

**Team Duke**  
**Breakout Notes**  
**September 24, 2020**

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**Breakout Session 1**





**Team Flavel**  
**Breakout Notes**  
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**Breakout Session 1**

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

- We need to be intentional about how we reconfigure the internal space in order to utilize space more effectively
- We should consider what makes a “whole school” - e.g. space for SUN/After School programs and where do these vital programs reside

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

- Consider “out of the box” - e.g. what about ES being K-6?
- What makes a MS v a Jr HS
- Need to have the MS be focused on rich and diverse programs which is missed in the K-8 model
- How are we going to balance out shiny new Kellog with our other MS so there is program equity

3) When considering program co-location, what opportunities do you see for unifying focus programs?

- Often co-locating means one strand so the kids are with the same people for years and the teachers don't have peers
- Co-location creates significant schedule barriers
- Very hard to have co-location - should go immersion only; however must be dynamic to reflect changes in demographics and feeder school patterns for HS

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**Breakout Session 2**

1) In what ways does the springboard proposal succeed in supporting the outcome goals?

- Numerically it seems to balance

- Held true to the goals and hope that we don't end up with odd carve outs for political reasons
- Meets a lot of goals

2) In what ways does the springboard proposal fail to support the outcome goals?

- Glaring departure leaving Atkinson alone for DLI - seems imbalanced, what is logic for leaving for leaving Atkinson and Woodstock schools alone?
- How much does the Bridger population change with the DLI changes?
- That Chinese immersion seems to be ánan

**Team Foster**  
**Breakout Notes**  
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**Breakout Session 1**

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

Franklin needs some help with over-utilization  
Situation at Bridger is pretty difficult (over-utilization as well- Kinder at the Holiday Annex)  
Unique data points, right at or right above the threshold, and other significantly over-  
example Sunnyside- slightly over, Lane- using only half their building, Lent without  
modulars- 82%, Creative Science right at the perfect level.  
Lane - Whitman and Woodmere- underutilized and then fed into an underutilized MS.  
Layers and multiple levels that are impacting the schools.  
Over-utilization seems to occur with focus programs, in addition to neighborhood  
students, may be pulling in students from outside their neighborhoods  
Vestal and Madison- are not strictly SE and significantly underutilized.  
Connection between higher performing and lower performing schools there is a  
connection between over-utilization and underutilized. At Lent- more students in  
neighborhood side, 72% capture rate  
Vestal- significantly not capturing their neighborhood students- dedicated focus option  
that draws students away from Vestal (Creative Science)

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

SE Middle Schools- Roseway Heights, Hosford, daVinci, Lane, Kellogg, Mt. Tabor  
K8- Laurelhurst, CS, Harrison Park, Bridger, Lent, Winterhaven, Creston  
Opportunities for Bridger to use space for K-5 and move MS to Kellogg  
Having larger MS programs allows teachers to have partners to collaborate  
Creating comprehensive MS will allow students access to more elective and  
opportunities  
Mt. Tabor- over capacity- reconfiguration at 6-8 moving a focus option to bring more  
equitable programming at another MS.- Co-location of programs, minimize or eliminate  
co-location at middle school helps with equitable programs, eliminate 1 strand of Spanish  
immersion makes hiring and retaining bilingual teachers easy  
K-8 students are not used to the HS system. Traditional MS prepare students HS,  
change classes, electives, sports, etc. Wondering- if we move an immersion program



2) In what ways does the springboard propose





Breakout Session 2

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## Breakout Session 2

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1) In what ways does the springboard proposal succeed in supporting the outcome goals?

The high schools are being balanced

Moving Mt. Tabor from dual DLI by moving Spanish DLI to Kellogg makes sense.

Reducing the number of co-located programs

Makes sense to move the Chinese DLI from Hosford to where the Chinese speaking families live in the Harrison Park neighborhood

2) In what ways does the springboard proposal fail to support the outcome goals?

All but 1 of the new K-5s are under-utilized. It might be costly to maintain small K-5s

Wondering about enrollment projections in DLI to ensure they are serving the targeted student populations. How will that impact building utilization?

Hosford losing Chinese DLI has a negative impact on the diversity at Hosford and Cleveland

Atkinson students will go to two different schools for middle schools. Spanish DLI to Kellogg and English to Mt. Tabor?

3) What changes would you suggest to better support the outcome goals?

Is Kellogg going to be too big or