

*GATE Advisory Council Notes
October 10, 2016*

6:19pm

Meeting called to order, everyone welcomed by Jen.

Pressing concerns addressed first:

GATE web page- it has been difficult to access, so Jen is going to show it to us.

www.burbankusd.org

Click on Parents and Students- scroll down and go to GATE

It's a website within a website. Blue links are hypertext.

There is a menu on the left. There is a blog as well- information and articles and links to cool things.

If you'd like to contribute, or if you find a good blog we can reference, please email Jen. She welcomes feedback and other articles from different perspective.

Brain Bending Fun: weird, fun, thought provoking activity. Try it with your kids.

Elephant Toothpaste Reaction- talk to kids to spark interest.

GATE Conference Brochure- Saturday 10/15.

To access the notes from each meeting, go to Resources and click on appropriate PDF link. Everything that is handed out or discussed that notes are taken on will be posted.

6:26pm

Liz: Speaking about Christine Fonseca

Google her as she has written a lot about gifted kids. Previous gifted speaker.

This year she is speaking once again in January or February for the middle and elementary schools.

It will come in tandem with pullouts this year. How to connect with your kids at home is an issue that parents have talked about a lot- especially parents of introverts.

We want to keep the flow going so that by the time you get to high school, you haven't lost connection with your child. Fonseca's daughters are gifted college students. It will be a Monday or a Thursday evening.

Update to follow.

6:28pm

John Muir Family Night

Middle school students can create a Rube Goldberg machine. A process that over engineers a simple task.

They can do a game, board game, but not a computer game. No competition- only fun and creative.

Individual or as a group- their choice.

Thursday, January 26th from 6 to 8pm.

Parent: Can you do an eblast? Many people aren't getting it.

Jen will check to ensure that everyone gets it.

6:31pm

Jordan is hosting an **International Feast Day**- February 9th.

All the kids were to select a dish from their family heritage and copies of the recipe were shared, first with parents, then students tasted. They shared with everyone.

All inclusive- the whole family comes. Last year we had about 25-30 families.

Middle School Robotics- after school program kids attended. Lots of parents were asking about this year's program.

Jen doesn't have information on that.

Ms. Vinyard from Luther talked about their program. Waiting for grant money to start the program.

Last year, BUSD provided \$25,000 to get the program going and it was a one-time budget provision.

The hardware still exists, but whether or not the teachers will teach the club again this year.

Ms. Vinyard said we did receive the grant, but are waiting to see it processed so we can begin.

Parent: New parent wanted more clarification on what the GATE program looks like in Burbank. She shared how it looked for her as a kid. We don't have the budget to support a daily GATE class.

Her friend told her that her program in Mississippi has a one-hour a day attendance in a separate GATE class where students are to be challenged in critical thinking not only given extra academic things to do.

Parent: What is our district's mandate and what we are going to provide to our students?

One parent said that there is money.

Jen said that there are other concerns, like GATE monies, national organizations, etc. Best practices right now are not necessarily pull out.

We are going to go into the Master Plan and answer questions along the way.

There used to be more of a mandated program, tied to a categorical program, when that went away, so did the money. Most districts tried to keep it going, not all did.

CA Association for the Gifted. A stream was put into the general fund and districts could decide how to spend it and it was decided to keep teachers in the classroom.

Now that money is coming back- we are using it for GATE again, like a GATE coordinator, etc.

Parent: How much was the funding in the passed?

Everyone wanted to know. Speculation says it might have been \$2,000 a site.

Parent: Why would GATE money be given for non-GATE students?

Total population of district vs individually identified GATE kids.

I have heard a wide range of what it looked like

President of the Board said- Tier 3 categorical program. We are going to give you the money like we used to, but you can use it anyway you need to keep your school going- that's how we kept classroom teacher.

Jen: we are spending more now than we used to get in 2001.

Parent: What's being offered this year is what we got last year.

Parents: Based on what we got last year, the STEM programs, the leadership involved, etc, it took a lot of leadership and planning so it was pretty good considering.

Jen- Parents got some information, but none of these family nights were happening. I am happy to see the direction it is going now, even though we have a long way to go.

Parent: David Hunter- Four years ago, there would have been 6 people present at this meeting. Parents working with the staff, faculty and education board is a great thing. We are trying to get more transparency. We wanted to get to a master plan, but we didn't have a master plan. We didn't want to have a whisper campaign.

The master plan will have a lot of the information you are seeking.
Check out our site- Facebook page- it's a parent moderated page- via district.

Sharon Cuseo: what's happened so far- a lot of work last year with teachers, parents, administrators. A draft was taken to School Board- they had concerns. Wanted to see the rationale of why are doing this? See accountability and measurements to keep us on track.

I tried to see it from the perspective of a new person. We made a lot of assumptions. It looked like a kind of long rambling document because there wasn't enough background on what we were doing.

We are going to revise it and make it coherent and intelligible document. We need your help.

UPCOMING DATES

10/27- 3:30pm with teacher participation

11/7- 6:15pm- next meeting

Parent: When is it going back to the board?

Sharon: Not sure yet. This is our next step. The misconception- we think the program rocks and that's that.

FALSE. That's why we are here. We have concerns as well. We want a robust program too and please feel comfortable when you have questions so we can address them in our action plan.

DATA Sharing:

We looked at the CAASPP. We have two year's worth of data. It makes it hectic, but we are looking for growth.

We have growth in areas. We looked at sub groups as well. (3 page handout)

Discussion on the growth- seems to be statistically insignificant growth.

Principal from Roosevelt: Clarification of growth- you want the 3rd grade program for example to grow as a cohort, but you also have to see how kids do grade to grade. You can't micro-focus, but think of the growth in broader strokes.

Norm referenced will have a bell curve- they take all of the scores and put them on a bell curve vs criterion based- based on what they learned.

Parent: Has anybody analyzed the difference between the previous test we had to this one?

Sharon:

Three reasons to address:

Scores were low until kids and teacher became familiar with the test and the process.

Secondly, results are very comparable to the other results- same students, same schools, relative to each other. We didn't see huge scores from one to the other. Same schools districts did similarly.

Third thing- LEXILE levels changed so expectations are higher for younger kids and the first test was multiple choice and now it's mostly free response.

Parent: What about kids on the spectrum and testing?

Sharon: The state hasn't figured out what to do with kids on the spectrum, quite yet.

All the GATE kids don't always look the same. EL students, Twice E students, may not perform adequately on this test just yet. Scores in relationship to the county and the state.

We show growth and we also want to beat the county scores and the state scores. For the county, LAUSD skews all the data. For the county, San Diego and LA skews the data.

SHARON: We are above in every sub group, every grade, every area.- about the state average.

Parent: You can find your scores on the portal, on the right hand side.

Jen: Elementary portal is different, but you can access your child's scores, etc.

Parent: What does this mean to me in relation to my kid?

Sharon: Last page handout: We are looking for congruency. We are looking for D/F and U/N for two semesters in comparison to identified GATE.

Parent: their numbers aren't going up- they are plateauing.

Sharon: Plateauing at 97/98- that's a good thing.

Parent- Bret Harte- talking about reading. Big focus- tremendous push to close the achievement gap.

Below grade level groups have 6-8 students in them. High readers have groups larger than her class size. Parent being told your kid is fine, don't worry about it, but parent says she's being ignored.

Sharon: We will talk- I don't think that's acceptable. Some students do require a lot of individual attention. We need balance. Some kids need more help, but not at the expense of your child. We can talk more about that.

Roosevelt representative: age-old problem for high-achievement. The hardest group to differentiate for is GATE.

Jen: Part of the master plan- what does that say about our kids- how do we measure it- not through a standardized test- formative assessment.

Measure where they start and where they go. Can we give the same assessment for every kid, for every GATE student? No. It has to be different.

Achievement GAP can exist for a GATE student because we haven't offered them something. At the middle school training, their AHA moment- it's not more teaching- it's restructuring how we teach that topic.

N's and U's speaks to the socio-emotional needs of the GATE student.

Parent: We understand you have to quantify, but Leslie is saying that we have GATE students in another district who know their kids are learning chess, French, etc. There are other things you can't quantify and kids are yearning for it.

Jen: respectfully disagrees. We have to move them every day, every moment of their school day.

Parent: you are speaking about differentiated learning?

Jen: I am talking about the whole shebang.

Parent: For those sitting at 4's, what do we do to get our kids beyond that? Do we speak to your teacher?

Jen: said yes, but we have to table this for another day and break it apart. Because we had planned a series of parent talks and what to say to your kids.

7:23pm

Jen showed us the video from Bret Harte's. She gave kids phone and away they went.

Jen: Last year we had a series of talks of what related to socio-emotional needs of kids- how do we know what is going on with our kids in class? How can we talk to them about that?

Is there is a talk you would like to hear- write down on orange paper, what you would like to hear.

- Things you can see in the classroom.
- Introvert/extroverts
- Growth mind set
- Types of gifted students- common archetypes.

Parent: differentiation and why it supposedly it works? We can't see how it works. We'd like smaller meeting to discuss differentiation, why not pull outs, etc. Benchmark is the new ELA series.

7:34pm

Types of things you'd like to bring into these meetings.

Ed CHATS

Parent: What is the progress of the push-ins? They might not replace a second pull out because they weren't planned.

Jen: I have started push ins. 4th grade, Disney, 5th grade Emerson, booking them on the go.

Parent: Any way to know when they are happening?

Jen will send emails.

Parent: Do you go to one classroom or the whole grade?

Jen: I go into classrooms.

Parent: What do you with the other kids?

Jen: You teach to the highest group and scaffold the rest of the lesson as described with the pyramid structure- tier 1, 2 and 3.

Parent: what does push in look like?

Jen: I will teach Depth and Complexity icons. Reading Tom Sawyer. Comparative dialect lesson and compare to various literature pieces.

I will do Break out.edu with 5th grade class.

Escape room in a box. Puzzles within puzzles, etc, to enliven and enrich curriculum.

Parent: Are you targeting the GATE students in the push in?

Jen: Yes.

Parent: Gate conference. Info presented, but I don't see it implemented. CAG—we want project-based learning – a best practice for gifted kids.

Jen: implementation levels are not where we want them to be.

7:45pm

Continued discussion passed the meeting's end time.

Parent: Disney Dual immersion strong focus.

Parent: Are high school teachers getting training?

Jen: Yes, working with socio-emotional needs of high schoolers and getting counselors trained.

Parent- Jen- your job needs to be full-time thank you for you are doing.

Parent: Teachers don't want to hear your kid is GATE. You become that parent that they talk about.

Jen: We are training the teachers.

Parent: it doesn't mean that they are going to teach it.

Parent: My kid didn't even know she was GATE.

Jen: there is a site administrator that is evaluating what is being done and to what level.

Parent: Site admins come to these meetings.

Jen: Yes- some were here today.

Another parent/admin: as they get older, they will find things that will drive them and make them tick. Socio-emotional side- I'm a helicopter mom- is way more important- much greater doesn't matter if they don't have the other part, it doesn't work.

How he grew emotionally helped and was better than the academics. That gave them support to move on and go beyond so they can be successful.

Parent: my kids aren't getting that.

Admin: they have to learn it

Parent: no they have to be taught it, they don't just get it or do it on their own. They don't know how to go beyond.

Parent: GATE power hour. Is this still done?

Jen: Sites do this still at elementary level. We all have different ideas of what a gate program should look like, but as a district, we have to move towards something. Right now, moving towards master plan which are best practices: depth and complexity, rich and deep, complex, raises the bar, raises it more than the comfortable.

Parent: as you do the professional development- giving them options doesn't work, push them because my child won't do it on his own.

Jen: I am happy to meet with you all individually or in groups. Email me please. We are out of time but I am open to discuss these options.

Jen gave her email and closed the meeting. Stickies were left on the tables.

Meeting adjourned at **8:00pm**.

Discussion amongst members.