



BOE Meeting  
October 2016

# Future Forecast - Facilities

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Logistics and Instructional Overview

# Problem of Practice: Facilities and Enrollment

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- ▶ To study the future enrollment and facilities of Newtown Public Schools
- ▶ To review information about facilities and enrollment through the lens of onset, feasibility, and sustainability
- ▶ To convey information from the study to the Newtown BOE



# Key Assumptions

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- ▶ All projection scenarios show continued decline in enrollment
- ▶ Low projections show a 28% decline in enrollment out to 2024-25; high projections show a 17% decline over ten-year horizon
- ▶ Previously determined that the following would not occur: No elementary closing, no Reed closing, and no high school closing. Sandy Hook came on line July 2016-17
- ▶ Information and current enrollment data for all schools were examined, as well as the footprint of the schools (space) and classroom use (needs)

# Methodology

- ▶ Examined the enrollment projection numbers associated with Options G, H, and I
- ▶ Reviewed the potential onset, feasibility, and sustainability related to enrollment and space (When can it start? Is it even logically possible? How long will it last?)
- ▶ Reviewed existing literature around school configuration models and transitions
- ▶ Arrived at some preliminary decisions based on data and student needs

# Configuration Options Review

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## Option A-D

- These options/configurations included closing an elementary school
- Projected enrollment begins to increase in elementary schools first
- Not sustainable
- BOE took action and voted not to close an elementary school
- Options A-D eliminated

## Option E-F

- These options/configurations all included a K-5 model
- Projected enrollment begins to increase in elementary schools first
- Not sustainable
- Options E-F eliminated

## Option G-I

- Deeper focus
- Instructional/Programming
- Logistics/Facilities
- Feasibility/Sustainability

# Logistics Study

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The committee honed in on 3 different configuration models/options:

Option G: K-4, 5-6, 7-12

Option H: K-3, 4-6, 7-12

Option I: K-4, 5-7, 8-12

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Above options require the closing of Newtown Middle School and repurposing space at Reed and NHS.

# Why We Drilled Down to Option I

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Option G was eliminated due to lack of feasibility. Students in a 7-12 model do not optimally fit into NHS until the 2021-2022 school year, and a 5-6 model under-utilizes RIS, a premiere facility.

Option H was eliminated due to lack of feasibility. Again, in a 7-12 model, students do not fit into NHS until the 2021-2022 school year.

# HIGH ENROLLENT PROJECTIONS

High Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th	
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%
2015-16	4,514	-3.6%	1,329	-3.8%	690	-5.8%	826	-0.7%	1,669	-3.8%
2016-17	4,376	-3.1%	1,282	-3.6%	649	-5.9%	766	-7.3%	1,679	0.6%
2017-18	4,212	-3.7%	1,233	-3.8%	602	-7.2%	722	-5.7%	1,654	-1.5%
2018-19	4,035	-4.2%	1,198	-2.9%	579	-3.8%	679	-5.9%	1,579	-4.5%
2019-20	3,897	-3.4%	1,178	-1.6%	560	-3.3%	630	-7.2%	1,529	-3.2%
2020-21	3,771	-3.2%	1,169	-0.8%	570	1.8%	606	-3.8%	1,425	-6.7%
2021-22	3,685	-2.3%	1,223	4.6%	540	-5.3%	587	-3.3%	1,336	-6.3%
2022-23	3,664	-0.6%	1,305	6.7%	494	-8.4%	597	1.8%	1,268	-5.1%
2023-24	3,670	0.2%	1,416	8.6%	487	-1.5%	565	-5.4%	1,202	-5.2%
2024-25	3,744	2.0%	1,535	8.3%	503	3.3%	517	-8.4%	1,188	-1.1%

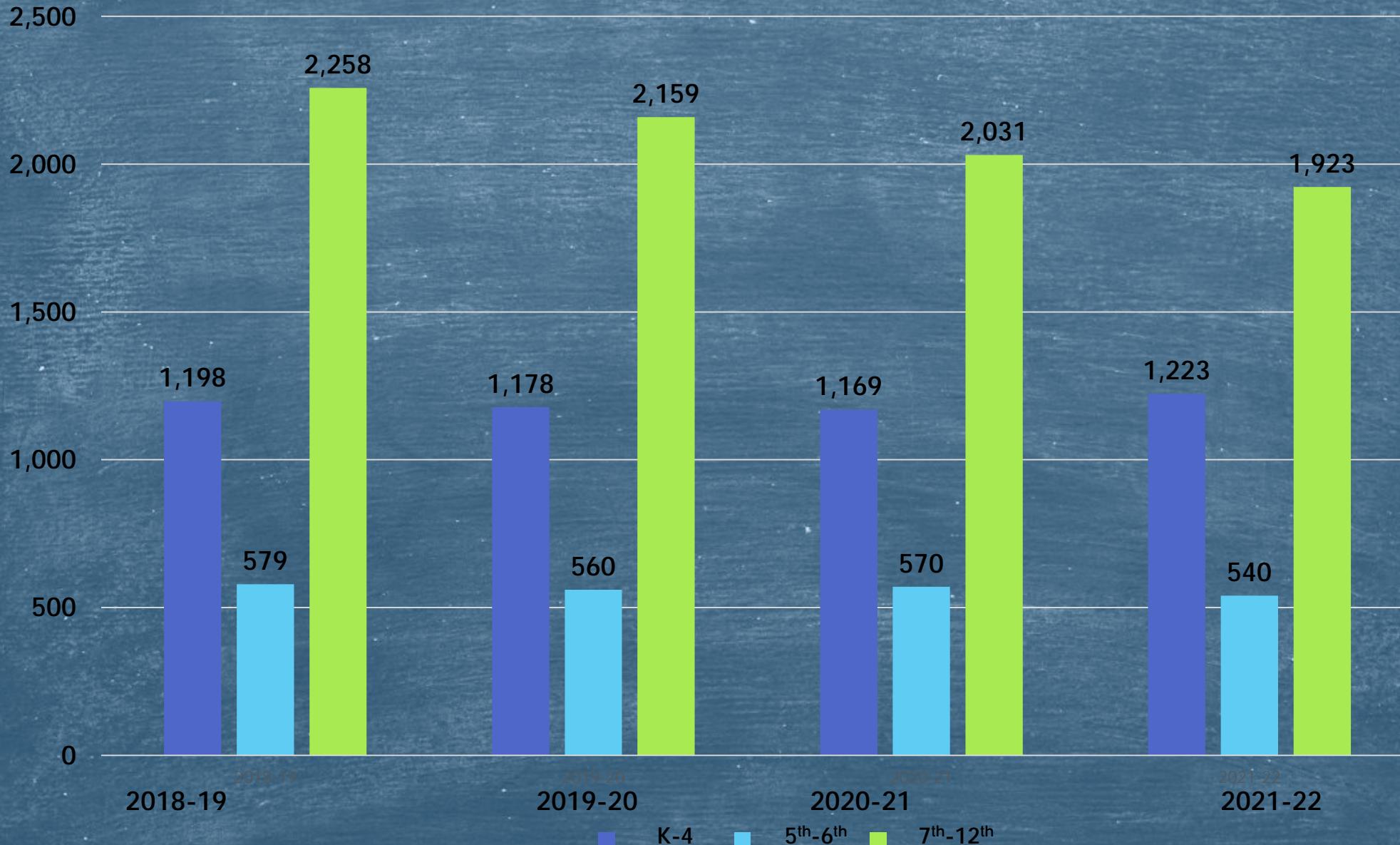
**First 5-Year % Change** -13.7%      -11.4%      18.8%      -23.7%      -8.4%

**Second 5-Year % Change** -0.7%      31.3% -      11.8%      14.7%      -16.6%

**Ten-Year % Change** -17.1%      15.5%      -27.1%      -37.4%      -28.8%

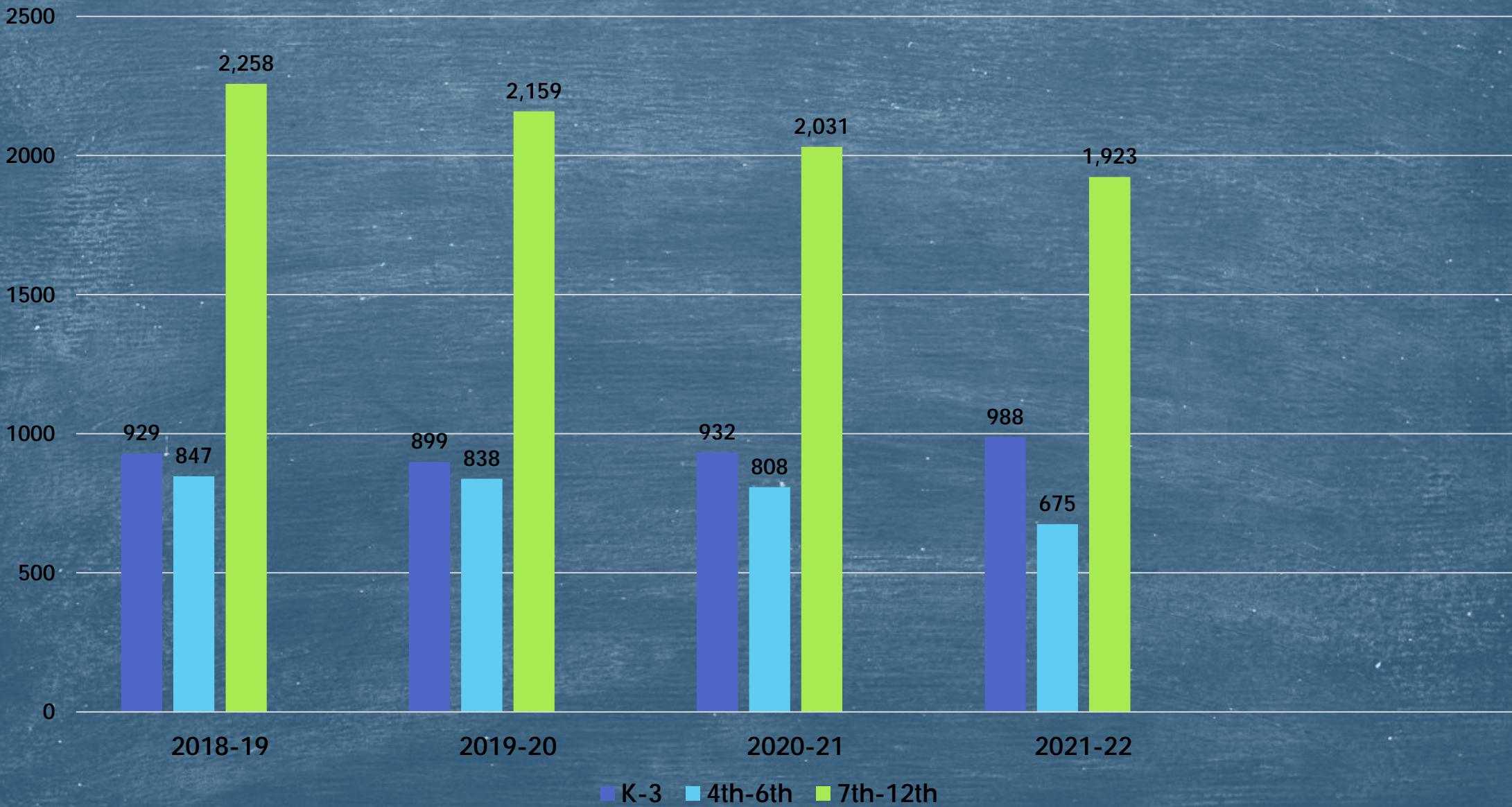


## High Enrollment Projections Option G: K-4, 5-6, 7-12



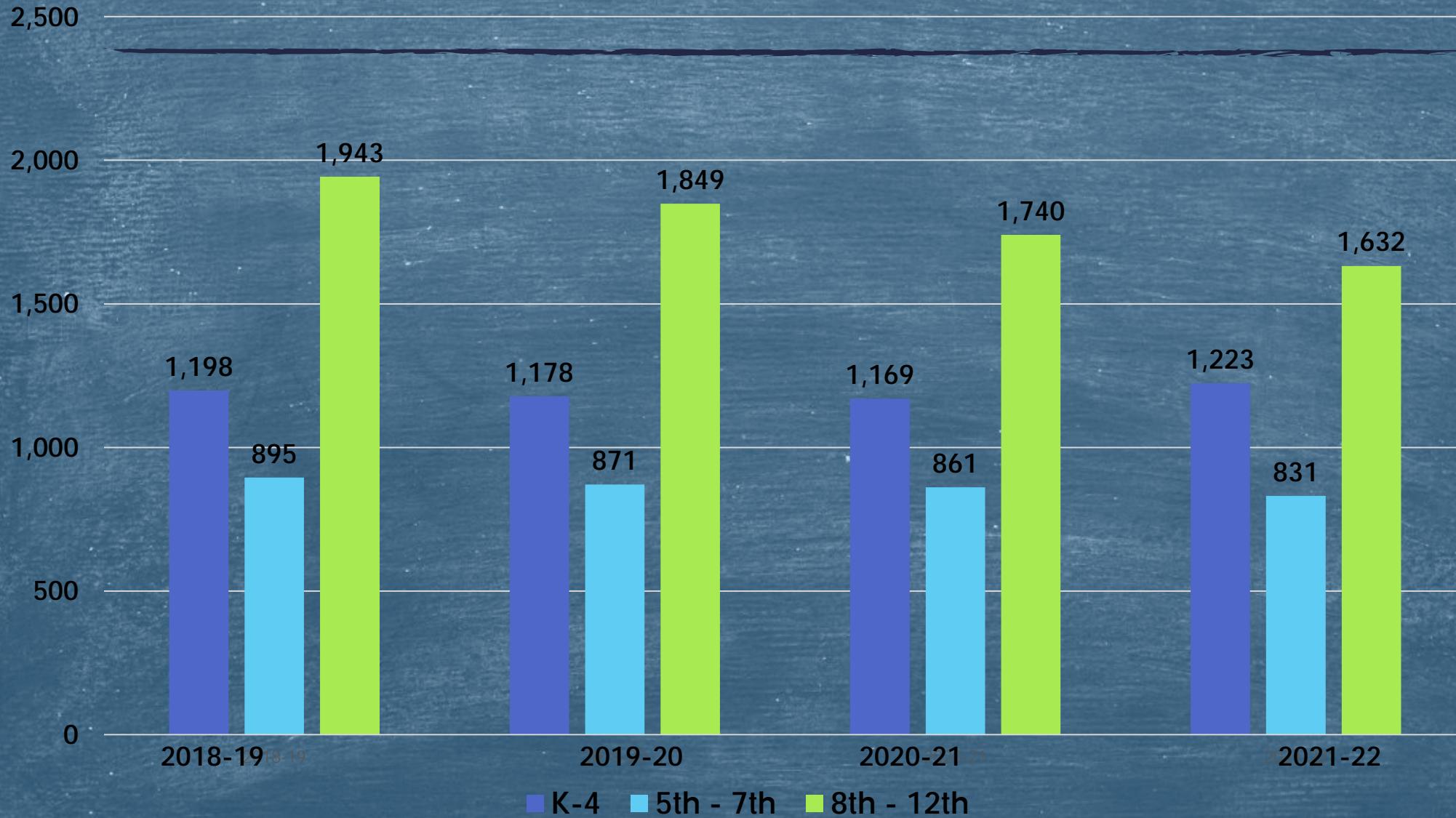
# High Enrollment Projections

## Option H: K-3, 4-6, 7-12



# High Enrollment Projections

## Option I: K-4, 5-7, 8-12





# Key Findings (Options G, H)

G: K-4, 5-6, 7-12    H: K-3, 4-6, 7-12

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## PROS

- ❖ Less transitions
- ❖ Ability to interact with like-minded peers (7/8)
- ❖ Potential access to some high school level courses (pre-high school)
- ❖ Better vertical articulation of curriculum (7/8/9)

## CONS

- ❖ Cost to repurpose space to accommodate 7/8
- ❖ More impact on high school specialized classrooms (F Wing labs, support space)
- ❖ Large school "feel"
- ❖ Cafetorium – possible renovation for full lunch service
- ❖ Transition to HS at earlier age
- ❖ Isolation in separate wing (F)
- ❖ No potential for expansion of programs/courses for HS students
- ❖ Delayed implementation of model (2021)



# 5-7 Logistics

18-19	Grade Size	Clusters	Classrooms	Class Size	VS	Clusters	Classrooms	Class Size
<b>Grade 5</b>	277	6	12	23-24		5	10	27-28
<b>Grade 6</b>	303	7	14	21-22		6	12	25-26
<b>Grade 7</b>	315	4	16	19-20		3	12	26-27
<b>Total</b>	895		42				34	
19-20	Grade Size	Clusters	Classrooms	Class Size	VS	Clusters	Classrooms	Class Size
<b>Grade 5</b>	276	6	12	23-24		5	10	27-28
<b>Grade 6</b>	285	6	12	23-24		5	10	28-29
<b>Grade 7</b>	310	4	16	19-20		3	12	25-26
<b>Total</b>	871		40				32	
20-21	Grade Size	Clusters	Classrooms	Class Size	VS	Clusters	Classrooms	Class Size
<b>Grade 5</b>	287	6	12	23-24		5	10	28-29
<b>Grade 6</b>	284	6	12	23-24		5	10	28-29
<b>Grade 7</b>	291	3	12	24-25		2	8	36-37
<b>Total</b>	862		36				28	
21-22	Grade Size	Clusters	Classrooms	Class Size	VS	Clusters	Classrooms	Class Size
<b>Grade 5</b>	245	6	12	20-21		5	10	24-25
<b>Grade 6</b>	295	7	14	21-22		6	12	24-25
<b>Grade 7</b>	291	3	12	24-25		2	8	32-33
<b>Total</b>	831		38				30	

Reed 18-19 @ 895	Existing Space	Estimated Space Needs	Repurpose Space ?	Shortages	Possible Room Sharing?	Notes
Regular Ed Classrooms	44	42	NA	None	NA	Relocation of Employee Daycare (RIS), Health Center (NMS), Transition Program (NMS), no space for unforeseen needs (i.e. medically fragile students)
Math & Reading Classrooms	2	6	2	4	Some	Interventions are mandated by SRBI; 7 <sup>th</sup> grade Reading and Foreign Language could potentially room share – or language could go on a cart.
Foreign Language						
Special Ed Classrooms	6	6-7	NA	Possibly 1	Yes for some; no for others	Currently use 6 special ed rooms with population of 660. Number of students who either have significant cognitive challenges or who have highly deregulated behaviors, must have separate space.
Offices	9 (excludes current admin offices)	16	Yes	7	No	All closets have already been repurposed to house SERV staff. Other space needs for existing and anticipated new staff: Speech pathologist (existing), School psychologist (anticipated), 1-2 School Counselors (anticipated), Social Worker (anticipated), Special Ed Supervisor (existing) Assistant Principal (anticipated)
Gymnasium	1	1*	NA	Tight		Almost constantly in use - Depending on the schedule 42/42 periods of use or 42/54 periods of use; *Gym is already at capacity for after-school sports
Art	3	3	Yes	No		Current Faculty Room would be converted back to Art room
Music	3	3	Yes	Probably not		Extra band room would be converted back to Faculty Room
Computer Labs	*4	*2	Yes	No		*Convert 2 computer labs currently located in Science Labs back to Science Labs – would require more to more portable devices, perhaps 1:2.
Science Labs	2	4	Yes	Limited 5/6		Could free up 4 science labs, one per cluster for 7 <sup>th</sup> .



## 5-7 Instruction

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“ Creative ideas and novel solutions are often generated when status quo is disrupted.”

Michael Fullan  
*Leading in a Culture of Change*

# 5-7 Instructional Opportunities

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## A cohesive school

- Maintains advantageous grade 5 cohort assembly
- Increases access to advanced courses for highly-capable learners
- Leverages subject area expertise through staff sharing and PLCs
- Expands World Languages to grades 5 and 6
- Ensures alignment of curriculum and instruction across grades
- Opens possibilities for peer tutoring, coaching, and mentoring

# 5-7 Instructional Opportunities

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## A focus on the social-emotional needs of students

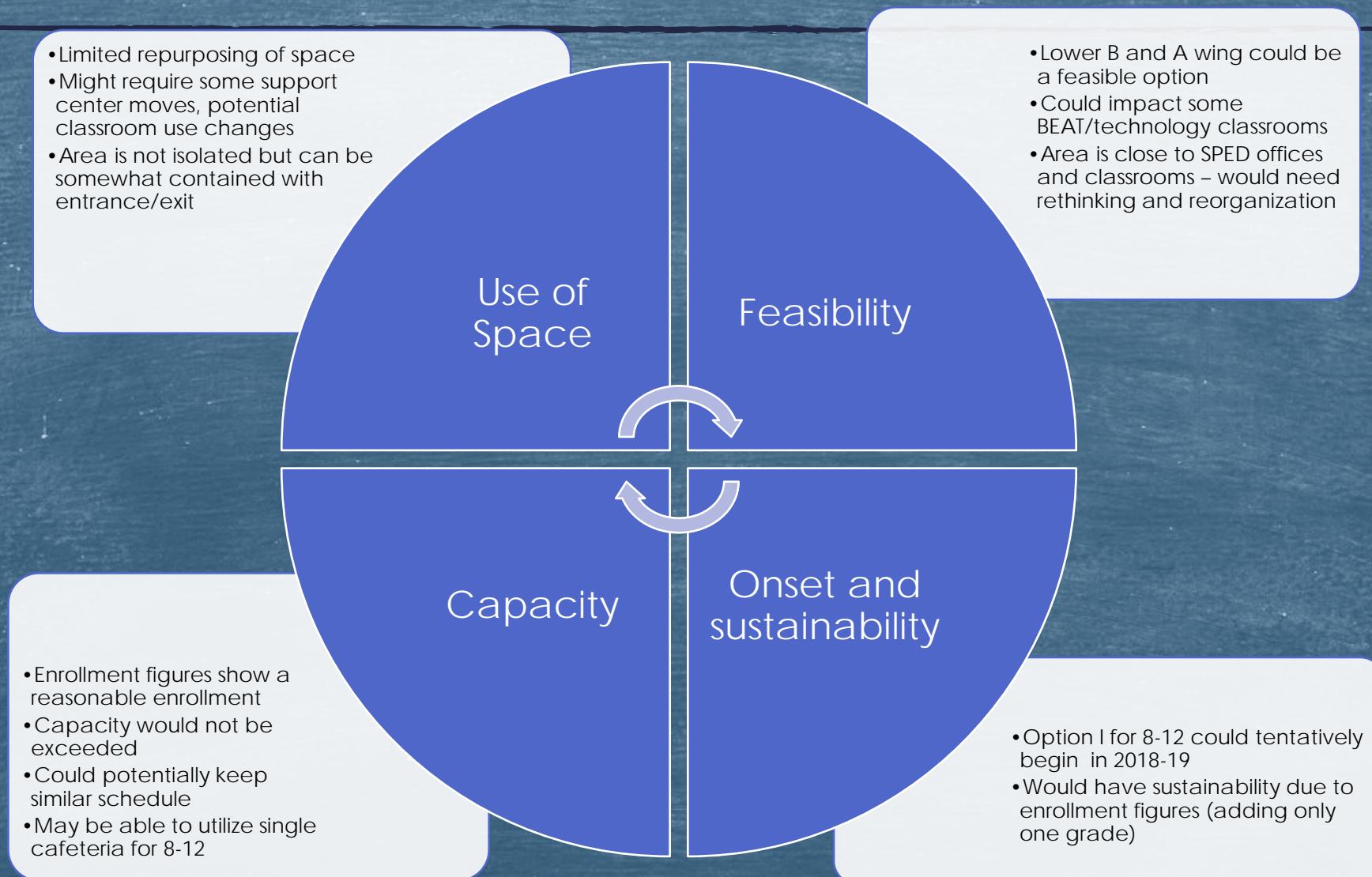
- Sustains grade 5 cohort assembly to grade 7
- Supports most impacted 12/14 students within RIS community for 3 years
- Reduces transitions from four building levels to three
- Opens possibilities for formal and informal peer mentoring
- Aligns implementation of social-emotional learning curriculum

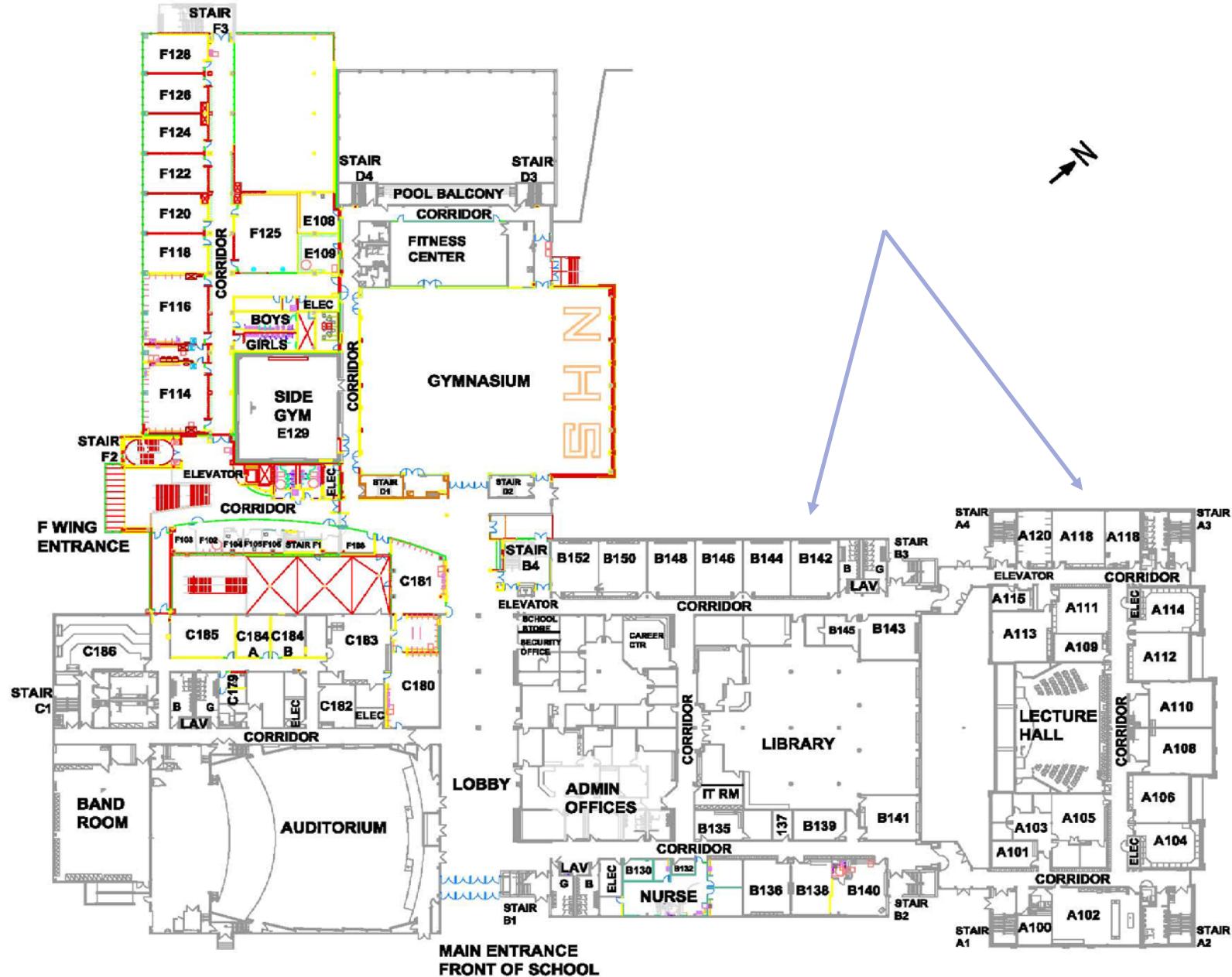
## 5-7 Next Level of Planning

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- Research impact on grades 7-8 extra-curricular activities
- Design developmentally appropriate graduated schedule
- Leverage certification expertise of K-6 and 7-12 staff
- Investigate potential of working with a 5-7 cohort (i.e., mixed age group learning experiences)

# 8-12 Logistics





**NEWTOWN HIGH SCHOOL -FIRST FLOOR PLAN**

## 8-12 Instructional Opportunities

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- ❖ Ability to access some high school level courses (e.g., math, Science)
- ❖ Integration of some mixed age classes 8/9 in electives areas (culinary, arts, PE, Unified Programs)
- ❖ Instructional support by content-level specialists and support personnel
- ❖ Opportunities for goal-setting and planning for future academic pathways
- ❖ Peer coaching/mentoring/tutoring by high school students
- ❖ Better articulation and vertical alignment of curriculum grades 8/9

## 8-12 Next Level of Planning

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- Schedule considerations and changes to accommodate all students
- Potential high school courses appropriate for 8<sup>th</sup> grade/acceleration and interest level
- Repurposing some rooms for classroom and instructional support
- Ensuring sports/extra-curricular offerings for 8<sup>th</sup> graders
- Technology integration, as needed, for repurposed rooms

Questions & Discussion?

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