

Princeton Public Schools

Elementary School Capacity Planning
(In-Person) Community Discussion



June 5, 2023

Today's Agenda

- **Welcome & Introductions**
- **Our Focus - *Educational Programming***
 - **6:45 PM** – Parent Feedback Work Session
 - Parents will be provided 3 post-it notes and 1-pager of strategic plan.
 - What are your top 3 priorities for our elementary educational programming?
 - Write one issue per post-it note.
 - Stick your notes on the wall. Feel free to move your own and others' responses to create groupings.
 - Please do not remove any notes.
 - Please create a label for your groupings.
 - **7:15 PM** – Full group discussion.
 - Table hosts will share overview of the feedback gathered from their small group.
 - **7:30 PM** – Admin Feedback on Options Using Strategic Plan Lens
 - **7:50 – 8 PM** – Outline Next Steps/Closing

2021 Master Plan: Elementary Program Challenges

ELEMENTARY PLANNING CHALLENGES:

- Class Size Break-Points
- Scheduling Flexibility
- DLI Capacity and Growth
- Adequately Sized Classrooms & Resource Rooms
- Uneven Enrollment Pressure
- Need Flexible, Collaborative Spaces
- Provide Space for Inclusion
- Parity Across Buildings

--planner summary of challenges named in 2020

Elementary Options: 2021 Master Plan Lens

Status Quo
(Do Nothing)

Scenario 1

Four PK-5
buildings at
370 student
model

- **Redistrict** attendance zones to better balance enrollments
- Better balance programming – Pre-K, Self-Contained and Pre-K Sp. Ed. in all buildings
- 370 student model relies on 90% utilization, with some buffer to accommodate fluctuations
- Renovate all schools to “right-size” core spaces and enable configuration

**REDISTRICT
&
REBALANCE**

Scenario 2

Four PK-5
buildings; LB
and CP larger-
other 2 smaller

- **NO Redistricting**
- Enlarge LB to accommodate growth and CP to accommodate dual-track DLI
- 370 student model relies on 90% utilization, with some buffer to accommodate fluctuations
- Renovate all schools to “right-size” core spaces and enable configuration

**BUILD
WHERE
GROWTH**

Scenario 3

Two sets of
paired PK-2/3-5
buildings

- Pair JP as PK-2 with CP as 3-5 school
- Pair RS as PK-2 with LB as 3-5 school
- Attendance zones are merged rather than redrawn
- Renovate and reconfigure all elementary schools to accommodate grade configurations

**SISTER
SCHOOL
MODEL**
*(recommended
by planners)*

Optimizing Community & Teacher Input

■ What do we have so far?

- Preliminary data available on googledrive, will be shared with Board [and public]
- Survey data imprecise and limited - elementary parents only, no Spanish survey done
- Elementary meeting feedback
- Teacher survey and some staff meeting feedback
- Rough snapshot done in connection with April 27 meeting models
- Parent resources available to improve next survey

Emerging Themes

- **Emerging themes (from April 27, related high-level survey, school meetings & emails):**
 - **Adding classrooms, redistricting favored** over sister school model
 - **Parity** of educational experience across elementary schools
 - **Smaller class sizes** in early years
 - **Walk-to-school** preferences vs. **fairness of which children are bused**
 - Consider **impact of transitions** on elementary students
 - DLI ideally has **room to grow** (3 sections of K next year)
 - **DLI full immersion** valued by some parents, but **challenging** given district size, enrollment and enrollment pressures, configuration of schools
 - **Traditional (non-DLI) track** very important (at least one traditional/grade)
 - Where dual track, **at least two sections** per track, per grade, important

Educational Programming – Unpacking Parent Priorities

- Parents will be provided post it notes.
- What are your top 3 priorities for our elementary educational programming in Princeton Public Schools?
- Write one issue per post-it notes.
- Stick your notes on the wall. Are any of your answers like others'? Feel free to move your own and others' responses to create groupings.
- **Please do not remove any notes. Please create a label for your groupings.**
- Table host will share an overview of the feedback from their small group.

Parents' Feedback: Educational Elementary Programming Priorities

Music/Arts	Small Class Sizes	Specials (have own spaces)
Inclusion, Inclusive for All & Provide Resources	DLI Program DLI program with dual track Maintain and Support DLI	SEL, Social emotional well-being, Consistent SEL curriculum & focus on well-being of students
Ample space for programming with inclusion of special education students, Prioritize SPED Programming	STEM/Enrichment, STEM Experiences & Spaces, 360 STEM Facilities & Curriculum, Digital Learning	Individualized Instruction & learning Multi Tiered Systems of Support... post COVID help
Goal Setting/Parent Conferences Transparency	Experiential learning (garden, food, nature, field trips, connections to broader world)	Deep learning w/ strong academics High Achieving Schools
Critical Thinking Problem Solving Executive Functioning	Opportunities for independent learning/resources	Community, Continuity & Belonging, "School based" Community, Connected to Community, Siblings together, Walk to Schools
Love of learning	Teacher Relationships, Students known	Safety & Security of Buildings
After-School Care	DEI skills... prepare for life beyond PPS, increase DEI skills, problem solving	Equitable distribution of resources (amongst schools)

Administrator's Feedback on Options (*Lens: Strategic Plan Goals*)

Redistrict/ Rebalance

Four PK-5
buildings at
370 student
model

- **(G3)** Consistent class sizes across district
- **(G2)** Sense of community
- **(G3)** Better sharing of instructional resources
- **(G2)** Allow for adult-student relations, students have an adult they trust
- **Con:** *Equal school model doesn't address DLI challenges*

**REDISTRICT
&
REBALANCE**

Status Quo
(Do Nothing)

Build Where Growth

Four PK-5
buildings; LB
and CP larger-
other 2 smaller

- **(G1)** Staff would need to follow students
- **(G2)** Addresses class size/special areas to run instructional programs in schools that are projected to be over capacity
- **(G2)** Walking to school/sense of community
- **Con:** *Will need additional school counselor, assistant principal, nurse for larger PK-5 buildings*

**BUILD
WHERE
GROWTH**

Sister Schools

Two sets of
paired PK-2/3-5
buildings

- **(G1)** K-2 schools will allow all staff to focus on early learners
- **(G2, G3)** Easier to have co-teaching at every level
- **(G3)** Consistent class sizes across district
- **(G3)** Consistency in instructional practices & programs (since all grade levels at same school, same side of town)
- **(G2)** counselor, nurse, principal focused on 3 grade levels versus 6 grade levels
- **(G2)** supports age/developmentally appropriate grade spans
- **Con:** *Could create more traffic, which would not be helpful with sustainability*

**SISTER
SCHOOL
MODEL**
*(recommended
by planners)*

Elementary Options thru Strategic Plan Lens

5/6 Configuration

- **(G2)** Lower middle school age appropriate
- **(G3)** Preps students for upper middle school
- **(G2)** Softer transition to upper middle school
- **(G3)** All grade level (5/6) in one building, supports consistency in instructional practices & programs
- **Con:** *Would need a principal, counselor and nurse but potentially could use resources at PMS*

Status Quo (Do Nothing)

Magnet DLI/ Expand CP

Would need to
do soft
redistrict plan

- **(G1)** Staff would need to follow students
- **(G2)** Walking to school?/sense of community for CP zoned students
- **Con:** *Would make CP an unusual model with a program that is separate from the DLI magnet (has this model happened in the past)?*
- **Con:** *Will need additional school counselor, assistant principal, nurse for larger PK-5 buildings*

Magnet DLI/ PreK at CP, Redistrict for 3 Elementary Schools

Next Steps: Consider Other Lenses

- **Community Feedback**

- Parents
- Other stakeholders, including taxpayers

- **Impact on Capital and Operating Budget**

- Taxpayer burden
- Structural operating budget gap/2% cap
 - \$700-\$1 million annual gap even without inflation
 - Difficult budget decisions ahead
 - Operational efficiencies key to continuing to provide current educational program
 - Optimize staffing, transportation

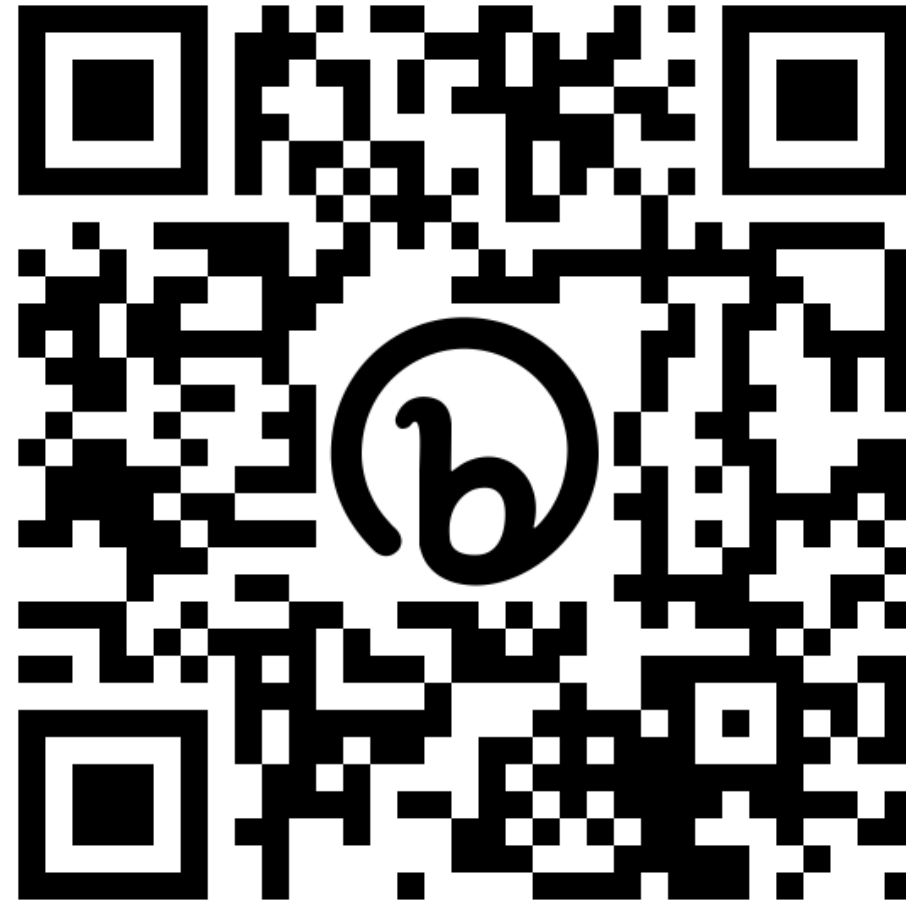
- **Environmental Scan**

- Can't plan in a vacuum ("culture eats strategy")
- Consider adaptability of plans to meet changing circumstances

Next Steps: Timing

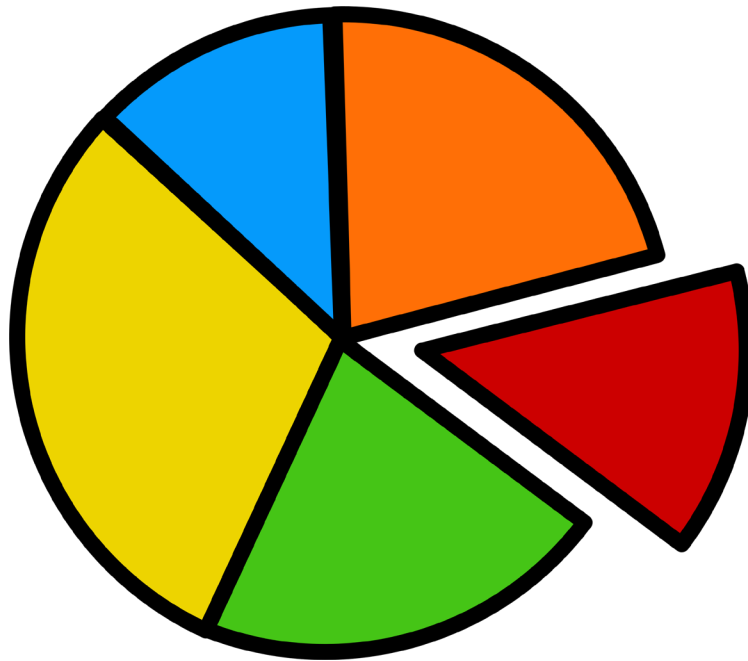
- **Elementary Capacity Planning: Timing**
 - **Spring/Summer 2023**
 - In-person and virtual stakeholder meetings for input and suggestions
 - Internal working group of educators/admins develops recommendations
 - External professional advice on design, cost and budget implications
 - **Late Summer/Early Fall 2023** decision re: which elementary option to pursue
 - **March 2024** detailed plans for Board deliberation/approval
 - **September 2024** referendum vote
 - If approved, 1-3 years to completion of construction work

Evaluation of Tonight's Meeting



<https://bit.ly/PPSMtgSurvey>

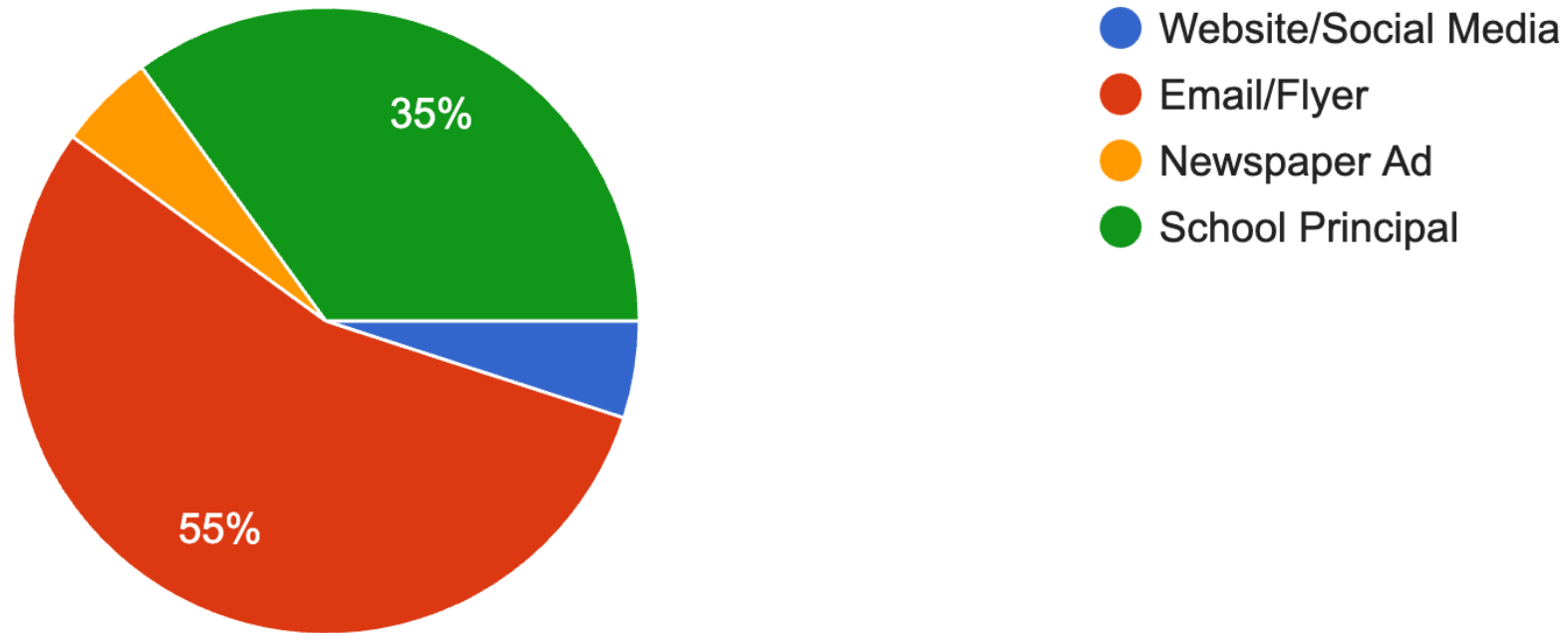
Survey Results



Post Meeting Survey Results

How did you hear about tonight's community meeting?

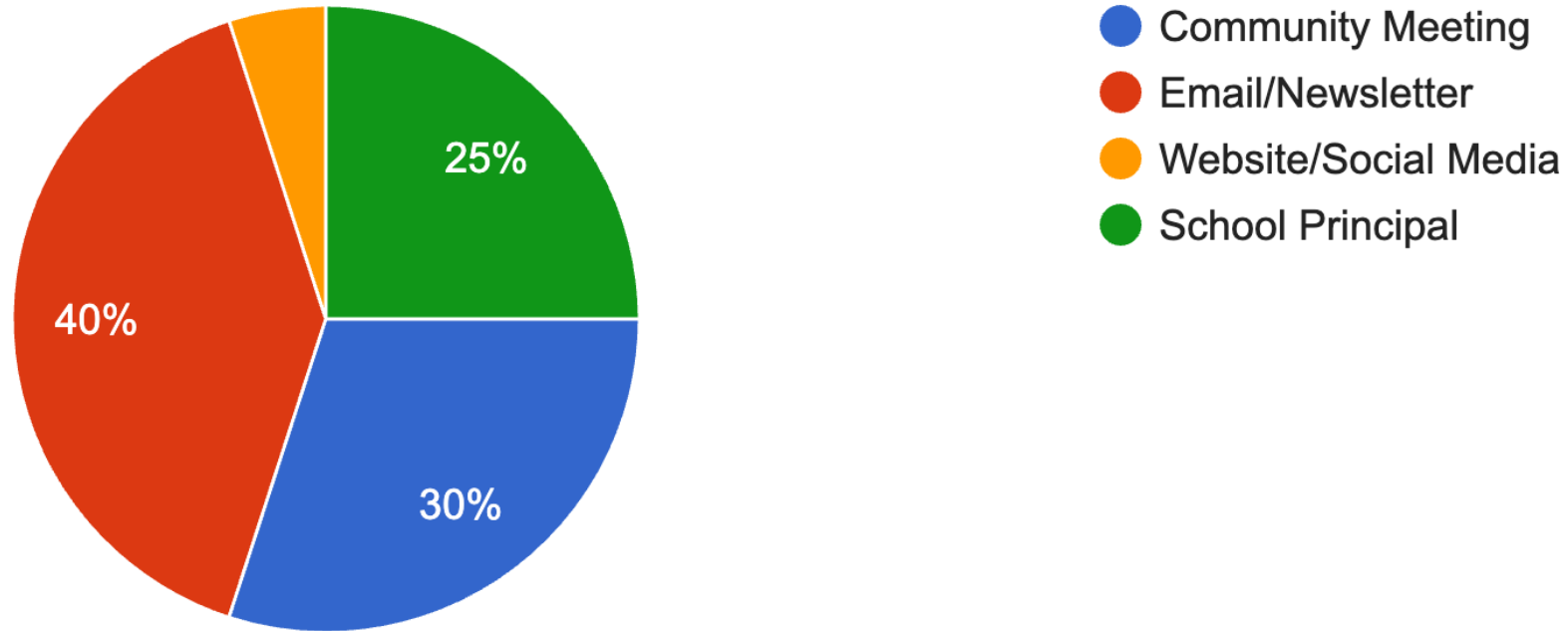
20 responses



Post Meeting Survey Results

How do you want to hear about *updates on our BOE' Long-Term Planning work?*

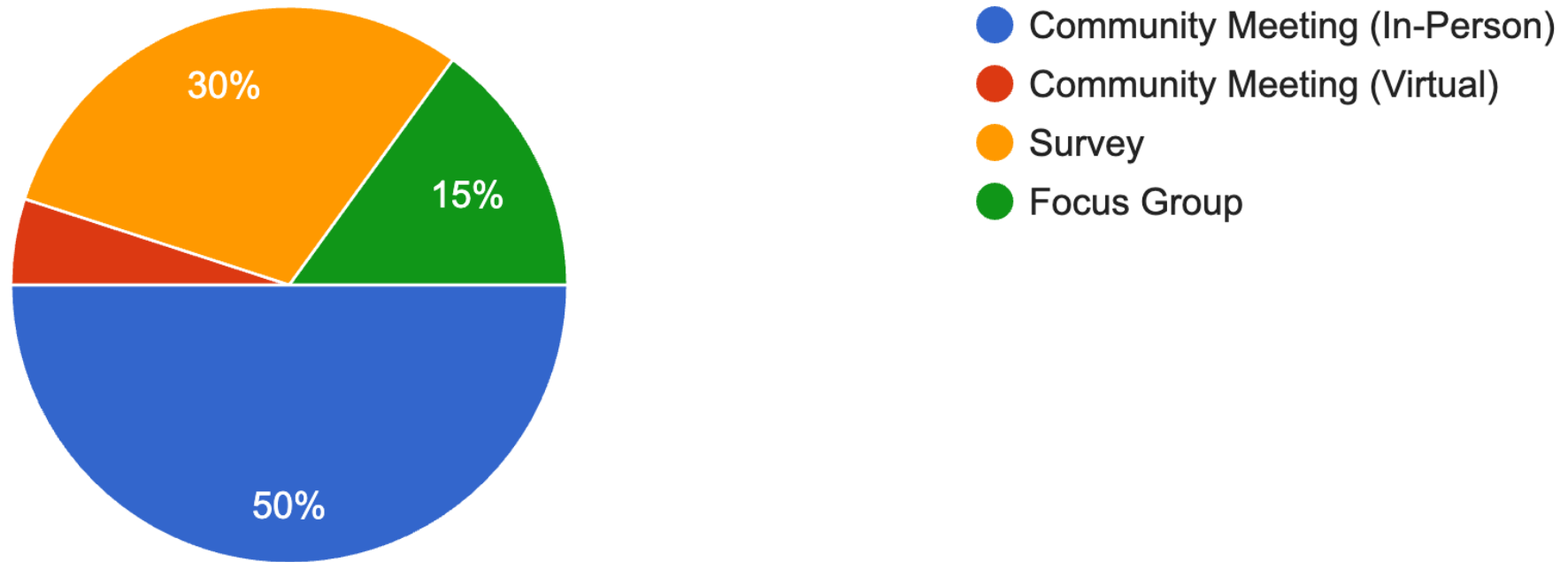
20 responses



Post Meeting Survey Results

How do you want to provide future feedback?

20 responses



Post Meeting Survey Results

Do you feel you were able to share your opinion tonight?

20 responses

