

Edison Elementary
CSC Meeting Agenda & Minutes
April 5, 2018

Vision:

Edison Elementary is committed to being a collaborative learning community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

Values:

Students First, Community, Fun, Respect, Integrity, Collaboration, Equity, and Accountability

Meeting Norms:

Aim for consensus
Assume positive intentions
Members will share ideas openly, but try to stay on topic
Time keeper, try to keep to one hour
Everyone puts ideas on the table
We work to represent our stakeholders
Respect other perspectives
Ask clarifying questions
Listen with respect
Commit to our values
Focus on needs of the school and community, respect confidentiality

Attendance: S. Whitelock, J. Wieser, K. Guinn, A. Spires-Delong, S. Lambert, L. McSherry, Al Graham
Non-members – K. Johnson, M. Johnson, J. Slama, E. Mathews

Welcome by CSC chair

Anne Spires-Delong

- Meeting procedure-Work session will follow the agenda. Floor will open up at end of meeting for other issues/ discussions if necessary.

Learning Profiles and Personal Learning Plan (see draft below)

Teachers

- Presentation of Draft plan for primary (Jan Slama & Sydney Lambert) and intermediate (Jenn Archibald)
 - Empowering students to advocate and understand their learning and how to create goals to support that
- Feedback and recommendations from CSC members
 - I love this and excited to see this in action. I wonder if at the beginning of the year that we could have a grade level meeting so parents understand the goals and PLP's.
 - Exhibition for students to share their learning profile so teachers can explain how PLP's are created and parents understand how they can support.
 - Can you provide goal sentence stems or examples of goals for both parents and students?
 - Teachers need to facilitate student goal setting to ensure that students are challenged.
 - Communicating with parents so they can provide feedback towards the PLP.
 - Providing another opportunity for parents to check in with the PLP at the end of the year. It would be great to sit with the current teacher and next year teacher to discuss the PLP. – or students write goals for the next year to share with parents for next year. These goals can extend into the summer.

Strength-based Programming changes for 2018-19 school year:

- Presentation of Strength-based programming update and plan
 - Parent Feedback (see list of feedback below)
 - Plan and Time line
- Additional recommendations from CSC members
 - We are excited about this switch in programming. We want kids to praise hard work and grit instead of intelligence. We were worried that label would label her personality. We were inspired by the ideals of Growth Mindset by Carol Dweck. We believe that these labels institutionalize and kids are aware and could be detrimental. It is a positive for all students. This timeline seems to be reasonable.
 - I am a person that is highly gifted. It is who I am and it doesn't define me. I don't know if I believe in growth mindset all the way. This is who I am, and these kids are unique in many ways. I am disappointed that we are dismantling the importance of HGT/GT/ME. It doesn't take away from everyone else when kids have that label.
 - I think it address the concerns and issues parents had. The timeline seems gradual.
 - My concern is around training for teachers. How are teachers going to be trained before the end of the year?
 - Sally: We budgeted time before school so teachers could have more training to ensure the support of all students. Teachers will go to GT conferences, Professional Development on Personalized Learning, GT best practices and differentiation practices for all groups of students (opportunity gap, GT/HGT, ELL, SPED).
 - Add a few sentences about training for teachers to show parents the plan for professional development.
 - Will every classroom be getting the extra support during GR and math?
 - What is the role of the GT intenerate for this hybrid model? I think there is a need to enrich/bolster GT/HGT/ME kids.
 - We will look at what is the best for each grade level and how to enrich using the GT intenerate. What is the best need? Who are those kids? The difference at Edison as a magnet program, we program for that population of kids. Where many schools use the GT intenerate to pull out to support. We program with advanced curriculum.

Next meeting date:

May 3 at 4:30 PM

Agenda to include: CSC Principal feedback (this is NOT open to the public)

Edison Elementary Learning Profiles and Personal Learning Plans

Personalized Learning is instruction that offers pedagogy, curriculum and learning environments to meet the individual needs of students. Teachers and students tailor learning opportunities to match students' learning preferences, interests and goals.

A Learning Profile is the complete picture of a student's social, personal and learning preferences, strengths, and challenges. Additionally, it describes the student's learning style, intelligence preference, culture and gender.

A Personal Learning Plan is a dynamic plan created by a student, with the support of teachers and parents, which states the student's academic and social goals and action steps to achieve their goals. Students, with the support of teachers and parents, use the Learning Profile monitor learning goals.

In order to support the individual academic and social success of ALL students at Edison while encouraging students to become life-long learners, teachers at Edison commit to the following:

Learning Profiles:

- ❖ Part 1 "All About Me" – Will be completed in August/September each year and will include an activity/assignment (in class or as homework with support of parents) which shows each student's personal interests, passions, strengths, areas they would like to improve, hopes and dreams. This will be in the form of: An "All about me book", a "All about me" poster, a power point, a "My favorite things bag", etc.
- ❖ Part 2 "Parent Survey" – Will be completed in August/September of each year and will include a parent survey or home visit in which parents are asked to share their child's strengths, interests, areas for growth, in addition to, their hopes and dreams for their child.
- ❖ Part 3a "Student Learning Survey" – Will be completed in August/September each year and will include a checklist in which students identify learning strengths/preferences and areas for growth. These will look different for different grade levels as students learn how to identify their learning styles.
- ❖ Part 3b "Student Learning Survey Reflection" – Will be completed in October, February, and May (optional) each year, prior to Parent-Teacher Conferences and will include a checklist in which students reflect on and update their learning strengths, style, interests and areas for growth.

Personal Learning Plans (PLP):

- ❖ In August/September, students, with the support of teachers and parents, and based on beginning of the year testing data and the Learning Profile, will write goals and action steps to achieve these goals in reading and

math. Intermediate students will also write goals and action steps for writing, science/social studies, and work habits. A copy of the PLP will be given to parents.

- ❖ In October and February, prior to Parent-Teacher conferences, students will reflect on their goals and action steps. Then, students will write new goals and action steps for the next Trimester. The PLPs will reflect important components of 504 plans, IEPs and ALPs as appropriate. The PLPs will be shared with parents (and added to as appropriate) at Parent-Teacher Conferences.
- ❖ Optional – In May, students will reflect on their goals and action steps. Then, students will write consider goals for future learning. The student’s reflections on their PLPs will be shared with parents with the end of year report cards.

Portfolios

- ❖ ECE-2nd grade students will create paper-pencil portfolios which will go home with parents at the end of each school year. 3rd-5th grade students will create on-line portfolios. Portfolios will be shared with parents at Parent-Teacher Conferences and will include:
 - Learning Profile “All About Me” presentations/assignments
 - Learning Profile “Parent Surveys”
 - Learning Profile “Student Learning Surveys”
 - Personal Learning Plans for each trimester
 - Student work samples and projects as is appropriate for each grade level

Classroom goal setting, student progress monitoring, reflection and student agency

- ❖ Teachers will support students, during guided reading, math, writing, social studies and science with goal setting, reflection, and choice as is appropriate for the age/grade level.
- ❖ Teachers will support students in monitoring their own progress toward their PLP goals.

Feedback from Parents regarding School changes/improvement

Parent Feedback on stickies at Parent Input Meeting- Strengths

Rigor

The new plan still seems to offer rigor. How much does that rigor compare to the old model?

Personalized Learning/Project Based Learning

The project based learning allows for individualized lesson/learning. I like this. Not a question.

Project Based learning

The proposed plan will better serve to individual needs of students.

I like the plan-it will better help kids learn more and better

Love the focus on student led learning! That includes more than just academics

More personalized learning ability level

Changes proposed seem like a move toward even more personalized learning for each student's needs.

Like the idea of heterogeneous classrooms and individual learning plans

Differentiated learning

More flexible in meeting individual needs

Meets every student where they currently- in achievement.

More aligned with Real word diversity in 8-12 education and college etc.

Flooding to meet each child's need

Better ability to support student needs

Cohort model provides good peer support.

Peer grouping for specific courses and learning plans

Data

Bridging achievement gap with more peer-to-peer collaboration

Willingness to constantly assess kids and move them to new class model

Behavior

My daughters HGT class k-5th had huge behavior challenges so splitting up these special needs is good.

I like changing up/switching for behavior and social issues. And allowing more interaction between all kids in a grade level.

Better social interaction

Better student awareness of differences

Ability to spread out kids who tend to have discipline problems

I want my son to be with other high achievers-regardless of level. How does clustering take this into account?

Right now my 1st grader complains of being bored at school. I was hoping that starting in 2nd grade with GT classroom, that his learning would be more fast-paced/have the depth that he needs to feel stimulated.

Diversity/Equity/Social Emotional

Like taking away the 'smart' kid classroom. Want all children to feel smart.

More balanced classrooms to working with others of mixed ability.

I the new plan because it doesn't unnecessarily tag kids one way or another more equalitarian

Reduction of kids not feeling that they aren't smart

no smart kid class and pressure of that label for those in and out of it

allowing kids to get to know others outside of their classroom

Increased diversity in the classrooms

inclusivity

Diversity students helping each other

I love the idea of getting rid of a 'I'm in the smart class' stigma

Great opportunity to see leaders rise and help other students

More representative of the real world

I like mixing children to have different friends in their classes each year

I love mixing the classes so no one feels smart or less intelligent. In addition, mirrors real world so everyone learns to interact with different learners.

It addresses the 'I'm not in the smart class problem. We want to fight that we mentally where we can.

Love the inclusion all around HGT

Heterogeneous specials, scie/ss, writing, core reading is fine since they aren't that differentiated that much anyway

I like the heterogeneous cluster style

I like the idea of integrating and diversifying the classrooms.

It should help kids not feel like they are not in the smart class

Students will have a wider mix of learning levels in homeroom which will hopefully bring all students/provide opportunities for peer collaboration

socio-diversity in all classrooms

Hope it would encourage kids to help each other learn from each other

Improve social skills

Promotes equity across all levels of ability

Ability to have more flexibility in assigning kids/teachers for a more successful classroom

Removes the stigma or not being in the smart class

Addresses the feeling different aspect of advance/not advanced

Students with mixed abilities are able to be in the same learning environment-mimics the real world

less anxiety on classroom placement

Integration and integration between all students socially positive

Non GT students do not feel singled out as less smart

Diversity

Students won't feel labeled as much

I like the focus on creating inclusive classrooms

more inclusive

gives more opportunities to all students

exposure to different teaching /learning styles, teachers, students

preparation for middle school and high school, varied learning structures

Breaks harmful mindset of perfectionism that comes from a talent label

Does not segregate or silo GT students. Avoids 'talent mindset and encourages Growth Mindset and hard work

The heterogeneous classroom gives all students exposure to all types of students and all types of peer role models.

I love the idea of having a diverse mix of students that can support each other- creates community

Combining students of all levels will lead to more diversity overall which I believe will strengthen all students in different ways

more inclusive classrooms

more diverse opportunities for students to learn from each other

Heterogeneous always sounds good conceptually

Diversity in potential peers

Heterogeneity in a group setting is always positive

I do not see any specific strengths in the changes. Not for my student. May be in lower grades for diversity and then accelerate students advanced in 4th/5th

Inclusion of entire student base

specialized plan for each student

All kids are seen equal

Takes off pressure

More diverse learning

This will help academic segregation that's been negative

More diverse learning environment for HGT kids that reflects real world.

All kids gifts help to same value

Integration social and academics

Social interaction/diversity

I love this idea fully support. This model supports the as a whole person not just academically

I love the collaborative spirit, fluidity, and the common interests and sharing

kids perception of smartness and mobility

help in areas of need

more diversity

increased classroom diversity

will help not having a smart class

social aspect is a strength

Equity/Diversity

Needs being met for below and on grade level kids

more inclusive approach

Blend of students will break down perception of smart vs. average

like heterogeneous classrooms to help increase diversity across the classrooms

Other

Maybe advanced math can be truly advanced.

Supported by all teachers

This seems to allocate resources smartly, doesn't it

Research best practices

I think integrated classrooms help everyone

less homework

Evens up ID of GT kids-aren't the test easy to train for if you got the money and interest?

Grew up with this model and very successful

Full teacher support

4th/5th Grade flooding

Platooning plays to teachers strengths

exposure to other teachers

Teacher specialization and platooning work great it really helps teachers and students

Positive it would allow the teachers to focus on their strengths with the 4th/5th grade blending concept.

4th/5th grade teacher specialization
teachers strengths in 4/5th grade

Parent Feedback on stickies at Parent Input Meeting- Concerns

High Achievers

How does my achiever get challenged

More bodies in the class to support high achievers-besides 30 mins a week

How can this plan encouraging my average student to be motivated or challenged. Fear of lumping peers kids together will cater to the lowest denominator.

I want to see more of a plan for the average non-minority

In this model, how do high achievers continue to achieve at accelerated levels

Social Emotional

There seems to be a lot of comments on how students feel 'left out' but I don't know how you help one without another feeling that way.

Still have concerns about anxiety and out of classroom workload. And diversity concerns which obviously bigger than a Denver neighborhood issue

Practically of following every student individually

HGT kids not challenged and social/emotional needs not being met

More visibility into who the smart kids are ore cliques in the classroom

The plan for achievement focused and doesn't address learning style/social emotional challenges of HGT

Without dedicated HGT classroom, y child won't get their emotional/behavioral needs addressed as well

Thanks for creating equity for all

I am concerned that HGT kids will not be supported with social-emotional

Will group activities be socially managed to avoid cliques

Social emotional needs of HGT needs getting met with new system

HGT cans be ELL, twice exceptional, SOC, FRL- They are diverse. The universal screenings are bringing in these diverse kids.

I worry lower performing kids will feel even worse partnering with fast readers etc...

Parents/students saying smart class- HFT is not just about being smart-it's neurologic thing. Anti-intellectualism is a bias too.

Teacher bandwidth spread too think

Same issues of being left out of the 'smart' group/cluster

How will this address behavioral/social emotional challenges within groups? - If only a few HGT students are always grouped together and they can't get along? How do you regroup?

Behavior

How does this address behavior

Does there tend to be more behavior issues in on-grade level on below grade level classes and will this be addressed in the new ways so that advanced students to get consistent high-level instruction.

Do you think this will help mill behavioral issues?

Behavior issues should be addressed overall. Worried that my child will get lost when core or other disruptive.

I will worry some kids will always be in trouble because they are easily bored

How do we keep the HGT kids from just becoming tutors to other kids in a more heterogeneous class

Why do we have to take away a good program for my kids to help other behavior problems

Choice

It seems too soon to start this next year, as the choice date has passed

Missed choice deadlines. Now we are stuck with a plan that we didn't sign-up for

When would this role out? Post chocking period could get tricky

I think this comes too late in school year to be successful for Fall 2018.

2018-2019 is too soon to change. It is after choice season and all tours/info has been "peer grouping in 1 class in room grades 2-3. No time has been given for families to research alternative

Why role this out after school choice is closed? This is a significant change and would have affected decision, which cannot be undone now.

Why was this information/plan shared with parents before school choice applications were due/

How will the impact of these changes be communicated to parents. Will there be more immediate communication than current teachers and parents.

Cluster

Less of a cohesive classroom culture with kids spending less time overall with a peer group.

With every school in DPS providing supports for HGT students in the way of 1 day with GT coordinator at the school, flooding model, what is different or better about the new design for Edison that makes it an HGT Magnet school? Or is DPS doing away with HGT program district wide?

Acceptance of ones identity is important to establish early on in elementary grades. We already know we are different-it is not that being in 1 class keeps us in a bubble-we are looking for is peers. Not all gifted kids are the same so you cannot assume a small cluster will be friends. We want/need true peers who make us feel that it is ok to be different and to have shared experiences. It is not isolation-is empowering plus HGT kids frequently do not relate to Nero typical age peers. Clusters is not enough

Worried that peer groups cannot exist when teams are diverse levels

Concerned about the classroom environment changing vastly from my kids last 5 years at Edison leading into middle school which is a huge change

splitting kids up

What are teacher ratios for the small groups? 94-6 students with how many instructors)

How to explain to the kids currently advanced classes that there peer group will be different

Class distribution, flooding movement, confusion of who/where/when

PBL will HGT students feel like they have enough likeminded students in class to peruse what they want

Cluster groups...Isn't this the same kind of separation

Pacing/Differentiation/Data

HGT kids tend to pick up new info more quickly. What will they be doing as the traditional kids catch up

Where is my student's data? What is it based on why don't we see if

HGT teachers have had more than 1 year of training. How do you address the deficit of experience between teachers new to this

Middle level and grade level getting lost because adv. or intervention children require more attention

GT/HGT students excel in their "cohort" as they learn from each other- will this slow their growth

How are we going to measure success?

Grow passion and goals for each student...how is this going to be accomplished. I want to see concrete examples and the mid plan for my students with progress

Is there data that backs up this proposal? Local? State? National?

How will the assessment be done? Only based on computerize test scores? That is concerning

Will be much more important to have a strong teacher

Have other elementary schools used with model with good results

Seems like more work for teachers

Where there is no pull out, teachers are now going to need even more to reach all skill levels

How will core reading be differentiated

Challenging the adv. students and keeping them engaged

Teachers already have a lot to do differentiating within current classrooms-will this add even more work to differentiate for even more students

How would you teach hybrid class common topics like social studies if they were not learning reading at the same level? It seems some students might be behind and get bored

How will you address kid's needs if they change in level over time? If a child suddenly excels to a high

level of math from a lower level? Do you regroup?

I don't think my HGT child is being challenged enough right now, and this plan will further slow her progress

How are teachers planning to handle the HGT kids as they get bored listening to the same question in science

Is this plan designed to slow down some kids so they can show greater growth

I worry that flooding and needing data to constantly reassess students, results in more testing. For example, my son loves to read. He hates taking AR quizzes. His teacher knows that he excels in reading but he is still required to take a certain number of quizzes. I would love to see less testing

Kids may not be adequately challenged

Difficult for teachers to address variety of needs

Will HGT kids have needs met

Hard on teachers to differentiate

Worried that my child will be tasked to help too much with bringing other kids to same level

differentiation skills do not prepare staff for the social-emotional pieces of the HGT kid

Maybe not pushed in non-advanced Ares

Teachers will be overwhelmed trying to teach to 4-6 different groups at once

I'm worried about focus, on all levels, as this seems like a lot of moving parts

I am concerned this structure will be more work and more challenging for every teacher. And concerned there won't be enough resources to support that

advanced students possibly not challenged enough

In focusing on strengths-weaknesses be improved - will it be balanced

Will the teachers really be able to address the range of learners? Time washed changing classrooms when they barely have time for recess

Teachers now are dealing with several curriculum and distraction we have been in classes where some kids do no homework and are a distraction - lower the bar

Students will be in differentiated groups for reading and math- but is that enough for HGT students.

Sometime those needs are beyond reading/math groups. Will they have their needs met in a heterogeneous classroom?

Fear that kids will be normalized to fit the curve

Changes now for the 4th grades going into 5th grade that are in the GT classroom

I feel with the loss of their teacher this year I would want to make sure students' needs were met

worried that the GT/advanced won't advance as much because not with similar peers

Will GT kids be challenged enough during instruction with the whole class

When would teachers get training to support this

additional training for teachers

Our kids support currently get only one hour a week of district HGT time. Will this be improved under the proposed plan

I'm sure teachers will be trained on HGT teaching practices but will they be trained on how to socially integrate HGT and non HGT students

I am concerned this structure will be more work and more challenging for every teacher. And concerned there won't be enough resources to support that

Extra stress on teachers to meet broader needs

I want GT kids to be challenged daily

The HGT program at Edison accelerated would like to see the kids dive deeper instead

HGT is not the same as GT

Is identified being used for only kids taking CoGat and scoring a certain score or is it understanding all kids currently in the Adv. Class.

If Edison decides to move away from the best practices for HGT kids. Edison must forfeit their designation as a HGT Magnet School

Edison is not my home school. I have choice in. I am disappointed and incredibly upset that you are taking away the best practices for my HGT children
It is gross to me that you are presenting this change as best for GT students and allowing people to assume that is also best for HGT kids.

Some GT research suggest homogenous classrooms show more academic growth and social development- what does your research suggest

Other

AP with GT experience

How does the new program foster creativity in arts? Will music/art suffer?

Please grandfather the 3rd-5th classes since that is what parents/kids are used to and have been sold on.

Integrative classrooms time might take away learning time from other students

technology and privacy concerns with google and communication throughout

Is this feasible? Seems a lot more time intensively to provide a plan for each student

How will this be explained to students

Will science and social studies curriculums change? From current, teaching agenda? Especially in grades 4-5

Are you saying that at present, GT classrooms are only differentiated from regular classes in math and reading? Are social studies, science and at her study areas in GT advanced or same

Will this be a big shift for current HGT, GT magnet students

In homogenizing classrooms not everything will improve, things will converge to something that is worse for students in the best classrooms.

More difference could equal more conflict

learning to implement-growing pains

Does this have or is this implicated by the budget

What's the homeroom compose of? How much time do the students spend in homeroom? What is different in HR now verses with the changes

Increased complexity leading to poor execution

How is it possible to keep ourselves as an HGT magnet school and really truly meet the special needs of these kids

too much transitioning

We are known for our academics. Does this weaken this?

Seems like a lot of movement/shuffling around from level to level - will this take away from instructional time

Some students need advanced learning opportunity in science and social studies

What is the reason for the charge? Is testing going down resulting in a need to

Another new program that will mean more adjustments

possibly of too much change all at once

How does this match students with appropriate teachers

We will not accept the second best

Are there enough teachers to allow for all of the breakouts learning levels? Do we have those now?

Overall, will GT/HGT kids be pushed as much as they are today

Platooning

How will independent projects (not exclusive to reading and math) Happen to meet the needs of heterogeneous learning styles in the new model.

My daughters success and comfort comes with relationships to teacher- I don't like platooning idea/schedule

Are teachers worried about not getting got platoon their passion? Ie too many teaches want math but some get stuck with reading?

You want specific teachers to focus on a particular subject of strength but gifted is no longer a specialized discipline? Doesn't make sense to me

I have an older child at skinner who has had years with an ALP that never meant anything to his actual specific needs nor saw action. Now I have a kindergartner, HGT, concerned this further embeds differentiation he needs.

NO concerns

NO concerns

NO concerns

Parent Feedback on stickies at Parent Input Meeting- Questions

Parent Communication

Will there be away for parents to electronically review self-led learning plans?

Move events like this. Thank you. Appreciate what you do.

Community partners/mentors for kids would be great.

Platooning

Like a better understanding on platooning kids still in a heterogeneous homeroom, but rotating teachers that are mindful of the students learning plan

The 4th/5th grade proposal does not make sense for me. Support give tonight was that it was good for teachers.

Are 4th and 5th graders switching classes at the subject level?

Why platoon if the other changes alone allow for differentiation

Would kids keep same science teacher for the whole year

What is the goal of the 4th/5th grade teacher switching

Does 4th/5th grade currently have teachers with the strengths mentioned in the platooning model

Testing

Testing for HGT in all K and 2nd graders started less than 4 years ago. Why can't we get a diverse group? Do we need to give it time?

Is the ECE-K group as segregated as later grades? Our neighborhood is changing and getting less diverse

WE need some myth dispelling info/culture at GT and HGT

My students do not see minority or FRL students separately so why are we focusing on it? This is what leads to discrimination

ALP

How does following an ALP actually work in practice

Of the 60 students identifies as GT-how many are only advanced in one area vs. how many are advanced in all areas?

How will learning profiles personal learning plans ALPS be set up? Will parents work with teachers to set these? Is so, disadvantage to some students whose parents aren't able to be super involved

Do ALP's convene more than just reading and math and if so, how will these needs be addressed, differ than advanced clusters

Statements

Gifted kids are a state protected group. That is why DPS grants the magnet program space in every quadrant.

Is inequitable to prevent gifted kids from receiving an appropriately challenging education until other students get their learning needs met. That's why we have a magnet program

Myth- GT kids are well-behaved and do great academically

Myth-GT programs/single class is elitist- we need separately more school culture that celebrates giftedness for what it is special ed. It is not something to strive for. It's inherent and unrelated to culture, economic background opportunities-what is more elitist is having neurotypical high achievers who don't understand the difference b/w giftedness and academic proficiency

? How many teachers keep gt kids engaged when they have to go slower for their peers?

Myth-differentiation is enough- GT kids are not being challenged. Acceleration is not the end game.

Pacing, depth, complexity is needed

Behavior

GT kids check out / daydream/act out when not fully engaged at their academic levels.

GT? HGT kids can present as discipline problems if not engaged. Teachers need to know the difference b/w bored and acting out.

How will these changes help behavioral and social difficulties'

How do you account for making sure students are still having fun as they work?

None of this addresses bullying! It is still common and coming from older classes are 1st/2nd graders.

Pick on someone your own size.

Involving a group of parents during idea generation or at the beginning of the process.

Teacher Training

How long will it take to train teachers to teach all learning levels and how will you validate they can do it?

Will teachers have enough GT/HGT training to support these students? They already seem to have tons of PD time already.

What are the specific trainings that staff will undergo to prepare for this change? What is commitment to training for new hires?

Will staff get more time to do conferences, home visits, planning (b/w both specialty for platooning and the specials/writing/core reading/scie/ss etc...

Why hasn't HGT training for all teachers happened already?

Can teachers be trained soon enough to be properly prepared to serve broader student needs?

Would like to see more support people with G/GT training to support small group differentiation

Will the training for all teachers be for HGT learners or only GT?

How will kiddos be monitored for progress and engagement?

What G/GT training will teachers receive?

What is the timing of training and will that drive timing of roll-out

Will there be a mentoring process for senior GT-trained teachers to help junior teachers assess students at all levels and push them appropriately?

Data/Differentiation

How will you measure success? What will you do if determine unsuccessful?

Are children assessed on things other than tests?

Has testing all K and 2nd students changed the diversity of the HGT group?

Is the learning gaps among first graders smaller than higher grades?

Is there no difference now with science education in advanced classrooms below the 4th grade?

Is it inequitable to prevent gifted students challenged by trying to apply one level of difficulty for all students in mixed ability classes. That's why teachers need to be superlative at differentiating and understanding what that means for gifted kids.

Why do we test for HGT? What is known about these kids in general?

So we have data from other schools with similar programs and if so, what are those data saying?

If academic gaps exist in homogenous classes, how will broadening the learning abilities reduce these gaps?

If parents of GT kids had, access and influence on lesson planning that would be helpful. Could schoology help with this?

How often will children be assessed to determine placement in these different subjects' levels?

Assessment done a combination of ways..ie test scores, teacher assessments, etc...

How are students assessed a how often?

Is the advanced class as segregated at 2nd as at 5th? I know testing for all started less than 3 years ago.

It seems easy to identify kids advance in reading and math. How about other subjects? I was not my son to be surrounded by other kids with similar curiosity and academic achievement for all subjects. How can we cluster kids with these other subjects?

Will there be mechanisms for assessing whether the teachers are meeting the goals of the re-design with parent involvement?

When will assessments be made to determine classroom placement?

Suggestion

Continued tutoring available for students who are behind core subjects.

"Platooning" seems so much more than needed. Could it work to just have 4th graders continue w/ same class three and then phase in?

Send a completed for as an example with the student inventory sheet for classroom selection.

Need: More enrichment for all kids - free/low cost for instances- destination imagination

Need: school admin/staff to have greater appreciation of the unique needs of gifted students

Needed: more social-emotional supports for GT kids. Perfectionism, anxiety, angst, dabrovskis over-excitabilities, imposter syndrome, study skills, executive function, hiding talents to fit in with peers, low frustration, tolerance, difficulty accepting criticism, narcissism, avoidance of new things, friendship skills!

More: opportunities for gifted kids to show off their skills/passions, esp. in projects that show real-life benefits/impact.

Example- The success of charter High Schools where kids are separated by motivation and success by graduation and grades are the result that is one of the next steps.

Remove GT label from vocabulary. Focus on individual strengths and weaknesses rather than broad personal labels.

Making more time for recess

Please less worksheets--more projects and exploration! Less homework? More experiences/projects.

Can we also talk about the amount of homework sent home for the younger grades? Too Much!! How about no homework! Seriously, other schools in CO do this!

Strengthen Based Programming

Where has this model been exceptional? This model has been done somewhere. Where?

How does this make Edison of Denver's Best schools?

Talk to kids about this-not details but more general what works well at schools? What doesn't?

Making sure GT students have time during the day to get out their life concerns so they do not melt down after school?

Can the advanced math class move more quickly in this model?

More details about clusters. How that works?

Is there a reason the meeting was scheduled after the school choice deadline

Who else is currently using this model? Why will this be successful at Edison? Is this model proven with track record?

Tell us why Edison is proposing this. Where did this idea come from? Teachers?

Will this prepare them to middle school?

Nowhere in the presentation did anyone say why Edison would do this. Is there research saying this is better? Why?

One concern might be ensuring students are given ample feedback about their particular learning needs.

Does the HGT magnet program go away?

In there are not magnet classrooms maybe the school could have more days a week with the GT coordinator here> So it is more a magnet school?

How do we pull up our 90% kids?

Would like more research to support the change?

What is personalized learning and project based learning? What is learning profile vs. personalized learning plans?

Currently in 3rd grade, there are 40 kids in adv. Class. How will you meet all their needs in 1 adv. Class?

When are the children in cluster groups? That wasn't clear.

Is there enough staff to support all different levels at any given time?

What was the genesis of this recommendation? Why do we need to make a change?

Underperforming? National trend to go this way? More modern way to teach? Help us understand why we need a change at all.

Can we have Spanish?

In the education marketplace- where everyone competes for students. Do we lose our USP? Will our market go down? Can we take the new design as an opportunity to introduce languages?

Do we maximize HGT full potential

Have outcome test been done with this model? Do we know if it impacts GT kids negatively? Are they bored?

It seems like this proposal requires more staff? If need more staff where is that coming from?

How much of personal plans are constant? Already existing?

Are the schools that inspired this clustering magnet HGT schools?

Has this been tried somewhere else with data?

Show data where this helped other schools?

Why did you wait one week after the choice deadline to tell us this?

What are the other DPS schools with HGT programs and will we be able to get in next year?

Why are we looking to making this change? Who implemented the new ideas?

If these changes are not made, how do you think this will affect students?

Why did this get presented after school choice?

What is the data on self-contained class vs. clusters?

What are the specific pieces of research that were used to justify this proposed changed?

IN homogenizing homerooms, what aspect of the classroom experience of an advanced classroom student are you trying to make more similar to that of other classrooms?

Why do we think that as a magnet program, that the # of kids is so low for H/GT?ME kids?

How will this effect kids with a 504 plan not just an IEP?

Does DPS of Edison recognize HGT are different?

What is the specific research you looked at that says this grouping is better?

Hybrid-between what and what

How many clusters per classroom?

Why wasn't this proposed to parents prior to school choice deadline?

What was the impulse to change?

Why not progressively roll in the changes?

What are other DPS GT magnet schools doing?

Why Edison?

Are HGT Magnets being dissolved district-wide?

Explain more your research and reasoning for heterogeneous classroom please

What is a cluster? What does that mean practically speaking?

Why are we doing this? What is the goal?

What drove this change?

How are supports per above/below grade level students look like?

What is the timeline for evaluation of the new system to understand the impacts/results?

It implemented, when would it go into effect?

What are other HGT schools doing? Is this a district wide change?

What is the rational this change?

How will you measure progress towards goals whether this is working?

Have other GT magnet schools tried this? If so, how did it work?

Can this be implemented on a trial basis, over time?

What if it is not effective?

Is this all or nothing proposed change?

More research evidence would be helpful

How do the proposed changes benefit an HGT child academically?

Review proposals with parents before school choice

Are the HGT enrollment numbers declining? Is that your goal?

How many HGT students are currently at Edison

Are you the only maintain an HGT program because it is the law? I do not feel a passion for this group especially when I see changes like these.

Are there samples of schools that have attempted this and failed?

Has a staggered implementation been considered?

Who are role model schools in this area?

Will the kids have a core class (homeroom)-lots of transitions

Can we stagger roll out so that students currently in the advanced classroom will remain in the old system?

Does DPS mandate these changes or is Edison free to build whatever program they would like? / If the handpicked classrooms setups end up not exactly right, will students be moved around each homogenous classroom as needed?

Is this being done at other schools and is it successful?

Balance project based learning, creative projects with heterogeneous levels based on GT/advanced status both are valuable.

Are there data showing strengths and weaknesses of a heterogeneous vs. homogenous classrooms? Flooding/crusting model?

When would this take effect?

Heterogeneous sounds like a way to hide the lack of diversity. Was this the primary reason for the philosophical change? In not why?

It seems implementation in early grades and separating in later grades prep for middle school. Makes more sense kids should be motivated to excel and reach a higher level.

What is the different in an advanced class currently for core reading, social studies, and other subjects that are not going to be common across all classrooms? Including behavioral/social etc... Factors.

Parent Feedback through 1-1 phone calls/emails/survey

<u>Strengths</u>	<u>Concerns</u>	<u>Want changes Y/N</u>
Feedback from parents of students in the HGT magnet program		
Really pleased with what I heard at the meeting. I think she will like being pushed more and being with different groups of kids. I think she's ready for it. When I filled out the choice application, I picked this program and school first.	None	Yes

<p>This is so exciting! I feel like this is a way more equitable way for all learners no matter what their learning style is- struggling reader or advanced learner. I feel that grouping our students more efficiently is more equitable for everyone. Kagan is awesome! With Kagan being implemented school-wide, it makes sense to be grouping students in the manner Kagan supports. The current model contradicts cooperative learning. With social-emotional wellness of all students, new models reach that. Current model categorizes and doesn't allow my son to learn about others who aren't like him. Social emotional IQ is way more important than IQ to be a citizen of our community. I'm 100% for changing the magnet program. When we came in as an advanced kinder family, Edison has done such an amazing job reaching all learners.</p>	<p>Making sure that we're still reaching the high achieving students, which can be difficult when mixing abilities. It sounds like that's what the focus is.</p>	<p>Yes- you guys are the experts of your school</p>
<p>The change creates a more diverse, inclusive classroom, with more opportunities for children who learn more typically, to grow. Supposedly more individualized learning plans. There won't be the division of the "smart class." Opportunity for children who are currently HGT/GT/advanced learners to interact with a broad spectrum of kids. Fewer complaints from "privileged" families whose children are not in the advanced class. Kids won't feel like they are in a pressure cooker in the advanced class. We want all students to have the opportunity to grow and learn holistically.</p>	<p>There are teachers who are not prepared to teach an even more diversified group of children, from "tier 2" children to HGT, and the current amount of HG/GT support is inadequate. We like the idea of project based learning, and individualized learning for our children, but some teachers are more capable than others to address their needs and by changing the way things are done, there is less of a chance that their educational needs will be met. We want the system to be better for all, but not at the compromise of our children. We like expeditionary learning and child centered learning, but we purposely did not put our children in an expeditionary school in DPS because we were skeptical that it would be done right.</p>	<p>Move forward gradually</p>
<p>More learning opportunities for children performing above grade level or who have been determined GT.</p>	<p>Would like to see more resources directed toward students on IEPs and students who are not the "lowest" but still behind grade level expectations.</p>	<p>Yes</p>
<p>All we've ever known is the mixed classrooms. She's never been in a homogeneous class. I think the majority of the population at Edison is bright students. I'd be interested in seeing how she does test and how it works moving forward. She is already fairly cocky about how smart she is, so we don't need to build this up.</p>	<p>None- will email presentation</p>	<p>Yes</p>
<p>I think the fact that all of the teachers are on board, then it totally makes sense. We've seen it at the middle schools work well. Really great equity reasons. You guys are being careful with social-emotional needs. I really want to support the teachers.</p>	<p>I'm a teacher myself, and I'm a little concerned with the breakup of the program. In kindergarten, not a lot of opportunities for differentiation for giftedness. Wondering what this will look like with cluster grouping.</p>	<p>Yes- whatever the community decides</p>
<p>Curious about what the new structure means- what is a cluster group? We saw benefits and things that weren't so great with our older child in Edison's GT program. I was ambivalent about XXX entering the program. We are open and there are benefits to not being in the same cohort all 4 years. Understand Edison wanting to address achievement and opportunity gap, also hear this from parents. XXX will be fine no matter what. I'd love to see his needs met as if he were a child with a learning disability.</p>	<p>Does it water down the program? Does it diminish the extra value I'm hoping to get for XXX? When you concentrate instruction in a focused way, there are benefits. How long does it take to shift the whole building in ways of teaching? Is a step process better or is jumping in all at once better?</p>	<p>Yes- he's moving to that model in 1st grade anyway.</p>
<p>Love this idea. fully supports this idea to support all students.</p>	<p>All teachers need to have high expectations. All teachers need to agree on using PLP's to support student learning - but worries it won't be authentic. Need clear communication about expectations and how parents can engage with their students learning.</p>	<p>Yes</p>
<p>Supported by literature- on board with changes. Cluster grouping - Lauren Stewart sent out research to support the ideas.</p>	<p>Not sure if it will work for my kids.</p>	<p>yes</p>
<p>Called 3/12/18 and sent email</p>		
<p>Called 3/12/18 and sent email</p>		

<p>We are lucky in Denver to have experts on gifted education residing in our region. It would be great to tap these resources for input about redesigning the program or to speak to parents about the needs of H/GT children. http://www.gifteddevelopment.com/</p> <p>We appreciate all of the hard work that has gone into the new plan and are excited to see new opportunities for all of the students at Edison.</p>	<p>We do have some concerns about how the teachers will be trained to meet and balance the special needs of H/GT students in the new model. Also, if there are 60 total H/GT students in the school (or approximately 12 per grade), I'm concerned that if they are distributed among all of the classrooms, that there will not be enough cognitive peers in each class to support small groups of 4-6 students. I'm curious if this approach could be rolled out so that H/GT students are initially split between two classes per grade? Perhaps that is what you already have in mind.</p> <p>I am also concerned that there is a sentiment among parents that "smart kids" have been getting special treatment. I feel that the administration should clarify/acknowledge that H/GT students are not necessarily just academically advanced, but that they may experience qualitatively different psychological realities than their peers. While this may present some benefits, there are also personal and social challenges associated with this special need.</p>	<p>In general, we are excited about the plan</p>
<p>Daughter is already in cluster grouping, doesn't know any other format, if given an inch she will go a mile, family is open, and very happy with Edison, hopes this model will provide more diversity, every child has something to share/teach/learn from each other, love that teachers have a voice and are reaching out to improve something that is important to us</p>	<p>Concerned about lack of diversity at Edison, want children to experience diversity (hopes new model will help), all teachers being trained to best serve HGT students</p>	<p>Yes</p>
<p>Daughter has been tested/identified, chose Edison based on daughter's identification- did not want child overlooked, want her to be challenged, not against the new plan, thinks overall plan is a good idea for all ideas (likes groupings, project based learning, etc.)</p>	<p>Want to make sure focus remains on best practices for HGT/GT students, wants to make sure Edison is different than other neighborhood schools, wondering how the GT teacher will meet with HGT students, biggest concern is if this moves forward in fall why was the choice made to make the change after school choice applications, is DPS giving more money to help with the transition (parent is former teacher at IB, got more money with IB), with a new AP coming in is the staff looking for someone with HGT/GT experience</p>	<p>would like more time for transition to better train teachers, seems like it is a little fast</p>
<p>It will help kids that are not advanced in all subject areas to have their individual needs met. It will decrease the stigma of being in the "advanced" class. It will expose the gifted kids to different learning styles among a more diverse student population. If there are not enough kids that are advanced across a wide range of subjects to fill one whole class, then the placement of students in each class will be easier to do.</p>	<p>My son is advanced in both reading and math. I suspect if there were easy ways to measure and quantify it, he would be labeled as advanced in other subject areas. He is in first grade right now and complains that school is boring. One of the approaches of his teacher has been to give him an extra challenge homework packet for math every week. It think this is a great start, but he still has to complete the regular math homework, too, and every week homework becomes a huge battle. I would love it if he only had homework that was all challenging to him (or no homework at all, as I don't think the available literature supports the benefits of homework at this age). I also like the idea of a classroom full of advanced kids who will also share his passion for other subjects. For example he loves history and reads a ton of historical fiction kids books. I wish he could find a group of other students who share that same passion for learning about all subjects. Maybe this just doesn't exist, even in an advanced classroom, but I worry that if he is studying these subjects with kids who don't have the same level of curiosity or who pick up on things at the same pace as him, that he will again be bored and lose some of his passion.</p>	<p>Does not say yes or no, she wishes the decision would have been made prior to school choice so that they could have at least looked at other schools to decide if Edison is the best fit or not.</p>
<p>Called 3/12/18 and sent an email</p>		

<p>Teacher recommended, teachers doing what they want to do to make a better school, flexibility of placement for ALL students, platooning sounds great, easier for teachers to get to the depth and range, likes so many things that have been implemented (PBL, growth mindset, bully proofing, problem solving, building blocks are strong), special needs students have their needs met without the "tracking" feel</p>	<p>Will daughter have a teacher who wants to work with her? Will the plan really help my child grow? It might be harder to support growth with a wider range of students' needs? Being with a group of students who have simliar interests? What if she withdrawls or others with greater needs? What if all of the other HGT/GT students leave (this is our neighborhood school)? Does it relay back to the growth rating? Is it meant to close the gaps? Questions: Do the teachers here want to do the platooning? What does a cluster group look like?</p>	<p>yes</p>
<p>its great. will send an email</p>	<p>Concern: making sure that he is challenged that will always be a concern.</p>	<p>yes</p>
<p>No concerns/excited about chnages My husband and I are supportive of the concept and we definitely support the greater good and the ability for everyone to grow. We believe it will provide Jess with a more diverse set of interactions with her fellow students and in the long run, we think this is very valuable.</p>	<p>Probably our main concern is whether Edison has enough resources to provide the individual plans. I am sure we have ideas for this, but i was also interested in how we measure progress or growth and effectiveness and what we do if this seems to not be working as expected.</p>	<p>yes</p>
<p>I believe that "average" is a low common denominator, and pushing kids is better than keeping them all in the same plane. My son has dyslexia so he regularly tests below grade level for reading, but he is at or above grade level in math. His mind is growing quickly though and he is very intelligent , regardless of how he tests, and I have appreciated the efforts of Edison to feed his mind. I think a system like this supports the different types of minds better, and my greatest concern for him would be missing out on learning opportunities based on testing results that inaccurately reflect his intellect. I support the plan and feel you should move forward with it.</p>		<p>yes</p>
	<p>are the Learning plans going to put stress on teachers-is it going to be too much to do for all?</p>	<p>yes</p>
<p>3/12 called and left a message</p>		
<p>1. I love Edison's flexible grouping throughout the year! Really helps to meet each child's needs! 2. Love the flooding model, allowing for kids to get acceleration/intervention as needed 3. Love the small level-based reading groups with 1 on 1 time with Ms. Johnson. I feel like he is totally getting his needs met, by being with high-readers in that group. 4. I have loved the communication from Ms. Johnson, the 2nd grade team and the school as a whole this year. No excuse not to know what's going on!! :)</p>	<p>1. Myths about GT/HGT kids. I know that there is a misconception about this population. They are considered the "good" class or "high-achievers". I'm concerned that choosing to implement the proposed changes is to appease the parents who buy into these myths instead of it truly being about what is best for each individual child. 2. I feel the sole focus of meeting the GT kids' needs has been acceleration. I like that in the past few years Edison has shifted towards more project-based learning, but in my experience with my son's projects this year, ...project learning is the place to really challenge these GT/HGT kids instead of putting them in the old role of being the helper/mentor. Finally, if done right, and if more of a focus is given to going deep with the GT/HGT kids and if the teachers are truly trained to meet the needs of this special needs group, I'd say I'm not against it at all.</p>	<p>yes</p>
<p>called and left a message 3/13- sent email with presentation We think the proposed plans look pretty good. But only if you think the new proposed plans really will help mix up the classrooms, facilitate heterogeneous groups, and also help you teach in a way that makes more sense.</p>	<p>It looks like more work for you, making an individual plan for every student, for every single subject. I think you are already doing a fabulous job. I think you already do that, anyway. Is it more work for every teacher and less time to rest, eat, get some sunshine? We do not prioritize over-working.</p>	<p>YES Our priority is not a competitive education. It is all things in moderation. Yes, yes to learning and caring about our world, yes to being the best we can be, but also let's learn together :)</p>
<p>Ok with proposed changes</p>		<p>yes</p>

<p>Supporting the heterogeneous placement/value the diversity in the classroom. We are supportive of a school environment that meets the needs of all kids, especially low-income families and families of color at Edison, and we are excited about changes that will allow Liam to better get to know all of his peers over the next few years. We are confident the changes as proposed would continue to offer the challenging academic environment that Liam needs.</p>	<p>We're interested to hear about the approaches used at Teller and other schools that may be replicated at Edison. This school year has been such an incredibly positive step forward for XXX. He's doing so much better academically, but more importantly, socially and emotionally, than he was doing at his previous school. We've got our funny, exuberant, eccentric XXX back, and we know that the support he is receiving in his class room is a huge factor in the change. While we don't want to assume that he can't continue to do extremely well in a more academically balanced classroom, given our previous experience, we are feeling anxious to understand the changes. Our primary concern is about XXX's social and emotional needs. Typical of kids who are HGT, XXX experiences anxiety, to a degree that made it extremely difficult for him to learn in the mainstream classroom at his previous DPS school</p> <p>Mostly worried at social-emotional piece. They switched schools last year from Brown to join the magnet program.</p>	<p>Yes only if teachers will receive training and will focus on that social/emotional piece</p>
<p>Talked on the phone-sent the presentation through email and they will get back to me.</p>	<p>We are not in support of these changes. We moved Henry from Brown to Edison after he was accepted into the HGT program specifically because Edison has separate classes for these students. We're plenty familiar with having him in a class that tries to cater to everyone.</p> <p>Henry has social-emotional challenges that are better served in a class where he is more like his peers. I strongly suspect this is true for a number of his current classmates.</p> <p>Having classes with both types of student requires teachers to perform multiple roles. On a difficult day it may be easy to forget about the needs of a few and only treat the needs of the majority of the classroom.</p> <p>Many schools have a long history of celebrating sports achievement (without anywhere near the same celebration of academic achievement) including publishing results in newspapers and even television broadcasts. So, I really don't see the issue with having classrooms that cater to students who've achieved 97% on a placement test(s) or better. These aren't just children in a "smart class". They are the exceptional. It don't think it's out of the ordinary for two schools in the district to have programs for them.</p> <p>Henry achieved HGT status roughly in the middle of 1st grade at Brown. Nothing changed regarding his education until he came to Edison.</p> <p>I have a long history of political organizing and would consider all my options should this plan be put into place. I would like to know where it came from.</p>	<p>No</p>

<ul style="list-style-type: none"> - Strength is that all of the teachers are behind it - Benefits kids who are accelerated, but potentially don't test well on the GT/HGT exam - Helps to ease the tension between the different factions of parents (I don't think the kids notice the division as much or feel as alienated as the parents do) 	<ul style="list-style-type: none"> - Other than teacher support and other DPS schools as examples, I have not seen any research that helps to ease my hesitation on changing a program I know is working for my child and helping her excel. - My daughter is supposed to have a personalized plan based on her GT status. We submitted our input on the plan when she was in first grade but have not seen anything else about it. How will this program grow, plans for all children, if the current program that is required does not have the support to be impactful? - We have seen my daughter in a heterogeneous class with ability grouping. She did not push herself and was relatively satisfied keeping pace with whom she deems to be the 'top' learner in her group. I understand that she would be grouped based on ability in math and reading, but for the other subjects I think she would miss out on going deeper into the subject/task. - How will success of the program be measured? I know there will be metrics for the whole school, which from the presentation sounds like is guaranteed to go up, but what about for the kids in the currently dedicated classrooms? When they are dispersed, how will we know if they are still growing as fast or faster than when they were in a homogeneous classroom? - If it doesn't work as predicted, what are the options? - I worry that kids who are not self-motivated will settle for 'okay' - Will high achieving kids be able to go as 'deep' into social studies and science in a heterogeneous setting. The things the current 4th and 5th 'GT tract' kids are doing is amazing. How do we make certain that level is still achieved moving forward? How do we track that? - K-1 it is basically already in place, though I think K would GREATLY benefit from grouping by ability in more than just reading and math. - 2-3 The performance, drive and interest shown by my daughter in a full GT setting has been so impressive. I would hope that she could gain another year of that experience. - 4-5 I think the platooning is interesting and may help the students better transition to middle school. I don't wonder if ability grouping should happen in more than just reading and math. 	NO
I love the suggestions. I think it will be great to teach kids at their level. I like that classrooms will be more diverse. I think it will be beneficial to all the kids.		yes
Needs more information but will look into it more and call back/emailed presentation		Original No on the phone
I think I already supported the plan as it fits in with my idea of equity and public schooling, but the presentation absolutely convinced me. It is very persuasive that 100% of the staff support the move: in the two years that we've been associated with the school, I have been extremely impressed with the attitudes, judgement, and professionalism of the staff at the school. If you all think it's a good idea, that is very compelling for me.	the choice system encourages a very consumer-style attitude towards public education - and encourages families to evaluate the "uniqueness" or "special provision" element of the schools that they consider. Until now, it has been easy as a local parent to label Edison as "the HGT-specialist" school (as opposed to the dual-language models, the IB models, the EL models of other local elementary schools). Unfortunately, there is a risk that families - via the chattering grapevine that undeniably exists - will conclude that Edison has "given up" its GT program and is now "just" a neighborhood school, with no unique program offering. That this is wrong isn't necessarily enough to prevent it being widely shared - and we'll do well to be conscious of this	yes
emailed 3/13	but very concerned for emotional support of students and understanding of those needs	yes
3/13 talked to mom-will send feedback -----emailed presentation		

<p>emailed presentation 3/13 waiting on feedback: I think that a strength of the new program would be that it allow for a more academically diverse mixture in each classroom. As an HGT parent, I also think that it may be more noticeable to the HGT kids that they are advanced in a more academically diverse classroom.</p>	<p>I am concerned that it may not be as advantageous as a whole to the HGT kids, and that the teacher will have to spend more time with the kids who are not as academically advanced, at the expense of spending less time with HGT children. I am concerned that if you switch to the proposed new program, that Edison may not be seen in the eyes of the community as a Magnet HGT school, and the 60 existing HGT children will slowly decrease in numbers. I am concerned that it may be costly and inefficient to train every teacher as an HGT teacher, instead of continuing to have the few specialized teachers.</p>	<p>No As an HGT parent, I think that you should not proceed with the new program in 2018</p>
<p>The strengths for this program to me are having individual plans for each student and for meeting them where they are. It also seems beneficial to group kids in like pods.</p>	<p>My concern is for the HGT students. This program seems to take away from them more than it does benefit them. There doesn't seem to be any substantial benefits at all towards helping them. I don't want to move forward with this plan for my 2nd grade student. If the consensus is to move forward I would request we start phasing the program in for the incoming K-2nd graders next year and leave the current HGT programs as they are for the 3rd-5th graders.</p>	<p>No</p>
<p>3/13 talked to mom-will send feedback -----emailed presentation</p>		
<p>left message 3/13 and sent presentation with email Concerns-- A-removes us vs them B-great timing with anti-bullying campaigns C-mimics real world atmospheres</p>	<p>I think our concerns stem more around ensuring that newly acquired skills by currently non "GT" teachers is measured, assessed and redirected (if necessary). I'll be honest in that there are a few teachers that I get there opinion is they don't believe there is a learning difference between neuro-advanced and neurotic-typical kids. And there clearly is. I'm not sure a roll-out for Aug 2018 is advised. I'd like to see the teachers trained and maybe some in-class trainings (like newly trained teachers teach a day in GT classes (and vice versa!)). And I think we have current gaps in HGT training that need to be addressed for students that are performing WAY above edison levels. We need to be able to cater that education better before we can change out.</p>	<p>Yes but not in August</p>
<p>I can clearly see how it benefits the majority of the students at Edison. I think it will help close gaps with students who may not be achieving their full potential. We can see the pros and cons. What you are doing makes sense overall.</p>	<p>May not be best for our son. Wondering how it is different from any other school. We go back and forth on segregating him with students that think and behave like him. Worried about social-emotional support.</p>	<p>overall support but partially not - we may not be at Edison for other reasons</p>
<p>left message 3/13---- talked on the phone and sent presentstion-waiting on responses</p>		
<p>surprised, liked that all the teachers were on board, worries about boredom issues, loves PBL for all and sees it as an opportunity for all, not opposed just wants to know more</p>	<p>wonders what the data is on both of the sides of heterogeneous vs. homogeneous classes for GT/HGT students, for platooning for 4th/5th grade will it be harders to forge strong relationships amongst 60 + kids vs. smaller homeroom type classes? Is the teacher PD going to include boredom kills training for teachers and how to push these kids?</p>	<p>undecided</p>

<p>We think it would be good to continue with project based learning and the personalized learning plans for all students. Also continue with differentiated math and reading groups. These seem to have value for all students and should be a standard practice. We don't feel that the plan should move forward in August 2018. We brought XXX to Edison because it is a GT magnet school, and we believed it would provide a unique environment for her. We understand the need to re-evaluate programs, but when an existing strategy is working well for some students, it should be highlighted as something to be maintained rather than reduced. Especially for the 3rd-5th grades where students have begun to establish their academic personalities, specialization of programs, when possible, seems more effective than generalization.</p>	<p>We are concerned that the existing classroom environment that has benefited XX will be disrupted by the change to heterogeneous classes. This current advanced classroom environment has allowed her to feel more relaxed, explorative, and confident in her learning. In the past grades when students were more mixed and broad in abilities, there were naturally more boundaries / rules, a certain way to do things to maintain a whole class feel or structure. XXX being the rule follower and a good student strived to follow the boundaries / rules and do things that certain way and it naturally reduced her potential and ability to see what else was possible. She did not feel like she could step outside of the lines. This advanced classroom has given her freedom and we think that a huge component of GT IS that freedom- rather than having a high reading or math group. Having a cluster of students that are also advanced/GT with you in the same class (in the proposed plan) is nice but it is not the same as the pulse of an entire class that embraces and supports that freedom. Finally, math and reading are two important subjects, and the focus on identifying cluster groups based on ability seems appropriate, but we don't understand why other subjects (including projects) need to be treated differently. It seems like an artificial separation and does not simplify or solve any specific issues that the school may be trying to address.</p>	<p>NO</p>
<p>I am in full support of the new design with the heterogeneous classrooms. I love the idea of mixing children based on ability. I feel this mirrors the real world much more than homogeneous settings. I embrace all types of diversity and want my children to be exposed to it as much as possible. I have no fear my children will suffer academically from the change. From the experience we have had thus far, I know Edison has fantastic teachers who can adapt to the variety of learning styles. We specifically live in a city and choose to send our children to DPS because we want them to experience diversity and be conscientious, humane individuals. By creating the heterogeneous classrooms, we feel this accomplishes our goal much more than homogeneous settings. I believe this gives more opportunities to all ability levels. advanced students will push the intervention students and motivate them while allowing the advanced students to rise and practice leadership skills. The world outside academia does not group by ability or socioeconomic status. I want our children to learn how to interact with different personalities, backgrounds, and learning styles. In my opinion, this will make them much more successful employees and better citizens with higher understanding and appreciation of diversity.</p> <p>The other reason I love this is it doesn't create an elite group or an entitled group who thinks they are better because they are smart. I can't stand those attitudes and I have seen it. I correct it with Ella but I have heard other children and it upsets me. Don't get me wrong, I want my children to be strong academically but it isn't everything. I also want kind and thoughtful children who respect themselves and others. Those values don't have anything to do with intellect.</p> <p>I vote for moving forward in Aug 2018. From what Mrs. Dougherty said, it is working great in first grade so we have the evidence and experience to implement in all the grades. While I don't want to imply we should "experiment", I do think it is appropriate to jump in and pivot as needed during the process versus delaying until it is "perfect". I trust the administration at Edison and that is why we are there. If the teachers collectively think we are ready, then I think we are too. You are the ones teaching the children and have the experience.</p>	<p>The only potential concern is getting enough training for the teachers and validating they are prepared for the shift. I want to ensure they are qualified for the small group reading and math lessons.</p>	<p>yes</p>
<p>Thanks for reaching out, I was unable to attend the Parent info sessions, so while I did not hear a detailed presentation or discussion of the programming plan, I will still try to answer these questions. My son XX has seemed to thrive in your accelerated math class and the challenge 'pull-out'. Based on the info above, this ability grouping would continue in the same way...</p> <p>1. It appears that you all have each students' best interests as your priority. Socially, I think moving to heterogeneous classes is beneficial for students of every level, avoiding an 'advanced class' bubble.</p> <p>3. Like I said, I am in support of the teachers, and I feel they should have as much say (or more) as the parents. As a former teacher, I understand how things are constantly being added to your plates. If this change is going to spread teachers too thin, or create added stress without supports in place then that in itself is not of best interest to the students.</p>	<p>2. Concerns would be the increased load of differentiation on the teachers: Will you have added support in your classroom to help with the cluster groups? How often? Which cluster group will the classroom teacher be with? Will you have resources to aid in differentiating your lesson plans so you are not adding extra work to your already saturated work load? As long as meeting the HGT needs does not just mean adding more worksheets to a child's day (sounds like it will be more project-based), and as long as the teachers are on board with this change, I support you! :)</p>	<p>yes</p>

<p>After the meeting last Thursday about the proposed changes to how our kids will be split into different classes (probably), I learned that the data clearly shows that HGT children learn better in a homogeneous class. I do not know how many of your families will be affected by this information, but I think it is important to share.</p>		<p>?? Prob no</p>
<p>I think it will be great for the school in general. Like the increase in diversity and exposure to different types of students.</p>	<p>Choosing in to Edison. Don't know how well it will be implemented in the first year. Concerned that teachers may not be fully trained. Concerned that child may not be challenged. It may take some time to make the program super effective. I would like to see a gradual move into heterogeneous classrooms. Would love to see the research - references to articles, how cluster grouping works.</p>	<p>yes, but a gradual change.</p>
<p>called and e-mail 3/12</p>		
<p>called and e-mailed 3/12</p>		
<p>called and e-mailed 3/15</p>		
<p>I do believe that over the long-term, this plan could benefit the school by reducing tension and increasing satisfaction of "traditional" students and parents who are dismayed by the perception of a "smart class",... This presumably will help Edison attract and retain more "traditional" students over the long term. Similarly, it could reduce tension and increase satisfaction of "traditional" teachers who do not get the opportunity to work with and learn "advanced" students and "advanced" teaching methods, which will help Edison attract and retain more "traditional" teachers over the long term.</p>	<p>That said, I believe implementing the proposed change <u>in the proposed timeframe</u> will negate any positive benefits in the short-term. Such an immediate change will create substantial tension with Edison "advanced" students and their parents whose needs and preferences are being ignored if a change is indeed implemented in the August/fall timeframe. I believe overall, this change will generally compromise the learning experience of the "advanced" classroom of students, in that it will naturally add substantial inefficiencies in the classroom by teachers having to teach to multiple different structure of "clusters" and ALPs and IEPs, etc... within each individual classroom. While there may be "theoretical" benefits for teaching advanced learners in a heterogenous model, I believe realistically there are simply not enough resources to properly support advanced learners in each and every classroom, which is why the Magnet model was created in the first place, and why there are schools devoted specifically to GT programs. In addition, this change will serve to decrease the "advanced" student population at Edison in the short-and-long term. The absence of the advanced classroom will cause parents/students to seek out other differentiated curriculum like IB at Brown, Expeditionary at Centennial, Dual Language at Valdez, or testing into Polaris and other GT schools close by in Wheatridge. The differentiator of the "Advanced Classroom" format is what brought many of these parents/students to Edison, and without an advanced classroom, Edison's otherwise traditional structure has no real or differentiated attraction.</p>	<p>Mixed -- suggest 'announce and delay'</p>

I believe overall, this change will generally compromise the learning experience of the “advanced” classroom of students, in that it will naturally add substantial inefficiencies in the classroom by teachers having to teach to multiple different structure of “clusters” and ALPs and IEPs, etc... within each individual classroom. While there may be “theoretical” benefits for teaching advanced learners in a heterogenous model, I believe realistically there are simply not enough resources to properly support advanced learners in each and every classroom, which is why the Magnet model was created in the first place, and why there are schools devoted specifically to GT programs. In addition, this change will serve to decrease the “advanced” student population at Edison in the short-and-long term. The absence of the advanced classroom will cause parents/students to seek out other differentiated curriculum like IB at Brown, Expeditionary at Centennial, Dual Language at Valdez, or testing into Polaris and other GT schools close by in Wheatridge. The differentiator of the “Advanced Classroom” format is what brought many of these parents/students to Edison, and without an advanced classroom, Edison’s otherwise traditional structure has no real or differentiated attraction. I think the best way to at least minimize the immediate negative impacts of this new programming is to “ANNOUNCE AND DELAY”. ANNOUNCE the plan now so that prospect students/parents can begin planning their elementary school situation for the coming years, but DELAY IMPLEMENTATION until at least 2020 maintaining status quo until that time. My reasoning for this approach is that all students and parents – whether traditional or advanced – have ALL been in this structure for the majority of their elementary career by 3rd grade, having been fully AWARENE and made purposeful CHOICES into this structure. Third graders should be allowed to finish and graduate this program based on our choices. Further, third grade marks a critical year in GT/HGT/Advanced classification, and many “advanced” students have purposely choiced into Edison based on this program. Given the late date of this notification, we do not have the ability to make a move for 4th and 5th grade (obviously, very few would move their student for ONLY 5th grade), so again, should be allowed to finish up and graduate this program based on our choices. Lastly, the current system has been in place for years, and such a change would be best serviced with a full year or two of planning, rather than forced through in a period of literally a couple months, as we are about to enter spring break and summer, and in an environment where our teachers have been just told there will be “Not an additional dime spent on teacher salaries” by Tom Boasberg. There is no valid justification provided for forcing such a change in this time-period. I believe ANNOUNCE AND DELAY is the ultimate solution, providing existing and incoming parents the appropriate time and notification to plan and choose the best environment for their child, and will allow teachers and administrators the time to implement these changes in a responsible and well-thought-out way. Lastly, I’d like to point out that, in measuring parental support of this plan, it’s important you recognize that “traditional” parents will likely support this by 90%+ while “advanced” parents will likely oppose this by 90%+. Since traditional families outnumber advanced families 2 to 1, you must include that in your analysis to ensure your citation of figures

I do believe that over the long-term, this plan could benefit the school by reducing tension and increasing satisfaction of “traditional” students and parents who are dismayed by the perception of a “smart class”,... This presumably will help Edison attract and retain more “traditional” students over the long term. Similarly, it could reduce tension and increase satisfaction of “traditional” teachers who do not get the opportunity to work with and learn “advanced” students and “advanced” teaching methods, which will help Edison attract and retain more “traditional” teachers over the long term. That said, I believe implementing the proposed change in the proposed timeframe will negate any positive benefits in the short-term. Such an immediate change will create substantial tension with Edison “advanced” students and their parents whose needs and preferences are being ignored if a change is indeed implemented in the August/fall timeframe.

announce and delay

"in support" of your plan is not biased towards traditional.

<p>Likes the hybrid - opportunities for being advanced, but also opportunities to make friends, customize learning for different students based on their needs, options for students to work at their own pace.</p>	<p>Wants to make sure that her child has opportunities to make friends and continue friendships that she has. Wants to make sure kids understand and are prepared for changes as they happen.</p>	<p>yes</p>
<p>Not worried about the social piece - our daughter interacts with kids in different environments. Don't want any child to feel like they are not in the smart class. It would be a nice opportunity for all students to have some 'mixing' of students for students to be recognised by peers. Diversity is important, that is why we want to be here.</p>	<p>Could you move forward with some kids this year and others next year? Is specials a potential place to start mixing students? Tough year with all the teacher changes and a new teacher at Edison in 4th grade. Feels 'experimental' her last year at Edison. Hope that we don't have to make a dramatic change our last year here. Concerned about platooning. We have had great teachers at Edison.</p>	<p>No - Timing would be really tough</p>
<p>I am in agreement with the change. I also think there are some easy(?) compromises/selling points for the H/GT families that I haven't heard mentioned. This is what most schools are starting to do. JeffCo is doing the same thing. When you are reaching your highest students (best practices) and your lowest students (best practices) then all students in the middle are met to. Focus on Depth and Understanding. A benefit for high/GT students is to continue to accelerate in math and reading. Perhaps add pull out/push in to both GT and sped/intervention - share how we allocate resources so all kids get special support. Clearly communicate that 100% of teachers will be trained in GT and 100% of teachers are committed to serving all students.</p>		<p>yes</p>
<p>After looking over the literature and talking to other parents and teachers we are generally in support of making the change and can see the potential benefits for XXX and the other students.</p>		<p>yes</p>
<p>Sally left message on 3/12/18 and sent email</p>		
<p>Like the idea of classrooms being more diverse.</p>	<p>Will students be challenged? Wonder if 4th grader will struggle socially because he has been with this group since 2nd grade.</p>	<p>mixed</p>

<p>Teachers have made her feel good. Would allow students to spread out and cater to their strengths.</p>	<p>Most concerned about platooning - could be hard going into 5th grade. Child has had this model since she choiced in to the school in 2nd grade. She is very focused on routine, so the changes are worrisome. She is comfortable with the kids she is with. Disruption with Ms. Schuller leaving made the year difficult. If they get split up, it may not be a good thing. Wants to make sure that she is challenged academically. Wants to make sure teacher has GT training and will challenge her child.</p>	<p>Mixed - Most concerned about platooning & last year</p>
<p>I agree with it. My child likes to be challenged so challenge in math and reading would be good for him. I am in support of projects in science and social studies. My child likes school, feels challenged.</p>		<p>yes</p>
<p>Platooning is an excellent use of teacher time and resources. We were at C3 where this was used and it was brilliant. The teachers are less stressed and seem able to go deeper into the areas that they enjoy teaching. I am very much in favor of this approach in all grade levels.</p>	<p>In our experience with our kids in "regular" classrooms, the problem tends to be that the teacher is unable to meet the needs of the diverse group and the advanced kids are often ignored because they are doing just fine. One kid with difficult behavior issues can take a huge chunk of a teacher's attention and time. I feel like a phased in approach might be more appropriate to avoid next year's fifth grade class from having a significant amount of next year spent in review.</p>	<p>no</p>
<p>Parent emails/phone calls (Students not in HGT program)</p>		
<p>I wanted to let you know I am in full support of the change in going from separated classrooms for the advanced kids to having a mix of children of all abilities in the same classroom. I feel like this will speak volumes for Edison in terms of creating an environment of inclusivity while continuing to meet the needs of all of the students. As a mom of an advanced kindergarten reader, I am excited that XXX will continue to have different classmates every year which I think will help with the social emotional learning that she needs. I am excited that all of the teachers are on board with this plan and look forward to being a part of this new Chapter for Edison.</p>		<p>yes</p>
<p>I left feeling so grateful that my kiddos go to a school where administrators and teachers alike spend so much time asking themselves what is best for our kids; that Edison is nimble enough to be open to change. The opinion was clear: several of us moms with Advanced Kinder, advanced performing, and/or advanced reading kiddos were—like your teachers—in unanimous support of the changes that are being proposed. Overwhelmingly, we do not want our advanced kiddos in an advanced-only classroom. We believe that social and emotional development, tolerance, global awareness, and diversity are every bit as critical for our kids to learn as any math equation or reading technique. We certainly feel that there may be some kinks to work out and that flooding for these higher-achieving kids will be a critical component of the new program, but we are very much on board with what has been presented. You guys are the experts and the fact that this was 100% approved by the teachers says so much. My fingers are crossed that you get the community support you need to proceed. Thanks for letting us know how you wish to hear that support.</p>	<p>I am aware that there are some veteran parents who are against these changes and that those veteran parents—by virtue of being a part of the Edison community much longer than us newbie Kindergarten parents—are on committees or boards or the school's substitute teaching roster or otherwise involved in a way that gives them easy access to making their opinions known. Hearing from them is wonderful—this should be an open conversation and any changes will be stronger for it. But how do those of us who are "just" parents make our opinion of support equally known. I have great respect for all the time and research the Edison staff has put into this.</p>	<p>Yes</p>
<p>Thanks so much for hosting the info sessions last week regarding the proposed programming changes. I am in support of them and trust you and your team of teachers to implement an effective program that will best serve Edison's students. My kindergartner did not test as GT, but is grade levels above in reading. I'm not sure where he would've landed in higher grades in Edison's current set up, but I do like the idea of him being in a classroom with all kinds of students. I do trust that he will continue to be challenged in areas where he needs it but also like the idea of him working with kids that aren't just like him. Last week someone said, "a rising tide lifts all ships" and that really resonated with me. I trust your expertise and if 100% of your team is in support of the changes and it's been successful in other schools, I say go for it!</p>		<p>yes</p>

<p>I really appreciate the time and thought the teachers and administration have put into the project-based learning programming. In addition to the projects, I really love the idea of the cluster model. I appreciate that students will be challenged in certain areas but not segregated from their peers. In my opinion the achievement gap is really the ultimate issue for our schools and our community. I applaud your efforts in trying to address it with what sounds like a proven and research-based approach that encourages students to work together with a variety of people</p>		yes
<p>All of the proposed changes at last night's meeting sounded wonderful to me - knowing that our kid is getting a personalized approach to instruction and encouragement to become an independent learner, positive community member, and the chance to learn from all the kids around her, is far more important to us than any specific learning labels she may or may not have down the road. (Plus, if XXX were ID'd as GT, we would think twice about stigmatizing her with that label - or silo-ing her off into a certain group for the duration... knowing how sensitive she is to being singled out!) The mom I was sitting next to has a 6th grader at Skinner who went through Edison's GT program, and she said her child is flailing, somewhat, because she doesn't quite know how to make friends. That kid of social hurdle seems like an aspect of development the proposed changes could help alleviate for kids, whether they're GT, grade-level, or ELA, or something else.</p>		yes
<p>Please know that I support this change. I think it's important to emphasize three points: (1) Advanced Learning Program is still in action and will support / challenge the kids who need it; (2) the change allows the school to further align the abilities of your child to the necessary peer group (i.e. a GT/HGT student may be at above grade level in reading, but grade level in math). And to be fair, this aligns the abilities of some non-GT/HGT students that may be at a higher grade level for reading and/or math; (3) this change allows for 4th and 5th grade teachers to teach subject(s) of interest rather than the full curriculum, which I think is GREAT! Probably most important, if I apply the logic of separating out GT/HGT and assume the advantages outweigh the disadvantages, then shouldn't all students be separated based on level/ability. So in effect, you would separate classrooms based on skill: GT/HGT, above average, average and below average. Seems disingenuous that an above average child falls into the camp of having to sit in general peer population while only the few benefit.</p>	<p>A concern of mine is the number of kids who tested into GT/HGT. If I read the slide correctly, there are only 60 kids (10% of the student population) that tested into this group. If I divide this figure to determine the number kids per class, its approximately 12 per grade level (assuming 1st through 5th grade). Obviously some grade levels will have more or less than others. This implies that at least half (assuming GT/HGT class size is 24) of the class did not test into GT/HGT. I think it's important to understand how other kids are selected into this group and whether kids flux in and out (think of late bloomers) of the classroom depending on knowledge and ability to grasp additional concepts. I believe you are likely to find bias in the questions/concerns provided at the meetings. The change impacts the GT/HGT the most, and it was clear that many of the parents who attended the morning session had GT/HGT children. Just something to be mindful of as things progress</p>	yes
<p>We agree with this change. We trust that teachers know what is best for students. It is good for students to have opportunities to learn from students with diverse backgrounds and experiences.</p>		yes
<p>I think it is a great idea. I think in the current model there isn't enough room at the table to really tap all the kids potentials. And the stigma of being in one class or another is real. When XX was he found out he wasn't in Lala's class his reaction was really heartbreaking. He said well maybe they don't always put all the advanced kids in there... I wanted to cry. The new proposal feels a lot more inclusive and a great way to mix the kids up. Anyway maybe you are hearing complaints so just wanted to support it!</p>		yes
<p>We wanted to provide you with some feedback based on what we heard at the meeting. Overall, we liked the concepts that were presented. One question that came up was knowing when the program will be implemented. We would like to see it put in place for the 2018-19 school year. We are also interested in being kept up to date on the progress of these changes. What is your communication strategy regarding this? Thank you for your time, and hard work in getting this implemented. Great idea!</p>		yes
<p>I think this is a wonderful idea. I think this would provide all students at Edison with opportunities for success. It would allow teachers opportunities to consider which teacher is best for each student.</p>		yes
<p>We are in complete agreement. We are choosing to keep our students at Edison because of these suggested changes. We support PBL and PLPs and see how this supports all students.</p>		yes

<p>We felt blindsided, but worked it out with Mr. Jan (who is a great teacher) and we pushed through. However, had our kids both not come home so happy we probably would have switched schools, especially after one time when I was driving home from soccer with her and three of her other schoolmates. They were talking about school, and how there is the smart class, the middle class, and the low class - I literally pulled the car over and told them that's not true, but they all insisted that it was and they know because they go to school there -two of the kids if the car were in the smart class, the other two were not. I as well knew that they had the "advanced" class, but did not think that the rest of the classes were hierarchical, but if you have a high class, I think it's normal for humans to think there must be a medium and a low. For a small developing child to start their educational career thinking they are in the low class, has to be more damaging than it is beneficial for an advanced kid to be in a high class - I don't care what any "study" says, it's just common sense. Actually I think much of education, and life for that matter, is intangible and extremely nuanced and we can be mislead and blinded by too many statistics and too much data . But, like you all said and I agree, you want them to be good global citizens, which you can't test for, but we all know what that means. So, again, we strongly support this change and we think that it has and is working well in first grade. When other parents who are thinking of going to Edison ask us what we think of it, we are honest and tell them that we think the community, teachers and administrators are great, but they have this segregation thing. You can see the "oh, hell no" look in their eyes. Beyond that, it does divide the community. Acacia has friends from Kindy and First that are in the advanced class, that we never really see anymore. I don't think it's intentional, it's just normal - there's "that" class and then there's everybody else.</p>		yes
<p>I do really like the idea of kids having a mixed home room, and then being clustered across the grade level, as long as the groups are fluid, and kids can be moved in and out of groups based on need. I can totally relate to some kids feeling isolated or an outlier because they weren't in the "smart" class. Both XXX and XXX have come home saying that their in the smart class, or their not in the smart class.</p>	<p>My one concern is by reducing the cluster classroom , the kids who will suffer are the GT kids, because like me the teacher won't be able to devote as much time to their needs, because the range of teaching needs is so demanding. I think the biggest challenges I'm noticing, are the cluster sizes, if they're too big/too small, it doesn't work. In first grade XXX was clustered in a group of 5 kids, 2 boys and 3 girls, and he really didn't gel with that group,</p>	??
<p>We wanted to write a quick note of support for the proposed changes in how the school distributes students in classrooms. we believe strongly that the new heterogeneous classrooms will be mutually beneficial to both high- and low-performing students. In our home, we've made a concerted effort in raising our children to praise effort instead of "talent" or other innate gifts. (e.g. "You must have worked very hard on that, it's wonderful!" as opposed to "You're so smart" or "You're such a good artist.") And to be honest, our single large concern three years ago when we evaluated Edison was the new homogeneous segregated classroom model that was being implemented at the time. Our concern was not that our children might not make it into a "G&T" class, but actually the opposite: we were worried they might be labeled "gifted" and "talented" and segregated and saddled with that unhelpful mindset. For a variety of reasons we think these fixed labels are more harmful than helpful. While we see the obvious benefits of pushing each student and not letting advanced students go unchallenged in areas they excel, we've never seen the corresponding value in the labels or segregated classrooms. I'd imagine you and your faculty are already familiar with the work of psychologist Carol Dweck</p> <p>I've been thinking over the proposal a lot since the presentation, and believe this change could be amazing for the school. I can definitely see the other point of view and the reluctance of some to more to a cluster type system for the upper grades but I don't see a true downside other than fear of the unknown. As a parent of an advanced math/reader kid who hasn't been identified GT or HGT this system would ensure that he wasn't "frozen out" of the advanced 4th and 5th grade classes if they were at capacity for identified kids. I am encouraged to know that this is a teacher driven change with support of all the teachers since most of the impact will be on them at least initially.I've always been uneasy/troubled about having an "advanced" and "average" class designation. Kids rank themselves against each other regardless, they don't need that to be reinforced by the school structure itself. In speaking with Amanda, she mentioned the valid concern of the same group of kids being in class together year after year which can create difficult dynamics, and that mixing up the groups could alleviate those issues.The fact that there is research behind the change is welcome news. I LOVE that teachers would be able to teach their strengths, recognizing that some teachers are better, more skilled, or like a certain subjects more. I would love for this to be implemented ASAP so that</p>	<p>I can appreciate the concern parents might have that they decided to choice in and now the programming is changing.It is possible that the growth of the GT and HGT might not be where it could be in a homogenous class (research to the contrary). I want to make sure that the teachers are all up to speed with the change and worry about Oliver getting into a class where the teacher is trying to catch up to the new programming.</p>	<p>yes</p> <p>yes</p>

the teachers kids, and parents can be acclimated to the change.

<p>I do hope Edison implements the new teaching/class distribution approach. My other daughter was identified HGT and we did not necessarily like it either. (Nor did we think for a moment she is smarter or more intelligent than XXX). It's a somewhat deceiving approach, creates unnecessary misconceptions, and doesn't properly address kids' abilities, talents, needs, strengths, and weaknesses.</p>		yes
<p>I wanted to say thank you for the very informative and well run meeting last night about the potential changes to the structure of the classrooms. I also wanted to express my support for the change. In my opinion it can't happen soon enough.</p>		Yes
<p>We agree that diversity is very important and are in the DPS school system partly because of the social and economic diversity of the students. It more or less emulates our neighbors and neighborhood and makes our neighborhoods diverse.</p>	<p>Some of those concerns were raised in the meeting relative to managing the class room with groups of different learning and skill levels. We understand that the policies that are being suggested have been utilized in the early grades at Edison and remain effective. That makes sense to us because of the difference in learning at that level. We would however disagree that diversity at Edison has been diminished through the HGT program. In fact we see a reasonable amount of diversity in his class room. The program does not judge based on social, economic or color filters but instead on performance. It was our observation in the early years program there were substantial distractions in the class that pulled teachers away from the children that were more interested in learning. Some were discipline issues and some were a handful of kids that nearly never did the work or turned in an assignment. We understand and are have compassion for those homes that struggle. Has staff considered a compromised implantation where the diversity and interaction style program would continue in early grades and at the most expand it into the third grade. Then continuing with the HGTC program in fourth and fifth grade if they apply themselves. It is our belief that the HGTC program has been excellent and by raising the bar and keeping it high elevated a number of students. . In this case it would be our opinion that change is not good. Cast our vote for HGTC classroom for 5th graders next year and either separate the program at 3rd grade or implement the new program one year at a time as new students enter the system keeping with what has been a great success for the incoming 5th Graders.</p>	no
<p>Anonymous feedback on survey</p>		
<p>The proposed changes promote inclusion and personalized learning strategies throughout the student population. The teachers are excited about the plan and seem to have ownership over it which is wonderful to see! I think that project based learning is a fantastic model for all learners and am excited that Edison is embracing this approach. Thank you for all of your hard work on this plan!</p>	<p>I am concerned that "gifted" and "accelerated or advanced" are being used interchangeably in this model which may be downplaying some of the specialized needs of H/GT students (high intensity, different sensory needs, divergent thinking, need for creative outlets, asynchronous development etc.). I want to ensure that there are teachers on staff who are both trained and passionate about meeting the demands of H/GT students as Edison is a magnet school identified specifically to serve this population. I also want to ensure that H/GT students feel that their unique ways of thinking and seeing the world are affirmed and celebrated within the school and that they feel safe expressing ideas that may not conform with norms within the heterogeneous classrooms that are proposed. I think that there may be a sentiment in the school community that</p>	??

	"smart kids" have been getting special attention rather than viewing giftedness as a psychological characteristic that brings with it some advantages, but also may also encompass many personal challenges and social vulnerabilities.	
Equity and individualized learning for all students. Ability to have mixed classrooms and access to all teachers. Greater flossing opportunities for those that may excel in a subject but not HGT tracked	Enrollment due to HGT not coming to Edison	yes
As the mother of higher achieving kiddos, I fully support the changes that are being proposed. I do not wish for my advanced kiddos to be in an advanced-only classroom. The proposed changes will do so much to promote empathy, global citizenship, and emotional development—which are every bit as important to me as reading techniques and math equations, especially at the Elementary School level.	While I think the proposed changes are a fabulous step in the right direction, I think there are still many details to be worked out. I think for the new program to be successful, we must nail some important details like flooding for reading, math, and beyond. If Edison decides to proceed, I would love to see a parent-teacher-administrator task force developed to flesh out these details. I know we have several parents within our community who work in school districts that already use models such as the one being proposed and we should tap into the expertise of these parent professionals at this time.	yes
None	Many. They have been submitted already. If you want to mix up the kids more, do it in specials. Encourage grade level celebrations instead of class parties. But do not mix them for instruction!	no
	I cannot believe this presentation came after school choice is closed. Shameful!	??
Equity for all students.	Assuring that HGT students are challenged. Can you "grandfather" those who are currently in the magnet program and are resistant to change?	??
Creating a culture of inclusion and enabling kids to work alongside all different types of learners and students with different strengths and skill sets. It is wonderful that all the teachers are on board and excited!	Will the more advanced kids be bored?	yes