

5-8 MODEL

(Championed by Community Coalition members)

5-8 MODEL:

The 5-8 model builds on the initial intermediate model but offers distinct advantages that support positive student outcomes. Not only will it reduce the number of building transitions, but it will also preserve the district's plan for school closures (Wright, CRA, Cleveland, Nixon, Pierce, Truman, and potentially Johnson). This model maintains the desire for high school feeder patterns and community-centered middle-school areas remain intact.

FEEDER PATTERN:

Our plan allows students to move through the model as a continuous group, providing a true feeder program from elementary to high school. School closings would remain the same as the intermediate plan.

| AREA | ELEMENTARY (PK-4) | MIDDLE SCHOOL (5-8) | HIGH SCHOOL (9-12) |
|------|---------------------------------------------------------------------|----------------------|--------------------|
| 1 | Trailside Kenwood Grant Wood Erskine Johnson (optional) | Franklin McKinley | Washington |
| 2 | West Willow Hoover Van Buren Grant | Taft Wilson | Jefferson |
| 3 | Viola Gibson Hiawatha Maple Grove Harrison | Harding Roosevelt | Kennedy |

COST SAVINGS:

Closings would remain the same as the intermediate plan. Wright, CRA, Cleveland, Nixon, Pierce, and Truman would close, saving \$6 million. Johnson can also close, saving an additional \$1 million.

Decreases transportation costs and the average time for students to reach a middle school building

FAMILY PRIORITIES:

- Preschool: This model allows space for preschool in each Pk-4 building.
- Fine Arts: Music ensemble opportunities would start in the 5th grade at the middle school level.
- Athletics: Feeder systems are maintained to establish a pipeline for the athletics program. Many district middle schools already consolidate for certain sports, but under this model, they would consolidate as Junior Warriors, J-Hawks, and Cougars. It also opens the door to greater participation; if numbers were high, each middle school could field its own team.

RESEARCH:

- Multiple school transitions during early adolescence are associated with **decreases in self-esteem, grades, test scores, engagement, and attendance**, alongside **increases in disciplinary infractions and suspensions** ([Aikins, Bierman, & Parker, 2005](#)).
- [Schwartz et al. \(2011\)](#) noted **strong positive effects for students who transitioned from a K-4 to a 5-8 model**, finding that moving in 5th grade was less disruptive than moving in 6th grade.

- School transitions have been shown to lower academic achievement for minority groups, and for low-income students, and these same students have more difficulty making up for these losses in subsequent years ([Stillwater Public Schools, 2011](#)).
- Student achievement in middle grades is **higher when they attend schools with a wide grade span configuration** ([Dove, Pearson, & Hooper, 2010](#)).
- After reviewing multiple studies, [Hanover Research \(2021\)](#) declared that “**intermediate schools are not beneficial for Grade 5 and 6 students**” (p. 40).

| PROS | CONSIDERATIONS |
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| <ul style="list-style-type: none"> • Preserves many of the advantages of the intermediate school model • Allows full-day preschool programming in neighborhood elementary schools • Reduces the number of building transitions for a student • Allows continued trusted adult relationships during times of physical and emotional changes • Music ensembles (band, orchestra, choir) start in 5th grade • Allows a greater opportunity for acceleration at multiple grade levels • Decreases transportation costs and the average time for students to reach a middle school building • Flexibility to combine or separate athletics based on participation, ensuring access for all middle school students who wish to participate. • Student mentoring and role model opportunities for students • Provides a difference from us and neighboring districts that will ultimately meet the diverse population of CRCSD • Improves continuity for parent organizations and involvement • Continued opportunity for recess that could expand to physical activity for upper grades | <ul style="list-style-type: none"> • Structure to help keep grade levels separate • Bussing for athletics • Smaller middle school sizes mean that music specialists might have to teach broader areas • Focused special education programs (level 2-3) are a viable option with one building in each area that encompasses 5-8 • PLCs might need to meet across buildings • Teacher licensure: K-6, 5-8 |