

Coakley Middle School

Norwood Public Schools

Community Forum #1

January 14, 2021

School Building Committee

Alan Slater	Chair
Cathy Carney	MCPPO – Contract Administrator
David Catania	School Committee member
Diane Ferreira	Principal of Balch Elementary School
Dr. Margo Fraczek	Principal of Coakley Middle School
Matt Lane	Selectman
Tom Maloney	Selectman
Tony Mazzucco	General Manager
Paul Riccardi	Director of Buildings and Grounds
Terresa Stewart	School Committee member
Dr. David Thomson	Superintendent
Matthew Walsh	Building Commissioner

Architect

Ai3 Architects, LLC

OPM

COMPASS Project Management, Inc.

In partnership with the
Massachusetts School Building Authority



Ai3 Architects, LLC
Compass Project Management



January 14, 2021

- ◆ **Introductions**
- ◆ **Agenda**
- ◆ **MSBA Materplan & Building Process**
- ◆ **Recap- Feasibility & Long Range Study**
- ◆ **Questions & Answers**
- ◆ **Project Schedule**
- ◆ **Site Analysis**
- ◆ **Design Options**
- ◆ **Questions & Answers**
- ◆ **Educational Planning**
- ◆ **Community Engagement & Polling**
- ◆ **Questions & Answers**

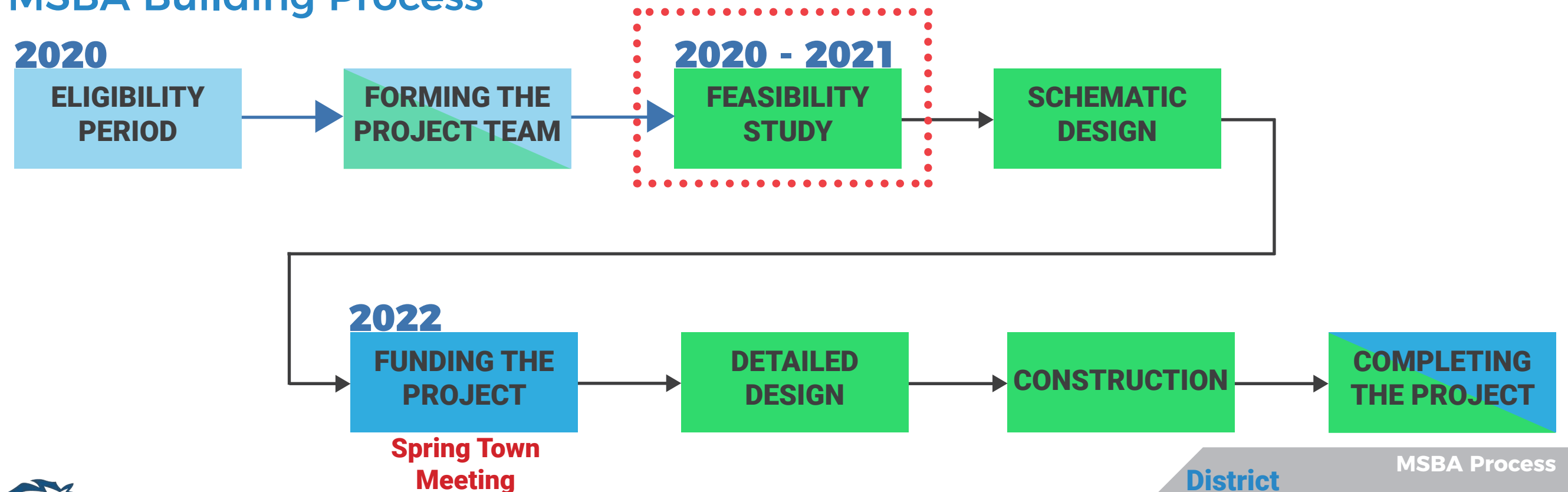


MSBA Masterplan & Building Process

MSBA Masterplan Process



MSBA Building Process



District
Construction Professionals



Feasibility & Long Range Study

Purpose, Preparation, & Recap

I. *What is the purpose of the Long Range Building Study?*

// In 2016, the Town of Norwood requested services to:

Assess the existing conditions

// Criteria of Evaluation & Options:

- Demographic / population trends
- Structural integrity
- Overall program distribution
- State of the building systems
- Site conditions

II. *Who contributed to its preparation?*

// Norwood Representation:

Long Range Study Committee

- 5 voting members
- 4 non-voting members

Norwood School Committee

// Professional Analyses:

Ai3 Architects & Consulting Engineers

III. *What is included in the Long Range Building Study?*



391 Pages of Content!
Completed in September 2017

Feasibility Study Evaluation

Completed by a design team of 30+ professionals

We analyzed each building & met with every principal to obtain insight

Oldham Elementary School
grades 1-5 // 218 students

Savage Educational Center
District programs // 000 students

Callahan Elementary School
grades 1-5 // 230 students

Willett Early Childhood Center
grades PK-K // 385 students

Cleveland Elementary School
grades 1-5 // 349 students

Balch Elementary School
grades 1-5 // 306 students

Prescott Elementary School
grades 1-5 // 262 students

Coakley Middle School
grades 6-8 // 756 students



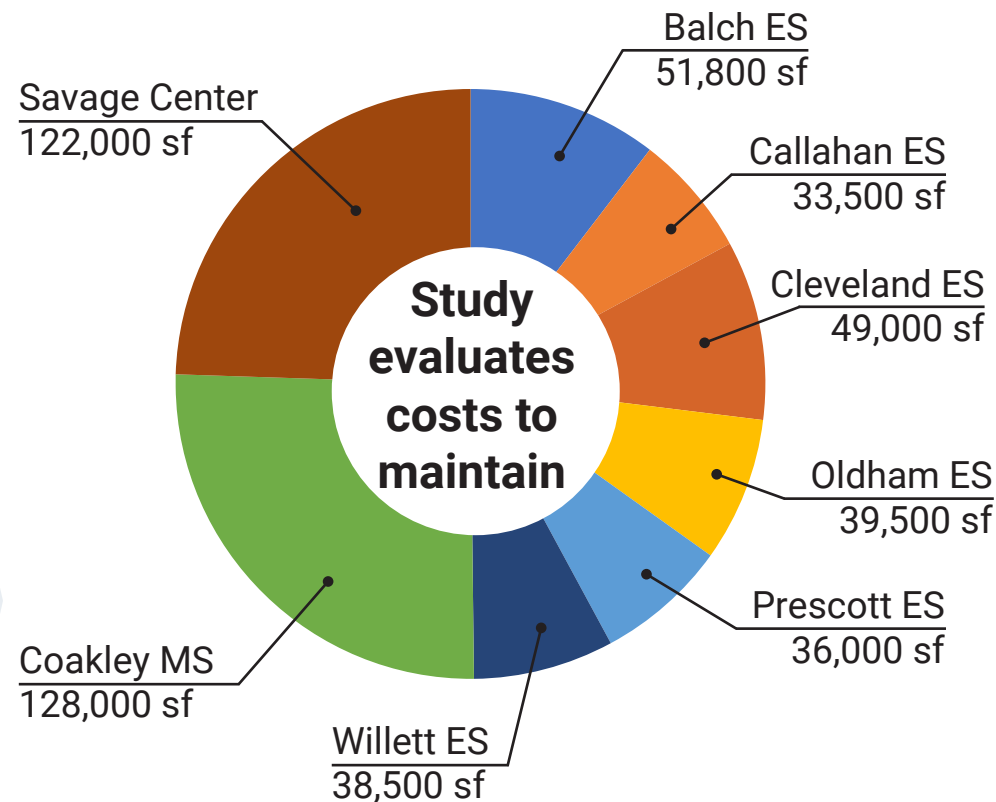
Feasibility Study Evaluation: School Buildings

Identified factors that affect Building, Functional, & Educational Performance

I. What factors affect building performance?

Capital Repairs & Improvements:

- // Systems Replacement (or)
- // Maintenance of Outdated Systems
- // Phased Renovations
- // Site Maintenance
- // Code Upgrades
- // Technology Improvements
- // Paint / Patching / Repairs



SF



II. What factors affect functional performance?

Physical Size vs. Population:

- // Average is 170 sf/student
- // Norwood schools over-crowded per physical size & MSBA guidelines:

Cleveland Elementary School
 Willett Early Childhood Center
Coakley Middle School

Feasibility Study Factors: Elementary Schools

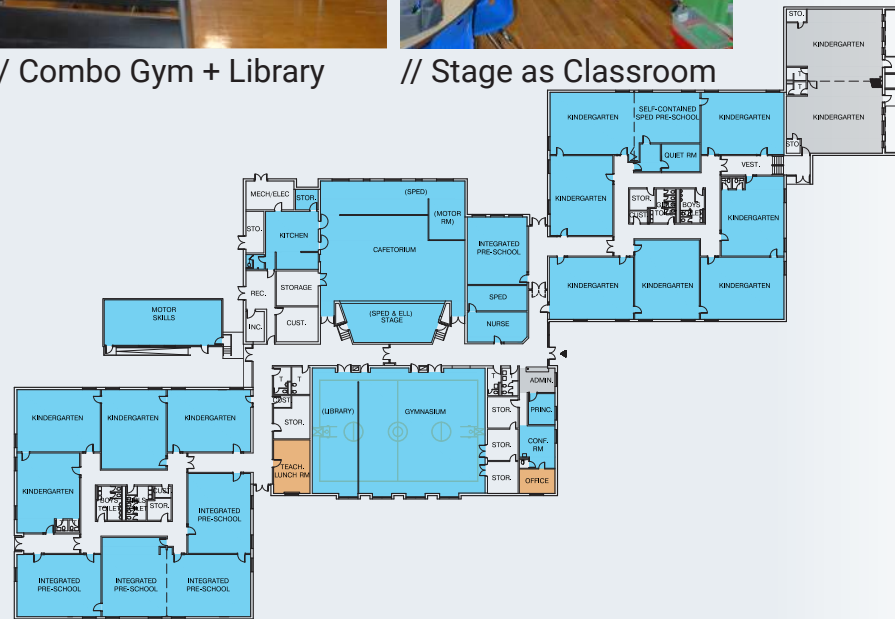
Evaluated capacity & determined over-crowding

Overcrowding at the Willett



// Combo Gym + Library

// Stage as Classroom



Study evaluates costs to maintain

Cleveland ES
49,000 sf

Willett ES
38,500 sf

- sf = MSBA guidelines
- sf > MSBA guidelines
- sf < MSBA guidelines*

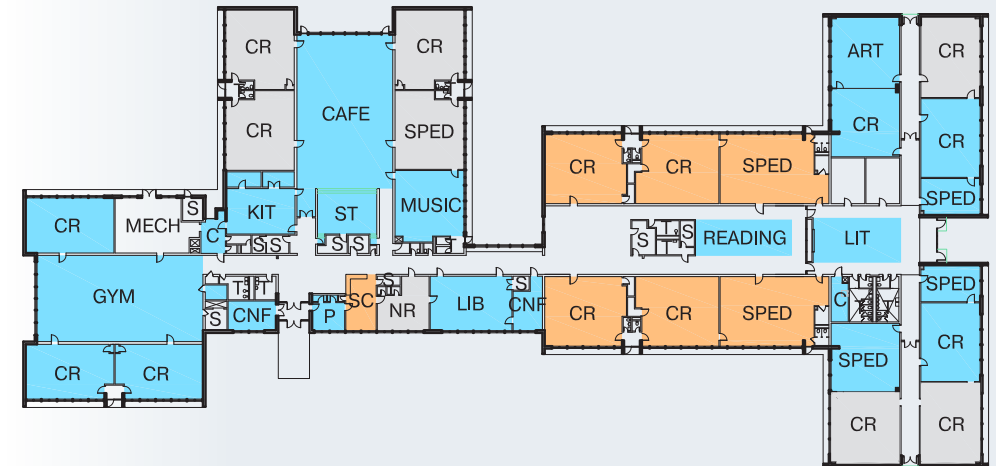
*per 2016 population data

Overcrowding at the Cleveland



// Open Storage

// Crowded Corridors



Feasibility Study Factors: Coakley Middle School

Identified factors that affect Building & Functional Performance

I. What factors affect building performance?

Capital Repairs & Improvements:

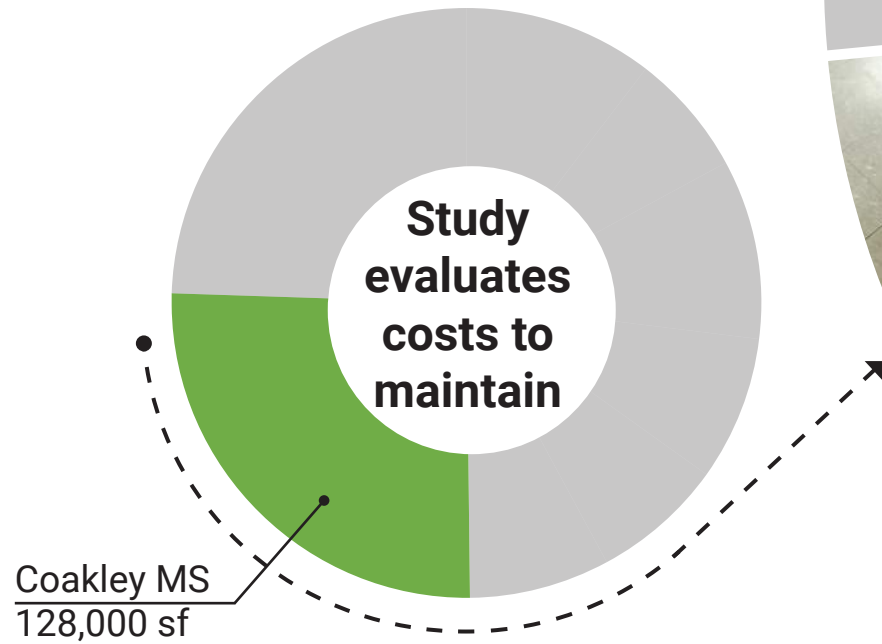
// The list of capital repairs and improvements specific to

Coakley Middle School

exceeds the return on investment



// Example: Roof Replaced in 2005



Coakley MS Current & Projected Population

2017 Population	Existing Building GSF	Grades	Over-crowded by
756	128,000 sf	6-8	60 students

2027 Population	Required Building GSF	Grades
779	151,000 sf	6-8
1,044	180,000 sf	5-8

No matter the grade configuration, the existing building is area is inadequate



II. What factors affect functional performance?



Feasibility Study Factors: Coakley Middle School

Identified factors that affect Educational Performance

21st Century Learning
Design Principles

III.

*What factors affect
educational performance?*

21st Century Learning Environment:

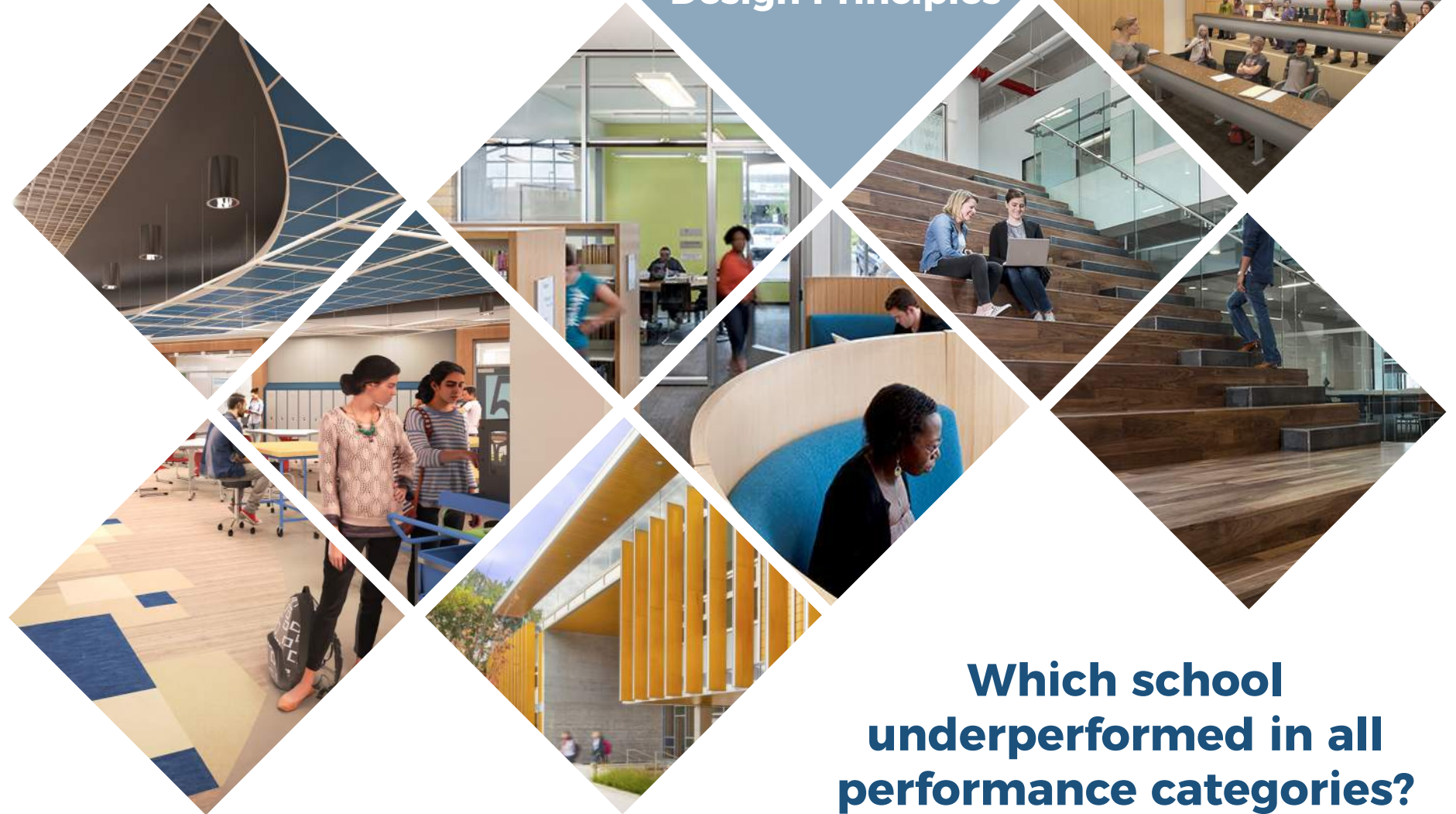
// Sense of Community

// Indoor/Outdoor Connections

// Project-Based Learning

// Collaborative Spaces

// Academic Neighborhoods



**Which school
underperformed in all
performance categories?**



Feasibility Study Results: Coakley Middle School

Coakley Middle School Underperformed in all categories:

Building
Functional
Educational

III. What factors affect educational performance?

Existing Collaborative Work Spaces:

- // No break-out spaces
- // No visual relationship between spaces
- // No flexible group settings
- // No learning labs

488 sf

existing avg

1,200 sf

recommend. avg



Feasibility Study Results: Coakley Middle School

Coakley Middle School Underperformed in all categories:

Building
Functional
Educational

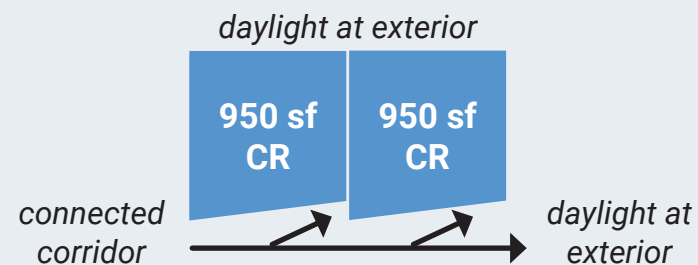
III. What factors affect educational performance?

Existing Transparency & Identity:

// No visual connections

// Degrading materials

// No flexible or collaborative space

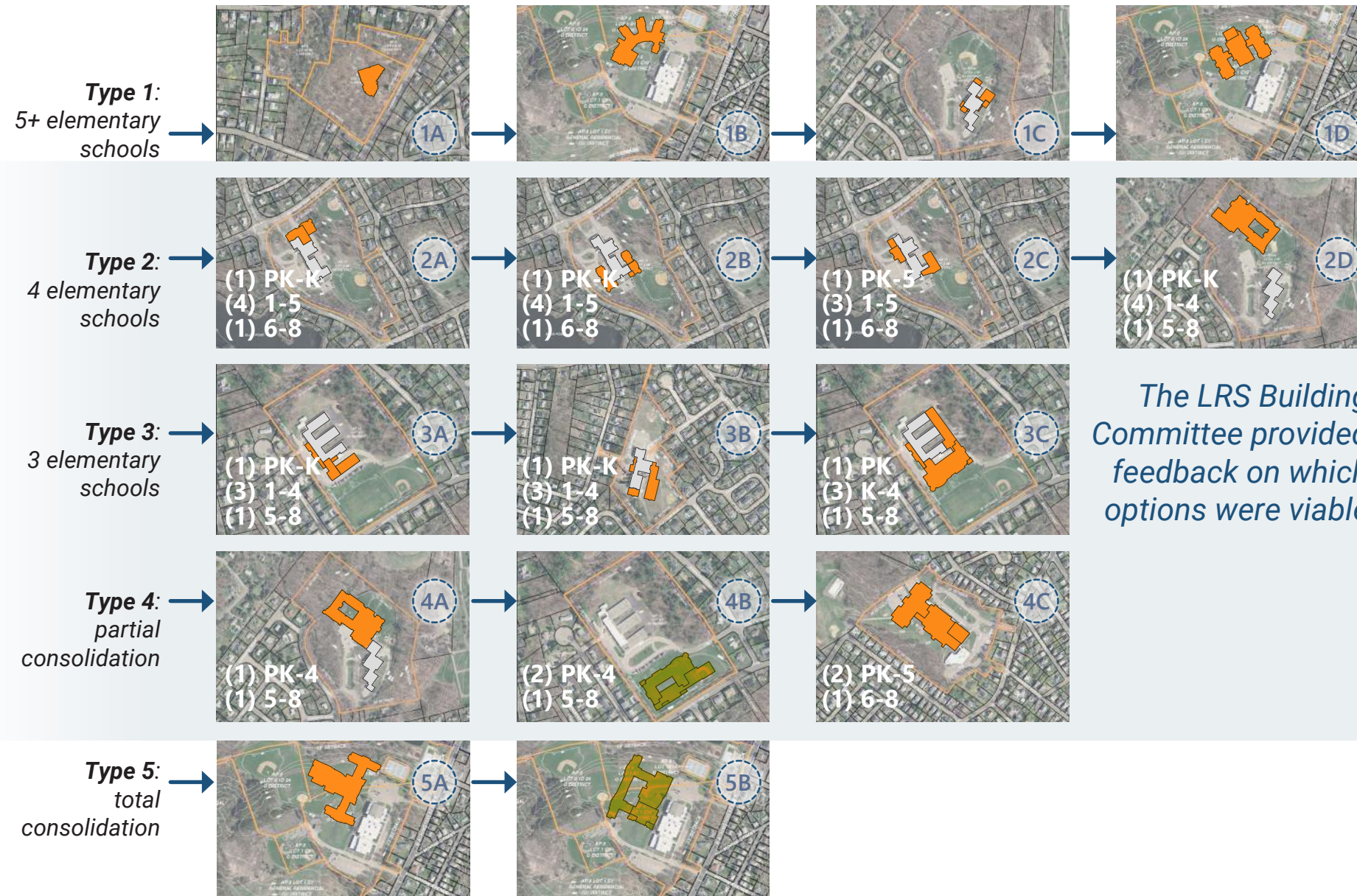


Coakley Middle School



Feasibility Study Options

Every option identified Coakley Middle School as the highest priority for Norwood



The LRS Building Committee provided feedback on which options were viable

I. What was considered when developing options?

// Sites that could handle phased, expansions

// Sites that could handle new construction

// Site location within Norwood

**Which school factored into every option as a priority?
Coakley Middle School**

MSBA Statement of Interest

Submitted for Coakley Middle School in February 2018

I. *How do we achieve our educational facility goals?*

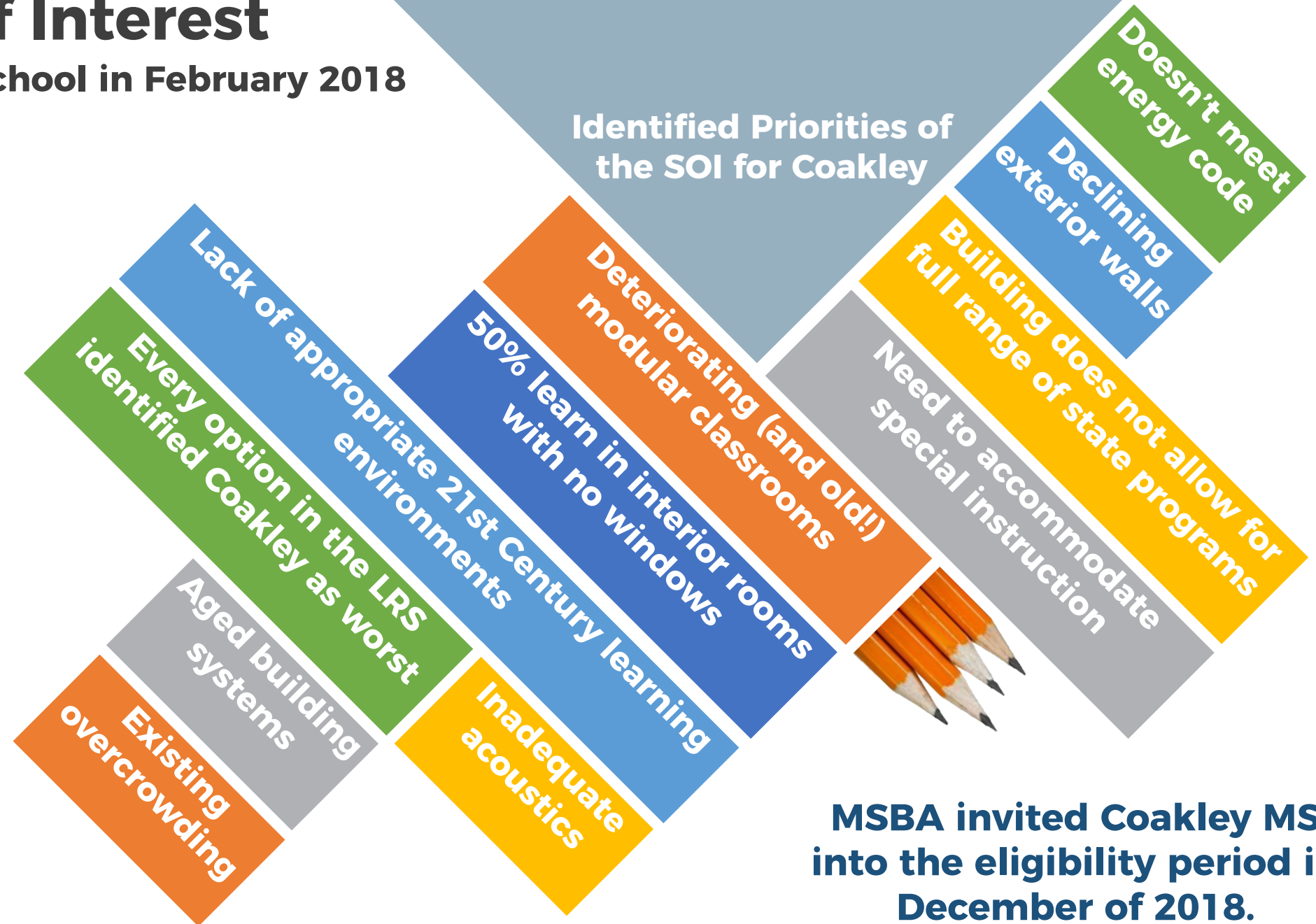
MSBA Statement of Interest:

// Submitted by District

// Identifies priorities that a renovation or new construction project would resolve

// For more detail, the entire **Feasibility & Long Range Study** will be available at the project's website:

<https://newcmsproject.org/>



MSBA invited Coakley MS into the eligibility period in December of 2018.



Question & Answer

- ◆ Project Website

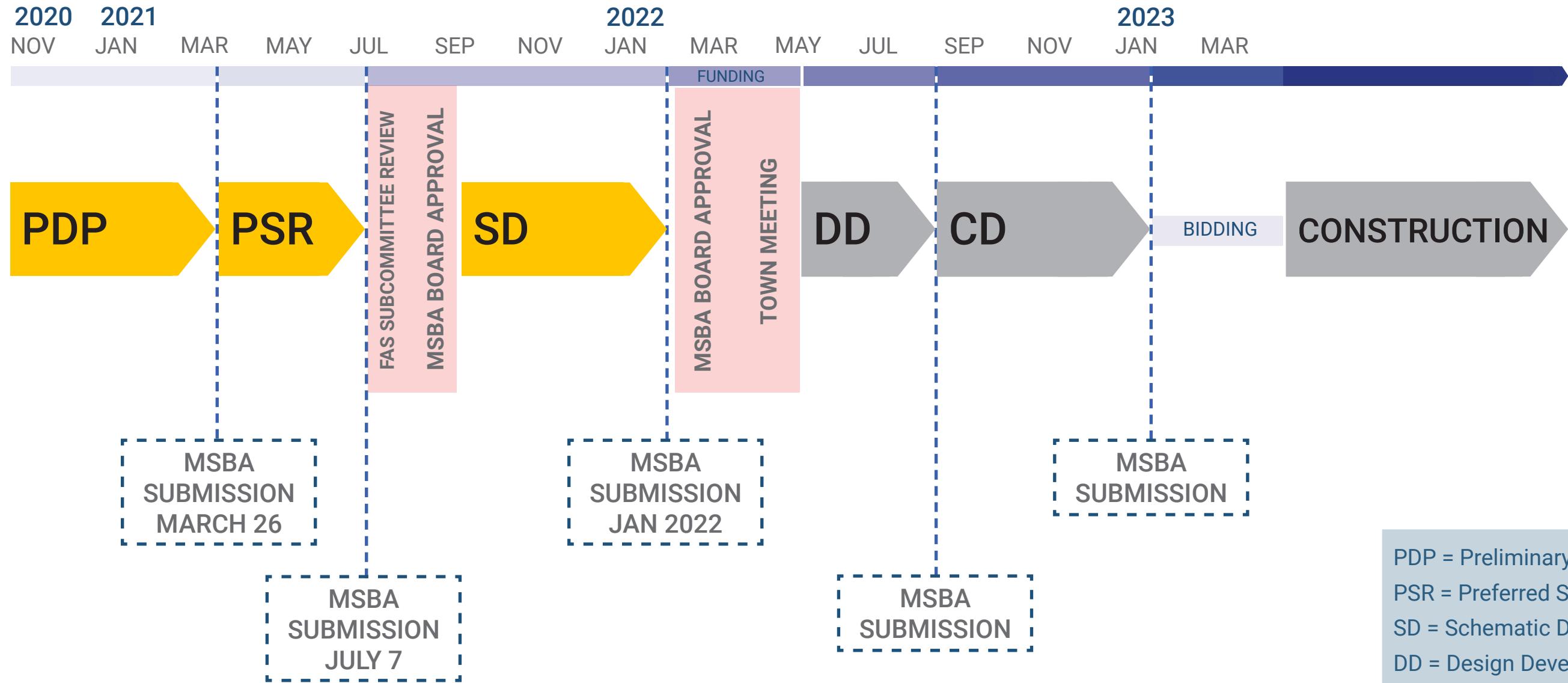
- ◆ <https://newcmsproject.org/>

- ◆ Project Email

- ◆ cmsproject@norwoodma.gov



Project Schedule

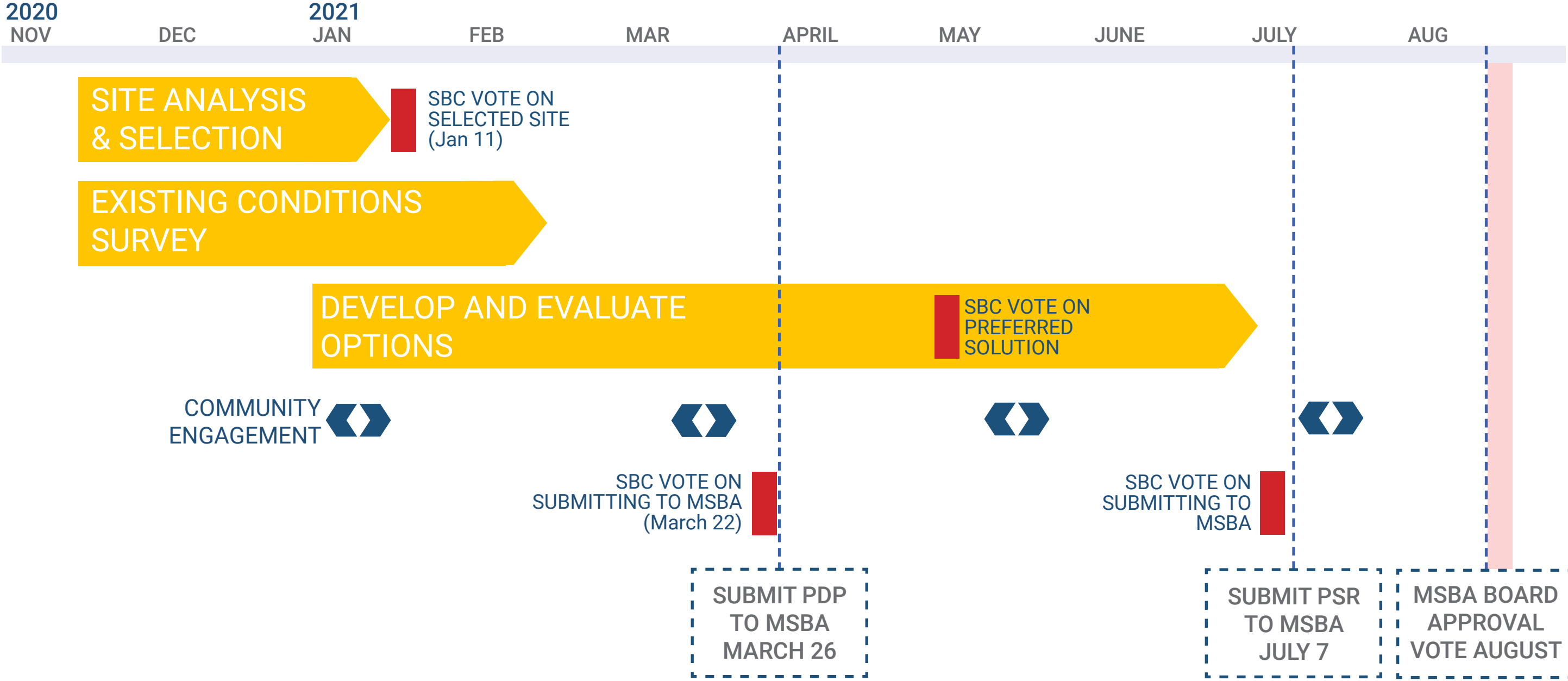


PDP = Preliminary Design Program
 PSR = Preferred Schematic Report
 SD = Schematic Design
 DD = Design Development
 CD = Construction Documents



Project Schedule

PDP and PSR Schedule



Site Analysis

28 SITE CRITERIA QUESTIONS

- ◆ PREREQUISITE: Buildable area
- ◆ GENERAL: Location & Ownership
- ◆ TECHNICAL: Zoning, Topography, Soils, Wetlands
- ◆ EDUCATIONAL: Green space, athletic fields, outdoor classrooms



SITES STUDIED:

Existing Coakley MS Site

Hennessey Field

Forbes Hill

Savage Education Center

Balch ES

Callahan ES

Cleveland ES

Oldham ES

Prescott ES

Winsmith Mills



Site Selection
selection matrix

Site Criteria

SITE CRITERIA EXAMPLES

5	Can the site accommodate an enhanced outdoor 21st Century educational environment with amenities such as nature trails, outdoor biology labs, outdoor science classrooms, and outdoor amphitheaters?
8	Will the site avoid additional development costs such as tree clearing, ledge, grading, removal of undesirable soils which would increase the unreimbursed cost to the Town of Norwood when compared to an already developed site?
12	Is the site capable of supporting adequate parking, bus drop off, parent drop off, and safe vehicle circulation?
27	Is the site free of significant habitat areas identified by MASSGIS Rare Species and Priority Habitats recorded by NHESP in the State Registry?



Site Options Selection Matrix		Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7	Option 8	Option 9	Option 10	Remarks
Coakley Middle School Project		Existing Coakley Middle School Site 1315 Washington Street	Hennessey Field Pleasant St & Lennox Ave	Forbes Hill Upland Road	Savage Center 275 Prospect Street	Winsmith Mills - Endicott Street	Balch Elementary School	Callahan Elementary School	Cleveland Elementary School	Oldham Elementary School	Prescott Elementary School	
PREREQUISITE	Does the available site acreage and configuration allow for an appropriately configured 1,070 pupil middle school and the necessary site amenities to comply with MSBA regulations and guidelines?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	SITES DO NOT HAVE AVAILABLE ACREAGE REQUIRED FOR A NEW MIDDLE SCHOOL NO FURTHER EVALUATION PURSUED ON THESE SITES						Buildable area includes the building footprint, parking, site circulation, and outdoor amenities required to support a middle school including athletic fields and learning areas.
	Available buildable area:	15 acres	11 acres	22 acres	14 acres	3 acres	2 acres	4 acres	7 acres	5 acres	2 acres	Buildable area required to support a middle school is 11 acres.
1	Is the site currently owned by the School Department/Town of Norwood and thus avoids requiring a Town Meeting to approve funds for site ownership?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Upon submission of the Schematic Design documents in January 2022, the MSBA recommends the District has ownership, access, and full control of the site. Failure to comply with this requirement would prevent the execution of a Project Funding Agreement with the MSBA
2	Does the site avoid the elimination of an existing Town owned resources, i.e. playgrounds, ball fields, and parking?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
3	Can the site accommodate necessary outdoor educational program space for physical education and avoid significant site development costs associated with ledge removal and/or earth support features such as retaining walls?	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							Minimum outdoor educational spaces would consist of what is currently at the Coakley Middle School site.
4	Can the site accommodate expanded outdoor space for both school and community activities such as additional ball fields, tennis courts, soccer fields, practice fields and avoid significant site development costs associated with ledge removal and/or earth support features such as retaining walls?	<input checked="" type="checkbox"/>										Expanded outdoor opportunities include fields/courts above the minimum amenities listed in Question 4 above.
5	Can the site accommodate an enhanced outdoor 21st Century educational environment with amenities such as nature trails, outdoor biology labs, outdoor science classrooms, and outdoor amphitheaters?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							21st century middle schools are incorporating outdoor learning environments to support their science, physical education, sustainability, and technology curriculum
6	Does the site allow for close proximity of shared educational and community space with other schools? (i.e. collaboration with an elementary school or high school)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Districts have identified educational and community benefits for students, parents, and teachers when schools are close.
7	Does the site avoid disruption to existing educational environments?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Sites currently occupied by students which require phased demolition and or phased construction would be considered disruptive to the educational environment. However, it is important to note that the Norwood High School project was constructed while the site was occupied and there was minimal disruption. In fact the construction activity can sometimes be incorporated into the educational program as a learning opportunity.
8	Will the site avoid additional development costs such as tree clearing, ledge, grading, removal of undesirable soils which would increase the unreimbursed cost to the Town of Norwood when compared to an already developed site?	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							Undeveloped wooded sites and sites with steep slopes require significant development costs when compared to sites that are level and currently developed. The MSBA will cap the site development cost at 8% of the total construction cost.
9	If there are existing structures on site which will need to be demolished/abated would the costs be reimbursed by the MSBA?	<input checked="" type="checkbox"/>										If a new site is pursued, the MSBA will not reimburse Districts for the costs to purchase the site, nor will it reimburse the District for costs associated with remediation or demolition.
10	Is the site compatible with the Town's future plans for the site's development?	<input checked="" type="checkbox"/>										
11	Is the site convenient for parents, teachers, and students?	<input checked="" type="checkbox"/>										
12	Is the site capable of supporting adequate parking, bus drop off, parent drop off, and safe vehicle circulation?	<input checked="" type="checkbox"/>										Norwood Zoning bylaw establishes parking capacity requirements for schools as a "Place of Public Assembly" and require one (1) space for every three (3) persons capacity based on the Massachusetts State Building Code. Current programable occupancy is 1070 students and 107 faculty resulting in a total occupancy of 1177 or 393 parking spots. Note that the MA State Building Code determines occupancy based on building area, therefor the parking capacity would be a minimum of 393 spots and calculated at a later time once the building is further developed.
13	Is the site located in an area where the community will be supportive with respect to traffic impacts and accessibility via existing residential streets?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
14	Is the site convenient for walkers?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							Consideration was given to roads servicing the site requiring sidewalks. Preference was given to sites near densely populated residential neighborhoods.
15	Is the site currently zoned for educational use?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
16	Does the site allow space for future facility expansion?	<input checked="" type="checkbox"/>										
17	Is the site free of natural features that would negatively impact the ideal placement of a new Middle School such as ledge, vernal pools, soils?	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							Town Study on Forbes Hill identifies "environmentally sensitive" areas - do not appear to be DEP regulated. Hennessey field has areas of identified ledge.
18	Is the site accessible from a sufficiently sized public roadway?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
19	Is the site currently connected to Town water supply?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Information was obtained from drawings and maps available from the Norwood Building Department and through the Norwood Geographic Information System (GIS)
20	Is the site currently connected to Town sewer system?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Information was obtained from drawings and maps available from the Norwood Building Department and through the Norwood Geographic Information System (GIS)
21	Is the site currently connected to Gas service?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Information was obtained from drawings and maps available from the Norwood Building Department and through the Norwood Geographic Information System (GIS)
22	Does the site have adequate frontage for unrestricted access?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
23	Would the site avoid purchase of other properties or land for required access; would the site avoid the need for obtaining easements for access?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
24	Is the site free of Town recognized use restrictions; i.e. recreational use restrictions? Article 97?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							In 1972 Massachusetts voters approved Article 97. Article 97 was intended to be a legislative "check" to ensure that lands acquired for conservation purposes were not converted to other inconsistent uses.
25	Is the site located in an appropriate context for a school environment?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							Consideration was given to the use groups (manufacturing, retail, commercial, service, healthcare, etc.) of the buildings surrounding the site.
26	Is the site free of restrictions as a result of the Aquifer Protection District?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
27	Is the site free of significant habitat areas identified by MASSGIS Rare Species and Priority Habitats recorded by NHESP in the State Registry?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							Data was obtained from MassGIS Rare Species and Priority Habitat data layer showing data recorded by NHESP in the State Registry
28	Does the site's former or current use avoid potential environmental concerns?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
29	Is the site not part of a development or construction plan already established or identified by the Town?	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							
		97%	59%	59%	72%							

Existing Coakley MS Site

Hennessey Field

Forbes Hill

Savage Education Center

Balch ES

Callahan ES

Cleveland ES

Oldham ES

Prescott ES

Winsmith Mills

97%

59%

59%

72%

NA

NA

NA

NA

NA

NA

Existing Conditions Evaluation

THE DESIGN TEAM REVISITED THE ELEMENTARY SCHOOLS AND MIDDLE SCHOOL IN DECEMBER 2020 TO CONFIRM CONDITIONS REPORTED IN THE 2017 MASTERPLAN.



Design Options

1

CODE UPGRADE / BASE REPAIR

- Code upgrades
- Systems repairs
- Exterior repairs
- Interior repairs
- NO Sitework
- NO increase to building size
- NO Educational upgrades

6-8 Grade Level Configuration
(EXISTING)

1

2

RENOVATION / ADDITION

- Code & Systems upgrades
- Exterior & Interior repairs
- Limited reconfiguring of the existing building
- Building addition for added teaching space
- Can only address 21st Century Learning in some of the spaces (addition)
- Many of the existing deficiencies will remain (layout and building support for teaching pedagogy)

6-8 Grade Level Configuration

2A

5-8 Grade Level Configuration

2B

3

NEW CONSTRUCTION

- Appropriately sized building for student enrollment
- Spaces designed for 21st Century Learning
- Building layout that supports staff in delivering 21st Century Learning
- Code compliant
- Modern efficient building system

6-8 Grade Level Configuration

3A

5-8 Grade Level Configuration

3B

Coakley specific design options



Question & Answer

◆ Project Website

◆ <https://newcmsproject.org/>

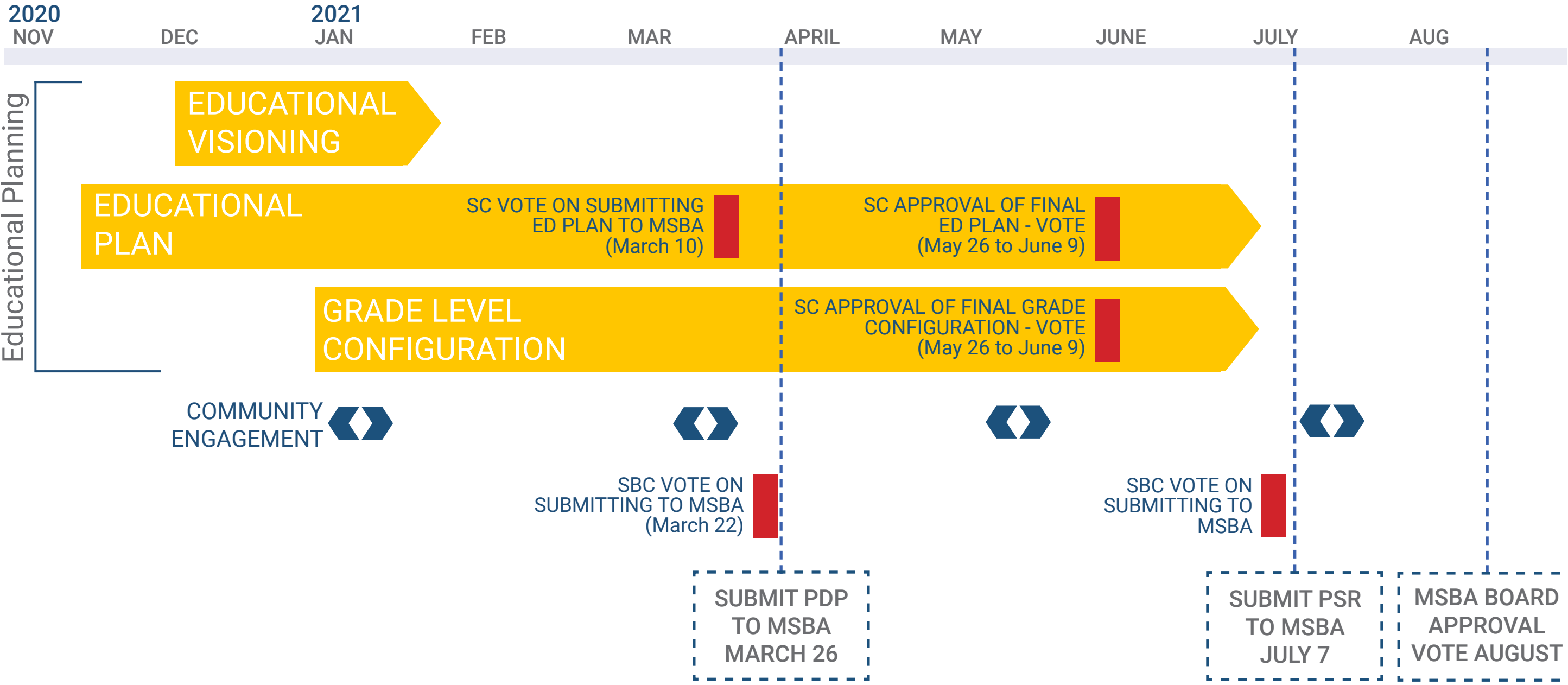
◆ Project Email

◆ cmsproject@norwoodma.gov

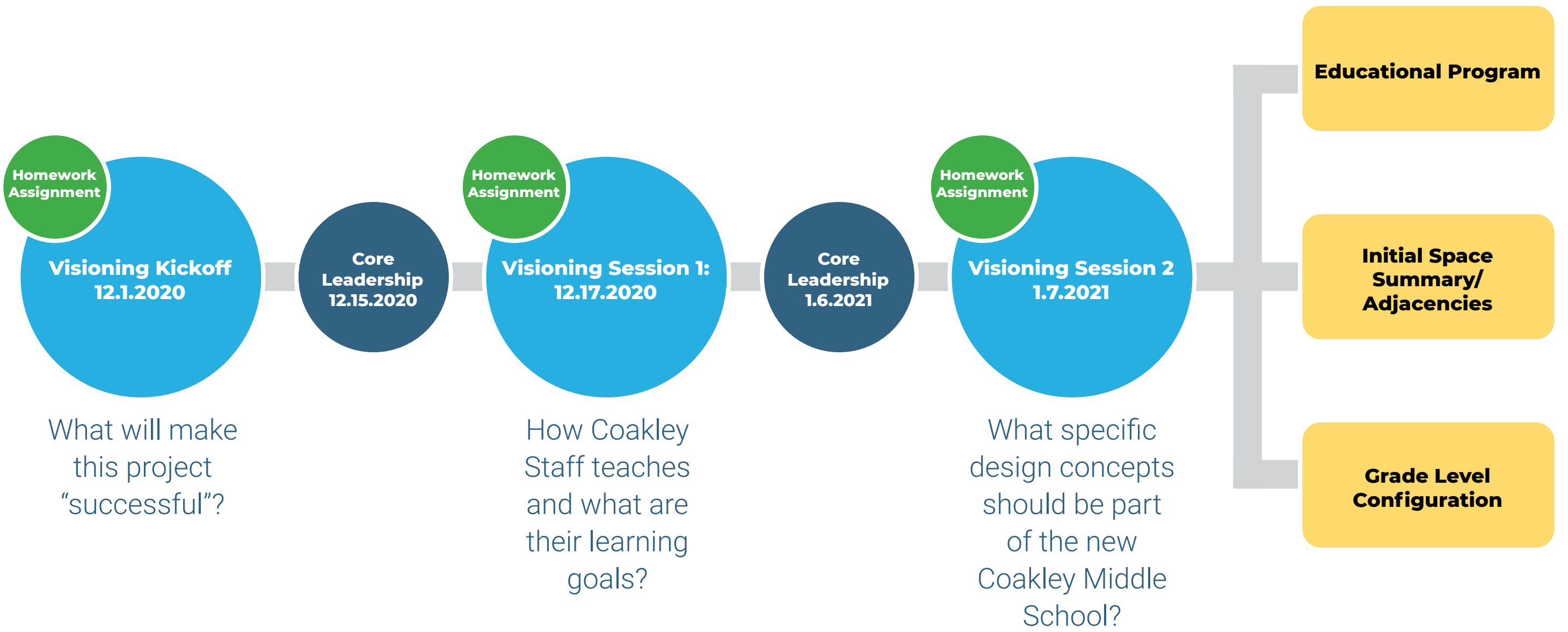


Project Schedule

PDP and PSR Schedule



Educational Visioning Process



Visioning Kickoff

Purpose

- Establish Guiding Principles
- SWOT Analysis
- Define Structure of Process
- Who, What, How

Recurring Themes

- Grade Configuration
- Student Services
- School “Neighborhoods”
- Teacher Collaboration

Do the Mission and Vision statements reflect your school's mission and vision fully and accurately? If not, what's missing? What other ideals should we include?

2 responses

We have been doing a lot of work on our strategic plan for the next 2 years. Our mission and vision haven't changed and our strategic objectives are created to achieve our mission and vision. I think building a new school that truly does provide an innovative education, and allows us to further our goals around inclusion and safety, is extremely important.

Yes

What are the strengths of the existing Coakley Middle School?

2 responses

The staff and the programs. Dr. Fraczek was a much needed hire in 2017 and has really brought the staff together and moving forward. The teachers are amazing. They were already implementing blended learning and tech resources before the pandemic, and were able to pivot quickly in March. In addition to the teachers and the tools, there are some strong programs at CMS. For example, the jazz band that won a number of awards in recent school years; the extracurriculars such as SEARCH. The computer science and STEM programs are also strengths. The school also does a lot of community service. Lastly, the collaboration between the MS and HS admin has strengthened the transition and alignment between the two.

Team structure and use of team planning

What are your s

2 responses

Guiding Principles

Create Environment Supportive of Social Emotional Wellness and Learning

Foster Innovation in Teaching and Leadership

Enhance and Support Community Partnerships

Create a haven for a Positive, inclusive, diverse Learning Culture

Link Technology, Space and Pedagogy

Be Cost Effective and Sustainable



Vision Session 1

Purpose

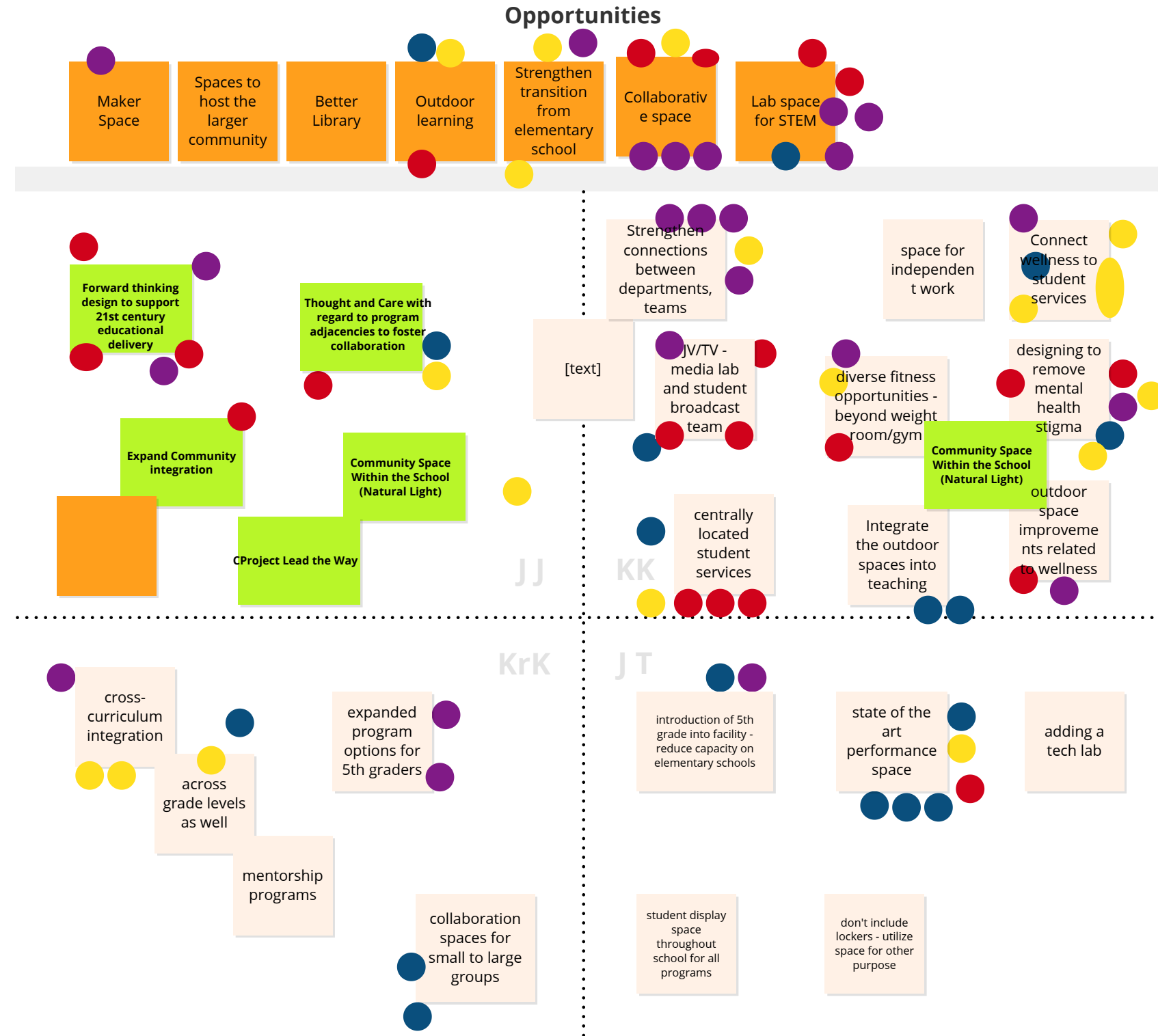
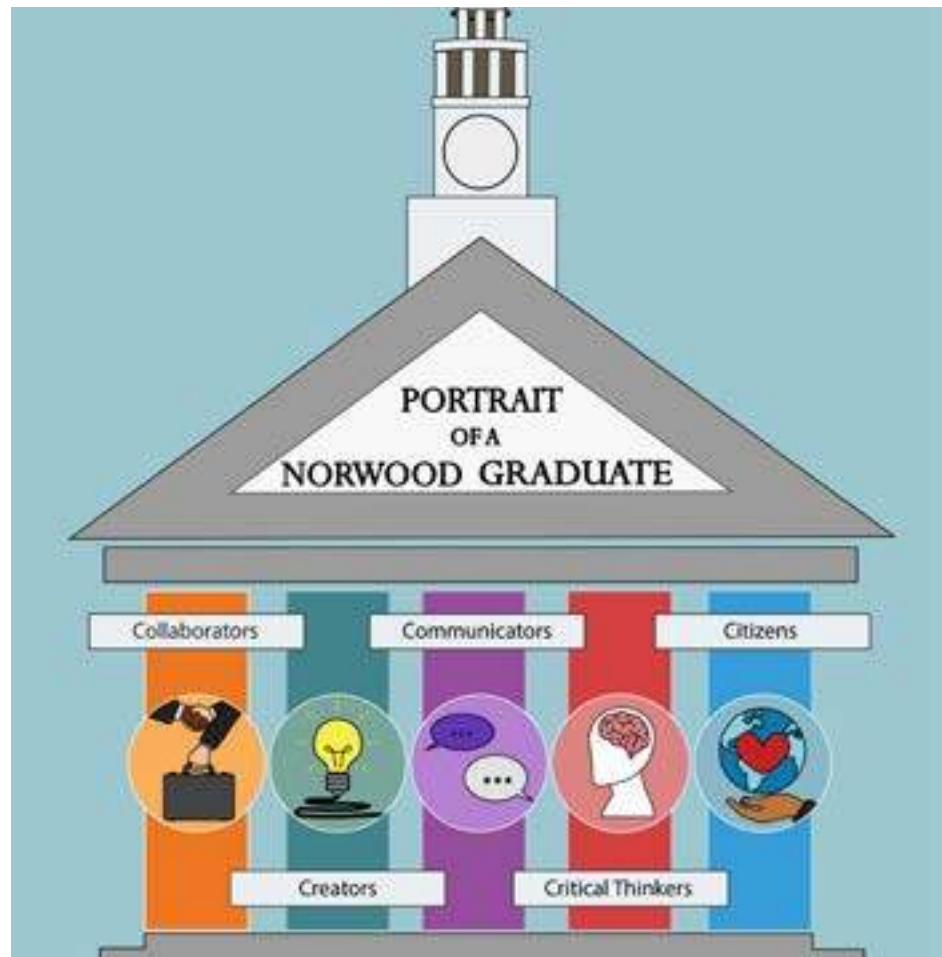
- Understand:
 - Perceptions of current CMS
 - CMS 21st Century Learning Goals



Vision Session 1

Purpose

- Understand CMS 21st Century Learning Goals
- What are your teaching goals?



Vision Session 1

What 'First Impression and Entry' Design Patterns mean the most to you?

Purpose

- Reviewing 21st Century Design Patterns
 - How are schools currently being designed?
- Understanding what design patterns stakeholders prefer



Curb Appeal



Greeting and Gatekeeping



Safety and Security



Wayfinding and Streetscapes



Universal Design and Access



Sustainable Design



Community Access



Vision Session 2

Purpose

- Obtain feedback on how to implement 21st Design Patterns into the new Middle School Design



8

I think it's worth a discussion with fine arts as to whether some small spaces both in and out would be better than one larger auditorium.



9

Love, love, love this outdoor space



10. What type of technological features would the computers have in regards to upgrading/adding future apps?

Not sure we need computer labs

10

10. Chromebooks do that students will need we definitely need a role to expand our PLTW robotics, autocad, etc. should not be in the computer lab will be a STEM lab with distributed technology and building some computers in the and teacher use. Desktop use than chromebooks centrally available



11

11. Natural light and architecture is beautiful. Love the large open area that can be sectioned by furniture.

11. The natural light is awesome! Great space for students to work

text

8. We need an auditorium to continue to accommodate our entire student body as part of building a united school community and for our annual concerts. Space can also be used for non-school events by the community so we can strengthen our partnership with the community.

8. There is a need for an auditorium, and if there is a way to design it to serve for fine arts, assemblies, and other events would be great.

8. YES! We need an updated auditorium that our students feel proud to perform in. This space would be utilized for concerts, performances, theater productions, and assemblies. We also host several festivals, and an auditorium is necessary.

9. Our current grounds does not allow for these many steps and I'm nervous of accidents. I love the idea of multi-level gathering spaces so definitely a yes. I would prefer to see a few rows in different parts of the grounds that teachers can use with their classes.

9. I love the idea of outdoor spaces, but am not sure how functional this type of space would be.

10 and 11. These spaces are great for collaboration and group work. High ceilings and natural light is wonderful!

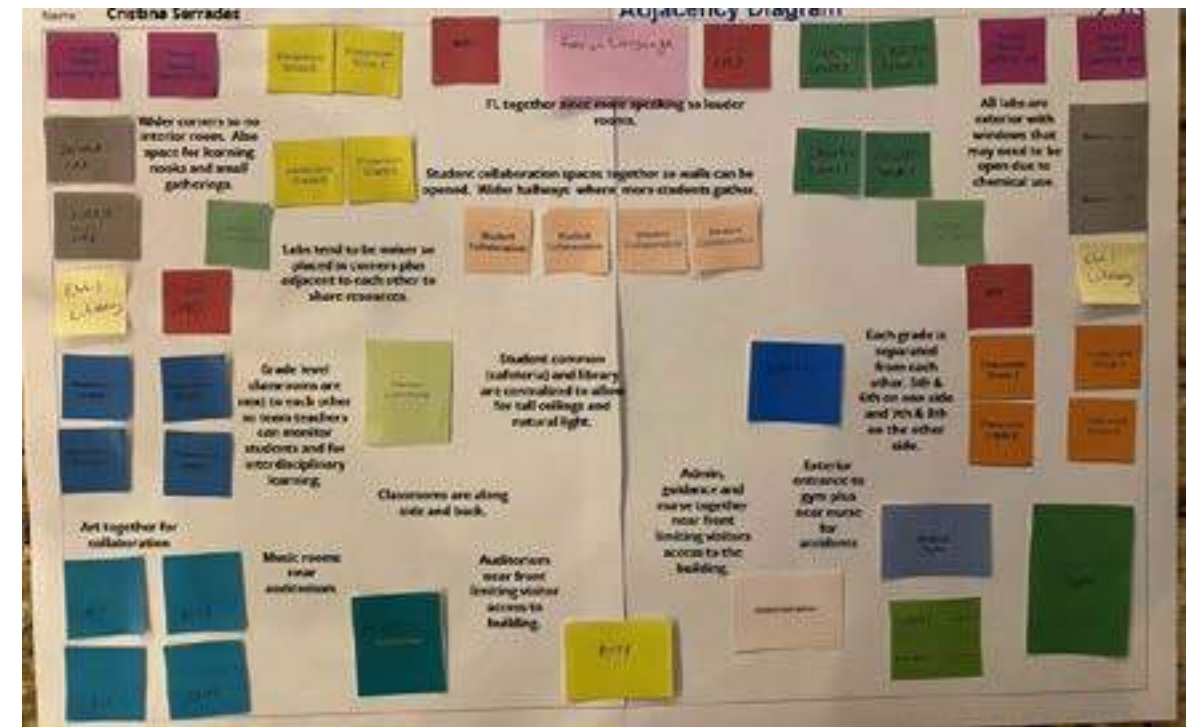
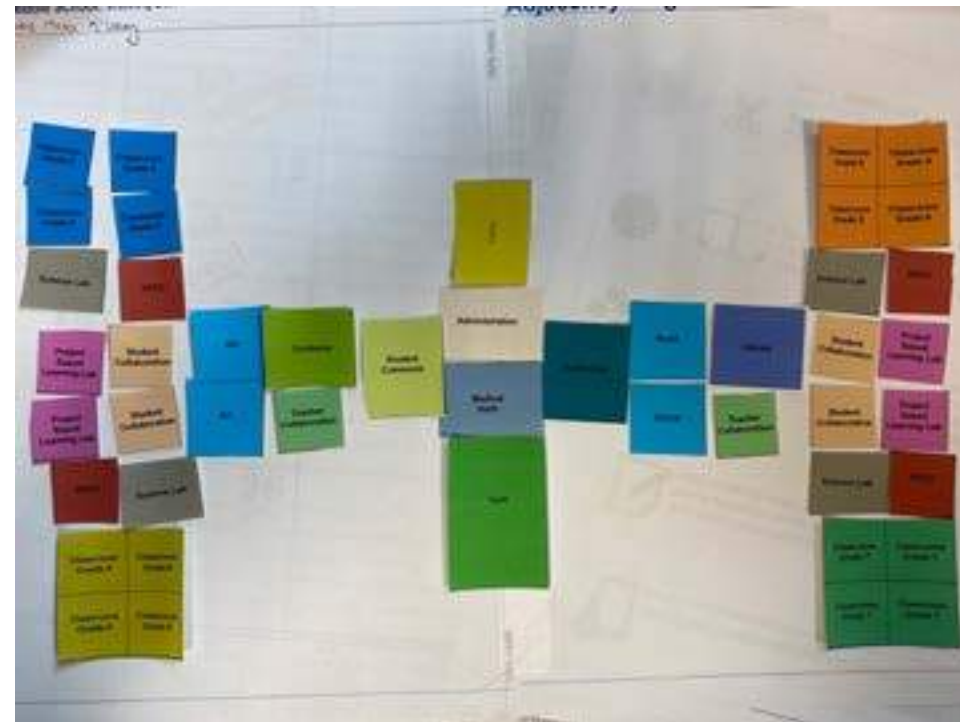
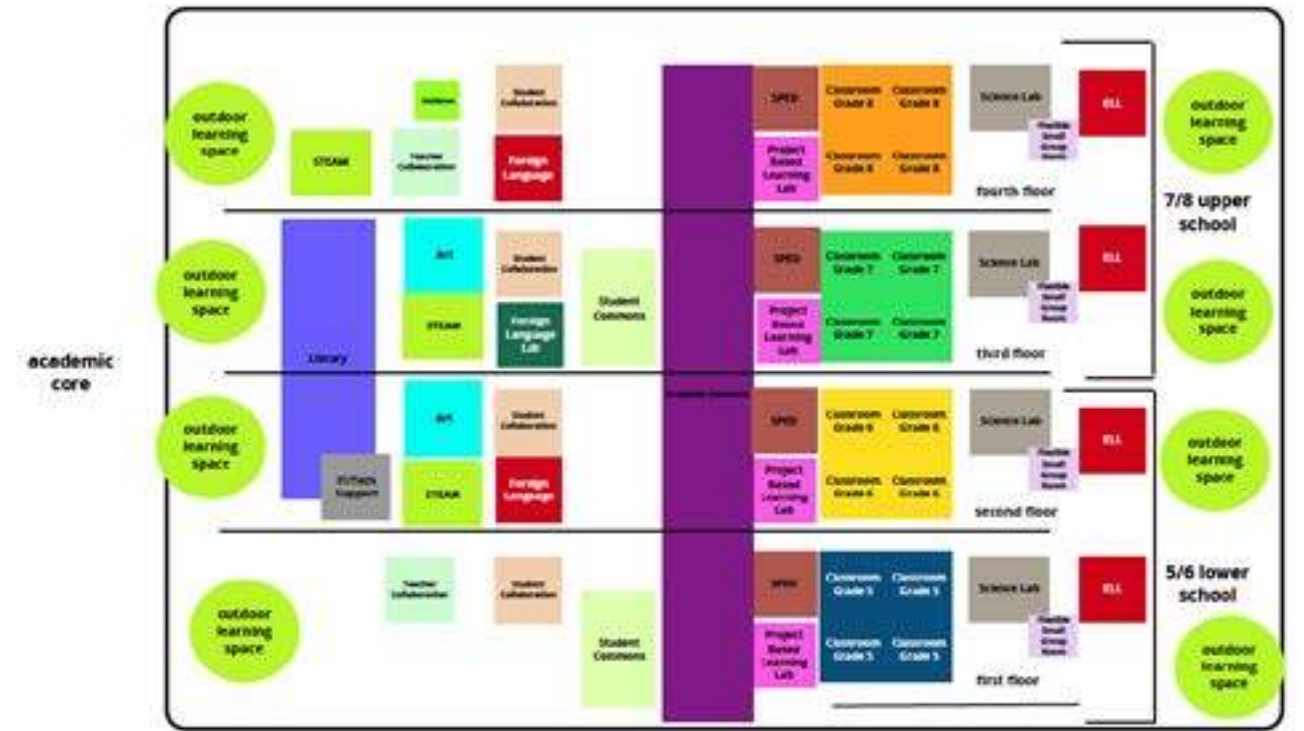
10 and 11. We are working with middle school kids, who still need classrooms and instruction in a minimized area in order to better support the collaborative learning. Larger, open areas should provide productive learning spaces in conjunction with classrooms without wasting space.

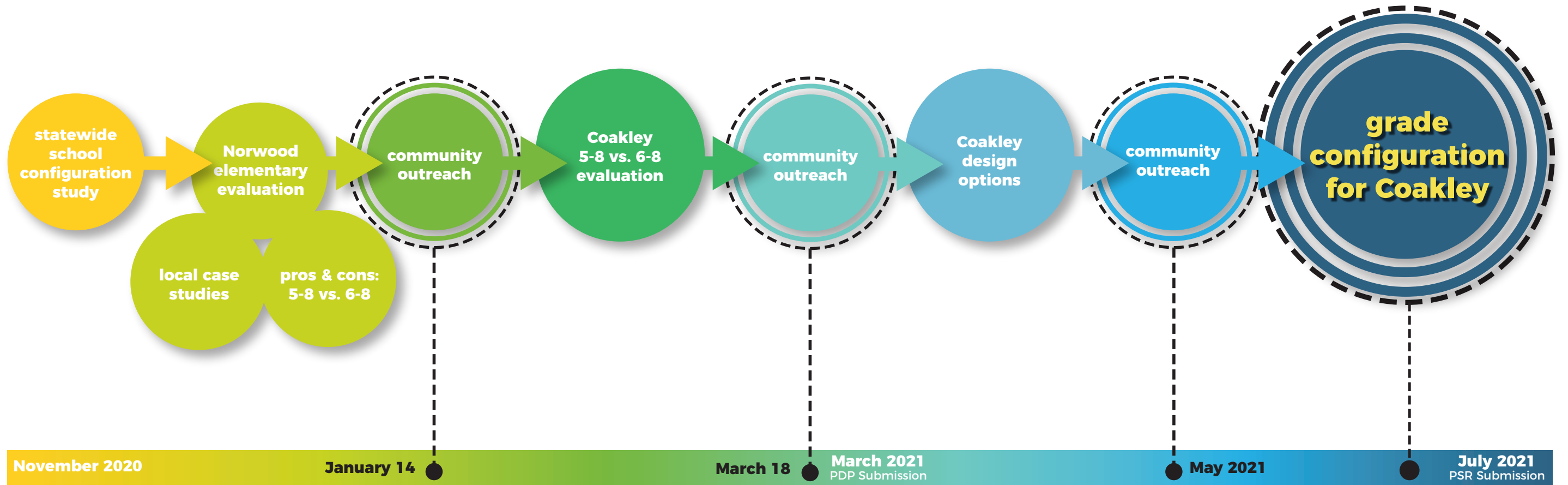


Vision Session 2

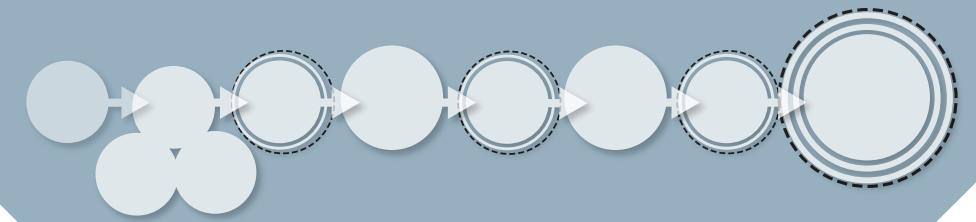
Purpose

- Understand the adjacencies that would best support Middle School functions.





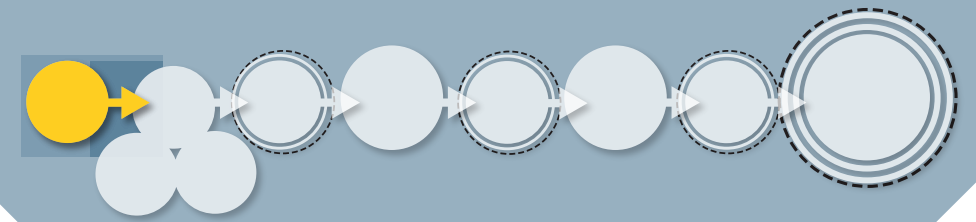
How does a 5-8 school benefit the Town of Norwood?



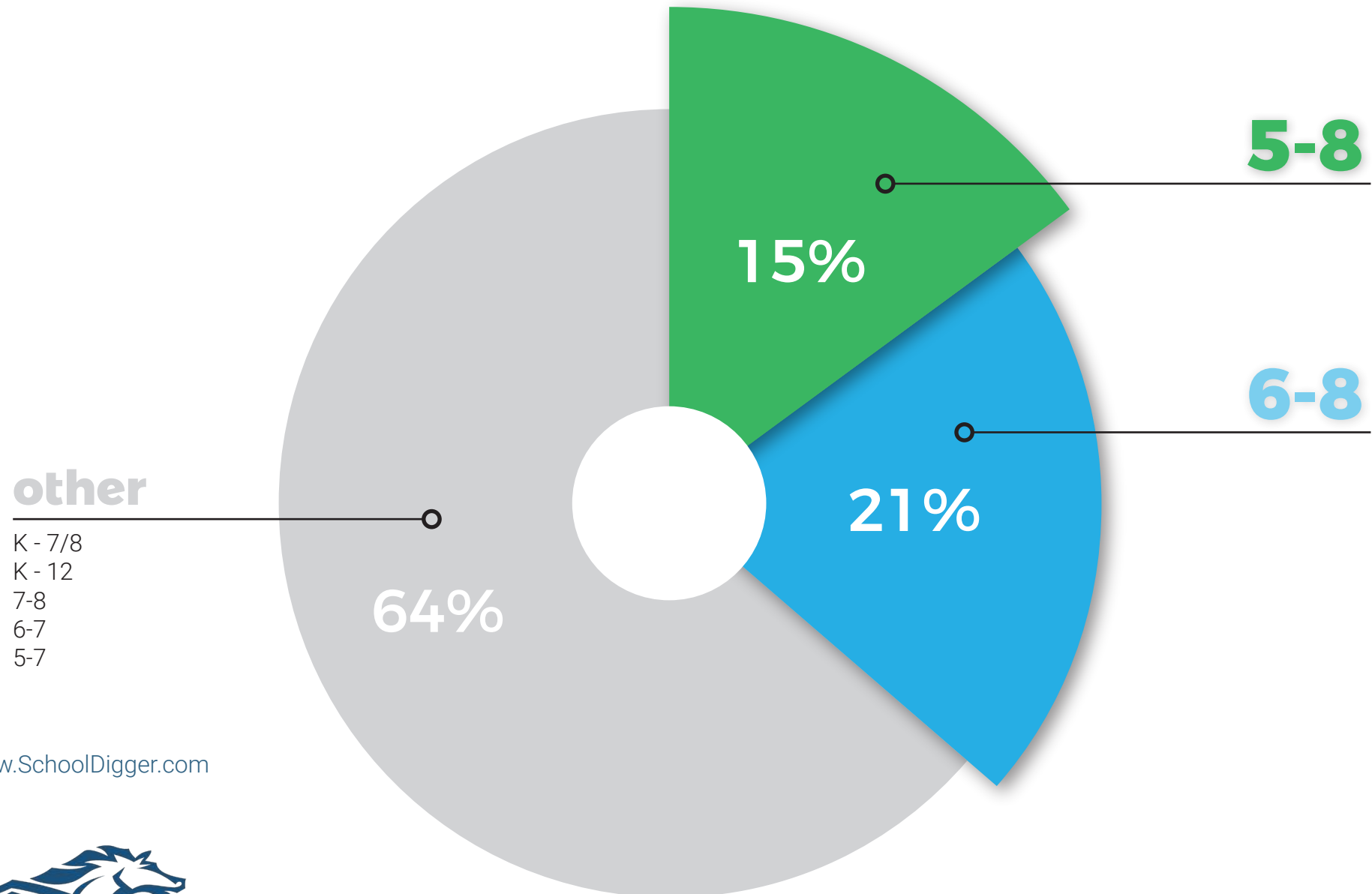
How can the grade configuration benefit the Town of Norwood?

- ◆ Immediately provides over-crowding relief at all elementary schools
- ◆ Single 5-8 middle school project would have a positive impact across grade levels PK-8, improving educational opportunities Town-wide
- ◆ 2/3 of Norwood students (grades 5-12) are in new facilities
- ◆ Would address all critical needs affecting functional and educational performance of the Coakley Middle School identified in the 2017 Town-wide Master Plan.
- ◆ Addresses the most deficient school building (Coakley Middle School) immediately.

Massachusetts public middle schools by grade configuration



Statewide percentages of public middle schools per grade configuration



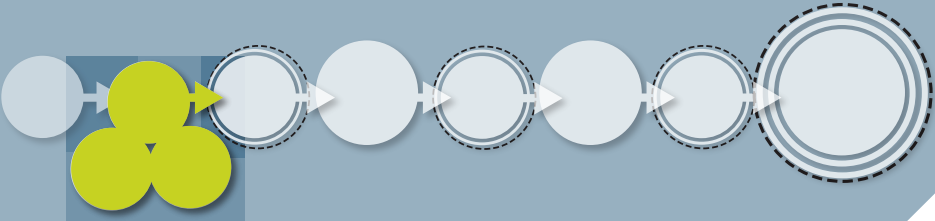
other

- K - 7/8
- K - 12
- 7-8
- 6-7
- 5-7

source: www.SchoolDigger.com



Current population and grade configuration



School populations with Existing 5th grade configuration in Elementary Schools

Oldham
251
students
1-5

Callahan
225
students
1-5

Cleveland
334
students
1-5

Coakley
Middle School
800
students
6-8

Balch
316
students
1-5

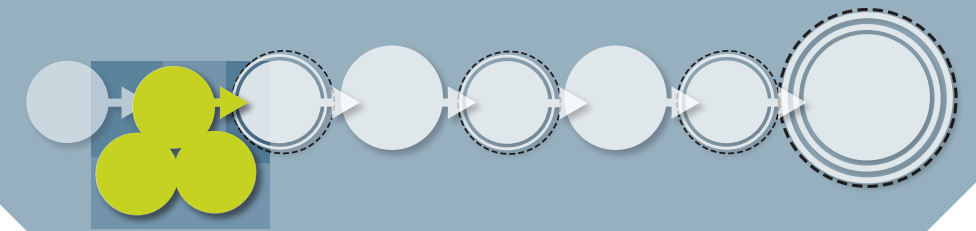
Willett
268
students
K

Prescott
257
students
1-5

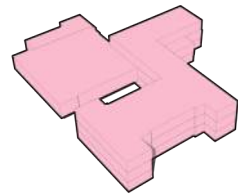
Savage
Pre-K &
District Offices



Current population and square footage



Existing populations and school size



Balch

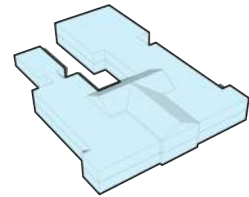
grades 1-5
316 students

Existing: **51,800 SF**

MSBA Guidelines for student population:
56,290 SF

Difference: **-4,490**

OVERCROWDED



Callahan

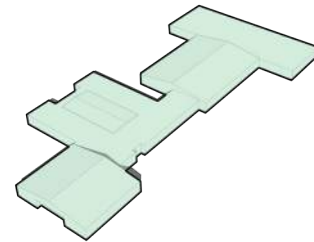
grades 1-5
225 students

Existing: **33,500 SF**

MSBA Guidelines for student population:
40,500 SF

Difference: **-7,000**

OVERCROWDED



Cleveland

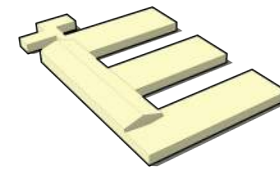
grades 1-5
334 students

Existing: **49,000 SF**

MSBA Guidelines for student population:
58,795 SF

Difference: **-9,795**

OVERCROWDED



Oldham

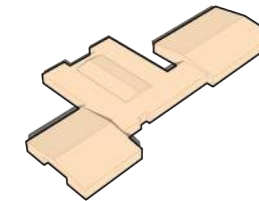
grades 1-5
251 students

Existing: **39,500 SF**

MSBA Guidelines for student population:
45,180 SF

Difference: **-5,680**

OVERCROWDED



Prescott

grades 1-5
261 students

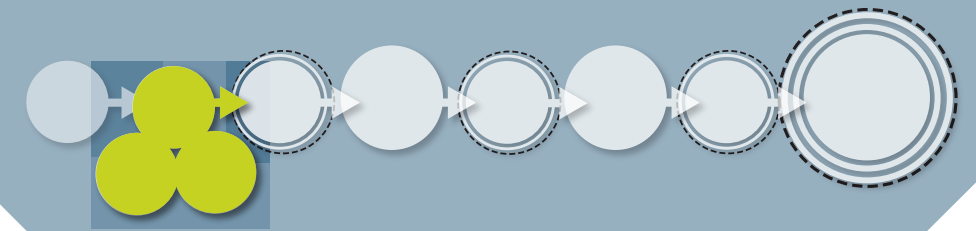
Existing: **36,000 SF**

MSBA Guidelines for student population:
46,980 SF

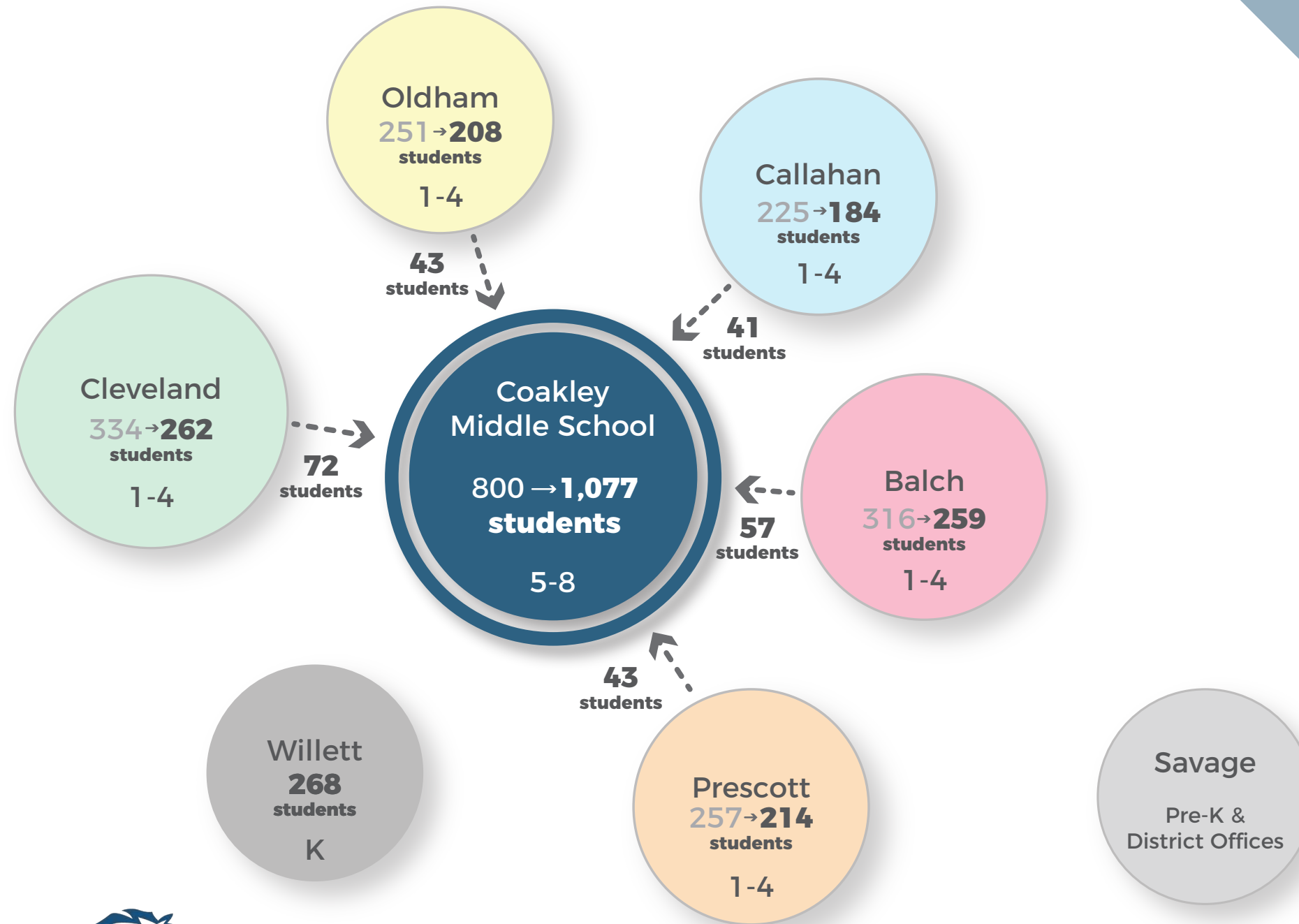
Difference: **-10,980**

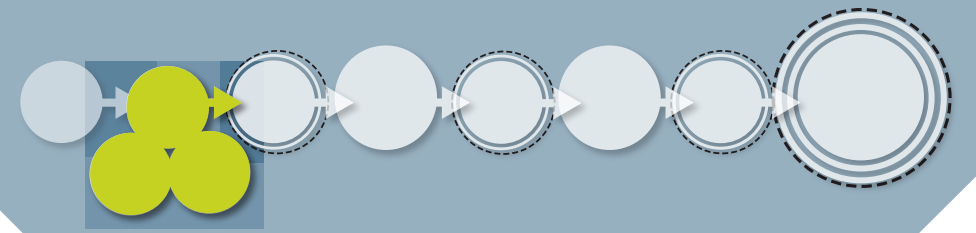
OVERCROWDED

5th grade population moved to Coakley

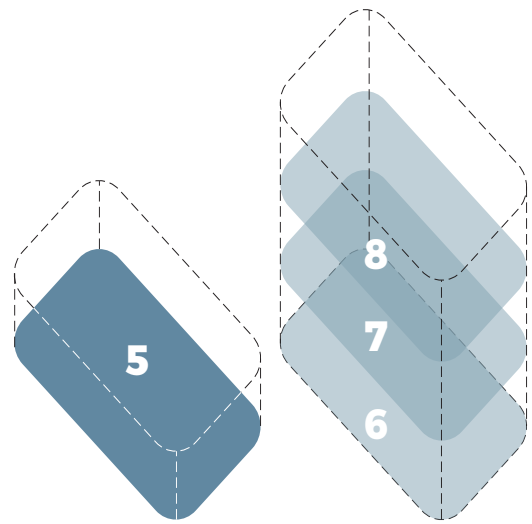


School populations with 5th grade moved to Coakley Middle School



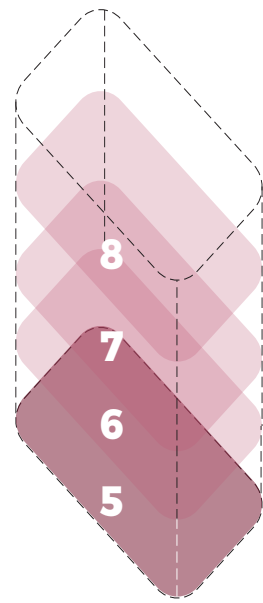


Grade configuration options for 5-8 schools



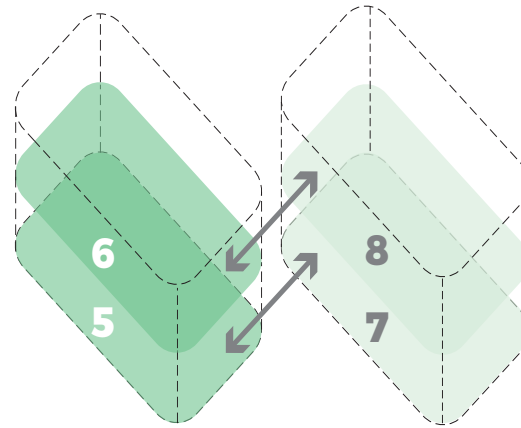
5th Grade Academy

6/7/8 wing

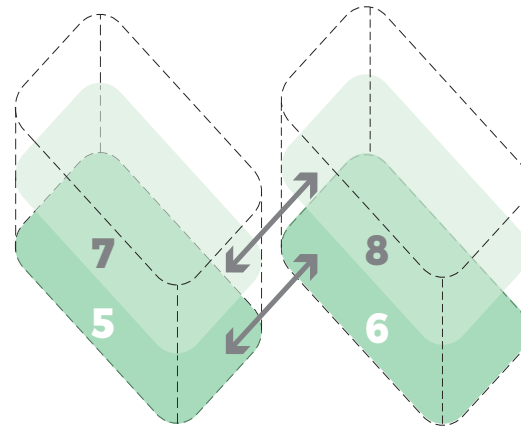


all stacked
5th Grade Academy

5/6 wing 7/8 wing

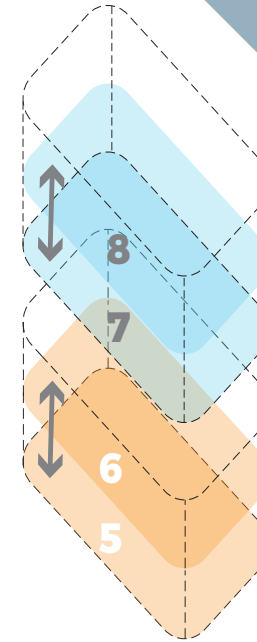


OR



5/7 wing 6/8 wing

Horizontal Connections



5/6 lower school
7/8 upper school

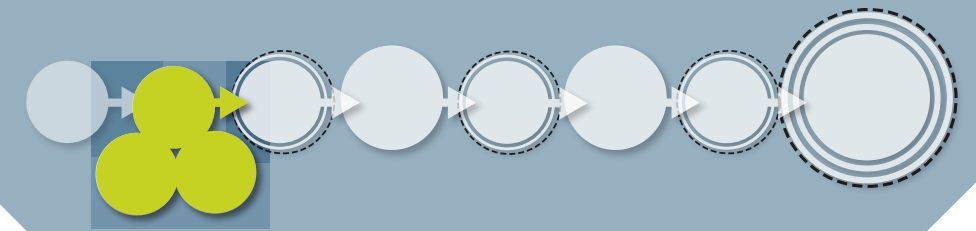
Vertical Connections /
Separation

5th grade at Elementary School

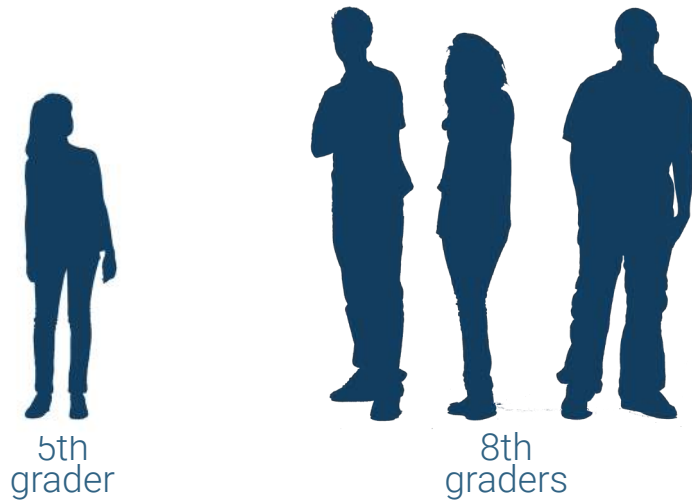
- ◆ Students get *one more year at neighborhood school*
- ◆ *5th grader is a mentor* for the 1st Grader
- ◆ Busing and drop-off/pick-up remain the same for the 5th grader
- ◆ Programs remain the same

5th grade at New Middle School

- ◆ 4th graders can become the mentors to the 1st graders
- ◆ *5th graders can use STEAM* (Science, Technology, Engineering, Arts, Math) specific spaces
- ◆ Students get to spend *4 consecutive years at the same middle school* prior to transitioning to high school
- ◆ 5th grade teachers would be in one school for additional collaboration and teaching
- ◆ Addresses *over-crowding issues at all elementary schools*
- ◆ Provides same transition time at middle school (4 years) and High School (4 years)
- ◆ Allows middle school students more time (4 years) to develop identity and build relationships with faculty and staff
- ◆ 8th Grade mentoring program for 5th Grade



5th Grade in
Elementary vs.
5th Grade
in Middle



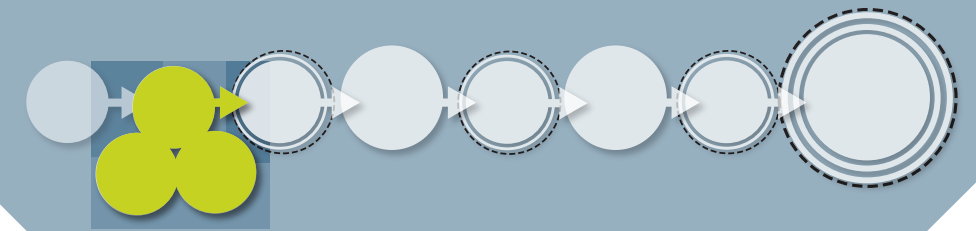
Concerns

- ◆ student physical *size difference*
- ◆ exposed to *mature conversations* too early
- ◆ close proximity of different ages on the bus
- ◆ younger students may be more *vulnerable in the middle school environment*



Advantages

- ◆ *Mentorship program* - increased leadership for 8th graders
- ◆ Separated gathering spaces for *controlled interactions*
- ◆ Busing schedules developed to allow closer age groups are grouped together
- ◆ students can be *inspired by upper classman* work on display
- ◆ *groups pupils together* that are more *alike* than either elementary or secondary pupils
- ◆ more students available for *after school activities* - clubs, sports, performing arts, etc.



Looking at the
5th Grader in the
Middle School

Live Polling

Grade Configuration

1. Do you prefer a 5 through 8 grade configuration or a 6 through 8 grade configuration for the Coakley Middle School?

Physical Environment

2. If 5th grade students were added to the Coakley Middle School, what do you see as the biggest ADVANTAGE?
3. If the 5th grade students were added to the Coakley Middle School, what is your biggest CONCERN?

Student Population

4. If the 5th grade students were added to the Coakley Middle School, what do you see as the biggest ADVANTAGE being part of the student population?
5. If the 5th graders were added to the Coakley Middle School, what is your biggest CONCERN about the 5th grader being part of the student population?



Menti Survey



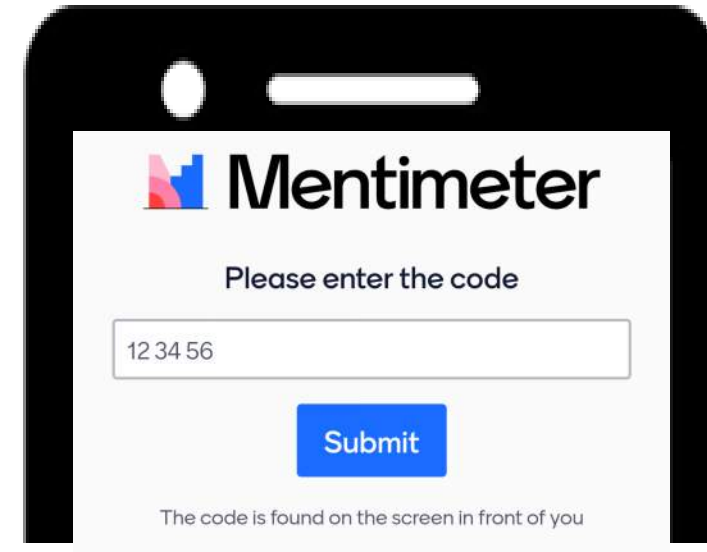
1

On your
phone/ tablet/
computer

www.menti.com

2

go to menti.com



3

enter code
76 19 71 7
and vote!

Question & Answer

www.menti.com

enter code

76 19 71 7

◆ Future Community Forums

- ◆ *Next up: March 18*
- ◆ May 2021

◆ Project Website

- ◆ <https://newcmsproject.org/>

◆ Project Email

- ◆ cmsproject@norwoodma.gov

