

# Mary M. Knight School District Highly Capable Program Plan

## For Board Approval 2024-25

Date: April 28, 2025

### Introduction

A bill requiring Universal Screening for Highly Capable Student Programs (SSB 5072) passed in the 2023-24 school year. All school districts must conduct universal screening for Highly Capable services in one K-2 elementary grade and one 3-6 elementary grade. Students who qualify for Hi Cap services must show two eligibility indicators, with indicators being administered consistently across the district to comply with the law.

This plan will be presented for board approval in April 2025 and will guide the implementation of Mary M. Knight School District's Highly Capable Program for the 2024-25 school year.

### Universal Screening

Mary M. Knight School District will implement universal screening at the following grade levels:

- **Grades K-2:** Grade 2
- **Grades 3-6:** Grade 6

Every student will be screened using at least two student data points as required by law. The universal screening is not used to exit students from placement for services.

### Assessment and Identification Process

#### Primary Indicators (Universal Screening Tools)

The following assessments will be used as universal screening tools to identify students performing significantly above grade level:

1. **i-Ready Diagnostic Assessment** (Grades 2 and 6)
2. **MAPS Assessment** (Grades 2 and 6)
3. **SBAC Achievement Assessment** (Grade 6)

4. **WA-Kids Assessment** (used as additional data for Kindergarten)
5. **Iowa Test of Basic Skills (ITBS)** (Grades K-6)
6. **Classroom-Based Assessments and Portfolio Samples** (Grades K-12)
7. **Teacher Rating Scale** (Grades K-12)
8. **Parent Rating Scale** (Grades K-12)
9. **Report Card** (Grades K-12)

Students who score at or above the 90th percentile in math and/or reading assessments, with a teacher referral, will be considered for further screening.

## **Secondary Indicators**

Students who qualify under the primary indicators will be administered the following assessment as a second indicator:

1. **CogAT (Cognitive Abilities Test)** - The district will administer the CogAT Screening Form to students who qualified under the primary indicators to serve as the second eligibility indicator for grades 2 and 6.

Additional secondary indicators include:

- **Gifted Evaluation Scale, 3rd Edition (GES-3)** (Grades K-12)
- **Scales for Identifying Gifted Students (SIGS-2)** (Grades K-12)
- **Individual Educational Plan (IEP)** (Grades K-12)
- **ADA Section 504 plan** (Grades K-12)
- **WIDA (Language Proficiency Assessment)** (Grades K-12)

## **Identification Process**

A Multi-Disciplinary Selection Committee (MDSC) will review all available data to determine eligibility. The committee will consist of:

- Principal or designee
- Highly Capable Program Coordinator (Barb Lohman)
- Classroom teacher(s)
- School counselor or other specialists as appropriate

Students may qualify for services in the following areas:

- Reading/ELA
- Mathematics
- General intellectual ability (both areas)

## **Equitable Identification Practices**

Mary M. Knight School District is committed to identifying highly capable students from all backgrounds. The district will ensure equal access to the program by:

1. Reviewing data for multilingual students for rapid language acquisition and using nonverbal assessments if native language assessments are not available
2. Reviewing student IEP and 504 plans for supportive data and following accommodations
3. Ensuring all students' assessment scores are considered in the screening process
4. Providing information about the program to all families in accessible formats
5. Using multiple data points to identify students with high potential

## **Program Services and Implementation**

Mary M. Knight School District will provide a range of services for identified highly capable students that include:

### **Classroom-Based Services (K-12)**

The district will focus on differentiation in the general education classroom to provide enrichment and extended learning opportunities, including:

1. Cluster grouping of highly capable students
2. Differentiated instruction and curriculum
3. Extension activities and projects
4. Depth and complexity in core subjects
5. Enrichment opportunities within the classroom
6. Individual learning plans for each identified student

### **Supplemental Services**

In addition to classroom-based services, the district may provide:

1. **Subject-Based Acceleration:** Students may access curriculum from higher grade levels in their area(s) of strength

## **Program Goals and Evaluation**

The district will:

1. Build capacity to support Hi-Cap students within the general classroom
2. Provide additional learning opportunities for identified students
3. Support classroom teachers who work with Hi-Cap students through professional development
4. Improve program communication between all stakeholders
5. Develop individualized learning plans for all identified students

6. Conduct annual program evaluation using student data and stakeholder feedback

## Professional Development

The District will:

1. Dedicate in-service time on highly capable and differentiated instruction
2. Allocate Professional Learning Community (PLC) time for screening and reviewing program offerings
3. Share resources on current best practices regarding working with highly capable students
4. Support staff attendance at conferences and workshops related to gifted education

## Program Administration

- **Program Coordinator:** Josh Stoney, Principal, will serve as the Highly Capable Program Coordinator with support from Barb Lohman
- **Budget Allocation:** Funding for the Highly Capable Program will be provided through state apportionment and supplemented with general funds as needed. Resources will be allocated annually to support assessment materials, professional development, curriculum resources, and program coordination.

## Appeals Process

Parents/guardians who wish to appeal the decision of the Multi-Disciplinary Selection Committee may submit a written appeal to the Superintendent within 10 school days of receiving notification. The Superintendent will review the student's file, assessment data, and additional information provided by the parent/guardian, and will make a decision within 10 school days of receiving the written appeal.

## Parent Communication

The district will:

1. Provide written notification to parents/guardians regarding the identification process, assessment results, and service options
2. Obtain parent/guardian permission before placing students in the program
3. Communicate with parents/guardians regarding student progress
4. Share information about the program on the district website and through other communication channels