

# Griffin Highly Capable Program Plan 2019-2020

## **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.150.220\(3\)\(g\)\(3\)](#) 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's Current Highly Capable Program:**

Students are nominated by staff, parents, or community members and given the CogAT complete assessment (paper pencil, hand scored). Teachers are asked to fill out the "Renzulli" gifted scales for each nominated student. Using those measures, and also iReady data, the Griffin Highly Capable Team determines if the students qualify as "Highly Capable." Teachers are given the names of those who qualify, and those students participate in a pull-out program for 40 minutes per week. The pull-out program focuses on project-based learning, exploration through unique learning opportunities, and STEAM activities.

Currently serving 92 students, or about 7% of our student population

## **Griffin Highly Capable Proposed Program Plan (by school year):**

***Highly Capable Program Goal:*** *To create a budget friendly, sustainable district plan which meets the needs of our Highly Capable students (while also following the expectations of state law) by providing them with opportunities to have differentiated instruction, accelerated learning, and the chance to grow and thrive in their classroom environment with a specialized grade level Highly Capable teacher.*

**2019-20 School Year:** Pilot "Cluster" grouping model in grades 1st - 4th, as well as a Highly Capable accelerated learning optional elective for grades 6-8, and implement 2nd grade screener for all students.

- Gifted/Highly Capable students will be placed in a regular classroom in "cluster" groups of 3-8. The remainder of the class will be balanced out with students who have varied abilities (see figure 1.1 below). This gives 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.

- Offer a middle school Highly Capable elective class (Grades 6-8)
- The Highly Capable program coordinator will work as an instructional coach to support teachers in serving these students, as well as providing Professional Development opportunities to support their teaching.
- Highly Capable “Cluster” teachers will have the opportunity to attend Professional Development specific to supporting our gifted students, as well as meet regularly to discuss and plan (possible ESD Hi-Cap Partnership)
- Work with (23) 5th grade students in small groups in a uniquely designed program
- Meet regularly with students to discuss goals and plan future projects
- Screen all 2nd grade students as well as students referred with CogAT screener and formal test. Students who score in the 80% percentile or above will move on to the full CogAT assessment.
- Use CogAT online screeners and assessments (also scored by company)

**2020-2021 School Year** - Implement Schoolwide Cluster Grouping Model Grades 1-8.

- Students in grades 1-5 will be placed in grade level clusters and work with a Highly Capable teacher who is experienced and can meet the needs of individual learners
- Offer a middle school Highly Capable elective class (Grades 6-8)
- Highly Capable program coordinator will continue working and supporting teachers
- Introduce “DEP’s” - or “Differentiated Education Plans” for HiCap students, meet regularly to discuss goals and plan\*\* (optional for 2020-21 school year)
- Continue providing Professional Development Opportunities for the Highly Capable Teacher and meet regularly with program coordinator.
- Use CogAT online screeners and assessments (also scored by company)
- Continue to screen all 2nd grade students as well as students referred with CogAT screener. Students who qualify will move on to the CogAT Full Battery assessment.

## **Rationale:**

**The method of Cluster Grouping students can:**

- Serve the learning needs of gifted students in a full-time program that delivers consistent curriculum compacting and differentiation opportunities without major budget implications.
- Grouping gifted students together in otherwise heterogeneous classes with a teacher who has special training in how to meet their unique learning needs.
- Retaining families in public education who may otherwise, as a result of feeling that their children’s needs are going unmet, choose to remove their children from public school.
- Providing students with the opportunity to communicate and work with students at their similar academic and intelligence levels.

## Suggested classroom composition

30 STUDENTS IN 3 CLASSES	GROUP 1: GIFTED	GROUP 2: HIGH ACHIEVING	GROUP 3: AVERAGE	GROUP 4: BELOW AVERAGE	GROUP 5: FAR BELOW AVERAGE
Classroom A	6	0	12	12	0
Classroom B	0	6	12	6	6
Classroom C	0	6	12	6	6

See Chapter 1

From The Cluster Grouping Handbook: A Schoolwide Model by Susan Winebrenner, M.S., and Dina Bulles, Ph.D., copyright © 2008, Free Spirit Publishing Inc., Minneapolis, MN, www.freespirit.com, 800-735-7323.

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Image 1.1

### Impact of SCGM on Students:

- More consistent challenge in learning activities
- Progress on achievement tests
- More attention to social/emotional needs because of the specialized training the teacher receives.
- More differentiated learning opportunities for gifted students
- More opportunities for gifted students to work collaboratively together

### Impact of SCGM on Teachers:

- Teachers are teaching a class with a smaller range of learning levels
- Opportunities for teachers to more readily respond to the needs of all of their students
- Student achievement is positively correlated with effective teaching
- The ability to differentiate to meet your hi-cap students' valid learning needs

### Impact of SCGM on Parents:

- Providing a cluster model announces to the community that the school is committed to recognizing and serving its gifted students
- The school is enhancing achievement opportunities for all students
- Parents will appreciate differentiating strategies provided by teachers
- Parents may realize that their children have more opportunities to demonstrate academic leadership roles

If you have questions regarding our Highly Capable Program, please contact **Erin Hagen, Student Services Coordinator** at (360) 866-5811; or [ehagen@griffinschool.us](mailto:ehagen@griffinschool.us)