

**Stockmeir Growth Committee  
Proposal Considerations  
Board Advance, January 22, 2015**

**Part 1:  
SGC Purpose and Process**

Purpose Statement

In 2013, the Board of Education requested that a Stockmeir stakeholder group be formed to study the current school structure, school data, and enrollment trends and projections. As part of this exploration, the committee asked to provide the Board with a synthesis of the data collected, discuss successes as well as barriers, and recommend solutions to be considered.

Historical Background

Prior to 2007 with increasing enrollment on the horizon, the Executive Cabinet facilitated stakeholder meetings to discuss the future growth trends and needs on the Stockmeir campus. At that time, a decision was made to expand to the west side of the campus and renovate buildings to provide classroom space for a student body of approximately 1000 students. During the 2010-11 school year, as Stockmeir's enrollment continued to grow, the District limited the number of enrolled Kindergarten students due to lack of classroom space. A lottery was held and three full classrooms of Kindergarten students were bused for one year to an alternate site. The following year, with additional modulars added to the campus, the students on overflow were invited to return.

For the 2014-15 school year, Stockmeir was projected to have over 1300 students with the need for three additional classes and no additional classroom space. Collins Elementary School was identified as the overflow school site for Stockmeir students. The current Stockmeir enrollment is just over 1200 students.

Committee and Stakeholder Involvement

The Stockmeir Growth Committee consists of the following representatives:

District Facilitator (1)

Teachers (6) - *mix of veteran and new*

K-1 (2)

2-3 (2)

4-5 (2)

Administration (2)

Principal

Assistant Principal

Parents (5) - *mix of veteran and new*

PTA (1)

SSC (1)

Parents at large (3)

Classified Staff (4)

Secretaries (2), Instructional Aide, Custodian

As an added level of communication, in addition to regular meetings with all stakeholders, a website was created and made accessible to the public. Throughout this process data was consistently shared via the website with requests for feedback. Principal Coffee's were held periodically throughout the process to provide information as well as gather input.

What were identified as essential components by the committee to support student learning?

The committee identified three major areas that were important to consider in creating any proposal: Student Learning, Safety and Connectedness.

Collective beliefs around opportunities and conditions for student learning:

- sense of community
- appropriate ratio to meet student needs
- variety of opportunities and experiences for students
- communication among families, staff and students
- instructional time is sacred and valued
- well qualified staff to support programs such as music, art and PE
- sufficient resources - people and materials
- equitable access to resources - ample space with minimal interruptions for learning
- character development program focusing on respecting both people and facilities
- students know each other

Collective beliefs around equitable services for students:

- structured activities during recess/lunch
- support services for all " at-risk" students

- student health needs ensured
- sufficient staff to make sure all students don't fall through the cracks
- increase ratio adult:students on the playground
- clearly articulated roles of administrative team and teacher on special assignment

Collective beliefs around facilities and opportunities for our students and staff:

- one central office
- adequate playground(s) space and play structure(s) equipment
  - access to play structure for all students daily
- easy access for staff/adults on campus to classrooms and bathrooms
- whole school opportunities (ex: assemblies, first day/last day)
- safer traffic flow, traffic calming measures
- grade levels together - classroom proximity
- designated library time for all grade levels/ all classes weekly
- modernized classrooms and bathrooms
- quiet spaces for students strategically located around the campus
- staff unity and collaboration opportunities

#### Data Gathered and Explored: Findings

API Data over time, Student Performance, Academic assessments, staff surveys, parent surveys, student surveys (social-emotional climate), growth patterns, enrollment projections, attendance, school suspensions.

Student Focus Group

Staff feedback

Community feedback

Principal's Chat

Web site public-meeting minutes, comment section

Findings:

- Student API performance data shows continued growth with the exception of a dip in 2009-10.
- The 13/14 staff survey indicated that 90% of those responding enjoy working at Stocklmeir (a decrease of 7% from the 08/09 survey). On the question of feeling connected across the campus 64% of those responding answered positively, however in the 08/09 survey 89% registered a positive response.
- Parent feelings relating to their child's ability to identify a helpful adult on campus have remained fairly consistent over time.
- In two consecutive years, over 97% of the students responding view Stocklmeir as a caring place to be. This year's student focus group included comments such as: "The size of the school makes us feel special and proud." "There may not be enough equipment and courts for our size." "The great distance between the offices (music, art, GLC, courts) affects us. It's difficult."

- In 2007, there were 32 occupied classrooms on campus. Currently there are 48 occupied classrooms. The demographer's projection is that there will be a slight decrease to enrollment in the 2014-15 school year.
- Student attendance patterns have been consistently 97% over the past 5 years.
- As enrollment has increased at Stocklmeir the suspension/expulsion rate has increased .2%.

### Main focus areas for all configurations

All proposals generated had the following considerations explored:

#### Resources (Personnel):

- instructional assistants
- technology coordinator
- health workers/clerk
- special education
- administrators
- office personnel
- custodial
- teachers

#### Resources (materials):

- library books
- computers for primary and iPads
- network
- PTA funding
- curriculum materials

#### Traffic:

- drop-off and pick up areas
- neighborhood parking during school and for evening programs
- walking patterns because of volume of cars
- traffic patterns around the neighborhood

#### Facilities:

- library
- GLC
- technology space
- bathrooms
- sheds
- play structure
- Kindergarten playground
- office location
- art & music rooms

Connectedness:

- feelings of campus personnel
- lower and upper grade teacher communication
- cross-grade level articulation
- staggered recesses/lunches
- size of grade-level teams
- staff meeting location and structure

Configuration considerations

Possible reconfiguration models:

- Model A: One school – shrink enrollment (800 – 1,000)
- Model B: One school – no change in current enrollment (1,200+)
- Model C: Two schools/one campus – two K-5 schools
- Model D: Two schools/one campus – split K-2; 3-5
- Model E: Year round with tracking
  - – A/B tracks (grades start/stop at different times, etc.)

Eliminated configurations and rationale:

Model E: Year round with tracking

- Executive Cabinet requested that we remove this option from consideration
- Hard on families and staff
- Only reduces traffic/enrollment by 25% at any given time
- Not supported by Stockmeir Growth Committee

Model D: Two schools/one campus – split K-2; 3-5

- Teachers would miss the experience of a K-5 scope
- It takes away leadership opportunities for older students
- Too many transitions for students (ie., concern with young students needing to switch schools every three years)
- Not enough time (years) with the students
- It appears too similar to what we have now
- Different drop-off locations may be confusing/difficult for families with students in both schools
- Doesn't help with traffic issues
- Harder to balance enrollment
- Some families would have kids at both schools
- Maintains large grade level teams
- Maintains large student grade levels,

- Takes away elements of our signature practices such as conflict managers and buddies
- Potential split focus between K-2 and 3-5
- Potential fundraising and support issues (PTA)

Models A and B have been blended and are included in the final proposals.

The SGC chose two models (A/B, C) to further explore and develop

#### Areas Critical to the Success of both Models

- Traffic calming measures
- Facility modifications (including but not limited to increased GLC space, office modification or relocation)
- Playground space including adequate play structure and additional K play space
- Relocation of JFK

## Part 2: K-5 Proposal (one school)

### Program Description

Maintain one school with modifications to building designs and building locations to better meet the needs of the students and staff. One large school allows for opportunities to maintain and build stakeholder connectedness, to develop an aligned K-5 focus, as well as support student long-term academic, social and emotional growth.

### Implementation Plan - Timeline

**Whether the goals are listed as short-term or long-term, these items are deemed critical to the success of this model for both students and staff.**

#### **Short-term (to implement prior to start of 2015-2016 school year):**

- Create one temporary, centrally-located office
- Work with city traffic engineer and District personnel to improve traffic flow on surface streets, student drop-off/pick up and parking
- Provide additional bathrooms to support student enrollment
- Add second play structure, and increase Kindergarten play space
- Explore the possibility of installing a fence between the school and the Ortega Park field
- Explore relocation of JFK
- Explore options to meet the District student-to-device ratio within 1-2 years.

#### **Long-term:**

- Central office that accommodates resource/administrative personnel, work room, conference room, staff facilities
- Explore library and technology models to support District initiatives and the needs of a large student body
- Remodel current JFK building to provide additional space (i.e., classrooms, enrichment facilities, or resource)
- Redesign or build larger GLC to accommodate greater number of students
- Explore options to decrease enrollment over time

### Opportunities

- Better able to manage enrollment with one school versus two schools
- Amplified access to resources (i.e., full-time resource personnel, full-time technology support, more nurse/secretarial support, TOSA)

- Opportunity to redesign the campus to promote student and staff connectedness
- Easier transitions for students and families
- Single school, single focus, single community, no competing interests
- Potential for diversity in collaboration of ideas among grade level
- One single school focus identified
- Traffic (with modifications)

### Barriers

Grade level team connectedness

- *Unity builders, opportunities to collaborate, explore teams within teams*

Distance between facilities across the campus

- *Priority scheduling*
- *Consideration and movement of special programs as needed to centralize*

Traffic impact with the same start time and Tuesday end time

- *Staggered start and end time*
- *Explore options with Parks and Rec for staggered support*

With a larger school, communication is more challenging

- *Continue group calendar, TWAS, twitter*
- *Increased attendance at Principal Chats (add video component)*
- *One office*
- *One adult flexible learning environment and/or staff room*

Considerations	Description
Staffing	Review ratios considering K-5 campus: Librarian Custodial SITS Health Clerk/Nurse/LVN
Facility	Expansion of GLC space Central school office built Renovation of JFK for site use
Resources and Materials	Provide books, curriculum materials commensurate with enrollment Meet District technology ratio K-5
Professional Development	PD support aligned with identified school focus

Traffic	Collaboration with Director of Public Works to administer a traffic assessment and identify solutions
Connectedness	Community building activities for staff and community Communication analysis to identify gaps and solutions

### Part 3: K-5/K-5 Proposal (two schools)

Program Description
<p>Create two neighborhood schools with the following models to be explored:</p> <ul style="list-style-type: none"><li>• Two traditional neighborhood schools</li><li>• Two neighborhood schools with the same identified program focus (i.e. STEM, PBL, Workshop, etc.)</li><li>• Two schools with differing identified program foci (i.e. STEM, Arts, or etc.)</li></ul> <p>The focus would be determined internally, over time, dependent on input from the administration, staff, and community.</p> <p>Two schools allows for opportunities within in a smaller school environment to build stakeholder connectedness, to develop an aligned K-5 focus, as well as support student long-term academic, social and emotional growth.</p>

Implementation Plan - Timeline
<p><b>Whether the goals are listed as short-term or long-term, these items are deemed critical to the success of this model for both students and staff.</b></p> <p><b>Short-term (to implement prior to the start of the 2015-2016 school year):</b></p> <ul style="list-style-type: none"><li>• Divide staff and student population determined by the District</li><li>• Add a K playground and play structure for the 2nd school</li><li>• Add an additional 1-5 play structure for the 2nd school</li><li>• Explore relocate JFK</li><li>• Review staffing needs for each site (Administration/Office Staff/IST Team/Custodial/SITS/Librarian), make assignments and adjustments as needed</li><li>• Work with city traffic engineer and District personnel to improve traffic flow on surface streets, student drop-off/pick up and parking</li><li>• Provide additional bathrooms to support student enrollment</li><li>• Explore ways to share field space</li><li>• Explore the possibility of installing a fence between the two schools in addition to the Ortega Park field</li><li>• Explore options to meet the District student-to-device ratio within 1-2 years</li></ul> <p><b>Prior to any major renovation:</b></p> <ul style="list-style-type: none"><li>• Both schools would need to share facilities (i.e. GLC/Library/Music Room/Computer Lab)</li></ul>

### Long-term

- Both schools will need:
  - GLC
  - Library
  - Cafe
  - Computer Lab
  - Art room
  - Music room
  - Staff room/adult learning environment
- Redesign the West office building
- Renovate JFK building for use by school on the west side of campus
- Put up a permanent/semi permanent physical barrier dividing the two schools

### Opportunities

- Single school focus identified
- Increased opportunities to interact with colleagues (less people to interact with)
- Easier to make unified decisions and reach consensus and grant voice
- Increased student connectedness (per staff input)
- Potential to have increased parent involvement
- Opportunity to partner schools and share some costs for PD and collaborate
- Familiarity with staff/students/community
- Traffic (with modifications)
- Smaller number of student participants in teams/groups

### Barriers - Solution Focused

- School on west side would have to travel to east side while construction/remodeling is completed
  - *Provide priority with scheduling for traveling school*
- Communication needed between schools for scheduling facility use and all school events
  - *Shared calendar*
- Competition between schools (Is it an opportunity?)
- Assignment of staff to each school
  - *CEA contract covers the process - need to clearly articulate*
- Equitable determination of student placement (needs to be explored)
- Cost of additional buildings for a two school model
  - *Bond*

<b>Considerations</b>	<b>Description</b>
Staffing	Review ratios considering 2 K-5 campus: Librarian Custodial SITS Health Clerk/Nurse/LVN
Facility	Additional facilities: Playground/play structures GLC Library Art, Music Office Renovation of JFK for site use
Resources and Materials	Provide books, curriculum materials commensurate with enrollment Meet District technology ratio K-5
Professional Development	PD support aligned with identified school focus
Traffic	Collaboration with Director of Public Works to administer a traffic assessment and identify solutions
Connectedness	Community building activities for staff and community Communication analysis to identify gaps and solutions