

## Grady Long-range Planning Design Thinking

<p><b>State the perceived problem:</b> Address Existing Overcrowding: Lack of school facilities/space; address fraud; % utilization too high</p>		
<p><b>Step 1: Empathize</b> Find deep and meaningful needs through observing and engaging</p> <ul style="list-style-type: none"> <li>• What are your direct observations of the problem? Who's involved?</li> <li>• Document some of the stories of the stakeholders involved in the problem.</li> </ul>	<p><b>What are stakeholders saying?</b></p> <ul style="list-style-type: none"> <li>• We want to maintain smaller class size</li> <li>• Students say it's hard to get down the hall</li> <li>• I can't find a parking space</li> <li>• "I know" kids are out of zone</li> <li>• We don't like portable classrooms</li> </ul> <p style="text-align: right;"><i>Say</i></p>	<p><b>What are stakeholders doing?</b></p> <ul style="list-style-type: none"> <li>• Bending residency rules to get into cluster</li> <li>• Arriving to or departing school late/early</li> <li>• Rely on McKinney-Vento law to enroll as homeless</li> </ul> <p style="text-align: right;"><i>Do</i></p>
	<p><b>What emotions might stakeholders be feeling?</b></p> <ul style="list-style-type: none"> <li>• Portables make us feel isolated</li> <li>• Feel unsafe</li> <li>• Frustrated with difficult arrival &amp; dismissal</li> <li>• We don't use our building how facilities designed them</li> <li>• We can afford to live in zone but we want to keep their students in zone</li> </ul> <p style="text-align: right;"><i>Feel</i></p>	<p><b>What might stakeholders be thinking?</b></p> <ul style="list-style-type: none"> <li>• Grady cluster is the only place I can trust with my child</li> <li>• APS can't stop address fraud</li> <li>• APS isn't listening to stakeholders</li> <li>• Don't trust APS projections</li> </ul> <p style="text-align: right;"><i>Think</i></p>
<p><b>Step 2: Define</b> Construct a point of view that is based on stakeholder needs and insights</p> <ul style="list-style-type: none"> <li>• Analyze what has been learned about the problem</li> <li>• Create problem statements</li> </ul>	<p><b>Define the real (as opposed to the perceived) problem. Reframe needs and insights into actionable problem statements. Either create a question or a point of view statement.</b></p> <p>The Grady cluster is currently overcrowded because</p> <ol style="list-style-type: none"> <li>1. Perception that Grady is the only viable cluster</li> <li>2. Rising housing costs led to families moving but fraudulently keeping students in the cluster</li> <li>3. Facilities are ideally utilized at 75% of planned capacity of 25:1</li> <li>4. Stakeholders don't trust APS to improve schools outside of cluster</li> </ol>	

<p><b>Step 3: Ideate</b> Generate Ideas</p> <ul style="list-style-type: none"> <li>Brainstorm as a group</li> </ul>	<p><b>What are some existing partial solutions taking place now?</b></p> <ul style="list-style-type: none"> <li>Enforce existing residency rules</li> <li>Empower schools to challenge residence and enforce rules</li> <li>Eliminate central registration</li> <li>Require all students to re-enroll annually at all grade levels</li> <li>Adjust BOE 25:1 school capacity rule to reflect 75% utilization (19:1) for K-12</li> </ul>	<p><b>What are some potential new or better solutions do address the problem?</b></p> <ul style="list-style-type: none"> <li>Increase cluster capacity by creating a Four Tier School Model             <ol style="list-style-type: none"> <li>K-4 (Elem) 5-6 (Intermediate) 7-9 (Jr HS) 10-12 (Sr HS)</li> <li>K-3 (Elem) 4-5 (Intermediate) 6-8 (Middle) 9-12 (High)</li> <li>Kindergarten Academy 1-5 (Elem) 6-8 (Middle) 9-12 (High)</li> </ol> </li> </ul>
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**What data or people do you need to build out the ideas above?**

- More residency/truancy officers
- Registrars employed in summer at schools for site-based registration
- Determine true % utilization at ES, MS, & HS levels
- % of residency challenges that are overturned by the district
- Demographic data to show which of the four tier models would work best
- Input from principals to choose a four tier model

### Grady Long-range Planning Design Thinking

<p><b>State the perceived problem:</b> The impact of Overcrowding – Transportation, Safety &amp; Security, Academic Programming, School Space Constraints</p>		
<p><b>Step 1: Empathize</b> Find deep and meaningful needs through observing and engaging</p> <ul style="list-style-type: none"> <li>• What are your direct observations of the problem? Who's involved?</li> <li>• Document some of the stories of the stakeholders involved in the problem.</li> </ul>	<p><b>What are stakeholders saying?</b></p> <ul style="list-style-type: none"> <li>• Not reliable, timely, inconsistent; routes too big; lost instructional time</li> <li>• Harder to keep safe; large classes; portables</li> <li>• No room or class for gifted @ elem</li> <li>• Limits on what can be offered</li> </ul> <p style="text-align: right;"><i>Say</i></p>	<p><b>What are stakeholders doing?</b></p> <ul style="list-style-type: none"> <li>• Emails to transport; carpooling; lost instructional time; no breakfast</li> <li>• Emails; advocate; reaching out to Carstarphen; removing kids</li> <li>• Making it work; using hallways as pop-up shops (music in the cafeteria)</li> </ul> <p style="text-align: right;"><i>Do</i></p>
	<p><b>What emotions might stakeholders be feeling?</b></p> <ul style="list-style-type: none"> <li>• Anger; concern; discontent; frustrated; annoyed</li> <li>• Frustration</li> <li>• Unimportant</li> </ul> <p style="text-align: right;"><i>Feel</i></p>	<p><b>What might stakeholders be thinking?</b></p> <ul style="list-style-type: none"> <li>• APS is incompetent. That school admin is to blame. Money spent on other things.</li> <li>• Kids safety isn't important; is private school better?; transiting to and from class takes longer</li> <li>• Can't do best work but still have to do it</li> </ul> <p style="text-align: right;"><i>Think</i></p>
<p><b>Step 2: Define</b> Construct a point of view that is based on stakeholder needs and insights</p> <ul style="list-style-type: none"> <li>• Analyze what has been learned about the problem</li> <li>• Create problem statements</li> </ul>	<p><b>Define the real (as opposed to the perceived) problem. Reframe needs and insights into actionable problem statements. Either create a question or a point of view statement.</b></p> <p>#we'refull Our community would like us to reduce the overcrowding in our schools in order to meet the needs of ALL students.</p>	

<p><b>Step 3: Ideate</b> Generate Ideas</p> <ul style="list-style-type: none"> <li>• Brainstorm as a group</li> </ul>	<p><b>What are some existing partial solutions taking place now?</b></p> <ul style="list-style-type: none"> <li>• Portables</li> <li>• Using Hallways</li> <li>• Signing bonus for bus drivers</li> <li>• Other building uses (Morningside)</li> </ul>	<p><b>What are some potential new or better solutions do address the problem?</b></p> <ul style="list-style-type: none"> <li>• More buses and better bus routes</li> <li>• Better training for bus drivers</li> <li>• More people in the call center</li> <li>• Problem solving skills needed for drivers</li> <li>• Streamlining Academic course offerings (Spanish, Band, Orchestra)</li> </ul>
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**What data or people do you need to build out the ideas above?**

- Transportation arrival time
  - Malfunctioning buses % of time down
  - % of learning time lost
- # of students who have actually been enrolled in the building through the year (Transiency)

### Grady Long-range Planning Design Thinking

<p><b>State the perceived problem:</b> Prevent Future Overcrowding</p>		
<p><b>Step 1: Empathize</b> Find deep and meaningful needs through observing and engaging</p> <ul style="list-style-type: none"> <li>• What are your direct observations of the problem? Who's involved?</li> <li>• Document some of the stories of the stakeholders involved in the problem.</li> </ul>	<p><b>What are stakeholders saying?</b></p> <ul style="list-style-type: none"> <li>• Class sizes too big</li> <li>• Not enough schools where kids are</li> <li>• Data trends still too new</li> <li>• Politics</li> <li>• Fear</li> <li>• Traffic if rezoning is part of the solution</li> </ul> <p style="text-align: right;"><i>Say</i></p>	<p><b>What are stakeholders doing?</b></p> <ul style="list-style-type: none"> <li>• Connecting their own dots and coming up with their own narrative</li> </ul> <p style="text-align: right;"><i>Do</i></p>
	<p style="text-align: right;"><i>Feel</i></p> <p><b>What emotions might stakeholders be feeling?</b></p> <ul style="list-style-type: none"> <li>• Fear</li> <li>• Anxiety</li> </ul>	<p style="text-align: right;"><i>Think</i></p> <p><b>What might stakeholders be thinking?</b></p> <ul style="list-style-type: none"> <li>• Misperceptions – that it's already been decided that Inman is going to be another elementary school</li> <li>• Scarcity mindset</li> <li>• Perceived school vs. school</li> </ul>
<p><b>Step 2: Define</b> Construct a point of view that is based on stakeholder needs and insights</p> <ul style="list-style-type: none"> <li>• Analyze what has been learned about the problem</li> <li>• Create problem statements</li> </ul>	<p><b>Define the real (as opposed to the perceived) problem. Reframe needs and insights into actionable problem statements. Either create a question or a point of view statement.</b></p> <p>How can we alleviate the fear that comes from assumption that this effort will cause them suffering. Put out more accurate information so families do not develop their own narratives and have conversations about long-range planning in a way/process that allows people to scape scarcity mindset and envision scenarios that don't currently exist.</p>	

<p><b>Step 3: Ideate</b> Generate Ideas</p> <ul style="list-style-type: none"> <li>• Brainstorm as a group</li> </ul>	<p><b>What are some existing partial solutions taking place now?</b></p> <ul style="list-style-type: none"> <li>• Improve the PR and marketing of the cluster</li> <li>• Do more joint activities among schools</li> <li>• Trailers, micro-redistricting</li> </ul>	<p><b>What are some potential new or better solutions do address the problem?</b></p> <ul style="list-style-type: none"> <li>• Use NSA as a framework to study demographic trends more thoroughly</li> <li>• Work better with NPUs</li> <li>• Parent Academies cross cluster</li> <li>• Cluster communication Platform</li> </ul>
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**What data or people do you need to build out the ideas above?**

- Analysis of demographic trends: 2000-2019 (can use the interim estimates that ARC develops)