

ENVISION SPPS

REPORT TO BOARD OF EDUCATION

October 18, 2022

CONTENTS

[Envision SPPS Implementation Phases](#)

[Phase 1-3 \(SY21-22\)](#)

[All Closing/Merging Schools: Implementation Complete](#)

[Phase 4 \(SY22-23\)](#)

[Barack and Michelle Obama](#)

[New Programs](#)

[LEAP Program Review](#)

Envision SPPS Implementation Phases

Phase 1 (SY21-22): Individual school communities build understanding/healing + support personal choices	Winter	Spring	Summer	Fall+
Phase 2 (SY21-22): Sending and receiving school communities jointly plan for change, build relationships and community	Winter	Spring	Summer	Fall+
Phase 3 (SY21-22/SY22-23): Staff/administration develop and implement financial, instructional, and operational plans	Winter	Spring	Summer	Fall+
Phase 4 (SY22-23): School communities implement new programs, assess and plan next steps, and continue building together.	Winter	Spring	Summer	Fall+

Phase 1-3 (SY21-22)

As of SY22-23, all [Envision SPPS merged sites](#) ([see exception of Obama](#)) have completed Phases 1-3 as shown in the charts below. Phase 1 and 2 activities that the sending and receiving school communities jointly planned and implemented included:

- Supporting informed, active school choice among families
- Providing transition support for staff
- Building welcoming school community for merged programs
- Providing closure for the sending (closing) school community
- Facilitating respectful and positive relationships among stakeholders in shaping decisions

Over the summer and into the start of the SY22-23 school year, administrators at schools with merged communities completed the development and implementation of financial, instructional, and operational plans as outlined by Phase 3. (NOTE: Progress updates on the [new programs](#) that emerged from Envision SPPS are provided separately below.)

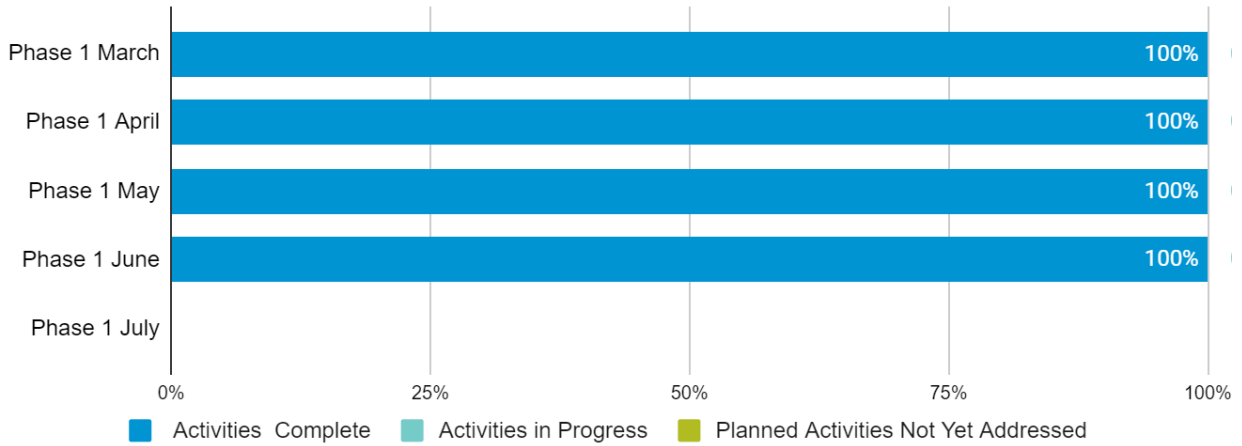
Newly merged school communities:

- L'Etoile du Nord French Immersion (lower campus merged at upper campus)
- Bruce Vento Elementary (J.A. Johnson merged at Vento)
- Cherokee Heights (Riverview community program merged at Cherokee)
- Hamline (Galtier merged at Hamline)
- JJ Hill (Cherokee Heights Montessori program merged at JJ Hill)
- Maxfield (Jackons community program merged at Maxfield)
- Phalen Lake Hmong Magnet (Jackson Hmong program merged at Phalen)
- Riverview Spanish Immersion (community program merged at Cherokee)

All Closing/Merging Schools: Implementation Complete

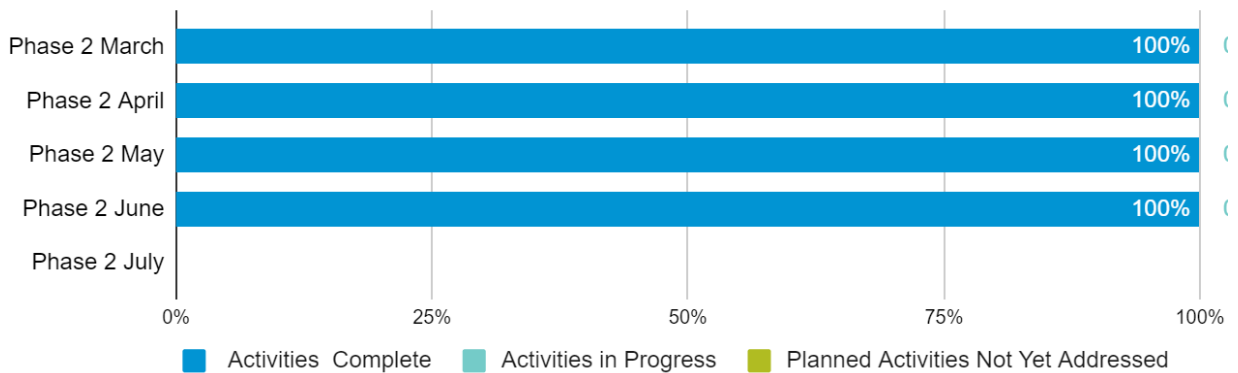
Phase 1 (SY21-22)

Individual school communities build understanding/healing and support personal choices .



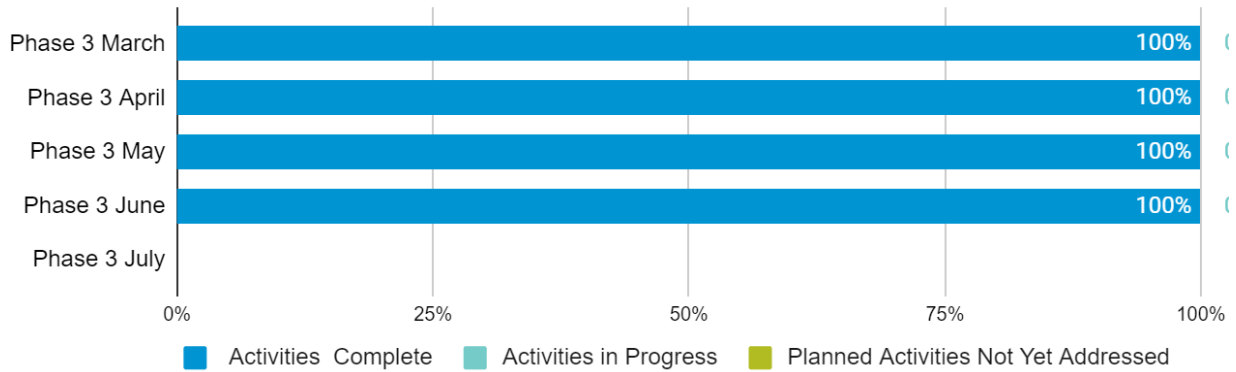
Phase 2 (SY21-22)

Sending and receiving school communities jointly plan for change and build relationships and community.



Phase 3 (SY21-22)

Staff/administration develop and implement financial, instructional, and operational plans.



Phase 4 (SY22-23)

Phase 4 at each Envision school has gotten off to a great start with the beginning of the SY22-23 school year. Early enrollment (unofficial) counts as of September 13, 2022, show that most schools (five) were close to the projected enrollment that was anticipated for the merged programs; at least four schools either met or surpassed the projections. With stronger programming resulting in these mergers, these sites are further anticipated to attract more students and continue to build their enrollment.

SCHOOL	PROJECTED ENROLLMENT	CURRENT ENROLLMENT (unofficial) As of 9/13 excludes PreK
Bruce Vento (J.A. Johnson)	553	471
Cherokee (Riverview community)	128	221
Hamline (Galtier)	317	305
JJ Hill (Cherokee)	444	352
LNFI (lower)	300	291
Maxfield (Jackson community)	325	325
Parkway Hmong L&C (new program)	65	52
Phalen (Jackson Hmong)	594	667
Riverview Spanish	224	248
ECE Hubs East/West (new)	N/A	East: 99 / West: 102

As the table below outlines, another area of success is the high percentage of teachers who also transitioned to the merged/receiving school once their program closed: The average percentage of teachers who moved to a merged school was 76%. Other highlights include:

- All teachers who were cut at Envision schools were placed (7) (not including Parkway).
- All Parkway Montessori and Community teachers have positions or have moved on from the district.
- No Envision schools had budget non-renews for teachers.

SCHOOL	TEACHERS FROM CLOSED SCHOOLS
Bruce Vento (JAJ)	76% (N=13) from JAJ
Cherokee (Riverview ct.)	2% (N=1) from Riverview 73% (N=16) returned
Hamline (Galtier)	77% (N=10) from Galtier
JJ Hill (Cherokee)	14% (N=3) from Cherokee
LNFI (lower)	75% (N=9) from Lower
Maxfield (Jackson ct.)	32% (N=7) from Jackson
Parkway Hmong L&C (new)	85% (N=22) still at SPPS
Phalen (Jackson Hmong)	50% (N=11) from Jackson
Riverview Spanish	65% (N=23) retention

Phase 4 focus areas for SY22-23

At the beginning of the 2022-23 school year, administrators have assessed each of their unique engagement needs around three broad categories for the coming school year (Envision SPPS is providing schools with the resources and support they need to complete these tasks):

1. Possible changes to the school identity:

- School name change
- New mascot
- Mission/Vision change

Some sites may be considering a formal name and/or mascot change, and will **be on future Board agendas as part of their building-renaming process per Board of Education [Policy 801](#) and its related [procedure](#), as a result no further updates will be provided via the Envision reporting process.** To date, those sites that are considering name changes are:

- **Phalen Lake Hmong Magnet** and the **Hmong Language and Culture Middle School** which will seek a name to identify their programs as related lower and upper campuses.
- The **Early Childhood Hubs East and West** may seek names that are reflective of their program and/or surrounding communities, or may decide that the current descriptor is sufficient.
- **Riverview West Side School of Excellence** will seek to clarify its Spanish-English immersion program emphasis.

(Cherokee Heights Elementary has dropped its “Montessori” reference on its signage and marketing materials now that it is exclusively a community program; however, the school does not need to follow [Policy 801](#) as their official registered name with the state never adopted the Montessori designation.)

2. Possible program enhancements:

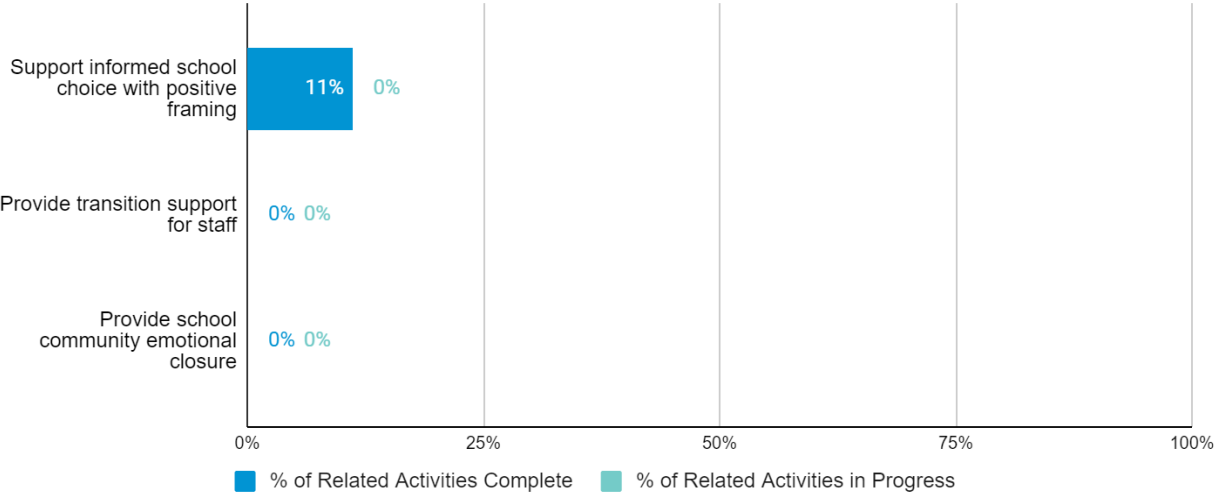
- Potential program growth for SY23-24 will be considered based on enrollment; administrators will seek input from their school community on potential areas of interest to focus program development, e.g., adding a music specialist or bringing in community partners to diversity program options.
- Extended Day Learning programs options are still being finalized for a few sites and administrators are working with Community Education to fill in any program gaps.
- Before/after school care needs have been met at most sites except for Cherokee Heights which is working with Community Education to expand its current seats potentially through a community partner.

3. Establishing new parent organizations to ensure membership is inclusive of new families: Many schools are planning for the establishment of new parent groups/committees. Principals have been encouraged to reach out to the Family Engagement & Community Partnerships’ office for any support needed to assist with parent engagement.

Barack and Michelle Obama: tasks completed as of 10/11/2022

Barack and Michelle Obama

The current elementary program at Barack and Michelle Obama will close at the end of the SY22-23 school year (its closure was delayed a year from that of other school closures/mergers). This year, the Obama transition team, along with the Student Placement Center, will be working closely with each family to empower their active participation in choosing the best SPPS school for their child for next school year. The chart below outlines key activities being monitored this school year, including providing emotional support, and supporting staff in their transition to new positions once the school year is complete; see the [transition Plan](#) and [meeting notes](#).

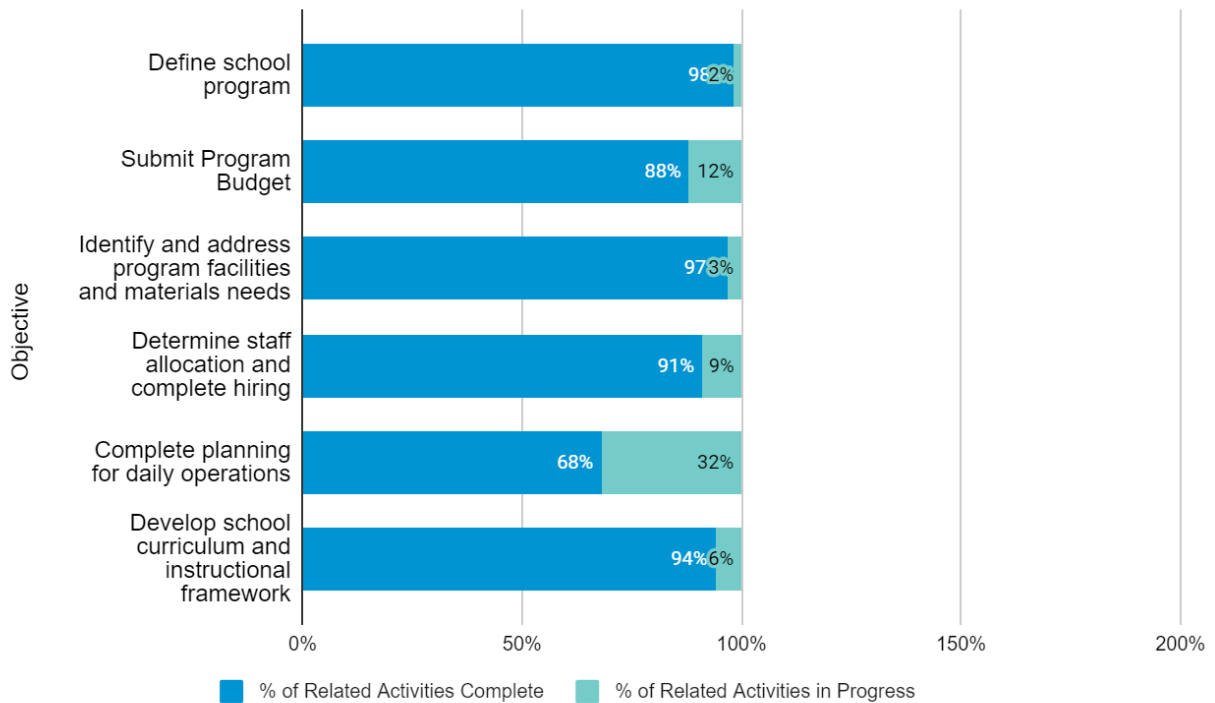


New Programs

As shown below, beyond some minor tasks, the successful establishment of the two new programs--the Early Childhood Hubs (east/west) and the Hmong Culture and Language Middle School--are essentially complete. As a result, **no further formal updates will be provided to the Board of Education as part of Envision SPPS**; however, as reported above, the Board can expect to see each site on future agendas as part of their building renaming process per Board of Education [Policy 801](#) and its related [procedure](#).

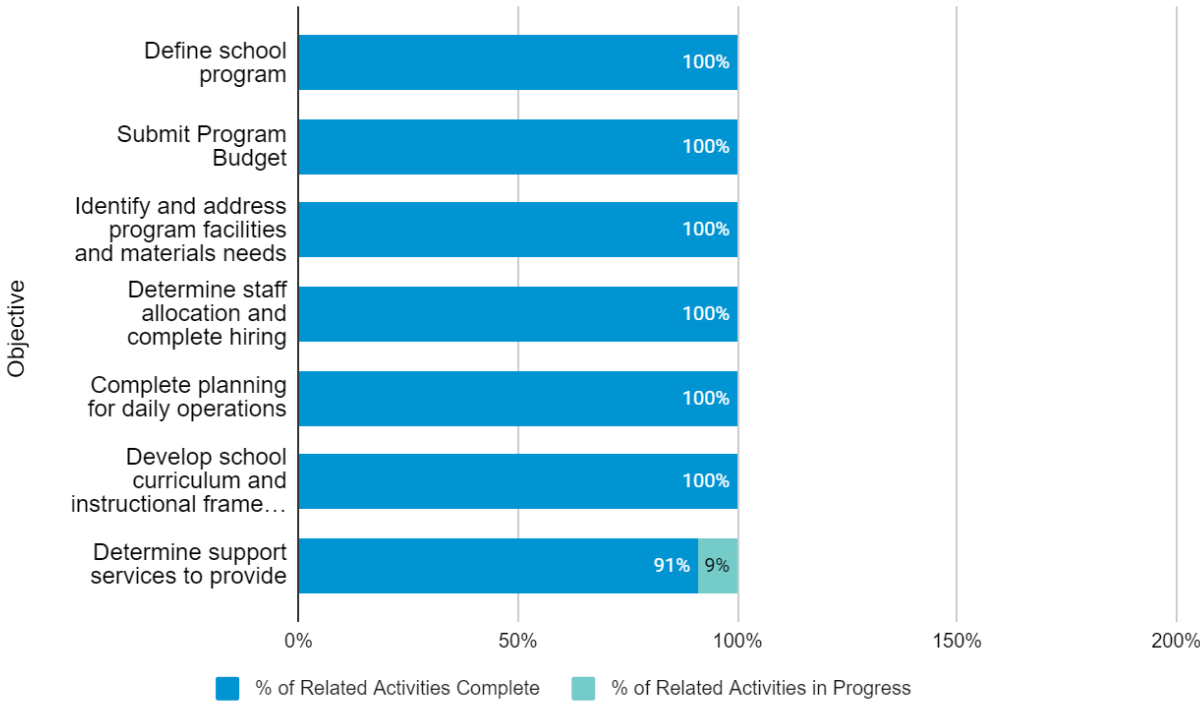
Early Childhood Hubs East and West Project Schedule: tasks completed as of 10/11/2022

LINK: Early Childhood Hubs East and West [Project Tasks and Schedule](#)



Hmong Language and Culture Program at Parkway Project Schedule: tasks completed as of 10/11/2022

LINK: Hmong Language and Culture Program at Parkway [Project Tasks and Schedule](#)



LEAP Program Review

A committee was formed in January 2022 to define the best learning environment for LEAP and align the program and facilities with enrollment considerations; [that work is now complete](#). For SY22-23, the focus will be on ensuring the program move from the Wilson Building to the John A. Johnson building goes smoothly and is ready to welcome students in September 2023.