



Griffin School District #324

Highly Capable Program Plan

2022-2023

Griffin Highly Capable Definition (WAC 392-170-035):

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain.

Washington Highly Capable Program Requirements:

Washington's HCP is established in state law (RCW) and administered through program rules (WAC) adopted by OSPI.

- [RCW 28A.150.020\(3\)\(g\)\(3\)](#) The instructional program of basic education provided by each school district shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.
- [RCW 28A.185.020](#) The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.
- [WAC 392-170-012](#) For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.

Griffin Highly Capable Program Plan Information

Highly Capable Program Goal (rev 10/22): To deliver equitable and comprehensive Highly Capable services by providing our students with opportunities to have differentiated instruction, accelerated learning, goal setting, and the chance to grow and thrive at Griffin School.

Background

2021-2022 School Year: Completed year 3 of the "Cluster" grouping model in grades 1st - 3rd, piloted a "UDL" model in 4th grade (Highly Capable students were placed in all 3 classes, and continued the implementation of a 2nd-grade screener for all students. Middle School students 6-8 were offered an accelerated English Language Arts Class, as well as advanced Math (Algebra & Geometry, and Physical Science in 8th grade).

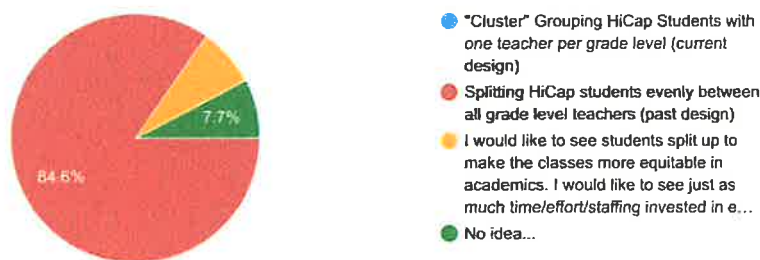
- Gifted/Highly Capable students were placed in a regular classroom in small “cluster” groups. The remainder of the class will be balanced out with students who have varied abilities. This gave our Highly Capable students a group of peers to learn with, and allows for one teacher at each grade level to be the “expert” in differentiated instruction, accelerated instruction, and how to meet the needs of our gifted and talented students.
- The Highly Capable program coordinator worked as an instructional coach to support teachers in serving these students, as well as providing Professional Development opportunities to support their teaching.
- Participated in ESD 113’s “Advanced Learning and Differentiation Network” - where Highly Capable “Cluster” teachers had the opportunity to attend Professional Development specific to supporting our gifted students, and met regularly to discuss and plan.
- Improved equity in the qualification process by screening all 2nd-grade students with online CogAT screener. 2nd-grade students who score in the 80% percentile or above on screener will move on to the full CogAT assessment.
- All students referred to the Highly Capable program were given the CogAT online full battery test (also scored by company).
- The Highly Capable team met to review qualifying norms and analyzed individual student data to determine any new qualifying students to receive Highly Capable Services.

2022-2023 School Year Program Plan and Updates (rev 10/22) -

In grades K-5, all elementary teachers were overwhelmingly in favor of placing our Highly Capable learners in all sections with all 3 teachers in the grade level (see survey data below).

Which Highly Capable model would you or your team prefer next school year (2022-2023)?

13 responses



At the end of the 2021-22 school year, grade level teams met and placed their Highly Capable learners in all sections for the following school year. This will result in all elementary teachers having HiCap students in their classrooms (numbers vary based on grade level). In middle school, Highly Capable services will be provided in the general education classroom, as well as the opportunity to participate in advanced courses, specifically in math (Algebra & Geometry), and Physical Science (8th grade).

Other goals this school year in the Highly Capable Plan include:

- Teachers will provide accelerated learning and/or advanced instruction opportunities for Highly Capable students in the general education classroom.
- Griffin will continue to partner with ESD 113’s “Advanced Learning and Differentiation Network” - which offers professional development opportunities, network roundtable meetings, coordinator meetings, and tools for staff working with current and/or future HiCap learners.

- Continue to provide an equitable qualification process by continuing to screen all 2nd grade and new students with the online CogAT screener (students who qualify will move on to the CogAT Full Battery assessment).
- Conduct the CogAT online assessment for ALL students referred - Griffin School district referrals are open to all staff, parents, and/or community members. These are sent via email and posted on the GSD webpage.
- Continue to use a "Universal Design for Learning" approach to designing lessons and instruction and meeting the needs of all learners.

New for the 2022-2023 School Year:

- The Highly Capable program Coordinator(s) will continue working and supporting Griffin staff.
 - Due to a change in leadership this school year, HiCap Program Coordinators (K-2, 3-5 & 6-8) will be determined through an application process and be eligible for a program stipend.
- The Highly Capable Program Coordinator(s) will work with Highly Capable learners to create "Advanced Learning Plans" (ALP's) based on learning goals which will be used as a guide for educational planning and decision making by the student, teachers, and parent or guardian.

Universal Design for Learning - UDL

A visual example

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1. Provide options for perception <ul style="list-style-type: none"> • Options that customize the display of information • Options that provide alternatives for auditory information • Options that provide alternatives for visual information 	4. Provide options for physical action <ul style="list-style-type: none"> • Options in the mode of physical response • Options in the means of navigation • Options for accessing tools and assistive technologies 	7. Provide options for recruiting interest <ul style="list-style-type: none"> • Options that increase individual choice and autonomy • Options that enhance relevance, value, and authenticity • Options that reduce threats and distractions
2. Provide options for language and symbols <ul style="list-style-type: none"> • Options that define vocabulary and symbols • Options that clarify syntax and structure • Options for decoding text or mathematical notation • Options that promote cross-linguistic understanding • Options that illustrate key concepts non-linguistically 	5. Provide options for expressive skills and fluency <ul style="list-style-type: none"> • Options in the media for communication • Options in the tools for composition and problem solving • Options in the scaffolds for practice and performance 	8. Provide options for sustaining effort and persistence <ul style="list-style-type: none"> • Options that heighten salience of goals and objectives • Options that vary levels of challenge and support • Options that foster collaboration and communication • Options that increase mastery-oriented feedback
3. Provide options for comprehension <ul style="list-style-type: none"> • Options that provide or activate background knowledge • Options that highlight critical features, big ideas, and relationships • Options that guide information processing • Options that support memory and transfer 	6. Provide options for executive functions <ul style="list-style-type: none"> • Options that guide effective goal-setting • Options that support planning and strategy development • Options that facilitate managing information and resources • Options that enhance capacity for monitoring progress 	9. Provide options for self-regulation <ul style="list-style-type: none"> • Options that guide personal goal-setting and expectations • Options that scaffold coping skills and strategies • Options that develop self-assessment and reflection

***The Griffin Highly Capable Plan iGrant requires board approval each school year.**

First Reading - October 26, 2022

Second Reading - November 16, 2022

Approved by the Griffin School Board on: November 16, 2022