



Eastmont School District — Relationships, Relevance, Rigor, and Results

Highly Capable Program Report for 2019-20

Students Served K-12th (Total = 348)

School	Grades served	# of Students	Activity/Materials
Cascade	K – 4 th	18	Interact Curriculum (Field trips cancelled due to COVID-19.)
Grant	K – 4 th	15	Interact Curriculum (Field trips cancelled due to COVID-19.)
Kenroy	K – 4 th	19	Interact Curriculum (Field trips cancelled due to COVID-19.)
Lee	K – 4 th	15	Interact Curriculum (Field trips cancelled due to COVID-19.)
Rock Island	K – 4 th	8	Interact Curriculum (Field trips cancelled due to COVID-19.)
Sterling	K – 4 th	3	Interact Curriculum (Field trips cancelled due to COVID-19.)
Sterling	5 th – 7 th	65	Advanced Math classes & Civics trip to Olympia (trip cancelled due to COVID-19.)
Clovis Point	5 th – 7 th	55	Advanced ELA classes
EJHS	8 th – 9 th	75	Advanced Placement (AP) classes
EHS	10 th – 12 th	75	Advanced Placement (AP) classes

Allocated Revenues & Expenditures

Grant Allocation: \$167,302 Estimated Total Expenditures: \$167,302

District Goal/Strategy/Activity	Progress to date
(2000 A) Strategy: Provide student appropriate aligned and rigorous K–12 core and supplemental curriculum, assessment, and report cards to parents consistent with state and national best practices.	<ul style="list-style-type: none"> Implemented District Multidisciplinary Team (MDT) to review all referrals to increase the accuracy and consistency in qualification. Program Implementation Change for 2019-2020: Centralized program at Lee for all Elementary Schools (based upon feedback and best practices). This central location was well received by parents and students. Engagement was increased and the quality of the learning environment was bolstered by the introduction of Chromebooks and other technology to compliment the curriculum.
(2000 B) Strategy: Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing, and science as measured by state tests.	<ul style="list-style-type: none"> Continued to use new assessments data to ensure that language was not a barrier to qualification. Trained MDT regarding avoiding biases in the selection process. Continued use of Cultural Linguistically Diverse and/or Economic Diverse (CLED) Scales to assist in identification process.