

K-5 SCHOOL MODEL COMPARISON

Comparison of the features of the various options for our K-5 students



One K-5 Building

Grade Level Centers

Two K-5 Buildings

CLASS SIZES



Students are equally divided across classrooms.

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Class sizes may vary depending on enrollment

TEACHER COLLABORATION



- Daily in-person
- Schedule allows for frequent professional learning with all grade level teachers
- Teacher proximity allows for consistent lesson and assessment pacing
- Teachers collaborate on joint activities that combine classrooms

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- Sporadic; limited to email, chat, and video conferencing
- Professional learning for all grade level teachers requires substitute teachers and travel
- Lesson and assessment pacing may be inconsistent
- Teachers collaborate on joint activities that combine classrooms at Manning only

TEACHING AND LEARNING



- K-1 Play-based lab for literacy, social skills, and critical thinking
- 2-5 STEM lab for interdisciplinary learning for students to be collaborators, problem solvers, and critical thinkers
- Schedule and staffing allows for many strategies to support students with intervention and enrichment
- Dual Language is housed in one building
- Consolidation of student materials and resources decreases costs

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- 2-5 STEM lab for interdisciplinary learning for students to be collaborators, problem solvers, and critical thinkers
- Schedule and staffing allows for many strategies to support students with intervention and enrichment
- Dual Language is housed in both buildings
- Consolidation of student materials and resources decreases costs

- Play-based instructional methods may be embedded within content-area lessons
- Science may be taught as a separate subject by the homeroom teacher
- Pull out the primary model for intervention, EL, and special education service delivery
- Schedule and staffing limits strategies to support students with intervention and enrichment
- Dual Language program housed at Miller
- Duplication of student materials and resources increases costs

SOCIAL DEVELOPMENT



One K-5 Building

- Ability to mix students for class assignments
- Greater number of students in the same grade level, for social interactions and potential friendships
- Ability to match the student to the homeroom teacher that is most compatible with their learning needs
- Students are exposed to a more diverse range of cultural backgrounds, opinions, and perspectives through their peer group and teachers
- Opportunities for older students to work in primary classrooms as mentors and role models
- Three transitions PreK-12

Grade Level Centers

- Ability to mix students for class assignments
- Greater number of students in the same grade level, for social interactions and potential friendships
- Ability to match the student to the homeroom teacher that is most compatible with their learning needs
- Students are exposed to a more diverse range of cultural backgrounds, opinions, and perspectives through their peer group and teachers
- Opportunities for older students to work in primary classrooms as mentors and role models would require logistics considerations
- Four transitions PreK-12

Two K-5 Buildings

- Students stay with the same classroom group throughout K-5 at Miller
- Limited number of students in the same grade level, for social interactions and potential friendships
- Ability to match the student to the homeroom teacher that is most compatible with their learning needs only at Manning
- Diverse cultural backgrounds are more prevalent at Miller
- Opportunities for older students to work in primary classrooms as mentors and role models
- Three transitions PreK-12

FAMILY AND COMMUNITY



- Communication methods and information about student learning are consistent across each grade level
- Families with multiple elementary-age children can attend one school K-5
- Families can identify with one school community
- One PTO group working for K-5 goals and resources
- The cost to build K-5 building will require a referendum

- Communication methods and information about student learning are consistent across each grade level
- Families with multiple elementary-age children will attend two schools K-5
- Families would have to interact with more than one school community
- PTO groups working for K-5 goals and resources
- Bussing and crossing guard considerations

- Communication methods and information about student learning depend on the resources and preferences of each school
- Families with multiple elementary-age children can attend one school K-5
- Families can identify with one school community
- Separate PTO groups for Manning and Miller
- Bussing and crossing guard considerations