

MEETING AGENDA

March 29, 2022
6:00 PM
North High School

-
- 01** Call to Order
 - 02** Review / Discussion I Final Master Plan / Pathways Scenarios
 - 03** Group Discussion I Initial Recommendation(s) to School Board
 - 04** Tour North High School

NEXT MEETING | Tuesday, April 12, 2022 at
Children's Village West

SCAN HERE TO SIGN IN!



Question #1

What evaluation criteria / important considerations should DCSD use as we refine the FMPC recommended pathway(s)?

No.	Response:
1	The strain that it puts on families with kids in multiple schools and the need for older kids to be home with younger siblings
2	1. Impacts on pick up/drop offs with varying bell schedules for families with students in multiple schools 2. Do pathways with multiple transitions keep the same students together? Dislike the idea of my child getting to know friends, who could potentially in 2 or 3 years be attending a different school. Keeping the same kids together for as long as possible is important in building community.
3	How grade configuration can be adapted/supported in less densely populated areas
4	Keeping in mind that staff who are certified in elementary can teach up to 6th grade in their subject. Can affect candidate opportunities if limited to one subject verses if they are licensed in multiple subjects.
5	Distance from home to school; Number of sections in a school to offer teacher collaboration and buffer class size fluctuations. I think the recommendation coupled with guiding criteria is key to developing the implementation plan.
6	Number of transitions, transportation, grade configuration/resources, and building size
7	-
8	Making schools balanced, along with equitable, Pre-K thru 6th buildings are hard to manage, no other buildings have this many grade levels to manage. Other schools have less grade levels and more support. Teachers PD's can be more focused and intentional with fewer grade levels.
9	student numbers in different areas of DCSD district,
10	Consider what enhances educators ability to teach and students ability to learn.
11	Potential to enhance educational opportunities is the most important. Class size is more important vs building capacity. To be a successful district that needs new staff, staff needs to feel heard and supported. I know financially buildings want to be full, but that shouldn't be the main focus. The focus should be how to improve student daily experiences so that enrollment will eventually increase.
12	school start/end times - families with students in multiple buildings, less "neighborhood schools"
13	Existing buildings and the ability to accommodate suggested pathways
14	Impact on teachers and learning experience for students, Viability of transition of buildings from one pathway to another.
15	-
16	District image/brand; what sets our district apart (better) than other districts or private schools - improve image=enlarge district

Question #1

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No.	Response:
17	I think the most important of these are transitions, separating 5/6 and 7/8 in a combined building, bussing and duration in a school. I feel like the last item is moot--it's clear that the far west end of Dav will likely require a different configuration than the rest of the district.
18	Impact to families with multiple building transitions/start times/bussing schedules
19	If you consider the list above it covers all of my concerns.
20	Class size, making a whole-district change, increasing staff sections per building (position security and support), focus of supports on K-3/4 buildings (transitions and student needs MUCH better meet with more sections of each grade).
21	Teachers have the correct support, right numbers of teachers in a school to succeed
22	Potential to enhance educational opportunities, impact on bussing, how grade configuration can be adapted/supported in less densely populated areas.
23	Ensure equity throughout the district for experiences.
24	I think it is very important to have a predictable and consistent pathway for students where they know which school buildings they will attend and where most students transition with peers to the same buildings. I also think it is very important to create consistency within elementary buildings for number of tracks and reduce the teacher churn of tracks being added or reduced each year. Finally I would like a study or informational session as part of our meetings on current state in terms how buildings are set up currently for car pickup, bus lanes, procedures etc to create some best practices district wide and where needed alter traffic patterns or parking areas to ensure safety.
25	I agree with all of those options and have none to add.
26	Blending neighborhoods and students/families transition to next level together
27	Along with bussing: the impact to the start times
28	Making sure that we spread out the administration and human supports to each building. Not only looking at school size but assessing the cost of updating vs building new for some of our buildings.
29	Looks good
30	Impact on non-bus riding students
31	testing areas such as Iowa Assessments start at 3rd grade and we should not have to rely only on 3rd grade testing for an elementary school. Teacher endorsements and what they get certified for out of school. We have outer schools that can't possibly have kids walk to school, parent pick-up, and bussing losing friends while transitioning and sacrificing children's social emotional well-being As a parent, school start and end times with job hours and is there availability for more before/after school care.
32	None
33	-
34	-
35	Potential to enhance educational opportunities, Staffing, Number of school transitions

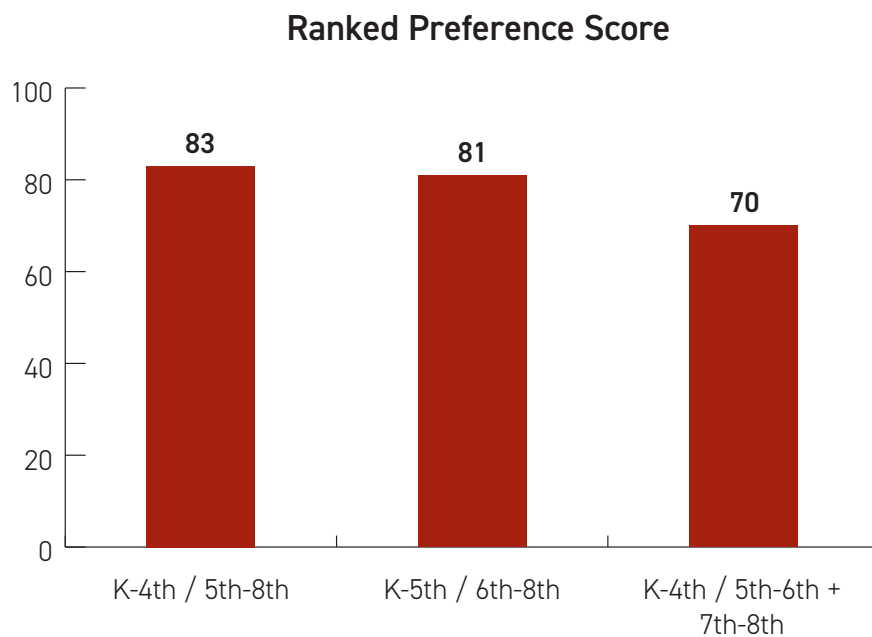
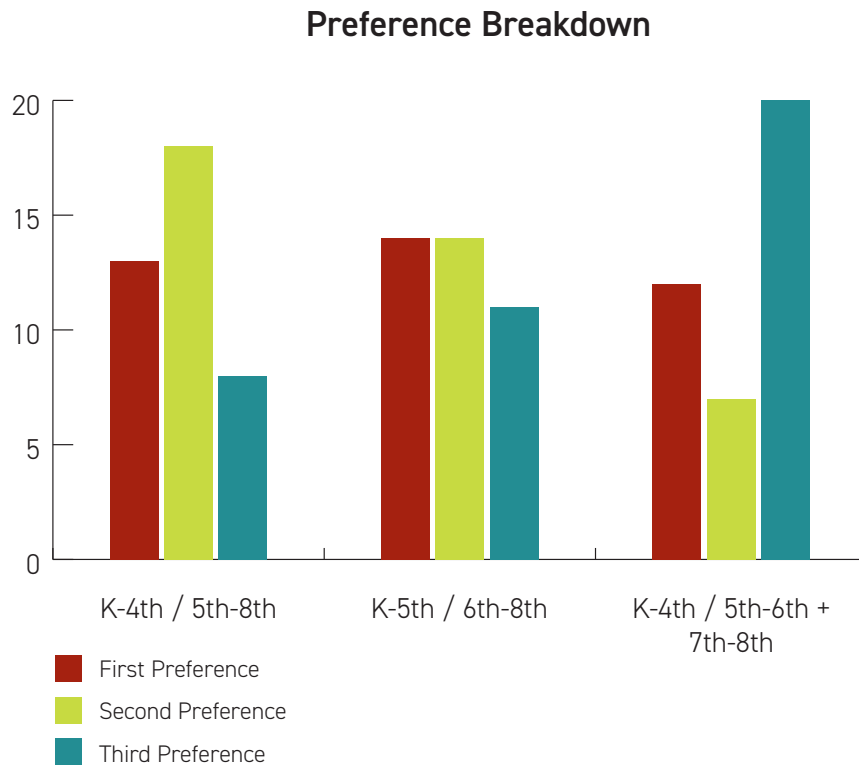
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36	Data supporting a pathway throughout the country. Which pathway has been successful throughout Iowa, the Country etc.
37	Potential to enhance Educational opportunities, and number of different schools parents have to drop kids off/pick them up from.
38	Buildings per family and how that will impact students arriving on time to each school if transported by car (one family of four could have students at 3-4 different schools)
39	Ease of transition for students and families, from one educational setting to the next.

Question #2

Please rank your preference for these three pathways (grade configurations) with #1 being your most preferred and #3 being your least preferred.



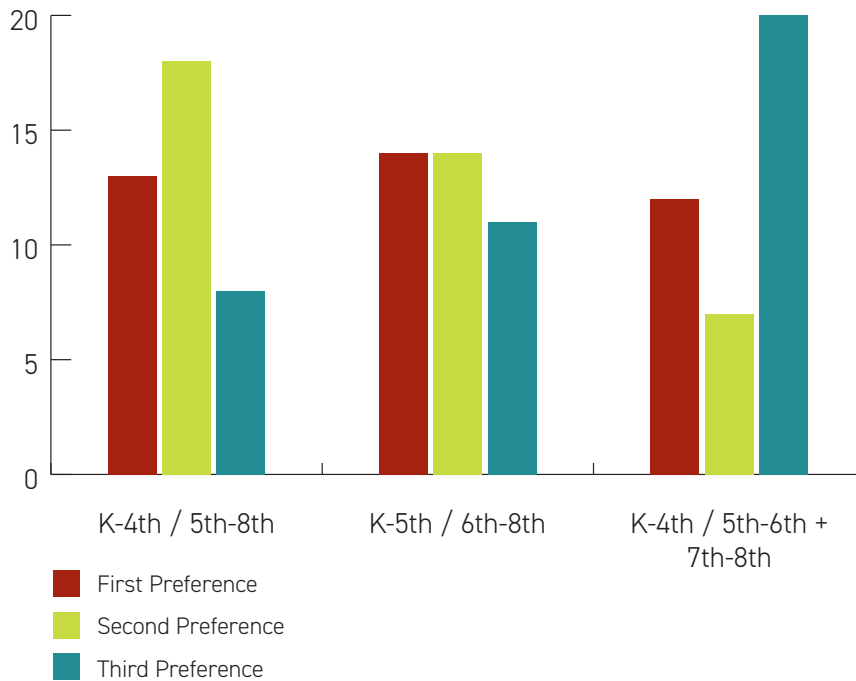
Preference Scoring

First Preference = 3 points
Second Preference = 2 points
Third Preference = 1 points

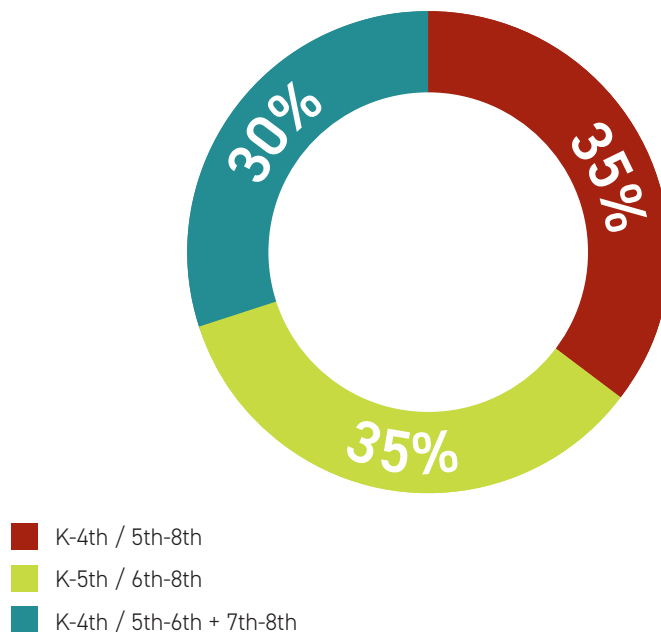
Question #2

Please rank your preference for these three pathways (grade configurations) with #1 being your most preferred and #3 being your least preferred.

Preference Breakdown



Ranked Preference Percentage



Question #3

In order to provide more support for the eventual FMPC recommendation, please provide further detail and context about Pathways #3a, #2b, and #3b.

Pathway #3a K-4 + 5-8			Pathway #2b K-5 + 6-8			Pathway #3b K-4 + 5-6 + 7-8		
Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns	Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns	Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns
Bigger boundaries so less transferring schools when moving. 5 & 6 more opportunities and less spread out of teachers.	-	-	-	-	-	-	-	-
-	Possibly 5th grade being with 8th grade?	I am unsure about 5th graders being with 8th graders. I know there was ideas of keeping 5/6 in a separate area of the building from 7/8, but I do not believe our current buildings realistically would achieve that idea unless lots of money was spent to reconfigure layouts.	This worked well! We have spent years in this model and it worked just fine. Middle school didn't seem so short and we were able to build stronger relationships with students as we help them discover themselves and prep them for high school.	-	-	-	-	Too many transitions. Are there enough resources to staff K-4 buildings and 5-6 buildings with things such as library specialists, PE teachers, music teachers etc? Sharing teachers is EXTREMELY difficult and ineffective plus students deserve full time teachers in their buildings.
Keep lower grade helps with behavior and the PD's for grades	n/a	-	-	5th grade needs to be with 6th to help with transitions.	-	-	-	too many transitions
Candidate opportunities for jobs can be wider with intermediate level f 5-8, elementary candidate can teach 5-6. Plus less travel for staff that split like music, orchestra, or other specials.	5th graders are vastly different from 8th graders so they would need to be separated to keep them from learning potential bad behaviors.	-	Again, elementary candidates would be able to apply to teach 6th grade subjects when they will not be able to if purely a junior high of 7-8.	6th graders previously picked up bad behaviors from the 8th graders so I fear the same outcome but can see it being better if staff are consistent with their consequences.	-	Milestones hit at those ages:5th graders are more aware of others experiences and able to travel between each class easier than previous grades; and 7th graders begin the major parts of puberty and can get moodier and impulsive, this is where they start to develop more independence.	Not a lot of parent buy-in, PTOs struggle to stay established and function well since families do not get as excited about school spirit if it's "only two years"	-
Early education is very important. I heard during one of our conversations that an elementary principle has a lot on their plate when looking at managing a k-6 vs k-4. Fewer grades should allow for more focus on getting the students what they need at an early age.	5th to 8th grade in the same school	The school programming is as important as the grade configuration to be successful	Current configuration - one less change	It may not meet the needs for early education needs	The school programming is as important as the grade configuration to be successful	Splits middle school ages.	Too many transitions	The school programming is as important as the grade configuration to be successful
Less transitions, wider attendance zone for less transience, easier to focus on early literacy initiative and still provide valuable pd to the other grades. More kids involved in extra curricular opportunities, connecting them to school which could make them more successful.	Less opportunity for mentoring, building size, ability to share resources and not be a scheduling night mare.	-	Same amount of transitions. Typical middle school set up. 6th grade receives more specialized instruction in the core areas.	More discipline problems with 6th grade following a traditional middle school schedule.	-	Grouped by similar age range. Building size.	Bussing and transitions, less opportunity to build relationship with staff.	-
Age of students, curriculum provided K-4, resources provided at grade levels, collaboration with grade level staff increased. Younger students not exposed to teen student language/ behaviors.	If unable to separate 5-6 and 7-8 within a building, separate buildings may cause more transitions than wanted.	-	Previously done in our district. Families are familiar with this pathway.	6-8 has been tried in the past and was not successful at the middle school.	-	The separation of grade levels is good for teacher collaboration and individual school focus.	More transitions-could be positive or negative for student and/or parents.	-
It is more balanced, duration of a school is also more balanced, the environment of the K-4 building will turn around instantly	to be honest any of these negatives don't compare to the positives	Was the K-2, the 3-5, the 6-8, the 9-12 close to being considered?	a little more balanced, 6th grade back in Middle School,	still not enough change, would the "boundary areas" be different I like the other pathway choices because it appears to me that students would have a better chance of attending the same school regardless of their location	Will people say this is what we used to do? Is it different enough to make a positive change?	It is more balanced, duration of a school is also more balanced, the environment of the K-4 building will turn around instantly	to be honest any of these negatives don't compare to the positives	Was the K-2, the 3-5, the 6-8, the 9-12 close to being considered?
less transitions, grouped according to development, time for staff to get to know students at each level	-	-	less transitions	less time with each grade at 6-9 level to get to know student/needs	-	separates middle and older students, more opportunity for staff collaboration	More transitions, less time to get to know student	-

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Many of the educators felt it was a good mix for teaching and reaching students. Parents and students will know which feeder schools they belong. Many of the educators felt it would enable shared resources (counselors, support staff, bussing) if labor shortages persist. Reduces overall # of buildings that may or may not be capable of providing great educational environments.	Do fewer schools become more crowded in the classroom? Will current infrastructure allow for the added vehicular traffic. Is it the right choice for all schools or should phasing occur? Are less staff members employed leading to more chaos at the JR high level? Will larger boundaries affect parents before/after school choices?	-	If we can remove out dated, expensive to maintain and less educationally enriching buildings, this may be a better option. Is there evidence that this grade configuration is better than other options.	-	-	Keeps like aged students together.	More transitions, does this create a financially stable district?	-
K-4 sounds nice. Ability to have more teachers at same grade levels to collaborate. Ability to align schedules to group students by needs for tier or special ed services	Closing too many buildings. 5th graders with the older students and rigor of content I believe changes.	Why can't we go from 22 to 20 schools in this format with smaller class sizes, instead of 22 to 18? Smaller class sizes could lure potential teachers in a time of need. I think we are trying to maximize capacity of buildings due to budgets, but if in some formats we only close one or two and others we close 4, I feel like there is a way to make it work.	Closes less buildings. Current staff is used to this format as well as the community/families.	Looks like district made a mistake going back to the way it was (though I truly think it shows we tried something, but changed it because it wasn't working)	Similar to Question 5, Could we move 5th grade with the 6-8 and keep the number of buildings. I also like the idea of an alternative elementary/middle/jr high	Focused grade level teams with more options to collaborate. Students are broken up	Too many transitions for families most likely. Relationship with students for only a short time 5 grade on.	Bussing / start times
less transition between buildings (not a 4 building model)	5th grade students mixing with 8th grade students - maturity level differences, more busing needed, buildings student populations to large, staffing and certifications	what local districts have this model to see and model from whether it works or not	less transition, it's a model we already are familiar with, MS generalists can teach 6-8 grades	maturity level of many of the 6th graders learning poor habits from upper grades (as in the past) - (take a look at referral data from 1st quarter 6th grade to 3rd or 4th quarter data for 6th grade), going back to the same thing we had 2 years ago that we thought didn't work	This is a model we are familiar with, finding teachers that will want to go back to teaching at the middle school - many 6th grade teachers prefer elementary setting,	student grouping grade levels is more in line with maturity levels of age groups	too much transition, more busing of neighborhood students, not enough time to build relationships with students - if 5-6 and 7-8 were in same building how would we keep them separate with all the common areas (P.E., art, music, etc)	parent push back, potential of losing students to other districts because of all the transition, how will this be handled with busing and school start/end times.
Fewer transitions than 3b.	Wide range of maturity levels in 5th-8th.	-	Students have more time to familiarize themselves with their middle school environment.	Wide range of maturity level in middle school. Optics of reverting back to original model.	-	Students grouped by common maturity levels.	Lots of transitions for young students	-
Allows for teachers to collaborate, Allows for significant time in each school and relationship building	Big shift and transition for families and teachers, staffing in 5-8 would not have very much flexibility due to licensure, concerns with the issues of having 5th graders and 8th graders together	-	Familiar, likely will have community support.	Difficult to build pathways for.	-	Allows for more predictable pathways for students and families	Too many building transitions. Bussing and family transportation and timing issues,	-
Keeps younger kids away from older kids	5th and 6th graders are too young to be mixed in with 7th and 8th graders at most Jr. Highs.	-	Total school populations more even	6th graders too young to be with 7th and 8th.	-	Great separation of ages	too many buildings needed	-
grades per building age appropriate; I see 5-6/7-8 in same building but split in different areas of the building similar to Walcott's k-6/7-8. placing 5-8 in same building will help with resources	none	none	similar to 2019-2020 school year, students/families are familiar with this transition	large number of students in middle school the result of the change in transition 20-21 caused a large number of very frustrated 6th graders who felt they were they were middle schoolers but held back remaining in elementary	I had a conversation with an 8th grader, and she felt that transitioning schools every 4 years is a positive thing for students, change is important. she felt most 6th graders should not be considered elementary and manage well with the 7th graders since most of them know them anyway.	grades per building age appropriate	extra building	-

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3a has a solid separation of emotional and academic development, particularly if 5/6 and 7/8 are separated by shared spaces. Fewer transitions, in bldg for a good length of time for relationships and comfort. Physical separation of 5/6 and 7/8 could be important but difficult to retrofit, though I do like the fact that this configuration would hopefully keep all of our intermediate buildings open.	Starts to lose the neighborhood school, which I feel is important for a community as a whole. More kids have to walk, bussing and transport starts to become more of an issue. Increased bussing could benefit attendance (always have a ride) but could also negatively impact--if they miss the bus they may not come at all that day, where they might be able to walk if school was closer. Arrival and dismissal of 5th and 7/8 at the same time could expose younger kids to unwanted behaviors.	3a and 3b are fairly tied in my mind from an academic and social/emotional standpoint, with 3b coming slightly ahead only because 3a seems like it would be more difficult to physically configure in our existing space and I'm not as much in favor of expanded bussing radii.	I worked in two different 6-8 intermediates, then elementary since 6th was reintroduced. I think this format worked well overall. We maintain fewer building transitions and lengthened time in each building to build relationships. Maintains neighborhood schools. This format frees up space in elementary buildings. It changed a bit this year at my school as we lost sections, but last year every single room was in use and we had no space for meetings, break out work, etc.	Having experienced 6th grade in both scenarios, each year it seems that half are ready for intermediate by 6th grade and half aren't.	Having seen 6th in both intermediate and elementary, I'd lean toward intermediate. While many aren't quite ready for the change, they adapt fairly quickly. Having 6th in elementary exposes the very young kids to different behaviors. Intermediates are more equipped to manage the development of kids at this age. A new building at 53rd and Eastern could be built to accommodate growth on the NE side and overflow from Eisenhower's existing enrollment. If this happened AND Washington closed, Eisenhower and McKinley could absorb much of Washington's enrollment while still being a neighborhood school (with Madison and Garfield). I'm less familiar with Westside enrollment, but given the repairs required at Monroe, absorbing that enrollment into Hayes, Wilson, Adams, Jackson and Jefferson might be an idea, particularly if bussing could be expanded even if just for this region. Changes to our lowest income neighborhoods need to be carefully evaluated.	Age/grade-focused academically and socially/emotionally	Too many transitions/not enough time in upper buildings for relationship-building. Bussing radii too large, removes neighborhood schools.	With more kids bussed, fewer kids have the opportunity to walk which decreases exercise as a whole. Kids on the outskirts of the bus zone will spend a lot of time on the bus each day. This can also affect 7/8 students' ability to participate in after school activities if they don't have transportation.
-	don't love 5 & 6th graders with 7th & 8th unless they were separated in the school more	-	like this grouping of ages	-	-	grade groupings make sense	Too many transitions, once kids in 5 & 6th grade get comfortable, we are making them move again	-
Grade levels work well in the same building. 5-8 have similar needs as K-4 students.	N/A	N/A	We currently have k-6 in our buildings. We are trying to meet the needs of a large group of students. Our resources can only go so far. By having smaller grades it allows more concentrated resources.	Your resources/\$\$ is watered down.	N/A	Nothing	One extra transition to high school.	N/A
Larger sections = better staff and student supports, educational/SEBH needs better met, resources focused more clearly	Bussing, families at different buildings	-	fewer transitions?	This is nothing different than we've already done, doesn't make us a "district of distinction", futher perpetuates the "haves and have-nots" of schools/educational opportunities for our kids	How could we better think outside the box??	Pulling from larger areas of students so there would be more sections of each grade level. This allows for more refined instruction to meet/mediate/accelerate student needs when more staff are able to work together at one grade level. Staff are WAY better supported (great for mentoring new staff, better for teacher-retention), resources could be better allocated for supports and focused literacy efforts. More opportunities for after school clubs, etc, with more staff at each grade level teaming up.	may be more bussing, families at different schools (solved by bussing opportunities), more transitions (solved with more staff ability to meet any potential student concerns)	-
Gives the chance to do stuff for 5&6 then 7&8 together. More opportunities for 5th graders.	5th to 8th grade is a big jump in maturity, could cause issues if they overlap (I think that this can be handled, think about how it needs to be done)	-	Less transitions, get 6th grade back out of elementary, 6th graders can start to get ready for more responsibility.	-	-	-	More transitions for students families, less concerned about students, but will parents be able to get students to the schools on time	-

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-	age and behavior gap between 5th graders and 6th/7th/8th graders	-	Original education design plan, middle school is no longer just students entering or leaving	It's what it has always been	-	k-4 is closer and ISASP testing would be dependent on 2 grades rather than just 1 5-6 is closer in age, behavior, and content/curriculum 7-8 same as 5-6	More transitions	Is it possible to have 5-6 and 7-8 in the same building, but teachers are hired for either 5-6 or 7-8? Also, is it possible to separate the buildings in half or by levels?
Less transitions for students and families K-4 fewer students in buildings-manageable workload for specials teachers with 5 grade levels More grade level teachers for collaboration students could choose an elective to focus on like band/choir/art in 5th grade This allows for more time for band and orchestra lessons.	Too many students in 5-8, some Jr. Highs were very crowded with 6th in the buildings Need more PE/Elective teachers to accommodate the large number of students Chapter 12 requirements are different for 5/6th grade than 7/8 thus making it difficult for scheduling would take a lot of rethinking specials schedules and staffing 5th graders are very young to be with 8th graders I see the most parent resistance to this plan Could be tricky with staffing and how teachers are certified The supports for 6th grade in the elementary has left.	-	Manageable workload for elementary specials teachers-6 grade levels 6th-8th grade less building transitions for kids and families-build relationships with 3 years in one building Easier to service band/orchestra/vocal students with group and individual lessons strengths: we are used to this model, already have music curriculum for K-5, 6th grade would be able to do band/choir Familiar, we know how this looks because we have done it before Keeps siblings in the same buildings for the longest amounts of time Most closely follows licensing of most teachers (elementary classroom K-6 certified) This allows for more time for band and orchestra lessons	Would need to close at least 1 elementary building that is well below capacity This returns us back to what we have had for years. The supports for 6th grade in the elementary has left.	-	K-4 fewer students in buildings-manageable workload for specials teachers with 5 grade levels More grade level teachers for collaboration 5/6 schools give the students time to transition to a Jr. High schedule, expose students to band/orchestra etc. if the 5/6 schools was in close proximity to a Jr. High building Keeps fewer students in the Jr. High's with 7/8 only This structure would really allow for the "Regions" to build and feed into the High Schools able to focus on band/choir other areas of interest in 5-6 level Centralized resources, more of the same classrooms = more teachers = more resources Support teaching staff (special education, TAG, ELL, interventionists) could be more focused on fewer grade levels This allows for more time for band and orchestra lessons	Too many transitions for students and families, every 2 years between 5-8th grade Really large Jr. High would take a lot of rethinking staffing and curriculum for specials A lot of transitions for families/students Siblings less likely to be in the same buildings, scheduling could be difficult for families The supports for 6th grade in the elementary has left.	-
Many teachers are trained and certified within the the 5-8 grade band for subject specialties which would allow experts in those areas to be utilized. 5th grade is a shift in curriculum and time per subject as well as a time students maturity is changing so it would be a beneficial time to change buildings. By having 4 years at the middle school the teachers would be able to build relationships and provide more consistency. Band teachers would have less travel since they would have all their 5th-8th in the same buildings.	Not sure if we have adequate capacity at the current middle schools for a more grade levels to be moved there.	If 5th - 8th grade are in the same building I would want them to have separate areas and schedules so that 5th/6th are not intermingled with 7th/8th. Could we have some athletic opportunities for 5th-6th grade. How would 4th grade orchestra be handled? It would create more travel and workload for those teachers.	Familiar and worked moderately well for years.	Seems like a step backwards since we just changed there will be confusion on the "why" behind changing back. Some buildings were over capacity in the model in the past so we need to think about numbers / space. Only 6th grade cannot participate in school sports which is not ideal	-	I really like this model. Allows for a lot of collaboration by grade & subject.	Adds another transition and creates additional stress on families with multiple students for events. Less time for staff to get to know students.	Would want a consistent pathway that the same students who are together in 5th-6th are routed to the same building for 7th-8th
Less transitions	I've heard over and over that putting 5th graders with 8th graders is not a great idea due to the difference of their maturity levels. 5th graders shouldn't be "learning" 8th grade behaviors.	None	Less transitions, having 3 years with the students vs 2.	6th graders being with 8th graders	None	I like how there's not a major spread between any of the grades. Allows the children to mature at a normal pace versus having to be put into a school with much older children. It's not a comfortable configuration for me, but I think it might be good for the students.	This may cause challenges for parents who have multiple children transitioning to different buildings.	None
Ability to have developmentally appropriate classroom/school procedures. Only 2 transitions to high school. Pooling title monie to meet everyones needs in all buildings. 5th graders more similar to 6, 7, 8.	Large number of sections.	This is my preferred pathway.	Only 2 transitions to high school.	Prefer 5th grade with 6-8	-	Quality of resources adapted for each individual grade level expertise.	too many transitions for families.	-

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Pathway #3a K-4 + 5-8			Pathway #2b K-5 + 6-8			Pathway #3b K-4 + 5-6 + 7-8		
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Opens up more opportunities for the 5th and 6th graders for extracurriculars, clubs, etc.	5th graders are very different developmentally than 8th graders.	Could we consider making one of the intermediate an alternative option?	6th graders would be given more opportunities for extension classes and extracurricular options that they currently are not being given at the elementary level.	I can't think of any at this moment.	This was what we had 2 years ago. We would just be moving 6th graders back. One concern that I have is that at Sudlow (specifically) we renovated the 6th grade classrooms to accommodate the Creative Arts Academy. What happens to the Creative Arts Academy or how do we plan on getting the 6th graders back into this building?	5th and 6th graders are very similar developmentally and 7th and 8th graders are very similar developmentally.	The number of transitions, but that is not really a terrible disadvantage. Just something to consider as a parent.	I really like this option and think that it really has the ability to provide our students with exactly what they need and helps to strengthen programs. Our 5th and 6th graders would have access to enrichments and extensions opportunities that are currently not available under the current elementary model. This option provides predictability in pathways and, if done right, we could have our 7th and 8th graders work in peer to peer with our 5th and 6th graders as long as the buildings are close in proximity. I envision the 5th and 6th grade option being put in the elementary schools nearest to the current 7th and 8th grade buildings, like Washington would be 5th-6th and Sudlow would remain 7th and 8th, Monroe would be the 5th-6th grade option for Smart, etc. We still need to consider having an alternative option for the 7th and 8th grade.

Question #3

In order to provide more support for the eventual FMPC recommendation, please provide further detail and context about Pathways #3a, #2b, and #3b.

Pathway #3a K-4 + 5-8			Pathway #2b K-5 + 6-8			Pathway #3b K-4 + 5-6 + 7-8		
Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns	Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns	Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns
<p>1. The 5 track 5 grade levels allows us to specialize in lower elementary learning.</p> <p>2. 5 tracks of each grade level allows for more collaboration between the teachers in each grade level. This would be a great set up for powerful CTT's</p> <p>3. Only 3 transitions allows the teachers to have plenty of time with students in each setting, for relationship building and to foster positive school climate.</p> <p>4. If we organize the schools appropriately we will have a clear transition plan from building to building as students grow up.</p> <p>5. 6 intermediate buildings will provide plenty of space for separating the grade levels and still not crowd the buildings creating chaos.</p> <p>7. Maintaining the 3 transitions will not disrupt and complicate the busing schedule or add more to the plates of parents with various grade leveled students. (we are accustomed to this transition model.)</p> <p>8. This model will allow the possibility for TAG students to subject level excellerate easier in the intermediate grades.</p> <p>9. Increased athletic and elective opportunities.</p> <p>10. The feeder pattern is even and organized. 2 elementaries feed to each Intermediate.</p>	<p>1. No more small neighborhood schools.</p> <p>2. Farther miles in bussing for some students</p> <p>3. Many buildings are not big enough for 550 kids?</p>	<p>I like this model the best because as outlined above it provides the opportunity for a clear school improvement plan by consolidating the elementary and intermediate level buildings. It evens out the grade levels being taught in each location so that teachers can concentrate (focus on) a tighter scope and sequence. It allows for more collaboration which will allow teachers to learn from and with one another.</p> <p>Lastly, the 5-8 in intermediate will hopefully allow us to offer more courses as the students more up in grades because of the concentration of Intermediate level teachers.</p> <p>2 feeder schools equals 1100 students and each Intermediate has 836 allotted? Are the number correct?</p>	<p>1. It has worked in the past.</p> <p>2. This doesn't include an extra transition.</p>	<p>K-5 levels in one building has been done and doesn't allow for honing down on specific elementary level skills the way that k-4 will. At 5th grade many building move from the traditional homeroom model to a traveling model. This makes collaboration more difficult because teachers are not all teaching the same lessons/ subjects in each grade level.</p> <p>This is 4 tracks of each, I have taught in a 4 track buildinging which is much better for collaboration than a 2 track building, I believe that the 5 tracks would be more advantageous for the CTT process.</p>	<p>I feel like reconfiguring the grade levels while making these changes will provide advantages to the public and will provide reasons for all the changes we will be making. If they understand that this will be better for all students involved it will be easier to get people on board and have less push back against the changes.</p>	<p>At the elementary level the advantages and disadvantages of 3A and are the same.</p> <p>The intermediate and Junior high split allows for more collaboration at these grade levels. this will also allow for more specialization in grade levels.</p> <p>The split insures the the 5 grades will not be intermingled with the 8th grades. Not just relying on the use of wings to separate these grade levels.</p>	<p>Too many transitions.</p> <p>Busing issues and parent stress with multiple buildings for some families. including school activities, conferences and open house(unpack your backpack)...</p> <p>Multiple research studies in the 1990s by John Alspaugh conclude that academic loss across all content areas should be expected during transition years between elementary and intermediate grades, regardless of the grade level. Achievement typically rebounds in the second year after a school transition. Alspaugh also found that high school dropout risk increases with the number of school-to-school transitions. However, this risk is greatest when transitions occur in higher grade levels.</p> <p>This track would require much more transition planning for students and configuration issues for district wide projects.</p> <p>This would cost the district more in administration and specials teacher salaries or would require more people to travel for their positions. This leads to less cohesiveness , time for relationship building, school pride and feelings of belonging.</p>	
Less travel and keeps younger kids together	5th with 8th graders	-	Less traveling	We have done this before	-	None	Too much travel	-
Allows more focus on elementary education	5th graders are too young to be in the mix with 8th graders, K-4 will require additional staff	Viable if 5th-6th is separate from 7th-8th within same facility as noted above	Allows more focus on elementary education	6th grade needs to be separate from 7th-8th grade, 5th grade may detract from focus on elementary education	-	Allows more focus on elementary education, separates 5th-6th graders from 7th-8th graders	Separate facilities	Possibly viable if within same facility

Question #3

In order to provide more support for the eventual FMPC recommendation, please provide further detail and context about Pathways #3a, #2b, and #3b.

Pathway #3a K-4 + 5-8			Pathway #2b K-5 + 6-8			Pathway #3b K-4 + 5-6 + 7-8		
Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns	Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns	Advantages / Positive Attributes of Pathway	Disadvantages / Negative Attributes of Pathway	Remaining Questions / Comments / Concerns
Larger tracks per grade / You will get at least 2 grades in the lower elementary for testing in Iowa assessment which means not relying on only 1 grade / it's different / new boundary lines would need to be drawn / no extra transitions / adds extra Intermediate back again / keeps elementary populations low / Keeps intermediate populations low / only requires 18 buildings as a district / teaching endorsements could work with 5-8 /	5th grade standards are elementary standards where as 6th grade is JH/Intermediate standards / we would lose upwards of 4-5 elementary schools / we may lose more students due to parents not liking the grade transitions / less schools mean less options / would need more busing all around and better routes in turn means can we get the bus drivers needed / losing school staff like teachers / having 5th grade in with 8th grade may cause concern for parents / less elementary school grade level classroom teachers / need for middle school endorsement for some teachers /	I am concerned with the potential of losing that many elementary schools. Community members i have talked with over the years intensely dislike "closing" schools. Even if it what is best. Another concern is the outer schools and what that would mean for those who may live at the furthest regions of the boundaries and can possibly go to multiple districts. I would be more okay with this pathway if it ran with 14 or 15 elementary's but not 12. Will less buildings in the district mean more time on buses for students? What is the plan for the other buildings not being used? are we selling, re-purposing, demolishing (bad idea by the way)	5th grade standards are within elementary school and this provides them to be in the elementary setting / many parents won't be concerned having 5th and 8th grade together / increases electives for 6th graders / we would only lose 2 elementary schools / the tracks would increase per school which means better teacher cooperation / would allow students to maintain friendships for longer and have better relationships with teachers / community is happier in the long run and not willing to leave the district / More elementary classroom grade level teachers! / keeping more buildings instead of losing as a district / less students in both elementary and intermediate buildings / more choices for parents with elementary schools /	more building to operate and maintain (NOT a horrible thing)	I would like to know from a stand point of what was noted by the cabinet that it distorts the feeder schools? Redoing the boundaries would have to happen no matter what which would not necessarily distort feeder schools.	secondary endorsed teachers could teach any subject at the JH schools / intermediate schools could have their own athletic programs which means more level playing field / keeps 5 tracks at the elementary schools	EVERYTHING / okay on a serious not: only 12 elem schools / to many transitions when considering one parent families with multiple children / not enough after care or before care programs / we already have busing issues and this would require more bus routes / relationship building decreases / not enough time for social emotional transitions / possibility of students losing friends quicker and not knowing how to maintain long term friendships / elementary staff would have to teach at intermediate schools which they may not want to do since they planned on working in a elementary school / no experience with lower elementary teachers when that is where they WANT to teach not with older kids / do we have the means for 3 potential start times (we already have that difficulty) / MORE students in each class offering at the JH level which means LARGER CLASS SIZES (NOT GOOD) this would DOUBLE THE SIZE of student PER BUILDING --- NOT GOOD!!!! /	I do not like 3B at all. It makes me upset just looking at this one. As a parent, to be honest I would leave the district and I grew up in this school district. How would these schools fit DOUBLE the amount of students added to each site?! This is the worst option for 7-8 students. No teacher will want to have 40 students in a class. We will have teachers fleeing the school district if this is presented as an option. Would this one require the most amount of construction and renovations? These things would not be able to be completed before school years began and having construction going on during the year would be a HUGE distraction and would effect student achievement.
Ability to have staff focus on smaller grade bandwidth with regard to PBIS, MTSS and grade level standards,l	Large buildings, not 'neighborhood' schools, changing of current school boundaries	What buildings could accommodate this/ how could buildings be accommodated to make this possible	Recent model, maintains neighborhood schools	Not dynamic, maintains status quo,	Do we need a change? Shakeup in Davenport may be a good thing	Breaks up challenging grade levels	Too many transitions, how do you establish school culture?	-
I really liked this pathways as I find it is the perfect age range to have in a building. Kids will still be able to get the best education and resources needed. The 5-8 grade levels development, maturity level and dealing with changes in life, i.e. hygiene is perfect for them to be in their own building. I really enjoy having less transition and teachers getting more time with the students to prepare them for their next school, create a bond with them and what life will bring.	It was mentioned for this pathway that it may be difficult for staffing because of the different license teachers need to carry and it would be difficult having 4th and 5th grade separated.	-	We know this model works as it has been this way for many years. It would not bother me to go back to the way things were before 6th grade was brought back into elementary schools.	Nothing comes to mind.	-	Unsure...	Too many transitions between school to school. With only two grade levels per school, the number of students in one school it would be hard for teachers to create a bond with the student and help gear them in the right path. May limit their access to resources.	-
The 2b model is appropriate for students based on ages and social/ emotional skills for current student population. 6th grade students are physically, culturally/ emotionally ready to be out of the elementary environment	not sure that I like the 5th graders with the 8th graders.	-	-	-	-	-	-	-
Multi grade level allows for interactions between ages (mentors, role models, etc.). Only one transition. Staffing would be more accessible with more grade levels.	5th and 8th graders are very different. The set up for this would need to be purposeful to ensure students were appropriately supported at each grade level (separate locations in the building, teaming, specially designed advisory time to address student needs at this age).	What does recess look like for the 5-8 school? 5-6th currently get recess and definitely need the time to socialize and move.	Traditional set up - staffing and operations are suited to supporting this. Groupings offer multiple grade level collaboration opportunities	None at this time	None at this time	Cohorts of similar ages - able to create specific opportunities for groups.	Multiple transitions, staffing challenges	None at this time

site plan north high school



first floor plan north high school

