

## **Recommendations Addressing Key Priorities:**

### *Underrepresentation of Black, Hispanic, and Multiracial students*

- Implement a talent development program for grades K/1-2.
- Develop materials and learning sessions for families about the needs and resources for historically underrepresented populations of gifted learners.
- Provide staff professional development on giftedness among historically underrepresented populations.

### *Support of twice exceptional students*

- Develop materials and learning sessions for families about the needs and resources for twice-exceptional gifted learners.
- Provide staff professional development on strengths-based supports of twice-exceptional gifted learners.
- Provide opportunities for collaboration among gifted specialists and intervention specialists.

### *Supporting social and emotional concerns*

- Incorporate intentional support and instruction tied to social emotional needs and executive functioning within gifted service opportunities.
- Develop materials and learning sessions for families about the social emotional needs of gifted learners.
- Provide staff professional development on fostering a growth mindset with gifted learners.

### *Math service at the elementary level*

- Refer to elementary service options documents.

### *Review instructional approaches and materials*

- Implement Kaplan's Depth and Complexity Framework within gifted services (begin with elementary and build up over time).
- Utilize instructional coaches to support teachers as they plan for gifted learners within the general education classroom.

### *Rethinking elementary services*

- Refer to elementary service options documents.
- Develop a menu of extracurricular enrichment opportunities.

### *Early identification of visual and performing arts*

- Present a family information session about visual and performing arts gifted identification in Bexley.
- Develop a plan in collaboration with the Allied Arts team to intentionally refer and evaluate students for giftedness in the visual and performing arts, including considering opportunities for deliberate screening of all students.

- Create partnerships with area arts organizations to establish extracurricular or enrichment opportunities for students identified as gifted in visual/performing arts.

*Better communication with stakeholders*

- Maintain and expand communication about gifted education via newsletters, website, email, and publications. Include clear information about location and duration of gifted support and service and contacts for specific needs.
- Develop a brief informational brochure to include with letters to families about new gifted identification.
- Present a family information session about gifted identification and service in Bexley.
- Provide teachers with a brief FAQ about gifted identification and service to reference during conferences.
- Provide staff professional development on topics such as gifted identification and service basics, recognizing and supporting young gifted learners, and use of creativity checklists in identification.
- Ensure teachers have access to gifted identification status for their students.

*Disparity between parents and students perceptions about pace and challenge*

- Develop materials and learning sessions for families on related topics, such as growth goals as compared to achievement goals.
- Develop guidance documents and learning sessions on planning for schedules and transitions to college and career with gifted learners.

**Other Recommendations Outside of Gifted Education:**

<i>Recommendation</i>	<i>Area of Responsibility</i>
Review grade reporting practices, particularly in the 6-12 continuum.	Deputy Superintendent, Director of Curriculum & Gifted, Principals, Building Leadership Teams
Review and strengthen practices for encouraging honors and AP enrollment for students from traditionally underrepresented populations (including teacher recruitment, peer recruitment, and other outreach).	Deputy Superintendent, Director of Curriculum & Gifted, Principals, Department Chairs, Counselors
Increase awareness of and compliance with IEP and 504 plans for students who are twice exceptional, including support from intervention specialists in any K-12 setting, including Honors and Advanced Placement.	Deputy Superintendent, Director of Curriculum & Gifted, Director of Student Support Services, Principals
Review K-12 math progression and acceleration practices.	Deputy Superintendent, Director of Curriculum & Gifted, Principals, Math Department Chairs/Teachers, Grade Level Chairs, Gifted Intervention Specialists
Provide more student/class specific communication in lieu of more generalized building or district communication.	Principals, Teachers, Public Information Officer
Develop collaborative, interdisciplinary problem-based learning experiences as part of the general curriculum.	Deputy Superintendent, Director of Curriculum & Gifted, Leader of Experiential Learning, Gifted Intervention Specialists, Instructional Coaches, Classroom Teachers