

Broad Based Planning Committee Meeting

Tuesday, February 28, 2023

Members in Attendance: Jennifer Miner, Andrea Brown, Amy Maharas, Amanda Ramirez, Melissa Dougherty, Kristen Hwang, Lily Hwang, Julie Stevens, Susi Clark, Kristen Isbell, Mary Burkhart, Emily Garrett, Carrie Alday, Jenny Shayotovich and Barb Marcotte. The second meeting of the year for the Broad Based Planning Committee was held in the White Oak Small Professional Development Room.

The meeting was called to order at 6:31 p.m. by Jenny Shayotovich. Jenny asked if anyone had any celebrations to share. Julie Stevens mentioned that her class went on their first field trip. These second grade students have not been on a field trip previously due to the pandemic. The kids loved it!

Jenny thanked everyone for attending tonight. We met for the first time in November and accomplished a bit since that last meeting. Tonight's goal is to update the timeline and note what items have been checked off the list. We have set the stage for analyzing data. We can dig into the survey results this evening.

The next step is to tweak and adjust the Identification Process while laying the foundation for Curriculum and Instruction. So that we do not waste time next fall, we included questions on Curriculum and Instruction in the survey we sent out to students, parents and teachers last month.

The timeline slide set for Broad Based Planning Committee was shown for all to review with check marks placed on items that we have completed. We will share the internal review component and data collection with administrators and teachers. A review committee meeting to explain and hold structured interviews was put into place. The interviews should be completed this week.

Jenny asked if anyone had any comments or questions regarding the timeline. Without any questions, let's move on to Survey Input.

We received 512 responses from the surveys that we sent out via ParentSquare and staff email. The breakdown of responses are as follows:

- Students in Grades 3 – 8: 120
- High School Students: 52
- Teachers: 39
- Parents: 301

Let's break into four groups and analyze the results of the surveys by the above groups. On the large chart paper around the room, please write down the patterns and themes your group is seeing in the surveys for the following categories:

- Positives
- Challenges
- Patterns and Themes
- Recommendations

The Parent Survey had some positive experiences. As for challenges, some parents did not understand why there are distracting students in the high ability classroom. Patterns and Themes centered around the high ability identification process, the lack of communication regarding the identification process, the clarity of curriculum, and concern about clusters vs. self-contained classrooms. Recommendations centered around the practice of only using test scores to select students for the high ability program.

The High School Student Survey showed that the students enjoyed classes with their peers and selecting college courses. Challenges occurred with the classes being either too easy or too hard of a workload for the students. Patterns and Themes showed the number one challenge is acceleration and being able to move on to other options and opportunities. Recommendations were that the classes were too hard or too easy, and again, the workload given. Also, more variety and less busy work were mentioned.

The Third through Eighth Grade Student Survey showed some positives as the students liked the challenge of the work. Also, these students would like to have some choice in kind of project to create positive attitudes towards the program. Negative comments centered toward the frustration of discipline issues with students in the classroom. Patterns and Themes centered around choice as the main topic. Recommendations were centered towards communication for the high ability program.

The Teacher Survey shared concerns with the challenges of grouping a large range of student ability in one classroom. Teachers would like more input on the selection of students who are considered “on the bubble”. Also, there is concern about the number of multi-lingual students – are they being identified correctly and offered a spot in the high ability program? Teachers would like better communication from the district regarding the exit process from the high ability program. Lastly, there are concerns regarding different clusters in different buildings. The teachers recommend a systematic approach for clusters in each grade level, having high ability curriculum in place, and more professional development for teachers.

As time is almost up, Jenny wanted to share that at the April meeting, the structured interview data will be reviewed. We will also look at what we want to do for the identification process. We can review what is in the manual now and next steps to recommend changes. We will focus on identification this spring.

Jenny commented that she really enjoyed the work we accomplished tonight. It is currently 8:01 p.m.; the meeting is over. Looking forward to continuing with this work at our next meeting, Tuesday, April 18th at 6:30 p.m.