

Valued aspects of Current Hi-Cap Programming		Concerns of Current Hi-Cap Programming		Wondering of other Hi-Cap Programs	
Increased rigor and pace of instruction	XXXXXXXXXX	Hi-Cap doesn't represent the district. Current identification process does not identify many low SES or second language learners	XXXXXXXXXX	How are other districts with a diverse population doing assessments so they have a better reflection on these populations in their Hi-Cap programs?	XXXXXX
Dedicated teachers	XXXXXXX	Collaboration and coordination between general education and highly capable staff	XXXXXX	How do other districts implement RTI for Hi-Cap students K-5?	XXXXXX
Opportunity to work with others that enjoy learning and being challenged	XXXX	Continuity in program Elementary, Middle, to High School. Middle School and High School Pathways are not clearly articulated.	XXXXX	What is done to enrich the students who are "left behind?" (i.e. the 80-95% percentile who are not selected but are not presently enriched in WWPS system)	XXX
Broad support of current program practice of advanced classes and pull out	XXXX	Professional development for ALL teachers who serve these students	XXXX	Collaboration between Hi-Cap staff and regular ed staff. How do the teachers/staff/parents communicate	XX
Read more novels and write several literary essays over 3 years	XXX	Honors impact on Hi-Cap program at MS	XXXX	What kind of professional development is occurring for all staff and Hi-Cap teachers?	XX
Parent support of the program	XX	Extended learning opportunities for students when not in program.	XXXX	Do other districts focus on STEM? Do they have multiple Hi-Cap programs, e.g. Honors....?	XX
Strong curriculum aligned to CCSS with rigorous acceleration/extension	XX	Inconsistency with differentiation for K-2 identified students	XXX	For other districts, how do you support HS students in their HS and Beyond plans, college and career planning	XX
Explore interests and express creativity	XX	Grade level testing vs testing by age	XX	How do you establish continuity between elementary, middle and high schools?	
District supports Hi-Cap	XX	No common planning period with other Hi-Cap teachers at same building	XX	Can WWSD incorporate nationally recognized unbiased surveys for parents and teachers as suggested from Gail Hanninen last year? (SIGS or SRBCSS-R) T and Parents	
Ability to design the classes as needed for gifted students		Increase acceleration opportunities at MS	XX	Are the other districts emphasizing pull-out programs vs. clustering within class/school?	
Various opportunities for project-based learning, elementary through middle school		9-12 program not supported specifically for Hi-Cap kids	XX	What are districts that serve more than 3-5% of kids doing?	
Opportunities for mini-field trips and hands-on projects		Conflicts with dual - limits project based learning to 51 minutes		Are other districts doing elementary pull-out and if so, what does it look like?	
In middle school honors classes make students feel "normal" because they include honors & hi-cap		Takes a lot of family involvement to coordinate between 2 schools = elem.		Do other towns test by age or by grade level on the CogAT?	
Schedule allows for mixing 7th and 8th students, creates 2 year curriculum cycle and builds peer group		Concern re: potential biases in who is being identified in honors with Explorers at Middle School		Is there a clear vision for what the objective is? Has the objective changed? (e.g., meet state law with minimal changes to existing program)	
Collaboration between MS program - same basic experience at both schools		Not being able to serve more student		What population is our target? (% of students)	

Middle School to HS transition has improved		Creating a clique that lead other kids to not feel like "the smart ones"		Is there a way to develop same quality with less transportation?	
Regular classroom teachers interested in gaining expertise in supporting gifted students		Perception that anyone who appeals a selection "gets in"		What other Hi-Cap identification assessment tools are being used? Which do they like the most? Why?	
Application and selection process is clearly defined		Funding creates more opportunities that general education students could benefit from.		Would WWSD be willing to consider: 1. moving MS program to a single site with all 6 teachers 2.) move all 3-5 or maybe K-5 HC to a single elementary site as the home school. Then have a bit of time	
		Competitions without funding		What about a program that includes a Hi-Cap teacher/specialist at each elementary school?	
		Community resources are not perceived to be utilized		Can we consider a return to a self-contained Hi-Cap classroom at MS with Honors staying as a separate option?	
		Transportation Trauma with pull		Can we offer/pay for summer academic enrichment?	
		Expensive to transport elementary students		What is Whitman Enrichment, and what are the other "community resources"?	
		Program Focus - Is it deeper thinking and rigor or more assignments/homework?			
		Homework - some students in the elementary program were dismissed due to lack of assignment being turned in. Homework or Rigor in the classroom			
		Classic novels that are appropriated...that are not currently used in HS			
		Traditional assessments don't provide meaningful data for Hi-Cap kids, re: SGP or growth in general			
		We utilize only one assessment tool when many are available (CogAT)			
		Elementary pull-out doesn't serve all students. Those gifted in verbal and not in math.			