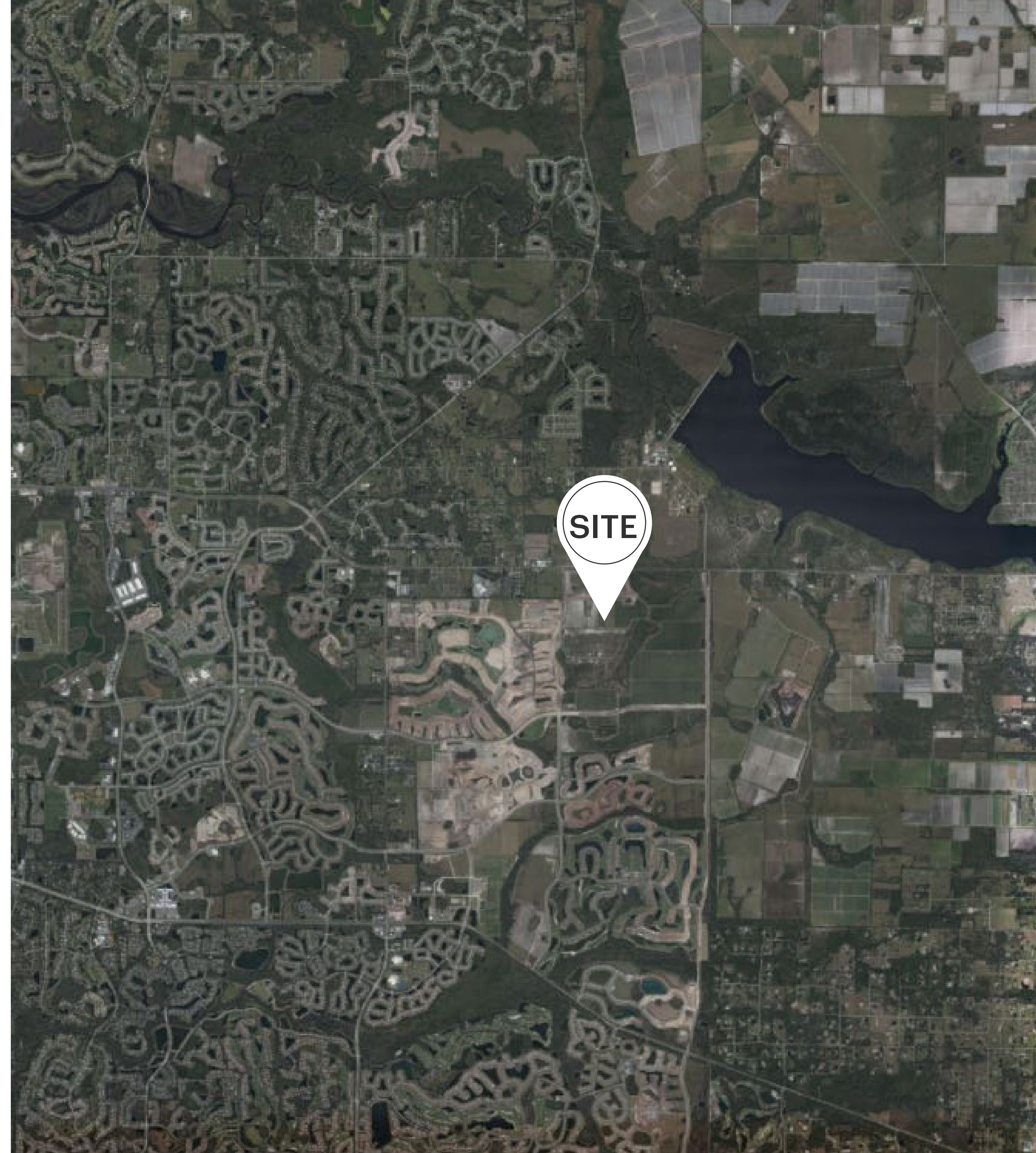
Case Study | **Guiding Principles**

Build Community

Celebrate Place

Nurture Age Diversity

Case Study | Design to Outcome

GUIDING PRINCIPLES

BUILD COMMUNITY

CELEBRATE PLACE

NURTURE AGE DIVERSITY

INTENTS

- SENSE OF BELONGING
- A WELCOMING ENVIRONMENT FOR ALL
- PLACEMAKING (ALL SCALES)
- DECOMPRESSION
- ADDRESS EMOTIONAL NEEDS FOR STUDENTS AND FACULTY
- BUILDING AS A TEACHING TOOL
- EXPERIENTIAL LEARNING AND TEACHING
- MEETING STUDENTS WHERE THEY ARE
- PROMOTE COLLABORATION AND COMMUNAL BENEFITS IN SHARED SPACES
- SUPPORT AUTONOMY & AGENCY OVER THE LEARNING CONTINUUM AND FOR VARIOUS LEARNING STYLES

STRATEGIES

- CONNECT PHYSICALLY, VISUALLY AND CONCEPTUALLY TO THE EXTERIOR
- CREATE A RELATABLE FORM
- STORYTELLING
- LEARNING NEIGHBORHOODS
- INTEGRATED WAYFINDING
- CONNECTION TO REGIONAL CONTEXT (AGRICULTURE)
- LITERAL AND FIGURATIVE ECOSYSTEMS
- ADDRESSING SCALE
- DEDICATED AREAS FOR ESE PROGRAMS WITH ABILITY TO IMMERSE
- DESIGN THAT "GROWS" WITH STUDENTS
- ZONED COURTYARD

Case Study | Nature + Nurture
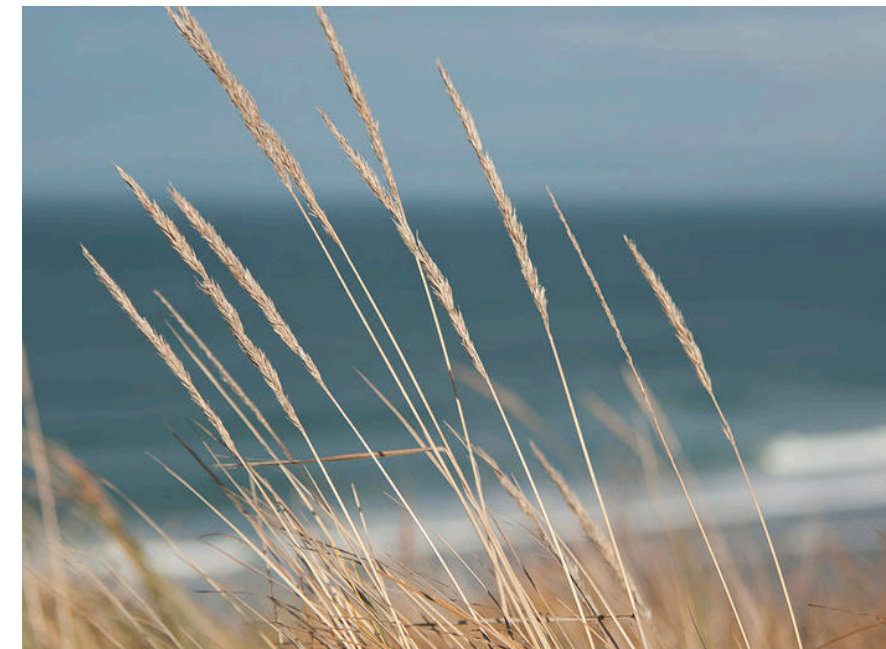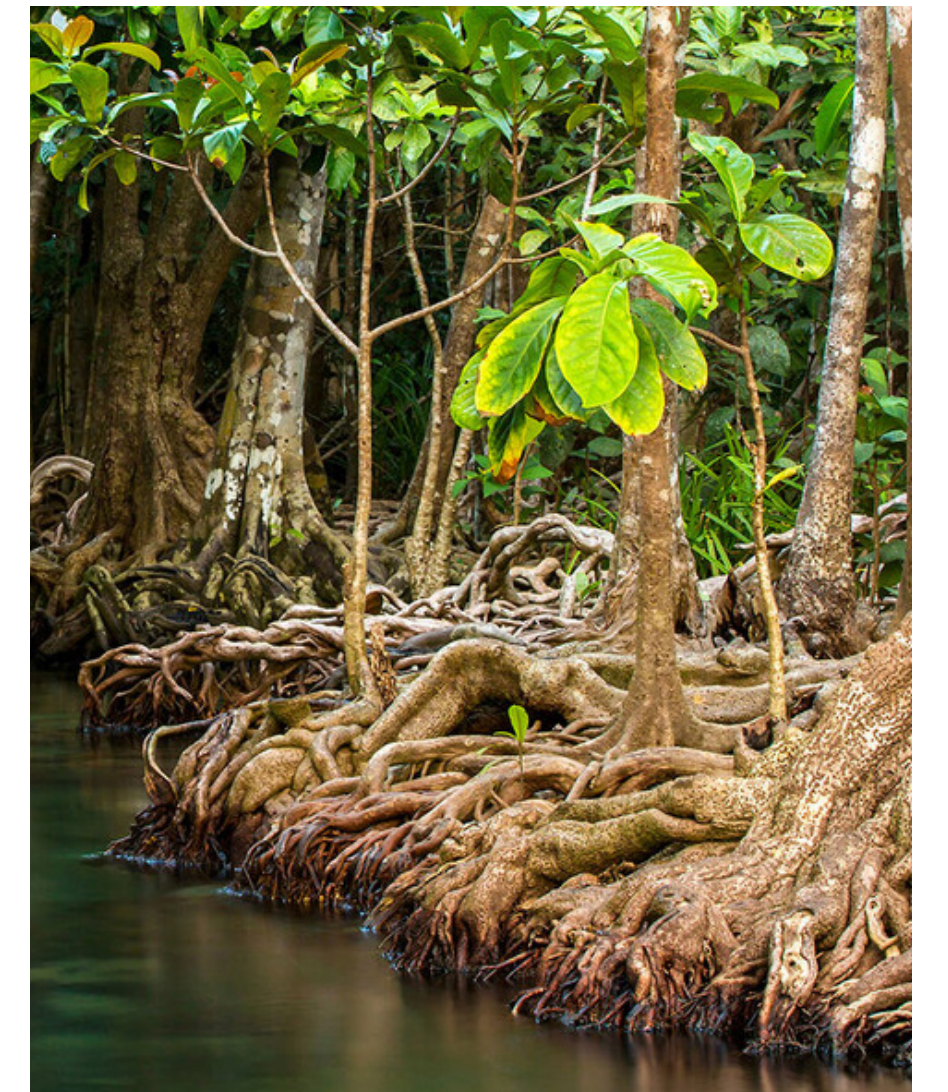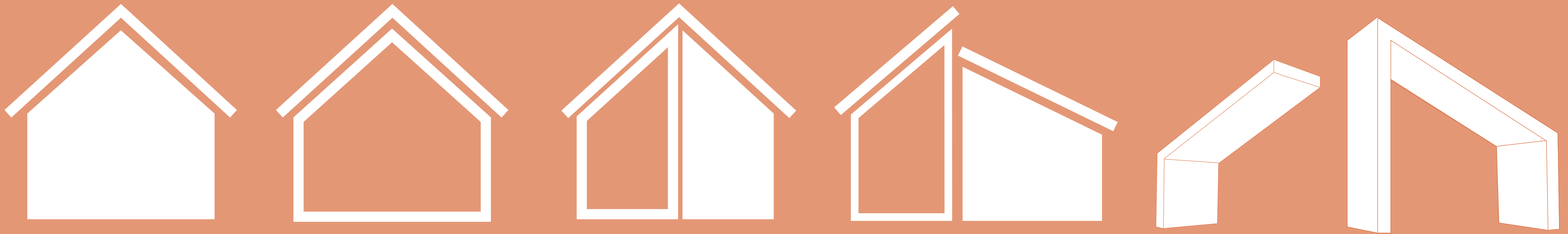
HOME.

Case Study | **Build Community**

WELCOMING + RELATABLE

COMMUNITY + INDIVIDUALITY

SENSE OF BELONGING + NURTURING

PLACEMAKING + SAFE

DIVERSITY + GROWTH

PLACEMAKING + SAFE

INCLUSION + AUTONOMY

DIVERSITY + GROWTH

Case Study | **Build Community**

Resource Room

Skills Lab

Guidance Suite

Teacher Planning

Support Administration
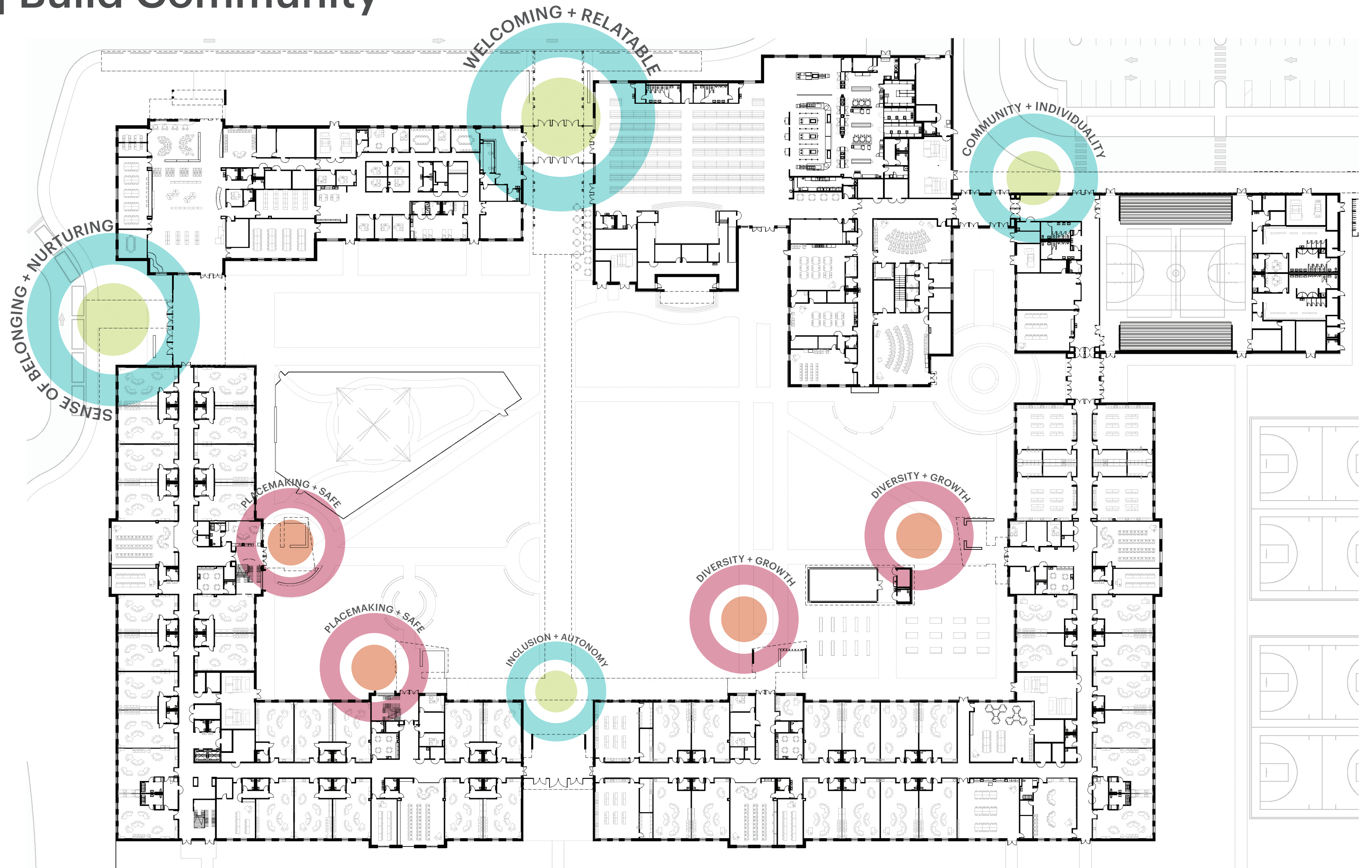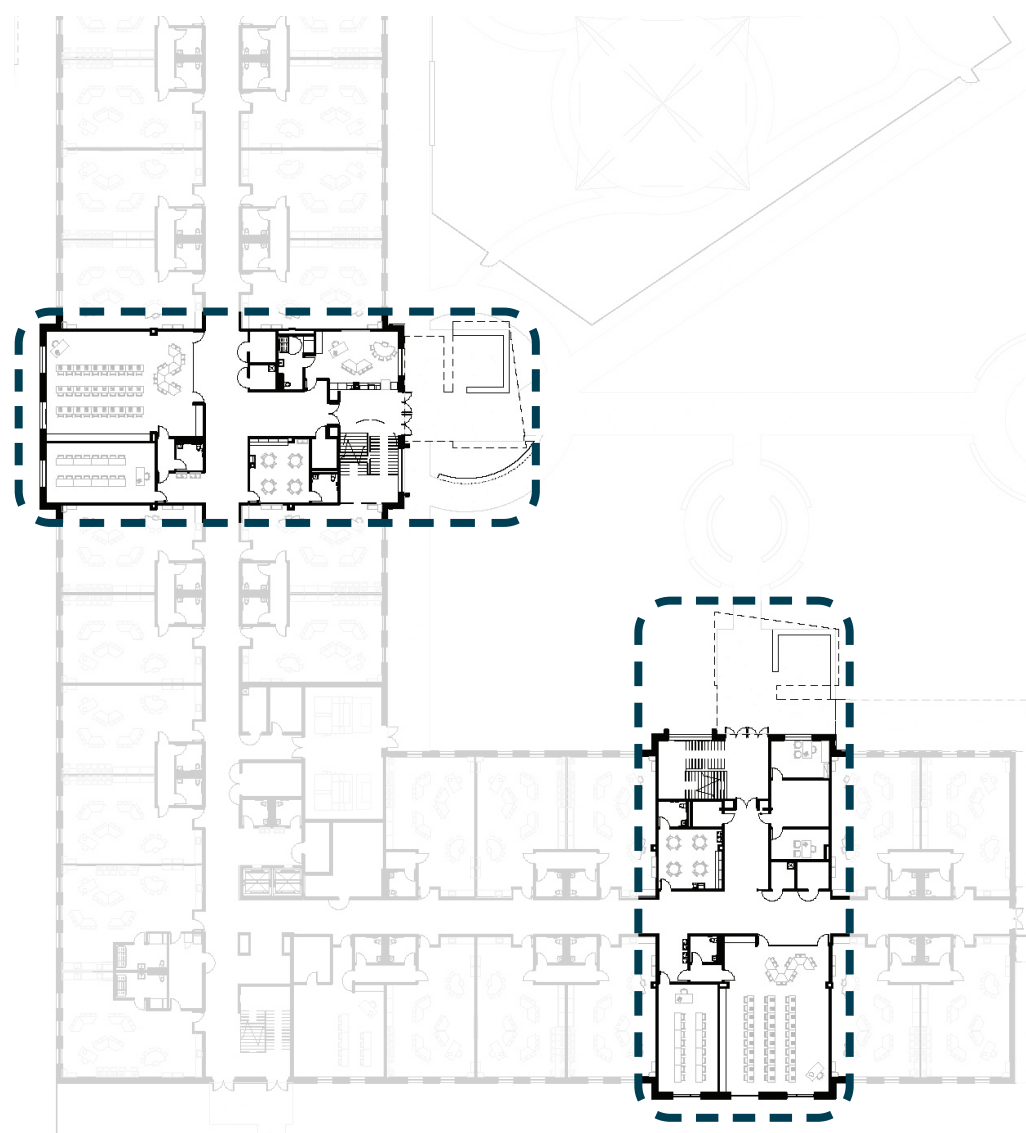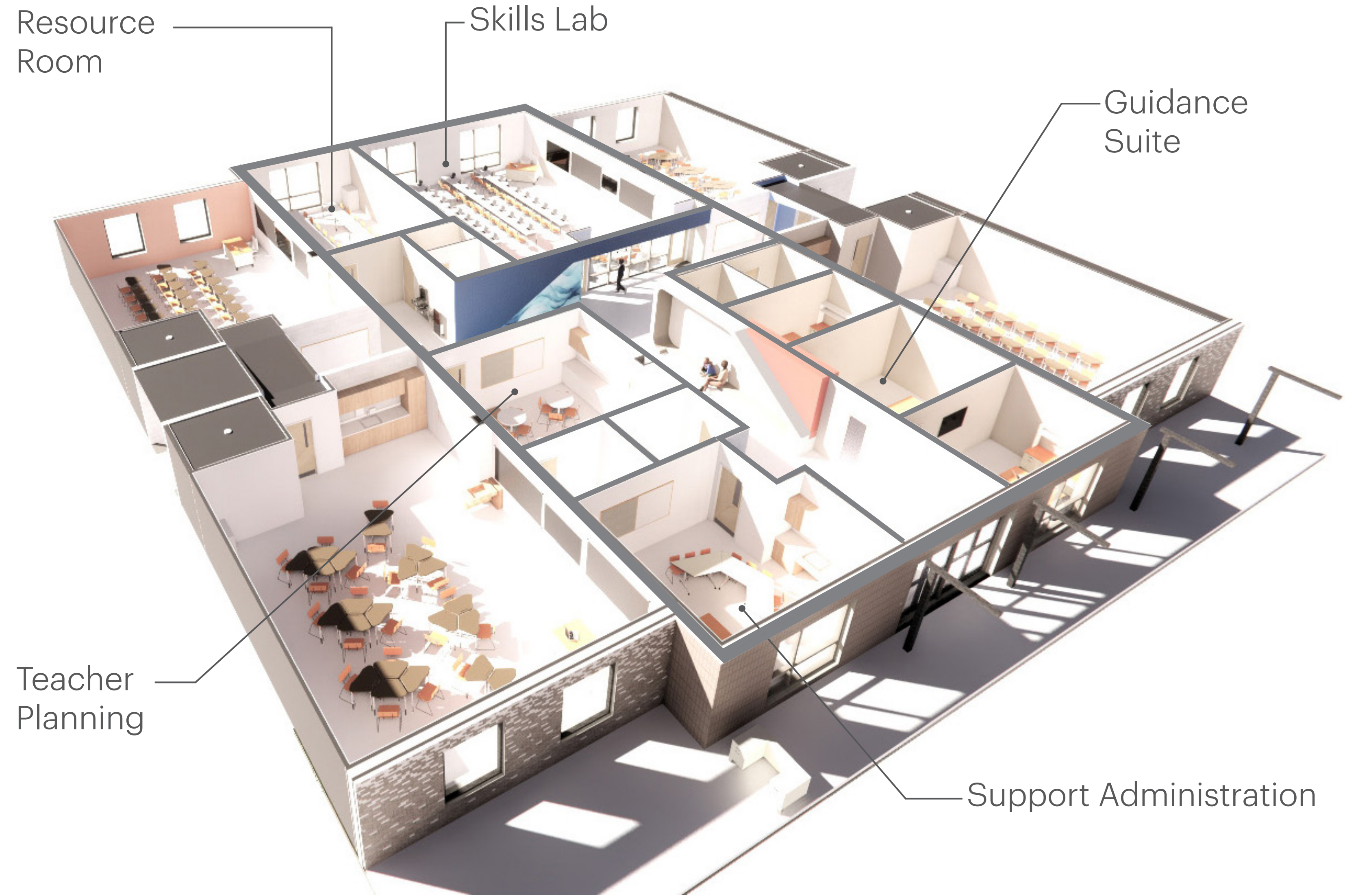
Case Study | **Celebrate Place**

REEF

8TH

RIPARIAN

6TH + 7TH

SAND HILLS

5TH

FLATWOODS

4TH

WETLANDS

2ND + 3RD

SALT MARSH

PRE-K, K +1

Case Study | **Build Community**

2+3

5

8

Case Study | **Nuture Age Diversity**

- Exterior and interior zoned areas for age groups

- Intentionality with points of convergence

- Inclusive design in core areas including millwork, restroom fixtures and educational equipment

- Scale and wayfinding considerations

PLAY

APPLY

EXPLORE

EXPERIMENT

Case Study | **Nuture Age Diversity**

DINING
*PERSPECTIVE +
AUTONOMY*

GYMNASIUM
BRANCHING OUT

MEDIA CENTER
ROOTED IN LITERACY
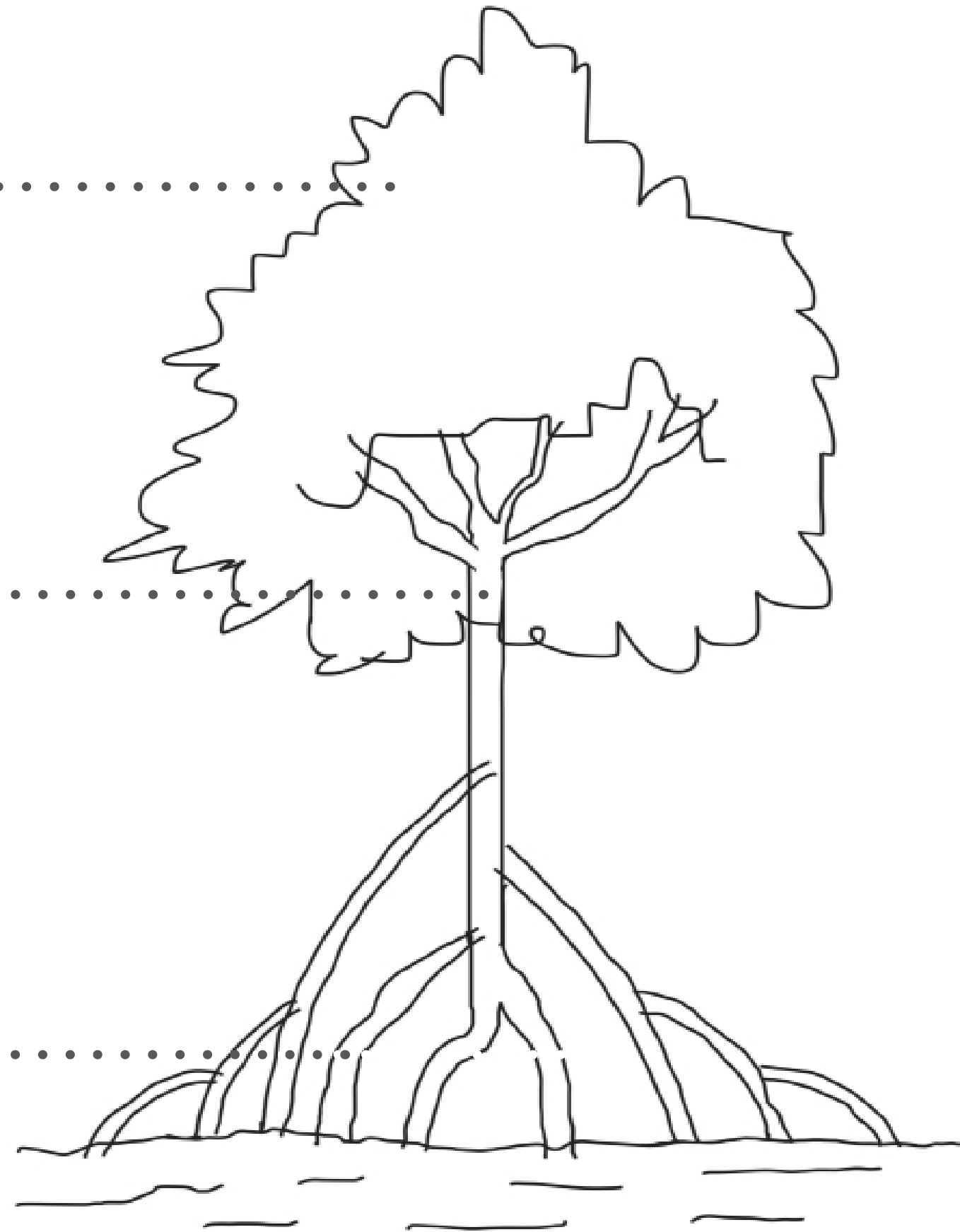
Application | **Nuture Age Diversity**

Motor Stimulus
Action possibility for movement

Cognitive Stimulus
Action possibility for knowledge and understanding

Social Stimulus
Action possibility for interaction

Sensory Stimulus
Action possibility for sensory response

Visual Complexity

Student Impact
- Increase **perception of creativity** [x]
- Increase **academic progress** [x]
- Decrease **distraction** and **time off task** [x]
- Higher **learning gains** [x]
- Increase **visuospatial response** and **memory** [x]

Teacher Impact
- Increase **perception of creativity** [x]
- Increase **creative habitats** [x]
- Increase **memory retention** [x]
- Increases in **overall feeling of well-being** [x]

Image courtesy of HKS Inc.

Visual Complexity   Sp

Diverse colors, patterns, and shape
dimensionally considering walls, c
reducing perceptions of clutter.

Interior

Daylighting

Student Impact
- Reduce **stress** levels [x]
- Increase **math** and **reading** performance [x]
- Increase **math** and **logic** performance [x]
- Increase **physical activity** [x]
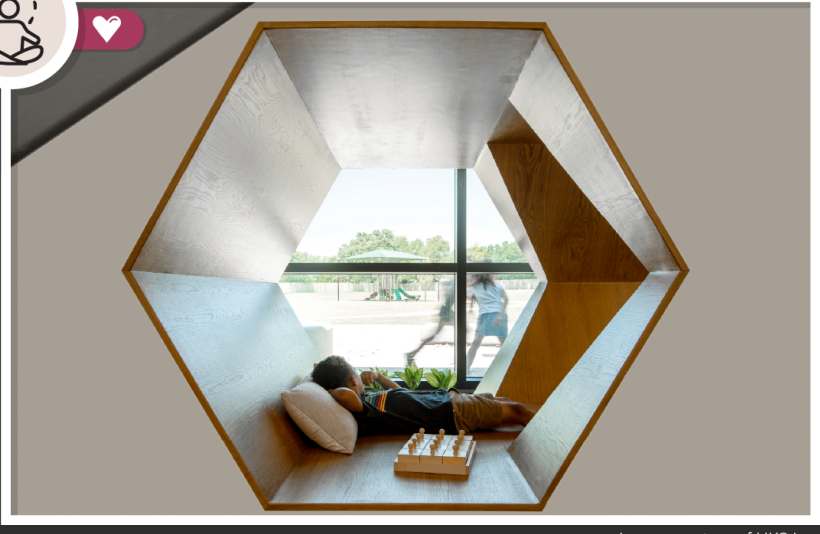- Increase **sleep duration** and **sleep quality** [x]

Teacher Impact
- Improve **visual comfort** and **lighting satisfaction** [x]
- Increase **sleep duration** and **cognitive performance** [x]

[x] Heschong, L., et al. (2002), [x] Baloch, R., et al. (2020), [x] Küller, R., et al. (1992), [x] Aggio, D., et al. (2015), [x] Bouberki, M., et al. (2020), [x] Asojo, A., et al. (2020)

From the Teacher's Desk
Specifically on the ground floor, reduce distracting views from

Image courtesy of HKS Inc.

Daylighting

Maximizing the amou
within the interior bu

Architecture

Views to Nature

Student Impact
- Increase **perception of creativity** [x]
- Reduce **severity of ADD symptoms** [x]
- Increase **standardized test scores, graduation rates, and college plans** [x]

Teacher Impact
- Increase employees' **productivity, concentration, and well-being** [x]
- Reduce employees' **fatigue, stress,** and **depression** [x]
- Improves **psychological, physiological,** and **productivity performance** [x]
- Improves **relaxation** and **positive mood** [x]
- Decreases **stress** and **high arousal** [x]
- Improves **mental health** [x]
- Decrease **anxiety** and **tension** [x]
- Increase **productivity** and **well-being** [x]

[x] McCoy, J.M., et al. (2002), [x] Taylor, A.F., et al. (2016), [x] Matsuoka, R.H., (2010), [x] Bergefurt, L., et al. (2022), [x] Lei, Q., et al. (2021), [x] Ulrich, R.S., (1981), [x] Al Horr, Y., et al. (2016).

From the Teacher's Desk
In classrooms without views to nature, especially those without windows, teachers lose the connection to the weather and time of day creating an uncomfortable disconnect from the outside world.

Image courtesy of HKS Inc.

Views to Nature   Space Type: **School/Landscape**

Provide views to nature, primarily through windows, for the visual experience of changing sky conditions, vegetation, and the overall outdoor ecosystem.

Architecture

Conclusion | **What's Old is New Again**
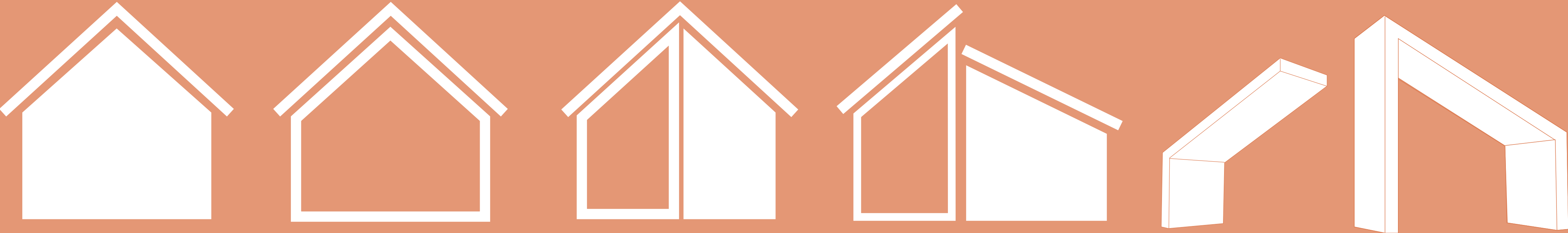

From home ....

... to schoolhouse...

... to common center ...

... back to HOME.

HOME.

Want to Learn More?

Jessica
Roddenberry

Visual Design
Guide