

Grade Configuration Update

June 17, 2014
School Board Update

Grade Configuration Project Goal

Beginning the 2015-16 school year, the grade spans for the school district will be:

- elementary PreK/K-5,
- middle school grades 6-8, and
- high school grades 9-12.

We're planning for a significant change in grade spans that will take effect in the 2015-2016 school year. Beginning Fall 2015, our grade spans will be PreK/K-5, 6-8, and 9-12. The new grade configuration will provide benefits to students at all levels, e.g., potential expansion of early learning opportunities; more flexibility with space at elementary schools; new opportunities to meet the social/academic needs of adolescents at middle level; a more coherent high school program with all courses required for graduation under one roof; and alignment with state K-12 academic standards.

The financing for the additions and repurposing at the three comprehensive high schools will require the sale of capital facility bonds and adding to the lease levy. It's important to note that the voter-approved operating levy and technology levy will not be used for the high school facilities work.

It is also important to note that while changing grade spans will not result in boundary changes at any level, it does not mean that the district will never change school boundaries. Staff constantly monitors student enrollment and housing development, and periodic adjustments will continue to be necessary as populations shift in our communities and schools.

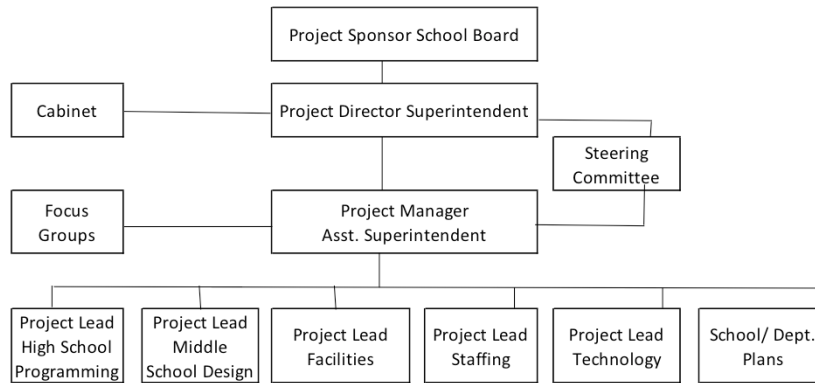
Detail planning beginning



Project Initiation	Project Planning - High Level	Project Planning - Detail Level	Project Execution and Control	Project Closeout
Develop rationale	Develop Project Initiation Plan	Develop detail baseline project schedule	Manage constraints	Conduct post implementation review
Evaluate rationale		Risk assessment	Monitor and control risks	Perform Administrative Closeout
Select project priorities		Refine management Plans		

We are using the Cornell Project Management Methodology for our grade span change. This methodology includes the five phases shown here. We are completing high-level planning at this point. We are beginning to move to detail-level planning. Defining the scope of the project and identifying constraints and risks is essential for effective project execution and will be part of our detailed planning process over the next several months. Documentation is also a key component and responsibilities of project leaders for collecting documentation has been part of our planning.

Program Management Structure



The district is using the Cornell Project Management Approach for managing the significant work associated with changing grade spans. The board has seen this structure before and it has been shared with the Steering Committee, Project Team Leaders and System Leaders.

School Board – Sponsor –Support for superintendent and has final approval for any significant scope changes.

Superintendent Maguire – Project Director – Vocal and visible champion for the project, keeps abreast of major project activities and is a decision-maker for the project.

Kim Riesgraf, Asst. Superintendent – Program Manager – Ensures the project teams complete their work, develops the project documentation with the team, manages the scope, schedule, and budget, and provides regular updates on the status of the project.

Project Teams and Project Team Leads – coordinates the detailed planning and execution of the project. Team leads provide the task and technical leadership to maintain their portion of the plan.

Coordinating the work

Monthly

- Steering Committee
- Board Meeting Updates

Twice a month

- Project Team Leaders

Regular communication

- Learning Leaders
- Grade configuration section of website

Coordinating the work requires regular meetings with groups of stakeholders and leaders

Steering Committee Participants

Cabinet	Kate Maguire, Patricia Magnuson, Judy McDonald, Barb Olson, Kelli Parpart, Kim Riesgraf, Teri Staloch, Brian Siverson-Hall, Tim Wilson
Principals/Asst. Principal	Sara Vernig, Lisa Hartman, Ann Mock, Omar Adams, Astein Osei
Directors:	Wendy Biallas-Odell, Kathy Bushman, Tony Hudson, Don Pascoe, Dale Carlstrom, Astein Osei, Janet Thomas-Bouyer
Coordinators	Ray Kirch, Chris Brooks, BJ Irmiter, Christian Olson
Labor Leaders	Phil Bernards, Becky Hespen, Kelly Wilson
School Board	Teresa Lunt, Jacki Girtz

A Grade Configuration Steering Committee is now meeting monthly to advise Superintendent Kate Maguire and Assistant Superintendent (and Project Manager) Kim Riesgraf on the work to implement the new grade spans.

Met Monthly June 12, 2014 – Nov 18, 2016.

First meeting – reviewed Project Initiation Plan that includes communication plan

Used quality improvement tool – Describe Interpret General and Apply to identify next actions for Project Team Leaders

June Project Leader Status Update

Middle School Design – Wendy Biallas-Odell

- 1) Middle level structure will be grade level interdisciplinary teams
- 2) Advisory period daily

High School Facilities – Dale Carlstrom

- 1) Building staff feedback on design development and preliminary schematic design
- 2) Begin July, construction documents

High School Programming – Astein Osei

- 1) Began May 28th
- 2) Focus group with 9-12 science teachers

Staffing – Janet Thomas-Bouyer

- 1) Began June 7th
- 2) Two groups, teacher and education support professionals

Technology – Tim Wilson

Team being assembled

In addition to seeking advice from the steering committee, project leaders will gather perspectives from other stakeholders through focus groups. Project teams will tackle the planning and implementation details in six main areas: High School Programming; Middle School Design; Facilities; Staffing; Technology; School and Department Transition Planning.

In our planning for new grade spans, designing the middle level program was an early priority. We have determined that our middle schools will use interdisciplinary teams for instruction in math, science, social studies, and language arts (“house” concept) and a daily advisory with structured curriculum around college/career planning, social/emotional learning, and academic oversight.

The facilities team has identified tentative locations for building additions and space remodeling/repurposing at each of the three comprehensive high schools. Because the buildings were built at different times over a 50-year period and are used differently, the proposed additions and remodeling/repurposing projects are uniquely designed to meet the specific needs at each school. I want to clarify that the current construction at MGJH is not related to the grade span change. The construction at MGJH is a community gym project that is a partnership with the Osseo Maple Grove Basketball Association and the City of Maple Grove and is not being paid for by district funds.

The high school programming project team is in the early stages of considering high school programming that is aligned with Minnesota’s new World’s Best Work Force requirements. The team will be looking at curriculum areas, student services, and specialty programs such as International Baccalaureate, with an eye to how high school programming will look when grades 9-12 are all under one roof.

Our staffing project team will help employees know as soon as possible where they’ll be assigned beginning Fall 2015 and what work, if any, they need to do to update their licensures or endorsements. The team is identifying challenges and opportunities that may need to be addressed in two key areas: Transfer process for staff and Teacher licensing.

The technology project team will identify any changes that may be needed to the technology infrastructure, paying special attention to impact at the high school level due to the increased number of students (addition of 9th grade) in high school buildings. The team will also ensure that technology supports instructional design.

School/Department Plan

Document and promote proactive planning to ensure a successful change to new grade spans

Design plan to include staff, families and students in analysis of needs

Transition team led by principal/director, include teacher leaders and other staff

School and Department Transition Planning

Every school and department will pay careful attention to student and staff transitions, particularly for those affected by the move of 6th grade to middle school and 9th grade to high school. Each school and department will develop a school- or department-specific plan for how it will help ensure a smooth transition to the new grade spans.

Building leadership teams reviewed information at the June 10th System Leader meeting and began discussing next steps in putting together transition teams and completing their needs assessment.

Intended to promote detailed planning at the school and department level.

July 2014

- Detailed middle level design
- Staffing project team engagement of labor leaders and key stakeholders
- Development of construction documents

Stay informed

- Reports at each regular school board meeting
- Grade configuration location on website