

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

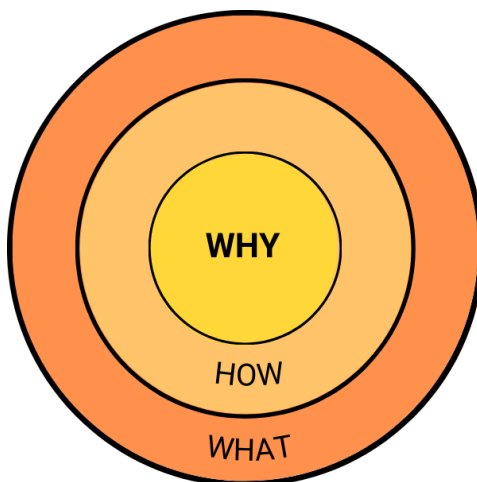
Presented by Christopher Thompson, EdD, Superintendent,
and the Unified School District of De Pere Administrative Team

Regular Board of Education Meeting

Monday, April 17, 2023

Introduction: Start with WHY Theory of Action

A theory of action describes how an organization intends to work to create desired outcomes. To develop our proposed theory of action, our team looked for guidance from Simon Sinek. Sinek is the author of multiple best selling books on organizational change and professional development. His presentations have been viewed by millions worldwide, and he consults with some of the leading public and private sector organizations in the US and abroad. Sinek may be best known for his book and associated TEDTalk “Start With Why.” “Start With Why” is based on a simple conceptual model called the Golden Circle.



Sinek proposes via the Golden Circle that if an organization wants to be successful, it must focus on the core idea in the center of the circle– the WHY. Great organizations know WHY they’re doing what they’re doing—and they use that mission as their guiding principle.

To that end, our WHY defines the overarching purpose for the Unified School District of De Pere. WHY gives our students, parents, community members and employees a compelling reason to embrace our organization. In our school district’s case, WHY - including reasons for change - are expressed in our draft Strategic Plan.

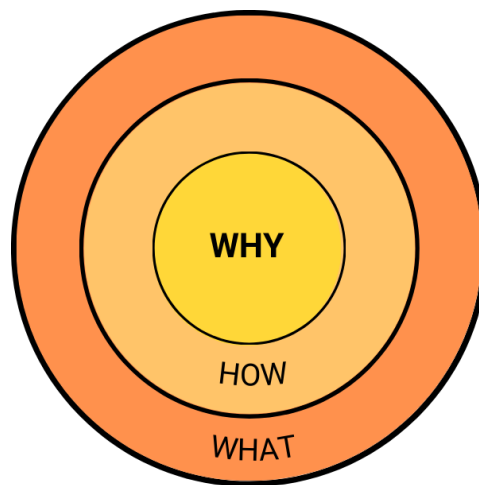
Theory of Action: HOW and WHAT

The ongoing strategic planning initiative includes:

- Quantitative community feedback data from the January 2023 Community Survey (shared with the Board of Education on March 6, 2023)
- Qualitative feedback data from the Community Conversations that took place with Board of Education participation on February 16, 17 and 18, 2023
- Quantitative feedback data from the CESA 6 Center4All Equity Walk Report (shared with the Board of Education on April 10, 2023)
- Ongoing administrative team work toward renewing our vision and mission, as well as new pillars, objectives and goals. The administrative team updated the Board of Education regarding this work on February 6, February 20, and March 20, 2023.

This input is invaluable in helping us express our WHY.

The next ring of the Golden Circle is meant to communicate HOW the District will achieve its WHY.



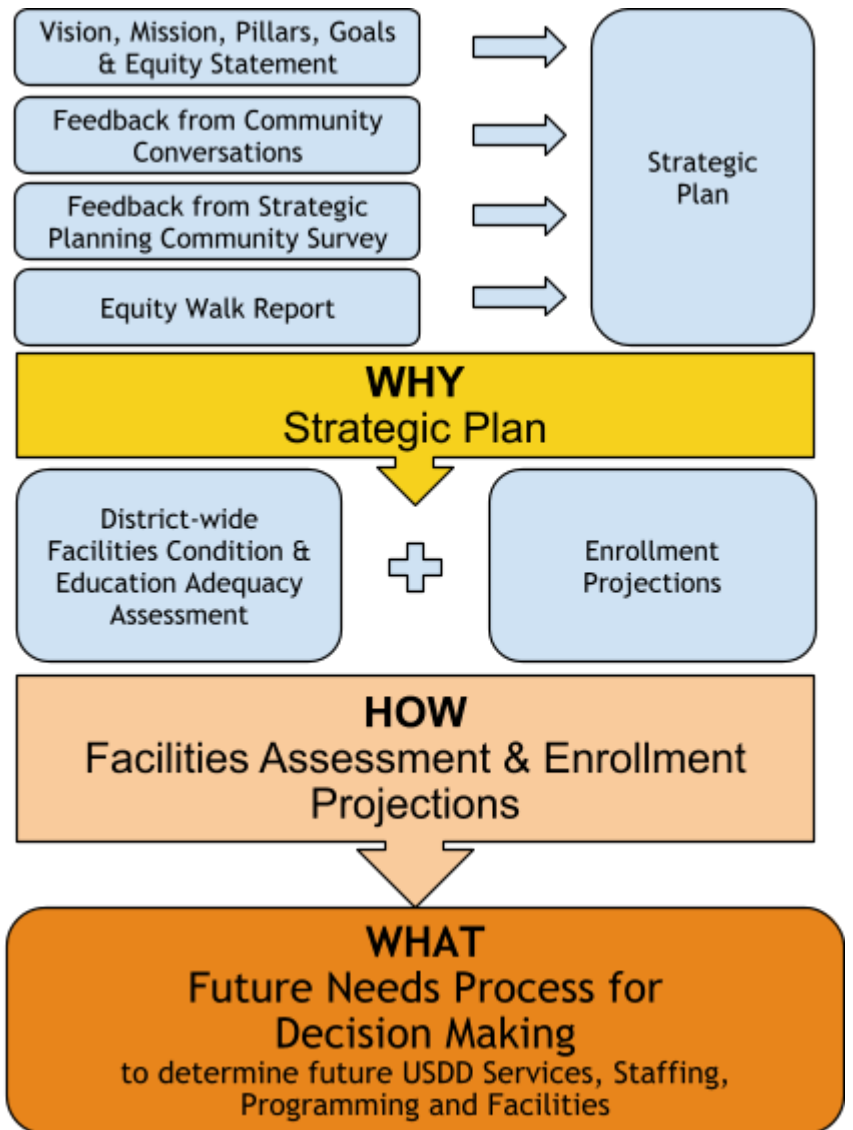
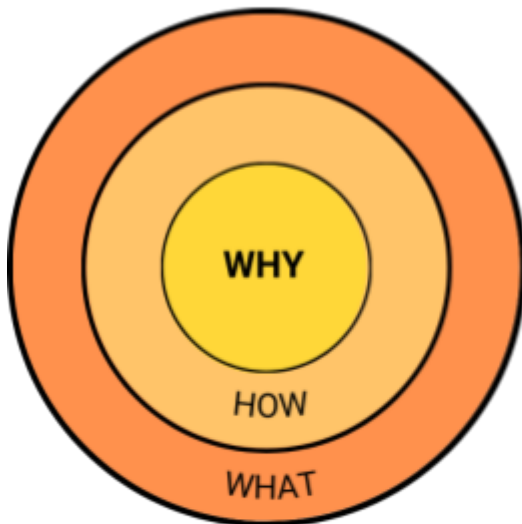
This may include processes or systems that describe our actions. The District's HOW includes enrollment projections which are part of the impetus for facilities changes from our current state. The **Enrollment Projections Report** created by the University of Wisconsin Applied Population Lab presented to the Board of Education on February 6, 2023, shares our current enrollment, as well as future enrollment projections. This report, however, does not include any potential growth impacts from the construction of the South Bridge Connector.

The HOW from Sinek's golden circle also includes findings and recommendations from the **District-wide Facilities Condition & Educational Adequacy Assessment** performed by Somerville Architects and Engineers. This report was shared with the Board of Education on April 10, 2023. Together with the enrollment projections, this facilities report advises the Board of Education on repairs required to maintain our current facilities, as well as recommendations to support the District in meeting current and future student populations.

Finally, the WHAT from Sinek's Golden Circle is the decision making process for the Board of Education and De Pere community that can be used now and in the future for addressing district wants and needs regarding services, staffing, programming, and facilities. The WHAT itself is not the solution; it is a process that can be used to make decisions on addressing wants and needs which will change our current status quo.

The following diagram illustrates our theory of action

Theory of Action for USDD Board of Education To Make Decisions On Future Needs and Wants



Strategic Plan with District Priorities (Draft)

The USDD Administrative Team began drafting a renewed vision and mission statement for the District, as well as identified Pillars also known as organizational values. The pillars are defined and have objectives listed with corresponding one-to-three year goals. These are the intentions and targets by which we recommend the District pursues for the next ten or more years.

Pillar 1: 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 the end of the 2023-24 school year, the District will create a graduate profile continuum that identifies attributes and skills which prepare all learners to be successful and contributing members of the global society. The graduate profile continuum will include the areas of: academic learning behaviors and habits, student learner and leader attributes

Pillar 2: 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 students and staff survey data.
- 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.
- The District will administer screening tools across all schools by the start of the 2024-25 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 the 2023 school year.

Objective

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

Goals to meet objective

- The District will create student leadership teams at every building with a cross section of the student body to guide leadership decisions by spring of 2024.
- The District will integrate age-appropriate goal-setting and self-assessment into courses by the fall 2024.

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.

Pillar 3: 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 and retain a high performing staff with intent toward increasing employee diversity

Goals to meet objective

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

Objective

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

Goal to meet objective

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

Objective

- Ensure facilities and infrastructure that supports future ready learning

Goal to meet objective

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

Pillar 4: 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.

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.

Goal to meet objective

- 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.

In addition, we reviewed the top priorities identified by parents, community members, and staff members within our January 2023 community survey; the top priorities identified by participants of the February 2023 Community Conversations event, and the top priorities listed by our Unified School District of De Pere administrative team in November 2023.

High-Level School District Priorities (in descending order of significance) Listed by Event, Measurement Tool, and/or Sub-Group

The following data was collected through a community-wide survey, the three day Community Conversations event and meetings of the Administrative Team for the Unified School District of De Pere.

Community Survey Ranking

This survey was administered for the Unified School District of De Pere in January 2023 by School Perceptions, an independent research organization. Invitations to participate in the survey were sent to all homes in the Unified School District of De Pere attendance area, as well as to all parents and staff members. The areas highlighted in **red** identify alignment in rankings between staff, parents and non-parents/non-staff within the top five responses.

USDD Community-wide Survey Conducted by School Perceptions, Inc.

Overall Satisfaction with the Unified School District of De Pere			
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.
Future Ready Graduates: Skills needed for students to be ready for life after high school			
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
Future Ready Planning: Areas sub-groups believe we should focus our efforts			
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 Ranking

These priorities were the culmination of a group-wide prioritization process during the Community Conversations event held on February 16-18, 2023.

Wellness and Mental Health - 78 <ul style="list-style-type: none">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 <ul style="list-style-type: none">Partner with businesses, higher education, community resources to enhance STEAM, tech-ed, and post-graduate opportunitiesImproved community involvement with focus on career tracks with high school with interactive website to further expand partnershipsIncrease in focus on educational and career pathways earlier in the academic career
Educational Spaces - 68 <ul style="list-style-type: none">Creating forward thinking facilities to meet the needs of students today and tomorrowEducational spaces are colorful, open, flexible, have natural light, and are a hub of the communityThe environment for students is flexible to meet their needs instead of students having to adjust to succeed in the environment
Facilities - 65 <ul style="list-style-type: none">Provide new and upgraded facilities that can be used by the entire communityBuilding and improving athletic and performing arts facilities to meet needs of growing district
Recruitment and Retention - 62 <ul style="list-style-type: none">Recruitment and retention of highly qualified and well compensated diverse staff
Early Childhood - 38 <ul style="list-style-type: none">Develop early childhood center with wrap-around childcare for birth-5 with expanded support services
Cultural Diversity - 33 <ul style="list-style-type: none">The focus on cultural diversity and inclusivity has been embedded to create intentional incorporation of global understanding
World Languages - 32 <ul style="list-style-type: none">Offer world languages in the elementary and beyond including connection with other countries
Safety - 21 <ul style="list-style-type: none">Ensuring safety for all students
Parental Participation - 19 <ul style="list-style-type: none">Actively encourage parental participation through a parental resource center and parental coordinator

<p>Staffing Needs - 16</p> <ul style="list-style-type: none"> Investigate staffing needs and increases to effectively support the new initiatives with an operating referendum
<p>Financial Literacy - 14</p> <ul style="list-style-type: none"> Expansion of financial literacy education
<p>Technology - 9</p> <ul style="list-style-type: none"> Increase access to and training for state-of-the-art technology
<p>Transportation - 6</p> <ul style="list-style-type: none"> Improved transportation options, traffic flow and parking options
<p>Curriculum - 3</p> <ul style="list-style-type: none"> Implementing research based curriculum and programming that reflect the interest and needs of the community
<p>Communication - 0</p> <ul style="list-style-type: none"> Communication is open between District and community

Administrative Team Priority Ranking

These priorities were identified when the administrative team presented their 100-day plan (in reference to Dr. Thompson’s first 100-days in the School District) at the Board of Education Meeting on November 7, 2022.

- | | |
|------------------------------|-------------------------------------|
| 1. Focus on Student Outcomes | 3. English Language Learners (tied) |
| 2. Facilities | 5. Professional Development |
| 3. Diversity/Equity (tied) | 6. Technology |
| | 7. External Partnerships |

Based on response alignment from these three input sources, it is recommended that the following high-level priorities are adopted for the School District:

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

Promotion of acceptance and appreciation for the concepts of Equity, Inclusion, Diversity and Intercultural Competence will help to strengthen our organization. The closely linked values of Equity, Inclusion, Diversity and Intercultural Competence will be built into all our policies, protocols and practices. Definitions of these terms include:

- Equity* refers to fair treatment for all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes. Equity differs from equality in a subtle but important way. While equality assumes that all people should be treated the same, equity takes into consideration a person’s unique circumstances, adjusting treatment accordingly so that the end result is equal.

- *Inclusion* refers to how the shareholders experience our schools and the degree to which our organizations embrace all shareholders and enable them to make meaningful contributions.
- *Diversity* is the acceptance of all our varied differences, collectively and as individuals.
- *Intercultural Competence* is the ability of teachers to interact with students in a way that supports the learning of students who are linguistically, culturally, socially or in other ways different from the instructor or from each other, across a very wide definition of perceived difference and group identity.

Enrollment Projection Analysis

Building Capacities

- Elementary Schools: 1870 students
 - Altmayer: 638 student
 - Dickinson: 594 students
 - Heritage: 638 students
- Foxview Intermediate: 650 students
- De Pere Middle School: 675 students
- De Pere High School: 1500 students

Building Enrollments

- Pre-School Special Education Programming: 23 students (students not included in below totals)
- Elementary Schools: 1502 students (seats remaining: 266)
 - Altmayer Elementary School: 73 4K students and 417 5K-4 students (184 seats remaining)
 - Dickinson Elementary School: 61 4K students and 514 5K-4 students (49 seats remaining)
 - Heritage Elementary School: 68 4K students and 571 5K-4 students (33 seats remaining)
- Foxview Intermediate School: 655 students (over recommended capacity by 5 seats)
- De Pere Middle School: 669 students (6 seats remaining)
- De Pere High School: 1447 students (53 seats remaining)

The following conclusions were made by the University of Wisconsin Applied Population Laboratory in their January 2023 Enrollment Projections for the Unified School District of De Pere:

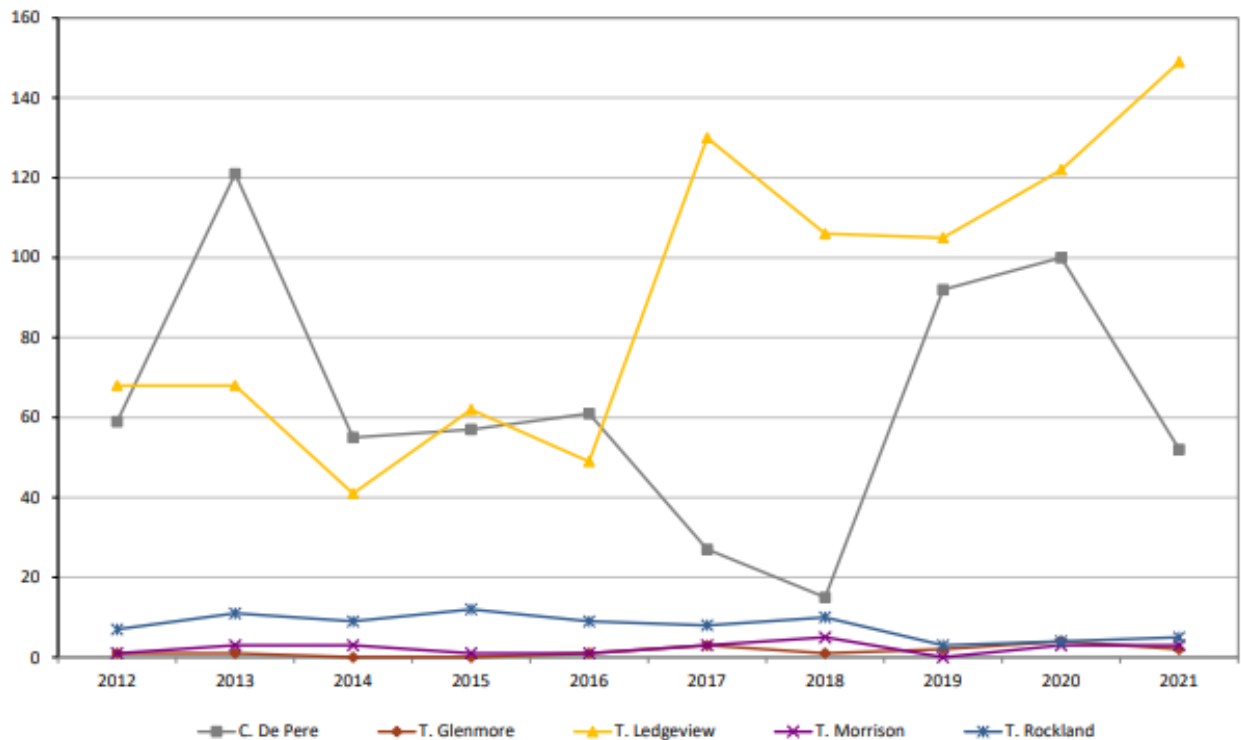
- District-wide enrollment projections point to the Unified School District of De Pere experiencing increased enrollment in the near term.
- With recent decreasing trends in births and kindergarten enrollment, grades K-4 enrollment will lose as many as 43 to 167 students, declining by 5.8%.
- As elementary 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, and thus increasing district enrollment. The South Bridge Connector is anticipated to be completed between 2030-32 per WI DOT.

Neither Dickinson nor Heritage Elementary School have additional classroom space should an additional section be required at any grade level. The District does not have adequate classroom space if every offsite 4-year old kindergarten section was brought onsite to district schools. Foxview Intermediate School and De Pere Middle School are both at/over their recommended capacity and De Pere High School will reach its recommended capacity within 1-2 years.

Being that (1) the district is near/at/over capacity in school buildings servicing grades 5-12 and will increase over the next five years in buildings servicing grades 7-12, (2) any enrollment declines that could be realized are projected to be short-term, and (3) the South Bridge Connector is projected to contribute toward further home growth in the City of De Pere and Towns of Ledgeview and Rockland, the District has inadequate capacity to house present enrollment without redistributing students amongst its current school buildings. Furthermore, the District has inadequate capacity to house future enrollment past 2030.

Enrollment Projection Analysis - 10 Year Housing Starts



Source: University of Wisconsin Applied Research Laboratory

Facility Recommendations for Unified School District of De Pere based on Somerville Facilities Analysis
 Somerville Architects and Engineers reviewed district facilities, as well as the enrollment projections from the UW-Applied Population Laboratory. They have provided us with a District-wide Facilities Condition & Education Adequacy Assessment. This report contains a set of building maintenance recommendations for each school, as well as possible recommendations for consideration to address future enrollment. This report can be found on the District’s website under Strategic Planning.

Recommendations

It is recommended that the Board of Education appoint a Community Task Force made up of board members, school and district level administrators, teachers, support staff members, students, parents, and community members to review the Enrollment Projections and District-wide Facilities Condition & Educational Adequacy Assessment to make facility and operation recommendations for the Board's consideration. In support of this task force's review process, it is also recommended that the Board of Education select an architectural and engineering firm and a general contractor firm to serve under retainer for the purpose of pre-referendum planning and post-referendum facility design and project management.

General Timeline and Date for the Process Plan (can be applied to any future decision making process)

Timeline	Local Date	Task
• 12-16 months	February 13, 2023	Grade-level Grouping Building Enrollment Projections and/or facility maintenance/adequacy report indicate need for facility renovation/expansion
• 1 Year	April 17, 2023	Facilities-Operations Recommendations to Board of Education for next step consideration
• 48 weeks	May 15, 2023	Board of Education tasks administration with issuing RFP to retain an Architectural/Engineering Firm and Construction Manager for Pre-Referendum Planning and Post Referendum Design/Project Management
• 48 weeks	May 15, 2023	Board of Education tasks Administration with Creating a Community Task Force to study Facilities Report and Recommend Maintenance, Renovations and/or Additional Facilities for the Board's Consideration
• 46 weeks	June 1, 2023	Task Force Meets for 3-months to study the facilities report and population projections
• 40 weeks	July 10, 2023	Administration recommends Architectural Firm to Board of Education for their Consideration
• 32 weeks	September 11, 2023	Community Task Force makes facility recommendations to Board of Education
• 28 weeks	October 2, 2023	Architectural Firm provides three facility maintenance and/or new construction building options with financial impacts associated to the Board of Education
• 28 weeks	October 2, 2023	Board of Education tasks Administration with creating a second Community Survey to garner feedback regarding each of the three facility options

- 26 weeks Late October 2023 Community Survey delivered to USDD Mailboxes
- 20 weeks December 4, 2023 School Perceptions provides Board of Education with survey results that indicate which option received the greatest plurality of community support
- 18 weeks December 11, 2023 Board of Education tasks Administration with contacting Bond Attorney to draft Referendum Resolution language for April 2, 2024, ballot
- 16 weeks January 8, 2024 Board of Education approves resolution language for the April 2, 2024, ballot
- 8 weeks February 2024 District begins disseminating public information to USDD voters regarding April 2024 referendum questions
- 8 weeks February 2024 District Administrator and Board of Education Members visit township 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
- Decision April 2, 2024 Election Day Referendum Vote
- 3-4 yrs. later 2027 or 2028 school year New and/or renovated facilities ready for occupancy
- 6 years later 2030 Anticipated Opening for South Bridge Connector

Should you have any comments or questions, please contact your child’s school principal or superintendent of schools, Dr. Christopher Thompson, at cthompson@depere.k12.wi.us

To provide the Unified School District of De Pere administrative staff with feedback from this presentation or to apply to be part of the Community Task Force that will review the facilities report data and make recommendations to the Board of Education, please go to the following URL: <https://tinyurl.com/Feedback-Task-Force> or scan the QR Code below.

Deadline for submission: 6:00 pm on Monday, April 24, 2023.

