

## Highly Capable Program Overview

School District: Mary Walker School District

Number of Schools: 3

	Elementary School	Middle School	High School
Number of Students Served	175	101	150
Student Demographics	School-wide Title 15%+ Native 84%+ FRL 7%+ ELL 7.66% Homeless	Priority School Status School-wide Title 15%+ Native 84%+ FRL 11% Homeless 7% ELL	17%+ Native 72%+ FRL 11% Homeless 7% ELL
Statement of Philosophy of the Education of the Gifted	Growing capacity of all students school-wide to uncover and develop the capacity for increased potential for performing at advanced academic levels.  Build capacity of teachers to implement best practices per differentiation and the inclusion model of services.		
Operational Definition of Giftedness	Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with other of their age, experiences, and environments.	Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with other of their age, experiences, and environments. Outstanding abilities are seen within student's general intellectual aptitudes, specific academic abilities and/or creative productivities within a specific domain.	Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with other of their age, experiences, and environments. Outstanding abilities are seen within student's general intellectual aptitudes, specific academic abilities and/or creative productivities within a specific domain.
Program Goals and Objectives  <i>The overarching goal of the</i>	By April of every school year we will identify the top 3% to 5% of our student body for the Highly Capable Program (HCP) as measured by the CogAT 7 screener, CogAT 7 Full Scale, referrals, HSPE, MSP, DRA II, Dibbles and/or PSAT.		

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<p><i>programming; tied to definition, identification and assessment in the following areas:</i></p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Delivery of Service</li> <li>• Curriculum and Instruction</li> <li>• Professional Development</li> <li>• Equitable Representation of Students</li> <li>• Parent and Community Involvement</li> </ul> <p>Screening, referral, identification Policies and procedures for:</p>	<p>By October of each school year the staff will have completed and starting to implement an Accelerated Learning Plan for all identified students in the HCP including, but not limited to inclusion, enrichment clusters, project-based learning, and/or differentiated alternatives.</p> <p>By May of every school year the staff will determine at least one professional development focus related to HCP, differentiation, and/or engagement.</p> <p>Every school year the staff will ensure at least 3 opportunities to share information regarding HCP programming and eligibility via various communication efforts. (Back to School Night, conferences, Report Cards, website, newsletters, etc.)</p> <p><u>Step 1</u>:- Nomination Process: (Aug-Sep)</p> <ul style="list-style-type: none"> <li>• First Benchmark Assessment data</li> </ul>
<ol style="list-style-type: none"> <li>1. Referral,</li> <li>2. Screening,</li> <li>3. Identification procedures (multiple criteria),</li> <li>4. Placement procedures (Identification placement committee, eligibility)</li> <li>5. Notification, appeals process, exit</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Nomination</li> <li>• Parent/Guardian Nomination</li> <li>• Community Nomination</li> <li>• Portfolio of student work (completed by classroom teacher)</li> </ul> <p>Step 2:- Screening: (Sep)</p> <ul style="list-style-type: none"> <li>• MAPS</li> <li>• ORA II</li> <li>• DIBELS (every K-3 elementary student)</li> <li>• WAKIDS (every kindergartener student)</li> <li>• CogAT 7 Screening Form (Screener is given to all 1<sup>st</sup> graders, 4<sup>th</sup> graders, 6<sup>th</sup> graders, 9<sup>th</sup> graders, and any students that are nominated. The assessment will be administered by classroom teacher)</li> <li>• Teacher add additional data to student portfolio</li> <li>• Students will be informally identified and provided appropriate accommodations; instructional accommodations will be provided by the classroom teacher</li> </ul> <p><u>Step 3</u>:- Identification: (Oct-Nov)</p> <p>Using the screening data ( DIBELS, ORA II, CogAT 7 Screening Form, MSP, HSPE, PSAT and student portfolios) the Highly</p>

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	<p>Capable Team will identify the students that will:</p> <ul style="list-style-type: none"> <li>• CogAT 7 Full Scale</li> <li>• Online SRBCSS (Renzulli Scales)</li> <li>• Parent Check Sheet</li> </ul> <p><u>Step 4:</u>–Placement and Selection Procedures: (Nov-Dec)</p> <p>The Highly Capable Team (Principal, primary teacher, intermediate teacher, special ed, and counselor) will make formal identification decision based on DRA II, DIBELS, COGAT 7 Full Scale Assessment, SRBCSS and student portfolio and inform the families within a week</p> <p>Step 5 (May)</p> <p>All second graders will take the CogAT 7 Full Scale and the Highly Capable team will review CogAT 7 Full Scale in verbal, quantities, nonverbal and full scale based off the spring norms.</p>		
<p>Programming Description</p> <p><i>Description of the continuum of major program components K-12.</i></p>	<p>The program will consists mostly of an inclusion model focused on differentiation, enrichment clusters, and project-based learning.</p>	<p>The program will consists mostly of an inclusion model focused on differentiation, enrichment clusters, and project-based learning.</p>	<p>The program will consists mostly of an inclusion model focused on differentiation, enrichment clusters, and project-based learning.</p> <p>Additional opportunities will be available through offered AP courses and when available College in the High School courses.</p>
<p>Student Services</p> <p><i>A variety of services are made available to students K-12. Once services start, they continue until the student leaves the district.</i></p>	<ul style="list-style-type: none"> <li>• Ongoing assessment of students needs based on readiness, learning profiles and interests</li> <li>• Differentiated Instruction</li> <li>• Compass</li> <li>• Project based learning</li> <li>• STEM</li> <li>• AVID</li> <li>• Flexible Grouping</li> <li>• Accelerated Learning</li> <li>• Competency based grade</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment of students needs based on readiness, learning profiles and interests</li> <li>• Differentiated Instruction</li> <li>• Project based learning</li> <li>• STEM</li> <li>• Grade skipping?</li> <li>• Extracurricular Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment of students needs based on readiness, learning profiles and interests</li> <li>• Differentiated Instruction</li> <li>• AP</li> <li>• ALEKS</li> <li>• STEM</li> <li>• College in the High School</li> <li>• Project Lead the Way</li> <li>• AVID</li> <li>• Extracurricular Programs</li> <li>• AP Capstone</li> </ul>

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	<p>3 advancement</p> <ul style="list-style-type: none"> <li>• Early Entrance or Exit</li> <li>• Enrichment Clusters</li> <li>• RTI</li> <li>• Extracurricular Programs</li> <li>• Academic Competitions</li> </ul>		
<p>Professional Development For all Educators</p> <p><i>Staff training for providing accelerated learning opportunities and enhanced instruction consistent with the overarching program goal and the continuum of services made available to identified students</i></p> <p><i>Evidence of professional development on the following teacher education competencies:</i></p> <ol style="list-style-type: none"> <li>1. Understanding the principles of integration of gifted and general education;</li> <li>2. Characteristics of gifted students (academic and socio-emotional);</li> <li>3. Specific techniques and strategies for the identification of gifted students;</li> <li>4. Application of the variety of educational models and teaching methods and strategies for selecting</li> </ol>	<p>Professional development focused on differentiation and engagement strategies that will encourage the growth of all students.</p> <p>Classroom Management (Daily 5, R/W, W/W, guided reading)</p> <p>New: Project/Place/Problem based learning enrichment for identified gifted students based on local values</p> <p>Common Core State Standards</p> <p>TPEP</p> <p>PLCs</p> <p>Understanding the principles of integration of gifted and general education</p> <ol style="list-style-type: none"> <li>1. Characteristics of gifted students (academic and</li> </ol>	<p>Professional development focused on differentiation strategies that will encourage the growth of all students</p> <p>Common Core State Standards</p> <p>TPEP</p> <p>PLCs</p> <p>Understanding the principles of integration of gifted and general education</p> <ol style="list-style-type: none"> <li>2. Characteristics of gifted students (academic and socio-emotional);</li> <li>4. Specific techniques and strategies for the identification of gifted students;</li> <li>5. Application of the variety of educational models and teaching methods and strategies for selecting resources that ensure academic</li> </ol>	<p>Professional development focused on differentiation strategies that will encourage the growth of all students</p> <p>Common Core State Standards</p> <p>TPEP</p> <p>PLCs</p> <p>Understanding the principles of integration of gifted and general education</p> <ol style="list-style-type: none"> <li>3. Characteristics of gifted students (academic and socio-emotional);</li> <li>6. Specific techniques and strategies for the identification of gifted students;</li> <li>7. Application of the variety of educational models and teaching methods and strategies for selecting resources that ensure academic rigor</li> </ol>

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<p>resources that ensure academic rigor;</p> <p>5. Application of theories and principles of differentiated instruction/curriculum;</p> <p>6. Contemporary research in gifted education</p>	<p>socio-emotional);</p> <p>2 Specific techniques and strategies for the identification of gifted students;</p> <p>3 Application of the variety of educational models and teaching methods and strategies for selecting resources that ensure academic rigor</p>	<p>rigor</p>	
<p>Program Assessment</p> <p><i>Data to determine if students met the goals set and if the programming provided met the academic needs of the HC students</i></p> <p>Provide evidence that:</p> <p>1. The program for curriculum and instruction is sequential and continuous;</p> <p>2. What evidence of service options that accelerate and enrich the content for the learner beyond the grade level;</p> <p>3. The instructional strategies utilized foster intellectual and academic growth are evidence-based in the field of gifted education</p> <p>4. The description of the procedures of the assessments used demonstrate academic</p>	<p>CWT Smarter Balanced PLC</p>	<p>CWT Smarter Balance PLC</p>	<p>CWT AP Course Completion Smarter Balance EOC's ALEKS- Online courses utilized PLC Collage in the Classroom</p>

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growth			
<p style="text-align: center;"><b>Program Evaluation</b></p> <p><i>Framework for analysis of and reflection on Program Assessment and other data to determine if the program worked and necessary changes</i></p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Delivery of Service</li> <li>• Curriculum and Instruction</li> <li>• Professional Development</li> <li>• Equitable Representation of Students</li> <li>• Parent and Community Involvement</li> </ul>	<p>Teacher/Principal survey Student survey Parent survey</p>		
<p>Establishment of local advisory committee composed of: Parents, school personnel and other community members appointed by the school board that reflect the ethnic and geographic composition of the school</p>	<p>The Highly Capable team will consist of an administrator, 1-2 teacher rep from each school, one special education teacher, and 1-2 parents and a community member</p>		
To Do List	<ul style="list-style-type: none"> <li>• Share, review and, edit with Matt, Edwina and district leadership team</li> <li>• Share, review and, edit with all teachers</li> <li>• Share with School Board for feedback and approval</li> <li>• Share and create a one-pagers for a parents and community</li> <li>• Develop a new plan for 2021-2022</li> </ul>		