

 <p>ELK ISLAND CATHOLIC SCHOOLS <i>Seeing Christ in Everyone</i></p>	<p>Pre-K - 4, 5-8, 9-12 Also known as the 4-4-4 Model</p>
<p>Background</p>	<ul style="list-style-type: none"> ● Currently this model exists in Fort Saskatchewan, modified in Camrose (K-4, 5-12), and in Sherwood Park ● There are several communities in Alberta and across Canada that have this model. ● Reasons for the model vary from educational consideration to simply needs based on school population and school inventory within a school division. ● Transition rates between Grades 4-5 and Grades 8-9 have resulted in increased population and Catholic students coming back to our division. There is an exception in French Immersion programming and also in students leaving Holy Spirit to go to St. Theresa.
<p>What have we been able to achieve with this model in Sherwood Park?</p>	<ul style="list-style-type: none"> ● Utilization of a high school building for the purpose of a middle school. ● Ability to offer more options at the middle schools. ● Balance population growth in most of the community. ● Introduce Pre-Kindergarten programming. ● Provide more concentrated early learning resources in our K-4 schools.
<p>Benefits and Challenges of the model.</p>	<p>Benefits:</p> <ul style="list-style-type: none"> ● Organizing students in grades 5, 6, 7 together supports many research findings which show that today youngsters enter adolescence a year earlier than they did 50 years ago due to better nutrition and improved socioeconomic conditions. ● The 4-4-4 plan would group pupils who are more alike than either elementary or secondary age pupils. This middle age group would need personal attention which they would not receive sufficiently in any of the other organizations. These students are at an awkward stage and would need to be together with excellent teaching personnel. ● Students in a 5th, 6th, 7th and 8th grade school are at an academic age where they would need reinforcement and extension of skills through application (i.e., a continuation and extension of basic education). Pupils would be exposed to various areas of specialization at an earlier age on an exploratory basis. Specialists would be available to help, sixth graders branch out easier than they might be able to in an elementary school. Sixth graders would be provided the opportunity to use specialized facilities such as science labs, home economics rooms, and industrial arts shops. Sixth graders would receive greater stimulation and departmentalization of teaching and special facilities and equipment, e.g., shops and labs, to advance according to their ability. ● The 4-4-4 plan would facilitate a flexibility in grouping children for instructional purposes and would afford an opportunity for a broader curriculum offering in the high school than does the 6-3-3 plan. The restraint of organizing part of a school to meet high school graduation requirements (Carnegie units) required in grade 9 of the 6-3-3 pattern

would be removed. College admission and state high school graduation requirements are based upon the assumption of a 9-12 program.

- The 4-4-4 pattern would provide orderly transition from elementary school methods and materials to secondary school methods, materials and complete departmentalization (i.e., from self-contained to a departmentalized environment).
- Emphasis on parties, dances and competitive athletics for students in grades 7 and 8 would be reduced compared with the 6-6 plan in which these grades participate in many secondary school activities.
- A transitional school should have at least three grade levels in it to allow sufficient time for the students to develop an identity with the building students. Continued articulation of 9-12 educational programs in all areas, curricular and co-curricular including athletics, would be facilitated.
- Today's ninth graders are more mature and sophisticated than those of 50 years ago, when the junior high school was created, and can handle and profit from the high school and extracurricular pressures. The end of eighth grade is a natural developmental break for youth. Many ninth graders are mature enough to fit in and profit by the high school program. They feel like and want to be senior high school students. The 4-4-4 pattern would provide opportunity for advanced ninth graders to take higher level courses without traveling to another school.
- The middle school would have an identity of its own which would enhance pupils' sense of belonging. Children could have a fresh start in a new school earlier than students in either the 5-3-4 plan or the 6-3-3 plan. That is, they could detach themselves from old labels, make new friends and be introduced to new subjects and teaching styles.

Challenges:

- Some fifth and sixth graders might be better off in the protective environment of an elementary school than in a 5th, 6th, 7th, and 8th grade school. Some fifth and sixth graders might be too young to be pushed very hard academically or socially.
- Fifth and sixth graders would lose the benefit of an elementary school program and would not be available for safety patrol, student council and other leadership roles.
- The elementary school challenge to teachers of working with children at the fifth and sixth grade levels would be missing.
- The leadership role carried by sixth grade and ninth grade students in a 6-3—3 pattern could be reduced or eliminated.
- The difference between age 14 (ninth grade) and age 18 (twelfth grade) is great which could make it very difficult for some ninth graders to adjust to the new school. Some ninth graders might be too young and immature to be placed with senior high students.
- The 4-4-4 plan often evolves from desegregation plans without adequate consideration of other factors.
- The 4-4-4 plan assumes, without sufficient evidence, that the maturation patterns of fifth grade pupils are more like those of the sixth, seventh, and eighth graders than they are like those of the third and fourth graders and for the faculty to know and work

Key Items To Consider	<ul style="list-style-type: none"> • The 4-4-4 Plan (Grades K-4, 5-8, 9-12). The advantages and disadvantages of the 4-4-4 plan are virtually the same as those stated for the 5-3—4 plan. The appropriateness of the inclusion of the fifth grade in middle schools has raised questions among educators. Although some research indicates that many children do enter pubescence at ages 9 and 10, many research reports suggest this occurs between ages 11 and 13. • Student feedback about the model from student engagement clearly there is a support for this model for those who have participated at St. Theresa, Our Lady of Perpetual Help, and Archbishop Jordan. • Parents that are most reluctant to this model have children in early years and not middle school year age.
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Resource	<p>http://www.educationalimpact.com/resources/msl/pdf/MidSchLead 2 A advantages.pdf</p> <p>Retention Rates (Ratio of student leaving to students students enrolling in their feeder schools):</p> <p>Grade 4 to 5 Retention</p> <table border="1" data-bbox="464 871 1419 1591"> <thead> <tr> <th>School</th> <th>2014/15</th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>STT</td> <td>1.12</td> <td>1.30</td> <td>1.40</td> <td>1.16</td> <td>1.25</td> </tr> <tr> <td>OLPH</td> <td>0.98</td> <td>0.92</td> <td>0.88</td> <td>1.00</td> <td>0.95</td> </tr> <tr> <td>HS</td> <td>1.02</td> <td>0.95</td> <td>0.92</td> <td>1.03</td> <td>0.98</td> </tr> <tr> <td>OLA</td> <td>1.05</td> <td>1.01</td> <td>1.06</td> <td>1.11</td> <td>1.06</td> </tr> <tr> <td>STMT</td> <td>1.03</td> <td>1.11</td> <td>0.98</td> <td>1.10</td> <td>1.06</td> </tr> <tr> <td>OLMP/STP</td> <td>1.02</td> <td>1.00</td> <td>1.11</td> <td>1.00</td> <td>1.03</td> </tr> <tr> <td>STL</td> <td>1.00</td> <td>1.05</td> <td>0.85</td> <td>0.94</td> <td>0.96</td> </tr> <tr> <td>HR</td> <td>0.83</td> <td>0.91</td> <td>0.85</td> <td>1.15</td> <td>0.94</td> </tr> </tbody> </table>	School	2014/15	2015/16	2016/17	2017/18	Average	STT	1.12	1.30	1.40	1.16	1.25	OLPH	0.98	0.92	0.88	1.00	0.95	HS	1.02	0.95	0.92	1.03	0.98	OLA	1.05	1.01	1.06	1.11	1.06	STMT	1.03	1.11	0.98	1.10	1.06	OLMP/STP	1.02	1.00	1.11	1.00	1.03	STL	1.00	1.05	0.85	0.94	0.96	HR	0.83	0.91	0.85	1.15	0.94
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Grade 8 to 9 Retention

School	2014/15	2015/16	2016/17	2017/18	Average
ABJ	1.12	1.12	1.13	1.10	1.12
SJP2	1.26	1.14	1.02	1.10	1.13
STMY	0.92	0.94	1.11	0.93	0.98
OLMP	0.90	0.90	0.94	0.95	0.92