

Why Choose an Extended Learning Program Magnet School?

What is the Magnet Extended Learning Program?

The Extended Learning Program (ELP) of the Salt Lake City School District offers educational opportunities for students in grades kindergarten (K) through eighth who show high academic abilities. One component of ELP is a K through 6th grade magnet program located at Hawthorne and Whittier Elementary and a 1st through 4th grade bilingual magnet program located at Emerson Elementary. ELP Magnet Schools serve approximately 485 students. Over its 25-year history, this program has developed a rich tradition of educational opportunities for advanced learners.

Is the Magnet ELP the best choice for my child?

Students qualifying for an ELP placement have shown that they need a full time academic program which allows them to move more quickly, work with more complex concepts, and delve more deeply into all academic content. You should consider your child for this program if several or most of the following describe your child:

- Understands new ideas with little effort
- Displays an extensive vocabulary for age
- Has an excellent memory
- Shows a great deal of curiosity
- Obsesses in an area of interest
- Has a long attention span for some projects
- Displays advanced reasoning abilities
- Has a high interest in books
- Tends to prefer older companions

What are the essential characteristics of the Magnet ELP?

- The ELP is specifically designed to meet the needs of academically advanced students. ELP provides specialized curriculum and instruction appropriate to the identified student population.
- Teachers work together as a team to create an integrated learning experience for students.
- The ELP instruction and curriculum have the following research based guiding principles:
 - Teachers use an inquiry and problem-based approach. Students study the core curriculum and beyond through investigations, requiring them to use critical thinking skills in an effort to find answers to a variety of designated problems.
 - Curriculum and instruction is differentiated for advanced learners through
 - Acceleration
 - Depth and complexity
 - Advanced curriculum
 - Appropriate instructional strategies for gifted learners
- Parental involvement is an important part of the ELP. Parents' contributions enable the teachers to focus more attention on the students, develop more extensive lesson plans, and provide more small group activities. Parents also extend the educational opportunities of the ELP students by providing a variety of enrichment experiences.

- The ELP faculty possesses a wealth of experience and knowledge about the characteristics and needs of academically gifted and talented children. All teachers are required to have an endorsement in gifted and talented education. Teachers attend conferences on gifted education and participate in ongoing collaboration to develop educational opportunities for ELP students.

What are the unique characteristics of each program and school?

Hawthorne Elementary

- Hawthorne Elementary has a traditional calendar schedule (begins at the end of August and ends early June).
- Parental involvement is crucial to the Hawthorne ELP. Hawthorne's program was initially founded as a parent cooperative. Parents continue this tradition by embracing a specific way of organizing parental participation. Parents are encouraged to co-op in the classroom or contribute in another capacity for three hours a week for each child enrolled.
- All parents with students enrolled in the Hawthorne ELP are members of the Hawthorne ELP Parent Organization. Through elected officers, the Parent Organization represents itself as a unified body to the school and to the district, makes decisions regarding its support of the ELP.
- Students attend weekly literature groups. The program uses *Great Books* and other curricula to enhance students' experience with world literature. Most sessions are taught in small groups.
- Students in fourth, fifth, and sixth grades participate in the national Math Olympiad for elementary students. Students in sixth grade also participate in the national MathCounts competition for 6th-8th graders. Grade acceleration in mathematics is available (when appropriate) for individual children.
- Students participate yearly in the District's Science Olympiad and in the University of Utah's Junior Science Academy.
- With the assistance of teachers and parents, students produce Shakespeare plays, featuring shows such as *A Comedy of Errors*, *Romeo and Juliet*, *The Taming of The Shrew*, and *Macbeth*. The Shakespearean Festival includes other Renaissance activities and has been a tradition for fifteen years.
- In conjunction with the Salt Lake City and Utah Arts Councils, the Hawthorne ELP frequently offers an Artist-in-Residence program.

Whittier Elementary

- Whittier has a year round calendar schedule (begins in August, has interim breaks, and ends in June). Many parents find this schedule beneficial for some of the following reasons:
 - Longer vacations can be taken throughout the year.
 - Vacations and activities can be enjoyed at non-peak times.
 - A year round schedule allows more one-on-one time with students whose siblings are on different school schedules.
 - Some students may get bored with a long summer break.

- Some parents find getting childcare for shorter periods of time easier.
- Parents often find the traditional calendar summer break is too long for students that need academic challenges.
- Parental involvement is encouraged. Parent contributions enable the teachers to differentiate the curriculum for specific student needs. Parent volunteers are organized by the teachers according to their specific needs and you may be asked to volunteer in a variety of enrichment experiences. A survey is sent to parents annually to determine the parent's areas of expertise that may contribute to extensions in the students' curriculum.
- All parents with students enrolled in the Whittier ELP are members of the Whittier ELP Parent Organization. The organization consists of an advisory committee with volunteer members from each grade level. The advisory committee plans events and provides support to the school and the district ELP.
- Students attend weekly literature groups. The program uses *Great Books, William and Mary Language Arts Curriculum for High Ability Learners*, Latin/Greek vocabulary development, and other curricula to enhance students' experience with world literature. Most sessions are taught in small groups.
- Students in various grades participate in a variety of opportunities to extend their learning:
 - 5th and 6th graders participate in Science Olympiad and the District Science Fair.
 - 4th graders are involved in many theatrical productions. They study nine Shakespearean plays. This year, students will perform *A Winter's Tale* and *The Tempest*. The Whittier fourth graders have been invited to participate in the Cedar City Shakespearean Festival for the past few years. On Utah's birthday students perform a culmination play highlighting people from Utah's history.
 - The school performs a musical every year based on a classic.
 - All Whittier students have the opportunity to work with art and music specialists. These opportunities include instruction in keyboarding, singing, visual arts and more. Each year there is a Gallery Walk for students to display their art masterpieces to parents and the community.
 - Ballet West and The Repertory Dance Theatre provide dance experiences for Whittier students in creative movement. There are school performances each year in March.

Emerson Elementary

- Emerson Elementary has a traditional calendar schedule (begins at the end of August and ends early June).
- Emerson International Pathways is a first through fourth grade program for the 2006-2007 school year. Each year a grade level will be added through sixth grade in the year 2008-2009.
- International Pathways at Emerson is a two-way Spanish immersion program. Two-way Immersion provides two language groups (English and Spanish) with an opportunity to become bilingual and biliterate. Research shows that it takes 7-10 years in order to acquire proficiency in an additional language. The student's first language is used to support the acquisition of their second; students learn to read, write and speak both languages. By using both languages equally, students stand strong, appreciating and

bridging cultures while achieving academic success. Becoming proficient in both languages is recognized as a significant intellectual and cultural achievement which prepares students to be powerful contributors in our global society.

- Class composition to represent 50% ELP English speakers and 50% ELP Spanish speakers
- Instructional Schedule—50% in English and 50% in Spanish
- Parental involvement is encouraged. Parent contributions enable the teachers to differentiate the curriculum for specific student needs. Parent volunteers are organized by the teachers according to their specific needs and you may be asked to volunteer in a variety of enrichment experiences.
- Students work in literature groups. The program uses *Great Books, William and Mary Language Arts Curriculum for High Ability Learners* in both English and Spanish.
- Inquiry based FOSS active science curriculum is used in every classroom.
- Students engage in Everyday Mathematics, a research-based curriculum developed by the University of Chicago School Mathematics Project. The goal is to significantly improve the mathematics curriculum for students