



Gordon Highly Capable Service Plan

STUDENT LEARNING PLANS: Highly Capable students at Richard Gordon Elementary are served using a Student Learning Plan to guide differentiation and specific program elements and accommodations. The SLP is reviewed at least annually, typically during parent/teacher fall conferences. The SLP can be reviewed and adjusted throughout the year at the request of the teacher or parent.

STAFF TRAINING: Gordon Elementary staff will focus on differentiated learning strategies with Sonia Barry, as well as sharing collaboratively as an all school PLC. Through the Marzano’s instructional framework and PLC process, each grade level sets and monitors student growth goals for subgroups of students, including those identified as highly capable. The School Improvement Plan (SIP) also reflects these goals. Gordon will focus our professional development efforts this year on grouping and data driven instructional strategies to further our goal of *high standards and expectations for all students*.

CONTINUUM OF SERVICES:

<u>SERVICE MODELS</u>	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Part Time Grouping (Math and Reading)	<p style="text-align: center;">Students are placed in reading (K-4) and math ability groups. Student progress is monitored, and instruction is adjusted based on data driven PLC meetings.</p>					<p>1:1/Small Group Instruction, Flexible Grouping, Problem Based Learning (Freckle Passion Project Genius Hour Kahoot)</p>



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Grade Level Differentiation Strategies	As appropriate based on student needs:	As appropriate based on student needs:	As appropriate based on student needs:	As appropriate based on student needs:	As appropriate based on student needs:	
<ul style="list-style-type: none"> -Flexible ability small groups for academic instruction -Access to above grade level academic materials -Differentiated homework and classwork -Access to independent reading level texts. -Lexia adjusts to personalized student level -Field trips, guest speakers, and experiential learning. -Online access 	<ul style="list-style-type: none"> -Differentiated instruction -Differentiated work and rubrics -Literature logs for HC, book clubs, and book reviews -Differentiated homework -Access to independent reading level texts. -Individualized conferring and goal setting with students. -Opportunity to teach/help peers to show mastery of 	<ul style="list-style-type: none"> -Math Expressions Differentiated Cards -WIN folders (what I need) enrichment packets -Center activities for enrichment based on student level -Choice Boards -Compacting and Learning Contracts -Pre-tests -Book Clubs -Lexia and Reflex Math work on student 	<ul style="list-style-type: none"> -Ability groups for reading, math, and word study -Ability to work through math curriculum faster and access above grade level skills -Learning contracts or individual research project -Modified assignments, particularly writing -Adjusted AR goal -Differentiated questioning 	<ul style="list-style-type: none"> -Novel study groups based on ability -Utilize the differentiated instruction activities included with curriculum based on completion of current content work. -Enriched based websites such as ReadWorks and Math Prodigy 		



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	<p>to web-based programs (ie, Lexia, Teach Your Monster To Read).</p>	<p>material.</p> <ul style="list-style-type: none"> -Lexia and Reflex math adjust to student level -Enrich learning connections by planning field trips, scheduling guest speakers, and integrating hands on activities. 	<p>level</p> <ul style="list-style-type: none"> -Differentiated Spelling Lists 	<ul style="list-style-type: none"> -Opportunity to work ahead on multiplication and division facts; work at own pace through Reflex -Readworks individually leveled text -Online leveled math practice (Freckle, Mobymax) 		
<p>Regular Classroom with Differentiation</p>	<p>All student needs are met through subject-specific differentiation in the classroom. This includes, but is not limited to, use of individually-paced computer-based programs LexiaCore5 in K-1, Accelerated Reader in 1st-5th grade. Additionally, students engage in problem-based learning, flexible grouping, and collaborative-cooperative learning opportunities.</p>					
<p>Passport</p>	<p>Students may elect to participate in Passport Club to study geography.</p>					



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<p>Options Program (K-8)</p>	<p>Students who are enrolled in this program participate in part-time subject specific ability groups, which may include advanced subject placement. Additionally, students engage in problem-based learning, flexible grouping, and collaborative-cooperative learning opportunities.</p>			
<p>Self-Contained</p>				<p>Qualifying students can elect to attend the self-contained AGATE program at Suquamish Elementary.</p>
<p>MTSS (Multi-Tiered Systems of Support)</p>	<p>Students whose needs are not being met through these models can be referred to the MTSS Team to find additional resources. An example of resources would be a student receiving special education services using both remedial and above-grade level materials in the Resource Room.</p>			