

Highly Capable & Advanced Learning RESOURCE



FEDERAL WAY PUBLIC SCHOOLS

EACH SCHOLAR: A VOICE. A DREAM. **A BRIGHT FUTURE.**

In alignment with **Federal Way Public Schools' Strategic Plan** and **Vision for Excellence and Equity**, and as part of its **Multi-Tiered Systems of Support**, Highly Capable and Advanced Learning Programming strives to:

- » **Acknowledge the diverse learning needs**, developmental milestones, and **cognitive/affective characteristics of highly capable scholars**, including those from diverse cultural and linguistic backgrounds, and identify their related **academic and social-emotional needs**
- » **Support the design of appropriate learning and performance modifications** for scholars that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
- » Support the selections, adaptation, and use a repertoire of evidence-based instructional strategies to **advance learning for scholars**.

OUR THEORY OF ACTION

» CENTRAL OFFICE

If ALL central office team members lead with equity-driven, evidence-based practices, collaborate to create and align systems of support, develop instructional leadership capacity, and engage families and community members as partners

» PRINCIPALS

Then, as instructional leaders, ALL principals will create an equity-driven culture of high expectations by aligning resources, providing high-quality PD and courageous feedback that builds staff capacity to implement powerful instruction grounded in data and scholar and family voice

» TEACHERS & SUPPORT STAFF

Which will support ALL teachers and support staff to deeply know, value, and elevate the voice of each and every scholar in order to implement rigorous, culturally responsive, standards-based instruction that supports scholars' intellectual and social emotional growth

» SCHOLARS

Which will ensure that EACH and EVERY scholar graduates college and career ready and achieves at high levels as a result, engaging in rigorous instruction, seeing themselves in their learning, and feeling a sense of safety and belonging in a culturally sustaining environment.

The Theory of Action is **HOW we will realize our Vision for Excellence and Equity in FWPS.*

OUR MISSION

In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data, and collaborate to ensure our scholars have a voice, a dream, and a BRIGHT future.

OUR CORE BELIEFS

- » We believe that EVERY scholar can learn at the highest level.
- » We believe that race, socioeconomic, language, cultural background, and other exceptionalities should not be predictors of student achievement.
- » We believe that our scholars must have a voice, see themselves in their schooling, and be connected to the adults that teach them.
- » We believe that what we do in the classroom every day has the greatest impact on student learning.
- » We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
- » We believe that we must intentionally collaborate and use data as a guide to improve our practice.
- » We believe that our families are critical partners in each child's learning.

OUR STRATEGIC PLAN

The Early Years:
BUILDING THE FOUNDATION

Whole Child:
THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS

Active Learners:
ENGAGED, EMPOWERED CRITICAL THINKERS

Content-Area Competence:
MASTERY OF ALL SUBJECTS

Persistence To Graduation:
HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

VISION FOR EXCELLENCE AND EQUITY

FWPS believes that each and every scholar has limitless potential and is committed to ensuring that all scholars, of every race, class, linguistic background, disability, gender identity/expression, sexual orientation, and other exceptionalities, thrive and achieve at high levels. We will engage in anti-racist and inclusionary practices to identify and eliminate the barriers that cause disproportionality.

EACH AND EVERY SCHOLAR WILL:

- » Know they have limitless potential and can achieve at the highest levels
- » Actively engage in rigorous learning and coursework
- » Own and influence their learning
- » Engage in culturally sustaining conversations and interactions
- » Be seen, heard, valued, and celebrated for who they are
- » Be socially and emotionally safe at school in the educational environment: curriculum, instruction, school and classroom culture, and activities

EACH AND EVERY STAFF WILL:

- » Value and incorporate representative scholar voice
- » Commit to integrating culturally responsive, data-informed anti-racist practices and removing barriers to improve scholar learning, leading to increased achievement
- » Facilitate culturally sustaining conversations and interactions
- » Feel seen, valued, and heard as professionals and individuals
- » Welcome, communicate, and partner with families for scholar success
- » Live out our district's values and beliefs

EACH AND EVERY FAMILY WILL:

- » Know they are seen, heard, and valued as partners in their scholar's education
- » Feel welcomed, connected with, and have a sense of belonging to our schools and district
- » Feel empowered to communicate with staff around scholar academic and social-emotional goals and progress
- » Be provided the information and resources necessary to support their scholar's success

Referrals (Annual Fall Referral Window)

Families will be notified each fall about the **annual Highly Capable Referral window**. The referral serves to initiate a review process of available data for a scholar and may prompt further assessment as necessary. Parents, community members, teachers, staff, and scholars may refer a scholar for consideration. The **digital Highly Capable Referral form**, translated in our top 12 languages, is located on our website.

Universal Screening (2nd & 4th Grades)

The District will perform a data review of all scholars enrolled in **2nd and 4th Grade** annually to support **equitable identification of scholars** who may need Highly Capable services.

Cognitive Assessment (NNAT3 Naglieri Non-Verbal Abilities Test)

The District administers the **NNAT3 Naglieri Non-Verbal Abilities** cognitive assessment to all scholars who were referred during the annual HCP referral window or enrolled in 2nd and 4th Grade as part of Universal Screening. FWPS uses multiple measures to identify scholars who may need additional supports through Highly Capable services. Multiple measures include iReady, SBA, WIDA, etc. Testing will happen at their home school.

The Naglieri test does not measure specific content knowledge in English Language Arts, Mathematics, or English proficiency. Instead, it measures general cognitive abilities using questions that require scholars to:

- » apply problem solving skills
- » carefully examine, sequence, orientate, and distinguishing characteristics
- » closely examine the relationships among numbers and/or symbols
- » apply analyzation skills

Identification

The identification process is led by the Director of MTSS and Advanced Programs in collaboration with a district-level, multi-disciplinary team. The goal is to **identify** as many scholars as possible, using a **mosaic of data**, who **may need additional supports** in the classroom through Highly Capable Services.

When performing our HCP identification data review, **no single score ends the review process**. Rather, we look holistically at all the available data to identify trends that may indicate a scholar is needing additional support through Highly Capable Services. This data includes: Smarter Balanced Assessment (SBA) ELA & Math; iReady ELA & Math; iReady Growth ELA & Math; Lexia Core 5; the WIDA Language Acquisition Assessment; and other formative classroom based data.

Identification vs Qualification

Federal Way Public Schools uses a variety of data and indicators to **identify** scholars that may need additional supports—this is an inclusive process looking to identify scholars based on qualitative and quantitative trends.

Qualification is often an exclusive process using cut scores and thresholds selecting scholars meeting specific criterion.

Each school will determine its continuum of services that could include but is not limited to differentiation, acceleration, and enrichment opportunities. These services could be delivered in a general education classroom or small group instructional models based on student numbers, student needs, staffing, and/or available resources. Additional enrichment opportunities may be provided as an extra-curricular opportunity.

ELEMENTARY

When possible, HC identified scholar are placed in a cluster grouped, grade-level classroom so HC scholars get to learn and socialize with grade-level peers while also having opportunities to learn and work with like-ability peers.

Data is used to identify and develop differentiate learning opportunities within the classroom and through the school's extended learning opportunities. These opportunities could include:

- » Enrichment and extensions
- » Individualized computer-based activities
- » Small-group instruction
- » Project-based learning
- » Curricular modifications
- » Independent Study

HC Scholar Learning Plans

Each school year, the teacher will use data to craft a personalized Highly Capable Scholar Learning Plan for each identified scholar. The plan should include an academic goal for the year and outlined the services provided by the teacher and the school.

At fall conferences, the teacher, scholar, and family will review the initial plan and goal(s).

At Spring conferences, the team will review the scholar's progress towards their goal(s) and make any adjustments or set new goals for the remainder of the school year.

At the end of the year, the family will receive a finalized copy of the plan outlining the scholar's overall progress and any next steps.

SECONDARY

At secondary (middle and high school), services center on monitoring student course loads to ensure rigor, progress towards academic goals, and progress towards their High School and Beyond Plan.

Middle School

At middle school, services could include participating in **advanced learning opportunities**, accessing **pathways** when appropriate (such as the Math pathway of 9th grade algebra in 8th grade). Several Middle Schools offer **Advanced Learning Programming** (such as International Baccalaureate Middle Years Program courses and Cambridge Program courses at Middle School). Additionally, all of our middle schools offer before/after-school academic and enrichment clubs.

High School

At high school services centered around rigorous course loads continue. We also offer **Advanced Learning programming** such as College Board **Advanced Placement (AP)** programming at each school, **International Baccalaureate (IB)** programming at Thomas Jefferson, and **Cambridge** programming at Federal Way High School. Additionally, scholars had access to math and CTE **pathways**, **College in the High School** and **Dual Credit** courses, along with and Running Start opportunities.