

EAST SALISBURY

Response to Research and Site Visit Sub-Committee

High Performing Learners

Specific Strategies for High Performing Learners:

When parents request conferences to discuss the academic needs of their child(ren), I usually begin with a discussion of how students are grouped. At East Salisbury our above level students, depending on the recommendation, are placed in one or two classrooms with the highest on grade level in the school. This combination allows us to provide a semi-homogeneous/ heterogeneous setting for these students.

Next, we review all of the assessment data that is available: Grade 3 (teacher recommendation, Scholastic Reading Inventory data, Reading and Math Benchmark data, Yearly Progress Pro data (Math), Reading First test results, End of the year chapter tests for Reading and Math and pre-assessments (fall)). In grade 4 & 5 (teacher recommendation, MSA Reading & Math Benchmark scores, Scholastic Reading Inventory, Yearly Progress Pro cluster tests, Accelerated Reader pre and post test, chapter tests for Reading and Math) as a starting point in determining grouping and differentiating of instruction in a three group format within the classroom. Then we utilize many of these same assessment tools, as the year progresses, to assess students' progress and make adjustments in the delivery of instruction, as needed.

As expected, high performing students will use above grade level materials that is included in the approved reading series adopted by the county (Houghton Mifflin). Additionally, they will be exposed to supplementary materials such as novels, critical thinking activities and programs, writing prompts and extension/enrichment activities, Interactive computer based programs and independent projects(hands-or computer generated) that require them to do research.

Teacher input, ongoing assessments, and appropriate interventions are key components to ensuring the delivery of appropriate instruction.