

School Facilities Use Options

Southwick-Tolland-Granville Regional School District

January 2017

Mutual Benefits of Regionalization

Before Regionalization

- GVS 2008- Preschool closed
- GVS 2009- Spanish/ Art/ Music- discontinued
- GVS 2010- Librarian/Media Class discontinued
- STRSD- 2007- 2008 Overcrowding at Woodland School – Looking for solutions?

After Regionalization

- GVS- Art/ Music/ Librarian/ Media Class reinstated
- GVS- Increase in School Adjustment Counselor time
- MSBA agreed to renovate all the buildings on the Southwick Campus

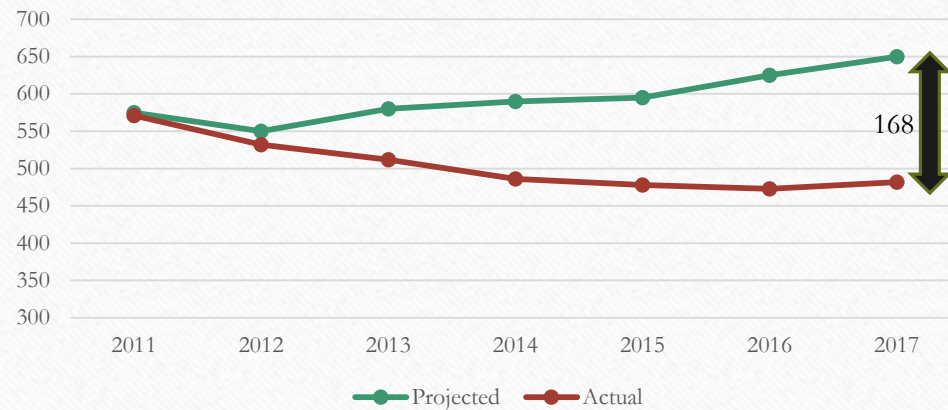
STGRSD History:

- 2011 - Granville joins the Southwick-Tolland Regional School District
- 2012 - First school year with all three towns
- 2012 - Three towns cut capital spending from \$600,000 to \$350,000
- 2013 - MSBA project began remodeling Powder Mill and Woodland Schools
- 2013 - MSBA project began redesigning Southwick-Tolland Regional High School
- 2014-2015 – MSBA project completed and schools reconfigured
- 2015 - Feasibility study initiated due to decreased enrollment across the District

MSBA Enrollment Projections

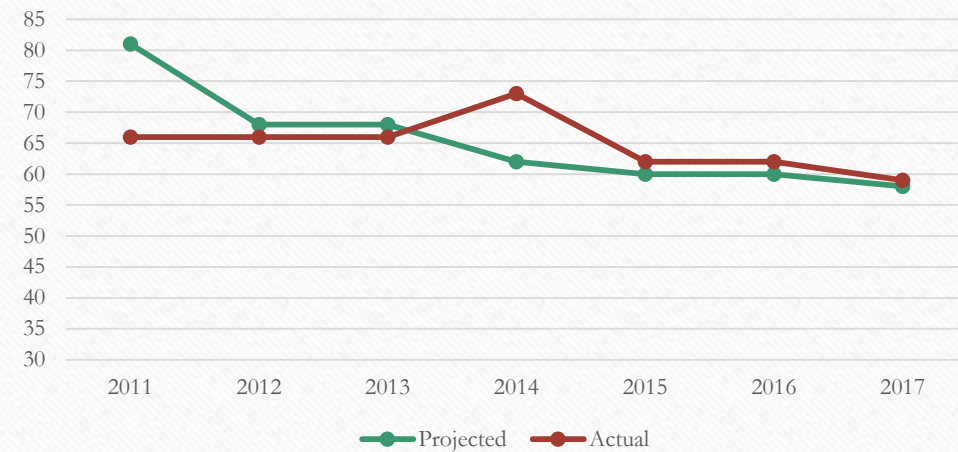
Southwick/Tolland (K-4)

Southwick Enrollments:
MSBA Projected vs. Actual (DESE)



Granville (K-4)

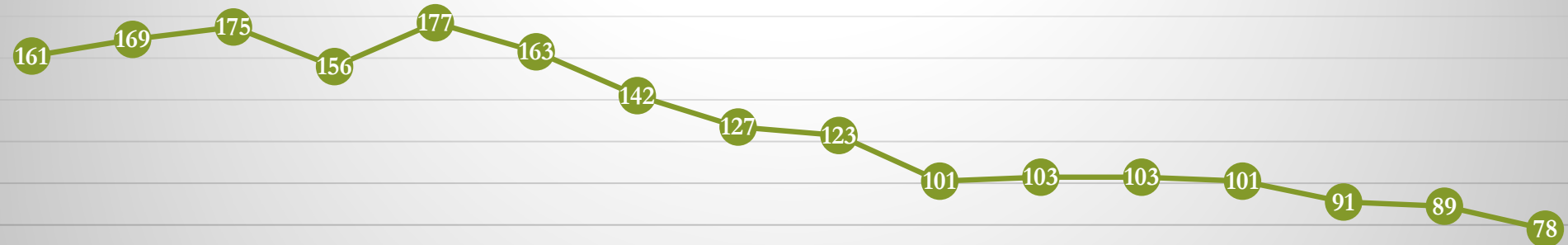
Granville Enrollments: GSD vs. Actual (DESE)



Granville Enrollment Over Time

source: Massachusetts School and District Profiles

Granville K-6 enrollment

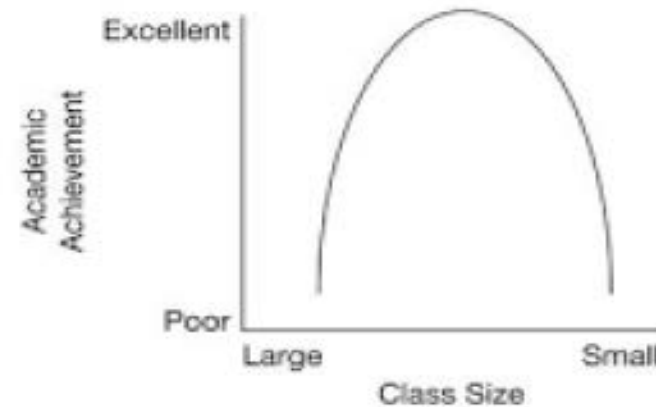


2001-02 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17

Effective Classroom Size

- Malcolm Gladwell suggests that the relationship between class size and achievement is actually not linear (as class size goes down learning goes up), but is best represented by an inverted U curve. As class size is reduced, learning improves until the optimum class size is reached. However if class size drops below the optimum learning declines.

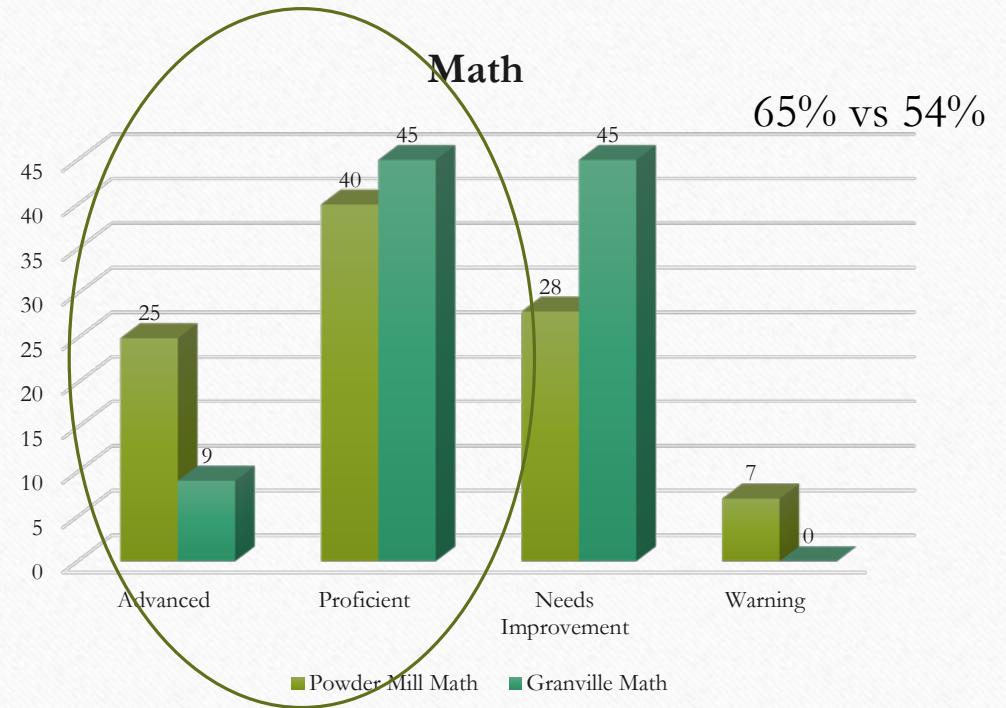
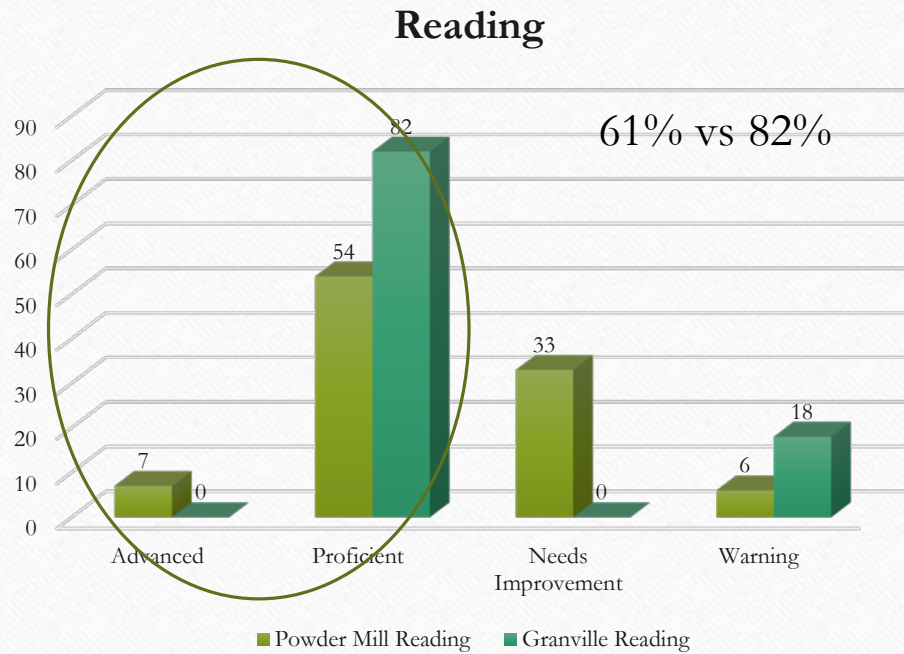
Gladwell, Malcolm. *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*. First edition. New York: Little, Brown and Company, 2013.



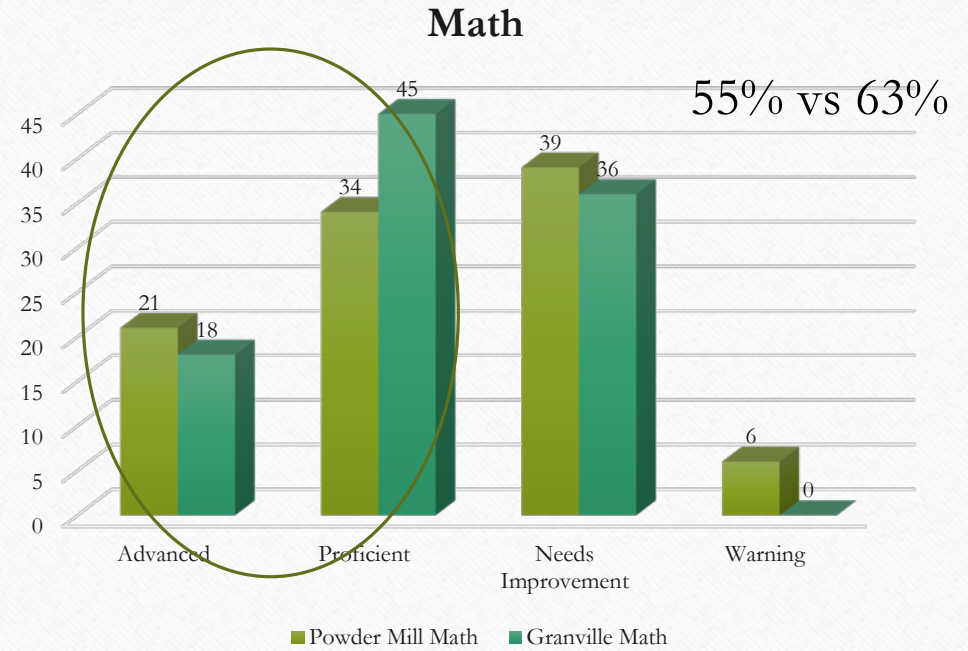
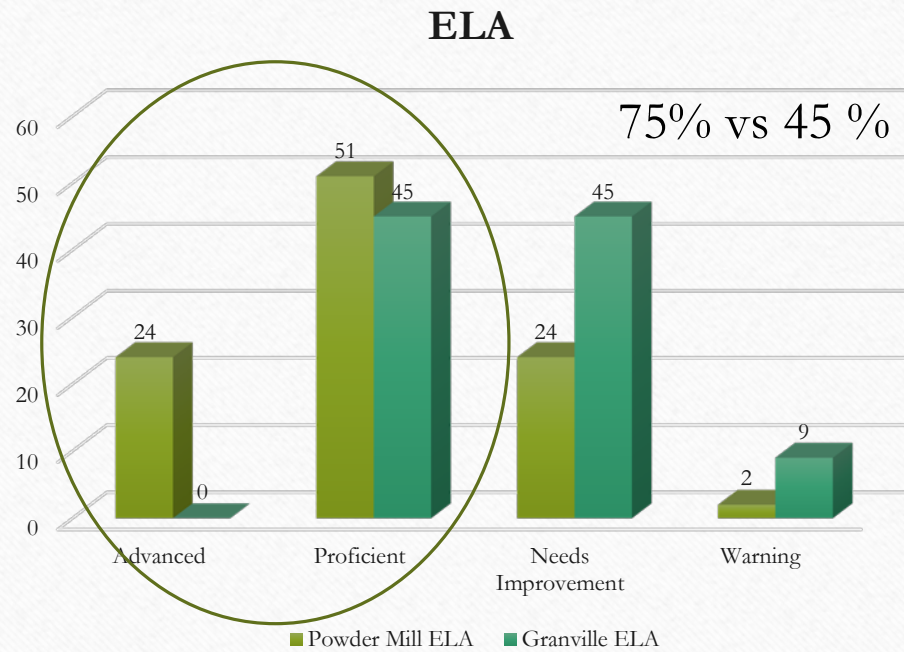
How are our students doing?

The following slides contain data from the
Massachusetts Department of Elementary and Secondary Education's website.

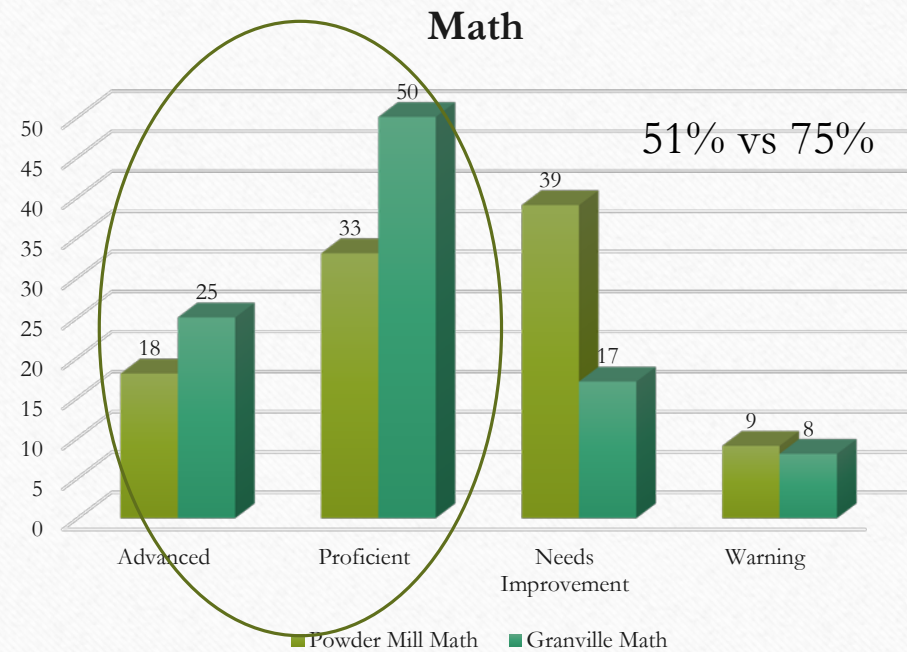
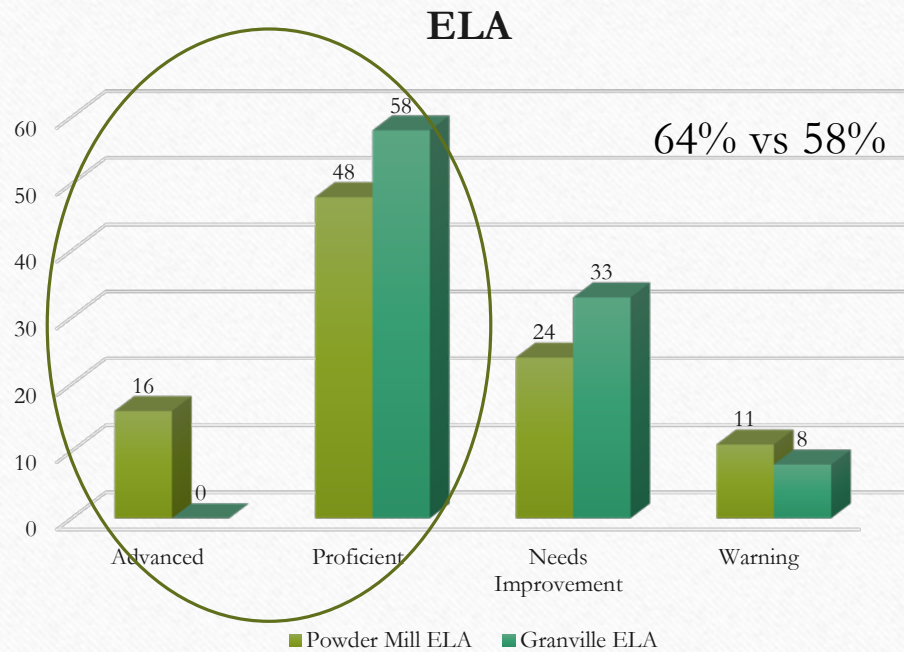
Grade 3 MCAS 2016



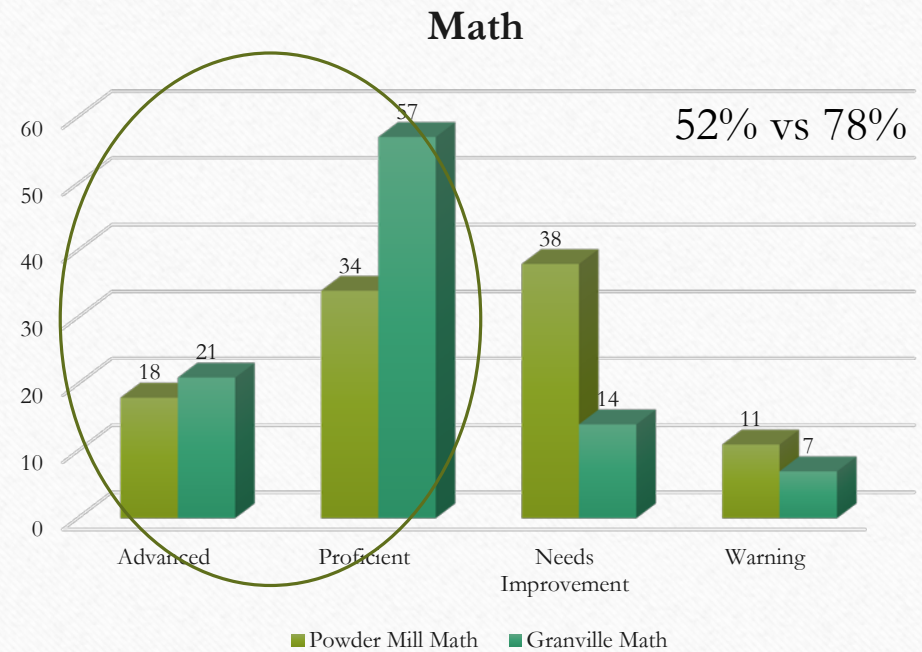
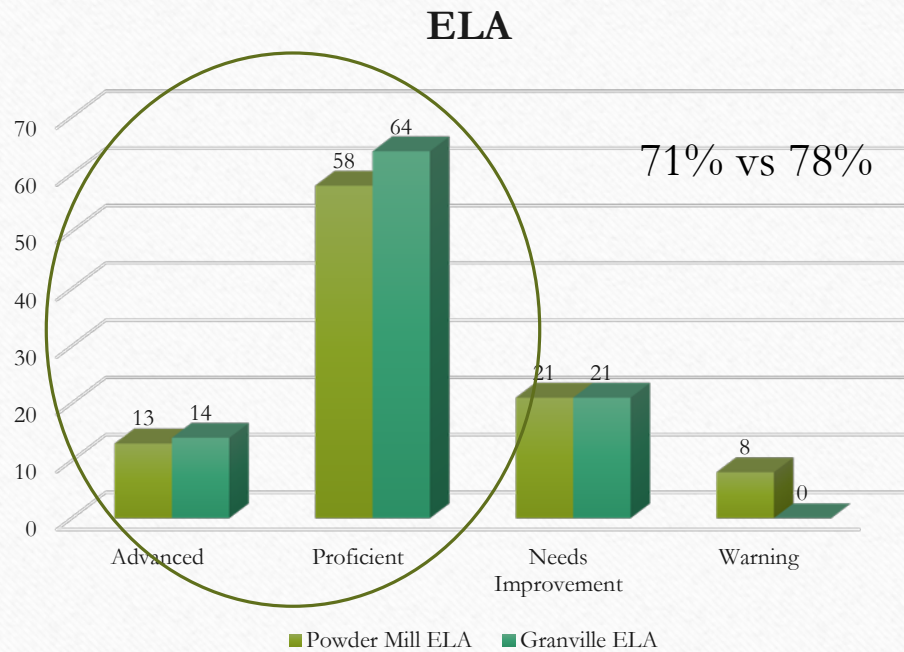
Grade 4 MCAS 2016



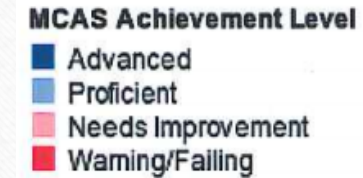
Grade 5 MCAS 2016



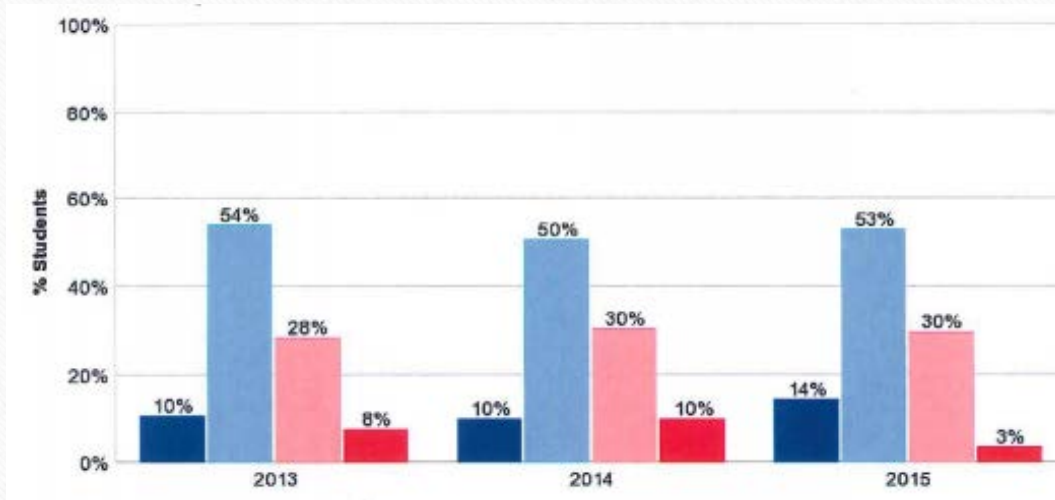
Grade 6 MCAS 2016



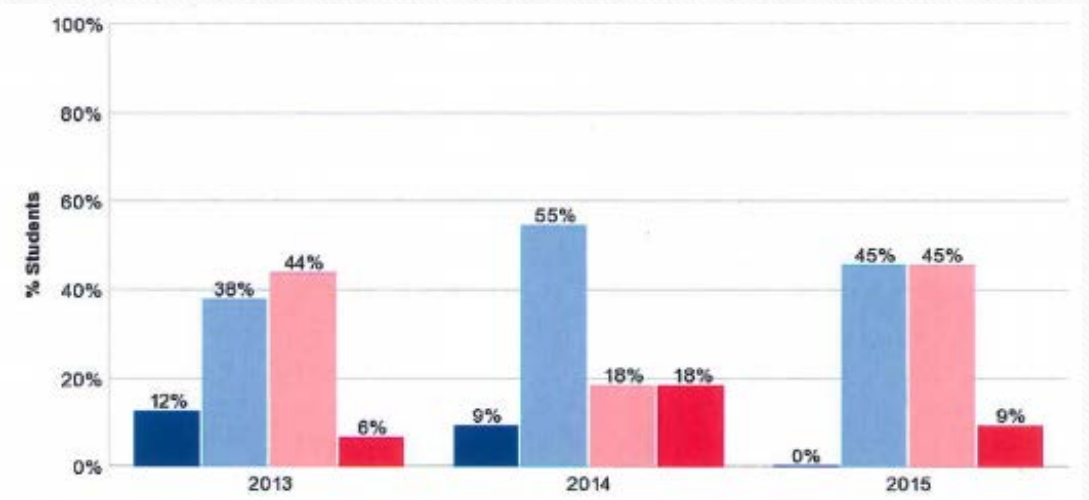
Grade 3 ELA



Woodland School

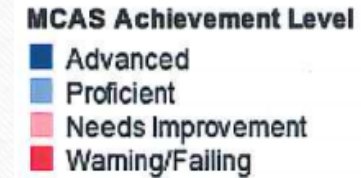


Granville Village School

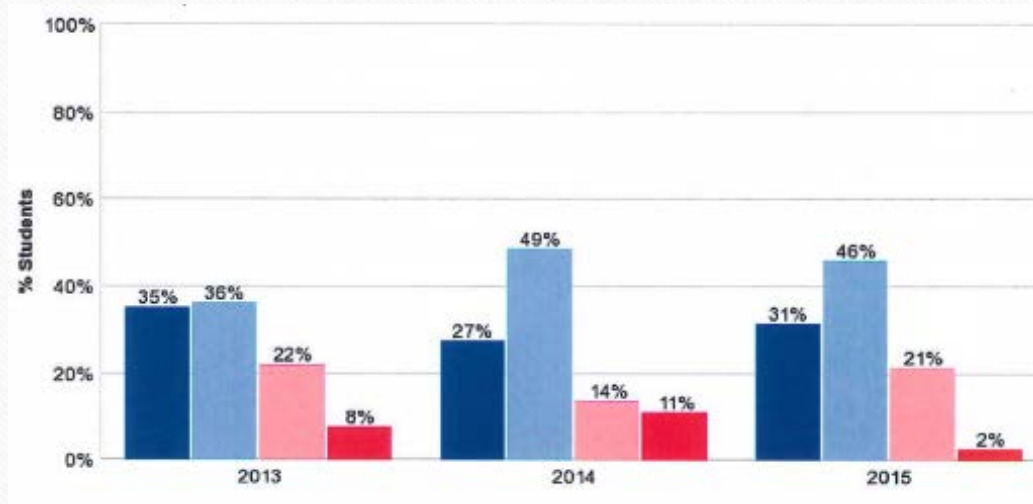


Average of 64% vs 53% advanced/proficient

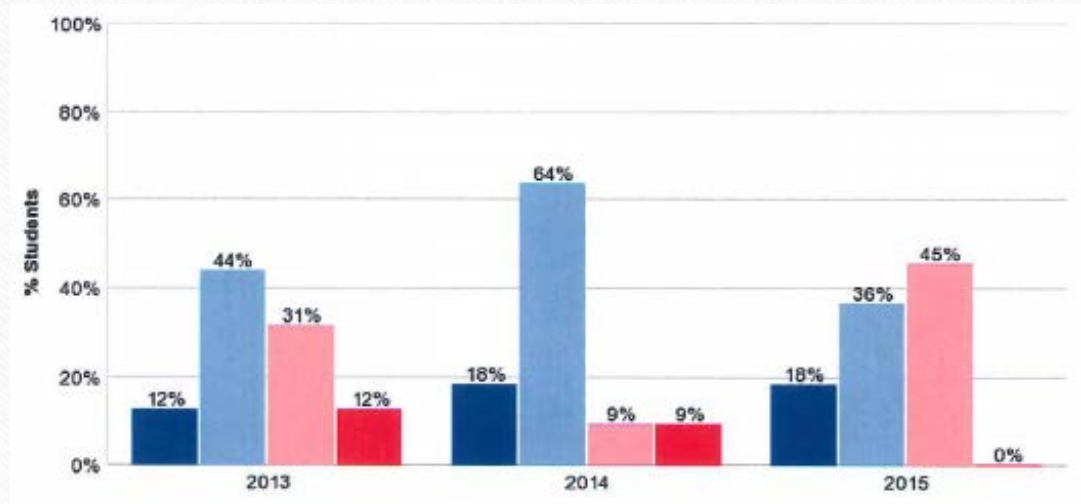
Grade 3 Math



Woodland School



Granville Village School

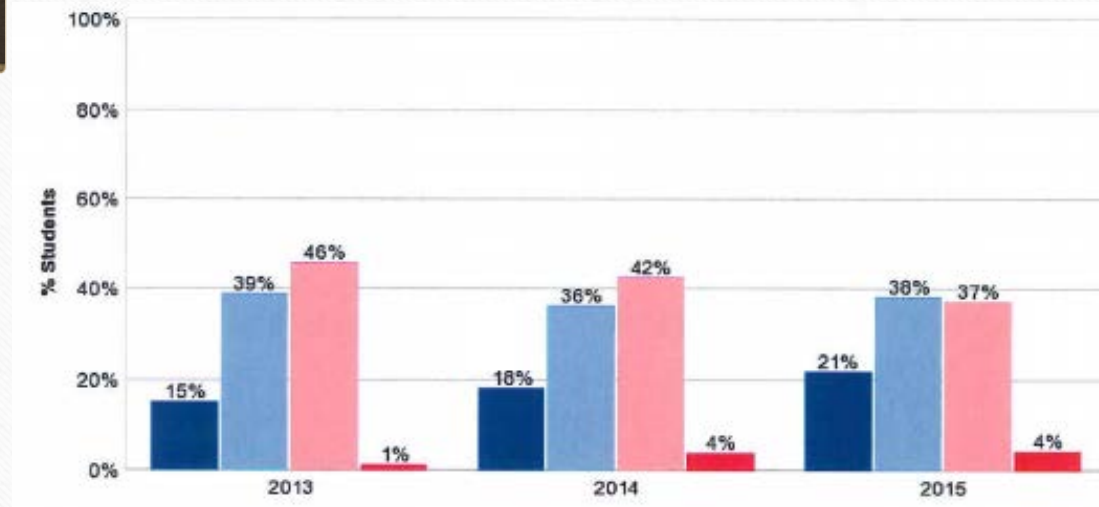


Average of 78% vs. 64 % advanced/proficient

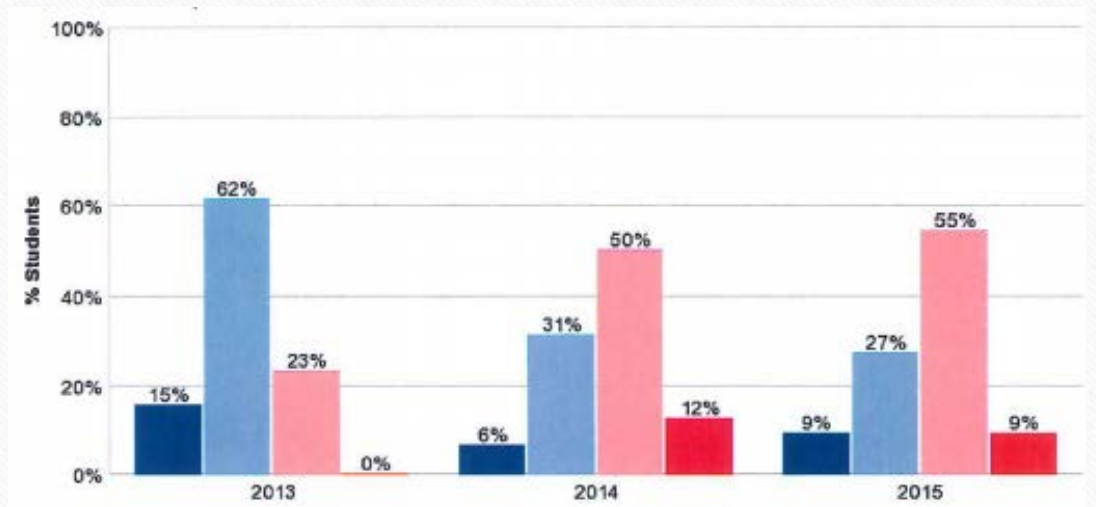
Grade 4 Math



Woodland School



Granville Village School

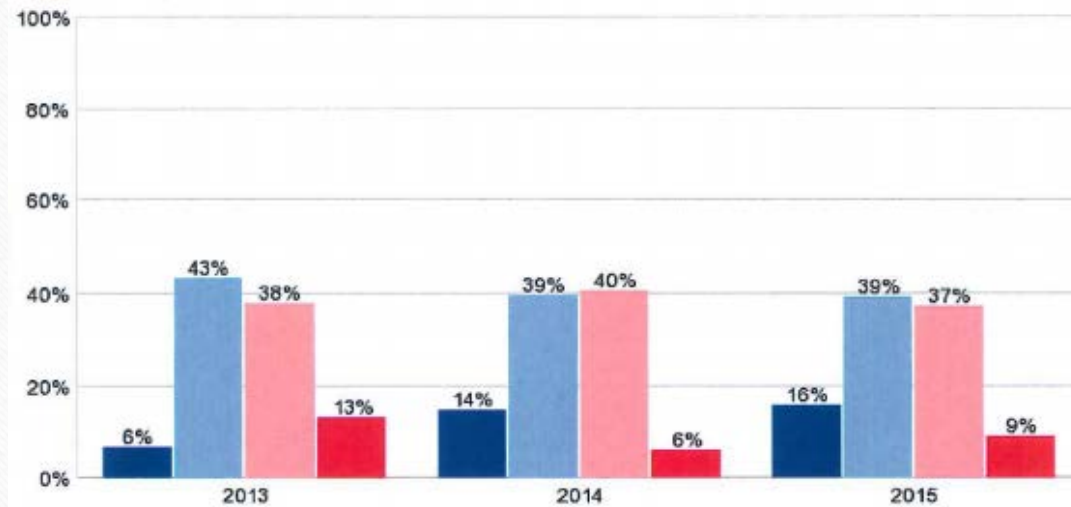


Average of 55% vs. 50 % advanced/ proficient

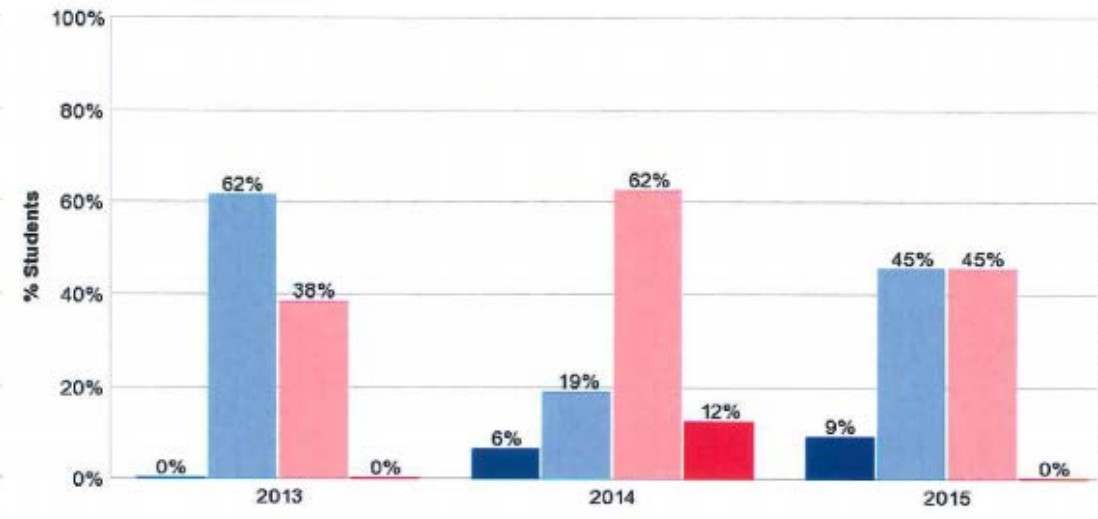
Grade 4 ELA



Woodland School

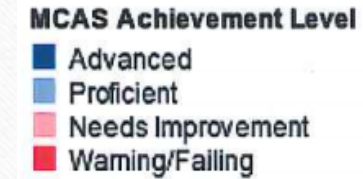


Granville Village School

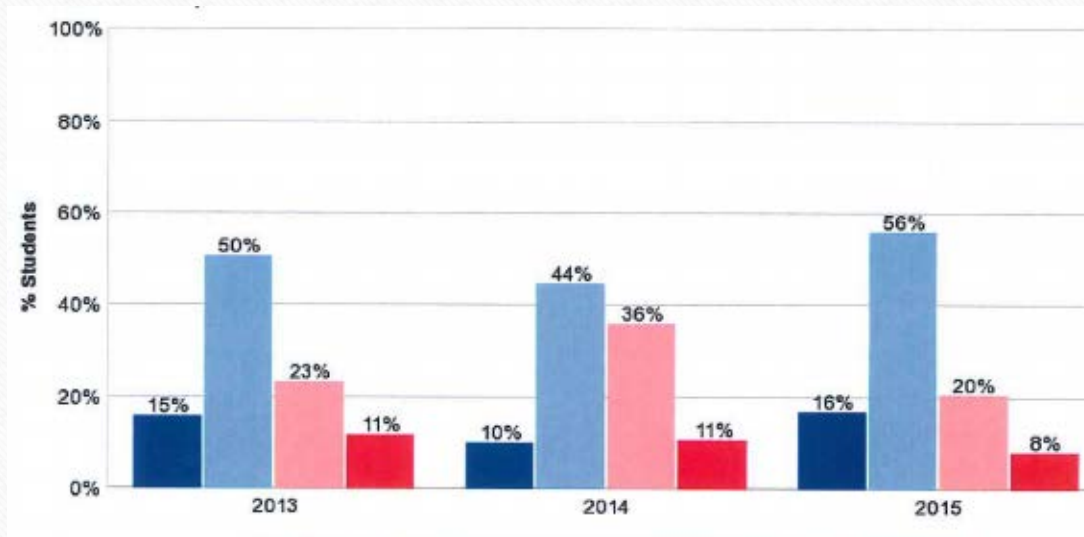


Average of 52% vs. 47 % advanced/ proficient

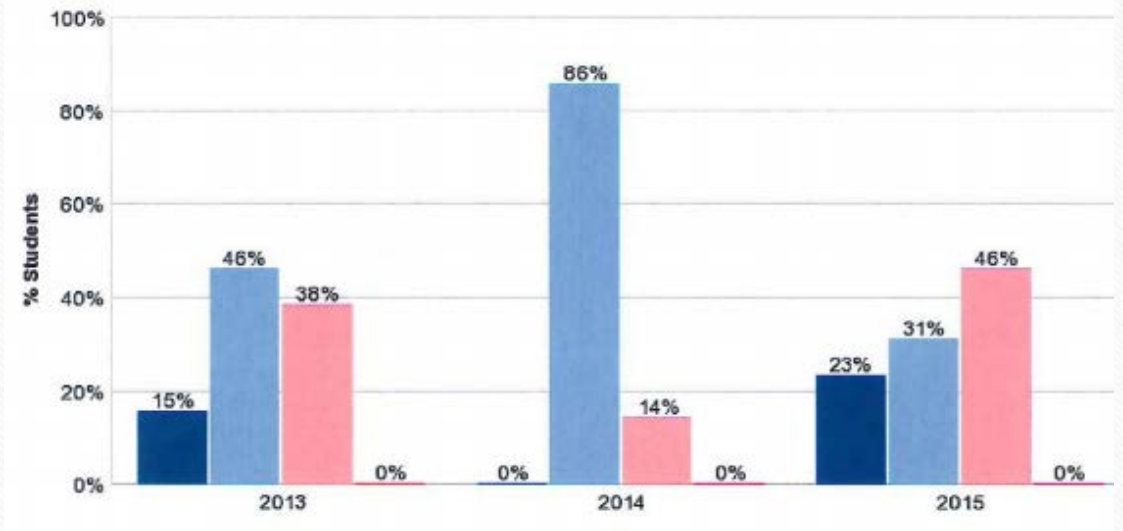
Grade 5 ELA



Powder Mill School



Granville Village School

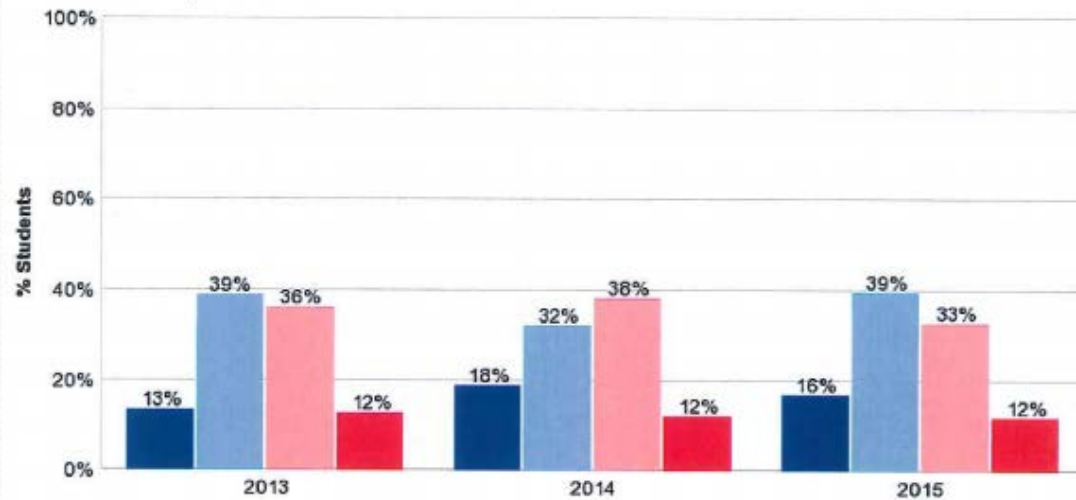


Average of 64% vs. 67 % advanced/ proficient

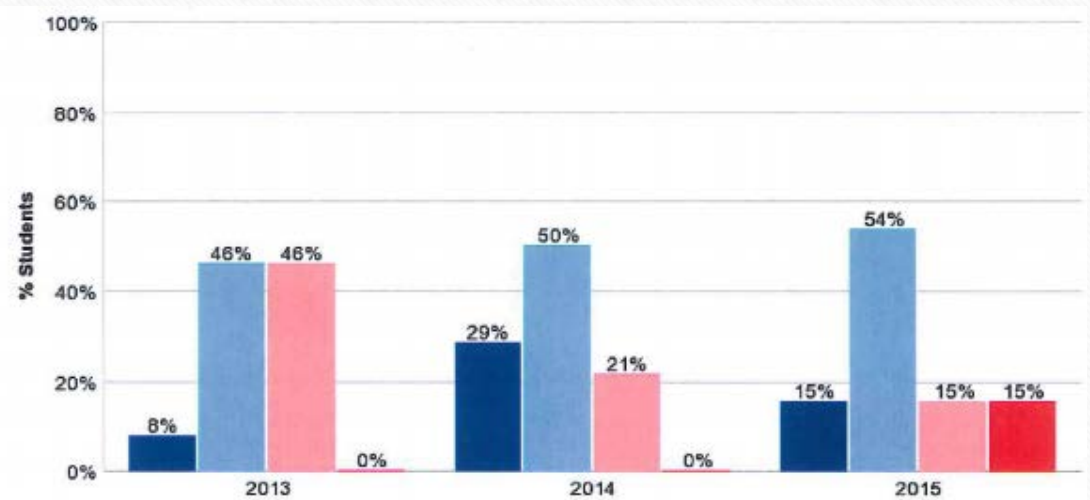
Grade 5 Math



Powder Mill School



Granville Village School



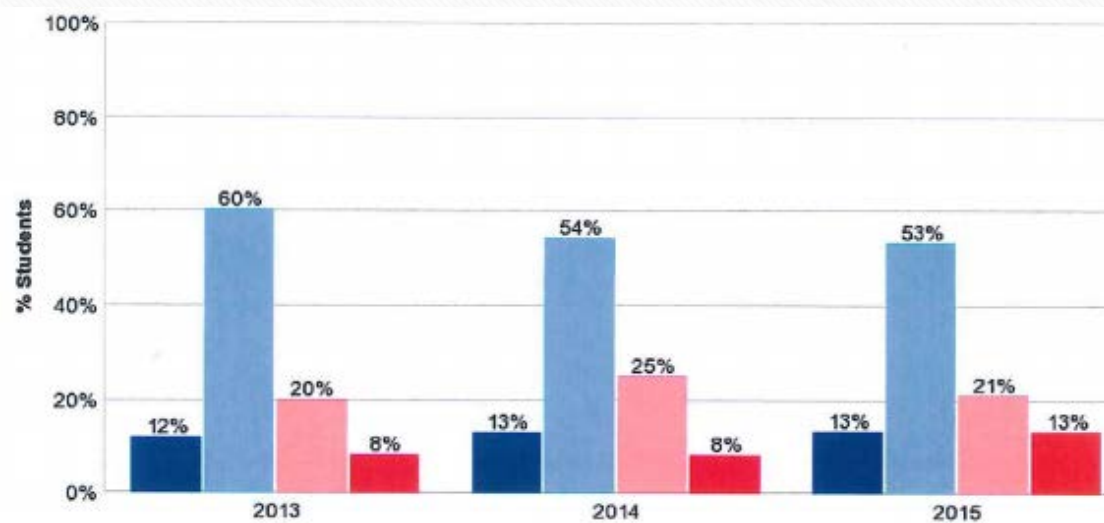
Average of 52% vs. 67 % advanced/ proficient

Grade 6 ELA

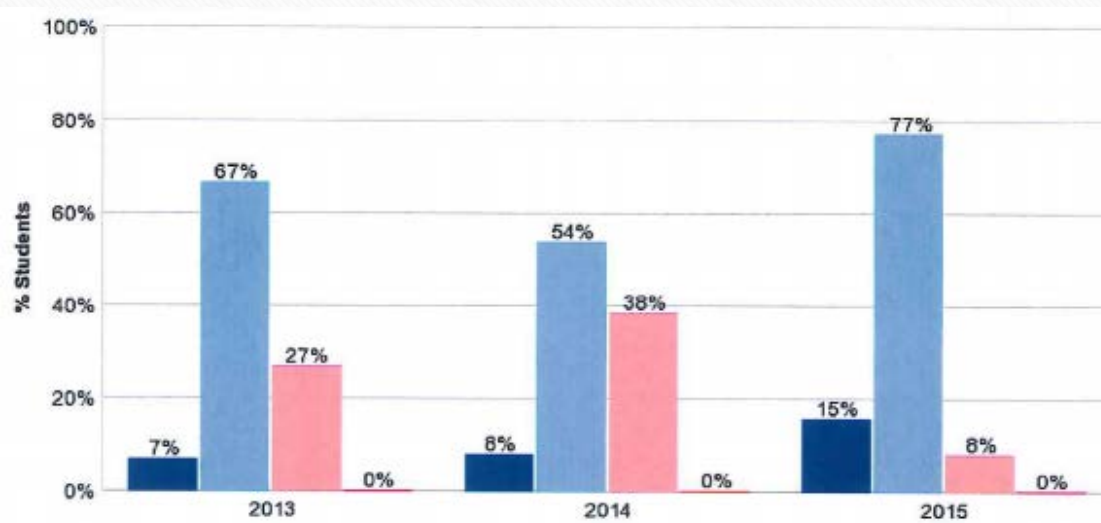
MCAS Achievement Level

- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

Powder Mill School

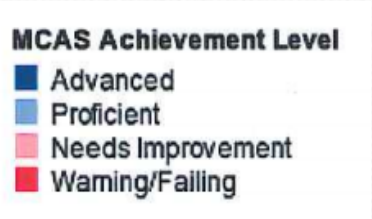


Granville Village School

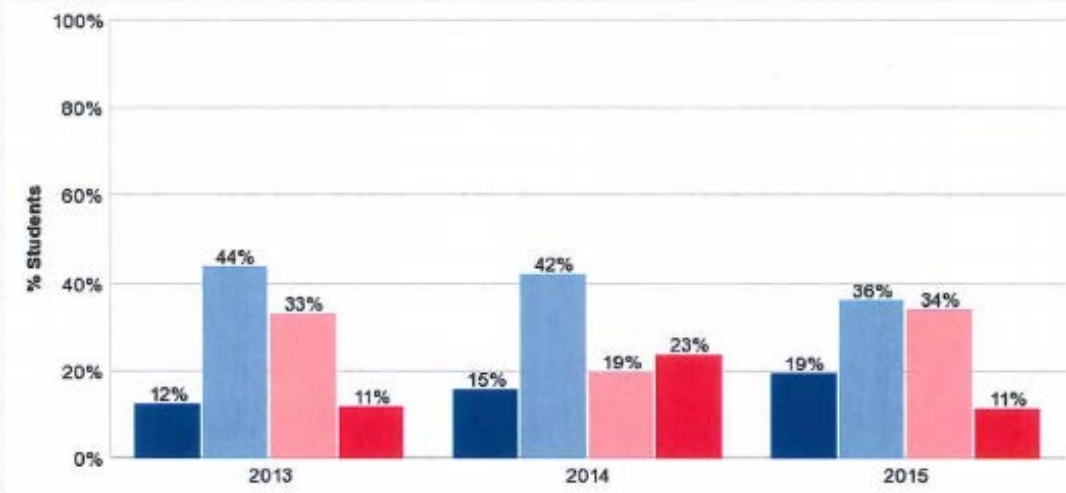


Average of 68% vs. 76 % advanced/ proficient

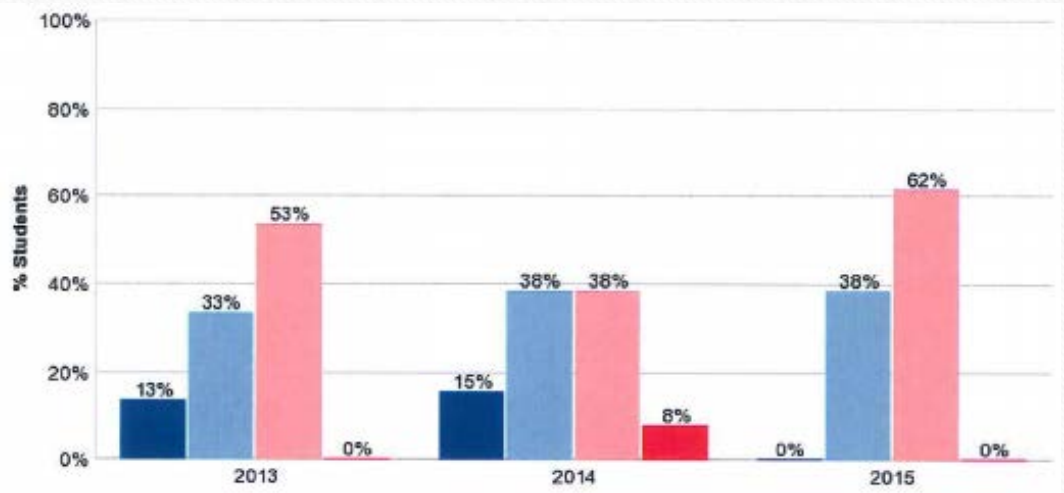
Grade 6 Math



Powder Mill School



Granville Village School



Average of 56% vs. 46 % advanced/ proficient

Class Size and Teacher Quality

- *“Only one thing comes through loud and clear from all of the research: what goes on in the classroom is more important than how many children are involved.” Jennifer Buckingham*

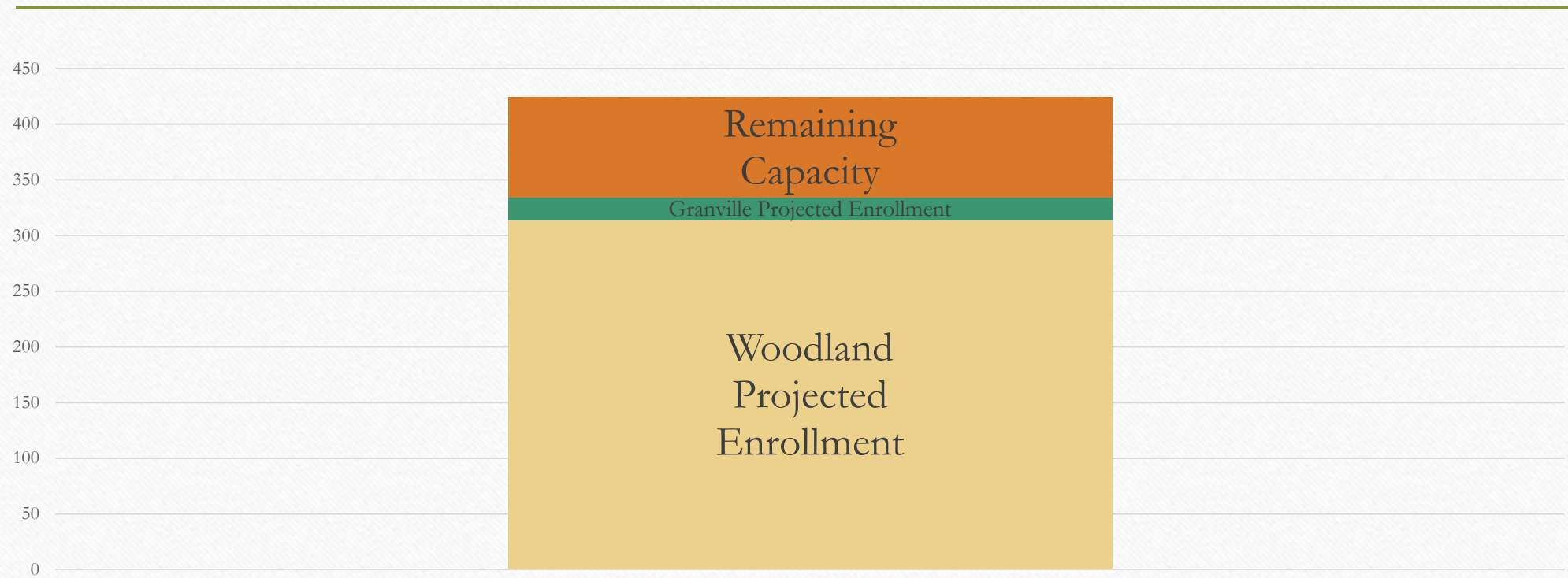
Buckingham, Jennifer. “Reflections on Class Size and Teacher Quality” Issue Analysis (No. 29a), St Leonards, NSW, Australia: Centre for Independent Studies, March 21, 2003.

Building Capacity

- Woodland School - POC- 424
- 2018 Enrollment - 314
- With additional GVS (20) - 334*
- Below capacity by 21%
- Powder Mill School - POC- 637
- 2018 Enrollment - 391
- With Additional GVS (49) - 440
- Below capacity by 31%

*Kindergarten enrollment estimated at 90 students using available birth data.

Woodland 2018



Powder Mill 2018



Option 1

Close Granville Village School

Addressing District Needs

- Improved and targeted professional development
- Additional academic coaches
- Curriculum materials
- Technology improvements
- Capital improvements

“The single greatest effect on student achievement...is the effectiveness of the teacher.”

~Harry Wong

**Focused and Sustained
Professional Learning**

SUPPORTING
New Teachers



GROWING
All Teachers



ELEVATING
Our Most Talented Teachers



Curriculum Needs

Books



Digital Resources



Supplies, Tools,
and Materials





Technology Improvements

- WHY?

- 21st century jobs **demand** computer literacy
- Build competency in and utilize communicative and informative technologies
- Testing will be on computers starting in 2017

- HOW:

- Training in interactive projectors and associated software (needs to be purchased)
- Create plan for rollout of 1:1 devices
- Update computers throughout District

Capital Improvements



- WHY?

- Safety and Security updates needed in schools
- Playgrounds need updating and relocation
- Shorten Granville bus rides



- Year One improvements:

- Security cameras in both Woodland and Powder Mill
- Additional video equipment in both Woodland and Powder Mill
- Additional security cameras in Superintendent's office
- Relocate Powder Mill playground
- Campus improvements- fields, etc.
- Additional mini-bus purchase



Teachers

- Add a 3/4 and a 5/6 Combination Class to Powder Mill
- These classrooms and selected upper grade classrooms will transition to personalized learning / project based learning classrooms
- Professional Development will be needed for staff



Benefits

- All students in district would benefit from schools moving towards 21st century educational excellence:
 - Bring all our classrooms to the 21st century with technology
 - Begin roll out plan for 1:1 devices for students and provide professional development for teachers
 - Provide external and job embedded professional development to change instructional practices needed for students to be competitive in 21st century

Benefits Continued

- All students in district would benefit from schools moving towards 21st century educational excellence:
 - Update cameras, videos and intercoms in Powder Mill and Woodland
 - Hire and train teachers to facilitate personalized learning classrooms
 - Increased grade level teacher collaboration
 - Interaction with more grade level peers for GVS students
 - More inclusive environment for students on IEP's at GVS

Challenges

- Classroom sizes at Powder Mill and Woodland Schools would increase slightly

| Grade | Average Class Size/ 2018 |
|--------------|--------------------------|
| Kindergarten | 18 |
| 1 | 18 |
| 2 | 22 |
| 3 | 19 |
| 4 | 20 |
| 5 | 21 |
| 6 | 20 |

Disadvantages Continued

- Possible limited School Choice seats
- Possible increased ride times for Granville students
- Possible District Reduction in Force

Option 2

Granville Village School Remains Open

Granville School Configuration 2017-2018

- Retain 4 Classroom Teachers (K/1, 2/3, 4, 5/6), School Nurse, School Adjustment Counselor, Custodial staff and Clerical staff
- Replace principal with teacher leader
- Teaching Assistants (amount tbd)
- Cold breakfasts only will be served
- Lunches will be transported to GVS

Benefits

- School remains open
- Class sizes are similar to Powder Mill and Woodland

| Grade | Class Size |
|-------|------------|
| K/1 | 12 |
| 2/3 | 23 |
| 4 | 20 |
| 5/6 | 21 |

Disadvantages

- Still per pupil inequity
- Students have limited interaction with peers
- Minimal grade level teacher collaboration
- Current model of special education continues
- Only front of building being used
- Additional funding source(s) needed for District-wide professional development, technology and curriculum needs
- Additional funding source(s) needed for District-wide capital improvements addressing safety and security, grounds and buildings

Greatest Impact for All Students

Research shows that effective teachers are the most important factor contributing to student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher.

“Effective teachers are the most important factor contributing to student achievement” *Educational Research Newsletter and Webinars*.
Educational Research Newsletter, Sept. 2003 Volume 16 Number 6. Dec. 2016.