

**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.

School administrative unit name: Milford School Department

Name and title of person responsible for gifted and talented program: Patricia L. Clark

Phone number: 207.827.2252
Email address: tclark@milfordsd.org

CERTIFICATION:

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

Superintendent Name (printed)
Timothy Babcock

Superintendent Signature  9/18/16

Date application submitted to Maine DOE for review: 9/30/15

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

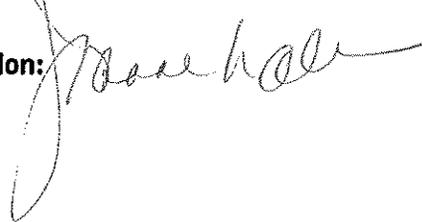
GT.DOE@maine.gov

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: 3/21/16

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:

Gifted and talented learners, approximately 3-5% of the population, possess aptitudes or abilities that require differentiated instruction and/or curriculum beyond the scope of the grade level classroom in order for those students to pursue their potential. An equitable and fair identification process that includes both objective and subjective measurements is paramount in identifying students with needs in the areas of Math, REading, Science, Social Studies, Art and Music. To maintain the integrity of the Gifted and Talented Program, ongoing assessment of the identification process and student programming is necessary.

VPA program philosophy:

It is important to recognize the individual skills and abilities of art students who excel beyond their peers at remarkable levels. Students identified will be challenged through differentiation and acceleration of content by way of enrichment activities. The program philosophy is compatible with our over-arching philosophy in that we look to accommodate the individual needs and potential of each student that is identified.

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 program is a consultation model, meaning that student's needs are met within the regular classroom through a variety of differentiated methods. The GT coordinator consults with the classroom teachers, the identified student, and parents/guardians to create a learning plan that includes student generated learning goals. As the needs of our identified students change, so will the program's enrichment focus.

VPA program abstract:

Art and Music programming for GT focuses on differentiation and enrichment to meet the needs of the 3-5% of students that are identified. The delivery of GT services, as well as their format and structure, may vary as determined to be appropriate to meet student needs. Students will enter the program at appointed time throughout the year.

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

Academics:

Goals:

Implementation of research-based curriculum and instructional strategies to the benefit of gifted and talented students while ensuring adequate planning, differentiation and enrichment to ensure specific student outcomes. Educators are aware of and mindfully plan for the cognitive, developmental and diverse needs of gifted students. Using their expertise, they will develop, implement and manage all elements of an effective gifted curriculum that ensures specific student outcomes.

Objectives:

Curriculum planning and implementation to ensure students identified as gifted and talented demonstrate growth that is indicative of their aptitude throughout the school year. To create more enrichment and curricular opportunities so that students with gifts and talents are able to participate in a variety of programming options that enhance performance in cognitive and affective domains.

Activities:

Based on the content area and degree of student giftedness; while also considering age, emotional maturity and social skills, the following are valid programming options:

Acceleration: Adjustments can be made in pacing of student progress through the curriculum.

Compacting: Some material may be condensed or eliminated in a GT student's plan if the student has demonstrated mastery.

Differentiation: Learning goals and objectives may be modified in content, process and product.

Enrichment: Activities may be developed to broaden or extend student experiences beyond what is offered in the regular curriculum.

VPA:

Goals/Objectives:

* To provide the opportunity for the understanding of history as VPA.

* To provide the opportunity to explore and develop styles in the VPA.

* To provide the opportunity to express and communicate unique talents through VPA.

* To gain an opportunity to learn concepts, terminology and VPA processes.

Activities:

Based on the content area and degree of student giftedness; while also considering age, emotional maturity and social skills, the following are valid programming options:

Acceleration: Adjustments can be made in pacing of student progress through the curriculum.

Compacting: Some material may be condensed or eliminated in a GT student's plan if the student has demonstrated mastery.

Differentiation: Learning goals and objectives may be modified in content, process and product.

Enrichment: Activities may be developed to broaden or extend student experiences beyond what is offered in the regular curriculum.

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: All students will be screened at the end of third and sixth grade using at least one subjective measure and two objective measures. The GT Coordinator will review all cognitive scores from the CogAt as well as achievement scores from the NWEA and NECAP tests. The GT Coordinator will also request teacher referrals for screening. These students will be screened throughout the year based on teacher referrals. Transfer students records will be reviewed as they are received to determine if further screening is necessary. All students that meet the GT qualifications of any one of these criteria will be considered for further identification. As defined by Chapter 104: 104.2, students considered/referred to the screening process demonstrate significant achievement or potential for significant accomplishment above their age peers in all content areas.

Selection: Annually, a team of at least three qualified professional shall review and select children for placement in the gifted and talented program. This team will include, but not be limited to, an administrator, a teacher, and another individual whose credentials would aid in the selection procedure (guidance, etc.) There will be at least two objective standards, state test scores as well as classroom assessments. There will also be at least two subjective standards and will include nomination forms as well as teacher and parent referrals. This team will review the information collected on children who have met the screening criteria, collect additional information when appropriate, and determine placement based on at least three data points of collected student information.

Placement: Students that are selected for GT programming shall be appropriately placed. The Superintendent will be notified of the students selected and be provided with a description of their program. Teachers will be notified of the GT student's plan and appropriate differentiation strategies to accelerate the student. Parents will be notified of their child's eligibility for GT programming and will be provided with a description of the program. Parents will give written permission for their child's participation. Parents will have the opportunity to meet and review their child's ILP.

Academic Aptitude:

Screening: All students will be screened at the end of third and sixth grade using at least one subjective measure and two objective measures. The GT Coordinator will review all cognitive scores from the CogAt as well as achievement scores from the NWEA and NECAP tests. The GT Coordinator will also request teacher referrals for screening. These students will be screened throughout the year based on teacher referrals. Transfer students records will be reviewed as they are received to determine if further screening is necessary. All students that meet the GT qualifications of any one of these criteria will be considered for further identification.

Selection: Annually, a team of at least three qualified professional shall review and select children for placement in the gifted and talented program. This team will include, but not be limited to, an administrator, a teacher, and another individual whose credentials would aid in the selection procedure (guidance, etc.) There will be at least two objective standards, state test scores as well as classroom assessments. There will also be at least two subjective standards and will include nomination forms as well as teacher and parent referrals. This team will review the information collected on children who have met the screening criteria, collect additional information when appropriate, and determine placement based on at least three data points of collected student information.

Placement: Students that are selected for GT programming shall be appropriately placed. The Superintendent will be notified of the students selected and be provided with a description of their program. Teachers will be notified of the GT student's plan and appropriate differentiation strategies to accelerate the student. Parents will be notified of their child's eligibility for GT programming and will be provided with a description of the program. Parents will give written permission for their child's participation. Parents will have the opportunity to meet and review their child's ILP.

VPA Ability:

Screening: Teachers of the Visual and Performing arts observe and work with all students within their regular classes. The music teacher, art teacher, or any other teacher may make a referral to be considered for VPA enrichment.

Selection: Teacher, parent or self referral. Portfolio and Performance Review based on rubric. Behavioral Rating Scales.

Placement: Students that are selected for GT programming shall be appropriately placed. The Superintendent will be notified of the students selected and be provided with a description of their program. Teachers will be notified of the GT student's plan and appropriate differentiation strategies to accelerate the student. Parents will be notified of their child's eligibility for GT programming and will be provided with a description of the program. Parents will give written permission for their child's participation. Parents will have the opportunity to meet and review their child's ILP.

Process for transfer students:

Incoming students from a different district that have been previously identified will be entitled to a review of their identification documentation and compare it to the local identification system. If the student still qualifies under its local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically reviewed in his/her new district within 45 days of the record review. If the student meets the local criteria then he/she is placed immediately in the gifted and talented program.

Exit Procedure:

A parent/guardian may remove their student from the program by contacting, in writing, the GT coordinator or school administration. Likewise, when a student's performance and/or test scores show no continued need for programming beyond the regular classroom curriculum, that student will be dropped from the program.

Process for appeals:

If a parent/guardian does not agree with the decision of the identification committee, they may appeal the decision, in writing, to include the reason for the appeal, along with additional evidence for reconsideration. If the parent/guardian is still not satisfied with the findings of the identification committee, they may further their appeal to the superintendent.

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

Workshop Model Training: Education of staff in order to enable learners to acquire strategies for self-regulating their learning. Literacy workshop model will extend to other content areas.

Differentiation Strategies: Embedded in our workshop model is the need to differentiate and appropriately challenge our students to grow as individuals no matter where they are at so that student growth and success are positively correlated.

Math Program Training: Ongoing training for a comprehensive enVision math series in grades K-8 that will not only differentiate and incorporate our workshop model, but will also accelerate all students.

Literacy Training: Coursework offered on site by our literacy specialist. Our staff has had a considerable amount of turnover both with regular and administrative staff. The PCL 532: Literacy Teaching and Learning course that is a part of our budget formula is a way to teach all new staff solid literacy practices but more importantly the workshop model. This model is an integral piece to support the necessary differentiation that must occur for our gifted learners. We will be utilizing this model in ELA and math, while planning on making it a core component of all content areas. With an administratively driven GT model, we rely heavily on a teachers ability to attend to the specific learning needs of GT identified students. This coursework will ensure that every staff person has the

tools that they need to run a highly effective classroom and attend to the learning goals of our GT students.

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

The overall administrative responsibility for the GT program is the district Superintendent. The Assistant Principal works at the direction of the Superintendent and Administrative Team to coordinate and assist in GT programming and activities. The Assistant Principal, in conjunction with the Literacy Specialist and Administrative Staff, support teachers in meeting students' needs by helping them with differentiation strategies.

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-Time or Part-Time in GT
Patricia L. Clark	NO	Admin	PreK- 8	PT

Indicate the Auxiliary Staff: Educational Technician

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

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

Student progress will be evaluated on a trimester/quarter basis as a part of the regular school reporting system. The GT team will meet three times throughout the year to assess the program, student performance based on available assessment data, how teachers are doing with workshop model and differentiation, and what needs parents may have. In addition, the GT team will meet yearly to measure progress toward established goals and set new improvement goals based on program evaluation. This annual program self-evaluation process will include the following:

- * a review of the program abstract, philosophy, and definition of giftedness
- * an evaluation of program goals, objectives, and activities
- * a review of screening, selection and placement procedures and policies
- * a review of staffing and management
- * a review of professional development needs and opportunities
- * a review of GT budget and allowable costs

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

Items outlined in the following are the result of our administrative plan to differentiate and accelerate all GT students while also introducing enrichment strategies and content to the classroom. There may also be additional costs of individualized programming, assessments, specialized materials for art and music or online individualized curriculum. Accelerated reading books will continue to challenge our GT students utilizing an expanded range of quality texts with higher levels of complexity. Staff tuition amounts reflect the need to have a certified professional on staff with the ability to identify gifted learners and address their needs programmatically.

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 benefits)	Secondary (salary with benefits)
Patricia L. Clark	5,000	
Subtotal	5,000	N/A

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	N/A	N/A

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Cynthia Pease	2,400	
Subtotal	2,400	N/A

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

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Scholastic Arts Magazine	49.50		
Accelerated Reading Books (Permabound, 900+ Lexile)	200.00		
Art Supplies (Specialized items that are not used in the regular classroom: Prismacolor Pencils, Sculpting Supplies)	200.00		
Advanced Math Texts (Pierson- Algebra)	1,800.00		
Subtotal	2,249.50	Subtotal	N/A

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
MEGAT Conference	175.00		
MMA/AMC Math Competition	88.00		
Scripps Spelling Bee	150.00		
Scholastic Writing Contest	50.00		
iXL Class License (to be utilized as enrichment for GT)	199.00		
Subtotal	662.00	Subtotal	N/A

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost

GT Coursework via USM SED 530: Identifying and Educating Learners Who Are Gifted SED 531: Curriculum and Instruction for Learners Who Are Gifted	5,000.00		
Subtotal	5,000.00	Subtotal	N/A

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	5,000.00	
Auxiliary Staff	0.00	
Independent Contractors	2,400.00	
A. Materials & Supplies	2,249.50	
B. Other Allowable Costs	662.00	
C. Student Tuition		
D. Staff Tuition/PD	5,000.00	
Total	15,311.50	