

**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: Winthrop Public Schools

Name and title of person responsible for gifted and talented program:
Marcia Luszczyk, G/T Teacher and Rachel Smith, G/T teacher

Phone number: 207-377-2241 or 207-377-2249

Email address: mluszczyk@winthropschools.org or rsmith@winthropschools.org

CERTIFICATION:

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

Gary Rosenthal
Superintendent Name (printed)

Gary Rosenthal
Superintendent Signature

Date application submitted to Maine DOE for review: 12/16/15

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: Janeke

Date of Approval: 1/29/16

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.*

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

Academic program philosophy:

The Winthrop Public Schools (WPS) is committed to identifying and meeting the needs of every student, including every student's gifts and talents. This is accomplished as a part of the regular classroom experience by all staff members - - - as well as through school wide, grade wide, small group, and specific learning enrichment opportunities. Within the school population, there is a percentage of students whose academic and/or artistic performance, actual or potential, significantly exceeds that of their peers. The Interdisciplinary Project-Based GT Program here in the WPS is specifically committed to meeting the particular needs of these students.

All students are considered for formal placement in the Program every year. WPS staff is responsible for providing services to identified students with the cooperation and assistance of specialists, mentors, members of the community, and parents. The new GT program for the 2015-2016 school year will have a dual focus; grades 3-8 will be an interdisciplinary, project based program with a focus on STEAM (Science, Technology, Engineering, Arts, and Math); and an interdisciplinary history and literature component will also be offered as a part of the program. The program itself, will combine regular in-class enrichment along with scheduled pull-out opportunities, both of which will ensure high quality programming by a team of both grade-level and GT certified educators.

In addition, our program and staff members will receive substantial support, resources, and training opportunities from the Siemen's Technology and Engineering Program. Services will address the following goal areas for gifted students: Affective needs; Relations with others; Self direction; Advanced thinking; Advanced products; Creativity; Advanced content. The Interdisciplinary Project-Based GT Program's ultimate goal is to encourage, motivate, and challenge students to develop their particular gifts and talents to enrich their own lives and in so doing, enrich the lives of those around them in school, the community, and beyond.

Arts program philosophy:

Winthrop Public Schools recognizes the unique skills and abilities of gifted and talented arts students who need to be given opportunities to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels in the arts.

Winthrop Public Schools will identify these students and provide specialized, challenging instruction through acceleration and

enrichment activities and programming options. The program philosophy compliments 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 students being served in the Winthrop Public Schools Gifted/Talented program (K-8) will be students identified through the screening process, including teacher surveys, NWEA and/or CPAA scores, and parent surveys, as well as classroom observations and classwork.

The Gifted/Talented program for students K-8 is a pull-out program and students will receive G/T programming for math, literacy and STEAM activities.

The Gifted/Talented teachers will work with regular education classroom teachers (K-5) to offer differentiation opportunities in the regular classroom for literacy and math as needed.

At the secondary level, the Gifted/Talented teachers will work closely with and consult with administration and the guidance counselor to provide appropriate learning programs for students as needed.

Arts program abstract:

The students being served in the Winthrop Public Schools Gifted/Talented program (K-8) will be students identified through the screening process, including teacher surveys, and parent surveys, as well as classroom observations and classwork.

The needs of students in K-5 are met through differentiated learning experiences in the regular art/music classroom. Students will also have opportunities to share and explain their pieces of art.

At the middle school (6-8) students will receive pull-out programming for identified art students and will work directly with the art teacher. Students identified in performing arts will have opportunities to work with the high school drama and music programs.

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

Academics

Goals:

1. Provide differentiated instruction and/or curriculum to continuously advance the gifted learner.
2. Provide for mastery of academic skills at a pace and depth appropriate to the capacities of gifted/talented learners.
3. Support the implementation of and provide learning experiences which encourage the development of critical and creative thinking.

Objectives:

1. The objective for Goal 1 is to work with regular education classroom teachers to provide differentiation opportunities or provide pull-out G/T services as needed.
2. The objective for Goal 2 is to provide individual and personalized learning opportunities and plans for students based on their needs and knowledge.
3. The objective for Goal 3 is to provide authentic project based learning opportunities to help students develop critical and creative thinking.

Activities

Activities for these goals and objectives will include hands-on interdisciplinary project based activities for literacy, math and STEAM as well as personalized learning opportunities.

Arts

Goals:

We will continue to build connections between the core academic curriculum and the visual/performing arts curriculum that will allow students to express their learning in a modality that fits their gift/talent. We will also expand opportunities for participation in chorus for grades 4 and 5 and band for grade 5. STEAM project based activities will also enhance the core academic and arts curriculum for identified students.

Objectives:

The objective is to work with the G/T teachers and regular classroom teachers to provide differentiation opportunities as needed.

Activities

Music students will have opportunities for participation in chorus in 4th and 5th grade and band for 5th grade, as well as ukulele club, recorder lessons, and concerts.

Students will also participate in STEAM project based, interdisciplinary activities and personalized learning opportunities

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:**

Screening for general intellectual ability will include NWEA scores and Teacher Referral Questionnaire/Checklist.

Selection:

In addition to the screening documentation, COGAT and a Parent Referral Questionnaire/Checklist will be reviewed. The selection process will then include a review and evaluation of all screening data and COGAT and Parent Referral/Questionnaire/Checklist by a committee made up of: G/T teacher(s), a regular education classroom teacher, administrator, and specialists (art, music, guidance, etc.) as needed.

Placement:

Once students are screened and identified, the superintendent is provided with a list of the identified students and a description of the G/T program. The parents are notified of the eligibility of their child and asked for written permission to place the child in the program. In addition, parents are provided with a written description of the program. The G/T staff and classroom teachers collaborate throughout the school year to ensure the learning needs of students are being met. Students are reviewed annually for appropriate placement.

Academic Aptitude

Screening:

Screening for academic aptitude will include the following tools to gather and compile information:

CPAA (Grades K-2)

NWEA (Grades 3-9)

MEA (Grades 3-8)

SAT (9-12)

PSAT (9-10)

Teacher Referral Questionnaire/Checklist (K-12)

Selection:

The selection process will include a review and evaluation of all screening data, plus a Parent Referral Questionnaire/Checklist, Academic Performance, and COGAT, by a committee made up of: G/T teacher(s), a regular education classroom teacher, administrator, and specialists (art, music, guidance, etc.) as needed.

Placement:

Once students are screened and identified, the superintendent is provided with a list of the identified students and a description of the G/T program. The parents are notified of the eligibility of their child and asked for written permission to place the child in the program. In addition, parents are provided with a written description of the program. The G/T staff and classroom teachers collaborate throughout the school year to ensure the learning needs of students are being met. Students are reviewed annually for appropriate placement.

Artistic Ability

Screening:

The screening process for artistic ability will include teacher referral, parent and/or community member referral, student interview and student products/performances.

Selection:

The selection process will include a review and evaluation of all screening data by a committee made up of: G/T teacher(s), regular education classroom teacher, administrator, and specialists (art, music, guidance, etc.) as needed.

Placement:

The G/T staff, classroom teachers and visual and performing arts teachers collaborate throughout the school year to ensure the learning needs of students are being met.

Process for transfer students:

The process for transfer students will be the same, when possible, as the screening/placement and selection processes listed above. The process will also include review of the transfer student's file and contact with previous teachers as needed. If the student was not identified G/T in his/her prior school, we would require teacher referral, parent referral and testing scores (NWEA and/or COGAT).

If the student was identified G/T at his/her prior school, we will review the prior school's screening process and documentation, and evaluate how it aligns with our process and requirements. We will gather any necessary additional information and review with the G/T identification committee based.

Exit Procedure:

Student data will be reviewed annually for appropriate placement in the G/T program. If requirements, standards and expectations are not met, G/T staff will work with the classroom/regular education teacher to provide differentiation opportunities in the regular classroom. Students that exit the G/T program will be monitored for trimester review.

Possible reasons for exiting the program would be a student's ongoing struggle with the content, and/or expectations, as well as a parent request to remove the child from the program.

The procedure for exiting the program would be automatic removal per a parent's written request. If it is a G/T teacher(s) request, student work would be documented, G/T staff would meet with parents, and present the request before the G/T committee for review. Removal based on G/T teacher request would occur over the course of the trimester in order to evaluate student work, meet with parents, and present before the committee.

Process for appeals:

Any parent and/or student may appeal the decision of the identification committee. The first step is to meet with the coordinator of the program and other appropriate personnel. Next, G/T staff will administer a second test to measure achievement or aptitude. Third, documentation will be presented to the G/T identification committee for review. If a satisfactory resolution is not obtained, the next step is to meet with the superintendent who will render the final decision.

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

Program personnel hold Gifted/Talented endorsement.

Program personnel will attend and participate in the Department of Education Mentor Workshop.

Program personnel will attend and participate in the MEGAT (Maine Educators of the Gifted and Talented) yearly conference.

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

The Gifted/Talented program is staffed by two K-12 G/T endorsed teachers. These two teachers share the teaching responsibilities between the grade school, middle school, and high school. At the high school they will consult and work with the building administrator and guidance counselor and will mentor students. G/T teachers will also coordinate enrollment of classes/programs offered beyond the classes available at the high school. Both G/T teachers have responsibilities at all three schools within the school district and will report to the appropriate building administrator based on the school. Both G/T teachers in the district are part of the regular education 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 | Indicate Full-Time or Part-Time in GT |
|-----------------|------------------------|--------------------------|-------------|---------------------------------------|
| Marcia Luszczki | Yes | Teacher | K-12 | Full Time |
| Rachel Smith | Yes (transitional) | Teacher | K-12 | Full Time |
| | | | | |
| | | | | |

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

To provide effective programming it is necessary to conduct both formative and summative evaluation of the program. Data will be collected, analyzed, and used to make decisions, changes, and improvements in the program.

Formative evaluation involves annual collection and summarization of data collected from students, parents, teachers and administrators. The coordinators are responsible for data collection, analysis, summation and distribution. Data is collected in reference to the program goals and focuses on: programming strategies, curriculum appropriateness, recommendations for improvements, impact on learner (academic performance and affective outcomes), and general concerns/comments. Modifications are made to the data collection tools and reports for non-English readers/speakers.

Summative evaluation involves outside review and normally occurs every five years. An independent contractor for the state will perform the review and provide a formal evaluation report.

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

The program budget consists of the estimated allowable costs stated in Chapter 104, part 4. They are: program personnel (salary and benefits); contracts; educational supplies and approved other costs; student tuition; staff tuition and professional development.

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Marcia Luszczki | 42,398.88 | 7,482.16 |
| Rachel Smith | 29,328.86 | 5,175.68 |
| | | |
| Subtotal | | |

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

| Independent Contractor Name | Elementary (contract amount) | Secondary (contract amount) |
|-----------------------------|---------------------------------|--------------------------------|
| | | |
| | | |
| Subtotal | | |

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 |
|--|----------|---------------------------------|------|
| PLEASE SEE ATTACHED ADDITIONAL LIST | 4,173.75 | | |
| 23 Teaching Gifted Kids in Today's Classroom (for regular ed teachers) | 613.18 | | |
| Project-Based Learning for Gifted Students: A Handbook for the 21st-c | 21.00 | | |
| Differentiated Projects for Gifted Students: 150 Ready-to-Use Indepen | 24.11 | | |
| Keva Brain Builders, Young Architects | 209.85 | | |
| Monumnet Kits, Maker Studio Engineering Kits | 134.75 | | |
| Keva Construct & Launch Sets & Connect Construction Sets | 320.00 | | |
| Equate & Q-Bitz Extreme & Q-Bitz (Visual Dexterity) | 80.00 | | |
| Subtotal | 5576.64 | Subtotal | |

B. Other allowable costs:

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|----------------------------|---------|----------------------|------|
| Field Trips (see attached) | 1200.00 | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | 1200.00 | Subtotal | |

C. Student Tuition:

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|--------------------------|--------|-------------------------|------|
| ALEKS (25 licenses) | 781.25 | | |
| iEarn | 100.00 | | |
| | | | |
| | | | |
| Subtotal | 881.25 | Subtotal | |

D. Staff Tuition/Professional Development:

| Elementary: Title | Cost | Secondary: Title | Cost |
|--|---------|--|--------|
| Conferences (MEGAT yearly conference - Lewiston, | 300.00 | Conferences (MEGAT yearly conference - Lewiston, ME) | 300.00 |
| Tuition: Brains on Fire: Rekindling Imagination (New England Institute for Teacher Education | 4800.00 | Tuition | 400.00 |
| Travel for G/T teachers to Lewiston for MEGAT conference | 100.00 | Travel for G/T teachers to Lewiston for MEGAT conference | 100.00 |
| Dues (MEGAT yearly membership) | 35.00 | Dues (MEGAT yearl membership) | 35.00 |
| Subtotal | 5235.00 | Subtotal | 835.00 |

Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|------------------------------------|--------------------------|-------------------------|
| Professional Staff | 71,727.74 | 12,657.84 |
| Auxillary Staff | | |
| Independent Contractors | | |
| A. Materials & Supplies | 5,576.64 | |
| B. Other Allowable Costs | 1200.00 | |
| C. Student Tuition | 881.25 | |
| D. Staff Tuition/PD | 5,235.00 | 835.00 |
| Total | 84,620.63 | 13,492.84 |

9 A: Educational Materials and Supplies: Attachment **CONTINUATION**
WINTHROP PUBLIC SCHOOLS

| Elementary: Material/Supply Name | Cost | Secondary: Material/Supply Name | Cost |
|--|----------|---------------------------------------|------|
| Little Bits: Workshop Set | \$1,999 | | |
| Little Bits: Synth Kit (2) | \$318 | | |
| "Phantom Toll Booth" – Norton Juster | \$52.10 | | |
| "Wednesday Wars" – Gary Shmidt – Vietnam | \$56.30 | | |
| "Absolutely True Diary of a Part Time Indian" – Sherman Alexie | \$67.10 | | |
| "The Boy Who Dared" – Susan Bartoletti – WWI | \$52.10 | | |
| "The Disreputable History of Frankie Landau-Banks" – E. Lockhart | \$99.90 | | |
| "Sophia's War" – Avi 1776 | \$59.60 | | |
| "La Linea" – Ann Janamillo – Immigration Mexico | \$81.80 | | |
| "Big Mouth & Ugly Girl" – Joyce Carol Oates | \$89.90 | | |
| "Bridgepak" – Balso Bridge | \$99 | | |
| 3D Doodle Pen (2) and 10 strand packets | \$300 | | |
| 4H Junk Drawer Robotics Curriculum and Materials | \$399 | | |
| Osmo Genius Kit (5) | \$499.95 | | |
| Subtotal | 4,173.75 | | |

Descriptions as requested:

littleBits: At littleBits, our mission is to inspire the next generation of inventors by providing a 21st-century learning tool at the intersection of STEM/STEAM and the Maker Movement. littleBits is a platform of easy-to-use electronic building blocks that empower you to invent anything, from your own remote controlled car, to a smart home device. The Bits snap together with magnets, no soldering, no wiring, no programming needed. The Workshop Set is bigger and better than ever! It offers a great value with 160 Bits (8 sets of 20 Bits), and can support up to 32 inventors in your classroom, library, or makerspace.

9 B: Field Trips: The Maine State Library's "unlimited possibilities" room is now open for business, featuring 3-D printers, large scanners capable of digitizing and preserving photos and even a mini robot that rolls around people's feet. The "UP Room" also features tablet computers with computer-aided design programs, an electronic cutting machine that slices and trims greeting cards and other scrapbook items, along with a printer that can reproduce maps.

9 B: Field Trips: Challenger is pleased to offer a fantastic program geared specifically for young engineers in grades 2-5. Using LEGO WeDo kits, laptop computers, interactive sensors and LEGO WeDo software, young students have everything they need to launch a passion for engineering and robotics programming. Students will be introduced to robotic building mechanics and will use basic drag-and-drop programming to integrate reaction sensors into their systems. They will work in small teams where even the youngest students are able to succeed! This program is a great way to engage students in hands-on learning and meet standards, including Common Core and NGSS.