

DRAFT PROPOSAL #2

EL Program Student/ Teacher Weighted System Model

Objective: Revise the Juneau School District's Elementary Extended Learning Plan for 2012-2017 school years.

Process: The Juneau School District Extended Learning District Plan of Service Committee, composed by parents and community representatives, extended learning (EL) and general education teachers, counselors and school principals met in series of six, October-December meetings in a process of research, learning and deliberation to create an elementary EL plan of service within the parameters of 3 FTE. This parameter represents a significant reduction of the current allocation of 6 FTE.

In response to this directive the committee is presenting two proposals: 1) Re-structured Elementary Schools by Grade-span utilizing 3 FTE and 2) Student/ Teacher Weighted System, utilizing 3 or 4 FTE. These two proposals meet the basic Alaska Department of Education and Early Development legal requirements and attempt to forward the EL program district goal of delivering services that teach higher level and creative thinking in processes that are respectful of the uniqueness of the individual student and conducive to risk-taking and the exploration of new ideas.

The EL Plan Committee believes that their participation in this process does not represent endorsement nor an agreement that the two proposed models meet the needs of the EL students.

CURRENT MODEL:

The Juneau School District Extended Learning Program (EL) serves approximately 293 students in grades 3-12 including 84, EL identified students in grades 3-5. These students are served according to the specific instructional needs as indicated in their Student Learning Plan (SLP) in a pull-out and/or push-in EL service model. Each elementary school has an allocation of 1.0 FTE designated to provide services in the three primary areas of assessment and eligibility, students' instructional services and capacity development. EL teachers currently serve 84 identified students and 200 guests in grades 3-5. Additionally, EL teachers develop and deliver weekly talent and development search lessons (TaDs) to 1,126 students in 47 K-2 classrooms in a teacher/ student observation, feedback loop. EL teachers are also tasked with coordinating the implementation of the district EL plan of service in their school which includes supporting and/or conducting academic competitions such as Geography Bee, Spelling Bee, Robotics, Continental Math League, and project fairs.

PROPOSED MODEL:

Structure the current EL program to be served in a weighted distribution for identified students. Identified students found eligible will be weighted on a scale of 1-3 based on their CogAt and WJIII scores, and the EL teacher's FTE allocated to each school will be determined according a calculation of time and number of students identified as eligible to receive EL services. Students will receive services based on their identified needs according to the FTE minutes available. This model will be delivered in the same allocation manner as implemented by the Special Education Program.

CURRENT MODEL	PROPOSED MODEL
<ul style="list-style-type: none"> ▪ 84 identified EL students grades 3-5 ▪ SLP written ▪ Pull-out and push-in services ▪ 6 FTE ▪ 200 guests ▪ 1,126 K-2 students served ▪ EL Teacher tests <ul style="list-style-type: none"> ○ Cognitive Abilities (CogAt) ○ Achievement (WJ III) ○ Creativity (Torrance) ▪ Support and/or conduct the geography bee, spelling bee, robotics, continental math league, and project fairs ▪ 5th grade math replacement 	<ul style="list-style-type: none"> ▪ 84 identified EL students grades 3-5 ▪ SLP written ▪ Pull-out and push-in services ▪ 3 or 4 FTE ▪ No guests ▪ No, 1,126 K-2 students served ▪ EL Teacher tests <ul style="list-style-type: none"> ▪ Cognitive Abilities (CogAt) ▪ Achievement (WJ III) ▪ No, Creativity ▪ Support and/or conduct the geography bee, spelling bee, robotics, continental math league, and project fairs ▪ No, Creativity Test linked instruction/support activities such as Odyssey of the Mind, Wearable Art etc. ▪ 5th grade math replacement

Primary eligibility requirements:

- CogAt and WJIII on existing Matrix.
- Students qualify with 6 points score in either one test or a combination score of 6 points.
- Weight qualified students to determine services
- 98-99% scores on CogAt and/or WJIII = 3 points
- 95-97%+ scores on CogAt and/or WJIII = 2 points
- 90-94%+ scores on CogAt and/or WJIII = 1 point
- Testing available Sept and May for 3rd grade and above by EL teachers team.
- MAP scores at 75+% in any one area, used for referral for testing.
- Teacher and parent referral. Student Learning Plans written based on need

Methodology:

- Identified EL students clustered in as few classrooms as possible
- Teachers 1, 2, 3, each linked to two buildings paired by proximity to minimize teacher travel:
 - 1 = Glacier Valley, MRCS
 - 2 = Harborview, Gastineau
 - 3 = Auke Bay, Riverbend
- If 4 FTE = 5th grade math replacement at sites delivered to identified and guest students
- In school direct services October-April focused on:
 - Serve priority needs of weighted 3rd-5th grade students in a pull-out and/or push-in model

- Flexible services based on needs of students.
- Teacher consultation, collaborate and/or instructional materials resource support
- Grade 5 math replacement provided if there were a 4th FTE. This service will be delivered in each school. A site selected math teacher will team to provide daily service.
- Teachers are Site-Based, assigned to the building with greatest amount of service time.
- There will be an equitable distribution of students to FTE
- FTE allocated to each school will be determined according to a calculation of time and number of students identified as eligible to receive EL services.

Curriculum:

- Differentiate curriculum that include extensions, advanced literature recommendations, independent investigations, enrichment, scientific investigations and experimentations, and mathematics problem solving extensions.
- Instruct large and small homogeneous and heterogeneous groups which could include literature circles, Socratic Seminar, project based learning, community service learning, and independent study as an integral part of the differentiation of the core curricula.
- Instruct 5th grade replacement math when available to building.
- Instruct enrichment language, reading, and mathematics for qualified grades 3-5 students.

Staff development:

Professional development and instructional resources support to the 5th grade replacement math site teachers.

Materials:

Math curriculum

Language and reading curriculum

Measures of Success:

All identified students will make gains as demonstrated on RIT growth goals for MAPs as well as SBAs. All identified students will show greater engagement through successful participation. This model meets the requirement of best practices for gifted education in addition to the education for all students. “Each one, every one.”