

## SE Guiding Coalition Goals & Emerging Themes November 11, 2020

**Optimize the use of facilities to enhance PK-12 learning environments for all students.** PPS wants to be a good steward of public assets and phase out portable classrooms when possible to create connected, safer schools. (Address overcrowding and under enrollment)

- Leave rooms for special ed and preschool
- Single-track minimum, 80% maximum; Achieve appropriate utilization in communities of color, underserved neighborhoods
- Minimize or eliminate the use of portables

**Support equitable programming to improve** the student experience across all grade levels, and particularly in middle grades. This process will support continued educational program redesign at the middle grade levels, to include reconfiguration of identified K-8 neighborhood schools to K-5 elementary schools and creating new comprehensive middle schools while maintaining some regional K-8 school options to support pathway continuity (e.g., Dual Language Immersion).

- We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

DLI is a need, and more essential for equity

- Strategy level vs. execution issues
  - Execution Issues: 2 Strand SLI & 2 Strand Neighborhood
    - *Ideal*
  - Execution Issues: All/full school DLI
    - *Transportation for native-speaking families*
  - Execution Issues: Single strand DLI + Neighborhood
    - *but not all schools have support structures in place for elective offerings, student support plans, and resources for DLI single strand*
    - *Pro: Parents prefer co-location with neighborhood school*
- Racial Equity
  - Theory of action → prioritizes communities based on need
  - Targeted Universalism in practice

**Minimize program co-locations to reduce isolation and program inequities by creating fewer shared facilities and co-located programs at K-5, K-8, and 6-8 schools.**

- This matters most at K-5 and K-8
- At MS and HS, DLI is 1-2 classes
- No single strand neighborhood programming

### Scenario Analysis

Scenario Description	Scenario 9	Scenario 11	Scenario 10
Neighborhood MS Feeder-changes	Lent, Arleta, Marysville to <b>Kellogg</b> ;  Kelly, Clark, Bridger (including most of current Atkinson neighborhood) to <b>Harrison Park</b> (not contiguous)  Vestal to <b>Mt. Tabor</b>  Woodstock to <b>Lane</b>	Creston, Arleta, Marysville, Lent to <b>Kellogg</b>  Bridger, Atkinson to <b>Harrison Park</b>  Vestal to <b>Mt. Tabor</b>	Creston, Arleta, Marysville to <b>Kellogg</b>  Clark, Atkinson to <b>Harrison Park</b>  Vestal to <b>Mt. Tabor</b>
DLI MS Feeder-changes	Lent/Atkinson (Spanish) to <b>Kellogg</b> [Atkinson with no neighborhood catchment]  Clark/Woodstock (Chinese) and Kelly (Russian) to <b>Harrison Park</b>	Lent (Spanish) to <b>Kellogg</b> ;  Bridger (Chinese) and Atkinson (Spanish) to <b>Harrison Park</b>	Lent (Spanish) to <b>Kellogg</b> [no neighborhood catchment];  Bridger (Chinese) to <b>Harrison Park</b> [no neighborhood catchment]
HS Feeder	Kellogg and Harrison Park to <b>Franklin</b>  Mt. Tabor to <b>Madison</b>	Kellogg and Harrison Park to <b>Franklin</b>  Mt. Tabor to <b>Madison</b>  Sunnyside to <b>Cleveland</b>	Kellogg and Harrison Park to <b>Franklin</b>  Mt. Tabor to <b>Madison</b>  Sunnyside to <b>Cleveland</b>
DLI Program Movement	Bridger K-5 <b>Spanish</b> DLI to Atkinson  Harrison Park K-5 <b>Chinese</b> DLI to Clark	Half of Bridger K-5 <b>Spanish</b> DLI to Atkinson and half to Lent  Harrison Park K-5 <b>Chinese</b> DLI to Bridger	Atkinson and Bridger K-5 <b>Spanish</b> to Lent  Woodstock and Harrison Park K-5 <b>Chinese</b> to Bridger
Neighborhood Program Movement	Atkinson K-5 mostly to Bridger	Harrison Park K-5 neighborhood split to Bridger and Vestal	Bridger K-5 mostly to Atkinson; Harrison Park K-5 to Atkinson and Clark; Lent K-5 to Marysville
Themes	Scenario 9	Scenario 11 staff	Scenario 10
Dual strand split is difficult for community at school	3 Spanish DLI strands at Atkinson; 1 Spanish DLI strand at Lent; 2 Chinese DLI strands at	2 Spanish DLI strands each at Atkinson and Lent: Atkinson is more central, does not have	4 Spanish DLI strands at Lent; 3 Chinese DLI strands at Bridger

	<p>Woodstock (existing); 1 Chinese DLI strand at Clark</p> <hr/> <p>250 neighborhood enrollment at Lent (2 strands); 231 neighborhood enrollment at Woodstock (2 strands K-4, 1 strand grade 5); 279 neighborhood enrollment at Clark (2 strands)</p>	<p>modulars. Goal is 2 sections of neighborhood at each school</p> <hr/> <p>199 neighborhood enrollment at Atkinson (1-2 strands); 375 neighborhood enrollment at Bridger (2-3 strands); 210 neighborhood enrollment at Lent (2 strands); 239 neighborhood enrollment at Woodstock (2 strands K-4, 1 strand grade 5)</p>	<p>No K-5 co-location in Harrison Park/Kellogg feeder</p>
Whole school Focus option creates inequity of experience	One whole school DLI at K-5 (Atkinson)	No whole school DLI in this scenario	Two whole school DLI at K-5 (Bridger and Lent)
Different definitions of demographic equity	DLI programs in more central locations	Spanish DLI at Atkinson is more central; at Lent is closer to native speaker homes	DLI programs in schools closer to native speaker homes
HS overcrowding	<p>Franklin: 96.1% in 2019-20, 104.4% in 2024-25</p> <p>Cleveland: 96% in 2019-20, in 97% 2024-25</p>	<p>Franklin: 99.7% in 2019-20, 108% in 2024-25</p> <p>Cleveland: 94 % in 2019-20, 96% in 2024-25</p>	<p>Franklin: 107.2% in 2019-20, 116.0% in 2024-25</p> <p>Cleveland: 87% in 2019-20, 88% in 2024-25</p>
Avoid Single Strand in K-5 and middle school-especially neighborhood program	Single strand Spanish DLI at Lent K-5; Single strand Chinese DLI at Clark K-5	Atkinson K-5 neighborhood averaging 31 students/grade; Bridger K-5 Chinese DLI currently 1 strand	No single strand co-location at K-5 in Harrison Park/Kellogg
Transportation implications	<p>All Spanish DLI at Atkinson may not be as accessible for Bridger area native speakers</p> <p>Chinese DLI at Woodstock not accessible for many native speakers</p> <p>New Clark</p>	<p>Atkinson neighborhood to Harrison Park is further than to Kellogg</p> <p>Adding new Chinese DLI strand at Bridger helps with access for native speakers</p>	<p>Atkinson neighborhood to Harrison Park is further than to Kellogg</p> <p>Lent neighborhood going to Marysville is a concern</p> <p>New Clark neighborhood school is a plus</p>

	neighborhood school is a plus		
Creative Science (program)/Clark (Facility) implications	Clark becomes neighborhood school  Creative Science new location established in Phase 2	Creative Science remains at current location	Clark becomes neighborhood school  Creative Science new location established in Phase 2
Portables	Bridger at 72.6% without portables  Glencoe at 71.2% without portables  Lent at 66.6% without portables  Vestal at 64.1% without portables	Bridger at 126% without portables  Glencoe at 71.1% without portables  Lent at 82,8% without portables  Vestal at 58.8% without portables	Bridger at 108.6% without portables  Glencoe at 71.2% without portables  Lent at 96.4% without portables  Vestal at 59.3% without portables