



Eastmont School District #206 Relationships, Relevance, Rigor, and Results K-12 Highly Capable Program Report for 2020-21

Students Served K-12th (Total = 311)

School	Grades served	# of Students	Activity/Materials
Cascade	K – 4 th	12	Kindergarten-1 st grade students are served through in class differentiation. 2 nd -4 th grade students were served through Google Classroom on-line using a combination of curriculum (Interact, STEM Kits, monthly STEM challenge bags, Project Based Learning lessons, etc.) The HiCap teacher created weekly video lessons, posted assignments in Google Classroom, and gathered feedback through tools like FlipGrid.
Grant	K – 4 th	7	
Kenroy	K – 4 th	12	
Lee	K – 4 th	8	
Rock Island	K – 4 th	4	
Eastmont Virtual Academy	K – 4 th	7	
Sterling	5 th – 7 th	56	Advanced Math classes, Stock Market Virtual Challenge & Civics trip to Olympia (trip cancelled due to COVID-19)
Clovis Point	5 th – 7 th	40	Advanced ELA classes, Virtual HiCap materials on-line
EJHS	8 th – 9 th	68	Advanced Placement (AP) classes
EHS	10 th – 12 th	98	Advanced Placement (AP) classes

Allocated Revenues & Expenditures

Grant Allocation: \$159,568.88 Estimated Total Expenditures: \$159,000.00

District Goal/Strategy/Activity	Progress to date
(2000 A) Strategy: Provide student appropriate aligned & 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 due to Covid-19 March 2020-June 2021: Students in grades 2-4 served through video lessons and assignments in Google Classroom. Students also received monthly units with materials & STEM Kits to create additional hands-on learning experiences.
(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 (CLEDE) Scales to assist in the identification process. HiCap Coordinator worked with ELL teachers to identify students who demonstrated major growth in ELPA 21 scores in at least two domains. Placed students on a watch-list to consider nomination.