

**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](mailto: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***

**School administrative unit name:** Cape Elizabeth School Department

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

Ruth Ellen Vaughn, Director of Instruction

**Phone number:**

(207) 619-6741

**Email address:**

revaughn@capeelizabetschools.org

**CERTIFICATION:**

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

Meredith Nadeau  
Superintendent Name (printed)

X   
Superintendent Signature

Date application submitted to Maine DOE for review: Sept. 30, 2015  
RESUBMITTED NOV. 30, 2015, DECEMBER 8, 2015, DECEMBER 18, 2015, and Jan. 11, 2016

**FOR INFORMATION CONTACT:**

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

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

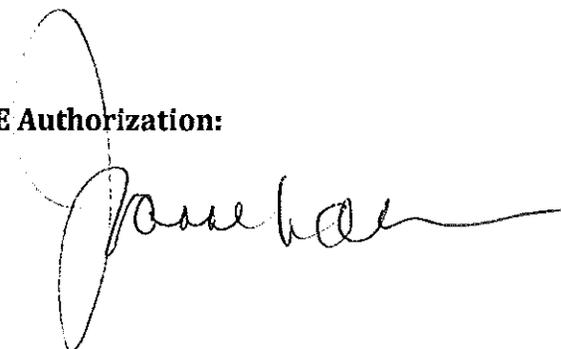
**Reviewed By:** Lee Worcester

- Approval
- Approval with concerns
- Non-approval

**Maine DOE Authorization:**

**Date of Approval:**

1/19/16



## ***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.

***Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.***

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

### **Academic program philosophy:**

The Cape Elizabeth Schools are committed to addressing the academic and social/emotional needs of gifted and talented students grades three through twelve. Cape Elizabeth Schools will identify these students as gifted and provide differentiated instruction in the regular classroom, acceleration, enrichment, and project-based learning as appropriate. Gifted and talented services are aligned with the Cape Elizabeth Schools strategic plan of supporting each learner to achieve self-fulfillment through learning opportunities that foster independent learning, creativity, critical thinking, and problem solving skills for the 21<sup>st</sup> century. We strive to challenge students with intellectually engaging opportunities while providing age- and developmentally-appropriate experiences with their peers.

### **Arts program philosophy:**

The Cape Elizabeth Schools are committed to addressing the artistic and social/emotional needs of gifted and talented students grades three through twelve. Cape Elizabeth Schools will identify these students as gifted and provide differentiated instruction in the regular arts classroom through acceleration, enrichment, and student-directed projects. We understand that there are students who excel beyond their peers and have the ability to perform at exceptional levels in the arts. Gifted and talented services are aligned with the Cape Elizabeth Schools strategic plan of supporting each learner to achieve self-fulfillment through learning opportunities. The program philosophy complements the overall system philosophy which supports an educational program that accommodates each student's individual need and potential in the academic areas as well as in the 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:**

The services at the 3-8 level provide differentiated instruction in the classroom and accelerated/enriched curriculum in the areas of reading, writing, math,

science and social studies. We will focus on 3-5% of our students and provide services in a variety of settings. Programming structure and organization will be differentiated throughout the district. Students will enter the program at designated times of the school year (Primarily a spring screening process).

The program may consist of--but not be limited to--acceleration, enrichment, differentiation, mentorships, advanced level courses (both on campus and online), and project-based learning opportunities. In language arts, emphasis will be on increasing comprehension skills in reading both fiction and nonfiction. In math, differentiated learning opportunities for both acceleration and enrichment will be the focus. Middle school students may access high school math courses and high school students may access both campus-based and virtual college level math courses. In the content areas of science and social studies, differentiation, project-based learning and independent learning opportunities will be options for students. At the high school level students have the opportunity to accelerate in course work, participate in advanced placement courses, and college level courses – both campus-based and virtual. Additionally, students may participate in supervised independent study designed to address interests.

#### **Arts program abstract:**

The services at the 3-12 level are to provide differentiated instruction in the classroom and accelerated/enriched curriculum in the visual and performing arts. We will focus on 3-5% of our students and provide services in a variety of settings. Programming structure and organization will be differentiated throughout the district. Students will enter the program at designated times of the school year.

At the high school level, students will be provided with the opportunity to participate in studio art classes, band, and theatrical presentations. Student's who have exhausted the resources available at the high school, may work with professional artists, a community mentor, or attend classes at the nearby university.

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

#### **Academics:**

Goal#1: To provide students with differentiated academic instruction and learning opportunities appropriate to their academic needs and passions.

Objectives: Help teachers plan differentiation that is specific to the needs of their gifted and talented learners.

Activities: Provide coaching and instructional strategy to teachers through our P/T G/T teacher who will work with teachers in teams and individually to examine practice

and give feedback on adjusting for student needs.

Instructors work with the G/T teacher, ELO Coordinator, and/or the Director of Instruction to develop appropriate learning experiences for students gifted in these areas.

**Goal #2:** To assure that students demonstrate growth commensurate with their gifts, talents, and aptitude during the school year.

**Objectives:** Support teachers in the development of curricular experiences and assessments for students that allow them to grow and demonstrate that growth in appropriate ways.

**Activities:**

Instructors design enrichment of the regular curriculum, compacting and extending where necessary to meet student needs and afford them appropriate and challenging educational experiences. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. (<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-3>)

### **Arts:**

**Goal#1:** To provide students with differentiated arts instruction and learning opportunities appropriate to their artistic needs and passions.

**Goal #2:** To provide deep understanding of concepts, terminology, and process as student interest and talent dictate.

**Goal #3:** To provide deep background knowledge and contemporary expertise across genres and instruments as student interest and talent dictate.

**Objectives:**

To allow students to explore their passions through extension of the regular curricula or through additional experiences designed with the student in mind.

To allow students with gifts and talents develop their abilities in their domain of talent and/or area of interest. . (<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-3>)

To allow students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials. .

(<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-3>)

Activities:

Instructors work with the G/T teacher, ELO Coordinator, and/or the Director of Instruction to develop appropriate learning experiences for students gifted in these areas.

Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.

(<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-3>)

Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional. (<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-3>)

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 purpose of screening is to ensure that all students are assessed equitably for possible gifted abilities; to identify students who are in need of GT services; and who may require further assessment to determine the need for GT services. Screening tools utilized focus on student achievement and will include—but are not limited to—DRA Scores; NWEA scores; Force Concepts Inventory (FCI), Lawson Science Reasoning Test, NECAP/SBAC scores; teacher nominations; parent nominations; self-nominations, SAT, PSAT. Students participating in the elementary programming 3-4 will be re-evaluated in grade 5 and each subsequent year in middle school.

**Selection:** The committee will review student nominations once per year in the spring. Once the initial pool of nominees is identified, an additional assessment (CoGAT or TOMAG) may be used as another screening tool.

**Placement:** Students who are within the top 3-5% of their peer group and who demonstrate the need to regular enrichment will be selected for identification. The qualifying test scores are based on the top 3-5% of the local population. No student will be eliminated from the talent pool based on one test score. The

selection committee will meet and review all collected information.

**Academic Aptitude:**

**Screening:** The purpose of screening is to ensure that all students are assessed equitably for possible gifted abilities; to identify students who are in need of GT services; and who may require further assessment to determine the need for GT services. Screening tools utilized focus on student achievement. Students participating in the elementary programming 3-4 will be re-evaluated in grade 5 and each subsequent year in middle and high school.

**Reading:** DRA Scores; NWEA scores; NECAP/SBAC scores; SAT/PSAT/ReadiStep/PSAT8; teacher nominations; parent nominations; self-nominations

**Math:** NWEA scores; NECAP scores; teacher nominations; parent nominations; self- nominations

**Science:** NECAP/SBAC scores; SAT/PSAT/ReadiStep/PSAT8 scores; teacher nominations; parent nominations; self-nominations; Force Concepts Inventory (FCI); Lawson Science Reasoning Test

**Social Studies:** teacher nominations; parent nominations; self-nominations

**Additional tools:** CoGAT, TOMAG

**Selection:** The committee will review student nominations once per year in the spring. Once the initial pool of nominees is identified, an additional assessment (CoGAT or TOMAG) may be used as another screening tool. Parents will be notified before the additional assessment is administered.

**Placement:** Students who are within the top 3-5% of their peer group and who demonstrate the need to receive regular enrichment will be selected for identification. The qualifying test scores are based on the top 3-5% of the local population. No student will be eliminated from the talent pool based on one test score. The selection committee will meet and review all collected information.

**Artistic Ability:** The purpose of screening is to ensure that all students are assessed equitably for possible gifted abilities; to identify students who are in need of GT services; and who may require further assessment to determine the need for GT services. Screening focuses on recognizing student talent and artistic aptitude.

**Screening: Visual arts, Music, and Drama:** teacher nominations; self-nominations; peer nominations; parent nominations.

At least annually a team of three or more qualified professionals shall select children for placement in the gifted and talented program. The team must consist of an administrator and at least two others such as a building administrator, classroom teacher, teacher of the gifted and talented, and/or arts teacher. The team will annually review identification criteria to determine if any adjustments need to be made criteria or procedure.

Students will be screened in the spring of each year for identification beginning with the next school year (fall).

Students participating in the elementary programming 3-4 will be re-evaluated in grade 5 and each subsequent year in middle and high school.

**Selection:** Once the initial pool of students is identified, each student will be assessed using one of the following components:

- Visual arts: portfolio assessment with rubric.
- Music: audition assessment with rubric.

The committee will meet and consider all of the collected information. Only 3%-5% of the population may be identified in the arts. This may or may not be a different 5% from the academic area.

**Placement:**

The qualifying rubric scores are based on the top 3-5% of the local population. The selection committee will meet and review all collected information.

**Process for transfer students:**

If the transfer student has previously received GT services in the prior district and meets the Cape Elizabeth criteria, the student will be eligible for and receive services in Cape Elizabeth Schools. Transfer students will be reviewed during the spring screening process, but students demonstrating a need for differentiation will be given those opportunities in the interim.

**Exit Procedure:**

Students may be exited from the program if the student displays any of the following:

- o Inability to function in a group
- o Emotional readiness
- o Attendance issues
- o Disruptive to others
- o Unwilling to participate
- o Low performance
- o Anxiety with regular classwork

Teacher, student, or Parent/guardian request may also initiate the exiting process for student participation in the plan.

**Prior to formal exit** from GT services:

1. student progress will be documented and reviewed.
2. educators will conference with parents and student.
3. formal notification to parent will follow steps 1 and 2.

**Process for appeals:** A parent, guardian or teacher may express concern in writing to the school principal regarding the exclusion of the student from the program. The school principal and GT committee members will review the testing information and

other data collected with the concerned person. The building principal will explain the reason the student was excluded from the GT services.

The concerned person may then appeal the decision of the building principal to the Director of Instruction. The Director of Instruction will review the test information and data, speak with parents and building administration and staff involved in the decision. The Director may then send the information back to the selection committee for a second review; may overrule the committee and building principal; or may affirm the exclusion of the student from GT services.

In the event the student is excluded from services s/he may be re-evaluated in one year.

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

- District cohort year long professional development in Differentiated Instruction
- Professional book talk groups
- Individualized coaching for educators
- District support of professional training and development in terms of funding and release time in order to encourage teacher's professional growth, including--but not limited to--course work, conferences, workshops, and webinars and their associated costs

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

Ruth Ellen Vaughn, Director of Instruction, oversees the program with regards to administration, appeals, and instructional coaching of staff.

Molly Kellogg, gifted and talented teacher (PT), works directly with teachers helping them to tailor their instruction to their GT students and devise plans for their academic engagement.

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

<b>Name of Staff</b>	<b>690 Endorsement Yes/No</b>	<b>Teacher or Administrator</b>	<b>Grade level</b>	<b>Indicate Full-Time or Part-Time in GT</b>
Molly Kellogg	yes	teacher	3-12	Part-time

Indicate the Auxiliary Staff: Educational Technician

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

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

The focus of the district strategic plan and the work of the district are to continuously improve the alignment of the curricula with CCSS and individualize instruction to meet the diverse learning needs for students as their interests matched with learning opportunities are presented throughout the school year. While this is the overall work of the district in all programs, it is integral to the G/T program as we look to meeting student needs across the continuum.

At the conclusion of the screening and selection process, the committee will evaluate the process itself and suggest amendments for the upcoming year. These will be voted upon with a majority carrying the vote; these changes will then be included in the subsequent year's plan and application. Evaluation of the program will include metrics that are part of our annual staff and parent district survey and will be reviewed by the district leadership team in as they assess the data. Student data will be collected by survey as age-appropriate.

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

Costs can be broken down into staff salary/benefits for a part-time teacher, supplies, and professional development/course work. As this is our first year with a dedicated staff member in this position, we are working out what our specific needs may look like. **Our current requests reflect our best understanding of our needs at this time. Some of the titles and scores may shift as we meet to assess student and program needs. Additional time with Molly Kellogg is on a stipended basis to as needed to allow for additional screening time in the spring as we review our process.**

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.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Molly Kellogg	\$10,583	\$5,292

Subtotal	\$10,583	\$5,292
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<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
N/A		

Subtotal	\$0	\$0
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<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
Molly Kellogg-- Additional Consultation days for teachers with GT	\$450/day=\$2250	\$450/day=\$450

Subtotal

\$2250

\$450

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

**A. A. Educational Materials and Supplies:**

<b>Elementary: Material/ Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
TOMAGS (Prufrock Press)	\$300	Successful Strategies for Twice- Exceptional Students (Prufrock Press)	\$30
Total School Cluster Grouping & Differentiation (NAGC)	\$45	Alternative Assessments with Gifted and Talented Students (Prufrock Press)	\$40
Math Road Trip (An Interactive Discovery-Based Mathematics Units for High-Ability Learners)	\$30	What's Your Opinion? (An Interactive Discovery-Based Language Arts Unit for High-Ability Learners) (Prufrock)	\$25
Ecopolis (An Interactive Discovery-Based Social Studies Unit for High-Ability Learners)	\$30	Music Scores Walkin' Shoes -- Gerry Mulligan/arr. Mark Taylor Hal Leonard Pub  Selected Duets for Clarinet: Volume 1 - Easy to Medium (Rubank Educational Library)  Selected Duets for Alto Saxophone Volume 1 - Easy to Medium (Rubank Educational Library)	\$100
Challenging Common Core Math Lessons: Activities for Gifted and Advanced Learners in Grade 3	\$30	Additional Print Resources/Music Vocal Jazz Charts—You turned the tables on Me, Mas Que Nada  Selected Duets for Flute: Volume 1 - Easy to Medium (Rubank Educational Library)  Selected Duets for Cornet or Trumpet: Volume 1 - Easy to Medium (Rubank Educational Library)  Selected Duets for Trombone or Baritone: Volume 1 - Easy to Medium (Rubank Educational Library)	\$100
Challenging Common Core Math Lessons: Activities for Gifted and Advanced Learners in Grade 4	\$30		
Phoebe Grant Time Travel Series (Allosaurus Press)	\$100		
<b>Subtotal</b>	<b>\$565</b>		<b>\$295</b>

**A. B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Teaching Gifted Kids in Today's Classroom	\$30/bk=\$180	Teaching Gifted Kids in Today's Classroom	\$30/bk=\$60
The Differentiated Classroom: Responding to th Learners	\$30/bk=\$180	The Differentiated Classroom: Responding to the needs of all Learners	\$30/bk=\$60
Supporting the Emotional Needs of the Gifted: 3 Giftedness	\$12/bk=\$72	Supporting the Emotional Needs of the Gifted: 30 Essays on Giftedness	\$12/bk=\$72
Teacher's Survival Guide—Differentiating in the Elementary Classroom	\$20/bk=\$100	Handbook of Gifted Secondary Education	\$85/bk=\$85
		Stem Education for High Ability Learners	\$45/bk=\$45
<b>Subtotal</b>	<b>\$532</b>	<b>Subtotal</b>	<b>\$322</b>

**A. C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
N/A			

**Subtotal**

**Subtotal**

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
Maine Educators of the Gifted And Talented (MEGAT)	\$125/person = \$500	Maine Educators of the Gifted And Talented	\$125/pers on = \$500
Webinars on Wednesdays Series (NAGC)	\$30/webinar = \$900	Webinars on Wednesdays Series (NAGC)	\$30/webinar = \$900
NAGC membership—M Kellogg	\$120	NAGC membership—RE Vaughn	\$120
<b>Subtotal</b>	<b>\$1520</b>	<b>Subtotal</b>	<b>\$1520</b>

**Totals**

	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Subtotals from above</b>		
<b>Professional Staff</b>	\$10,583	\$5,292
<b>Auxiliary Staff</b>	\$0	\$0
<b>Independent Contractors</b>	\$2250	\$450
<b>A. Materials &amp; Supplies</b>	\$565	\$295
<b>B. Other Allowable Costs</b>	\$532	\$322
<b>C. Student Tuition</b>	\$0	\$0
<b>D. Staff Tuition/PD</b>	\$1520	\$1520
<b>Total</b>	<b>\$15,450</b>	<b>\$7,879</b>