



**School Board Work Session**  
**Monday, October 17, 2022; 5:00 PM**  
**ECC Room 350**

**I. Determination of Quorum and Call to Order**

**II. Report**

A. Strategic Plan Implementation Update

**Description:** As part of the monitoring of the Strategic Plan, the superintendent is providing an overview of progress.

**Presenter(s):** Dr. Stacie Stanley, Superintendent

**III. Discussion**

A. 2022-2023 Enrollment and Class Size Information Report

**Description:** This report provides enrollment and class size information for Edina Public Schools for the past school year, and was updated with October 1, 2022, student counts. The report is aligned to strategic initiative D5: To provide strategy and direction for predicted enrollment and demographic trends while retaining current students.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent

B. Edina Public Schools Marketing Plan

**Description:** This report provides a review of resident enrollment and an assessment of the residential educational landscape and marketing opportunities. The report was developed based on strategies in the Edina Public Schools 2020-2027 Strategic Plan, an analysis of past data and marketing research conducted this fall.

**Presenter(s):** Daphne Edwards, Director of Marketing and Communications

C. Continuous School Improvement Planning Process

**Description:** The purpose of this report is to update the board on the Continuous School Improvement Planning Process that all school sites and district departments are using in order to advance strategic initiatives. The CSIP model supports the advancement of strategic initiative D4: To develop and maintain a culture of continuous improvement. Also, note that this work advances many other strategic initiatives in the strategic plan.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; and Toya Pryor, Principal, Valley View Middle School

D. Countryside Programming Update

**Description:** On November 8th, 2021 the Edina Public School Board approved Two-Way/Dual Spanish Immersion to be placed at Countryside Elementary. This approval, along with the Elementary Guiding Change Plan for Edina Public Schools Programming, prompted the Countryside community to engage in a needs assessment. The purpose of the needs assessment was to gather data from all stakeholders in the Countryside community to describe what kind of community they could create with the addition of Two-Way/Dual Spanish Immersion programming. The needs assessment was reviewed by a Countryside Leadership team during three summer full day work sessions. The proposal from this team is that Countryside moves forward with all

program offerings being known as "one Countryside." The building will focus planning on two language pathways - English and Spanish.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Karen Bergman, Principal of Countryside Dual Spanish Immersion; Caroline Linden, Dean of Countryside Dual Spanish Immersion; and Jody De St. Hubert, Director of Teaching and Learning

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**



**Board Meeting Date:** 10/17/2022

**TITLE:** Strategic Plan Implementation Update

**TYPE:** Report

**PRESENTER(S):** Dr. Stacie Stanley, Superintendent

**BACKGROUND:** As part of the monitoring of the Strategic Plan, the superintendent is providing an overview of progress.

**RECOMMENDATION:** Receive the report

**Desired Outcomes from the Board:** Thoroughly review the written overview to ensure there is a common knowledge and background on the topic. Have questions prepared for the administration.

**ATTACHMENTS:**

Strategic Plan Gantt Chart

Core Planning Team: Strategic Plan update

**Overview:**

During the 2021-2022 school year, the school board approved the attached Edina Public Schools Implementation Gantt Chart to monitor expected implementation progress. In April of 2022 the superintendent launched a Core Planning Team process with community stakeholders including parents/family members, students, staff, business leaders, administration and board members. A formal progress report was provided by consultants at a June 2022 workshop meeting.

**Throughout the 2021-2022 school year progress reports were provided on benchmarks for each strategy:**

- Monitoring of impact on student learning due to the pandemic
- Student Mental Health Wellness
- Comprehensive Literacy
- Data Metrics Plan
- Data and Intervention Process
- Diversity, Equity & Inclusion Plan
- High Leverage Programming: STEAM, Dual Language Spanish Immersion and Edina Virtual Pathway

- Comprehensive review of technology – phase 1

**During the 2022-2023 School year the school board will receive updates related to:**

- Resident student enrollment audit and initial marketing plan
- Student Mental Health Wellness
- Comprehensive Literacy – E-5 update & 6-12 review and plan
- Data Metrics Plan – baseline data report
- Data and Intervention Process (Assess & Connect + instructional delivery and monitoring)
- Diversity, Equity & Inclusion Plan – Tools of Cultural Proficiency Update
- High Leverage Programming: STEAM, Dual Language Spanish Immersion and Edina Virtual Pathway status updates
- Comprehensive review of technology – phase 2



# Strategic Plan Gantt Chart

Strategy A: Advance Academic Excellence, Growth and Readiness							
Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
A1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.							
A2. Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.							
A3. Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K- 12 and throughout the school year.							
A4. Implement a review of all literacy programs at EPS.							
A5. Provide robust early childhood education.							

Strategy B: Ensure an Equitable and Inclusive School Culture							
EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
B1. Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others’ experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.							
B2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.							
B3. Support equity by identifying and eliminating structural barriers to success.							
B4. Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.							

Strategy C: Foster Positive Learning Environments and Whole Student Support							
EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
C1. Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.							
C2. Assure students have the opportunity to participate in robust extracurricular and co curricular opportunities.							
C3. Provide students with skills for healthy lifestyles including living effectively with technology and ensure access to participate in K -12 wellness programs.							
C4. Create environments that are conducive to learning and facilitate constructive student interaction.							
C5. Increase the mental health support provided by caring adults.							
C6. Complete a comprehensive review of technology used by students and staff.							



Planning Phase

Development Phase

Implementation Phase



# Strategic Plan Gantt Chart

Strategy D: Develop Leadership Throughout the District							
Edina Public Schools continuously develops innovative, committed and exemplary leadership at all levels and from all constituencies, student and adult.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
D1. Identify, develop and recognize adult leaders throughout the district.							
D2. Provide robust and balanced professional development.							
D3. Develop students as leaders, encourage student voice and promote civic engagement.							
D4. Develop and maintain a culture of continuous improvement based on evidence.							
D5. Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.							

Strategy E: Engage Parents, Schools and Community							
Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education.	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
E1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.							
E2. Build upon the robust community education opportunities and offerings for all learners(Prek-Adult).							
E3. Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.							
E4. Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.							
E5. Ensure strong financial stewardship and provide information that is accessible to all members of our community and demonstrates and promotes the value of an Edina education.							
E6. Create assessment data dashboard.							



Planning Phase

Development Phase

Implementation Phase

April 21 and 22, 2022

# 2022-2024 STRATEGIC PLAN CORE PLANNING TEAM



## Edina Public Schools Executive Summary



**schooliQ**  
a SitologIQ K12 solutions set

2125 2nd Street | White Bear Lake, MN 55110  
[SitologIQ.com](https://SitologIQ.com)



## OVERVIEW

A strategic plan is a roadmap for the future that guides the school board and administration forward to assist in meeting the goals of the district. It is important to note that this strategic plan was approved right before the COVID19 pandemic, hence extending the timeline of the plan. The 2020-2027 Edina Public Schools Strategic Plan was developed through the following participative planning process:

- **Stakeholder Input:** Meetings and surveys were conducted to seek perspective and advice about the status and future needs of the district from parents, students, teachers, staff and district community members.
- **Data collection:** Key information from various sources were gathered to inform future directions including a District Overview, Peer District Comparisons, and National Trends and Issues.
- **Directions Development:** Based on the findings and conclusions of the stakeholder input and data collection, the School Board worked with staff input to draft the 2020 – 2025 Edina Public Schools directions, including the mission, vision, values and beliefs, and priority strategies.
- **Approval of Strategic Directions:** The Edina Public Schools Draft Strategic Directions were approved at the February School Board meeting including the mission, vision, core values and beliefs, priority strategies and expected outcomes.
- **Implementation Plan Development:** Staff leaders worked with the School Board to develop an action roadmap for achieving the strategic directions including:
  - **Actions:** Specific short and long-term initiatives and action steps
  - **Resources:** Projection of time, human, physical and/or financial resources to support action
  - **Process metrics:** Benchmarks for measuring implementation progress and success.





## STRATEGIC PLAN CORE PLANNING TEAM DESIGN AND PROCESS

Superintendent Dr. Stanley worked with School IQ facilitators to design an experience for a diverse group of community stakeholders who are referred to as the Strategic Plan Core Planning Team. To support the monitoring process, this team was established to receive yearly updates on the progress in the implementation of the Strategic Plan. The Core Planning Team includes students, parents, educators, administrators, and school board members and their first meeting occurred on April 21 and 22, 2022.

The Core Planning Team will analyze information provided by district leadership to determine the extent to which the school district is on track to meet its timelines and with the intent of the plan. Feedback will be summarized and shared with the school board, which might include recommendations for modifications or additional steps to ensure the plan is realized by the 2027 timeline.

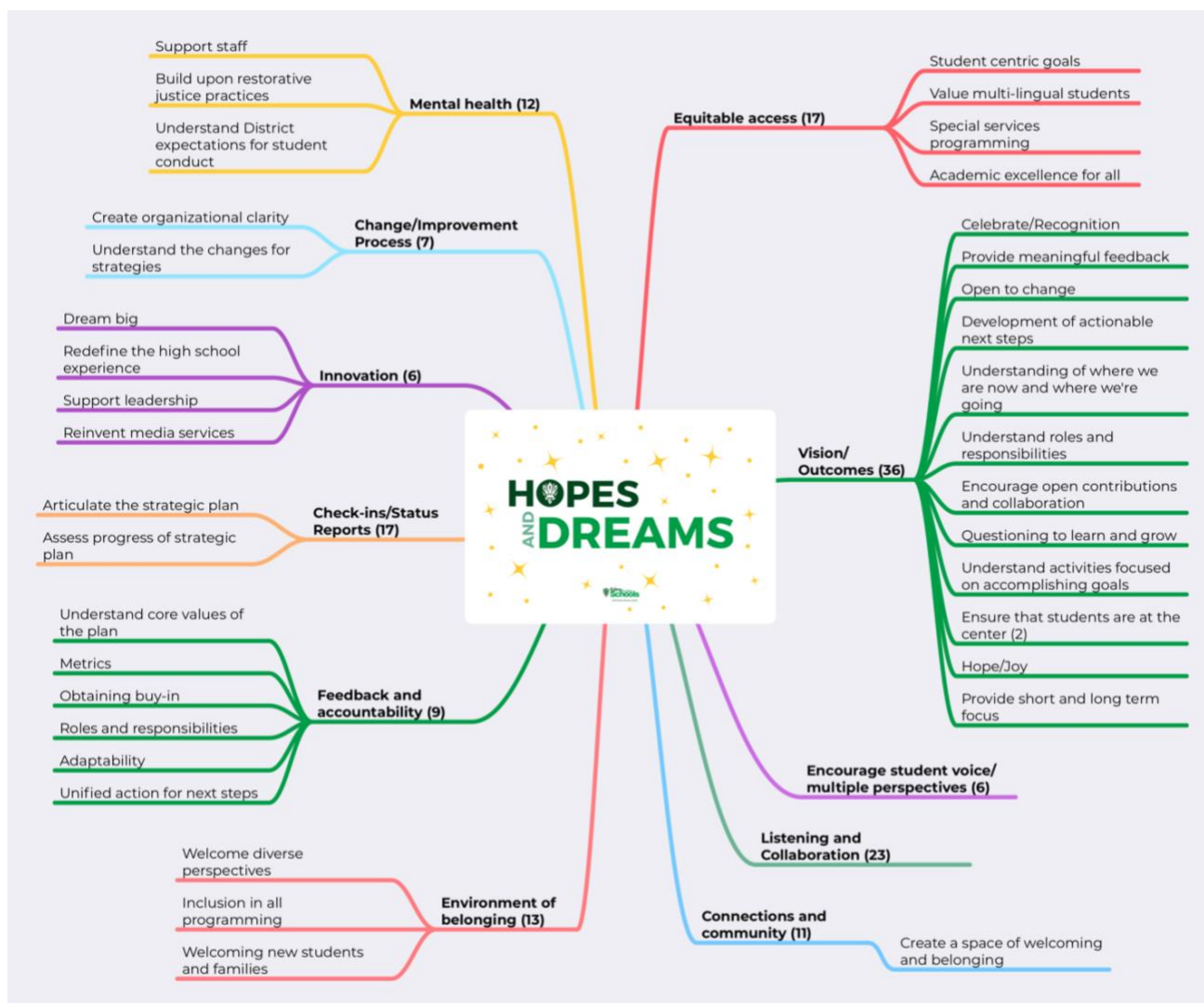
An important outcome of this process was for the Core Planning team to build community and begin to develop trusting relationships. Multiple opportunities were designed throughout time together to engage and communicate in meaningful ways.

**Our work together began with an activity for participants to share their “Hopes and Dreams” for the students, families, and community of Edina Public Schools.**



Short-term and long-term goals were shared. Facilitators then used software to sort the hopes and dreams into themes that aligned with the strategic plan priorities.

District leadership team members then shared presentations on each of the priority strategies. Multiple components are embedded in each of these strategies, so leaders were asked to focus on a select few to start. More information on each strategy will be shared in future Core Planning Team meetings. During the presentations, the Core Planning Team members were given a graphic organizer to documents their thoughts and questions regarding each strategy. Team members were also provided the opportunity to ask questions after the presentations.



After this process, the team was led through the SOAR process to identify the strengths, opportunities, aspirations, and results that were important to them as related to the strategic priorities.

As noted in the GANTT chart (see page 20), many of these strategies are still in the development stage due to the impact of the pandemic, but incredible progress has been realized throughout the plan.

## SOAR ANALYSIS

A **strengths, opportunities, aspirations, results (SOAR)** analysis is a strategic planning tool that focuses an organization on its current strengths and vision of the future for developing its strategic goals.

### STRENGTHS

What EPS does well; strengths also include key assets, resources, and accomplishments

- What are we most proud of?
- What makes us unique?
- What do we provide that is world class?
- What strengths are most valuable in our marketplace?

### OPPORTUNITIES

Circumstances that EPS can leverage so each and every student can discover their possibilities and thrive

- What partnerships would benefit even more of our students?
- What threats do we see that can be reframed as opportunities?
- What needs and wants are we currently not fulfilling for our internal and external stakeholders?



### ASPIRATIONS

An expression of what we want EPS to be and achieve in the future

- What do we want to achieve in the future?
- What are we passionate about?
- What strategies and actions will support our best future school district?
- How can we continue to make a difference?

### RESULTS

Tangible outcomes and measures that demonstrate we've achieved our goals and aspirations

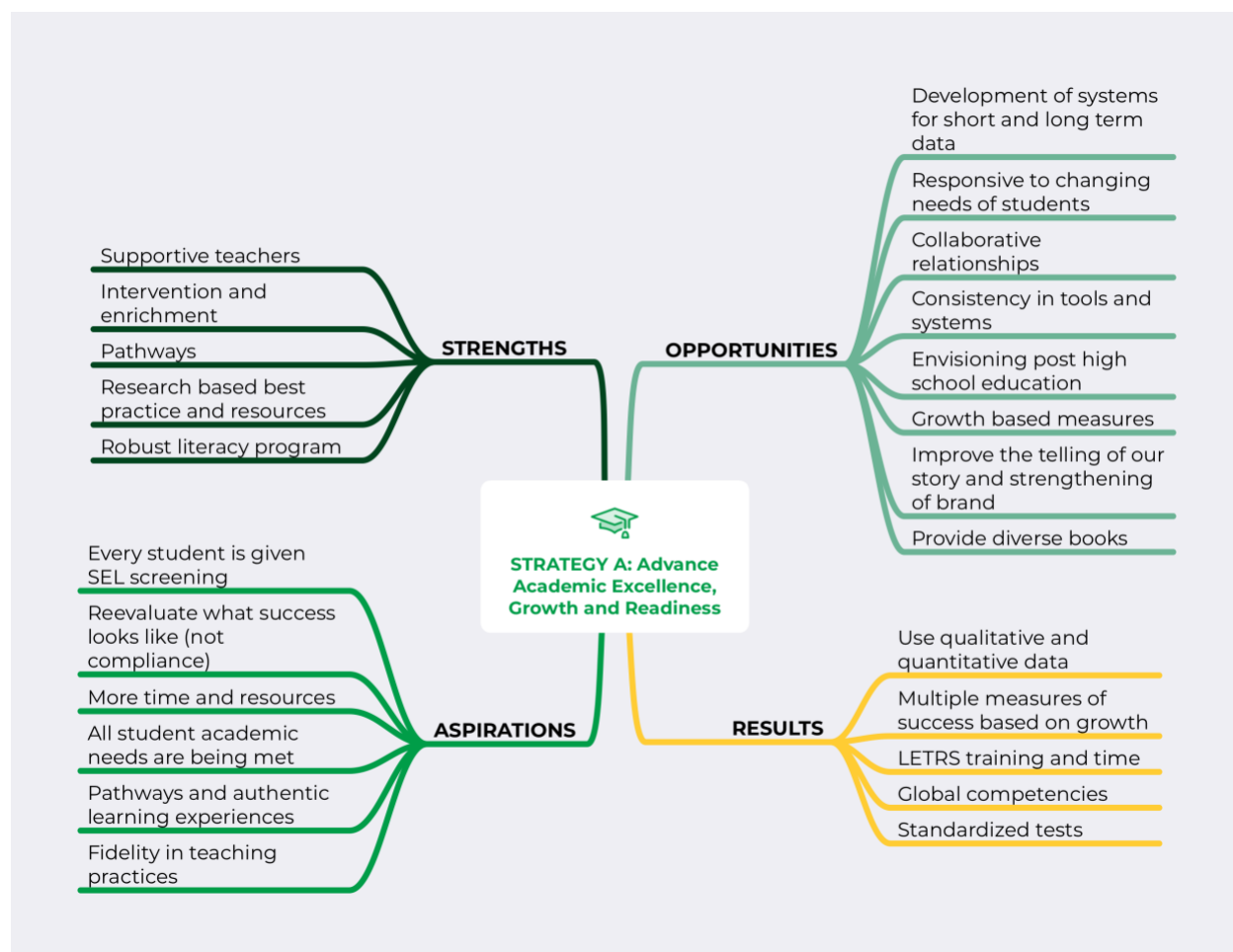
- What measures will tell us we are on track to achieve at our highest levels?
- How do we translate our vision into tangible outcomes?
- How do we know when we've achieved our goals?

## PRIORITY STRATEGIES

The Mission and Vision will be achieved by taking action on the following priority strategies:

### Strategy A: Advance Academic Excellence, Growth and Readiness

Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.



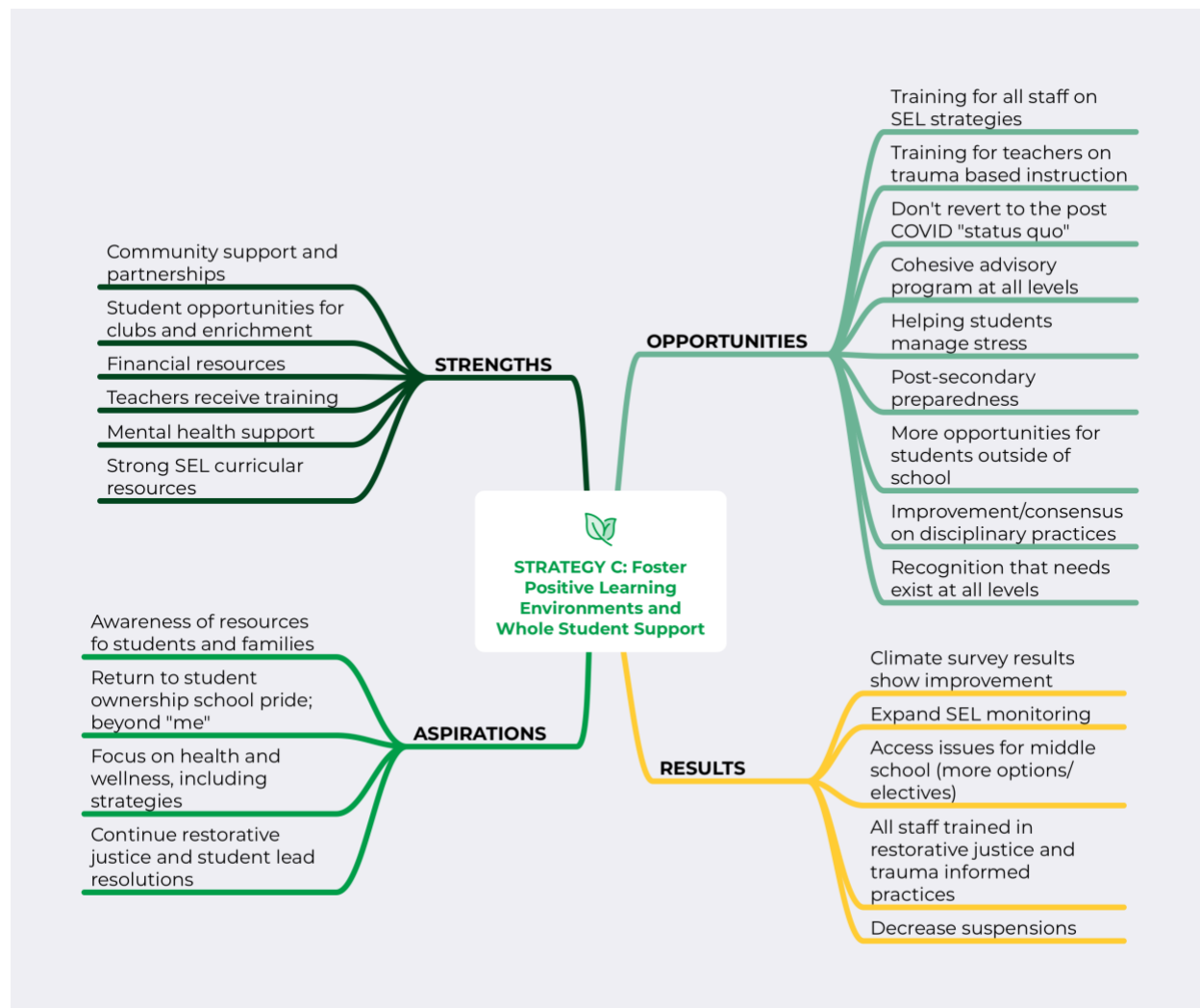
## Strategy B: Ensure an Equitable and Inclusive School Culture

EPS welcomes, respects, supports, and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.



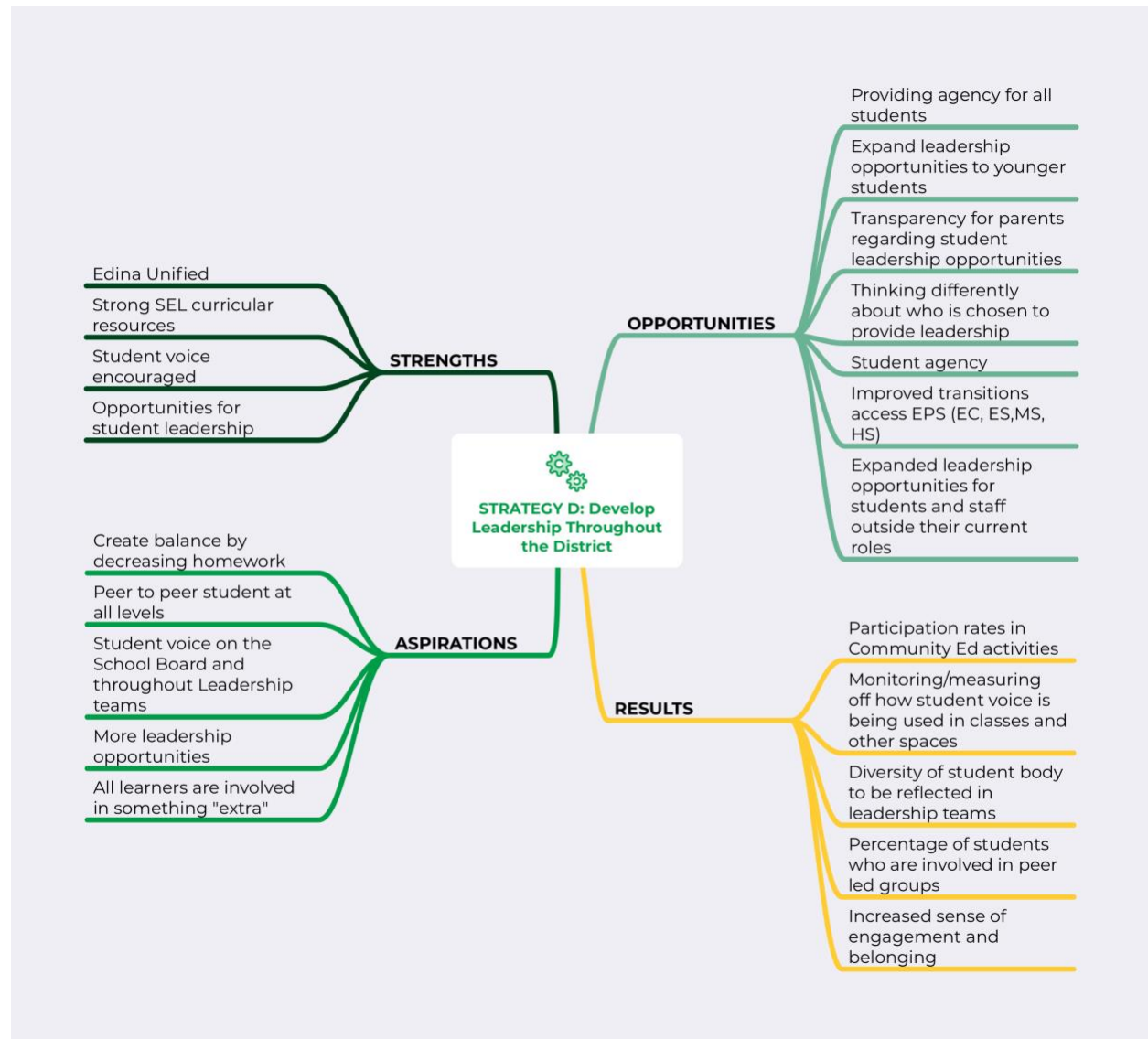
## Strategy C: Foster Positive Learning Environments and Whole Student Support

EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.



## Strategy D: Develop Leadership Throughout the District

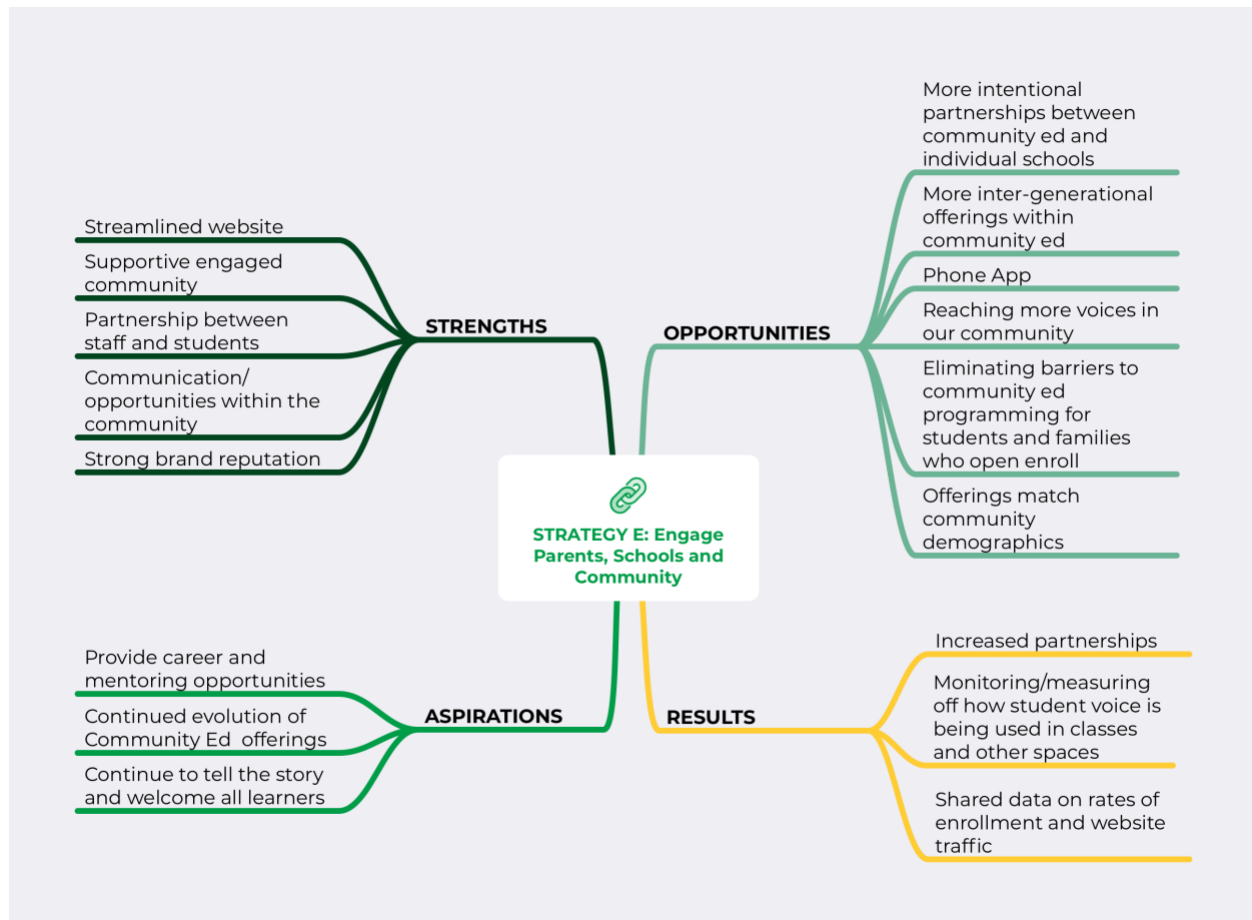
Edina Public School Schools continuously develops innovative, committed, and exemplary leadership at all levels and from all constituencies, students, and adults.





## Strategy E: Engage Parents, Schools, and Community

Edina Public Schools works in partnership with parents, students, staff, alumni, and community to serve as a reflection of Edina's strong commitment to education.





## SOAR ANALYSIS

After completing the SOAR analysis for each strategy, participants reviewed the collective strengths, opportunities, aspirations, and results across all five strategies. Team members were then asked to identify key themes of each component of the SOAR analysis (key themes from all the strengths, opportunities, aspirations, and results) and respond to the following prompts:

- What celebrations do we highlight?
- What might we modify?
- What might we recommend?

The results shown below are suggestions for district administration to consider as they continue to plan the next steps of implementation for the Strategic Plan.



### STRENGTHS

What EPS does well; strengths also include key assets, resources, and accomplishments

- What are we most proud of?
- What makes us unique?
- What do we provide that is world class?
- What strengths are most valuable in our marketplace?

## STRENGTHS RESPONSES

### Celebrations

- We have a strategic plan that we are following and evaluating!
- Attracting and retaining staff that reflects student population, celebrate improvements.
- Strong, talented, staff and resources are great.
- Professional development in areas of equity, literacy, and SEL.
- Community partners

### Considerations

- Continue the work to offer more opportunities to bring forward student voice in various leadership opportunities.
- Embed leadership opportunities within the school day in addition to after school.
- Be more intentional around follow through of training. How might we measure the impact of our PD on schools?
- Let's focus on communication of the strategic plan so community and staff are more aware.

- Our partnership and with the community and prioritization of resources to the plan.
- Highlight community partners
- How can we help the teachers feel more supported?
- What are the concrete steps to recruit and retain staff of color?
- Identifying needs and providing multiple pathways to meet the needs of learners
- Think more long term on plan and don't jump to next shiny new thing. It is more important to stay focused and build capacity.



## OPPORTUNITIES

Circumstances that EPS can leverage so each and every student can discover their possibilities and thrive

- What partnerships would benefit even more of our students?
- What threats do we see that can be reframed as opportunities?
- What needs and wants are we currently not fulfilling for our internal and external stakeholders?

## OPPORTUNITIES RESPONSES

### Celebrations

- Providing restorative justice training.
- Encouraging diverse perspectives and student voice in decision making.
- Build future ready skills; problem solving, critical thinkers, whole person, health
- Build capacity for more diverse perspectives.
- Focus on SEL/mental health needs and implementation for staff and students.

### Considerations

- Collect information and act on the data accordingly. What should we replicate?
- Covid has been tough, but we need to move forward Innovate! Training for all on strategies to promote innovation.
- Provide affinity groups for various cultures to engage, connect and learn.
- Shift advisories at the secondary from information giving to community building, possibly multi-grades.
- Increase student leadership opportunities at all levels, help students and parents understand what the options are.
- Use data more effectively.
- Continue with growth-based measurements vs benchmarks.
- Partnership opportunities between schools.
- Open dialogue around initiatives happening at each school.
- Leverage current staff for train the trainer model.
- Continue to build on restorative justice training opportunities.
- EPS could be a leader of "build your own" program models



## **ASPIRATIONS**

An expression of what we want EPS to be and achieve in the future

- What do we want to achieve in the future?
- What are we passionate about?
- What strategies and actions will support our best future school district?
- How can we continue to make a difference?

## **ASPIRATIONS RESPONSES**

### **Aspirations**

- Student leadership includes voice, influences action for change, community, civic and diverse perspectives.
- PATHWAYS programs to provide authentic learning experiences.
- Variety of stakeholder feedback opportunities that drive the work of the district.
- A truly inclusive environment for ALL.
- Cultural representation in teachers, students, and positions of power.
- Rethink advisories
- Explore and communicate future options besides 4-year college degree.
- Explore transportation for open enrolled students as transportation is a huge barrier.
- Provide transportation for summer activities. Edina “Give and Go” is ready to support.
- Continue to grow partnerships and connections.
- Encourage flexibility and balance for staff and learners.
- Tell the story for Edina Public Schools.



## RESULTS

Tangible outcomes and measures that demonstrate we've achieved our goals and aspirations

- What measures will tell us we are on track to achieve at our highest levels?
- How do we translate our vision into tangible outcomes?
- How do we know when we've achieved our goals?

## RESULTS RESPONSES

### Celebrations

- Belonging for all is a prevalent theme.
- Participation and engagement are increasing...keep going!
- Celebrate that we use multiple measurements for data!
- Making progress in hiring staff of color.
- Awareness of equity concerns.

### Considerations

- Define engagement and how it looks across different cultures and families.
- Connected autonomy between sites.
- Celebration of diversity/highlight what we currently have in the district.
- Staff represents student population, more growth needed.
- Find more ways to measure student success. Provide growth, personalized goals, benchmarks and learning styles.
- Use learner profile/story to help measure growth.
- Revisit start time to gauge impact on MS extracurriculars and Community Ed.
- Increase diverse partnerships.
- Add more climate and culture questions to student survey.
- Provide more frequent listening sessions.
- Expand restorative justice.

## KEY MESSAGES FOR COMMUNITY

- This process was very intentional about including a wide variety of perspectives at the table, including centering student voice.
- We are very hopeful for the future of Edina Public Schools and look forward to continuing this critical work.
- We have much to celebrate in our district! While we know there is much work to be done, it's important to take time to recognize and celebrate the many amazing accomplishments that happen every day in our classrooms and throughout our district.
- The district is taking this work very seriously and cares deeply about input from the community.
- The implementation process will take time. There are concrete action steps behind the plan and district leadership is committed to including the community throughout the process.
- Attracting, retaining, and supporting a diverse group of staff is important to many stakeholders in our district.



## NEXT STEPS

In addition to the plan, the administration designed additional tools to guide their work.

- 1) A GANTT chart outlines the components under each strategy and designates phases in the implementation cycle, beginning with *planning*, leading to *development*, and ending with *implementation*.
- 2) The Edina Public Schools Metric Plan is a comprehensive assessment plan which examines a variety of data points to help determine if the district is meeting the Mission, Vision and Strategic Plan priorities. A variety of types of data are proposed including quantitative, qualitative, standardized, and common assessments.

## WITH GRATITUDE

### Committee Members

Abid Hasan  
Allison Knoph  
Andy Beaton  
Austin Hochstetler  
Benjamin Hamsic  
Blanca Diazdeleon  
Cara Rieckenberg  
Carlene Bray  
Carmela Cadja  
Catalina Carrasco  
Chris Holden  
Erica Allenberg

Finley Tooley  
George Sill  
Janie Shaw  
Jodi Ramirez  
Karen Bergman  
Karen Gabler  
Katie Fabrizio  
Katie Higgins  
Lynnea West  
Mark Jacobi-Krohn  
Molly Okeefe

Morgan Johnson  
Natalia Wegner  
Nate Murphy  
Nicole Schweigert  
Randy Smasal  
Sharmarke Yusuf  
Stephanie Pierce  
Thuy Anh Fox  
Toya Pryor  
Traci Mercado  
Tricia Pettis  
Zoya Hasan



# **SUPPLEMENTAL DOCUMENTS**



2020-2025 Strategic Plan (*click graphic to expand view*)



## Edina Public Schools 2020-2025 Strategic Plan

### Table of Contents

A. OVERVIEW .....	2
B. MISSION Statement .....	3
C. Core VALUES and BELIEFS .....	3
D. VISION Statement and Priority STRATEGIES .....	4
E. IMPLEMENTATION PLAN .....	5
F. PLAN DEVELOPMENT Steps .....	18
G. "LIVING" STRATEGIC PLAN Process .....	19

## Strategic Plan Gantt Chart



### Strategic Plan Gantt Chart



<b>Strategy A: Advance Academic Excellence, Growth and Readiness</b>							
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<b>Strategy B: Ensure an Equitable and Inclusive School Culture</b>							
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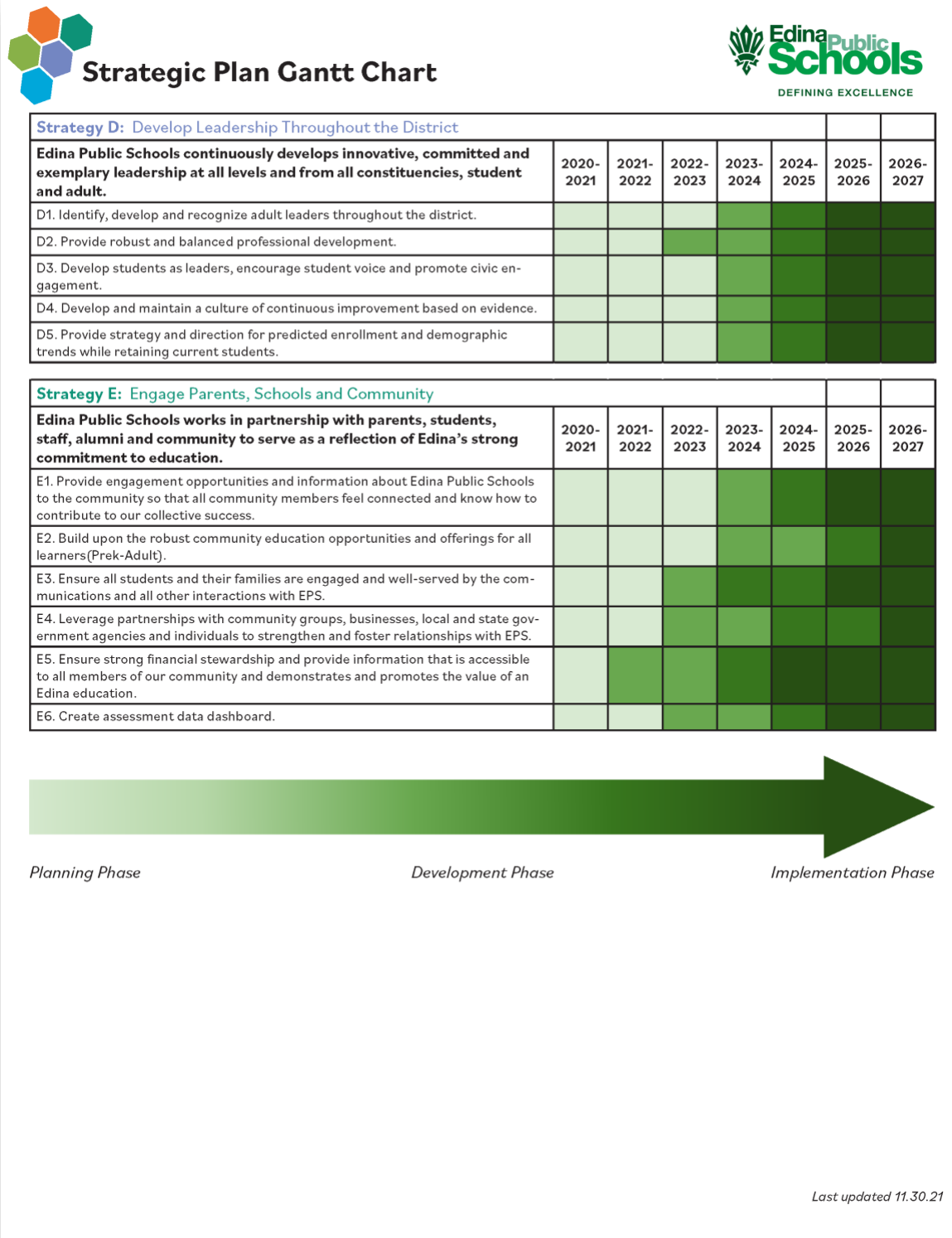


Planning Phase

Development Phase

Implementation Phase

## Strategic Plan Gantt Chart (continued)





**Board Meeting Date:** 10/17/2022

**TITLE:** 2022-2023 Enrollment and Class Size Information Report

**TYPE:** Discussion

**PRESENTER(S):** Dr. Randy Smasal, Assistant Superintendent

**BACKGROUND:** This report provides enrollment and class size information for Edina Public Schools for the past school year, and was updated with October 1, 2022, student counts. The report is aligned to strategic initiative D5: To provide strategy and direction for predicted enrollment and demographic trends while retaining current students.

**RECOMMENDATION:** Accept the enrollment report for the 2022-2023 school year.

**DESIRED OUTCOME OF THE BOARD:** Prepare questions regarding the enrollment report in order to create greater organizational clarity which will help support enrollment strategy moving forward.

**ATTACHMENTS:**

- See attached report

## Table of Contents

<b>Section I</b>	3
<b>Enrollment Information</b>	3
Figure 1-1: 2022-2023 Student Enrollment by Building	4
Figure 1-2: 2022-2023 Edina Public Schools Demographics History	5
Figure 1-3: 2022-2023 Edina Public Schools Resident Demographic History	6
Figure 1-3a: 2022-2023 Edina Public Schools Open Enrollment Demographic History	7
Figure 1-4: New Students to EPS by Resident District Status and Prior Location	8
Figure 1-5: Projected Daily Membership from 5/30/2022 vs. Actual 10/01/22	10
Figure 1-6: 2021-2022 vs. 2022-2023 Change in Enrollment by Grade Level	11
Figure 1-7: 2021-2022 vs. 2022-2023 Cohort Comparison	12
Figure 1-8: 2021-2022 vs. 2022-2023 Resident Cohort Comparison	12
Figure 1-9: 2021-2022 vs. 2022-2023 Resident Enrollment	13
Figure 1-10: 10 Year Resident Enrollment Trend	13
Figure 1-11: 10 Year Resident Market Share Trend	13
Figure 1-12: 2021-2022 vs. 2022-2023 Open Enrollment	15
Figure 1-13: 10 Year Open Enrollment Trend	15
Figure 1-14: 2021-2022 vs. 2022-2023 Home School Districts of EPS Open Enrolled Students	15
Figure 1-15: 21-22* vs. 22-23** EPS Resident Students Attending Other Public Schools	17
Figure 1-16: 10 Year EPS Students Attending Other Public Schools	18
Figure 1-17: 21-22 vs. 22-23 EPS Resident Students Attending Non-Public Schools	18
Figure 1-18: 10 Year EPS Students Attending Non-Public Schools	19
Figure 1-19: Exit Survey Summary Reasons for Leaving	19
Figure 1-20: Exit Survey What Would It Take for You to Return to EPS	20
<b>Section II</b>	21
<b>Class Size Information</b>	21
Elementary Staffing Guidelines	21
Figure 2-1: 2022-2023 District Elementary Class Size Averages	22
Figure 2-2: 2022-2023 District Middle School Class Size Averages	22
Figure 2-3: 2022-2023 Edina High School Class Size Averages	23
<b>Section III</b>	24
Summary	24

## **Section I**

### **Enrollment Information**

The count considered to be “official” for the 2022-2023 school year was taken on October 1, 2022.

Students attending school in Edina include students who live in Edina, students who live in the city of Edina but whose homes are actually in a surrounding school district, students attending our schools through the “Minneapolis Transportation” program, and the Open Enrollment program.

Figure 1-1: 2022-2023 Student Enrollment by Building

**EDINA PUBLIC SCHOOLS  
OFFICIAL BUILDING ENROLLMENT**

Fall 2022-2023  
(October 1, 2022)

		KG	1	2	3	4	5	Total
22-23 Concord		105	122	113	129	123	132	<b>724</b>
22-23 Cornelia		80	103	104	97	95	102	<b>581</b>
22-23 Countryside		119	95	90	106	94	103	<b>607</b>
22-23 Creek Valley		97	95	112	100	103	105	<b>612</b>
22-23 Highlands		95	99	99	95	90	86	<b>564</b>
22-23 Normandale		105	126	121	103	101	101	<b>657</b>
22-23 Edina Elementary Virtual Pathway			2	2	9	11	3	<b>27</b>
<b>Totals</b>								<b>3772</b>

	6	7	8	9	10	11	12	Total
22-23 South View	337	314	339					<b>990</b>
22-23 Valley View	331	312	331					<b>974</b>
22-23 Edina High School				711	669	664	683	<b>2727</b>
22-23 Edina Virtual	1			5	8	9	14	<b>37</b>
<b>Totals</b>								<b>4728</b>

**Enrollment Comparison**

		10/1/2021	10/1/2022
Grade K-5		<b>3734</b>	<b>3772</b>
Grade 6-8		<b>1969</b>	<b>1965</b>
Grade 9-12		<b>2690</b>	<b>2763</b>
Totals K-12		<b>8393</b>	<b>8500</b>

Preschool		145	186
Early Childhood Special Ed		131	170

\*We enrolled an additional 107 students compared to the 21-22 school year.

Figure 1-2: 2022-2023 Edina Public Schools Demographics History

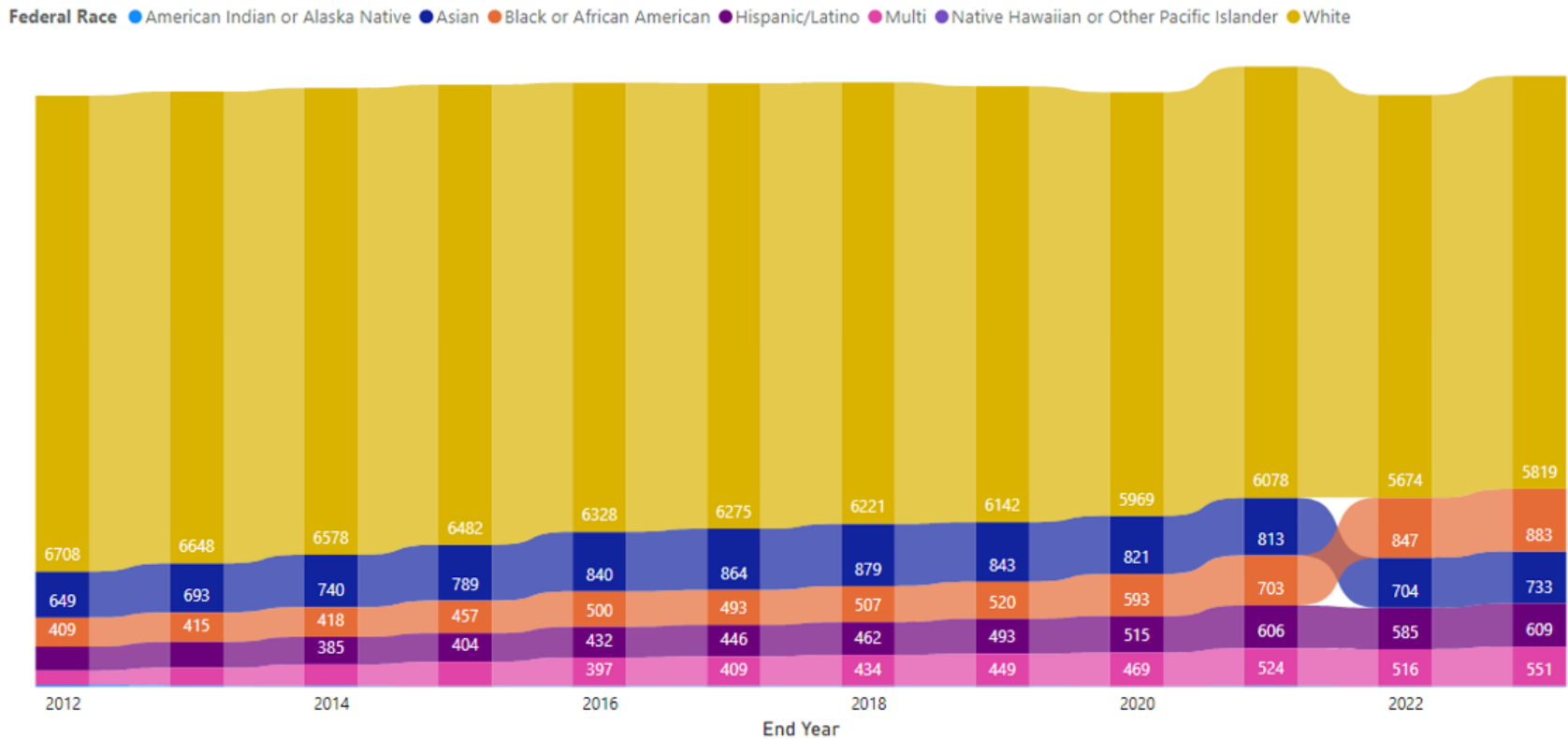




Figure 1-3: 2022-2023 Edina Public Schools Resident Demographic History

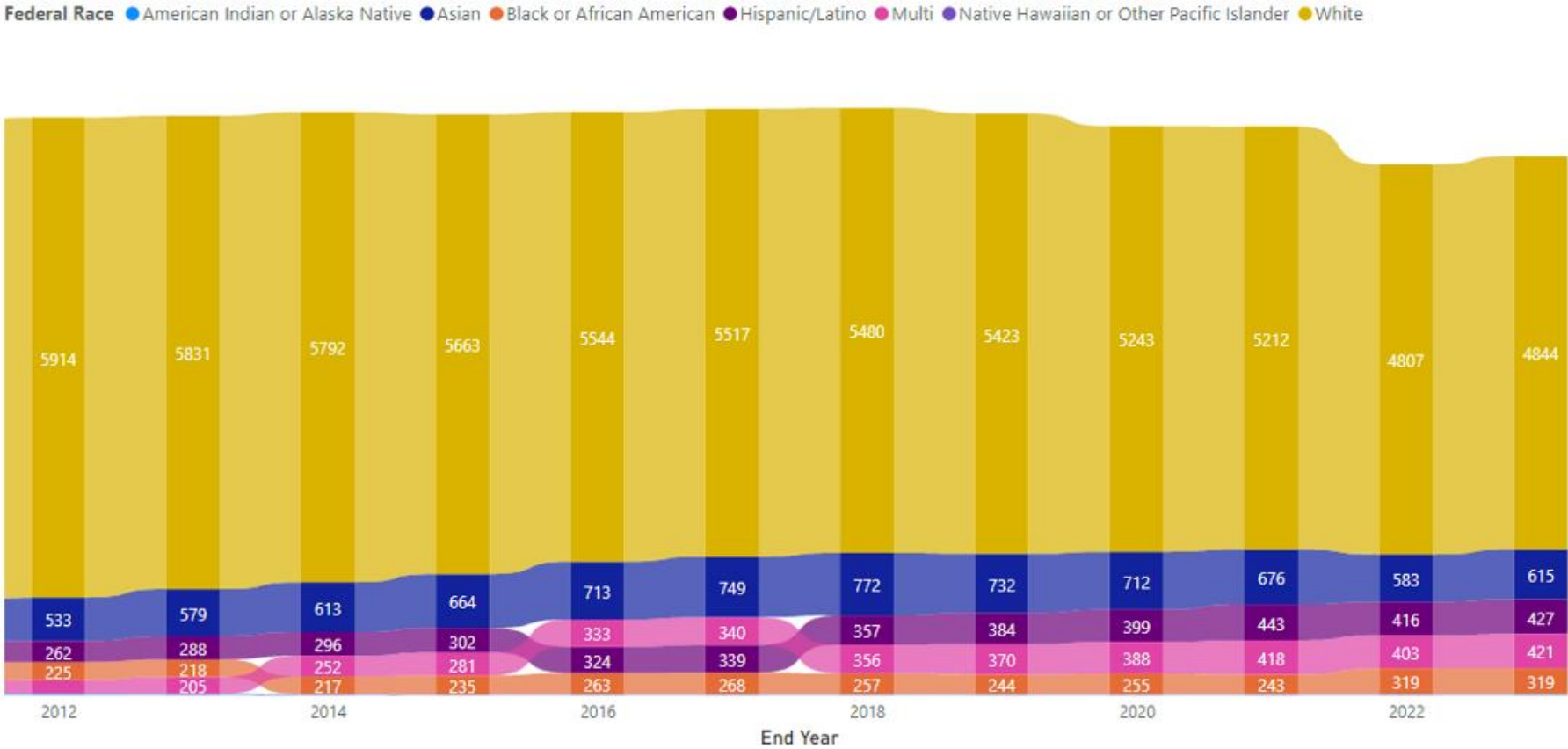


Figure 1-3a: 2022-2023 Edina Public Schools Open Enrollment Demographic History

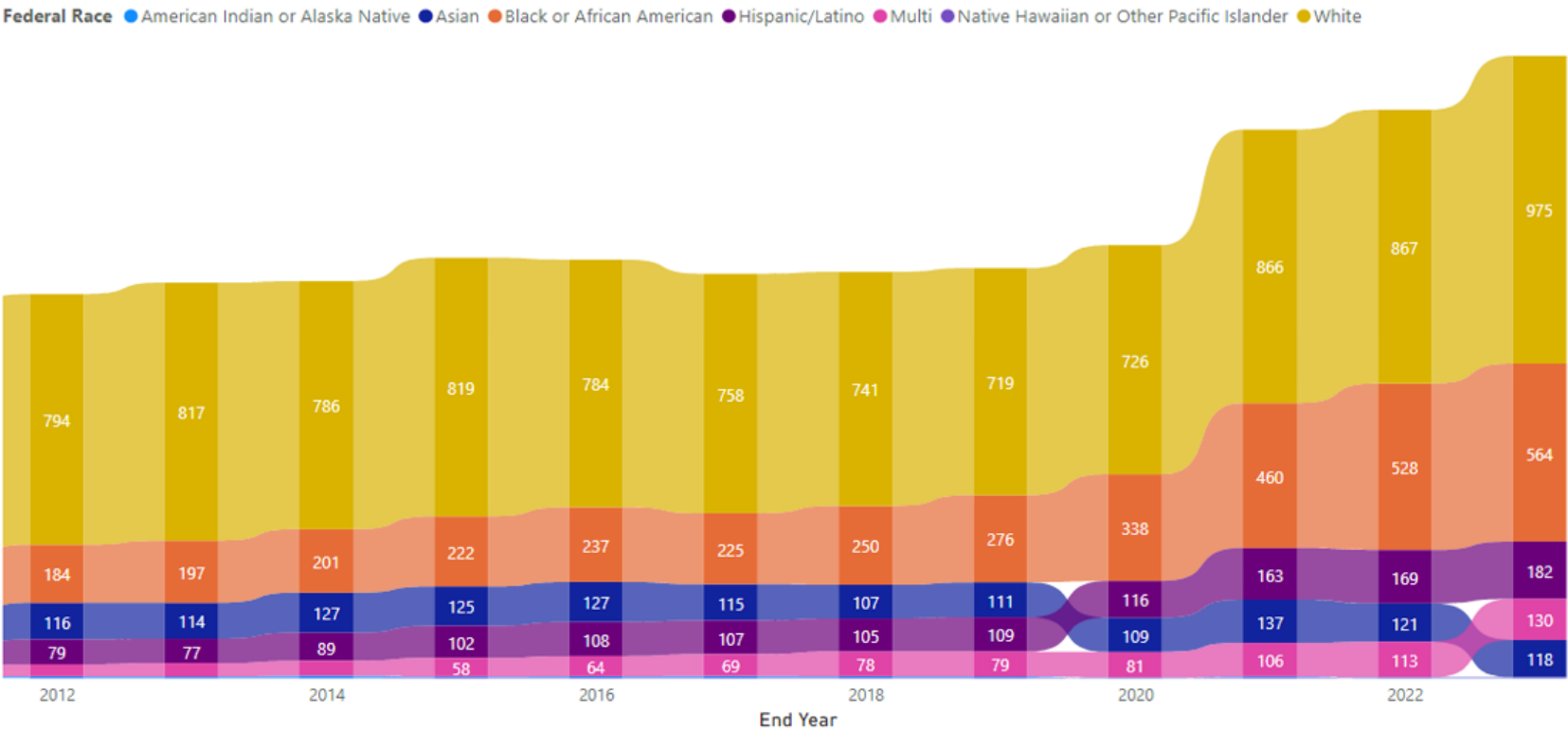


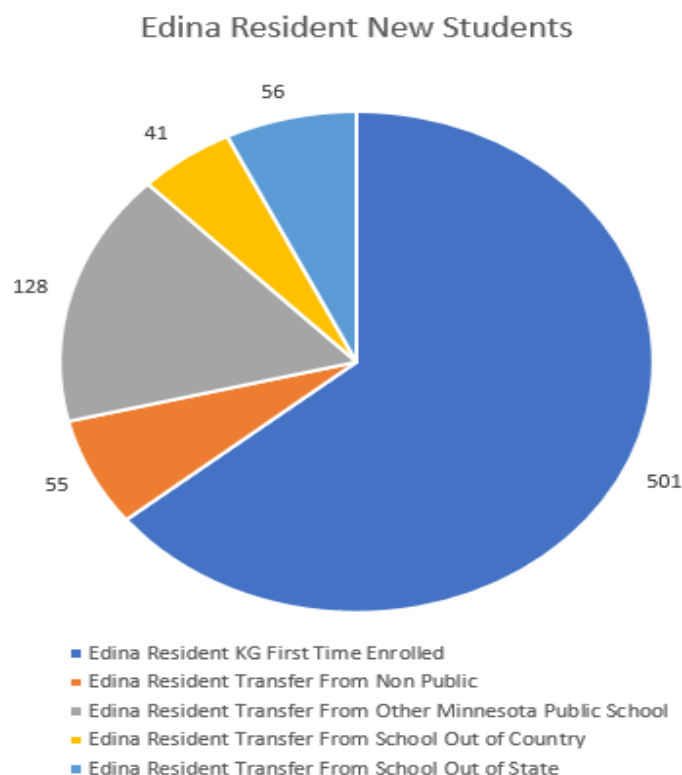
Figure 1-4: New Students to EPS by Resident District Status and Prior Location

Resident District Status / Where They Came From	Number of Students
<b>Edina Resident</b>	<b>781</b>
KG First Time Enrolled	501
Transfer From Non Public	**55
Transfer From Other Minnesota Public School	***128
Transfer From School Out of Country	41
Transfer From School Out of State	56
<b>International Student</b>	<b>*11</b>
Transfer From School Out of Country	11
<b>Open Enrolled</b>	<b>349</b>
KG First Time Enrolled	90
Transfer From Non Public	21
Transfer From Other Minnesota Public School	224
Transfer From School Out of Country	12
Transfer From School Out of State	2
<b>Grand Total</b>	<b>1141</b>

\*International students attending from Spain, Austria, Germany, Thailand, Italy, Czech Republic, Denmark

\*\* 55 (October 1, 2022) transfer back from Non Publics compared to 52 (October 1, 2021)

\*\*\*128 (October 1, 2022) transfer back from MN Public compared to 159 (October 1, 2021)



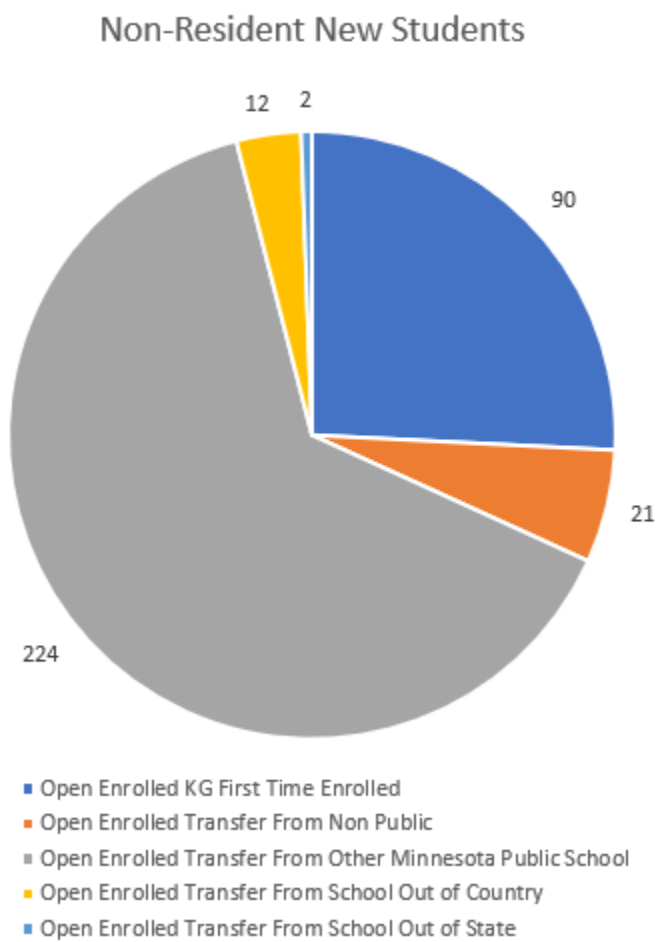


Figure 1-5: Projected Daily Membership from 5/30/2022 vs. Actual 10/01/22

Grade	Projection From 5/30/21	Actual Enrollment on 10/01/2021	Difference
KG	610	601	-9
1	647	642	-5
2	636	641	5
3	632	639	7
4	614	617	3
5	616	632	16
6	676	669	-7
7	621	626	5
8	663	670	7
9	694	716	22
10	674	677	3
11	655	673	18
12	698	697	-1

Projections were surpassed in grades 2, 3, 4, 5 and grades 7-11. Other grade levels came in slightly below projections.

Figure 1-6: 2021-2022 vs. 2022-2023 Change in Enrollment by Grade Level

ACTUAL 21 vs. ACTUAL 22			
Grade Level	Actual Enrollment 10/1/2021	Actual Enrollment 10/1/2022	Difference Actual FY 21 VS Actual FY 22
Kindergarten	610	601	-9
Grade 1	623	642	19
Grade 2	627	641	14
Grade 3	605	639	34
Grade 4	609	617	8
Grade 5	653	632	-21
<b>Total K-5</b>	<b>3727</b>	<b>3772</b>	<b>45</b>
Grade 6	625	669	44
Grade 7	664	626	-38
Grade 8	687	670	-17
<b>Total 6-8</b>	<b>1976</b>	<b>1965</b>	<b>-11</b>
Grade 9	675	716	41
Grade 10	664	677	13
Grade 11	698	673	-25
Grade 12	653	697	44
<b>Total 9-12</b>	<b>2690</b>	<b>2763</b>	<b>73</b>
<b>Total K-12</b>	<b>8393</b>	<b>8500</b>	<b>107</b>
<b>21-22 Graduating Senior Class</b>	<b>625</b>		
<b>22-23 Incoming Kindergarten Class</b>	<b>601</b>		

Actual year over year enrollments increased in grades 1,2,3,4,6,9,10 and 12 from Oct. 2021 to Oct. 2022, while decreasing in grades K,5,7,8 and 11. Overall all actual enrollments (Oct. 1, 2022) are +45 in elementary, -11 in middle school +73 in high school as compared to the previous year (Oct. 2021).

This graduating senior class number represents the number of graduates including summer graduates.

Figure 1-7: 2021-2022 vs. 2022-2023 Cohort Comparison

## All Students Cohort Comparison

21-22 Grade	Number of Students	22-23 Grade	Number of Students	Difference
KG	610	1	642	32
1	623	2	641	18
2	627	3	639	12
3	605	4	617	12
4	609	5	632	23
5	653	6	669	16
6	625	7	626	1
7	664	8	670	6
8	687	9	716	29
9	675	10	677	2
10	664	11	673	9
11	698	12	697	-2
12	653	NA		

Each grade level cohort increased in size over the past year, except current senior class.

Figure 1-8: 2021-2022 vs. 2022-2023 Resident Cohort Comparison

## Resident Students Cohort Comparison

21-22 Grade	Number of Students	22-23 Grade	Number of Students	Difference
KG	479	1	503	24
1	479	2	509	30
2	485	3	511	26
3	508	4	506	-2
4	498	5	509	11
5	502	6	530	28
6	534	7	459	-75
7	469	8	512	43
8	503	9	524	21
9	530	10	494	-36
10	497	11	497	-
11	497	12	521	24
12	517	NA	NA	

Resident cohort enrollments increased in grades KG,1,2,4,5,7,8, and 11 over the past year.

Figure 1-9: 2021-2022 vs. 2022-2023 Resident Enrollment

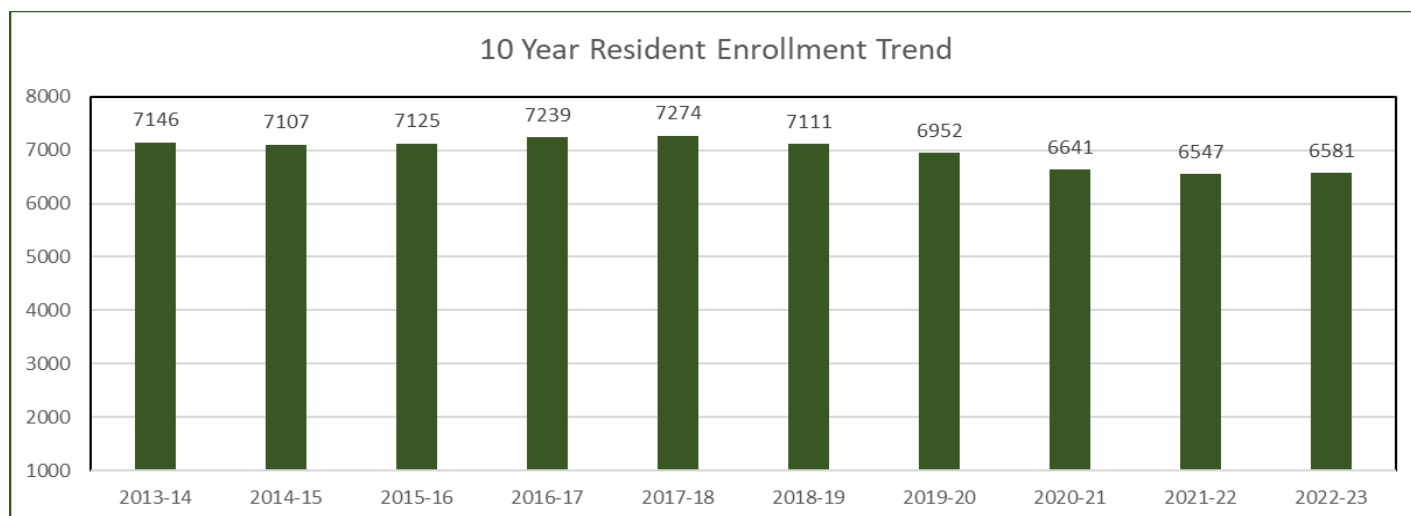
	2021-2022	2022-2023	Difference
Elementary	3006	3044	38
Middle School	1502	1501	-1
High School	2039	2036	-3
<b>Total</b>	<b>6547</b>	<b>6581</b>	<b>34</b>

Resident enrollment increased over the past year by 34 students.

Note:

- Resident Graduating Seniors 2021-22: 625 (77% Market Share)
  - Resident Student Pool 808
- Resident Incoming Kindergarten 2022-23: 506 (83% Market Share)
  - Resident Student Pool 611

Figure 1-10: 10 Year Resident Enrollment Trend

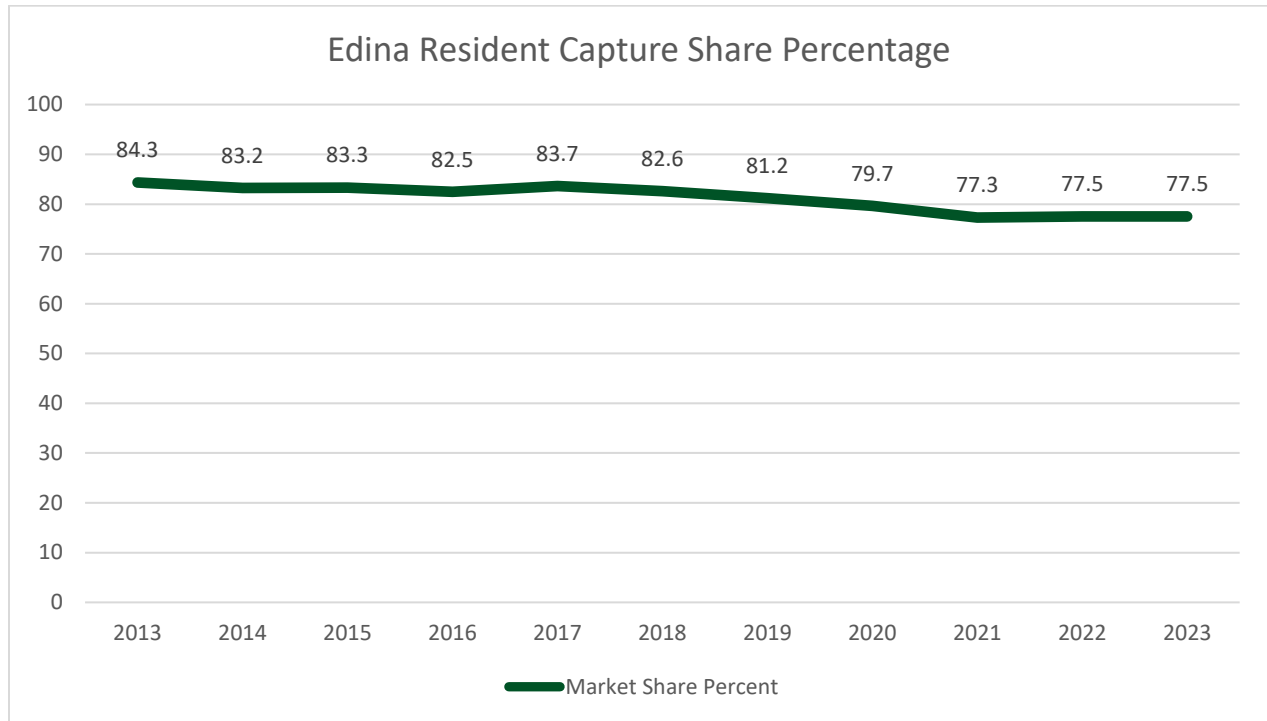


Resident enrollment increased by 40 students since 2020-21.

Figure 1-11: 10 Year Resident Capture Share Trend

School Year	Residents Enrolled In EPS	Residents Enrolled in Non-Pub & Elsewhere	Total Resident Enrollment	Capture Share Percent
2013-2014	7146	1440	8586	83.2
2014-2015	7107	1421	8528	83.3
2015-2016	7125	1513	8638	82.5
2016-2017	7239	1414	8653	83.7
2017-2018	7274	1531	8805	82.6
2018-2019	7111	1649	8760	81.2
2019-2020	6952	1773	8725	79.7
2020-2021	6641	1950	8591	77.3
2021-2022	6547	1901	8448	77.5
2022-2023	6581	1907	8488	77.5





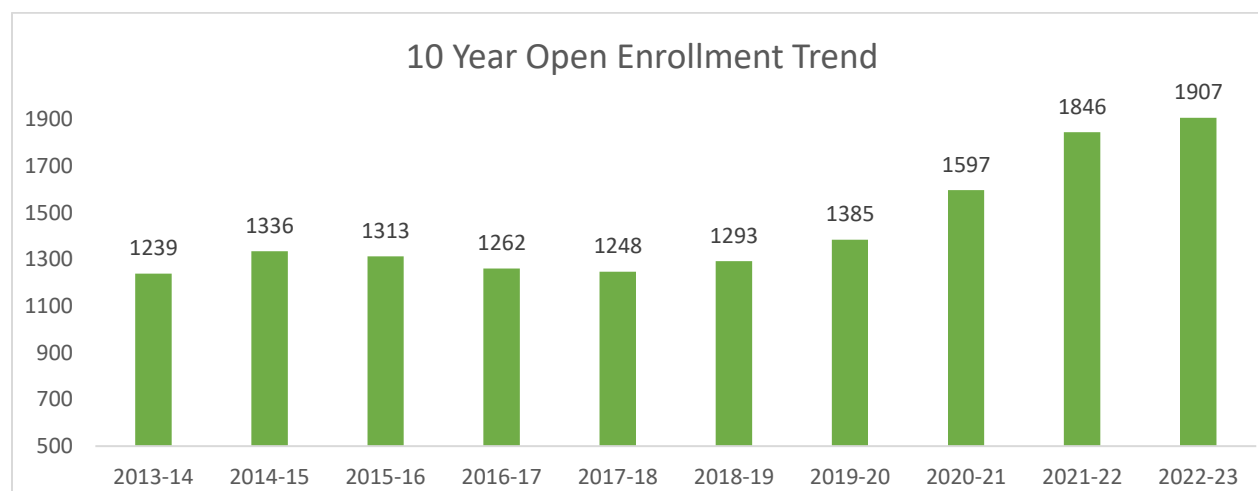
\*The resident capture rate has remained consistent since the 2020-21 school year.

Figure 1-12: 2021-2022 vs. 2022-2023 Open Enrollment

	2021-2022	2022-2023	Difference
Elementary	721	728	7
Middle School	474	464	-10
High School	651	715	64
<b>Total</b>	<b>1846</b>	<b>1907</b>	<b>61</b>

Open enrollment in 2022-23 has increased by 61 students over the previous school year, 2021-22

Figure 1-13: 10 Year Open Enrollment Trend



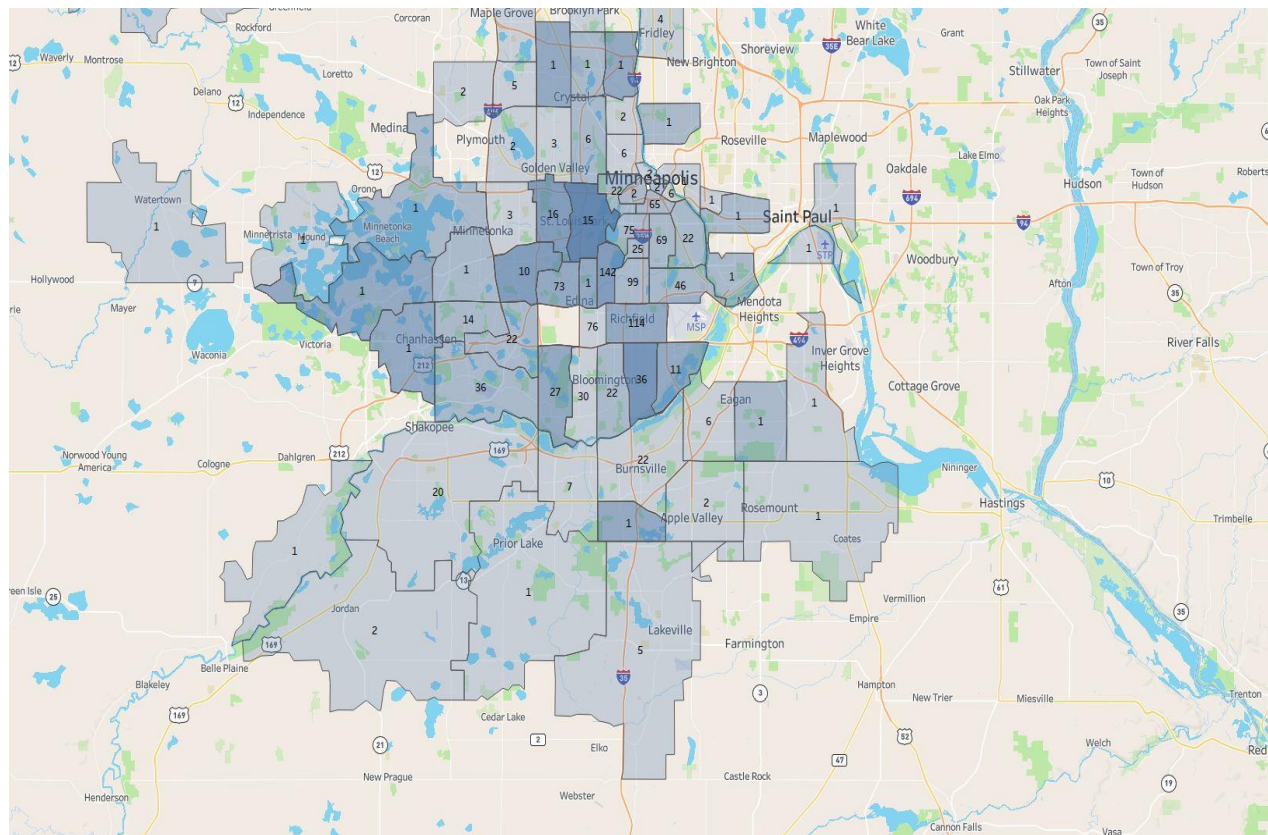
Open Enrollment increased by 668 students over the last 10 school years.

Figure 1-14a: 2021-2022 vs. 2022-2023 Home School Districts of EPS Open Enrolled Students

Resident District	Open Enrollees	% of Total Open Enrollment	Open Enrollees	% of Total Open Enrollment	Difference
	2021-2022	2022-2023	2022-2023	2022-2023	
Minneapolis	780	42.25%	889	46.61%	109
Hopkins	192	10.41%	223	11.69%	31
Richfield	297	16.11%	290	15.2%	-7
St. Louis Park	121	6.56%	124	6.5%	3
Bloomington	154	8.35%	168	8.80%	14
Eden Prairie	89	4.83%	82	4.29%	-7
Other	213	11.49%	131	6.87%	82
<b>Total</b>	<b>1846</b>	<b>100.00%</b>	<b>1907</b>	<b>100%</b>	<b>61</b>

In the past two years, the largest contributors to EPS open enrollment are the Minneapolis, Richfield and Hopkins communities.

Figure 1-14b: 2022-2023 open enrollment by zip code and the second image is open enrollment with an Edina Address (color coded by zip code)



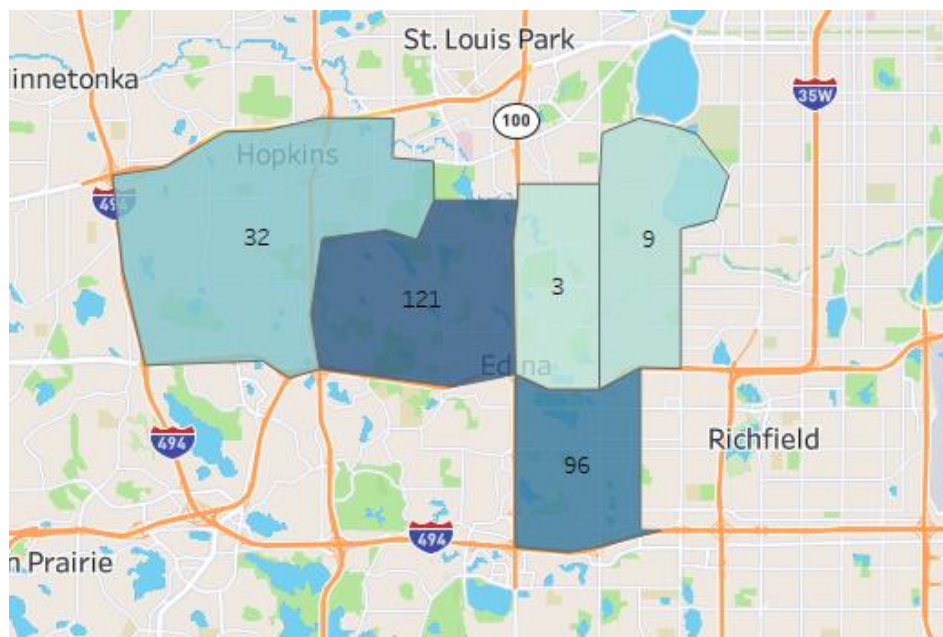
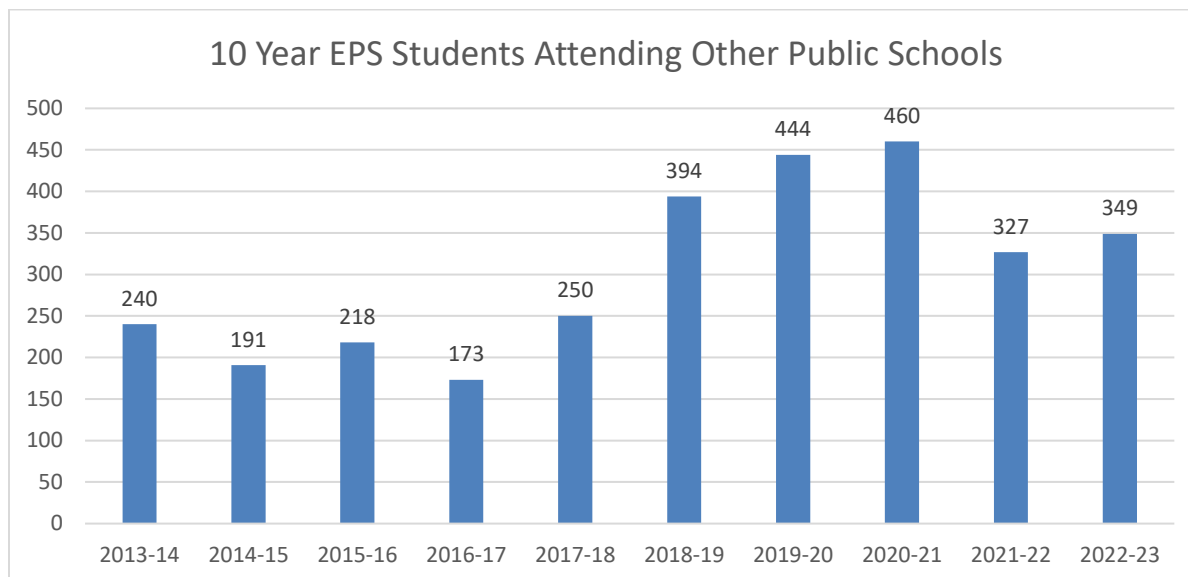


Figure 1-15: 21-22\* vs. 22-23\*\* EPS Resident Students Attending Other Public Schools  
(Green text represents decreases as compared to the previous school year.)

Other Public Schools	2021-2022	2022-2023
Minnetonka Public School District	50	51
Eagle Ridge Academy Charter School	44	51
Districts with 5 or Fewer Edina Residents not shown	43	45
Seven Hills Preparatory Academy	34	43
Bloomington Public School District	23	17
Hopkins Public School District	22	15
PIM Arts	18	16
Richfield Public School District	17	26
Minnesota Transitions Charter School	10	12
SciTech Academy Charter School	10	13
Intermediate School District 287	9	9
Eden Prairie Public School District	8	6
Houston Public School District	5	3
St. Louis Park Public School District	4	2
Lionsgate Academy	4	5
MN Online High School	4	9
Yinghua Academy	3	
Orono Public School District	2	2
Rosemount/Apple Valley/Eagan	2	4
Minneapolis Public School District		
Agamim Classical Academy	44	
International Spanish Language Academy	15	20
Total	327	349

Figure 1-16: 10 Year EPS Students Attending Other Public Schools

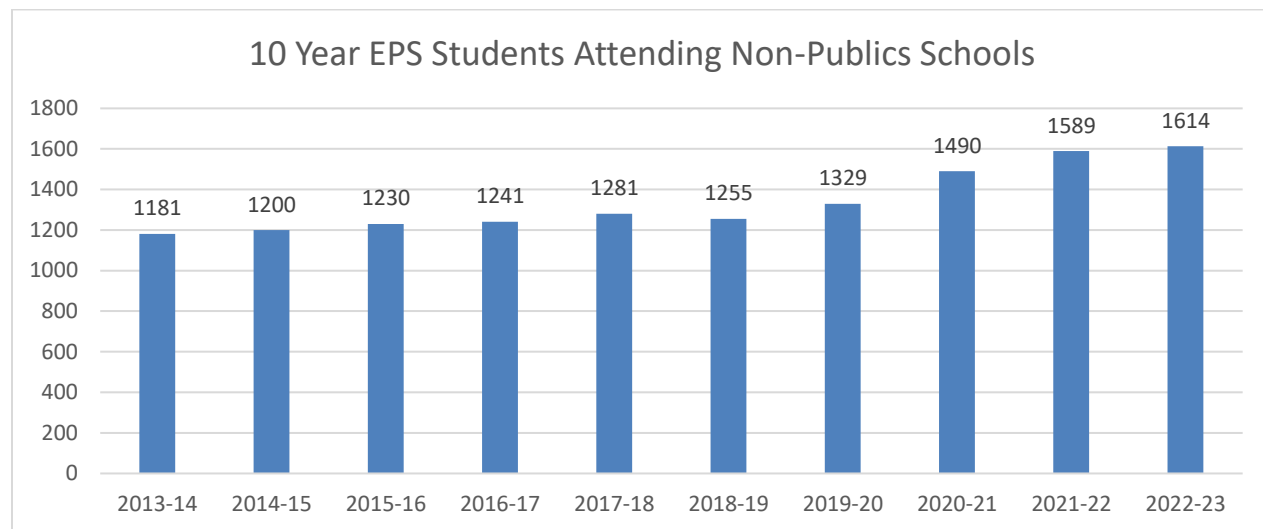


Since 2020-21, 111 few Edina Public school resident students are attending other public schools.

Figure 1-17: 21-22 vs. 22-23 EPS Resident Students Attending Non-Public Schools (Green text represent decreases compared to the previous year)

Non-Public Schools	2021-2022	2022-2023	Difference
Our Lady of Grace	424	489	65
Blake	217	214	-3
Benilde St Margaret	201	205	4
Breck	177	178	1
Avail Academy	64	60	-4
St Thomas Academy	53	59	6
Carondelet	41	35	-6
Academy of Holy Angels	29	16	-13
Home School	32	31	-1
Minnehaha Academy	24	21	-3
Convent of the Visitation	25	33	8
Southwest Christian HS	23	15	-8
Groves	27	22	-5
Holy Family Academy	17	11	-6
Providence	18	20	2
St Paul Academy & Summit	22	19	-3
Breakaway Academy	45	43	-2
De La Salle	7	10	3
Ramalynn Academy	11	8	-3
Int. School of MN	5	3	-2
Unknown	89	75	-14
Non-Public Schools with Less than 5 Students	38	47	9
<b>Total</b>	<b>1589</b>	<b>1614</b>	<b>25</b>

Figure 1-18: 10 Year EPS Students Attending Non-Public Schools



The number of Edina resident students attending non-public increased over the last 4 years.

Figure 1-19: Exit Survey Summary Reasons for Leaving (Data from Oct. 1, 2021 to Oct. 1, 2022)

Reason For Leaving	Number of Responses	Percentage of Responses
Amount of personalized attention for my child was not sufficient	3	3%
Curriculum did not meet our needs	13	12%
Moving In State/ Out of State/ Out of Country	37	34%
Other	28	26%
School Climate / School Culture was not welcoming	19	18%
Specialized Programming was not sufficient	7	7%
<b>Grand Total</b>	<b>107</b>	<b>100.00%</b>

Figure 1-20: Exit Survey What Would It Take for You to Return to EPS (Data from Oct. 1, 2021 to Oct. 1, 2022)

<b>2022-2023 Exit Survey Summary- What Would It Take for You to Return to Edina Pubic Schools</b>		
<b>What Would it Take for You to Return</b>	<b>Number of Responses</b>	<b>Percentage of Responses</b>
We are trying a new option this year, buy may return	32	30%
Blank	36	34%
Nothing could get me to return, at this point.	22	21%
Other	17	15%

## **Section II**

### **Class Size Information**

<u>Elementary Class Size Guidelines</u>	<u>Desired Class Size Range</u>	<u>1 Hour Para Added for Three Students Over</u>
Kindergarten	22-24	27
Grade 1	22-24	27
Grade 2	22-25	28
Grade 3	24-26	29
Grades 4-5	25-27	30
Grades 1-5 (CP)	28	N/A
Grade 1-5 (FI)	27	N/A
 <u>Secondary Class Size Guidelines</u>		
Grade 6-9	27.2 to 1	
Grades 10-12	30.9 to 1	
Options Program	19-25	

#### Elementary Staffing Guidelines

Elementary class size guidelines for Edina are calculated strictly on the basis of teacher/student ratio within the individual classroom. Specialist teachers and support staff are not calculated into the formula for determining average class size. A desired class size range is established for each elementary grade level. Ideally, each classroom class size would fall within this range.

#### Secondary Staffing Guidelines

Secondary school staffing is determined by an allocation of staffing hours per building, based on an average class size of 27.2 for grades 6-8 and 30.9 for grades 9-12. The class size range for the Options Program, located at the High School, will remain at 19-25 students. Principals determine the size of individual classes based on average daily membership enrollment data and needs of the building. Class size can vary based on the type of class and the number of hours that it is taught. Secondary schools do not receive additional paraprofessional support for large classes. If the principal perceives that they have class size difficulties, she/he may discuss the matter with the assistant superintendent and, ultimately the Board of Education, for additional hours to be added to their allocation.

#### Summary

The instructional size for kindergarten has been established as noted above. The instructional sizes at the remaining elementary levels, secondary instructional size staffing factors, and special education/ special programs staffing ratios remained the same as the 2021-2022 school year. The Options Program will maintain a class size range of 19-25 students.

#### Elementary and Secondary Class Size Averages by Grade Level or Department

Figures 2-1 through 2-3 provide a summary of the average class size by grade level or department for the elementary schools and secondary schools. The average number of students in each elementary grade level reflects enrollment as of October 1, 2022. The class size averages shown for the middle schools and the high school reflect actual enrollment by section provided by the District Media and Technology Services department on October 1, 2022.

Figure 2-1 2022-2023 District Elementary Class Size Averages

Figure 2-2 2022-2023 District Middle School Class Size Averages

Figure 2-3 2022-2023 Edina High School Class Size Averages



Figure 2-1: 2022-2023 District Elementary Class Size Averages

	<b>Total Students</b>	<b>Total</b>	<b>Average</b>	<b>Size</b>
<b>ELEMENTARY</b>	<b>Scheduled</b>	<b>Sections</b>	<b>Class Size</b>	<b>Guideline Range</b>
<b>Kindergarten</b>	<b>493</b>	<b>22</b>	<b>23</b>	<b>22-24</b>
<b>1st grade</b>	<b>486</b>	<b>20</b>	<b>24</b>	<b>22-24</b>
<b>2nd grade</b>	<b>451</b>	<b>18</b>	<b>25</b>	<b>22-25</b>
<b>3rd grade</b>	<b>455</b>	<b>18</b>	<b>25</b>	<b>24-26</b>
<b>4th grade</b>	<b>443</b>	<b>18</b>	<b>25</b>	<b>25-27</b>
<b>5th grade</b>	<b>463</b>	<b>18</b>	<b>26</b>	<b>25-27</b>
<b>Edina Elementary Virtual Academy</b>	<b>27</b>	<b>2</b>	<b>14</b>	<b>25-27</b>
<b>Normandale</b>	<b>657</b>	<b>27</b>	<b>24</b>	<b>27</b>
<b>CP</b>	<b>288</b>	<b>11</b>	<b>26</b>	<b>28</b>
<b>Total</b>	<b>3763</b>	<b>154</b>	<b>24</b>	

Figure 2-2: 2022-2023 District Middle School Class Size Averages

<b>Middle School</b>	<b>Scheduled</b>	<b>Sections</b>	<b>Class Size</b>	<b>Guideline Ratio</b>
<b>Art</b>	1176	45	26	<b>27.2</b>
<b>ELA</b>	2915	113	26	<b>27.2</b>
<b>FACS</b>	715	30	24	<b>27.2</b>
<b>Health</b>	355	14	25	<b>27.2</b>
<b>Math</b>	2046	90	23	<b>27.2</b>
<b>PE</b>	1663	61	27	<b>27.2</b>
<b>Science</b>	1948	72	27	<b>27.2</b>
<b>Social Studies</b>	1933	72	27	<b>27.2</b>
<b>Stem</b>	1030	42	25	<b>27.2</b>
<b>World Language</b>	1779	71	25	<b>27.2</b>
<b>Totals/Average</b>	15560	610	26	
<b>Music</b>	1556	53	29	<b>26</b>

In middle school, ELA and math classes are often scheduled with a lower class size ratio.

Figure 2-3: 2022-2023 Edina High School Class Size Averages

<b><i>Edina High</i></b>	<b><i>Total</i></b>	<b><i>Total</i></b>	<b><i>Average</i></b>	<b><i>Size</i></b>
<b><i>School</i></b>	<b><i>Scheduled</i></b>	<b><i>Sections</i></b>	<b><i>Class Size</i></b>	<b><i>Guideline Ratio</i></b>
<b><i>Art</i></b>	<b><i>379</i></b>	<b><i>18</i></b>	<b><i>21</i></b>	<b><i>30.9</i></b>
<b><i>Business Ed</i></b>	<b><i>232</i></b>	<b><i>10</i></b>	<b><i>23</i></b>	<b><i>30.9</i></b>
<b><i>FACS</i></b>	<b><i>292</i></b>	<b><i>13</i></b>	<b><i>22</i></b>	<b><i>30.9</i></b>
<b><i>Health</i></b>	<b><i>189</i></b>	<b><i>7</i></b>	<b><i>27</i></b>	<b><i>30.9</i></b>
<b><i>English/Reading</i></b>	<b><i>2540</i></b>	<b><i>105</i></b>	<b><i>24</i></b>	<b><i>30.9</i></b>
<b><i>Mathematics</i></b>	<b><i>2617</i></b>	<b><i>95</i></b>	<b><i>27</i></b>	<b><i>30.9</i></b>
<b><i>Physical Education</i></b>	<b><i>462</i></b>	<b><i>21</i></b>	<b><i>22</i></b>	<b><i>30.9</i></b>
<b><i>Science</i></b>	<b><i>2497</i></b>	<b><i>88</i></b>	<b><i>28</i></b>	<b><i>30.9</i></b>
<b><i>Social Studies</i></b>	<b><i>2754</i></b>	<b><i>96</i></b>	<b><i>29</i></b>	<b><i>30.9</i></b>
<b><i>STEM</i></b>	<b><i>206</i></b>	<b><i>9</i></b>	<b><i>23</i></b>	<b><i>30.9</i></b>
<b><i>World Language</i></b>	<b><i>1843</i></b>	<b><i>76</i></b>	<b><i>24</i></b>	<b><i>30.9</i></b>
<b><i>Totals</i></b>	<b><i>14011</i></b>	<b><i>538</i></b>	<b><i>26</i></b>	
<b><i>**Music</i></b>	<b><i>1062</i></b>	<b><i>27</i></b>	<b><i>39</i></b>	

### **Section III**

#### Summary

- As of October 1, we have 8500 students enrolled in Edina Public Schools as compare to 8387 for the 2021-22 school year.
- The Edina Resident student population is becoming more racially and ethnically diverse.
- Resident enrollment (currently 78%) has been on a slow decline since the 2017-18 school year, but increased by 34 students in the last year. The resident pool that Edina Public Schools draws from decreased by 317 students during that time.
- Open Enrollment has increased since 2017-18 and is currently at 22% of total enrollment.
- The largest open enrollment demographic is white students.
- A little over 10% of EPS open enrollment comes from Edina residents assigned to the school districts of Hopkins, Richfield and St. Louis Park.
- Open enrolled students as indicated by the zip code map are coming to Edina from many communities around the metro area. Richfield, Minneapolis and Hopkins represent the top three contributing communities. However, we are seeing significant open enrollment come from the southern twin cities communities as well.
- Edina Students attending other public schools has been lower in the past two years.
- Edina students attending non-public schools has been on the increase since the 2018-19 school year.
- We have 11 International students this year attending Edina High School and have had over 20 students from around the world attend EHS as an International Learning destination over the past two years.
- The average class size in Edina is within the district class size guidance parameters. Note: This represents a maximum class size rather than an instructional class size at the elementary level. For math and reading many students utilize pull out services such as Advanced Academics in grades 3-5, thereby lowering instructional class size in the homeroom classroom during these important instructional blocks of time.

The graphic below is from the EPS enrollment website where we regularly monitor the program capacity at each school. Red squares indicate areas where program capacity has been reached and green squares represent areas where program capacity has not been reached. The next round of open enrollment applications will be processed starting in November for the start of semester II in January of 2023.

**2022-2023 Edina Public Schools Enrollment Capacity**  
 Placements for enrollment are pending and may impact space available

Enrollment Status  
 ■ Accepting Open Enrollment Applications  
 ■ Closed Building at Capacity

**Edina Public Schools Enrollment Status by Building by Grade**  
 10/6/2022 6:27:14 PM

School	KG	1	2	3	4	5	6	7	8	9	10	11	12
Concord Elementary School	■	■	■	■	■	■							
Cornelia Elementary School	■	■	■	■	■	■							
Countryside Elementary School	■	■	■	■	■	■							
Creek Valley Elementary School	■	■	■	■	■	■							
Highlands Elementary School	■	■	■	■	■	■							
Normandale Elementary School	■	■	■	■	■	■							
South View Middle School							■	■	■				
Valley View Middle School							■	■	■				
Edina High School										■	■	■	■
Edina Virtual Pathway K-6	■	■	■	■	■	■	■						
Edina Virtual Pathway 7-12								■	■	■	■	■	■



**Board Meeting Date:** 10/17/2022

**TITLE:** Edina Public Schools Marketing Plan

**TYPE:** Discussion

**PRESENTER(S):** Daphne Edwards, Director of Marketing and Communications

**BACKGROUND:** This report provides a review of resident enrollment and an assessment of the residential educational landscape and marketing opportunities. The report was developed based on strategies in the Edina Public Schools 2020-2027 Strategic Plan, an analysis of past data and marketing research conducted this fall:

- September – October 2022 Edina SD Outbound survey
- October 2022 Mystery Shopping calls
- October 2022 Kindergarten & Early Childhood focus groups
- October 2022 Staff Thought Exchange
- October 2022 Edina Public Schools Enrollment Report
- May 2022 – June 2022 Resident & Parent Survey
- January 2022 Hazel H. Reinhardt Resident Enrollment Projection report
- 2021-22 and 2022-23 Withdrawal Surveys

The goal of this plan is to increase the percentage of residents enrolled in Edina Public Schools from its current rate of 77.5% to 83%, in-line with 10-year highs.

**RECOMMENDATION:** Accept the attached marketing plan

**ATTACHMENTS:** See attached document



DEFINING EXCELLENCE

**Marketing Plan**



# Contents

- Situation Analysis
- Target Market
- Market Research
- Competitive Analysis
- Messaging
- Strategy & Tactics
- Timeline

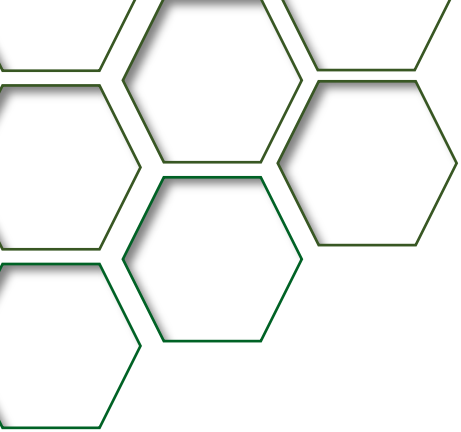


# Situation Analysis

As of October 1, residents in Edina Public Schools was 6,581 students out of a total enrollment of 8,500; or a capture rate of 77.5%. Resident enrollment has increased by 34 students this year, after a 4-year decline. The capture rate remains at 77.5%, the ten-year high is 83.7%. The purpose of this study is to **increase resident enrollment** as measured by capture rate.

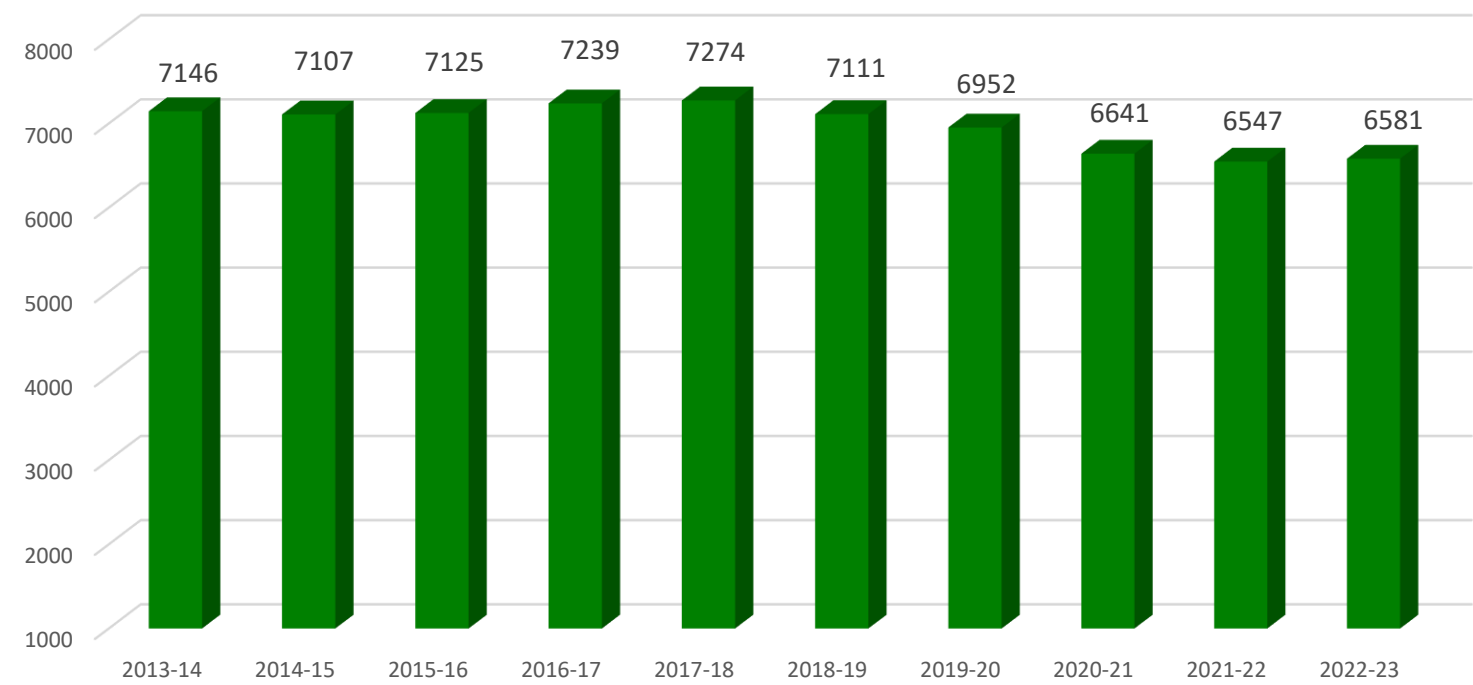
*Sources: 2022-2023 Enrollment and Class Size Information Report*





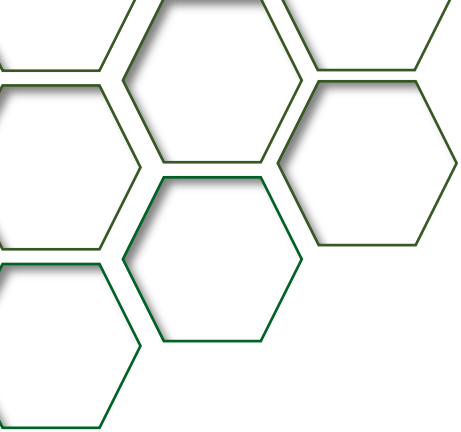
# Situation Analysis

10 Year Resident Enrollment



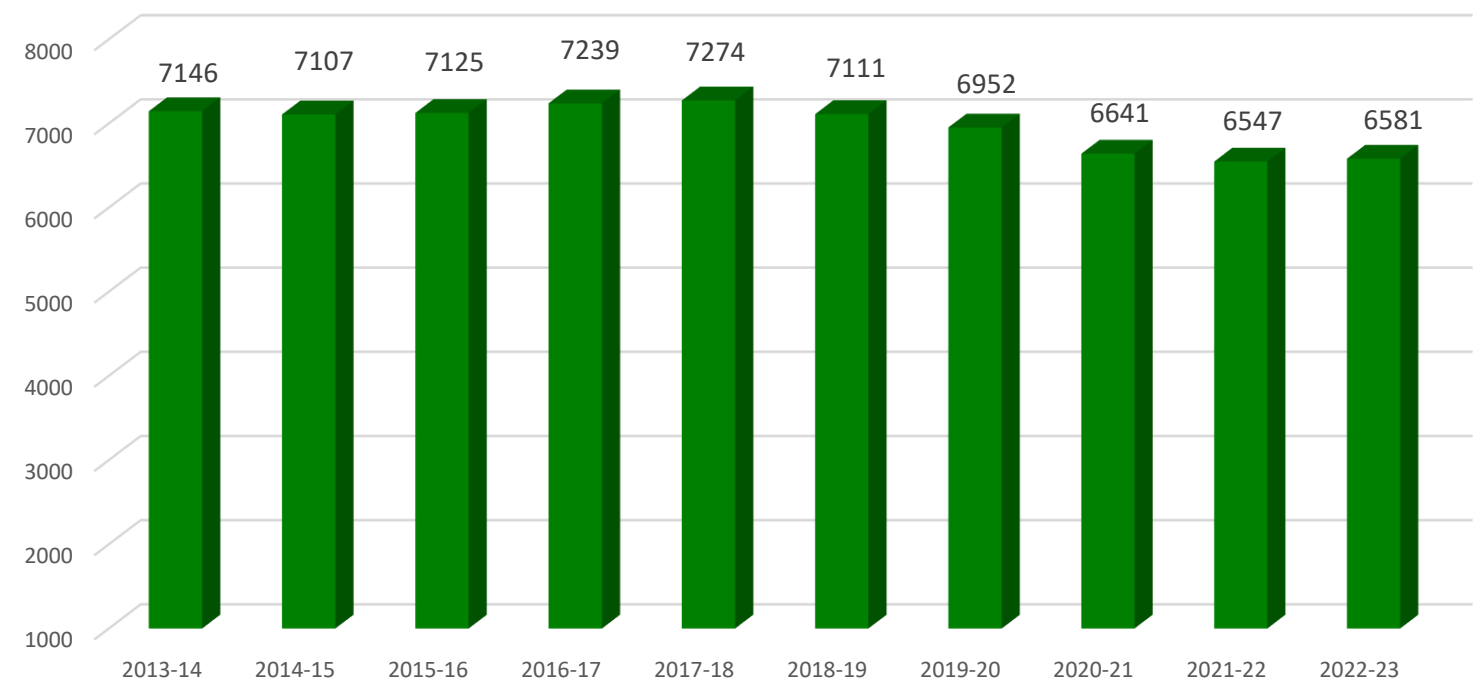
10 Year Capture Rate

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
83.2%	83.3%	82.5%	83.7%	82.6%	81.2%	79.7%	77.3%	77.5%	77.5%



# Situation Analysis

10 Year Resident Enrollment



10 Year Capture Rate

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Goal:
83.2%	83.3%	82.5%	83.7%	82.6%	81.2%	79.7%	77.3%	77.5%	77.5%	83%



# Situation Analysis

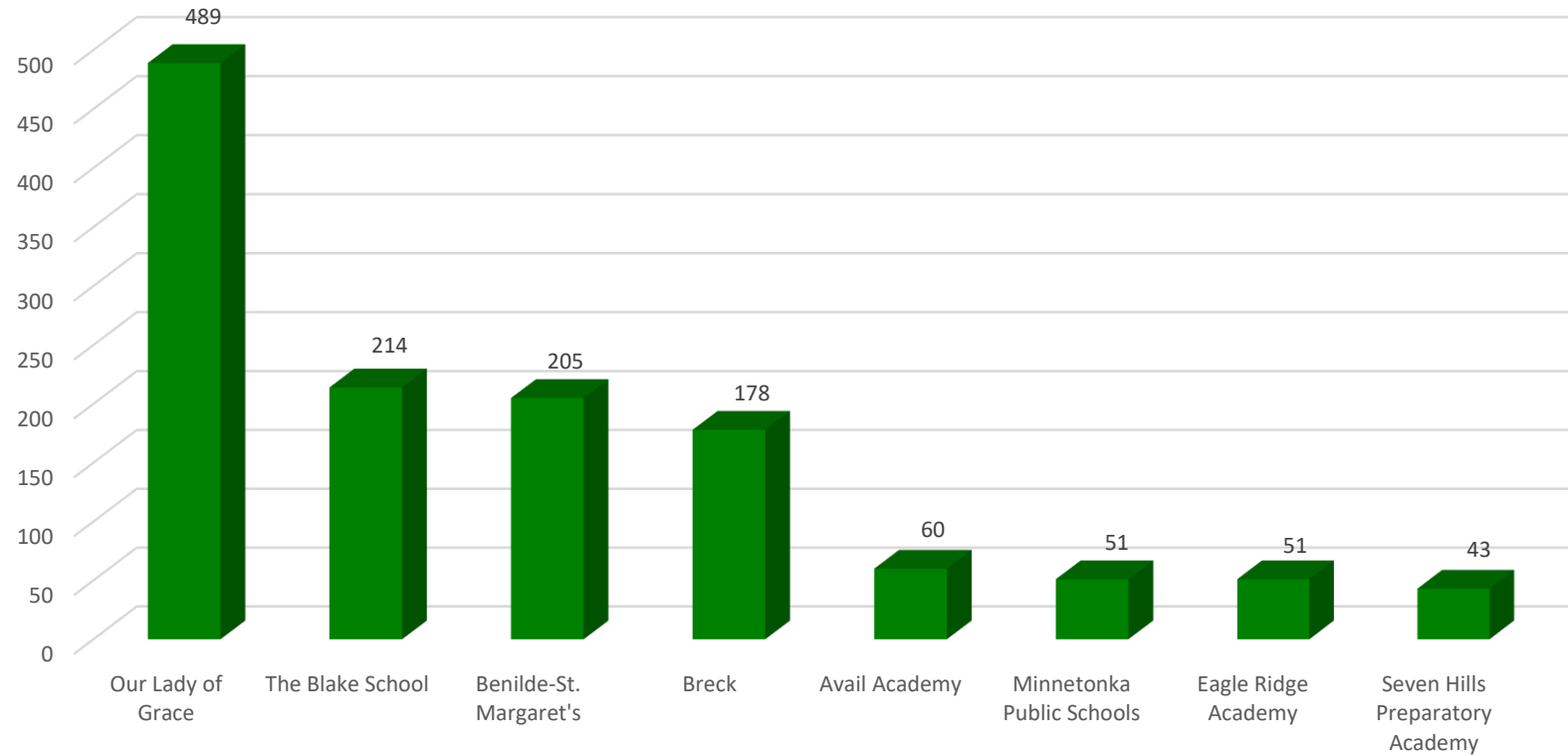
Macro and micro-level factors contribute to the historic decreases in resident enrollment:

- Births are decreasing, which will result in fewer kindergarten enrollments in general
- Current resident grade size shows K-5 to be smaller than the upper grades, which unless there is significant net in migration, points to resident enrollment decline.
- Net out migration of middle school students will result in lower high school enrollments.
- Plethora of school choice options and accessible private and parochial schools and open enrollment into charter/public schools.
- Residents enrolled in private and parochial schools who remained fully in-person during the pandemic.

*Sources: Hazel H. Reinhardt Edina Public Schools #273 Resident Enrollment Projections, January 2022*

# “Top Takers”

Leading Migration Out Schools / Districts



Sources: 2022-2023 Enrollment and Class Size Information Report

# Competitive Analysis – Private/Parochial



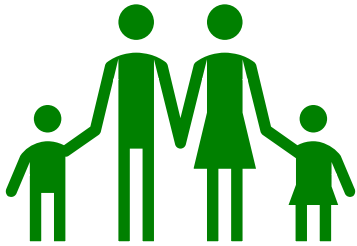
<b>Location</b>	Edina	Minneapolis, Hopkins, Wayzata	St. Louis Park	Golden Valley	Fridley, Edina, Blaine
<b>Class Size / Ratio</b>	N / A	14-20 / 9:1	18-22 / 11:1	16-18	24:1
<b>Tagline</b>	Faith, Hope, Love	N/A	N/A	N/A	"Christian education on purpose"
<b>Language</b>	"differentiated instruction to individualize learning"	"Excellent academics" "understanding across differences"	"dedication to providing personal learning"	"Confident learners" "trusted relationships" "pursuit of excellence"	"unique gifting and purpose"
<b>Specialty</b>	Catholic community	Pluralism	Catholic community Biomedical program	Personalized Learning – Peter Clark Ctr.	Integrated parochial education
<b>Tuition</b>	\$7,725	\$29, 709 - \$36, 785	\$14, 155 - \$16, 520	\$30, 735 - \$35, 345	\$8,468 - \$11, 993
<b>Noteworthy</b>	K-8 National Blue Ribbon school	<b>6<sup>th</sup> grade biggest entry point</b> 4+ Pre-K - fall 2023 Study abroad - summer Dir. Of Global Program.	7-12 <sup>th</sup> grades "Fast Facts" pdf online	Outdoor learning Interdisciplinary courses Math and writing support available every period	All students take bible curriculum

# Competitive Analysis – Other Public



<b>Location</b>	Edina	Minnetonka	Minnetonka	Bloomington, Richfield
<b>Class Size / Ratio</b>	22 – 30.9	20 - 28	14:1	15:1
<b>Tagline</b>	“Defining Excellence”	Innovate.Inspire.Excel	“Inspiring joy in learning”	“Disciplined learning. Responsible citizenship.”
<b>Language</b>	“comprehensive curriculum,” “whole student support”	“immersive” “high expectations” “transcends traditional definitions of excellence”	“demanding college prep” “Not just smarter students – better people”	“content-rich academic program” “fosters life-long learning and character development”
<b>Specialty</b>	Excellence	Choice programs – Spanish/Chinese immersion, Vantage, Navigator,	Classical education	Classical education
<b>Noteworthy</b>	Most state championship wins National Debate winner Spaceflight Niche.com #1 Public College Prep HS	37 National Merit Semifinalists Niche.com Best Public High School	<ul style="list-style-type: none"> <li>Busing provided w/in 15 mi.</li> <li>Robotics, Math, Mock Trial State Champs</li> <li>School of Rhetoric= 28% School of Grammar</li> </ul>	K-8 MN Charter School Innovation award

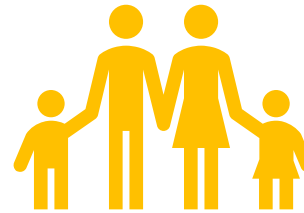
# Demographics



- 43% Millennials, 31% Gen Xers
- 64% College Graduate
- 54% Lived in Edina < 10 years



Sources: May 2022 – June 2022 Morris Leatherman Residential & Parent Survey (phone)



- 42% Millennials, 34% Gen Xers
- 52% College Graduate
- 54% Lived in Edina > 10 years

Other Public/Charter



- 44% Millennials, 34% Gen Xers
- 62% College Graduate
- 43% Lived in Edina > 10 years

Other Public/Charter



# Target Markets

- ☒ Kindergarten
- ☒ Transitions
- ☒ Woo Back Leavers
- ☒ Early Learners
- ☒ New Resident Families
- ☒ Community Influencers





# Market Research

- September – October 2022 Resident Elsewhere/Non-Public Phone Survey – Morris Leatherman
- October 2022 Mystery Shopping Calls to “Top Takers”
- October 2022 Kindergarten Parent Focus Groups (2)
- October 2022 Early Learning Center Parent Focus Groups (2)
- October 2022 Staff Thought Exchange
- October 2022 EPS Enrollment Report
- May – June 2022 Residential & Parent Survey - Morris Leatherman
- January 2022 Hazel Reinhardt Resident Enrollment Projects
- 2021-22 and 2022-23 Withdrawal Surveys



# Communication Must Be:

- **Beyond the Reputation**
- **Personalized**
- **Grab & Go**
- **On My Timetable**
- **Look Inside**
- **Word of Mouth**
  - **Online Forums**
  - **Parents**

# *Proofs of* Excellence



**Academic Offering &  
Performance**



**Extra-Curricular  
Offerings &  
Performance**



**Community**

# Proofs of Excellence



**Academic Offering & Performance**



**Extra-Curricular Offerings & Performance**



**Community**



*“Edina Public Schools is a dynamic learning community delivering educational excellence”*

*“Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.”*

*“We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.”*



**Strategy A: Advance Academic Excellence, Growth & Readiness**

**Strategy C: Engage Parents, School & Community**



**Discover Your Possibilities.  
Thrive.**

# Proofs of Excellence



Academic Offering & Performance



Extra-Curricular Offerings & Performance



Community

## Kindergarten

Community  
Whole Child  
My Child is Unique  
Navigating Fit

## Other Public/Private

Connections  
College Prep  
Student Voice  
Navigating Fit

## New Residents

Community  
Whole Child  
College Prep  
Rankings  
Navigating Fit

## Leavers

Once a Hornet,  
Always a Hornet  
Personalized  
Targeted Outreach

## Community Influencers

College Prep  
Staff  
Rankings  
Community  
Support  
Innovation



# Kindergarten

## Strategy: “Help me navigate my choices and find fit”

- Overhaul promotion
    - Provide more information, and make it available sooner
  - Provide information in a variety of formats across platforms
  - More interactive content on the website
    - View inside choice programs
  - Create Kinder Camp
  - Enhance Information Night
  - “Journey to Kindergarten Campaign” targeting pre-k parents
- 
- Early Analysis: Partner with ELC to reach shared goals



# Other Public/Private

**Strategy: “Help my family find connections,” leverage natural transitions**

- Target families in 4<sup>th</sup> – 5<sup>th</sup> & 7<sup>th</sup>- 8<sup>th</sup> grades
- Continue Preview Events
- New Family Welcome Events
- 6<sup>th</sup> / 9<sup>th</sup> Grade Assemblies
- New Student Orientation
  - 6<sup>th</sup> graders and new students
  - 9<sup>th</sup> graders and new students
- Video tours and testimonials parents and staff
- Student Voice
  - Tours & Shadow Hosts
  - Design Onboarding Activities





## New Residents

**Strategy: “Expose my family to the Edina Community”**

- Provide realtor resources
- Invitations to district events
- Post-start check-in

## Leavers

**Strategy: “Once a Hornet, Always a Hornet”**

- **I ❤️ Leavers**
- Assess Withdrawal Survey / Exit Interviews at high loss grades
- Check-ins
- Outreach

## Community Influencers

**Strategy: “Did you know....”**

- Create our own word of mouth
- Increase visibility
- Targeted “on brand” emails – i.e. Spaceflight, Ted X
- Targeting “on brand” mailers



# Overall

- Unified Branding
- Brand Ambassadors
- Follow-up with new families to gauge transition
- Assess and Compare Enrollment, Communications and Onboarding Experiences
- Social Media
- Website
- Tours
- Partner with City of Edina Communications
- Partner with Community Ed



# Overall

- **Unified Branding**
- **Brand Ambassadors**
- **Follow-up with new families to gauge transition**
- **Assess and Compare Enrollment, Communications and Onboarding Experiences**
- Social Media
- Website
- Tours
- Partner with City of Edina Communications
- Partner with Community Ed



# Timeline

- Revamp kindergarten promotional materials, events & website – in progress
- Review & Assess Withdrawal survey – in progress
- Review & Assess Enrollment – Onboarding – 1Q23

## Test & Assess

Leavers Campaign – 4Q22

Social Media strategy – 4Q22

Journey to Kindergarten campaign – 1Q23 →

Community Influencers Campaign – 1Q23

Other Public / Private Campaign – 2Q23

New Resident Campaign – 2Q23

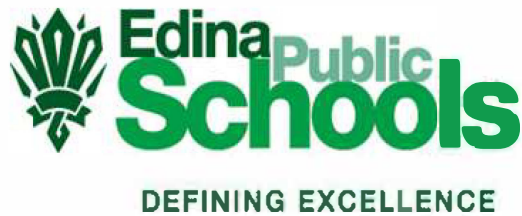
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27

**Strategy D:** Develop Leadership Throughout the District Edina  
D5. Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.



Edina Public  
**Schools**

DEFINING EXCELLENCE



**Board Meeting Date:** October 17, 2022

**TITLE:** Continuous School Improvement Planning Process Board Update

**TYPE:** Discussion

**PRESENTER(S):** Dr. Randy Smasal, Assistant Superintendent; and Toya Pryor, Principal of Valley View Middle School

**BACKGROUND:** The purpose of this report is to update the board on the Continuous School Improvement Planning Process that all school sites and district departments are using in order to advance strategic initiatives. The CSIP model supports the advancement of strategic initiative D4: To develop and maintain a culture of continuous improvement. Also, note that this work advances many other strategic initiatives in the strategic plan.

**RECOMMENDATION:** No recommendation is being made at this time. This report is for information purposes only.

**DESIRED OUTCOMES FOR THE BOARD:** To review the attached report and prepare questions about the Continuous School Improvement Planning process for administration to clarify.

**ATTACHMENTS:**

- See report

## **Continuous School Improvement Planning (CSIP)**

### **What is CSIP?**

The Continuous School Improvement Planning process being implemented in Edina Public Schools has been inspired by Dr. Victoria Bernhardt in her book titled Data Analysis for Continuous School Improvement. This resource lays out research based steps to follow to produce systemic organizational change.

CSIP is a process for analyzing the current context and reality of school learning environments all while planning for advancement and improvement. In this model the big ideas to consider include:

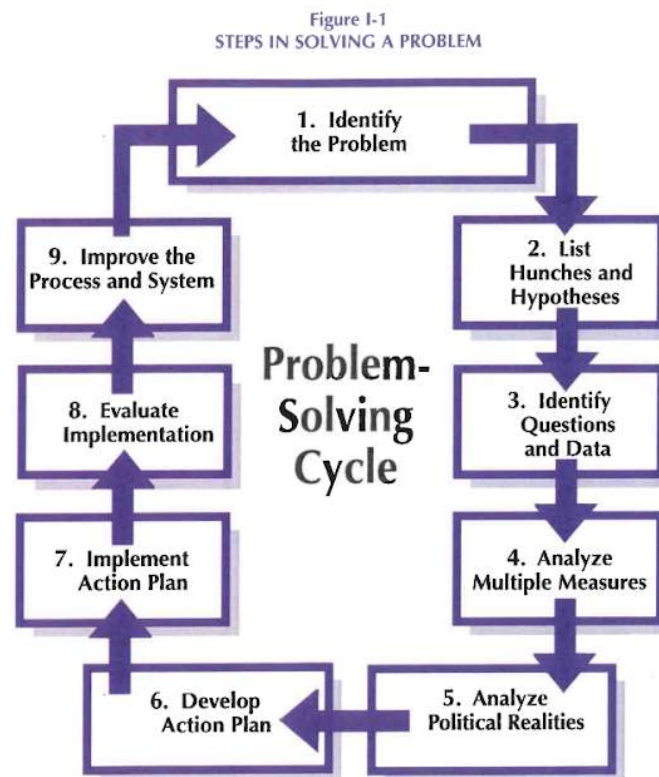
- Where are we now?
- How did we get to where we are?
- Where do we want to be?
- How are we going to get to where we want to be?
- Is what we are doing making a difference?

To answer these questions leadership teams formed at each site and the data analysis and discussion began. The final product of that work includes:

- Site/Department Goals
- Action Steps for accomplishing those goals
- Key Indicators of Progress so that sites or departments know they are on track
- Metrics or Measurements to quantify the progress toward the goal

The word Continuous is important to emphasize as these plans should periodically evolve in response to what is and is not working in the learning environment. A dynamic plan with a persistent focus provides the site and or department the strongest opportunity to advance the district's strategic plan.

Figure 1-1 represents key thinking steps that leadership teams followed as they were asking the big questions listed above and analyzing opportunities for improvement.



The development of hunches or hypotheses for why a problem occurs provides an opportunity to dig deep into the root cause of a particular issue. Often superficial answers for root causes are provided initially but what participants find out is that a deeper analysis grows with each additional hunch or hypothesis that is generated.



Figure 1-2 is a sample worksheet used for this portion of the Problem Solving cycle.

Figure 1-2  
HUNCHES AND HYPOTHESES

Identify the problem.	
List hunches and hypotheses about why the problem exists.	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Once hunches or hypotheses have been generated then participants are instructed to map out what questions would we need to ask to test those hypotheses and what data would be needed to answer the questions.

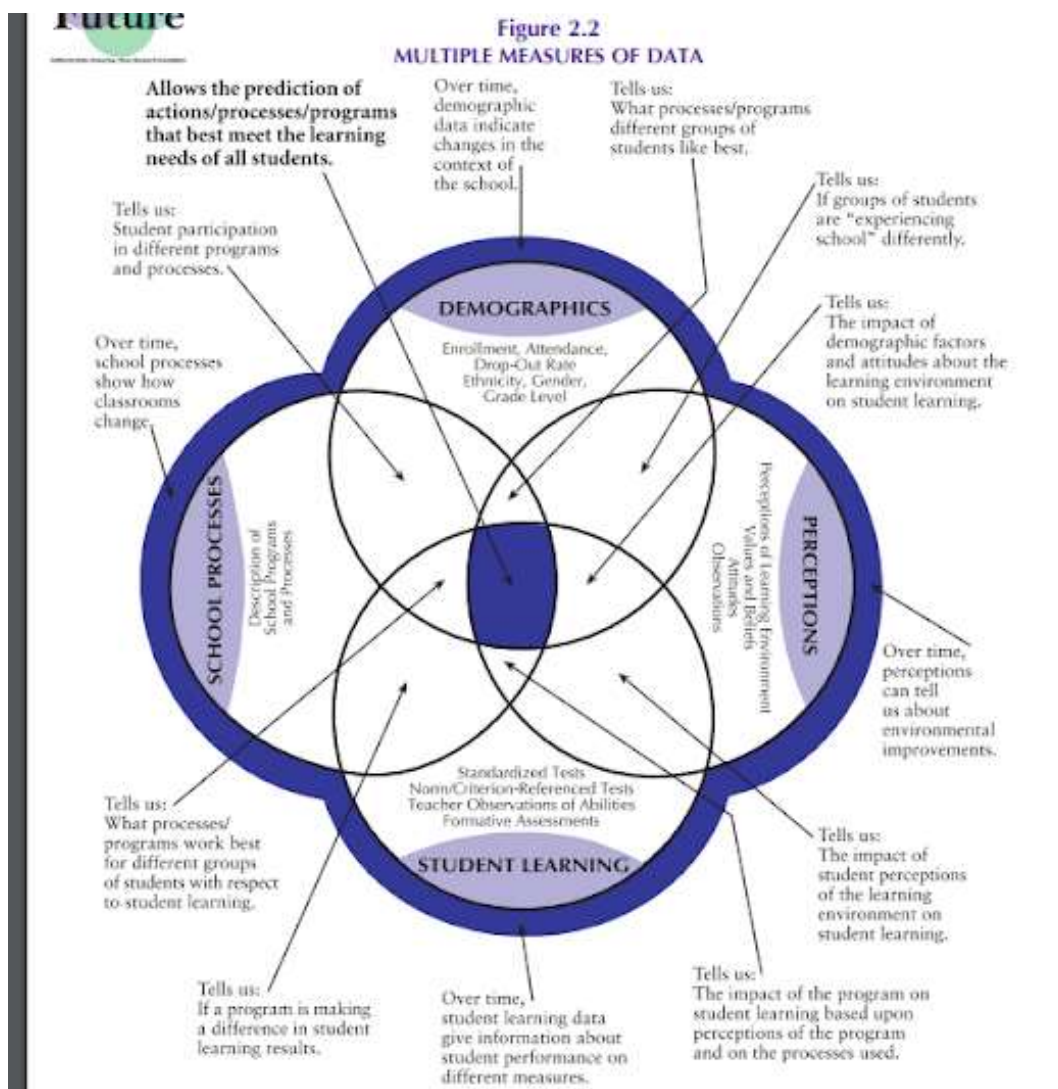
Figure 1-3 is a sample worksheet used for this activity.

Figure 1-3  
QUESTIONS AND DATA NEEDED

What questions do you need to answer to know more about the problem, and what data do you need to gather?

[illegible]

Figure 2.2 represents the complexity of data sources needed to answer questions to help understand both root causes for persistent problems and how to measure progress on proposed improvements. Rich data sets are available both through our district metrics plan and are housed in our student information system called Infinite Campus. A new tool introduced in the school district this summer called Tableau, is allowing our district to visualize many different data sets in ways that will provide leaders with better information to act upon.



### **How is the CSIP being implemented?**

All administrators attended a three day summer training (8-3 2 to 8-3) facilitated by the Superintendent and Assistant Superintendent. In that training, an overview of the CSIP framework was provided and administrative leaders had a chance to practice the model. In addition to training on the framework, administrators were also trained on designing learning and work environments that promote a feeling of dignity. Lastly administrators were trained on the William Bridges Transition model for navigating change. The Dignity training provided administrators with additional background on how to enhance building level culture among staff and students. The training on transition helped add tools to the administrative toolbox when working to raise performance expectations and introduce new practices or systemic change.

As part of the administrative training in August administrators worked to develop a rubric to evaluate the quality of CSIPs. The rubric includes various factors that make a CSIP high quality to include the following:

- Solicitation of CSIP plan feedback
- Engagement in the development of the plan
- Writing of quality goals
- Defining clear aligned metrics
- Persistent monitoring
- Access to the plan

This rubric helps identify unhealthy (non-inclusive) and healthy (inclusive) strategies for developing a quality CSIP for a site or department/program.

Later in August (8/15) all administrators attended our annual school improvement planning day with their site level leadership team. This day provided a second overview of the CSIP model and Bridge's Transition model. As part of the expectations of the day site leaders were asked to identify at least one Academic learning goal and one Culture and Climate staff goal for their CSIP. The leadership teams from each site were also trained on how to add their CSIP to the Dashboard. The Dashboard represents a central location of all CSIP plans. Placing all CSIP plans on a common dashboard increases transparency, accountability, sharing and ease of access for monitoring.

Figure 3.0 A snapshot of the Dashboard link for all CSIP plans across the sites.

## SIP Plans in the Dashboard

- Shared Google Doc linked [here](#).
- Will include District, Site, and Collaborative Teams Information

Goals: <ul style="list-style-type: none"><li>• Numeracy (Problem Solving)</li><li>• Literacy (Critical Thinking)</li><li>• School Climate and Culture</li><li>•</li></ul>		
Actions Steps: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	Key Indicators of Performance (KIPs): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	Metrics: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

The Superintendent, Assistant Superintendent and each site Principal are meeting quarterly to review the CSIP. Feedback and problem solving at these sessions has helped to finalize the plans for each site. The Assistant Superintendent will be meeting with each principal monthly to monitor progress on each CSIP and provide feedback or suggestions for ongoing modifications.

Cont. School Improvement Plans 22-23 ☆ 📄 ☰

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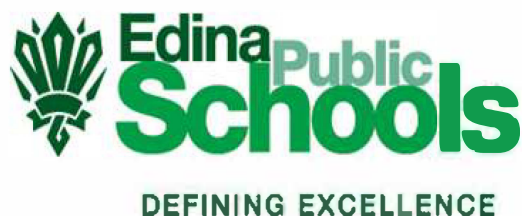
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:J9 ▾ fx Numeracy Goal: On the Fall aMath assessment 32% of students scored in the high or some risk category. In the Spring of 2023, 95% of the students who scored at high or some risk on the Fall

A	B	C	D	E	F	G	H	I	J
Edina Public Schools;2022-23 School Year; Site/Department: <b>Valley View Middle School</b>									
<b>Goals:</b>									
<b>Numeracy Goal:</b> On the Fall aMath assessment 32% of students scored in the high or some risk category. In the Spring of 2023, 95% of the students who scored at high or some risk on the Fall aMath assessment will make typical, or aggressive growth.									
<b>Literacy Goal:</b> On the Fall aReading assessment 27% of students scored in the high or some risk category. In the Spring of 2023, 95% of the students who scored at high or some risk on the Fall aReading assessment will make typical, or aggressive growth.									
<b>Climate Goal:</b> Staff: By the spring of 2023, the percentage of staff indicating a positive culture and climate will increase to 50% from 27%. Students: By the spring of 2023, the percentage of students self reporting a positive culture and climate will increase. (no baseline date yet).									
<b>Action Plans</b>			<b>Key Indicators of Progress</b>				<b>Metrics (what we'd expect to see)</b>		
Action Plan for Academic Goal: 1. <a href="#">Comprehensive picture of current conditions at VVMS</a> Complete universal screener (FastBridge) for all learners to obtain baseline data  2. Coaches will meet with PLC's to conduct a data dig to identify root causes that attribute to the achieve gap as close to the individual student level as much as possible  3. Discuss and reimagine the evidence based approaches that align to the root causes  4. Teachers self-asses their capacity to deliver evidence based practice (EBP)  5. Deep listening by way of Kid Talk, student/parent interviews, centered supportive honesty  6. Instructional coaches will work with all PLCs to monitor and			1. PLC goals aligned to C-SIP  2. <a href="#">Weekly professional learning community (PLCs) meeting to review instructional practices and student achievement data - Guide for 22/23 SY</a>  3. Staff is able to identify students that have needs beyond Tier 1 and is able to delineate a plan for support during flex time and in their classroom.  4. Staff conduct weekly progress monitoring for all students (Tier 1) and Tier 2 & 3 interventions  5. Formative/summative assessment data  6. Staff is able to cross reference proficiency and progress on the Benchmarks in FAST.  7. Staff is able to utilize a proficiency scale to determine where				Summative/Formative Assessments  FAST (3x/yr) 6-8 When: Fall/Winter/Spring  MCA Data		

+ ☰ District ▾ ELC ▾ EVP 1-5 ▾ EVP 9-12 ▾ CC ▾ CN ▾ CS ▾ CV ▾ HL ▾ ND ▾ SV ▾ **VV** ▾ EHS ▾

The last requirement to be met for each site was to submit Q Comp goals to the Minnesota Department of Education for approval as outlined in Minnesota Statutes, section 122A.414, Subdivision 3(a). All site goals for Edina schools were submitted to MDE by the October 1 due date. These goals are either a math or literacy SMART goal. Districts no longer receive an approval letter for site goals. An email notification was received from MDE confirming receipt of the information and indicating their review of the site goals is complete. Accuracy of the goals is the responsibility of the district.



**Board Workshop Date:** October 17, 2022

**TITLE:** Countryside Programming Update

**TYPE:** Discussion

**PRESENTER(S):** Randy Smasal, Assistant Superintendent; Karen Bergman, Principal of Countryside Dual Spanish Immersion; Caroline Linden, Dean of Countryside Dual Spanish Immersion; and Jody De St. Hubert, Director of Teaching and Learning

**BACKGROUND:** On November 8th, 2021 the Edina Public School Board approved Two-Way/Dual Spanish Immersion to be placed at Countryside Elementary. This approval, along with the Elementary Guiding Change Plan for Edina Public Schools Programming, prompted the Countryside community to engage in a needs assessment. The purpose of the needs assessment was to gather data from all stakeholders in the Countryside community to describe what kind of community they could create with the addition of Two-Way/Dual Spanish Immersion programming. The needs assessment was reviewed by a Countryside Leadership team during three summer full day work sessions. The proposal from this team is that Countryside moves forward with all program offerings being known as “one Countryside.” The building will focus planning on two language pathways - English and Spanish.

**RECOMMENDATION:** The purpose of this report is to update the board and have a discussion on the current progress of planning for a cohesive Countryside experience, with a one-community vision.

**DESIRED OUTCOMES FOR THE BOARD:** Review in detail, have questions prepared, and provide feedback on Countryside’s collective commitments and proposed next steps.

**BACKGROUND MATERIALS:**

[Guiding Change Document for EPS Elementary Programming](#)

**ATTACHMENTS:**

Board Report (below)

## **Needs Assessment:**

Angie Freese, founder and principal revivalist of Playmakers, LLC. was hired to collaborate with the Edina district office and the Countryside building administration in order to conduct a comprehensive needs assessment at Countryside Elementary. The following information are highlights taken directly from the Summary of Findings Prepared by Ms. Freese.

The focus of the needs assessment was relative to the inclusion of a Spanish dual language pathway at Countryside Elementary. The primary intent of the needs assessment was to gather questions, comments, and ideas from the stakeholders within the Countryside family in order to help describe what kind of school community they could create with the addition of this new learning opportunity. A secondary intent was to thwart misinformation, rumors, and speculation about decision-making processes thus far and interrupt unproductive tone or language by providing accurate, clear, and timely information. The following components were administered to seek information from the Countryside community:

- February 2022 Countryside staff meeting to provide an overview of the process
- April - May 2022 Administration of surveys, focus groups, and interviews with staff, students and parents to gather anecdotal feedback
- June and July 2022 Discussion of findings and action planning with members of the Countryside leadership team

## **April - May 2022 Data Gathering: Findings and Observations:**

*Emerging patterns of thought from families include:*

- We love Countryside!
- Excitement about Spanish immersion, but need to know the programming decisions moving forward (i.e. presence of CP or not)
- Desire to bring all families together / minimize the elitist feel of CP
- Desire for intentional ways to build community among students across the three pathways
- Need clear, transparent communication and timelines for when decisions will be made

*Emerging patterns of thought from staff include:*

- The decision-making process feels elusive; decisions were already made and the gathering of feedback is not authentic
- Communication has not been specific or timely
- Limited communication has contributed to staff and families leaving the Countryside community
- There is already divisiveness / feelings of elitism from the CP (continuous progress) program as compared to the neighborhood program; what will adding a third program do?
- There is an unspoken imbalance of “power” between staff that perpetuates the division



- There are inequities between neighborhood and CP (i.e. CP has full-time paras, CP staff get an extra stipend for their work) that need to be addressed; how will the addition of a third program impact these inequities?
- Families also use language that enables separation; students say, “I’m a CP kid” or “I’m a regular / neighborhood kid” instead of “I’m a Countryside kid”.
- Families from different programs do not generally interact at school-wide functions; noticeable groupings or “cliques” among the families
- Concerns about adding another program without adding administrative support
- Inconsistent implementation of / follow through with behavioral consequences for students

As a result of the data gathered, there are three major categories for consideration: a) restorative action to repair relationships between building and district level staff, b) review of the professional infrastructure within the Countryside staff community, and c) investment in students and families to foster connection and promote community.

*\*End of overview of Ms. Freese’s Summary of Findings.*

### **Collective Planning For Countryside Programming Findings:**

In June and July a team of Countryside staff and a few parents met with Ms. Freese, Principal Bergman, Jody De St. Hubert and Randy Smasal to:

- Review the Playmakers, LLC Summary of Findings
- Provide clarity on the process of study of Countryside programming for 2023-24 and building and district roles within this process
- Discuss next steps for Countryside Programming
- Determine next steps for overall direction
- Create a timeline for next steps
- Develop a communication plan to stakeholders for our current “place” in the process by determining what do we want everyone to know about where we are heading and the next steps we will take?

### **CS Leadership Team Proposal: “We are Countryside!”**

The team's proposal is based on the needs assessment and engagement in summer planning is to move forward as one Countryside Community - that is a 5-section building with 2 language pathways - Spanish and English.

The proposal is to evolve the Continuous Progress choice option at CS for new K students. The many current strengths of Continuous Progress and Neighborhood would be infused in program decisions for all 5 sections at each grade level going forward. The list below is what would be used as guiding factors for development:

### **What needs to be infused across all 5 sections?**

- Mental Health/SEL/BELONGING/COMMUNITY structures
- Supportive Leadership structures
- Consistency of Management/Discipline/Expectations
- Teaming across the community: teaming could include but is not limited to cross-grade level, vertical or horizontal, within grade level, instructional planning with freedom opportunity to team in different ways across the building
- Master Schedule with common prep times (might be in grade level or vertical)
- WIN: instructional match at all levels
- Multi-age presence WOULD BE maintained across all teams/levels
- Thoughtful conversations for student placement
- Family Partnerships
- Teacher Support/Professional Development/Time for program development

### **Next Steps:**

Based on the work in the spring and summer of 2022, the Building Leadership Team, in partnership with all staff/PLCs, have moved forward with the following plans:

- Implementation of Countryside Strong - based on Character Strong - to address the need for Belonging and Community across all teams/grade levels.
- Building-wide expectations and consistent staff responses. These have been developed and are connected to district policy and Rights and Responsibilities Handbook.
- PLC is scheduled for both Building Teams (grade levels) AND Vertical Teams to facilitate the development and growth of Multi-Age opportunities and the enhancement of the feeling of Belonging across the entire building.
- Next steps for Continuous Progress (CP) planning:
  - The leadership team is committed to infusing Multi-Age opportunities and strategies for all students, as well as continuity of offerings across the building.
  - The building needs direction from the district/Board level to move forward with this change.
  - The CS leadership team would create a transition plan and timeline for current CP students/families as they move through the system - and at the same time moving the great things about Countryside throughout all classrooms - whether it was initiated in CP or neighborhood, all the while building belonging for our Spanish Dual Language students.
  - Direction is needed in how to communicate this change as it relates to enrollment options/choice programs moving forward. This change, if approved, would mean that new K students coming into Countryside would no longer sign up for CP as a choice program at Countryside but would experience Multi-age concepts across all classrooms.

Current data on where our CS CP students are coming from:

- Total Number of CP students at CS for the 2022-23 school year: 125
- Resident Students from CS neighborhood in CP: 69 (68%)
- Resident students from non-CS neighborhood in CP: 32 (32%)

- Open enrollment filling out remaining spots for CP: 24 (19% of total CP population)
- Work groups are being formed to investigate what components of Multi-Age programming are best to infuse/add/revise in the overall Countryside program.