

Geneva 304
Acceleration/Enrichment

Elementary Program
Review

Additional Insights and Next Steps

AE Program Review: Presentation and Decision Timeline

- 10/12/21: Initial AE Program Review Presentation
 - Background and Challenges
- 12/13/21: AE Program Review:
 - Findings and Preliminary Recommendations
- 1/10/22: Follow Up Presentation
 - Additional Background, Context, and Questions
- 1/24/22: Final Presentation
 - Educator Insights and Additional Follow-Up
 - Potential Board Action

Additional Pilot Information

What have we learned from our recent experiences?



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



AE Program Review 2021: 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



Additional Insights: 1/24/22



AE Teacher Insights



Classroom Teacher Insights



Administrator Insights



AE Student Insights

Perspectives from our Educators and Students



AE Teacher Insights



AE Teacher Insights



Teaching a smaller group of third graders for 50 minutes is not benefitting them nearly as much as teaching those SAME students for 75 minutes as 4th graders. I see it this year while piloting the proposed model...my fourth graders are ready to grow in a way they weren't as third graders. ~ H. Gibbons

We have historically seen our reading numbers grow from third grade to fourth grade which means every year there are students who miss out on A/E learning opportunities that they won't get back in our current model. ~ S. Esposito

This year I'm piloting the proposed model and teaching a larger group of students for 75 minutes. In our AE class collaboration and interaction are so important and we work on teaching students how to challenge each other. The larger group size and extended time really fosters growth in these types of experiences. ~ E. Peacock



Classroom Teacher Insights

In recent years, very few students have qualified for third grade AE. To have only one or two students out of the classroom made grouping my students for reading more challenging. Also, the times never matched up when they left or returned to the classroom because of our 90-minute literacy block. This disconnect meant that AE students entered and left the classroom at awkward times, which was difficult for them and all other students.

I will always differentiate my instruction for reading to meet the variety of reading needs of my students so having the higher-level students in my room just means that I will provide them with more challenging texts and provide more in depth, open-ended, higher-level analytical discussions to meet their needs. ~ C. Bain, Grade 3 teacher

The proposed change directly aligns with implementation of our structured literacy model. In the intermediate grades, standard specific instruction is delivered to all students and supports learning using core curriculum. With the implementation of our new materials from Fountas and Pinnell Classroom, all students need to have the opportunity to participate in learning activities within a specific time frame. Following content specific instruction, students receive individualized support through guided reading instruction, AE reading, and reading interventions.

Implementing a 75-minute AE literacy block would help ensure that all students receive standards-based instruction alongside grade level peers and the remainder of students' literacy development can then occur through enrichment opportunities within the AE classroom. The 75-minute reading block allows for students to engage in all areas of reading without having their learning disrupted by returning to the general education classroom in the middle of the literacy block. ~ E. DiBartolo, Grade 4 Teacher

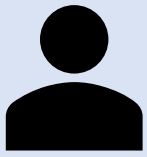


Classroom Teacher Insights

This year, our school had the opportunity to pilot the proposed changes to the A/E program, and we have found that the experience has been extremely positive for all third-grade students.

We discovered several benefits that aligned with literacy best practices that were not present when we had some A/E students leave during our reading block. The most prevalent benefit was the opportunity to have an authentic literacy block: reading and writing intertwined in meaningful instruction and engaging activities. Through this year's literacy block, students have been able to display a more proficient understanding of the relationship between reading and writing. Since we have all our students during both disciplines, we have bridged the concepts taught to enhance reading and writing mastery. The students' engagement across both disciplines has increased with the employment of the literacy block structure. Our classroom discussions are more robust, and students are collaborating on reading and writing projects as well as mentoring each other on skills and strategies they have found successful. Through authentic literacy discussions, students have been more engaged during activities.

We emphatically support the proposed changes to the Acceleration and Enrichment program in Geneva. We believe that alignment with literacy best practices, collaboration opportunities and engagement, as well as the flexible and meaningful use of literacy time will assist the third graders in developing their skills to help them thrive in their future reading classrooms. ~ K. Trygg & C. Kovarik, Grade 3 Teachers



Building Administrator Insights

The majority of the staff across our building are in favor of this change. It will allow for 3rd grade students to gain more reading skills and development prior to taking the CogAT test, which in hope will identify more students for AE reading. 3rd grade teachers are eager to collaborate with the AE teacher to identify areas in which they can instruct their higher reading groups. By keeping all 3rd graders together for reading, we will be able to have more robust high-level reading groups.” ~

K.Hornberg - Elementary Principal

The way the time currently works, AE Students in grades 3,4,& 5 receive part of their reading instruction from their classroom teacher and part from their AE teacher. A big positive from this proposal would be that students in those grades would now receive the majority of their instruction in reading from one teacher. Among other benefits, this would help streamline the progress report and parent feedback process. ~ L. Haugen - Elementary Principal





Student Insights (*Piloting Students*)

Out of my 3 years of being in A/E, 2 of those years we had 50 minutes. We had to sacrifice so much time to just do at least 1 activity per class. We would have certain days scheduled for workshop time, now we have at least 20 minutes every class. We would always have to do so much homework after school because we didn't have the time to get feedback for it in class. It impacted our learning because, what if we needed help at home and our parents couldn't solve the problem? Maybe we could email our teacher, but what if she was busy, or her computer didn't work? It would be so helpful if we could change every school's reading time to 75 minutes. ~ Ellie

For bigger projects...we might need feedback while we are working on it. So instead of just e-mailing, we can actually sit down and talk about it and understand better which helps us do better with a better result. ~ Macy

When we had 50-minute classes, we didn't have much time to work on assignment and talk to our teacher about how we were doing. Therefore, we would have to have more homework and slow down our learning process. With longer classes we are able to work and go deeper and get more things done. ~ Kristen

Why 75 minutes in reading is a good idea

We get to have more time to work on projects in class.

We get to ask more questions.

We get to do lots more collaboration.


We get a LOT more reading done.

and Finally we get a longer agenda so we learn more.



Student Insights





Additional Insights: 1/24/22



AE Teacher Insights



Classroom Teacher Insights



Administrator Insights



AE Student Insights

Perspectives from our Educators and Students

The background is a complex, layered composition of geometric and data-related elements. It features a network of thin white lines connecting various nodes, some of which are highlighted with larger, semi-transparent circles. Overlaid on this network are several semi-transparent panels: a line graph in the top left with axes labeled from 0 to 60; a grid of binary code (0s and 1s) in the center and bottom; a grid of numbers (0s and 1s) on the right side; and a large, faint dollar sign (\$) in the bottom right corner. The overall color palette is a gradient of blues and purples, creating a high-tech, digital atmosphere.

Next Steps

AE Program Review: Planning for 22-23 and Beyond

- Programming modifications would require:
 - Stakeholder communication;
 - Additional Planning and Curriculum Work for the AE Teachers;
 - Additional Planning and Resources for Third Grade Classroom Teachers;
 - Modifications to our CogAT Assessment Protocols.
- Moving Forward
 - Final Decision
 - Ongoing Reflection and Review



Thank you

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