

K-8 Highly Capable Program Review Committee

Meeting 6

March 14, 2024

Please make sure you have signed in.



Honoring the Stewards of the Land

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^wdəwʔabš), Suquamish Tribe (dx^wəq^wabš), Muckleshoot Indian Tribe (bəqəlšut), and Snoqualmie Indian Tribe (sduk^walbix^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 that connect our community, protect our environment, and improve society for our future.



Washington State Tribal Reservations
and Draft Treaty Ceded Areas

CCAR Compass

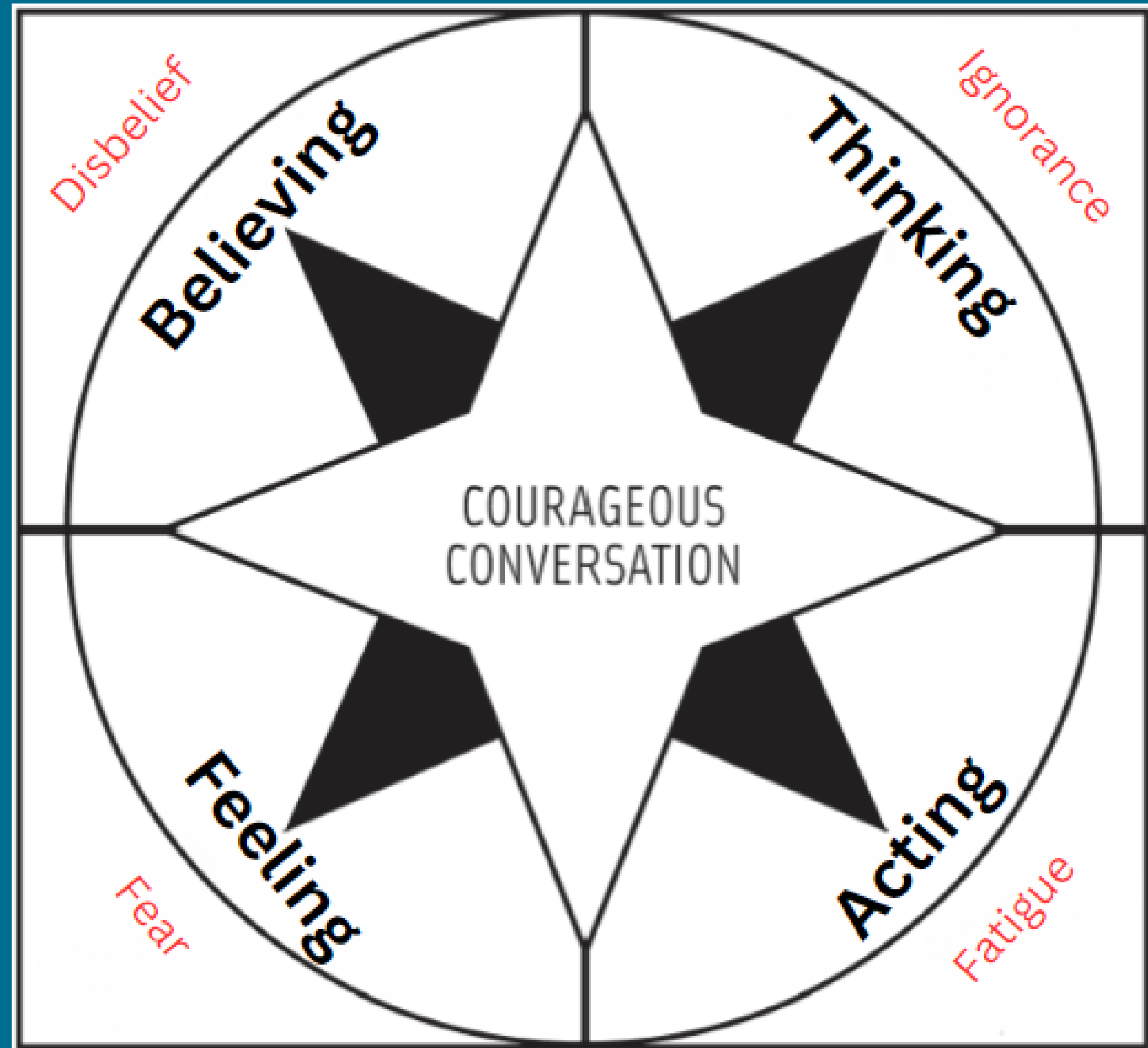
Focus on Race

- What beliefs do you have about race?

- What understanding or knowledge do you have about race?

- How do you feel when we bring up topics of race or racism?

- What actions do you take, not take, or want to take?



Objectives for Committee Today

- Process NAGC Programming Standards
- Review, compare, and discuss regional district and current LWSD service models
- Process ThoughtExchange community feedback
- Review and revise committee interests
- Develop DRAFT recommendations through synthesis of collective learning via the lens of ACCA, evidence-supported practices, and district initiatives/pillars.



Meeting Agenda



- 8:00-8:05 - Welcome (**Myra**)
- 8:05-9:15 - Models: Surrounding Districts & current LWSD (**AccPro Staff**)
- 9:15-9:25 - 10 minute Break
- 9:25-10:00 - Thought Exchange-Community Perspectives (**AccPro Staff**)
- 10:00-10:05 - 5 minute Break
- 10:05-10:45 - NAGC Programming Standards (**Dr. Stambaugh**)
- 10:45-10:50 - 5 minute Break
- 10:50-12:00 - Return to Interests (**Myra and Jen**)
- 12:00-12:30 - Lunch
- 12:30-3:45 - With breaks
 - Synthesizing Information for DRAFT Recommendations (**Dr. Stambaugh**)
 - Crafting and Coalescing DRAFT Recommendations (**Dr. Stambaugh/Myra**)
- 3:45-4:00 - Final Thoughts and Steps/Questions/Time for Survey Feedback (**Myra**)

ALL TYPES OF SERVICES



What do services in neighboring school districts look like?

4 of our neighboring school districts
were examined for the
services/service models they are
currently providing:

Bellevue

Issaquah

Northshore

Seattle

Bellevue

Elementary

Self-contained

- 4 school sites
- Utilize a combination of HiCap specific curriculum along with core content
- Services are provided one grade level beyond that of grade enrollment
- Grades 2-5

Domain Specific

- Students remain in their neighborhood or choice school and receive domain-specific instruction and extended learning in specific content areas. Services provided in the gen-ed classroom setting
- Grades K-5

Differentiated Services

- For students who are identified for self-contained but wish to remain at their neighborhood school. Services provided in the gen-ed classroom setting.
- Grades 2-5

Middle School

Self-contained

- 2 school sites
- Language Arts/SS – Gifted specific curriculums
- Math - one grade-level above (or more)
- Grades 6-8 cohort

Domain Specific

- Students remain in their neighborhood or choice school and receive domain-specific instruction and extended learning in specific content areas. Services provided in the gen-ed classroom setting
- Grades 6-8

Differentiated Services

- For students who are identified for self-contained but wish to remain at their neighborhood school. Services provided in the gen-ed classroom setting. Instruction provided above grade level in at least one content area.
- Grades 6-8

High School

Self-contained

- Grades 9-12 cohort
- Grades 10 & 11 - students enroll in the IB Program with the goal of completing the IB diploma at the end of the 11th grade.
- 12th grade - students participate in internships and attend college level English and Humanities courses with the cohort of identified students.
- Students may also enroll in additional AP courses and electives to round out their senior year.

Differentiated Services

- For students who are identified for self-contained but returned to their neighborhood school. Services provided in the gen-ed classroom setting. Instruction provided above grade level in at least one content area.
- Grades 9-12

Issaquah

Elementary

PEP:

- May include pull-out or push in model, and/or differentiated instruction in the general education classroom
- Sage/PEP teachers provide support to gen ed teachers
- Grades K-2
- Kinder: 30 mins/week
- 1st/2nd: 1 hour/week
- May include acceleration or clustering

SAGE single-domain math and/or reading:

- 1/week, 1-2-hour Pull-Out program at neighborhood school
- Grades 3-5
- May include differentiation in classroom, acceleration, or clustering

Merlin (self-contained):

- placement at two schools based on home address
- parents responsible for transportation
- grades 3-5

Middle School

Self-select courses/pathways for all students (not only those formally identified)

- Advanced Language Arts
- Several math and science pathways
- World Language

Choice in the course request process allows students to select the level of learning that they feel is most appropriate for their own academic goals

High School

Self-select courses/pathways for all students (not only those formally identified)

- Honors classes
- International Baccalaureate (IB)
- Advanced Placement (AP)
- Running Start (for Juniors and Seniors only)
- College in the High School
- CTE Dual Credit
- Online courses

Northshore

Elementary

Kinder - on “watchlist” and served through “holistic services” in gen. ed. classroom

1st grade - served through “holistic services” in gen. ed. classroom

2nd-5th grade - In-class models include differentiation in the gen. ed. classroom for students receiving single-domain services.

- Offered at all sites
- Utilize on-grade level curriculum
- Students in grades 4 & 5 receiving single-domain math may participate through an online service option for acceleration in math

EAP (Elementary Advanced Program - Dual-qualified only)

- Faster pacing; Learning is accelerated 1-2 grade level standards (not necessarily accelerated curriculum)
- Moving toward a neighborhood school model using clustering at grades 2/3, 4/5 remain self-contained at select sites.

Middle School

AAP (Advanced Academic Program)

- Students take AAP classes in English, Social Studies and Science. Math course enrollment is based on the student's academic and test history
- All middle school students will attend their neighborhood school regardless of Highly Capable qualification
- AAP is typically a self-contained classroom for core content areas including English, Social Studies, Science and Math.
- Students qualified for Highly Capable services in reading are enrolled in AAP English and AAP Social Studies.
- Students qualified for Highly Capable services in math will be enrolled in AAP Science and a math course that best fits their ability level.

High School

- AP
- Running Start
- College in the High School
- International Baccalaureate (IB)

- Students do not need to be qualified for Highly Capable services in order to enroll in any of these programs.

Seattle

Elementary & Middle School

Students identified for advanced learning and highly capable services receive **differentiation in the general education classroom.**

- Additionally, students with highly capable designation may also choose to enroll in a “Choice HP Pathway School”
- All HC Pathway Schools teach the adopted district curriculum.
- Teachers enrich grade level curriculum with additional material that is unique to each school and/or instructor.

High School

- AP
- IB
- Dual credit

What do the current service models in LWSD look like?

LWSD currently provides a continuum of services K-12:

FTQ

POQ

K5HC

MSQ

High School Course Choices

Full Time Quest Services

Math: Core

- Illustrative Math: accelerated one year
- Glencoe Math: for 5th grade only, accelerated one year
- Beast Academy: supplemental, on grade level
- 1st to 3rd grade acceleration in math content when entering FTQ (2nd grade standards skipped)

Reading: Core + Supplemental

- Wonders (2014 version texts, 2017 version online) and Junior Great Books: on grade level

Writing: Core

- LWSD designed core curriculum, on grade level

Science: Core

- Amplify: on grade level, rotates each year

Social Studies: Core + Teacher Created

- TCI and Washington Our Home: core, on grade level, rotates each year (new curriculum in the 24/25 school year)

Supplemental provided:

- Depth and Complexity and ByrdSeedTV

Full Time Quest Logistics

- Currently at 13 school sites across the district
- Sites can change from year to year based on enrollment
- Classrooms are combined/"split" (2/3 and 4/5) and single grade levels
- Teachers in split classrooms teach content and standards from both grade levels in math, reading and writing; accelerate in math

Pull-Out Quest Services

Enrichment services based on:

- National Association of Gifted Children (NAGC) Programming standards
- 4 Cs of Education: creativity; critical thinking; communication and collaboration

Project-Based units on a 4-year rotation:

- Teacher-created project-based units on a 4-year rotation:
 - Power
 - Bridges
 - Frontiers
 - Design

Supplemental provided:

- Depth and Complexity and ByrdSeedTV

Pull-Out Quest Logistics

- Currently at 5 school sites across the district
- Students are in general education 4 days a week and attend services at their POQ site one day/week
- Sites can change from year to year
- Services are currently provided through combined grades: 2/3 and 4/5

K5HC Services

Enrichment services based on:

- Depth and Complexity
- 4 Cs of Education: creativity; critical thinking; communication and collaboration

Multiple units a year, with an A/B year rotation:

Teacher-created:

- Reading units: poetry, creativity, author study, Global awareness
- Math units: critical thinking, patterns, math in art

Supplemental provided:

- Depth and Complexity and ByrdSeedTV

K5HC Logistics

- Currently at all elementary school sites across the district
- 10 K5HC teachers travel to each of the 34 elementary schools in district
- K5HC service delivery is 30 min pull-out in single-domain service (math and/or reading) at student's school site; students are in general education 5 days a week
- Only service that provides single-domain services (as required by OSPI)
- Only service available to kindergarteners and 1st graders

MSQ Services

Math:

- Glencoe Math: accelerated one year for 6th grade students
- 7th and 8th grade math options are offered to all students beyond MSQ - Big Ideas Math

Reading:

- Amplify ELA: core, on grade level

Writing:

- Embedded in Amplify ELA, on grade level

Science:

- Differentiated instruction in the general education classroom for all using iScience (core) and OpenSciEd (supplemental)

Social Studies:

- LWSD core curriculum: core, on grade level

Supplemental provided:

- Depth and Complexity and ByrdSeedTV

MSQ Logistics

- Staffing, class size, scheduling is at the building level and based on MSQ student enrollment
- 4 sites: Evergreen MS, Kamiakin MS, Redmond MS, and Timberline MS
- Curriculum has shifted over the last 3 years (District has adopted new curriculum)

High School Services

Running Start

College in the High School

Advanced Placement (AP)*

*** = managed fully by Accelerated Programs**

Cambridge (Choice Programs)

Dual Credit

Honors

(No Highly Capable identification is necessary to participate in any of these options)

A graphic with a dark teal background. On the left, there is a white lightbulb icon. On the right, there is a dark teal notepad icon with a pencil. In the center, there is a rectangular box with a thick orange border. Inside this box, the text "QUESTIONS ABOUT OUR SERVICES?" is written in white, bold, uppercase letters.

**QUESTIONS
ABOUT OUR
SERVICES?**



Take a Break

Please be back in 10 mins

Thought Exchange Review



[Link to Slides](#)

Next Steps after Thought Exchange

Targeted Surveys/Focus Groups

Targeted surveys will be provided to:

- HiCap Teachers (MSQ, FTQ, POQ, K5HC)
- General Education Teachers
- Families of students receiving services
- Families of students not receiving services

Focus Groups - March/April





Take a Break

Please be back in 5 mins

NAGC Programming Standards - Recap



Evidence-supported programming standards have been designed by NAGC. These can be used to...

- deepen our thinking about programs and services
- help us evaluate educational decisions and consider new or adjusted services
- provide criteria to benchmark evidence-supported practices

NAGC Programming Standards

- How might these standards be used to guide next steps?
- What are important ideas to consider?
- Be ready to share out 2 key/important ideas from your group.
- [Link to NAGC Programming Standards](#)

Parent and Student Groups

Focus on Programming
Standards 1,5,6

Staff Member Groups

Focus on Programming
Standards 3,4,6

NAGC Programming Standards - Share-out



What are 2 key ideas you would like to share out about the programming standard assigned to your group?

Do you have any other questions about the NAGC programming standards?



Take a Break

Please be back in 5 mins

Revisiting Our Interests

- **Goal:** review and revise (as needed) our interests in preparation to begin crafting our recommendations.
- **Context:** Use our interests as part of our ACCA tool.

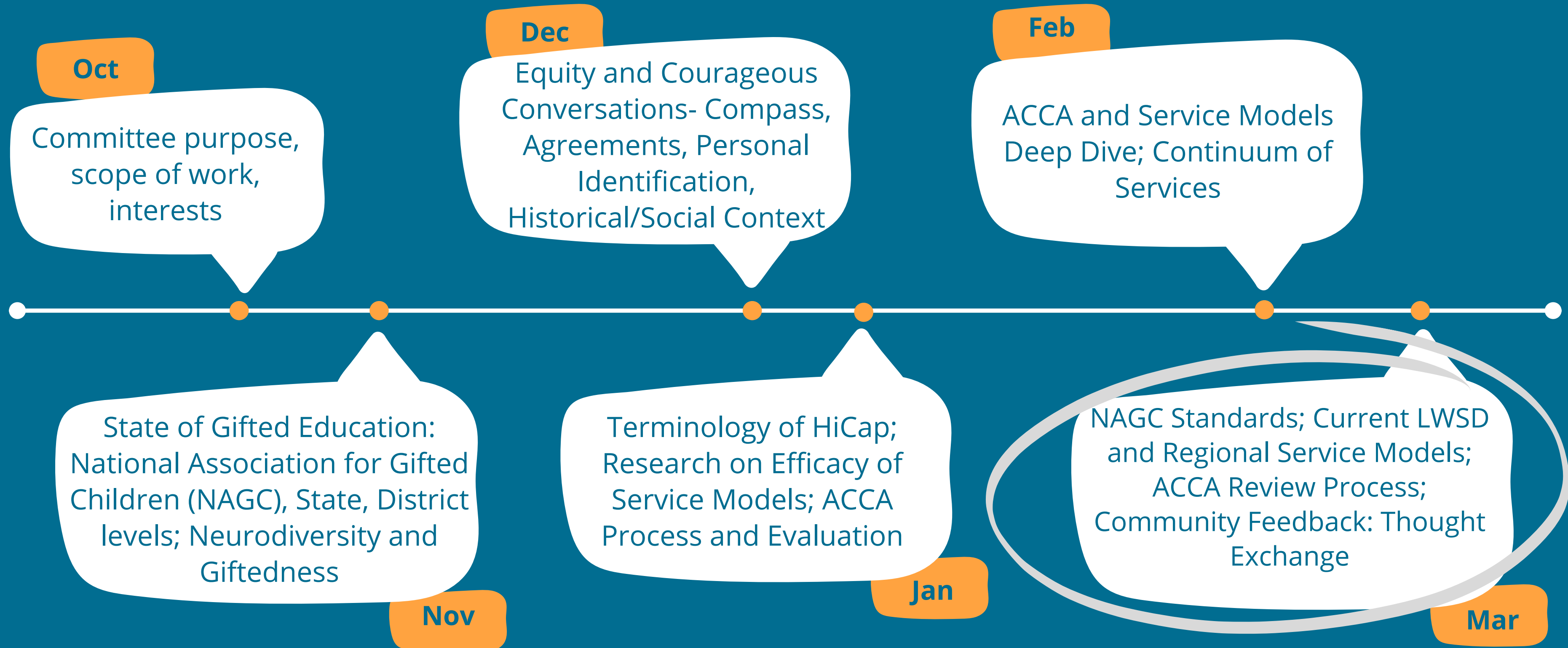


INTEREST REVIEW AND REVISION ACTIVITY

First, let's review the
learning that has taken
place these last 5 months...



Committee Process Learning and Activities



Our Synthesized Interests (October)



1. All students have access to challenging and enriching curriculum and experiences while developing an enhanced sense of belonging and self-esteem.
2. Reduce barriers for underrepresented and marginalized communities to equitable identification, access, and benefit of highly capable services.
3. All teachers feel able and prepared to teach highly capable students.
4. Consider the impact of logistics on current service models.

Interest Review and Revision Activity

Part 1: Individual Processing

- Access committee presentations and resources from October-March if you are in need of any review.
 - Link to presentations in [OneNote](#)

- Respond on your handout:

- Have any of the interests' core pieces changed for you?

- How have they changed?

- Why have they changed?

- "I used to think..., now I think..."



Interest Review and Revision Activity

Part 2: Carousel Activity

- Take your handout to each poster.
- On each poster, respond on essentials that we would need to consider that would inform our best work on these interests:
 - What do we know?
 - What do we think?
 - What have we learned?
- Take one more round and see what others have added to the posters. Adjust or respond if necessary.



Interest Review and Revision Activity

Part 3: Table Discussion and Group Processing

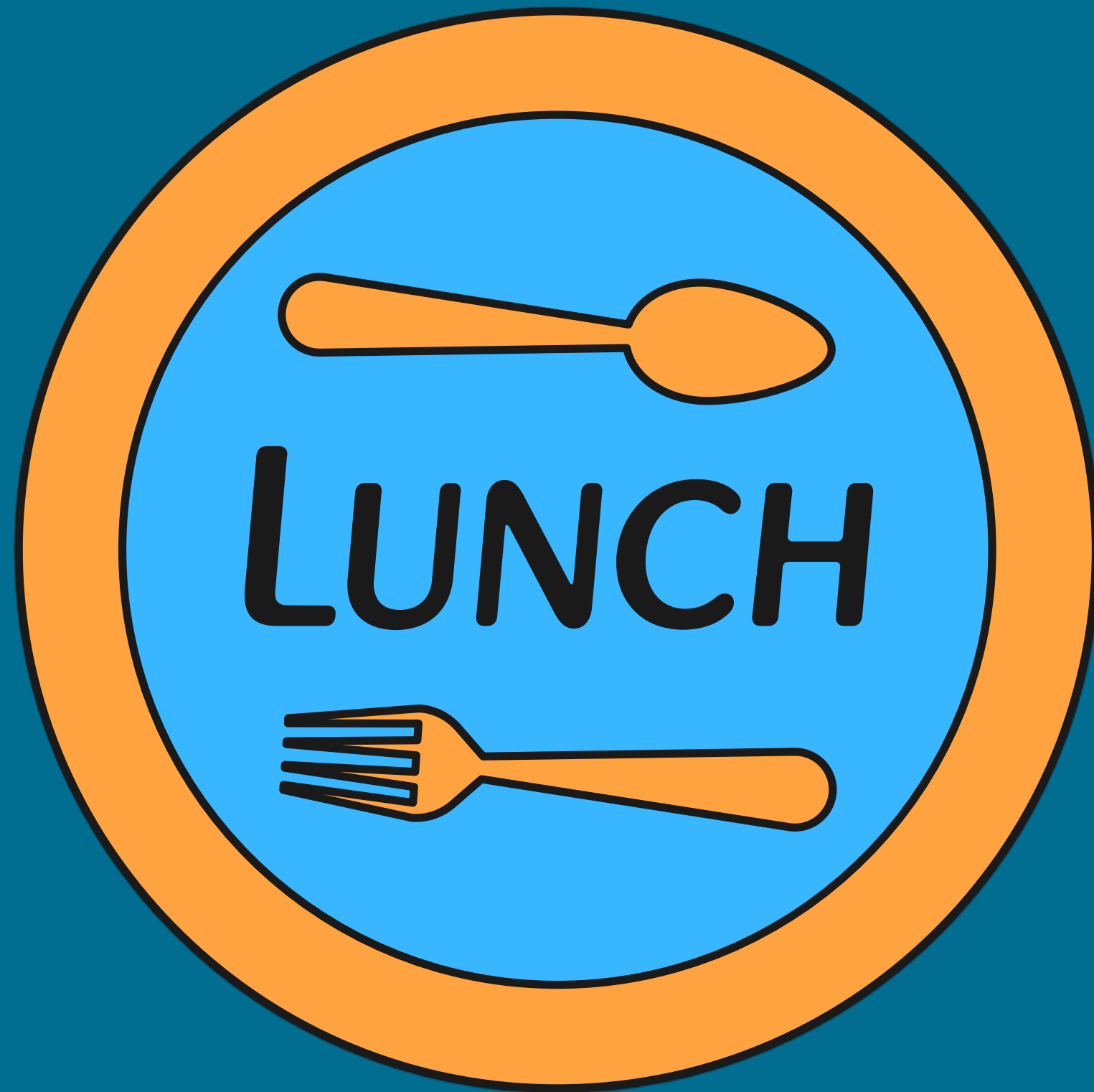
- Interests were reviewed.
 - Take 5 minutes to discuss the reviewed interests.
- Is there something new that may not fit into one of the interests we already have?
- Be ready to share your thoughts with your table and then tables will share with the whole committee (select a spokesperson).



Our Reviewed/Revised Interests (March)



1. All students have access to challenging and enriching curriculum and experiences while developing an enhanced sense of belonging and self-esteem.
2. Reduce barriers for underrepresented and marginalized communities to equitable identification, access, and benefit of highly capable services.
3. All teachers feel able and prepared to teach highly capable students.
4. Consider the impact of logistics on current service models.



**Lunch
Time!**

Please be back in 30 mins

CRAFTING OUR RECOMMENDATIONS

What are recommendations?

Where do they go?

What happens after June?

Nature of Recommendations



Our Process and Timeline



General Recs and Options



Community Voice and Communication



NATURE OF OUR RECOMMENDATIONS

1. General for implementation

Can consider a variety of ways we can meet student needs and provide services.
Is not based on positions/positional interests.

2. Can stand the rigor of our lenses

- ACCA - to include research, evidence-based practices, continuum of services, our committee's interests, etc.
- District pillars: Equity, Inclusion, MTSS

3. Considers stakeholder voices

While remaining clear of taking positions, can include consideration of voices from TE, surveys, focus groups, etc.

4. Further considers timelines of implementation

Although this nature can be addressed in ACCA, it is important to note that shifts in these directions, as well as proper and thoughtful implementation will take time. However, there may be some recommendations that can be implemented in a shorter timeframe. Ex. District-wide PL; getting feedback from community, exploring options with program staff

While we engage in this work, normal departmental work will still continue!

TIMELINE

March

Committee - creates first draft of recommendations

Departments review and seek options to offer Committee on April 4

Focus groups and surveys

April

April 4 - Committee reviews survey and focus group data

Committee presented with options for recommendations-
value voting/prioritization of options

April 15- Board Study session - present to Cabinet/Board

May

Community Events -
Information
Nights/Challenges and
Opportunities on Draft

Finalize Recommendations

Proposal of
recommendations created
and shared with Committee
(email)

June

Next Steps for 24-25 SY

Formal committee
meeting
concludes.

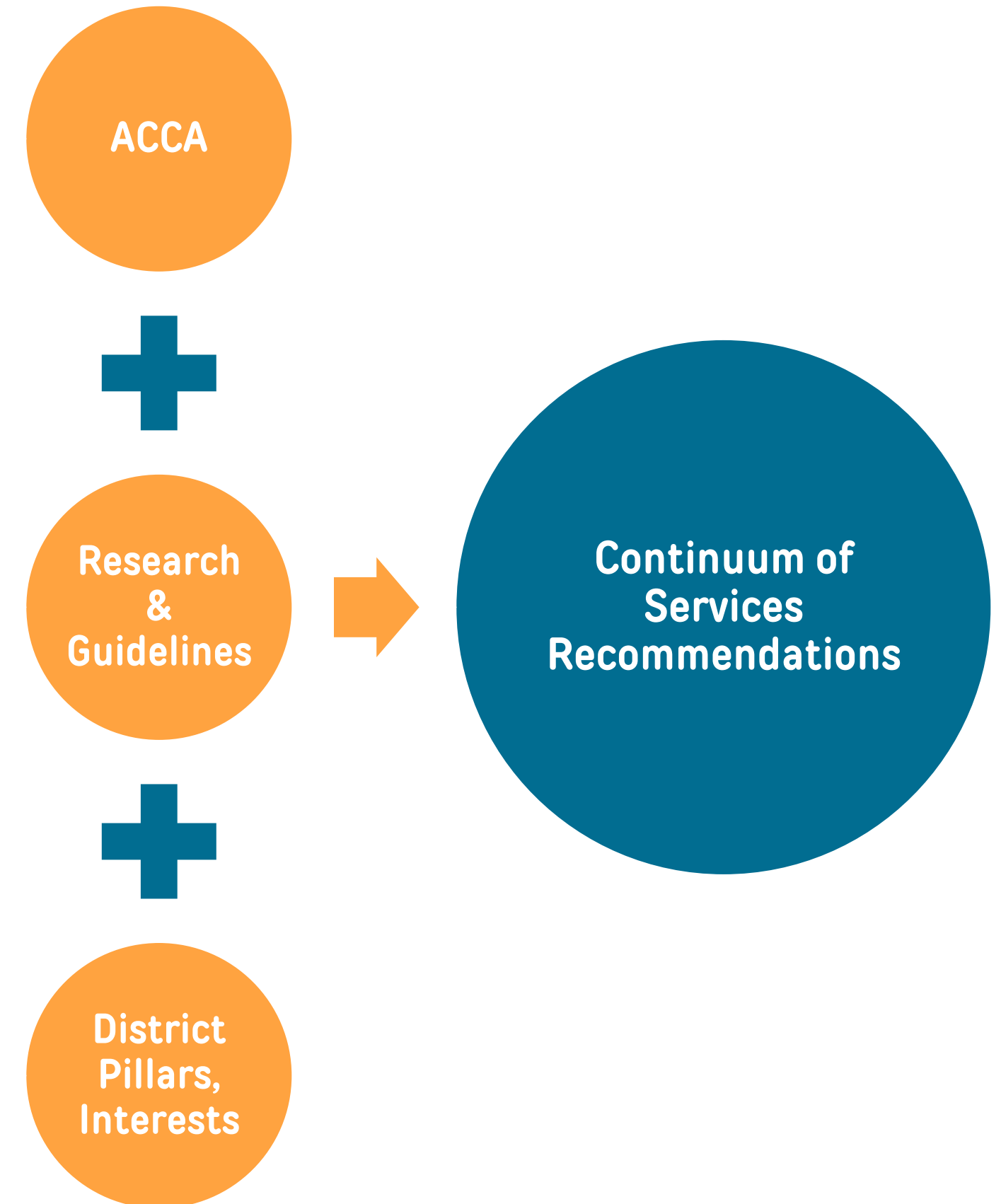
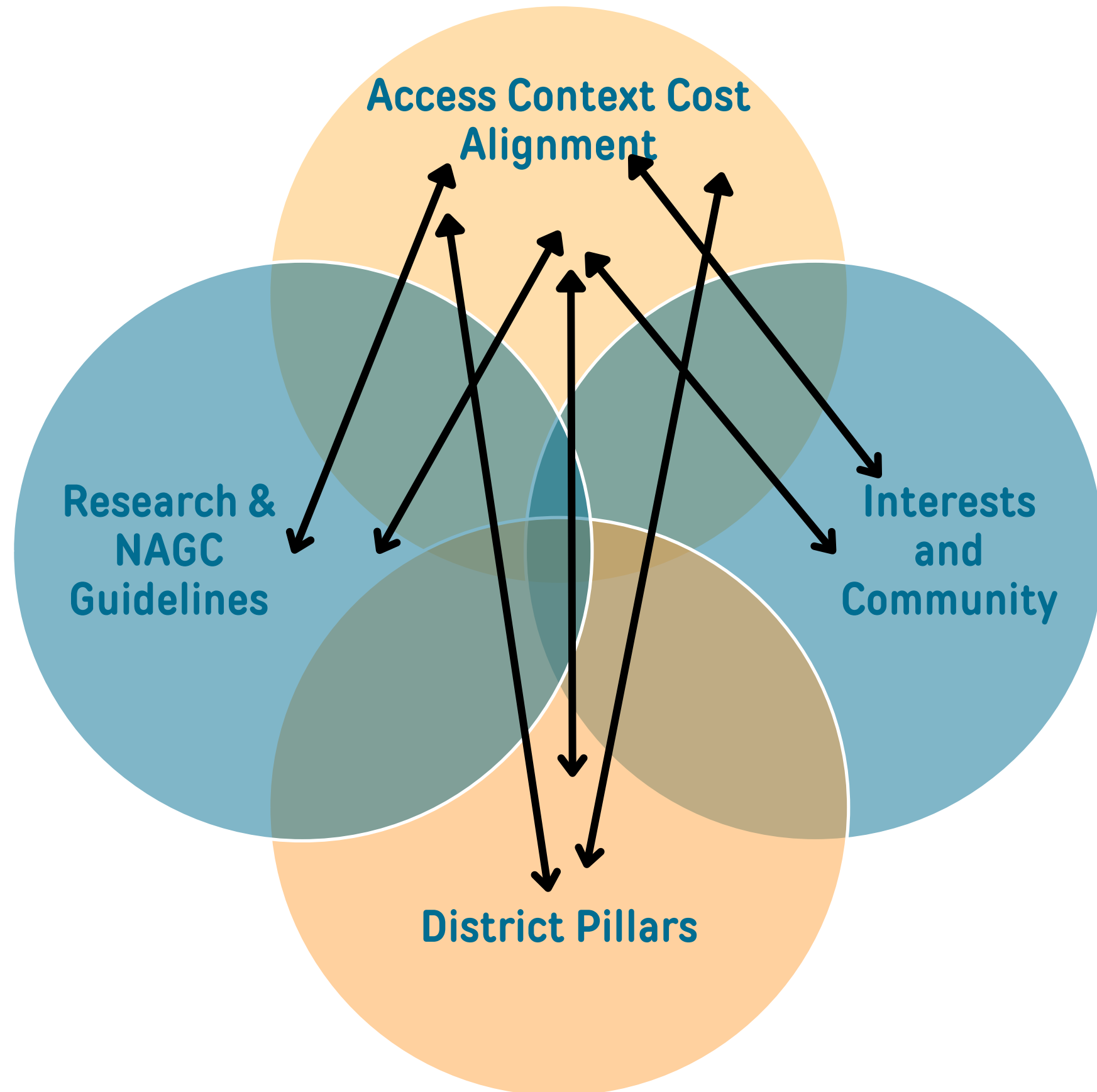
24-25 - may include
small group input,
review, or task force
activities



**How do we
synthesize the
information we
have to create
recommendations?**



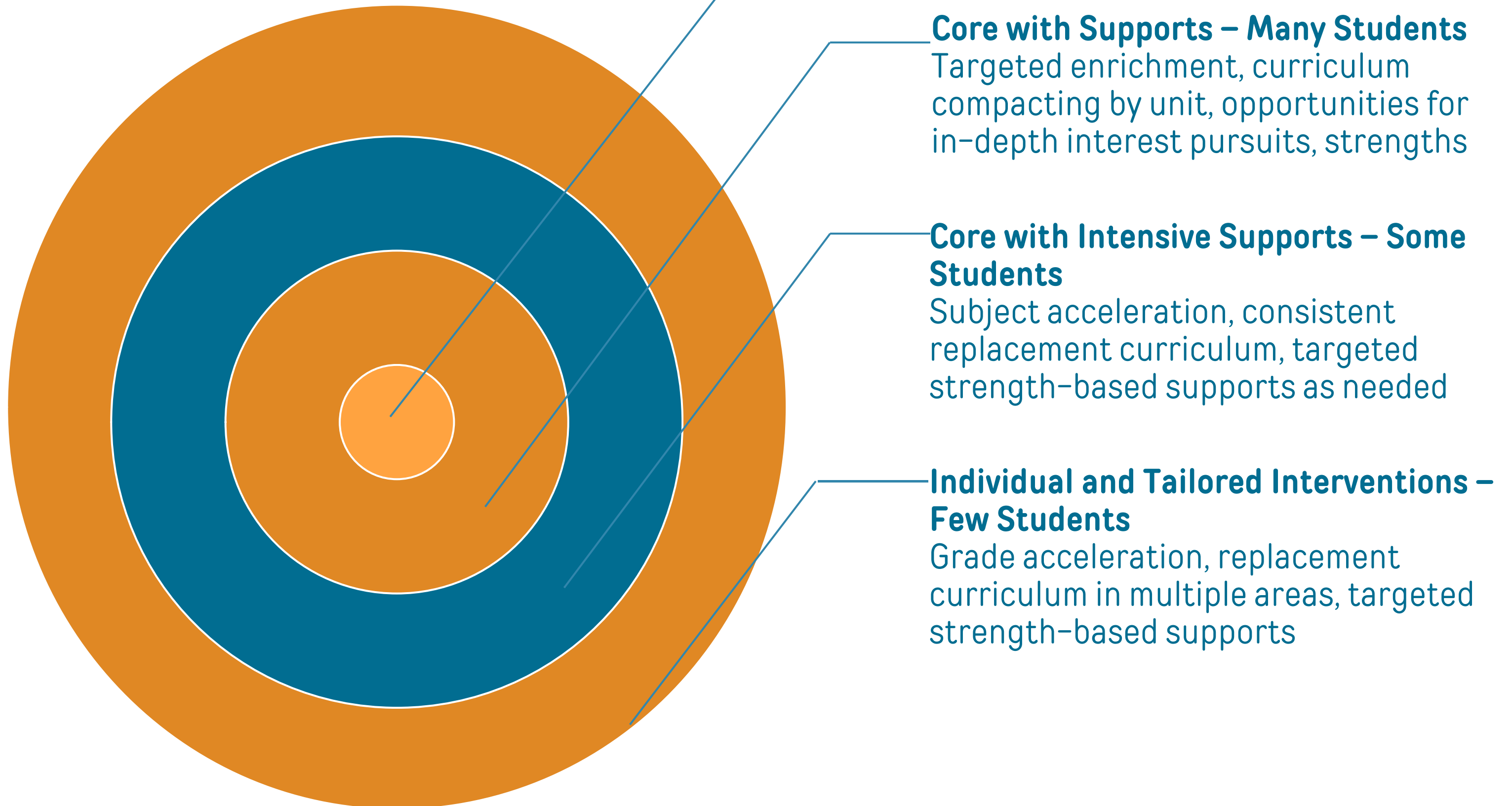
The information we have been discussing is interrelated



REVIEW: A Continuum of Services – Starts with the Core Curriculum

It's about the service, not the location.

Who needs what, at what level, and in what ways in order to continue to develop talents?



ACCA

Access

How can we make sure all students have access to new learning and talent development on their level?

Cost

Is this feasible and affordable? Are there other ways to provide the same services in a different way? Do the costs outweigh the benefits and vice-versa?

Context

What do our students need? What does our community want? What is in line with the state regulations and district initiatives? What is in line with our interests?

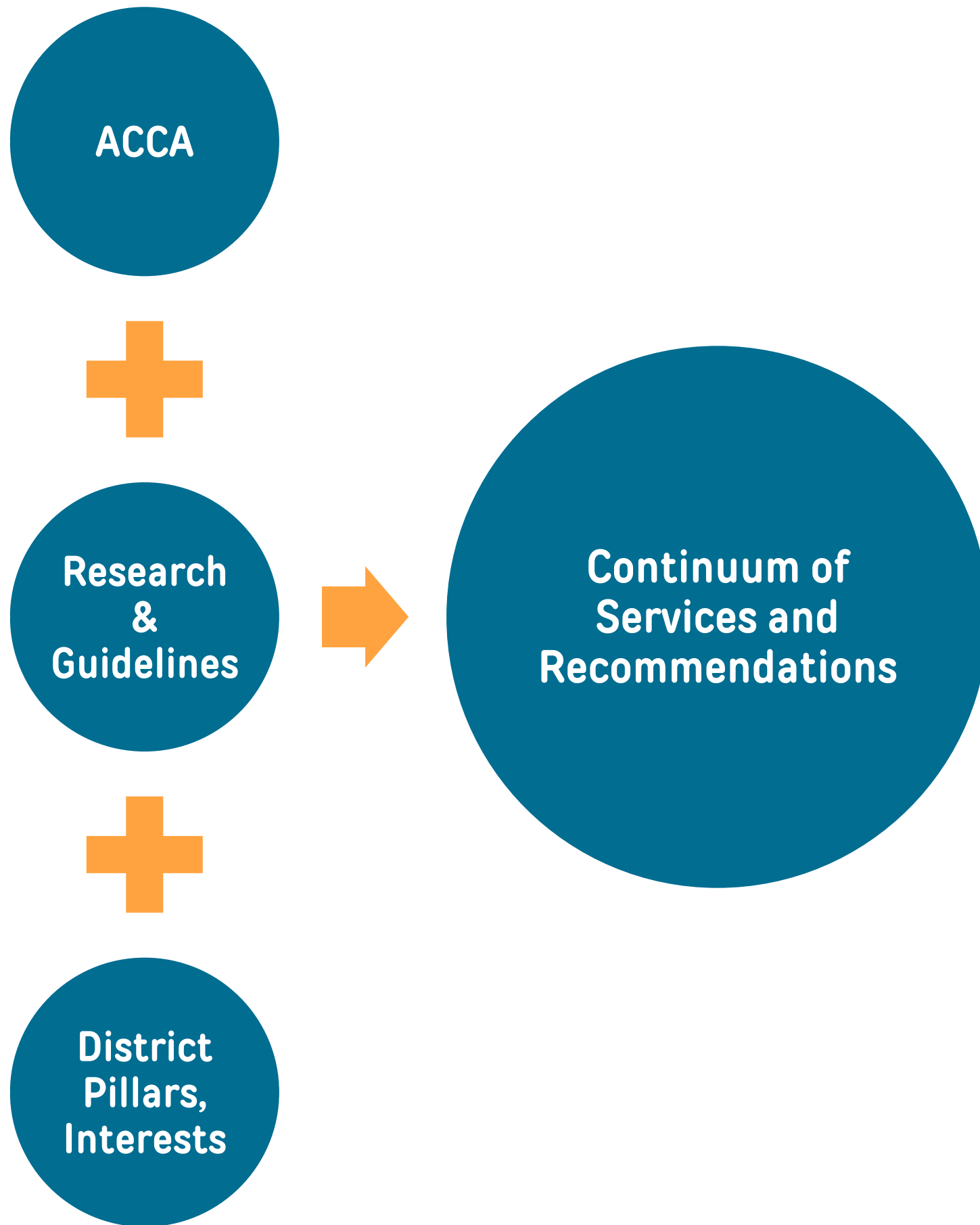
Alignment

How do our services align over time with evidence-supported practices/standards & student needs (content area, level of intensity)?

OUR TASK

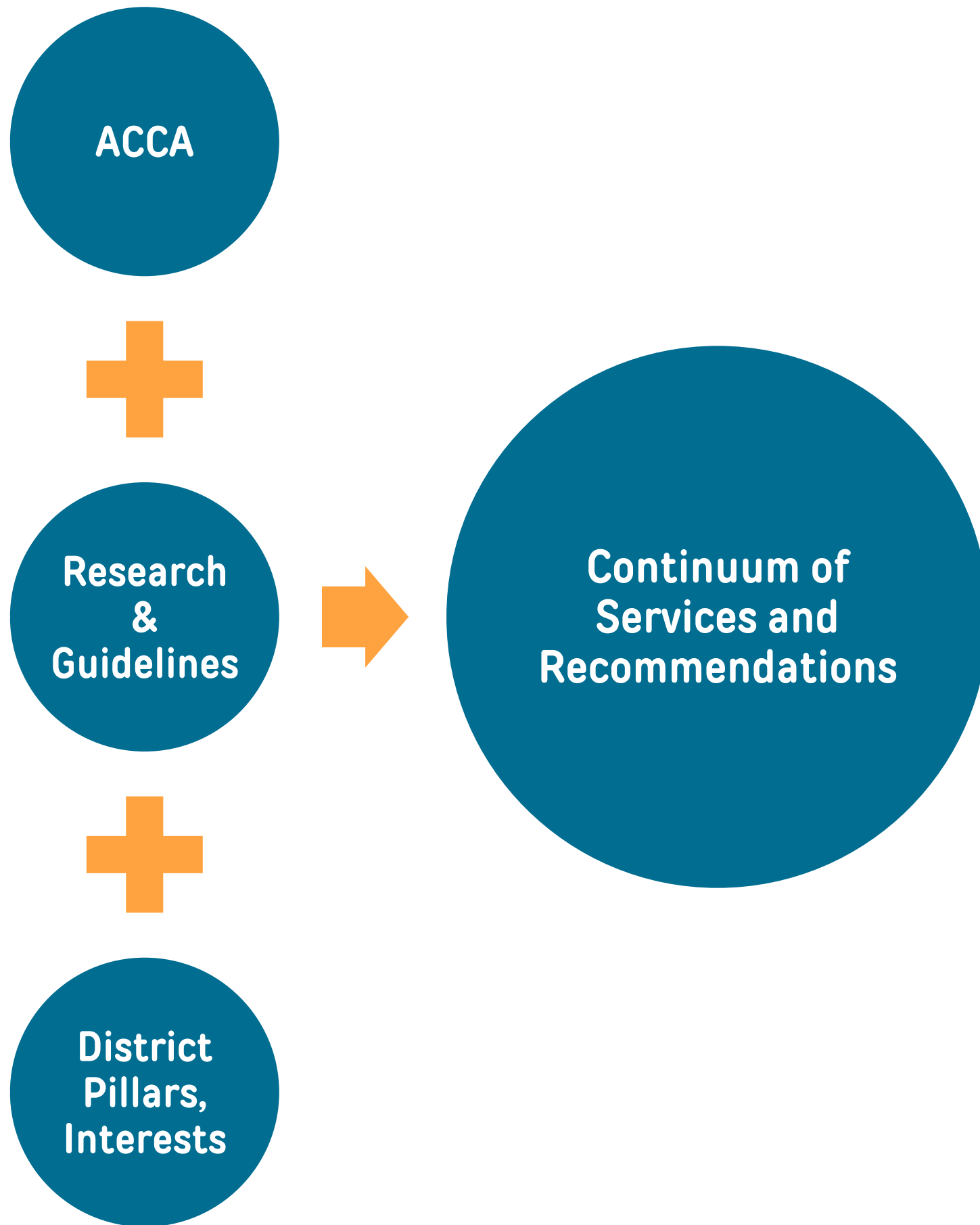
Synthesize all of the essential information we have learned for the purposes of crafting draft recommendations.





How can we combine ACCA considerations, interests, & evidence-based practices into BIG IDEAS that will help us develop services that meet our students' needs?

- What do our students need?
- How can we create pathways to meet those needs?
- How do these ideas align with ACCA, interests, district pillars, and research?



Examples:

- Create services that allow for students to be grouped together at some time during the school day for a specific learning need.
- Create services that allow for specific content-based strengths to be met on a daily basis.
- Create pathways for acceleration opportunities within content areas.
- Adopt a specific curriculum for gifted learners.
- Increase the time of service provided to match students' level of need.

Nonexamples:

- Cluster group students in the following schools.....
- Create more field trips
- Change the name of Quest
- Increase the minutes per day for services in K5HC

Our students need....	We can support this by...	This aligns with research, guidelines, pillars, &/or interests because....	ACCA or other considerations/questions include...
Advanced instruction in their area of strength and talent	Creating acceleration pathways and replacement curriculum	<ul style="list-style-type: none">• Rogers article• NAGC Programming Standards 1 & 5• See district “focus on learning”	Alignment: Acceleration aligned to specific content areas (Can we add science?) Costs: Professional learning required/New Materials & resources



Take a Break

Please be back in 10 mins

COALESCE RECOMMENDATIONS

Activity:

- Each group will have a poster page divided into a chart with each of our committee's interests listed.
- Each group will create recommendations for each interest on the chart using the chart completed from previous activity.
- Recommendation parameters:
 - Remain general enough for different service models
 - Each recommendation will need to go through ACCA
 - Stay away from recommending specific service-delivery models



Priority Value Voting



- All recommendations have been placed on poster paper around the room.
- Take your time to walk around and review each recommendation.
- Each committee member will receive 4 dots (votes) to add to the recommendations.
- Once you have read all recommendations, use your dots to cast your vote for the recommendations you value the most.

What Happens Next?

- Recommendations will be synthesized by our department.
- Department will review possible options for service models based on our conversations, input from departments regarding feasibility, and logistics
- April 4- Recommendations DRAFT with viable options will be offered for consideration to our Committee.
 - Focus Group and Survey feedback incorporated
- We will rank options for each recommendation and discuss implementation needs, timelines, etc.

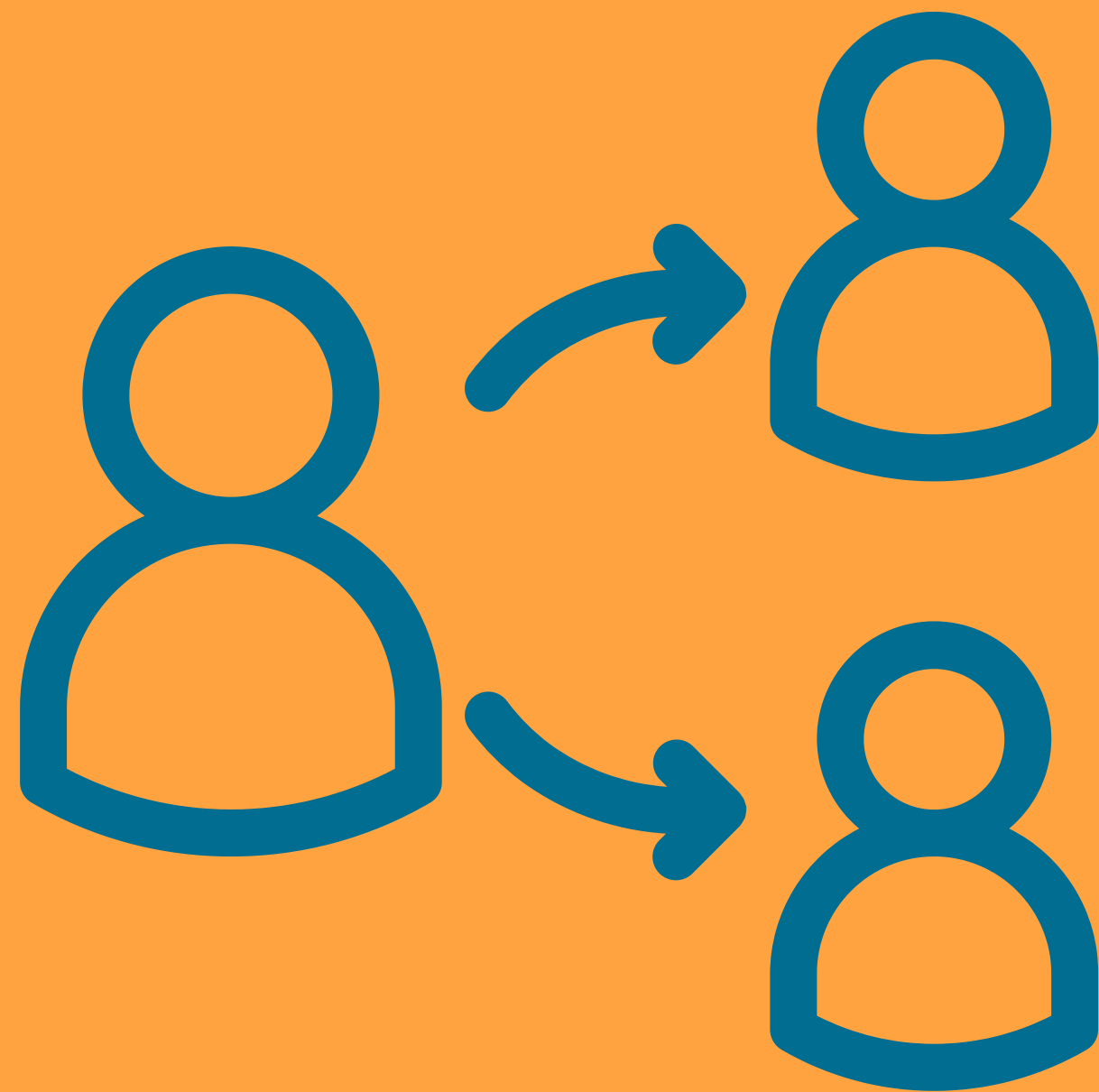


Nuts and Bolts- Committee Meeting Dates

Month by Month Sessions

Date	Day	Start/End Time	Space	Topics
Oct. 3rd	Tuesday	4:30–7:30 (3h)	Board	Welcome, Develop Interests
Nov. 9th	Thursday	8:00–4:00 (7.5h)	Board	Learning: National, State, District Level, Current Models Overview
Dec. 5th	Tuesday	4:30–7:30 (3h)	Board	Equity Training
Jan. 11th	Thursday	8:00–4:00 (7.5h)	Board	Equity Training, ACCA Model, Service Designs
Feb. 22nd	Tuesday	4:30–7:30 (3h)	Board	Service Designs K–8
Mar. 14th	Thursday	8:00–4:00 (7.5h)	Board	Service Designs K–8; Community Feedback; Recommendations
Apr. 4th	Thursday	8:00–4:00 (7.5h)	Redmond Community Center	Service Designs Recommendations
Jun. 4th	Tuesday	4:30–7:30 (3h)	Board	Final Recommendations





Messages to Share

Thinking about our work today...

- What is essential to share?

Direction of Committee

- Wrapping Up Our Work
- What is left?
 - Surveys and Focus Groups
 - Informational Sessions - AccPro
- April 4th- Review feedback/Recommendations with Priorities
- April 15th (tentative) - Board Study Session
- April/May - Community Feedback- Opportunities and Challenges; Informational Sessions
- June- Final Draft Recommendations; Report
- Next year- Who do we need? What is left?



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 questions in the form will help guide the planning for our committee.

bit.ly/K-8HCPR6

