

**The Program Renewal Application shall be submitted annually by school administrative units (SAUs) that have an approved Initial Application.**

**All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.**

**DUE by: September 30, 2018**

**RETURN BY EMAIL TO:**  
<mailto:GT.DOE@maine.gov>

School administrative unit name: MSAD #51

Name and title of person responsible for gifted and talented program:  
Sally Loughlin,  
Director of  
Academic Services

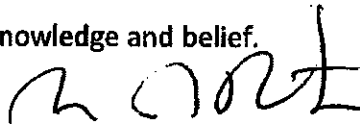
Phone number: 829-4800

Email address: sloughlin@msad51.org

**CERTIFICATION:**

The statements made herein are correct to the best of my knowledge and belief.

Jeffrey Porter  
Superintendent Name (printed)




  
Superintendent Signature

Date of Initial submission to Maine DOE: September 30, 2015

Date of 1<sup>st</sup> Revision to Maine DOE: September 30, 2016

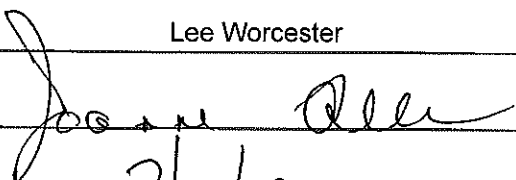
Date of 2<sup>nd</sup> Revision to Maine DOE: September 29, 2017

Date of 3<sup>rd</sup> Revision to Maine DOE: November 30, 2018

  
Superintendent Initials  
  
Superintendent Initials  
  
Superintendent Initials

January 31, 2019  
**FOR INFORMATION CONTACT:** GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: 

Date of Approval: 2/1/19



**Program Renewal Application**

To maintain program approval status, a school administrative unit (SAU) must annually report any information that represents **Change** (i.e. an **alteration, addition, or deletion**) to any program category (Maine DOE Chapter 104.14, 1-9) from the reported and approved Initial Application (FY2015-16 or FY2016-17).

For detailed instructions on how to complete the Program Renewal Application, please refer to the Instructions document on the Gifted and Talented website

<http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide any changes to the detailed description of the SAU's philosophy for both the gifted and talented academic and arts programs.

NO CHANGE       CHANGE

Describe CHANGE here:

- o Academic program philosophy -

- o Arts program philosophy -

2. Provide any changes to the program abstract for both the academic and arts programs - describe the children to be served and the program(s) to be implemented in the school(s) of the unit.

NO CHANGE       CHANGE

Describe CHANGE here:

- o Academic program abstract -

We have made a change to our 6-8 ELA program.

We have changed from a daily class for identified ELA students to a seminar for identified ELA students.

So the updated Academic program abstract for grades 6-8 is now:

**grades 6-8 ELA, math, science and social studies**

**seminar model for students identified in each subject area**

**consultation model with planned differentiation for students identified in each subject area**

- o Arts program abstract -

3. Provide a detailed explanation of any changes to the two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

NO CHANGE       CHANGE

Describe CHANGE here:

- Academics program goals, objectives, activities -
  
  
  
  
  
- Arts program goals, objectives, activities -

4. Provide any changes to the description of the identification procedures for general intellectual ability, academic aptitude and artistic ability for each of the following program components: screening, selection and placement. Also, include any changes to the description of the handling of transfer students, exit procedure, appeals procedure and appropriate notifications.

NO CHANGE       CHANGE

Describe CHANGE here:

- General intellectual ability identification -
  
  
  
  
  
- Specific academic areas identification -
  
  
  
  
  
- Arts identification -
  
  
  
  
  
- Transfer students -

- Exit procedures -
  
- Appeals procedures -

5. Provide a description, including the name, of the staff development that takes place in order to implement the program(s).

NO CHANGE       CHANGE

Describe CHANGE here:

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

NO CHANGE       CHANGE

Describe CHANGE here:

One of our GT teachers retired and our new GT teacher is working on his endorsement.

A. Indicate **ALL professional staff** for the K-12 Gifted and Talented Program regardless of whether there has been a change or not.

| Name of Staff  | 690 Endorsement Yes/No | Teacher or Administrator | Grade level | Indicate Full- or Part-Time in GT |
|--|------------------------|--------------------------|-------------|-----------------------------------|
| Katheryn Kearney   | Yes                    | Teacher                  | K-8         | Full-time                         |
| Mark McDonough   | No                     | Teacher                  | K-8         | Full-time                         |
| Noted: High school program is supported by high school staff including International Baccalaureate Coordinator and college guidance counselor. |                        |                          |             |                                   |

B. Indicate **ALL Auxiliary Staff**: Educational Technician, regardless of whether there has been a change or not

| Name of Staff | Role | 690 Endorsement Yes/No | Grade level | Name and position of supervisor | Indicate Full- or Part-Time In GT |
|---------------|------|------------------------|-------------|---------------------------------|-----------------------------------|
|               |      |                        |             |                                 |                                   |

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7. (a.) Indicate any changes to your **Approved Initial** application self- evaluation process.

NO CHANGE       CHANGE

Describe CHANGE here:

(b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation in the academic areas and in the arts regardless of whether or not there has been a change in the program. *(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)*

(c.) Include how program effectiveness was determined, whether or not there has been a change in the program.

During the 2017 – 2018 school year, at the elementary level K-5 (and for students identified as gifted in social studies in grades 5 through 12), we used a seminar model. GT seminars were designed for each of the four academic subject areas in which we have identified students (math, science, language arts, and social studies).

**METHODS**

**Participation:**

We solicited student participation in a survey administered in class at the end of the 2017-2018 school year, asking students to reflect back on their 2017 – 2018 school year GT seminars. We again asked the key questions we had pre-designed in the self-evaluation section in our 2015 – 2016 and 2016-2017 DOE-approved plans. We surveyed students in each subject area in which they had received services the previous year. We had nearly a 100% survey response rate.

**Survey Content:**

The survey questions were:

1. The BEST THING I DID in my *(insert subject area here)* Seminar was \_\_\_\_\_. Why?
2. The things I LEARNED THE MOST FROM in this Seminar was \_\_\_\_\_. Why?

3. The THINGS I WISH WE HAD DONE (but didn't) in my Seminar was \_\_\_\_\_. Why?

**Survey Analysis:**

We used a qualitative research approach to analyzing the surveys. Surveys were initially reviewed by GT teachers and the Curriculum Director for emerging themes. Then, the GT teachers conducted a more intensive qualitative analysis, analyzing them for themes and particular key words and phrases that emerged repeatedly.

**Survey Results:**

The results of the analysis are presented below by Seminar, since many themes that emerged were specific to each type of seminar.

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• **GT Language Arts Seminar, Primary Level Grade 2** (*We did not have any formally identified gifted students yet this year in grades K and 1*):

**Seminar Description and Annual Seminar Theme:**

At the early primary level, we introduce the idea of choosing and using a theme for integrated language arts learning, and conducting research using both books and digital resources. This year, after learning how to brainstorm, second grade students brainstormed and chose two themes: Fairy Tales and World War II. We introduced the history and analysis of fairy tales; writing original fairy tales and adapting them for a play; the use of informational books; historical fiction about World War II; safe digital research using appropriate search terms; and how to select and choose a topic for deeper research. For the second theme of the year, World War II, students chose to research the lives of children of their own age on the World War II homefront in America.

Students stated that they had learned a great deal about beginning research and using the internet in a way that led them to important information. They enjoyed the stories of children during World War II. Reluctant to put away the fairy tales, several students even continued to work on their writing and plays long after we had moved to the second theme for the year.

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• **GT Language Arts Seminar, Grades 3 through 5:**

**Seminar Description and Annual Seminar Theme:**

Each grade's GT Language Arts Seminar students collaboratively chose a general theme around which to organize GT language arts work for the year in reading, writing, speech, drama, debate, and research skills. During the 2017 – 2018 school year, the 3rd grade chose as their theme "The Progressive Era (1890 - 1920)". The 4th grade chose the 1950s as their overarching theme. The 5th graders, who had been very inspired by their study of the 1950s the previous year, wanted to move right on to the 1960s for their theme for the 2017 – 2018 school year. With the themes in place, the GT teacher then designed advanced language arts curriculum opportunities directly related to the theme, including nonfiction and primary source reading and analysis; research skills; fiction tied to the theme; advanced writing assignments; and extensions of the regular classroom language arts activities.

• Fifth graders were evenly divided regarding which language arts activities they liked the most – half mentioned the extensive research they did to portray a person, place, or thing from the 1960s as a Halloween costume, and the other half of the class mentioned a difficult advanced reading and writing analysis activity we conducted, using the primary source Kennedy-Khrushchev exchange of letters during the Cuban Missile Crisis.

Students said that they learned the most from the research they conducted; from reading *A Night Divided* and studying about the Berlin Wall; and from a reading and writing unit involving the study of 1960s song lyrics, including the work of the Nobel prize-winner for literature, Bob Dylan. Typical student comments about what they learned the most from included:

*"LOTS AND LOTS of research! Because we used this research to do tons of really interesting projects and to read into and analyze songs and letters from the 1960s."*

*"I learned a lot from being able to research on my own"*

*"The books, because they showed the perspective of everyday life as a citizen"*

*"Our song writing unit, because we had to be creative and think like them."*

• Fourth graders were again split about what they thought was the "best thing" they learned in their GT language arts seminar. Half indicated that "the best thing" they learned was how to write original song lyrics after a study of the lyrics of early rock'n'roll:

*"Writing sock hop rock, because it was fun to pretend we were rock and roll artists...writing a rock 'n' roll hit song really made you think about the sound and the lyrics."*

The other half of the class mentioned their extensive study of the Korean War, including reading, analyzing, and writing about primary source documents and reading young adult historical fiction set during the Korean War (including *Keeping Score*).

The study of the Korean War had come straight from the students themselves. One student lobbied classmates to convince them to vote in favor of reading and researching even more extensively on the topic. The other students agreed (and the teacher scrambled to find reading and writing curriculum about the Korean War!) One student remarked:

*"I learned about what happened there, and I didn't know it before...I basically knew pretty much nothing about it until we studied it."*

Several students also mentioned how much they learned from reading the entire *Brown v. Board of Education* Supreme Court decision (which we did as a close read as a group).

One student remarked on the evaluation form that she learned the most from the readings we did about

*"The African-American Movement! Because it taught me how they felt when people SEPARATED them! It's so rude and stupid. But it still taught me a lot."*

This comment in particular demonstrates the social-emotional learning that came from the advanced reading and writing projects undertaken in the class.



Another student stated she learned the most from

*"The Brown v. Board case because I learned how to read a court case."*

Fourth graders also mentioned that they would have liked to have written a play or done research for a year-end project (we will include one of those options during the 2018 - 2019 school year).

• Third graders chose "The Progressive Era (1890 - 1920)" as their theme, and focused intensely on learning new research skills to explore different topics within the wider theme. Each chose a particular topic of interest from this time period (topics varied widely, and ranged from the demise of the passenger pigeon to Teddy Roosevelt and the beginning of the national parks movement to the Christmas Truce in World War I). They also had a topically associated book group once a week, as well.

Most third-grade students stated that the best thing they did in the GT Language Arts Seminar was learning to do focused, intensive research.

Third grade students felt they learned the most from doing their research and from learning how to read and analyze a patent (we read in its entirety, and analyzed, the original patent for the Wright Brothers' first airplane), and learning to read difficult directions to make a model of the plane. One student mentioned the book she borrowed from her GT teacher about the "Wright Sister," Katherine, and her impact on the Wright Brothers' work.

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**GT Math Seminar (Grades K, 1, and 2):** *We did not have any identified mathematically gifted students at these grade levels, so no Math Seminar was offered.*

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**GT Math Seminar (Grades 3 through 5):**

*Seminar Description:*

In the GT Math Seminars in grades 3 through 5, the emphasis is on high-level advanced math problem-solving skills and on advanced concepts. We participate in and use problems from the Math Olympiad program; from an excellent math problem-solving series published by Sunburst during the 1980s for gifted students; and from other sources. Third graders used the *Hands-On Equations* early algebra program and the Scottish *I Can Solve Problems* curriculum, which emphasizes various strategies for solving difficult math problems in a small-group or seminar setting. All GT math students in grades 3 through 5 had ALEKS online math subscriptions which were used in varying ways – some students used the program at school and at home when they had extra time, and the GT teacher worked with interested classroom teachers to establish a way to use the ALEKS math within the classroom to extend the regular curriculum. In addition, all identified GT Math students in grades 3 and 4 used the *Beast Academy* program, the elementary series published by Art of Problem-Solving (a company that specializes in providing advanced math resources for gifted students), for additional enrichment materials within the regular classroom setting, to assure that students always had access to advanced math materials to use when regular work had been completed (or compacted) in the regular classroom.

*Student Program Evaluation Responses:*

• **Third Graders:** The third grade students said that the problem-solving program, the *Hands-On Equations* program, and the *Numberphile* videos and discussions were the best things they did, because of the challenges provided. They noted that they learned the most from *Hands-On Equations*, but wish that there had been more time to finish all three levels of the program. (Based on this feedback, during the 2018 – 2019 school year, we will begin using this program earlier in the year so that students can finish by June).

• **Fourth & Fifth Graders:** In grades 4 and 5, students were nearly unanimous in stating that they learned the most from the Math Olympiads problems and similar math puzzles because they were so challenging. Other materials mentioned were the Sunburst cards (math problem-solving cards published during the 1980s and out of print, and given to us by the authors who now hold the copyright).

In the fourth-graders' comments about Math Olympiads and the Sunburst cards, students were adamant in their comments that the reason they felt they learned the most from these two programs and the discussions that ensued using these instructional materials was the challenge.

*"I learned the most from the Math Olympiads, because it was challenging and I learned new kinds of math."*

*"Math Olympiads, because afterwards we discussed our answers."*

*"The Sunburst cards, because they were hard."*

*"Math Olympiads...because if we didn't know the answer they told us a strategy."*

*"Math Olympiads, because the problems were challenging and some of them I didn't even know how to do, so I learned from them."*

The fourth graders were also nearly unanimous in commenting on the viewing of the movie *Hidden Figures* as one of the best things that they did all year. (*Hidden Figures* is the story of African-American women who worked as "calculators" for NASA in the early years of the space program, and was shown to students as an example of high-level math accomplishments in the real world, despite barriers of gender and color).

Almost all the fifth graders said that they had learned the most from the Math Olympiads:

*"It made me push my thinking."*

*"It had the hardest and most questions."*

*"They have a variety of brain-challenging math problems that taught me many math skills."*

*"I learned many new strategies for hard and difficult problems."*

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**GT Science Seminar Grade 5 (we had no identified GT Science students in grades K-4 this year):**

*Seminar Description:*

The GT Science Seminar is divided into three components, each taking approximately one trimester to complete. These include: Individual and Small Group Investigations of science topics of personal interest; Applied Science & Engineering; and History of Science. Within those three general areas, students themselves identify areas of group and personal learning and then the GT teacher locates appropriate resources and guides and instructs the students. This year, students chose to work on an individual science investigation the first trimester; to develop an engineering project for the 3M Young Scientist Challenge the second trimester; and to study Charles Darwin's life and work the third trimester during the history of science unit.

Student Program Evaluation Responses:

Students were split on what they felt the "best thing" about their Science Seminar. Two-thirds of them mentioned the independent and small group investigations of science topics, while one-third mentioned the History of Science study of Darwin.

*"Researching Darwin, learning about evolution, and seeing his diary...I hope to pursue a career in biology. Darwin is undoubtedly famous and has a key role in biology."*

One student was able to parlay the independent investigation he pursued into obtaining a prestigious fellowship to produce a book for middle schoolers about Quantum Mechanics. This student mentioned how important the time for the individual science investigation meant for his work on his book.

100% of the students mentioned the study of Darwin as the part of the curriculum from which they learned the most. One typical comment included:

*"My understanding of Darwin was shaped incredibly by viewing private materials of his such as his diary."*

Although not directly mentioned by the students in their evaluations, one student was the state winner in the 3M Young Scientist Challenge for the project completed in our GT Science Seminar.

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**GT Social Studies Seminar (Grades 5 through 12):**

Seminar Description:

This seminar is the most rigorous one that we teach and could be best described as an applied course in advanced historical research. We participate in the National History Day program and use some of their materials, but the historical research skills taught go well beyond the basics of NHD, and are more like the skills taught in a college-level historical research class. Students complete historical research using both primary and secondary sources on a self-chosen topic that they can tie to the annual National History Day theme, and create an entry in one of the five NHD categories to enter in the state contest. Beyond that, however, they receive explicit, advanced, "just in time" instruction in completing research related to their particular topic; how to conduct research interviews; making research phone calls; locating and using both online and physical archives; using online research tools; using many different types of databases including newspaper databases and refereed journal databases such as Academic Search Complete and JSTOR; and many more. Students met officially once a week for their GT Social Studies Seminar, but voluntarily spent dozens more hours after school and on weekends working on their research.

In 2017 - 2018, this seminar was a multi-age seminar, with gifted social studies students in grades 5 through 12 working together. Grade 5 completed an NHD-type "practice project"; grades 6 through 12 actually entered the

NHD competition. An alumnus of our high school, now a history major in college, volunteered to help mentor the younger students. In addition, one 9<sup>th</sup> grader, two 8<sup>th</sup> graders and one 7<sup>th</sup> grader agreed to take on mentoring roles for younger students or those new to the NHD program.

*Student Program Evaluation Responses:*

Typical student remarks about the “best thing” about their GT Social Studies Seminar included such comments as:

*“Creating and perfecting my performance...I am a creative person and NHD provides a wonderful outlet for me to express my creativity in the form of a historical performance.”*

*“Finding a different angle to take while researching Jackie Robinson, because I proved that I am a good researcher.”* [This student came up with a completely unique and original thesis about Jackie Robinson, racism, and Robinson’s impact on the larger Civil Rights Movement.]

Several students mentioned social-emotional learning as well:

*“Learning how to answer questions smoothly and make the answers short...It was really fun to work with my peers and the whole activity was great, but it overall really helped me with self control when I’m in a nervous situation with pressure.”*

*“Win – because my hard work (assembling, printing, writing, cutting, gluing, formatting, and research) paid off.”*

Students mentioned several areas they had learned the most from in this seminar. Typical comments included both academic and social-emotional learning:

*“ I learned the most from studying my primary sources and analyzing what they meant in terms of my claim...it challenged me to connect my sources to my claim, which requires a higher level of thinking that I am glad to have learned through NHD.”*

*“This year I learned a lot about making your point more clearly and more concisely, as I needed to have the documentary be only ten minutes, as opposed to an exhibit where...I could have as many [quotes] as I wanted. I also learned how much work it takes to make something that is very good, because I started in June and persevered right through to the end. Of course, I also learned about writing and history, and did a lot of thinking about the compromise needed to resolve disputes, as well as the extent to which peace can exist anywhere.”*

*“I learned that I can't slack, because I did better this year when I slacked less.”*

*“Time management skills. I got very stressed at certain times during the year. However, reflecting on it, I see how I could have used my time differently and more effectively.”*

Students wished that they had had the opportunity for another showcase of their NHD social studies projects locally, prior to the national competition. (One showcase was held prior to the state competition but students felt that their entries had changed and improved so much, and they had done so much more research between the state and national competitions, that they would have liked another opportunity to share their work and get feedback locally. We will consider this for the 2018 - 2019 school year.)

In addition to the students' self-evaluations of the GT Social Studies Seminar itself, their work was evaluated by outside judges at the state competition. All but two of the students placed at the state competition, and six of them placed first or second at states, advancing to the national competition.

At nationals, two students who created exhibits placed second in their judging groups (thus just missing going on to finals at nationals in their categories).

We also had *three national winners!* One of the exhibits won the Outstanding Junior Entry from the Maine Affiliate; one of the documentary entries won the Lee Allen History of Baseball Award for the best entry in any category in *either* the Junior or Senior divisions related to baseball history; and two students who created a group documentary won *first place in the nation* for Junior Group Documentary!

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#### GT Visual & Performing Arts:

##### Description of Services:

Services to our students identified as gifted in the visual or performing arts are provided as planned differentiation in the regular visual and performing arts classrooms. The Gifted Education Specialist and the Visual Arts teacher meet in a formal conference with the identified student and his or her parents to develop a written individual learning plan based on the child's demonstrated talents, interests, and needs in the arts area. A similar conference is held by the Music teacher with the student and with input from parents, with support as needed by the Gifted Education Specialist. Once the individualized differentiation plans are developed, the art and music educators implement the plans in the regular arts classroom.

Visual Arts and Music (We did not have any identified GT students in visual arts in grades K-3 this year): All identified GT Visual Arts students completed the survey. Without exception, when asked what was the best thing they did in their differentiated plans, visual arts students all mentioned a particular medium and project. When asked what they learned the most from, the respondents were divided between again mentioning a specific medium or project; the advanced techniques learned for various media; and their self-awareness as they tried new media and new ideas. Typical comments included the following, which also encompass some of the social-emotional learning in their differentiated programs:

*"Lots of new and useful techniques that make my art look really cool..."*

*"Tips on making my art better and how to use time wisely...it helped inspire me and helped me be my best self as I'm working on my art."*

*"It was a whole new experience and way of painting that I had to adapt to."*

Several students also mentioned the work they had done in art history as having a major influence on their own work. Japanese and Chinese brush painting, the work of Georgia O'Keefe, and the work of Renaissance artists were all mentioned by the students as an area where they learned the most.

Students also listed a wide variety of other projects that they wish they could have done, including 3D art such as sculpture, structures, and papier-mache, as well as wanting to do more work with watercolors.

GT visual arts and music students highly valued their individual differentiated plans which take classroom projects to a higher level, and all mentioned the importance of the new skills learned.

All GT music students confirmed that they valued their differentiated music instruction.

#### WHAT DO THESE SURVEY RESPONSES TELL US ABOUT THE EFFECTIVENESS OF OUR PROGRAM?

Students in both academics and the arts were nearly uniformly positive about their experiences in the program and the value to them of the advanced and challenging learning. Interestingly, for the second year, no student

surveyed had even one negative comment about their GT Seminar participation or about any of the learning activities within the seminars. They continued to be very engaged, at times so engaged that it required the teacher to locate additional materials and to adapt materials meant for older students to gifted students at the elementary level. Many students continued to voluntarily spend hours outside of school working on their projects, doing additional reading related to seminar themes, doing scientific experimentation based on their chosen projects in the GT Science Seminar, or requesting additional challenging math problems to do over vacations.

#### WHAT DID WE LEARN?

Our district's motto is "Engage – Empower – Inspire." The elementary GT students, and all the GT Social Studies students (elementary, middle, and high school) were certainly engaged and inspired! They often worked on projects and research before school, after school, and on weekends, not because work was assigned, but because they were passionate about what they were learning. This required the teacher to be flexible, resourceful, and willing to change direction or lesson plans when necessary. Ultimately, the students learned a great deal about directing their own learning and building on their individual talents and interests. The students particularly appreciated the voice and choice we build into the academic learning in our GT programming and the input that they are allowed.

We also again experienced that the Math, Science, and Social Studies seminars, in particular, continue to be rigorous enough, and differentiated enough, to challenge even our most highly gifted students.

#### GT ELA: Grades 6-8

Last year (2017-18) gifted ELA students were placed in a dedicated GT class at each grade level. Students were surveyed in the fall of 2018 as to the effectiveness of the program. They were asked the following, open-ended questions:

1. What was the BEST thing you did in GT ELA Seminar LAST year? What made it the best?
2. What did you learn the most about in GT ELA Seminar LAST year? Why?
3. What do you WISH you had done in GT ELA Seminar LAST year? Why?

#### Summary of Responses to Question 1:

Students' responses to Question 1 could be categorized into three response types: A.) Daily Activities, B.) Long Term Projects, and C.) Classroom Environment.

A. Daily Activities: Students reported that they enjoyed daily warm up activities immensely. These activities consisted mostly of logic, spelling, and vocabulary exercises. They were described by many as "fun and interactive."

B. Projects: Students also reported enjoying the many projects they completed in GT ELA last year. Some of their favorites were the monthly, creative book reports, and the Wicked History project where they conducted research, and wrote a report to support their pick for the most "wicked" person in history. High levels of engagement were shared here.

C. Classroom Environment: Students appreciated the more relaxed, and engaging environment of GT ELA. In smaller groups, they were able to work with peers with similar motivation, interests, and skills.

#### Summary of Responses to Question 2:

Students' responses to Question 2 could be categorized into four response types: A.) Grammar & spelling, B.) History & social issues, C.) Vocabulary & root words, and D.) Composition.

A. Grammar & spelling: Students shared that they completed many grammar exercises over the course of the year. Some claimed to benefit from these exercises, while others felt that they were dry, and repetitive.

B. History & social issues: History and social issues were the topics of much of the writing completed by GT ELA students last year. These topics helped to foster engagement, and expanded students' understanding of historical events, and social issues in our nation's history.

C. Vocabulary & root words: Students reported learning a great deal from their weekly study of Greek and Latin roots. These regular assignments helped to expand students' vocabulary, as well as their understanding of complex words.

D. Composition: In the student survey, many comments were made regarding the positive impact of composition lessons and practice on their writing abilities. Some commented on their ability to formulate more complex and "eloquent" sentences, while others gained confidence and skill in wiring across genres.

### Summary of Responses to Question 3:

Students' responses to Question 3 could be categorized into two response types: A.) What students wanted MORE of, and B.) What students wanted LESS of.

A. What students wanted MORE of: From the survey data, it was obvious that students liked and learned from many of the GT ELA activities. Students wanted to continue the following learning activities: Red herring stories, creative book projects (some), and vocabulary. Students expressed great interest more opportunities to write creatively, as they sometimes felt limited by more teacher-directed assignments. Related to this topic, some wished for more opportunities to write for broader audiences, such as the ability to enter contests for writers of their age group. Additionally, students wanted more opportunities to complete projects related to history and philosophy, as well as "creative projects" and debates to offer variety in output media.

B. What students wanted LESS of: Responses here varied. As mentioned above, some students liked the monthly book projects, while others felt as though their time could have been better spent engaged in other learning activities of greater complexity and interest. Some students responded negatively to the inclusion of Greek and Latin roots in the curriculum, claiming that they didn't gain any practical information or skills from practice in this area. Students were clear in communicating that they would be more invested and engaged in their learning if the curriculum was less restrictive.

### 2018 GT PROGRAM FEEDBACK: Spring 2018

In the spring of 2018 all parents of GT-identified students were sent an electronic survey regarding the effectiveness of the K-8 gifted and talented program. The majority of the responses were positive, noting the many opportunities for social, emotional, and academic growth provided to elementary and middle school students of MSAD 51. Parents commented positively on the inclusion of the following elements in the GT program:

- Ability for children to work in small groups of like minded peers
- Opportunities to receive detailed & meaningful feedback
- Occasions to be intellectually challenged
- Availability of advanced/off-level courses
- Chances to further develop time management, research, analysis, and problem solving skills
- Opportunities to take part in local, regional, and national academic competitions, including but not limited to Math Olympiad contests, National History Day contests, and 3M\* Challenges

Conversely, parents also shared some specific areas in which MSAD 51 could improve its GT program. A small number of parents commented that GT VPA services could be strengthened in future years with more and better communication and integration between teachers. Responses regarding GT math instruction varied by school/instructor, i.e. K-5 parents responded favorably, whereas, 6-8 parents were less enthusiastic about their children's experiences. Based on the 2018 parent survey feedback, communication with families by the GT staff requires greater detail and frequency.

8. Provide a justification/description of the items included in the proposed budget in number 9.  
*(Please remember that materials/supplies are to be used for gifted and talented only and are not part of the regular education budget. Field trips must take place during the school day and are for identified students only)*

In addition to the salary and benefits of our two gt teachers (one is certified and the other is working on and will have earned the endorsement prior to the 2019-20 school year) we plan to spend the following on our programs for identified students, for parent education of identified students, and for gt professional development for our two gt teachers. Parent education materials (\$200) include books and films about parenting gifted children; these are used in conjunction with our six session parent education series. This series is in its second year and the specific resources are determined by the parents' interests and needs. Programming for our highly and profoundly gifted students includes learning Italian. This is the third year for them and appropriate books and cds are purchased as they develop their skills. Our program involves a seminar model for Ela, math, science and social studies. Each year the student cohorts identify topics and themes to work on throughout the year. The materials (individual resources and sets of books) are selected to support the theme of the year. The school book room is always reviewed first and then supplementary materials not available there are ordered. As part of math seminar in grades 4 and 5 we participate in the Math Olympiad program and purchase additional materials to support high level math problem solving. In addition, at least two simulations are selected for each theme. Each year identified gt social studies students in grades 5-11 participate in an advanced historical methods seminar and complete a National History Day project as part of their seminar work.

Examples of Simulations: Vietnam / Examples of parent education: "Living With Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults"

/ Examples of materials for seminars: For Kids Series including Teddy Roosevelt, Leonard DaVinci, Darwin  
/ Examples of math: Beast Academy, Math Olympiad, Math Quest



9. For those school units requesting approval of *allowable program costs* for State subsidy, please complete the following budget information. Amounts budgeted for the SAUs Gifted and Talented Program must be reported in the NEO financial system as part of the Annual Budget Reporting.

*NOTE: To be approved as an allowable cost for the current school year, all personnel listed below must be appropriately certified/endorsed by the application deadline of September 30.*

**Professional Staff Costs**

| Professional Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|-------------------------|--------------------------------------|-------------------------------------|
| Katheryn Kearney        | 90456                                |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
| <b>Subtotal</b>         | 90456                                |                                     |

**Auxiliary Staff Costs**

| Auxiliary Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
| <b>Subtotal</b>      |                                      |                                     |

**Independent Contractor Costs**

| Independent Contractor Name | Area of expertise | Elementary<br>(contract amount) | Secondary<br>(contract amount) |
|-----------------------------|-------------------|---------------------------------|--------------------------------|
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
| <b>Subtotal</b>             |                   |                                 |                                |

Please list individual product names and costs associated with the district's Gifted and Talented Program.

**A. Educational Materials and Supplies:**

| Elementary: Name of Material/Supply  | Cost          | Secondary: Name of Material/Supply | Cost |
|--|---------------|------------------------------------|------|
| Interact Simulations:<br>Freedom Summer, Vietnam, Patriots,<br>Revolutionary War, D—Day, 20 <sup>th</sup><br>Century, Point-CounterPoint   | 476           |                                    |      |
| Beast Academy – guide and practice<br>books  | 194           |                                    |      |
| Seminar – class novels<br>books are selected for each unit –<br>some examples below<br><br>The Green Glass Sea (7 copies)<br><br>March: Book Three (9 copies)<br><br>D’Aulaires Book of Greek Myths (8<br>copies)<br><br>A Winning Spirit: A Molly Classic (6<br>copies) | 500           |                                    |      |
|  |               |                                    |      |
| Math Olympiad materials  | 218           |                                    |      |
| Parent education resources   | 200           |                                    |      |
| National History Day & historical<br>research data-base and subscriptions  | 250           |                                    |      |
|  |               |                                    |      |
|  |               |                                    |      |
| <b>Subtotal</b>  | <b>\$1838</b> | <b>Subtotal</b>                    |      |

**B. Other allowable costs (i.e. field trips, student fees, membership):**

| Elementary: Item name | Cost       | Secondary: Item name | Cost |
|-----------------------|------------|----------------------|------|
| Aleks subscriptions   | 200        |                      |      |
|                       |            |                      |      |
|                       |            |                      |      |
|                       |            |                      |      |
|                       |            |                      |      |
| <b>Subtotal</b>       | <b>200</b> | <b>Subtotal</b>      |      |

**C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area):**

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|--------------------------|------|-------------------------|------|
|--------------------------|------|-------------------------|------|

|                 |  |                 |  |
|-----------------|--|-----------------|--|
|                 |  |                 |  |
|                 |  |                 |  |
|                 |  |                 |  |
|                 |  |                 |  |
| <b>Subtotal</b> |  | <b>Subtotal</b> |  |

**D. Staff Tuition/Professional Development:**

| <b>Elementary: Course/Workshop Title</b> | <b>Cost</b> | <b>Secondary: Course/Workshop Title</b> | <b>Cost</b> |
|--|-------------|---|-------------|
|  |             |   |             |
|  |             |   |             |
|  |             |   |             |
|  |             |   |             |
|  |             |   |             |
|  |             |   |             |
| <b>Subtotal</b>                          |             | <b>Subtotal</b>                         |             |

**E. Totals**

| <b>Subtotals from charts above</b> | <b>Elementary Costs:</b> | <b>Secondary Costs:</b> |
|------------------------------------|--------------------------|-------------------------|
| <b>Professional Staff</b>          | 90456                    |                         |
| <b>Auxillary Staff</b>             |                          |                         |
| <b>Independent Contractors</b>     |                          |                         |
| <b>A. Materials/Supplies</b>       | \$1838                   |                         |
| <b>B. Other Allowable Costs</b>    | 200                      |                         |
| <b>C. Student Tuition</b>          |                          |                         |
| <b>D. Staff Tuition/PD</b>         |                          |                         |
| <b>Total</b>                       | 92494                    |                         |