

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, 2017

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 1st Revision to Maine DOE: September 30, 2016

Date of 2nd Revision to Maine DOE: September 29, 2017

Date of 3rd Revision to Maine DOE: _____


Superintendent Initials


Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 12/20/17

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 -
- 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:

- o Academics program goals, objectives, activities -
- o 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 any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

A. Indicate the professional staff for the K-12 Gifted and Talented Program.

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
Barbara Dichter	Yes	Teacher	6-8	Full-time
Note: High school program is supported by high school staff including International Baccalaureate Coordinator and college guidance counselor.				

B. Indicate the Auxiliary Staff: Educational Technician

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

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

NO CHANGE CHANGE

Describe CHANGE here:

(Note: While this change was already included on our 2017-2017 Program Renewal Application.)

Arts

Goals: - no change

Objectives: To understand our self evaluation process and clearly state a need for both formative and summative feedback on Individual Learning Plans.

Activities:

Our first activity will now reflect this with changes underlined

With ongoing, scheduled consultation and support and support from the gifted and talented teacher, visual art and music teachers meet with each identified student to develop an Individualized Learning Plan, and to gather both formative and summative reflections from students regarding those plans and student's experiences as outlined in our self evaluation process. This plan contains the agreed upon differentiation of the regular arts curriculum. Then the music and art teacher implement the plan with the student within the regular classroom.

(b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation.

(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)

Report of Self-Evaluation K-5 Academics and Arts

At the elementary level K-5 (and for students identified as gifted in social studies in grades 5 through 12), we use a seminar model, with GT seminars 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 2016-2017 school year in June (and for GT Science and GT Social Studies, in early September of the 2017-2018 school year), asking students to reflect back on their 2016 – 2017 school year GT seminars. We again asked the key questions we had pre-designed in the self-evaluation section in our 2015 – 2016 DOE-approved

plan. We surveyed students in each subject area in which they had received services the previous year. We had a nearly 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 read through once by GT teachers and the Curriculum Director for emerging themes. Then, the GT teacher 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 chose the theme of "Roman Life". We introduced the use informational books, historical fiction, digital research using appropriate search terms, study units for older students about Roman life, how to use a WebQuest, beginning Latin instruction, and finally, how to select and choose a topic for deeper research. (The topic of Roman recipes, cooking, and how to make a Roman oven was chosen, and the actual oven created!)

Student Program Evaluation Responses:

The second grade stated that the best thing was researching and actually creating a Roman oven (from clay – with help from the art teacher, who fired it for us).

Students learned the most from looking up facts about the Romans and about how to cook in a Roman oven, getting to learn what the Romans ate "and then experience it myself with my Roman oven."

One thing students wished we had done, but did not was "looking at real Roman artifacts – it was kind of out of the question but I think we would learn a lot from it."

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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 2016 – 2017 school year, the 3rd grade chose as their theme "The Wild West" (1840 –

1910). 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 2016 – 2017 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.

Student Program Evaluation Responses:

Most students in all grades mentioned the instruction and practice of advanced research skills as one of the best things that they did and learned the most from. Most students also mentioned enjoying and learning from challenging readings (both fiction and non-fiction) as a highlight of the class.

- **Fifth graders** emphasized the advanced content, including the reading and analysis of primary source documents as one of their favorite activities. In particular, most students mentioned the close reading of documents required for successful participation in the criminology simulation about the Freedom Summer murders; and the advanced reading, prediction, writing, and analyses we conducted using the Kennedy-Khrushchev exchange of letters during the Cuban Missile Crisis. Many students also mentioned as a highlight of their studies this year the analysis of song lyrics of the 1960s (including the Beatles, Simon & Garfunkel, and Bob Dylan) and the writing of their own song lyrics in 1960s style.

- **Fourth graders** indicated that they learned the most from the research they conducted (online, in books, and through the use of primary source documents), the historical fiction books we read that were set in the 1950s, and applying their readings, research and new knowledge to class and individual projects such as a class-designed, historically accurate 1950s party for their parents, learning how to analyze advertising and propaganda for both products and politics during the era and then developing their own presidential campaign advertising media package for either Adlai Stevenson or Dwight Eisenhower, and reading and analyzing 1950s song lyrics, and then writing their own 1950s-type songs (lyrics and music). Although students noted that this year was “totally amazing!” they all would have liked even more time for research and to take the projects further.

- **Third graders** chose “The Wild West” as their theme, and focused intensely on learning new research skills to explore different topics within the wider theme. They also had a topically associated book group once a week, as well. As a result of their research and reading, three students studying the Gold Rush and the life of Annie Oakley teamed up to research, write, costume, and produce an original historical play which was performed for several classrooms of children. Another student focused his research on the life and work of Buffalo Bill Cody – as a result of his initial research, he discovered that the Cody archives had been digitized and were online, so differentiated instruction was provided in the scholarly use of archives with primary source documents. This project continued throughout the year and culminated in the creation of an exhibit for the school library.

Third-grade students all stated that the best thing they did in the GT Language Arts Seminar was their focused, intensive research and the culminating product (the play, and the library exhibit).

Third grade students felt they learned the most from doing their research and from the Wild West-related books we read in book group (*Little House on the Prairie*, *Little Town on the Prairie*, and *Sarah, Plain and Tall*). They also felt they learned the most from learning how to use the Chromebooks and the internet to locate advanced research on their topics, including primary sources (One student stated “The Chromebooks – it was one of the three things we could learn from, and it supplied the most information.” This is likely because the students chose topics that do not have adequate advanced resources in primary school libraries, but the students were able to locate, on their own, a number of primary sources, including online digitized archives, that would have been very difficult, if not impossible, to locate otherwise without the Chromebooks and the internet.

Third grade students were very happy with all the research they conducted, but stated that they wish we had had time to do one simulation.

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.

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 back in 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 the classroom teachers to establish an effective 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). (We would have also purchased *Beast Academy* for Grade 5 GT Math students to use, but the 5th grade series hadn't been published yet).

Student Program Evaluation Responses:

• Third Graders: Almost every student in grade 3 noted that the problem-solving program and the *Numberphile* videos and discussions were the best things, because of the challenge provided (one student noted about the *Numberphile* videos and follow-up discussions "It made us learn stuff that we would need to know if we grow up to be mathematicians." *Numberphile* is a video series produced in Britain that does indeed include extremely advanced topics). Four out of the five students said they learned the most from having access to and time for ALEKS math, and all five students mentioned that they wish we could have finished the *Hands-On Equations* early algebra program, or done another math project with codes.

• Fourth & Fifth Graders: In grades 4 and 5, students were nearly unanimous in stating that they loved the Math Olympiads problems and similar math puzzles because they were so challenging. Students were split down the middle about what they learned the most from – half said the ALEKS Math, the other half said the Math Olympiad problems, the challenge the problems provided, and the ensuing discussions about strategies to solve them. And one student mentioned a social-emotional component : "[I learned] that I should push myself to learn more, because I thought the problems would be easier than they are."

Interestingly, three of the nine 4th and 5th graders independently of each other wrote on their evaluation forms that they wished we had studied ancient mathematicians in our GT Math Seminar, because "I would like to see how they came up with algorithms" and "I like learning about math and history." Although this had never once been discussed as a topic of interest in their classes, we will be taking this feedback and integrating some history of mathematics activities into our GT Math Seminars in the future.

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.

Student Program Evaluation Responses:

Students indicated that the best thing they did in the GT Science Seminar was the combined engineering and history of science project we did in researching and then building prototypes for Leonardo da Vinci's machines that he designed, but did not have the technology to build in the 1500s.

They all stated that they learned the most from our engineering hands-on activities and challenges.

Two areas they wish we had spent time on included computer science and physics.

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 many more. Students meet officially once a week for their GT Social Studies Seminar, but voluntarily spend dozens more hours after school and on weekends working on their research.

This seminar is a multi-age seminar, with gifted Social Studies students in grades 5 through 12 working together. Grade 5 completes an NHD-type "practice project"; grades 6 through 12 actually enter the NHD competition. For the past three years our graduating 12th grader acted as a mentor to the younger students, as well as completing his own NHD projects. Now that he has graduated, in anticipation of the 2017 - 2018 school year, one entering-9th grader and two entering-8th graders, all of whom have experience at both state and national competitions, offered to take on mentoring roles for some of the younger or newer students during the 2017-2018 school year.

In addition to the students' self-evaluations of the GT Social Studies Seminar, their work was evaluated by outside judges at the state competition, and every one of our GT students who completed an NHD project and entered it at the state competition placed first, second, or third this year. Three students placing first or second went on to the national competition, where two of them placed second in their judging groups (thus just missing going on to finals at nationals in their categories).

Student Program Evaluation Responses:

The majority of students stated that the best thing they did was learning how to do a research interview, and then conducting an interview as part of their project. Students felt it made them better researchers and that conducting the interviews rounded out their projects. (Several key, and famous, individuals were interviewed by various students).

Students felt they learned the most from specific mini-lessons in advanced historical research skills; from the written work required for their projects (theses, annotated bibliographies, scripts, process papers, letters, and ad hoc grammar instruction); and from learning to use newspaper archives, online and physical archives, organizational strategies, and time management. One student stated that the work done in this Social Studies Seminar was "the hardest, most challenging thing I have ever done."

Students either were completely satisfied with their seminar and said that nothing should change, or would have liked to have had more time to work with the instructor and the high school mentor. They also would have liked to see an informational meeting at the beginning of the year for newly-identified GT Social Studies students and their parents, to "show off" the previous year's projects and to make sure students and parents both know the type and extent of work involved.

Because of this feedback, and as a result of a generous mentoring offer from our oldest students, the most experienced students have planned an informational evening for new GT Social Studies Seminar students and their parents for the 2017 - 2018 school year. The older students have also offered, on their own, to each mentor a younger student throughout the year in both research techniques and project development.

GT Visual & Performing Arts, Elementary Grades:

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 Art teacher meet in a planned 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: All 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. Most students also described how they had extended their learning by being allowed to be more creative or to do advanced work with the media. When asked what they learned the most from, the respondents were divided between again mentioning a specific medium or project, or mentioning advanced techniques learned. Students also listed a wide variety of other projects that they wish they could have done.

In summary, GT visual arts students highly valued the opportunity in their individualized differentiated plans to take a classroom project to a higher level, to learn new skills, to combine techniques, and to be creative with their new learning.

Performing Arts (Music): All GT Music students completed the survey. There was strong agreement regarding the success in meeting their original individual learning plan goals; in fact, all identified students went beyond their original goals and did additional advanced work in music both at school and in the community.

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

The responses tell us that the Seminar approach at the K-5 level (and for students at grades 5 through 12 who are gifted in social studies), an approach that is relatively new to the district, works very well and that the Seminar model provides enough challenge to keep students happy and busy in school. No student surveyed had even one negative comment about their GT Seminar participation or about any of the learning activities within the seminars; they were fully invested. Many students mentioned appreciating the challenges of the Seminar curricula, and a number of students spent many hours outside of school voluntarily continuing to work on projects, readings, and ideas initially begun in the Seminars.

PARENT SURVEY

We also conducted an online parent survey, asking parents to give us feedback on their child's GT programming. In general most feedback was very positive regarding individual student experiences; however, communication can always be improved!

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 then some, and appreciated the voice and choice that we build into the academic learning in our GT seminars, where students help to build part of the curriculum themselves (with adult guidance and oversight).

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

GT Program Evaluation Grades 6-8 Academics and Arts

GT ELA students are in a dedicated GT ELA class at each grade. Students responded to three questions (a, b, c below).

1. Description of findings

a. What was the best thing you did in GT ELA?

Students' general responses about the program:

- Appreciated working with intellectual peers rather than in heterogeneous classes
- Activities were challenging and fun

Students' responses about writing were positive about the following:

- Writing monthly book reports:
 - book blogs (grade 8) that summarized two books each month, critiqued author's style, analysis of characterization and quotes from the book
 - book trailers and Brown Bag Book Reports (grade 7) asked them to do a close reading and orally report on elements of literature
 - monthly creative book report activities (grade 6) asked them to look at the book in a new and creative way.
- Studying and writing about literature (fiction and nonfiction) helped them to view books in depth and do a close reading.
- Researching and writing expository pieces

- Novel writing
- Poetry reading
- The compelling nature of issues in nonfiction reading
- Debates and class discussions on issues related to our reading

Other topics mentioned:

- Vocabulary activities
- Critical and creative thinking activity at the start of each class

b. What did you learn most?

- Improving writing skills
- Understanding a Shakespearean play
- Increasing vocabulary
- Doing a close reading and analysis
- Using dialogue in writing
- Making inferences

c. What one thing you wish we had done?

- Book buddies
- More fiction writing
- More debates

GT SCIENCE, SOCIAL STUDIES AND MATH students are differentiated in the regular classroom, and responded to the same three questions:

a. What was the best thing you did this year?

Students' responses focused on:

- Working on material at a higher level - social studies students specifically mentioned National History Day projects
- Working on more challenging material
- Working independently or with an intellectual peer
- Exploring topics of personal interest in depth

b. What did you learn most?

Responses were highly individualized

c. What one thing you wish we had done?

Responses were highly individualized

GT VPA

a. What was the best thing you did this year?

Responses included:

1. Conference about the different things that I could do in my projects and doing some higher level thinking in some of the projects.
2. Focus on specific projects or activities

b. What did you learn most?

Responses included discussion of specific skills learned and perfected.

c. What one thing you wish we had done?

1. More time with specific skills or activities
2. Skills or activities that were not taught but were of interest to the student

2. What does this tell us about the effectiveness of our program?

- These are expected responses showing that students are working at an appropriate level.
- Students are invested in the activities.

3. What did we learn?

- Writing in depth and higher level thinking skills are important to the students and will be continued this year in academics.
- The GT teacher needs to continue to work with science, social studies and math teachers to explore and develop more differentiated activities for the students.
- More focus on skills in VPA

(c.) Include how program effectiveness was determined.

In consultation with the student and parents, an Individualized Learning Plan is developed for each student for each subject area identification.

These ILPs are used to set program goals, design, develop, implement and adjust the curriculum.

The plans are reviewed with students and parents at fall and spring conferences and adjustments are made as needed. Formative feedback is gathered throughout instruction. Summative reviews are conducted to determine the degree to which individual student goals were met.

8. Provide a justification/description of the items included in the proposed budget in number 9.

In addition to the salary and benefits of our two certified gt teachers 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 gt teachers and classroom teachers serving identified gt students. 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 we focus the sessions to address parents' interests and needs. Specific resources are determined through the parent input.

Programming for our highly and profoundly gifted students includes learning Italian. This is the third year for these students and each year we purchase books and cds that address the current skill level.

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 supplemental materials not available are then ordered. As part of the 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 (Beast Academy). In addition, all identified gt math students in grades K-5 are provided with Aleks subscriptions for both independent work and as a differentiation option in the classroom. 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: JFK and the Cuban Missile Crisis, Freedom Summer Murders / Examples of parent education: Upside Down Brilliance, Developing Math Talent / Examples of materials for seminars: Revolution, Countdown / Examples for 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 (New Educational Onotology) 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 (salary with benefits)	Secondary (salary with benefits)
Katheryn Kearney	89,319	
Barbara Dichter	95,252	
Subtotal	184,571	

Auxillary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal			

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	\$300		
Parent Education Resources	\$200		
Books & CDs in Italian	\$100		
Beast Academy Math	\$350		
Math Olympiad Materials	\$175		
National History Day & Historical Research Data-base and subscriptions	\$250		
Books and materials on student selected topics for seminar	\$500		

GT Visual-Spatial Learner Books and Materials	\$200		
Subtotal	\$2075	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Aleks subscriptions	\$400		
Subtotal	\$400	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Subtotal		Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	184,571	
Auxillary Staff		
Independent Contractors		
A. Materials/Supplies	2075	
B. Other Allowable Costs		
C. Student Tuition	400	
D. Staff Tuition/PD		
Total	187,046	