

Santa Cruz Valley Unified SD #35

Gifted Education Program

Scope and Sequence

Program Design		
QUESTION	Indicators	District description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition and incorporate it into your local district 	Students are identified as eligible for gifted educational services if they score at the 97%tile or above on a state approved standardized assessment of verbal, non-verbal or quantitative reasoning. Gifted education in Santa Cruz Valley Unified School District includes opportunities for differentiated instruction designed to promote the development of higher order thinking skills, creative thinking and problem solving skills.
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> • Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students 	<p>The Santa Cruz Valley Unified School District is committed to providing a quality educational experience for all students which identifies their unique differences in skills and learning styles.</p> <p>Students who are identified as eligible for gifted education in elementary school (K-5) have the opportunity for small, homogeneous group instruction from a gifted endorsed teacher that extends and enriches the grade level standards. Middle school students are clustered for content instruction with gifted-eligible peers. High</p>

	<ul style="list-style-type: none"> • Goal: develop a program that represents the diversity of the school and district 	<p>School students are served through their participation in Advanced Placement coursework. Because the ethnic make-up of the area is primarily Hispanic (>95%), instruments for assessment and instructional materials are chosen with particular regard to the elimination of cultural bias. Teachers learn methods of teaching to diversity through district sponsored professional development plans.</p>
How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>K-2 students are served through a pull out program provided through regularly scheduled classes. Differentiated instruction with a focus on higher order and creative thinking is emphasized</p>
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Students are served through a combination of pull-outs, class periods, or honor classes that include enrichment, acceleration, flexible pacing, and interdisciplinary curriculum. Differentiated instruction with an emphasis on critical and creative thinking is stressed. Problem solving skills include verbal reasoning, non-verbal/spatial reasoning, and mathematical reasoning. Guidance and counseling services may also be offered to meet individual needs. Time allocation for this age group is provided through regularly scheduled classes.</p>
How do you group and deliver services to your 7-8 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, 	<ul style="list-style-type: none"> • Middle school teachers are receiving training in curriculum differentiation throughout the school year. • Gifted specialist works with classroom teachers to provide resources and

	<p>honors classes, flexible grouping</p>	<p>gifted methodology for identified students in the regular classroom.</p> <ul style="list-style-type: none"> • Honors classes are provided for high ability seventh and eighth grade students in math and English. • Sixth, seventh, and eighth grade gifted students meet with the gifted specialist daily to receive instruction in reading and their interests areas. • Junior Great Books are used to promote Socratic thinking. • Mock trial, Robotics, Knowledge Master Open, Crime Scene Investigation, Future Problem Solvers, Math Olympics, National Geography Bee, Drama, creative and critical thinking activities are the options used to enhance the gifted students' interest areas as well as promote higher level and productive thinking. <p>Groups of ten gifted students from each grade level meet once a week with the gifted specialist to discuss social and emotional issues.</p>
<p>How do you group and deliver services to your 9-12 students?</p>	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP/IB classes, flexible grouping and/or scheduling 	<p>At the high school level gifted students have the opportunity to take advanced placement classes for all their core courses on a daily basis. Counseling and guidance will be provided as needed. Students will be notified of college testing, scholarship opportunities, and will participate in a Career Day, as these events occur.</p>
<p>Describe how you integrate your program</p>	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching 	<p>Program standards are integrated with Arizona State Standards. Gifted student</p>

<p>standards with the Arizona State Standards at each grade level.</p>	<p>content</p> <ul style="list-style-type: none"> • Use Vertical alignment strategies 	<p>needs are assessed using data from district assessments (Galileo) and state assessments (AIMS). Gifted class teachers also determine needs of student through class observation and student participation. Pace of instruction is adjusted according to need. Gifted teachers conference with student classroom teachers and parents to determine academic needs and the emotional support necessary for academic success.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A. • Newsletters, parent support groups 	<p>Individual parent conferences are planned twice during the school year. Student progress reports are sent home each semester. Resource materials are available to meet individual concerns. Parents are invited to participate during special events throughout the school year. (student project displays and presentations, field studies, etc.)</p>

Curriculum and Instruction

Question	Indicators	District description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Students identified in K-2 are pulled out of their regular classes for special groups. All class groups are smaller than their regular classes and allows for a flexible learning environment. Focus is placed on acceleration, extension, and enrichment of concepts. Higher level critical thinking skills are taught. Language skills are enhanced through verbal, quantitative, and non-verbal reasoning. Lessons are planned using SEI (SIOP) strategies due to the ELL population in SCVUSD #35 and identified gifted ELL students at this level. Students work in a variety of group settings during class that includes cooperative learning, paired groups, whole class, and independent learning.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Problem solving strategies that promote verbal, mathematical, and non-verbal/spatial thinking: "Problem Solver 1&2," Logic Talk, board games such as Blokus, Logix Puzzles, Architek Puzzles, & SET • Mini Projects that include research skills and creativity <p>In the regular classroom, students are taught at their appropriate instructional level for guided reading, math, etc. students are also provided</p>

		<p>enrichment/tutorial time in their regular classroom as a part of the district's "Cycle for Success."</p> <p>Effort is made to cluster gifted students in regular classrooms to allow for differentiated instruction.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Students identified in 3rd-5th grades are pulled out of regular class for special groups. Class groups are smaller than their regular classes and allows for a flexible learning environment. Acceleration, extension, and enrichment of concepts are promoted. Higher level thinking, cooperative learning, and creative thinking is fostered through verbal, quantitative, and non-verbal/spatial activities. Lessons are planned using SEI (SIOP) strategies to accommodate for identified ELL Gifted students. Some lessons/activities are isolated and focus on a specific objective. Some lessons/projects are ongoing and are introduced/taught within a unit study.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Problem solving activities that promote <i>verbal skills</i>: (inductive and deductive reasoning) ie: matrices, mind benders, "Logic Links," mystery stories/"Stories with Holes" analogies, groupings/classification of vocabulary • <i>quantitative skills</i>: problem solving using reading and math ie: "Get it

		<p>Together" "Hands-on Equations"</p> <ul style="list-style-type: none"> • <i>non-verbal/spatial skills</i>: problem solving using visual and logical thinking ie; Logix Puzzles, Architek Puzzles, tangrams, pentominoes and other hands-on puzzle/game activities. • Semester Projects that promote creative/artistic thinking, independent research skills, critical thinking, and simulations. <p>In the regular classroom, students are taught at their appropriate instructional level for guided reading, math, etc. Students are also provided enrichment/tutorial time in their regular classroom as a part of the district's "Cycle for Success."</p> <p>Effort is made to cluster gifted students in regular classrooms to allow for differentiated instruction.</p> <p>6th grade students are served in the same manner, but are clustered during tutorial and enrichment periods as opposed to pull-out from their core area classes.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Develop an honors curriculum for gifted 	<p>All teachers in SCVUSD receive instruction in teaching to diversified classrooms. Students identified as gifted are enrolled in honors classes in core areas like math and English but also participate in tutorial and enrichment with their likewise identified</p>

description.	<p>students Establish a rubric for the pedagogy to be appropriately applied for this level</p> <ul style="list-style-type: none"> • Use real world connections, simulations, Mock Trial, etc. 	<p>peers. These classes provide for acceleration and extensions of the grade level curriculum through supplemental literature series, and math programs.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP/IB coursework for student <p>Establish a rubric for the pedagogy to be appropriately applied for this level s</p>	<p>High school AP math and English teachers participated in a Pre-AP workshop offered by the Collegeboard. The purpose of this workshop was to build a firm foundation in curriculum, instruction, and assessment through alignment with the selected discipline-based AP courses.</p>
<p>What curricular materials do you use for grades K-2? Be specific.</p>		<ul style="list-style-type: none"> • Curricular materials are drawn, whenever possible from the grade level instructional calendar. In addition, enrichment materials are added to include: : "Problem Solver 1&2," Logic Talk, board games such as Blokus, Logix Puzzles, Architek Puzzles, & SET • Mini Projects that include research skills and creativity
<p>What curricular materials do you use for grades 3-6? Be specific.</p>		<ul style="list-style-type: none"> • Problem solving activities that promote <i>verbal skills</i>: (inductive and deductive reasoning) ie: matrices, mind benders, "Logic Links," mystery stories/"Stories with Holes" analogies, groupings/classification of vocabulary • <i>quantitative skills</i>: problem solving using reading and math ie: "Get it

		<p>Together" "Hands-on Equations"</p> <ul style="list-style-type: none"> • <i>non-verbal/spatial skills</i>: problem solving using visual and logical thinking ie; Logix Puzzles, Architek Puzzles, tangrams, pentominoes and other hands-on puzzle/game activities. • Semester Projects that promote creative/artistic thinking, independent research skills, critical thinking, and simulations.
What curricular materials do you use for grades 7-8? Be specific.		Tutorial and enrichment opportunities provide extension of grade level standards during these daily periods where identified gifted students are clustered homogeneously. Materials include those from the regular core classes as well as Math Explorer program and additional literature series as recommended by the literacy specialist for the campus.
What curricular materials do you use for grades 9-12? Be specific.		Curricular materials for Advanced placement coursework are prescribed by the content area.

Identification

Question	Indicators	District description
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on transfer forms • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders 	<p>Students may be referred for consideration of gifted education by parents, staff, or for middle and high school, by self referral. Parents are made aware of the opportunities through newsletter announcements and board presentations. Staff are advised in writing several times a year of the availability of gifted assessment and programs. Students enrolling in the district from another school complete an enrollment application which includes a question regarding previous gifted placements.</p>
<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Aims Scores • Use of non verbal tests • Multiple measures • Personal interviews • Performance in honors/AP/IB classes • Service 97%, but what about 96,95, 94 and other 	<p>Identify students as gifted if they score at or above the ninety-seventh percentile, based upon national norms, on a test adopted by the state board in any one of the three areas – verbal, nonverbal, or quantitative reasoning. Instruments are chosen that provide good validity in assessing students from homes where languages other than English are spoken. Accept, as valid placement, scores at or above the 97th percentile on any state board-approved test submitted by qualified professionals. Place transfer students as soon as verification of eligibility is completed. Placement in a program will be commensurate with the academic abilities</p>

		and potentials of all students meeting state and district criteria.
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> • CogAT, Raven, Naglieri • Students grades • Gifted Characteristics Checklists • Student, teacher, parent input • State approved testing list • Standardized Testing results 	Current assessments include the Cognitive Abilities Test (CogAT) and the Naglieri Non-Verbal Ability Test. Students must score at or above the 97 percentile on one or more of these tests. These instruments were specifically chosen from the state approved list because they are ideal for use with examinees from culturally and linguistically diverse backgrounds. Data is maintained regarding identified students' performance on state mandated assessments.
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website 	Parents and teachers are notified in writing of the availability of gifted eligibility testing schedules through newsletters and staff correspondence. Parents are advised of a referral for testing if the child is referred by anyone other than the parent and are given an opportunity to decline assessment.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher. Principal and Gifted Director 	Parents are notified in writing of the results of assessments. Students who do not meet eligibility requirements may be retested using the same or different assessments during the following school year.

Social and Emotional Development

Question	Indicators	District description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self contained configurations • Use peer tutoring, cooperative leaning strategies • Establish a parent support group 	<ul style="list-style-type: none"> • Supplemental gifted funds are used to purchase items for a professional library. These materials assist the classroom teacher and parents to understand the unique needs of the gifted learner. • During "pull-out" sessions goals are targeted that address the social emotional skills including self-understanding and improved peer relationships.
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> • Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group 	<ul style="list-style-type: none"> • Students are served both through participation in honors classes as well as in homogeneous enrichment classes daily. These environments provide a "safe" opportunity for students to explore their strengths in what is at times a difficult adolescent environment. • Teachers have the opportunity to work in vertical alignment teams with high school AP teachers during the year • Teachers assigned to honors classes have the opportunity to attend off-campus workshops and other professional development activities like the AAGT conference
How do you provide for the unique affective needs of your gifted	<ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted 	<ul style="list-style-type: none"> • Students participate in AP coursework • Teachers attend AP seminars and instructional strategy classes in summer

<p>students 9-12?</p>	<p>students</p> <ul style="list-style-type: none"> • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP and IB • Establish a parent support group 	<ul style="list-style-type: none"> • AP coordinator is assigned to investigate class rolls in AP classes to locate identified gifted students
<p>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p>	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	<ul style="list-style-type: none"> • HS parents are invited to attend AP information sessions annually • Teachers are advised annually of the Gifted program policies and procedures for K through 8 • Parents of K-5 identified students are provided literature about the unique affective needs of gifted students. K-5 teachers are provided information about the affective characteristics of gifted students during the referral process for gifted testing.
<p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on" 	<ul style="list-style-type: none"> • K-5 student concerns are monitored both academically and emotionally by their gifted resource teacher, their regular classroom teacher and through parent conferences. Students that are "at risk" are referred to and provided counseling services if needed for further support. In some cases, a child study team will discuss how to meet student needs including referral for special needs testing by the school psychologists. Parents are informed of

		<p>student issues and participate providing further information.</p> <ul style="list-style-type: none">• Increased staff (adding an additional 1.0 FTE for Gifted services will improve the opportunity to expand this vital need as well as improved training for regular and AP teachers.
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Professional Development

Question	Indicators	District description
<p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p>	<ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) • Teachers develop personal professional growth plans 	<ul style="list-style-type: none"> • Endorsed teachers as well as regular classroom teachers have the opportunity to attend off campus staff development opportunities like the AAGT conference and AP vertical alignment seminars • A professional library of materials is being developed with supplemental gifted funds to provide teachers with specific information and strategies in addressing the needs of identified gifted students.
<p>Please list the titles of the training you conducted last year and those planned for the current year.</p>	<ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results 	<ul style="list-style-type: none"> • Sept 2006 4 teachers attended the AAGT Southern AZ regional conference in Tucson • July 2006HS teacher attended the Phoenix Desert Advanced Placement Institute • Summer 2007 7 HS teachers will attend Advanced Placement courses in a variety of content areas • Gifted endorsed teachers will attend the annual AAGT conference during the 07-08 SY
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school 	<p>The administrative team as well as counselors rely on the Gifted endorsed teachers to disseminate topical information regarding the needs of identified gifted students. The Gifted endorsed teachers work directly under the assistant</p>

	improvement	superintendent for Curriculum, Instruction and Assessment to continually align the gifted curriculum with the district wide instructional calendars and to provide teachers with recommended strategies as well as materials to address these students' unique needs.
Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?		All participants appreciated the opportunity to gain more information regarding the unique needs and best practice strategies for these students. Teachers express a particular interest in participating in on-campus seminars on vertical alignment.

Parent and Community Involvement

Question	Indicators	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Web site for gifted students and parents • Parent – teacher conferences 	<ul style="list-style-type: none"> • Highlighted articles in community newsletters • District policies and school board presentations • Parent orientation meetings • Endorsed teachers regularly participate in parent conferences • Elementary program information is provided in school newsletters concerning upcoming activities, testing, etc.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents, available in all school offices and website 	Copies of the scope and sequence are available at each school site. Access is also provided on district website
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> • Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers 	Parents of identified students are encouraged to participate in their school site council where regular discussions occur regarding school programs, and corresponding budgets
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations 	Parents complete satisfaction surveys Annual School Board presentations

Program Assessment

Question	Indicators	District description
<p>What data sources do you use to assess your programs effectiveness?</p>	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AIMS performance scores • Terra Nova performance scores • Arizona Learns "Z" scores • AP/IB scores 	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • AIMS performance scores • AP test results
<p>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</p>	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	<p>Annual assessment data is disaggregated for identified Gifted students as a subgroup</p>
<p>How do you use informal measures like surveys, open forums and teacher interviews to gather data?</p>	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	<p>Building administrators provide constructive feedback to endorsed teachers as a part of their teacher evaluation system Parents provide feedback in satisfaction surveys and participation in scheduled field trips</p>
<p>What are your keys indicators that your program is positively affecting students?</p>	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	<p>Positive parental feed back and object student assessment data</p>

<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none">• Meets or exceeds on annual AIMS assessment• Meets the individual learning goals established for the students• The gifted population demographics must reflect the same picture as the total school population	<ul style="list-style-type: none">• Meets or exceeds on annual AIMS assessment• Continued participation in this voluntary program
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Budgeting

Question	Indicators	District description
<p>What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> • 	<p>Varies year to year 06-07 Capitol – 0% Direct student services – 55% Professional development – 45% District coordination – 0%</p>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self contained or differentiated instruction within the classroom • Ratio within the structure you chose 1 to how many students? 	<p>Pull out 1: 15 Cluster 1:25</p>
<p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	<p>Teacher salaries and benefits are provided through district funds. A materials budget is allocated specifically for gifted education annually. Supplemental funds are used for targeted teachers opportunities for staff development opportunities including AAGT conferences and seminars as AP content and vertical alignment training. Supplemental funds are also used for materials. Gifts and donations are used to provide field trips for identified students at the elementary level.</p>