

La Center Bobcats HiCap (Gifted and Talented) Program

Mission Statement:

La Center Elementary recognizes the importance of meeting each child's unique learning needs. Each student identified and placed in the highly capable program shall be provided educational opportunities which take into account their individual strengths and capabilities.

Our HiCap leadership team has continued their work to improve upon our HiCap program to identify and support our HiCap students in their learning. Here at LCES, we have inquiry based lessons in a variety of subjects and access to math, science and leadership clubs that many of our Highly Capable students gravitate to. Our teachers go through a data driven process each spring to identify new Highly Capable students who would benefit from being placed in a HiCap cluster classroom as part of our schoolwide Highly Capable program. Our team meets regularly to collaborate and calibrate efforts and strategies to provide meaningful learning opportunities for this group of students with a few extra learning opportunities outside the classroom for additional challenge and support. As a result, our Highly Capable students participate in STEM, PBL, and other real world based lesson plans whenever applicable to the classroom learning target or unit.

If your student is tested, we will share basic results with you and give you the option of participating in our HiCap program if he/she qualifies.

Highly Capable (HiCap) Definition:

Highly capable (HiCap) 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 students' general intellectual aptitudes, specific academic abilities, unique leadership capacity, and/or creative productivities.

Highly Capable (HiCap) Descriptors:

- Learns rapidly and easily
- Offers original, imaginative responses
- Is self-directed and has a long attention span
- Is inquisitive, skeptical
- Uses an extensive vocabulary
- Constantly asks questions; is curious about many things
- Seeks out challenging work or changes simple tasks into more complex tasks
- Associates with intellectual peers, regardless of age
- Has an advanced sense of humor; understands adult humor
- Understands concepts easily and quickly
- Does not accept things at "face value"
- Produces original ideas and projects
- Uses logic to solve problems
- Is intrigued by abstract ideas

La Center Elementary Highly Capable Screening and Identification Process:

The goal of the screening and identification process is to have at least one qualitative measure and one quantitative measure that show a need for access to services for students with high capability.

Step 1: Universal Screening

All students will be part of the universal screening process. A student who meets the criteria for any one of the screeners will move on to Step 2. Any student not placed in Step 2 through screening may be put in Step 2 by Parent or Teacher Nomination.

STAR Test (grades K-5): Reading /Early Literacy or Math score in the 90th to 99th percentile of local norms on the 2 most recent assessments.

Drawing Starts Activity (squiggle test): According to rubric, selected by grade level team

Parent or Teacher Nomination

Step 2: Identify Candidates

In Step 2, the goal is to verify that we have a qualitative and quantitative measure for each student that might continue to placement.

Rating Scales: All students in Step 2 will be rated by their teacher according to the Slocumb and Payne Rating Scale.

CogAT: All students in Step 2 will participate in the CogAT assessment as a quantitative measure.

Interview: Students who qualify in only one of the two areas above will participate in a standardized interview with the Highly Capable team to help determine placement.

Step 3: Placement in Program

In Step 3, all students who have a qualifying measure as determined by the district's selection system will be placed in the program upon parental approval.