

## HIGHLY CAPABLE LEARNERS PARENT ADVISORY COMMITTEE

Thursday, October 27, 2016

9:30am to 11:30am

Central Services

**Attendees:**

- Chris Airoidi
- Cathy Beecham
- Cathie Brown
- Dawn Christiana
- Mike Copland
- Veronica Douglas
- Prateek Dutta
- Chelsea Jackson

- Andreas Hajos
- Robert Kalahan
- Sharon King
- Maryann Kuhn
- Regan Levinson
- Michelle Morse
- Trish Neary

- Pam Pottle
- Vicky Reardon
- Carrie Schwarz
- Brad Stone
- Maia Thomas
- Sarah Walker
- Sara White

TOPIC	DISCUSSION	DECISION
1. <b>Welcome</b>	<p>What are you excited about or what is something you are looking forward to talking about today?</p> <ul style="list-style-type: none"> <li>- One principal shared eagerness to discuss communications with families.</li> <li>- Many parents indicated they were eager to discuss the English track for students.</li> <li>- Parents excited about the contact list being shared on the website.</li> </ul>	* <b>Look into a way to link Highly Capable website to individual schools for easier access.</b>
2. <b>Teacher Recognition</b>	<p>Members of the Highly Capable Learners Parent Association expressed a desire to recognize teachers working with students identified Highly Capable.</p> <ul style="list-style-type: none"> <li>- Dawn Christiana, Direct of Teaching and Learning and lead for Highly Capable, shared that teachers do receive recognition for the work they are doing with all students through Promise Awards and teachers working on Student Learning Plans for students identified Highly Capable are compensated for their time if they choose.</li> <li>- Parent expressed desire to have an award specific to teachers working with students identified Highly Capable.</li> <li>- Another parent asked if there would be a way to informally let teachers know they are appreciated.</li> <li>- One member asked if there was a way to find out how the teachers would like to be honored for the work they are doing.</li> </ul>	* <b>Dawn is going to meet with communications regarding options for teacher recognition.</b>
3. <b>Middle School Pathway</b>	<p>Dawn relayed the following information:</p> <ul style="list-style-type: none"> <li>-Future Problem Solvers could be an option for students identified Highly Capable in the Verbal area, but for those identified in the Quantitative area, there continues to be an area of need.</li> </ul>	

	<ul style="list-style-type: none"> <li>- There is a need to find our mathematicians earlier in their school career. We have developed a protocol to help identify these students and that at many elementary schools we are seeing an increase in single subject acceleration (third grade student going to a fourth grade classroom for math lesson).</li> <li>- There is a need to continue providing professional development for teachers to see what differentiated needs their students have and how to support their students with those needs.</li> <li>- There are math menus available for students who have tested out on the pretest for certain units.</li> <li>- Fifth grade students identified quantitative or show in the top 1-3% on their assessment data take an end of year sixth grade assessment. If they demonstrate readiness, they can bypass Math 6 and go into Compacted 7/8 math.</li> </ul>	
<p><b>4. English Pathway</b></p>	<ul style="list-style-type: none"> <li>- Dawn explained how it is easier to differentiate with literacy and reading because students can go deeper as writers or receive advanced texts and have discussion on those texts.</li> <li>- Dawn researched students in eighth grade. A team looked at how they performed in their sixth, seventh, and eighth grade English courses and state testing. About 30 students stood out as being in the top 1-3%. Some of these students met with Dawn, an English teacher and a principal. Some students were moved forward after the interview process to English 10 instead of going into English 9. These students are currently being monitored.</li> <li>- One parent questioned why there isn't honors in ninth or tenth grade and frustration for students going over materials they already know.</li> <li>- A member pointed out the importance of knowing your students, as there are some that might seem advanced beyond the core class and yet if they are moved to honors they might struggle tremendously.</li> <li>- Dawn shared that on Staff Learning Friday in October, high school English teachers met to discuss standards and how instruction was going to look with the 4x8 schedule next year.</li> <li>- One parent asked if there would be a way to do a compacted English course in the new schedule, i.e. Compacted 9/10.</li> <li>- A committee member shared that there is a committee for the 4x8 schedule meeting to discuss course offerings for next year and that surveys have been sent to students. Administrators have also been visiting with students to get their input.</li> <li>- Many parents shared that it would be highly beneficial to have a English Pathway in place before the 4x8 schedule next year.</li> </ul>	<p><b>* Dawn will be meeting with English teachers throughout the year and will discuss the English Pathway with them.</b></p>

**FOR NEXT MEETING:**

- Growth Reports.
- What are other districts around the state and country doing for English?

- Report back from WAETAG Conference.
- Dawn will share next steps of teacher award.