

Norfolk Public Schools

Final Report



MARCH 2014

Acknowledgements

We would like to thank Norfolk Public Schools (NPS) for their commitment and dedication to the Facility Usage Process. We realize that ensuing recommendations will be a challenge in the months and years to come. However, with the continued participation of the Division and community, the NPS Educational Vision can continue to be realized.

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As a planning team, we appreciate the opportunity to serve your school community as you prepare for the future of Norfolk Public Schools.

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Introduction



The mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:

- Courageous advocacy for all students
- Family and community investment
- Data-driven personalized learning
- Strong and effective leadership teams
- Shared responsibility for teaching and learning
- Access to rigorous and rewarding college and career readiness opportunities

To ensure this commitment, the Division realizes that school facilities need to reflect environments conducive for learning and teaching. The Division also recognizes a need to achieve the highest level of efficiency across the entire portfolio of the facility inventory.

Though many Districts across the country engage in long range facilities planning processes, each District brings its own unique influences and local priorities and visions when it comes to shaping the short and long term dispositions of buildings, as is the case in Norfolk Public Schools.

Norfolk Public Schools experiences many challenges faced in an urban environment. Therefore the process requires multiple phases in a systematic approach to create a successful long term plan. This plan acknowledges the importance of curriculum and programs that are served within the school facilities. The ultimate goal will be to provide facilities shaped around the functions for which they are intended. However, it is a priority in this process to address the excess capacity and empty seats in the District.

This facility utilization study examines the factors that influence how facilities should support the educational mission of the Division. The charge of the process is as follows:

- Conduct and analyze functional capacity of all educational facilities;
- Examine curriculum and programmatic influences on future disposition of facilities;
- Examine options that balance utilization of facilities;
- Identify options that provide opportunities for socio-economic diversity;
- Identify opportunities for expanded pre-kindergarten spaces, and;
- Engage the community in the process

The objective of the Norfolk Public Schools is clear; to move to a system of quality diverse schools that promote high student achievement in the most equitable and cost effective manner. The Division expects to use this study as a tool to achieve this goal.

Facility Utilization Study Recommendations

The following pages reflect recommendations, supported by data and best practices of education, that align with the goals as set forth by this planning process. This page outlines general recommendations the Division should follow to implement the specific grade level recommendations detailed in the following pages.

1. **Community Engagement** – Each of the actions outlined in the following pages reflect change. Therefore, a communication procedure needs to be developed that allows face to face meetings with school specific communities to review data and the process involved to make the change.
2. **Boundary Changes** – This plan recommends that when boundary changes are made, they include representatives of the schools and communities potentially affected by the change. The process should include:
 - Forming a representative committee from each affected boundary;
 - Two workshops that utilize data from this study and geographic information systems tools to develop boundary options;
 - A community meeting that informs and gathers input regarding boundary options;
 - Committee recommendations to the School Board regarding options.
3. **Transformation Elementary Schools** – This study recommends the Division continue to implement transformation initiatives at elementary schools identified by the Superintendent.
4. **School Closure/Consolidation** – This study recommends the closure and/or consolidation of three (3) facilities in the Division:
 - Willoughby Elementary – Consolidate into Oceanview Elementary School after construction of new facility;
 - Lafayette-Winona Middle School – Close as a boundary school and reopen in 2015-16 as either a K-8 or 3-8 Division-wide choice school;
 - Close one (1) middle school, to be determined.
5. **Campostella K8** – This study recommends that Campostella K8 School be a priority project. The school should open as a neighborhood school with a STEM/Swim theme, not open to division-wide choice seats, at least in opening year. Currently, there are enough students residing in the boundary to optimally utilize the capacity of this building. If however, students that live in the boundary opt out to other division choice schools, determine the availability of choice seats and create an offering to other Division students.
6. **Establish Community Oversight Committee** – This study recommends extending the role of the Steering Committee to be a Plan Oversight Committee that meets two to three times a year as group that provides continuity to implement this plan.

Recommendations— Elementary Grades

The following recommendations are recommended for elementary and K-8 schools in the Division.

ES Recommendation 1:

Create an elementary to middle school feeder pattern that better aligns whole student enrollments in a more direct pathway.

This recommendation balances utilization at the middle grades level while also creating increased socio-economic diversity. The recommendation assumes the closure of Lafayette-Winona Middle School as a boundary middle school.

Note that Ghent and Rosemont are not indicated as they are Division wide magnet programs that do not have a boundary.

Elementary School	Middle School							
	Azalea Garden Middle	Blair Middle	Campostella 6-8	Crossroads 6-8	Lake Taylor Middle	Northside Middle	Norview Middle	Ruffner Middle
	Larrymore	Camp Allen/ Sewells Point	Campostella	Crossroads	Ingleside	Calcott	Norview	Chesterfield Academy
	Little Creek	Granby			Poplar Halls/ Fairlawn	Ocean View/ Willoughby	Sherwood Forest	P.B. Young/ Tidewater Park
	Tarralton	Larchmont			Coleman Place	Oceanair	Tanners Creek	Jacox*
	Bayview	Lindenwood*				Suburban Park	Willard Model	Richard Bowling
	Monroe							
	Taylor							

*Though Lindenwood & Jacox will be sister schools, the existing Lindenwood boundary students will attend Blair MS feeder and Jacox will attend Ruffner feeder

Middle Schools	Capacity	2013-14 Enrollment	Current Utilization	Current Free and Reduced	Current Pay	New Enrollment	New Utilization	New Free and Reduced	New Pay
Azalea Garden Middle	975	812	83%	64%	36%	835	86%	65%	34%
Blair Middle	1,730	1,217	70%	59%	42%	1,367	79%	62%	37%
Campostella 6-8	471	-				255	54%	93%	6%
Crossroads 6-8	375	145				280	75%	69%	31%
Lafayette-Winona Middle	1,249	570	46%	84%	16%	-	0%	-	-
Lake Taylor Middle	905	866	96%	82%	18%	762	84%	73%	26%
Northside Middle	1,053	766	73%	72%	28%	764	73%	69%	31%
Norview Middle	1,357	1,055	78%	80%	20%	962	71%	72%	27%
Ruffner Middle	1,193	749*	63%	86%	14%	955	80%	93%	6%
*using Ruffner enrollment figure									
Campostella K-8	1,100	-				937	85%	95%	4%
Crossroads K-8	1,125	771	69%	63%	37%	1,019	91%	68%	32%

Utilization Key: < 70% 70% - 79% 80% - 89% 90% - 100% > 100%

Recommendations— Elementary Grades Continued

ES Recommendation 2:

Create (P)K-2 / 3-5 grade schools by combining boundaries that create “sister” schools.

Grade Level	School	Capacity	New Enrollment*	New Utilization
PK - 2	Jacox ES	810	775	96%
3 - 5	Lindenwood ES	428	428	100%
PK - 2	Camp Allen ES	743	741	100%
3 - 5	Sewells Point ES	563	388	69%
PK - 2	Poplar Halls ES	405	438	108%
3 - 5	Fairlawn ES	360	335	93%
PK - 2	P.B. Young ES	450	597	133%
3 - 5	Tidewater ES	360	291	81%

***New Enrollment represents live-in boundary attendance numbers**

This recommendation provides an opportunity to create PK-2 early literacy schools that focus on reading comprehension. Research indicates an emphasis on comprehension before grade 3 dramatically increases the chance of graduation.

Attendance boundaries would be redrawn to include each school pairing. Staffing and transportation will be analyzed to create the best possible transition to this plan .

Recommendations— Elementary Grades Continued

ES Recommendation 3:

Elementary Schools that are part of the PPEA projects will include division wide choice seats. These schools will offer programs that attract elementary grade students to these facilities.

The intent will be to increase diversity of these buildings by attracting Division wide students into the neighborhood schools.

School	Capacity	Live In	Choice seats
Bowling Elementary	700	475	225
Larchmont Elementary	700	485	215



ES Recommendation 4:

Consolidate Willoughby and Ocean View Elementary Schools into new Ocean View building.

Willoughby will close as a neighborhood elementary school. The boundary for Willoughby and Ocean View will merge into one boundary and when the new facility is opened both schools will move into the new facility. The existing Willoughby facility may be repurposed as a pre-kindergarten center to service this need in the northern area of the Division.

School	Current Capacity	Current Enrollment	School	New Capacity	New Enrollment
Willoughby Elementary	428	222	New Oceanview ES	700	704
Ocean View Elementary	608	569			



Recommendations—Middle Grades

Middle Schools Recommendation 1

Please see elementary schools recommendation 1 that adjusts feeder patterns for a vertically aligned Division.

Middle School Recommendation 2

The Division currently has approximately 2,340 vacant seats in the middle school facilities. Because of this, the Division will need to consider (in addition to Recommendation 3) closure of one middle school facility in the Division.

Middle School Recommendation 3

Close Lafayette-Winona Middle School.

This recommendation includes closing Lafayette-Winona in the 2014-15 school year and distributing students to surrounding middle schools that may include:

- Blair MS
- Lake Taylor MS
- Norview MS
- Northside MS

Current elementary feeder schools to Lafayette-Winona would align to the new feeder middle schools as outlined in elementary recommendation 1. Therefore, rising 6th graders for the 2014-15 school year will attend the middle school feeder assigned in elementary recommendation 1.

The facility would be closed for one year and reopened as either a Division-wide Grades K-8 school or Grades 3-8 School (with PK-2 schools option into building). The facility would have a theme focus that is yet to be determined.

Middle Schools	Capacity
Azalea Garden Middle	975
Blair Middle	1,730
Intl Prog - Rosemont Middle	500
Lafayette-Winona Middle	1,249
Lake Taylor Middle	905
Northside Middle	1,053
Norview Middle	1,357
Ruffner Middle	1,193
Total Capacity	8,962
Current 6th - 8th enrollment	6,622
Remaining capacity	2,340

This middle school was chosen primarily due to the geographic location of the facility. When re-opened as a choice school, access to this building, due to the location, will be beneficial in the efforts of the Division to create a diverse city-wide school, reflective of the City of Norfolk.



Suggestions by the Steering Committee when closing this facility:

1. Leave closed for a minimum of 1 year
2. Rename and rebrand the school to appropriately reflect the new identity of the school
3. School should have a specific focus with a purpose of attracting students from all over the Division creating a diverse environment aimed at student achievement
4. Leadership and Staff of new facility should have the professional development necessary to create a successful magnet/choice environment.

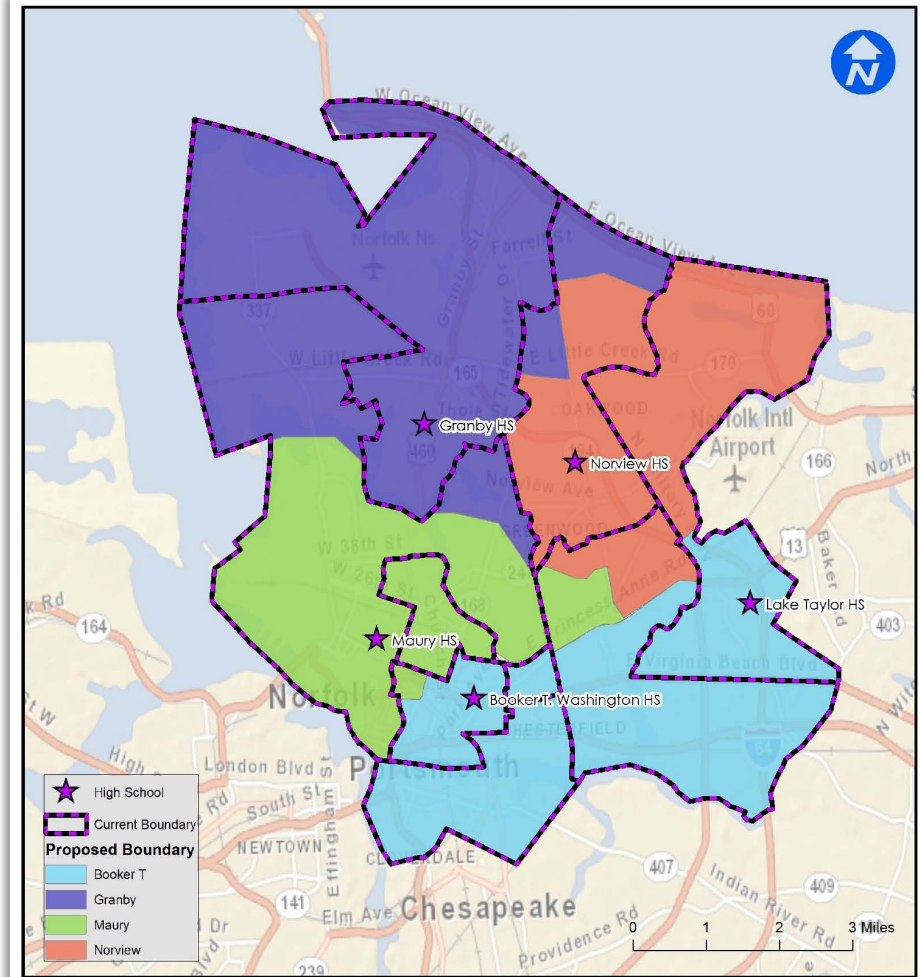
Recommendations—High Schools

High Schools Recommendation

Division-wide Comprehensive CTE High School – This study recommends an analysis that allows Lake Taylor to transition to a Division wide Comprehensive CTE High School, before the construction of a new facility. The study should include a boundary process that creates long term boundary solutions for high schools.

When the new boundary lines are established for high school, the live-in student population in each boundary will exceed the current capacity of each facility. The comprehensive career & technical high school will have a capacity of 1,600, therefore, the capacity for high schools in the Division is adequate for current and projected high school enrollment.

High School Capacity	Capacity			2013-14 Enrollment	Utilization
	Permanent	Portable	Total		Permanent
School Name					
High Schools					
B. T. Washington High	1,637	0	1,637	1,133	77%
Granby High	1,873	0	1,873	1,982	103%
Lake Taylor High	1,527	0	1,527	1,249	83%
Maury High	1,743	0	1,743	1,743	94%
Norview High	1,926	0	1,926	1,769	92%
Totals	8,706	0	8,706	7,876	90%



Note: Boundaries illustrated are an example only, final boundary solutions will be determined in a community engagement process.

Appendix