

## **BENEFITS OF A PREK-2/3-5 REORGANIZATION OF THE EPS ELEMENTARY SCHOOLS**

In our discussion and research of the PreK-2/3-5 Elementary School Model, there emerged several distinct areas of benefit for students, staff and the district as a whole. These include Educational Impact, Consolidation of Resources and Staffing, Professional Development and Collaboration, and Cost Savings.

### **Educational Impact:**

- When children of early childhood age, PreK-2, are grouped together in educational settings, there can be more of specific focus on the developmental needs of this age level, which are different than those of children in grades 3-5.
- School routines, assemblies and activities can be more grade and age focused.
  - *For example, students in grades PreK-2 will not have routines interrupted during the administration of CMTs.*
- With multiple classes at a single grade level, there can be more opportunity to distribute students more evenly among classes by academic ability levels, special needs, and/or social/behavioral issues.
  - *For example, it will be easier to separate students who may not work well together if there are multiple classes at a grade level.*
- If redistricting is done properly, this reorganization can address the racial and socio-economic imbalance that currently exists among schools in the district.
- Parent involvement opportunities can focus more specifically on the developmental stages of the students in each building (PreK-2 or 3-5).
- The state mandated SRBI (Scientific Research Based Interventions) can be more effectively implemented because resources will be focused on the developmental and educational needs of 3 grade levels rather than spread among grades K-6.

### **Consolidation of Resources and Staffing:**

- School staff is able to focus on one specific developmental stage of children's educational growth.
- In each building, there would be more staff with specialized knowledge and expertise in a specific developmental stage of educational growth.
- Because the focus and the concentration of services such as special education or literacy and numeracy intervention has only a 3 grade span, teachers are better able to integrate curriculum areas and provide appropriate services for the smaller range of grade levels.
  - *For example, special education teachers who currently work with students in 7 grade levels, (K-6) will be able to focus instruction among just 3 grade levels.*

- There will be a better balance of class sizes due to a greater concentration of classrooms at each grade level in a school.
- If the redistribution of staff and students is done properly, the opportunity exists to maximize building usage which will result in fewer empty classrooms.

#### **Professional Development and Collaboration:**

- Multiple staff at a single grade level allows for increased collaboration among staff at the same grade level.
  - *This is especially important in the early childhood years (PreK-2) which are the foundation for all future learning experiences and student success in school.*
- There is increased potential for common planning periods among same grade level teachers.
- Professional Development can be more focused on the educational needs of a specific developmental stage (PreK-2 or 3-5).

#### **Cost Savings:**

- A more equalized distribution of students among classes at a single grade level will result in a consolidation of grade level and special area staff.
- With only 3 grade levels in a building, the potential exists for fewer teachers who are scheduled to travel among buildings which will result in a saving of time and cost to the district.
  - *For example, there are currently 3 kindergarten teachers that travel between schools each day.*
- There will be cost savings on instructional supplies, texts, and library/media materials due to less need for duplication among nine K-6 buildings.

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