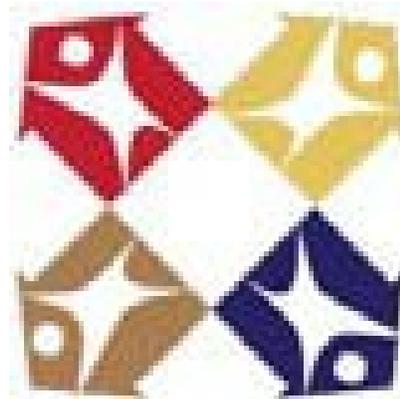


Highly Capable Education Plan Medical Lake School District



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INTRODUCTION

The purpose of this handbook is to outline the District's plan to serve advanced learners from kindergarten through grade twelve.

Highly Capable Mission Statement

The District encourages highly capable students to maximize their potential by reaching extraordinary heights and by internalizing highly effective life skills. The highly capable program includes a well-defined advanced level curriculum delivered by exceptional teachers who artfully and explicitly connect this high level curriculum with readiness, interest and learning profiles of students.

Medical Lake School District Statement of Philosophy

Medical Lake School District is committed to meeting the needs of all learners. The District's stated mission:

We recognize that highly capable students have special talents that must be nurtured, as well as unique needs that must be addressed through accommodations such as differentiation of content, instruction, and assessment, as well as through careful attention to their social-emotional development. By considering the whole child, and not just his or her innate abilities, teachers, parents, and administrators will be able to challenge and motivate highly capable students to reach for the stars and achieve at their full potential.

Highly Capable Program Goals/Desired Results

✓ **Continuous Academic Progress for Advanced Learners**

Specific annual goals and objectives (that go beyond addressing grade level content standards) are developed for identified advanced learners based on the District's advanced level curriculum and individual student readiness, interests, and learning profiles.

✓ **Professional Development Focused on Advanced Learners**

Teachers, support staff, and administrators received professional development designed to help them effectively address the academic and social/emotional needs of Medical Lake School District's advanced learners.

✓ **Improved Communication**

Staff, students, and parents have a common understanding of and easy access to the District's Highly Capable Plan.

Glossary of Terms

Advanced Learner

A student who is achieving at the advanced level of performance in one or more academic areas. This student has a deep understanding of the important concepts of course content and can readily provide new insights about the learning. The advanced learner demonstrates mastery of the more complex strategies learned and can perform these with little or no conscious effort. Advanced learners may be intellectually gifted or high achievers who demonstrate the capacity to perform at the advanced level.

Cluster Grouping

A method of grouping students within a regular classroom setting. Through cluster grouping advanced learners, for example, can receive differentiated instruction and curriculum, appropriate for their level, from the regular classroom teacher.

Curriculum Compacting

An instructional strategy that allows students who demonstrate mastery of a skill or deeper understanding of a content area, to omit portions of assigned curriculum, and substitute it with extension assignments that march their interests, abilities, and academic needs.

Depth

A form of differentiation that give a student opportunities to extend and elaborate on a curricular topic. With teacher assistance, the student uncovers more details and new knowledge.

Differentiation

Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing.

Flexible Grouping

A temporary method of grouping students for instruction using interest, ability level, or other student needs to determine groups of a particular project or unity of study. This method is used often to group students who are advanced learners in one areas but not another.

Multiple Criteria

Student information and data from multiple sources used collectively to identify advanced learners.

Part-time Grouping

Grouping advanced learners for specific coursework during the school day.

Tiered Instruction/Tiered Assignment/Adjusted Assignment

An instructional strategy that provides all students with the same essential ideas and skills related to a standard, but at different levels of complexity, abstractness and difficulty. A tiered or adjusted assignment is one in which each student has the opportunity to develop skills and understandings at his or her appropriate level of challenge.

Characteristics of Highly Capable Students

Although every gifted learner has his/her own unique characteristics, many intellectual and corresponding personality characteristics are typical of many gifted youngsters. These qualities usually exist with higher degree of intensity and energy the more gifted the student.

<p>Intellectual Characteristics</p> <ul style="list-style-type: none"> ✓ Exceptional reasoning ability ✓ Facility with abstraction ✓ Early moral concern ✓ Analytical thinking ✓ Capacity for reflection ✓ Intellectual curiosity ✓ Complex thought process ✓ Passion for learning ✓ Divergent thinking/creativity ✓ Rapid learning rate ✓ Vivid imagination ✓ Powers of concentration ✓ Keen sense of justice 	<p>Personality Characteristics</p> <ul style="list-style-type: none"> ✓ Insightfulness ✓ Perfectionism ✓ Sensitivity/Empathy ✓ Acute self-awareness ✓ Tendency toward introversion ✓ Need to understand ✓ Need for precision/logic ✓ Intensity ✓ Nonconformity ✓ Need for mental stimulation ✓ Excellent sense of humor ✓ Perseverance ✓ Questioning of rules/authority <p style="text-align: right;">-Linda Kreger Silverman</p>
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Challenges Associated with Strengths of Highly Capable Learners

It is important to remember that no highly capable learner exhibits every characteristic in every areas listed above. However, knowing the possible range of behaviors and understanding how those behaviors might be interpreted in different ways can help parents and teachers better nurture these students.

<p style="text-align: center;">Strength</p> <ul style="list-style-type: none"> ✓ Acquires/retains information ✓ Enjoys problem-solving ✓ Eagerness ✓ Creative/Inventive ✓ Inquisitive; searches for significance ✓ Large vocabulary; advanced, broad information ✓ Intense concentration; long attention span in areas of interest ✓ Strong sense of humor 	<p style="text-align: center;">Possible Challenge</p> <ul style="list-style-type: none"> ✓ Impatient with other ✓ Resists routine; questions teaching procedures ✓ May be seen as overly active ✓ May be seen as disruptive/out of step ✓ Asks embarrassing questions ✓ May use words to manipulate; bored with school ✓ Neglects duties or people during periods of focus; resists interruption ✓ May become "class clown" for attention <p style="text-align: right;">-Adapted from Clark and Segoe</p>
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Assessing and Identifying Students for the Highly Capable Education Program

Referral

Conducted in the spring of each year following winter district assessments

- ✓ Teachers complete the Teacher Nomination Form including most recent district assessment results and sends to Director of Teaching and Learning.
- ✓ Parents, other district staff, and community members submit the Parent/Community Referral Form to their child's school office. Teacher completes Teacher Nomination Form and submits both documents to Director of Teaching and Learning.

Screening Process

The following multiple criteria are used to identify advanced learners with outstanding intellectual ability, high achievement in one or more areas, and/or exceptional ability in one or more academic areas:

- ✓ District Standardized Assessments
- ✓ Teacher Nominations
- ✓ Parent/Community Referrals
- ✓ Standards-based grade reports
- ✓ Teacher estimated performance levels on classroom assignments and assessments

Assessment Process

Multiple criteria are reviewed and may include:

- ✓ CogAT 6 Full Battery
- ✓ Smarter Balanced Assessments
- ✓ District Standardized Assessments
- ✓ Renzuli Checklist (Online instrument)
- ✓ Teacher recommendations
- ✓ Parent recommendations
- ✓ Standards-based grade reports and performance levels
- ✓ Placement tests for courses
- ✓ Classroom performance and student self-reflection

HIGHLY CAPABLE SELECTION COMMITTEE

The multidisciplinary selection committee (MSC) for the final selection of the most highly capable students for participation in the Medical Lake School District's program for highly capable students shall consist of the following professionals (WAC 392-170-070):

- A special teacher; if a special teacher is not available, a classroom teacher shall be appointed (WAC 392-170-038)
- A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results
- A principal
- The director of teaching and learning who serves as the coordinator and supervisor of the district's program for highly capable students
- Such additional professionals, if any, the district deems desirable

The multi-disciplinary selection committee will evaluate individual student assessment profile data. The selection decision is based on:

- A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
- Evidence of clear need for highly capable services; and
- Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

APPEALS PROCESS

Medical Lake School District has adopted a procedure for appealing the multidisciplinary selection committee's decision and will disseminate this procedure to the public. This process includes:

1. Parent completes an Appeal Form within 10 days of receiving notification (Including supporting evidence)
2. Meeting of the appeals committee (multidisciplinary team and at least one additional professional who was not part of the decision being appealed)
3. Appeal committee will review the appeal within 35 school days. A written summary of findings will be sent and a copy of the appeal and summary of findings will be included in the student's cumulative file.

EXIT PROCEDURE

The exit process for the program involves the teacher, student, parents, and the school principal.

- Parents may remove their students from the program by contacting the student's teacher or principal and completing an Exit Form.
- All placements in the program are provisional and may undergo periodic review including assessment data to ensure that each student is demonstrating consistent academic progress. Should the determination be made that a student is not demonstrating consistent academic progress, a conference to discuss alternatives will be scheduled with parents, the teacher, and the principal. This may result in a change of placement.

Continuum of Services K-12

A differentiated curriculum model is in place for all students at the elementary, middle, and secondary levels during the school day. Advanced learners are provided the advanced level component of the general education curriculum.

Currently, the District uses flexible grouping in kindergarten through grade 5. Advanced learners receive more open-ended, long-term, and complex assignments that require a balance of independent and collaborative thinking with like-peers.

At grades 7 and 8, students receive instruction that compacts, extends, and exceeds the core curriculum. These courses are designed to specifically address the needs of advanced learners with tiered assignments and differentiated resources that require more depth and complexity than the regular grade level curriculum. Curriculum compacting is used to allow time for the more advanced level curriculum.

Highly capable students at the high school are served by an exemplary honors and advanced placement (AP) program.

K-5 Elementary

- Differentiation within the general education classroom
- Specific focus will be on addressing the academic learning needs of the selected highly capable students
- Afterschool enrichment programs (3-5)

6-8 Middle School

- Differentiation within the general education classroom
- Specific focus will be on addressing the academic learning needs of the selected highly capable students
- Acceleration
- Afterschool enrichment programs

9-12 High School

- Differentiation within the general education classroom
- Specific focus will be on addressing the academic learning needs of the selected highly capable students
- Acceleration
- Advanced Placement
- Running Start

Differentiated Curriculum

A differentiated classroom is one that offers a variety of learning options designed to tap into the different readiness levels, interests, and learning profiles of its students. Differentiation can occur in content (what is presented), process (how it is presented), and product (how it is assessed). The goal is to maximize learning time for the advanced learner.

Examples of Differentiation

- ✓ Pre-assessment is typical and guides learning options
- ✓ The teacher adjusts content, process, and product in response to student readiness
- ✓ A variety of ways for students to explore the curriculum is available
- ✓ Learning is multi-faceted and interdisciplinary
- ✓ Flexible grouping is used
- ✓ Students have multiple options for demonstrating what they have learned
- ✓ Ongoing assessment of student readiness and growth occurs
- ✓ Abstract, complex, higher-level thinking is emphasized

PROGRAM EVALUATION

Progress will be monitored three times per year to assess student growth and appropriateness of services.

Student growth data will be analyzed to determine the effectiveness of highly capable services including universal screeners/progress monitoring, district benchmark assessments, common formative assessments, state assessments and other local assessments.

The MSC will meet annually to review the overall process, assess effectiveness of individual parts, and engage in continuous improvement of the process and program.

The MSC will evaluate expenditures and effective use of funds to enrich or expand opportunities for students.

**MEDICAL LAKE SCHOOL DISTRICT
HIGHLY CAPABLE PROGRAM
TEACHER NOMINATION / INVENTORY FORM**
(STUDENT LEARNING, MOTIVATION, CREATIVITY)

Name of Student	Birthdate	Grade	Student ID#	Date
School	Teacher	IEP: ___ Yes ___ No ESL: ___ Yes ___ No 504 Plan: ___ Yes ___ No TITLE I/LAP: ___ Yes ___ No Other: _____		

Directions: Please read the statements below carefully and rate your student according to the following scale. Provide only one check mark per question that best reflects your student. **This survey will be kept at the district office. Copies WILL NOT be placed in the student's CUM file.**

- If you have **rarely** observed this characteristic
- If you have **sometimes** observed this characteristic
- If you have **often** observed this characteristic
- If you have observed this characteristic **most of the time**

<u>LEARNING CHARACTERISTICS</u> – <i>(one check per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age/grade. Reads advanced level books outside school.				
2. Knows about a variety of topics beyond the usual interests of age peers.				
3. Has quick recall & mastery of information; catches on quickly.				
4. Asks many questions; tries to discover the how and why of things, asks for reasons.				
5. Has ready grasp of underlying principles. Can quickly make valid generalizations about people, events or things.				
6. Is a keen and alert observer. Usually "sees more" or "gets more" out of a story, film, etc than others.				
7. Independent in work and is self-directed. Works well independently. Looks for opportunities to learn and enjoys challenge.				
8. Reasons things out and sees logical and common sense answers.				

<u>MOTIVATIONAL CHARACTERISTICS</u> – (one check per question)	Rarely	Sometimes	Often	Most of the Time
1. Becomes involved in certain topics or problems. Is able/willing to concentrate on an activity or task for unusual periods of time; persistent in task completion.				
2. Does not need much drill and practice to grasp concepts.				
3. Works to ability level, enjoys being challenged, and looks for opportunities to learn.				
4. Has high expectations; may be critical of own efforts.				
5. Works cooperatively in a group setting, respects the learning environment of all students.				
6. Is interested in "adult" topics.				
7. Is self-assertive and may be unwilling to change ideas.				
8. Likes to organize people, things and situations.				
9. Is concerned with right and wrong, good and bad.				
<u>CREATIVITY</u> – (one check per question)	Rarely	Sometimes	Often	Most of the Time
1. Is curious about many things, constantly asking questions.				
2. Can think of many ideas or solutions to problems and questions. Predicts from present information.				
3. Is uninhibited in expression of opinion; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression. Fantasizes, imagines & builds on ideas. Improvises with common place materials.				
6. Has a keen sense of humor.				
7. Responds emotionally to stories, events and needs of others.				
8. Demonstrates artistic appreciation and understanding, has unusual ability in fine arts, such as painting, drama and music.				
9. Is individualistic and is not afraid to be different.				
10. Criticizes constructively; unwilling to accept rules without reasons.				

TO THE BEST OF YOUR ABILITY, PLEASE COMPLETE THIS ENTIRE SECTION AND PROVIDE EXAMPLES WHERE APPLICABLE.

Child's hobbies, interests, unusual accomplishments:

Academic areas where child demonstrates excellence- **include RIT Scores** if available/appropriate:

TEACHER SIGNATURE

DATE

NOMINATION DEADLINE: March 30

**MEDICAL LAKE SCHOOL DISTRICT
HIGHLY CAPABLE PROGRAM
Parent/Community Referral Form**

Please complete the information as fully as possible and submit it to the building office.

Student's Name: _____ Grade: _____ Age: _____

Parent's Name: _____ Phone: _____

Address: _____ City: _____ ZIP: _____

Rate the student on each of the items below. Circle the number that indicates how you perceive the student.

	Low.....				High
1. Has above-average language development	1	2	3	4	5
2. Develops ideas from simple to complex, concrete to abstract	1	2	3	4	5
3. Has an interest and curiosity about many topics	1	2	3	4	5
4. Finds opportunities for initiating or creating projects	1	2	3	4	5
5. Is aware of detail and a keen observer	1	2	3	4	5
6. Draws on internal knowledge to solve problems	1	2	3	4	5
7. Has unusual persistence on a topic of interest	1	2	3	4	5
8. Uses imagination in writing, music or art	1	2	3	4	5
9. Is aware and sensitive to feelings and needs of others	1	2	3	4	5
10. Has 'need to know' or desire to excel	1	2	3	4	5
11. Has unusual ideas or approaches to problem solving	1	2	3	4	5
12. Learns quickly and easily	1	2	3	4	5
13. Can deal with a high degree of complexity	1	2	3	4	5
14. Has a keen or different sense of humor	1	2	3	4	5
15. Needs little external motivation on projects	1	2	3	4	5
16. Enjoys fantasy and elaborating on ideas	1	2	3	4	5
17. Seeks or carries responsibility well	1	2	3	4	5
18. Plays with ideas	1	2	3	4	5
19. Generally directs an activity she/he is involved in	1	2	3	4	5
20. Creates original plays, music or other art works	1	2	3	4	5
21. Has a high level of enthusiasm for learning	1	2	3	4	5
22. Has the ability to concentrate for long periods of time	1	2	3	4	5
23. Reads everything and almost anything	1	2	3	4	5
24. Tells you more than you expected about almost anything	1	2	3	4	5

Describe any special talents or interests of the student:

**Medical Lake School District
Highly Capable Permission
to Test**

Please complete this form and return it to your child's teacher.

Dear Parent/Guardian:

(student name) (homeroom teacher) (school) (grade)

Your child has been recommended for or you have requested testing for possible placement in the highly capable program.

Parental permission must be obtained in writing before the district can conduct assessments to determine eligibility for participation in programs for highly capable students.

If you would like to have your child tested, please sign below and return this form to the office of the school where your child is enrolled.

Sincerely,

Kimberly Headrick
Director of Teaching and Learning
509-565-3125

_____ I wish to have my child tested _____ I do **not** wish to have my child tested

If qualified, I give permission for my child, _____, to participate in Medical Lake School District's program for highly capable students.

Parent/guardian signature

Date

Student full name-please print

Birth date

Phone Number

Mailing Address

Procedures for identification may include:

- Screening
 - District Standardized Assessments
 - Teacher Nominations
 - Parent/Community Referrals
 - Standards-based grade reports
 - Teacher estimated performance levels on classroom assignments and assessments
- Assessment:
 - Cognitive Abilities Test
 - Smarter Balanced Assessments
 - Renzuli Checklist (Online instrument)
 - Teacher input
 - Other state and local data
- Selection by a committee

Process for appealing the selection decision includes:

- Complete an Appeal Form within 10 days of receiving notification (This is on Medical Lake School District’s website)
- Include supporting evidence
- The appeals committee will meet to review the appeal within 35 school days of receiving the appeal and a written summary of findings will be sent.

Exit procedure:

The exit process may be initiated due to data, concerns regarding assignment completion, attendance, social/emotional wellness, academic achievement, etc.

- The exit process for the program involves the teacher, student, parents, and the school principal.
- Parents may remove their students from the program by contacting the student’s teacher or principal and completing an Exit Form.
- All placements in the program are provisional and may undergo periodic review including assessment data to ensure that each student is demonstrating consistent academic progress. Should the determination be made that a student is not demonstrating consistent academic progress, a conference to discuss alternatives will be scheduled with parents, the teacher, and the principal. This may result in a change of placement.

A menu of K – 12 services includes:

K-5 Elementary

- Differentiation within the general education classroom
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6-8 Middle School

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9-12 High School

- Acceleration
- Advanced Placement
- Advanced math
- Advanced science and world language
- Running Start

Dear parent(s),

Based on the decision of the Multidisciplinary Selection Committee your child has been identified as highly capable. I have included the score results for the Cognitive Abilities Test below. The attached pages share details on our identification of students, program services, and exiting procedures for the Highly Capable Program.

Medical Lake School District will offer highly capable students the following programs which may include but are not limited to: *accelerated learning opportunities; a differentiated curriculum model; flexible academic grouping arrangements that provide for intellectual and interest peer group interactions; curriculum compacting; honors and advanced placement classes and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration.* Each individual student or group of students with similar needs shall have a program plan. Services will be made available based on that plan and include a continuum of services.

Qualified students in grades 3-8 will have first access to after school accelerated learning opportunities at our elementary schools. Watch for details of after school offerings coming home with your child. **As per Washington State Administrative Code, we are required to have parental permission to identify and serve highly capable students. Attached you will find a permission form to be signed and returned to your child's school.** Please contact me with any questions you may have about our Highly Capable Program. Again, thank you for your support of your child's education.

Cognitive Abilities Test

Verbal: The test on the Verbal Battery appraise verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability in working with verbal materials and solving verbal problems. Student Percentile Score _____

Quantitative: The tests on the Quantitative Battery appraise inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols and concepts. Student Percentile Score _____

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score _____

Sincerely,

Kimberly Headrick
Director of Teaching and Learning

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- Acceleration
- Advanced Placement
- Advanced math
- Advanced science and world language
- Running Start

Highly Capable Learning Plan
Medical Lake School District

Personal Information

Student Name _____ Date _____

Grade _____ School Year _____

Student ID# _____ Gender _____

Teacher Name(s) _____

Domain for Highly Capable Services (Check all that apply.)

- Math E/LA Science

Yearly Learning Plan (Check all that apply.)

- Differentiated Instruction Flexible grouping
- Accelerated learning
- Enrichment program(s) _____
- Accelerated Math Placement (MS) _____
- Advanced World Language(MS) _____
- Advanced Placement (HS) _____

Narrative of Plan's Academic Goals (Include domain/desired effect of HCP on student's achievements & interests)

Year's End Follow-up

Were Highly Capable Program goals met? Yes/No Explain.

Recommendations for Next Year
