

# K-8 Highly Capable Program Review Committee

Meeting 7

April 4, 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<sup>w</sup>dəwʔabš), Suquamish Tribe (dx<sup>w</sup>əq<sup>w</sup>abš), Muckleshoot Indian Tribe (bəqəlšut), and Snoqualmie Indian Tribe (sduk<sup>w</sup>albix<sup>w</sup>). 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.

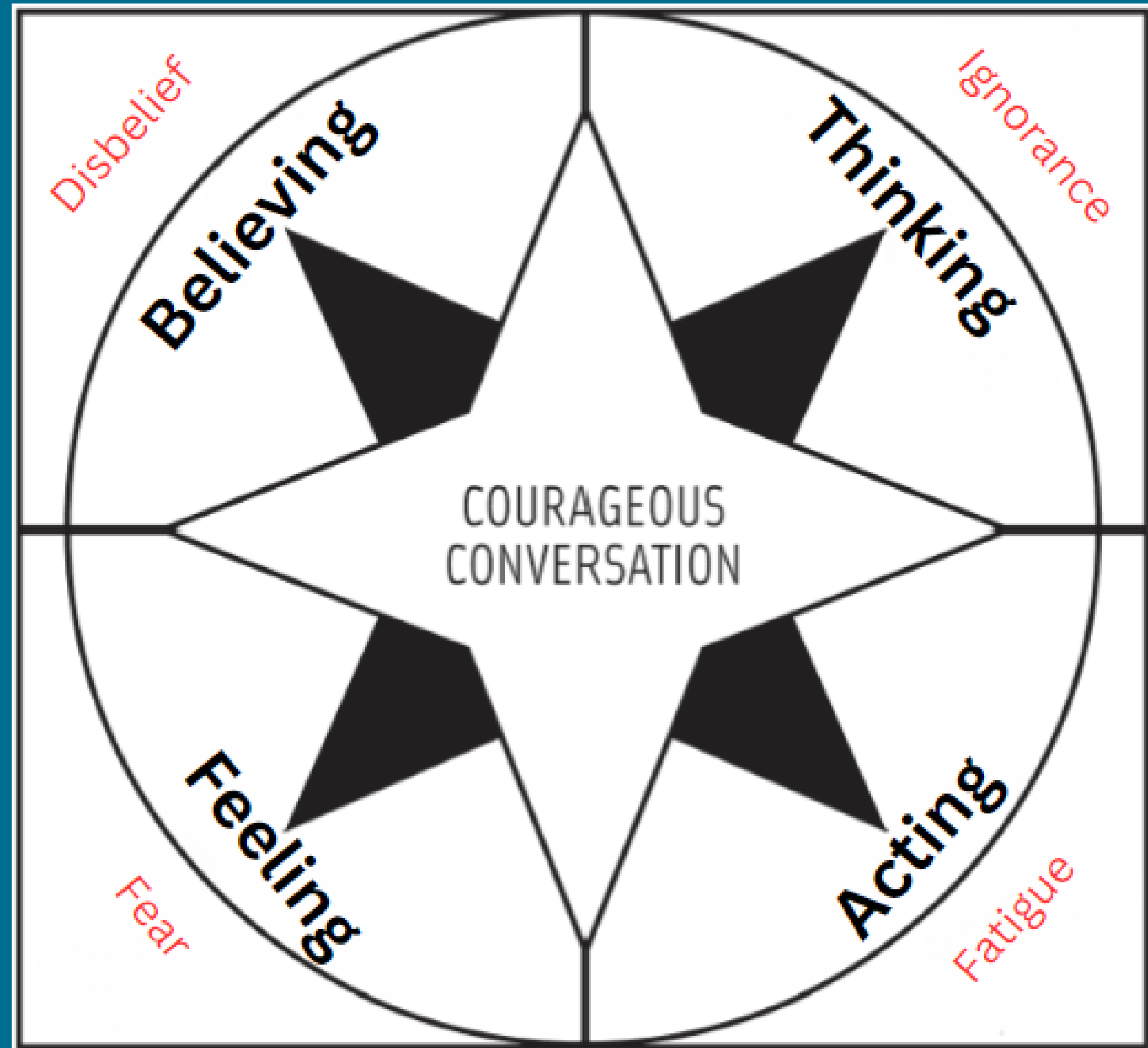


Washington State Tribal Reservations  
and Draft Treaty Ceded Areas

# 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

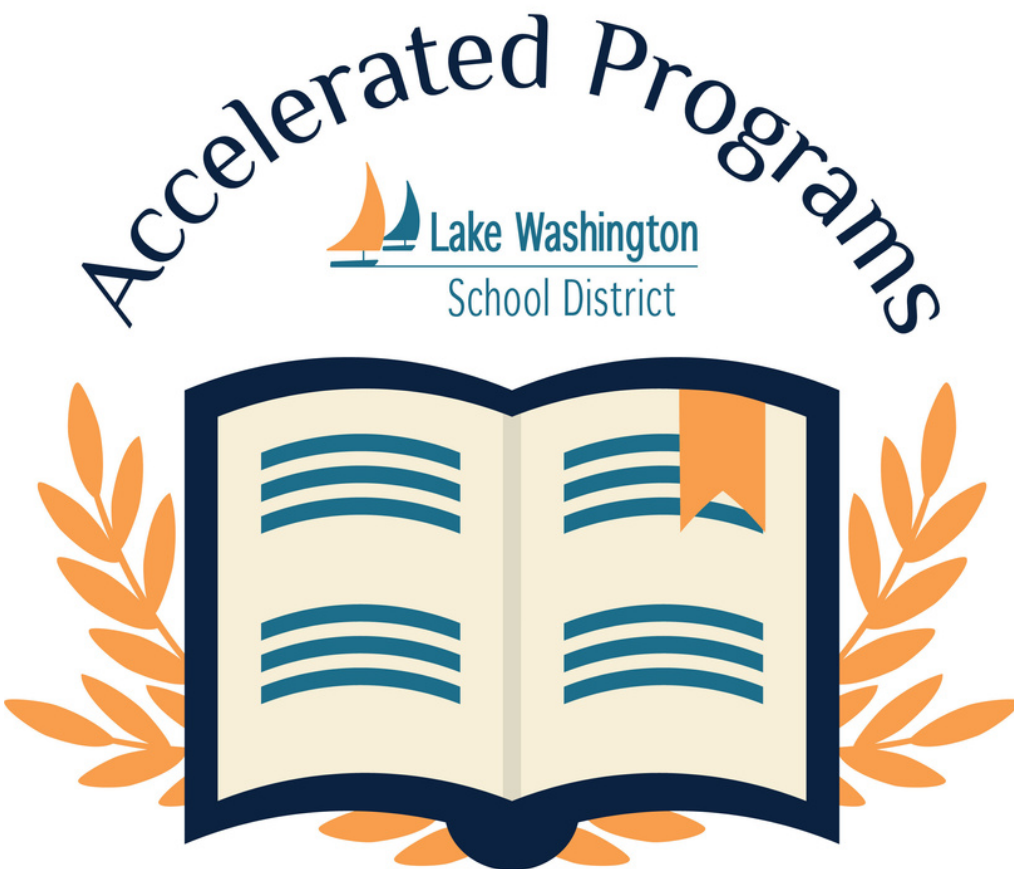
- Foster conversations and understanding from survey and focus group key findings review.
- Create our draft of final recommendations to be revised and adjusted via essential components (ACCA, research, pillars, etc.).
- Create examples and non-examples of desired outcomes for draft recommendations.
- Detail preferences/positions for recommendations with considerations impacting action plan/approach for implementation.





# Meeting Agenda

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- 8:30-8:40 - Welcome and Objectives/Framing for Our Work Today (**Myra/Jen/Dr. Stambaugh**)
- 8:40-9:40 - Key Findings Review: Survey and Focus Group Data (**AccPro Staff**)
- 9:40-9:45 - 5 minute Break
- 9:45-11:00 - Table Sort: Part I and II (**Dr. Stambaugh**)
- 10:30-10:35 - 5 minute Break
- 11:00-12:00 - Table Sort: Part I and II (**Dr. Stambaugh**)
- 12:00-12:30 - Lunch
- 12:30-1:00 - Finishing Up Recommendations Conversations (**Dr. Stambaugh**)
- 1:00-2:30 - Examples/Non-Examples; Gallery Walk and Value Voting (**Dr. Stambaugh**)
- 1:30-1:40 - 5 minute Break
- 2:30-3:45 - Final Thinking and Draft Recommendation/Parking Lot (**Dr. Stambaugh/Myra**)
- 2:50-3:00 - 10 minute Break
- 3:45-4:00 - Final Thoughts and Next Steps/Questions/Time for Survey Feedback (**Myra/Jen**)

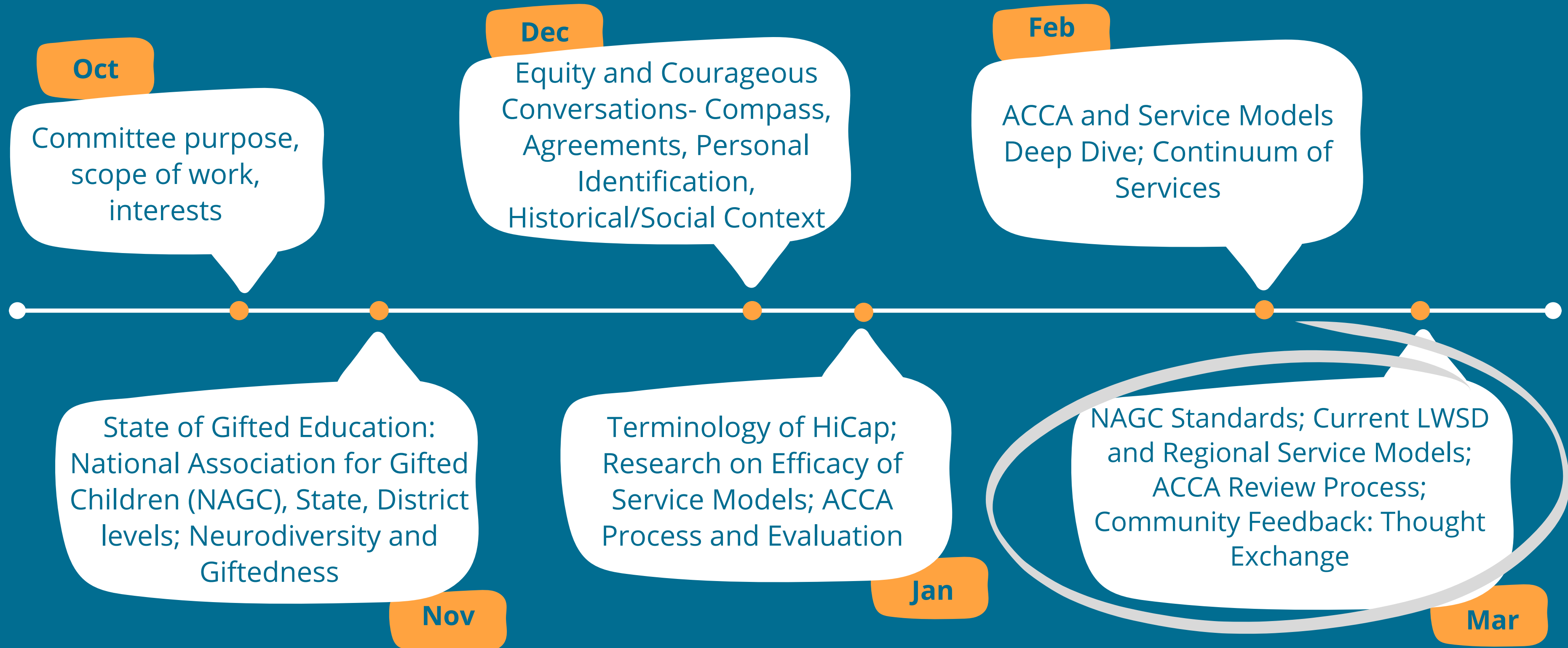
# Setting Up Our Framework



# Considerations for Implementation/ Recommendations

- Logistics- Transportation, enrollment, classroom availability
- Professional and Community Learning - staffing, PL for building leaders/staff/teachers, resources
- Sustainability/Consistency- materials, resources, staffing
- Cost- initial and ongoing
- Resources - warehouse, supplies
- Curriculum and Program management
- Digital considerations

# Committee Process Learning and Activities





# 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. Not based on positions. Recommendations are not mandates. Our District leaders must still process their contexts and see what fits best for LWSD.

## 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.

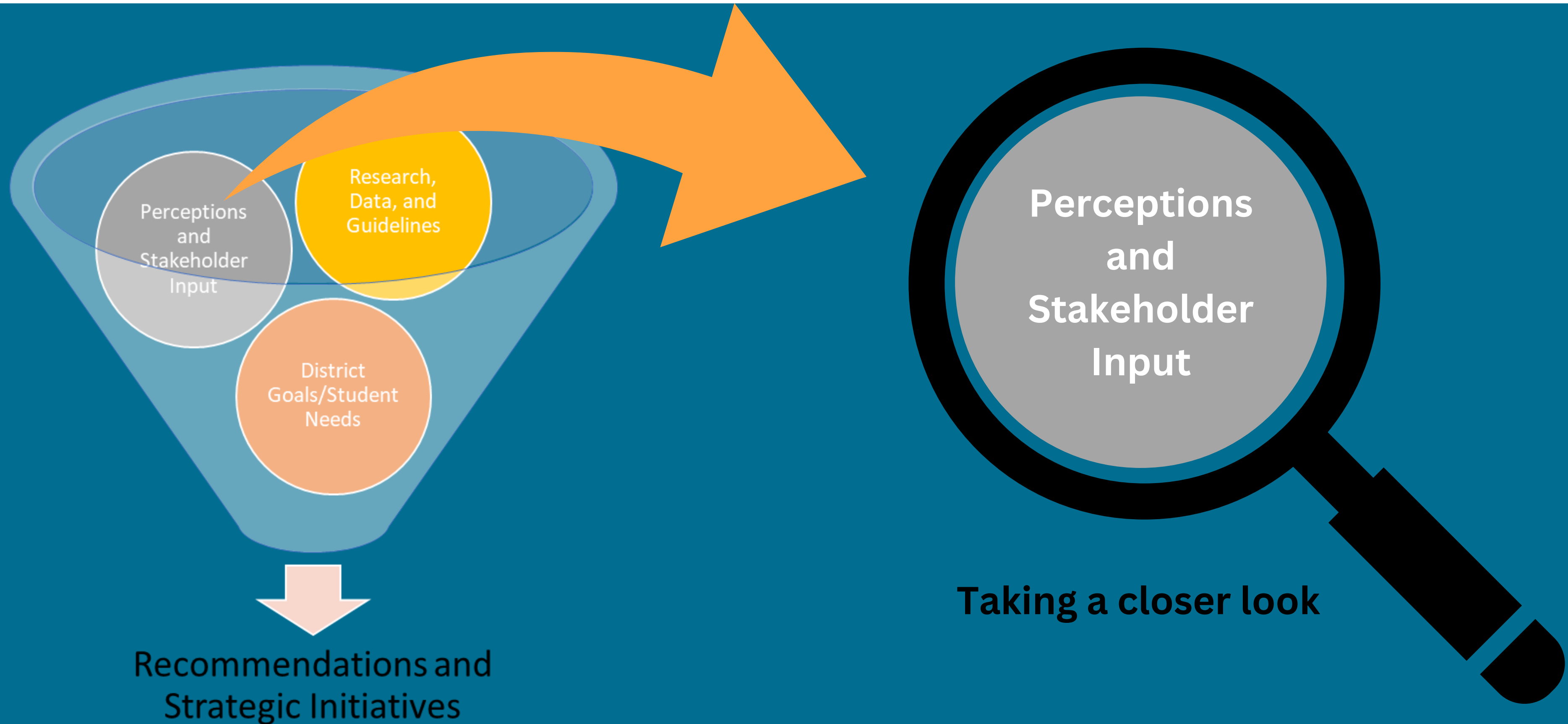
24-25 - may include  
small group input,  
review, or task force  
activities

# *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.

# How are Recommendations Informed?





# KEY FINDINGS: SURVEY & FOCUS GROUP DATA



## HiCap Teacher Surveys

K5HC, POQ, FTQ, and MSQ teachers were given an opportunity to provide feedback in specific surveys



## Gen-ed Teacher Surveys

General education teachers were given an opportunity to provide feedback in specific surveys



## Family Surveys

Families of HiCap students, of students not in HiCap services, as well as families that opted out of services were given an opportunity to provide feedback in specific surveys



## Focus Groups

Focus groups were conducted with students & adults from elementary, middle, and high schools.

Historically underrepresented groups were the focus, however, data from other groups of students was also collected.

[Data PDF](#)

# Data review:

- 1) Looking at your assigned group, what data supports the recommendations?
- 2) Looking at your assigned group, what data is missing OR what data refutes the recommendations?



# AFTER REVIEW:

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1) Select one representative to share your poster with the committee and identify two key points for the rest of the committee to consider. Include where the points fit within one of the recommendations and any outlier findings, if applicable.

2) Highlight/circle your two points clearly for the rest of the committee as these will be used later in our session.





# Take a Break

Please be back in 5 mins



# Revisiting Recommendations





We have an interest in	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"><li>• Rogers article</li><li>• NAGC Programming Standards 1 &amp; 5</li><li>• See district “focus on learning”</li></ul>	Alignment: Acceleration aligned to specific content areas (Can we add science?) Costs: Professional learning required/New Materials & resources

# UPDATES IN PROCESSING

- Recommendations will be synthesized by our department.
- Department reviewed your long-sheet options for service models based on our conversations, input from departments regarding feasibility, and logistics
- April 4- Recommendations DRAFT with viable options will be created by our Committee
  - Focus Group and Survey feedback incorporated
- We will clarify with examples/non-examples the options for each recommendation and discuss implementation needs.



# Table Sort – Part 1

## Key Question/Purpose

How do our ideas AND the new information we learned from the surveys, interviews, and focus groups fit with our 4 key recommendations?

## Task

1. Use each recommendation on the outside of the envelope as a heading or a category
2. Clear your table. Divide into four sections.
3. Place the ideas (strips) in the envelope under the appropriate top 4 recommendations.
4. Add the two key points from each group's interview/focus group feedback under the appropriate recommendation. Visit the feedback posters for more information if needed.
5. Be prepared to discuss items that were difficult to place and items that fit well together.



# Table Sort – Part 2

## STEPS

- Obtain your additional recommendations for team processing.
- Revisit your original sorting. Where would additional recommendations fall?
  - As an outlier
  - Embedded in one of the four original recommendations
- Revisit your outliers. Are there any patterns? Add a label (besides miscellaneous), if possible.
  - If patterns– is it worthy for the committee to consider adding it as a recommendation?



## COMPARE & SHARE

- Finalize your sorts with tape on your TABLE.
- Be prepared to compare your results with those at other table groups (next slide)



# Take a Break

Please be back in 5 mins





As a **TABLE GROUP**, conduct a Gallery Walk.  
Groups will be prompted to move to the next table in the GW.

## Gallery Walk

During your GW, think about:

- What similarities and differences are you noticing?
- What changes would your table group want to make based on others' ideas? Why or why not?



# At Your Table Groups:

**Make changes to your sort based on your Gallery Walk.**

Finalize your sorts with tape on a piece of chart paper. Place your group number on top.

What similarities and differences came out?

**Discuss the following as a group:**

How important are the outliers and do these need to be included somewhere?

**Quick Whole Group Discussion**

How robust and encompassing are the 4 key recommendations based on the sort and the new information from focus groups/interviews?



# Synthesis Discussion – Whole Group

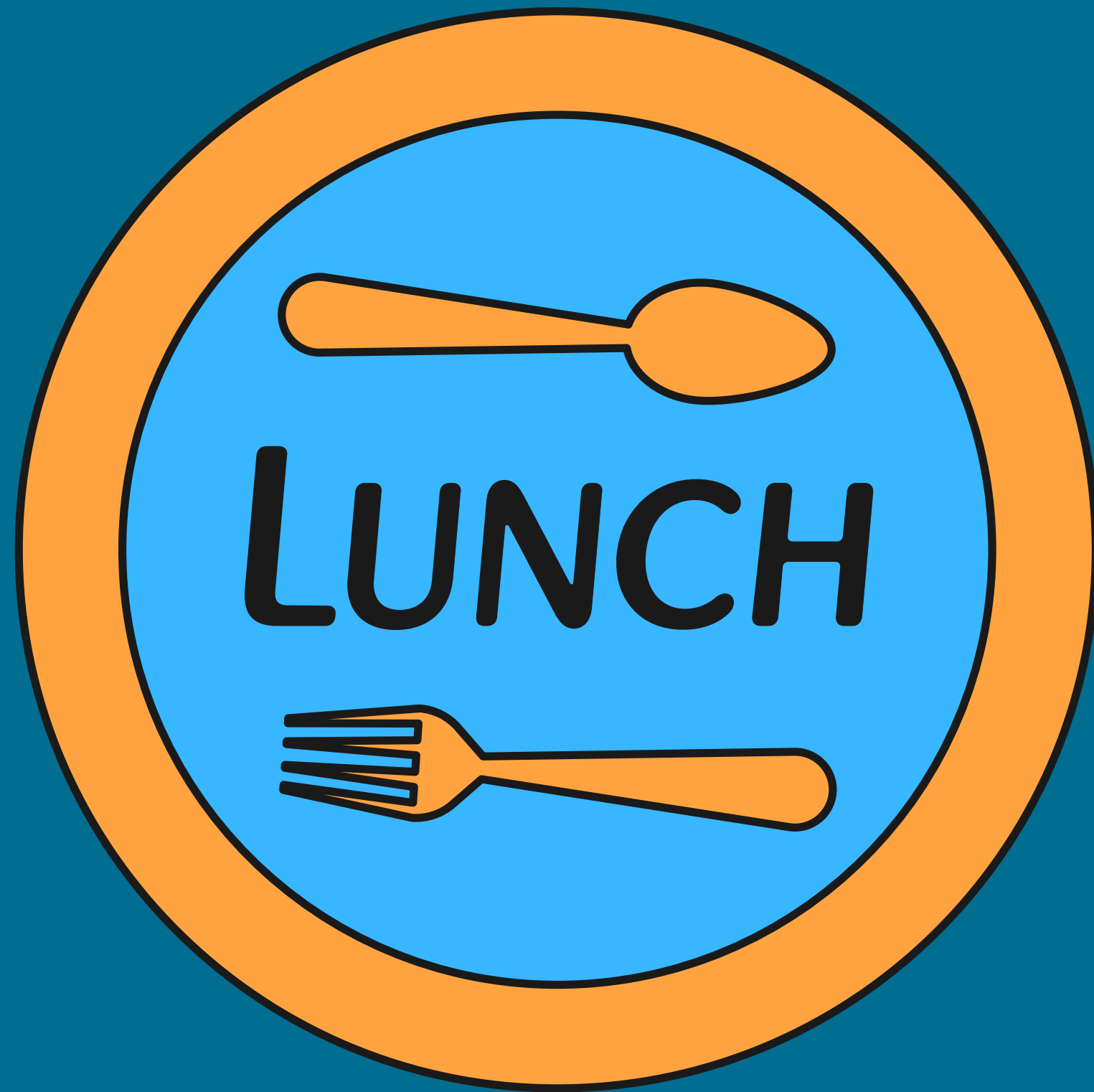
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Are there any changes to TOP FOUR recommendations based on our sort findings?  
Revisit: For the rest of the recommendations, were there any new patterns worthy of a new recommendation?

**As you think about this remember:**

1. Data
2. GROUP priorities and preferences
3. Research

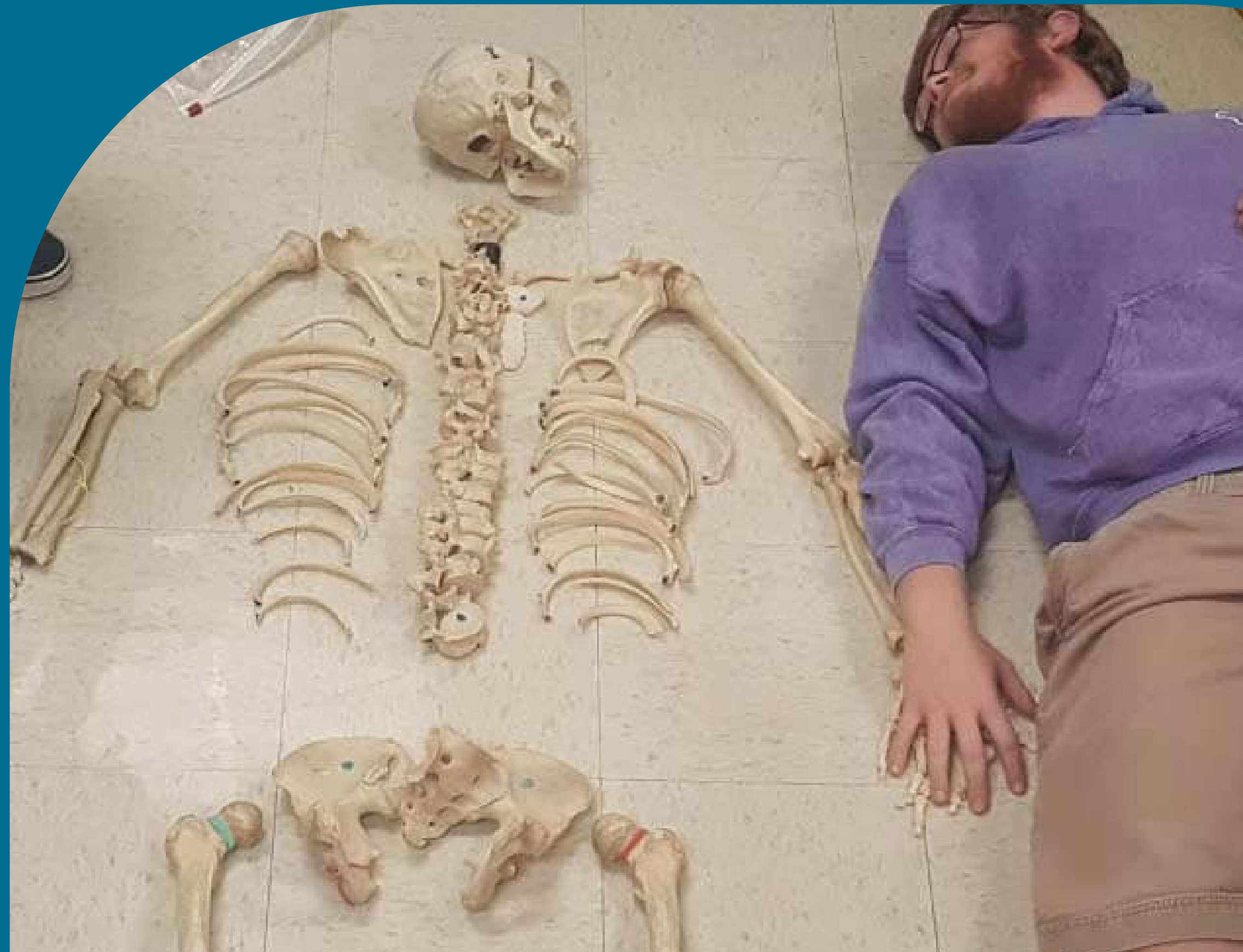




**Lunch  
Time!**

**Please be back in 30 mins**

**What MIGHT Our  
Recommendations  
Look Like in  
Action?**





# A Continuum of Services Example

## **Level 1 – All Students - Core**

Classroom differentiation: access to appropriately challenging curriculum and instruction, interest exploration, choice

## **Level 2 – Many Students – Core with Supports**

Targeted enrichment, curriculum compacting, in depth opportunities for advancement and interest

## **Level 2 – Some Students – Core with More Intensive Supports**

Advanced subject acceleration, replacement curriculum, targeted subject differentiation

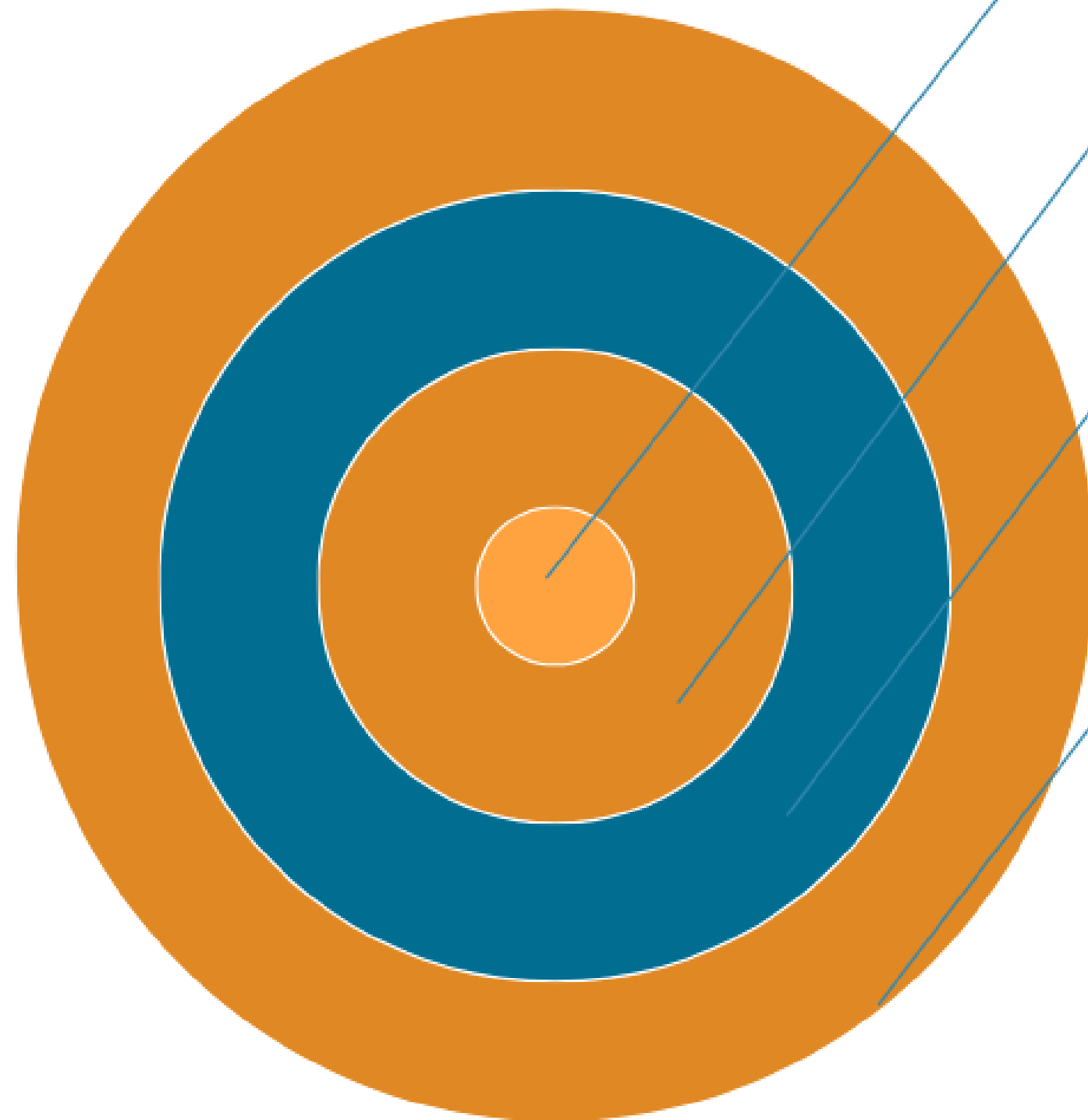
## **Level 3 – Few – Individualized Needs**

Grade advancement, replacement curriculum in multiple areas

## 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?



### **All Students – Core Curriculum**

Classroom differentiation: access to appropriately challenging curriculum and instruction, interest exploration, choice

### **Core with Supports – Many Students**

Targeted enrichment, curriculum compacting by unit, opportunities for in-depth interest pursuits, strengths

### **Core with Intensive Supports – Some Students**

Subject acceleration, consistent replacement curriculum, targeted strength-based supports as needed

### **Individual and Tailored Interventions – Few Students**

Grade acceleration, replacement curriculum in multiple areas, targeted strength-based supports

# Updated Recommendations

1

Support social emotional needs, including a sense of belonging and self-esteem (with access to various evidence supported grouping models within the home school, as needed)

2

Provide alignment of identification and services for equitable assessment, to include programmatic evaluation and inclusionary practices

3

Provide HiCap curriculum, PD, and coaches for all staff, to support all students in a timely, consistent, and authentic way

4

Provide vertical and horizontal continuum of academic services with evidence supported grouping as appropriate

# Considerations (outliers) to go along with updated recommendations

- Logistics
- Communication
- Budgeting
- Fidelity of implementation
- Data
- K-12 vertical & horizontal alignment

# Next Steps

- 1 Make sure your group number is at the top and add the poster number. Example: Group 1 Poster 1 = 1-1, Group 1 Poster 2 = 1-2
- 2 For each poster, you will assign a letter to each of your items you added on that poster (A-Z). Start back with A on each new poster.



# Examples and Non-Examples

1. Use a separate piece of chart for each recommendation.
2. Create a T chart. For each recommendation, add examples of what you envisioned, and non examples or what you hope it doesn't look like. Remember ACCA and the research!
3. List your ideas in clear/concise ways that others can decipher.

**TABLE GROUP:** will narrow down the TOP SIX examples and non-examples (any combination) that you want to present to the rest of the group for consideration. **CIRCLE YOUR TOP SIX** as a table.

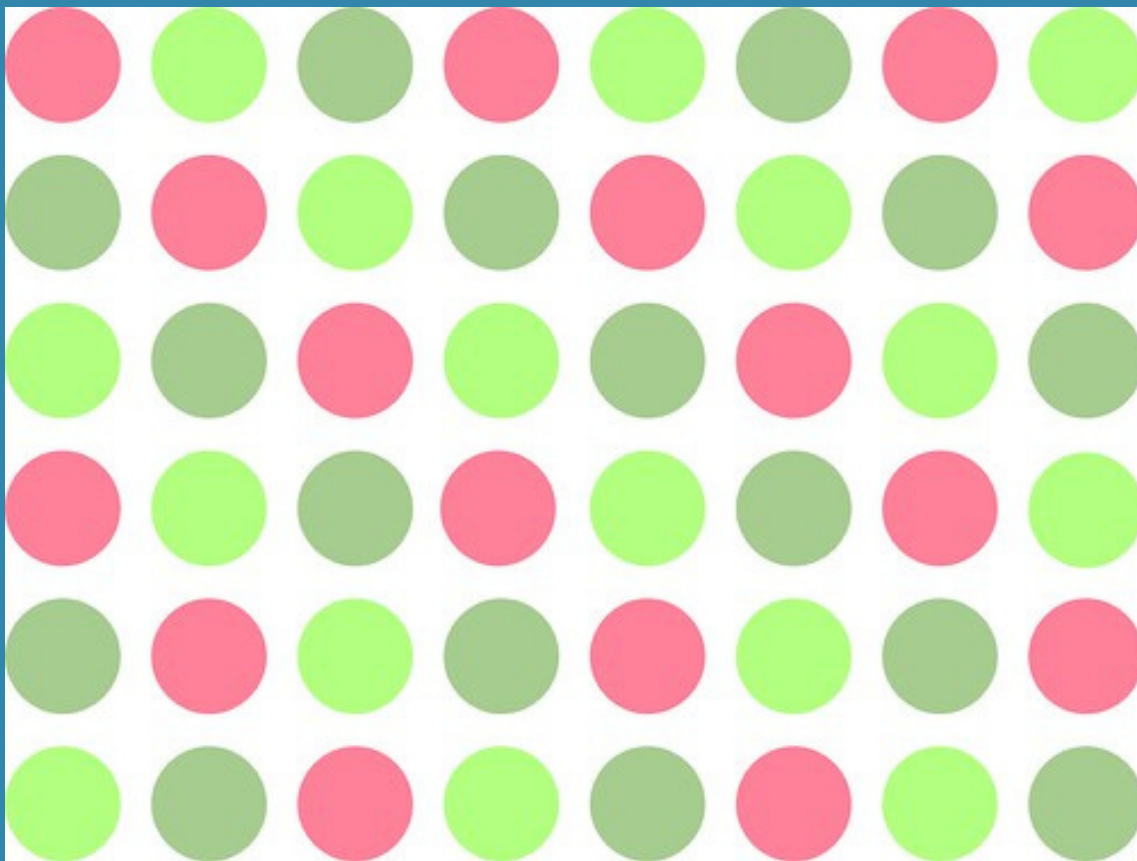
Recommendation 1: XXXX	
Examples	Non Examples



# Take a Break

Please be back in 5 mins

# Gallery Walk and Value Voting



## STEP ONE – Gallery Walk

Take some time to review each table group's top three examples/non-examples (circled only).

## STEP TWO – Value Vote

- Use the 12 sticky dots provided to vote on the examples or non examples you value most in any of the recommendations.
- Place value within or across recommendations, including examples and nonexamples.
- **NO DOUBLE VOTING**– you cannot vote for the same items twice

# Next Steps (Myra)



- Cabinet/Board will receive recommendations with details from strips and ex/non-ex.
- The ideas (sorted strips) allow for deeper processing of ideas.
- The examples/non-examples will be considered as clarification statements. Theses will build body into each recommendation and define what the committee sees as essential/non-essential.
- Use example from recommendations to show committee members what it may look like
- Share with committee BEFORE April 15<sup>th</sup>



# Take a Break

Please be back in 10 mins



# EXEMPLAR OF DRAFT RECOMMENDATION

# Direction of Committee

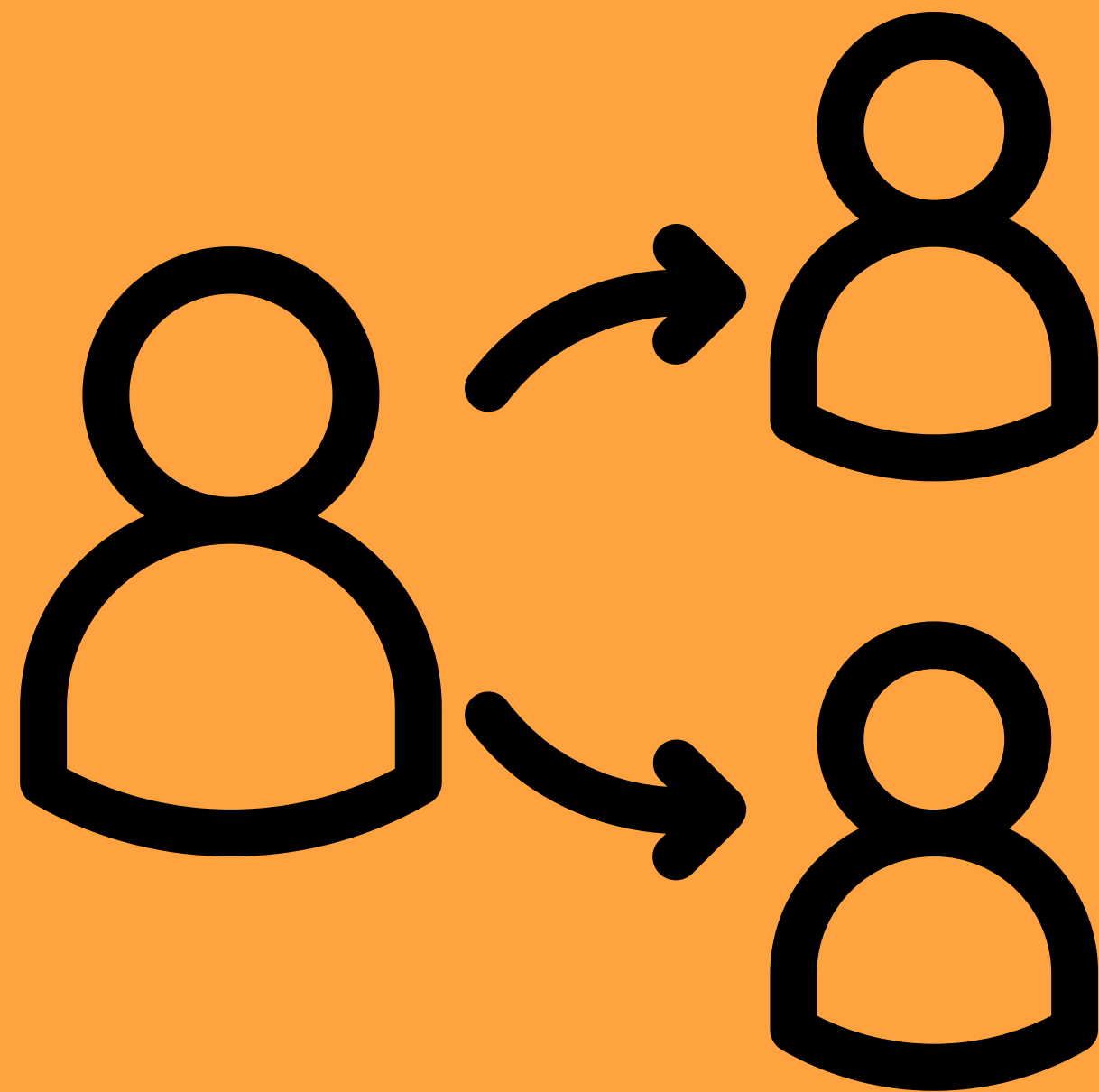
- Wrapping Up Our Work
- What is left?
  - Send draft of recommendations to Committee
  - April 15th- Board Study Session
  - April-June - Community Feedback
- June- Final Recommendations; Report
- Next year- Who do we need? What is left?



# 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?



# 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-8HCPR7](https://bit.ly/K-8HCPR7)

