Fielding International

Designing schools where learners **thrive**

Certified B Corporation

Chippewa Valley Schools
Discovery Report
July 2025

Process | **Master Plan Timeline**

★ MAJOR MILESTONE

◆ LEADERSHIP MEETING

● DAT / FOCUS GROUP MEETING

✚ BUILDING TOURS

We Are Here!

1 Discovery

2 Visioning

3 Master Planning

Kick-Off Meeting

Board Review

Discovery Report

Master Planning Document

MARCH | **APRIL** | **MAY** | **JUNE** | **JULY** | **AUGUST** | **SEPTEMBER** | **OCTOBER**

Process | **What We Did**

FOCUS GROUPS

14 District-Wide Focus Groups

+ Participation from Educators & Students

+ Surface barriers and opportunities

BUILDING TOURS

Spring 2025 Building Tours

+ Tours were given during normal, daily practices at each facility

+ A space audit was conducted to better understand usage

DESIGN ADVISORY MEETINGS

April - June

+ In depth Vision & Alignment

+ 3 workshop sessions

+ 60+ participants

+ students, staff, parents, community members, elected officials

COMMUNITY-WIDE SURVEYS

June - July

+ Used to triangulate all of the data we've gathered so far

+ 1193 participants!

+ Rich and helpful responses

FOCUS GROUPS

Focus Groups | **Overview**

14 Groups | 120 Individuals

+ Elementary
+ Middle School
+ Comprehensive High School
+ Athletics
+ Career Technology Education
+ Union Representatives
+ Mohegan High School

+ Technology
+ Electives Staff
+ Nutritional Services
+ Early Childhood (0-5 programming)
+ Preschool Programming
+ Special Education
+ International Academy of Macomb

Points of Pride

Key Challenges

Future Needs & Opportunities

Final Reflections

* Meetings were also held with the executive cabinet for feedback on the process

Focus Groups | Pre-K as Example

Points of Pride

+ **Strong family connections and student growth** (particularly low-income and special needs)

+ **Commitment to equity** even with state rules changing

+ **Inclusive culture** with efforts to: provide early intervention, social-emotional supports, and developmental services

+ **Positive reputation**

+ **Collaboration across programs** including ECSE, walk-in speech services, and kindergarten-ready partnerships

Key Challenges

+ **Space limitations**; classrooms too small, lack of sensory spaces, limited playground equipment; programs across 6 schools

+ **Program growth and logistics**; rising special education needs; GSRP capacity limited; lack of full-day care in some programs

+ **Staffing and licensing complexity**; GSRP has higher staffing qualifications & regulatory requirements; difficulty hiring

+ **Barriers to inclusion**; limited integration between ECSE and GSRP students; special needs staff unpreparedness

+ **Transportation and support services**; complex bussing needs; shared resource strain; limited space for specialized staff

Focus Groups | Pre-K as Example

Future Needs & Opportunities

+ **Centralized or regional early childhood centers**; purpose-built spaces designed for pre-k; consideration for north & south center to balance geographic access

+ **Integrated program models**; co-teaching or co-located ECSE & GSRP programs; expansion of part-day and full-day options

+ **Infrastructure improvements**; playgrounds with age-appropriate equipment; professional spaces for staff

+ **Sustainable funding and staffing plans**; address pay, certification, and licensing differences to reduce internal barriers; plan for fluctuating funding levels

Final Reflections

+ Pre-K programs not only sense of pride, but **gateway for inclusion, equity, and long-term student success**

+ **Need intentional planning** that supports integrated, high-quality, and accessible early learning

+ Ensure **all children**, regardless of background or need, **enter kindergarten ready to thrive**

BUILDING TOURS

Building Tours | **Overview**

The Tours were performed to identify
physical environment alignment.

Could consistent branding and a welcoming entrance support a sense of belonging?

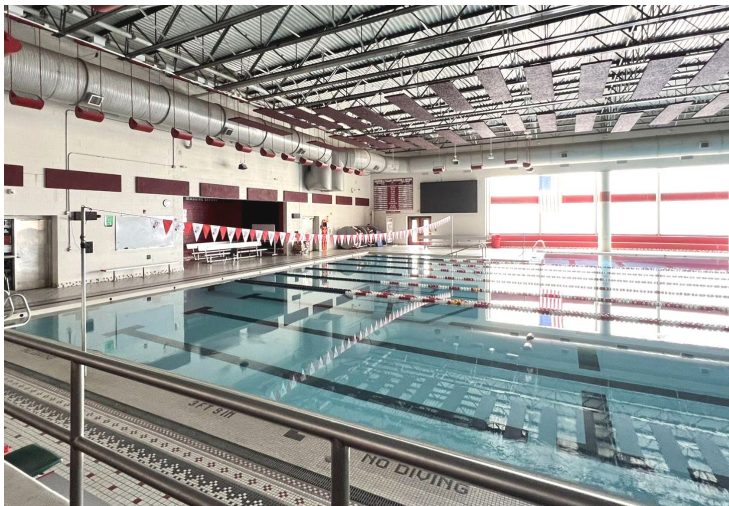**MAIN ENTRY, CAMPUS IDENTITY, SAFETY & SECURITY**

What tools are needed to encourage more active, hands on learning in all subjects?

COMMUNITY GATHERING SPACES

To where are students gravitating and why and what can we learn from that?

STUDENT BREAK OUT SPACES

How are sport opportunities supporting the skills for thriving?
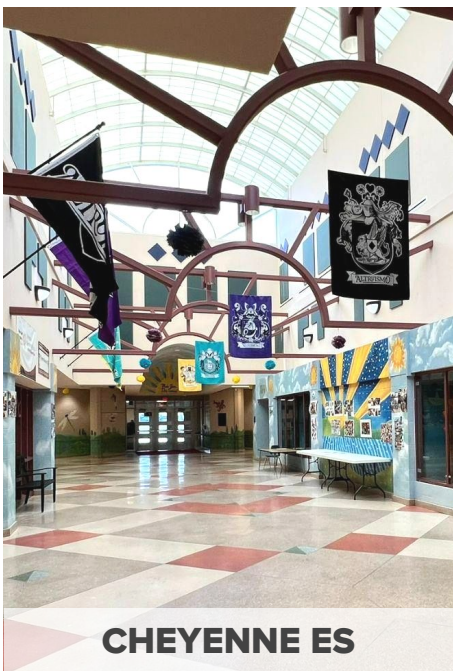
ATHLETICS, SPECIALS, CTE & PERFORMING ARTS

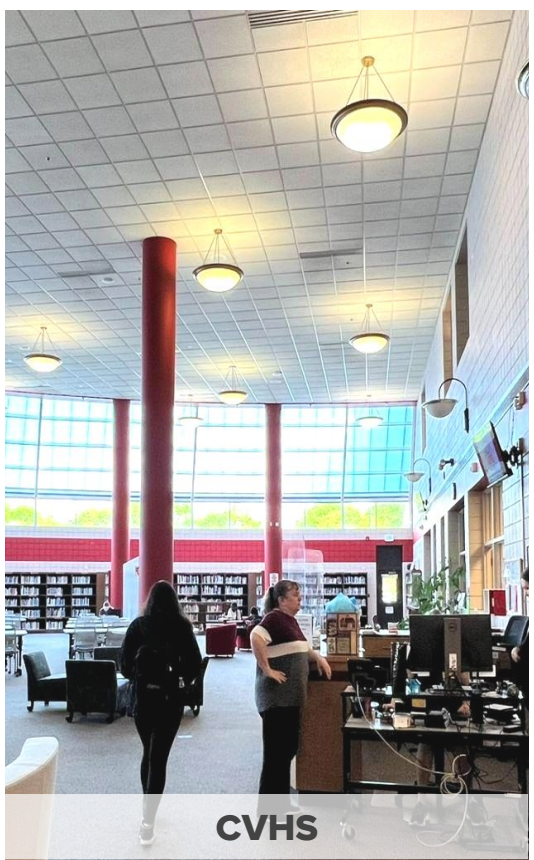# Building Tours | CVS Exemplars - Daylighting

OJIBWA ES

DAKOTA HS

CHEYENNE ES

SEQUOYAH ES

CVHS

CVHS

DAKOTA HS

Building Tours | **CVS Exemplars - CTE**

SENECA MS

IROQUOIS MS

SENECA MS

IROQUOIS MS

DAKOTA HS

CVHS

DAKOTA HS

DAKOTA HS

DESIGN ADVISORY MEETINGS

Design Advisory | **Overview**

60 members including:

+ Students
+ Parents
+ Businesses
+ Elected officials
+ Building staff
+ District-wide staff

The Goal:

+ Discover how the community would describe "*thriving in today's world*"
+ Define the school system's purpose
+ Look for clues in the district's intended vision, Strategic Plan, mission & vision statements, and other guiding documents
+ Translate the discoveries into Guiding Principles that drive the vision for the physical environment

Design Advisory | **Engagement #1**

04/15/2025 Tasks:

+ Discerning **why their school district exists**

+ **What skills are needed** to thrive in today's world

+ **Where they see all of these ideas already** in the district's guiding documents

CVS exists most importantly to make the world a better place.

Problem Solving
Great Communication
Interpersonal Skills
Literacy Skills

Growth Mindset
Digital Literacy
Self-Awareness
Numeracy Skills

Design Advisory | Engagement #2

05/13/2025 Tasks:

+ Review and affirm **what emerged from our first meeting**

+ Stretched the group to think through **what type of opportunities and spaces would be necessary** for CVS to help build the skills they identified

+ We explored **ways aligned space can solve problems** through Design Patterns.
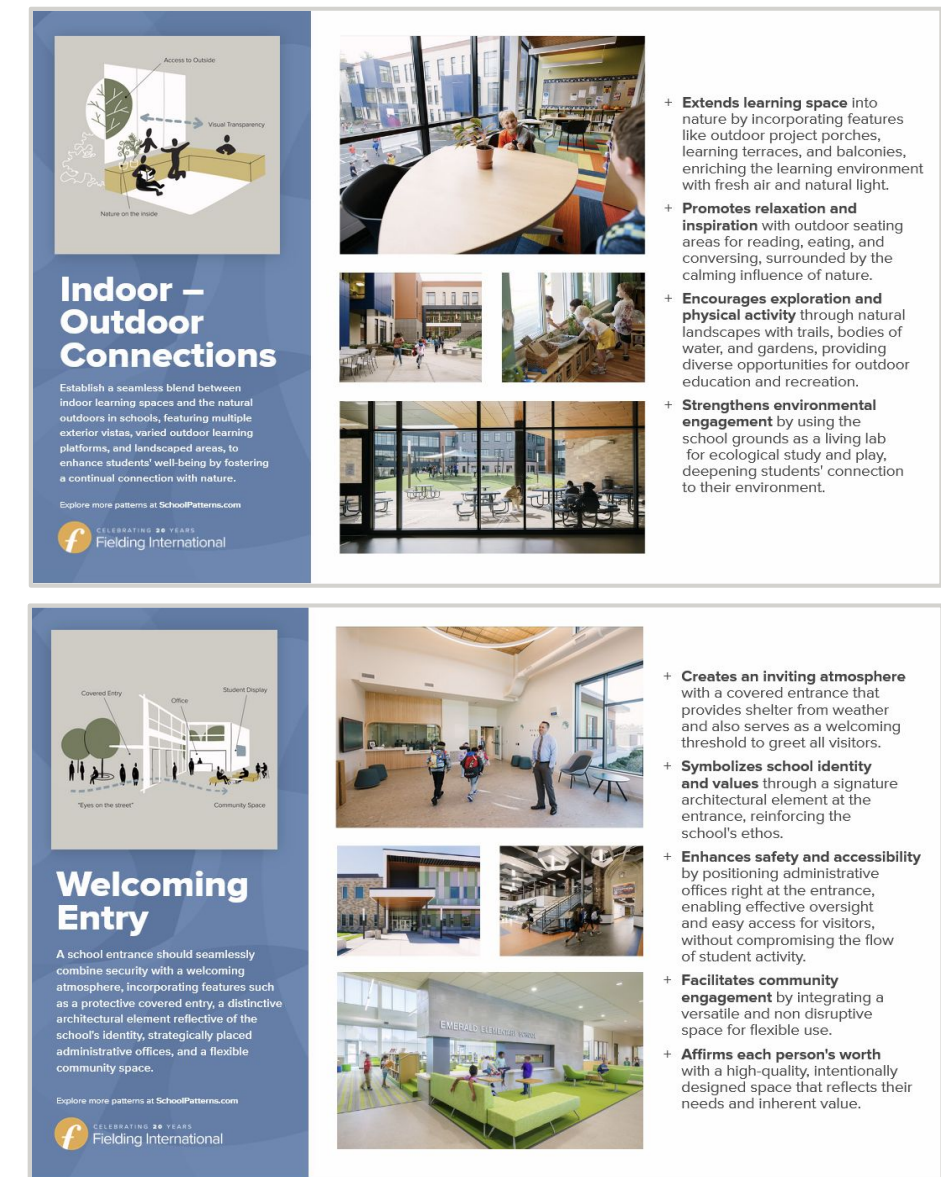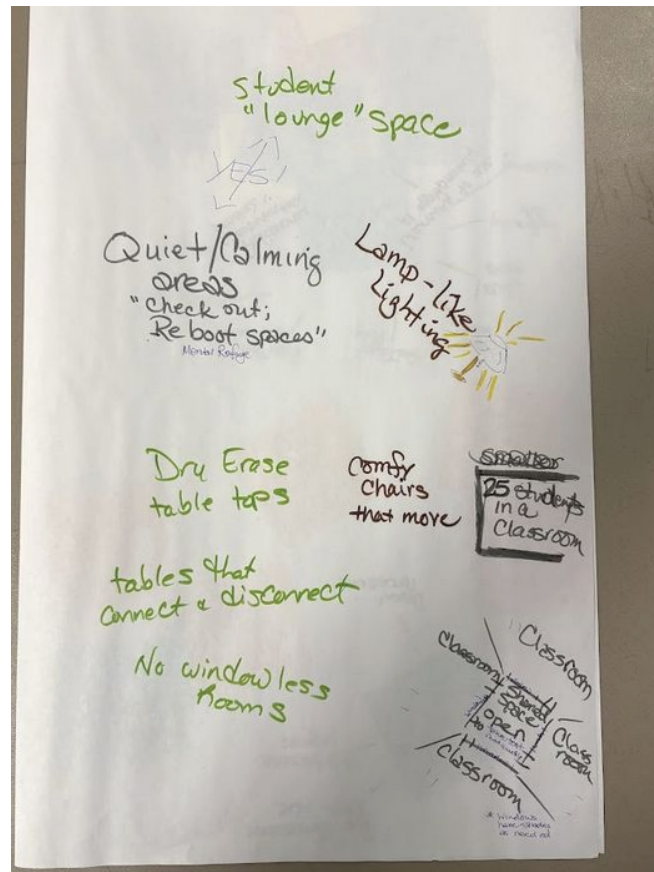
Design Advisory | **Engagement #2**

- **Real-World & Community Engagement**
- **Increased Student Voice & Choice**
- **Collaboration & Social Learning**
- **Project & Product-Based Learning**
- **Authentic Skill Application**
- **Exploration & Play**
- **Practical Life Skills**
- **Flexible Learning Environments**

Design Advisory | **Engagement #3**

06/03/2025 Tasks:

+ Worked to solidify language that would properly convey the vision that had emerged in the form of **Guiding Principles**

+ The Guiding Principles are intended to **inform future changes and investments** in the learning environment.
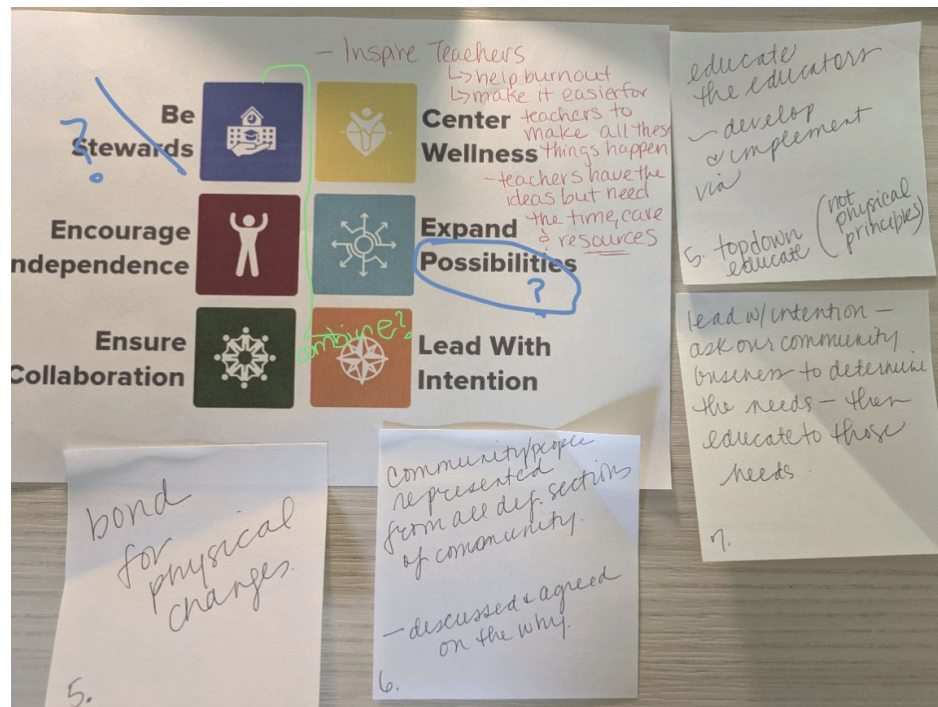
Design Advisory | Engagement #3

Design Advisory | Engagement #3
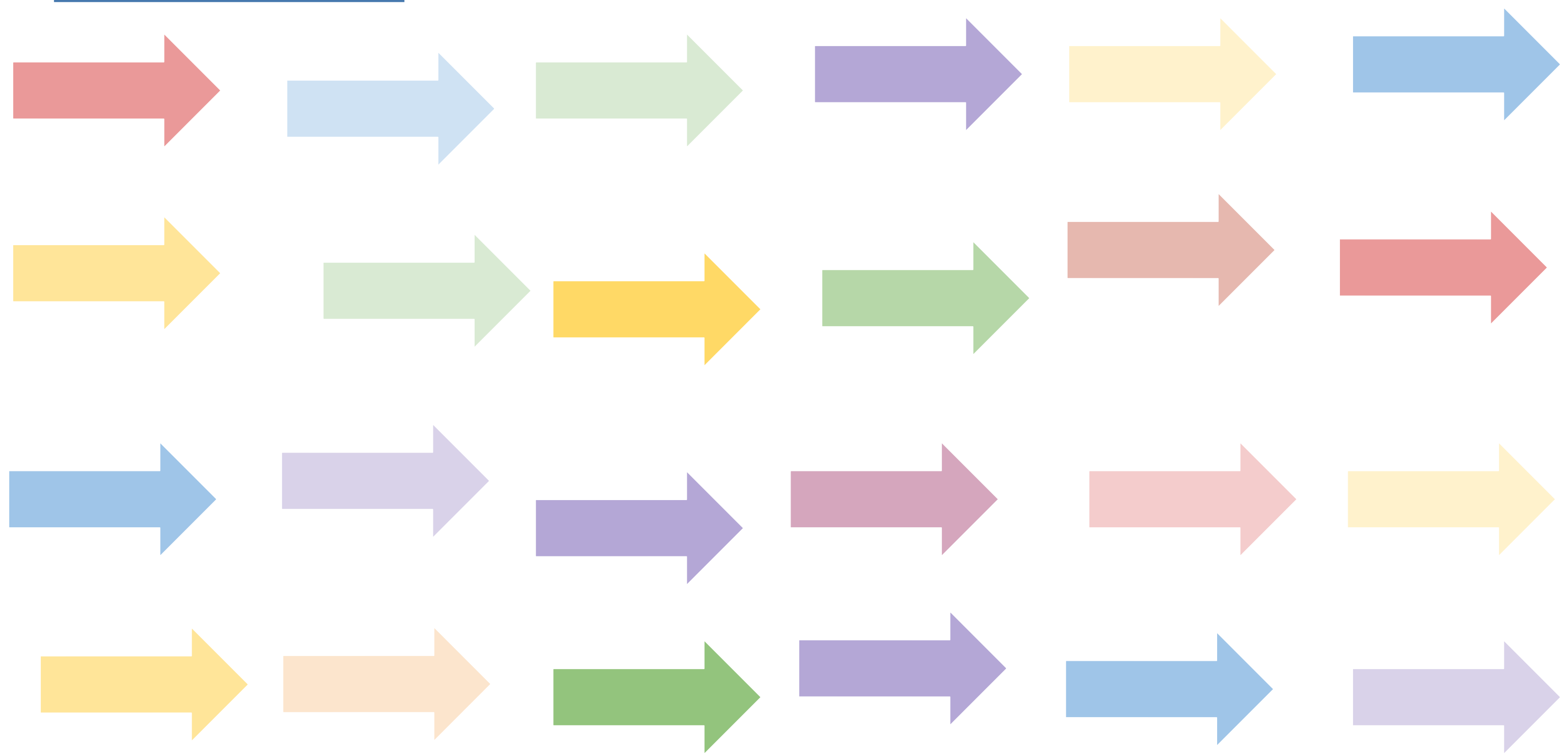
BETTERMENT
-VS-
ALIGNMENT

COMMUNITY-WIDE SURVEYS

Surveys | **Overview**

Here are the questions we asked...

Future of Our Schools: Community Survey

1. What is your connection to our school district?

2. If you were to give Chippewa Valley Schools buildings and grounds a grade, what would it be?

3. If you had to pick 3 to 5 skills that young people need to thrive in the future, what would you choose?

4. Thinking about the 3–5 skills you just listed, what kinds of spaces do you think are important to support students in practicing those skills?

5. What are the 3 most important kinds of teaching and learning you hope to see more of in the future?

6. Imagine it's 10 years in the future. What would an amazing school look and feel like?

7. How have children in your community had opportunities to make decisions, take risks, or follow their curiosities at school, at home, or in other parts of their lives?

8. What's one big idea you have for making our schools even more relevant and impactful in today's educational world?

Surveys | **Emergent Themes**

To support skill growth, what types of teaching and learning would you like to see more of?
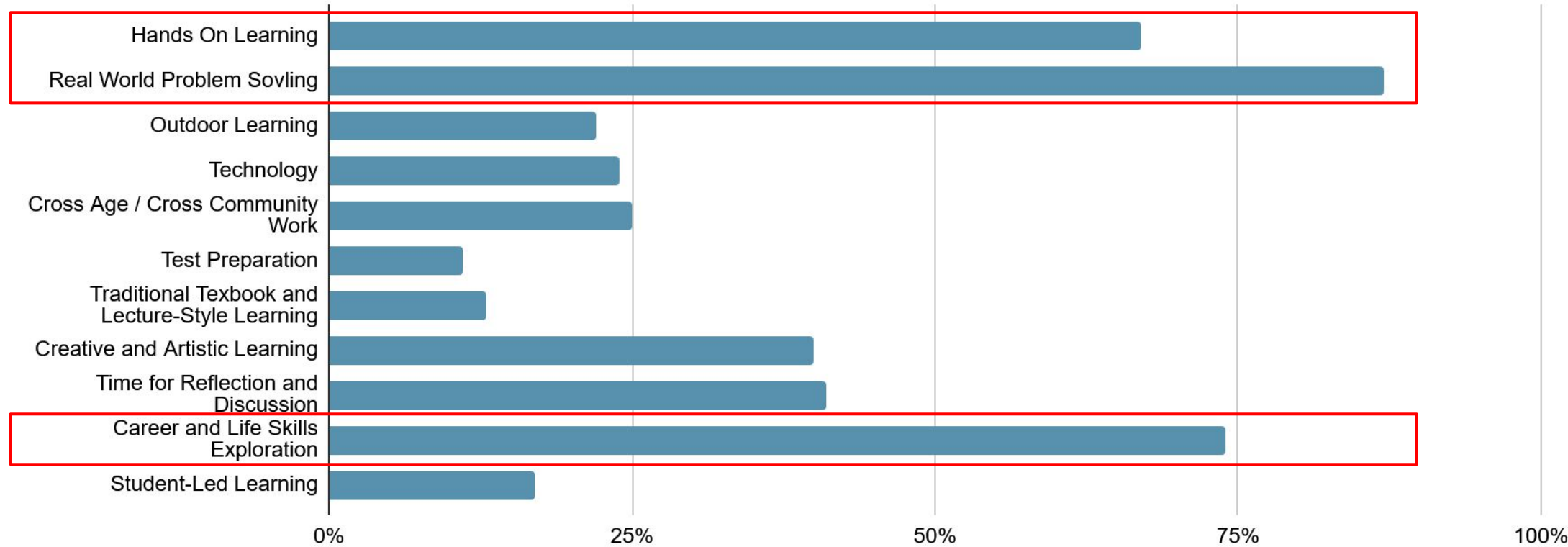
Here is a word cloud of the most hoped for skills...

Surveys | **Emergent Themes**

+ The survey platform **revealed trends** among respondents and **highlighted differing viewpoints** for each question.

+ It also **identifies commonalities across those varied groups**.

+ You'll see the **similarities in the middle** white boxes.

Side A

Academic Skills

Many responses emphasize the importance of traditional academic skills, such as reading, writing, and math, as foundational elements for young people to thrive. These skills are considered essential for further education and career prospects, ensuring students have the basic knowledge needed in various fields. Some responses also highlight STEM or STEAM education as crucial for developing a strong foundation in science, technology, engineering, arts, and math.

Common ground

Communication Skills

Both categories agree on the importance of communication skills, which encompass effective speaking, writing, and the ability to collaborate with others. Communication is recognized as a bridge between academic skills and life skills, enabling individuals to express ideas, work in teams, engage socially,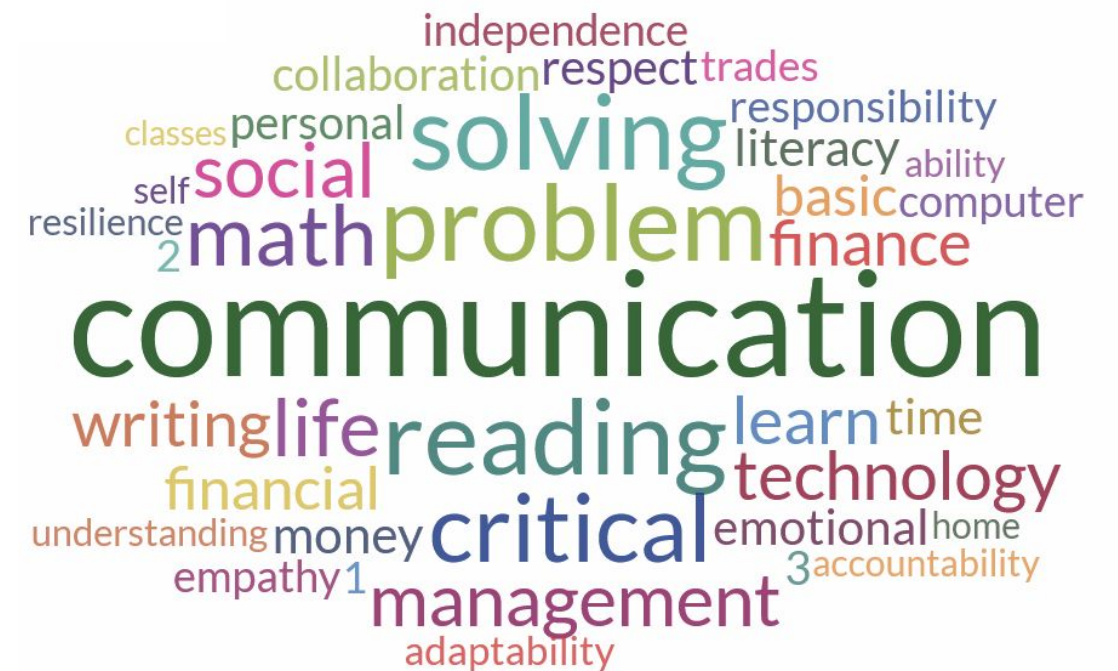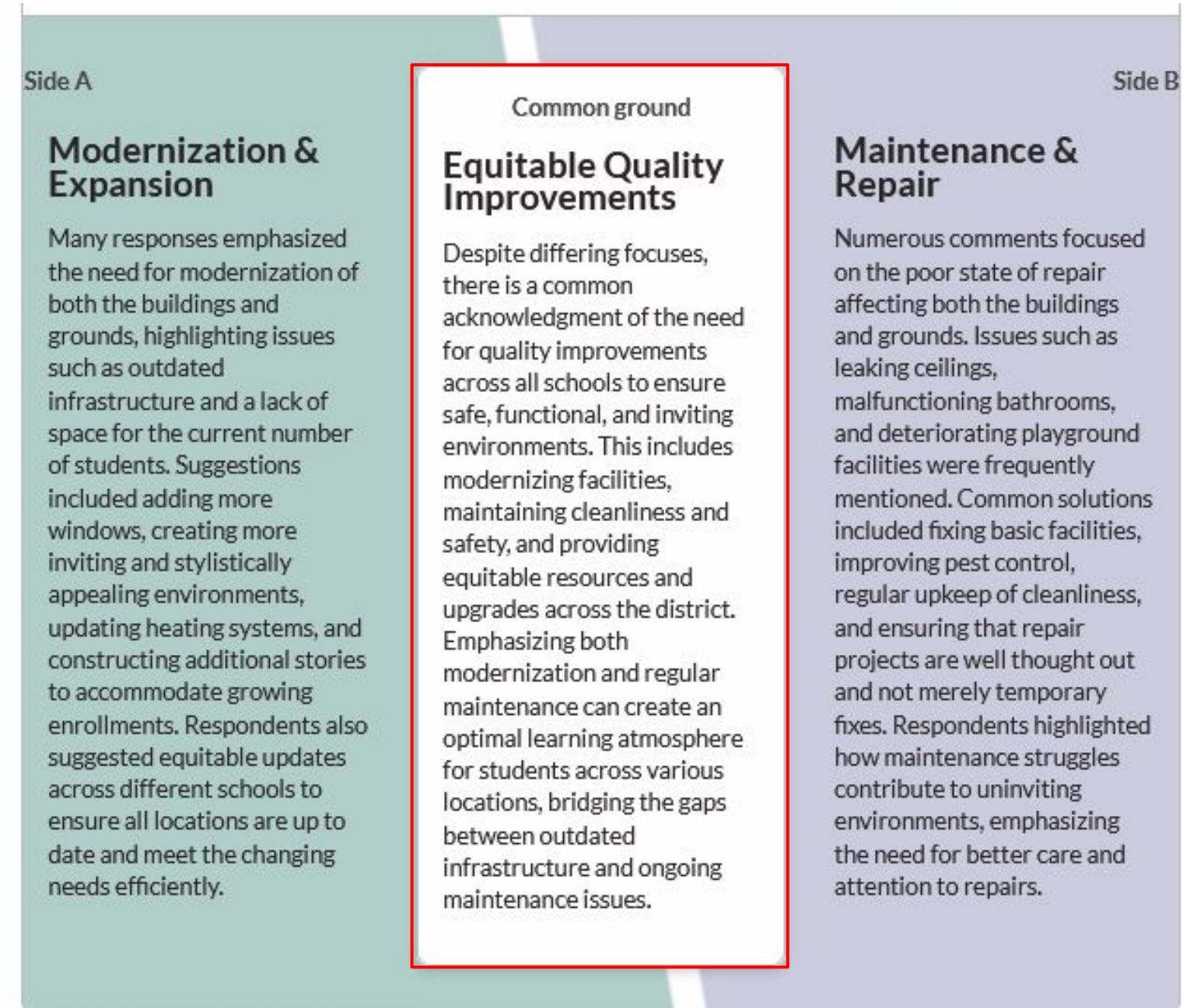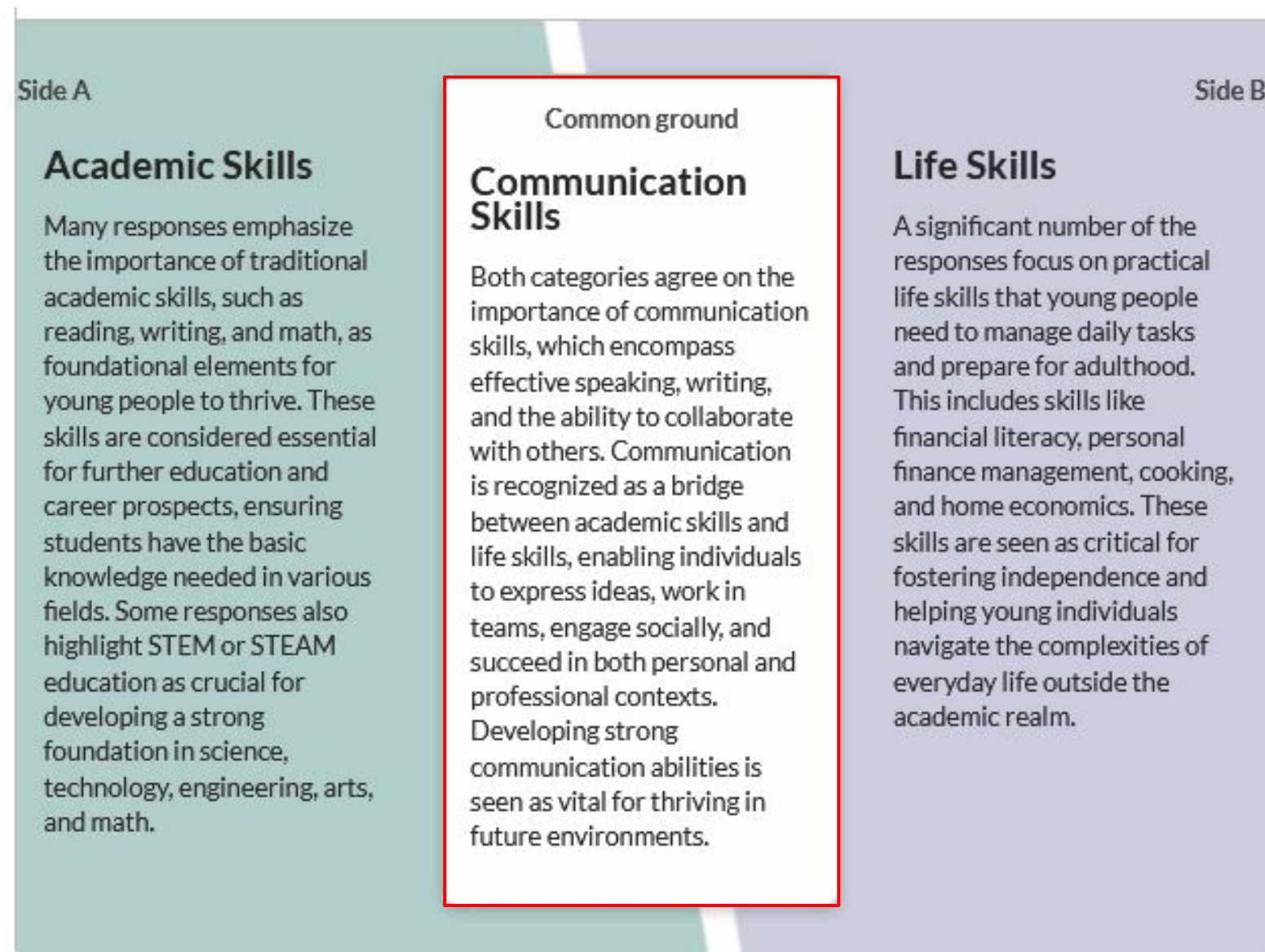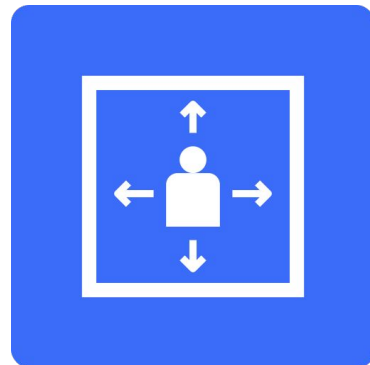 and succeed in both personal and professional contexts. Developing strong communication abilities is seen as vital for thriving in future environments.

Side B

Life Skills

A significant number of the responses focus on practical life skills that young people need to manage daily tasks and prepare for adulthood. This includes skills like financial literacy, personal finance management, cooking, and home economics. These skills are seen as critical for fostering independence and helping young individuals navigate the complexities of everyday life outside the academic realm.

Side A

Modernization & Expansion

Many responses emphasized the need for modernization of both the buildings and grounds, highlighting issues such as outdated infrastructure and a lack of space for the current number of students. Suggestions included adding more windows, creating more inviting and stylistically appealing environments, updating heating systems, and constructing additional stories to accommodate growing enrollments. Respondents also suggested equitable updates across different schools to ensure all locations are up to date and meet the changing needs efficiently.

Common ground

Equitable Quality Improvements

Despite differing focuses, there is a common acknowledgment of the need for quality improvements across all schools to ensure safe, functional, and inviting environments. This includes modernizing facilities, maintaining cleanliness and safety, and providing equitable resources and upgrades across the district. Emphasizing both modernization and regular maintenance can create an optimal learning atmosphere for students across various locations, bridging the gaps between outdated infrastructure and ongoing maintenance issues.

Side B

Maintenance & Repair

Numerous comments focused on the poor state of repair affecting both the buildings and grounds. Issues such as leaking ceilings, malfunctioning bathrooms, and deteriorating playground facilities were frequently mentioned. Common solutions included fixing basic facilities, improving pest control, regular upkeep of cleanliness, and ensuring that repair projects are well thought out and not merely temporary fixes. Respondents highlighted how maintenance struggles contribute to uninviting environments, emphasizing the need for better care and attention to repairs.
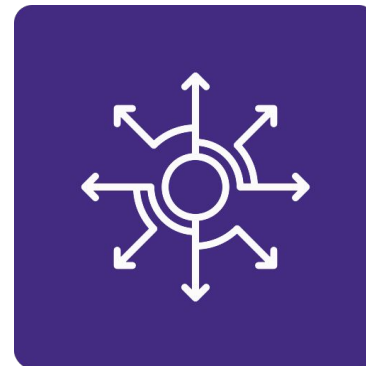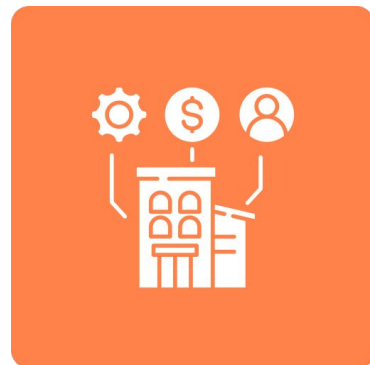
GUIDING PRINCIPLES

Guiding Principles | **Overview**

Recalibrate Space

Recalibrate Resources

Prioritize Wellness, Safety & Belonging

Expand Learning

Build Durable Life Skills

# Guiding Principles | **Prioritize Wellness, Safety, and Belonging**

+ **Holistic experience** of all building users
+ Ensure **decisions advance inclusivity**
+ Ensure **decisions advance safety** for all
+ **Outdoor learning** and nature
+ **Social emotional learning**
+ **Retreat, recharge, reintegrate**
+ **Cultural relevance and feeling seen**

What this *could* mean:

○ "Homey" and safe feeling for space and furniture
○ Intentional acoustic treatment and light control
○ Spaces to regulate one's self and care for sensory needs
○ Transition underutilized spaces into quiet zones for passion projects, independent work, quiet reflection
○ Choice-based spaces and furniture to build student agency
○ Increased versatility and variety of spaces, designed to support holistic needs of users throughout each part of the day
○ Spaces that support active, free exploration at all learning levels
○ Improving sightlines for more proactive passive supervision
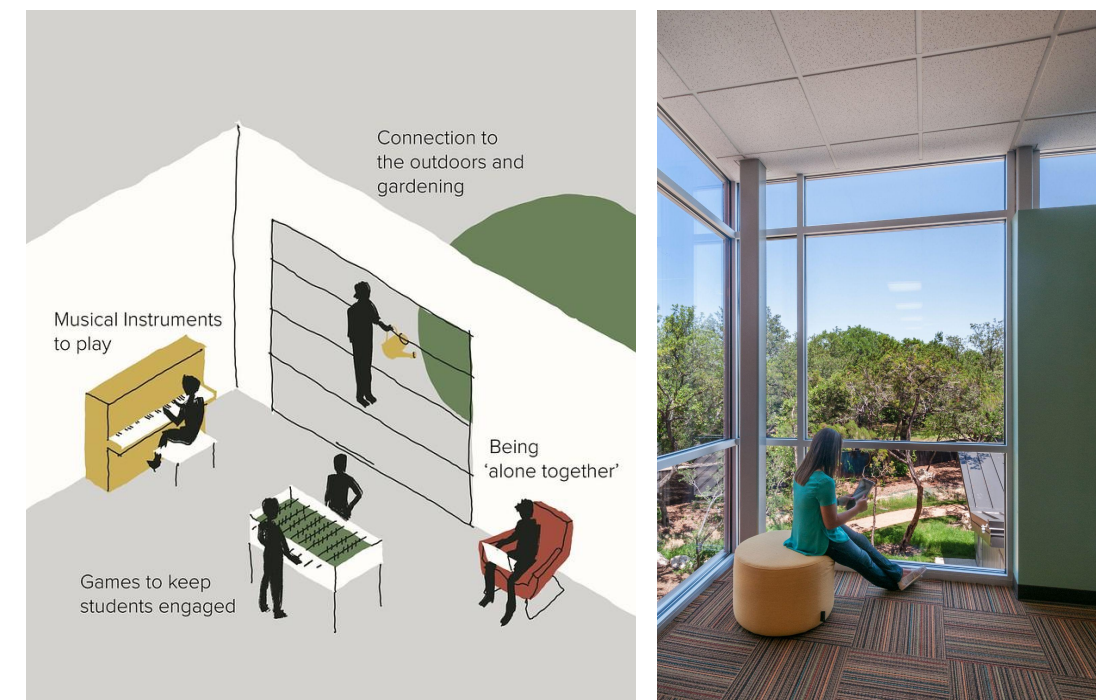
Guiding Principles | Recalibrate Space
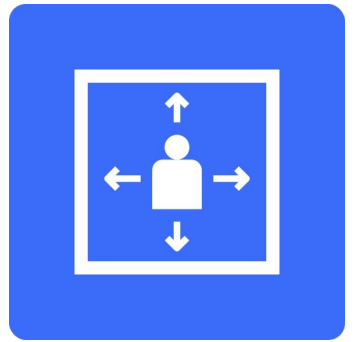
+ Predict and prepare for **enrollment trends**

+ Adjust for the **evolution and expansion of student support services**

+ Align physical environments with **modern, research-based methods** of teaching and learning

+ Discern and pursue **efficiency of space**

What this *could* mean:

- Adjusting amount of square footage used for instruction to align with current and coming enrollment numbers
- Balancing space allocation across all schools
- Adjusting attendance boundaries over time
- Taking a building off line or repurposing it
- Rethinking how specific content or subject areas are delivered
- Shifting where student support is delivered
- Hallway renovations that include breakout spaces
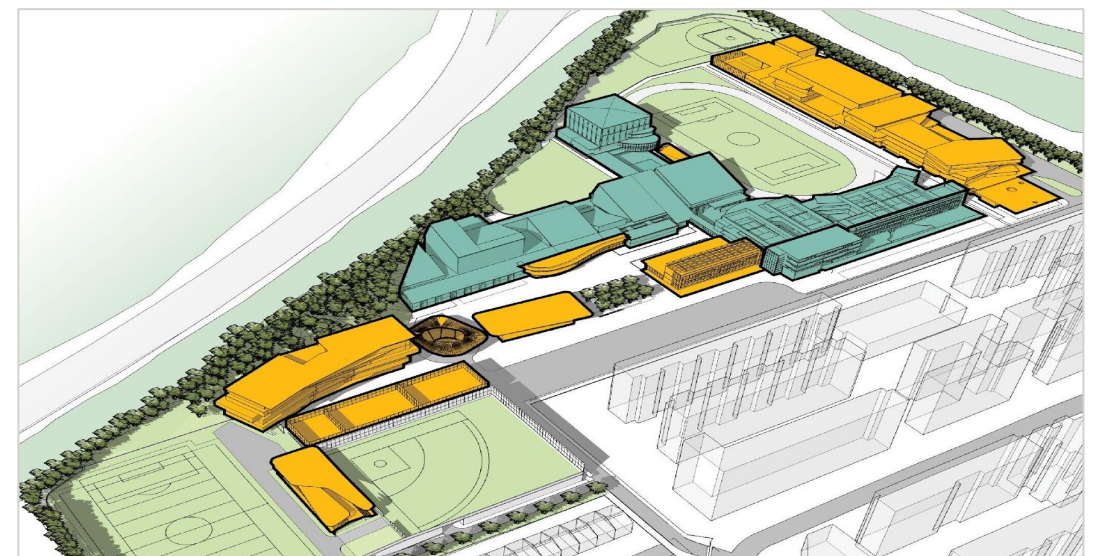
Facilities Roadmap for the future of CVS

Guiding Principles | Expand Learning
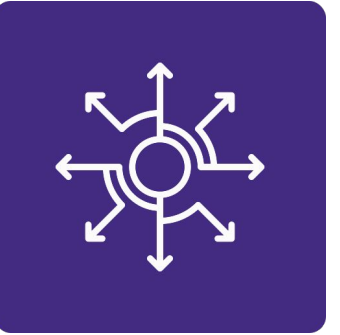
+ **Expand opportunities and possibilities** for all students

+ Focus on **meaningful, authentic learning**

+ Increase **active, experiential, creative learning**

+ Foster **partnerships, trips, clubs, athletics**

+ **Think holistically** about academic success

What this *could* mean:

- Spaces to host presentations, partnerships, and other events that include community involvement
- Explore active learning uses of farm and other open land
- Spaces designed to normalize and integrate support services
- Spaces for active, experiential learning
- Investments in career, tech, internships, farm to table opportunities
- Furniture that provides a variety of experiences and movement
- Breakout spaces for projects and independent work with passive supervision
- Elements of a lab integrated in more rooms: sink, flexible power, mobile resources, relevant tools

Guiding Principles | **Recalibrate Resources**

+ **Equal opportunities and resources** for all

+ See each facility and ground as a **part of a cohesive whole**

+ Establish and consistently support **district-wide standards of excellence**

+ Discern and pursue **efficiency of resources**

What this *could* mean:

○ Design solutions that are relevant, realistic, learner-centered

○ Common branding / welcoming entrance across schools

○ Intentional rebalancing of resource distribution across schools

○ Prioritizing safety as resources are distributed

○ Establishing base expectations for programs and investing in the renovations needed to implement them across all buildings

○ Ensuring that the Guiding Principles for Design are visible with integrity across all buildings, offering access to all students

Guiding Principles | **Build Durable Life Skills**

+ **Conditions for collaboration and relationship building** amongst staff, students, and community

+ **Discourse and conflict resolution**

+ **Space to develop essential skills** such as problem solving, critical thinking, adaptability, and a growth mindset

What this *could* mean:

- Flexible seating in classrooms for various group sizes and learning modes
- Breakout zones with passive supervision
- Commons spaces for gathering between groups
- Adjacent learning spaces with visual connections
- Collaborative spaces for adult staff members
- Cafeterias that reflect social needs and the style of students
- Walls, displays, and decor that are owned by the students
- Large flexible group spaces for clubs, councils, leadership groups
- Small spaces for small groups
- Use transparency to create visual connectivity and activate spaces for independent student groups to use

NEXT STEPS

Next Steps

+ Finalize Discovery Report

+ Develop Educational Specifications (Ed Specs)

+ Develop Master Plan

Process | Master Plan Timeline

MAJOR MILESTONE

LEADERSHIP MEETING

DAT / FOCUS GROUP MEETING

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