

## State of Maine Department of Education

### Gifted and Talented Educational Program Initial Application 2015-16

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

#### Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

**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.**

GIFTED AND TALENTED EDUCATIONAL PROGRAM INITIAL APPLICATION 2015-16

**School administrative unit name: Appleton Village School**

**Name and title of person responsible for gifted and talented program: Karen Scott**

**Phone number: (207) 785-4504**

**Email address: karen.scott@fivetowns.net**

**CERTIFICATION:**

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

Dianne Helprin

Superintendent Name (printed)

Superintendent Signature

*D Helprin*

Date application submitted to Maine DOE for review: September 30, 2015

**FOR INFORMATION CONTACT:**

Jennifer Pooler Maine Department of Education (207) 624-6638

EF-S-206 Revised May 26, 2015

Reviewed By: Lee Worcester Maine DOE Authorization: *J Pooler*

**RETURN BY EMAIL TO:**

GT.DOE@maine.gov

**DUE DATE: September 30, 2015**

Approval  Approval with concerns  Non-approval

Date of Approval: 4/22/16

## ***Initial Application***

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification. *If additional space is necessary, please include a separate sheet(s) at end of application.*

### **Academic program philosophy:**

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

We at Appleton Village School believe that all students deserve challenging and rewarding educational experiences designed to provide them with academic, career, and life skills along with the knowledge needed for their future personal and professional success.

Appleton Village School staff, school committee, and parents are committed to an educational program that recognizes and responds to the unique abilities of each student.

While the regular program of instruction is supportive of gifted students, their exceptional needs may require additional or special services in mathematics, English, science, and social studies.

### **Arts program philosophy:**

We at Appleton Village School believe that all students deserve challenging and rewarding educational experiences designed to provide them with academic, career, and life skills along with the knowledge needed for their future personal and professional success.

Appleton Village School staff, school committee, and parents are committed to an educational program that recognizes and responds to the unique abilities of each student.

While the regular program of instruction is supportive of gifted students, their exceptional needs may require additional or special services in the visual and performing arts.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

**Academic program abstract:**

Our Gifted and Talented Program is a comprehensive K-8 program that strives to provide a challenging range of diverse experiences and extra curricular activities that recognize the needs, interests, and abilities of students. All instruction is in lieu of the regular instruction. Opportunities could include:

- \* Differentiated curriculum and instruction
- \* Whole class enrichment
- \* Small group enrichment
- \* Advanced Placement classes
- \* Accelerated placement
- \* Alternative educational programs
- \* Challenging co-curricular activities
- \* Mentors

\*\* Kindergarten, first, and second grade students will be provided enrichment opportunities that are integrated into the K-2 learning environment allowing for academically advanced students to be given challenging activities focusing on the thinking skills of analysis, synthesis, and evaluation. These activities are in lieu of the regular curriculum. Additionally, the gifted and talented teacher consults and collaborates with the classroom teacher, offering support to meet the needs of students on an individual basis.

- \*\* 3-8 grades - program services and /or options include the following:
- English Language Arts / Enrichment, Differentiation, and Independent Study
  - Mathematics / Acceleration, Differentiation, and Independent Study
  - Science / Differentiation and Independent Study
  - Social Studies / Enrichment and Independent Study

\*\*\* The type of delivery format in the specific content areas includes the following; pull out classes, in class consultation and support, and specialized classes

## **Arts program abstract:**

Our Gifted and Talented Program is a comprehensive K-8 program that strives to provide a challenging range of diverse experiences and extra curricular activities that recognize the needs, interests, and abilities of students. All instruction is in lieu of the regular instruction. Opportunities could include:

- \* Differentiated curriculum and instruction
- \* Whole class enrichment
- \* Small group enrichment
- \* Advanced Placement classes
- \* Accelerated placement
- \* Alternative educational programs
- \* Challenging co-curricular activities
- \* Mentors
- \* Artists-in-residency programs

\*\*Visual and Performing Arts Programming opportunities for students in the K- 2 classes include differentiated art and music instruction within the classroom as seen appropriate, extra-curricular opportunities, i.e. poster contests, and small group multi-graded art and music opportunities for advanced learners. Additionally, the gifted and talented teacher consults on an individual basis offering support to meet the needs of the student.

- \*\*3-8 grades - program services and /or options include the following:
- Visual Arts / Enrichment, Differentiation, and Independent Study
  - Performing Arts / Enrichment, Differentiation, and Independent Study

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

## Academics

### Goals:

#### **Standard 3: Curriculum Planning and Instruction**

**Description:** Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

#### **Standard 4: Learning Environments**

**Description:** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21<sup>st</sup> century to ensure specific student outcomes.

#### **Standard 5: Programming**

**Description:** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

## **Objectives:**

### **Standard 3: Curriculum Planning and Instruction**

- 3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
- 3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
- 3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.
- 3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

### **Standard 4: Learning Environments**

- 4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
- 4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
- 4.1.3. Educators create environments that support trust among diverse learners.

### **Standard 5: Programming**

- 5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
- 5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
- 5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.

## **Activities**

### **Standard 3: Curriculum Planning and Instruction**

3.4. *Instructional Strategies*. Students with gifts and talents become independent investigators.

### **Standard 4: Learning Environments**

4.1. *Personal Competence*. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

### **Standard 5: Programming**

5.1. *Variety of Programming*. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.

## **Arts**

Goal 1: The Visual and Performing Arts program will develop, implement, and effectively manage comprehensive services for gifted and talented students in the arts.

Objective: The Visual and Performing Arts program will provide opportunities and coordinate services for gifted and talented students in the arts.

Activities: The gifted and talented teacher, along with the arts educators and regular education staff will support gifted and talented students in the Visual and Performing Arts program by planning and delivering services such as: regional art exhibits, district band and chorus performances, special purpose contests, submission work for publication, and after school drama club.

Goal 2: The Visual and Performing Arts program will create a learning environment that will foster an understanding of the cultural contributions that the arts have made on our society.

Objective: The Visual and Performing Arts program will use research-based models to create environments that support diverse learners and use learning opportunities in and out of school to enrichment their studies.

Activities: The gifted and talented teacher, along with the arts educators and regular education staff will support gifted and talented students in the Visual and Performing Arts program by planning and delivering services such as: creating original visual or performance pieces after completing a study on different cultural or ethnic groups.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures

## **General Intellectual Ability**

### **Screening:**

The Sunrise program at Appleton Village School conducts the screening and selection in the spring of 2<sup>nd</sup> grade for placement in 3<sup>rd</sup> grade. The procedures include an annual review of student data to be used to create a talent pool of potential candidates for further assessment.

The information gathered from any one of the screening tools may qualify a student for further consideration.

Students in grades 2 - 8 are screened and selected using:

1. NWEA (fall & spring)
2. Annual state Assessment (spring)
3. MEA – 5<sup>th</sup> grade Science (spring)
4. Cognitive Abilities Test (CogAt) - Grades 2nd & 5th (spring)
5. Teacher Nomination Checklist (spring)

1. All students in second through eighth grade will complete subtests of the NWEA Test. The results for the fall and spring of the current school year will be reviewed. Any student who scores in the 95th percentile or above in Math, Reading, or English Language Arts subtest or scoring with Proficient Distinction in Science will be included in the talent pool for further evaluation.

2. All students in the third through eighth grade will be administered the Annual State Assessment Test. The results of the fall testing will be reviewed and any student who scores in the Proficient with Distinction will be included in the talent pool for further evaluation.

3. All second and fifth grade students will be given the Cognitive Abilities Test (CogAt) yearly, This screening test provides a percentile score for the combination of the three test areas: Verbal, Quantitative, and Nonverbal. Any student who scores in the 95th percentile or above on this screening test will be included in the talent pool for further evaluation.

4. All students' teachers will independently complete a Teacher Nomination Checklist for each student. The checklist enables the teacher to focus on the characteristics of gifted and talented individuals and access each of their students. Any student who scores higher than 40 points will be included in the talent pool for further evaluation. The highest possible score is 45 points.

The gifted and talented identification committee will meet to review the student data to determine placement in the program (2%-5%). The data will be compiled and the student's individual scores will be assigned a point value, totaled, and ranked from highest to lowest, forming a list of potential candidates. Information from any one of these measures may qualify a child for further consideration. This meeting will be held before the end of the school year. The parent/guardian will receive a notification requesting permission for their child to receive services.

A committee consisting of the principal, one or more classroom teachers, and the teacher of the gifted and talented shall identify students for placement in the gifted and talented program using three or more of the following criteria, with at least one being objective and one subjective:

For general intellectual ability (at the end of second grade)

1. Group achievement and/or ability tests  
(NWEA, MEA, The Cognitive Ability Test)
2. Teacher referral / nomination
3. Referral / nomination by parents, peers, of community members
4. Pupil performance, products, or records of past performances, i.e. portfolios

The teacher of the gifted and talented students will annually screen all students at Appleton Village School using the most current test scores available from administration of the standardized tests.

The teacher of the gifted and talented students will distribute and collect completed questionnaires, rating scales, and interest inventories.

### **Selection:**

Individual students who are being considered for identification in the category of General Intellectual ability are screened for the following 4 subjects; English Language Arts, Mathematics, Science, and Social Studies. Students who meet all the identification

criteria for 3 or more subjects are identified and placed in the appropriate programs.

The Appleton School Committee affirms the following student rights: No person on the basis of race, color, national origin, marital status, age, handicap, or religion is excluded from participation in, denied the benefits of, or subjected to discrimination under any educational program or activity.

### **Placement:**

Placement of students in the Sunrise Program for General Academic Aptitude is based on the results of student data and selection committee. With collaboration between the regular classroom teacher(s) and the gifted and talented teacher, programming will be developed to provide students with opportunities in advanced level enrichment classes and/or content specific acceleration classes.

## **Academic Aptitude**

Any student who exceeds the standards in a specific academic area during general screening: Science, Social Studies, English Language Arts, and Mathematics will be further considered for selection. The teacher will complete a specific academic aptitude nomination form for each student who exceeds the standard in one of the above given area(s).

### **Screening:**

The gifted and talented coordinator will annually screen all students at Appleton Village School using the most current tools available from the D.O.E. The gifted and talented coordinator will distribute and collect completed questionnaires, rating scales, and inventories.

The K-8 teacher nomination forms target academic performance skills, creativity, and task commitment. Students are rated in these areas, and further information is gathered regarding content areas where the students exceed the standards.

Appleton Village School has specific content area nomination forms in Math, English Language Arts, Science, and Social Studies for grades K-8. These forms list the specific characteristics that indicate student exceptionality in the given content area.

### **Selection:**

A committee consisting of the principal, one or more classroom teachers, and the teacher of the gifted and talented shall identify students for placement in the gifted and talented program using three or more of the following criteria, with at least one being objective and one subjective:

For specific academic aptitude (natural tendency or talent, ability, capacity)

1. Group achievement and/or ability tests

(NWEA, MEA, The Cognitive Ability Test)

2. Teacher referral / nomination
3. Referral / nomination by parents, peers, of community members
4. Pupil performance, products, or records of past performances, i.e. portfolios
5. Individual grades

The Appleton School Committee affirms the following student rights: No person on the basis of race, color, national origin, marital status, age, handicap, or religion is excluded from participation in, denied the benefits of, or subjected to discrimination under any educational program or activity.

### **Placement:**

Placement of students in the Sunrise Program for Academic Aptitude is based on the results of student data and selection committee will provide opportunities in advanced level enrichment classes or content specific acceleration classes.

## **Artistic Ability**

### **Screening:**

The Visual and Performing Arts program conducts the screening and selection in the spring of 2<sup>nd</sup> grade for placement in 3<sup>rd</sup> grade. The procedures include an annual review of student data to be used to create a talent pool of potential candidates for further assessment.

Rescreening for all students occurs in the spring of 5<sup>th</sup> grade for placement in 6<sup>th</sup> grade.

The information gathered from any one of the screening tools may qualify a student for further consideration.

### **Selection:**

A committee consisting of the principal, one or more teachers of the visual and performing arts, and the gifted and talented coordinator shall identify students for the gifted and talented visual and performing arts based on screening documentation.

Tools for selection may include (but not be limited to):

- a. Teacher referral
- b. Referral by parents, peers, or community member
- c. Student interview self nomination form
- d. Pupil performance products, or records of past performance, i.e. portfolios

- e. Clark's Drawing Ability Test
- f. Art educator created screening project assessment
- g. Solo or small group performances
- h. Structured audition activities
- i. Selection for district and/or chorus, etc.

Consideration for selection will be based on student evidence as compiled and submitted to the Gifted and Talented Selection Committee.

The Appleton School Committee affirms the following student rights: No person on the basis of race, color, national origin, marital status, age, handicap, or religion is excluded from participation in, denied the benefits of, or subjected to discrimination under any educational program or activity.

### **Placement:**

Placement will be based on the recommendations of the selection committee. Services will be provided and may include enrichment programs, mini-courses, arts &/or music festivals, and independent study opportunities, and/or mentorships.

### **Process for transfer students:**

Within 30 days of transfer, the designated staff person who is responsible for screening records will review the record for indication of a need for Gifted and Talented services. If the record indicates such a need, a referral will be made to the building principal and notification is made to the gifted and talented teacher/coordinator. Transfer students who have been identified as exceptionally high achieving in a sending school district may be considered for placement in the program based on local placement scores and /or other pertinent assessment data.

### **Exit Procedure:**

If a student selects to exit the program for reasons, such as anxiety, absenteeism, work not being completed, or content that is too difficult, etc. the following process will be followed.

- \* A gifted education program action plan will be given to the parent and student and classroom teacher to be completed before the meeting.
- \* A meeting will be called among the involved parties - the gifted and talented teacher, the classroom teacher, the student, the parent(s), and perhaps a school counselor to discuss the results.
- \* The parties will reach a solution that best fit the student's needs and the programming placement.
- \* If it is decided that the student should exit the program, readmission will not occur until the following school year.

\* All involved parties will receive letters based on the results.

### **Process for appeals:**

The appeals procedure exists for the purpose of reconsidering a student for inclusion in a program for the gifted and talented. If an appeal is needed, the following steps will be followed:

\* Appeals may be initiated with a formal written request by a parent/guardian, teacher, or the student to the gifted and talented teacher/coordinator

\* The gifted and talented teacher/coordinator will answer the request within one week's time outlining the process.

In the case of a parent, a letter outlining the process will be sent

In the case of an appeal by a teacher, the teacher will be asked to fill out a form with additional information on the student in question and /or submit samples of exemplary work

In the case of a student initiated referral, an interview will be conducted with the appealing student who may bring samples of exemplary work

\* The gifted and talented teacher will recheck all original data for accuracy

\* The gifted and talented teacher will review any additional information gathered in the process

\* The gifted and talented teacher and the selection committee will meet to discuss the additional information gathered and make a decision based on all available information

\* Within two weeks, a letter will be sent to the parents concerning the decision of the committee based on the appeal

\* If a parent/guardian disagrees with the decision, all data will be sent to the superintendent who makes the final decision

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

The Appleton Village School staff participates in professional development and training activities that are designed and focused on best practices in teaching and learning. Teachers are active participants in professional learning communities where individual learning is the primary focus. Teachers also have opportunities to participate in university level classes and/or summer institutes for further training and development. Through workshops, classes, and institutes teachers have opportunities to better prepare

classroom activities to accommodate student learning, including instruction for gifted and talented students. By providing resources and strategies, the gifted and talented coordinator also serves as a consultant.

Recommended conferences:

1. MEGAT, held annually in Maine
2. NECGT, held annually in New England
3. Confratute, held every summer in Connecticut

Recommended text to utilize:

1. Planning Effective Curriculum for Gifted learners by Joyce Van Tassel-Baska
2. The Parallel Curriculum, a publication of NAGC
3. Creative Approaches to Problem Solving by Isaksen, Dorval, & Treffinger
4. Concept Based Curriculum & Instruction by H. Lynn Erickson

## 6. Provide a description of the staffing and management of the program(s); including completing the staffing tables.

The Gifted and Talented program at Appleton Village School will be staffed and managed by the gifted and talented coordinator and the principal, as well as the superintendent provisions outlined in Chapter 107.09.

The gifted and talented program teacher/coordinator responsibilities will be:

- To provide the educational services outlined in the Academic and Arts program abstract
- To select and provide materials for the program
- To provide information on gifted and talented students to classroom teachers
- To provide counseling and advice to the gifted and talented students
- To monitor the progress of gifted and talented students
- To coordinate the selection process
- To collaborate with the regular classroom teacher to develop the program that will be provided for selected children
- Notify the superintendent a description of the program

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

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level
Karen Scott	Yes	Teacher	K-8

**7. Provide a description of the annual program self-evaluation process.**

**Academic and Visual and Performing Arts Program**

Annually, the Gifted and Talented Committee will meet to review each child's program to determine appropriateness of placement and instruction. Data collection shall include teacher, parent, and student surveys, along with current test data.

The Gifted and Talented Academic and Visual and Performing Arts program will be evaluated annually by the use of surveys to parents, staff, and students; supplying all necessary information to the Department of Education.

8. Provide a description of the costs to be incurred to implement the program(s).

The scope of the gifted and talented program is subject to the approval of the school board. The cost of resources to implement the gifted and talented program will be recommended annually by the Superintendent to the sitting board, enacted at a level as determined by the overseeing school board as part of the development of the annual budget, and submitted to the citizens for voter approval.

For the current school year, the budget includes minimal funding for individual identified students project based materials and overall implementation of the program.

**Educational materials and supplies are for use by the gifted and talented teacher and the identified students.**

**The other allowable cost will be used to benefit an advanced group of middle school students.**

**The professional development cost will be to ensure that the gifted and talented teacher remain up to date with current trends and research in the field.**

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with	Secondary (salary with
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	<b>benefits)</b>	<b>benefits)</b>
Karen Scott	53,619.56	

GIFTED AND TALENTED EDUCATIONAL PROGRAM INITIAL APPLICATION 2015-16

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/S</b>
Battle of the Books	90.00	
ConnectEd Advanced Math Program (6-8 grade)	145.14	
Dynamath (supplemental materials)	73.04	
Riverside Publishing <b>CogAT , Cognitive Abilities Test</b>	71.90	
U.S Post Office	15.68	
School Specialty, educational materials	147.59	
Sherman's Books <b>The Red Pony – 6 copies</b> <b>The Boy in the Striped Pajamas – 4</b> <b>21 Balloons – 4 copies</b> <b>To Kill a Mockingbird – 6 copies</b>	175.00    Sub-Total 718.35	
<b>B. Other Allowable Cost -</b> Field trip <b>This trip would be to a local beach. The purpose would be to study the Maine coast and conduct scientific experiments in order for the students in a 6-8 Advanced Science class to: understand topics that concern the ocean, communicate about the ocean, and make informed decisions regarding the ocean.</b>	75.00	
	Sub-total 75.00	

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>
Tuition/Course <b>SED 533 Teaching Critical &amp; Creative Thinking in Gifted Programs &amp; Classroom Settings</b>	1,254.00	
MEGAT Conference	100.00	
NECGT Conference	275.00	
Mileage/Travel	74.00	
<b>Subtotal</b>	1703.00	<b>Subtotal</b>
<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>

GIFTED AND TALENTED EDUCATIONAL PROGRAM INITIAL APPLICATION 2015-16

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	53,619.56	
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>	718.35	

<b>B. Other Allowable Costs</b>	75.00	
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>	1,703.00	
<b>Total</b>	56,115.91	

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