

SELAH SCHOOL DISTRICT HIGHLY CAPABLE SERVICES 2018-19

In accordance with WAC 392-170-025 the Board is required to approve the district's Highly Capable services application.

Background:

Each year we apply for a grant from OSPI for our Highly Capable Students Services. Basic Education funds have been used along with grant monies to provide for comprehensive highly capable services for students in K-2 (March 2018-June 2018) and Grades 3-12. Our Highly Capable services at grades 6-12 have included advanced classes, honors classes, Advanced Placement, and College in the High School classes. In the 2017-18 school year we received \$71,468.00 from the grant.

Kay Smith has served as the Highly Capable Services Coordinator for the Selah School District. She oversees the programs throughout the district. She also does all the screening, assessment, data collection and identification notification for services.

Services Provided

Prior to this school year, Highly Capable instruction has been delivered through a program model (ie. SEEK at SIS, Honors classes at SMS). This year, after review of programs and due to compliance with recent state requirements, Highly Capable will shift from a program model to a services model. The goal of the service model is to match student learning needs with optimal instructional services which may take place within a student's school experience in multiple settings.

Each school will offer a menu of services to meet the needs of its identified Highly Capable students. Once a student is identified as Highly Capable, they are designated as such throughout their scholastic career unless opted out by their parent(s), or exited based on additional data.

The menu of services offered in 18-19 will be:

District Wide

Professional Learning

Identified teachers working with Highly Capable students will receive professional learning (on-site training, PD via OSPI HiCap Plus modules, book studies) in differentiating instruction to meet the needs of individual and groups of students throughout the 2018-2019 school year.

In addition, Kay Smith will offer professional development around Identification Procedures, Student Assessment, Developing Highly Capable Education Plans, and Program Evaluation at each building within the first 9 weeks of the school year.

Grades K-5 (John Campbell Primary and Selah Intermediate School)

John Campbell Primary and Selah Intermediate School primary will provide a menu of services to meet academic, social and emotional needs of selected highly capable students within the school setting. Such services may include cluster grouping, core content acceleration, curriculum compacting, and/or tiered instruction. In addition, Suzy Carney will provide specialized technology instruction for Highly Capable students throughout the year. Services will be designed to address the unique learning needs of each student and therefore, may vary from one student to the next.

Both JCP and SIS will continue to make use of our differentiated reading framework, American Reading Company (ARC), which addresses the needs of students at various abilities in one classroom. Through a tool called the Independent Reading Level Assessment, or IRLA, teachers assess the skill level of each student and match each reader with text and instruction that meets their personal needs. Instruction is delivered in a readers/writers workshop model that allows students to be working at their reading and writing levels independently or in homogeneous groups.

SIS will offer a robotics club as an after school extension opportunity for all students.. Students in this club will collaboratively engage with robotics kits.

Grades 6-8 (Selah Middle School)

Selah Middle School will have math blocks at 6th, 7th and 8th grade level specifically for students qualifying as Highly Capable. We have adopted Springboard ELA curriculum for grades 6-12. Springboard is a college preparatory curriculum designed by the College Board. This curriculum allows teachers to provide meaningful extension activities to academically challenge Highly Capable students within the classroom.

There will be a 30 minute enrichment period each day where Highly Capable students will have the ability to meet with their peers and extend their learning in science, technology, engineering and math. Students in this enrichment period will be engaged in coding, additional engineering and design challenges and project-based learning options.

Grades 9-12 (Selah High School)

Selah High School will continue to be offer a menu of services in grades 9-12 that include Advanced English classes in grades 9 and 10, and accelerated math opportunities for students that completed Algebra in grade 8. Advanced Placement and College in the High School courses will be offered in multiple subject areas. Running Start will also continue to be an option for Highly Capable students.

Students Served

In 2018-19, we anticipate serving the following number of students by grade level. Kindergarten students will be screened, assessed and identified by January 2019.

1st: 4
2nd: 6
3rd: 15
4th: 23
5th: 31
6th: 29
7th: 34
8th: 32
9th: 30
10th: 24
11th: 26
12th: 21

Assessment Procedures

To qualify students for Highly Capable Services, a variety of measures are used including the COGAT 7 (Test of Cognitive Abilities, Form 7), Smarter Balanced Assessments in ELA and Math (SBA) and STAR reading and math assessments. The Multidisciplinary Selection Committee uses an assessment and demographic profile to carefully identify Highly Capable students. That committee consists of Kay Smith, Jennifer Kindle, Colton Monte, Rob Darling, Ryan Ranger, Marc Gallaway, a school counselor, a school psychologist and teacher.

Compliance Information

Data on the students and services provided is collected by Kay Smith on an ongoing basis in accordance with state law. Multiple people are responsible for reviewing Highly Capable Services grant expenditures. The Executive Director for Teaching and Learning (Jennifer Kindle) and the Highly Capable Services coordinator (Kay Smith) manage the grant budget.

Referrals for services can come from staff, parents, self-referral, community members, and from looking at SBA and STAR data. Referral information is made available in newsletters and on the district website early in the school year.

As required by RCW 28A.185.020, the district revised current referral and identification practices. Use of multiple, objective criteria (assessment and demographic profiles) were used to determine the students most highly capable and eligible to receive specialized instruction. Practices were also put in place to prioritize equitable identification of low-income students.