Envision SPPS: Our plan for well-rounded programs

Board of Education - Special Meeting

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September 20, 2021

What you will learn:

1. Envision SPPS > Well-rounded Education for all students
2. Collaborative Workgroups highlights of findings
3. Solutions and options
4. Timeline and next steps
    - Upcoming Board of Education meetings
    - Community information sessions
    - Engaging affected school communities

SPPS Achieves: Envision SPPS

Strategic plan priority: Program Evaluation / Resource Allocation

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

Objective: 5.3 Align school facilities with well-rounded programs.

- Develop operational measures to assess building utilization, virtual connectivity, transportation costs, and equitable access to well-rounded programs
- **Align well-rounded education program measures, ideal school sizes, and parent demand for programs to determine facility allocations and major capital investment decisions**
- Adjust capital investments to ensure they meet the District's equity policy goals.

Collaborative Workgroups

1. **College and Career Paths**
   Co-Led by: Leah Corey, Anna Morawiecki
2. ***Early Childhood Education**
   Led by: Lori Erickson
3. ***Enrollment**
   Led by: Jayne Williams
4. **Facilities Utilization/Alignment**
   Led by: Tom Parent
5. ***Language Immersion**
   Led by: Dr. Efe Agbamu
6. ***Integration**
   Led by: Sherry Carlstrom
7. **Middle School Model**
   Led by: Amanda Herrera-Gundale
8. ***Montessori Pathway**
   Co-Led by: Jayne William, Andrew Collins
9. ***Special Education**
   Led by: Marcy Doud
10. ***Talent, Development and Acceleration Service Pathway (TDAS)**
    Led by: Benjamin Lacina
11. **Well-rounded Education**
    Co-Led by: Megan Dols Klingel, Craig Anderson

*Has external stakeholders such as parents or organizations

Factors impacting enrollment trends

- **Demographic shifts:** Decreased birth rates will continue to impact K-5 enrollment in near future and across all grades long term as fewer school-aged children live in city
- **Students/families have more educational options:**
  - Other private and public educational options continue to grow through new openings and expansion
  - Integration policy and adjoining districts boosts open enrollment offerings and programs
- **Growth in family friendly housing** units (Highland Bridge) may start enrollment additions by 2023 but only in a few neighborhoods/schools

Well-rounded Education

Generalists focused on core essentials

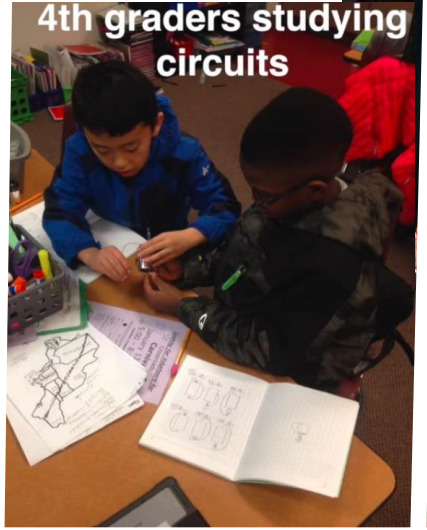
- **Goal:** Ensure that standards for all required content areas are routinely taught so that student outcomes improve
  - Minnesota state's educational standards
- Grounded in **core essentials** of taught by **generalist teachers** with expertise:
  - **Reading**
  - **Writing**
  - **Math**



Specialist experts

Additional instruction by **specialists** teachers with expertise:

- Science, Arts
- Social Studies, World Languages
- Accelerated Learning
- Physical Education, Health











Enrichment opportunities

- **Larger schools** can provide **enrichment opportunities during school day**, e.g., field trips to museums, theater, orchestras
    - Larger school usually = larger PTO's that can supplement, help finance trips, e.g., camping, skiing, D.C., etc.
        - More students mean group rates keep expenses down
- **Under-enrolled schools** must provide **enrichment opportunities after the school day;** creates disparities, inequities in access:
    - Trips more expensive leaving more students out





Sustainable School Enrollment Sizes

Elementary schools:

- Unsustainable: Less than <250 (.5 to 1.5 section*)
- Small: Between 251 and 450 (2 sections*)
- **Ideal: 450 to 599 (3 sections*)**
- Large: 600+ (4 sections*)

Middle Schools:

- Unsustainable: Less than <540
- Small: 540
- **Ideal: 720**
- Large: 1,080

(*Class size = 25)

Solutions and options

Filtering relevant findings through these lenses:

- Data
- Facilities
  - Operational efficiency
  - Retain capital investments
  - Requires new capital investments
  - Spatial alignment
- Equity
  - Avoid unintended consequences
  - Integration
- Accessibility:
  - Physical
  - Program accessibility (transportation)
- Location and density of students and schools
- Enrollment
- Market demands
- Pathway programming
- Financial/funding
  - Sustainability
- State statutes/legal (known)
- Unknowns
  - Legislative (state/federal)
  - Cruz-Guzman

Solutions and Options

These terms apply to PROGRAMS:	These terms apply to STAFFING:	These terms apply to BUILDINGS/FACILITIES:
• **Sustainable** • **Co-locate** • **Relocate** • **Close** (also applies to building)	• **Combine** • **Merge**	• **Close** (may also apply to program) • **Repurpose** • **Decommission***

Terms/solutions that apply to PROGRAMS

Sustainable	Co-locate (program kept intact)	Relocate (program kept intact)	Close (also applies to building)
• In demand, supportable budget, and/or well-rounded education provided • Single school or program within a school **EXAMPLE**: Johnson High School	• Two or more unsustainable schools or programs are moved to one site • Maintain separate leadership, decision making, budgets, codes and program staffing • Must negotiate for use of shared space with other program and actual space with district **EXAMPLE:** Rondo: Capitol Hill and Mays; Pre-K, ECFE and	A program or site is moved to another location to align it with anticipated size demands and closer to families being served by the programs **EXAMPLE**: Jie Ming to Homecroft	• School or program is closed with or without phaseout • With no phaseout, students and staff need to select other programs in SPPS • With phaseout no new enrollments to school or program, current students matriculate over time **EXAMPLE**: Albion

Other Terms/Solutions

Shared and Contracted Service	Adjust Attendance Areas and Pathways
Agencies, non-district programs and SPPS service units agree with schools on provisions to leverage the delivery of services: Enhanced well-rounded education; cultural specialists; support services; early childhood education; mental health and special education needs for all ages in the community **Examples:** Head Start; Achievement +; Health Start Clinics	A school or program's attendance area changes to reflect shifts in demand, housing density or pathway capacities. **Examples:** For Como H.S. the NE boundary of city was extended to include all of Area C not just Area C – West, it included Area C – East as well

Terms/solutions that apply to STAFFING

Combine (only leadership changes)	**Merge** (leadership and staff changes)
• Two schools or different programs move together at one site • Combine leadership and decision making • Separate budgets, codes and program and staffing for each program **EXAMPLE:** Crossroads: Montessori and Science programs	• Two schools with similar or same programs move together into one location either at one of the existing schools or into a new site • One leadership and decision making structure • One budget code and staffing (teachers) through seniority and interview and select **EXAMPLE:** Prosperity Heights and Hayden Heights = The Heights

Terms/solutions that apply to BUILDINGS/FACILITIES

Close (may also apply to program)	**Repurpose**
• School or program is closed with or without phaseout • With no phaseout, students and staff need to select other programs in SPPS • With phaseout no new enrollments to school or program, current students matriculate over time **EXAMPLE:** Albion	Same as Close except new program or grade configuration is created to replace existing program/grade configuration (decommission) **EXAMPLE:** Belvedere (was Riverview school, now early childhood co-located services building)

Highlights:
Key Workgroup Findings

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*Has external stakeholders such as parents or organizations

Well-rounded Education

- Ability to provide well-rounded education programs tied to student enrollment
- **Enrollment drives school budgets** based on number of students (state, federal funding)

Class size: 25*	Large Elementary 600+ students	< IDEAL > Small Elementary 251- 450 students	Unsustainable Elementary < 250 students
K-5th Gr. Teachers	**Each grade:** 4 classes (100 students) X 4 teachers X 6 grades ● 24 generalists ● 4 specialists/ resource teachers ● 2 specialists (e.g., literacy coaches) ● **30 teachers total**	**Each grade**: 2 classes (50 students) X 2 teachers X 6 grades ● 12 generalist teachers ● 1 specialists/ resource teachers ● **14 teachers total**	**Each grade:** 1 class (25 students) X 1 teacher X 6 grades ● 6 generalist teachers ● 0 specialists/ resource teachers ● **5-6 teachers total**

*NOTE: When we define an unsustainable to large schools, we are using a class size of 25 for planning parameters only as an average and should not be seen as conflating contract-based teacher to student ratios.

EXAMPLES of staffing choices made based on revenue

Class size: 25*	Large Elementary 600+ students	< IDEAL >	Small Elementary 251- 450 students	Unsustainable Elementary < 250 students
Office staff	• 1 principal • 1 assistant principal • 2 clerks • 1 parent engagement		• 1 principal • 0 assistant principal • 1 clerk • 0-1 parent engagement	• 1 principal • 0 assistant principal • 1 clerk • 0 parent engagement
Support staff	• 1 nurse • 1 librarian • 1 academic coach • 1- + counselor(s) • 1 social worker • 1 behavior support • 1-2 interventionists • 2 additional staff		• .5-1 nurse • 0-1 librarian • 0-1 academic coach • .5-1 counselor • .5-1 social worker • 1 behavior support • 0-1 interventionists • .5-1 additional staff	• 0 nurse • 0 librarian • 0 academic coach • .5 counselor (per teacher contract) • .5-1 social worker • 0 behavior support • 0 interventionists • 0 additional staff

College and Career Paths

- Centralized secondary space for shared resources, labs, classrooms, presentations to leverage teachers' experiences, training, licensure and postsecondary partners in effective and efficient ways
  - Includes space for large groups to gather for specific presentations/speaker(s)
- Experiential spaces in each building with equipment, tools, and supplies to support career pathways
- Welcoming and prominent placement of Career Pathway Centers in each high school building

Early Childhood Education

- Establish mixed model of services for Early Childhood Education at:
  - Site-based (elementary sites), and
  - Hub sites across city with community partnerships
- Elevate the baseline standard for early childhood learning spaces to include larger spaces and access to adjacent services

Enrollment

- Initial work focused on improving:
  - “Customer service” at Student Placement
  - School selection guide usability
- Envision SPPS work focused on assessing initial recommendations to minimize negative impact to enrollment
- Enrollment limitations: class size; site location and capacity

Facilities Use/Utilization and Alignment

- Auditing all buildings to assess:
  - Enrollment capacity
  - How spaces are used or need to be used to meet program needs
- Reviewing operational efficiency of potential program changes per Envision SPPS recommendations

Language Immersion

- Consolidating two separate Hmong Dual Language programs into one program will improve efficiencies and program viability
- Need for a Hmong Cultural Studies program for students who don't want Hmong Dual Language Immersion
  - Regional program for Areas A, B, C
- Middle grades pathway is essential
  - Ideally in a PreK-8 and/or lower and upper campus

Integration

"Integration is an **inclusive** learning environment of all racial, socioeconomic and ethnic groups to **remove the legal and social barriers that perpetuate disparities in student achievement**. Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and district that serve the purpose of **eliminating educational inequities**. Integration is more than just diversity and racial desegregation (count the people); it is **inclusion** and belonging (the people count). It is foundational for **equal and equitable access to educational resources for all students**."

Integration: Equity Impact Assessment Tool

Partnering with NAACP to ensure key student groups not disproportionately **NEGATIVELY** affected

SPPS Categories of student groups (Oct. 1, 2020) - 34,549 total students	
Students of color (EC-12 grade): ● American Indian: 1% ● Asian: 31% ● Black/African American: 26% ● Hispanic/Latino: 14% ● White: 21% ● Two or more races: 7%	● Free/Reduced Lunch: 65% ● Homeless/Highly Mobile: 14% ● English Learners: 28% ● Special Education: 17%

Middle School Model

- Need physical space to support cross-content teacher teaming and smaller student communities within a school (learning pods)
- Need spaces to support more flexible project and workstation learning area for student privacy
- Minimal Middle School size program/enrollment is 540s to sustain a well-rounded education program
  - Unsustainable: Less than< 540
  - Small: 540
  - **Ideal: 720**
  - Large: 1,080

Montessori Pathway

- *Final report still in progress*
- Assessing how to create viable PreK-8 Montessori pathway
- Examining program choice data to determine how to reverse decreased demand for Montessori program
- As a standalone Montessori program, Parkway enrollment cannot sustain a well-rounded education

Special Education

- Steady, increasing enrollment trends in special education show need for expanding programs and related facilities
- Area A, B and C have greater clusters of special education students who need a more specialized education setting (Federal Setting III)
    - Students transported outside of their area due to parent choice or building/program capacity
- Need for equitable PreK-8 pathway distributed across city

Talent, Development and Acceleration Service Pathway

- Programs require 3-4 sections minimum to fund well-rounded program
  - Essential for all students, not just those getting advanced learning service
- Possible TDAS models:
  1. Specialized single school model
  2. School-based specialist model at all sites
  3. Blended service model (Specialist and Coordinator roles to enhance offerings)
  4. District-wide model of services has embedded services in each school in addition to a stand-alone school
- Review of secondary course offerings for accelerated and advanced offerings shows all high schools provide advanced course offerings

Secondary advanced learning opportunities

(college credit-earning opportunities)

- Central: AP, CE, IB (MYP & DP), PSEO
- Como: AP, CE, PSEO
- Creative Arts: AP, PSEO
- Harding: CE, IB (MYP, DP & CP), PSEO
- Highland: CE, IB (MYP & DP), PSEO
- Humboldt: AP, CE, PSEO
- Johnson: AP, CE, PLTW, PSEO
- Open World Learning: AP, PSEO
- Washington: AP, CE, PLTW, PSEO

KEY: AP = Advanced Placement | CE = Concurrent Enrollment | IB = International Baccalaureate; MYP = Middle Years Programme; DP = Diploma Programme; CP = Career-related Programme | PSEO = Postsecondary Enrollment Options | PLW = Project Lead the Way

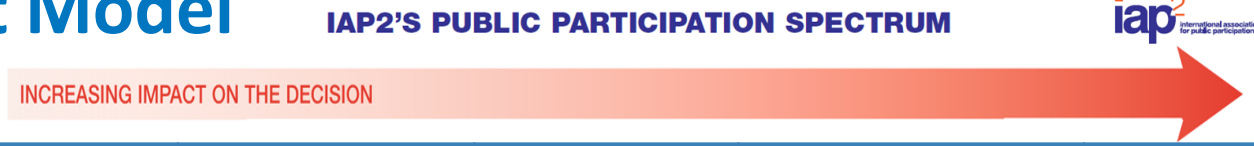
Timeline and Next Steps

Revised Timeline*

2020-21	2021-22	2022-23	2023-24
Pre-planning/Design • **Nov.-late winter.:** Workgroups research and review data; develop findings • **Winter/Spring:** Project Sponsor and Core Planning Team reviews findings and develops recommendations • **Spring:** Superintendent Gothard/Executive Sponsor reviews findings • **Spring/Summer 2021:** Board of Ed. receives progress updates	**Continue Fact Finding via qualitative data** **Address high-priority findings** **Strategic and targeted engagement, e.g., focus groups, surveys**	**Phasing** Begin implementation of recommendations	**Full Implementation** Primary Recommendations fully implemented

***NOTE:** The Envision SPPS planning process will closely monitor the evolving impact of COVID-19 to school communities and the District to inform short- and long-term planning.

Engagement Model



TIMELINE	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
SY20-21: Findings and Recom-mendations	**Families/ students/ staff**	----------	----------	----------	----------
SY21-22: Solutions proposed and VOTED on	**Families/ students/ staff**	---------- Workgroups (some families and staff)	----------	----------	---------- [BOE decision makers]
SY22-23: Solutions begin to be IMPLEMENTED	**Families/ students/ staff**	**Families/ students/ staff**	**Families/ students/ staff**	**School Leadership Councils**	----------

Next Steps

Sept. - Dec. 2021: Inform SPPS building leaders, staff, families, community, partners

- **Board of Education:** Work sessions, Committee of the Board (COB), Regular
  - **9/20 @ 4:30 pm:** work session (others TBD); broadcast, no public comment
  - **COBs** (no public comment/not broadcast): 10/5, 11/9, 12/7
  - **Regular BOE** (broadcast/in person, public comment): 10/19, **11/16*, 12/14* = *Possible BOE vote**
- **Oct.-Nov. = Virtual community information sessions**
- **Winter/spring 2021-22: Consult** affected school communities about program changes and next steps
  - **Involve and collaborate** with affected school communities to start **Envisioning new school programs**

QUESTIONS?

Website: spps.org/envision

Email: envision@spps.org