

2025-2026 Transitioning to a Middle School Model

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Board of Education Workshop Meeting

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District Strategic Plan Alignment



Goal Area #1: Teaching & Learning
Goal Statement: To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning

Goal Area #4: Social – Emotional Learning
Goal Statement: Build the capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services.



Transitioning to a middle school model will allow more appropriate alignment to the District's Strategic Plan of creating student-centered learning environments.

This model will create high-quality opportunities for educators to deliver research-based strategies by creating a culture that recognizes the developmental needs to educate the whole child by meeting their social, emotional, academic, and physical needs.

Why Now?

Continuation of the Board Approved Long-Range Facility Plan

Findings:

- Students are leaving their neighborhood area to access educational services
- An imbalance of enrollment across the district at the elementary school level
- There is capacity to expand based on student residency in the geographic area

Focused support to meet the growing needs of the Multilingual and Special Education populations

What is the Elementary School Design (PreK-5 or K-5)?



Designs an environment specifically for young children

- Age-appropriate curriculum, activities, and resources
- Younger children are less exposed to older, potentially more mature behaviors, creating a space where they feel safer and more comfortable.



Limited grade span

- Reduces significant transitions within the school, helping children feel more stable
- Young students don't have to navigate interactions with significantly older peers, allowing for a more gradual transition from preschool to elementary grades



Teachers and staff can specialize in early childhood and elementary education

- Ensures developmentally appropriate practices with a concentrated focus on foundational academic, social, and emotional skills

What is the Middle School Design (Grades 6-8)?



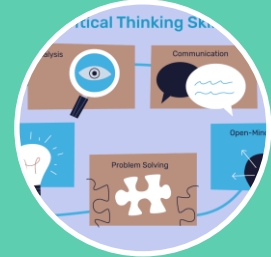
Focuses on the unique developmental needs of students in grades 6–8

- Offers programs and teaching methods tailored to early adolescents
- Creates a supportive environment for social, emotional, and academic growth during a critical transitional period



Students experience more independence and responsibility in preparation for high school

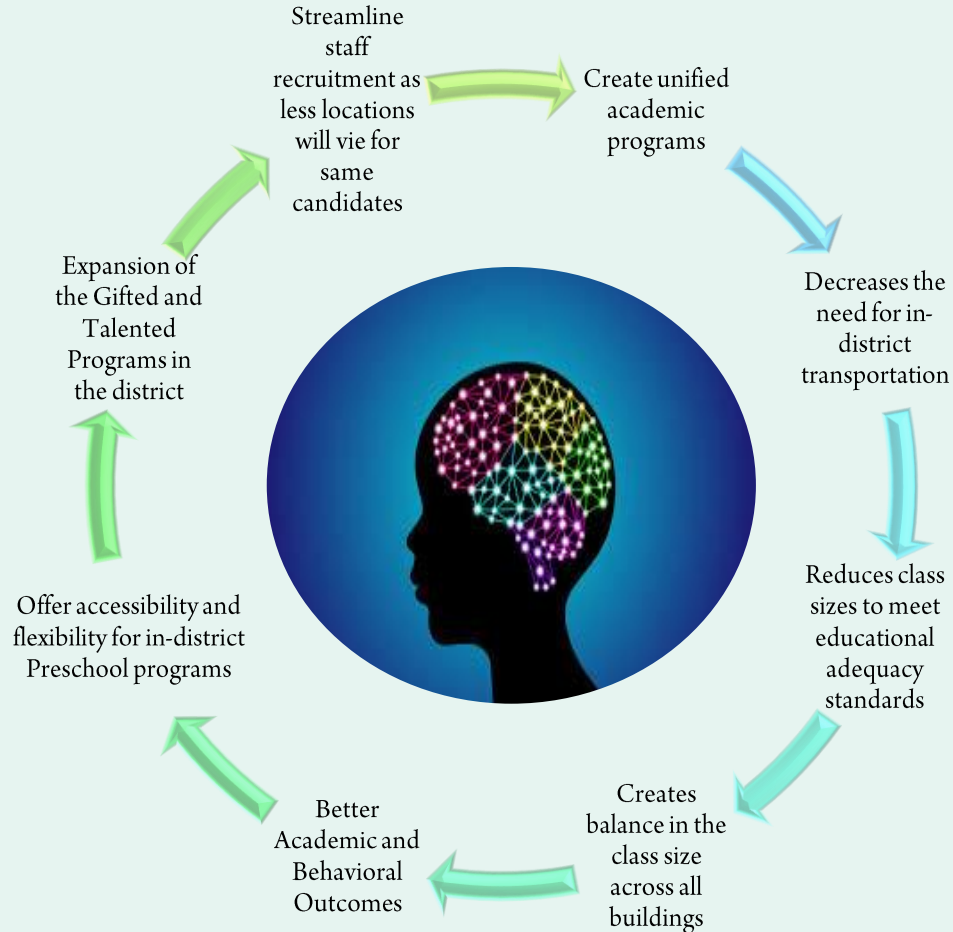
- Middle school models often mirror high school structures (e.g., lockers, changing classes), helping students adapt to a unique schedule (no longer a cohort), provides for the opportunity to have access to specialized courses
- Middle schools aim to provide challenging, exploratory, and relevant learning experiences that appeal to young adolescents. Schools that fully implement middle school practices experience positive results in academic performance (Alverson et al., America's Middle Schools)



Teachers and staff are trained in subject-specific areas to meet the needs of middle-grade learners

- Offers a broader curriculum, including electives like STEM, arts, and languages, which can enhance critical thinking skills, engagement and skill-building

Benefits of Reconfiguration Models



Long Range Facility Plan (LRFP) Timeline

The Middle School Model was approved by DOE in the 2015-2020

- DOE approved the New Roberto Clemente conversion from an Elementary School Pre-k-8 to a 6-8 Middle School format.
- Approved the replacement of Don Bosco with the new Joseph A. Taub Middle School (Sept. 2021 School Opening)



From 2010-2014 and 2015-2020

- Analyzed enrollment data trends to determine if the LRFP goals were achieved;
- For the outstanding goals that were not met, reevaluated their merit under current facility conditions.



In 2021, efforts were initiated to develop a framework to support the continued process of moving the district's Elementary School (ES) programming into a Middle School (MS) Model.



2022- Created an advisory team of administrators for input on current needs and challenges of providing educational services within the current Elementary School programming format.

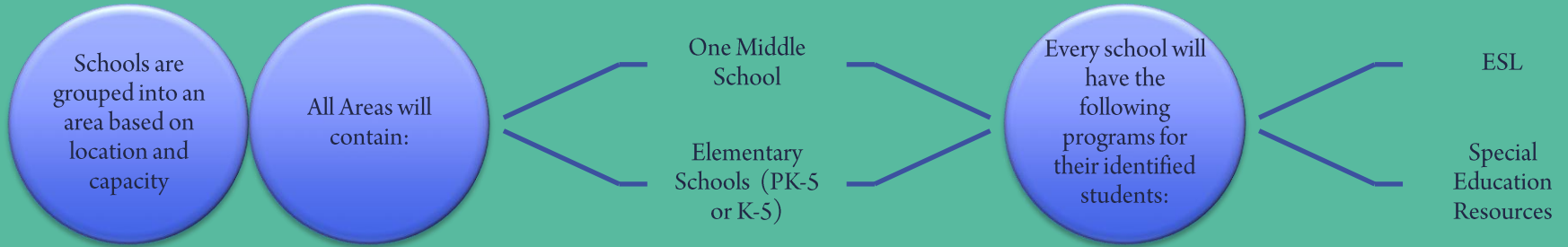


2021-2025 established and documented as part of the LRFP update



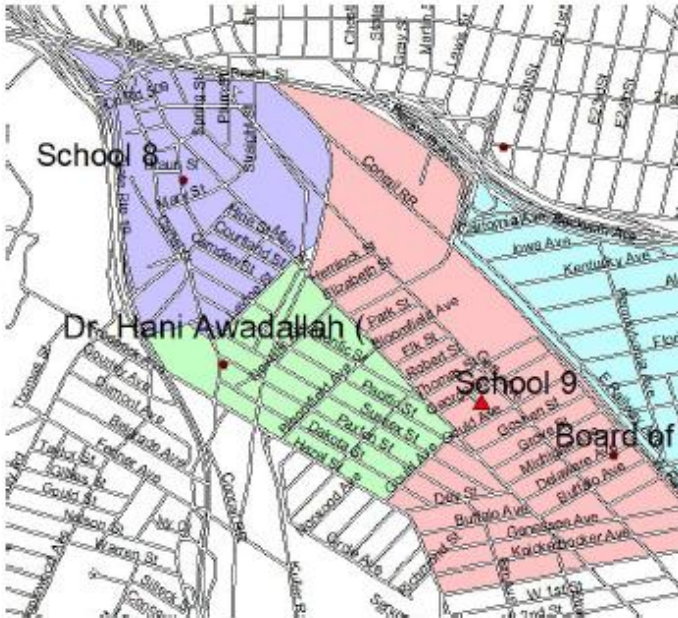
PPS engaged DMR Architects to establish a framework and basis for the continued implementation of the Middle School Model that was purely based on enrollment and building capacity.

Re-configuration of Schools/Areas



Phase 2

Area 1: PS 3, PS 8, CJR PS 9 & DHA



PS 3:

- Students to be re-districted to PS 2 or PS 8; building is not necessary due to student enrollment



PS 8:

- Grades K-5, Spanish Magnet, ESL, SPED Self Contained & Resource



CJR PS 9:

- Grades PreK-5, Arabic/Turkish Magnet, ESL, SPED Self Contained & Resource



DHA:

- Grades 6-8, Multilingual Magnet, ESL, SPED Self Contained & Resource

School 3

Students will be redistricted to either PS 2 or PS 8 based on their address

PS 2 & PS 8 have the capacity for the students to be placed in their building

School 3 building can be repurposed for another use

School 8 From K-8 to K-5

General Education K-5

- 2 sections at each grade level
- 12 total sections

Self-Contained SPED Classrooms

- 3 LLD classes
- 2 SLLD classes
- 5 total sections

Spanish Bilingual Magnet for K-5 students

- 1 section at each grade level
- 6 total sections

Charles J. Riley (School 9) from PreK-8 to PreK-5

PreK

- 4 General Education classrooms
- 2 Preschool Disabilities - (PSD) classrooms
- 6 total PreK sections

General Education K-5

- 5 sections at each grade level
- 30 total sections

Arabic Bilingual Magnet

- K-5; 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

Turkish Bilingual Magnet (included in the 30 sections)

- K-5; 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

***Students across the District requiring Arabic or Turkish native language instruction in Grades K-5 will be enrolled in CJR PS 9.**

Dr. Hani Awadallah from PreK-8 to Grades 6-8

General Education 6-8

- 8 sections at each grade level
- 24 total sections

Self-Contained SPED Classrooms

- 3 LLD & 1 SLLD
- 4 total sections

Spanish Bilingual Magnet (included in the 24 sections)

- 1 section at each grade level for full-time instruction

Arabic Bilingual Magnet (included in the 24 sections)

- 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

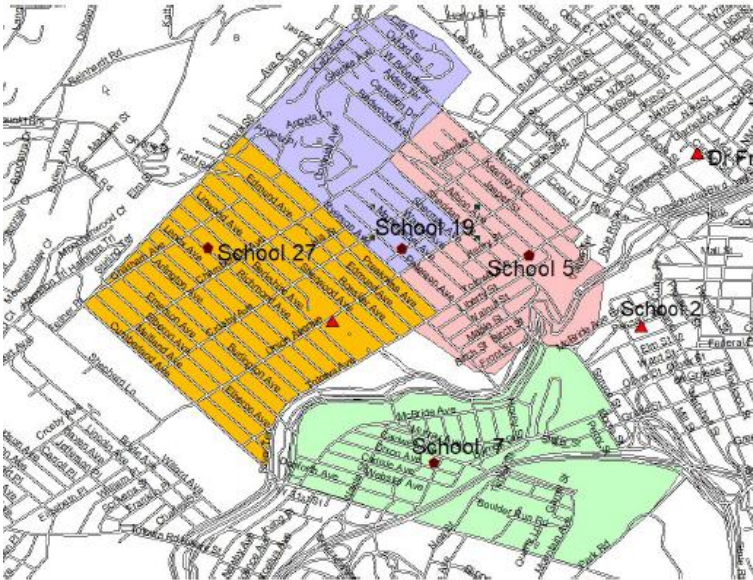
Turkish Bilingual Magnet (included in the 24 sections)

- 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

***Students across the District requiring Arabic or Turkish native language instruction in Grades 6-8 will be enrolled at DHA.**

Phase 1

Area 5: PS 5, PS 7, PS 19, PS 27 & JAT



PS 5:

- K-5, Multilingual Magnet for Spanish and Bangla, SPED Resource



PS 7:

- K-5, ESL, SPED Self Contained & Resource



PS 19:

- K-5, ESL, SPED Resource (*currently K-4*)



PS 27:

- PreK-5; ESL, SPED Self Contained & Resource



JAT:

- Grades 6-8, Multilingual Magnet, ESL, SPED Self Contained & Resource

School 5 (K-5)

General Education K-5

- 7 sections at each grade level
- 42 total sections

Bangla Bilingual Magnet (included in the 42 sections)

- 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

Spanish Bilingual Magnet (included in the 42 sections)

- K-1: 2 sections of each grade level - full time native language instruction
- 2-5: 1 section of each grade level - full time native language instruction

***Students across the District requiring K-5 Bangla native language instruction will be enrolled in PS 5.**

School 7 (K-5)

General Education K-5

- 2 sections at each grade level
- 12 total sections

Self-Contained SPED Classrooms

- 2 (K-2 LLD) classrooms
- 2 (3-5 LLD) classrooms
- 4 total sections

School 19 from K-4 to K-5

General Education K-5

- 2 sections at K-4 each grade level
- 3 sections at Grade 5 (*2025-2026 school year only*)
- 13 total sections (*2025-2026 school year only, then 12 total sections from 2026-2027 and thereafter*)

School 27 (PreK-5)

PreK Classrooms

- 8 sections of Pre-K (high need area)

General Education K-5

- 4 sections at each grade level
- 24 total sections

Self-Contained SPED Classrooms

- 1 (3-5) SLLD class
- 1 (K-2) SLLD class
- 2 total sections

Joseph A. Taub (Grades 6-8)

General Education 6-8

- 12 sections at each grade level
- 36 total sections

Self-Contained SPED Classrooms

- 4 LLD
- 4 SLLD
- 8 total sections

Multilingual *

- Spanish Bilingual Magnet - 1 section at each grade level for part-time native language instruction (English Language Arts and Math)
- Bangla Bilingual Magnet - 1 section at each grade level for part-time native language instruction (English Language Arts and Math)

*Sections are included under general education

Next Steps

