

HCL PAC

MAY 29, 2019

AGENDA

- Norms
- Budget clarifications
- Internal Program Review
 - Students
 - Staff (Teachers and admin)
 - Families
- Recommended priorities
- Leadership Next steps
- Closing

Norms of Collaboration

- 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. 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.
- 6. 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.
- 7. Pursuing a balance between advocacy and inquiry.** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

| 2013-2014 *Program Review Year | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 *Program Review Year |
|---|-----------|-----------|-----------|-----------|--------------------------------------|
|---|-----------|-----------|-----------|-----------|--------------------------------------|

Staff and Expenditures

| | | | | | |
|--|--|--|---|---|---|
| Director of Teaching and Learning HCP; 2.0 TOSA Leadership | Director of Teaching and Learning HCP; 2.0 TOSA Leadership | Director of Teaching and Learning: TOSA Support 2.7 **Team approach +2 Math TOSA's, 1.0 Literacy | Director of Teaching and Learning: TOSA Support 2.7 **Team approach BEST mentor TOSA +1 Math TOSA, 1.0 Early Childhood | Director of Teaching and Learning, HCL Liaisons added to all Elementary Schools and .5 for middle school, .9 to HS Counseling | Director of Teaching and Learning, HCL Liaisons for all elementary schools, .1 for MS +significant math TOSA time 5-12, BEST mentor for differentiation, Early childhood TOSA for differentiation, HS Counselors maintained |
|--|--|--|---|---|---|

.1 Jenny Lawrence for SLP support
About .2 Rey Ramos math support

1.0 secretary...

| | | | | | |
|---|---|--|------------------------------|------------------------|---|
| \$278,703 (district contribution doubled) 2.0 FTE | \$353,422 (17.5% increase covered for state funding decrease FTE 2.2) | \$358,675 FTE 2.7 (Title II .5 early learning TOSA designated HCL) | \$374,439.00 (Increase 4.5%) | 400000 (Increase 6.8%) | \$400,000 (Maintained increase of 44% since 2013) |
|---|---|--|------------------------------|------------------------|---|

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| \$447.00 | \$455.00 | \$486.00 | \$467.46 | \$466.74 | \$483.09 |
|----------|----------|----------|----------|----------|----------|

THE NUMBERS WE'LL NEED:

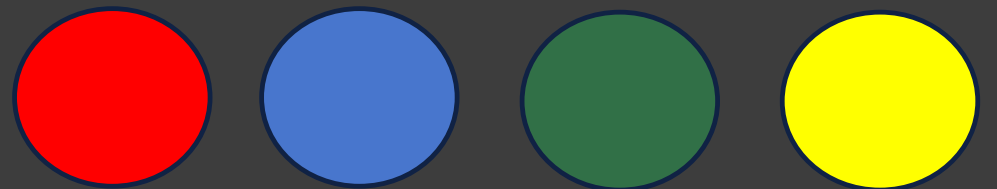
| Level | Elementary 3 rd -5 th Graders | Middle School 6-8 th | High School 9-12 th |
|---|---|---------------------------------|--------------------------------|
| # of Students (Totals) | 154 | 293 | 381 |
| # of Teachers | 75 | 48* (ELA and MATH) | 52 |
| # of students and families surveyed (Random sample) | Each Liaison to contact % | 137 called *85 e-mailed | 100 called *100 e-mailed |
| Actual Family responses | | 49 | 47 |
| Actual Student responses | 79 | 49 | 48 |

DATA DIALOGUE WITH RECOMMENDATION IN MIND...

| | Services | Professional Development | Affective | Student Learning Plans | Communication |
|-----------------------|---|--|---|---|---|
| Administrators | <p>Principals:</p> <ul style="list-style-type: none"> • Are HCL students placed with teachers with training and differentiated lesson plans? • What continuum of services is available to students? <p>Director:</p> <ul style="list-style-type: none"> • Can you provide an example of how you have seen students identified HCL? | <p>Principals</p> <ul style="list-style-type: none"> • What do you need to support teachers with meeting the needs of students identified HCL? | <p>Principals</p> <ul style="list-style-type: none"> • How does the curriculum or your teachers provide strategies for coping with potential issues for HCL? • Is there differentiated guidance for students identified highly capable for college? (MS/HS) <p>Director:</p> <ul style="list-style-type: none"> • How does the curriculum or staff teach about social emotional characteristics? | | <p>Principals</p> <ul style="list-style-type: none"> • What communication have you had that was beneficial to HCL? • What (form, content, frequency) of communication would you like to see for HCL? |
| Teachers | <ul style="list-style-type: none"> • What continuum of | <ul style="list-style-type: none"> • What do you need | <ul style="list-style-type: none"> • How does the | <ul style="list-style-type: none"> • How can we make the | <ul style="list-style-type: none"> • What communication |

3-5 AREAS OF
FOCUS ARE
MORE THAN
ENOUGH!

YOUR INPUT
FOR OUR
RECOMMENDED
NEXT STEPS!



LEADERSHIP NEXT STEPS



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K-5

6-8

9-12

Intern?



Allison Hancock

Teacher on Special Assignment

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CLOSURE

gratitude
CHANGES
everything

Thank You!