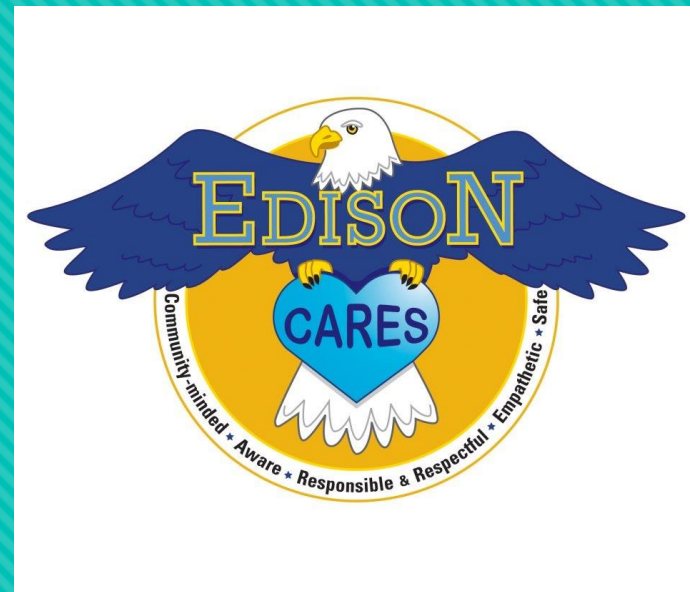


Edison Elementary Programming: Community Meeting



Spring 2018

Agenda and Feedback....



- Edison's initiatives
- Strengths and Challenges educationally at Edison
- Strength-based programming - suggested changes
- Feedback from community
 - Final decisions have NOT been made
 - Tonight, this is a discussion, we want and need your feedback
- Please hold questions and comments until the end

Edison serves a diverse population of students

- 580 students (ECE-5) attend Edison
- Ethnicity: 60% White, 30% Hispanic, 6% Multiple races, 2% Black
- 30% of students receive Free/Reduced lunch (about 170 students)
- 18 English Language Learners
- 60 students with Gifted/Talented needs (HGT, magnet & GT)
- 43 students with special education needs (10 in Autism program)

Why now....



In the last 3 years at Edison we have focused on:

- School values - Growth Mindset and Character Education
- Rigorous and engaging instruction for all students
 - Implementing new curriculum for math and reading
 - Instructional strategies – cooperative learning, student feedback
- Personalized Learning and Project Based Learning initiatives

Strengths with current programming



- High percent of students at/above grade level on assessments (reading, math & science)
- More students of color above grade level than DPS overall
- High academic growth for white students and advanced students
- Positive school culture with growth mindset, character education, and high levels of engagement
- Differentiate/challenge/accelerate for struggling students & advanced students
- Peer group for all students, including HGT students
- Some families like the idea of advanced classrooms
- Personalized Learning and Project Based Learning

Challenges with current programming



- All Edison learners do not have the opportunity to develop relationships with and interact with students of diverse abilities and experience.
- Difficulty separating behavior and social difficulties in classrooms
- Lack of balance of academically strong peers across classrooms
- Classes feel and look segregated and lack of diversity in some classrooms.
- Lower academic achievement & growth for students of color & FRL (gaps)
- Some students believe they are not in the 'smart' class

Proposed Strength Based programming...

The biggest risk one can
take is to not take one
— Anonymous

Current

- Identified students have “Individual Education Plans” (IEPs) or “Advanced Learning Plans” (ALPs)



New design

- Identified students will continue to have IEPs or ALPs as required by state/federal laws -- **Continue**

- Teachers will support all students through developing individual “Learning Profiles” and “Personal Learning Plans” to describe their learning strengths, preferences, passions and goals. -- **3 year process**

- Classrooms set up for Personalized Learning to include: student choice & voice, students working collaboratively with peers, students pursuing passions through research and projects.



- Classrooms set up for Personalized Learning to include: student choice & voice, students working collaboratively with peers, students pursuing passions through research and projects. -- **Continue**

Proposed Strength Based programming...

The biggest risk one can
take is to not take one
— Anonymous

Current

- Students currently placed in homogeneous “Advanced” or “Traditional” classrooms based on HGT testing, GT testing and reading testing.
- HGT magnet school – Cluster group of students in classrooms in 1st grade; Advanced classroom for grades 2-5 with all HGT students (and high achievers) in one classroom.
- Students placed in advanced math, advanced reading, grade level math, grade level reading, math intervention or reading intervention based on assessment data. (flooding model)



New design

- Students will be placed in heterogeneous homeroom classrooms for specials, writing, core reading, science and social studies.
- HGT magnet school – **Hybrid Model** - cluster group all identified HGT/GT/magnet students in one or more homeroom classrooms at all grade levels.
- Students placed in advanced math, advanced reading, grade level math, grade level reading, math intervention or reading intervention based on assessment data. (flooding model)
- -- Continue

Proposed Strength Based programming...

The biggest risk one can
take is to not take one
— Anonymous

Current

- Teachers in Advanced classrooms trained in best instructional practices for H/GT.
- All students receive instruction with the same curriculum for specials, writing, core reading, science & social studies with differentiated supports.
- Flooding model- 'Flood' each grade level with 2 additional teachers (intervention & special education) during guided reading and math instruction, thus decreasing class sizes during these times.



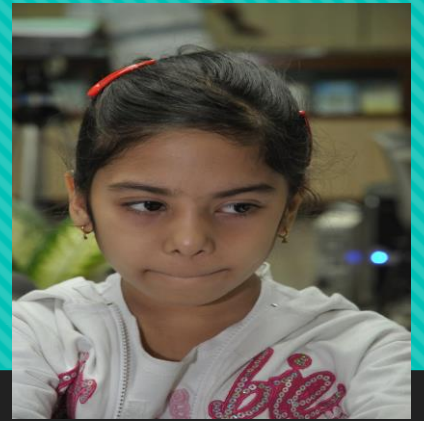
New design

- Teachers in all classrooms trained in best instructional practices for H/GT.
- All students receive instruction with the same curriculum for specials, writing, core reading, science & social studies with differentiated supports. -- **Continue**
- Flooding model- 'Flood' each grade level with 2 additional teachers (intervention & special education) during guided reading and math instruction, thus decreasing class sizes during these times. -- **Continue**

Proposed programming for 4th and 5th grade “Platooning”

	Grade 4				Grade 5		
Time	Teacher 1	Teacher 2	Teacher 3	Time	Teacher 4	Teacher 5	Teacher 6
Sch Start 8:45							
8:50-9:40	Science/SS HR1	Science/SS HR2	Science/SS HR3	8:50-9:30	Specials HR4	Specials HR5	Specials HR6
9:40-10:20	Specials HR1	Specials HR3	Specials HR3	9:30-10:20	Core Rdg HR4	Core Rdg HR5	Core Rdg HR6
10:20-11:10	Writing HR1	Writing HR2	Writing HR3	10:20-11:10	Writing HR4	Writing HR5	Writing HR6
11:10-12:20	Math 1	Math 2	Math 4 - Adv	11:10-12:20	Guided Rdg 4	Guided Rdg 5	Guided Rdg 6 adv
12:20-12:43	Lunch	Lunch	Lunch	12:20-12:43	Recess	Recess	Recess
12:43-1:05	Recess	Recess	Recess	12:43-1:05	Lunch	Lunch	Lunch
5 min transition							
	Teacher 4	Teacher 5	Teacher 6		Teacher 1	Teacher 2	Teacher 3
1:10-2:00	Core Rdg HR1	Core Rdg HR2	Core Rdg HR3	1:10-2:00	Science/SS HR4	Science/SS HR5	Science/SS HR6
2:00-3:10	Guided Rdg 1	Guided Rdg 2	Guided Rdg 3 Adv	2:00-3:10	Math 4	Math 5	Math 6 - Adv
3:10-3:30	Class Mting HR1 & Planners	Class Mting HR2 & Planners	Class Mting HR3 & Planners	3:10-3:30	Class Mting HR4 & Planners	Class Mting HR5 & Planners	Class Mting HR6 & Planners

Example: child 1 schedule



3rd Grade student: Identified HGT with an identified strength area in literacy, reading 3 years above grade level, on grade level for math, perfectionistic

- In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - Small group instruction and 1-1 feedback to challenge student
 - Cluster grouped (with 4-6 students also identified HGT) to have social and cognitive peers
 - Project based learning projects to support passions and engagement
- Advanced instruction for guided reading and grouped with like level readers/thinkers
- On-grade level class for math with differentiated instruction
- Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals AND Advanced Learning Plan (ALP)

Example: child 2 schedule



4th Grade student: Identified GT with strengths areas in literacy & math, reading 2 years above grade level, above grade level for math

- In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - Small group instruction and 1-1 feedback to challenge student
 - Cluster grouped (with 4-6 students also identified GT or high achievers) to have social and cognitive peers
 - Project based learning projects to support passions and engagement
- Advanced instruction for guided reading and grouped with like level readers/thinkers
- Advanced class for math
- Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals AND Advanced Learning Plan (ALP)

Example: child 3 schedule



2nd Grade student: below grade level for reading, on grade level for math

- In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - Small group instruction and 1-1 feedback to challenge student
 - Project based learning projects to support passions and engagement
- Intervention class for guided reading
- On-grade level class for math
- Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals

Example: child 4 schedule



3rd Grade student: English Language Learner, below grade level for reading, on grade level for math

- In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - Small group instruction and 1-1 feedback to challenge student
 - Cluster grouped (with other English Language Learners) for social and language support
 - Project based learning projects to support passions and engagement
- ESL, small group pull out as needed based on language needs
- Intervention class for guided reading
- On-grade level class for math
- Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals

Next Steps



- **This is a discussion. Final decisions have NOT been made.**
- Before we leave tonight, we will get your feedback and input.

Next Steps:

○ **School Leadership Team**

- All information from the discussion tonight will be shared with the teacher leaders
- Teacher leaders will review feedback and revise our plan accordingly.

○ **Collaborative School Committee**

- All information from the discussion tonight and SLT discussion will be shared with the CSC members
- CSC members will review feedback and make final recommendation on programming changes

○ **Collaboration with district experts (GT department, ELA department, etc)**

○ **Communication to community through newsletter in April and May**

Feedback from community



Norms:

- Assume positive intentions
- Listen to understand
- All opinions and thoughts are respected and appreciated

Individually, answer the following questions on sticky notes (one idea per sticky):

- Blue: What are the strengths in the proposed changes?
- Pink: What concerns do you have with the proposed changes?
- Yellow: What suggestions or questions do you have?

Group Discussion:

- Teachers will pick up the sticky notes
- We will answer as many questions as we can

