

## **Highly Capable (HC) Advisory notes 10.27.15**

### **Agenda and Meeting Notes**

#### **Welcome and Introductions**

Welcome by Jeff McCormick and introductions around table.

Attending: Nicole Bakker, Kristin Haizlip, Nita Spruil, Sarah Auerbach, Cheryl Cain, Elizabeth Cromwell, Judy Levine, Kate Garfunkel, Lisa Deen, Jason Shutt, Erin Morgan, Kristin Nelson, Paulette Manson, Kristin Collins, Abby Marshall, Jill Phillips, Janette Dodge, Warren Read, Sheryl Belt

Guests: Melinda Reynvann, David Cosman

#### **Roles and responsibilities**

The task of the committee as an advisory group to make recommendations for the program, to discuss and share among ourselves and well as sharing within buildings in order to continue to build and improve the program. Staff members should schedule time with the principal, staff, PTO, etc. to share information. It was recommended that this time be calendared by members.

#### **Building Services for 2015-16**

Last year, we had two Highly Capable TOSAs serving all buildings generally with one day at each building. This year's model has increased the number of teachers in order to have a teacher/program manager in each building. Required by State to serve all identified highly capable students K-12. Districts are in process of expanding identification and range of services. Law also requires districts to develop their own criteria to determine eligibility both with initial testing and MDT final eligibility determination.

Instructional coaches shared how the programs are developing at the building level.

Abby Marshall (Wilkes) shared about pull out services in math for grades 2/3/4, working with teachers on differentiation in the classroom and Redbird. Jill Phillips shared she's not doing as much math with the second graders at Ordway. Abby shared that the groups are different and different students in the group need different things. They're all addressing how to approach learning, developing grit, and discussing the social and emotional needs of highly capable students.

Lisa Deen (Sakai and COS) shared the Sakai model with placement in the accelerated math class for many students. Some did not test into the accelerated class and she

works with the teacher to develop differentiated activities in the general 5th grade classroom. At Commodore, being a unique program, they have more fluidity in that setting and can be working at a different levels. At EHHS, she has been working with the new algebra teacher. Students have access to Redbird. Teachers may or may not be using it as they haven't had training yet. In ELA, she is working with teachers more directly in working with the clusters of students on tiered assignments with choice, finding resources, and helping them understand the use of Redbird. She described it as a work in progress.

Jason Shutt (WMS) has led two professional development sessions for staff on higher level and critical thinking skills. Is working with science department on how to design lessons that push students up to the higher level thinking skills. The other session was on motivating students with choice and differentiating with product, process and choice. ELA teachers are working together on reconstructing curriculum and Jason is working with them. Working with individual teachers on how they can extend and expand their strategies to meet the needs of highly capable students. Shared it has been received well with a lot of ideas for future work.

Nicole Baker and Kristen Haizlip shared the BHS model - student support, increased course choices, opportunities outside the classroom walls. Kristen has recently sent a survey to highly capable students with several questions on what they do, need, who supports them, and if they'd like to participate in focus groups. Kristen will share results when she's removed identifiers. Information can be used to provided needed services for students and to guide course/program decisions. Some roadblocks have been removed so younger students can participate in higher level coursework. Instructional and curriculum coaches are working with all teachers to align curriculum goals, differentiation strategies, meeting the needs of students with academic and social emotional needs.

Kristen Haizlip also shared how EHHS students are welcome to take a range of courses at BHS and still remain EHHS students.

Judy asked the plan for the students taking Algebra 1 at Sakai when they go to WMS next year. Kristin Nelson shared that they haven't developed that plan as of yet but know that group is coming.

### **Professional Development**

Jeff shared the professional development opportunities that large numbers of teachers have participated in over the summer and early fall. Teachers are excited for the

opportunities and utilizing more strategies to meet the needs of highly capable students as well as all students.

Districts on the Olympic Peninsula have joined together to form the West Sound Highly Capable Consortium and are jointly providing highly capable professional development in our area.

ELA teachers at WMS and Sakai have been allocated time to work together to integrate strategies into their daily teaching.

### **Referral Process**

By law, Districts can have a screening procedure to “cast a wide net” to try to identify students for further testing. This year we are moving to an online administration of the CogAT screener beginning next week. Referral window is September 25-October 23 in order to be able to identify and serve students this year. Screening was going to be only next week, Nov. 2-6. Today Jeff learned from trainer that the CogAT is unable to have the CogAT screening window open at the same time as students are doing the full battery. In order to be able to do make up screening tests the week of Nov. 9-13, Jeff is going to push back the screening window through Nov. 13 and administer the full battery beginning Nov. 16. Generally, we will look at students who score above the 92%tile on the CogAT screener for further assessment, but the purpose is to identify students and not weed them out. Jeff will be analyzing the data on students who score below the 92%tile on the CogAt and if their academic scores are comparable with other students who have moved forward in the identification process, then they will also be moved forward to take the full battery CogAT and proceed through the MDT process. Identification is further complicated by the fact the State changed the annual test to the Smarter Balanced Assessment and the District moved to the Fast Bridge screener.

### **Parent communication/S.E.A.L. parent group**

-Cheryl Cain shared about the formation of the parent group

Are we a highly capable group or are we an advance learners group? The group has decided they wish to be an advanced learners group. She shared a thank you to the instructional coaches for meeting with them and exchanging information. In organizational stage, working on website that will include a blog where parents can post questions, a “getting to know” section to highly district staff and others through the year. Asked if email lists can be sent out via the specialists. Jeff shared that we want to help share the information with the guidelines that we protect email addresses and add the

disclaimer that it's not a school district sponsored event. The emails would come from the SEAL group and go to Jeff and Jeff would send it out to the coaches to send out.

**Questions from the meeting:**

A parent asked for a calendar of school events that the SEAL group could use to build additional events around events already scheduled.

A parent asked the difference between differentiation and curriculum and how we can evaluate the program for effectiveness.

**Future Agenda Items.**

Currently we identify students as highly capable without identifying a subject area for students in grades K-3. HC advisory will make recommendation for transition from students in grade 3 to grade 4.

Identifying topics for professional development and topics of interest for parents/teachers

**Upcoming Meeting Dates: 3:30-5:00PM BISD Board Room  
November 19, January 21, February 11, March 17, April 21, May 19**