

LINCOLNVILLE CENTRAL SCHOOL

ENRICHMENT PROGRAM

PHILOSOPHY

Lincolnvillle Central School (LCS) is dedicated to meeting the needs of all students. This, of course, includes the unique needs of our gifted and talented learners.

The Lincolnvillle Central School Academic Gifted and Talented Program acknowledges and nurtures the diverse talents of its students. It is designed to meet individual potential and provide differentiated, flexible, and enriching experiences that enhance social, emotional, and intellectual abilities.

Identified students will be provided with critical and creative thinking challenges, as well as enriching experiences to help them to grow in depth and breadth as explorers and learners.

"You can't just give someone a creativity injection. You have to create an environment for curiosity and a way to encourage people and get the best out of them." – Sir Kenneth Robinson



SERVICES

The LCS Academic Gifted and Talented Program provides services for students K-8. This is achieved in partnership with classroom teachers through differentiation, acceleration, enrichment grouping, compacting, and individual and small group advisement. Largely, LCS employs a school-wide enrichment model that is based on multiple talents/intelligences and criteria. It is somewhat of a revolving door model, one in which a talent pool of 15-20% of students are initially identified through a variety of tests, indices, recommendations, and observations. This initial pool is later streamlined according to academic strengths.

MAINE DEPARTMENT OF EDUCATION CHAPTER 104

GIFTED AND TALENTED DEFINED

"Gifted and talented children" shall mean those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:

- General Intellectual Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas
- Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic area(s)
- Artistic Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts

Identified students are generally 5% of the school population.

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OUR ACADEMIC PROGRAM

Grades K-2

In the early grades (K-2), students' needs are addressed largely through differentiation, and on rare occasions through curriculum compacting. The classroom teachers, specialists, and the gifted and talented teachers work in concert to ensure academically talented students have enrichment and extension opportunities in reading and math as appropriate.

Grades 3-5

For grades 3-5, the gifted and talented teacher meets with each grade-level teacher to identify students, as well as gathers screening data. Approximately 10-15% of the 3-5 population is identified for pullout enrichment and extension. The focus of the pullout experience depends on the students' needs, however the focus is mainly on developing their critical and creative thinking abilities.

Middle School

The Middle School Academic Enrichment Program includes general classroom enrichment, compacting, modification, and differentiation by the regular classroom teacher. Students are initially identified using MEA and NWEA data, in addition to teacher and parent recommendations. Selected Middle School enrichment students are invited to join in small group enrichment sessions that take place 2-3 times per week outside of their regular academic classroom. Each trimester, these students have a choice to participate in group exploration around a particular interest, or if they show maturity and interest, they can opt for self-directed independent study.



HOW ARE STUDENTS IDENTIFIED FOR OUR ACADEMIC PROGRAM?

STEP 1: SCREENING

Students are screened through multiple assessments. We utilize AIMS-web (grades K-5), NWEA (grades 3-8), and NWEA/MEA (grades 3-8). Classroom grades and portfolios are considered. Teacher and parent nominations are welcomed and considered.

STEP 2: IDENTIFICATION

Students are screened each year. Those who score in the top 5% of all universal testing are automatically identified. The next 6-15% as determined by universal screening, may be screen further through the use of classroom grades, work products, surveys and nominations.

STEP 3: SELECTION

Those student identified in grades K-2 receive services through differentiation in the classroom. Classroom teachers work in collaboration with the talent development teacher to design modifications in this grade span.

Identified students in grades 3-5 are pulled out once a week and meet for enrichment classes.

Identified students in grades 6-8 meet, at a minimum, bi-weekly in a cross-grade enrichment class.

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2020 - 2021 POINTS OF PRIDE

- 28 of our 3-5 students participated in weekly small-group creative and critical thinking classes. One accelerated 2nd grade student joined the 3rd grade group for enrichment as well.
 - In addition to weekly pull-out classes, each student was given an extension packet to utilize within their regular classroom.
 - On a regular basis students were presented with a variety of critical and creative thinking challenges to tackle at home if they desired.
- Middle School:
 - Eleven students participated in the Cyber Robotics Coding Competition during the first trimester.
 - Six of our 6th grade middle school students met bi-monthly to explore and investigate topics of personal interest.
 - Fifteen 7th and 8th grade students participated in two subject-specific sessions during the second and third trimester. Topics of student choice were college & career exploration, entrepreneurship, mythology and ancient civilizations, as well as their school committee interview project.
 - Four of our middle school students participated remotely.

2019 - 2020 POINTS OF PRIDE

- Three of our accelerated 1st grade mathematicians met weekly to tackle 2nd and 3rd grade level math challenges
- Eleven of our 3rd grade students participated in year-long accelerated reading and discussion groups. This accounted for more than 30% of the third grade class.
- Five of our 4th grade students participated in a year-long book discussion group. Additionally, six students in this grade received weekly enrichment in mathematics.
- Five of our 5th grade students took part in a weekly reading and discussion group. This accounts for more than 20% of the fifth grade class.
- Middle School:
 - Eight students participated in the Cyber Robotics Coding Competition during the first trimester, with two students going on to complete in the competition at UNH.
 - Fifteen of our middle school students participated in our enrichment program which focused on an exploration of media and communication. This accounted for 18% of our middle school population.
 - A school-wide enrichment model was developed and implemented for all middle school students to explore their interests during FLEX time. Two showcases of these products were held.
 - Students produced videos for school assemblies, worked to develop a printed school newsletter, and later created content for our online blog throughout our unexpected spring of distance learning.

THE 2021-2022 PROGRAM

GRADES K-2

Students will be monitored by their regular classroom teacher, and will be presented with enrichment opportunities in the regular classroom as appropriate to their developmental level.

GRADE 3-5

After screening, identification, and selection is complete, students will be grouped as appropriate to explore critical and creative thinking challenges. This may include STEM exploration as developmentally appropriate, and may include small reading groups exploring advanced texts.

MIDDLE SCHOOL

November through May, students may have the opportunity to participate in one of the following explorations:

- Application design & data management exploration.
- STEM investigations (*sponsored by Athena Health*) Curriculum topic examples are DNA, water quality, weather and climate, recycling, and global positioning systems. In some cases these will be integrated in the science curriculum.
- Passion projects - the goal of which is to allow students the time and space to calibrate their personal creativity.
- Know Thyself class that will focus on goal setting, personal strengths and challenges, social emotional discovery, and self-expression.

Students may also opt to design an independent study project of their choice.

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WHAT DO THE STUDENTS HAVE TO SAY?

The responses below are a result of a survey of our 8th grade enrichment students:

My LCS Enrichment experience has helped me to....

- expand my horizons.
- do something different. I can expand on things that I am interested in and can learn more life skills and different things that wouldn't necessarily always learn in class.
- middle school enrichment gives me the chance to explore more; to do things we don't normally do in school.
- explore new ways of learning; we are allowed chances to be more innovative.
- pursue my own interests in a school setting.
- work with people of similar academic ability and socialize with like-minded people while we work. It allows me to use skills that aren't taught in ELA, or social studies, or math, or science.
- expand my learning and apply my already acquired knowledge to things that matter to me.
- Do activities that I don't normally do in school.
- Expand upon what I learned during school.

A few of the skills that students said they gained:

- leadership
- organization
- technology
- coding
- web design
- data analysis
- interview
- team building
- communication
- time-management
- social

WHAT STUDENTS HAD TO SAY ABOUT THEIR FAVORITE EXPLORATIONS OF 2020-2021

"I really enjoyed the opportunity we were given to interview the school board members. I feel that it was a great way to learn how to conduct an interview, as well as the opportunity to contribute something that matters to the community."

"I feel that the interviews we did expanded my thinking on teamwork and definitely furthered my knowledge of the interviewing process, as well as the campaign requirements of the school board."

"I feel that when we did career exploration my learning was expanded because I had never done something like that and it was very interesting."

"I feel that when my group created our own business, we received new skills because we learned what/how the founding a business process works, and how we could create our own business some day."

"I loved the coding competition. I had done it before, so I knew how to do some things, but I also learned more. I haven't had a chance to code like that before."