Services, Staffing, Programming & Facilities Decision-Making Processes and Recommendations

Christopher Thompson, EdD, Superintendent and Districtwide Administrative Team

Unified School District of De Pere

Start with WHY Theory of Action

- Theory of action describes how an organization intends to work to create desired outcomes

- Simon Sinek: "Start With WHY"

  - Great organizations know WHY they're doing what they're doing—and they use that as their guiding principle

  - USDD's WHY – including reasons for change – are expressed in our draft Strategic Plan

WHY

HOW

WHAT
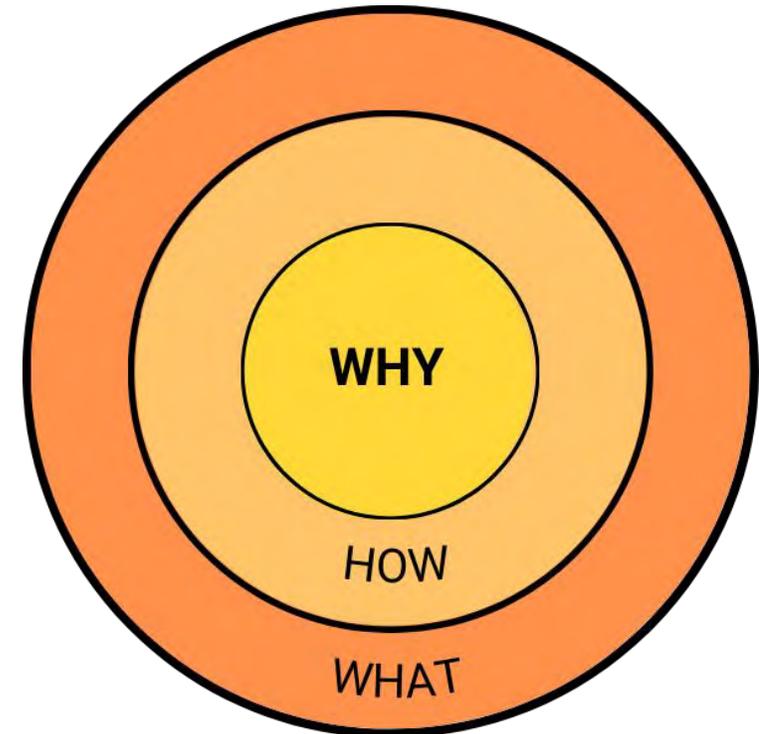
Strategic Planning To Date – Getting to Our WHY

- Quantitative community feedback data - January 2023 Community Survey (shared w/ BOE Mar. 6)

- Qualitative feedback - Community Conversations Feb. 16, 17 and 18 w/ BOE participation

- Quantitative feedback - Equity Walk Report (shared w/ BOE Apr. 10)

- Ongoing administrative team work - renewing vision and mission, new pillars, objectives and goals. (shared w/ BOE Feb. 6, Feb. 20, Mar. 20)

Survey

Community Conversations
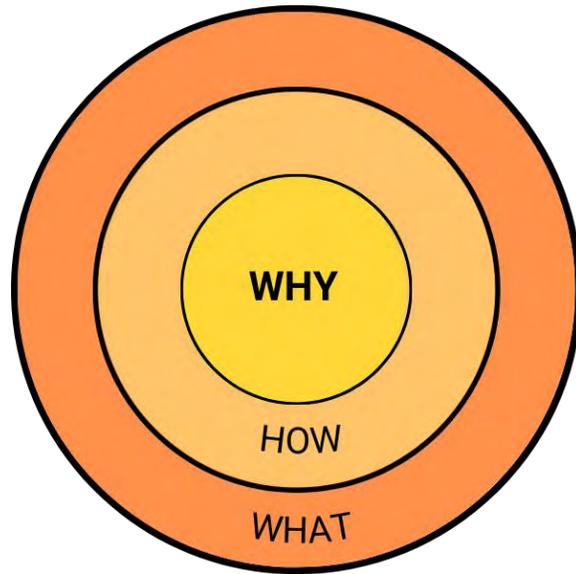
Equity Walk Report

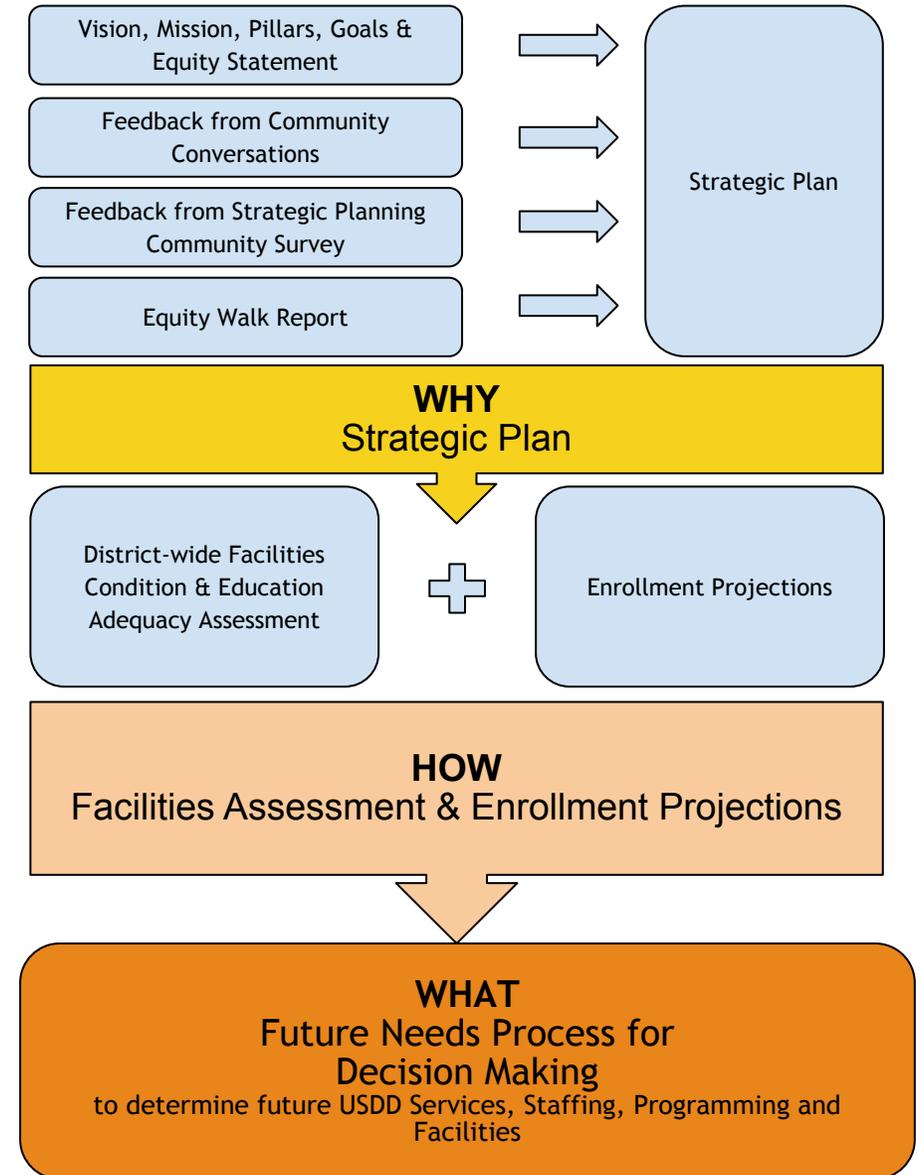A-Team Work

Additional Input – Getting to Our WHY

- The Enrollment Projections Report - UW Applied Population Lab (shared w/ BOE Feb. 6)

- District-wide Facilities Condition & Educational Adequacy Assessment – Somerville Architects (shared w/ BOE Apr. 10)

Survey

Community Conversations

Equity Walk Report

A-Team Work

Theory of Action

For USDD Board of Education to make decisions on future needs and wants

Vision, Mission, Pillars, Goals & Equity Statement

Feedback from Community Conversations

Feedback from Strategic Planning Community Survey

Equity Walk Report

Strategic Plan

WHY
Strategic Plan

District-wide Facilities Condition & Education Adequacy Assessment

Enrollment Projections

HOW
Facilities Assessment & Enrollment Projections

WHAT
Future Needs Process for Decision Making
to determine future USDD Services, Staffing, Programming and Facilities

Strategic Plan: Pillars

Educational Excellence

Students will learn the essential skills for continued education, careers, leadership and life readiness through challenging academic and co-curricular programs

Student Engagement

Students will develop knowledge, attitudes, skills, and practices to maximize achievement and support positive school experiences through community partnerships and intentional engagement strategies

Operational Excellence

Students will enjoy a welcoming environment that promotes learning and growth delivered by a highly qualified staff, engaged family and community in modern facilities with appropriate technology

Safe and Culturally Affirming Environments

Students, parents, staff, and community members will have a sense of belonging in the learning environment as a valued part of our school community

Pillars: Objectives and Goals

Educational Excellence

Students will learn the essential skills for continued education, careers, leadership and life readiness through challenging academic and co-curricular programs

Objectives

- Ensure every student meets or exceeds grade level standards so they are prepared for a successful life after high school
- Provide a coherent curriculum with rigorous, relevant educational programming delivered using sound instructional practices

Goal to meet objectives

- For the 2023-24 school year, the District will increase the ELA and Math achievement and growth (determined after the release of the 22-23 report card) and the On Track for Graduation score as measured by the District State Accountability Report Card

Objectives

- Foster resilience and a growth mindset so students can adapt to a changing global society
- Develop student independence and provide them with support to make informed decisions

Goal to meet objectives

- By end of 2023-24 school year, District will create a Graduate Profile continuum identifying attributes and skills which prepare all learners to be successful, contributing members of global society. Graduate profile continuum will include academic learning behaviors and habits, student learner and leader attributes

Pillars: Objectives and Goals

Student Engagement

Students will develop knowledge, attitudes, skills, and practices to maximize achievement and support positive school experiences through community partnerships and intentional engagement strategies

Objective
- Develop trusting relationships among students and adults that serve as the foundation for student success

Goals to meet objective
- The District will ensure this in annual student, staff survey data
- The District will develop scope and sequence for SEL curriculum 4K-12 so all schools are providing cohesive SEL instruction by June 2024
- The District will administer screening tools across all schools by start of 2023-24 school year
- All schools will have a student-problem solving team to help engage and coordinate services for those identified as needing support via screening by the start of 2023-24 school year

Objective
- Build student voice, choice, and ownership of their learning and growth

Goals to meet objective
- District will create student leadership teams at every building with cross section of student body to guide leadership decisions by Spring 2024
- District will integrate age-appropriate goal-setting, self-assessment into courses by Fall 2024

Pillars: Objectives and Goals

Student Engagement

Students will develop knowledge, attitudes, skills, and practices to maximize achievement and support positive school experiences through community partnerships and intentional engagement strategies

Objective
- Grow student leadership capacity through in-and out-of-classroom experiences

Goal to meet objective
- The District will provide universal social emotional learning and Academic Career Planning instruction at all grade levels which, as students age, become more focused on leadership and employability skills by the start of 2023 school year

Pillars: Objectives and Goals

Operational Excellence

Students will enjoy a welcoming environment that promotes learning and growth delivered by a highly qualified staff, engaged family and community in modern facilities with appropriate technology

Objective

- Recruit & retain high performing staff with intent toward increasing employee diversity

Goals to meet objective

- District will implement hiring processes encouraging diverse populations to join our organization
- District will provide employees with increased choice in health care providers for 2023-24 school year

Objective

- Provide faculty with professional learning that expands their practice, improves student outcomes

Goal to meet objective

- District will support its commitment to providing employees with meaningful professional learning by enacting the 4K-12 1x weekly Professional Learning Community model for 2023-24 school year

Objective

- Ensure facilities and infrastructure that support future ready learning

Goal to meet objective

- District will work to provide students, staff with future ready facilities and infrastructure by providing the Board of Education with facilities improvement process

Pillars: Objectives and Goals

Safe and Culturally Affirming Environments

Students, parents, staff, and community members will have a sense of belonging in the learning environment as a valued part of our school community

Objective
- Create inclusive classroom and school environments that show understanding of and care for every student, staff, family member and visitor

Goals to meet objective
- The District will increase visibility and representation of all students in the classroom and school community by enhancing classroom materials and visuals, as measured through the equity walk results and unit planning materials for all Professional Learning Communities (PLCs) during the 2023-24 school year
- Include student focus groups as a component of the 2023-24 equity walk within each building, increasing their voice and involvement in identifying areas for school improvement

Objective
- Support the academic, physical, social and emotional wellness of all students and staff

Goal to meet objective
- The District will develop a scope and sequence for SEL curriculum 4K-12 so that all schools are providing cohesive SEL instruction by June 2024

Pillars: Objectives and Goals

Safe and Culturally Affirming Environments

Students, parents, staff, and community members will have a sense of belonging in the learning environment as a valued part of our school community

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Goals to Meet Objective
- The District will increase the ability for all students to access community mental health support through the mental health navigator service measured by community access rates and percentage of students being connected with mental health services by June 2024.
- Each school building will explicitly identify, across all grade levels, SEL supports for each layer, including data points for each by December 2024

Objective
- Speak and act swiftly against inequities, harassment, discrimination, racism and hate

Goals to meet objective
- Each school building will analyze School Perceptions, Equity Walk, YRBS and student Social/Emotional/Behavioral (SEB) data by sub group annually as part of the continuous improvement cycle
- The District will provide professional development for staff regarding microaggressions and implicit bias so we can recognize and redirect discourse that is not inclusive of all students and staff by October 2024

DP

Community Feedback - Survey

Overall Satisfaction with the Unified School District of De Pere - Community Survey			
Rank	**Staff**	**Parents**	**Non-Parents/Non-Staff**
1	Employs high-quality teachers /staff.	Has the support of the community.	Has the support of the community.
2	Has the support of the community.	Employs high-quality teachers/staff.	Employs high quality teachers/staff.
3	Maintains a safe and secure campus.	Maintains a safe and secure campus.	Maintains a safe and secure campus.

Community Feedback - Survey

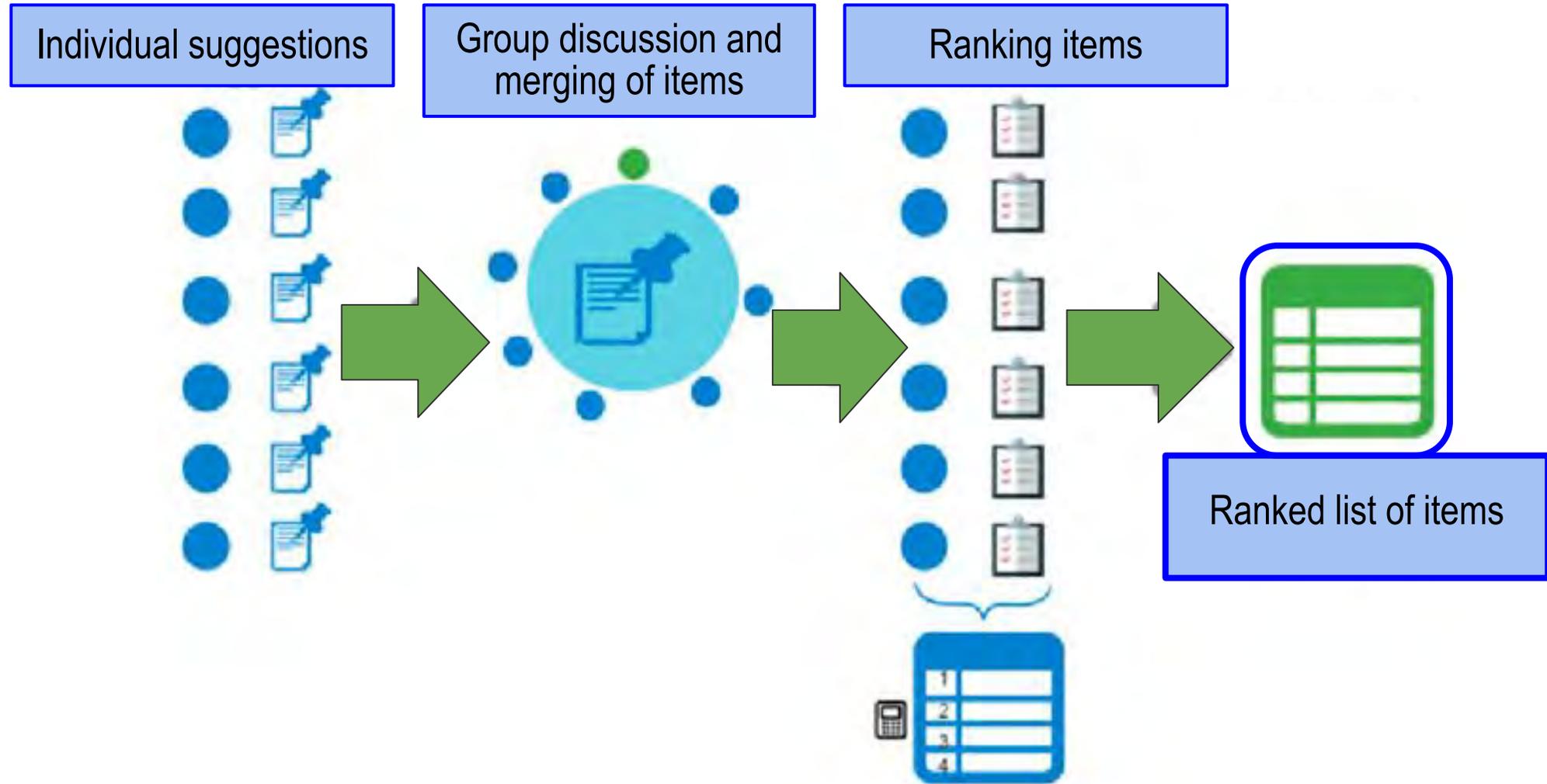| Future Ready Grads: skills students need to be ready for life after high school - Community Survey		
Rank **Staff**	**Parents**	**Non-Parents/Non-Staff**
1 Managing stress/strong mental health	Financial literacy/managing money	Financial literacy/managing money
2 Financial literacy/managing money	Managing stress/strong mental health	Training in career and technical education courses
3 Being inclusive of other cultures, identities, and backgrounds	Communicating effectively in small and large groups	Civics/citizenship
4 Empathy/understanding others' perspectives	Being inclusive of other cultures, identities, and backgrounds	Managing stress/strong mental health
5 Communicating effectively in small and large groups	Time management and priority-setting	Being inclusive of other cultures, identities, and backgrounds

DP

Community Feedback - Survey

Future Ready Planning: Areas' sub-groups believe we should focus our efforts - Community Survey			
Rank	Staff	Parents	Non-Parents/Non-Staff
1	Social/emotional/ mental health services for students	Preparing students for life after high school	Preparing students for life after high school
2	Recruit/retain high-quality staff	Social/emotional/ mental health services for students	Career and technical education ("shop") program
3	Student Discipline	Recruit/retain high-quality staff	Social/emotional/ mental health services for students
4	Preparing students for life after high school	School safety and security	Recruit/retain high-quality staff
5	Understanding of and support for diversity	Community/business partnerships for students	Community/business partnerships for students

Community Conversations Feedback

Community Conversations Feedback

Individual suggestions

Group discussion and merging of items

Ranking items

Ranked list of items

Community Conversations Feedback

Wellness and Mental Health - 78
Wellness both physical and mental by increasing highly trained staff, onsite services, utilizing local resources and accessibility to the community.

Dedicated mental health services onsite, leveraging partnerships in the community and with family connection.

Partnerships - 75
Partner with businesses,higher education, community resources to enhance STEAM, tech-ed, and post-graduate opportunities

Improved community involvement with focus on career tracks with high school with interactive website to further expand partnerships

Increase in focus on educational and career pathways earlier in the academic career

Educational Spaces - 68
Forward thinking facilities to meet the needs of students today and tomorrow

Educational spaces are colorful, open, flexible, have natural light, and are a hub of the community

The environment for students is flexible to meet their needs instead of students having to adjust to succeed in the environment

Facilities - 65
Provide new and upgraded facilities that can be used by the entire community

Building and improving athletic and performing arts facilities to meet needs of growing district

Recruitment and Retention - 62
Recruitment and retention of highly qualified and well compensated diverse staff

Early Childhood - 38
Develop early childhood center with wrap-around childcare for birth-5 with expanded support services

Cultural Diversity - 33
The focus on cultural diversity and inclusivity has been embedded to create intentional incorporation of global understanding

World Languages - 32
Offer world languages in the elementary and beyond including connection with other countries

Community Conversations Feedback

Safety - 21
Ensuring safety for all students

Parental Participation - 19
Actively encourage parental participation through a parental resource center and parental coordinator

Staffing Needs - 16
Investigate staffing needs and increases to effectively support the new initiatives with an operating referendum

Financial Literacy - 14
Expansion of financial literacy education

Technology - 9
Increase access to and training for state-of-the-art technology

Curriculum - 3
Implementing research based curriculum and programming that reflect the interest and needs of the community

Communication - 0

Administrative Team Priorities

These priorities were identified in the Administrative Team 100-day plan (presented to BOE Nov. 7)

- Focus on Student Outcomes
- Facilities
- Diversity/Equity (tie)
- English Language Learners (tie)
- Professional Development
- Technology
- External Partnerships

Based on response alignment from the 3 input sources we recommend the following high-level priorities be adopted

- Ensuring programming that provides for student and staff wellness and mental health
- Creating partnerships with community and higher education organizations
- Providing future-ready facilities for our students
- Recruiting and retaining a high-quality staff
- Enhancing early childhood programming
- Prioritizing school safety
- Incorporating equity and inclusion into all priorities

USDD Enrollment for January 2023

|	Capacity	Enrollment*	4K Students**	Seats Available
Altmayer*	638	417	73	184
Dickinson*	594	514	61	49
Heritage*	638	571	68	33
Foxview Intermediate	650	655		– 5
De Pere Middle School	675	669		6
De Pere High School	1500	1447		53

* Elementary enrollment = 5K - 4

** 4-Year Old Kindergarten students count as a ½ student when calculating seats available

ENROLLMENT DATA SOURCE: UW APPLIED POPULATION LABORATORY, JANUARY 2023

Enrollment Projection Analysis

- District-wide enrollment projections point to USDD increased enrollment in the near term

- With recent decreasing trends in births and kindergarten enrollment, grades K-4 enrollment will lose as many as 43 to 167 students, declining by 5.8%

- As elementary school students progress to intermediate school, grades 5-6 enrollment will likely lose from 30 to 71 students or averaging a 7.2% decline

- As intermediate school students move to middle school, grades 7-8 enrollment will likely lose as many as 2 students or gain as many as 38 students or averaging a 4.2% increase

- High school enrollment (grades 9-12) will likely gain from 29 to 56 students or averaging a 3.0% increase

- These projections do not take into consideration the impact that the construction of the South Bridge Connector will have on new house construction increasing district enrollment. The South Bridge Connector is anticipated to be completed between 2030-32 per WI DOT.

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Enrollment Projection Analysis - 10 Year Housing Starts
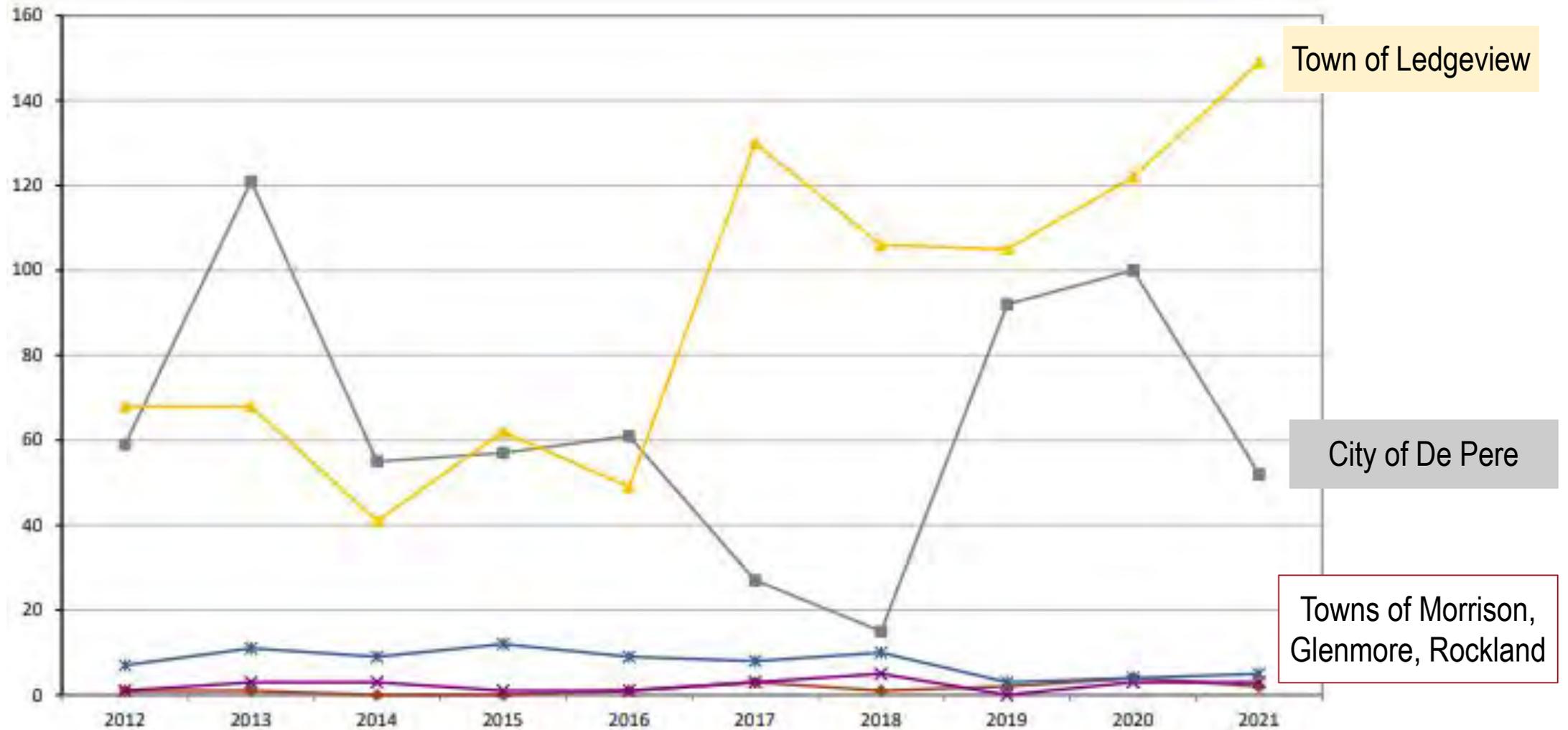
Facility Recommendations

- Board of Education appoint a Community Facilities Task Force
    - Members to include community members, parents, students, Board members, school & district administrators, teachers, support staff
        - Mission: review Enrollment Projections and District-wide Facilities Condition & Educational Adequacy Assessment and make facility and operational recommendations for Board's consideration
- Board of Education selects an architectural/engineering firm and general contractor to serve on retainer for pre-referendum planning and post-referendum facility design and project management

Timeline

Timeline	Date	Task
12-16 mos	February 13, 2023	Grade-level grouping Building Enrollment Projections and or facility maintenance & adequacy report indicate need for facility renovation and or expansion
1 year	April 17, 2023	Facilities-Operations recommendations to Board for next steps direction
48 weeks	May 15, 2023	Board tasks administration with issuing RFP to retain A/E firm and CM for pre-referendum planning, post referendum design/project management
48 weeks	May 15, 2023	Board tasks administration with creating Community Facilities Task Force to study Facilities Report and recommend maintenance, renovations and or additional facilities for the Board consideration
46 weeks	June 1, 2023	Task Force meets over 3 mos to study Facilities Report and Population Projections
40 weeks	July 10, 2023	Administration recommends A/E firm to Board. Based on Board approval of contract, A/E firm rep joins Community Facilities Task Force
32 weeks	Sept. 11, 2023	Community Facilities Task Force makes recommendations to Board

Timeline

Timeline	Date	Task
28 weeks	Oct. 2, 2023	A/E presents 3 facility maintenance and/or new construction building options with associated financial impacts to Board
28 weeks	Oct. 2 2023	Board tasks Administration with creating 2nd Community Survey for feedback on the 3 facility options
26 weeks	Late Oct. 2023	Community survey delivered to USDD mailboxes
20 weeks	Dec. 4, 2023	School Perceptions provides Board with survey results that indicate which option received greatest plurality of community support
18 weeks	Dec. 11, 2023	Board tasks Administration with contacting Bond Attorney to draft Referendum Resolution language for April 2, 2024 ballot
16 weeks	Jan. 8, 2024	Board of Education approves resolution language for the April 2, 2024, ballot

Timeline

Timeline	Date	Task
8 weeks	Feb. 2024	District begins disseminating public information to USDD voters regarding April 2024 referendum questions
8 weeks	Feb. 2024	Superintendent and Board members visit town board and city council meetings to share information with governing bodies regarding the referendum including impact on mill rate
4 weeks	March 2024	Town Hall meetings conducted at locations TBA to respond to community member questions about the referendum
	April 2, 2024	Election Day/Referendum vote
3-4 years	2027 or 2028 school year	New and/or renovated facilities ready for occupancy
6 years	2030	Anticipated Opening for South Bridge Connector

Any Comments or Questions?

Please contact your child's school principal or Superintendent Dr. Christopher Thompson
cthompson@depere.k12.wi.us

Please share your thoughts!

Share your feedback on this presentation or apply to be part of the Community Facilities Task Force that will review the facilities report data and make recommendations to the Board of Education. Please go to
https://tinyurl.com/Feedback-Task-Force
or scan the QR Code to the right.

Deadline 6:00 pm Monday, April 24, 2023

Additional opportunities to join the Task Force will be shared with the community in the near future.

SCAN ME