



HCL PAC

Internal Program Review


December 4th 2018



Agenda

- Welcome
- Norms
- Data...GROWTH
- Internal Program Review
 - *Focus*
 - *Process*
 - *Getting Started*
- Focus Groups
- Q&A

Welcome and Norms



Norms of Collaboration Annotated

- 1. Pausing**

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 2. Paraphrasing**

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 3. Posing Questions**

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. *Inquire into others’* ideas before advocating one’s own.
- 4. Putting Ideas on the Table**

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.
- 5. Providing Data**

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.
- 6. Paying Attention to Self and Others**

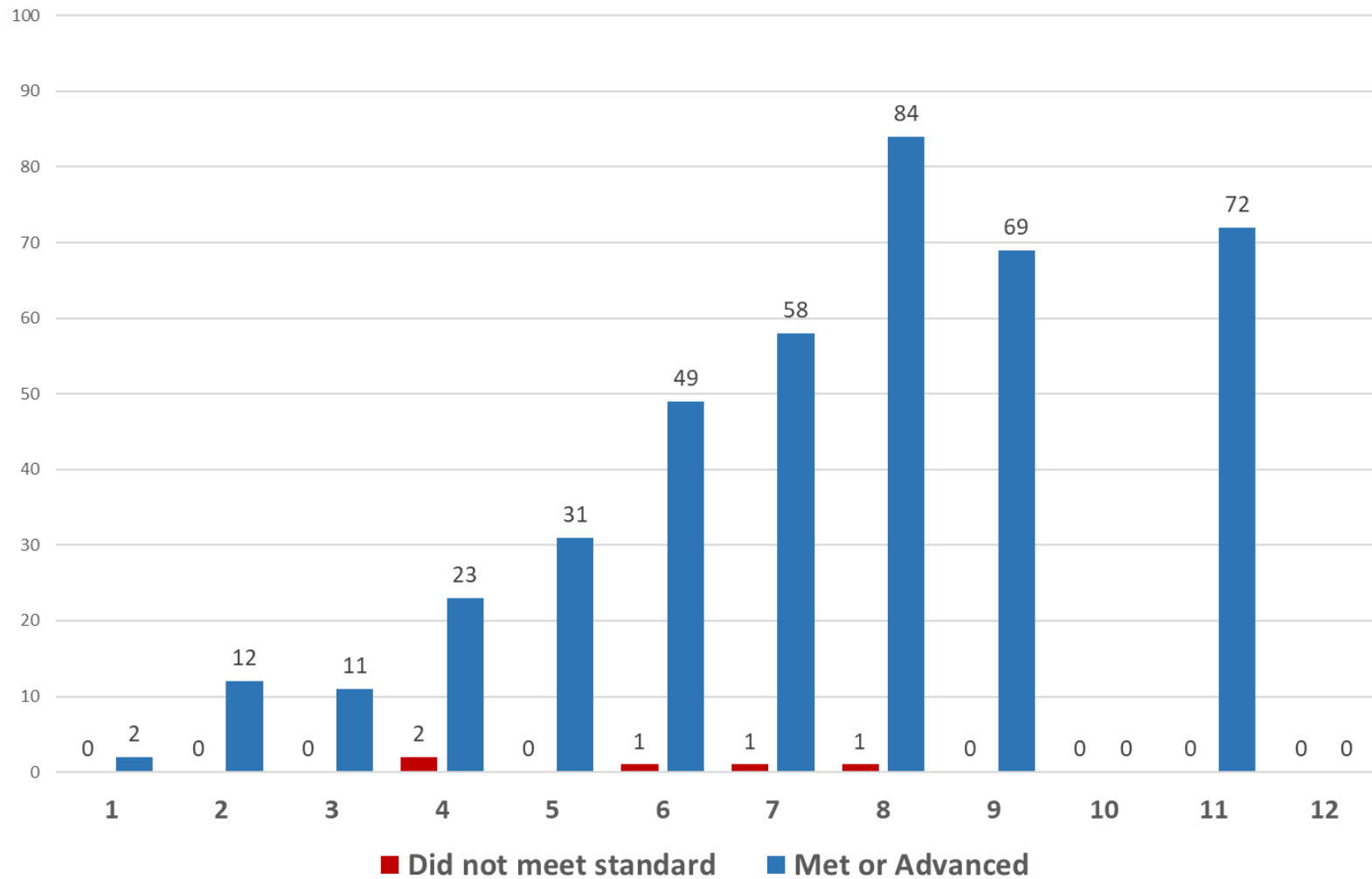
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying *and* how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 7. Presuming Positive Intentions**

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

© Center for Adaptive Schools
www.adaptiveschools.org

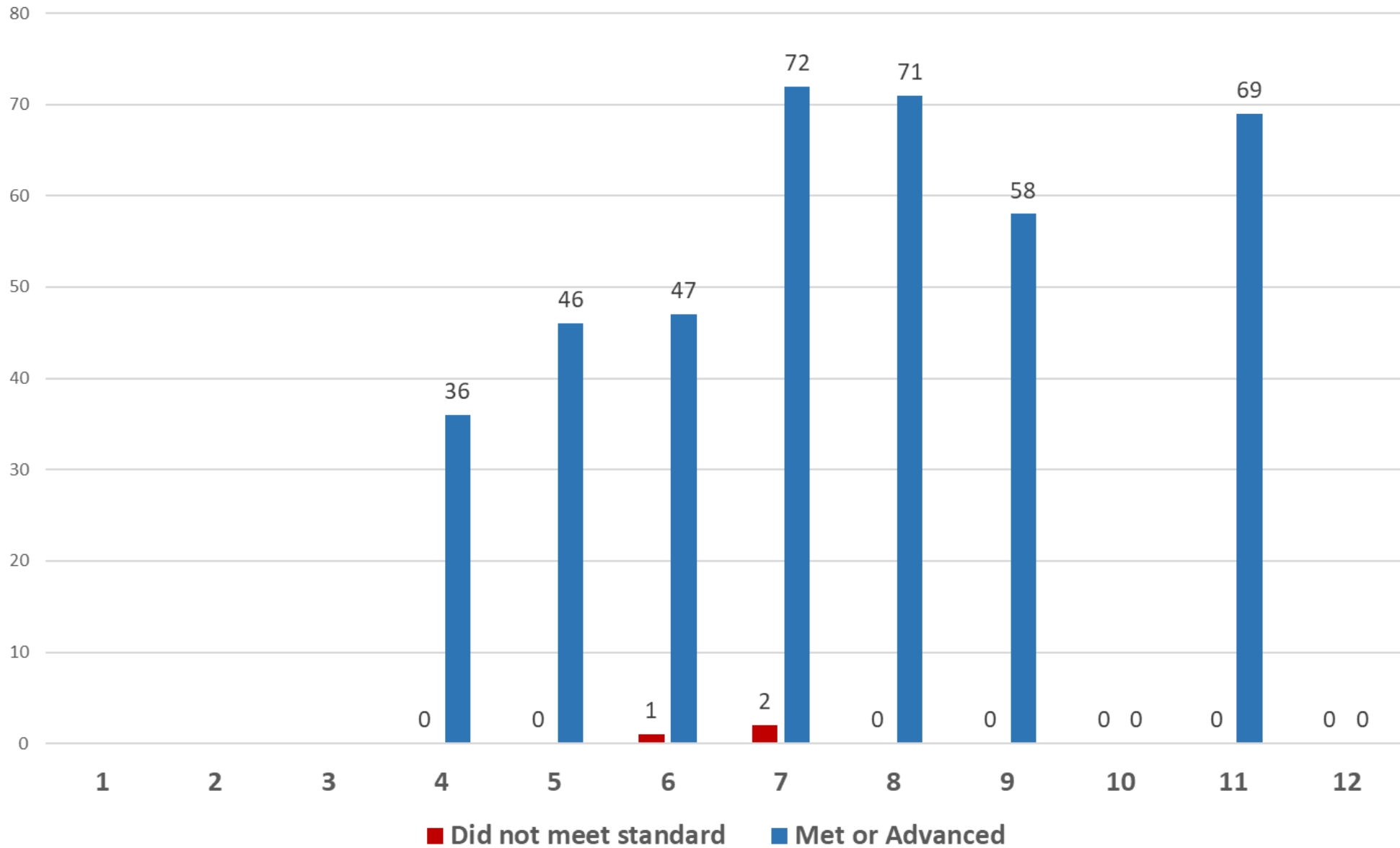
Data Review and GROWTH

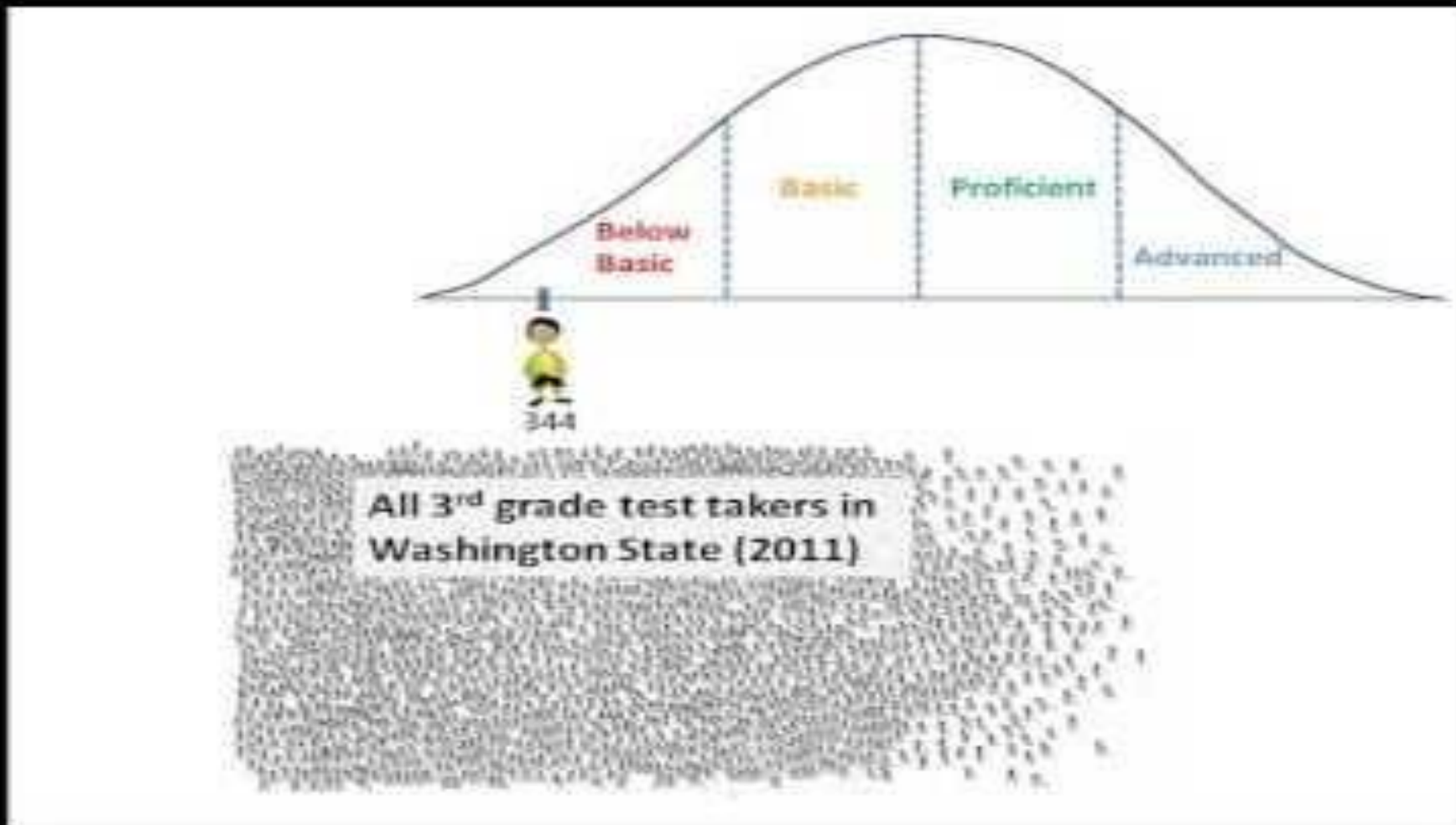
Students Identified Highly Capable VERBAL in 2018-2019
Performance on District and/or State ELA Assessments 2017-2018



Students Identified Highly Capable QUANTITATIVE in 208-2019 Performance on District MATH Assessments 2017-2018

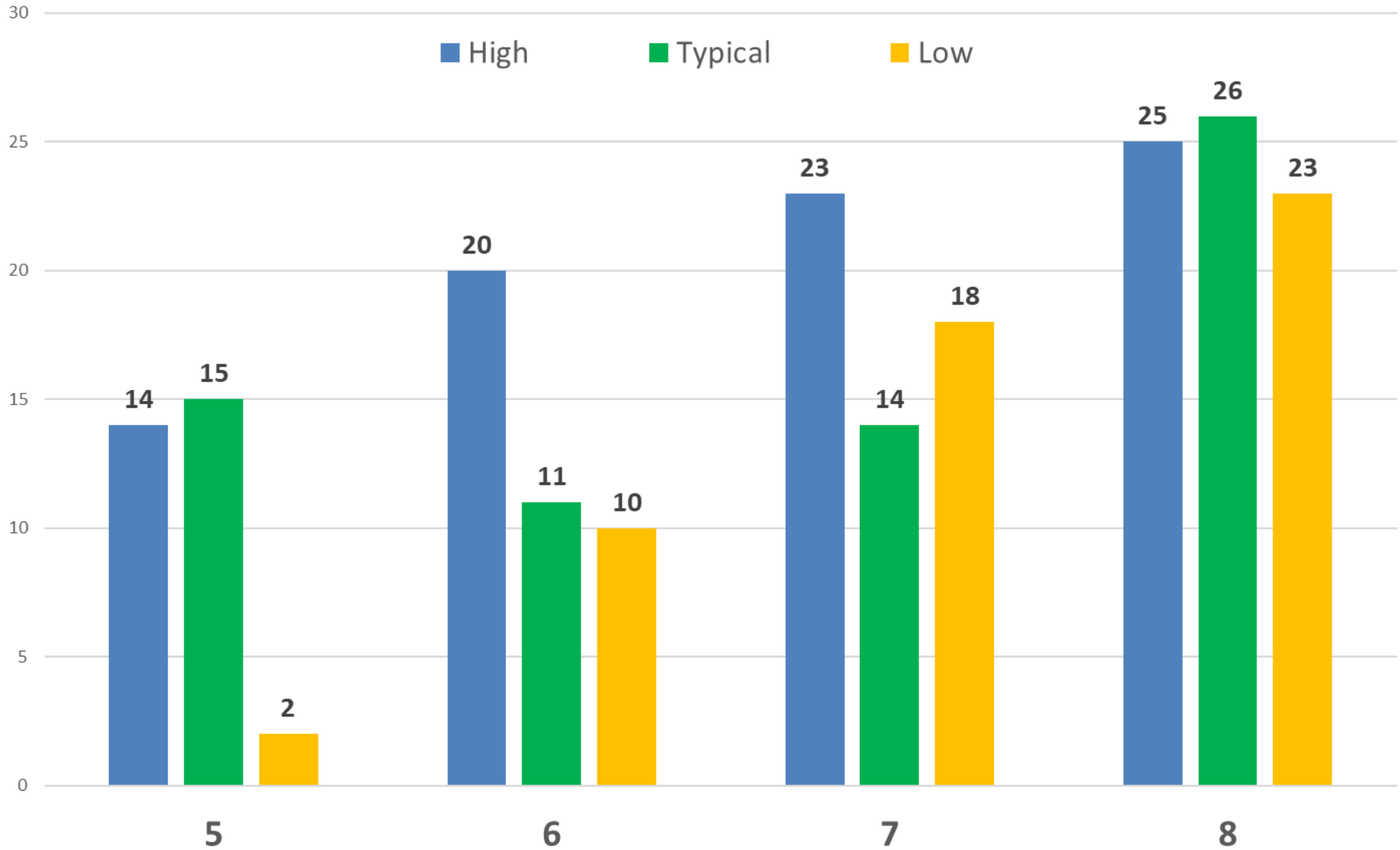
*District-wide math data is not collected in 1st and 2nd grade



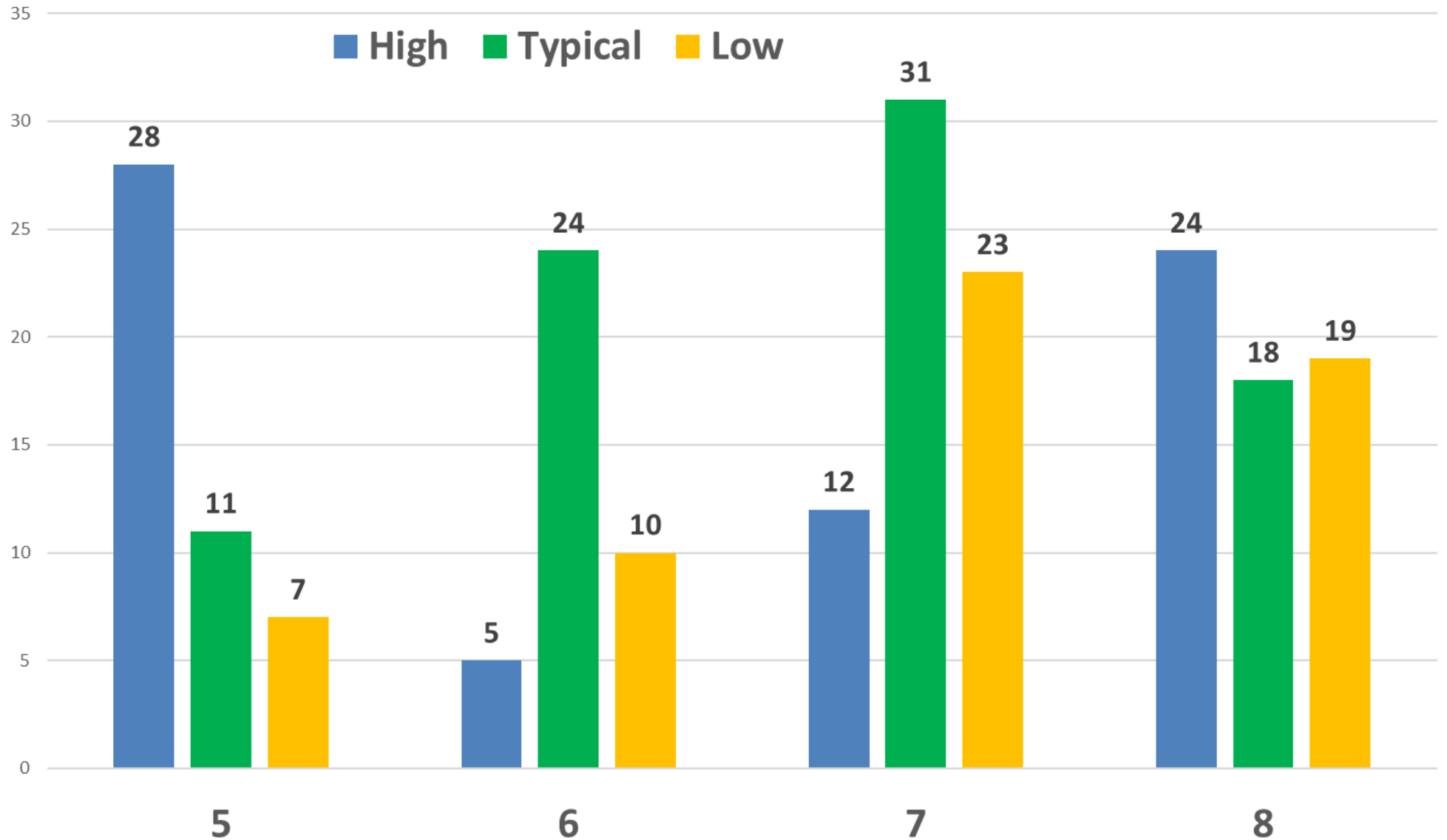


OSPI Video: <https://bit.ly/2FQMmfb>

Student Growth in ELA for Students Identified HCL Verbal Based on SBA 2017-2018



Student Growth in MATH for Students Identified HCL MATH Based on SBA 2017-2018



Change to SLP...data and growth...

a collective commitment

HIGHLY CAPABLE STUDENT LEARNING PLAN:

Student: _____ Teacher: _____

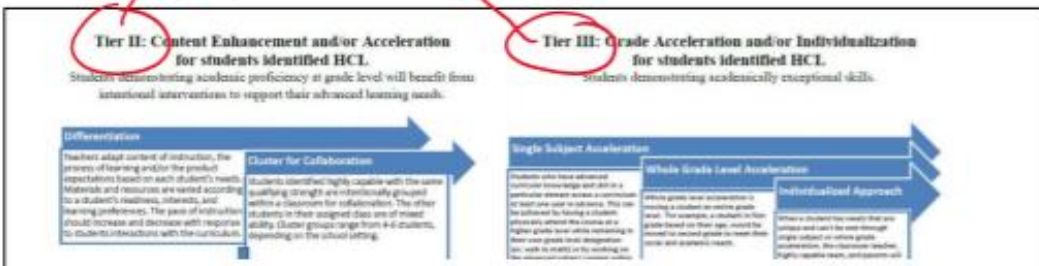
QUALIFYING CONDITION(S): (circle Tier of intervention need)

<input type="checkbox"/> Verbal (Literacy) Tier I Tier II Tier III	<input type="checkbox"/> Quantitative(Math) Tier I Tier II Tier III	<input type="checkbox"/> Non-verbal (Spatial Reasoning) Tier I Tier II Tier III
--	---	---

Goal(s): (Area, measured by and supported with what approach(es))

Aligns to our Continuum of Services

These should be collaboratively developed w/the student and family to... nurture strength (identified area) OR strengthen an area of struggle!



Intervention Approach (see continuum of services): _____

i.e. differentiation by clusters with small groups to collaborate about

Goals

Goal	Goal Area	Progress	
Highly Capable: Quantitative - Tier 2	HCL		
Notes: ██████ will participate in math acceleration using online learning and support from the TOSA (Rey Ramos), who will meet with ██████ every other week. ██████ will read problems carefully and explain his mathematical thinking in writing with supporting details. ██████ wrote his role: "I will monitor that I am constantly challenged."			
Intervention	Responsible	Start Date	End Date
Acceleration	School	11/02/2018	06/15/2019

Communications

Date	Method	Files	Notes
11/20/ 2018	Parent/Teacher Conference		Learning plan was created collaboratively between ██████, family, and ██████ at fall conference time.

Internal Program Review

- Communication-District clarity of processes
- Professional Development
- Continuum of Services
- Student Learning Plans

Communication with families

Affective?

Program Design

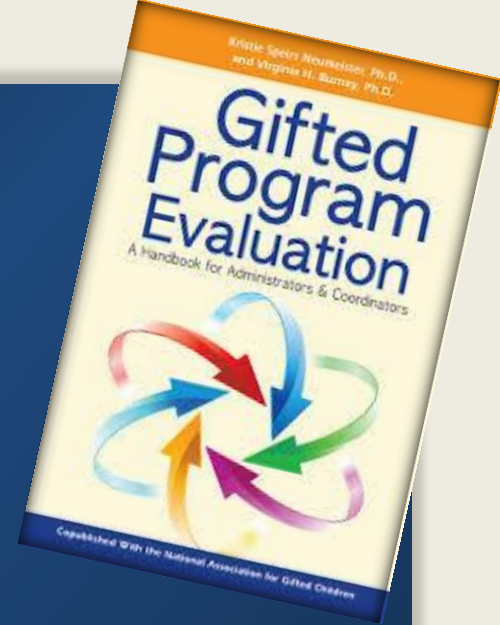
Identification

Curriculum & Instruction
(Teaching and Learning)

Affective domain

Professional development

Program effectiveness



Group read, review, and what else?



Thank You!

Enjoy the break with your family!
See you in 2019

