

Tisbury School
Education Program



Tisbury School
Martha's Vineyard Public Schools
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TISBURY SCHOOL EDUCATION PROGRAM

The Tisbury School is a single-school district, one of six schools in the Martha's Vineyard Public School System. It serves children in Kindergarten through grade 8.

The Tisbury School recognizes that each student is a unique individual whose development is the responsibility of the staff, the parents, the community as a whole, and the child him/herself. It is the school's purpose, privilege, and obligation to create an educational environment that maximizes each student's individual talents. The Tisbury School supports a school environment that emphasizes respect, tolerance, community service, personal integrity and sensitivity for diversity. This focus is apparent throughout the building, in Kindergarten through eighth grade. Academic, social, and extracurricular opportunities for Tisbury School students incorporate the message that individual excellence is recognized, while simultaneously encouraging collaboration and strengthening relationships. Classroom practices and routines reinforce this vision.

The Tisbury School ranks high in grade level scores on the Massachusetts Comprehensive Assessment System (MCAS). The continued success of Tisbury School students is the result of a collaborative effort of teachers, students, administrators, and parents. In addition to its traditional focus on building and improving students' academic skills, the Tisbury School also maintains an emphasis on educating the whole child. Accordingly, the arts are a valuable and integral part of the school's program. Students participate in vocal and instrumental music, art, industrial technology, health, physical education, and computers. Also, the Tisbury School is the only elementary school on Martha's Vineyard that sees students in Kindergarten through eighth grade enrolled in Spanish. Programs that have been eliminated or reduced in many other districts have been maintained in the Tisbury School, reflecting a continued commitment to its students and education of the whole child. The School Committee and administration are considerate of this, and together have ensured that the educational needs of all children are the highest priority when it comes to spending.

The Tisbury School is dedicated to identifying the needs of its students and working to ensure those needs are met. A talented and devoted staff - all highly qualified teachers - shares a common commitment to the students, parents, community, as well as to each other.

STRATEGIC PLAN OBJECTIVES

The teaching and learning aspirations described in the Martha's Vineyard Public Schools (MVPS) Strategic Plan objectives will drive our building plans. The MVPS vision is to promote the development of confident, competent children who are well prepared for a lifetime of learning and active participation in a culturally diverse democratic society and an interdependent global economy. The Tisbury School building project should be developed with an understanding of how the physical structures can create and sustain an environment that maximizes student learning. It is essential that the school be flexible, with spaces that can be used for multiple purposes, that are accessible (physically and technologically), and that create an environment that promises curiosity, creativity, collaboration, and multiple learning opportunities.

Student Needs

Increase the performance of all students in need through systemic and consistent academic and social-emotional interventions.

Educator Growth

Build a system of teaching and leading that reflects research-based, effective, and collaborative practices.

Facilities

Facilitate repairs and renovations of school facilities and establish a systematic preventive maintenance program in each building.

Budgets

Look for opportunities to use resources more effectively and slow the growth of school budgets.

GRADE AND SCHOOL CONFIGURATION

The Tisbury School provides educational programs for students in Kindergarten through grade 8. The school district desires to add a pre-Kindergarten program in the improved Tisbury School to address growing community needs. As of October 1, 2019, there were 288 Kindergarten through 8th grade students enrolled. (It should be noted that 20 students unenrolled in September 2019 following the relocation of classrooms due to concerns with lead paint. These students had planned on attending the Tisbury School. Accordingly, anticipated enrollment was 308.) No preK students are currently served, due to a lack of space in the current facility.

The Tisbury School's current space limits educational opportunities, especially for Special Education and English Language Learner programs. Students thrive in learning communities where teachers know them well; in communities that support a sense of safety, respect and trust; in communities that are energizing and promote creativity; and in communities that support differentiated learning with the appropriate facilities. Our educational program, for pedagogical reasons, calls for clustering grade levels. This creates the necessary intimacy and scale to create caring, connected, and collaborative learning communities to meet the academic and social-emotional needs of children.

We value the preK-8 configuration, and believe that pre-Kindergarten classes offer benefits as part of a contiguous preK-8 school community. Therefore, the education program desires a pre-Kindergarten classroom allowing the school's youngest learners to be housed in an elementary school setting.

Grade levels should be clustered to allow teams of teachers to work with their cohort of students. A more personalized learning environment can be created within such clusters, which also promotes a strong sense of teachers "owning" all students and helps to ensure that no student feels anonymous. We envision a clustering of grades that will support teachers to collaborate within specific grade spans (PK-1, 2-4, 5-6, and 7-8). Clustering in these groupings will support a culture of these groups of teachers taking collective responsibility for preparing students in their grade span for the upcoming grade span. In addition to supporting a strong sense of community and allowing teachers to get to know their students well, clustering grade levels promotes collaboration. For this reason, proximity matters. Teachers teaching side-by-side in classrooms naturally promotes a sharing of practice.

Input from teachers and administrators makes it clear that classroom spaces need to be adaptable to the many different structures and instructional methods used today and anticipated in the future.

Through programming and physical space, the school also takes into consideration the separate and distinct needs of 7th-8th grade students, while still allowing older students to

be leaders and role models for the entire school community and interact with and support their younger peers. The middle school program should have a space that is distinctly theirs and that provides a sense of “graduating” to a different part of the school community. At the same time, it should feel “semi-permeable” in that the middle school program should not feel sequestered or entirely separate from the rest of the school.

CLASS SIZE

The Tisbury School Committee and MVPS leadership recognize that class size is an important factor in a quality education. The School Committee and administration are committed to keeping class sizes small, thus the plan for two sections at each grade level. A goal of the new facility is to create classroom spaces and adjacencies that are personalized learning environments.

The number of required classrooms based on current enrollment is outlined below.

2 Section School

Grade Level	# of Classrooms	Current Class Size	Enrollment with Avg. Class Size
Pre-Kindergarten	1	16	16
Kindergarten	2	16	32
Grade 1	2	12	24
Grade 2	2	17	34
Grade 3	2	16	32
Grade 4	2	16	32
Grade 5	2	12	24
Grade 6	2	21	42
Grade 7	2	17	34
Grade 8	2	19	38
Total	19	16	308

SCHEDULING

The availability of appropriate spaces to work with students directly impacts effectiveness and efficiency of the school's master schedule. To maximize time on learning, schedules are created mindful of the importance of suitable spaces for classroom instruction and all program needs.

The Tisbury School has a rich program of Unified Arts (UA) classes – world language, visual arts, computers, industrial technology, library/media studies, physical education, health, and music - that allows students to begin to develop mastery in these areas within separate classes and through the integration of these subjects with the other disciplines. Appropriate space to provide a high level of instruction is essential.

The English Language Learner (ELL) program requires consideration in the school's master schedule. The support system for ELL students is both push-in and pullout, as determined by the student's level of English proficiency. Students at the entering and developing stage need a designated ELL "newcomer" classroom. We anticipate needing three designated ELL classrooms at the improved school.

To offer the required least-restrictive environment for Special Education students, separate resource rooms are needed to house these four distinct (K-2, 3-4, 5-6, and 7-8) programs. These support program spaces should be located with proximity to the classrooms of the students they serve.

In addition, the Tisbury School needs to provide additional types of spaces for the teaching and learning that is aligned to our local standards and our strategic goals, driven by students' needs. These include:

- Appropriate spaces for math specialists and literacy specialists providing intervention services to students; 4 literacy and math specialist spaces are needed to support K-4 and 5-8 students.
- For vocal music, grades K-8, students require an appropriate space, separate from the space that houses the instrumental music program.
- Instrumental lessons conducted in a proper space, and not in a classroom, hallway or an alcove where they can disrupt other classes. We anticipate classes will be provided in strings, band, and orchestra, with additional small group lessons.
- Adequate and appropriate spaces aligned with specific program needs for physical education, computers, world language, industrial technology, visual art, and health.
- A library/media center that provides access to resources and technology.
- Fully accessible classrooms allowing students with physical disabilities to use any learning space in the building.
- Appropriate professional spaces available for teacher collaboration.

TEACHING METHODOLOGY AND STRUCTURE

Teachers at the Tisbury School support students through a variety of teaching models: co-teaching, team teaching, flexible grouping, small group instruction, project-based learning, and individualized instruction. We recognize that all students learn in different ways, rates, and timeframes. To that end, the Tisbury School is adaptable with its staffing support, instructional methodologies, and assessment practices.

Grouping Practices

General education teachers, in collaboration with special educators and other instructional specialists, determine a variety of grouping methods to meet the instructional needs of their students. Grouping and regrouping methods take place regularly within classrooms and across a grade level. General education, special education, literacy and math specialists, and ELL teachers collaborate to provide tiered instruction in the inclusive environment. Pullout instruction is provided for students who require it, based on their identified need for intervention. Grade level classrooms should be organized within common hallways and adjacent locations. Close proximity of grade level classrooms and the necessary small group learning spaces is critical in order to achieve the requisite communication and collaboration for a variety of grouping methods in grade level teams.

The School Building and School Setting as a Classroom

Revitalizing a school in the early 21st century, when our community and society are more conscious than ever of the delicate balance between environmental sustainability and ongoing development, provides an opportunity to have the physical plant itself play a role in the culture, educational approach, and daily lives of students and teachers. Environmental protection is critical on the island, and the improved school should reflect the passion that many residents have for preserving the environment. Tisbury's improved elementary school should stand as a physical demonstration of environmental stewardship and innovation, providing a local case study for sustainable school construction.

Core Academics: English/Language Arts

The K-8 English Language Arts program emphasizes explicit instruction in strategies of proficient readers and writers as well as meaningful exploration of the content of Language Arts and literature.

The Tisbury School was well positioned for the move to the Common Core State Standards, through a rigorous priority learning standards identification process. This provided a strong foundation with which to meet the demands of the Massachusetts Curriculum Frameworks.

Literacy instruction in Tisbury includes:

- Interactive Read-Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading (small-group reading instruction)

Schedules for grades 1 – 4 reflect a daily literacy block of 90-120 minutes. During this protected instructional block, students receive small group reading instruction from their classroom teachers and may participate in a variety of language arts learning centers, allowing students to refine reading and writing skills. Students who receive targeted literacy interventions do so outside of this time, their core instruction in literacy. Interventions may be provided by a literacy specialist, a special educator, or an ELL teacher. In grades 5-8, students have a daily 55-minute block of English Language Arts instruction. Students requiring additional supports and literacy intervention receive targeted instruction from classroom teachers, support teachers, and ELL teachers during designated 30-minute instructional blocks each day.

Teachers use multiple assessments to measure student progress, including running records and observational notes. In grade level data meetings, teachers examine whole class and small group instructional implications, as well as identify students and develop plans for individual literacy interventions.

Although most of the reading and writing instruction takes place within the classroom environment, smaller work areas are necessary to facilitate individualized instruction, including both 1:1 and small group settings for discussions and conferencing. In addition, small work areas are needed to support individual and small group general education interventions in reading and writing, inside and outside the classroom. Literacy specialists require office space for planning, coaching, direct instruction, and intervention.

Core Academics: Mathematics

The goal of the mathematics program in Tisbury is to meet the needs of all learners so that they become critical problem solvers and reflective thinkers about mathematics in our evolving global, technological, and digital world. We also seek to stimulate interest and curiosity in the field of mathematics to develop students' passion and interest in a math career. The mathematics program is grounded in the Common Core Standards and Massachusetts Curriculum Frameworks for Mathematics.

The most effective instruction for in-depth math content and deliberate attention to mathematical practices places different requirements on the physical space. Instruction varies, in that there are opportunities for individual learning, pairs and small groups, and whole-class instruction.

The needs of the physical space in K-4 for math are mirrored in the middle grades. In grades 5-8, students continue this progression to geometry, algebra, probability and statistics, again focused on student learning and application. Teachers use instructional materials from chosen curricula, as well as those developed by the Math Department to align with the content and practice standards. Teachers utilize instructional practices and mathematical experiences that are accessible to all, and provide opportunities for all students to engage in meaningful mathematics. There are opportunities to work with other teachers to integrate the disciplines and highlight STEM project-based opportunities.

Students are supported and challenged in various ways through teacher collaboration with Math Specialists. Students who show mastery of grade level standards engage in enrichment that takes the math concept deeper and provides more learning of the concept. As with other examples, this type of creative investigation requires flexible educational spaces. Students also have opportunities to engage in online coursework, requiring access to devices and robust Internet connections.

Math specialists at the Tisbury School, who provide individual and small group support across all grade levels, require adequate space for:

- collaborative planning
- coaching teachers
- intervention work with students
- access to the appropriate technology that supports math learning and assessment.
- accommodation of students of various ages

Core Academics: Science

Tisbury's Science program is designed to actively engage students in their own learning using hands-on inquiry, outdoor learning, intriguing materials, science notebooks, scientific tools, and high quality media (books, video and online resources) accessible to all learners. The curriculum integrates science content, science and engineering practices, and crosscutting concepts and is aligned with the new Massachusetts Science Technology and Engineering Curriculum Frameworks that are based on the national Next Generation Science Standards.

The middle school science lab (available to grades 5-8) should be an ample, flexible space for students to work and for the safe storage of science materials and supplies. Specific needs of a science lab are in addition to the general design and development of other contemporary teaching spaces – wall space for visuals, projection area(s), technologically versatile, natural light, flexible furniture, etc.

In order to implement a rigorous hands-on, inquiry-based science and engineering curriculum, teachers require flexible spaces beyond the classroom that invite and promote creativity, innovation, and collaboration. The industrial technology/engineering classroom (serving students in grades 5-8) should serve these needs.

Outdoor learning is built into the science and engineering curriculum. We envision using the outdoor spaces of the school as learning labs (providing field trips right outside the school doors). Students can observe and study the natural world in areas that include outdoor seating areas so that classes can go outside, not only to study science, but also to listen to stories and do other group work.

Core Academics: Social Studies

The K-8 social studies department includes units of study in civics and government, physical and human geography, economics, and US and world history. Along with content, teachers develop strategies for Humanities studies that include explicit literacy instruction, including how to make primary texts accessible to all students and disciplinary literacy instruction. Each unit lesson includes modification and differentiation suggestions, assessment options, and identification of natural connections to other subjects to support the development of interdisciplinary units.

Teachers increasingly incorporate more technology into social studies teaching, enabling them to access real-time data, utilize digital textbooks and atlases, and support the development of digital literacy that includes Internet research, online student learning

activities, and diverse instructional strategies to accommodate all learning styles. Students are also taught media literacy skills to prepare them to be discerning media consumers and critical thinkers.

The social studies curriculum and instruction require physical spaces similar to the other core academic subjects – flexible, accessible, safe and secure storage, and wall space for visuals and student work displays. To make sure 21st Century learners can engage in activities, classrooms should have a smart teacher control panel with USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and speakers.

Support Programs: Special Education

Special Education services at the Tisbury School address the needs of identified learners with disabilities who require specialized instruction to support access to the curriculum. A wide range of services is provided to meet the individual needs of students, from academic intervention to related services in areas such as speech therapy, occupational therapy, and physical therapy. Availability of therapeutic services for students requiring special education intervention in the realm of social, emotional and adjustment areas is present at all levels. Staff works closely with families in ensuring that necessary services are identified and provided to students in accordance with applicable mandates.

Inclusion is a core belief and practice at the Tisbury School. This educational model expects us to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. In 2018-2019, 15% of all students in Tisbury had documented disabilities.

Physical environment impacts learning for all students, and especially for students with disabilities. The physical structure of the improved school building should support our inclusive approach, our commitment to providing all students an appropriate education in the least restrictive environment, and our system-wide special education programs. It is important that every student has an authentic sense of belonging and feels safe in their school. Clustering grade levels, integrating special education classes and spaces throughout the school, and providing services to students in close proximity to their cohort peers are examples of how the design of the school can support the academic and social-emotional learning goals for students with special needs. The location of the classrooms should allow staff to communicate and collaborate fluidly throughout the day on student needs and programming.

The four dedicated special education resource rooms in the improved school should provide equitable access to high quality learning. Equitable access begins with being fully ADA compliant and includes equity in classroom quality. Special education classrooms need to be flexible and easily reconfigured, given that different students are served in the same space at different times. In addition, accessibility to a wide variety of technology options is essential. Assistive technology plays a critical role in supporting engagement and learning for students with special needs. Accordingly, devices and equipment for different purposes need to be available with secure storage.

Support Programs: English Language Learning

Over the past decade, the student population of Brazilian students has steadily risen to over 25% of the students in the Tisbury School, requiring expansion of the English Language Learner (ELL) program, as well as increased work in translating communications. More Brazilian students attend the Tisbury School than any other school on the island. While this has brought challenges, it has also created meaningful learning opportunities in diversity.

The ELL program provides services to students whose primary language is not English and who are not yet proficient in English. The program provides support, with services focused on students' English language acquisition, literacy development, social integration, and academic achievement.

The ELL program serves students outside of the classroom and, therefore, needs its own spaces. Like special education, housing the ELL programs in the general vicinity of the grade level clusters is intentional. ELL classrooms should be reflective of other learning spaces – flexible, well provisioned, and accessible, and able to be used to support small group instruction and center-based learning.

With nearly 75 ELL students, three ELL classrooms are necessary in the school, each serving students of varying ages and language abilities. Small groups of students meet with ELL teachers several times per week both in and out of the classroom for direct English instruction.

Support Programs: Response to Intervention

The Tisbury School offers focused academic supports in literacy and math. Four full-time specialist teachers manage the caseload of students who are determined to qualify for these services following standardized grade-level assessments. Best practice in education seeks to offer tiered support, often labeled Response to Intervention (RTI), to students to help them be successful. For students whose needs require additional supports, referral for special education services is considered. The Tisbury School has support specialist teachers for grades K-4 literacy, grades K-4 math, grades 5-8 literacy, and grades 5-8 math. The specific needs of each program require dedicated spaces, for both individual and small-group instruction.

Tiered levels of instruction provide the general education foundation in all classrooms, with high quality Tier I instruction provided to every student every day, Tier II support provided inside and outside of class, and Tier III interventions typically provided in a pullout or separate classroom. If a student demonstrates academic, social-emotional, or behavioral

concerns despite thorough Response to Intervention procedures, the teacher may refer the student to the building Child Study Team (CST). The CST supports teachers implementing additional strategies. CST meetings require a professional space for confidential collaboration.

The number of low-income families (determined by students who qualify for free- or reduced-price lunch) whose children attend the Tisbury School has increased to over 30%. This demographic group historically performs lower on standardized tests, so the school has responded to this need by bolstering resources. Remediation (RTI) programs have been strengthened, taught by teachers with content-specific certifications. Focused instruction in building and developing math, reading, and writing skills are thus being addressed for students with identified needs in those areas.

Unified Arts Subjects: Computers (Education Technology)

Technology and digital learning play an ever-increasing and critical role in teaching and learning, both inside and outside of schools. Computer lessons are taught K-8, and an appropriate computer lab is needed to house 24 digital workspaces for students. This room should be located close to the library/media center, allowing for collaboration and flexibility. As well, the computer lab offers opportunities for staff professional development and training. Classrooms need to be flexible and dynamic spaces that allow for all types of learning and have reliable access to the digital resources available to enhance teaching and learning, and they need to operate with an understanding of the appropriate role of technology in our schools and students' lives.

We envision technology improving our ability to:

- communicate and collaborate in our schools, our community, and the evolving global society
- maximize learning for all students using techniques and materials that take into account varying backgrounds, capabilities, and learning styles
- ensure that all students obtain digital literacy skills that are required in the 21st century
- create a well-integrated, learner-centered environment focused on inquiry into engaging problems
- enrich and extend professional learning for all teachers and instructional leaders; and
- enable all school personnel to effectively and comfortably use technology as a teaching and administrative tool so that more resources and time can be focused on teaching students

The technology in each room should be dependent on the educational goals and functional demands of the space. The improved school facility will support a variety of improvements in the school's technology, for example, but not limited to: a more robust and reliable wireless network to support multiple devices per user; multiple and strategically placed electrical outlets and drops for easy access, relocation and setup; sufficient space for technology closets; and well provisioned classrooms that redefine the current standard. Teachers should have access to control and utilize much of this technology through a smart teacher control panel with USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and speakers. With this as the standard, it is understood that there will be some learning spaces that have more technology in the room, and others possibly less.

Unified Arts Subjects: Health

The Tisbury School uses the Michigan Model for Health curriculum for students in grades K-8. The comprehensive program includes units on:

- Social and emotional health
- Nutrition and physical activity
- Safety
- Alcohol, tobacco, and other drugs
- Personal health and wellness

The health classroom needs to be a space that comfortably accommodates students ages 5-14.

Unified Arts Subjects: Industrial Technology/Engineering

In order to implement a rigorous hands-on, inquiry-based science and engineering curriculum, teachers require flexible spaces beyond the classroom that invite and promote creativity, innovation, and collaboration. The industrial technology/engineering classroom (serving students in grades 5-8) should serve these needs.

This classroom should be outfitted with appropriate tools and resources to support instruction and practice with woodworking, design, analysis, building, and problem-solving. Learning activities and objectives include:

- measurement
- simple machines
- construction (bridges)
- transportation
- production
- manufacturing

Unified Arts Subjects: Library/Media Studies

The Tisbury School Library Media Center (LMC) is an integral part of the learning and school community at the Tisbury School.

Currently, the Library Media Center is used for:

- scheduled classes taught by the school librarian
- classes that are a collaboration between the classroom teacher and school librarian
- small group work
- individual student access
- student presentations

- special events
- Professional Development space
- student run television program
- community meetings

The current Library Media Center has:

- more than 15,000 books and other resources for students, teachers, and parents
- tables and areas for small groups to work and/or read
- an area for one class to meet while other students use the Library Media Center
- desktop computers (enough for an entire class) plus laptops for larger classes and individual use
- spaces for quiet and collaborative work
- presentation and other audio/visual tools that can be used by teachers and students
- a library curriculum centered on teaching information/media literacy skills (how to locate, access, and evaluate information)

Having moved well beyond being a repository for books alone, the Library Media Center is a place of learning that provides access to resources and technology, as well as a place where direct instruction happens.

An effective Library Media Center provides a high quality collection of resources and professional support for students and teachers for exploration, discovery, and innovation. An updated and improved facility would allow for the growth of the school's collection, as well as provide a strong, flexible learning space that allows for enhanced student learning.

Unified Arts Subjects: Music (Instrumental and Vocal; Performing Arts)

The Tisbury School is proud to continue a tradition of a strong performing arts department. The school has vocal music instruction for all students across all grades. In grade 2, students have the opportunity to begin participation in a strings program. In grade four, all students are invited to begin the study of a band instrument. The school hosts a variety of music concerts (choral and instrumental) throughout the school year. Additionally, students in grades 4 – 8 are involved in musical theater.

An improved building will have a positive impact on the performing arts department. An improved stage will provide a more appropriate, appealing, and comfortable venue for student performances and audiences, and also better serve community use.

Unified Arts Subjects: Physical Education

The physical education department provides standards-based instruction to all students across grades K-8. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education. The curriculum follows a developmental sequence from body management competence, to fundamental skills, to specialized skills, while simultaneously addressing physical fitness and social skills. The physical education facilities require ample and appropriate storage space for large physical education equipment and supplies that can be easily accessed and set up. Additionally, bleacher seating that can accommodate spectators is necessary, as athletic events (basketball, volleyball, floor hockey) are held as part of the junior high sports program. The school gymnasium serves as a community space for events such as concerts, plays, Town Meeting, etc. For this reason as well as the education needs, the gymnasium should safely and comfortably accommodate all users.

Unified Arts Subjects: Visual Arts

The Tisbury School has a vibrant visual arts program serving K-8 students. Ideally located adjacent to an outdoor space, the art room houses supplies and equipment necessary for varied instruction methods. A kiln is used regularly, requiring the presence of an appropriate safe room and storage space. In art, students develop observational skills, inquiry, creativity, and craftsmanship through illustration, painting, pottery, ceramics, and design and production with wood, leather, and other assorted materials. Students make projects and produce artwork to decorate and display around the school. Presentation of student artwork is essential for building a sense of pride and ownership, celebrating creativity, and providing a public audience. The art classroom needs to be a space that comfortably accommodates students ages 5-14.

Unified Arts Subjects: World Language

The K-8 Spanish program focuses on acquisition of basic listening, speaking, and writing skills in the target language. Songs, games, books, videos, and projects are used to teach and reinforce these skills along with familiar routines. The programs links 21st century skills for students. There is a focus on cross-disciplinary themes, creative and collaborative experiences, utilization of technology, and global awareness. Students are given opportunities to explore and understand the diverse cultures that speak the Spanish language throughout the world.

K-8 Spanish instruction takes place in its own dedicated classroom, and therefore is directly impacted by the distribution of classrooms throughout the building, as all students must travel to this space. Thus, its location needs to be thoughtfully considered, and ideally as central as possible. As well, the Spanish classroom needs to be a space that comfortably accommodates students ages 5-14.

With a solid foundation in oracy, students are well prepared to move into literacy-based language instruction in later grades, when students continue to focus on oral proficiency while also developing skills in the interpretive and presentational modes of communication.

STUDENT SERVICES

In addition to the special education services our educators provide, specialists including school psychologists, social workers, speech and language pathologists, occupational therapists, and physical therapists provide other essential services and support. In most cases, these positions are shared among more than one school, but together they represent a team-based approach to supporting students and families at the elementary level. In order to provide coordinated services and promote collaboration among these professionals, the Tisbury School should include two separate dedicated spaces for these services. The occupational therapy and physical therapy space should include necessary equipment to serve students' needs. As such, it could be located near the gymnasium, as some equipment could be shared with the physical education department.

Guidance

With two full-time guidance counselors, the Tisbury School requires two separate dedicated spaces to serve K-4 and 5-8. The K-4 guidance office should ideally be located close to both the nurse. It needs to provide adequate space to host 4-6 individuals, considering that a common practice is for the counselor to conduct small group, social learning opportunities, including lunch groups with students. Neighboring this should be a small conference room to serve as a space for students who require a safe, confidential setting to meet with staff and/or parents. The 5-8 guidance office should be located near 5th through 8th grade classrooms. It should also provide ample space to comfortably accommodate 4-6 students for lunch groups.

Health Services

The Health Services space houses the nurse and allows students to be checked, receive services, or wait comfortably for a parent, guardian or family member to pick them up. The Health Service space requires an entry or reception area where students can await services, two examination/treatment areas that include beds and space for private meetings and confidential consultations. There should be locked storage, a sink, and a refrigeration unit in the nurse's office. Also in this suite should be a separate ADA-compliant restroom. The space should be located close to the general/main school office.

SCHOOL CULTURE AND SOCIAL EMOTIONAL LEARNING

It is the mission of the Martha's Vineyard Public Schools and the Tisbury School to prepare students for a successful transition from early childhood to adulthood. Students will develop critical minds, compassionate hearts, healthy habits, and confidence through educational experiences filled with high-quality instruction and meaningful opportunities. Our students will be engaged citizens and good stewards of their communities. To truly live this mission, it is essential that our school is safe, welcoming, respectful and nurturing. Such a culture is created when everyone in the school is aligned to requisite beliefs, values, and behaviors. Children need to learn these beliefs, values and behaviors, and adults need to model, guide, and explicitly teach them to children using intentional strategies in order to establish a culture conducive to learning.

The physical structure and spaces need to support and reinforce the school's culture. Elements of *Responsive Classroom* represent the social emotional curriculum in Tisbury. Overall, to support a positive, collaborative, and welcoming culture, the school should provide gathering spaces to promote social interaction and engagement among students and adults. The Tisbury School facilitates and encourages connections among grade levels and across the disciplines, and shows evidence of collaboration, respect, and high expectations with student work prominently displayed throughout the school. All of this supports the social emotional learning of students.

OUTDOOR SPACE

The use of outdoor spaces for physical education, athletics, recess, and curriculum-based learning is an integral part of the learning at Tisbury's improved preK-8 elementary school. Dedicated and age appropriate playground space is needed for all grades. Space for grades K-4 and 5-8 play areas can be integrated as long as it contains a variety of spaces and structures appropriate for the broad developmental and recreational needs of this age span. A soccer field and basketball court should be included in playground design.

A school garden, maintained by Island Grown Schools staff and Garden Club students and integrated across the K-8 science curriculum, should be easily accessible from an exit in close proximity to classroom clusters to ease access during class periods for a variety of grade levels.

PROFESSIONAL LEARNING

The improved school's physical spaces support a continued culture of professional learning characterized by: shared norms and values; a focus on student learning; making professional practice more visible; collaboration; and, inquiry, reflection, and analysis. We have moved past the mindset of a classroom teacher only being responsible for the general education students in his or her classroom toward a team approach that better balances the essential community of a classroom with the collective responsibility of a team of adults ensuring every student succeeds. As designers of learning, teachers will spend time planning with colleagues to create the best learning experience for all students.

LUNCH PROGRAM

The mission of the Tisbury School lunch program is to provide healthy, nutritious, affordable meals to the students and staff. Breakfast and lunch are served daily, and healthy snacks are available to students throughout the day. As part of the National School Breakfast and Lunch Program, we follow guidelines set by the USDA regulating healthy school breakfast and lunch programs. This effort is in partnership with the Tisbury School Wellness Committee and Island Grown Schools, groups committed to providing locally sourced foods in our school cafeteria. Adequate freezer space is necessary for storage of local vegetables and fish, which are gleaned, harvested, and purchased “in season,” then frozen to be used later.

An appropriately sized cafeteria will ensure that students are comfortably accommodated and lunch can both start and end at appropriate times. As well, there should be separate areas for storage, preparation and cooking, and serving of food.

TRANSPORTATION

The Tisbury School provides bus transportation for K-8 students residing more than 1.1 walking miles from the school. These students are transported at district expense. Two busses accommodate the current transportation needs of students. Appropriate Special Education transportation services are separate from regular bus transportation.

For students who walk to school, routes are staffed with a total of five crossing guards, in various locations. While the school community desires encouraging increased biking and walking to school, safety concerns with neighborhood roads and traffic flow make this prohibitive. The majority of students are driven to school by parents daily. This is the most common method of transportation used by families. Parking for staff, parents, and visitors is not currently adequate.

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Functional and spatial relationships and adjacencies are key to the successful design of the improved facility. These relationships between classrooms and programs in the school define the programmatic, functional, spatial, and environmental requirements of the educational facility and become the basis for the design. The Tisbury School relies upon adjacencies for communication, collaboration, flexible grouping, and teaming. Providing learning areas both in and outside classrooms for small group work and individual tutorial spaces is critical in a school with an emphasis on inclusive practices.

Community is a core value among students, staff and parents. The Tisbury School should continue to be a warm and inviting place for children, staff and families. A priority for the students, staff, and community is to retain the “K-8” feel in the school design. The school requires a welcoming main office that can accommodate a large morning influx of students, as well as active dismissal procedures. The students, faculty, and parent community value and require a space for the entire school to gather, both as a common space to gather and celebrate learning and as an area to spotlight the arts through assemblies and performances.

The Tisbury School is a community that practices and values inclusive partnerships and mutual support in all aspects of the school community. This is the overall spirit of the school that should drive the design of the improved facility.

SECURITY AND SAFETY

The improved school facility will ensure the safe drop off of students, with safe secondary access for emergency needs. The Tisbury School requires:

- Access Control utilizing a security access device by authorized staff
- Visual Security of entrances utilizing a video monitoring/recording system that will be monitored at the main office by administration and the School Resource Officer
- Safe staff parking
- Safe visitor parking
- Safe pathways for pedestrians and bicyclists coming from varied directions to the school
- Safe bus access systems that do not interfere with drop off and pick up traffic
- Safe recess grounds and play fields that can be properly supervised by staff and protected from vehicular traffic
- Visual monitoring of the driveway and parking lots
- Safe access for kitchen, facility, and shipping/receiving separate from school traffic at the main entrance
- Safe and appropriate access to the perimeter of the building and play fields
- Appropriate, reliable technology to support safety and security needs