

**Brainstorming Template - Group 1**

Additional Supports for Underrepresented Populations (to boost ID/ outcomes)	Supporting Social-Emotional Needs	Stakeholder Communication	Visual & Performing Arts ID and Support	Additional Supports for Twice Exceptional Populations	Elementary Math Support	Alignment of Parent/Guardian and Student Perspectives on Pace and Challenge	Other
<ul style="list-style-type: none"> <li>● Explore gifted behaviors and possible rubrics to more frequently monitor for students who may qualify for gifted services</li> <li>● Alternative routes to identification (portfolios?)</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for gifted students to connect across grade-levels</li> <li>● Connections outside of school to enhance enrichment</li> </ul>	<ul style="list-style-type: none"> <li>● More communication with families about what gifted programming and identification looks like at all levels</li> <li>● What is needed from families to support students through the gifted process?</li> <li>● Handout/brochure to include with ID letters with info about programming</li> <li>● Family info session with overview of ID process and services</li> </ul>	<ul style="list-style-type: none"> <li>● A review of the gifted identification process at all visual and performing arts levels</li> <li>● Opportunities for students who are identified as gifted in the Arts, avenues for them to connect outside of the school... connections to Museums, Capital University, Children’s Choir, etc.</li> <li>● Parent meeting to explain process for those referred for evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted professional development on asset-based approaches</li> </ul>	<ul style="list-style-type: none"> <li>● What does gifted services in mathematics look like?</li> <li>● More emphasis on depth rather than pacing and acceleration</li> <li>● Cross-curricular project or problem-based learning experiences</li> <li>● Gifted students could start and end their day an hour early to create time for increased opportunities for individualized instruction or instruction with gifted groups</li> </ul>	<ul style="list-style-type: none"> <li>● What does it mean to be successful in Bexley? Facilitate conversations with community and families</li> <li>● Student-parent-teacher conferences with gifted IS and classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development for early elementary school teachers on identifying gifted students and providing challenges within the gen. ed. Classroom</li> <li>● Opportunities for gifted kids to join extra-curricular activities that enhance their learning. Provide supplemental contracts to staff to lead those activities. E.g. math competition clubs</li> <li>● Tap into connections and experiences led by Steve Shapiro</li> <li>● Check-ins from the gifted IS for students who are identified as gifted by not yet served</li> <li>● RTI conversations around gifted</li> </ul>

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**Brainstorming Template - Group 2**

Additional Supports for Underrepresented Populations (to boost ID/ outcomes)	Supporting Social-Emotional Needs	Stakeholder Communication	Visual & Performing Arts ID and Support	Additional Supports for Twice Exceptional Populations	Elementary Math Support	Alignment of Parent/Guardian and Student Perspectives on Pace and Challenge	Other
<ul style="list-style-type: none"> <li>● Programming that “front-loads” under-represented students in the early grades (K-3) before they are tested for giftedness.</li> </ul> <p>Professional development around asset/strength-based thinking rather than deficits-based/multicultural training</p> <p>Exposure to mentors and role models (teachers or students who are in gifted education)</p> <p>Front loading - how can we have a program around this? This would benefit everyone.</p>	<ul style="list-style-type: none"> <li>● What places are there at the MS to have students grouped together and address some of the issues mentioned in the literature.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● When decisions about service are made, I would love teachers to be involved in that. Parents too! Or at least let them know about service being discontinued or started in a clear manner.</li> <li>● Can this be a visual representation?</li> <li>● General materials to educate first time gifted parents.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration and training with gifted teachers and intervention specialists</li> </ul>	<ul style="list-style-type: none"> <li>● A project based learning model for elementary programming that cross different content areas</li> </ul>	<ul style="list-style-type: none"> <li>● Can we focus on differentiation and challenge / growth - not worry about test scores as much ?</li> <li>● Be student-centered, not parent-centered.</li> </ul>	<ul style="list-style-type: none"> <li>● Cross disciplinary projects</li> <li>● Depth and Complexity framework (going deeper and apply multiple places rather than just moving faster)</li> <li>● We would like to know about how students are being identified - we could use this data to address gaps and opportunities to expand.</li> </ul>

**Brainstorming Template - Group 3**

Additional Supports for Underrepresented Populations (to boost ID/ outcomes)	Supporting Social-Emotional Needs	Stakeholder Communication	Visual & Performing Arts ID and Support	Additional Supports for Twice Exceptional Populations	Elementary Math Support	Alignment of Parent/Guardian and Student Perspectives on Pace and Challenge	Other
<ul style="list-style-type: none"> <li>● Rethink how we identify</li> <li>● How can we foster potential giftedness in this population?</li> <li>● Explore parent information sessions to provide them resources and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Project-based learning units can incorporate talents much more effectively. Opens up many more opportunities for collaboration between GenEd and specialist teachers. It allows for talented students to explore their own strengths and interests within a larger learning context.</li> <li>● Need to identify earlier in the arts (music, creativity, art)</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● flexible groups based on pre-assessment</li> <li>● Pull-out also good</li> <li>● Combine a core high cog group which is seen 2 xs per week; supplemented by a daily flexible group based on unit pre-assessment</li> <li>● Flexible unit grouping is good to start at gr.3</li> <li>● Servicing all grades once a week in K-2</li> <li>● Compacting grades 1-2, 3-4, 5-6 (Need to consider impact on MS and HS Ts)</li> <li>● Need to be better at identifying students who REALLY can benefit OVER TIME from acceleration options. Consider long-term SEL and content-related issues.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Create more continuity among ES, MS and HS, e.g. standards-based mastery grading.</li> <li>● Rethink the idea that the first time students in Bexley get grades is the first time it counts, e.g. to college entrance. SEL impact.</li> <li>● Consider a hybrid non/grade for 7th grade and full grades for 8th grade.</li> </ul>

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