PLUM BOROUGH
SCHOOL DISTRICT

School Configuration

(Without a Bond Issuance)

January 17, 2017
Public Presentation

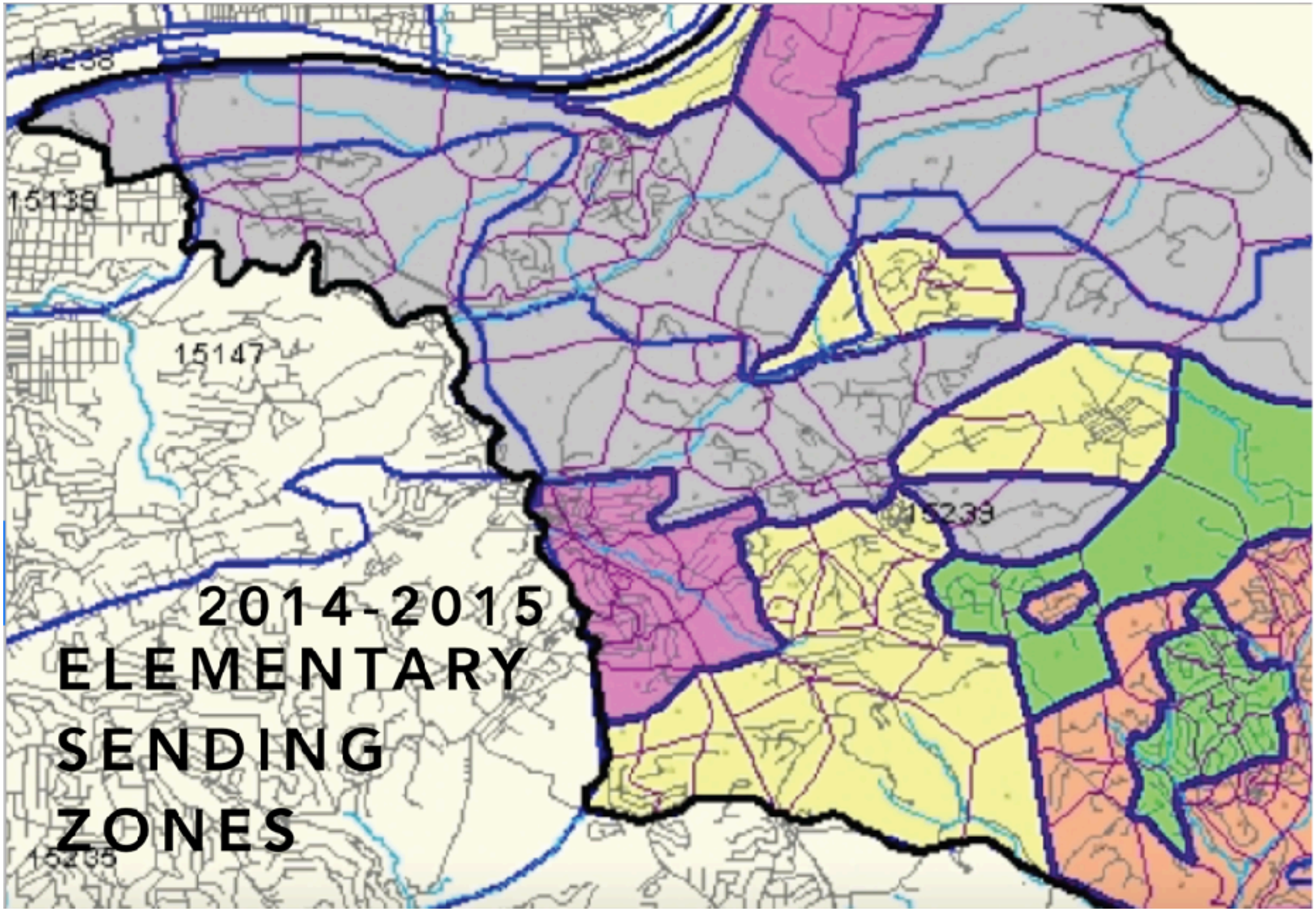
How do we best educate Plum children?

Can we consolidate and renovate without borrowing additional money?

Can we maximize space in existing buildings?

Much of the information contained in the following slides is theoretical.

Actual student distribution and class sizes cannot be confirmed at this time.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ELEMENTARY
SENDING
ZONES
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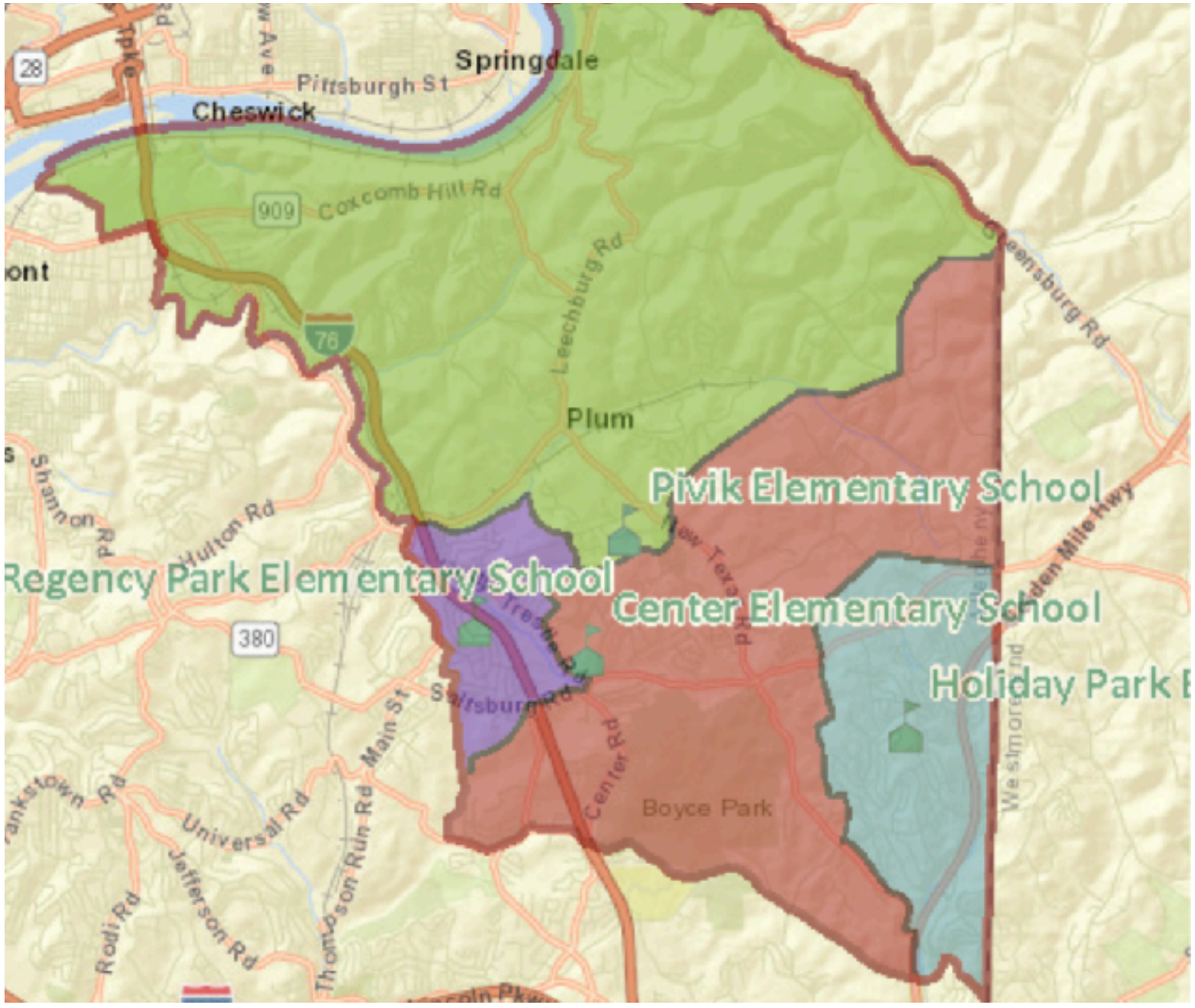

Elementary Sending Zones

2015-2016 & 2016-2017

	K	1	2	3	4	5	6	7	8	9	10	11	12	Enrollment
Pivik	91	79	90	94	95	83	92							624
Center	48	62	66	82	73	68	61							460
Holiday Park	88	74	85	94	94	100	79							614
Regency Park	32	32	42	45	31	36	32							250
Sub-Total	259	247	283	315	293	287	264							1948
Oblock								294	303					597
High School									1	301	316	310	326	1254
TOTAL														**3799**

Enrollment as of 1/10/17

School	Capacity	16-17
Center (K-6)	525	460
Holiday Park (K-6)	700	614
Pivik (K-6)	700	624
Regency Park (old HP) (K-6)	525	250
Oblock (7-8)	750	597
PHS (9-12)	1500	1254

Current Configuration

Research Brief:
Most Effective Middle School Grade-Level Configuration

This report from the Center for Comprehensive School Reform and Improvement provides summary of recent research on grade configuration.

It is clear that effective instruction outweighs the effects of any particular grade configuration.

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RESEARCH INTO PRACTICE

Grade Configuration

Where to locate the 7th and 8th grade is a perennial question. While there are many variations, three approaches are most often used---include them in a 7-12 secondary campus, maintain a separate middle grades campus, or include them as part of a K-8 program.

What the Research Says

The research on grade configuration is inconclusive at best and there is no research that shows one configuration is better at improving student learning. There is some evidence that each of the three approaches can positively, or negatively impact students. But reorganizing grades is merely a shifting of students, teachers and programs from one site to another. Research shows that there is greater impact on student learning when the emphasis is not on location of the students but on the educational experience students receive. Grade configuration is merely a tool that can create the potential to improve student learning. Here's a brief summary of what the research says.

- Grade configuration is not a predictor of student academic success (McKenzie et al., 2006).
- Students in K-8 settings have beneficial effects on achievement, attendance and behavior over students in separate middle grades programs (Abella, 2005).
- There is less achievement loss for rural and small-town students when they transitioned to high school from a K-8 setting rather than from a 6-8 middle school (Alspaugh, 1998).
- Middle grades students located in the same building or on the same campus as high school students had greater access to specialized teachers and more opportunities for advanced classes (Wren, 2003).
- More grade levels per building (i.e. fewer transitions to new schools) is related to higher achievement and improved behavior regardless of SES (Offenberg, 2001; Wren, 2003)
- When 7th and 8th graders are part of a K-8 school some studies found more individualized student attention and more personal student-teacher relationships (Weiss & Kipnes, 2006).
- A separate middle grades program has a greater impact on students from high SES settings than it does for students from low SES settings (Paglin & Fager, 1997).
- When middle grades students remain in an elementary setting there are fewer discipline problems (Cook, MacCoun, Muschkin & Vigdor, 2007).
- School size is important. Larger schools were more likely to negatively impact student learning (Weiss & Kipnes, 2006).

K-4, 5-6, 7-8

School	Grades	Capacity	Estimated Distribution	Repairs and Renovations
Center	5 & 6	525	551	X
Holiday Park	K-4	700	700	
Pivik	K-4	700	700	
Oblock	7 & 8	750	597	X

K-4 - 1397
*56 classrooms
*25 pupils per classroom

Redistrict 18 -19

Renovate with remaining 2014 Bond Issuance

K-4 & 5-8

School	Capacity	Pupil population	Estimated Distribution	Repairs and Renovations
Pivik (K-4)	700	50%	700	
Center (5-8)	525	35%	401	X
Holiday Park (K-4)	700	50%	700	
Oblock (5-8)	750	*65%	747	X

K-4 pop - 1397
5-8 pop - 1148

*15% pop shift

Redistrict 18 -19

Renovate with remaining
2014 Bond Issuance

Renovations to consider

- **<u>Center</u>**
  - Water pressure alarms & sewer lines
  - Roof restoration & RTU
  - Asphalt, parking, playground, fencing, etc…
  - Renovation of special areas: Tech ed, art, music, world languages, restrooms, cafeteria, gym, etc…
  - Painting
  - Lockers
  - FF & E
  - Instructional materials
- **<u>Oblock</u>**
  - Water pressure alarms
  - Roof restoration
  - Gym floor
  - Concrete repairs
  - Interior sewer lines & Terrazzo
  - Window and door repairs
  - Painting
  - Wrestling room and exterior canopy

Next Steps

- Board decision on construction
- Develop timeline
- Gather community & staff input (Board meetings, PTAs, faculty meetings and community survey)
- Aggregate and analyze input, growth/student population trends, and financial factors
- Begin academic design, logistical support structures and identify attendance zones