INTERMEDIATE MODEL
(Championed by ELT members)

INTERMEDIATE MODEL: The intermediate model would convert our middle schools into two distinct grade level buildings, with 3 buildings serving students in the 'upper elementary' grades of 5th and 6th grade, and 3 buildings serving students in the 'junior high school' grades of 7th and 8th grade. This would reduce the number of students in each of our elementary school buildings, allowing for consolidation of those spaces and for efficient use of our total building inventory. This plan would create pure feeder systems and put PK in every elementary school.

FEEDER PATTERN:

Option 1

AREA	ELEMENTARY (PK-4)	INTERMEDIATE (5-6)	MIDDLE SCHOOL (7-8)	HIGH SCHOOL (9-12)
1	Erskine, Grant Wood Trailside, Kenwood, *Johnson	Franklin	McKinley	Washington
2	West Willow, Hoover, Van Buren, Grant	Wilson	Taft	Jefferson
3	Maple Grove, Hiawatha Harrison, Viola Gibson	Roosevelt	Harding	Kennedy

**Schools Closed: Wright, CRA, Cleveland, Nixon, Pierce, Truman (after preschool is set in each elementary)

Option 2

AREA	ELEMENTARY (PK-4)	INTERMEDIATE (5-6)	MIDDLE SCHOOL (7-8)	HIGH SCHOOL (9-12)
1	Erskine, Grant Wood Trailside, Kenwood, *Johnson	Franklin	McKinley	Washington
2	West Willow, Hoover Van Buren, Wilson (ES)	Roosevelt	Taft	Jefferson
3	Hiawatha, Harrison, Maple Grove, Pierce	Viola Gibson	Harding	Kennedy

**Schools Closed: Wright, CRA, Cleveland, Grant, Nixon, Truman (after preschool is set in each elementary)

COST SAVINGS: ~$6 million (when Truman is closed)

FAMILY PRIORITIES:

- Preschool: Make pre-school available in all elementary schools.
- Fine Arts: Start fine arts in 5th grade to build more success in later grades.
- Athletics: Allow for students to engage in competitive sports earlier, especially in schools with high need (i.e.. where club sports are not accessible).

RESEARCH & PLUSES	CONSIDERATIONS
• **Developmental Appropriateness** (Cook et al, 2008) ○ Less exposure to "teenage" behavior for 5th/6th graders ○ Keeps SEBH instruction more age focused across an entire building • **More Targeted Instructional Focus** (CALDER Center, 2025; Alspaugh, 1998) ○ Reduced daily transitions for 6th grade ○ 7/8 building becomes more focused on preparing students for high school	• **Transition Dip** (Rockoff & Lockwood, 2010; West & Schwerdt, 2012) ○ Each transition can have an impact on student achievement because students are focused on: ■ Navigating new building ■ Identifying peer groups ■ Forming relationships with adults

- **Teaming**
  - Student Flexibility and Options - More students per grade allows for more strategic grouping (ex. certifications currently limit 6th grade students)
  - Allows for "teaming model" in 5th-8th grades, which focuses on grade level vs. content collaboration (Gallop and Walton Family Foundation, 2025)
  - Teacher Burnout - Teachers express less burnout from "relationship burnout" and "solo-teaching" in an intermediate model (Corbin et al., 2019; ASU Next Education Workforce, 2025)
  - Increased Support and Resources
- **Peer Group Stability**
  - PK in **all** elementary schools; eliminates transition from PK to new elementary school
  - One joining of peer groups from other elementaries in 5th grade
  - Students stay together with friends and classmates from PK - 12th Grade
- **Fine Arts and Athletics in 5th and 6th Grade**
  - More efficient use of district music FTE allows for full-time specialists in every building.
    - Return to the 3-day specials rotation in K-4, providing equitable instruction district-wide.
    - Start Band, Orchestra, Vocal, Show Choir in 5th Grade
    - Intermediate model allows more scheduling support for fine arts classes and scaffolds transitions
    - Equitable access to the same opportunity pipeline (honor bands, indiv/small group instruction, leadership & performance opportunities)
  - Increased student enrollments and consistent teams will make our activities more viable and competitive.
    - Building competitive programs by building teams across levels
    - More Competitive Intramural/Intradistrict Sports
  - True feeder patterns creates: single point of recruitment, no fractured peer groups, predictability for families, consistent expectations and instruction (vertical articulation and alignment), easier event planning to avoid scheduling conflicts
  - Recruiting becomes relational rather than transactional
- **Behavior** - Age appropriate behaviors, consistent expectations
  - Allows high schools, middle schools and intermediate schools to work collaboratively scaffolded expectations
- **Identity and Pride**
  - Sense of connection (ex. parades, spirit weeks, pride)
  - Consider alignment of mascots for each area
- **Fewer dollars wasted on inefficient buildings and stretched model of support**
  - Allocation of staff in our large elementaries and intermediate schools
- **Eliminates building transition between PK and Kindergarten**
  - PK will be offered in every elementary school
  - Paid full day will be able to be offered as well in each building
  - More equitable access across the District for families
  - Age considerations

- **How to reduce/eliminate transition dip** (Associate for Middle Level Education; UCLA Center for Mental Health in Schools)
  - Implement "vertical PLCs"
    - Possible in true feeders
  - Consider "looping" of administrator and counseling staff
  - Create strong "handoff" process with "shadow" or "move-up" days
  - Create a stable friend group
    - Possible in true feeders
- **Teacher Licensure**
  - impact of K-6 and 5-12 licenses
- **Disruption to current student school placements/paths**
  - Provide for a robust and fair permitting process for families wishing to do so.