

Geneva 304
Acceleration/Enrichment

Elementary Program
Review

Reflections and Recommendations

R E C I A P



**we
are**



self-directed,
lifelong learners



effective
communicators



complex, creative
& adaptive
thinkers



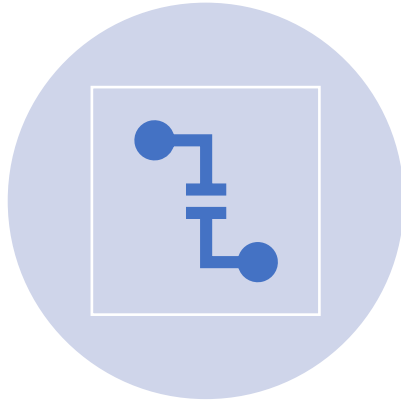
collaborative
& productive
citizens



Program Structure and Presentation Overview

- Geneva has a long-running replacement program that provides both acceleration and enrichment to identified elementary intermediate students.
 - Reading for 50 min/Day in Grades 3, 4 & 5
 - Math for 60 min/day in Grades 4 & 5
- Classroom and AE teachers have identified a variety of challenges with our current structure for AE Reading.
- We've been collaboratively reflecting on these challenges to improve programming for students.

Challenges



DISCONNECT WITH THE
CLASSROOM STRUCTURE



RIGOR IN THE AE
CLASSROOM



IDENTIFICATION
CONSIDERATIONS

Additional Insights

New information to share

Rigor in AE Reading: The Challenge of Time

- Vision-Focused Reading
- Rich, High-Quality Discussion
- Diverse and Engaging Enrichment Activities
- Student Conferencing and the Workshop Model
- Multimodal Literacies
- Incorporating Writing



Review of Key Literature

- Value of a Robust Workshop Model
 - Goudvis, Harvey, & Buhrow, 2019
- Time for In-Depth Discussion
 - Johnston, 2019
- Importance of Written Response to Reading and Critical Thinking
 - Biggs-Tucker & Tucker, 2015 & 2020
- Success of Student Literacy Conferencing
 - Yates & Nosek, 2018
- Need for Cross-Curricular Enrichment and Multi-Modal Literacies
 - Husbye & Vander Zanden, 2015; Leu et al., 2017; McKee-Waddle, 2015

Assessment Timeline Considerations

- **Measures of Academic Progress Assessment (MAP)**
 - Achievement Test
 - Grades 1-8
 - 3 Times per Year: Fall, Winter, Spring
- **Cognitive Ability Test (CogAT)**
 - Cognitive Test
 - Grades 2,3,5
 - Historically administered in late winter/early spring*

*Any 22/23 modifications require change in assessment administration process during the winter of 21/22.



Opportunities for Organic *Pilots*

- Over the years we have faced multiple instances of insufficient enrollment for third grade AE Reading.
- Teachers have approached this situation in a variety of ways.
 - Push into all classrooms
 - Pull small groups for acceleration
 - Pull small groups for enrichment
 - Develop 'one-time-only' identification criteria to maintain third grade structure
 - Extend fourth and fifth grade AE time

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Proposed Program Adjustments

Proposed Program Adjustments

Eliminate third grade AE reading and reallocate those fifty minutes each day to fourth and fifth grade AE reading by adding twenty-five minutes to each grade.

The proposed AE model would be structured as follows:

Fourth Grade:

AE Reading: 75 minutes

AE Math: 60 minutes

Fifth Grade:

AE Reading: 75 minutes

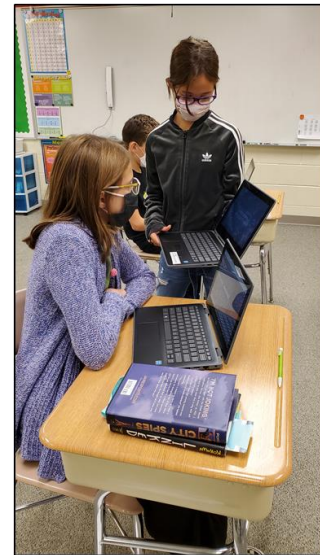
AE Math: 60 minutes

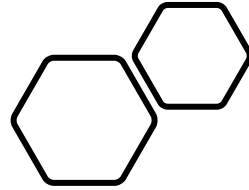


New AE Reading Block Instructional Model

The new seventy-five-minute AE Reading Block would be constructed based upon a literacy workshop model and would generally be structured as follows:

- Class Check-In: 5 minutes
- Book Talk/Shared Reading: 10-15 minutes
- Mini-lesson Covering New Concept: 10-15 minutes
- Book Clubs and Student Conferencing: 30-40 minutes
- Collaboration and Reflection: 5-10 minutes





Rationale

Instructional and Structural Considerations

Rigor in AE Reading: The **GIFT** of Time

- Vision-Focused Reading
- Rich, High-Quality Discussion
- Diverse and Engaging Enrichment Activities
- Student Conferencing and the Workshop Model
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Structural Rationale

Identification:

- Administering the CogAT to third grade students will foster a more valid and reliable identification process.
- Administering the Verbal CogAT in third grade will streamline the CogAT administration process and better align our CogAT implementation with best practice.

Reading Block Balance:

- Increasing the length of the AE reading block in 4th and 5th grade will create more balance with the classroom reading block.
- This balance will help create a better learning experience for students and a better instructional experience for both classroom and AE teachers.

Scheduling:

- The reallocation of AE time will simplify the interdependent building-wide scheduling process at the elementary level.
- This reallocation will help foster a more coherent learning experience for all students in our elementary schools.

Additional Considerations

Instructional Minutes

- It is important to note that this reallocation of minutes would not result in any reduction in the overall instructional minutes experienced by identified AE students.
- In fact, we are confident that the improved identification process and scheduling considerations will result in more identified students spending more time in AE learning.

Support for learners and teachers in third grade

- AE Teachers have developed a plan to support third grade teachers and students
 - Opportunities for Professional Development and Support for Third Grade Teachers
 - Availability of Former Third Grade AE Curriculum Resources

Next Steps

- Initiate Formal Transition
- Communicate Plan with Elementary Families and Faculty
- Adjust Assessment Calendar for this Winter
- Resources and Supports for Third Grade Teachers
- Continue Program Review to Develop Enhancements for new Extended AE Reading Blocks



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