GIFTED AND/OR HIGHLY ACHIEVING

PROGRAM REVIEW

April 2019

Pine-Richland School District

The information contained in this report is provided by the Pine-Richland Gifted and/or Highly Achieving programming for general purposes only. While this report serves as a strategic approach to curriculum planning, recommendations must be considered with respect to all programs provided by Pine-Richland School District.

Gifted and/or Highly Achieving In-Depth Program Review

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Executive Summary

The mission of the Pine-Richland School District is to *Focus on Learning for Every Student Every Day.* Within the PRSD Strategic Plan, long-term and short-term goals outlined in the Teaching and Learning category form the foundation for continuous improvement. One of the short-term goals for 2016 - 2017 was to design and pilot an in-depth program review process for two of our departments (i.e., Science and Health & Physical Education). That initial work led to a final report and set of recommendations for program improvements. The process itself was refined and used in 2017 - 2018 in the areas of Mathematics and Business & Computer Science. **For the 2018 - 2019 school year, we reviewed the Social Studies Department and also modified the process for programming related to Gifted and/or Highly Achieving students.** In this particular case, the team modified some elements of the in-depth program review process given the differences between a traditional content area versus an approach to meet the needs of a specific population of students.

One key element of the in-depth program review was the consideration of a program philosophy and vision (Figure 1). Since this parallel process was being applied to students demonstrating certain needs or characteristics - versus a content area - a different approach was given to the idea of a program philosophy or vision. **The very mission of the Pine-Richland School District is to focus on learning for every student every day.** It is the word "every" that makes this mission so challenging and worthwhile. Gifted and/or highly achieving students are reflected in the word "every." As a result, there is not a "special image or phrase" for this work. Our image of "every" is reflected in the words and concepts of our district image.

Figure 1

This report outlines the process, findings, and recommendations from that work. As an organization, it is understood that the pace of change may be dependent upon the impact of that change on other aspects of the educational program. The committee utilized the action-priority matrix to evaluate each recommendation and established an implementation timeline with associated cost estimates. **Within the Multi-Tier System of Supports (MTSS) model, we know that recommendations designed to meet the needs of gifted and/or highly achieving students must address all learning environments from the general education classroom to a pull-out setting to the potential for acceleration**.

Recommendation Overview

Recommendation #1:
Adopt and widely communicate the specific areas of alignment and focus between the characteristics of gifted and/or highly achieving students and the existing PRSD vision to internal and external stakeholders.

Recommendation #2:
Compliance and Progress Monitoring:

a. Develop a system for using universal screeners (i.e., CogAT, STAR 360) that were selected due to their time, stretch, and utility to identify students who may qualify for gifted education and/or enrichment services.
b. Continually refine the criteria for identifying students who should be recommended for an evaluation for gifted supports and services (K-12 matrices).
c. Analyze and review Chapter 16 regulations and legislation as updates occur from the state level and align with Gifted Education Plan.
d. Evaluate progress monitoring measurement tools and outcomes towards standards-based goals identified in GIEPs and enrichment goals identified through MTSS.
e. Implement an internal Gifted Individualized Education Plan (GIEP) Checklist and Cyclical Monitoring Process to ensure the alignment with Chapter 16 Regulations and guidelines.

Recommendation #3
Systems Approach (Tiers 2 and 3):

a. Develop, communicate, and implement specific criteria for identifying students who should be recommended for course or grade acceleration.
b. Design a system and schedule that promotes flexibility for grade and course acceleration.

Recommendation #4
Instructional Strategies (Tier 1):

a. Utilize data from curricular-based pre- and post-assessments and universal screeners to drive differentiation in the general education classroom through compaction, enrichment, and/or acceleration.
b. Integrate methods of differentiation in order to meet the needs of all students utilizing flexible cluster grouping and specific instructional strategies for enrichment (e.g. Webb's Depth of Knowledge, Student-Choice).

Recommendation #5
Instructional Strategies (Tiers 1, 2, and 3)

a. Incorporate authentic, real-world learning activities inside and outside of the classroom through problem- and project-based experiences.
b. Identify ways to communicate a wide variety of extension learning opportunities to all students and families (K-12), both gifted education and general education, to challenge or engage them outside of the classroom.

Recommendation #6

Systems Approach

a. Design and communicate a systematic, K-12 approach for providing supports and services to gifted and/or highly achieving students through age- and developmentally-appropriate strategies (e.g. progression from one grade-span to the next). Staffing needs should be considered.
b. Develop a scheduling structure for flexible cluster grouping with like-minded and similarly-performing peers based upon topic and strength to support a collaborative model for providing gifted and/or highly achieving student services.
c. Establish an intervention and enrichment structure in the master schedule for all students.

Recommendation #7

Systems Approach

a. Implement the MTSS model K-12 to support gifted and/or highly achieving students.
b. Reference and utilize the decision trees (K-12) to ensure enrichment is considered and provided through the MTSS process.

Recommendation #8

Characteristics of Gifted Learners

a. Increase awareness of teachers and parents regarding the characteristics of gifted and/or highly achieving students (hearts).
b. Increase teacher awareness of the individual strengths and needs of gifted and/or highly achieving students to make appropriate instructional decisions (minds).
c. Increase student awareness of gifted characteristics, development and metacognition (student voice and ownership).
d. Support the social and emotional needs of gifted and/or highly achieving learners through the program design and continuum of support services throughout the school day.

In-Depth Program Review Process

The process for the in-depth program review was developed in the 2016 - 2017 school year and refined in each subsequent year. To help ensure a clear understanding of the process elements, a process diagram was developed and reviewed on a regular basis. Major elements of this image are further described below:

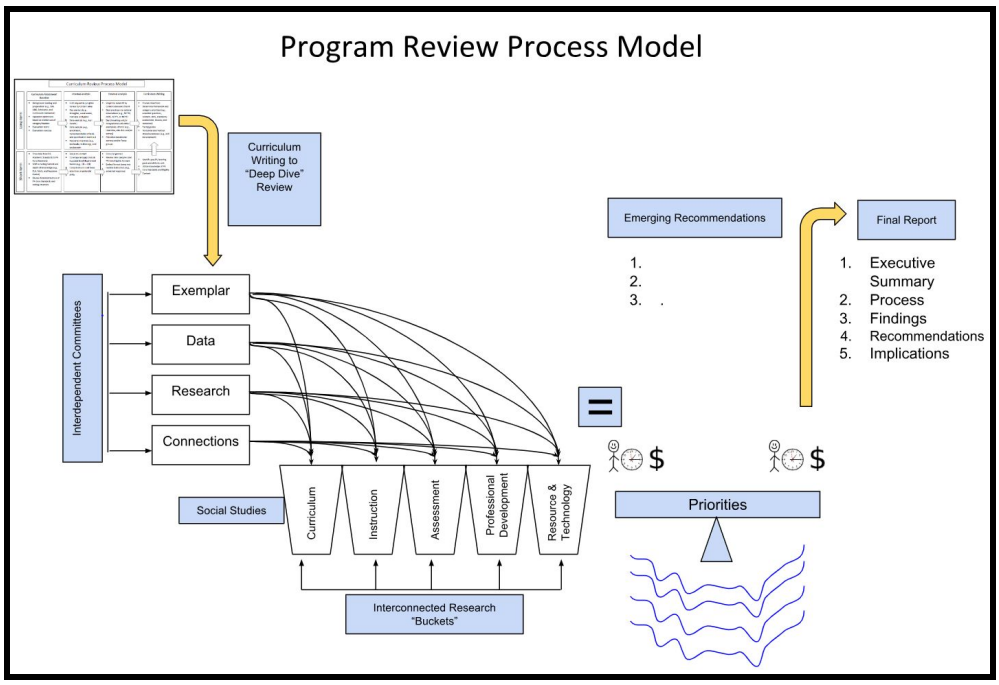

Figure 2

Curriculum Writing to "Deep Dive"

Given the time and effort invested into curriculum writing at Pine-Richland from 2014 - 2016, it is important to understand the relationship of that work to the in-depth program review process. The two-year curriculum writing process was designed to capture the current content in a consistent format through vertical teams (e.g., units, big ideas, and learning goals). That process allowed the review team to identify strengths and opportunities for improvement. Most of the attention was directed internally at a review of our district's current structure and practices.

The **in-depth review process has a broader focus** on all elements of the program. Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, "Are we doing the right things?" or "Do we need to consider more significant changes in program design?" In the image above, the curriculum writing process is like a "springboard" to "dive" more deeply into the content area. The personnel, structure, and work were organized into four major sub-committees.

In-Depth Gifted and/or Highly Achieving Program Review Process

The process for in-depth program review for the gifted and/or highly achieving students required a slightly different structure than the typical program review process. As stated earlier, this process was being applied to students demonstrating certain needs or characteristics - versus a content area. Therefore, our process diagram was revised to reflect our unique task. Specific differences are reflected below.

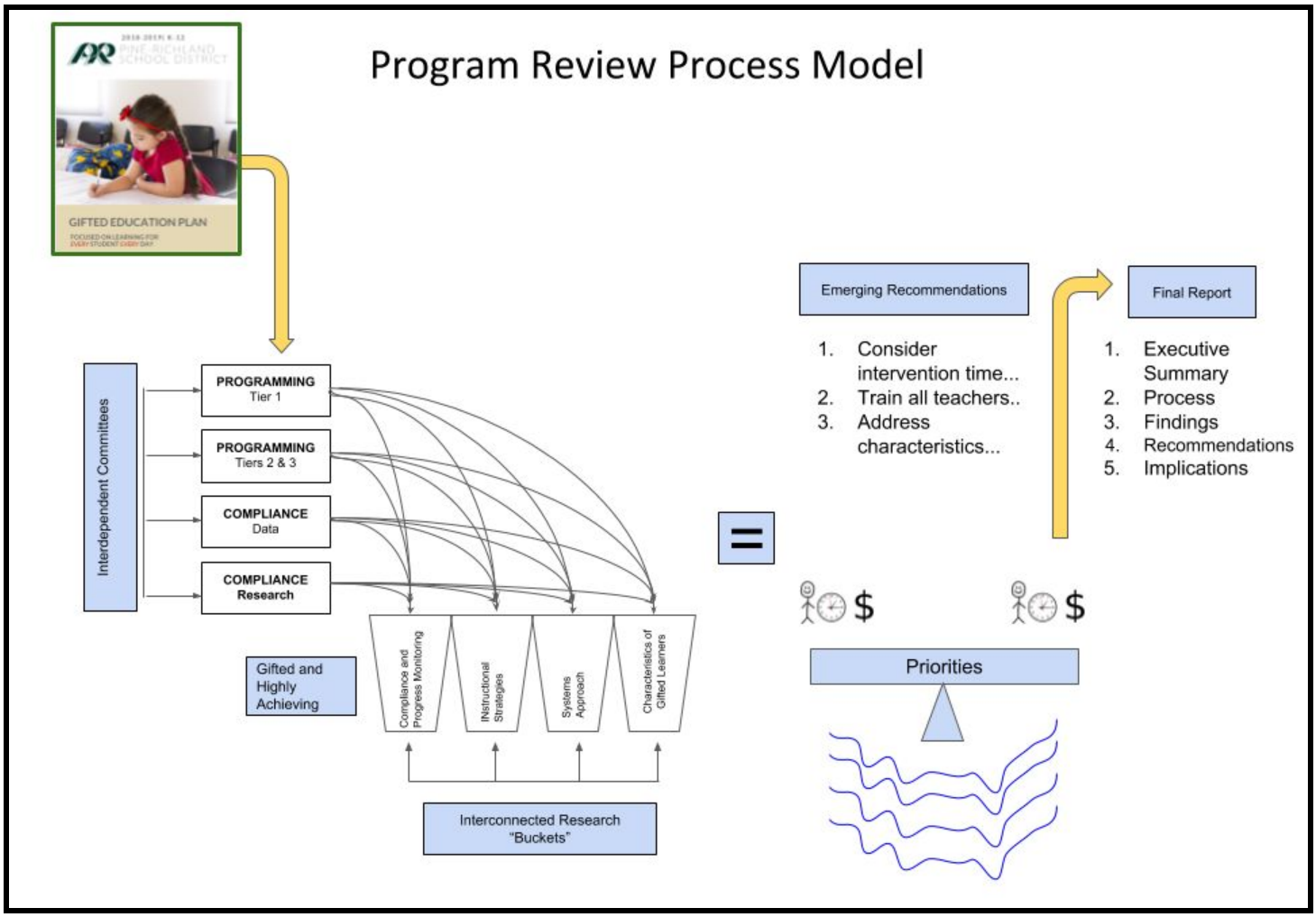

Figure 3

Different than a department or specific content area, the district's Gifted Education Plan served as the springboard for this work. The Gifted Education Plan is required by the Pennsylvania Department of Education and must address a wide range of program elements. Since the delivery of services for gifted and/or highly achieving students occurs in a wide range of settings, the composition of the expanded team was designed to serve as a representative sample of the overall teaching staff.

Gifted and/or Highly Achieving Students Program Review Design Model

We strongly believe that meaningful and lasting change requires engagement of all key stakeholders. The core team included several district office administrators, building principals/assistant principals based on vertical team assignment, and a small group of academic leadership council members (i.e., department chairs) and teachers. The core team conducted the planning and thinking necessary to maximize the efficiency and effectiveness of the expanded team. The expanded team included all core team members and additional teachers to ensure representation by all buildings, levels, and courses. Given that the gifted education team is comparatively small, this group represented the majority of the K-12 team.

It is important to note that the expanded teams also used a systematic approach to listen to students and parents. Student focus groups were organized at the high school, middle school, Eden Hall, and each primary school. These groups were representative of the district's gifted and/or highly achieving learners. In addition, parent and community input was gathered during day and evening town hall sessions. Parents who were unable to attend those face-to-face meetings were able to submit comments electronically.

The gifted and/or highly achieving education program is essentially comprised of two categories, compliance and programming. Pennsylvania State regulations from Chapter 16 drive many aspects of the gifted education program; however, each school district can develop their unique processes for **complying** with those regulations as well as structures for providing student-specific **programming**. The committee used these two program categories to design the in-depth review model.

The committee was divided into **four main subcommittees** (Figure 4). In order to reflect our unique task, the subcommittees were assigned to one of the two categories - compliance or programming: **(1) Programming (Tier 1 Instruction); (2) Programming (Tiers 2 and 3 Instruction/Interventions); (3) Compliance (Data); and (4) Compliance (Research).** Much of the work from the Compliance (Data) subcommittee was completed over the previous two years through the adoption of universal screeners (i.e., CogAT 7, STAR 360) and the subsequent development of gifted identification matrices at each grade span. Because of this, we were able to reassign members of this original subcommittee into the remaining three subcommittees. The Compliance (Research) committee gathered, read, and synthesized current research to guide the committee in identifying "research buckets". The identified research bucket topics were then used by the programming committees to learn about best practices for supporting gifted and/or highly achieving students both inside general education classrooms (Tier I) and throughout the school day through student-specific tiered programs (Tier 2 and 3).

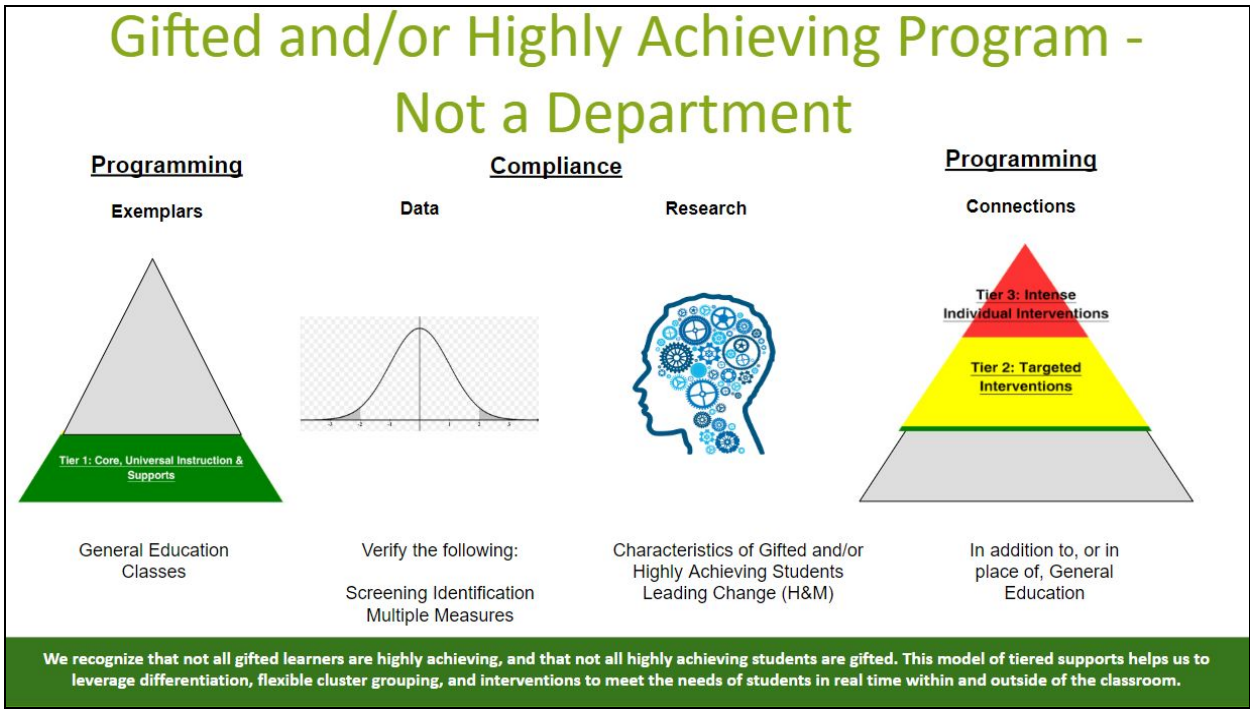

Figure 4

Research "Buckets"

As highly achieving and gifted program information was gathered by subcommittees it was organized into four key "buckets": (1) Compliance and Progress Monitoring; (2) Instructional Strategies; (3) Systems Approach, and (4) Characteristics of Gifted Learners. In the early months of the process, the "buckets" were dynamic, meaning that some initial concepts were removed or combined with other key themes. As the expanded team continued to learn, those titles were then finalized. Importantly, the arrows on the bottom of the buckets also demonstrate the relationship between areas (i.e., no silos). The subcommittees' learning and identification of information for the buckets were interconnected, as information from one area informed others. Based upon the information gathered through the bucket findings, a set of emerging recommendations was developed.

Emerging Recommendations

A systems thinking approach was critical to the in-depth program review process. The transition from "findings" to "emerging recommendations" required skills of synthesis, critical thinking, healthy debate, and communication. The entire expanded team used one set of lenses to review the list of internal strengths and weaknesses. The lenses refer to the four subcommittees. Some emerging recommendations were designed to improve current gaps and weaknesses. Other emerging recommendations were identified in the analysis of exemplary programs, universities, businesses, or in the research literature. The team brainstormed recommendations by identifying recurring themes, ideas, and opportunities for growth. The team discussed, modified, and edited the recommendations. Emerging recommendations were consolidated into a draft. The expanded team worked with the draft to link the emerging recommendations to data provided by the subcommittees.

Balancing Priorities and Resources

As a system, the "ripple effect" of recommendations was built into the process model. The team then put the emerging recommendations into the action-priority matrix. The action-priority matrix evaluates the impact versus the effort of the emerging recommendations. Examining the use of people, time, and money allows for the identification of which recommendations were quick fixes, major projects, fill-ins, and hard slogs. For example, a hard slog was used to categorize those recommendations that would require much effort but have little impact on student learning. The team then identified the final emerging recommendations. **As indicated earlier, this program review was different than a traditional content area. The concept of balancing priorities is more closely related to the need to sequence recommendations for all general education teachers that allow that strategy to be effectively deployed.**

Action Priority Matrix

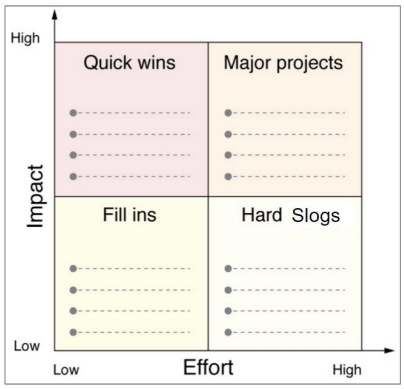

Figure 5: Elmansy, Rafiq. "Time Management Tips for Designers: The Action Priority Matrix."*Designorate*, 14 June 2016, www.designorate.com/time-management-the-action-priority-matrix/. Accessed 14 Mar. 2017.

Continuum of Improvement

Throughout the in-depth program review process, it was important to maintain perspective on the nature of program improvements. Especially when considering effective elements of exemplary schools or programs, the desire to move from the current program ("Point A") to an ideal future ("Point Z") is natural. However, it is more realistic to recognize that meaningful program improvement within an organizational system will often result from a series of smaller steps ("Points B, C, D, etc."). Although depicted as a straight line in the image below (Figure 6), the in-depth program review committee recognizes that continuous improvement is not always a linear process.

Figure 6

Emerging Recommendations

Recommendation #1:

Adopt and widely communicate the specific areas of alignment and focus between the characteristics of gifted and/or highly achieving students and the existing PRSD vision to internal and external stakeholders.

FINDINGS:

Internal Analysis

1. Gifted and/or highly achieving programming currently does not have a vision and philosophy that is clearly communicated to staff, students, and community (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
2. A clear vision statement serves as a reference that anchors the focus of the program with a clear picture of the future (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).

External Analysis

1. Gifted is an experience, not a place (State College Area SD, 2019).
2. Resources for learning outside of the classroom are provided to all parents and students are all invited to take part in competitions at the homeroom and school level and those performing the best move on to the regional competitions (Quaker Valley SD, 2019).
3. Gifted learners are creative by nature and creativity needs to be developed and encouraged by relating to 'real-world' application - convention, publication, product (University of Connecticut Renzulli Learning Center, 2019).

Implementation Timeline (Anticipated Start/Finish): 5/1/19 - 9/30/19

Key Personnel: Teachers, Administrators, and Director of Communications

Major Action Steps: (1) Finalize words and image; (2) Disseminate them to all members of the K-12 gifted and/or highly achieving programming; (3) Publish on the district website; (4) Discuss all encompassing nature of the Pine-Richland School District vision with students and parents through face-to-face and electronic communications; and (5) Incorporate into published gifted and/or highly achieving program overview documents.

Estimated Budget/Resources: There are no costs anticipated.

Potential Implications (Short-Term and Long-Term): The development, understanding, and communication of a clearly articulated gifted and/or highly achieving program vision/philosophy should strengthen program delivery for all stakeholders (i.e., staff, students, and parents). It provides a perspective that can be reinforced and considered when making future program decisions.

Recommendation #2:

Compliance and Progress Monitoring:

a. Develop a system for using universal screeners (i.e., CogAT, STAR 360) that were selected due to their time, stretch, and utility to identify students who may qualify for gifted education and/or enrichment services.
b. Continually refine the criteria for identifying students who should be recommended for an evaluation for gifted supports and services (K-12 matrices).
c. Analyze and review Chapter 16 regulations and legislation as updates occur from the state level and align with Gifted Education Plan.
d. Evaluate progress monitoring measurement tools and outcomes towards standards-based goals identified in GIEPs and enrichment goals identified through MTSS.
e. Implement an internal Gifted Individualized Education Plan (GIEP) Checklist and Cyclical Monitoring Process to ensure the alignment with Chapter 16 Regulations and guidelines.

FINDINGS:

Internal Analysis

1. The findings of the 2014 cyclical monitoring team required significant corrective action. Steps taken were outlined within the updated Gifted Education Plan (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
2. The district developed a leveled approach to identify gifted and/or highly achieving learners. Through the universal screener for child-find, the building level MTSS team uses multiple measures to determine qualification for gifted services. The universal screener of the STAR 360 (Early Literacy KG/1st Grade, Reading 1-7, Mathematics 1-6) is given to all students in the Fall (September), Winter (January) and Spring (March) of each school year. The Cognitive Abilities Test (CogAT) is given to all students in second and fifth grades, one-time annually in the Fall of each school year. The universal child-find screening process assists in recommending for enrichment and potential further evaluation for gifted services (Pine-Richland Gifted Educational Plan, 2018).
3. The second leveled criteria for identifying students is conducting a full individualized gifted evaluation by administering an individualized cognitive assessment (i.e., Wechsler Intelligence Scale for Children-Fifth Edition/ WISC V), individual achievement assessment in Mathematical Problem Solving and Reading Comprehension (Wechsler Individual Achievement Test-Third Edition/ WIAT III), parent/teacher input and standardized national normed rating inventories (i.e., Scales for Identifying Gifted Students, SIGS). There are points assigned to each factor and from that score determination for qualification is made (Pine-Richland Gifted Educational Plan, 2018).
4. The last Pennsylvania Department of Education cyclical monitoring was conducted during the week of March 23, 2014. While a series of commendations were noted, a set of corrective action measures were identified in each of the three major sections (PDE, 2015).
5. The PRSD Gifted Education Plan was last submitted to and approved by the Pennsylvania Department of Education in the fall of 2018 (Pine-Richland Gifted Educational Plan, 2018).
6. There is a need for more consistent communication to parents of progress monitoring toward GIEP goals (PRSD Parent Focus Group, 2019).

External Analysis

1. A series of findings from the 2014 PDE cyclical monitoring required several updates, and will be revisited every 3 years (PDE, 2015).

2. Exemplar schools have revamped their universal screening process using multiple criteria including students' gifts and talents (i.e., 130 IQ is not enough to determine need of services alone). Individual cognitive and achievement scores are part of a comprehensive evaluation (State College Area SD, College of William and Mary, Penn-Delco SD, Warren County SD, Gettysburg SD, Franklin-Regional SD, Blairsville Saltsburg SD, 2019, Connecticut Association for the Gifted, 2019).
3. Research of exemplar schools has determined that students can be identified as gifted but not in need of specially designed instruction (Penn-Delco SD, Millersville University, 2019).
4. A GIEP is a written plan describing the education to be provided to a gifted student. The initial GIEP must be based on and responsive to the results of the evaluation and be developed and implemented in accordance with this chapter (Chapter 16 - 16.31, 2008).
5. Exemplar schools emphasize the importance of GIEPs with identified standards- and strength-based goals (State College Area SD, Penn Delco SD, Warren County SD, Gettysburg SD, 2019).
6. "The GIEP team shall base educational placement decisions on the gifted student's needs" (Chapter 16 - 16.41, 2008).
7. "Districts may use administrative and instructional strategies and techniques in the provision of gifted education for gifted students which do not require, but which may include, categorical grouping of students. The placement must:
   (1) Enable the provision of appropriate specially designed instruction based on the student's need and ability.
   (2) Ensure that the student is able to benefit meaningfully from the rate, level and manner of instruction.
   (3) Provide opportunities to participate in acceleration or enrichment, or both, as appropriate for the student's needs. These opportunities must go beyond the program that the student would receive as part of a general education" (Chapter 16.41, 2008).
8. "Districts shall adopt board policies relating to caseloads and class sizes for gifted students which:
   (1) Ensure the ability of assigned staff to provide the services required in each GIEP.
   (2) Address all the educational placements for gifted students used by the district" (Chapter 16 - 16.41, 2008).
9. In addition to standardized measures being utilized to assess student learning, it is also crucial that more performance-based tools be employed to assess individual growth and development. In tandem with more standardized measures, performance-based tools provide a more complete picture of individual progress toward specific education goals (Tassel-Baska, 2005).
10. The examination of the RTI process (Multi-Tiered Systems of Support; MTSS) to specifically raise achievement, beyond the general education classroom. Progress monitoring is critical to this process in the determination of providing students with effective Tier 2 interventions. (Hughes & Rollins, 2009).

Implementation Timeline (Anticipated Start/Finish): (Ongoing)

Key Personnel: Assistant Superintendents, Academic Leadership Council, Principals, Assistant Principals, Psychologists,and Teachers of Gifted and/or Highly Achieving Students.

Major Action Steps 2a-d: (1) Review of existing identification process; (2) Study success of identification rates through universal screeners; (3) Continue using identification process including multiple criteria and universal screeners; (4) Assess the results of identification process to determine success rate of referrals and screening results in

comparison to full Gifted Written Report (GWR) results; and (5) Refer the results of Multi-Disciplinary Evaluation (MDE) & (GWR) back to the MTSS team for data-driven instructional planning, differentiation, and progress monitoring.

Major Action Steps 2e: (1) Develop the cyclical monitoring checklist and process; (2) Determine timeline and scope of cyclical monitoring; (3) Implement cyclical monitoring; and (4) Review feedback from monitoring and implement measure for continuous improvement.

Estimated Budget/Resources: Professional development costs associated with initial roll-out. Yearly budgeted costs associated with universal screeners.

Potential Implications (Short-Term and Long-Term): A short-term spike of identified gifted students has occurred over the past two years. It is anticipated that more effective identification will enable the district to more effectively meet the needs of gifted and/or highly achieving learners. Growth should be seen across both standardized and classroom-based measures (e.g. within the fourth and fifth quintiles as measured by PA Value Added Assessment System (PVAAS)).

Recommendation #3:

Systems Approach (Tiers 2 and 3):

a. Develop, communicate, and implement specific criteria for identifying students who should be recommended for course or grade acceleration.
b. Design a system and schedule that promotes flexibility for grade and course acceleration.

FINDINGS:

Internal Analysis

1. Specific criteria are needed for identifying students who should be recommended for course or grade acceleration (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
2. Parents and students desire opportunities for students to move quickly and at their own pace in classes (PRSD Parent/Community & Student Focus Groups, 2019).
3. There is a need for consistency regarding subject/grade acceleration between buildings and grade-spans (PRSD Gifted and/or Highly Achieving Program Review Team, 2018).
4. At the high school level, parents have expressed interest in schedules promoting flexible grouping (PRSD Parent/Community Focus Group, 2019).

External Analysis

1. Establish and publish criteria (e.g. percentile of achievement or percent mastery on particular assessments) for continuous progress monitoring to identify when a child needs to be accelerated in a content area or grade level (College of William and Mary, 2019; Penn-Delco SD, 2019).
2. "Differentiation for the gifted learner may still prove to be more challenging (than struggling learners) due to the factors of the (a) degree of differentiation required, (b) need to provide advanced learning opportunities beyond grade level, (c) philosophical barriers and antipathy of many teachers toward the gifted learner and their needs, (d) lack of understood services for gifted population, and (e) lack of service mandates in many states to support services for gifted learners leading to greater neglect" (VanTassel-Baska, et. al., 2005, p. 212).
3. It is encouraged to provide a Continuum of Gifted Services through acceleration within the classroom, acceleration of grade level, flexible grouping, and curriculum compaction to keep students in the classroom while modifying individualized learning experiences (Millersville University, 2019).
4. There needs to be continuous monitoring of students, who have been class- or grade-accelerated. There should be three to six visitations to check on the progress of students in the accelerated course (Millersville University, 2019).
5. In a study of high-ability children who had been accelerated, the majority reported satisfaction (National Association for Gifted Children, 2018).
6. Through the use of progress monitoring, flexible grouping is recommended (Franklin Regional SD, Warren County SD, Penn-Delco SD, Seton Hill University, 2019).

Implementation Timeline (Anticipated Start/Finish): 7/1/19 - 6/30/20

Key Personnel: Assistant Superintendents, Director of Student Services & Special Education, Psychologists, Principals, and Gifted Academic Leadership Council Member

Major Action Steps: (1) Review of existing course acceleration policy and process; (2) Revise policy and process to include grade and course acceleration guidelines; (3) Examine and refine master schedules to allow for flexibility with grade/course acceleration; (4) Implement revised acceleration process; (5) Monitor progress and provide conferencing for those students recommended for acceleration and; (6) Revise process based upon results.

Estimated Budget/Resources: There is a potential cost to provide transportation to support accelerated courses.

Potential Implications (Short-Term and Long-Term): Initially, there may be a spike in the number of requests for acceleration consideration. Staffing implications could result. Students' academic growth could be positively impacted through grade and course acceleration due to students being taught at their true instructional level.

Recommendation #4:

Instructional Strategies (Tier 1):

c. Utilize data from curricular-based pre- and post-assessments and universal screeners to drive differentiation in the general education classroom through compaction, enrichment, and/or acceleration.
d. Integrate methods of differentiation in order to meet the needs of all students utilizing flexible cluster grouping and specific instructional strategies for enrichment (e.g. Webb's Depth of Knowledge, Student-Choice).

FINDINGS:

Internal Analysis

1. There is a lack of district-wide professional development for all professional staff members in the pedagogy of gifted and/or highly achieving students (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
2. Students expressed a desire to be challenged more within the general education classroom, sharing the sentiment that the presence of challenge differs across classrooms, even across "advanced" course offerings (PRSD Student Focus Groups, 2019).
3. Parents identified students were craving additional challenge prior to being screened for gifted education (PRSD Parent Focus Groups, 2019).
4. A need exists for consistent and common (pre- and post-) curricular-based assessments for all core content areas, K-12 (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
5. Parents expressed that math pathways should not be used as the only enrichment option, as some students may still need more enrichment to be offered within the classroom based on the curriculum (PRSD Parent Focus Group, 2019).
6. It was reported that gifted and/or highly achieving students are seeing quantity (e.g. multiple lower-level problems) over quality (e.g. fewer higher-level problems) within the classroom. The available enrichment opportunities occasionally include "worksheets" that are not stimulating for the enrichment in general education. Parents and students would like to see more meaningful enrichment opportunities to extend their students' thinking (PRSD Parent Focus Group, 2019).

External Analysis

1. Exemplar schools recommend flexible instruction strategies based on student readiness by supporting classroom differentiation using curriculum compaction, acceleration, and/or enrichment (Seton Hill University, Gettysburg SD, University of Connecticut Renzulli Learning Center, Quaker Valley SD, College of William and Mary, Penn-Delco SD, State College Area SD, Warren County SD, Millersville University, Grayson School, Franklin Regional SD, 2019).
2. Flexible cluster grouping of gifted students in regular heterogeneously grouped classrooms is a best practice found in exemplary school districts as a programming option and is supported to allow for more impactful differentiation and to nurture student growth (Franklin Regional SD, Penn-Delco SD, Warren County SD, Millersville University, Grayson School, Gettysburg SD, Seton Hill University, University of Connecticut Renzulli Learning Center, 2019).

3. Professional development for general education and gifted teachers is necessary for the areas of differentiation, co-teaching, and using data to drive instruction (Quaker Valley SD, Gettysburg SD, University of Connecticut Renzulli Learning Center, Franklin Regional SD, 2019).
4. Utilizing pre- and post-assessments allows teachers to differentiate lessons to students' individual instructional levels and determine growth after the instruction is provided (Quaker Valley SD, College of William & Mary, State College Area SD, Warren County SD, Franklin Regional SD, Grayson School, Gettysburg SD, 2019).
5. One barrier to programming for gifted and/or highly achieving students is the lack of strong classroom management skills. Teachers need to be comfortable with flexible grouping and students moving about the classroom. Professional development sessions for classroom management are recommended to ensure an approach to teaching and classroom management that are conducive to having students working across various topics, levels, due dates, groups, etc. (Vantassel-Baska and Stambaugh, 2005).
6. Providing teachers with professional development on how to differentiate is most effective when limited to 1-2 strategies at a time to allow staff to build confidence prior to layering in additional approaches in a more mature and sophisticated manner (Seton Hill University, 2019).
7. Rubrics can be used to set clear expectations, while providing stretch for students who want to further extend their learning experience. Rubrics can be constructed to reflect work above the level of proficiency (Seton Hill University, 2019).
8. "Exemplar teachers plan curricula well, use various teaching strategies, select questions that stimulate higher-level thinking, foster critical thinking, creative thinking and problem-solving, encourage independent thinking and open inquiry, conduct group discussions well, promote student-directed work, and provide a healthy learning environment" (Joyce, et al, 1997).

Implementation Timeline (Anticipated Start/Finish): 8/1/2019 - 6/30/2021

Key Personnel: Assistant Superintendents, Director of Student Services & Special Education, Psychologists, Principals, and Gifted Academic Leadership Council Member

Major Action Steps: (1) Prioritize the professional development needs to support programming for gifted and/or highly achieving; (2) Develop a roll-out plan for the sessions with consideration of the K-12 system, calendar, and modalities of professional development; (3) Determine which professional development sessions will be managed internally and which will require partnership with outside experts and community partners, solidifying plans; (4) Provide initial professional development to all staff members and set clear, measurable goals for implementation to measure success; (5) Layer in the next professional development topics once evidence exists that the initial strategies are embedded at an initial phase of implementation.

Estimated Budget/Resources: Costs will be associated with materials, speakers, and resources to support the implementation of this professional development recommendation. Depending on the modality(ies) of professional development sessions and models of implementation, the costs will vary (e.g. outside speaker with a large group v.s. sending a small group to be developed and deploy strategies through a train-the-trainer model).

Potential Implications (Short-Term and Long-Term): Ensuring the professional development of our educators to support differentiation, flexible cluster grouping, enrichment strategies, and the use of data from pre- and

post-assessments to drive instruction will benefit the students directly and enhance their experience within tier 1 instruction. Appropriate learning strategies will be identified and applied, based on evidenced need, to provide opportunities for growth and appropriate levels of scaffolding, challenge, and rigor to each student. The benefits of these strategies will not only impact the gifted and/or highly achieving learners, but those at each instructional level.

Recommendation #5:

Instructional Strategies (Tiers 1, 2, and 3)

a. Incorporate authentic, real-world learning activities inside and outside of the classroom through problem- and project-based experiences.
b. Identify ways to communicate a wide variety of extension learning opportunities to all students and families (K-12), both gifted education and general education, to challenge or engage them outside of the classroom.

FINDINGS:

Internal Analysis

1. Eden Hall Upper Elementary School has a well defined project- and problem-based learning (PBL) and real-world learning experience through the Gifted Support Services (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
2. Mock Trial, the Eden Hall Sustainability Project, and Science Fair projects are examples of learning experiences that students cited as being high quality because they include real-world applications. Parents cited that students love the Mock Trial experience due to the feedback they received and the competitive environment (PRSD Parent/Student Focus Groups, 2019).
3. Grades 4-12 are achieving quality, outside-of-district, learning experiences for gifted and/or highly achieving students (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
4. Teachers are working to develop ways to inform high school students of gifted education extension learning experiences, but a better way to communicate with all students is still needed. Daily announcements and Google Classroom are two tools used to communicate learning experiences to students at Pine-Richland High School (PRSD Student Focus Groups, 2019).
5. It is challenging to participate in many of the gifted education learning experiences due to students' rigorous academic schedules and outside school activities (clubs, dance, sports, work, etc.) (PRSD Student Focus Groups, 2019).
6. Parents need to know what is available at the high school. They could help encourage the students (PRSD Parent Focus Groups, 2019).

External Analysis

1. Through outside offerings for students, learning can be extended and applied to real-world experiences. Students can take higher-level courses to extend their knowledge beyond the provided curriculum. Students can participate in clubs, competitions and extracurricular activities that expose them to real-world applications (State College Area SD, Warren County, 2019).
2. "...a variety of educational program options across the academic spectrum are appropriate for gifted children and may be employed individually or in concert with each other" (University of Connecticut Renzulli Learning Center, 2019).
3. School districts should create a continuum of local services to respond to all students' talents and abilities (University of Connecticut Renzulli Learning Center, 2019).

4. Consider emphasis on authentic problem-based learning and project-based learning (e.g. Maker Space) since it has a wide range and a high ceiling (College of William and Mary, 2019; The Grayson School, 2019; Quaker Valley SD, 2019).
5. Problem-based learning engages students in real-world problems and gives them the opportunity to answer complex problems. Through problem-based learning, students learn to ask questions, research, collaborate, and present. The three main parts presented include critical thinking skills, collaboration, and communication with peers, teachers, and community (PAGE Conference, 2018).
6. Few pre-service teachers have background experience in problem- or project-based learning. Examples of needs include: constructing higher-level questions; promotion of reasoning and critical thinking; pre-assessment and diagnostic learning; problem-based learning; and interdisciplinary connections (Vantassel-Baska & Stambaugh, 2005).
7. Project design elements include a challenging problem/question, sustained inquiry, authenticity, student voice and choice, critiquing and revising, and public product. Problem-based learning is valued by future employers because people can think critically, work on a team, take initiative, be responsible, innovate and create, learn new skills, and manage their work independently (PAGE Conference, 2018).
8. The curriculum for the gifted student must also be exemplary for the subject matter under study, meaning that it should be standards-based and, thus, relevant to the thinking and doing of real-world professionals who practice writing, engage in mathematical problem-solving, or do science for a living. Moreover, it should be designed to honor high-ability students' needs for advanced challenge, in-depth thinking and doing, and abstract conceptualization (Vantassel-Baska & Stambaugh, 2005).
9. The construction of higher level questions, promotion of reasoning and critical thinking, pre-assessment and diagnostic learning, problem-based learning, and interdisciplinary connections are typically not utilized (Vantassel-Baska & Stambaugh, 2005).
10. At the elementary level, gifted education students engage in community problem-solving competitions (Iroquois SD, 2019).
11. Authentic problem-solving, supports for students' social-emotional learning (SEL) and interest-based projects, along with flexible grouping, decrease emergence of behavioral issues (University of Connecticut Renzulli Learning Center, 2019).
12. The students choose the enrichment cluster that they want to join, and since the clusters are inquiry-based or project-centered, gifted students encounter no ceiling to learning (Avonworth SD, 2019; Navan, 2002).

Implementation Timeline (Anticipated Start/Finish): 5/1/19 - 6/30/21

Key Personnel: District and Building Administrators, Gifted and General Education Teachers, and Director of Communications

Major Action Steps 5a: (1) Identify where professional development opportunities can be scheduled into the district's professional development calendar; (2) Identify a team of staff members across content areas responsible for creating the professional development sessions; (3) Build and refine the professional development sessions based upon research and reflecting best practices, while considering the Kirkpatrick model for change and results; (4) Facilitate the professional development sessions throughout all K-12 content areas; (5) Thread supports for staff development throughout the school years; and (6) Identify specific measures to determine depth of implementation.

Major Action Steps 5b: (1) Share current practices to determine how we communicate out-of-classroom extension

experiences to K-12 students and parents; (2) Refine those communication strategies that are effective; (3) Identify additional strategies for communicating with K-12 students and parents; and (4) Integrate the revised communication strategies into the district's one-way and two-way communication plans.

Estimated Budget/Resources: Costs could be associated with designing professional development sessions (e.g. training, presenters, substitutes, and/or materials).

Potential Implications (Short-Term and Long-Term) 5a: Providing high-quality professional development sessions for all teachers for integrating problem- and project-based learning activities should provide all students with greater opportunities to engage in authentic learning experiences. The development and delivery of the professional development sessions will require the district to pull teams of teachers out of their classrooms for periods of time. Administrators will be required to monitor and support staff as they work to integrate problem- and project-based learning experiences into their classrooms to ensure all students are exposed to these types of learning experiences. Measures will need to be developed and monitored to understand the impact of these learning experiences across all grade spans.

Potential Implications (Short-Term and Long-Term) 5b: A small group of gifted education teachers will be needed to identify current communication practices and then make recommendations for additional options and improvements. The Director of Communications will help refine and improve the communication plans. Parent and student input will be gathered throughout the process as the district works to refine and improve the communication plans across all grade levels. Different communication plans will be necessary based on the developmental levels of students.

Recommendation #6:

Systems Approach

a. Design and communicate a systematic, K-12 approach for providing supports and services to gifted and/or highly achieving students through age- and developmentally-appropriate strategies (e.g. progression from one grade-span to the next). Staffing needs should be considered.
b. Develop a scheduling structure for flexible cluster grouping with like-minded and similarly-performing peers based upon topic and strength to support a collaborative model for providing gifted and/or highly achieving student services.
c. Establish an intervention and enrichment structure in the master schedule for all students.

FINDINGS:

Internal Analysis

1. Specifically identified interventions and their times are not currently part of the K-3 and 7-12 master schedules and programs (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
2. There is a need for increased consultation between general and gifted education teachers K-12. Parents note a disconnect between these two professional team members (PRSD Gifted and/or Highly Achieving Program Review Team, 2019; PRSD Parent Focus Group, 2019).
3. There is a lack of co-teaching or push-in supports for gifted and/or highly achieving students within the Tier 1 environment. Co-Teaching provides an opportunity to teach mini-lessons and extend the curriculum (PRSD Parent Focus Group, 2019; PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
4. The Eden Hall Gifted Education Program is very different from the middle school which is different from the high school. Students in the gifted education program in grades K-3 and 7-8 craved more time in the gifted education programs during the instructional week (PRSD Student Focus Groups, 2019).
5. Parents expressed that providing flexible cluster grouping would better support gifted and/or highly achieving students (PRSD Parent Focus Groups, 2019).
6. Students have trouble making up work that they miss during core academic classes. This causes the students not to want to go to gifted programs (PRSD Student Focus Groups, 2019).

External Analysis

1. Exemplar schools of gifted education include flexible schedules for gifted teachers which allows for collaboration with instructional teachers and occasional co-teaching within the regular education classroom (Warren County SD, State College Area SD, Gettysburg Area SD, Franklin Regional SD, 2019).
2. Clustering of gifted students in regular heterogeneously grouped classrooms is a best practice found in exemplary school districts as a programming option and is supported to allow for more impactful differentiation and to nurture student growth (Penn-Delco SD, Warren County SD, Millersville University, Grayson School, Gettysburg Area SD, University of Connecticut Renzulli Learning Center, 2019).
3. Establishment of a K-8 intervention period (ie: WIN/RAM) to provide a consistently available opportunity for enrichment allows for exploration of individual areas of interest and/or need using project-based learning (Gettysburg Area SD, Avonworth SD, Warren SD, Franklin-Regional SD, 2019).
4. “Differentiation for the gifted learner may still prove to be more challenging (than struggling learners) due to the

factors of the (a) degree of differentiation required, (b) need to provide advanced learning opportunities beyond grade level, (c) philosophical barriers and antipathy of many teachers toward the gifted learner and their needs, (d) lack of understood services for gifted population, and (e) lack of service mandates in many states to support services for gifted learners leading to greater neglect" (VanTassel-Baska, et. al., 2005).

5. Progress monitoring is essential to the MTSS process in determining the effectiveness of tier 2 interventions (Hughes & Rollins, 2009).

Implementation Timeline (Anticipated Start/Finish): 5/1/2019 - 6/30/2020

Key Personnel: Assistant Superintendents, Director of Student Services & Special Education, Psychologists, Principals, and Gifted Academic Leadership Council Member

Major Action Steps: (1) Formalize structure of gifted and/or highly achieving services and progression from K-12; (2) Examine current master schedules K-12; (3) Determine possibilities for and implement flexible scheduling and intervention time; and (4) Communicate formalized structure to stakeholders.

Estimated Budget/Resources: Costs associated with additional resources and staff if necessary.

Potential Implications (Short-Term and Long-Term): Addition of common intervention time will more effectively meet the needs of all learners. Flexible grouping will allow gifted and/or highly achieving learners additional time with like-minded peers to explore areas of strength and intense interest. Communication with stakeholders will provide common understanding of the progression of programming for gifted and/or highly achieving learners.

Recommendation #7:

Systems Approach

a. Implement the MTSS model K-12 to support gifted and/or highly achieving students.
b. Reference and utilize the decision trees (K-12) to ensure enrichment is considered and provided through the MTSS process.

FINDINGS:

Internal Analysis

1. Through the PRSD Strategic Plan recommendations, an MTSS model is being integrated into the secondary schools (PRSD Strategic Plan, 2019-2023).
2. Fluidity needs to be a key feature of the MTSS model to ensure differentiation is occurring (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
3. A need to identify, evaluate, and provide enrichment resources and extended learning opportunities for Tiers I, II, and III, especially at the elementary level, exists (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
4. Decision Trees (K-6) have been developed but are not always utilized for gifted and/or highly achieving students' enrichment program design (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
5. Decision Trees (7-12) need to be developed and implemented to guide enrichment for gifted and/or highly achieving students (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).

External Analysis

1. An MTSS model K-12 supporting gifted and high-achieving students should be implemented in order to support students' academic growth and achievement (Quaker Valley SD, Penn-Delco SD, Franklin-Regional SD, 2019).
2. Exemplar schools are utilizing a tiered service model by analyzing the baseline data and progress monitoring to determine if the students are in the correct tier (e.g. enrichment, acceleration, etc.) (Warren County SD, State College SD, Penn-Delco SD, Quaker Valley SD, Blairsville Saltsburg SD, 2019).
3. "MTSS for enrichment becomes more intensive and individualized as students move up through tiers. This system involves data-based decision making used to differentiate instruction and provide strength-based interventions to increase each student's progress" (Morett and Levin, PAGE Conference, 2018).
4. Benefits of the MTSS model for enrichment include: identifying underserved students or students with ability-masking issues earlier; offering enrichment opportunities at earlier stages in their schooling; collecting data to help inform school teams of students in need of enrichment and/or acceleration; and allowing high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions (Morett and Levin, PAGE Conference, 2018).
5. The following are necessary components of MTSS: evidence-based practices for academics and behavior, instructionally-relevant assessments, team-based problem-solving, data-based decision making, evidence-based professional development, supportive leadership, and meaningful parent and student involvement (Hunsaker, 2015).

6. "Intensive tier III interventions represent individually-responsive supports intended to further remediate or accelerate student success and do not necessarily equate to special education services" (Hunsaker, 2015).

Implementation Timeline (Anticipated Start/Finish): 8/1/2019 - Ongoing

Key Personnel: Assistant Superintendents, Director of Student Services & Special Education, Psychologists, Teachers, School Counselors, and Building Principals

Major Action Steps: (1) Implement MTSS model for secondary students; (2) Modify the K-6 decision trees to be used at the 7-8 level and 9-12 level; (2) Identify appropriate Tier 2 and 3 enrichment options; (3) Allot in-service time for training staff members on how the MTSS model is used for gifted and/or highly achieving students and how the decision trees will be used through the process; (4) Begin using the MTSS model K-12 to identify gifted and/or highly achieving students as an MTSS team; (5) Create a team to review and analyze the implementation process and identify any areas that still need to be addressed; and (6) Based on the analysis of the implementation process of the MTSS model for gifted and/or highly achieving learner, provide additional professional development to support the needs of the teachers in using the MTSS model.

Estimated Budget/Resources: Outside providers and guest speakers might have fees associated with their workshops or presentations. Utilizing a train-the-trainer model would allow us to send a staff member to a conference or professional development session for the cost of one person with the understanding that they will share their learning with their colleagues. The additional or replacement Tier 2 and 3 interventions may result in resource costs.

Potential Implications (Short-Term and Long-Term): Through frequent assessments and data analysis, underserved students should be identified and provided services earlier in their education. The gifted and/or highly achieving students' needs should be met in the classroom through differentiation. Decision trees can be used to inform staff, students, and families of the resources and opportunities available to them through the district. The addition of enrichment interventions will require staff training.

Recommendation #8:

Characteristics of Gifted Learners

a. Increase awareness of teachers and parents regarding the characteristics of gifted and/or highly achieving students (hearts).
b. Increase teacher awareness of the individual strengths and needs of gifted and/or highly achieving students to make appropriate instructional decisions (minds).
c. Increase student awareness of gifted characteristics, development and metacognition (student voice and ownership).
d. Support the social and emotional needs of gifted and/or highly achieving learners through the program design and continuum of support services throughout the school day.

FINDINGS:

Internal Analysis

1. It is important for High Ability and Gifted Learners to be challenged in the general education classroom (PRSD Parent/Community Focus Group 2019).
2. Develop a knowledge base for classroom teachers to modify the curriculum to meet the needs of gifted learners, e.g. different vocabulary, writing assignments, etc. (PRSD Parent/Community Focus Group, 2019).
3. Students need different work, not more work (PRSD Gifted and/or Highly Achieving Program Review Team, 2019).
4. From grades 5 - 12, the student should have an increased voice in the development of the Gifted Individual Education Plan; it is "their" plan (PRSD Parent/Community Focus Group, 2019).
5. Look for engaging activities that will inspire students (PRSD Parent/Community Focus Group, 2019).
6. Access to the counselors could be helpful for students, in order to feel supported, instead of stating that the kids need more outside support from professionals. Targeted counseling supports for commonly occurring characteristics as needed (e.g. anxiety, perfectionism, social skills, executive functioning embracing talents/gifts, asynchronous development, flexible thinking, growth mindset, SAP and school based mental health) (e.g. psychologists). (PRSD Parent/Community Focus, 2019).
7. Find ways to engage students in different ways outside of traditional textbook and worksheets (PRHS Parent/Community Focus Group, 2019).
8. Students have benefited from classrooms dedicated to the collaboration of like-minded peers (PRHS Parent/Community Focus Group, 2019).
9. Students, at the high school level, feel as though courses are more rigorous. Therefore, they examine the class syllabus to determine if a class can or cannot be missed; students do not want to attend scheduled GATE meetings at the risk of missing important class content (PRSD Student Focus Groups, 2019).
10. Concentrate on grouping kids with common characteristics and strengths (PRHS Parent/Community Focus Group, 2019).
11. For students that are strong in a given subject area, it would be beneficial for a student to work through a course at an accelerated rate (PRSD Student Focus Groups, 2019).
12. Students in the gifted education program, in grades K-3 and 7-8, did not believe they had enough time in the gifted education programs during the instructional week (PRSD Student Focus Groups, 2019).
13. Identification of "safe" locations for students to decompress or seek adult coaching regarding social-emotional

needs and advocacy would be beneficial (PRHS Parent/Community Focus Group, 2019).

External Analysis

1. Develop a school-wide mindset that it is everyone's responsibility to meet the academic, as well as the social-emotional, needs of gifted learners through professional development (Warren County SD and Franklin Regional SD, 2019).
2. Schools provide a gifted curriculum that includes lessons about student development and gifted characteristics to teach metacognition and coping strategies (The College of William and Mary, 2019).
3. "There are a number of personal and/or socio-economic factors that could contribute to a gifted child not being the "best student" in class, and additional strategies might need to be implemented to nurture their inherent talents" (Connecticut Association for the Gifted, 2019).
4. "Emphasize the importance of schools providing a safe and accepting atmosphere where academic successes are supported and consideration is given to the fact that gifted students, like all students, need to feel like they belong and have a positive self-image" (Cross, 1997).
5. Research further indicates that teachers are more inclined to make adjustments for struggling learners than for advanced ones. Teachers often have negative attitudes about gifted learners or perceive that the gifted learner will make it on their own (Tomlinson et. al. 1994b, Crammond and Martin, 1987).
6. "Gifted youth may be quite fragile emotionally. Thus, just as giftedness and creativity are addressed through special programs and classes, self-awareness and emotional strength must be fostered" (Ellsworth, 1999).
7. Exemplar schools use a continuum of instructional strategies and resources to support the diverse learning needs of gifted learners (The Grayson School, Quaker Valley, University of Connecticut Renzulli Learning Center, 2019).
8. Gifted and/or highly achieving learners benefit from having a resource room that enables them to interact with their intellectual peers (Quaker Valley, The Grayson School, University of Iowa, 2019).
9. Schools provide gifted curriculum that includes lessons about the development and characteristics of the gifted learner to teach metacognition and coping strategies (The College of William and Mary, 2019).
10. "Giftedness can be both an asset and a burden when gifted students respond to developmental challenges. Characteristics associated with high intellectual ability likely affect how gifted students experience social, emotional, and career development, regardless of level of academic achievement" (Peterson, 2015).
11. Mendaglio and Peterson found that "academic underachievement was among the most common presenting issues for counselors specializing in giftedness, along with depression, anxiety, social difficulties, and behavioral problems" (Peterson, 2015).
12. Gifted students have a cognitive ability far beyond their chronological age. However, their social and emotional skills are often not equivalent to their cognitive abilities. As a result, students often try to handle situations based on their cognitive abilities while trying to control their overriding emotions which is often not an effective way of solving problems and can leave them feeling inadequate (Peterson, 2015).
13. Understanding the difference between healthy and unhealthy perfectionism is beneficial. Unhealthy perfectionism can be associated with stress, unyielding expectations, risk avoidance, and procrastination, which can ultimately lead to mental health disorder; healthy perfectionism is associated with achievement and dedication to academic performance (National Association for Gifted Children, 2019).
14. "It isn't uncommon for high-ability learners to struggle with executive functions. Sometimes it may be a result of

asynchronous development. Other times, students who skate through school develop bad habits that then become executive functioning deficits when the rubber hits the road in older grades. The learner may also be twice-exceptional (2e) and have another (perhaps unidentified) diagnosis, such as ADHD" (National Association for Gifted Children, 2019).

Implementation Timeline (Anticipated Start/Finish): 8/1/2019 - 6/30/2022

Key Personnel: Superintendent, Assistant Superintendents, Director of Student Services & Special Education, Principals, Assistant Principals, Psychologists & Teachers of Gifted and/or Highly Achieving Students, School Counselors, and Director of Communication

Major Action Steps: (1) Identify and provide research-based professional development and resources for the staff related to the characteristics and development of the gifted and/or highly achieving learner (heart and mind) through student services sharing; (2) Communicate the developmental needs of the gifted and/or highly achieving students with parents; (3) Examine current building schedules to identify common times and physical locations for gifted and/or highly achieving learners to meet, decompress, and/or seek counseling or coaching; and (4) Develop and administer a survey for students and parents surrounding gifted programming for longitudinal analysis.

Estimated Budget/Resources: Potential costs are associated with providing professional development opportunities for all staff. Facility adjustments and modifications may be needed to support gifted and/or highly achieving students' learning spaces.

Potential Implications (Short-Term and Long-Term): Professional development and resources provided to staff (including counselors) will best prepare them for meeting the needs of students through lesson design and strengthened relationships. Students within the program will develop enhanced coping and self-advocacy skills. Continual academic growth and increased achievement can be assessed frequently through progress monitoring tools and standardized assessment data. Student schedules would allow time to meet with like-minded peers and/or academic advisors that do not conflict with required coursework. Physical locations, in all K-12 buildings, would be designated to support and advocate for the needs of the gifted and/or highly achieving learner.

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