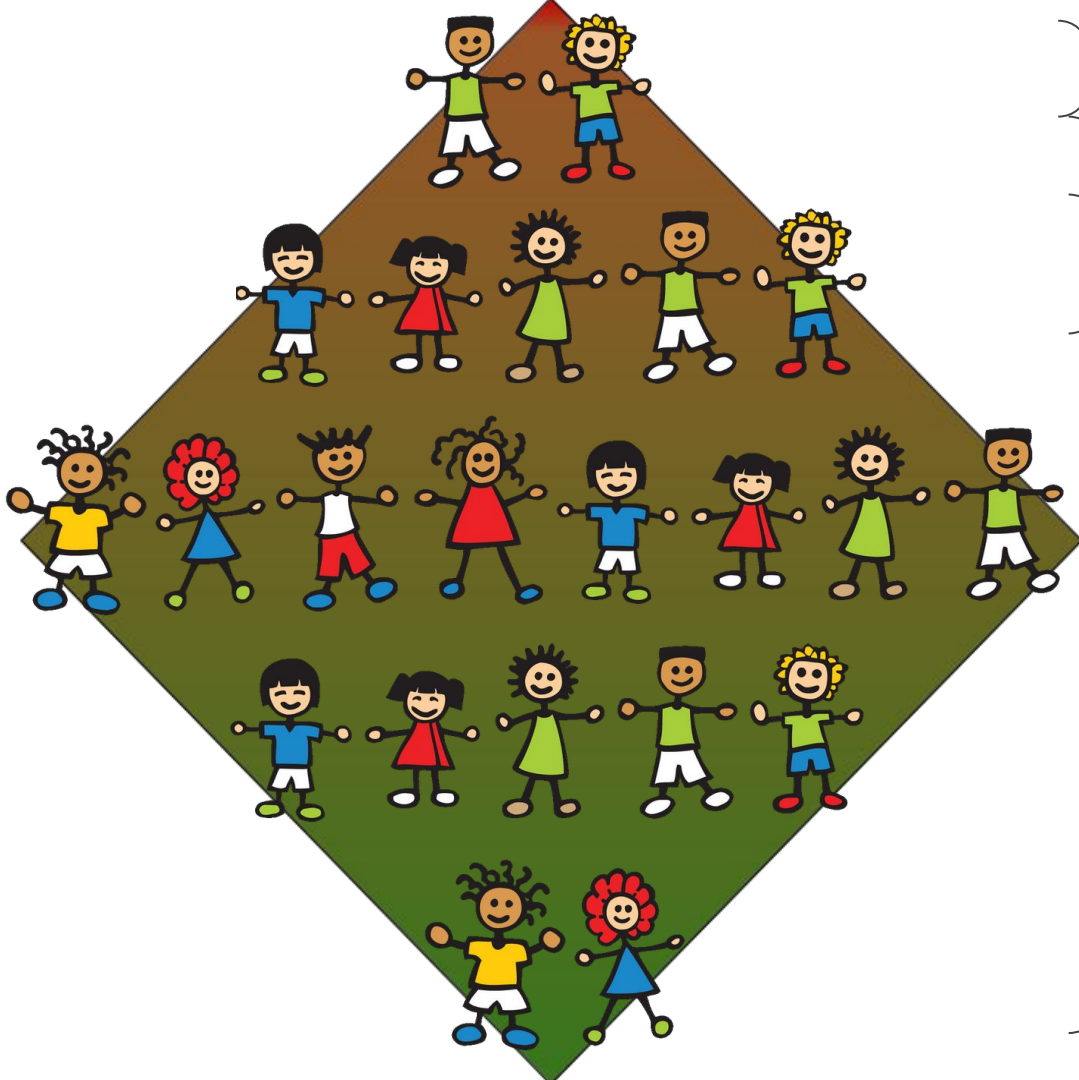


Woodland School District Highly Capable Program

Annual Report
Request for 2022-23 Approval

Woodland Public Schools Vision Statement

Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.



Learners with significant Physical, emotional or cognitive disabilities

Students with disabilities who need some additional support

“Typically Developing Learners”

Highly Capable Learners



Students Who Are Highly Capable

Students who are Highly Capable may possess, but are not limited to, the following learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

To be placed in the Highly Capable Program, students are referred, tested, and selected for services based on multiple criteria.



Highly Capable Program Goals

- Equitably identify students who have high intellectual, academic, and creative thinking potential based on district criteria;
- Provide differentiated instruction appropriate to the needs of gifted learners;
- Place students among their intellectual peer group;
- Provide a research-based, best practices program for eligible students at each school;
- Develop in students a sense of self, lifelong learning, quality production, critical/creative thinking abilities; and
- Provide the skills to enhance life readiness.



Additional Goals to Support the WSD Hi-C Program

- Engage in ongoing evaluation of students' progress and placement;
- Provide professional learning opportunities in order to maximize teaching effectiveness in differentiating for the academic and social/emotional needs of gifted learners; and
- Engage in ongoing collaboration and program evaluation and revision.
- Engage students, family and community members
- Celebrate and showcase student learning



Multi-District Selection Committee (MDSC)

- School Psychologists
- Teachers
- Instructional Coaches
- Administrators



Cognitive Abilities Test (CogAt) -- Screeners and Full Test

- CogAt screener for:
 - all new to Woodland 1-4 graders, and
 - all referred students, K-8

- CogAt full test for:
 - Previously identified 4th grade students
 - Any students MDSC identifies for further assessment



MDSC Considers Each Student's Academic Portfolio

- Each student's individual Academic Portfolio consists of:
 - previous state assessments
 - Acadience, iReady reading fluency
 - Classroom Based Assessments
 - full or screener CoGat scores
 - teacher, parent, and student input



Highly Capable Referral/Identification Timeline

| | |
|---|-------------------------------|
| Highly Capable Program referral window open | January 17 – 30, 2023 |
| CogAt screener | February 13 – 24, 2023 |
| CogAt test permission forms due | March 3, 2023 |
| CogAt testing | March 13 – 24, 2023 |
| Multidisciplinary Selection Team (MDST) meets to review data and testing results | April 20, 2023 |
| Send notifications to parents of student identified for Highly Capable Program | May 1, 2023 |



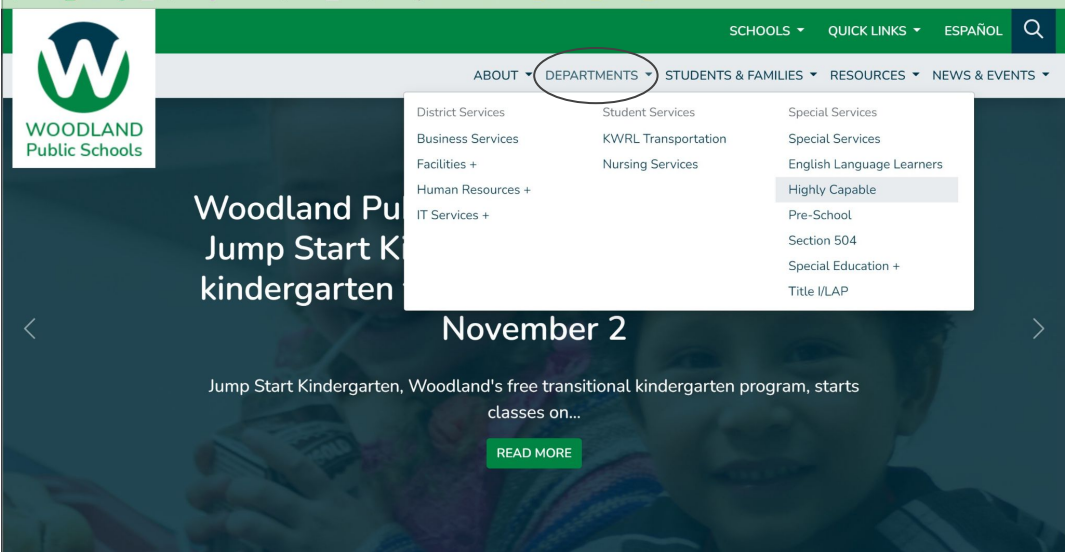
Highly Capable Referral/Identification Timeline

| | |
|--|------------------------------|
| Appeal Window | May 22 – June 2, 2023 |
| MDST review of appeals | June 5, 2023 |
| Results of appeals process communicated to families | June 6, 2023 |
| Schools notified of all newly identified students | June 9, 2023 |

HIGHLY CAPABLE PROGRAM HANDBOOK

Updated August 2022

Woodland Public Schools Website



Woodland Public Schools
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