



LAKEWOOD CITY SCHOOLS

ELEMENTARY PLANNING TASK FORCE

August 28, 2024





Our Approach to Facilities

In the Lakewood City Schools, we are fortunate to have a long history of support and partnership with our families and community in supporting our mission of developing responsible citizens who are critical and creative thinkers, committed to life-long learning, invested in a diverse society, and prepared for technological and global opportunities. The community support has included the building of excellent educational and athletic facilities for our students' and community members' growth and development.

As educational leaders, we have a responsibility to care for, protect, and maintain our facilities and buildings. Additionally, we have the responsibility to periodically review the use of our facilities and the role each facility plays in helping us achieve our mission in ways that are financially responsible, sustainable, and provide the greatest opportunities for our students' growth.



Purpose of the Elementary Planning Task Force

The purpose of the Elementary Planning Task Force is to provide informed guidance and strategic recommendations to the superintendent on optimizing the use of district facilities, particularly where there is excess capacity. The Task Force will assist in analyzing scenarios for utilizing Lakewood's elementary schools; evaluating the financial, educational, and logistical impacts of potential changes; and developing opportunities to engage the community. Additionally, the Task Force will explore opportunities to enhance early childhood education through expanded Pre-K programs and to utilize available spaces for community purposes, ensuring that our facilities serve the evolving needs of our students and the wider community.



LAKWOOD
CITY SCHOOLS

10 Minutes, 10 People

Quickly meet and connect with 10 different people in 10 minutes through brief, one-minute conversations. Use the provided sheet to keep track of the names and a few notes about each person you meet.



Elementary Planning Task Force

Meeting 1: Wednesday, August 28, 2024

- Review the current state of the district's facilities, including facility history and ongoing projects.
- Identify key considerations such as enrollment, excess capacity, and financial considerations.
- Present detailed information on an enrollment study, school boundaries, and building capacities.
- Introduce different scenarios for optimizing the use of elementary schools.
- Engage in small group discussions to gather initial reactions and questions about the scenarios.
- Identify additional information needed to make informed decisions about the district's facilities.



Elementary Planning Task Force

Meeting 2: Wednesday, September 11, 2024

- Review feedback from the previous meeting and the three proposed scenarios.
- Present the district's five-year financial forecast.
- Provide an overview of preschool opportunities and community education and recreation programs.
- Facilitate small group discussions to address questions and gather insights from participants.
- Summarize the meeting and outline next steps for the task force.



Elementary Planning Task Force

Meeting 3: Wednesday, September 25, 2024

- Review feedback from the previous meeting and discuss educational considerations.
- Analyze the impact of each scenario on education, finances, capacity, and PreK opportunities.
- Conduct small group discussions to explore the benefits and challenges of each scenario based on various factors.
- Share the results of the small group discussions with the larger group.
- Conclude the meeting with a summary of insights and next steps.



Elementary Planning Task Force

Meeting 4: Wednesday, October 9, 2024

- Review feedback from the previous meeting and discuss plans for community engagement.
- Identify key messages that need to be communicated to the community.
- Discuss what information the task force needs to understand from the community to make recommendations.
- Conduct individual and group activities to gather input on community engagement and understanding.
- Summarize the meeting and outline the next steps for the task force.



Overview of Tonight's Meeting

LCS Approach to Facilities

Recent History of Facility Highlights

Facility Challenges Heading into 2023

2023 Facility Study Task Force

Current Considerations and Possible Scenarios

Small Group Discussion

Next Steps



Lakewood Facility Highlights

- 2006 – Decommissioned Madison Elementary
- 2007 – New Harrison Elementary School
- 2007 – New Hayes Elementary School
- 2007 – New Garfield Middle School
- 2007 – New Harding Middle School
- 2008 – Decommissioned Mckinley Elementary
- 2008 – Renovated Emerson Elementary School
- 2008 – Renovated Horace Mann Elementary School
- 2009 – Renovated Lakewood High School
- 2016 – New Grant Elementary School
- 2016 – New Lincoln Elementary School
- 2016 – New Roosevelt Elementary School
- 2017 – Renovated Lakewood High School

District Facility Map





LAKEWOOD
CITY SCHOOLS

District Facilities



Emerson ES



Grant ES



Harrison ES



Hayes ES



Horace Mann ES



Lincoln ES



Roosevelt ES



Taft Center for Innovation



Garfield MS



Harding MS



Franklin School of Opp.



High School / West Shore



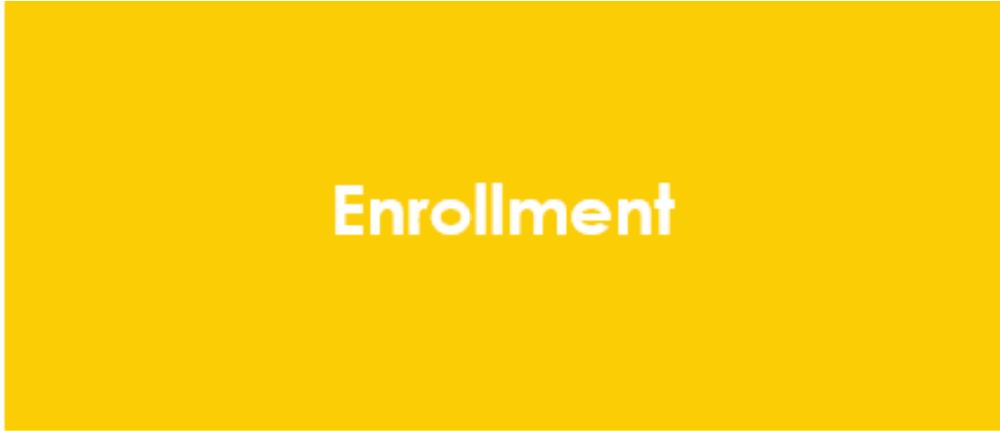
Facility Challenges Heading into 2023

1. Enrollment Study
2. Excess Capacity
 - Economies of scale
 - Class size equity
3. Franklin School of Opportunity
4. West Shore Expansion
5. Pre-K Space Limitations
6. Finances



Enrollment Study

2003-04 Actual **6,748**
 2012-13 Projected **6,088**
 2012-13 Actual **5,931**
 2021-22 Current **4,254**
 2031-32 Projected **3,706**



Projected Enrollment
 Published May 2022

Lakewood City School District
 Projected Enrollment

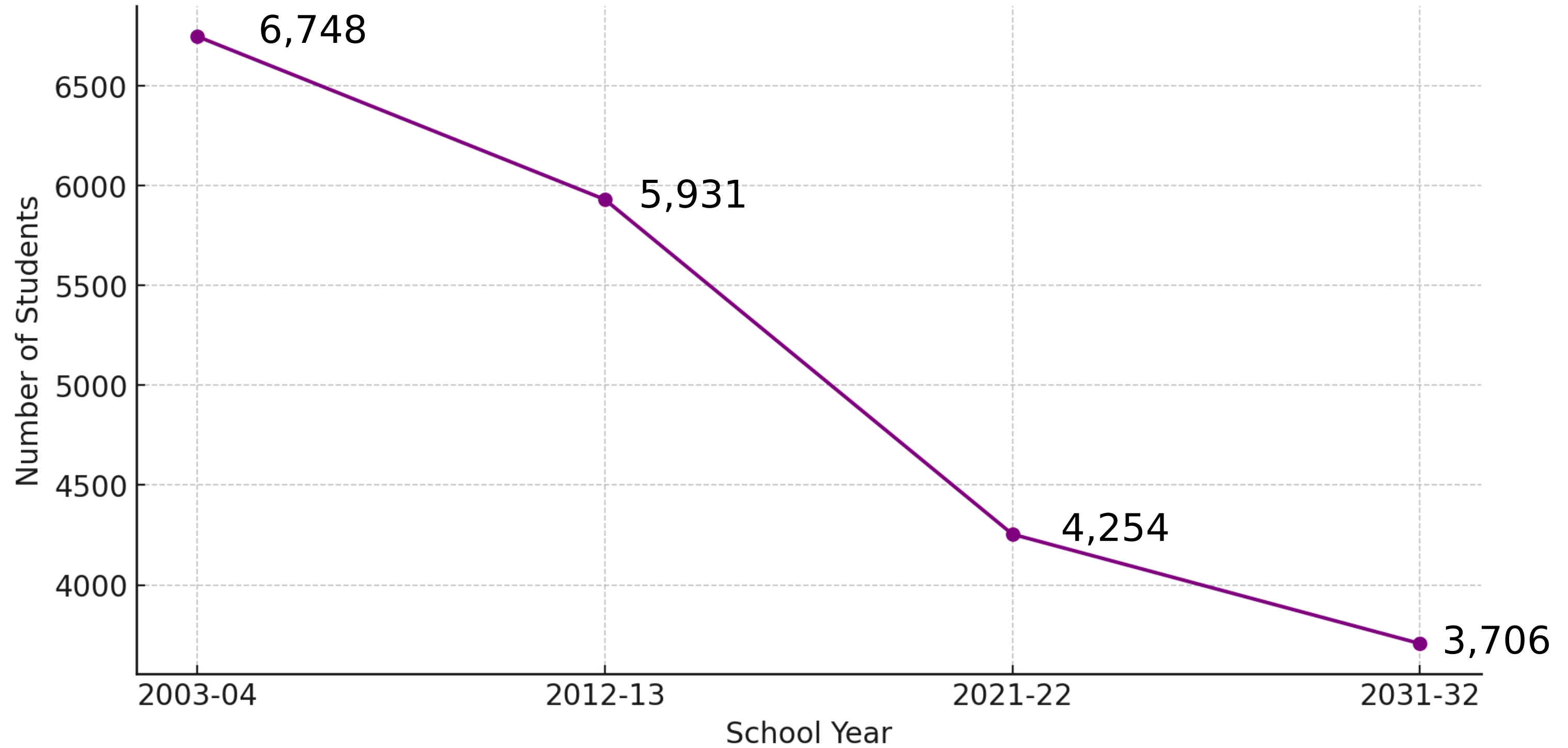
Grade	2021-22 Actual	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Pre-K	188	183	186	177	168	178	178	178	178	178	178
K	321	307	312	297	282	298	298	298	298	298	298
1	269	312	299	302	288	273	290	290	290	290	290
2	306	257	302	289	292	279	264	279	279	279	279
3	270	299	253	294	282	285	272	257	274	274	274
4	306	259	289	243	281	270	273	261	247	262	262
5	317	296	254	282	238	277	265	269	256	243	258
6	309	322	309	265	296	259	309	279	281	269	256
7	321	296	311	300	257	288	251	301	270	274	261
8	334	292	281	297	286	246	274	239	287	258	262
9	377	365	339	311	325	313	267	298	258	311	275
10	315	349	356	331	305	318	307	262	290	254	304
11	317	273	320	329	306	281	293	282	240	268	234
12	304	309	279	329	336	313	287	300	288	247	275
Pre-K - 12 Total	4,254	4,119	4,090	4,046	3,942	3,878	3,828	3,793	3,736	3,705	3,706

Source: FutureThink



Enrollment Study

District Enrollment Over Time



Excess Capacity



current



projected

**Enrollment +
Elementary Schools**

Capacity Study
Published May 2022

Lakewood City School District
Capacity vs. Current & Projected Enrollment

School	Capacity	2021-22 Actual Enrollment	Utilization	2026-27 Projection	Utilization	2031-32 Projection	Utilization
Emerson ES	500	356	71%	293	59%	288	58%
Grant ES	381	308	81%	262	69%	260	68%
Harrison ES	400	259	65%	234	59%	235	59%
Hayes ES	400	280	70%	231	58%	227	57%
Horace Mann ES	500	248	50%	220	44%	215	43%
Lincoln ES	382	258	68%	242	63%	238	62%
Roosevelt ES	381	223	59%	200	52%	198	52%
ES Sub-Total	2,944	1,932	66%	1,682	57%	1,661	56%
Garfield MS	718	461	64%	351	49%	341	47%
Harding MS	750	461	61%	382	51%	371	49%
MS Sub-total	1,468	922	63%	733	50%	712	49%
Lakewood HS	2,200	1,243	57%	1,135	52%	980	45%
Franklin School of Opportunity	275	125	45%	150	55%	175	64%
Total	6,887	4,222	61%	3,700	54%	3,528	51%

Source: Lakewood City School District



Excess and Capacity

Year	Building Change	Within Building Change	Total
PROJECTED 24-25	13	8	21
23-24	30	10	40
22-23	23	1	24
21-22	22	12	34

Task Force Work: Emerging Needs

FRANKLIN SCHOOL OF OPPORTUNITY

Challenges

- Oldest building in the district
- Too costly to renovate building
- Highest emerging priority

Opportunities

- Successful, necessary program
- Currently takes advantage of proximity to the High School and West Shore

Requirements

- Offsite Online Program (K-12)
 - Lab for testing
 - Space to meet with advisors/teachers
- Onsite Online Program (K-12)
 - 2 labs (1 for K-6, 1 for 7-12)
- HS Program
- West Shore Program
 - at FSO half day
- MS Program
- Dedicated, secure entry and administrative area
- Drop-off/Pickup
- Specials and Cafeteria

Emerging Needs



EARLY CHILDHOOD EDUCATION

Challenges

- Currently spread throughout district at several buildings
- Operating under 7 licenses
- Sharing resources, professional development, team planning, student opportunities

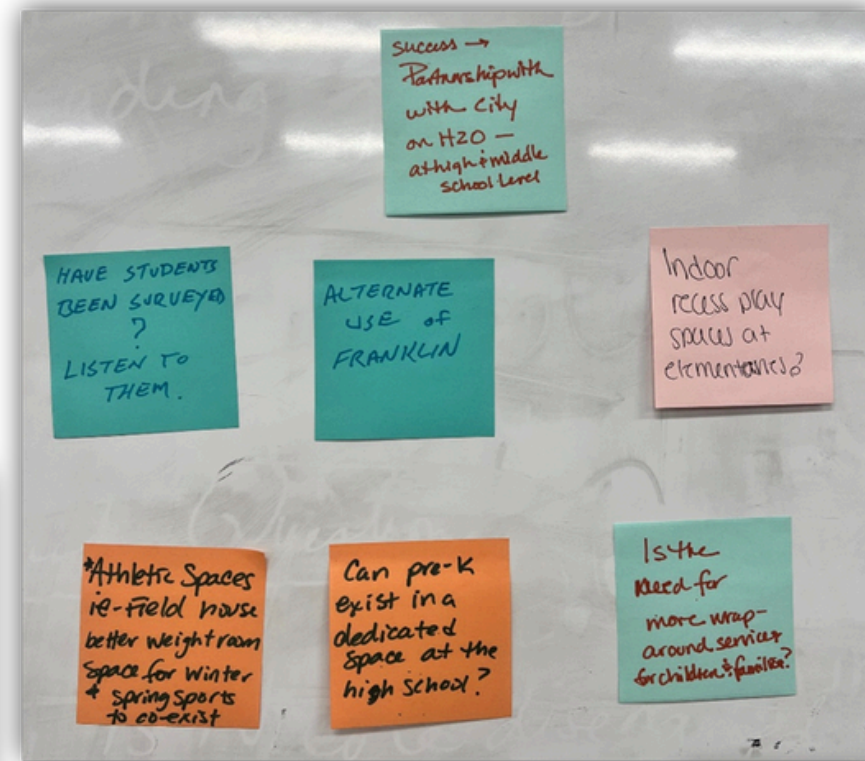
Opportunities

- Potential to attract more students/families and grow
- Housing in one space has many benefits for staffing, program equity, and growth
- Early learning culture and community (PTA, registration, age-appropriate lab and learning spaces)
- Half day vs. full day offerings
- Funding and emphasis from State of Ohio

Requirements

- At least 8 classrooms plus support spaces
- 1080-1200 SF per classroom with connection to restroom, gross motor, support spaces
- Enclosed playground with age-appropriate equipment
- Dedicated, secure entry and administrative area
- Drop-off/Pickup

Task Force Group Discussion: Successes & Challenges



PK in high school

Field House

Student Survey

Indoor Recess

H2O Partnerships

Wraparound Services





Task Force Group Discussion: Successes & Challenges

HS. Successes

- Music/Arts
- Westshore
- Enrichment opportunities
- College level courses

Challenges

- Types of Careers for the future... are we analyzing
- Enrollment in the programs
- Can we staff the desired courses
- No dedicated spaces for Intervention Specialists
- Admin in different areas

Successes E.S.

- Student Opportunities
- Student Projects/Empowering Assignment
- Multiple Clubs & Activities
- Collaborative Spaces
- Data Informed Opportunities
- Furniture is flexible

MS

- All of the above
- School Counselor
- Stem/PLTW

E.S + M.S. Challenges

- No true learning
- Bad enrollment break points
- Inflexible seating
- Needing collaborative spaces
- Needing more counselors

Boundary Lines - Elem/MS	
Successes	Challenges
Elem. <ul style="list-style-type: none"> - continue to provide neighborhood schools - not over crowded - utilized empty spaces - i! technology (all levels) - unique spaces across district - community support - trust - open enrollment 	Elem. <ul style="list-style-type: none"> - open enrollment - Isn't space in all before/after care programs (enrollment) - Class sizes - Schools designed around cars vs student (all levels) - inequities between buildings - specialized staffing - SWIS - programming - spread/gifted
M.S. <ul style="list-style-type: none"> - space utilized - big gyms, fields 	<ul style="list-style-type: none"> - perception 1 ms better than other - programming - spec/adv. can add family stress
HS: West Shore community college feel partnership with CC	HS - House system car-centric design crosswalks largest sq. footage - largest used
ESD - 5 programs in 1	ESD - old building - has prog. impact space decision

Career Tech

STEM

Teaming

Collaborative Spaces

Neighborhood Schools

Equity & Inclusion

Q1

	(+)	(-)
ES	<ul style="list-style-type: none"> - USE OF SPACES - STEM SPACES - PROGRAM EQUITY 	<ul style="list-style-type: none"> - CLASS SIZE - LHS/REC GYMNASIUM @ H.M.S.
MS	<ul style="list-style-type: none"> - GRADES SEP BY FLOORS - SENSE OF COMMUNITY 	<ul style="list-style-type: none"> - LACK OF LARGE GROUP/MULTIPLE CLASSES.
HS	<ul style="list-style-type: none"> - DISTANT BUILDING ITSELF IS LARGE. - STUDENTS CAN NAVIGATE QUICKLY BETWEEN CLASSES. - PERFORMING ARTS SPACES - CULINARY - MEDIA CENTERS 	<ul style="list-style-type: none"> - DISTANT DEPTS DUE TO LOCATIONS - VARIED CLASS SIZES ... STUDENT CHOICES OF CLASSES/PROGRAMS. - ONE GYM ... ATHLETIC SPACES - BOTTLE NECK @ E-WING/A-WING - TRANSIENT POPULATION ... MOSTLY @ ES - HIGH COST HOUSING REMAIN - MORE SPACE FOR CT - CHRIS' NOTE TAKING
OTHER		

	Successes	Challenges
ES	<ul style="list-style-type: none"> - having space for wellness programs -STEM - reset rooms - STARS -RISE are able to push into classrooms and showing success - neighborhood schools 	<ul style="list-style-type: none"> - Shifting placement based on enrollment (Pre-K) - small class sizes - define digital literacy and STEM
MS	<ul style="list-style-type: none"> - new wellness programs - local middle schools - ability to walk - Music programs - space is needed 	<ul style="list-style-type: none"> - enrollment break
HS	<ul style="list-style-type: none"> - having West Shore - lots of opportunities for students b/f/after school - Our Civic! 	<ul style="list-style-type: none"> - sharing teachers between schools and making it a challenge to schedule and be in contact with them
other	<ul style="list-style-type: none"> - FSO - unique to Lakewood customized/learning exp. that goes beyond "traditional" model 	<ul style="list-style-type: none"> - not offering full day PRE-K at all schools

Successes	Challenges
<ul style="list-style-type: none"> - Amking Staff - extra space to meet changing needs (ex. STEM) - offer space at all level for community resources - so many programs at all levels - able to find something extra for every student - committed families - Welxing district - wellness coordinators - "reset"/wellness rooms - maker space rooms - online options for schooling - Westshore - college (AKRON) using space - high-quality athletic facilities - technology access - parent volunteers - elementary - ability to serve kids at all levels 	<ul style="list-style-type: none"> - with declining enrollment, how to best utilize staff - sometimes staff licensing doesn't meet student needs - HS - how to make a large space feel small (7 mms to walk the bldg.) - inequity in class size @ elementary schools - cost of rent and housing increasing in UKWD. - typing @ (being addressed) - is there an opportunity to address needs for gifted students before 3rd gr? - already need some updates for security @ some bldgs. - partners - de. clinic community services Lakewood Rec. LREF

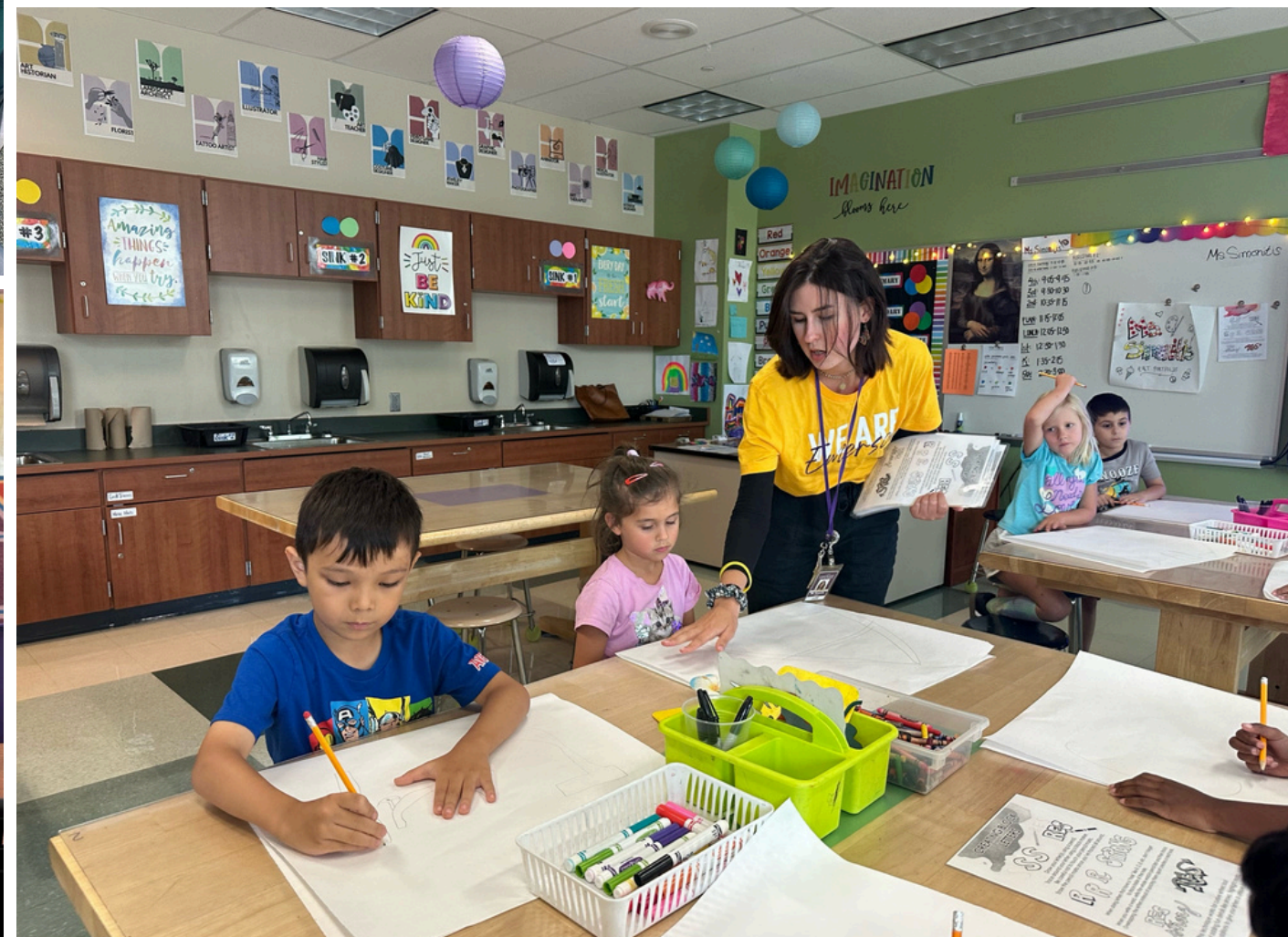


Consolidated Pre-K Vision

Sharing of Resources & Better Staffing Coverage

- Easier to offer more full day options
- Easier to offer before/after care
- Better programming opportunities because staff are not traveling
- More ability to integrate our center-based programs
- Centralized psych, therapies, registration
- Financially beneficial
- Differentiate instruction
- Consistent programming
- Consistent communication to parents
- More family programming—such as a literacy night for preschool
- Family community partnership
- Early learning PTA

Educational Impact

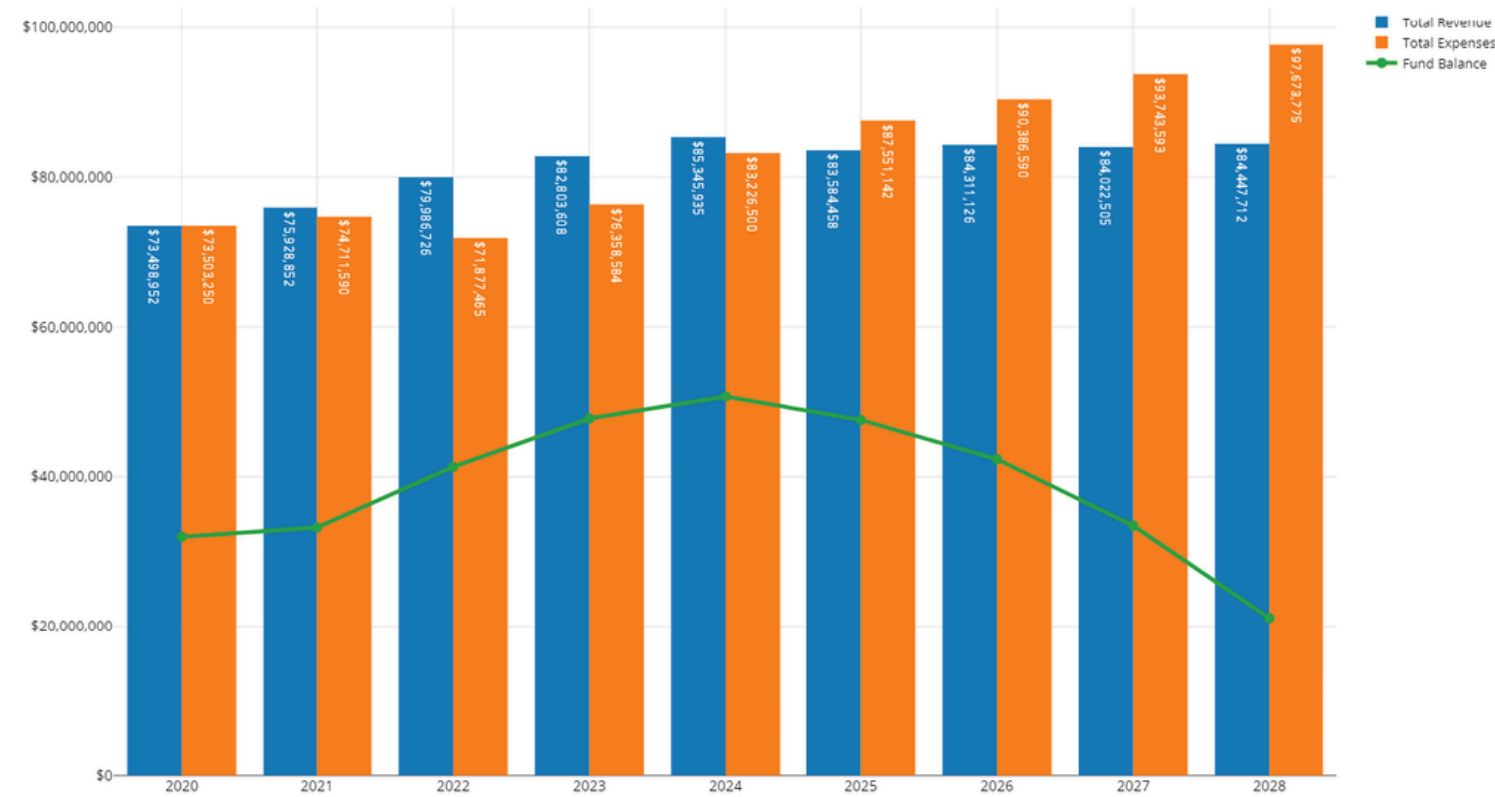




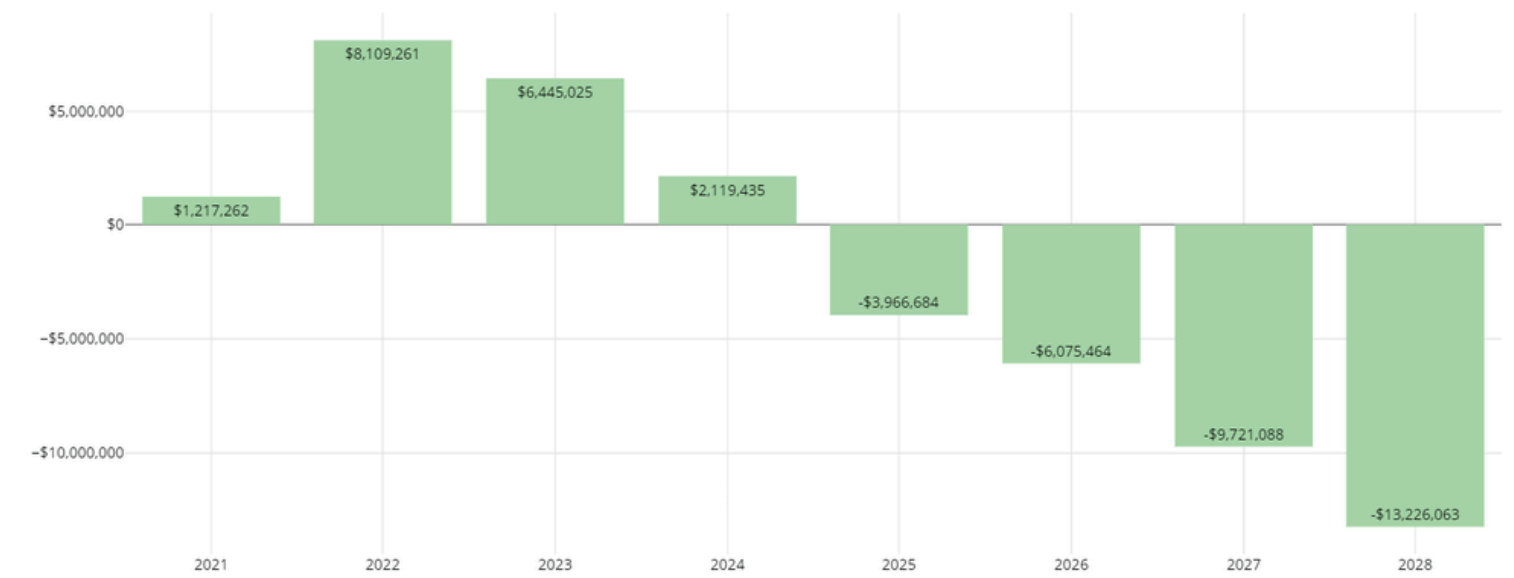
Finances

Lakewood City SD
May 2024 Forecast - Final

General Fund Revenues, Expenditures, and Cash Balance



Annual Revenue Surplus/(Shortfall) by Fiscal Year



Revenue shortfall can be an indication of the amount of additional revenue and/or budget cuts needed to balance the budget.
The revenue shortfall in one or two years is often the target indicator of revenue and/or cuts needed.



Summary of the 2023 Facility Study Task Force

- 1 Introduced purpose of task force, reviewed facility, enrollment and capacity data
- 2 Discussed local and state enrollment trends. Reported out findings from Building Leader and Schedule/Programming studies. Had group discussion around success/challenges and gathered feedback on what the group saw as our emerging needs
- 3 Confirmed our two emerging needs were a new home for FSO and Early Childhood Education. Explored future job and career trends and how they are impacting education and could impact district programming. Early explorations into potential re-use of an existing ES for Early Childhood were met with some general concerns about loss of a building in a neighborhood.
- 4 Reviewed two options for new homes for FSO - Taft and the High School. Discussed and determined that the High School was the best option to move forward with.
- 5 Recapped process and discussion of meetings #1-4 and then reviewed conceptual design progress on the FSO high school floor plan layout.



Current Facilities Projects

- Franklin School of Opportunity
 - Renovations underway to house FSO at Lakewood High School
- MEMS – Micro Electro Mechanical Systems
 - Welding Building



Elementary Task Force Considerations

- Enrollment
- Excess capacity
- Finances
- PreK - space limitations and vision
- Educational impact
- Community feedback



Community Feedback

- Community Presentations
- Community Survey
- Community Focus Groups
- Results Shared with the Task Force in January



Lakewood City School District
Elementary Attendance Boundary Study
Elementary Planning Task Force
August 28, 2024



FutureThink
PLAN TO EMPOWER



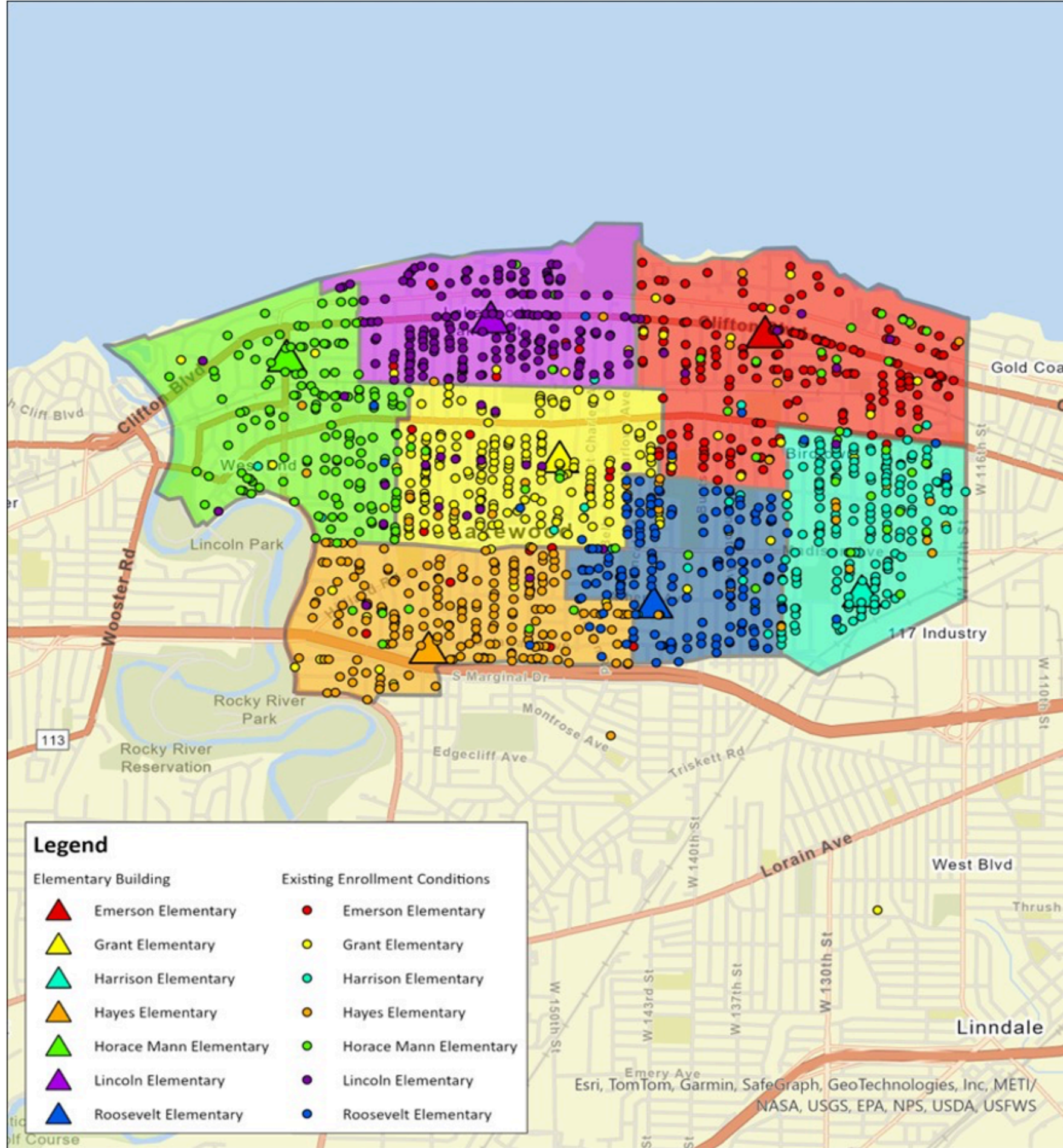
Guiding Factors

- Scenarios include reinventing 1 school or 2 schools
- Reinvented school(s) would be used as an Early Learning Center and possibly a Recreation Center or other use
- Keep neighborhoods together
- Maximize capacity among schools
- Minimize walking time and distance to schools
- Keep Gifted at one building
- Keep Special Needs units at Horace Mann & Emerson
- Consider major thoroughfares as dividing boundaries
- Minimum operating capacity of 60%





Current Boundaries





Current Boundaries: Capacity by School

SCHOOL	CAPACITY	Current Pre-K	Current K-5 (reside-in)	Current K-5 (reside-out)	Gifted	Special Needs	Current Building Total	PERCENT
Emerson	500	0	274	43	0	30	317	63.4%
Grant	381	17	239	68	69		324	85.0%
Harrison	400	41	220	15	0		276	69.0%
Hayes	400	60	227	17	0		304	76.0%
Horace Mann	500	37	169	55	0	35	261	52.2%
Lincoln	382	25	214	22	0		261	68.3%
Roosevelt	381	0	186	35	0		221	58.0%
Total	2,944	180	1,529	255	69	65	1,964	66.7%

Please note that gifted and special needs students are included within the Current K-5 (reside in and out) columns.



Current Boundaries: Travel Time & Distance

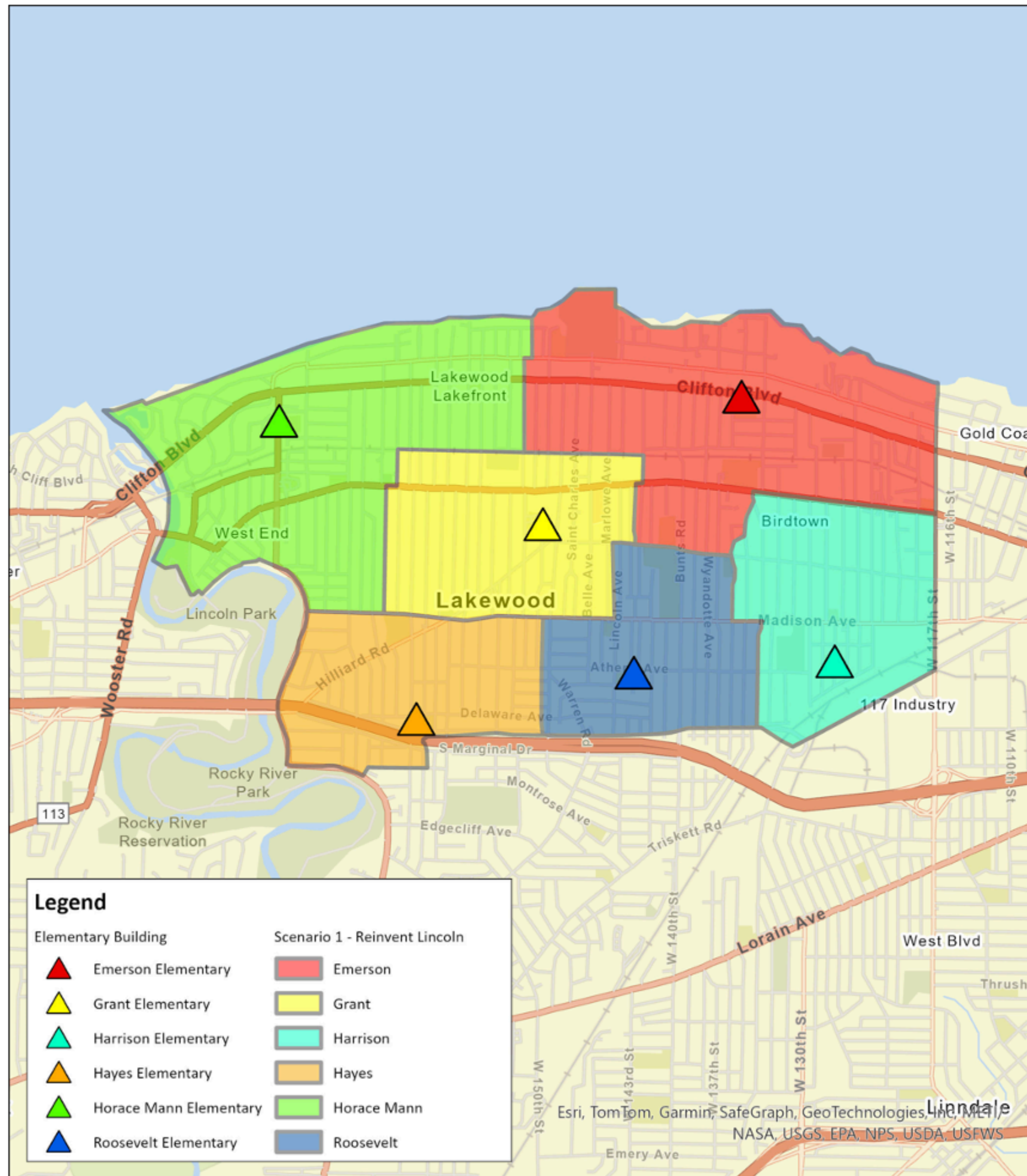
School	Avg. Drive Time (Minutes)	Max Drive Time (Minutes)	Avg Walk Time (Minutes)	Max Walk Time (Minutes)	Avg. Distance (Miles)	Max Distance (Miles)	Avg. Walking Distance (Miles)	Max Walking Distance (Miles)
Emerson	1.8	4.3	10.8	20.8	0.57	1.07	0.55	1.07
Grant	3	5.6	10.7	21.5	0.69	1.3	0.56	1.11
Harrison	2.5	4.7	9.4	18.2	0.49	0.98	0.49	0.94
Hayes	2.2	4.4	10	19.6	0.57	1.22	0.52	1.02
Horace Mann	2.2	3.9	11.2	23.5	0.66	1.3	0.58	1.21
Lincoln	1.3	2.8	7.5	14.9	0.39	0.77	0.38	0.77
Roosevelt	2.9	4.6	8.7	19.2	0.61	1.18	0.45	0.99

- *Maximum drive time is 5.6 minutes (Grant)*
- *Maximum walk time is 23.5 minutes (HM)*
- *Maximum walking distance is 1.21 miles (HM)*
- *Shortest maximum walking distance is 0.77 (Lincoln)*



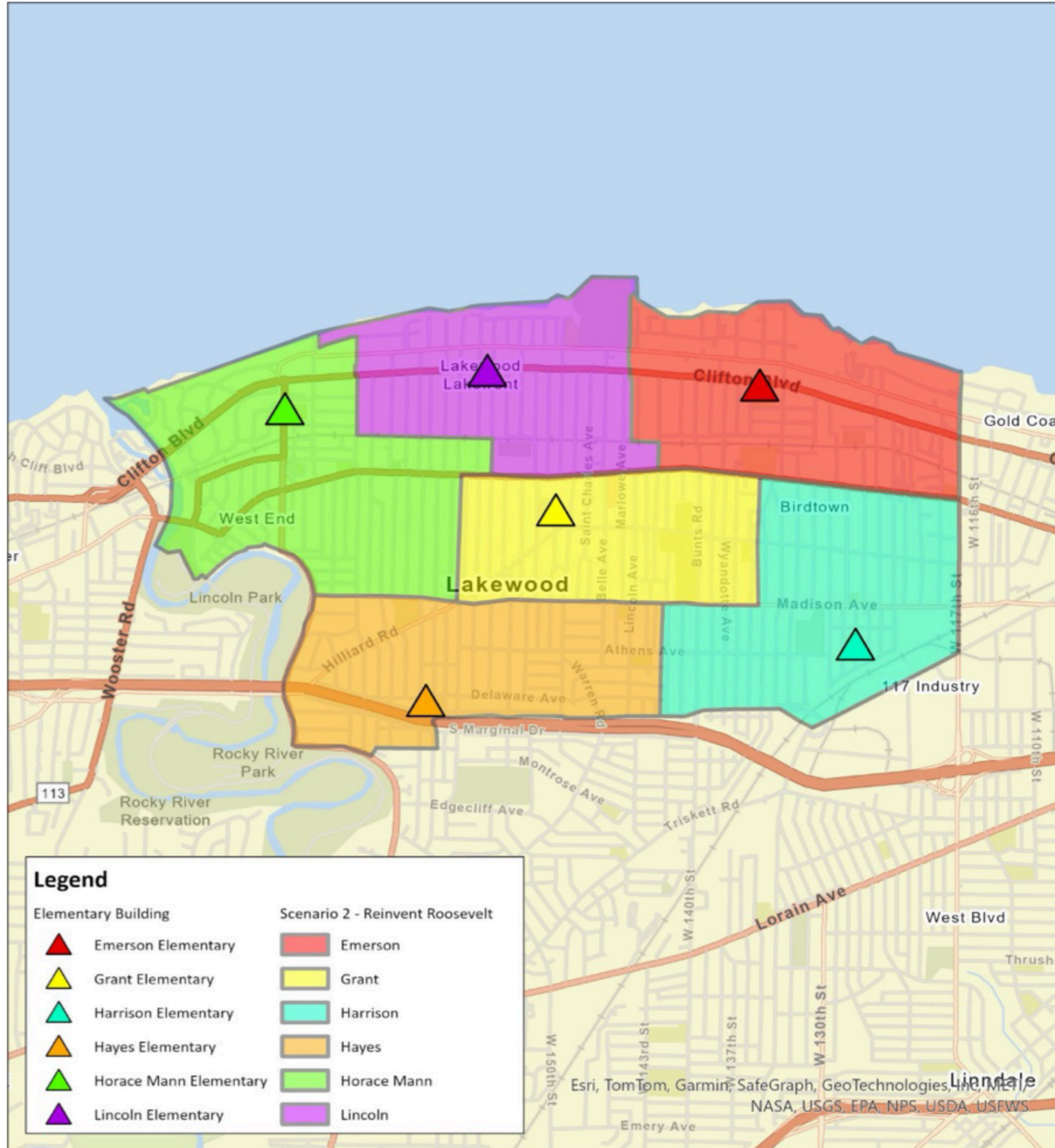


Scenario 1: Reinvent Lincoln



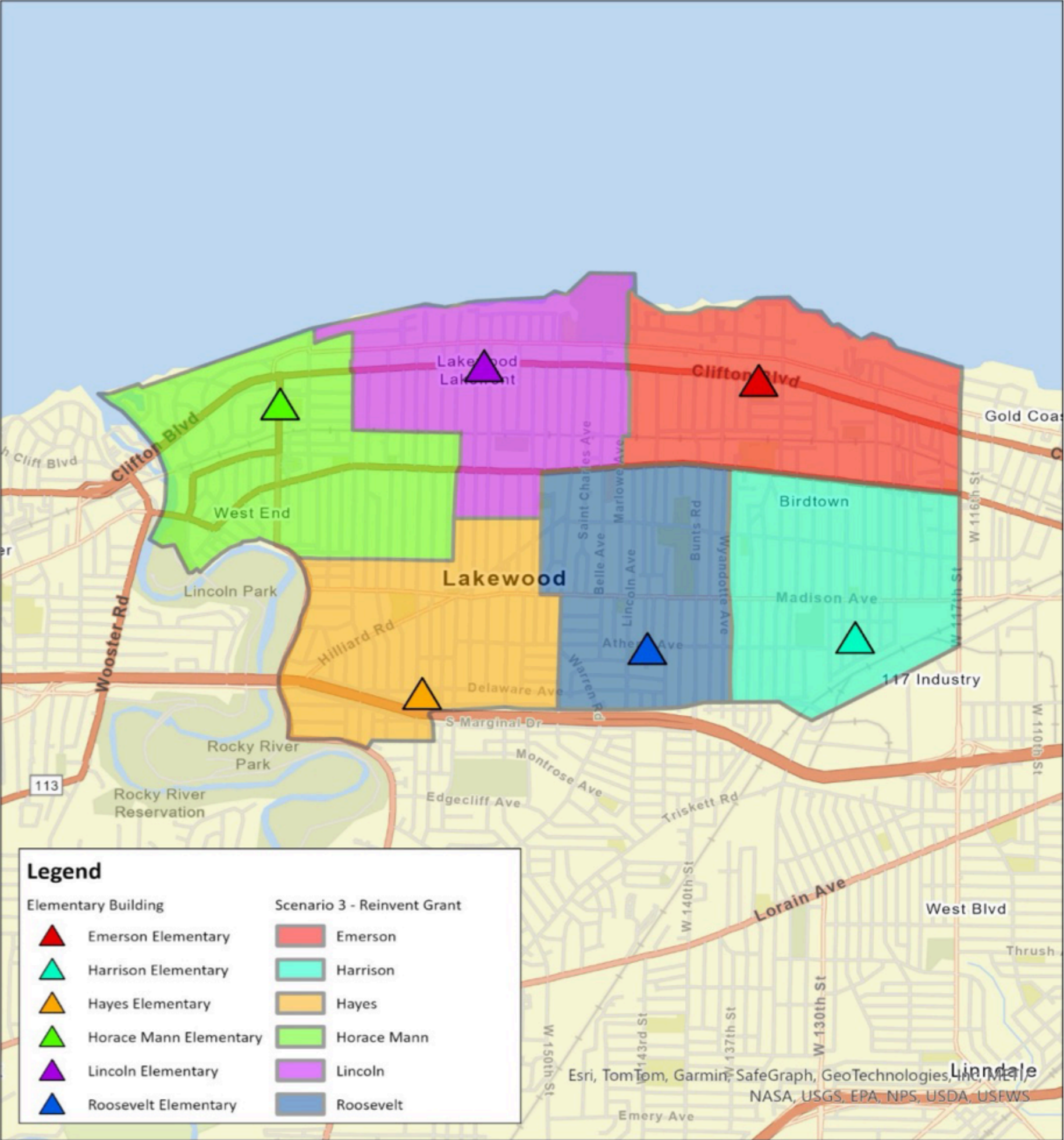


Scenario 2: Reinvent Roosevelt



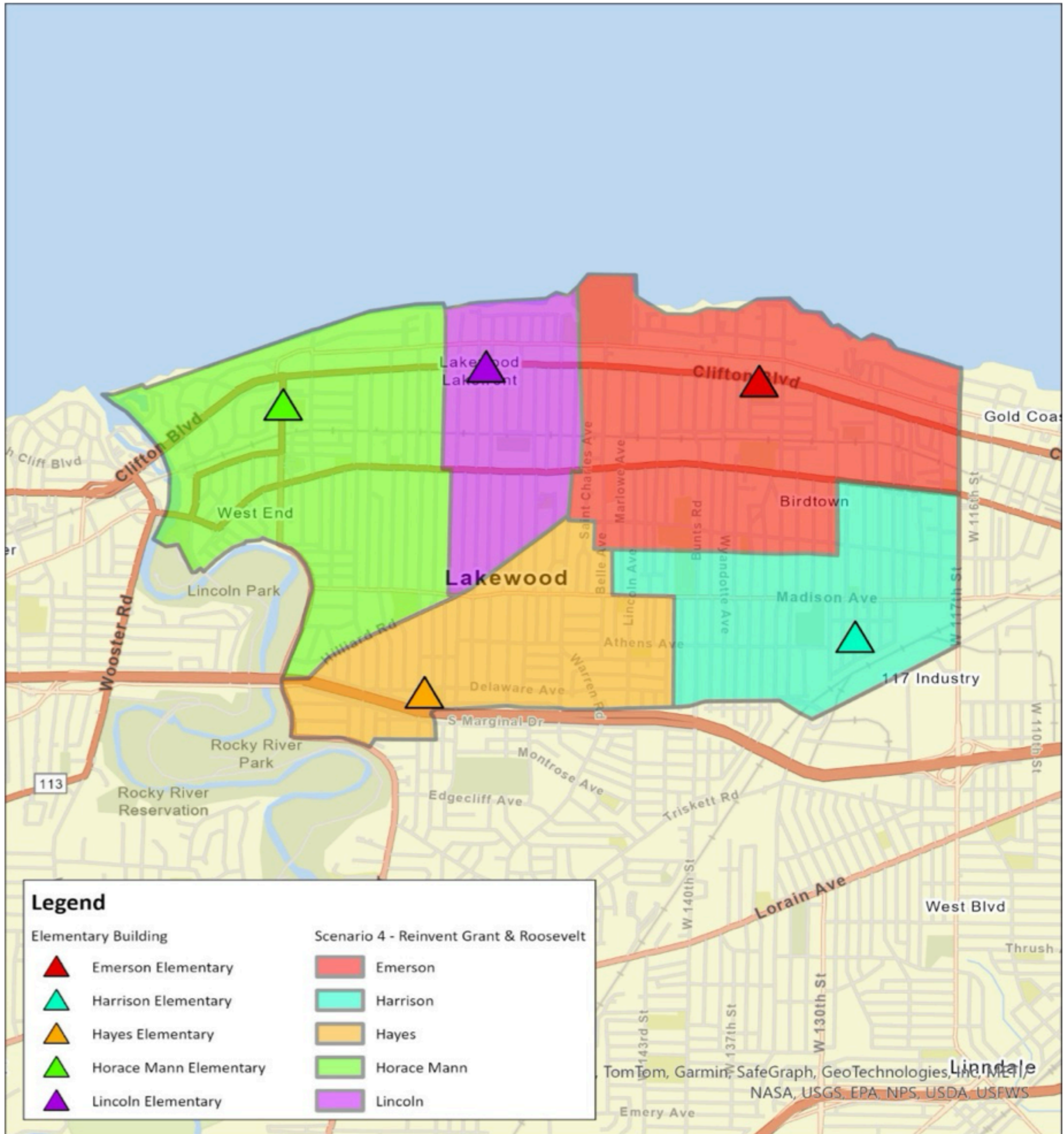


Scenario 3: Reinvent Grant



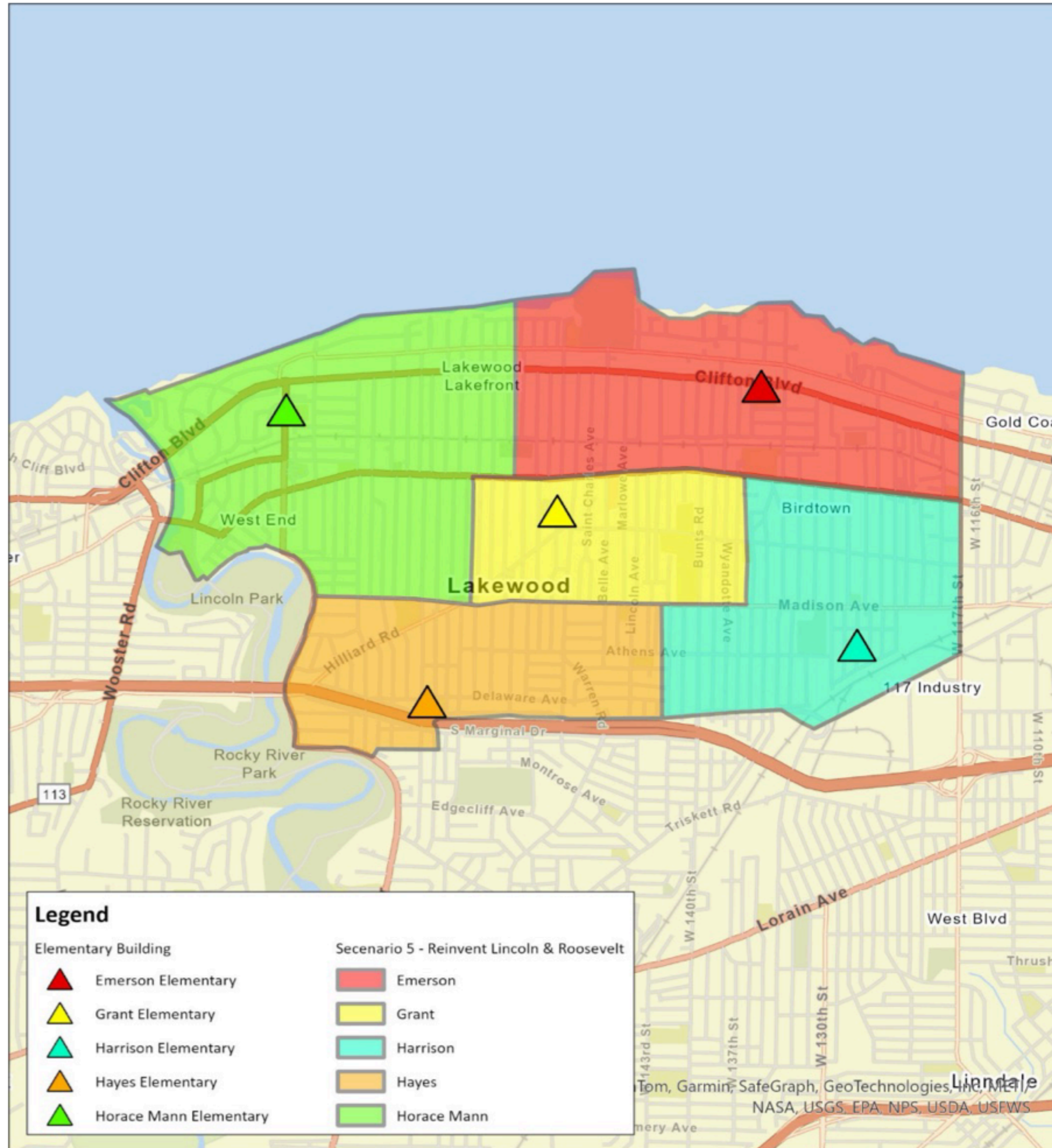


Scenario 4: Reinvent Grant & Roosevelt



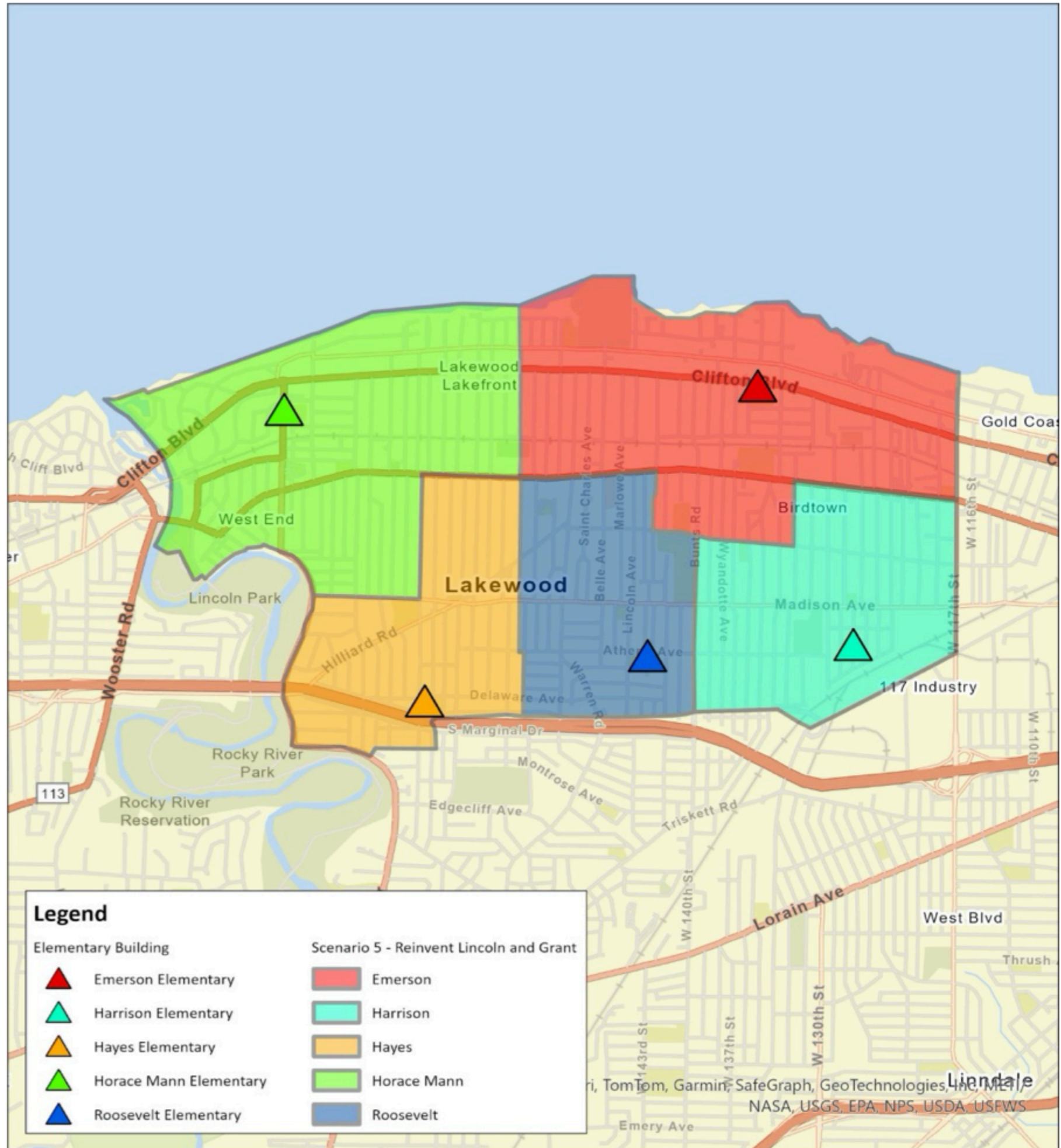


Scenario 5: Reinvent Lincoln & Roosevelt



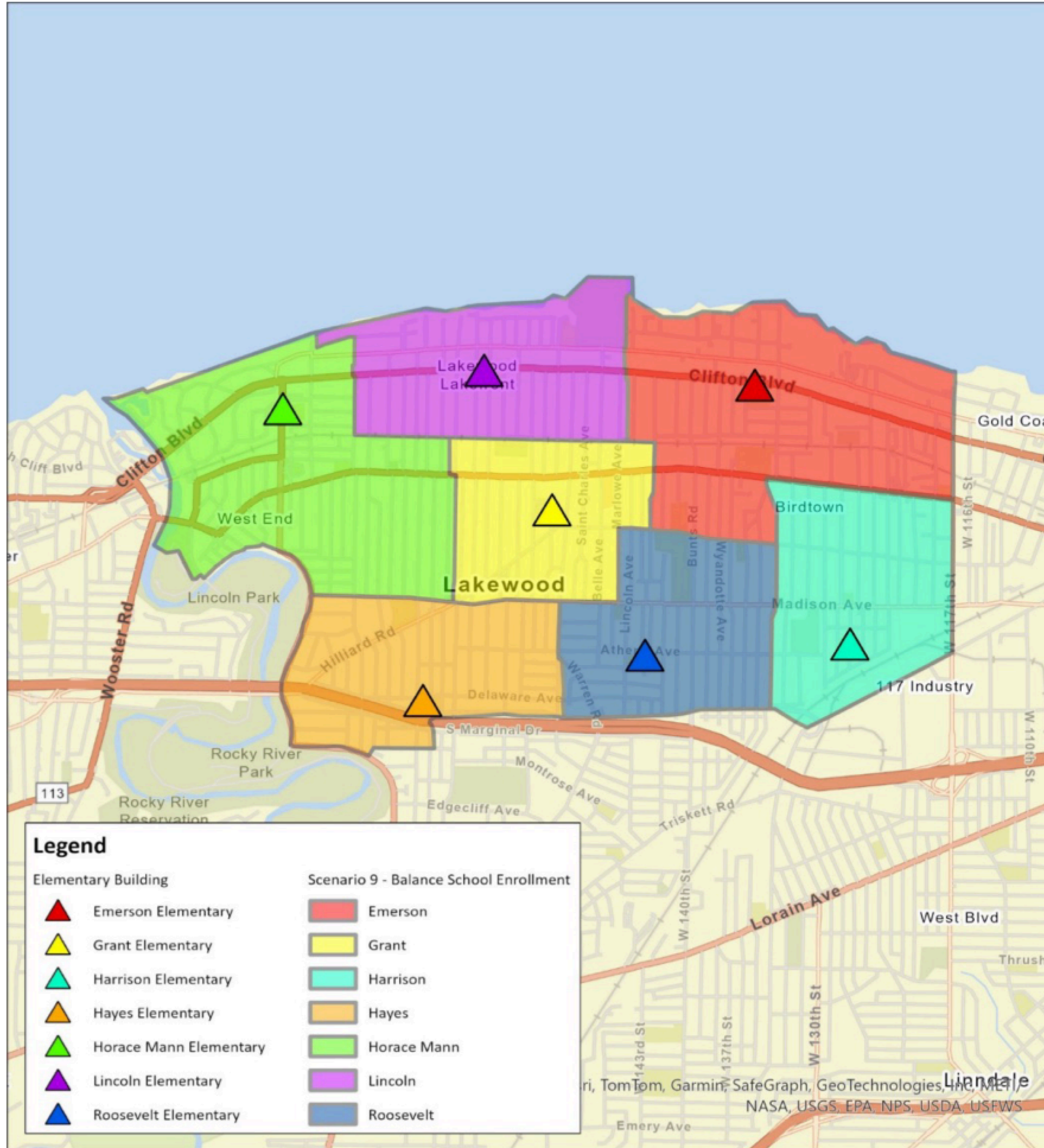


Scenario 6: Reinvent Lincoln & Grant





Scenario 7: Modify Current Boundaries





Scenario Comparisons (Current, 1-3)

Scenario Comparison

Factor	Current Conditions	Scenario 1 Reinvent Lincoln	Scenario 2 Reinvent Roosevelt	Scenario 3 Reinvent Grant
Overall Capacity	2,994	2,562	2,563	2,563
Student Enrollment	1,964	1,784	1,784	1,784
Highest Operating Capacity	Grant 85%	Grant 89%	Grant 90%	Roosevelt 91%
Lowest Operating Capacity	Horace Mann 52%	Hayes 53%	Emerson 52%	Horace Mann 52%
Maximum Walk Time	23.5 minutes	26.5 minutes	28.6 minutes	26.5 minutes
Maximum Walk Distance	1.21 miles	1.38 miles	1.48 miles	1.37 miles
# of Students Moved	n/a	412	476	544

- All walk times below 30 minutes and distances less than 1.5 miles
- Gifted in one building & Special Needs units at Emerson & Horace Mann in all scenarios
- Scenario 3 provides for a Central Early Learning Center
- All scenarios have at least one building at less than 60% operating capacity





Scenario Comparisons (4-7)

Scenario Comparison

Factor	Scenario 4 Reinvent Roosevelt & Grant	Scenario 5 Reinvent Roosevelt & Lincoln	Scenario 6 Reinvent Grant & Lincoln	Scenario 7 Modify Current Boundaries
Overall Capacity	2,182	2,181	2,181	2,994
Student Enrollment	1,784	1,784	1,784	1,964
Highest Operating Capacity	Lincoln 87%	Harrison 90%	Roosevelt 89%	Grant 71%
Lowest Operating Capacity	Horace Mann 75%	Hayes 75%	Hayes 74%	Hayes 62%
Maximum Walk Time	28.4 minutes	28.6 minutes	25.9 minutes	28.6 minutes
Maximum Walk Distance	1.47 miles	1.48 miles	1.34 miles	1.48 miles
# of Students Moved	761	689	682	301

- All walk times below 30 minutes and distances less than 1.5 miles
- Scenarios 4-6 have the most balanced enrollment between schools
- Scenarios 4 & 6 provide for a central Early Learning Center
- Gifted in one building & Special Needs units at Emerson & Horace Mann in all scenarios
- All buildings above 60% operating capacity



Small Group Discussion

- What are your initial thoughts on what you heard tonight?
- What questions do you have about each scenario?
- What questions do you think community members and staff would have about each scenario?
- What type of information would be helpful to you as you consider these scenarios?
- Are there other scenarios for elementary configuration that you think should be explored?

Next Steps

- The next Task Force meeting is Wednesday, September 11 at 6:30 p.m.
- This presentation and a meeting recap will be available on the Elementary Planning Task Force webpage on www.lakewoodcityschools.org.
- We will begin the next meeting with a brief recap of today's presentation topics and share key points from each small group's discussion.

Thank you for participating in the Elementary Planning Task Force!