

MEMO

Date: Thursday, April 02, 2009
To: HCL Enrichment Committee Members
Cc: Dr. Kenneth Vedra, Sherrie Brown, Douglas Kyles
From: Peterson, Susan
Subject: Status: Report: Enrichment and HCL Committee

Status of the work to date:

Several sub-groups are working on projects and communication process related to those projects is addressed under each heading. Your participation through the e-mail process over the next two to three weeks is very important, as that will be our main communication system while sub-groups are working. Please let me know if you have questions, concerns, etc. as we go forward.

Researching the status of our district

- Dana and Hui-Ling and others are developing survey process for administrators, teachers, parents, and students, to provide baseline information about the needs and perceptions of individuals within those groups.
- Once the survey model is reviewed by the whole group, Heather will proceed with implementing the survey process.

The survey will provide organized information from every stakeholder group and make sure that all the voices have opportunity to participate. Later on, when the information and direction is clearer, we may want to have "focus group" conversations with representatives of these groups.

Heather has learned to use the district's electronic survey process. The sub-group working on the questions can send them to group members electronically for review/input and then produce a final copy for review before Heather puts the surveys into action. We will meet as a whole group on this topic if it is necessary.

Strengthening the curriculum for all high achieving students:

Jim, as Director of Curriculum, is working on plans for:

- Math instruction/curriculum for high achieving students in grades 3-8. He is the lead on this activity and will develop the timeline, professional development, materials, assessments, etc. Chuck DeVange is the co-partner with Jim because he is working on the middle level aspect of this project.
- Professional Learning Communities (PLC's) is the professional development process in the district. Teachers will use student achievement data to plan and deliver instruction in the classroom or school. Jim shared a picture of ways to group students for instruction that will be a part of the regular curriculum/instruction at elementary schools. This will benefit high achieving students in grades 3, 4, 5. Jim is the lead on this activity and he will develop the timeline and process for implementing the grouping strategies as a part of the regular curriculum process for all students. The PLC process also opens the dialogue with teachers and principals about the learning needs of all students - including those students who are achieving above grade level.

Jim, working with Nicole and others on the committee (Lizanne?), will touch base with the PTO group that is already collecting ideas for what is working to support enrichment for high achieving

students in the classrooms and at schools, in order to create a data base or resource for the schools.

Researching options for HCL program design

- Meg and others are developing a matrix for collecting information in a systematic way from other districts and other sources in order to give the committee members ideas for new structures and/or program plans.
- Once the matrix is drafted and the whole group has had input and understands what the headings on the matrix mean, a process for selecting districts and other sources, making contacts and filling in the matrix will be implemented (OK, I know this is already beginning to happen but I feel a need to put some linear order to our work.)

We will meet as a whole group on this topic to learn about the meaning of the matrix headings and how to dig out the information from districts.

Planning and Writing Team

Debbie and Kathy H (and Others?) are drafting agendas, formalizing the work we have done by recording the definition of enrichment and the value statements. They will assist the committee in creating common vocabulary. Terms such as differentiation, cluster groups, strategies, etc. need definitions so we can talk with meaningfully within in the group and with others outside the group. Peggy and Darlene will assist with resources. Drafts will be shared electronically and we will meet on this topic as other meetings are needed.

This is the beginning of the common or shared information for teachers, principals, and parents - one of the values the group wants to achieve.

Note from the Facilitator

Our group members have a lot of energy, good ideas AND can go in many different directions at any one time!!!. One of my jobs, as facilitator, is to assist you in working together productively, staying focused on the tasks and helping the group be methodical, efficient and successful.

I appreciated the comment about the need for the group members to have conversations to develop their understanding about the district, curriculum, etc. This is important and cannot happen without the time for it to occur. I want the group to make well thought-out recommendations rather than have the recommendations done quickly, so I am walking a line trying to balance the needs of those who want more information and those who are ready to roll. No single individual has a "ready to roll" or "need more information" status. It seems to change depending on the topics covered. I want you to know that I am really committed to supporting this group and I will need your ongoing feedback to keep us progressing...not that you have been shy!

Have a wonderful vacation break. You are truly a delightful group of individuals and I want to thank you for your willingness to contribute to the students through this committee process. Smiles... susan p.