

Edison’s Teacher’s proposal to address Community Forum Concerns

“Quality Education for all Students under one roof”

DRAFT – 12/7/11

Edison is committed to providing a quality educational program to all students, including students with typical educational needs, students with special education needs, students learning English, students with GT/HGT needs, and students with diverse cultural backgrounds. We are committed to challenging all students to develop to their full potential.

- Though we believe that there should be equity in education and that all students must be prepared for middle school, high school, and college or career, teachers must differentiate to meet the educational needs and learning styles of all students.
 - All students will have opportunities to go on field trips, participate in hands on learning and projects, and be provided engaging learning experiences.
 - All teachers will instruct toward the state standards and use the DPS curriculum, while also using additional resources as appropriate to intervene and/or challenge students appropriately.
 - Teachers will use the Response to Intervention model with all students, ensuring that all students are progressing academically, all students receive grade level instruction and instruction at their achievement level, and data is driving instructional decisions.
 - All students will receive small group reading instruction daily at their reading level. Those below grade level will receive support by the special education or intervention teacher (flooding).
- We believe in teaching the whole child. All students need to be actively engaged in learning and supported in developing positive social skill and friendship skills.
 - All teachers will facilitate Morning Meetings in which teachers support community building, teach social skills, teach problem solving skills and teach friendship skills.
 - All teachers will use cooperative learning strategies which support students in building communication skills, developing social skills, and learning concepts at deeper levels.
 - All students will have opportunities to participate in hands on learning activities and do projects as part of their learning.
 - Positive Behavior Intervention Supports (PBIS), including CARES, will be used across the school to support positive choices and active engagement in learning.

Edison houses a HGT magnet program. We understand that students who are identified as GT and HGT have unique needs and are committed to ensuring that our program meets the needs and learning styles of this population of students.

- HGT magnet program description:
 - Intermediate classrooms (grades 3-5):
 - One classroom per grade level will serve all students identified HGT.
 - Flooding (ability grouping) in reading and math will occur to meet the individual academic needs of students.
 - Teachers will provide all students with projects in science and social studies, with choice and differentiation for all.
 - Due to limited resources, if Edison’s HGT classroom has additional space for students, it will be filled with students based on GT data and achievement data – teachers will collaborate regarding these decisions if necessary.
 - Primary classrooms (grades 1-2):

- Edison will cluster group HGT students and GT students. All HGT students will be in one classroom together, GT students will be placed in groups into classrooms.
 - Flooding (ability grouping) in reading will occur to meet the individual academic needs of students.
 - Teachers will provide all students with projects in science and social studies, with choice and differentiation for all.
 - Advanced Kindergarten:
 - Students will be placed in Advanced Kindergarten by the DPS GT department. These students are not identified as GT or HGT.
- Students who are identified as HGT and GT have unique needs and need to be challenged due to their learning styles. They typically learn at very fast pace, read at advanced levels and have advanced vocabularies. Teachers in HGT classrooms will use the following best practices:
 - Acceleration and curriculum compacting
 - In math, in first and second grade, teachers will teach at a faster pace. By 3rd grade, students performing one year or more above grade level will be instructed with a higher grade level of Everyday Mathematics
 - In reading, students will be instructed with a higher level of literature in both whole group and small reading groups.
 - In science and social studies, teachers will teach the curriculum at a faster face (accelerate and compact) and will teach concepts at a deeper level with a higher level of literature.
 - Enrichment
 - Teachers will provide in-depth instruction and learning of science and social studies units, going deeper than grade level standards require.
 - Teachers will use higher levels of literacy in the classroom and encourage critical thinking and analytical reasoning.
 - Teachers will provide students with opportunities for independent enrichment learning projects, after students have met grade level proficiency.
 - Teachers will teach grade level content, as well as, provide opportunities for a high level of transfer of knowledge into application.
 - GT itinerant teacher
 - The GT itinerant teacher will co-teach with all teachers at Edison in order to ensure that all students are challenged, especially GT and HGT students
 - The GT itinerant teacher will provide small group (pull-out) groups to students to support challenging students.
 - The GT itinerant teacher will mentor and collaborate with all teachers to provide teachers with suggestions to challenge all students identified as GT.
- Professional Development:
 - Since students who are identified HGT and GT have unique needs, all teachers at Edison will receive training in best practices to serve this population of students.