

## Gifted Child Committee Report

November 2017

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### EVENTS:

11/1 Iris participated in MCCPTA BOD meeting.

11/13- Kim attended MCPS/MCCPTA College and Career Readiness planning meeting

11/20- Kim attended MCPS/Curriculum Committee meeting.

11/28 Kim, and Lang participated in MCPS AEI feedback council meeting. Highlights,

- Letters of system surfacing (universal screening) results for 5th graders will be sent out on 12/5. The test date is 1/6.  
Parents can opt-in if their kids are not selected and can opt-out if otherwise.
- This year's 3rd grade test for CES admission will be longer than that in last year. It will be approximately 60 minutes with a break in the middle. Parents need to be aware that the test result is only 1 data point for the admission consideration.
- The Enriched Literacy Curriculum (ELC) in 4th grade piloting in 10 schools is a new curriculum that combines Junior Great Book, William and Mary, and etc. The following two URLs are short descriptions from MCPS web site. They are not current but are good starting point for parents to learn.  
<http://www.montgomeryschoolsmd.org/uploadedFiles/schools/strawberryknolles/specials/staff/development/resources/Junior%20Great%20Books%20Presentation.pdf>  
<http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/staff/curriculum/William-and-Mary-Models.pdf>  
ELC is delivered in a homogeneous grouping environment. The ELC teachers are not Math 4/5 teachers.
- More results on elementary/secondary school choice study response plan implementation will be available somewhere in April 2018.

### ADVOCACY:

#### **MCCPTA resolution in Support of the Provisions on Talent Development, Universal Screening, and CPHG/Magnet Program Expansion in the Choice Study Response Plan**

Our school system is in need for our support. Many teachers and administrators have profound interests in improving the education quality. These provisions in Choice Study response plan is a positive step on the right direction. However, it is expected that there will be challenges in the detail

and during the execution. It is foreseeable that parent awareness, involvement, and support will be a crucial factor of the plan's success.

### **GT Liaison in Every PTA**

Each PTA is strongly encouraged to identify a volunteer to serve as its GT Liaison for the 2016-2017 school year. The GT Liaison plays a vital role in advocating for the needs of highly able learners by providing a critical link among the school community, the MCCPTA GCC, and MCPS. Once a PTA has identified a GT Liaison for this year, please email that person's name, school, and contact information to Iris Masucci, Vice Chair of the MCCPTA Gifted Child Committee, at [ri@robertandiris.com](mailto:ri@robertandiris.com).

### **Math 7 and Math8**

11 middle schools will not be offering Math 7 (and possibly Math 8) at all next year, in favor of putting all students in the compacted IM class followed by Algebra I without regard to assessment data from Math 6. We are hearing several parent concerns if these courses will not be offered to those students who are not ready for the compacted IM math class.

### **Math 4/5 and 5/6**

Math 4/5 and 5/6 identification system will no longer be run out of Carver/AEI but will be "opened up" for local school decisions. Delivery method will be up to the principal. Delivery by way of differentiated instruction in an on-grade-level classroom will be allowed. One example is College Gardens ES.

Math 4/5 and Math 4 are two distinct curricula with only a few weeks' content overlapping at the beginning of a school year. For schools with sufficient students for an independent Math 4/5 class, a best practice known today is to deliver Math 4/5 and Math 4 in separate classrooms.

### **Advanced English in Middle Schools**

An update meeting was held between OCIP (Office of Curriculum & Instructional Programs) and OSSI (Office of School Support & Improvement) to learn more about the current state of Advanced English as it relates to the MCPS system expectations. A collaborative meeting has been scheduled to review school strengths and needs and work together toward next steps. Parent-identified schools with differentiation skills needs will be shared with OSSI.

Middle schools were asked to complete an action template which responds to the school's action steps in the following areas: communication, school structures, professional learning and instructional delivery. From here, there are supposed to be ongoing conversations, support, and monitoring from the directors in their ongoing work with principals and schools.

AEI and OCIP will be working with OSSI to hear about their findings and see where support is needed.