



Elementary School Reconfiguration



Board of Education Presentation

January 8, 2019

~ Rethinking **and** Redefining **our structure for** increased teacher expertise and capacity **resulting**
in improved student experiences **and** outcomes ~

#Lakeland Leads

Why is the Change Needed?

- **District Unity:** Eliminate the stigma or perception that exists between the Mayfield and Scott communities
- **Student Performance:** While we are encouraged by recent gains in student growth, persistent low achievement requires a redesign to better meet student needs (working collaboratively & sharing strengths is working smarter) We can't continue to do the same things and expect different results.
- **Consistency:** Greater focus on standardized practices, implementation of curriculum, and best teaching practices at each grade level
- **Focus:** Targeted/more effective guidance and educational services in a school aligned to the developmental needs of students served
- **Scheduling:** Better class scheduling opportunities, which will result in more consistent class sizes, and class structures including departmentalization (less “bumping” due to low enrollment). Additionally, more classes at each grade level increases opportunities to group and address student needs
- **Programming:** Consistent and common practices for students at each grade (ie. STEM). Student intervention and enrichment needs will be more easily addressed. Mathematics and language arts acceleration opportunities could be provided more easily to eligible students in grades 3-6 due to proximity to the JSHS. ESL/SPLD and other educational service programming will be more streamlined and efficient
- **Collaboration:** In each building, there will be more staff with specialized knowledge and expertise in a specific developmental stage of educational growth which allows for increased collaboration among staff at the same grade level, opportunities for PLCs, sharing of best practices, and improved teacher practice
- **Professional Development:** Professional Development time can be more focused on the educational needs of a specific developmental stage (K-2 or 3-6). (Grade level meetings without travel, focused faculty meetings and professional development days in addition to the daily common planning period). Teachers who attend outside PD will be able to turn around the training to their peers versus duplication of efforts.
- **Streamlining Resources:** There will be cost savings on instructional supplies, texts, and library/media materials due to less need for duplication at both buildings.

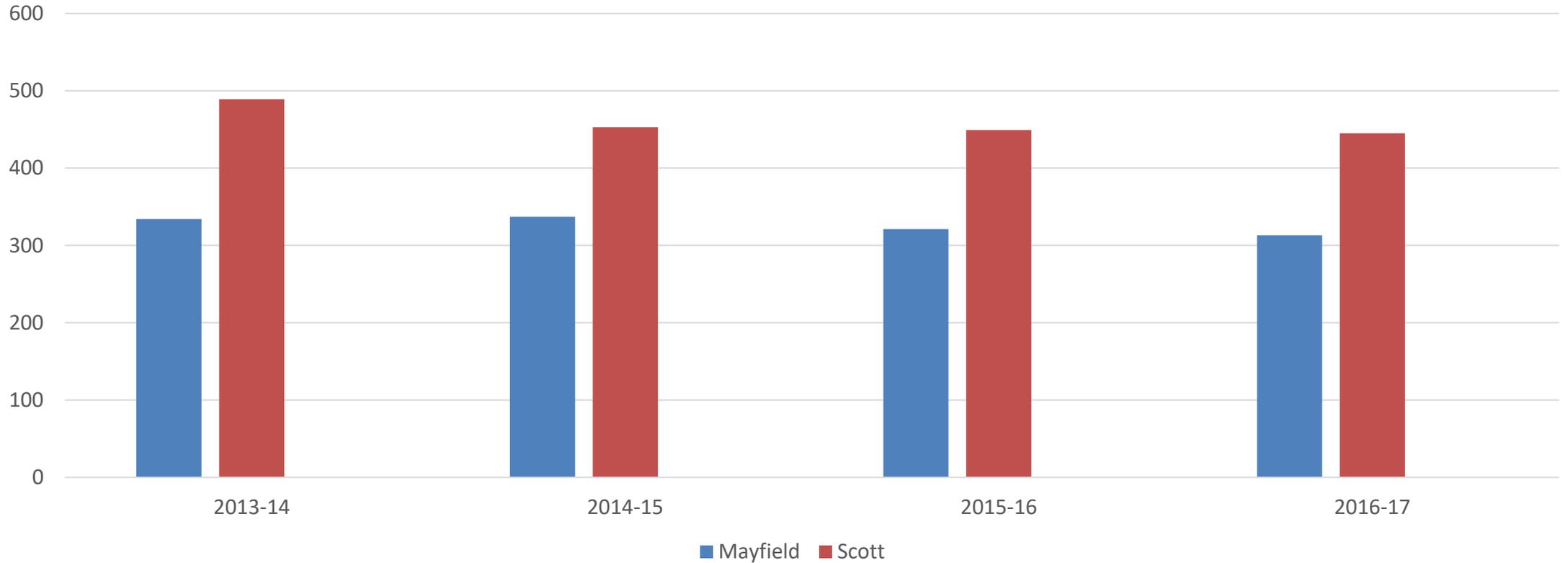
District Goal

Ensure **equity** for **all students** and enhance the **educational experience** through the K-2 and 3-6 reconfiguration, proposed for the 2019-2020 school year.

District Elementary Enrollment Trends

Year	Mayfield	Scott
13-14	334	489
14-15	337	453
15-16	321	449
16-17	313	445

Chart Title



8/11 peer schools have all teachers of the same grade in the same building

Peer School District Structures

(IU19-Lackawanna County)

Lackawanna County Districts 2016-17	Elementary (Enrollment)	Middle (Enrollment)	High School (Enrollment)
Abington Heights (K-4, 5-8, 9-12)	Clarks Summit (359) Newton Ransom (247) South Abington (287) Waverly (291)	AMS (1079)	AHS (1042)
Carbondale (K-6, 7-12)	Carbondale ES (931)		Carbondale JSHS (696)
Dunmore	Dunmore ES (787)		Dunmore JSHS (728)
Forest City	All one school K-12		
Lackawanna Trail	All one school K-12		
Lakeland	Mayfield Campus (313) Scott Campus (445)		Lakeland JSHS
Mid Valley	Mid Valley Elementary Center		Mid Valley Secondary Center
North Pocono			
Old Forge	Old Forge ES		Old Forge JSHS
Riverside	Riverside West K-2 Riverside East 3-6		Riverside JSHS
Scranton	Multiple buildings		Scranton HS West Scranton HS
Valley View	Valley View ES K-2 Valley View Intermediate 3-5	Valley View Middle 6-8	Valley View HS 9-12

Reconfiguration will:

- Create a cohesive educational pathway as students move through the grade levels in our district.
- Ensure students are prepared for the next level of learning, and that all students are provided the same rigorous and relevant learning opportunities throughout their experience in the district.
- Allow teachers to capitalize on each other's strengths as they collaborate, grow professionally, and improve their teaching practice.

Proposed District Structure:

- **Kindergarten- 2nd Grade:** Lakeland Primary Center
- **3rd Grade- 6th Grade:** Lakeland Intermediate Center
- **7th- Grade- 12th Grade:** Lakeland Junior-Senior High School

Facilities Impact:

- More balanced class sizes
- No building projects needed to accomplish this
- Furniture (Desks/chairs, technology, etc. will be moved to Primary and Intermediate Centers as appropriate)

Transportation Impact

- Need to update this
- Students will be transported with more closely related same age peers
- Will more students be transported by bus? If so, may be cost increase, but state aid will offset?
- Current average bus time shortest/longest- proposed average-shortest/longest

School Schedules: Start and End Times

Lakeland Primary School

- School Day: TBD
- Work Day: TBD
- Faculty Meeting: TBD (different day than Intermediate/JSHS)

Lakeland Intermediate School

- School Day: TBD
- Work Day: TBD
- Faculty Meeting: TBD (different day than Primary/JSHS)

Staffing Impact

- Assignment of principals in the elementary buildings will be based upon the administrator's background, experience, interest and “best fit”
- The primary and intermediate buildings will be staffed according to our current recommended teacher to student ratio which results in approximately 5 sections per grade level at our current enrollment. Teacher assignments will remain consistent with the current grade level they are teaching.
- Combining teachers at grade levels in each building will allow for additional mentoring opportunities, collaboration and building of expertise at each grade level
- Less "bumping" due to enrollment variances which causes disruptions in teacher preparation, expertise and student programming

School/Grade	Mayfield	Class Size	Scott	Class Size
Kindergarten	43	22	55	19
1st	39	20	59	20
2nd	42	21	46	23
3rd	41	21	68	23
4th	58	29	66	22
5th	53	27	71	24
6th				

Teacher Moves:
2nd grade Teacher moved to K

One example of enrollment/staffing ("Bumping") impact of having two separate buildings

2018-19

School/Grade	Mayfield	Class Size	Scott	Class Size
Kindergarten	31	16	66	22
1st	43	22	51	26
2nd	39	20	59	20
3rd	42	21	46	23
4th	41	21	68	23
5th	58	29	66	22
6th	53	27	71	24

Teacher Moves:
3rd grade moves to 2nd grade for 1 year

*not replacing 1st Grade Retiree or 17 class size if replace



2019-20

School/Grade	Mayfield	Class Size	Scott	Class Size
Kindergarten	TBD		TBD	
1st	31	16	66	22
2nd	43	22	51	26
3rd	39	20	59	20
4th	42	21	46	23
5th	41	21	68	23
6th	58	29	66	22

Teacher Moves:
2nd grade teacher moves back to 3rd
4th grade teacher moves to 1st- need to switch from departmentalize to self contained for 1 year

2020-2021

School/Grade	Mayfield	Class Size	Scott	Class Size
Kindergarten	TBD		TBD	
1st	TBD		TBD	
2nd	31	16	66	22
3rd	43	22	51	26
4th	39	20	59	20
5th	42	21	46	23
6th	41	21	68	23

Teacher Moves:
3rd grade teacher moves back to 2nd grade
4th grade needs a 3rd class- either steal teacher back from 1st, but don't know numbers or:
5th back to 4th for 1 year if 1st needs 3- need to switch from departmentalization to self contained for 1 year

Academic Impact

- Consolidation of grade levels into two buildings will allow for alignment of schedules to provide consistent instructional minutes, with literacy and mathematics as a focus. STEM opportunities will be equitable for all students.
- Schedules will allow for more flexible grouping opportunities across classrooms in grade levels, allowing teachers to differentiate and meet the needs of all students.
- Schedules will allow for purposeful and collaborative academic support with ESL, Gifted and Special Education services providing both in classroom (push-in) and stand alone (pull-out) support.
- Schedules will allow for increased collaboration and planning time, ongoing Professional Learning Communities (PLCs) and more efficient use of data and staff/services to meet the needs of students.

Academic Impact Continued

- Reconfiguration by grade levels across two buildings will allow curriculum and assessment resources to be more targeted and utilized more consistently in the district
- Specialized professional development with a narrower focus for primary and adolescent learners
- Greater opportunity for collaboration to ensure consistency and sharing of best practices

Summary

- The primary academic benefit for re-configuration is to have every Lakeland elementary teacher working in a grade level in the same building. This level of collaboration promotes a more consistent curriculum, instruction, and assessment system that we believe will improve instructional practice resulting in a better experience for students and ultimately, increased student achievement.
- Educational programming will be better targeted to meet the specific needs of students academically, socially, emotionally, and physically.
- The re-configuration will eliminate the redundancy and duplication of service and programming efforts happening district-wide. In addition it will eliminate other redundancies such as Kindergarten registration, Primary and Intermediate Student Assemblies, PSSA testing, Field Day activities, etc.
- Lastly, the re-configuration effort will effectively address the need to unite our students and communities in grades Kindergarten through 12. This will address some of the present challenges faced when students are entering the JSHS from two different elementary schools.