Gifted Advisory Committee
Meeting Minutes
May 29, 2019

Gifted Advisory Committee Members

<table>
<thead>
<tr>
<th>Representing</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SVSD Parent</td>
<td>Abby Cantrell</td>
</tr>
<tr>
<td>SVSD Parent</td>
<td>Elysia Pitt</td>
</tr>
<tr>
<td>Elementary Teachers</td>
<td>Megan Burch, Desi Cuddihy, Cathy Kilian, Nate Ziemkowski</td>
</tr>
<tr>
<td>Middle School Teachers</td>
<td>Karen Deichman, Karen Waters</td>
</tr>
<tr>
<td>Building Principals</td>
<td>John Norberg, Jeff D’Ambrosio</td>
</tr>
<tr>
<td>District Office</td>
<td>Dan Schlotfeldt, Monica Phillips, Shawn Lawrence</td>
</tr>
</tbody>
</table>

Agenda Item | Discussion Points and Notes
---|---
Norms | • Positive presuppositions  
• Active listening and sharing
Sharing of Elementary Scope and Sequence | • Teachers to share the work the STREAM team completed this year working toward an articulated 2-5 scope and sequence  
  ○ This year the team focused on articulating their writing progression  
  ○ Created a rubric they all use for the 3 modes of writing  
    • Rubric is written in student friendly language  
    • Students use the rubric to reflect  
  ○ Second and third grade identified social studies and science units of study to be taught within their multi-age units of study.  
    • Teaching is thematic  
    • Units are grouped
- Students will get all of the standards within the two years
  - Passion Project was streamlined so there is now a 2-5 scope for this project
    - Progression for research and end-products
    - Informational packet sent home to parents about the project
    - Work created was research based, best practice for gifted students
  - Fourth and fifth grade worked together to find common themes between SS and Science
    - Planned ahead in case there is a 4-5 multiage class (year A and year B, like the 2-3 classes do)
    - Year “B” should consider the STI curriculum
- Goals for next year:
  - Continuation of the articulation to connect the work done 2-3 with 4-5
    - Articulate the curriculum within the different units of study
    - Identifying where there are gaps in the curriculum
  - Alignment with secondary

<table>
<thead>
<tr>
<th>Questions/ things for our radar from parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Parent/ Family Night was held on April 30, 6-7:00 SES</td>
</tr>
<tr>
<td>● Proposal is to have a student visit day. We will explore options to make sure it is equitable for all students. Things to consider are transportation,</td>
</tr>
<tr>
<td>○ On Monday, June 3rd from 4:30-5:30PM join us for a short STEM activity, school tour, and play time with future classmates. This event is limited to incoming STREAM students so that we may focus our attention on welcoming and getting to know our new students. You may wish to take older or younger siblings to the playground at nearby Centennial Fields.</td>
</tr>
<tr>
<td>● Abby is available to be on-hand and answer questions</td>
</tr>
<tr>
<td>● Goal is to offer an in-school day in the future</td>
</tr>
<tr>
<td>○ Snoqualmie Elementary playground on Tuesday, August 27 from 4:30-5:30PM to play with future classmates and enjoy a cool treat. This event is open to all STREAM students and siblings. Teachers will be in attendance during this event, but parents/guardians will be responsible for supervision</td>
</tr>
<tr>
<td>○ Meet the Teacher on Tuesday, September 3</td>
</tr>
<tr>
<td>● Make sure qualification communication is clear about the transition from STREAM and/or Cluster to middle school - (review gifted coding with admin team Angela) - Complete</td>
</tr>
<tr>
<td>○ Elementary Cluster students shared for rostering - Complete</td>
</tr>
<tr>
<td>○ Middle school students shared with administrators and registrars for rostering - Complete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sharing of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Numbers for STREAM as of today- still to consider appeals and August testing. Typically August testing adds 1-2 students <strong>(Updated)</strong></td>
</tr>
<tr>
<td>○ 2nd= 12, 3rd= 10, 4th=23, 5th= 27</td>
</tr>
<tr>
<td>○ Summer testing numbers <strong>(New Students to the District only)</strong></td>
</tr>
<tr>
<td>● Registration newly opened, so numbers are not in yet</td>
</tr>
<tr>
<td>● District communication headline going out week of 5/20 and again before the 7/1 close</td>
</tr>
</tbody>
</table>
date detailing summer testing for New Students to the District only
  ■ Registration closes 7/1
- Staffing - Maintaining teachers for both PD and continuity of the program (notes from 3/17)
  ○ Elementary Staffing:
    ■ 1 teacher - 2nd - 3rd multi-age (TBD)
    ■ 1 teacher- 4th grade - Desi Cuddihy
    ■ 1 teacher- 5th grade - Kate Sharkey
  ○ Middle School staffing:
    CKMS
    ■ Dyame Lemming 6th (new)
    ■ Lori Ebbers 7th (new)
    ■ Julia Brown 8th (new in SVSD but experienced in gifted ed.)
    TFMS
    ■ Kassi Thomas 6th (new)
    ■ Jill Dais-Brenne 7th (new)
    ■ Karen Waters
    SMS
    ■ Tara Bui 6th
    ■ Sarah Sarieddine 7th
    ■ Karen Deichman 8th

Update on Professional Development
- Continual training and training new teachers due to third middle school
  ○ Full day release to go over the state guidelines and mandates for teaching gifted students, curriculum compacting and rostering. They also began to look at resources for teaching gifted students. Collaborating on reading lists and other differentiated materials
  ○ Working together to maintain the continuity of the program across the 3 middle schools
- Sending 5 teachers to Whitworth summer institute
  ○ 4 at middle level and one at elementary

Assessments
- Naglieri Nonverbal Ability Test - Informational Webinar
  ○ Assess a child’s problem-solving and visual-spatial reasoning abilities (instead of what he or she has learned in school) with questions that incorporate abstract shapes and designs
  ○ The NNAT utilizes shapes and figures to evaluate problem-solving and reasoning abilities of a child without relying on their language skills.
- CogAT - met with our local representative
  ○ Possible to use just the QN scores for our ELL students (removes the verbal element for those struggling with language acquisition
  ○ Can create local screening norms (national vs local PR at screener)- Continue to investigate
- Discussion around a potential 2nd screening
Goal to pick up students who may not have been identified at K, due to readiness, attention, etc
Grade level for second screener would be end of 2nd grade
  - Second screener may occur in the 2019/2020 school year- more likely in the 2020/2021

- Continued work on modifying identification process
  - Shared looking at a broad spectrum of data
  - Some district set perimeters of data points for students to be within to be nominated
    - These perimeters should be shared with parents
  - Increase awareness of teachers on the gifted profile, so they nominate more students
  - Share the matrix with teachers to show student scores
  - Goal for the committee next year is to look into the identification process
    - Would a STREAM classroom want to take one of the other assessments to compare data?
    - Consideration if the assessment results are different paper/pencil vs computer

Next steps

- Identify parent representation for 2019-2020
  - Elyssia will be a parent rep for middle school
  - Abby will be a parent rep for upper elementary school
  - Adding a new parent for the lower elementary grades
- Thursday PD -
  - Continue to educate teachers (attributes of a gifted learner)
  - Providing more support for our elementary cluster teachers - Thursday PD, ESD
- Suggested that we look at how much growth gifted students are making- how we identify, monitor and track progress. (Share in Fall)
  - Shared what we can now get from SBA
  - Elyssia brought up concerns with STAR
  - Elyssia shared that there are concerns with the amount of growth occurring in 5th grade math
  - How do you measure depth and complexity
  - What is a good assessment tool to measure growth? This is something to investigate
- Update Website