



# School Board Meeting

## Long Range Facilities Master Plan



**MILWAUKEE  
PUBLIC SCHOOLS**

**PERKINS —  
EASTMAN**

Tuesday, October 29, 2024



# Presentation Overview

- 1. Project Summary**
- 2. Where We Are In The Process**
  - a. Key Considerations**
  - b. Strategy Candidate Groups**
  - c. Draft Metrics Stakeholder Feedback**
  - d. Implementation Planning Considerations**
  - e. Draft Additional Evaluation Factors**





# Project Summary

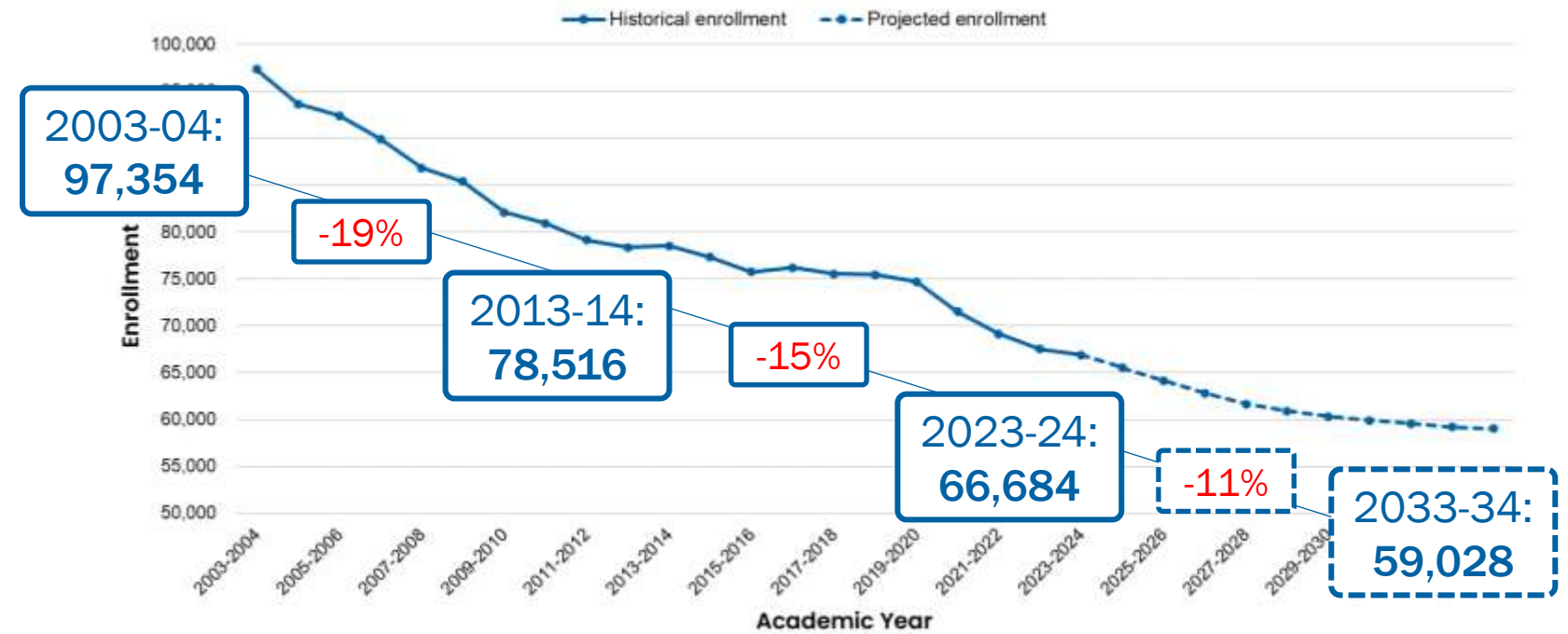


# Long-Range Facilities Master Plan (LRFMP): Project Goals & Context

## Project Summary

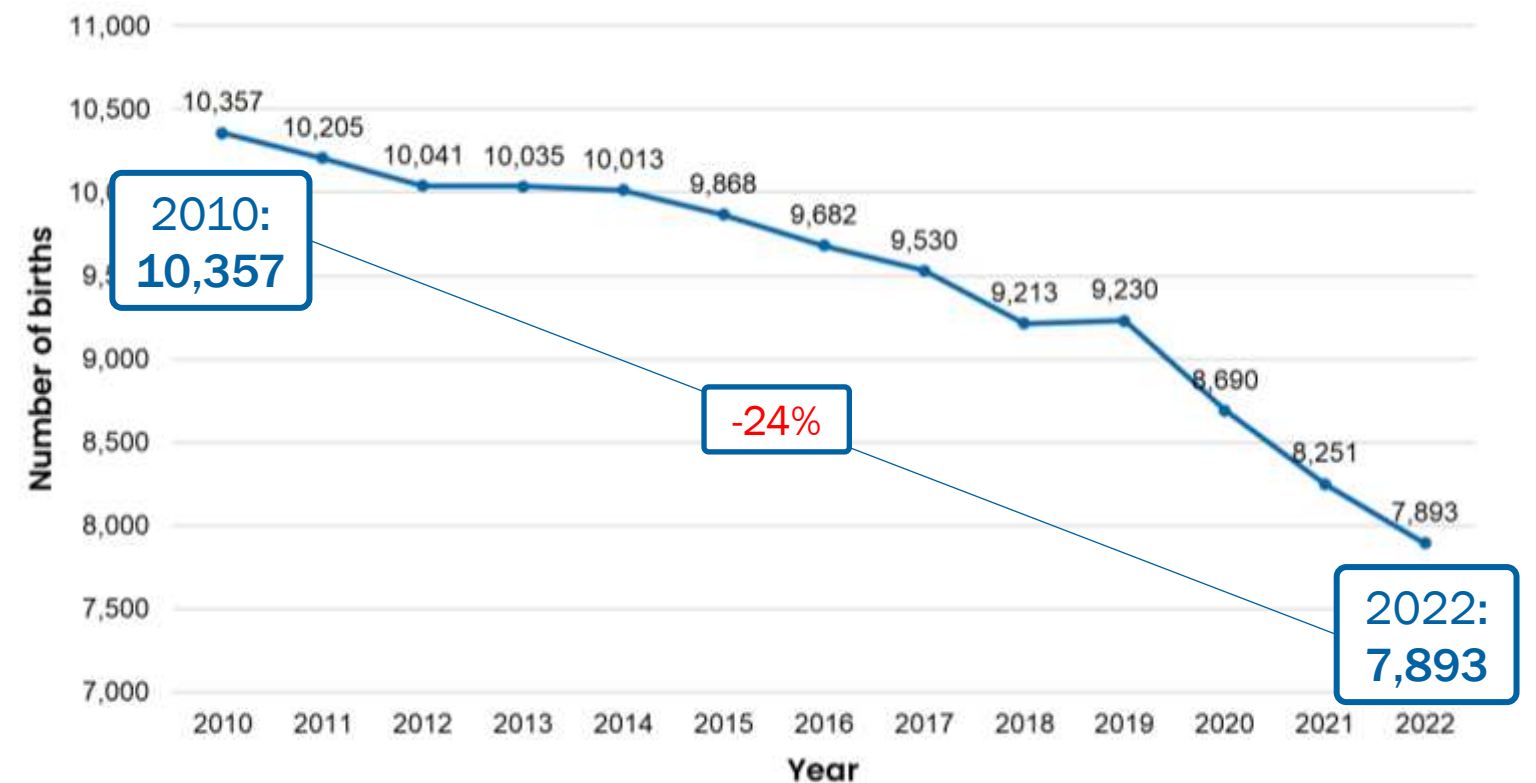
- The goal of the LRFMP is to support student success by making sure that the district’s learning spaces meet student needs – “Rightsizing the District”
- MPS enrollment is declining in large part due to declining birth rates, consistent with national trends
- Schools receive funding based on enrollment, directly affecting school budgets for staff, supplies, and programs
- To increase enrollment, MPS will need to focus on retaining current students and attracting non-MPS students

Historical and Projected MPS Enrollment by Academic Year



Source: Wisconsin DPI

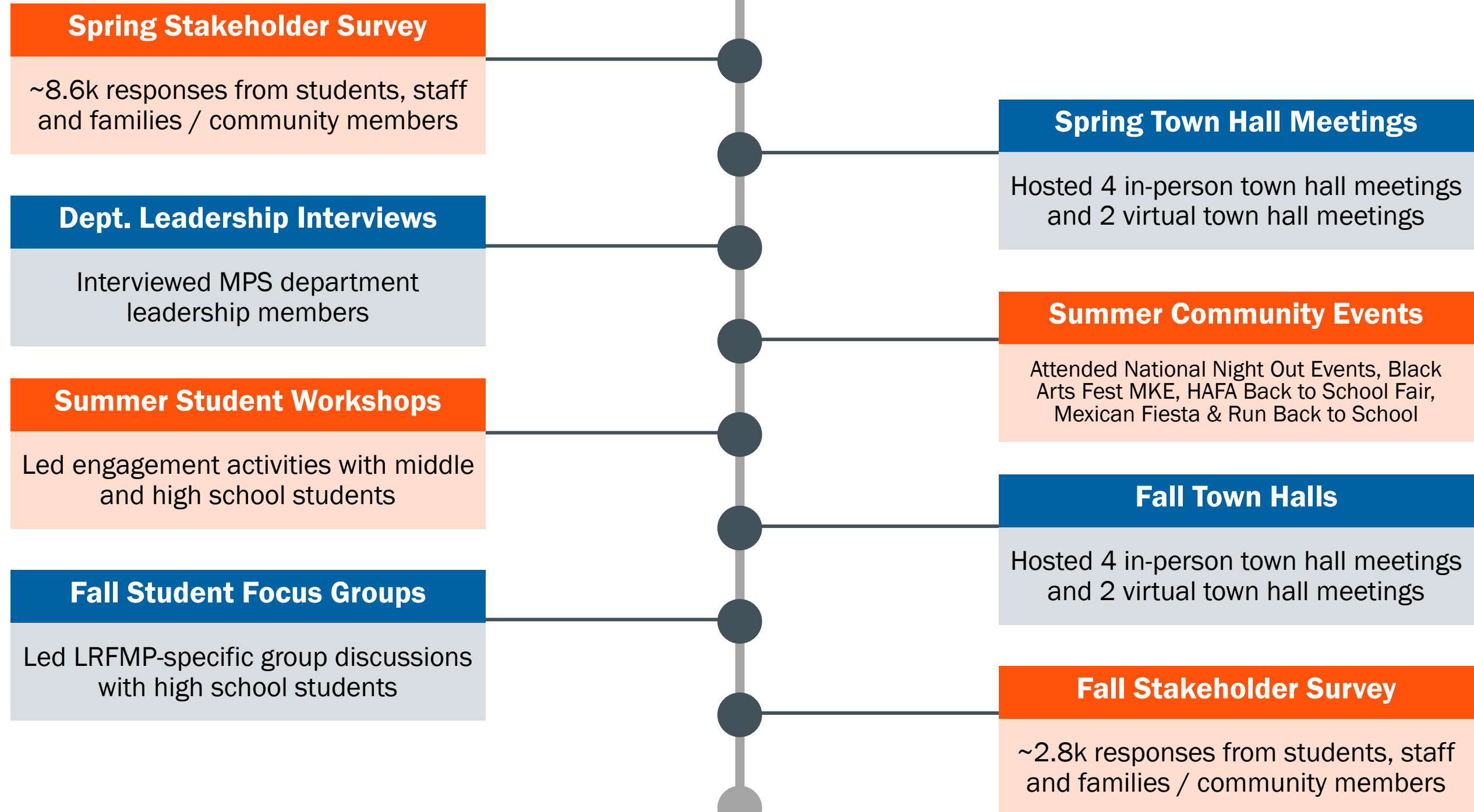
Births in City of Milwaukee by Year



Source: Wisconsin DHS



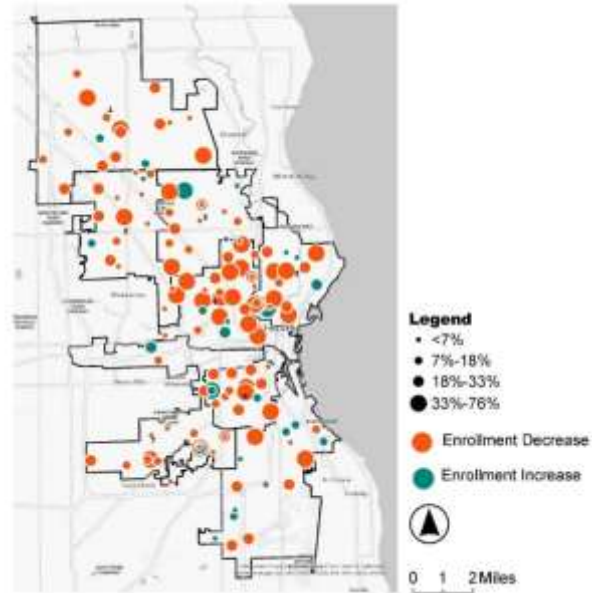
# Stakeholder Engagement: What We Have Done



# Data Analysis: People, Places & Programs

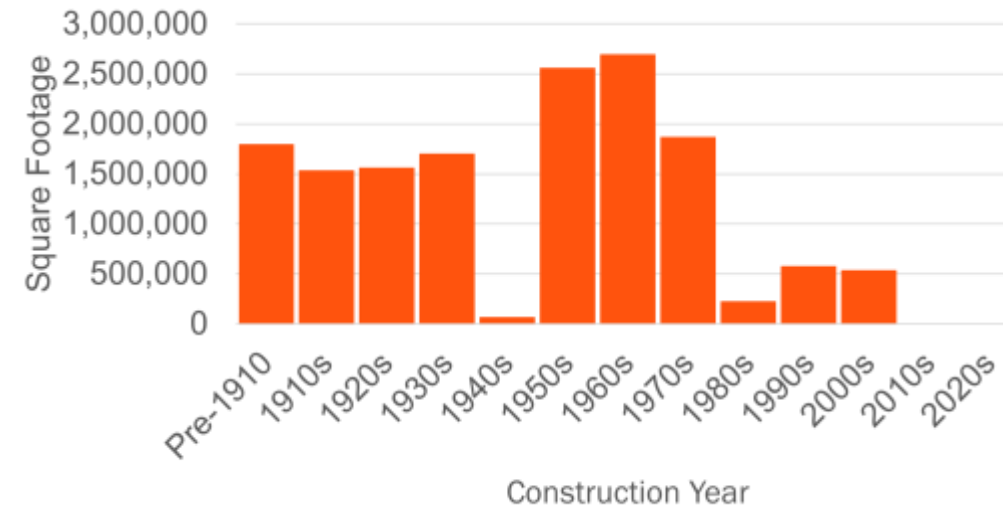
## Project Summary

### People



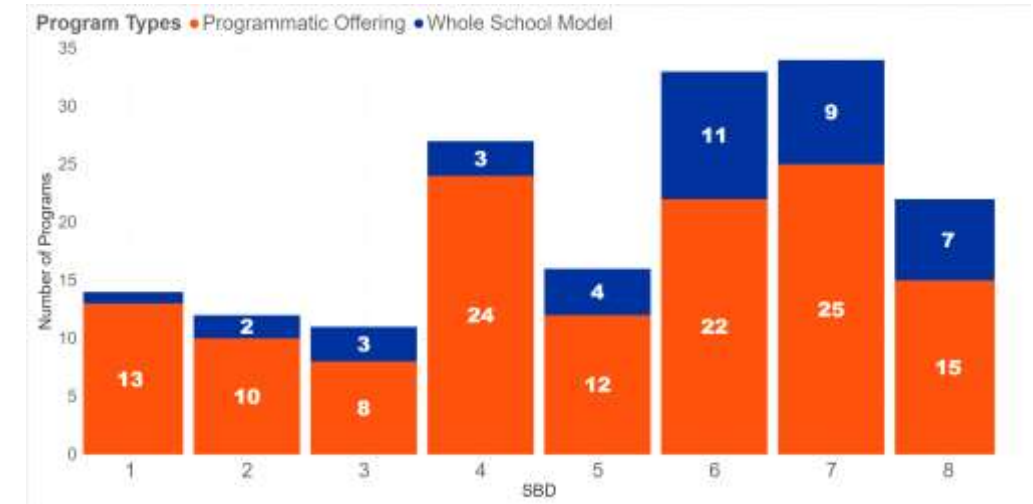
- Nearly  $\frac{2}{3}$  of all MPS schools have fewer students in 2024 than they did in 2014.
- School building utilization is imbalanced, around  $\frac{1}{4}$  of schools are underutilized and  $\frac{1}{4}$  are overcrowded.

### Places



- The average age of an MPS-owned school building is 82 years, and 85% of them were built before 1970.
- The average age of a U.S. public school building is 49 years, and 38% of them were built before 1970.

### Programs



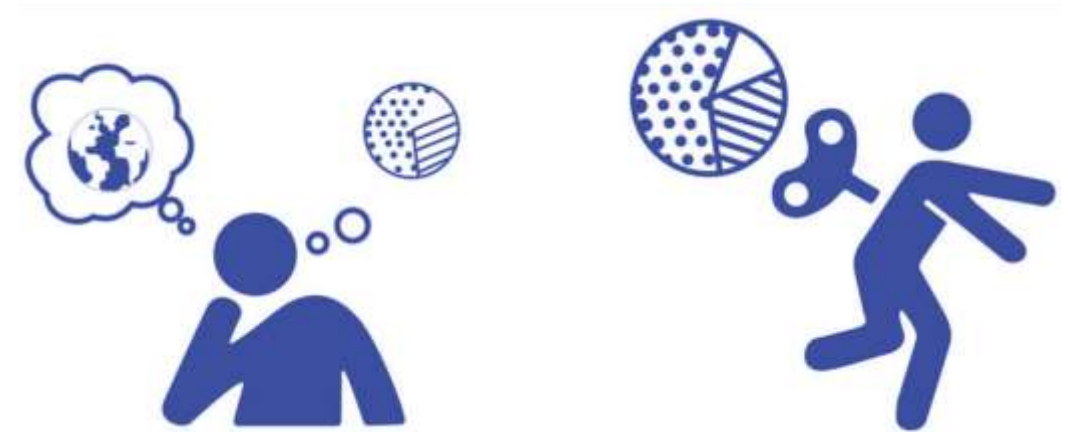
- Around 65% of all MPS schools offer one or more of the district's main specialty programs.
- Geographic distribution of main specialty program offerings is uneven, resulting in increased travel times for some students.

\*Data current as of September 2023

[More information at www.mpsfacilitiesplan.com](http://www.mpsfacilitiesplan.com)

# Prioritization Framework: Process Overview

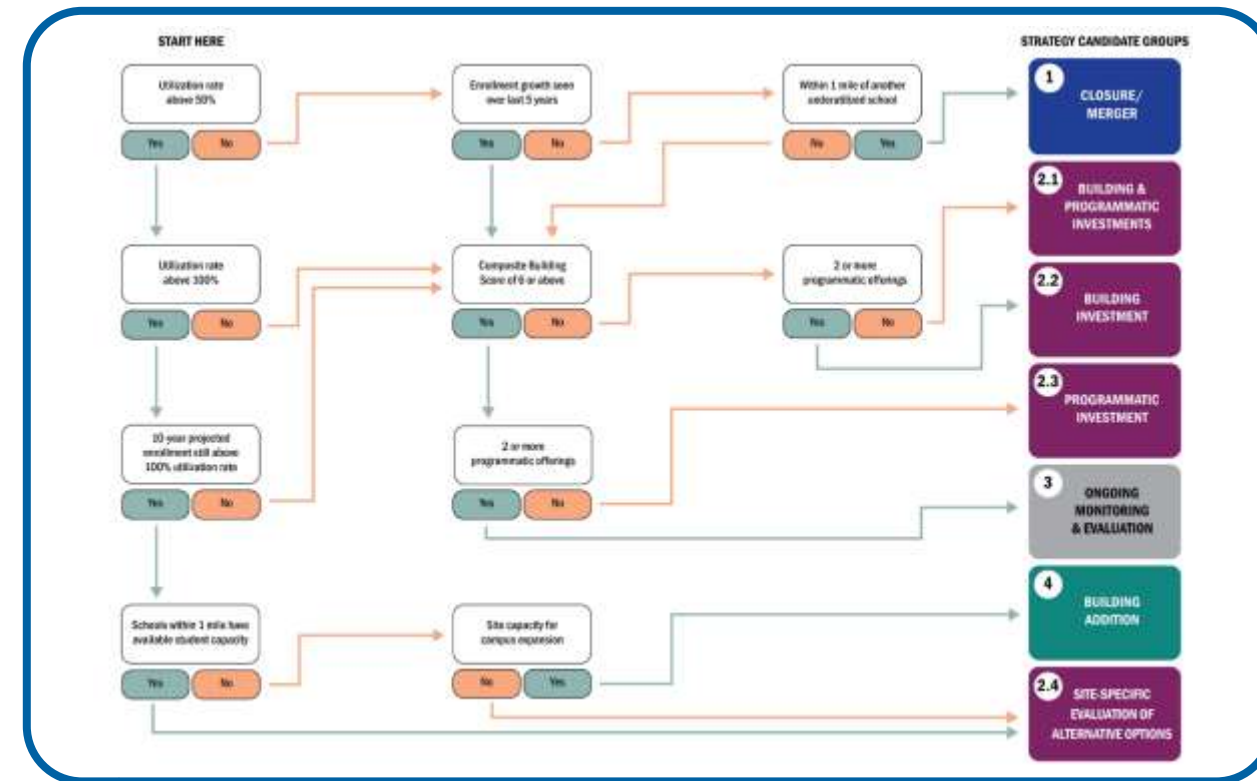
Project Summary



The process will be **data-informed**, not **data-driven**.

## Guiding Principles

1. Rightsizing to address over and under utilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Appropriately staffed schools
6. Improve access to high quality buildings with appropriate spaces
7. Ensure long-term financial sustainability
8. Strengthen the role of schools as community hubs





# Stakeholder Engagement: What We Have Heard

## Project Summary

### How are MPS students choosing their schools?

Students and families are choosing schools based primarily on **specialty programs, school culture and reputation, and perceived safety of a school and its surrounding community.**

### What are MPS stakeholders' greatest concerns?

Students, families and staff have highlighted **appropriate class sizes, availability of student supports, and diversity of school programming** as both top priorities and major concerns.

### How can MPS improve its schools?

Students, families and staff have repeatedly noted that **improving the quality and features of school buildings** is the most effective way MPS could improve schools across the district.



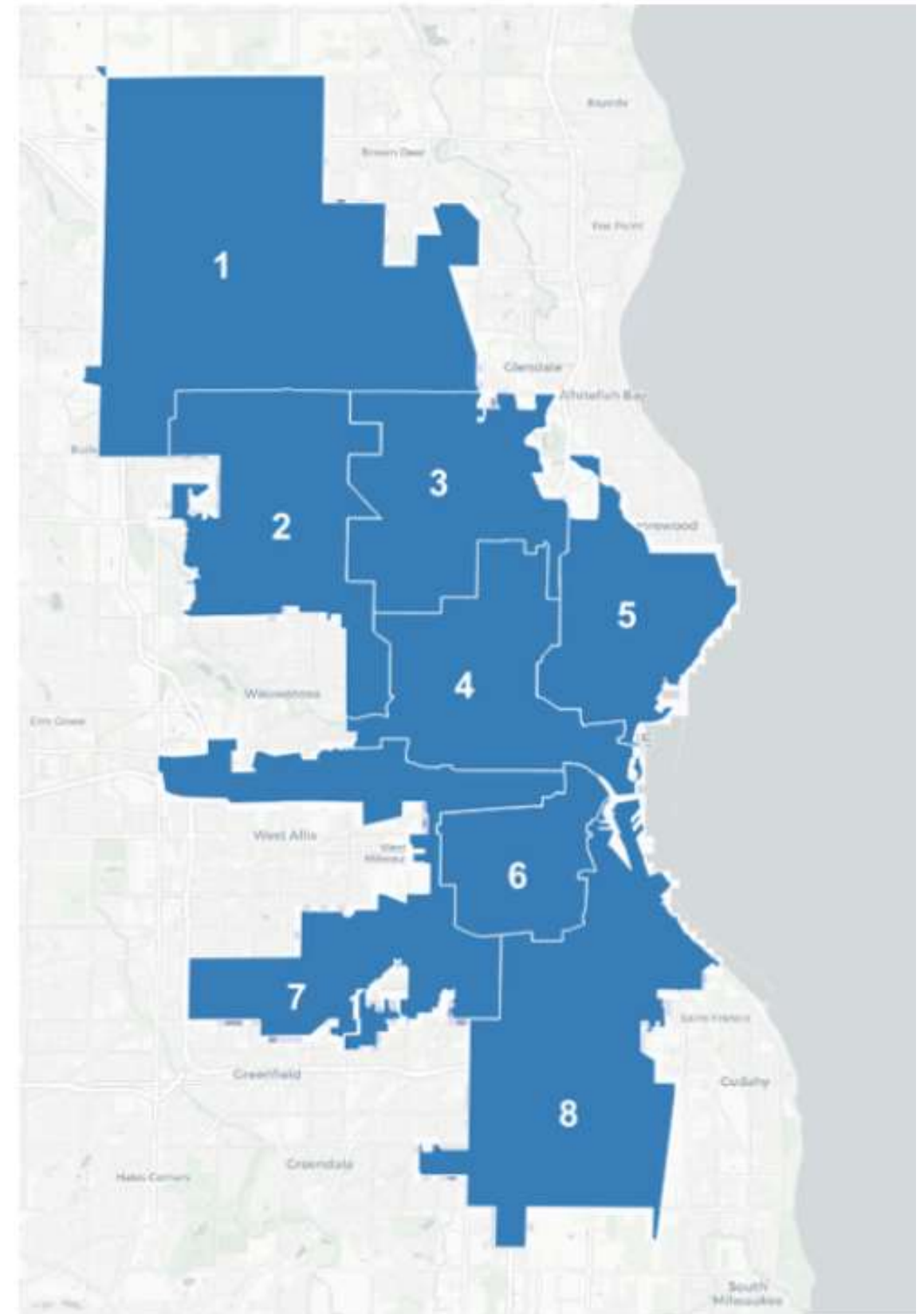


# Future Planning Considerations: Regional Steering Committees Option

## Project Summary

### Regional Steering Committees

1. To help develop strategies, MPS could set up 4 regional committees (2 school board districts each) with representative stakeholders.
2. Committee participants could review region-specific data and strategy candidate groups to explore options and implementation strategies.
3. Committee groups might include around 10-15 members representing students, parents, school staff, community groups, school leadership, and school board members.
4. Each committee might also include MPS staff representing district teams, such as facilities, engagement, academics, enrollment, and finance.
5. Committees could kick off in December 2024.



# Future Planning Considerations: Citywide Steering Committee Option

## Project Summary

### Citywide Steering Committee

1. To review potential strategies from a district-level lens, 2-3 members from each of the regional committees could form a citywide committee.
2. The citywide committee could collectively process regional committee input to prioritize needs across the city and develop equitable district plans.
3. The citywide committee members could report back to regional committees, and both committees could share updates with their constituents and broader stakeholder groups.
4. Each committee might also include MPS staff representing district teams, such as facilities, engagement, academics, enrollment, and finance.
5. The committees could kick off in January 2025.





# Future Planning Considerations: Potential Timeline Option

Project Summary

## Regional Committee:

**November 2024:** Regional Committee formation

**December 2024:** Regional Committee kick off

## Citywide Committee:

**January 2025:** Citywide Committee formation

**February 2025:** Citywide Committee kick off

**January 2025 – May 2025:** Committees meet and develop implementation recommendations building and program investment, building additions.

## Cycle 1

**SY25-26:** Planning year for selected strategies (e.g., programmatic investment, closure/merger)

**SY26-27:** Implementation year

## Cycle 2

**SY27-28:** Planning year for selected strategies (e.g., programmatic investment, closure/merger)

**SY28-29:** Implementation year

## Cycle 3

**SY29-30:** Planning year for selected strategies (e.g., programmatic investment, closure/merger)

**SY30-31:** Implementation year

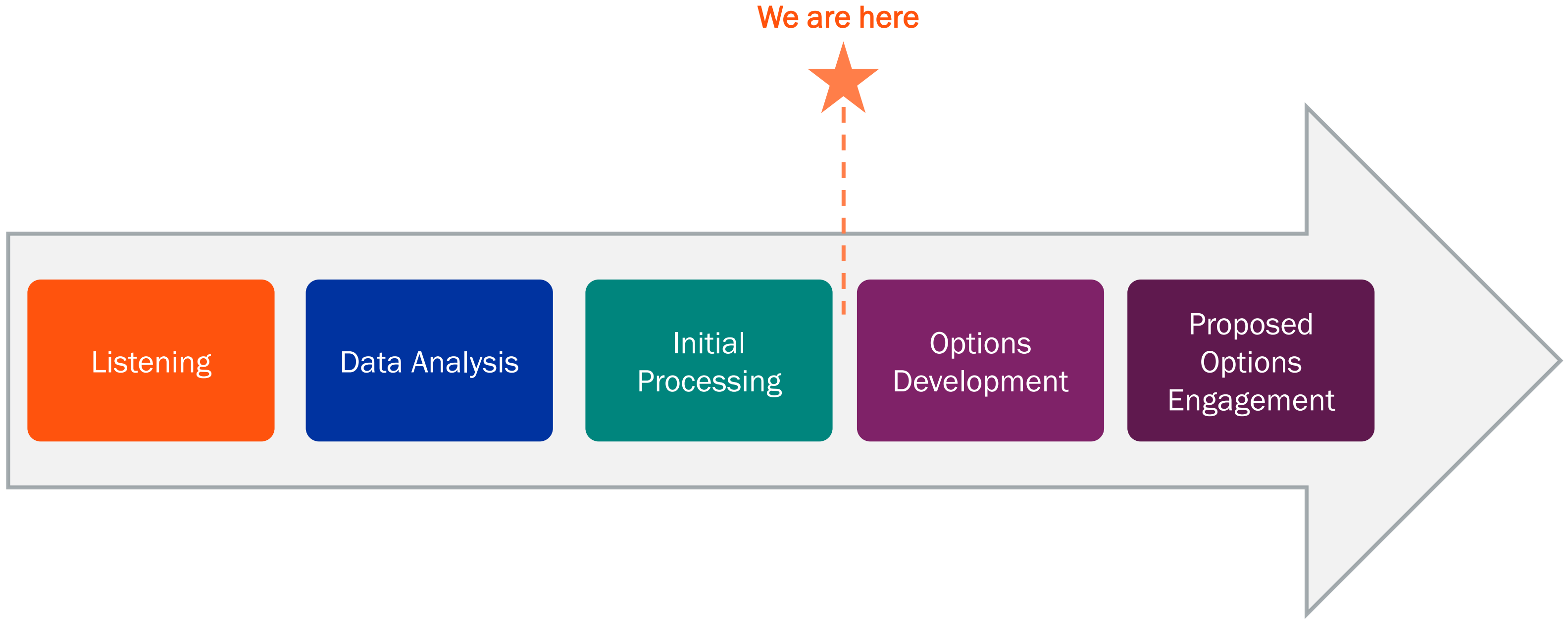
**Where We Are  
In The Process**





# Project Timeline: Current Status

Where We Are In The Process



# Key Considerations





# Key Considerations: Minimizing Disproportionate Impact

*Where We Are In The Process*

- Research has shown that U.S. school closures have disproportionately impacted disadvantaged and/or underserved communities
- To minimize these impacts, the project team is exploring:
  - *Pairing closure/merger strategies with investments in the same communities to balance impact*
  - *Exploring alternate uses for closure/merger candidates to maintain or improve community amenities*
  - *Target programmatic investments to balance specialty program access and reduce student travel needs across the district*

Fall Town Hall attendees and Fall Stakeholder Survey respondents were given this context and asked, “**When closing or merging schools, what should the project team consider to help minimize impacts on disadvantaged or underserved communities?**”

1. **Student transportation**  
*How students currently get to school and how they will reach their new school*
2. **Community impact**  
*Potential social and economic effects on residents and local businesses*
3. **Community engagement**  
*Inclusive decision-making process with a variety of feedback methods*
4. **Outreach and communication**  
*Transparent messaging about overall process and student support plans*

\*Data current as of October 15, 2024

# Key Considerations: Potential Policy-Focused Initiatives

*Where We Are In The Process*

- Existing policies and statutes are at the root of many of the challenges MPS is facing
- Addressing administrative barriers is vital in achieving lasting and sustainable change
- A strong and well-aligned policy foundation is key to long-term district improvements

## Immediate Impact Initiatives

- Student enrollment decision data collection
- Enhanced online availability of school and program information
- Equity-based budgeting for facility projects

## Long-Term Effort Considerations

- Standard grade level configurations
- Enrollment baselines and caps with equity-based seat preferences
- Standard student supports/program access
- Standard school staffing models
- Transportation policy adjustments
- Advocacy for state statute amendments around school building use and management





# Strategy Candidate Groups

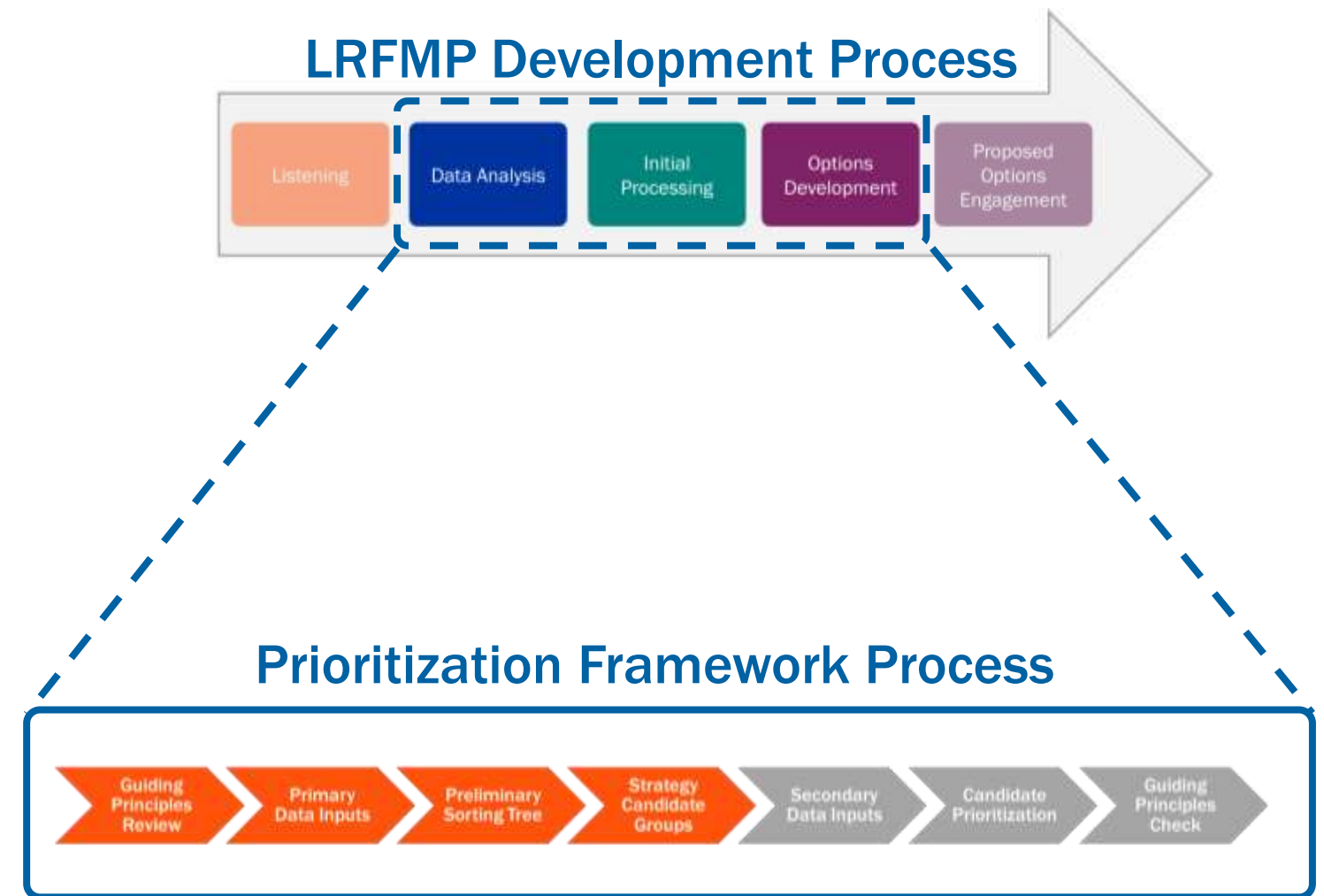




# Strategy Candidate Groups: Context Within LRFMP Development Process

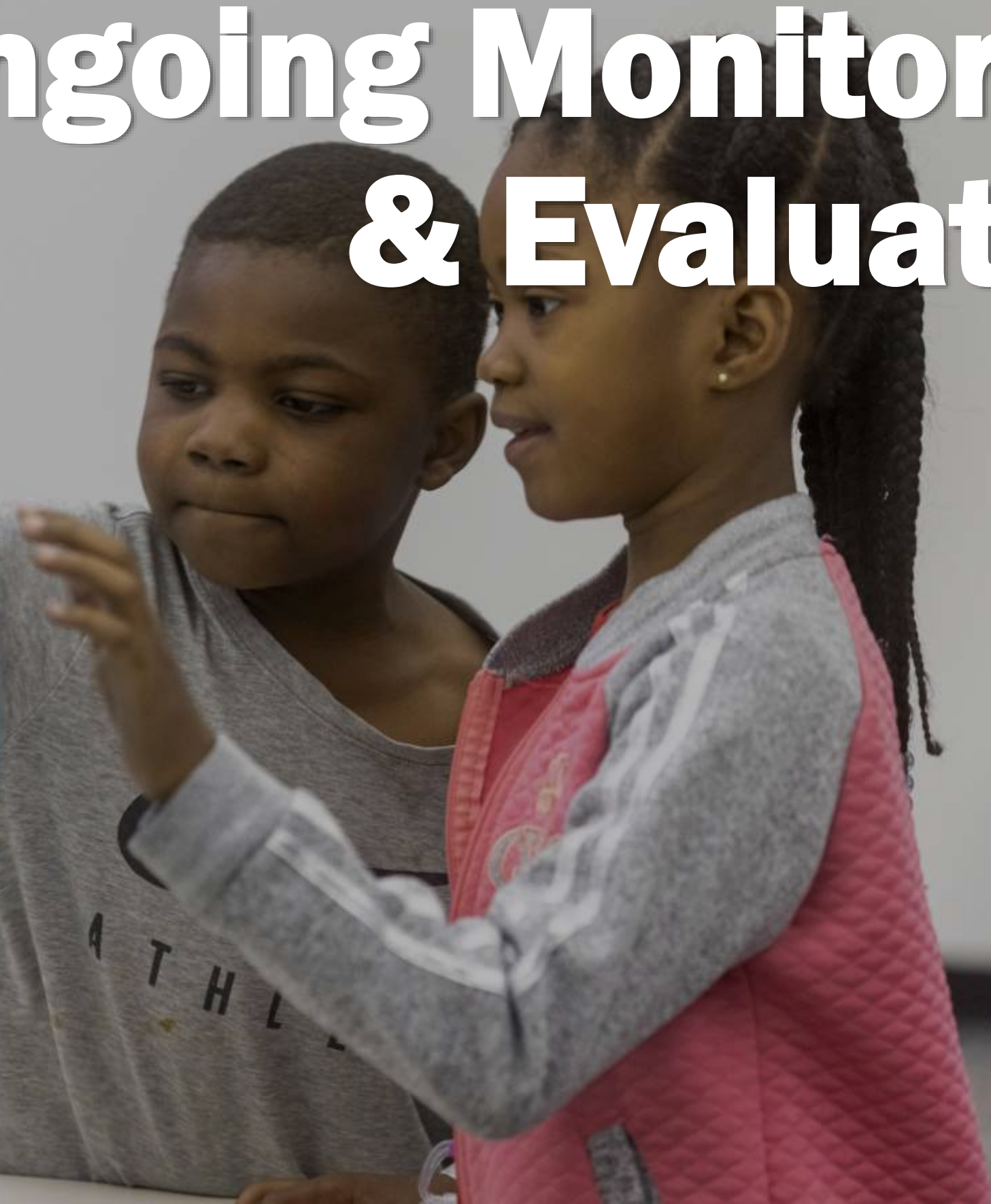
*Where We Are In The Process*

- These strategy candidate groups represent initial groupings based on key data points and do not represent any final strategy decisions
- Strategy candidate groups are not permanent – schools may be reassigned to different strategy candidate groups upon additional evaluation and/or over time throughout the 10-year plan
- These groups are a midway point in the prioritization framework process, which is a starting point in the overall LRFMP development process





# **Strategy Candidate Group: Ongoing Monitoring & Evaluation**



# Ongoing Monitoring & Evaluation: Initial Strategy Candidate Group

Where We Are In The Process

| School Name                           | School Type |
|---------------------------------------|-------------|
| Alexander Hamilton High School        | HS          |
| Anna F. Doerfler School               | K-8         |
| Bay View High School                  | HS          |
| Casimir Pulaski High School           | HS          |
| Clement J. Zablocki School            | ES          |
| Edward A. MacDowell Montessori School | HS          |
| Elm Creative Arts School              | ES          |
| Golda Meir School - Upper             | HS          |
| Hamlin Garland School                 | K-8         |
| Hayes Bilingual School                | K-8         |
| James Whitcomb Riley School           | ES          |
| Milwaukee French Immersion School     | ES          |
| North Division High School            | HS          |
| Riverside University High School      | HS          |
| South Division High School            | HS          |
| Wedgewood Park International School   | MS          |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 6 or above
- 2 or more specialty program offerings

## GUIDING PRINCIPLES ALIGNMENT

- ① Rightsizing to address over and under utilization issues
- ② Improve access to high quality programming
- ③ Minimize disproportionate impacts
- ④ Equitable resource allocation
- ⑤ Appropriately staffed schools
- ⑥ Improve access to high quality buildings with appropriate spaces
- ⑦ Ensure long-term financial sustainability
- ⑧ Strengthen the role of schools as community hubs



# Strategy Candidate Group: Programmatic Investment





# Programmatic Investment: Strategy Candidate Group

Where We Are In The Process

| School Name                                 | School Type |
|---|-------------|
| A.E. Burdick School                         | K-8         |
| Browning School                             | ES          |
| Cass Street School                          | K-8         |
| Clement Avenue School                       | K-8         |
| Congress School                             | K-8         |
| Frederick J. Gaenslen School                | K-8         |
| IDEAL School                                | K-8         |
| Lancaster School                            | K-8         |
| Milwaukee Academy of Chinese Language       | K-8         |
| Nathaniel Hawthorne School                  | ES          |
| Neeskara School                             | ES          |
| Ralph H. Metcalfe School                    | K-8         |
| River Trail School of Agricultural Science  | K-8         |
| Riverwest Elementary School                 | ES          |
| William George Bruce School                 | ES          |
| Wisconsin Conservatory of Lifelong Learning | HS          |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

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  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 6 or above
- Less than 2 specialty program offerings

## GUIDING PRINCIPLES ALIGNMENT

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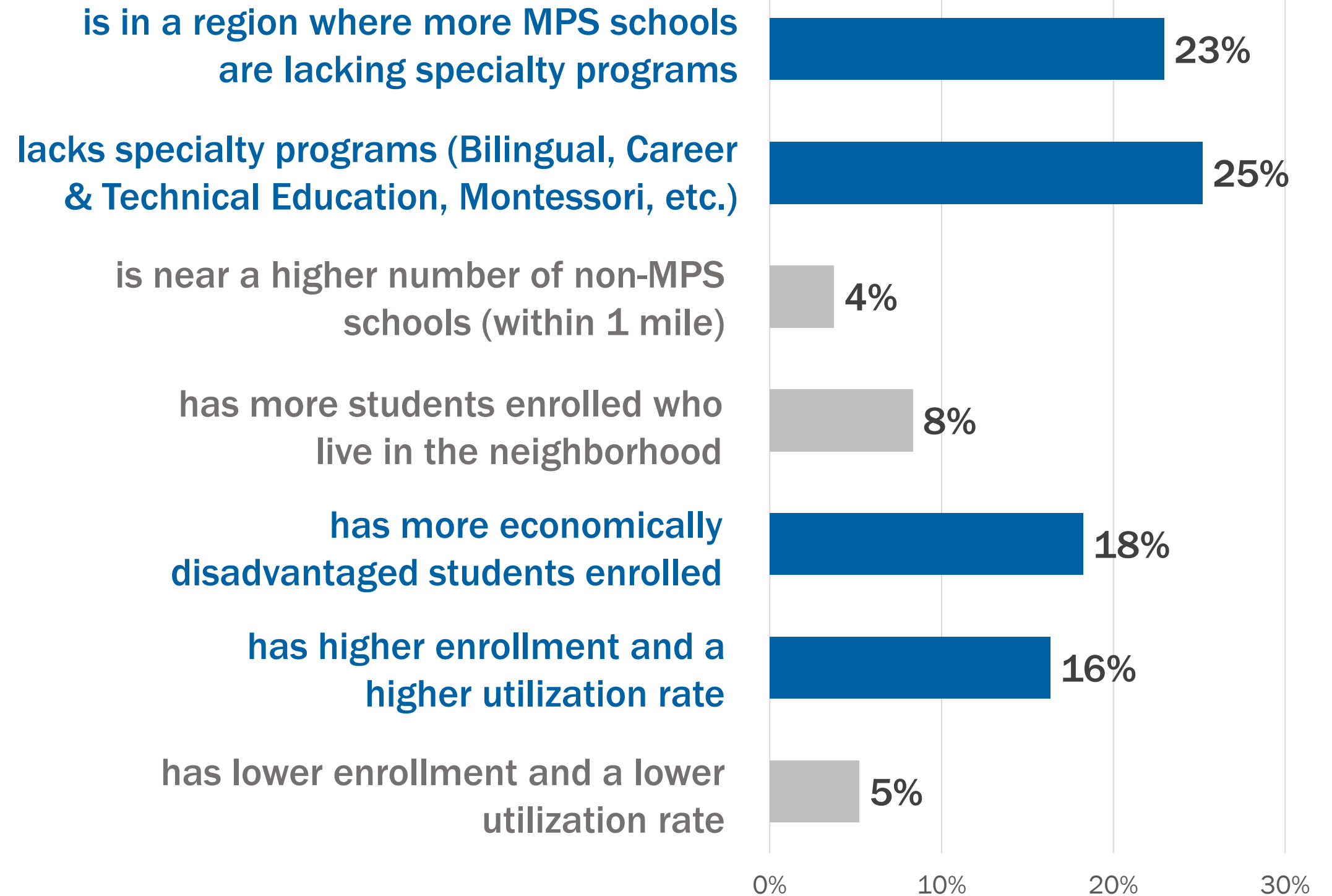


# Programmatic Investment: Draft Metrics Stakeholder Feedback

Where We Are In The Process

## A school should be prioritized for programmatic investment if it...

Feedback from the Fall Stakeholder Survey highlights these metrics as critical factors in prioritizing schools within the programmatic investment strategy candidate group.



\*Data current as of October 15, 2024

# Programmatic Investment: Implementation Planning Considerations

*Where We Are In The Process*

- Schools identified for programmatic investment could be assessed based on their potential to fill gaps in citywide program offerings.
- Programmatic decisions at the school level could be shaped in collaboration with that school community.
- MPS could implement marketing efforts to increase visibility of new program offerings and highlight opportunities for stakeholder engagement in the program design process.

## Sample Implementation Timeline





# Strategy Candidate Group: Building Investment





# Building Investment: Strategy Candidate Group

Where We Are In The Process

| School Name                                      | School Type |
|--|-------------|
| Academia de Lenguaje y Bellas Artes (ALBA)       | K-8         |
| Albert E. Kagel School                           | K-8         |
| Allen-Field School                               | ES          |
| Audubon MS & HS                                  | MS/HS       |
| Bay View Montessori School - Upper               | K-8         |
| Craig Montessori School                          | K-8         |
| Forest Home Avenue School                        | ES          |
| Golda Meir School - Lower                        | ES          |
| Green Tree Preparatory Academy                   | HS          |
| Lincoln Avenue School                            | ES          |
| Lloyd Barbee Montessori School                   | ES          |
| Milwaukee German Immersion School                | ES          |
| Milwaukee Parkside School for the Arts           | K-8         |
| Milwaukee School of Languages                    | HS          |
| Milwaukee Spanish Immersion School - Lower       | ES          |
| Milwaukee Spanish Immersion School - Upper       | ES          |
| Obama School of Career & Technical Education     | HS          |
| Richard Kluge School                             | ES          |
| Victory K-8 & Milwaukee Italian Immersion School | K-8         |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 5 or below
- 2 or more specialty program offerings

## GUIDING PRINCIPLES ALIGNMENT

- ① Rightsizing to address over and under utilization issues
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- ④ Equitable resource allocation
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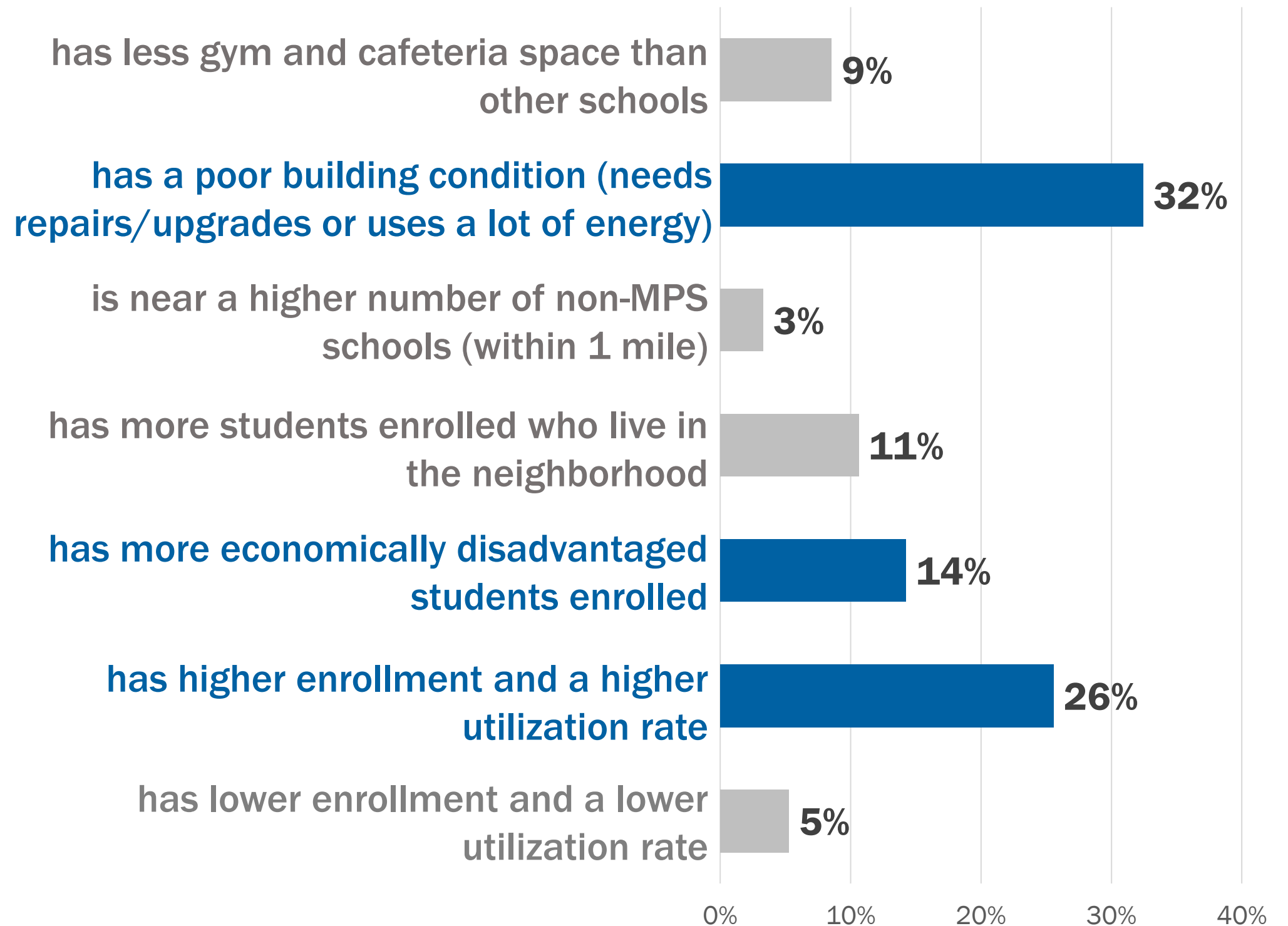


# Building Investment: Draft Metrics Stakeholder Feedback

Where We Are In The Process

Feedback from the Fall Stakeholder Survey highlights these metrics as critical factors in prioritizing schools within the building investment strategy candidate group.

## A school should be prioritized for building investment if it...

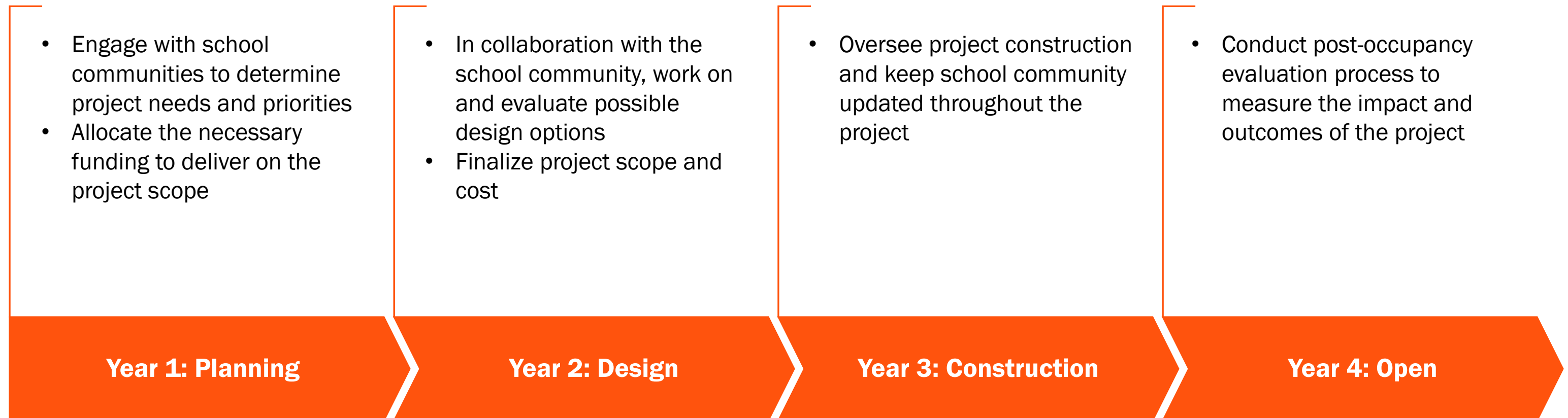


# Building Investment: Implementation Planning Considerations

*Where We Are In The Process*

- As outlined in MPS administrative policies, engagement with a school community and its students is a critical component of navigating the design and construction process.
- There may be opportunities to explore grants and federal funding to extend MPS capital resources.
- Additional local capital funding would likely be necessary to fully update all MPS school buildings facilities to 21<sup>st</sup> century K-12 education and building standards.

## Sample Implementation Timeline





# Strategy Candidate Group: Building & Programmatic Investments



# Building & Programmatic Investments: Strategy Candidate Group (page 1 of 2)

Where We Are In The Process

| School Name                                 | School Type |
|---|-------------|
| Albert Story School                         | K-8         |
| Benjamin Franklin School                    | K-8         |
| Byron Kilbourn School                       | ES          |
| Clara Barton School                         | ES          |
| Dr. Benjamin Carson Academy of Science      | K-8         |
| Dr. Martin Luther King Jr. School           | K-8         |
| Engleburg School                            | ES          |
| Fifty-Third Street School                   | K-8         |
| Frances Brock Starms Early Childhood Center | ES          |
| Grant Gordon Learning Center                | ES          |
| Grantosa Drive School                       | K-8         |
| Hampton School                              | ES          |
| Hartford Avenue University School           | K-8         |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
  - Below 50% but growing enrollment trend over last 5 years
  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 5 or below
- Less than 2 specialty program offerings

## GUIDING PRINCIPLES ALIGNMENT

- ① Rightsizing to address over and under utilization issues
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- ⑦ Ensure long-term financial sustainability
- ⑧ Strengthen the role of schools as community hubs



# Building & Programmatic Investments: Strategy Candidate Group (page 2 of 2)

Where We Are In The Process

| School Name                                     | School Type |
|---|-------------|
| Henry David Thoreau School                      | K-8         |
| James E. Groppi High School                     | HS          |
| Louisa May Alcott School                        | K-8         |
| Lowell P. Goodrich School                       | ES          |
| Manitoba School                                 | K-8         |
| Maple Tree School                               | ES          |
| Milwaukee Sign Language School                  | K-8         |
| Morse Middle School                             | MS          |
| Parkview School                                 | ES          |
| Ralph Waldo Emerson School                      | ES          |
| Samuel Clemens School                           | ES          |
| Thurston Woods Campus                           | K-8         |
| Townsend Street School                          | K-8         |
| Trowbridge Street School of Great Lakes Studies | K-8         |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- One of the following utilization rate statuses:
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  - Below 50% but not within 1 mile of another underutilized school
  - Below 100% or projected to be below 100% within next 10 years
- Composite Building Score of 5 or below
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## GUIDING PRINCIPLES ALIGNMENT

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# Strategy Candidate Group: Building Addition





# Building Addition: Strategy Candidate Group

Where We Are In The Process

| School Name                               | School Type |
|---|-------------|
| Academy of Accelerated Learning           | ES          |
| Alexander Mitchell Integrated Arts School | K-8         |
| Eighty-First Street School                | ES          |
| Escuela Vieau                             | K-8         |
| Greenfield Bilingual School               | K-8         |
| Honey Creek Charter School                | ES          |
| Humboldt Park School                      | K-8         |
| James Fenimore Cooper School              | K-8         |
| Jeremiah Curtin Leadership Academy        | K-8         |
| Mary McLeod Bethune Academy               | K-8         |
| Morgandale School                         | K-8         |
| Ninety-Fifth Street School                | ES          |
| Whittier School                           | ES          |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- Utilization rate above 100% and projected to remain above 100% for next 10 years
- No capacity for students at schools within 1 mile
- Site capacity for campus expansion

## GUIDING PRINCIPLES ALIGNMENT

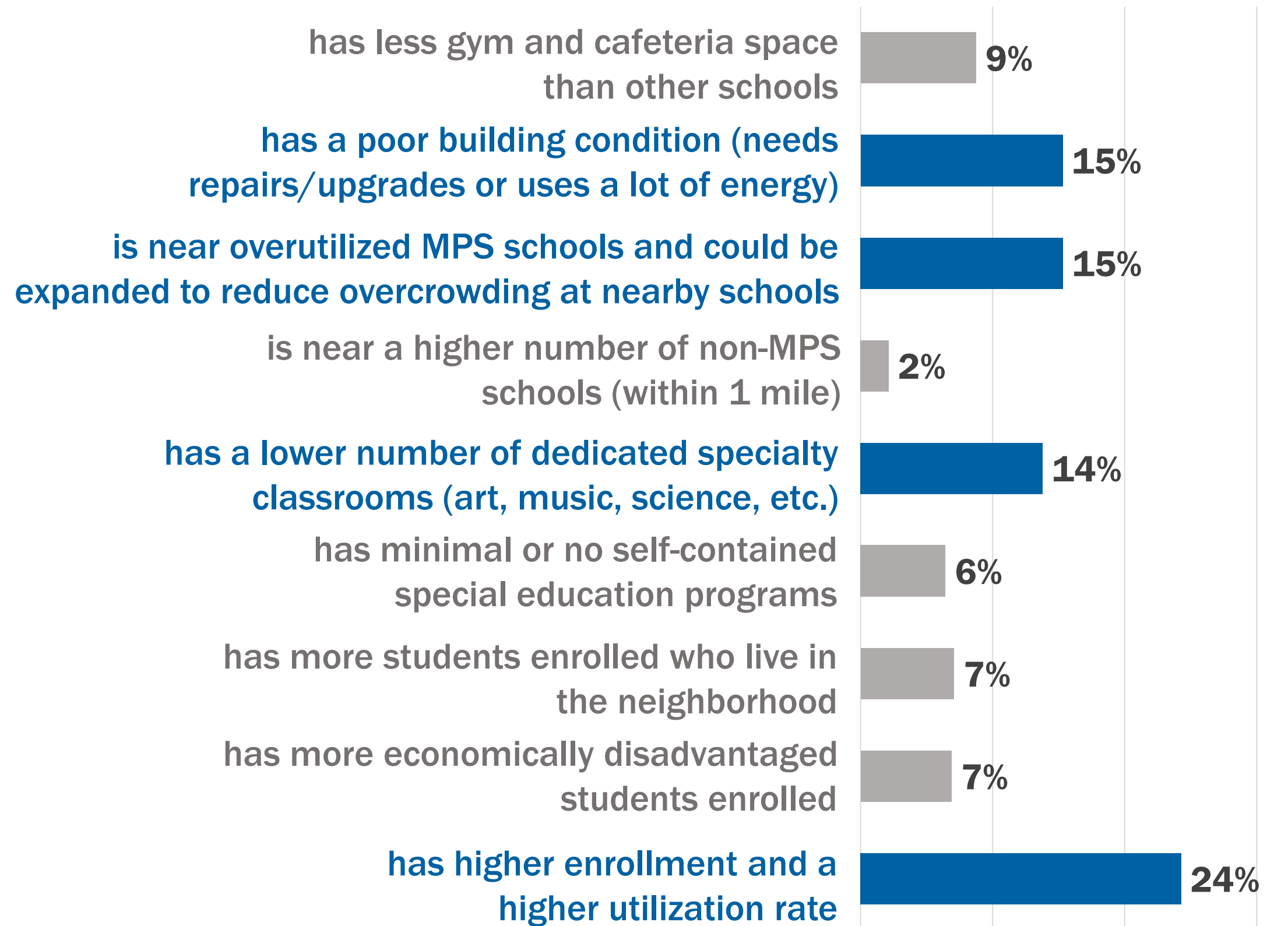
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# Building Addition: Draft Metrics Stakeholder Feedback

Where We Are In The Process

Feedback from the Fall Stakeholder Survey highlights these metrics as critical factors in prioritizing schools within the building addition strategy candidate group.

## A school should be prioritized for a building addition if it...



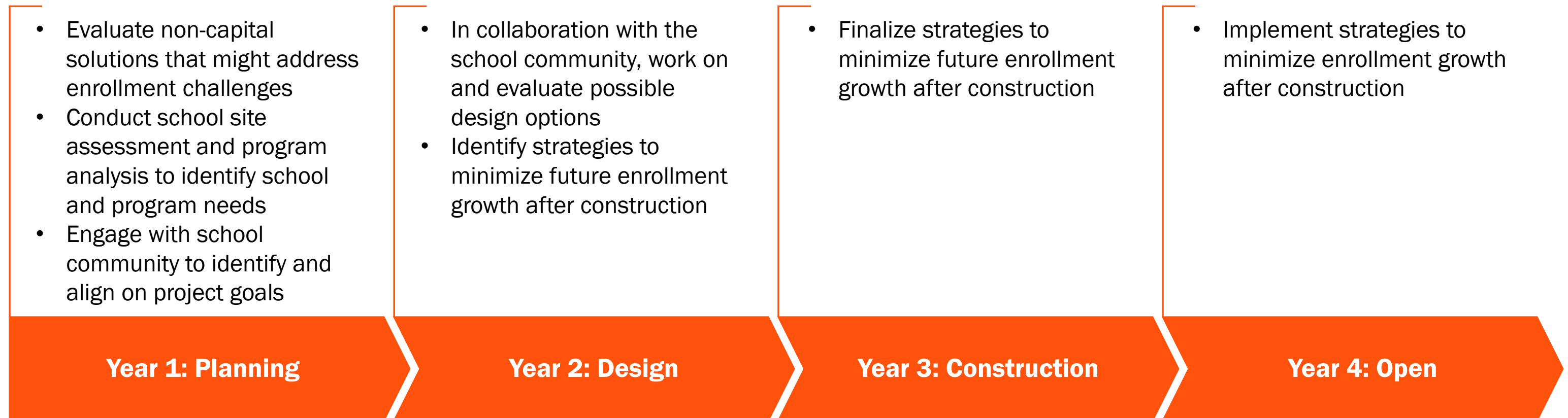


# Building Addition: Implementation Planning Considerations

Where We Are In The Process

- To preserve capital funding, MPS could first explore non-capital solutions through enrollment policy changes/amendments or programmatic initiatives.
- MPS could identify strategies to minimize future enrollment growth after construction if it continues with the building addition option.
- MPS could conduct site assessment and engage with school community and students to determine critical space needs that might address program deficiencies.

## Sample Implementation Timeline



A close-up photograph of a person playing a violin. The person is wearing glasses and a dark top. The violin is a rich, warm brown color. The background is a solid, vibrant blue. The text is overlaid on the right side of the image.

# **Strategy Candidate Group: Site-Specific Evaluation of Alternative Options**



# Site-Specific Evaluation of Alternative Options: Strategy Candidate Group

Where We Are In The Process

| School Name                            | School Type |
|--|-------------|
| Bay View Montessori School - Lower     | ES          |
| Bradley Technology and Trade School    | HS          |
| Fairview School                        | K-8         |
| Fernwood Montessori School             | K-8         |
| Gilbert Stuart School                  | ES          |
| H.W. Longfellow School                 | K-8         |
| Hawley Environmental School            | ES          |
| La Escuela Fratney                     | ES          |
| Lowell International Elementary School | ES          |
| Luther Burbank School                  | K-8         |
| Marvin Pratt Elementary School         | ES          |
| Maryland Avenue Montessori School      | K-8         |
| Milwaukee High School of the Arts      | HS          |
| Reagan College Preparatory High School | HS          |
| Rogers Street Academy                  | K-8         |
| Rufus King International High School   | HS          |
| The Alliance School of Milwaukee       | HS          |

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- Utilization rate above 100% and projected to remain above 100% for next 10 years
- One of the following capacity statuses:
  - Capacity for students at schools within 1 mile
  - No capacity for students at schools within 1 mile and no site capacity for expansion
- OR-**
- Other unique circumstances

## GUIDING PRINCIPLES ALIGNMENT

- ① Rightsizing to address over and under utilization issues
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# Strategy Candidate Group: Closure/Merger





# Closure/Merger: Strategy Candidate Group

Where We Are In The Process

| Cluster | School Name                          | School Type |
|---------|--------------------------------------|-------------|
| 1       | Brown Street Academy                 | ES          |
|         | Clarke Street Academy                | K-8         |
|         | Siefert School                       | ES          |
|         | Starms Discovery Learning Center     | K-8         |
| 2       | Auer Avenue School                   | ES          |
|         | Hopkins Lloyd Community School       | ES          |
|         | Jackson Elementary School            | ES          |
| 3       | Dr. George Washington Carver Academy | K-8         |
|         | Oliver Wendell Holmes School         | K-8         |
| 4       | Andrew S. Douglas Middle School      | MS          |
|         | Keefe Avenue School                  | ES          |
|         | Robert M. LaFollette School          | K-8         |
| 5       | William T. Sherman School            | K-8         |

**Steering Committee review could be the likely next step for closure/merger strategy candidate group schools.**

## CANDIDATE GROUP SCHOOL CHARACTERISTICS

- Utilization rate below 50%
- 5-year declining enrollment trend
- Within 1 mile of another underutilized school

## GUIDING PRINCIPLES ALIGNMENT

- 1 Rightsizing to address over and under utilization issues
- 2 Improve access to high quality programming
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# Closure/Merger: Strategy Candidate Group – Reassigned Schools

Where We Are In The Process

- These schools were initially in the closure/merger strategy candidate group
- After additional evaluation, these schools were reassigned to the site-specific evaluation of alternative options strategy candidate group
- This additional evaluation step will be repeated for each school in every strategy candidate group to ensure all critical data and factors are considered

| School Name                             | School Type |
|---|-------------|
| Hi-Mount Community School               | K-8         |
| James Madison Academic Campus           | HS          |
| Lincoln Center of the Arts              | MS          |
| Milwaukee Marshall High School          | HS          |
| Project STAY High School                | HS          |
| Roosevelt Creative Arts Middle School   | MS          |
| Rufus King International Middle School  | MS          |
| Transition High School                  | HS          |
| Washington HS of Information Technology | HS          |
| Westside Academy                        | ES          |
| William Cullen Bryant School            | ES          |



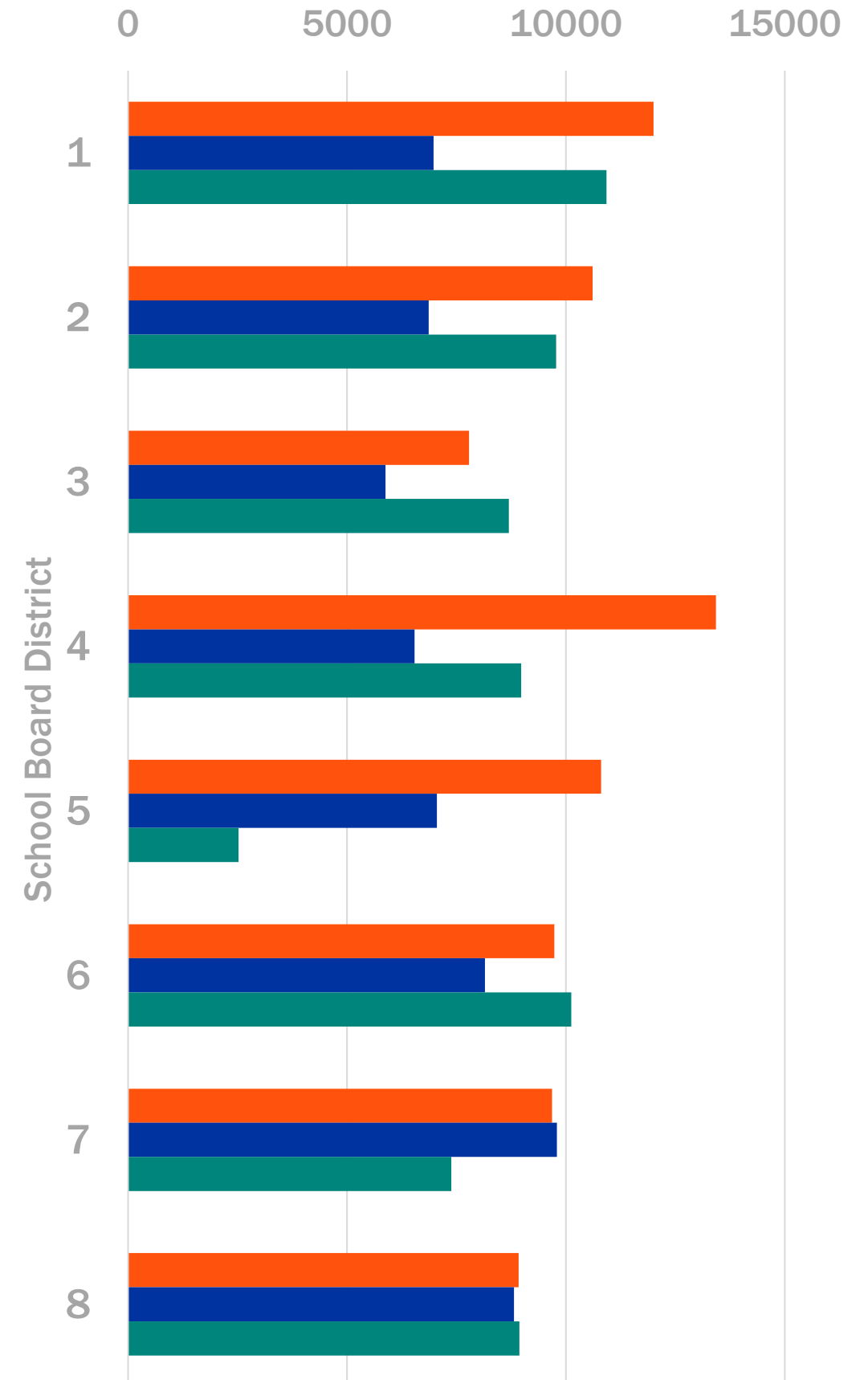
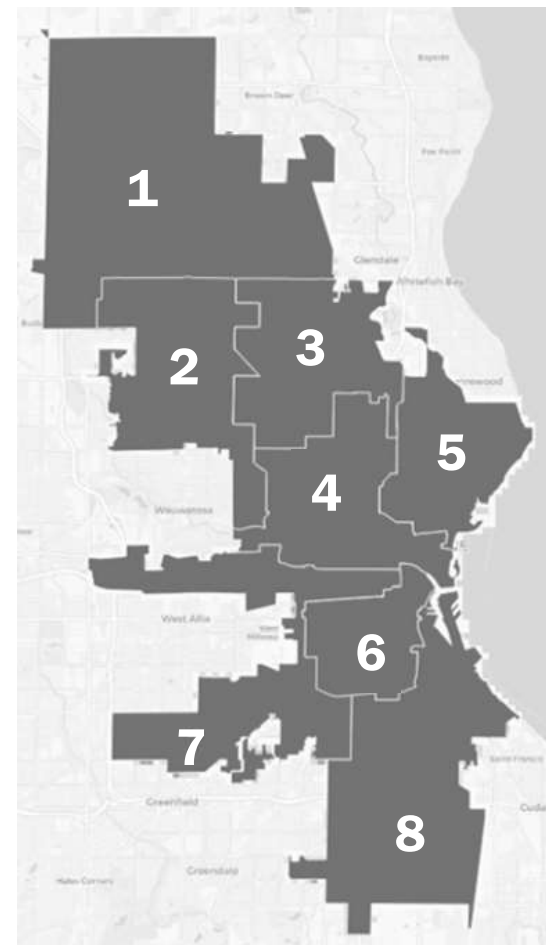
# Closure/Merger: Strategy Candidate Group – Geographic Context

Where We Are In The Process

- The majority of closure/merger cluster candidates are in School Board Districts (SBDs) 4 and 5 where there are the greatest amounts of excess student capacity
- SBDs 4 and 5 are the only SBDs where both the student enrollment and the number of students residing are well below the available student capacity
- The remaining closure/merger cluster candidates are in SBD 3 near the border of SBD 4, and share similar characteristics with the candidates in SBD 4

## School Year 2023-24

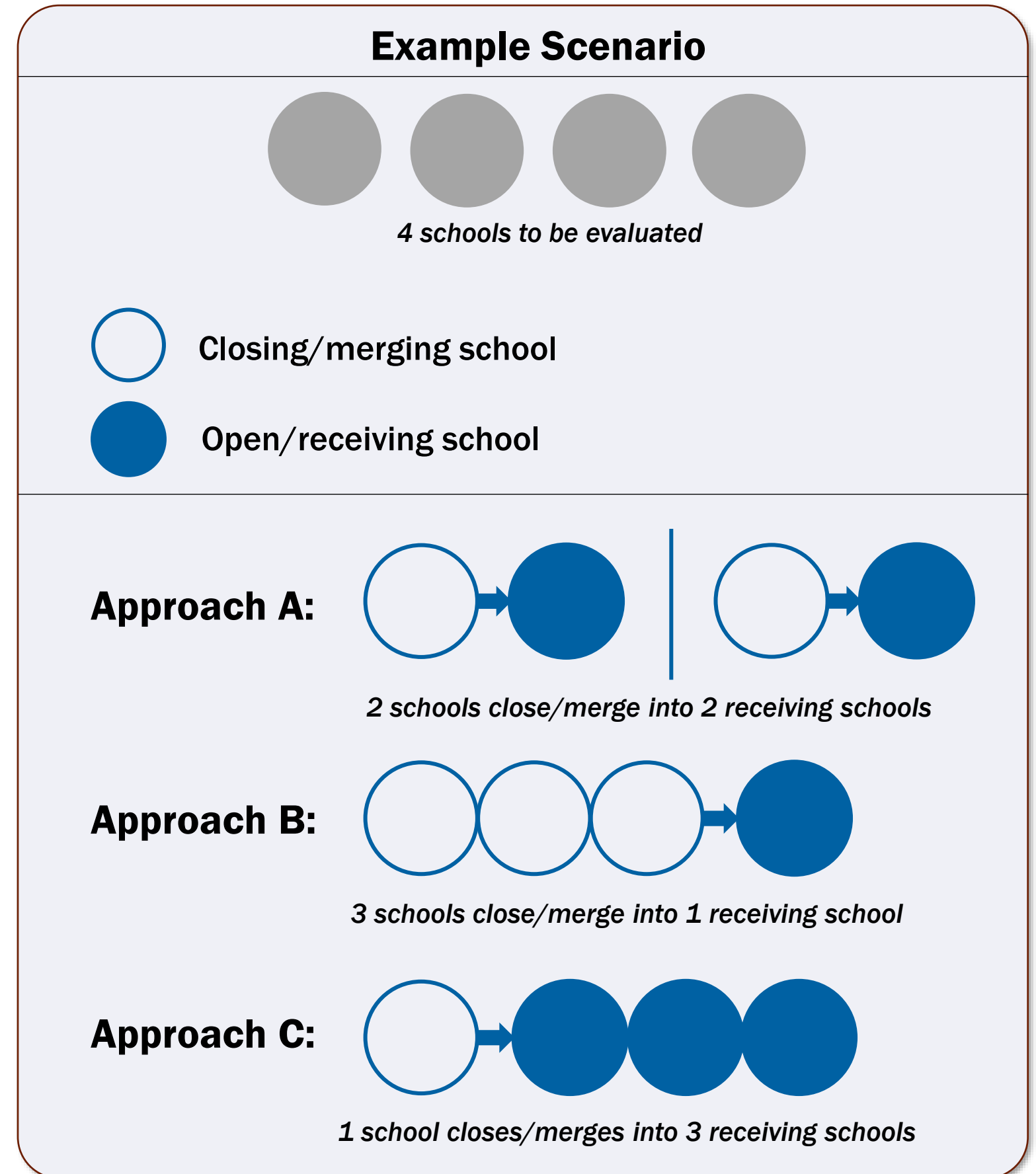
- Student Capacity
- Student Enrollment
- Students Residing



# Closure/Merger Strategy: Example Approaches

Where We Are In The Process

- There is a range of approaches that can be explored for a school cluster should closure/merger strategy implementation be considered
- Closure/merger implementation within a cluster could result in one or more of the other schools in that same cluster being reassigned to a new strategy candidate group
- For instance, a school initially in the closure/merger strategy candidate group could be reassigned to an investment strategy candidate group, potentially as a top candidate to balance overall impact



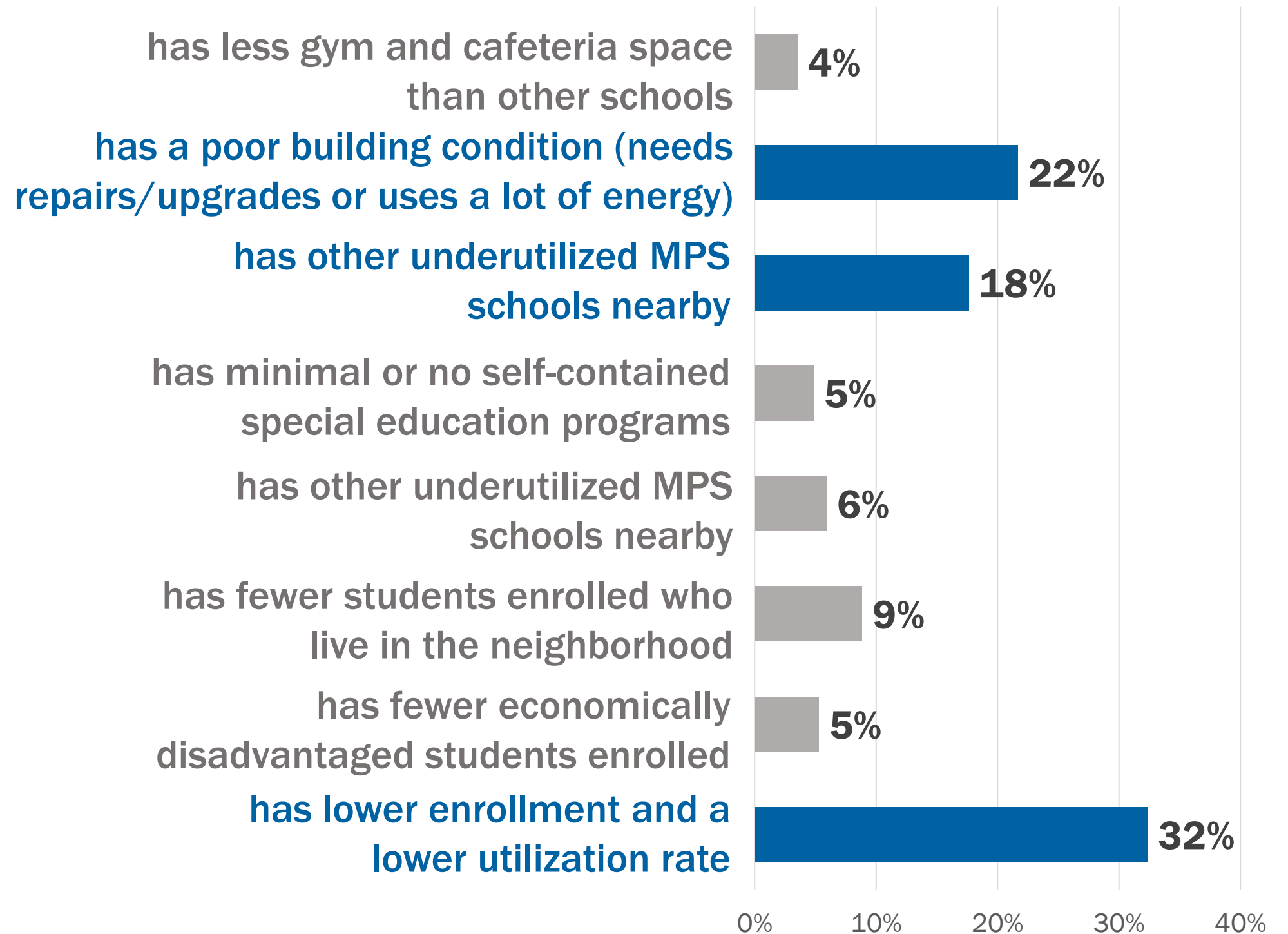


# Closure/Merger: Draft Metrics Stakeholder Feedback

Where We Are In The Process

## A school should be prioritized for a closure/merger if it...

Feedback from the Fall Stakeholder Survey highlights these metrics as critical factors in prioritizing schools within the closure/merger strategy candidate group.

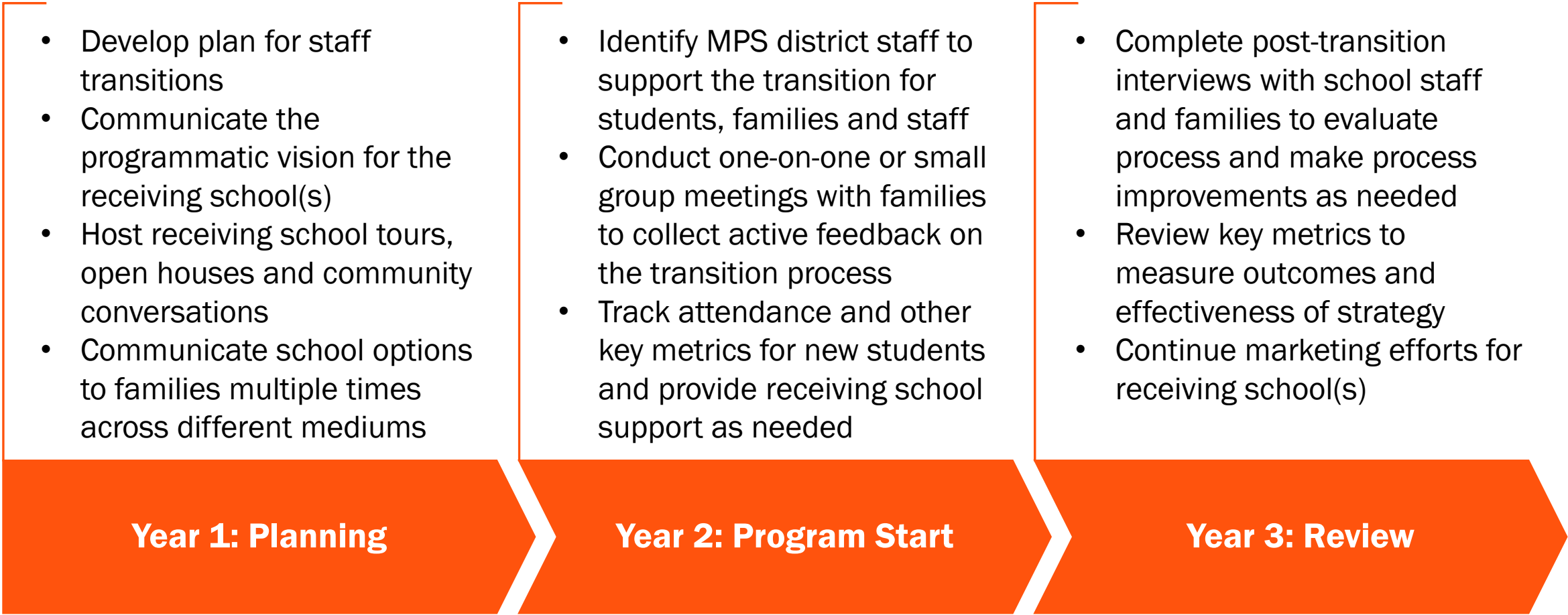


\*Data current as of October 15, 2024

# Closure/Merger: Implementation Planning Considerations

- To ensure appropriate allocation of district support and resources for impacted school students, families and staff, MPS could limit the number of closures/mergers per year.
- MPS facilitation and support of collaboration between closing/merging and receiving schools could help students, families and staff throughout the planning year.
- Early engagement with potentially impacted communities could help MPS better evaluate possible alternative use options for closing school buildings.

## Sample Implementation Timeline





# Draft Additional Evaluation Factors





# Draft Additional Evaluation Factors

*Where We Are In The Process*

To prioritize schools within strategy candidate groups, MPS is also evaluating these factors:

- *Building amenities (elevator, wheelchair ramp, production kitchen, etc.)*
- *Outdoor amenities (athletic field/court, playground, etc.)*
- *Additional programs and services (K3 classes, childcare, etc.)*
- *Size and proportion of classrooms*
- *Neighborhood safety concerns*
- *Recent and ongoing building investments*
- *Student demographics*
- *Community amenities (public parks, pedestrian walkways, etc.)*
- *Suitability for alternate use (recreation center, office space, etc.)*
- *Environmental conditions (proximity to highways, industrial sites, etc.)*
- *Changes in city population patterns*

Fall Town Hall attendees and Fall Stakeholder Survey respondents were shown this list and asked, **“What other factors do you think should be considered?”**

Most common response themes:

- 1. Community history and projected impacts**
- 2. Student and staff safety**
- 3. School building historical significance**
- 4. ADA accessibility**
- 5. Short- and long-term cost impacts**

\*Data current as of October 15, 2024



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