



New School for Normandy

Proposal: In April 2017, the Normandy community approved Prop N, providing \$23 million to the Collaborative to make improvements at Jefferson and Washington Elementary schools and to build a new school. To ensure the students attending the new school are poised for academic success, Normandy Schools Collaborative is considering exactly what age group this school should be for. We know we need a new middle school but we also want to ensure the programs and environment are in place to best prepare these students for high school and beyond.

We are considering three options:

Option 1: New 1-8 (grades) Schools

- Eliminate the 7/8 Grade Center
- Early Childhood Center and Kindergarten Center same
- Five 1-8 schools **(new school will be a 1-8 school)**
- One high school

Option 2: New Early Childhood/Kindergarten Center

- Five 1-8 schools (convert Bel-Nor/current NKC to 1-8 school)
- One high school

Option 3: New 7/8 Grade Center

- Early Childhood Center and Kindergarten Center same
- Four 1-6 elementary schools
- **(New school remains 7/8 center)**
- One high school

Below are some of the pros and cons for each option:

Delivery Model- Option 1	
Eliminate middle school, change all elementary schools to Grades 1-8 Schools	
All current elementary schools would become 1-8 schools—Barack Obama, Jefferson, Lucas Crossing, Washington, plus the new school. The Early Childhood Center and the Kindergarten Centers would remain the same in terms of location and ages served.	
Rationale:	The belief is that the 1-8 model would provide an environment more conducive to academic growth for students in grades 1-8. The current middle school model has been classified as a “priority school” by the state, meaning it is performing in the bottom 5% of schools in the state. The middle school model intentionally puts early adolescents in one place for the specific purpose of addressing their special social-emotional needs. Our performance and discipline data for the past 5-6 years indicate that this model is not in fact meeting the needs of our early adolescents.
Benefits/ Gains:	<ul style="list-style-type: none"> • By diffusing the number of early adolescents across multiple campuses, there will be a reduction in the number of students at this developmental stage while at the same time placing them in an environment that: <ul style="list-style-type: none"> ○ Eliminates a transition from elementary to middle school. ○ Provides for the continuation of a nurturing elementary environment. ○ Creates the opportunity for continued relationships for teachers, students, and families over a longer period of time. ○ Creates an environment where 7/8 graders feel safer, when compared to how they feel in current 7/8 grade setting. (reflected in other studies of the configuration)
Challenges:	<ul style="list-style-type: none"> • Transition model would need to be implemented wherein 6th graders would be kept at their elementary schools one year, resulting in only one grade at the current middle school site. • Ensuring access to elective courses and extracurricular activities; • Building appropriate physical facilities for all age groups. The new facility would reflect this, but some outfitting would need to take place for older students in the current schools.
Losses:	<ul style="list-style-type: none"> • Athletics for this age group- Students frequently compete with other middle schools, and we would no longer have a middle school, but intramural league play could still support competition between students

	<p>from different 1-8 schools within the district. We would need to investigate if there is still a possibility for competition with other schools in other districts.</p> <ul style="list-style-type: none"> • The number of exploratory classes available to students may be impacted, but further study is needed.
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Delivery Model- Option 2	
<p>New Early Childhood/Kindergarten Center Combine the Early Childhood Center with the Kindergarten Center. This model combines with the following actions</p> <ul style="list-style-type: none"> • Change remaining elementary schools to 1-8 schools • Normandy Kindergarten Center building (former Bel-Nor) would become Gr. 1-8 school 	
Rationale:	<p>Creating a solid foundation in literacy and numeracy while addressing the social-emotional needs of children in the early stages of a child’s life is the most effective strategy that Normandy School Collaborative can implement to ensure that children are on grade level by grade three.</p>
Benefits/Gains:	<ul style="list-style-type: none"> • A state of the art facility for this age group will provide an environment to house the latest research-based strategies. • Our early childhood program is already state recognized as a model program for Project Construct and collaboration is occurring between the NECC and the Kindergarten Center to implement similar best practices at that level as well. These collaborations would be supported by having a shared facility. • Housing both schools/programs under one roof would eliminate a transition for this age group. • Reduce the current waiting list for the early childhood center. This school year waiting list numbers ranged between 20 to 30 students for pre-k and 10 to 15 students for preschool.
Challenges:	<ul style="list-style-type: none"> • Currently offer transportation to Kindergarten Center, but not for Early Childhood Center. The district would need to investigate the impact of adding transportation or maintaining a dual model for the two levels. • Consideration must be given to the structural needs of these children (i.e., ability to eat in classrooms as opposed to large cafeteria settings, special evaluation models that more closely align with early learning as opposed to elementary and secondary standards).

Losses:	None noted at this time.
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Delivery Model- Option 3	
New 7/8 Grade Center	
Implement a model that emphasizes a Project Lead the Way/Career Pathways curriculum with targeted partnerships with local industry and business. All other schools and grade configurations remain the same.	
Rationale:	<p>The current middle school configuration has not led to academic success for this age group in NSC for a number of years. In many suburban more affluent school districts, this model has indeed worked successfully. But for many districts with our demographics (i.e. high poverty, high levels of Adverse Childhood Experiences leading to toxic stress, and higher levels of mobility and transiency), this model is not leading to high or sustained academic performance. To our 7/8 Grade Center’s credit, some growth is beginning to show when compared to other 7/8 grades in middle schools in a similar demographic.</p> <p>Creating a hybrid model that meets the academic needs of this age group; provides a safer social-emotional atmosphere, and creates safety nets while accelerating learning for this age group will require extensive research and a search for schools with our demographic.</p>
Benefits/Gains:	<ul style="list-style-type: none"> • While the 7/8 Grade configuration would stay the same. every other aspect of programming would have to be reviewed, since the current model is not leading to success. • There would be no disruption to the developmental co-curricular offerings such as sports and clubs because the school would remain a “middle school” configuration. If anything, activities should become even more student driven.
Challenges:	<ul style="list-style-type: none"> • Identifying successful models for the school. • Every other aspect of programming would have to be reviewed, since the current model has not historically led to success.
Losses:	Since the 7/8 Grade Center will receive innovations, no losses are noted at this time for children.