



**B.F. DAY**  
ELEMENTARY SCHOOL

**Advancing  
Education:  
Understanding HC  
at B.F. Day**  
January 22, 2026



# AGENDA

- Welcome
- Highly Capable Designation - what does it mean?
- District News
- What does HC Education look like at BF Day?
- Math Pathways
- Q&A
- Closing



## Caveats

*The HC Program is in flux right now and there is new information coming out all the time. The information in this presentation is our own interpretation and understanding of guidance provided by SPS. Please make sure to do your homework before making any decisions about your child's education!*



# Highly Capable (HC) Overview

- Designation meant to identify students who perform at advanced academic levels compared to their peers
  - Identified based on standardized testing, growth and academic feedback in Math and English Language Arts (ELA)
- Elementary School:
  - Students can enroll in a HC Cohort School (for our area this is Cascadia) or receive services at their neighborhood school
    - At HCC schools, Math is taught two years ahead, ELA one year ahead. Gr 2-5
    - Receive services at Neighborhood schools (*that's why we're here tonight!*)
- Post Elementary School:
  - HC pathway middle and high schools offer advanced math - **More on this from Ms P!**
  - Hamilton and Lincoln are both HC pathway schools
- **A student does not lose their HC designation!**



# Specifics & Changes to the HC Program

|                     | Prior to '25-26  | Post '25-26 school year  |
|---------------------|--|--|
| <b>Who</b>          | <ul style="list-style-type: none"> <li>• Universal screening (all grades)</li> </ul>   | <ul style="list-style-type: none"> <li>• Grades 1 and 4</li> <li>• Other grades can submit a referral in November (from parent or educator)</li> </ul>   |
| <b>Eligibility</b>  | <ul style="list-style-type: none"> <li>• Math: 3 MAP scores in 95th percentile or higher</li> <li>• Reading: 2 Map scores in 95th percentile or higher</li> <li>• Other criteria (growth), teacher support, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Math: 2 RIT 2.2+ stdev</li> <li>• Reading: 2 RIT 2.2+ stdev for grades 1-3, 2 RIT 2.0+ stdev for grades 4-8</li> <li>• <i>Updated this past weekend!</i></li> </ul> |
| <b>Designation*</b> | <ul style="list-style-type: none"> <li>• HC Designation if achieved both Math and Reading scores</li> <li>• AL if only one</li> </ul>  | <ul style="list-style-type: none"> <li>• AL is now combined with HC - only need to be eligible in one subject</li> <li>• (Unclear if single domain can enroll in cohort schools)</li> </ul>                  |



# Changes to the HC Program

|                      | Prior to '25-26  | Post '25-26  |
|----------------------|--|--|
| <b>Timeline</b>      | <ul style="list-style-type: none"> <li>• Notified in early February</li> <li>• Opt into HC services by end of March</li> <li>• HC School choices made by End of March (late applications through May)</li> </ul> | <ul style="list-style-type: none"> <li>• Referrals submitted in November for students not in 1st or 4th</li> <li>• Notified in early February (<i>can appeal through February 20th</i>)</li> <li>• Opt into HC services by <b>End of April</b></li> <li>• HC School choices made by <b>End of February*</b> (late applications through March)</li> </ul> |
| <b>Math Pathways</b> | <ul style="list-style-type: none"> <li>• Students from cohort schools can advance through Math to do AP Calculus on an easier path than those in neighborhood schools</li> </ul>                                 | <ul style="list-style-type: none"> <li>• 3 pathways for HC students for advanced Math placement in Middle and High School</li> <li>• More from Ms P!</li> </ul>  |

***Once a student has the HC designation, they do not lose it!***

*\*Had been end of January for previously identified HC students but the district extended it*



# District News

- District conducted engagement sessions over the fall, over 1000 people attended.
- 1/21/26 school board meeting - recommendations to open new cohort schools, focus on math pathways, acknowledgement of desire for more robust HC services in neighborhood schools, as well as consistency across and within neighborhood schools.
- We didn't hear specific recommendations from the district for how these services will grow at neighborhood schools, with the exception that the district is focusing on providing professional development to teachers focused on HC learners. (This is why we are here!)
- Next school board meeting is on February 11, 2026.



# **HC Education at BF Day**



# Highly Capable/Advanced Learner RCW and Definitions

- Students who are Highly Capable or Advanced Learners are defined as **students who require Accelerated Learning and Enhanced Instruction** under Basic Education RCW 28.A150.220 and HiCap RCW 28A.185.020
- **Accelerated learning** means allows academically talented students to **access new content** at a faster pace as well as **reach higher standards** and/or higher grade levels than the typical educational program.
- **Enhanced instruction** means formally guided instruction with **increased complexity, abstraction, depth of curriculum and/or instruction** that is advanced beyond the general education curriculum.

## Grade Level

**Acceleration** Model is currently at HiCap Elementary Cohorts (HCC).

Two years ahead for math, one year ahead for ELA

## Differentiation and Depth

(Standard-Content-Process) Model is currently at neighborhood elementary

**Cluster Group Model** at Pathway Middle Schools for ELA (Social Studies, Science, 6<sup>th</sup> grade math). Acceleration Model for Math



# HiCap: Neighborhood & Cohort \_\_\_\_\_



## Neighborhood

- Differentiation
- Critical & Creative Thinking
- Universal Design for Learning
- Social Emotional Learning
- Standards **Acceleration**:  
compacting, enriching, extending

## Cohort

- Differentiation
- Critical & Creative Thinking
- Universal Design for Learning
- Social Emotional Learning
- Grade-Level **Acceleration**: 2 years  
Math; 1 year ELA



# Math Trajectory in SPS



HC Summer Math Program from 5th to 6th grade



<https://www.seattleschools.org/departments/highly-capable/highly-capable-summer-math-program/>

Students can **reach the same math level if they stay at a neighborhood elementary school** by accelerating that starts in middle school.

All HC students (**HCC elementary AND HC neighborhood students**) reach the same math classes by 7th grade at HC Middle Schools.

From there **ALL HC** students are on a path to AP Calculus their junior year in high school. AP Calculus is the most advanced math class offered in SPS







# B.F.Day Approaches for Continuous HiCap Achievement



| BF Day Educators Practice   | OSPI Highly Capable   | <u>NAGC Standards Alignment</u>  |
|---|---|--|
| <b>Designing lessons that require advanced thinking and reasoning</b>             | Highly Capable students require instructional services that accelerate learning and provide greater depth and complexity readiness. | Standard 3: Curriculum Planning & Instruction — 3.1, 3.2 (Depth, complexity, higher-order thinking)    |
| <b>Using complex, open-ended tasks and higher-level questions</b>                 | Embed appropriate instructional adjustments to meet the advanced learning needs   | Standard 3: Curriculum Planning & Instruction — 3.3, 3.5 (Challenging tasks, advanced problem solving) |
| <b>Encouraging students to explain, justify, and extend their thinking</b>        | Support students' advanced cognitive and academic readiness needs through intentional learning experiences.                         | Standard 4: Learning Environments — 4.1, 4.2 (Advanced communication, reasoning, metacognition)        |
| <b>Adjusting instruction to meet advanced learning needs within the classroom</b> | Highly Capable Services can be delivered within the general education setting as part of basic education.                           | Standard 6: Programming — 6.1, 6.3 (Flexible, embedded services responsive to readiness)               |


**Summary:** Highly Capable Services are delivered through **intentional instructional practices** aligned to **OSPI HiCap guidance** and **NAGC Programming Standards (2010)**.



# Math

## Curricular Examples

### Convince Me!

 What is the missing number in the  $\_\_ + 4 = 9$ ? How do you know?

Convince Me  
— in each  
lesson

Enrichment  
pages for each  
lesson

Name \_\_\_\_\_

Enrichment  
**5-2**

#### Is That a True Story?

Write an equation to show each problem. Fill in the missing numbers. Then circle **True** or **False**. Explain how you know.

- Pedro has 17 berries. He eats 9 of them.  
Nina has 15 berries. She eats 8 of them.  
Pedro and Nina have the same number of berries left over.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_ - \_\_\_\_\_

True

False

Pedro has \_\_\_\_\_ berries. Nina has \_\_\_\_\_ berries.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Tina has 14 shells. She gives 5 away.  
Teddy has 7 shells. He finds 2 more.  
Now Tina and Teddy have the same number of shells.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

True

False

Tina has \_\_\_\_\_ shells. Teddy has \_\_\_\_\_ shells.



# Math

## Additional Work

Project Based Learning – offers choice and challenge









Name: \_\_\_\_\_ Budget: \_\_\_\_\_

## GINGERBREAD bakery

Are you ready to take over the Gingerbread Bakery?! You've been given a budget to follow. This means you have a certain amount of money you are allowed to spend. You cannot spend more than this. Have fun planning!

**PURCHASING EQUIPMENT:**  
Choose the equipment you need to make your gingerbread cookies and gingerbread houses. Circle your choices.

|   |  |  |
|---|--|--|
| <br>Cookie Sheet<br>\$14 | <br>Rolling Pin<br>\$18 | <br>Oven<br>\$22        |
| <br>Whisk<br>\$16        | <br>Mixing Bowl<br>\$19 | <br>Cooling Rack<br>\$7 |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Directions: Use the clues and the grid below.  
Five children flew their favorite color kite at the park. Each child flew a different color kite.  
What color kite did each child fly?

Logic Puzzle: COLORFUL KITES

|         | Pink | Green | Blue | Orange | Yellow |
|---------|------|-------|------|--------|--------|
| Molly   |      |       |      |        |        |
| Jordan  |      |       |      |        |        |
| Bradley |      |       |      |        |        |
| Stella  |      |       |      |        |        |
| Lizzie  |      |       |      |        |        |

**My Answers:**

|         |
|---------|
| MOLLY   |
| JORDAN  |
| BRADLEY |
| STELLA  |
| LIZZIE  |

**Clues:**  
Stella flew her kite as high as the blue and orange kites.  
Lizzie and the child with the green kite had trouble flying their kites, but Bradley did not.

Each row, column, and diagonal has a sum of 34. Identify each missing number.

|   |    |    |    |
|---|----|----|----|
| 1 | 8  | 12 |    |
|   |    |    |    |
|   | 10 |    | 3  |
|   | 5  |    | 16 |

Logical Thinking Puzzles – extend concepts taught in curriculum



# Upper Elementary Differentiation-ELA

## Reading

- Choosing a "Just Right Book"
- Book Clubs with peers with facilitated small group analysis.
- Group projects where students have choice and specific roles to guide learning and target growth in individual student needs.  
(UDL)
- Projects that let students go deeper into the understanding of their books.
  - Dioramas
  - Newspaper articles
  - Design a Museum Exhibit
  - Comic Book or storyboard
- Leadership and Partnership growth goals.

## Writing

- Choice in topic or genre.
- Daily lessons with "push goals" where a student can write deeper about their topic
  - Counter claim
  - Add theme
  - How character changes based on setting
- Individual and small group writing conferences.
- Self-Assessments for students to track personal growth on rubric.
- Leadership and Partnership growth goals.
- Graphic organizers to see big picture and guide thinking.



# SOME EXAMPLES IN ELA





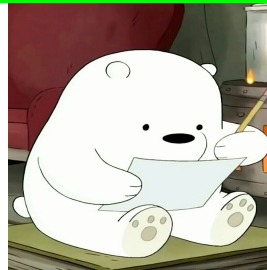
# Drafting our Personal narratives

## Example Drafting Day

| SCENE 1   |   |
|---|---|
| What Do I Need?   | How Might I Do It?  |
| Hook  | <ul style="list-style-type: none"> <li>· Sound Effect</li> <li>· Action</li> <li>· Ask a question</li> </ul>  |
| Introduce the character's: <ul style="list-style-type: none"> <li>o Internal Traits</li> <li>o External Traits</li> </ul> | <ul style="list-style-type: none"> <li>· <b>Inner thinking:</b> include one of your character's "View of Self"</li> <li>· <b>Dialogue:</b> How your character talks to others</li> <li>· <b>Description:</b> What does your character look like?</li> </ul> |
| Introduce important character relationships   | <ul style="list-style-type: none"> <li>· <b>Inner thinking</b> about how the main character views others</li> <li>· <b>Action:</b> show how the character acts around others</li> <li>· <b>Dialogue:</b> How your character talks to others</li> </ul>      |
| Introduce the setting   | <ul style="list-style-type: none"> <li>· Describe what the place looks like, sounds like, smells like, feels like, tastes like</li> </ul>   |
| Push Goal:  |   |

### STUCK?

- ❑ Make sure you have a hook
- ❑ Describe your characters
- ❑ Describe your setting



### Behavior Expectations:

- ❑ Voice Level 0
- ❑ Use computer programs that you need for your story only
- ❑ Read independently when you are done!

### Directions

- ❑ Open a new Word Doc in Office 365- 5th grade Portfolio
- ❑ Name it Your Name.Fiction
- ❑ Share with "can edit" with Ms. Hogue right away.
- ❑ Check the "What I Need" hand out
- ❑ Write Scene 1
- ❑ Size 12 font.
- ❑ Calibri font(or times new roman)



# Main Course

Pick 1

|   |   |   |
|---|---|---|
| <p><b><u>Comic Book / Story Board</u></b></p> <p><i>Your task: Determine the 8 most important events in the reading and create an illustrated summary.</i></p> <p>◊ Turn your notebook or piece of paper sideways and divide the page into eight equal panels</p> <p>◊ Dedicate one panel per event.</p> <p>◊ At the top or bottom of each box, write your caption in complete thoughts.</p> <p>◊ Illustrations for each panel should be meaningful and colored.</p>                    | <p><b><u>Poster</u></b></p> <p><i>Your task: Create a poster about your book club book.</i></p> <p><b>You should:</b></p> <ul style="list-style-type: none"><li>◻ Fill up the entire space you have.</li><li>◻ Have one major illustration.</li><li>◻ Include character and setting</li><li>◻ Include 3 important scenes</li><li>◻ Must have title and author</li></ul>   | <p><b><u>Design a Museum Exhibit</u></b></p> <p><i>Your task: Plan a museum exhibit to feature the main parts of your book club book.</i></p> <p><b>Your exhibit should:</b></p> <ul style="list-style-type: none"><li>• Focus on the most important aspect of the event.</li><li>• Include at least six artifacts.</li><li>• For each artifact –</li><li>• Sketch the artifact</li><li>• Write a 1-2 sentence description of what it is and why you've included it in the exhibit.</li></ul> |
| <p><b><u>Newspaper Article</u></b></p> <p><i>Your task: Write a newspaper article about your book club book as if you were there.</i></p> <p><b>You should:</b></p> <ul style="list-style-type: none"><li>◻ Write a headline (Short and to the point.)</li><li>◻ Write 1-2 paragraphs that explain the event including who, what, where, when, how, and why</li><li>◻ Include a "photograph" with a caption (may be drawn or taken from the internet with teacher permission)</li></ul> | <p><b>Pick 1 Project to work on this week!</b></p>  |   |
| <p><b><u>Make a Diorama</u></b></p> <p>Pick an important setting from the story and create a detailed diorama using a shoe box or other box. Include important objects and characters from your book.</p>   |   |   |
|   | <p><b><u>Song Rewrite</u></b></p> <p><i>Your Task: Take any song and rewrite the lyrics to include information about your book club book.</i></p> <p><b>You should:</b></p> <ul style="list-style-type: none"><li>• Choose a song to re-write – it must rhyme. You need to include the original lyrics, which must be appropriate for school.</li><li>• Rewrite the lyrics to include at list six pieces of information about your topic.</li><li>• Write at least two versus and a chorus.</li></ul> |   |



|  | 4  | 3  | 2  | 1  |
|--|--|--|--|--|
| <b>I Organize my Writing by...</b>           | <ul style="list-style-type: none"> <li>I used a hook that drew the reader into the story</li> <li>I have a beginning, middle, and end.</li> <li>My stories events feel natural</li> </ul>          | <ul style="list-style-type: none"> <li>An attempt at a hook is present.</li> <li>I have a beginning, middle, end.</li> <li>My stories events feel natural</li> </ul>                           | <ul style="list-style-type: none"> <li>An attempt at a hook is present.</li> <li>I have a beginning, middle, and end.</li> </ul>     | <ul style="list-style-type: none"> <li>I do not have a beginning, middle, end.</li> </ul>                          |
| <b>I transition my story naturally by...</b> | <ul style="list-style-type: none"> <li>I have 5 or more transitions in each section of my story.</li> <li>My story feels natural, and sentences flow together.</li> </ul>                          | <ul style="list-style-type: none"> <li>I have 4 transitions in each section of my story.</li> <li>My story feels natural, and sentences flow together.</li> </ul>                              | <ul style="list-style-type: none"> <li>I have 2-3 transition words in each section of my story.</li> </ul>                           | <ul style="list-style-type: none"> <li>I less than 2 transitions in each section of my story.</li> </ul>           |
| <b>I include setting details by...</b>       | <ul style="list-style-type: none"> <li>I have multiple setting details in each section of my story.</li> <li>My story couldn't be written in any other setting than my researched city.</li> </ul> | <ul style="list-style-type: none"> <li>I have multiple setting details but mostly in the opening paragraph.</li> </ul>   | <ul style="list-style-type: none"> <li>I have 1 or 2 setting details in the story.</li> </ul>  | <ul style="list-style-type: none"> <li>I have no setting details in the story.</li> </ul>                          |
| <b>I add detail by...</b>                    | <ul style="list-style-type: none"> <li>I have <b>vivid description</b> (using at least two senses) in each of my scenes</li> <li>I have <b>dynamic dialogue</b> in each of my scenes</li> </ul>    | <ul style="list-style-type: none"> <li>I have multiple <u>pieces of description</u> and dialogue, but not both.</li> </ul>   | <ul style="list-style-type: none"> <li>I have <u>description</u> OR <u>dialogue</u> but not both.</li> </ul>                         | <ul style="list-style-type: none"> <li>I am missing <u>description</u> and <u>dialogue</u> in my story.</li> </ul> |
| <b>I conclude my story by...</b>             | <ul style="list-style-type: none"> <li>I wrote an ending that clearly wraps up the story</li> <li>A lesson that I learned is clearly discussed</li> </ul>  | <ul style="list-style-type: none"> <li>I wrote an ending that clearly wraps up the story.</li> </ul>   | <ul style="list-style-type: none"> <li>My ending does not have a clear ending.</li> </ul> <p>(to be continued is not an ending!)</p> |  |
| <b>I use correct conventions by...</b>       | <ul style="list-style-type: none"> <li>I capitalized correctly</li> <li>I used end marks to show the end of sentences</li> <li>I punctuated my dialogue correctly</li> </ul>                       | <ul style="list-style-type: none"> <li>I capitalized correctly</li> <li>I used end marks to show the end of sentences</li> <li>I punctuated my dialogue correctly with 80% accuracy</li> </ul> | <ul style="list-style-type: none"> <li>I capitalized correctly</li> <li>I used end marks to show the end of sentences</li> </ul>     | <ul style="list-style-type: none"> <li>I did not capitalize and/or use end marks correctly</li> </ul>              |

Self-Reflection Thoughtfully respond in complete sentences.

How did having your character change make your story more interesting?

Adding character change \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What was the theme of your story?

My theme was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Which part of your story do you think was particularly successful? Why?

I think the part of my story that was the most successful was...  
 \_\_\_\_\_  
 I think this because...  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What will you work on with your next piece of writing? Be specific.

I will work on \_\_\_\_\_  
 because  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What did you enjoy about writing time during this unit?

I enjoyed...  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Group roles:

|                          |  |
|--------------------------|--|
| <b>Facilitator</b>       | <u>Role:</u> <ul style="list-style-type: none"> <li>Serves as the group "leader"</li> <li>Makes sure every voice is heard</li> <li>Focuses work around the learning task</li> <li>Gets discussions started</li> </ul> <u>Sound Bites:</u> <ul style="list-style-type: none"> <li>"Let's hear from ____ next."</li> <li>"That's interesting, but let's get back to our task."</li> </ul>  |
| <b>Materials Manager</b> | <u>Role:</u> <ul style="list-style-type: none"> <li>Gets all books at the start of the period and puts them away at the end</li> <li>Gets any supplies the group needs and puts away supplies no longer needed</li> <li>Requests help from the teacher when all group members agree that they do not have the resources to solve the problem on their own</li> </ul> <u>Sound Bites:</u> <ul style="list-style-type: none"> <li>"Do you think it's time to ask the teacher for help?"</li> <li>"I'll get a dictionary off the shelf."</li> </ul> |
| <b>Scribe</b>            | <u>Role:</u> <ul style="list-style-type: none"> <li>Compiles group members' ideas on paper whenever necessary.</li> </ul> <u>Sound Bites:</u> <ul style="list-style-type: none"> <li>"I think I heard you say _____. Is that right?"</li> <li>"How would you like me to write this?"</li> </ul>  |
| <b>Timekeeper</b>        | <u>Role:</u> <ul style="list-style-type: none"> <li>Keeps track of how much time the group has to complete a task.</li> <li>Makes sure all group members get their work done in the time allowed.</li> </ul> <u>Sound Bites:</u> <p>"We only have ____ minutes left in our discussion. Let's make sure we get to the last question."</p>   |

### Successful groups practice GROUPS skills...

- G: Get along with each other**
- R: Respect others' ideas**
- O: On task at all times**
- U: Use quiet voices**
- P: Participate actively**
- S: Stay with your group**

#### Our Group Roles:

Facilitator: \_\_\_\_\_

Materials Manager: \_\_\_\_\_

Scribe: \_\_\_\_\_

Time Keeper: \_\_\_\_\_



# Upper Elementary Differentiation-Math

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- Assignment in "challenge" work; problems that require higher order thinking skills.
  - This is given both daily in the classroom and as additional practice over weekends.
- Small group work to target specific skills and growth areas.
- Pick a Project
- Daily SuccessMaker, a curriculum provided app with intervention and acceleration of math skills.
  - For example, one student who consistently does his SuccessMaker daily is currently demonstrating and practicing 6th grade skills, with remediation videos to support growth.



# Examples of Depth and Complexity



## Multiple Perspectives

**Learning to see things  
from the POV of others  
not only helps us  
comprehend stories better  
but it also helps develop  
empathy.**





If I were the Earth  
my friends will be  
Mars and Merkre and  
Vense and the sun.



If I were a teacher  
I wold not want Junie B.  
Jones Becas she wold Be  
Cra Cra.



Writing from the  
perspective of  
Cinderella's shoe

Nobody in the whole kingdom has the  
same shoe size. Seriously



If i were  
cinderella's  
glass slipper  
i wd feel tired v.  
goerna a whole wh  
feel tired of going up and down.







# Ethics

Is it better to be an only child or have siblings?

Are dogs or cats better pets?

Should women be soldiers?

Was television a good invention?

Is there ever a time when it's ok to steal?

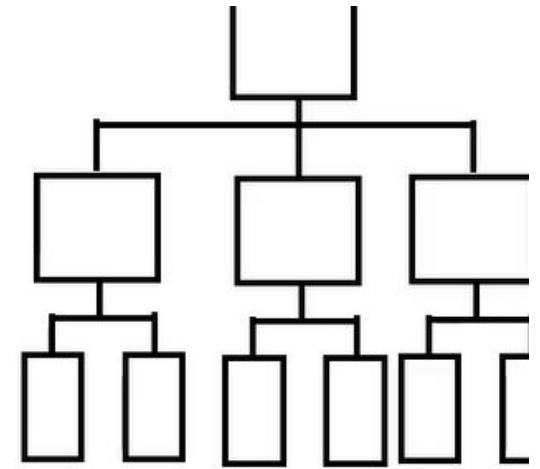
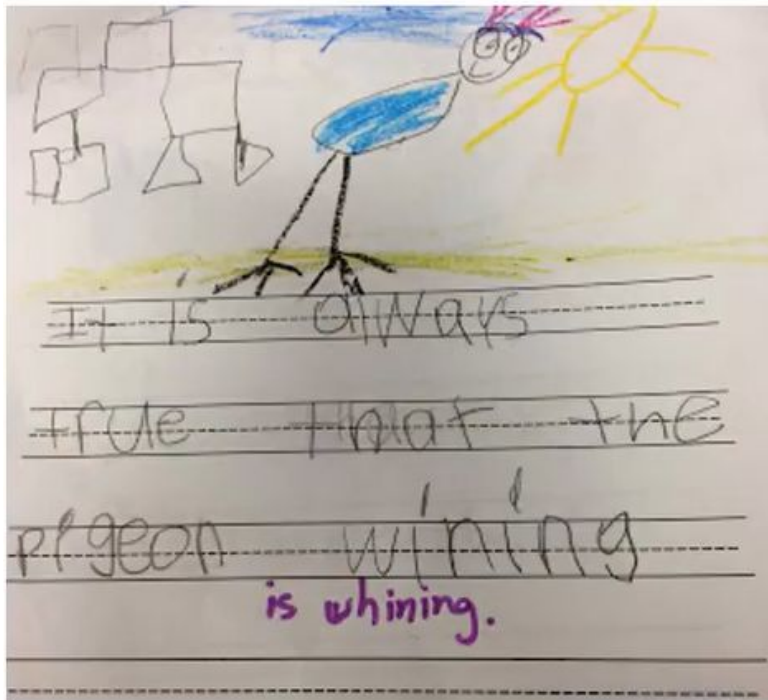




Miss Nelson did the  
right thing because  
It made the kids  
listen.

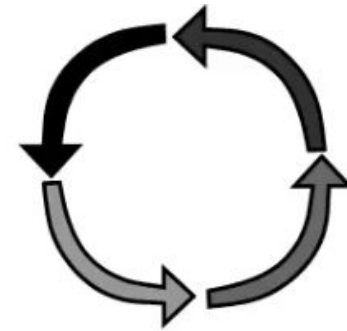
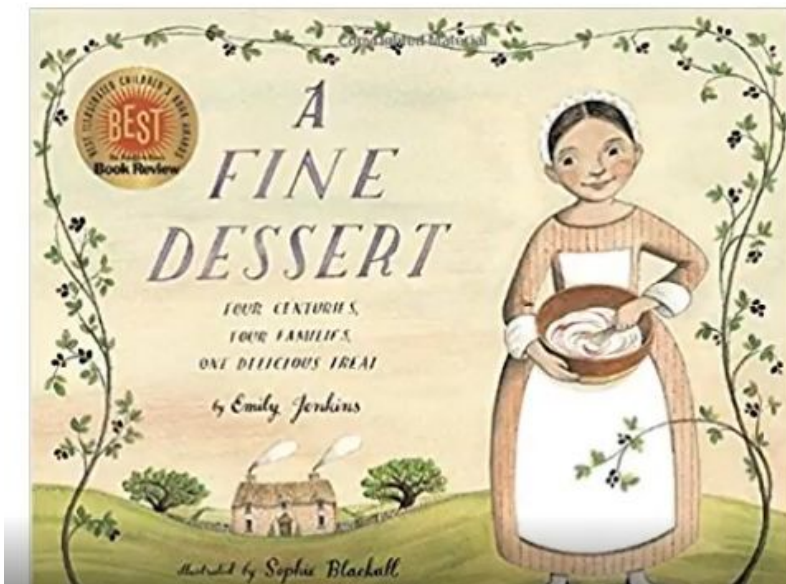


# Rules



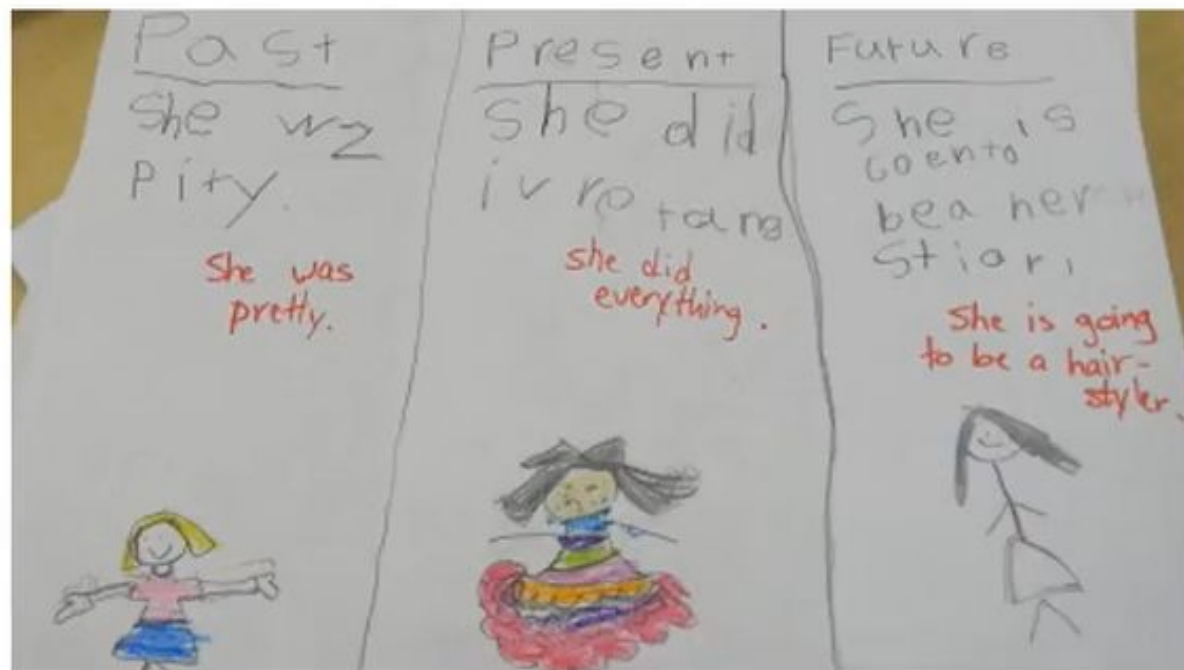


## Changes Over Time





## Fairy Tale Characters Over Time





## Example

**Standard:** *CCSS.ELA-LITERACY.RL.3.*

*2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the*

*text*



## **Standard Application (Basic)**

- Activity:** Read a fable (e.g., "The Tortoise and the Hare").
- Question:** What is the story about? What happened at the end? What was the lesson? (e.g., Slow and steady wins the race).



# Adding Depth & Complexity

- **Big Idea** (What's the big idea?): How does the *idea* of "slow and steady" apply to things we do in school or at home? (Connects to life)
- **Details** (Important Details): What specific actions (details) did the tortoise take that showed he was slow and steady? (Focus on evidence)
- **Patterns** (What patterns are there?): Are there other stories (fables, myths) that teach a similar lesson about patience or effort? (Cross-textual connections)
- **Change Over Time** (How has it changed?): How might a modern version of this story (e.g., with technology) be different? (Adaptation/Context)
  - **Ethics** (What are the ethics?): Is it fair to call the hare lazy? Why or why not? What does this story teach us about judging others? (Moral reasoning)
- **Multiple Perspectives** (Different viewpoints): How did the Hare feel at the beginning, middle, and end of the race? How might the tortoise have felt? (Empathy/Understanding)



# Math Pathways

- What in the heck is “RIT?”
- [https://teach.mapnwea.org/contents/guides/SPR\\_Quick\\_Reference.pdf](https://teach.mapnwea.org/contents/guides/SPR_Quick_Reference.pdf)
- MAP norms (aka is an “advanced” RIT)
- [https://www.giftedready.com/nwea-map/test-scores/#elementor-toc\\_heading-anchor-3](https://www.giftedready.com/nwea-map/test-scores/#elementor-toc_heading-anchor-3)



# Math Pathways

## *2026 Highly Capable Summer Math Program*

## 2026 Highly Capable Summer Math Program

Seattle Public Schools (SPS) offers **three options for math placement in sixth grade** during the 2026-27 school year for Highly Capable (HC) students attending HC Pathway Middle Schools (Eagle Staff, Hamilton, Jane Addams, Madison, and Washington). These options are designed to help students learn and grow at a pace that supports their academic needs. These offerings are only at our five HC Pathway Middle Schools to ensure that students' math course needs are met through 8<sup>th</sup> grade. Students who do not complete Option 2 or Option 3 will be placed into Math 6, regardless of HC designation.



# Math Pathways

Please note that HC students attending HC elementary schools (Cascadia, Decatur, Thurgood Marshall) will have the option of Math 7/8 OR Math 8 if they attend an HC Pathway Middle School.

## **Option 1: Sixth Grade Math at Your Pathway School**

- Students enroll in standard sixth grade math and receive differentiation to meet their needs.
- Progression:
  - Seventh grade: Compacted Math 7/8
  - Eighth grade: Algebra
  - High school: AP Calculus by senior year (the most advanced math offered in SPS).



# Math Pathways

## **Option 2: Summer Math Program + Math 7/8 in 6th Grade at Your Pathway School**

- Students complete the HC sponsored **online summer course** (May–Aug. 15, 2026).
- Progression:
  - Seventh grade: Algebra
  - Eighth grade: Geometry
  - High school: AP Calculus by junior year (the most advanced math offered in SPS).

## **Option 3: Direct Placement into Math 7/8 at Pathway School**

- Students who demonstrate mastery of sixth grade standards on the MAP assessment during fifth grade may enroll directly in Math 7/8 as sixth graders. Please note that the HC department will release applicable MAP RIT scores in spring 2026.



# Math Pathways

| High School Graduation Requirements - may vary by school district | College Prep  | Highly-Selective College Prep (acceptance rates below 35%)   |
|---|---|--|
| 3 years of math   | 4 years of Math: Algebra 1, Geometry, Algebra 2, Pre-Calculus | Highest level of math available to you. <b>AP Calculus or IB HL preferred</b> , *See description below |

- **Four years of math.**
  - **General College Prep - Algebra 1, Geometry, Algebra 2, Pre-calculus.**  
Colleges want to know that you are prepared to take college-level math (Calculus) as a college freshman.
  - **Highly Selective Colleges (acceptance rates under 35%) - You should take the highest level of Math that you can because you are competing with students who have taken very rigorous courses during high school.**
    - If you do well in Pre-calculus it is a good idea to take Calculus or AP Calculus AB. If you struggled with Pre-calculus it is okay to take AP Statistics, just know that it isn't considered as rigorous as Calculus.
    - If you are on track to complete AP Calculus AB by the end of junior year, you should seriously consider taking AP Calculus BC during senior year. Remember that most schools won't see your senior year grades so this is a good time to challenge yourself to take hard courses. AP Calculus BC is considered to be more rigorous than AP Statistics. If you hate math though and struggled in AP Calculus AB, you can take AP Stats instead.



**Q&A**



# Resources

- Want to join the Advancing Education Committee? Email: [advocacy@bfdayptsa.org](mailto:advocacy@bfdayptsa.org)
- What in the heck is “RIT?”: [https://teach.mapnwea.org/contents/guides/SPR\\_Quick\\_Reference.pdf](https://teach.mapnwea.org/contents/guides/SPR_Quick_Reference.pdf)
- MAP norms (aka is an “advanced” RIT):  
[https://www.giftedready.com/nwea-map/test-scores/#elementor-toc\\_heading-anchor-3](https://www.giftedready.com/nwea-map/test-scores/#elementor-toc_heading-anchor-3)
- SPS HC Department: <https://www.seattleschools.org/departments/highly-capable/>
- Middle School math options for HC kids:  
<https://www.seattleschools.org/departments/highly-capable/highly-capable-summer-math-program>
- Friends of HiCap: <https://hcseattle.org/>





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ELEMENTARY SCHOOL

**THANK YOU**