



BUILDING
Excellence



MADISON METROPOLITAN
SCHOOL DISTRICT



DRAFT
Long Range
Facilities Plan

2019 – 2020



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Thank You

Many voices are reflected in the Building Excellence Long Range Facilities Plan including students, staff, families, community members, content area experts, institutions of higher education, and municipalities. During the next phase of information gathering, we look forward to engaging with the public and the community at large through feedback sessions at multiple venues and through various media. To those who have contributed so far, we thank you for your interest and input which helped get us this far. Your contributions informed the Madison Metropolitan School District (MMSD) in developing a plan that incorporates multiple proposed solutions to meet the needs of our students equitably with excellence and to help every school be a thriving school. We also thank our surrounding school districts that have shared their experiences and their plans, all aiming to more equitably support students and their families.

- Center for Resilient Cities & Badger Rock Middle School Governance Council
- Central Office Leadership Team
- City of Madison
- East High School School-Based Leadership Team and School Staff
- East High School Students
- La Follette High School School-Based Leadership Team and School Staff
- La Follette High School Students
- Madison College
- Madison School & Community Recreation Leadership
- Memorial High School School-Based Leadership Team and School Staff
- Memorial High School Students
- Nuestro Mundo Community School
- Plunkett Raysich Architects, LLC
- Rettler Corporation
- Vandewalle & Associates
- Water Technology, Inc.
- West High School School-Based Leadership Team and School Staff
- West High School Students
- Zimmerman Architectural Studios



Introduction

Building Excellence is a visionary long range document designed to be used in three-year cycles of detailed planning and will be reviewed and approved by the Board of Education every three years in accordance with Policy 1535. It is informed by, and reflective of, the online Building Excellence set of resources that have been used since 2015 in MMSD's long range facility planning along with other related reports and materials linked throughout this document. This plan serves to provide summary information on each of MMSD's facilities focus areas that reflects the last five years of data and input gathering and planning organized in the four following sections:

- Section One: Renovate for 21st Century Teaching and Learning
- Section Two: Reimagine Over/Under Utilized Spaces & Invest in Neighborhood Schools
- Section Three: Stabilize Program Locations
- Section Four: Create Equitable District Boundaries

Three key operating factors undergird this plan:

1. Total capital needs are greater than any single referendum or the district's annual operating budget can reasonably address; prioritization with an equity lens is critical.
2. Operating needs must be planned for in conjunction with capital needs.
3. The financial plan to support this work must be a comprehensive, integrated, long-term solution structured on future tax base growth.

The plan concludes with suggested next steps and a snapshot of a general timeframe for future actions. More detailed information on the history of the Building Excellence work leading up to this plan is included at the end of this document (pages 29-30) and our [Building Excellence website](#).



Section One: Renovate for 21st Century Teaching and Learning

Section One Equity Considerations

- ✓ The four comprehensive high schools are all in need of renovations to reestablish them as modern buildings with livable basic standards. This is an intentional, universal strategy to meet the minimum expectations of a comprehensive high school in 2020.
- ✓ The high school alternative strategy for Capital High and the elementary strategy for a school in the “South Allis” attendance area are examples of targeted equity strategies and are described later in this report.
- ✓ MMSD will work with two firms, Plunkett Raysich Architects (PRA) and Zimmerman Architectural Studios (ZAS), that specialize in designing K-12 learning/instructional environments. PRA is the same firm that worked with Madison College to develop the Madison College South Campus by engaging students and the community in design charrettes when it was time to design internal spaces. This process will focus on elevating student voice, meeting instructional needs, reflecting the unique culture of each school, and representing the cultures of the students who attend each school.
- ✓ Adequate operating building funds should be allocated to maintain all middle school buildings as part of the capital maintenance budget, while planning for capital improvement projects for at least one middle school per year, starting with the “D” rated schools in low-income neighborhoods.
- ✓ Ensuring that all elementary school students have equitable access to a neighborhood school that meets their instructional and community-centered needs is an equity strategy.

Four Comprehensive High Schools

Goal: Plan and implement the first full-scale reinvestment in the comprehensive high schools since the 1970's to meet the educational and community-building needs of our students.

Prioritizing the high schools will allow nearly 8,000 students per year, or about 30% of MMSD's students and 3% of all of Wisconsin's high school students, to experience the positive academic, athletic, artistic, and cultural impacts of 21st Century school facilities. In just four school years, 14,000 students will have their high school experience in updated buildings responsive to their educational needs. Countless community members will attend events in their neighborhood high school such as concerts, plays, and athletic events. Prioritizing the high schools will distribute the impact of this investment throughout the entire City of Madison, building up our neighborhoods and benefitting the entire district.

Due to their age, condition, and vast opportunity for student and community impact, updates at the high schools are the top priority to ensure that students have academically rich experiential opportunities that include athletics/club recreation, music, theater and more, on par with peers throughout Dane County. The [Educational Facility Condition Assessment](#) completed by PRA assigned a letter grade, summarized in the [MMSD Building Condition Chart](#), to each high school that reflects the strengths and weaknesses of each high school building considering various systems, size, etc., as well as the cost to reach a grade of B for all systems. No high school meets a grade of B on more than 3 factors and all hover primarily in the D or C range. Only \$4 million of the \$42.4M approved in the April 2015 Referendum ([referendum final report](#)) was spent in our high schools.

A one year research planning phase included gathering and reviewing multiple qualitative data sources ([Educational Facility Condition Assessment](#), [2017-2037 Student Enrollment Projections: Preliminary Report for the Madison Metropolitan School District](#), [MMSD Capital Planning S.W.O.T. Analysis](#), [MMSD Air Conditioning Status Report](#)), including staff and student input sessions carried out during March and April 2019. During eight focus groups of School-Based Leadership Teams, staff, and students across the four high schools, just over 100 participants reviewed a condensed version of the building priorities before engaging in a semi-structured group discussion. An electronic survey was sent to all staff and students in the high schools one day after a scheduled office hour day with the building plan architect. Over 790 surveys were completed (640 student, 152



staff) across the four high schools. Focus group and survey respondents were asked the following:

- (a) What are you excited about?
- (b) What is essential to the building plan?
- (c) What is the greatest area of need?
- (d) What is missing?
- (e) What is unique about your school that could be amplified through building renovations?

MMSD selected Zimmerman Architectural Studios (ZAS) and Plunkett Raysich Architects, LLP (PRA) to analyze each high school to review what physical improvements (maintenance) are needed and how the improvements will assist MMSD in preparing every child to graduate ready for college, career and community. Their review of the student and staff input informed a summary analysis for each school, provided below.

East High School

[East High School Facilities Study and Assessment](#)

East High School was constructed starting in 1921 with additions in 1923, 1925, 1932, 1939, and 1963, with the last major renovation in the 1970's. That renovation included additions of the fieldhouse and mall areas and was completed over four phases starting in 1970 and ending in 1975. During input gathering at East in spring 2019, students and staff expressed a desire to preserve and celebrate East's historic architecture, expand and improve a single Library Media Center (LMC) versus having two smaller spaces, and experience more reliable and efficient heating and cooling, including building-wide air conditioning. They recommended a major reinvestment in classroom spaces, including labs and STEAM (Science, Technology, Engineering, Arts and Math) areas, a new welcome center, centralized Student Services, and extensive improvements on failing mechanical systems.



La Follette High School

[La Follette High School Facilities Study and Assessment](#)



La Follette High School was constructed starting in 1962 with additions in 1965 and 1969. During input gathering at La Follette in spring 2019, students and staff were excited about all aspects of potential renovations. They expressed a desire for a creative redesign of "The Pit" (an open-air area underneath the existing second floor LMC) to create an open collaborative space and solve accessibility issues. They also expressed a need for more reliable and efficient heating and cooling, including building-wide air conditioning. They recommended expanding the C-Wing (main corridor) and rethinking the Commons, carrying out a complete renovation of the theater, building a new Spectator Gym, and a major reinvestment in classroom spaces, including labs and STEAM areas.



Memorial High School

[Memorial High School Facilities Study and Assessment](#)

Memorial High School was constructed starting in 1965 with additions in 1967 and 1970. The fieldhouse was added in 1992. During input gathering at Memorial in spring 2019, students and staff expressed a need for care of basic maintenance needs including bathrooms and instructional spaces, a redesign of the performing arts area of the building, and more reliable and efficient heating and cooling, including building-wide air conditioning. They recommended a major reinvestment in classroom spaces, including labs and STEAM areas, a new theater with expanded practice space, a complete renovation of Mansfield Stadium, and extensive improvements on failing mechanical systems.



West High School

[West High School Facilities Study and Assessment](#)



West High was constructed in 1930 with additions in 1960 and 1968 and a renovation in 1971. The auditorium was renovated in 1974, and science areas were renovated in 1992 and 1993. During input gathering at West in spring 2019, students and staff expressed a desire to see additional instructional space while preserving West's historic architecture, drastic improvements in athletic facilities, and basic maintenance and upkeep to places such as restrooms, the cafeteria, and instructional spaces. They recommended adding instructional space to a variety of areas at West. They also recommended an elevator, a new welcome center and main office, a major reinvestment in classroom spaces, including labs, and improving athletic facilities with a new pool and field turf on high-use fields. Many of West's classrooms are air conditioned as a result of a recent geothermal project.

For additional information, see the [Long Range Facilities Plan High School Input Report](#).

Next Steps: Board of Education decision on 2020 referendum scope and timing with a final project scope in place by May 2020.



Twelve Middle Schools

Goal: Maintain and update middle school buildings on a planned, operating budget and/or future referendum schedule to meet educational and community-centered needs.

The projects completed as a result of the April 2015 facility improvement plan (described in more detail in the [April 2015 Referendum Final Project Summary](#)) included a wide range of accessibility improvements, secure entrances, additional capacity, and major remodeling projects. The project focused primarily on middle and elementary schools. For example, at Jefferson Middle School, interior renovation of educational spaces provided site-built partitions and interior circulation, HVAC upgrades, boiler replacement and air conditioning throughout, renovation of restrooms, elevator replacement, addition of day lighting to interior educational spaces, new ceilings and light-emitting diode (LED) lighting throughout, an electrical system upgrade, and replacement of the master clock and public address system. At Spring Harbor, an elevator was added to serve two levels and the main office was relocated to create a more secure controlled entrance.

MMSD has twelve middle schools distributed throughout the City of Madison. The [2018-2038 Student Enrollment Projections Update](#), condition reports, and locations throughout the city paints a picture of twelve middle schools that have sufficient space to serve the needs of MMSD's students for the foreseeable future. With the inclusion of the Badger Rock school building, the middle schools are well dispersed throughout the city with no glaring location inequities given the current school locations. While MMSD does not own the building that houses Badger Rock, it is critical that MMSD maintain a middle school presence in the Rimrock Road area to align with our district's equity values. Condition reports and the [MMSD Building Condition Chart](#) reveal that, across the 11 middle schools owned by MMSD, 18% were graded B and 55% were graded C.

The district's capital maintenance and capital improvement funding will need to be leveraged together to support middle school reinvestment over the next five to ten years to ensure they continue to serve their purpose and keep pace with ever changing needs in learning environments and other building features. Adequate operating building funds should be allocated to maintain all middle school buildings as part of the capital maintenance budget, while planning for capital improvement projects for at least one middle school per year, starting with the D rated schools in low-income neighborhoods. With limited maintenance funds available, it will become necessary to consider increasing facility maintenance budgets over time and consider future referendum potential.

Next Steps: Plan for future referendum cycles, while addressing operating facility fund (Fund 41) needs for middle schools over the next 10 years.

Thirty-Two Elementary Schools

Goal: Ensure that all elementary school students have equitable access to a neighborhood school that meets their instructional and community-centered needs.

The [Educational Facility Condition Assessment](#) completed by PRA assigned a letter grade to each elementary school owned by MMSD that reflects the facility's strengths and weaknesses considering various systems, size, etc., as well as the cost to reach a grade of B for all systems. Similar to middle schools and seen in the [MMSD Building Condition Chart](#), 10% of elementary schools owned by MMSD have a letter grade of B, 71% have a grade of C.

In an effort to address chronic facility needs in our elementary schools, over the last five years, elementary schools have been the primary focus of renovations. Through the use of the 2015 \$42 million facility referendum, \$4 million in Tax-Increment Financing (TIF) proceeds, Common School Funding and generous donations from the community and PTOs, the district has been able to focus on creating new and innovative libraries, playgrounds, makerspaces, and classrooms in our schools, as well as upgrading many of our facilities to be accessible to individuals with disabilities in compliance with the Americans with Disabilities Act (ADA).

In order for all of the elementary schools to see renovations for 21st Century learning, it will become necessary to consider increasing facility maintenance budgets over time and consider future referendum potential to



support renovating elementary schools.

Note: Elementary school capacities and locations that have challenges with over or under utilized space are addressed in Section Two.

Next Steps: Plan for future referenda, while addressing pressing needs through the operating facility fund (Fund 41) for elementary schools over the next 10 years.

Support Buildings

Doyle Building

Doyle Goal: MMSD Central Office is housed in a new location that supports the academic mission of the district with a net neutral cost impact on the district's operating budget.

The Doyle Building, built in 1939, served as the Washington Public Grade and Orthopedic School. It now houses MMSD's administrative and school support staff, including the Offices of the Superintendent and Chiefs (Chief of Staff, Chief of Secondary Education, Chief of Elementary Education), Communications, Curriculum & Instruction, Student Services, Human Resources, Finance (Budget, Planning & Accounting), Technical Services, and Research, Accountability & Data Use. The Building is host to Board of Education business including work group meetings and full Board of Education meetings.



Over time, the Doyle Building has become less and less functional for the current needs. Current concerns include safety, ventilation, and heating and cooling systems. In addition, there are inadequate parking spaces and the parking lot is shared with the University of Wisconsin-Madison Kohl Center and causes many access and parking complications for meetings after 5 PM due to their many events, tournaments, and concerts. The mid-downtown location is worth more to the public and potential investors/developers than it is to MMSD; initial market interest in 2019 led us to believe that the building could have sold for \$5M - \$15M. The goal would be to sell the building in a period where economic conditions could support an offer to purchase the Doyle Building that would provide for replacing or relocating Central Office and, in addition, provide funding that could benefit students. The Doyle Building is so old that attempting to repair or refurbish it would be less cost effective than moving to a new location.

Next Steps: Work with the Board to develop a long term timeline to develop an RFP to identify potential interest in buyers for the Doyle Building and identify potential new locations, that meet our operational and instructional support needs, have sufficient parking, are near public transportation, and are somewhat centrally located.



Hoyt School

Hoyt Goal: Create a fully functional, innovative site for Capital High at Hoyt designed for and with the students it serves. See Section Three for more detail.



The Hoyt facility was built as an elementary school in 1956, with additions in 1958 and 1967, and ultimately closed in 1980 due to declining enrollment. The building was operated as a leased facility until 1993, when Madison Middle School 2000 started operation in Hoyt. In 1996, Madison Middle School 2000 became Rev. James C. Wright Middle School (Wright). Wright moved into a permanent home on Fish Hatchery Road in August 1997. Since 1997, the Hoyt facility has been home to Madison School & Community Recreation (MSCR) staff and community programming, with some MMSD student education programs occurring in available space. Per the recommendation in Section Three of this plan, the building would need significant renovation to update it into an innovative academic space.

Hoyt has a Facility Condition Index grade of “D”. Recommended improvements and capital maintenance to accommodate use as a fully functional innovative school include a Welcome Center with a controlled entrance sequence, an accessibility addition with an elevator to provide barrier-free access to interior levels, roofing, windows, interior finishes, plumbing, HVAC, and electrical upgrades. The estimated investment for these necessary renovations is approximately \$6 million for capital maintenance.

Next Steps: Complete Hoyt renovation cost estimates with the intention of including these costs in the 2020 referendum planning. See Section Three for further details.

Renewable Energy

Goal: Meet 50% of all MMSD operations energy needs with renewable energy by 2030, 75% by 2035, and 100% by 2040.

The cities of Madison and Fitchburg, Dane County, and other communities within the MMSD service area have passed various resolutions and set goals in support of mitigating climate change. In 2019, MMSD passed a similar resolution; however, MMSD has been committed to energy conservation for over 30 years as one avenue to mitigate climate change. With the support of our dedicated students, staff, and community, now is the time to double down on our commitment to renewable energy.

Dating back to the early 1980’s, MMSD leveraged \$570,000 in federal matching grants through the Institutional Conservation Program (ICP) matching funds grant for energy related work. At that time, MMSD implemented over \$1 million dollars of energy conservation related projects including boiler modifications and controls, pipe insulation, pool covers, ventilation reductions, lighting retrofits, and programmable time clocks.

In addition to the energy related projects, maintenance work has also taken advantage of opportunities to improve facility performance with replacement windows with improved thermal performance, adding insulation during roof replacements, insulating pipes, converting steam systems to water, and installing automated building controls.

Technology advances in the areas of energy conservation allowed MMSD to replace T-12 lamps with T-8 lamps, magnetic ballasts with electronic, install vending machine controls to limit operation to times buildings



were occupied, install computer management software to shut down computers during non-occupied times, change incandescent lamps to compact fluorescent lamps, install LED exit lights, install variable frequency drives on large equipment motors, install occupancy controls on HVAC and lighting systems, and change pneumatic control systems to direct digital.

In 1998, the District entered into a performance contract with Honeywell, Inc. to provide energy savings in the form of guaranteed savings by implementing automation, mechanical replacements, variable air volume conversions, lighting, water conservation measures, and operational cost avoidance. The first phase primarily dealt with projects in the 4 high schools. Additional schools were covered in subsequent phases.

In 2001, MMSD began working with Focus on Energy, an energy efficiency and renewable resource program that empowers Wisconsin's people and businesses to make smart energy decisions with enduring economic benefits. Over the next five years, MMSD received over \$200,000 through grants and rebates associated with our ongoing energy efforts. Funding was provided for wind studies, steam trap replacement, boiler upgrades, and lighting retrofits.

Olson Elementary School, built in 2008, stands as an example of MMSD's commitment to overall energy performance. Olson achieved a Leadership in Energy and Environmental Design (LEED) award of Silver in New School Construction for its design, which incorporates geothermal HVAC systems, energy efficient lighting, daylighting strategies, and photovoltaic solar.

In 2010, the District hired McKinstry to begin a program aimed at behavior-focused energy awareness and operational efficiency designed to reduce costs, increase efficiency, and promote environmentally friendly operations. Currently, MMSD students, faculty, administrators, and Board members have expressed their support for an updated commitment and an active role by MMSD in mitigating climate change by increasing energy efficiency and the use of renewable energy resources (e.g., solar).

Next steps: MMSD will develop a strategy and timetable for additional energy efficiency and renewable energy projects. These will be based on the recommendations and use of area subject matter experts, including the City of Madison, Dane County, and Madison College. To support these efforts, MMSD will continue to identify funding sources such as grants (e.g., Public Service Commission Energy Innovation Grant Program, Couillard Solar Foundation), referendum planning, and other external funding resources to assist in efforts to install solar panels and implement major energy efficiency improvements beginning in 2019.



Section Two: Reimagine Over/Under Utilized Spaces & Invest in Neighborhood School Sites

Section Two Equity Considerations

- ✓ Ensuring that all elementary school students have access and proximity to a neighborhood school that meets their instructional and community-centered needs is an equity strategy. In practice, this means a child does not have a long bus ride across town to school, a family can easily attend school events such as conferences, and can easily attend school and community activities (e.g., school welcome back picnic) at familiar and comfortable locations. Elementary school projects in particular cited in this plan prioritize both the most pressing current needs and the most feasible solutions available in the near term.
- ✓ Awareness and planning around school capacity use will allow MMSD to keep pace with community growth and families' needs for their children to attend a school in their neighborhood. As specific neighborhoods and areas of Madison (e.g., Badger Rock area, West Madison) continue to grow and change, MMSD's students will be best served when MMSD plans ahead to be able to deliver educational services in those areas.
- ✓ As it stands currently, low-income students and students of color are less likely to have a neighborhood school compared to their economically advantaged, White peers. The Rimrock Road and Allied Drive neighborhoods are two neighborhoods that notably misalign with this key MMSD value. This plan calls for consideration of multiple means to ensure access to neighborhood schools (e.g., building a new school, changing school attendance areas).

Goal: Ensure that all elementary school students have equitable access to a neighborhood school that meets their instructional and community-centered needs, while operating in the desired capacity of less than 90% at elementary and less than 80% at middle and high schools.



MMSD's Research and Program Evaluation Office compiled data on building capacity and a separate report on enrollment projections. **Student enrollment, as detailed in the [2018-2038 Student Enrollment Projections Update](#), is predicted to increase by 780+ in the next five years and 1500+ in the next twenty years.** The Memorial attendance area will gain about 753 students by 2038, and La Follette's attendance area will gain about 448 students. The West attendance area will increase by about 219 students, while the East attendance area will increase by about 77 students. The following table provides enrollment projections within each attendance area by five-year periods. Now is the time to prepare for increasing enrollment.



Projected MMSD Enrollment by High School Attendance Area					
High School Attendance Areas:	2018-2019	2018-2023	2023-2028	2028-2033	2033-2038
East Attendance Area	5,964	6,063	6,031	6,055	6,041
LaFollette Attendance Area	5,415	5,761	5,781	5,783	5,863
Memorial Attendance Area	6,974	7,256	7,401	7,572	7,727
West Attendance Area	7,454	7,477	7,649	7,640	7,673
Other Schools	1,263	1,297	1,311	1,319	1,331
Total MMSD Enrollment	27,070	27,855	28,173	28,369	28,634

As enrollment increases, it is time to consider if the available school buildings (a) have the capacity to accommodate new students, (b) offer creative and attractive educational options to families and (c) are located where they can function as a neighborhood school. The [School Capacity Utilization Report Fall 2018](#) showed that, in 2023-24, no middle schools are projected to be above ideal capacity (thanks, in part, to additional capacity added in the 2015 referendum), but two high schools are projected to be above their ideal use of capacity (above 80%): Memorial (92%), West (97%). The high school renovations (described in Section One) would intentionally provide additional classroom space at Memorial and West to plan for these future students.

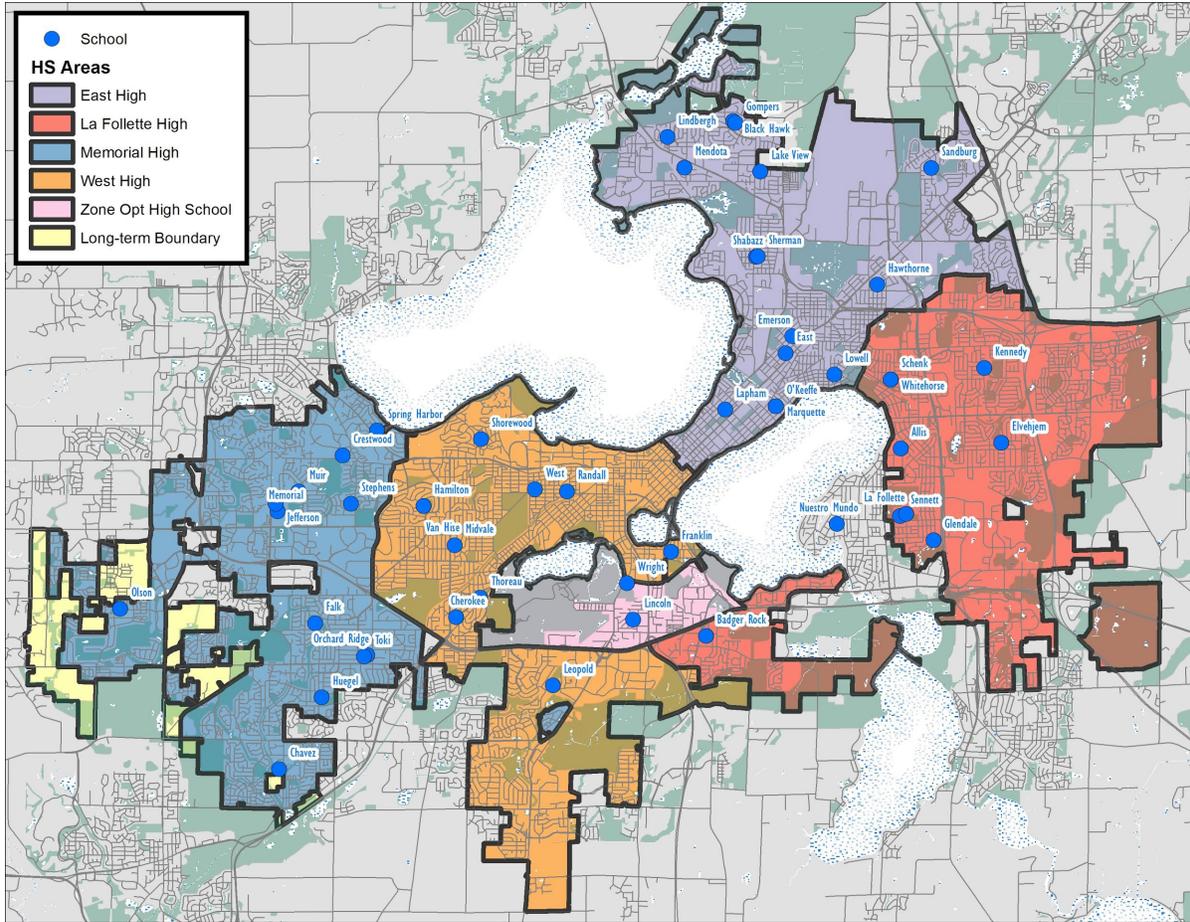
Elementary schools are the primary focus of Section Two because we need to understand where over and underutilized space exists and/or is projected to exist and consider changes while still ensuring students' access to neighborhood school sites. Now is the time to pay attention to capacity and enrollment so that we can keep our schools attractive to Madison families by being prepared for future space demands. The path forward with elementary schools holds great potential to better meet student needs and to create the neighborhood school atmosphere and community that is so important for families and children.

The following four key factors come into play when reimagining over and underutilized spaces:

- Building capacity - how many students does and will a school serve relative to the amount of space available?
- Enrollment projections - how many students will MMSD and individual schools be serving in the future?
- Development - where are housing developments planned? Where will the children who live in those developments attend school (i.e., Madison (and which schools in Madison), Sun Prairie, Verona)?
- Equitable access to a neighborhood school - do all students, regardless of family income, race, or ethnicity have the opportunity to attend a school within a relatively close proximity to their home?

Based on MMSD research and history, we aim for elementary schools to be at 90% of their capacity to allow for breathing room and some flexibility in the use of space throughout the school year. Additionally, MMSD values neighborhood schools and reasonably long bus rides to support children. However, we have a few relatively smaller schools that may be approaching being too small. And, as it stands currently, low-income students and students of color are less likely to have a neighborhood school compared to their economically advantaged, White peers. The Rimrock Road and Allis neighborhoods are two neighborhoods that notably misalign with this key MMSD value.

For planning purposes, we use MMSD's four high school attendance areas shown in the map below. The table below the map shows the number of Kindergarten - Grade 5 students currently living in these attendance areas.



Note that Nuestro Mundo does not appear in any of these attendance areas and is addressed separately in Section Three.

Number of Kindergarten - Grade 5 Students Living in Each HS Attendance Area			
	2019	2037-38 projected*	Increase
East	2729	2778	+ 49
La Follette	2399	2625	+ 226
Memorial	3225	3541	+ 316
West	3444	3545	+ 101
		Total	+ 692

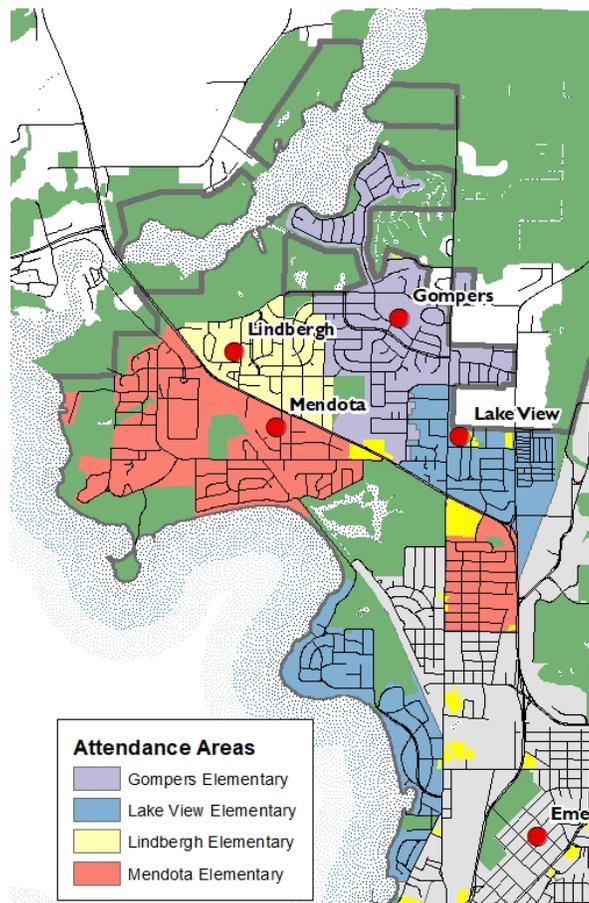
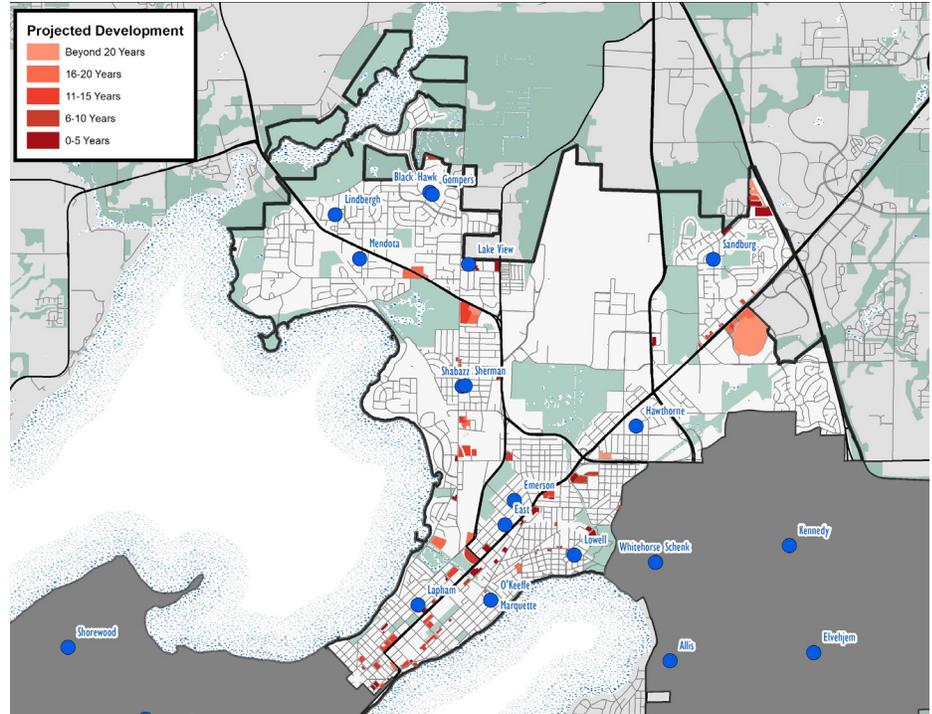
* excludes open enrollment enterers



East High School Attendance Area

Two thousand seven hundred twenty-nine (2,729) Kindergarten - Grade 5 students live in the East Attendance Area today with growth to 2,777 students by 2022. Of those 2,729 students, 382 attend Emerson, 180 attend Gompers, 340 attend Hawthorne, 261 attend Lake View, 185 attend Lapham (Kindergarten - Grade 2), 141 attend Lindbergh, 323 attend Lowell, 195 attend Marquette (Grade 3 - Grade 5), 292 attend Mendota, and 430 attend Sandburg.

Gompers, Lake View, Lindbergh, and Mendota, four elementary schools in far North Madison in the East Attendance Area, are smaller, on average, than the rest of MMSD's elementary schools. Some currently have excess capacity. These are thriving school environments that are supporting students. Five year trends show increasing percentages of students reaching proficiency in literacy and math at most of these schools.



Given enrollment projections and capacity, these schools will experience minor changes over the next 20 years. Capacity rates will increase at two schools, stay about the same at one, and decrease at one. Hence, there is no clear justification based on enrollment or capacity utilization to close a specific school. Furthermore, in a hypothetical scenario of entirely repurposing one north side elementary school, redistricting students from Lindbergh to another north side elementary school would result in a current capacity of 96% for the area, which is much higher than the 90% preferred maximum capacity rate. In short, closing any one school could overcrowd others while eliminating equitable access to a neighborhood school. Additional information is available in the [North Side Elementary Schools Enrollment Data and Analysis](#).

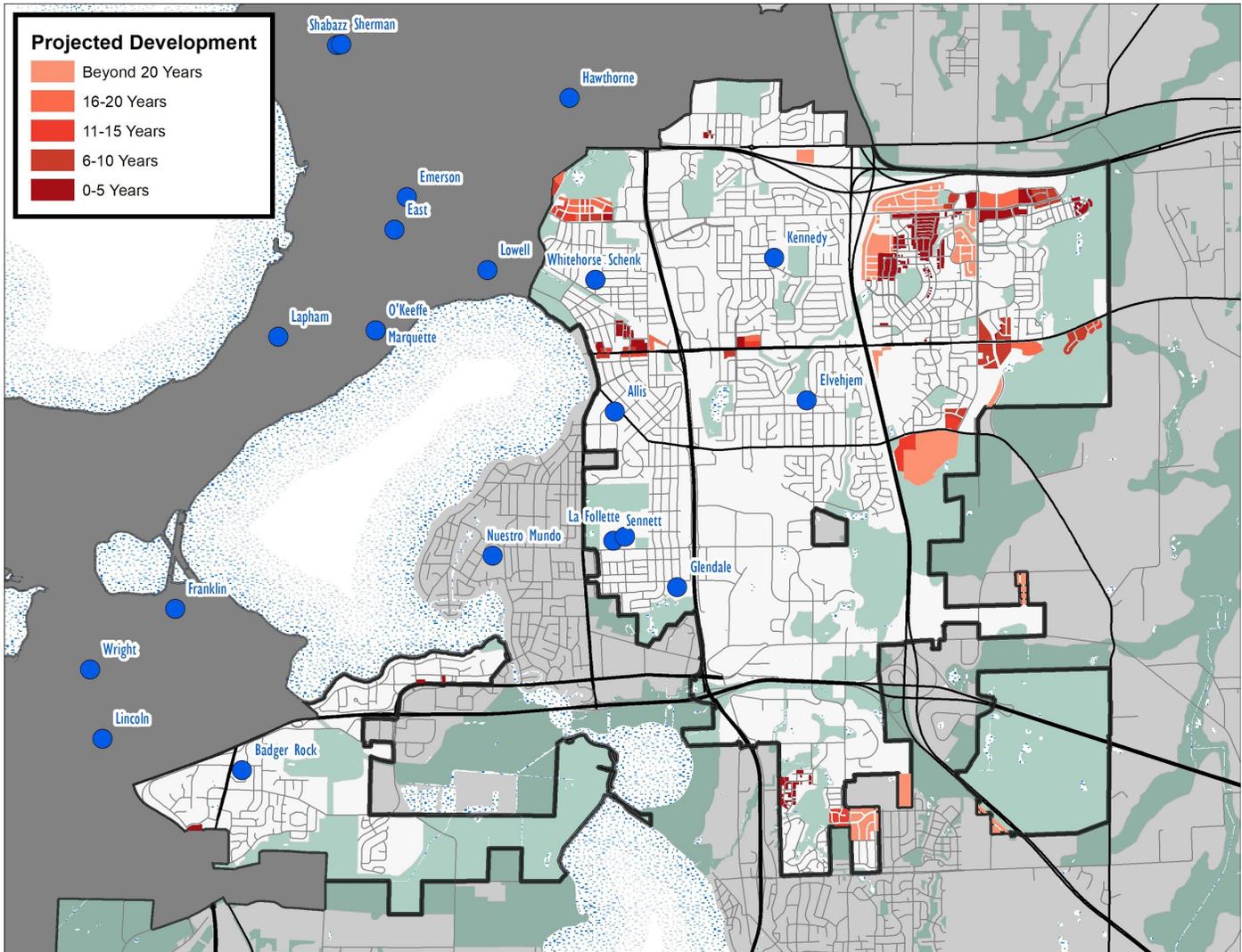
It is recognized that the smaller size of these schools and modest capacity utilization is causing restraints on the schools' instructional and operational models. These restraints, potential solutions, and innovative improvements merit exploration.

MMSD hosted a brainstorming session in April 2019 with a small group of key stakeholders to begin initial planning of how to best serve students on the North Side. Early emerging themes to be explored are: early childhood including Birth to Three services and an attendance area all-day 4K; four schools as a collective asset/boundary with mixed grades among schools; and, attracting and keeping area students through school specific focus areas such as arts, STEAM, or environmental education.

Next Steps: Pursue instructional and program options from among the emerging themes on the North Side with family and community input leading the way, supported with facilities changes where appropriate.



La Follette High School Attendance Area



Two thousand three hundred ninety-nine (2,399) Kindergarten - Grade 5 students live in the La Follette Attendance Area today, growing to about 2,565 over the next five years. Of those 2,399 students, 380 attend Allis, 388 attend Elvehjem, 445 attend Glendale, 471 attend Kennedy, and 409 attend Schenk. There are also 306 students attending Nuestra Mundo, an MMSD charter school associated with the La Follette attendance area.

The South Allis area is located in the La Follette Attendance Area and often referred to as the Moorland Road neighborhood. It lies south of the beltline and east of South Park Street/Highway 14. Four hundred and forty-six (446) Kindergarten - Grade 5 students live in the South Allis area today, growing to about 487 over the next five years. Of these 446 students, 272 attend Allis, 147 attend Nuestra Mundo, and 7 attend Glendale. For students who live in South Allis, school building geographic locations do not align with their residential locations. This limits students living in the area to attending an elementary school that is far from their neighborhood, requiring long car commutes and bus rides and eliminating the potential of a neighborhood school to engage and connect residents. These equity and access issues can be addressed through this Building Excellence long range facilities planning effort. Additional information is available in the [South Allis Building Area Analysis](#).

Next Steps: Pursue options to build a new elementary school in South Allis and consider including this in the 2020 referendum. Complete a study to determine the correct size and type (neighborhood, charter, magnet, etc.) of the school that will optimally serve these students, and decide on possible site options including building onto the Badger Rock Middle School site and/or other area properties.



La Follette and East Attendance Area

Eight elementary schools including Allis, Elvehjem, Glendale, Hawthorne, Kennedy, Lowell, Marquette, and Schenk lie in an area that will likely need an additional elementary school in the future based on capacity and projected growth. Five of these schools are in the La Follette Attendance Area (Allis, Elvehjem, Glendale, Kennedy, Schenk) while three are in the East Attendance Area (Hawthorne, Lowell, Marquette). Current capacity ranges from 77% to 100%, with four schools at 86% capacity. Projections show that, by 2037-38, both Kennedy and Elvehjem will be overcrowded, with Kennedy at an enrollment of 549 and 102% of capacity and Elvehjem at an enrollment of 422 and 94% capacity. This is the result of major planned development east of I-90 and south of I-94.

MMSD owns approximately 20 acres of land in this area (651 South Sprecher Road, Parcel #071012213014) where a school could be built. Adjacent to this property is Dominion Park, a City of Madison park. The area around South Sprecher Road is bounded by I-90/39, I-94, County Highway BB (CTH BB), and a large green space. MMSD currently does not have a school east of I-90/94/39, despite large amounts of recent and planned residential development in this area and to the south in the Elvehjem area.

There is a substantial amount of future residential development projected in the area, leading to an increase of 140 elementary students (Kindergarten - Grade 5) in the area over the next 20+ years. The area is projected to have approximately 365 students in the next 0-5 years and 432 students in the long run. Additionally, this area is traditionally underserved by public schools often resulting in loss of students to private/parochial schools and open enrollment. The area could support an ideal sized elementary school (450 students enrolled) in the future. Additional information is available on the [Sprecher School Building Area Analysis](#).

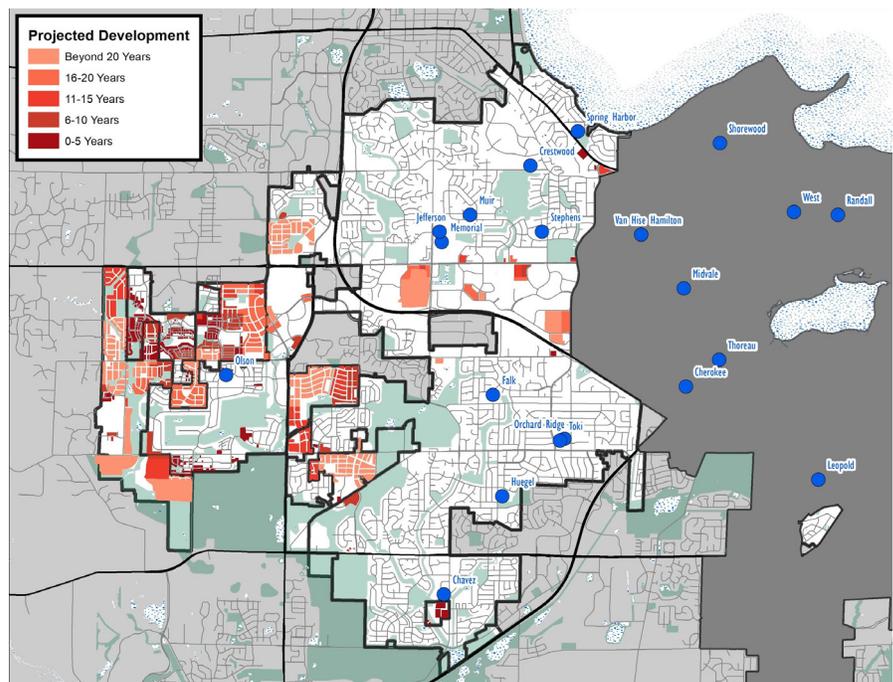
Next Steps: Monitor growth and student choice movement annually. Consider building a school on Sprecher Road to satisfy the needs of families in the next four to ten years. Future instructional visioning would determine both the type of school (traditional, magnet, etc.) and the assigned attendance area, including high school feeder patterns.

Memorial High School Attendance Area

Three thousand two hundred twenty-five (3,225) Kindergarten - Grade 5 students live in the Memorial Attendance Area today, growing to about 3,340 over the next five years. Of those 3,225 students, 607 attend Chavez, 313 attend Crestwood, 329 attend Falk, 448 attend Huegel, 391 attend Muir, 406 attend Olson, 235 attend Orchard Ridge, and 496 attend Stephens.

The future of the Memorial Attendance Area prompts two main questions:

1. How do we prepare for and address major growth in the far west end of this attendance area?
2. How do we best serve students from the Allied Drive area, especially given that this area spans two school districts and is assigned to two MMSD elementary schools?



Major Growth in Memorial Attendance Area / Olson

The far West Side, which is in the Memorial Attendance Area, will experience massive residential growth over the next 20 years. Colors in the map ranging from red to orange show the timing of residential development in the area. Current elementary school capacity rates in the Memorial attendance area range from 62% to 99% with four of eight schools hovering just around 90%, which is the highest desired capacity rate.



Olson Elementary School's enrollment is projected to exceed its capacity based on current room use by around 2032-33. Olson is then projected to exceed its maximum capacity by around 2037-38. This would mean that even after every allowable space has been converted to conventional classroom space, Olson would still be over capacity. The projection shows Olson's enrollment exceeding 129% of its maximum capacity in the long-run, meaning all allowable spaces would be classrooms and Olson would be overcrowded by almost a third. These projections have been updated since publishing the [Dohm Farm Property / Acacia Ridge Land Purchase Report](#) to reflect the timing and housing density described in the [2018-2038 Student Enrollment Projections Update](#).

This will likely result in the need to build a new elementary school on the district's west side north of Olson on property owned by MMSD in the Acacia Ridge development north of Valley View Road. Without providing another school location for the residents of this emerging neighborhood and other growing neighborhoods in the area, MMSD is at risk of these future students open enrolling out of the district or using other available choice options.

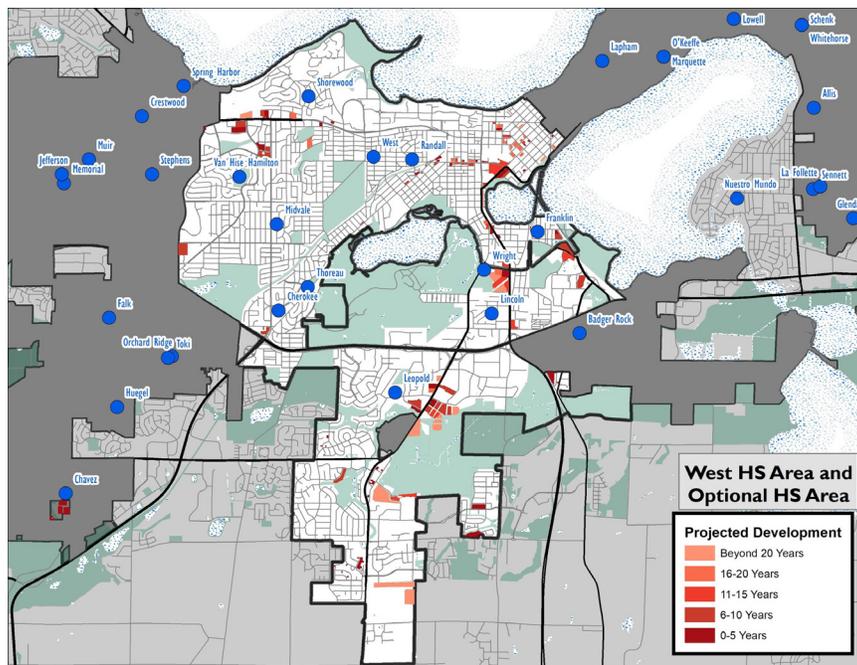
Allied Drive area

The combined area often referred to as the Allied Drive Community and Dunn's Marsh is bounded by the beltline, Verona Road/Highway 18, McKee Road/County PD, and Seminole Highway. The area is a patchwork of municipal, school district, and school attendance area boundaries. The City of Madison, City of Fitchburg, MMSD, and the Verona Area School District (VASD) all have interests in this area. MMSD assigns elementary students primarily to Crestwood and Stephens; VASD assigns them to Stone Prairie and Sugar Creek.

As a result, students and families lack proximity and easy access to a neighborhood school. Because the land in this area is almost entirely developed and because of the number of municipalities, school districts, and elementary schools involved, a creative and collaborative approach is necessary to better serve the needs of students and families in this area. See further discussion of this issue in Section Four: Create Equitable District Boundaries.

Next Steps: Monitor growth on the far West Side and continue planning to accommodate and attract new residents to the area, in particular building a school in the Acacia Ridge development to satisfy the growing needs on the far West Side in the next four to ten years. Collaborate and explore options to build a school closer to the Allied Drive area to better serve the area's students and families.

West High School Attendance Area



Three thousand four hundred forty-four (3,444) Kindergarten - Grade 5 students live in the West Attendance Area today, staying stable at about 3,447 over the next five years. Of those 3,444 students, 354 attend Franklin (Grade Kindergarten - Grade 2), 643 attend Leopold, 408 attend Lincoln (Grade 3 - Grade 5), 401 attend Midvale (Grade Kindergarten - Grade 2), 354 attend Randall (Grade 3 - Grade 5), 442 attend Shorewood, 403 attend Thoreau, and 439 attend Van Hise. Note that the optional high school attendance area allows students living in the area to attend any of MMSD's four traditional high schools (further detail is available in the [Optional High School Attendance Area Map](#)).

Next Steps: Continue to support both the operational and instructional needs of Leopold Elementary, the largest elementary school in the district. Monitor area growth

and development to ensure access to high quality neighborhood elementary schools.



Section Three: Stabilize Program Locations

Section Three Equity Considerations

- ✓ Stability for Nuestro Mundo Community School can best be assured if it is operating in an MMSD-owned facility. This need is especially high when considering the comparatively high percentages of Latinx (MMSD 22%, Nuestro Mundo 61%) and English Language Learner (MMSD 28%, Nuestro Mundo 52%) students attending Nuestro Mundo.
- ✓ Capital High is in need of its own facility that is designed with the intent to serve as an educational facility that conveys the values and positive expectations we have for students who attend there. This need is especially high when considering the comparatively high percentages of economically disadvantaged students (MMSD 51%, Capital High 87%) attending Capital High.
- ✓ Acquiring a permanent home for the special education Intensive Interventions currently leasing space at Olin Avenue is a high priority to provide additional needed space and an environment and facilities aligned with the needs of students.

Goal: Plan and implement stabilized locations for Nuestro Mundo Community School, Capital High, Special Education Intensive Interventions, and professional development activities.

Nuestro Mundo Community School (Nuestro Mundo)

Nuestro Mundo currently serves about 300 students Kindergarten - Grade 5 in a facility leased from the Monona Grove School District located at 902 Nichols Road in the City of Monona. Nuestro Mundo was originally placed in Allis Elementary and outgrew that location after several years of operation. Nuestro Mundo has outgrown the capacity of the current Monona location, limiting its ability to grow and meet the demands of the community. Additionally, the leased space has caused challenges to school operations, including limiting investments to the building and playground. MMSD has always envisioned Nuestro Mundo in a district-owned building within the City of Madison, the opportunities discussed in the above sections lead us to believe that now is the time to move Nuestro Mundo as part of a comprehensive elementary strategy.

Next Steps: Establish an MMSD-owned facility for Nuestro Mundo. This approach may either see moving Nuestro Mundo into renovated space at Allis Elementary or acquiring land for a new school building elsewhere in the district.

Capital High

Capital High currently serves about 170 students in 10th - 12th grades at two locations, Lapham Elementary and a leased location in West Madison. Lapham is too small to accommodate all the students, and the West location is in a strip mall not suitably designed for students. The West leased location is over capacity (designed for 60 students and currently holding 87), expensive, and limits our ability to make investments that support instruction. Capital High's lease expires in 2020 making now the time to find an alternative solution that is better suited for students.

MMSD is currently in need of more alternative high school seats to meet student demand. Capital High is instructionally stable and ready to serve more students. A single, permanent location will help realize gains for students including a stronger scholar identity. The vision is for a single location for Capital High that would include the following: (a) capacity to serve 300 - 350 students, including 9th grade students; (b) a central Madison location with easy access to





public transportation; (c) year-round access for summer programming opportunities; (d) flexible and multi-use spaces (e.g., recording, culinary arts, community partnerships, childcare to accommodate parenting students); and, (e) room for a College & Career Center that provides intensive support for college planning and career/employment planning.

The recommendation is that Capital High move to a permanent home through consolidation on the district-owned site at Hoyt, 3802 Regent Street (current home of Madison School & Community Recreation). See Section One for information on Hoyt restoration costs.

Next Steps: Complete renovation cost analysis at Hoyt, with planning efforts supported by feedback from the students, staff, and community. Include renovation costs in the 2020 referendum planning. Identify facility to relocate MSCR from Hoyt to a new location more aligned with MSCR's programming needs.

Olin Avenue Special Education Intensive Interventions

MMSD received approximately \$4.5 million in two, one-time Tax Incremental District (TID) closures in 2018-19. The Board of Education has expressed a desire to use these funds to begin acquiring better spaces and eliminating annual lease payments for our Special Education Intensive Interventions. Acquiring a permanent home for the Special Education Intensive Interventions currently leasing space at Olin Avenue was deemed a high priority to provide an environment and facilities aligned with the needs of students.

MMSD rents Olin's 17,000 square feet at a lease cost of \$15 per square foot (\$243,000 per year, plus \$17,000 in custodial costs). Four different programs are supported at this location including the following: Primary Steps (therapeutic day option for elementary age students); Next Steps (therapeutic day option for middle school age students); NEON (program for students with significant emotional behavioral disabilities); and, Restore, our expulsion abeyance program. Cumulatively, this represents approximately 45 - 50 students.

The Special Education Team's vision is to find a location that allows MMSD to: (a) continue current offerings; (b) expand therapeutic day school to include an option for high school students; (c) consolidate options where feasible; and, (d) coordinate services with community providers (e.g., mental health).

Special Education Intensive Interventions expansion is contingent upon additional space. In addition, there are important benefits of a stable, permanent location that reach beyond financial benefits. Over the three years these programs have been functioning at Olin, a school identity and feelings of belonging have emerged among students that did not develop when the programs were located in strip malls or other leased spaces. In addition, it has allowed students better access to other district resources including hot lunch. These elements go a long way to creating the conditions of a thriving school. Given the co-arising conditions, now is the time to consider options for purchasing a facility that can accommodate expansion, retain these social emotional benefits, and provide a permanent location for these programs.

Next Steps: Identify permanent location sites and financing options. Work with a local realtor to pursue the purchase of a suitable property to promote long-term location stability and tailored supports and services.

Daily Rentals for Professional Development Activity and Student Assessment

Key to MMSD's Strategic Framework, MMSD's Professional Learning and Leadership Department provides an intentional, strategic cycle of professional development informed by MMSD's Common Learning Agenda to continuously improve academic outcomes for students. Instructional leaders, including principals, assistant principals, School-Based Leadership Teams, instructional coaches, and teachers participate to advance their knowledge and practices around delivering culturally and linguistically responsive instruction and creating climates that foster a sense of belonging for students and staff. These professional development activities occur regularly throughout the year. Currently, MMSD cannot pull all of our principals together for professional development or other meetings without renting a location and often paying excessive fees related to the use of those locations.



MMSD spends, on average, \$100,000 per year renting space for professional development activity for groups ranging from 15 to 350 participants. MMSD also spends about \$35,000 per year to provide a location for Advanced Placement (AP) testing. AP students do college-level work in high school in various courses throughout the school year. AP courses culminate in an end-of-year exam; students who score a 3 or higher can earn college credit. Exams for all 38 AP courses are administered at testing sites over a period of two weeks in May each year. Currently, MMSD does not have a space to test students at our own facility, so we pay to use two offsite locations.

MMSD maintains a database of over 30 facilities throughout Madison that rent space for various sizes of gatherings. Internal capacity to host professional development activities and assessments will realize cost savings for MMSD over time, allow MMSD to customize the location to our needs for flexibility, collaborative adult learning and professional teaming, and allow us to use internal food service options for full day meetings, thereby reducing costs.

The goal is to identify locations within the search for space for MSCR and/or the Special Education Intensive Interventions, as discussed above, that would accommodate space for an MMSD professional development and student assessment center that minimally seats 75 attendees but ideally up to 350 attendees.

Next Steps: Continue professional development/assessment site analysis based on identified properties in already existing searches.





Section Four: Create Equitable District Boundaries

Section Four Equity Considerations

- ✓ Due to current state law, school district boundaries are not adjusted when the boundaries of the municipalities they serve are adjusted through annexation. This can result in a patchwork of attendance areas across districts that are not contiguous with City of Madison boundaries and school districts that isolate students and families from their schools and from each other. Neighboring students could all go to different schools, limiting the natural tendency to develop a school community when children from the same neighborhood attend school together. It is harder for families to transport their children to school and difficult to attend school-sponsored events like parent-teacher conferences, sporting events, welcome back events, and more. These barriers can have a greater impact on families and students living in neighborhoods that are the most marginalized and traditionally underserved.
- ✓ One example of inequities created by boundary lines is the patchwork of various school districts in the westernmost area of MMSD where students residing in multifamily housing are bussed to another district. As another example, families living in the Allied Drive neighborhood and the surrounding area are served by two different school districts, both with schools that are not close to the neighborhood itself.
- ✓ We also consider the issue of equity on a regional basis. Awareness and planning around area growth and development projections will allow MMSD to keep pace with families' needs. Families should not have to consider enrolling in another district because they live within MMSD but lack proximity or access to the services offered at an MMSD school.

Goal: Create equitable district boundaries that align to City of Madison boundaries to create more equitable opportunities for families.

While facilities planning may not naturally lead to a discussion of the district's boundaries with neighboring school districts, it is necessary and aligned with our district's values to surface the inequitable realities that the current MMSD boundary lines create for many of our families, often those who are the most marginalized.

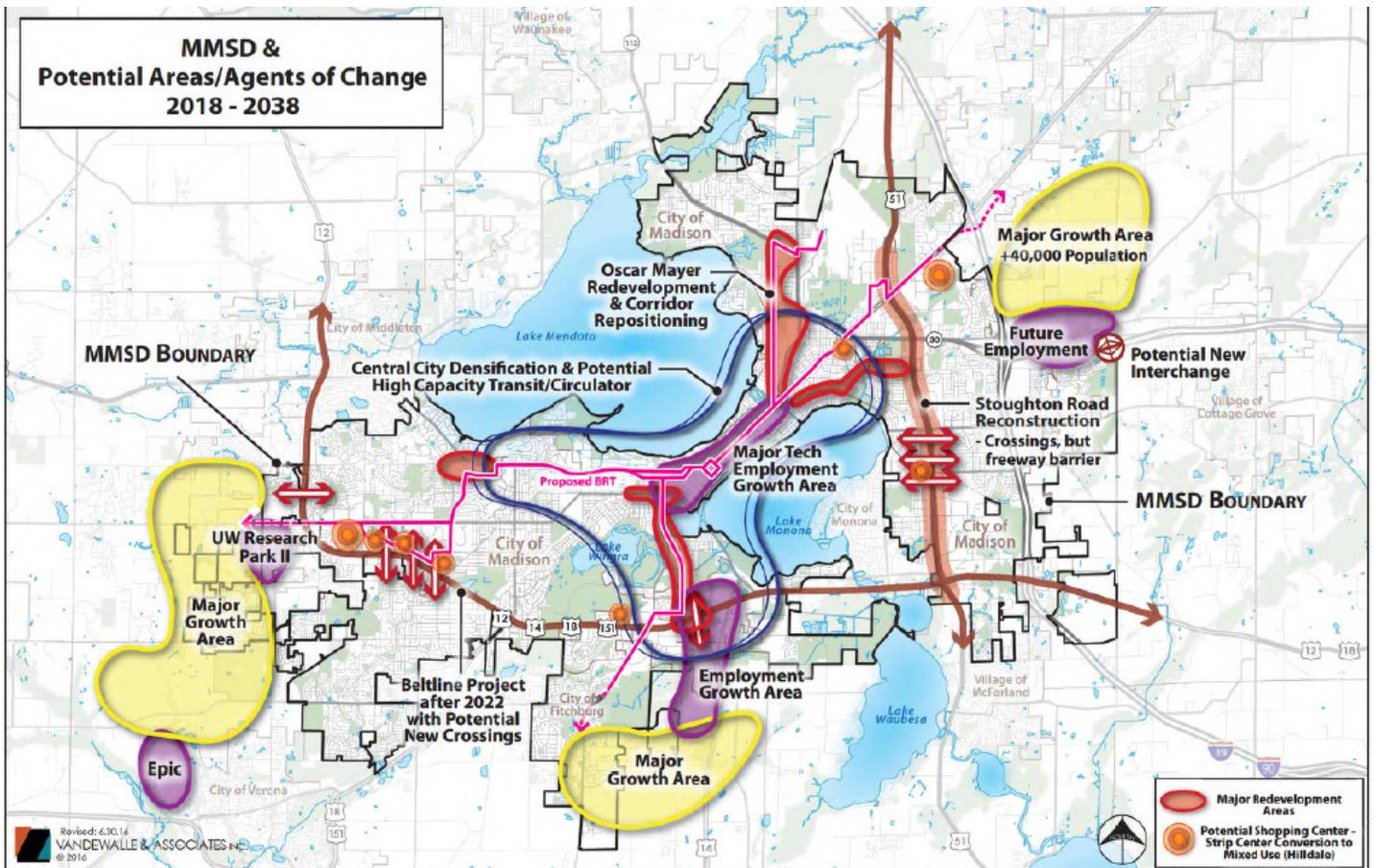
The Building Excellence team will monitor and work with the City of Madison, City of Fitchburg, and, where possible, surrounding school districts on regional growth and cooperative changes to school district boundaries.

Regional Growth

As Dane County and the City of Madison continues to grow, each area school district will face growth-related complications. How and where new growth is located, where new schools are created, and how students are transported will have material effects on the impact of those schools and families already living in the area. When new neighborhoods develop, we have a short window of time to engage in neighborhood planning efforts to influence outcomes related to development of school district boundaries.

The map on the next page shows potential areas and agents of change in the MMSD region (also featured on page 19 of the [2018-2038 Student Enrollment Projections Update](#)) as presented to the Operations Workgroup on May 13, 2019. There are several key factors affecting the pace of development and population growth, the location of residential development, and the rate at which new housing generates school-age children.

Over the next 20 or more years, MMSD will benefit from and be surrounded by three large areas of residential development that will generate school-aged children.



On the far west side of MMSD, new housing north of Olson Elementary will necessitate building a new school on property owned by the district in the Acacia Ridge development. On the south side, new housing in the Fitchburg area will impact the Leopold Elementary attendance area. On the far east side, recent and additional development could be served by a new school at property owned by the district on Sprecher Road.

Development in all three of these areas will have an impact on MMSD enrollment counts and it will also support the expansion of neighboring school districts, which are actively planning for and/or currently adding facilities to accommodate this predicted growth. MMSD cannot wait until development has occurred and children are ready to attend school to decide to build a school. If there is no school planned and/or built, families will have no choice but to send their children to school elsewhere. This interrelatedness requires MMSD to engage with and stay current with other districts' intentions to support regional development. Doing so will help MMSD make more strategic decisions to support its students and families and to find cooperative solutions whenever possible.

For more detail, see [2018-2038 Student Enrollment Projections Update](#), especially the discussion of MMSD's stable and evolving regional economy, the unique and vibrant nature of the isthmus, strong neighborhoods, and developers' recent embracing of residential density and redevelopment (starting on page 17).

Cooperative Changes to School District Boundaries

School districts play a critical role in building and maintaining the vibrancy of the municipalities they serve, and they contribute to a shared sense of community and neighborhood identity.

Under current state law, school district boundaries are not adjusted when the boundaries of the municipalities they serve are adjusted through annexation. This state law has created and will continue to create school district boundaries that are not sensical, not coterminous or aligned with city limits, and/or not aligned to geographically and historically defined neighborhoods. The law creates unintentional barriers for school



districts to provide services to children, youth, and families. The result is a patchwork of areas served by several school districts that isolate students and families and result in long bus rides, difficulty in attending school-sponsored events, and neighboring families that do not attend the same schools. Situations like these reduce the ability to build a sense of community, hinder the opportunities for families to support one another, and make it harder to provide school supports to children and families.

Commonsense and aligned boundaries can broaden access to and participation in extracurricular and after-school activities, further connection among peers, better accommodate family participation in open houses and other opportunities, and help further our shared vision of excellence, social justice, and racial equity.

Because of current state law and because of these many benefits, MMSD will work with other districts serving the greater Madison area to review and adjust district boundaries for pending and existing development to ensure they best align to the neighborhoods' identities and the needs of the greater community and enable the best provision of services to the area's children, youth, and families.

Allied Drive Area

There are approximately 357 school-age children (Kindergarten - Grade 12) in the MMSD portion of the Allied Drive area, which includes a couple of blocks to either side of Allied Drive. They are 97% students of color and 95% are economically disadvantaged. MMSD elementary students in this area primarily attend two different schools, Crestwood and Stephens, that are not in the Allied Drive area.

In the greater Allied Drive area, students attend both MMSD and VASD schools. Students living in this greater area attending both school districts face similar institutional barriers to services for instructional success. Because of this, our goal is to work with the surrounding school districts, the City of Madison, the City of Fitchburg, and ultimately the Board of Education to identify equitable school boundaries and attendance areas to support building positive climate and culture by eliminating infrastructure barriers to ultimately offer a neighborhood elementary school, reasonably long bus rides, and a strong neighborhood identity.

Other areas in need of monitoring and collaboration:

As indicated in the growth map on page 23, there are three areas of the City of Madison that will experience significant growth; however, these areas do not fall within the boundaries of MMSD due to current state law that prevents school district boundaries from changing when the boundaries of the municipalities they serve are adjusted through annexation. This growth could lead to inequities and segregated schools if not carefully analyzed and viewed through an equity with excellence lens across all of Dane County. This is community-based work that MMSD alone will not be able to change. Key areas include:

- Because state law does not adjust school district boundaries as the municipalities they serve grow, the City of Madison's Northeast Neighborhoods development is currently in the Sun Prairie Area School District. This area encompasses about 830 acres of residential development, over 50 acres of mixed-use, and over 10,000 dwelling units, which will necessitate construction of several new schools at all grade levels.
- The western boundary adjoining MMSD and the Middleton-Cross Plains Area School District has a number of current irregular boundaries with neighborhoods as islands pointing to other districts, causing students to be bussed far distances and for students who are neighbors to attend different districts. There are opportunities for the districts involved to work together to solve current and future challenges, resulting in contiguous school district boundaries which will allow for shorter bus rides, naturally occurring opportunities for families to interact like school events, and a greater sense of community.

Next Steps: Collaborate with surrounding districts, City of Madison, and City of Fitchburg to identify scenarios of agreement along district borders to better serve the current and future students and families in these areas.



Next Steps and Conclusion

Goal and Next Steps Summary

Section One: Renovate for 21st Century Teaching and Learning

Four Comprehensive High Schools

Goal: Plan and implement the first full scale reinvestment in the comprehensive high schools since the 1970's to meet the educational and community-building needs of our students.

Next Steps: Board of Education decision on 2020 referendum scope and timing with a final project scope in place by May 2020.

Twelve Middle Schools

Goal: Maintain and update middle school buildings on a planned, operating budget and/or future referendum schedule to meet educational and community-centered needs.

Next Steps: Plan for future referendum cycles, while addressing operating facility fund (Fund 41) needs for middle schools over the next 10 years.

Thirty-Two Elementary Schools

Goal: Ensure that all elementary school students have equitable access to a neighborhood school that meets their instructional and community-centered needs.

Next Steps: Plan for future referenda, while addressing pressing needs through the operating facility fund (Fund 41) for elementary schools over the next 10 years.

Support Buildings

Doyle Goal: MMSD Central Office is housed in a new location that supports the academic mission of the district with a net neutral cost impact on the district's operating budget.

Next Steps: In the next five years, find a space that meets our operational and instructional support needs, has sufficient parking, is near public transportation, and is somewhat centrally located. Over the next two years, start to develop an RFP to identify potential interest in buyers for the Doyle Building and identify potential new locations.

Hoyt Goal: Create a fully functional, innovative site for Capital High at Hoyt designed for and with the students it serves. See Section Three for further details.

Next Steps: Complete Hoyt renovation cost estimates with the intention of including these costs in the 2020 referendum planning. See Section Three for further details.

Renewable Energy

Goal: Meet 50% of all MMSD operations energy needs with renewable energy by 2030, 75% by 2035, and 100% by 2040.

Next steps: MMSD will develop a strategy and timetable for additional energy efficiency and renewable energy projects. These will be based on the recommendations and use of area subject matter experts, including the City of Madison, Dane County, and Madison College. To support these efforts, MMSD will continue to identify funding sources such as grants (e.g., Public Service Commission Energy Innovation Grant Program, Couillard Solar Foundation), referendum 2020 planning efforts, and other external funding resources to assist in efforts to install solar panels and implement major energy efficiency improvements beginning in 2019.



Section Two: Reimagine Over/Under Utilized Spaces & Invest in Neighborhood Schools

Goal: Ensure that all elementary school students have equitable access to a neighborhood school that meets their instructional and community-centered needs, while operating in the desired capacity of less than 90% at elementary and less than 80% at middle and high schools.

Next Steps:

- East Attendance Area - Pursue instructional and program options from among the emerging themes on the North Side with family and community input leading the way, supported with facilities changes where appropriate.
- La Follette Attendance Area - Pursue options to build a new elementary school in South Allis and consider including this in the 2020 referendum. Complete a study to determine the correct size and type (neighborhood, charter, magnet, etc.) of the school that will optimally serve these students, and decide on possible site options including building onto the Badger Rock Middle School site and/or other area properties.
- La Follette and East Attendance Area - Monitor growth and student choice movement annually. Consider building a school on Sprecher Road to satisfy the needs of families in the next four to ten years.
- Memorial Attendance Area - Monitor growth on the far West Side and continue planning to accommodate and attract new residents to the area, in particular building a school in the Acacia Ridge development to satisfy the growing needs on the far West Side in the next four to ten years. Collaborate and explore options to build a school closer to the Allied Drive area to better serve the area's students and families.
- West Attendance Area - Continue to support both the operational and instructional needs of Leopold Elementary, the largest elementary school in the district. Monitor area growth and development to ensure access to high quality neighborhood elementary schools.

Section Three: Stabilize Program Locations

Goal: Plan and implement stabilized locations for Nuestro Mundo Community School, Capital High, Special Education Intensive Interventions, and professional development activities.

Nuestro Mundo Community School

Next Steps: Establish an MMSD-owned facility for Nuestro Mundo. This approach may either see moving Nuestro Mundo into renovated space at Allis Elementary or acquiring land for a new school building elsewhere in the district.

Capital High

Next Steps: Complete renovation cost analysis at Hoyt, with planning efforts supported by feedback from the students, staff, and community. Include renovation costs in the 2020 referendum planning. Identify facility to reallocate MSCR from Hoyt to a new location more aligned with MSCR's programming needs.

Olin Avenue Special Education Intensive Interventions

Next Steps: Identify permanent location sites and financing options. Work with a local realtor to pursue the purchase of a suitable property to promote long-term location stability and tailored supports and services.

Daily Rentals for Professional Development Activity

Next Steps: Continue professional development site analysis based on identified properties in already existing searches.



Section Four: Create Equitable District Boundaries

Goal: Create equitable district boundaries that align to the boundaries of the City of Madison and create more equitable opportunities for families.

Next Steps: Collaborate with surrounding districts, City of Madison, and City of Fitchburg to identify scenarios of agreement along district borders to better serve the current and future students and families in these areas.

Conclusion

MMSD is poised to embark on an exciting process leading to updated facilities that will innovatively meet instructional needs, attract families and students, meet our infrastructure needs, and support geographic organization that maximizes opportunities, makes sense for families, and is grounded in equity with excellence so that every school is a thriving school that prepares every student to graduate ready for college, career and community.

This is a comprehensive, long range vision. It is intentionally not granular or project-specific. Rather, it is part of an ongoing three-year visioning cycle. We cannot complete this vision all at once, it will take increases to operating budgets and establishing a new habit of referenda to support our schools. With the necessary operating and referenda support, we will make progress on this vision over the next decade at all levels: elementary, middle, and high schools. Accomplishing the vision will take careful and detailed planning while maintaining sufficient flexibility over time as conditions of schools change, State budgeting and district revenues fluctuate, and economic conditions change.

This work is dynamic and ongoing. You can find up to date information on our [Building Excellence website](#) and we welcome your feedback at BuildingExcellence@madison.k12.wi.us.



Appendix

The links below are listed in order of appearance in the Building Excellence Long Range Facilities Plan.

[Building Excellence Website](#)

[Educational Facility Condition Assessment](#)

[MMSD Building Condition Chart](#)

[April 2015 Referendum Final Project Summary](#)

[2017-2037 Student Enrollment Projections: Preliminary Report for the Madison Metropolitan School District](#)

[MMSD Capital Planning S.W.O.T. Analysis](#)

[MMSD Air Conditioning Status Report](#)

[East High School Facilities Study and Assessment](#)

[La Follette High School Facilities Study and Assessment](#)

[Memorial High School Facilities Study and Assessment](#)

[West High School Facilities Study and Assessment](#)

[Long Range Facilities Plan High School Input Report](#)

[2018-2038 Student Enrollment Projections Update](#)

[School Capacity Utilization Report Fall 2018](#)

[North Side Elementary Schools Enrollment Data and Analysis](#)

[South Allis Building Area Analysis](#)

[Sprecher School Building Area Analysis](#)

[Dohm Farm Property / Acacia Ridge Land Purchase Report](#)

[Optional High School Attendance Area Map](#)



Background Information

In April 2015, MMSD voters approved a \$41 million facility improvement plan. The plan and the projects (described in more detail in the [April 2015 Referendum Final Project Summary](#)) included a wide range of accessibility improvements, secure entrances, additional capacity, and major remodeling projects focused largely on elementary and middle schools in the district. While successful, feedback from voters was that the facility improvement plan did not go far enough. The project called attention to MMSD's need for a long-range facility plan. The Board of Education eventually adopted policy [#1535: School Buildings](#), requiring, as part of the process, development of this Long Range Facilities Plan.

MMSD's Long Range Facilities Steering Committee [presented a 2017-2037 Student Enrollment Projections: Preliminary Report for the Madison Metropolitan School District](#), the first of its kind for MMSD, in July 2016. The report was a collaborative effort by MMSD's Research & Program Evaluation Office and Vandewalle & Associates, a Madison based planning firm. Key findings were that (a) overall enrollment would be steady over the long term, with some isolated growth areas along the eastern and western boundaries and (b) there is a very positive outlook in the greater Madison area for economic expansion, tax base growth, and population increases over the long term.

In January 2017, staff introduced results from community engagement sessions during the [Progress on Family Engagement January 2017](#) presentation which contained a strong message about prioritizing maintenance of existing facilities. Connected to that, an updated [Educational Facility Condition Assessment](#) was expanded with assistance from architectural planners (PRA Architects and Rettler & Associates) and introduced Capital Maintenance and Capital Improvement terminology and explained how each could be funded.

A [Long Range Facilities Plan Update July 2017](#) contained a review of the planning concepts discussed over the past year, with special emphasis on the criteria to be used to prioritize facility needs. Additionally financial modeling was presented which showed that MMSD will have retired all referendum-approved long term debt within seven years, giving the district the capacity to take on a larger referendum project. A high level timeline pointing to a possible November 2020 referendum was included along with a revised [2018-2038 Student Enrollment Projections Update](#), which completed that baseline project.

A [Long Range Facilities Plan Update December 2017](#) suggested an initial direction in MMSD facility planning priorities. It highlighted the substantial renovation needs present in the four comprehensive high schools. The Board encouraged including middle schools and alternative school sites within the project scope of the long range plan. At the elementary level, strategy threads rather than isolates solutions were presented to assess areas of excess capacity, over utilization, and/or geographic areas underserved by the present facility arrangement, particularly areas south of the Beltline.

The [Long Range Facilities Plan Update July 2018](#) offered a recap of the April 2015 referendum project closing, [April 2015 Referendum Final Project Summary](#) published in November 2018. Board policy #1535 and guidelines that affect facility planning were presented, and the Board later adopted a revised policy [#1535: School Buildings](#). The Board discussed the general direction for each of the major segments of facility planning: high school renovations; elementary underserved areas; excess capacity; middle school renovations; and, potential options for early short term action on alternative school sites. The Board discussed the milestones needed to position MMSD for a November 2020 facility referendum.

The [Long Range Facilities Plan Update January 2019](#) presented the Board with a status update, featuring a Strengths, Weaknesses, Opportunities, Threat (SWOT) analysis which is a key strategy undergirding this Plan, a recap of the five workstreams, and preliminary reports from the architects on the needs at the four comprehensive high schools. Site based input from the four high schools was gathered between February-April 2019. Prioritizing the high schools for the 2020 referendum was recommended.

Also in January 2019, the Board approved a land purchase on Madison's far west side, in the Acacia Ridge subdivision. The land could be a future school site when future residential development puts Olson Elementary beyond its capacity (see the [Dohm Farm Property / Acacia Ridge Land Purchase Report](#) for more information).



The [Long Range Facilities Plan Update May 2019](#) presentation to the Board summarized the Building Excellence project planning to date with updated high school and Capital High plans based on staff and student feedback, provided the legal and financial context for a 2020 facilities referendum, and discussed initial thoughts for investments in elementary and middle schools over the next ten years. The Board agreed to begin the pre-decision public engagement on the various options, priorities, and costs related to the 2020 referendum to gain extensive pre-decision public engagement on the recommendations in this Plan, which will further inform the contents of future referenda, in the May-September 2019 window.



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