

Continued Program Concept Discussion

Highly Capable Committee (HCC)

March 23, 2017





Objectives

Discuss model components that meet the board charge, attempt to address staff and stakeholder input, are compliant with updated state laws, incorporate research, and include best practices from model programs.

Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions





Review of Current Charge

Provide the Board of Education a program recommendation that:

- Is financially sustainable and programmatically feasible
- Is research-based to best support the needs of highly capable students
- Provides a scaffold program, supporting Kindergarten-12th grade alignment



Identification

Goal: To identify and implement a comprehensive and consistent identification system for highly capable students that addresses equity, access and bias.

Proposed Concept:

- Teacher/Parent/Student nomination - Grades K-8
 - CogAT7 online screener
- Universal Screener - Grade 2 and Grade 5:
 - All 2nd and 5th grade students given CogAT online screener
- Nationally normed achievement test - Grades 3-8:

Selection Criteria:

- 95th Percentile in Verbal, Quantitative, or Non-Verbal identified as Highly Capable
- 95th Percentile in Verbal, Quantitative, and Quantitative qualify for self contained program
- Use local norms to identify underrepresented groups

Pre Screening Identification



Professional Development

Goal: Provide a targeted professional development plan to support both program and non-program teachers to ensure improved pedagogy for highly capable students.

Proposed Concept (NAGC):

- Foundations of gifted education
- Characteristics of students with gifts and talents
- Social and emotional needs of students with gifts and talents.
- Curriculum planning and instruction



Communication and Coordination

Goal: Highly Capable students participate in a variety of evidence based programming options. Coordinated services are provided by general education, highly capable, school counselors and related professional staff.

Proposed Concept:

- MS Advanced Discovery Learning
- EL, MS, and HS alignment
- Consultation
 - HC & TOSA with general education staff and learning specialist
- Learning Plans
 - Institute an individual learning plan for highly capable students
- High School & Beyond Planning
 - Counselor visits with HC students and parents (8th grade parent meeting)
- Establish a highly capable advisory committee (Staff & Parents)



Other Highly Capable Program Enhancements

Goal: Provide opportunities for Highly Capable students to explore, develop, or enhance their areas of interest and/or gift.

Proposed Concept:

- Beyond the school day extensions (Quarterly)
- Continue field trip/exploration opportunities
- Look at expanding Whitman & WWCC opportunities
- Career and College Guidance through high school and beyond plan



Highly Capable as Advanced Learners

Goal: Provide a variety of research-based grouping practices for highly capable students that allow them to interact with individuals with various gifts, talents, abilities, and strengths.

Proposed Concept:

- Enrichment block offered at attendance area school
- Additional elective offerings at MS
- Increase guidance in advance coursework (EL, MS, HS)



6th Grade Schedule

1	2	3	4	5	6	7
PE	Math	SS	ELA	Sci	Elective Wheel Spanish Art Shop Computers Home & Family Life Guitar STEM	Enrichment Spanish Lit Adv Discovery Lrng Art Shop Home & Family Life Computers AVID Journalism Poetry STEM Intervention Reading Math ELL
PE/Band/Choir	Adv Math	Hon SS	Hon ELA			



7th / 8th Grade Schedule

1	2	3	4	5	6	7
PE	Math	SS	ELA	Sci	Enrichment Spanish Spanish Lit Adv Discovery Lrng Band/Choir/Orchestra	Enrichment Spanish Spanish Lit Adv Discovery Lrng Band/Choir/Orchestra
	Adv Math	Hon SS	Hon ELA	Adv Sci	Art Shop Home & Family Life Computers Speech/Debate	Art Shop Home & Family Life Computers Speech/Debate
					Lit Journalism Poetry CAD/Engineering STEM	Lit Journalism Poetry CAD/Engineering STEM
					AVID	AVID
					Intervention Reading Math ELL	Intervention Reading Math ELL
					Learning Lab	Learning Lab

Next Steps

- March 23th – Committee Meeting to review input and refine suggested models
- March 27th – Parent meeting and launch survey
- April 13th – Committee meeting to refine suggested models
- April 18th – Board presented with draft models and input
- April 27th – Committee reviews feedback and makes final revisions to model
- May 2nd – Board reviews committee recommendation



Objectives

Discuss model components that meet the board charge, attempt to address staff and stakeholder input, are compliant with updated state laws, incorporate research, and include best practices from model programs.