

# HIGHLY CAPABLE EDUCATION ADVISORY COMMITTEE

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“Big Picture” Recommendations

April 21, Focus K-4

April 22, Focus 5-6

April 23, Focus 7-12

# Who we are

Chair	District	Jeff	McCormick
HC Specialist	District	Juliet	Shier
HC Specialist	District	Carrie	Strayer
Secondary Admin	WMS	Kristin	Nelson
Intermediate Admin	Sakai	Amii	Pratt
Elementary Admin	Wilkes	Sheryl	Belt
Secondary Admin	BHS	Kristen	Haizlip
Teacher	BHS	Cathy	DeLorey
Teacher	WMS	Kate	Garfield
Teacher	Sakai	Jana	Walter
Teacher	Blakely	Sam	Cameron
Teacher	Ordway	Janette	Dodge
Teacher	Wilkes	Kristin	Collins
Teacher	COS	Emma	Steger
Community	Eagle Harbor	Judy	Levine
Community	Sakai	Elizabeth	Cromwell
Community	COS	Stephanie	Stephens
Community	Blakely	Anna	Steen
Community	BHS, Blakely	Ellen	Faust
Community	BHS	Patty	Jenkins
Community	Blakely	Cheryl	Cain
Community	Ordway	Annie	Edwards
Community	Wilkes	Joe	McRitchie

# Highly Capable Goal:

- Develop a Highly Capable Program that meets the unique needs of students, complies with state law, and establishes a vision for the future.

# Highlights of Recommendations

- The 2014-15 school year will be a **phased-in development year**.
- By “phased-in” we mean that **some initial revisions** will be implemented in this next year to meet the newly adopted Washington State requirements.
- The district **will continue over the next 2 to 3 years to refine** the continuum of service options for K-12 students.

# Highlight of Recommendations

- As reflected in the parent survey, we need to **improve the consistency** of support of our highly capable program for services offered during the school day in grades 4-8 and **develop strategies** for supporting students in grades K-3 and 9-12.
  - Continuum of Services
  - Individual Learning Plans (ILP)
  - Direct Services & Support by HC TOSA

# Highlights of Recommendations

- To support schools in these changes we are recommending the addition of 2.0 staffing (1 staff member to support grades K-6 and one to support grades 7-12).
- These staff members will provide support and training to teachers, some direct services to students, support the nomination, screening and identification process and support the development, implementation, and monitoring of learning plans and collect data to monitor the overall effectiveness of the program.

# Where we are now... April 2015

- Two HC specialists were hired and provided services as recommended.
- HC advisory committee was expanded with the goal of having a parent representative from each school.
- A Multi-Disciplinary Committee was expanded to include HC specialists, psychologist, program administrator, grade/school level representatives
  - Multiple criteria measures were used to identify highly capable students.
  - New students to the district were screened in the fall, kindergarten students in the winter, and an open nomination (320+ students) in March.

# HC advisory committee recommendations

- Provide identified students a peer group.
  - Intentional clusters of HC identified students
- Keep students at their home schools.
- Increase direct service to HC identified students.
- Increased professional development and support for classroom teachers
- Addition of case managers and/or counselors for HC identified students.



# K-4 Recommendations

- Provide case manager at each school who will be available for daily support.
- K-2 provide in class support as well as some pull-out from teacher trained in teaching HC identified students. This should include both enrichment and content area instruction.
- 3-4 HC teacher provides content area instruction (math focus initially).
- The person providing direct service and case management should be in the building each day
  - This is a change from the current one-day-per-week model.

## 5-6 Recommendations

- A case manager at the building to assist with identification, parent communication, and support for HC identified students.
- Intentional clustering of HC identified students
- Continue the accelerated math pathway.
  - The number of sections will depend on the number of students who qualify.
  - For students who require additional acceleration or enrichment, avenues such as walking to Woodward for math will continue to be offered.
- Intentional clustering will also allow students to attend reading/ELA class with peer group.
  - Teachers who serve HC identified students will receive additional professional development.

# 7-8 Recommendations

- A case manager/additional counseling time at the building to assist with identification, parent communication, and support for HC identified students.
- Intentional clustering of HC identified students
- Continue the accelerated math pathway.
  - The number of sections will depend on the number of students who qualify.
  - Add staffing to provide a class for students who are learning beyond the current accelerated math pathway.
- Intentional clustering will also allow students to attend reading/ELA class with peer group.
  - Teachers who serve HC identified students will receive additional professional development and support to enrich/supplement curriculum

# 9-12 Recommendations

- Increase counseling time to provide case management, assist with identification, parent communication, and support for HC identified students.
- AP, honors, and other classes already in place with more options being added overtime.
- The goal in master scheduling for next year is to provide cluster grouping for HC ELA students in English 9, with clusters of at least 4-6 students placed in classes together.
- The English 9 team is currently piloting an embedded Honors program, in line with the current program in English 10. All students have the option of accessing the embedded Honors model.

# 9-12 Recommendations

- For students that show an advanced aptitude or understanding of specific course material/subject area focus - there will be the opportunity to access higher level coursework in grades 9 and 10.
- Progression through math and science courses will remain - with the potential for accelerating through the sequence when appropriate, or doubling up in math/science
- Targeted professional development for teachers with those clusters.