



# K-8 Highly Capable Program Review Committee

October 3, 2023

Meeting 1



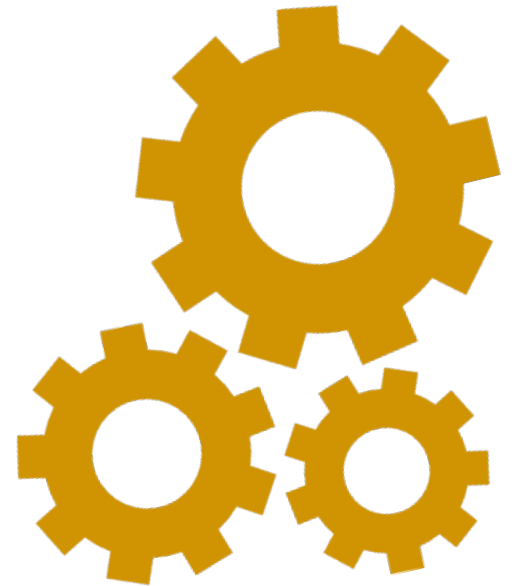
Washington State Tribal Reservations and Draft Treaty Ceded Areas

We acknowledge that we are on the Indigenous Land of the Coast Salish peoples who have reserved treaty rights to this land, including the Duwamish ( $dx^w d\theta w^? ab\check{s}$ ), Suquamish Tribe ( $dx^w \theta q^w ab\check{s}$ ), Muckleshoot Indian Tribe ( $b\theta q\theta l\check{s}u\check{l}$ ) and Snoqualmie Indian Tribe ( $sduk^w albix^w$ ). We thank these caretakers of this land who have lived, and continue to live, here since time immemorial.

We honor their stewardship of the land, past, present, and future. We will learn how to engage our students   to foster the skills we need to make better decisions and move forward with greater understanding.

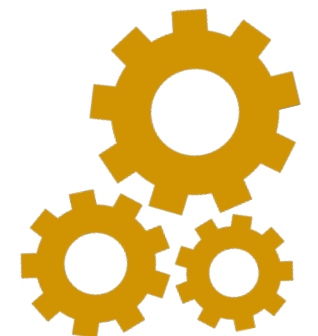
# Welcome Committee Members!

- Introductions
  - Your name
  - Your role as representative in the committee



# Welcome Committee Members!

- Introductions
  - Presenters:
    - Myra Arnone – Director, Accelerated Programs
    - Dr. Jen Rose – Associate Superintendent, Teaching and Learning
    - Crystal Batlle – Specialist, Accelerated Programs
    - Ryan Smith – Specialist, Accelerated Programs
    - Erin Fleshman – Specialist, Accelerated Programs
  - Review Partners:
    - Dr. Tamra Stambaugh – Associate Professor,  
Whitworth University
    - Center for Educational Excellence (CEE)
      - Roni Rumsfeld
      - Erich Bolz



Accelerated Programs



## AGENDA

- ❖ 4:00-4:30 - Dinner options
- ❖ 4:30-5:30 – Welcome, Introductions and Mixer
- ❖ 5:30-5:40 – Break
- ❖ 5:40-6:00 – Overview of Highly Capable Services
- ❖ 6:00-7:15 – Interests
- ❖ 7:15-7:30 – Next Steps, survey, closure

Accelerated Programs





## Welcome Mixer

Please number and respond to each question in a separate notecard!

You will share your answers with a different partner for each question.

Cards will be collected at the end of the activity.

## Questions

- 1) What is a skill you have that would surprise people/what's a time and or place where you really loved learning?
- 2) What do you know about the students we serve with H/C services/what do you know about the services?
- 3) What interested you in joining this committee?
- 4) What do you hope our committee accomplishes?

# Group Conditions

- **Patience**—Slow down to prepare to go far.
- **Openness**—Keep an open mind.
- **Empathy**—Try on different perspectives.
- **Listening**—Listen to understand, not to respond.



- Make Space and Take Space
- Focus on Asset-Based Language
- Calling In vs. Calling Out
- Center our work on positive change for students

# Today's Objectives

- Begin to develop a shared understanding of LWSD's current Highly Capable services from K-8 by **sharing general information and engaging in discussion.**
- Share and synthesize our collective interests for K-8 Highly Capable services by **using an interest-based process and discussion protocol.**
- Understand committee purpose, responsibilities, and next steps for K-8 HC services by **reviewing information and giving input through discussions and surveys.**





# Our Work Together as a Committee:

- Review information about the current state of K-8 services for H/C at LWSD
- Review national, state, and district laws, initiatives, policies and procedures, and impacts on H/C services in WA state
- Understand current research around effective practices in H/C service models and high-quality curriculum/pedagogy used in LWSD's H/C service model
- Evaluate current K-8 H/C resources and practices in defined criteria through the lens of LWSD's 3 focus areas
- Provide recommendations for next steps aligned directly with our pillars of Equity, Inclusion, and MTSS

# Committee Context

- Committee members – appointed, applied and reflect balance and diversity of grade levels, schools, roles, experiences:
  - K5HC/POQ/FTQ/MSQ Teachers (11)
  - District, Elementary and Secondary Administrators (8)
  - Teachers on Special Assignment (TOSAs)/Specialists of Accelerated Programs (3)
  - District staff: Equity, Special Education, Multilingual (ML) Services Socioemotional Learning (3+)
  - Parents/community members (10)
  - PTSA/GEAC (4)
  - LWSD School Board (1)



# Shared Resources

- November 9 – Overview of our resources:
  - Teams
  - OneNote
- **Please bring your charged laptop/power cord to all meetings!**
- **If you are a community member, you should have received a message inviting you to join our Microsoft Teams team. You will find this message in the email you provided when you applied for the committee.**





## Our Mission

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.

## Our Vision

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success



# We elevate everyone and everything in Lake Washington as we focus on:

## **SUCCESS**

We set high expectations and provide support to help students and staff grow every year.

## **WELL-BEING**

We create safe, welcoming, and inclusive places to learn for students and staff.

## **ENGAGEMENT**

We engage students, families, and community partners to improve student outcomes and build trust.

## **EXCELLENCE**

We ensure organizational responsibility through the effective use of resources and systems that align with district values and strategic priorities.

## **INNOVATION**

We encourage new ideas that embrace creativity and reimagine teaching and learning.

## **EQUITY**

We increase equitable outcomes by addressing barriers to engagement and success.

## Three Core Areas of FOCUS at LWSD in 2023-2024

- **EQUITY**
- **INCLUSION**
- **MTSS – Multi-tiered Systems of Support**

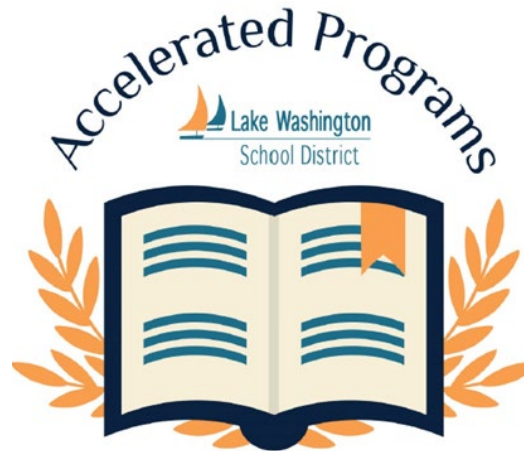




# Current Status of H/C Services in LWSD

# Purpose

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society... through highly effective services and learning offered through our Highly Capable service models.





## Purpose of Highly Capable Services:

To offer accelerated and enhanced instructional opportunities designed to meet the needs of our learners by providing services and instruction beyond the scope of the general education classroom.

We support the needs of gifted, highly-capable, twice (2e), and thrice (3e) exceptional learners.

Highly Capable services are considered part of basic education rights in Washington State.

# SERVICES PROVIDED BY ACCELERATED PROGRAMS

## Early Entrance to Kindergarten

- Assessment of school readiness
- Screening for students turning 5 between Sept. 1<sup>st</sup> – Nov. 30<sup>th</sup>

*\*EEK assessments are conducted by LWSD school psychologists in spring and summer in collaboration with the AP Department*

## Highly Capable K-8 Programming

- K5HC (1,025 services for 812 students)
- Pull-Out Quest (383)
- Full-Time Quest (738)
- Middle School Quest (815)

*\*Over 8,000 highly capable assessments in 2022-2023 with 6,751 applicants!*

## Accelerated Programs in High School

- Running Start
- College in the High School
- Dual Credit
- Advanced Placement (AP)
  - High school programming and course support
  - AP exam coordination and proctoring

*\*May 2023 – Over 8,600 AP exams given to 4,382 students*

# OVERVIEW OF OUR PROGRAM - BUILDING

## POQ Sites (5):

- Dickinson
- McAuliffe
- Rosa Parks
- Thoreau
- Wilder

## FTQ Sites (13 in 23-24, 9 in 24-25):

- Alcott
- Baker
- Barton
- Bell\*
- Blackwell
- Einstein\*
- Lakeview
- Mann
- McAuliffe
- Redmond El\*
- Rosa Parks (TBD\*)
- Smith
- Thoreau

## MSQ Sites (4):

- Evergreen
- Kamiakin
- Redmond
- Timberline

## Schools/Staff

- K5HC - All elem sites; 10 teachers
- POQ - 5 elem sites; 5 teachers
- FTQ - 13 elem sites; 33 teachers
- MSQ - 4 middle school sites; 19 teachers
- AP - All high schools; comprehensive testing at 4 sites

\* Phasing out in 24-25. Rosa Parks TBD

# PEDAGOGY AND RESOURCES

- ❖ Acceleration
    - ❖ Curriculum Compaction
    - ❖ Accessing standards beyond current grade
  - ❖ Differentiation
  - ❖ Extension
  - ❖ Enrichment
  - ❖ Teacher Training in Best Practices to use with Highly Capable students: 2023-2024 focus on Depth and Complexity
- AP Department Specialist Support
    - Ryan Smith / Crystal Batlle / Erin Fleshman
  - [EPIIC Enrichment Resources](#)
  - [The Dr. Winterbrook Gifted Education Resource Library](#)
  - K5HC/POQ/FTQ/MSQ teacher support at building sites

# ALL MEANS ALL

## CONTINUOUS IMPROVEMENT OF ACCELERATED PROGRAMS

### Identification

- Underrepresentation of historically marginalized students
- Universal Screening as best practice (LWSD - 1st



### Assessment

- Using existing district data
- Assessing students during the school day
- Adding portfolios for families who do not agree with service decision
- Non-verbal testing: NNAT as gold standard

### Program Design/Evaluation

- Language shifts:
  - Quest/HiCap; referral/apply; services/programs
- Program Reviews – Stakeholder Voices
  - Comprehensive Program Review, MSQ Review (2022-2023), K-8 Program Review (2023-TBD)
- Program delivery- in line with UDL practices for learners
- Professional Learning – Teachers in AccPro and teachers in General Education setting



# Understanding Our Interests



# Position vs. Interest

- Position
  - A position is a favored solution
  - It can typically be satisfied in one way
- Interest
  - An interest is an underlying motivation
  - It can be satisfied in many ways
- Moving from Position to Interest
  - To identify the underlying interest behind a position, ask “Why?”





## Position vs. Interest

- **Issue** : Some students are not fully engaged during instruction
- **Example position:** Hire additional instructional assistants
- **Example interests:** I have an interest in...
  - . ...students engaging in personalized learning
  - ... students learning at the highest level
- **Interests:** Allow for multiple, flexible solutions:
  - Modification of lessons; differentiation
  - Technology solution
  - Peer support and tutoring
  - Hire additional IAs





# Interests

- What are your interests related to Highly Capable services?
- I have an interest in...
  - ...all students accessing rigorous learning
  - ...flexible, responsive curriculum materials
  - ...all students supported in their social emotional learning
  - NON-EXAMPLE: ...buying this specific resource
- Using individual sticky notes, write 4-6+ interests
  - One thought per sticky note



# Sharing and Synthesizing

- Sharing
  - Go round robin, where each person reads ONE post-it per share
  - Go around the table until every post-it is read
- Sorting
  - Organize the post-its into "like" groups
  - Create categories/labels for each group
- Synthesizing
  - Analyze the themes in the groups of post-its
  - Construct synthesizing statements for the themes on the poster paper

A group of colorful, stylized human figures holding hands in a circle. The figures are rendered in various colors including red, purple, blue, green, and yellow. They are arranged in a circular formation, with their arms raised and hands clasped together. The background is a plain, light gray color.

Choose a speaker to share!



# Identifying Priorities

- Three Sticky Dots per person
- Read through the interest statements and place your sticky dots next to the statements that you feel are the highest priorities for our students in LWSD.
- Take a “gallery walk” and look for patterns and trends
- What do you notice? What do you wonder?

“...it is important to clarify from the work on professional learning communities that **informed professional judgment** must be understood to be:

-a **collective quality**, not just an individual one (i.e., groups of teachers and others create a system of ongoing deliberation and development);

-and it must have **strong external connections** to the wider environment of knowledge, not just collaboration within.

-Furthermore, such cultures are not particularly congenial; they are demanding cultures as people **continually press for better results.**”

- Fullan, *Leadership and Sustainability*, pg. 8

# Informed Professional Judgment

## Outline of our work

- Engage in collaborative work
- Identify stakeholder interests
- Understand current program design and outcomes through data
- Engage in learning and research
- Seek additional stakeholder input
- Utilize learning to evaluate current program
- Provide recommendations that align with shared interests and support LWSD Mission and Vision and MTSS, Equity, and Inclusion



# Considerations for our work

- Legal responsibilities
- Policy and Procedures
- Budget capacity- initial and ongoing
- Staffing and contract requirements
- Sustainability over time
- Ability to manage new resources
- Professional learning needs
- Other changes in the system
- Space, transportation, technology, etc.



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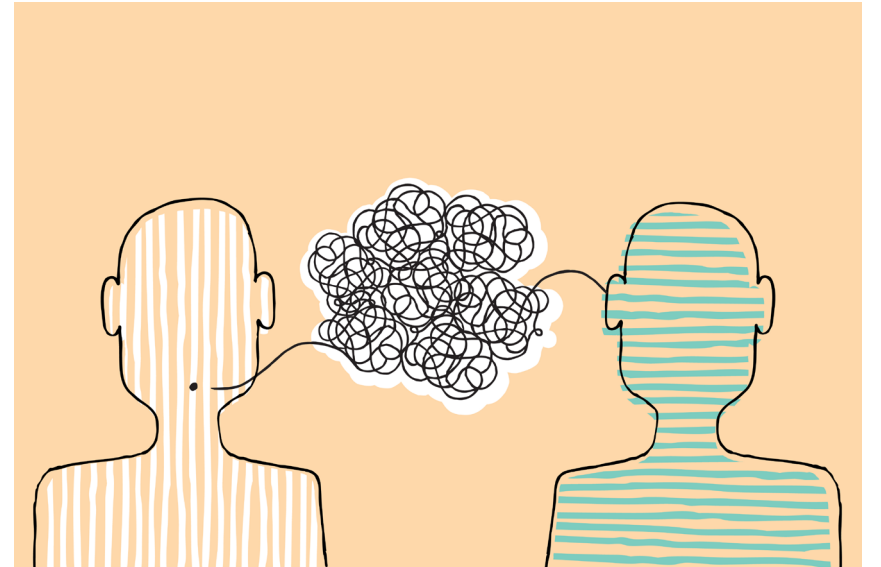


ALL MEANS ALL



# Messages to Share

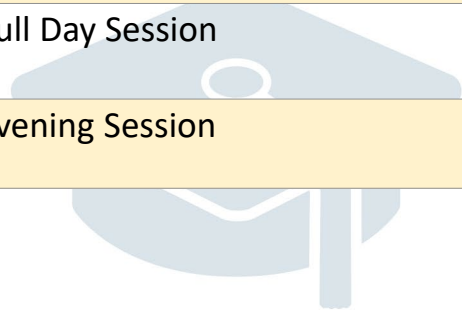
- Thinking about our work today...
  - What is essential to share?



# Nuts and Bolts- Committee Meeting Dates

## Month by Month Sessions

| Date      | Day      | Start Time | End Time | Space          | Session Type     |
|-----------|----------|------------|----------|----------------|------------------|
| Oct. 3rd  | Tuesday  | 4:00pm     | 8:30pm   | Board Room     | Evening Session  |
| Nov. 9th  | Thursday | 8:00am     | 4:00pm   | Board Room     | Full Day Session |
| Dec. 5th  | Tuesday  | 4:00pm     | 8:30pm   | Board Room     | Evening Session  |
| Jan. 11th | Thursday | 8:00am     | 4:00pm   | Board Room     | Full Day Session |
| Feb. 22nd | Tuesday  | 4:00pm     | 8:30pm   | Board Room     | Evening Session  |
| Mar. 14th | Thursday | 8:00am     | 4:00pm   | Board Room     | Full Day Session |
| Apr. 4th  | Thursday | 8:00am     | 4:00pm   | Sammamish Room | Full Day Session |
| Jun. 4th  | Tuesday  | 4:00pm     | 8:30pm   | Board Room     | Evening Session  |



# Learning on November 9:

- Group Commitments and Agreements
- Jody Hess- OSPI and H/C Services Overview in WA state
- Diving Deeper into:
  - Operational Expectations- OE-14: Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education
  - District-data
  - 3 Focus Areas: Equity, Inclusion, and MTSS
  - 2e and 3e learners
- Research-Based Practices
- Equity Tennets/Practices



# Optimistic Closure, Feedback and Reflection

- I am excited about...

Each meeting, we will request you to complete a short feedback/reflection form.

Thank you for your time, your participation, and your contributions!



## For November 9th onward:

- Remember to bring your charged laptop/power cord.
- Check your email (junk folder as well) for your Teams invite.
- If community members cannot access the Microsoft Teams team or OneNote, please email Ryan Smith for troubleshooting.  
[ryasmith@lwsd.org](mailto:ryasmith@lwsd.org)
- Any other questions? Use the Questions channel in our committee Team or email [AccPro@lwsd.org](mailto:AccPro@lwsd.org)



# Meeting Reflection Form

At the end of each meeting, we ask that all committee members fill out a reflection form. The answers you provide to the 3 questions in the form will help guide the planning for our committee.

<https://bit.ly/K-8HCPR>

