



Mesa Union School GATE Advisory Council Agenda/Minutes

May 10, 2018

<http://bit.ly/GAC5-10-18>

Welcome and Introductions:

Teachers: Michele Waggoner, Kim Kuklenski, Sara Hocamp, Brianna Poole, Christina Jahr

Family members: Tori Pinkerton, Emily Ellison, Antoinette Trese, Shannon Robb, Kim Recharte, Kelly Sawyer,

District Updates:

● Curriculum and Instruction-

- **3rd grade-** Mrs. Muhlitner reported through differentiated novel studies, students have been studying multiple perspectives by understanding that different characters in a novel have different opinions on the universal theme or topic. Using opinion writing, students make claims (from the character's perspective) and use evidence from the text, their own knowledge or prior knowledge to substantiate their claim. In addition, students have been working with meanings of nonliteral text and translating that figurative language into other forms of written language, like poetry. Extension slides in their Because of Winn Dixie novel hyperdoc allow students a choice to dig deeper into real-life problems that exist today (centered around issues/problems in novels) and make their own opinion on the big idea based on the details presented in multiple text sets (articles, videos, etc.). Mrs. Ford reported during the Life Science Unit students focused on the Universal Theme of water conservation. At the end of the unit students participated in a "6 hats lesson" in which they needed to think more critically about water conservation. This inspired students to create a poster using Google drawing to show the importance of water conservation and the ways to conserve water. They then met with the school principal to develop ways on how to disseminate this information to the school. Mrs. Waggoner reported students completed a Wings at Work paper airplane unit where they applied measurement and data analysis to their airplane flights.
- **4th grade-** Ms. Lippold reported students have been receiving enrichment for each ELA lesson to increase the depth and complexity of the targeted weekly skills and learning goals. For example, one lesson they did a depth and complexity frame, another lesson they created and performed a skit and another lesson they worked on an extensive timeline. Each activity is deep in Webb's Depth of Knowledge and a higher order learning skill in Bloom's taxonomy. Students were also given independent exploration assignments for each weekly theme. For example, one week they explored literature on

Redwood trees on Epic! and completed a visual and textual product of their exploration and learning. The focus of these assignments were to integrate the VAPA (visual and performing arts) framework with the ELA standards. The students also use technology such as Quizlet, SpellingCity, Prodigy and Khan Academy to move ahead as their skill level permits. The remainder of the year, the students will be reading the novel Hatchet and working on evaluating and analyzing the text. The students will be asked to further their thinking through text to self, text to text and text to world assignments.

- **5th grade-** Mrs. Waggoner reported students are reading their fourth novel, The Lemonade War, focusing on the Universal Theme of Relationships. Each week students complete Google slides assignments that integrate both 5th grade common core content standards with Depth and Complexity such as patterns and multiple perspectives. Students completed a project based learning assignment where they had to plan, design, and implement their own lemonade stands at school. They earned over \$760 which was donated to Alex's Lemonade Stand Foundation for childhood cancer research. Mrs. Kuklenski reported that through the GATE Certification Cohort, she developed a greater understanding of social/emotional needs of her gifted learners, and the importance of of a curriculum/instruction that supports those needs. Math instruction this year offered more choice, more hands-on activities, more PBL, more real-world connection, and a greater and more in depth open-ended Q and A sessions based on student inquiry.
- **6th grade-** Mrs. McKenna reported after students received direct instruction on human impact on the environment, they selected a project from the National Wildlife Federation Eco School Healthy Living Pathway. The Waste Reduction Group presented to lunch groups K-6 about reducing waste, weighed waste to monitor reduction progress, researched large capacity composting, and recommended a composter and had it built. The two Healthy Food Groups chose to adopt the Farm to School Program, presented the program to Supt. Turner, presented the program to the school board, created and presented lessons for 4th grade on gardening, assisted in planting the 4th grade raised beds, are currently practicing teaching the Harvest of the Month program to grades K-6. The Hygiene Group created a hand washing presentation program for primary students. They are currently teaching it to kindergarten and will move on to first grade next.
- **7th grade and 8th grade-** Mrs. Jahr reported students are continuing to work on their Conservation Challenge projects which reflects their self-selected topic of interest. For example, a couple groups have developed education plans for younger students with hands-on activities teaching ways in which they can conserve natural resources and endangered species. Other groups are engineering ways to reduce our consumer waste and our impacts at Mesa and our local watershed, while another group has chosen a journalistic lens for informing the public about our current conservation projects at Mesa and ways the public can be involved in local conservation efforts. Integrated into their projects, students are utilizing 7th and 8th grade NGSS Engineering Standards, Human Impacts on Earth, and Life Science Ecosystem Dynamics standards, as well as CA Common Core state standards in writing expository texts. Groups will

present project findings to each other in the upcoming weeks and are eager to share what they have accomplished with their parents.

*For the 2018-19 school year, students in grades 4-6 will be cluster grouped. Middle school students (6-8) will have the opportunity to receive advanced instruction in ELA and/or Math four times a week during a CORE instructional block (7th period) at the end of the school day. This is in addition to their regular Language Arts and Math classes, and does not count as one of their electives. Students are placed into these CORE classes based on available data such as report cards, test scores, and teacher recommendations.

● Identification-

- In October 2017, all third graders were universally assessed using the nationally normed Cognitive Abilities Test (CogAt).
 - Our current percentages by grade level are:
 - 3rd 3/65= 5%
 - 4th 4/74= 5%
 - 5th 9/72= 13%
 - 6th 20/71= 28%
 - 7th 20/67= 30%
 - 8th 10/63= 16%
 - Our current overall percentage is 66/412= 16% (National norm is 6-10%)
- Mesa will universally assess third grade again in October 2018.
- May 16-18, 2018, select 5th graders will be assessed based on parent and/or teacher referral.

● Professional Development-

- This school year, six teachers completed the Tri-County GATE Certification coursework. This brings our total to eight Mesa teachers who are GATE certified.
 - Ms. White, Ms. Steele, Mrs. Webster, Mrs. Ford, Mrs. Catlett, Ms. Hocamp, Mrs. Kuklenski, Ms. Jahr
- February 12, 2018 Mesa hosted a full day of training on the Depth and Complexity Framework. This followed three learning Wednesday trainings on differentiation using Depth and Complexity.

● Family Opportunities

- Educational therapist and GATE specialist Cyndi Hansen facilitated six [SENG](#) Supporting Emotional Needs of the Gifted family support groups during the 2017-18 school year.
- Mesa hopes to partner with Mrs. Hansen again for the 2018-19 school year.
- Coming in 2018-19
 - CAO Super Quiz (two teams will need coaches 4/5 and 6/7/8)
 - Guest speakers for families

- Technology skills workshops for families
- Possible After School Enrichment Classes “Exploratories”
- Explore partnerships with surrounding districts for Battle of the Books, Expert Night, Community Fair, etc.
- Updated GATE section of the Mesa school website

● Student Opportunities

- Summer Institute for the Gifted, June 18-July 6 (May 15 deadline to apply)
<https://www.giftedstudy.org/Day/callutheran/>
- South Coast Writing Project (SCWriP) Young Writers Camp, July 9-20
<https://education.ucsb.edu/scwrip/youth>
- Studio Channel Islands Art Camp, Four sessions- July 9- August 3
<http://studiochannelislands.org/education/summer-camp-for-children/>
- Conejo Valley Summer Music Camp, Three sessions- June 18- August 2
http://hillcrestarts.com/class_info.php?id=80
- Mrs. Panesis (Advanced) Math Enrichment Summer 805-302-0560
- Tech Trek, 8th Grade girls, UCSB (4 are already going from Mesa)
- Destination Science, Ages 5-11
- Sky High Enrichment Camp
<https://www.skyhighenrichment.com/Catalog/Session/ACLA4591>

Open Forum: (ideas)

- After school exploratory ideas:
 - THEMATIC- Cultural Exploration (Native American, Spanish, Mexican, Chinese, Japanese, Italian, French, Polynesian, Peruvian, etc...)
 - Sewing
 - Cooking
 - Art/History- history with hands on application
 - Foreign Languages-
 - Dance-
 - Music
 - Other ideas:
 - Coding-
 - Chess-
 - Yoga/Mindfulness
 - Minecraft
 - Hands-on science
- Career Day
 - Local companies
- Guest Speakers for Students
- Guest Speakers- Family Nights
 - Mindfulness

- Parenting Gifted Children
- Executive Functioning Skills

Additional Handouts:

- [GATE Task Force Recommendations 2016-17](#)

GATE Advisory Council Meetings for 2018-19:

- Tuesday September 11, 2018 2:45-4:00 pm
- Tuesday November 13, 2018 2:45- 4:00 pm
- Tuesday January 8, 2019 2:45-4:00 pm
- Tuesday March 12, 2019 2:45-4:00 pm
- Tuesday May 14, 2019 2:45-4:00 pm