

SECTION I.

STAKEHOLDER INVOLVEMENT FOR DISTRICT GIFTED AND TALENTED PLANS

(Mandated Components)

List the names of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required. (Please add or subtract names as needed.)

SUPERINTENDENT: Dr. Sean Alford District Aiken County

Phone: 803-641-2430 Email: salford@acpsd.net

Address 1000 Brookhaven Drive City Aiken, SC 29803

GIFTED AND TALENTED ACADEMIC COORDINATOR *Mary McGuire

Phone 803-641-2651 Email mmcguire@acpsd.net

GIFTED AND TALENTED ARTISTIC COORDINATOR

Phone 803-641-2651 Email mmcguire@acpsd.net

Other Member *Agnes Hobson Position Elementary GT Teacher

Other Member Latonia Evans Position Middle GT Teacher

Other Member Meredith Leopard Position GT Artistic Director

Other Member *Jeanie Glover Position Director, Federal Programs

Other Member *King Laurence Position Associate Superintendent of Instruction and Accountability

Other Member _____ Position _____

Other Member _____ Position _____

*Please indicate with an asterisk all of the above members who are also on the District Strategic Plan Committee

ASSURANCES FOR DISTRICT PLANS

(Mandated Components –bubble in affirmative responses) Gifted and Talented Statute SC Code of Laws 59-29-170 Assurances

- ✓ Serve academically gifted and talented students in elementary (grades 3-5)
- ✓ Serve academically gifted and talented students in middle school (grades 6-8)
- ✓ Serve academically gifted and talented students in high school (grades 9-12)
- ✓ Serve artistically gifted and talented students in elementary (grades 3-5)
- ✓ Serve artistically gifted and talented students in middle school (grades 6-8)
- ✓ Serve artistically gifted and talented students in high school (grades 9-12)
- ✓ Serve academically gifted and talented students in grade one and two (optional)

Comments:

Gifted and Talented State Board of Education Regulation Assurances

Offer a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted students.

Academic Programming Assurances- The District Provides:

- ✓ Differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;

- ✓ support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, technology, guidance, academic support, staff development, academic competition);
- ✓ programming models that facilitate the delivery of differentiated curriculum and instruction;
- ✓ a teacher-pupil ratio that fosters positive results;
- ✓ appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.; and
- ✓ systematic assessment of student progress and program effectiveness relative to goals.
- ✓ compliance with the Weekly Minutes Requirement for the proper program model

Comments:

To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for academically gifted and talented students must reflect the following characteristics:

- ✓ content, process, and product standards that exceed the state adopted standards for all students and that provide challenge at an appropriate level for strengths of individual students;
- ✓ goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem solving skills;
- ✓ instructional strategies that promote inquiry and accommodate the unique needs of gifted learners;

- ✓ a confluent approach that incorporates acceleration and enrichment;
- ✓ opportunities for critical consumption, use and creation of information using available
- ✓ evaluation of student performance and program effectiveness.

Comments:

Staffing of the Gifted and Talented Academic Classes:

- ✓ Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- ✓ Each teacher of a state funded gifted and talented course or class shall have completed a training gifted and talented endorsement program approved by the State Department of Education to include beginning and intermediate and advanced gifted and talented endorsement or the teacher shall have completed the requirements for gifted and talented certification. (Academic Teachers Only)
- ✓ Appropriate, data driven and research supported ongoing staff development activities in gifted education shall be provided and documented annually by the district as required in the annual reporting required by the State Department of Education.
- ✓ The preparation of differentiated curriculum for gifted and talented students requires planning time for teachers at each level. Teachers shall be provided two hundred and fifty minutes per week or the appropriate grade level equivalent for planning.
- ✓ Annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other gifted and talented student topics shall be provided for all teachers working with gifted and talented students.

Comments:

Artistic Programming Assurances- The District Provides:

- ✓ differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;
- ✓ support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, technology, guidance, academic support, staff development, academic competition);
- ✓ programming models that facilitate the delivery of differentiated curriculum and instruction;
- ✓ a teacher-pupil ratio that fosters positive results;
- ✓ appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

Comments:

Staffing of the Gifted and Talented Artistic Classes

- ✓ Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- ✓ Professional Development: Appropriate, ongoing staff development activities related to serving gifted and talented students shall be provided by the district annually.

Comments:

The filing of this plan and report has been authorized by the Board of Education and the undersigned representatives have been authorized by the formal action of the Board to file this plan and to act as the authorized representatives of the district in connection with this plan.

<u>Dr. Sean Alford</u> Superintendent (Printed Name)	  _____ Superintendent (Signature)	_____ 9/29/15 Date
<u>Mary McGuire</u> Coordinator for Gifted and Talented Academic (Printed Name)	 _____ Coordinator for Gifted and Talented (Signature)	_____ 9/29/15 Date
<u>Mary McGuire</u> Coordinator for Gifted and Talented Artistic (Printed Name)	 _____ Coordinator for Gifted and Talented (Signature)	_____ 9/29/15 Date

SECTION II. PROGRAM OVERVIEW

SCHOOLS (List number of each

ELEMENTARY (Pre-k- 5) 18 MIDDLE (6-8) 11 HIGH (9-12) 7

Other grade grouping models (such as K-2, 3-6, 8-12, Junior High, etc.) Please list format and number of schools in each model

Gifted Magnet Schools or Gifted Magnet Programs (Include academic and artistic)	Grades Served	Approximate Number of Students
<u>ac Gateway</u>	<u>3-5</u>	<u>104</u>
_____	<u>6-8</u>	<u>57</u>
_____	<u>9-12</u>	<u>18</u>

District Charter Schools	Grades Served	Approximate Number of Students
Horse Creek Academy	<u>5K-8</u>	<u>42</u>
Lloyd Kennedy	<u>3-8</u>	<u>6</u>
Aiken Performing Arts Academy	<u>9-12</u>	<u>6</u>

District Charter Schools	Grades Served	Approximate Number of Students
Horse Creek Academy	5K-8	42
Lloyd Kennedy	3-8	6
Aiken Performing Arts Academy	9-12	6

POLICIES/PRACTICES

Please bubble in below for "yes" responses only

The District uses State Identification of Gifted and Talented Students

- ✓ Elementary (3-5)
 - ✓ Middle School (6-8)
 - ✓ High School (9-12)

The District uses Trial Placement (1 Year Placement)

- ✓ Elementary (3-5)
- ✓ Middle School (6-8)
- ✓ High School (9-12)

The District uses a Local Identification Process (Local Criteria Set)

- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)

The Districts uses a Formal Withdrawal Policy

- ✓ Elementary (3-5)
- ✓ Middle School (6-8)
- ✓ High School (9-12)

The District Notifies Parents and the Community of its Nomination and Screening Windows

Please List the Methods Used to Disseminate This Information

- ❖ Parent letters and brochures
- ❖ School information packets
- ❖ SchoolFusion district website
- ❖ School Open Houses

GRADES OF ACADEMIC SERVICE: (Use approved abbreviations for curriculum.)

Grade	MODEL	Curriculum Used	Curriculum Area				
			Interdisciplinary	ELA	MATH	Science	Social Studies
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pull out program	Curriculum Used	Research based interdisciplinary curriculum designed for gifted students		At The Mall, Awesome Algebra, Attic Treasures	What's the Matter?	Visitor's Center
4	Pull out program	Curriculum Used			At The Mall, Awesome Algebra, Attic Treasures	Electricity City	Visitor's Center
5	Pull out program	Curriculum Used			At The Mall, Awesome Algebra, Attic Treasures	Electricity City	Visitor's Center
6	Special class	Curriculum Used				Accelerated Science Curriculum	
7	Special class	Curriculum Used				Accelerated Science Curriculum	
8	Special Class	Curriculum Used				Accelerated Science Curriculum	
9		Curriculum Used		Honors	Honors	Honors	Honors/AP

10		Curriculum Used		Honors	Honors	Honors/AP	Honors/AP
11		Curriculum Used		Honors/AP	Honors/AP	Honors/AP	Honors/AP
12		Curriculum Used		Honors/AP	Honors/AP	Honors/AP	Honors/AP

Grades of Artistic Services:

Model Used: Summer Program - acGateway

Grade	Curriculum Used	Curriculum Area					
		Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used		X	X	X	X	
4	Curriculum Used		X	X	X	X	
5	Curriculum Used		X	X	X	X	
6	Curriculum Used		X	X	X	X	
7	Curriculum Used		X	X	X	X	
8	Curriculum Used		X	X	X	X	
9	Curriculum Used		X	X	X	X	
10	Curriculum Used		X	X	X	X	
11	Curriculum Used		X	X	X	X	
12	Curriculum Used		X	X	X	X	

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2015

Performance Goal Area: Academic Artistic Both

(Choose one below to bubble in)

Curriculum, Instruction, and Assessment Socio-emotional Guidance and Counseling Programmatic Improvements

Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL:
(desired result of student learning) Develop and implement a cohesive district curriculum that supports and exceeds SC State Standards to ensure a common delivery method for all academically gifted students in order to increase student achievement by three points annually.

INTERIM PERFORMANCE GOAL:	PASS			PASS			PASS			ACT Aspire		SRI Targets	SRI Targets		
	Gr. 3 rd	ELA	Math	Gr. 3 rd	ELA	Math	Gr. 3 rd	ELA	Math	Gr. 3 rd	ELA			Math	
	737	689		740	692		743	695		417	418				
	696	700		699	703		702	706		420	420				
	701	690		704	693		707	696		423	423				
	2012 Baseline			2013 <i>Projected*</i>			2014			2015**		2016*		2017*	

DATA SOURCE (S):
PASS - ELA and Math
Aspire - ELA and Math
Beginning in the 2015-2016 school year, the Scholastic Reading Inventory will be used to measure growth for all students, including GT students. Baseline data will not be available until October. The baseline data for 2015 will change to SRI scores when we have this information.**

OVERALL MEASURES:	Same as above					
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
	*Represents projections of Improvement					

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Meet with all GT teachers for an overview of goals, identification of procedures, and state and district policies. G/T teachers of grades 3- 5 will meet to review the State Standards, scope and sequence, and GT curriculum to form long range plans. Teachers will be given an overview of the curriculum to be implemented this year.	August 2015 in-service	GT Coordinator	0	N/A	Minutes from meeting. Long range plans	Yes Continue 2015-2016
		Curriculum Associate				Continue 2015-16
		GT teachers				

Teachers will review student test data to differentiate and best meet the needs of gifted students; discuss and share successful approaches to teach State Standards; share grant information in order to fund units; review grant writing tips and procedures.	January/ March, 2016	GT Coordinator Curriculum Associate GT teachers	0	N/A	Minutes of meeting Revision needed to scope and sequence	Yes March 2016 Continue 2015-2016
District Coordinator and GT teachers will attend State Conference and regional meetings	November/ December 2015	District Coordinator Curriculum Associate GT teachers	\$500 per teacher	Local/LEA, Title II	GT teachers will meet reflect and share knowledge obtained from conference	Yes November 2015 Continue 2015-2016

STRATEGY: Provide testing, identification and curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Teachers will be trained on the South Carolina STAR Performance Task	February 2016	Curriculum Associate GT teachers	0	N/A	Implementation	Yes February 2016

Teachers will meet to evaluate curriculum implemented in the first and second semester and review research based curriculum for gifted students that may be added to the curriculum for next year.	2 nd Semester Teachers will meet on selected 3 rd Wednesdays	GT Coordinator Curriculum Associate GT teachers	0	N/A	Minutes of meeting; changes recorded for further implementation and improvement	Yes Continue 2015-2016
Teachers will evaluate the program in order to determine strengths, weaknesses and needs.	2 nd Semester Teachers will meet on selected 3 rd Wednesdays	GT Coordinator Curriculum Associate GT teachers			Minutes of meeting; changes recorded for further implementation and improvement	Yes June 2016 Continue 2015-2065

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Teachers will meet to design a unit for all GT teachers to implement by combining what has already been proven to be effective.	District in-service/workday	GT Coordinator Curriculum Associate GT teachers	\$5,000	District	Completed unit	Yes December 2015 Continue 2015-2016

Elementary G/T teachers provide in-service training at their home school faculty on characteristics and identification process of gifted students	Annually	G/T teachers	0	N/A	Meeting agenda	Yes Fall 2015 Continue 2015-2016
Elementary G/T teachers will implement William and Mary Science units and Project M 3 units as funds become available.	Annually	G/T teachers	\$700		Completed Unit of Study Teacher Evaluation	Yes Continue 2015-2016
GT coordinator will visit GT elementary classrooms to provide guidance and direction to GT teachers on improving student identification procedures, curriculum improvement, and program continuity.	Ongoing	GT coordinator	0	District	Increase in GT enrollment GT teacher survey	Yes Continue 2015-2016

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2015

Performance Goal Area: Academic Artistic Both

(Choose one below to bubble in)

Curriculum, Instruction, and Assessment Socio-emotional Guidance and Counseling Programmatic Improvements

Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL: (desired result of student learning)	Develop and implement a cohesive district curriculum that supports and exceeds SC State Standards to ensure a common delivery method for all academically gifted students in order to increase student achievement by three points annually.														
INTERIM PERFORMANCE GOAL:	PASS			PASS			PASS			PASS Science		PASS Science		PASS Science	
	Gr.	ELA	Math	Gr.	ELA	Math	Gr.	ELA	Math	6 th	671	6 th	675	6 th	680
	6 th	690	696	6 th	698	707	6 th	698	703	7 th	687	7 th	692	7 th	697
	7 th	675	678	7 th	689	705	7 th	703	715	8 th	693	8 th	696	8 th	701
	8 th	682	674	8 th	711	697	8 th	693	703						
	2012 Baseline			2013			2014			2015		2016*		2017*	
DATA SOURCE (S):	PASS- ELA and Math Aspire – ELA and Math Beginning with Spring 2015, PASS science scores will be used.														

OVERALL MEASURES:	Same as above					
	2012 Baseline	2013	2014*	2015*	2016*	2017*

*Represents projections of Improvement

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Meet with all G/T teachers for an overview of goals, identification procedures and state and district policies.	August 2015 District In-Service Day	District Coordinator	0	N/A	Minutes of meeting Revisions needed to scope and sequence	Yes Continue 2015-2016
G/T teachers of grades 6-7 will email to share ideas and feedback about using W&M units in classroom.	September 2015 On-going	Science curriculum associate; G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Continue 2015-2016
G/T teachers of grades 6-7 will email to share ideas and feedback about using W&M units in classroom.	October 2015 On-going	Science curriculum associate; G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Continue 2015-2016

6 th -8 th grades G/T teachers provide in-service training at their home school faculties on characteristics and identification process of gifted students	November 2015	G/T middle school teachers; middle school faculties	0	N/A	Agenda from meeting Sign in sheets	Yes Fall 2015
--	---------------	--	---	-----	---------------------------------------	------------------

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Curriculum Associate and GT teachers meet to finalize plans to start accelerated science curriculum	November, December 2015	Science curriculum associate; G/T teachers	0	N/A	Notes from meeting	Yes Fall 2015
G/T 6 th -8 th grades teachers view streamline video provided by the SCDE on SC State Standards and best teaching methods for GT classrooms; communicate feedback through school fusion	January 2016	Science curriculum associate; G/T teachers	0	N/A	Copies of the messages on school fusion pages	Yes Ongoing

Survey of G/T teachers' evaluation of science classes taught; results used to plan for next year	February 2016	Science curriculum associate; G/T teachers	0	N/A	Copies of the survey	Yes Spring 2016
G/T 6 th -7 th grade teachers will email suggestions for science curriculum next school year.	March 2016	Science curriculum associate; G/T teachers	0	N/A	Examples of accelerated science curriculum	Yes Spring 2016

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Workshop for G/T middle grade teachers to plan implementation of science curriculum for 2015-16 school year.	May 2016	Science curriculum associate; G/T teachers	0	N/A	Record of plans and strategies for implementation and improvement	Yes Spring 2016
Regular GT classroom visits to improve student identification procedures sustain enrollment and improve curriculum.	Ongoing	GT coordinator	0	District	Increase in and sustainment of GT enrollment Increase in identified Junior Scholars GT teacher survey	Yes Continue 2015-2016

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2015

Performance Goal Area: Academic Artistic Both
 (Choose one below to bubble in)

- Curriculum, Instruction, and Assessment Socio-emotional Guidance and Counseling Programmatic Improvements
 Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL:
 (desired result of student learning) By spring of 2017, increase the number of AP exams taken and the percentage of exams passed with a 3 or higher to 1500 and 65%.

INTERIM PERFORMANCE GOAL:	1,523 50.2%	1,498 51.6%	1,516 50.8%	1,351 53.0%	1500	1550
	2012 Baseline	2013	2014	2015	2016*	2017*

OVERALL MEASURES:	Same as above					
	2012 Baseline	2013	2014	2015	2016	2017

*Represents projections of Improvement

STRATEGY: Advanced Placement, Honors, and GT endorsed teachers and guidance counselors will provide guidance and support to GT students enrolled in honors and AP courses.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Course recommendations	Spring semester	Guidance	N/A	N/A	Student Schedules	Yes Fall 2015
Quarterly grade monitoring	Fall, spring semester	AP, Honors, GT Teachers, Guidance	N/A	N/A	Semester grades	Yes Fall 2015 Spring 2016
Counseling referrals	Fall, spring semester	AP, Honors, GT Teachers Guidance	N/A	N/A	Class participation, grades	Yes Fall 2015 Spring 2016
Extra tutoring	Fall, spring semester	AP, Honors, GT Teachers	N/A	N/A	Class participation, grades	Yes Fall 2015 Spring 2016

STRATEGY: Provide guidance, support, and curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
College/career counseling	Ongoing	Guidance, Career Counselors	N/A	N/A	Grade reports, interest inventories	Yes Ongoing
AP Exam Scores, AP Course Completions	Spring, 2016	AP Teachers, Guidance	N/A	N/A	AP Credits earned	Yes Spring 2016
College application process	Fall 2015, Spring 2016	Student, Guidance, Career Counselor	N/A	N/A	College acceptance letters	Yes Fall 2015, Spring 2016

Scholarship Awards Day	Spring, 2016	Administrators, Teachers, Students, Guidance	N/A	N/A	Numbers and amounts of scholarships awarded	Spring 2016
GT coordinator will visit honors level core content classes to provide support and information to students on AP enrollment.	Ongoing	GT Coordinator AP Coordinator	0	District	Number of AP exams taken: Percentage of exams with scores of 3 or higher	Yes Continue 2015-2016
GT coordinator will track the enrollment numbers of GT students enrolled in honors level core content classes	Ongoing	GT Coordinator	0	District	Honors class rosters	Yes Continue 2015-2016

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2015

Performance Goal Area: _____ Academic Artistic _____ Both

(Choose one below to bubble in)

Curriculum, Instruction, and Assessment Socio-emotional Guidance and Counseling Programmatic Improvements

Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL:
(desired result of student learning)

Increase the number of Gateway applicants by at least ten new applications each year to show an increase in the awareness of the Gateway program to the parents and students of Aiken County.

INTERIM PERFORMANCE GOAL:

2014	2015	2016	2017	2018	2019
231	390	400	410	420	430

DATA SOURCE (S):

Student completed applications numbers to show higher interest in the Gateway program.

OVERALL MEASURES:

2014	2015	2016	2017	2018	2019
231	390	400	410	420	430

*Represents projections of interest and awareness of the program.

STRATEGY: Provide ongoing information to parents and community members

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Inform parents in an effective way through emails, district website links, updated application packet, phone tree	Ongoing	Gateway teachers in all areas: Visual art, music, drama, creative writing and director.		Gateway Budget	Feedback of parent survey. Updated Gateway application packet and paperwork. Increased number of applicants to the program.	Yes Continue

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Meet with school coordinators to review the acGateway packet, and application. Expectations, auditions, and selection procedures will be discussed. Monitoring of the application process by coordinators to correct mistakes and send back incomplete applications.	October 2015	Gateway Director		Gateway Budget	Student enrollment and participation. Applications completed and correct. Number of applicants per school	Yes Continue

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Gateway teachers will meet for the purpose of reviewing and evaluating the 2015 Gateway program.	June 2016	Gateway teachers in all areas: visual arts, music, drama, creative writing, dance, and director.		Gateway Budget	Student enrollment, interest inventories, grades	Yes Continue