

*The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.*

*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.*

**DUE by: September 30, 2018**

**RETURN BY EMAIL TO:**  
<mailto:GT.DOE@maine.gov>

School administrative unit name: School Union 76 – Deer Isle Stonington Elementary School

Name and title of person responsible for gifted and talented program:  
Kathleen Glennon

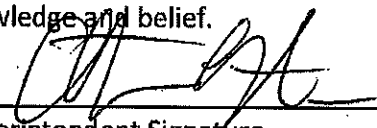
Phone number: (207) 348-9100

Email address: celkington@su76.org

**CERTIFICATION:**

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

Christian M. ElKington  
Superintendent Name (printed)

  
Superintendent Signature

Date of Initial submission to Maine DOE: \_\_\_\_\_

Date of 1<sup>st</sup> Revision to Maine DOE: 11/9/18

  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

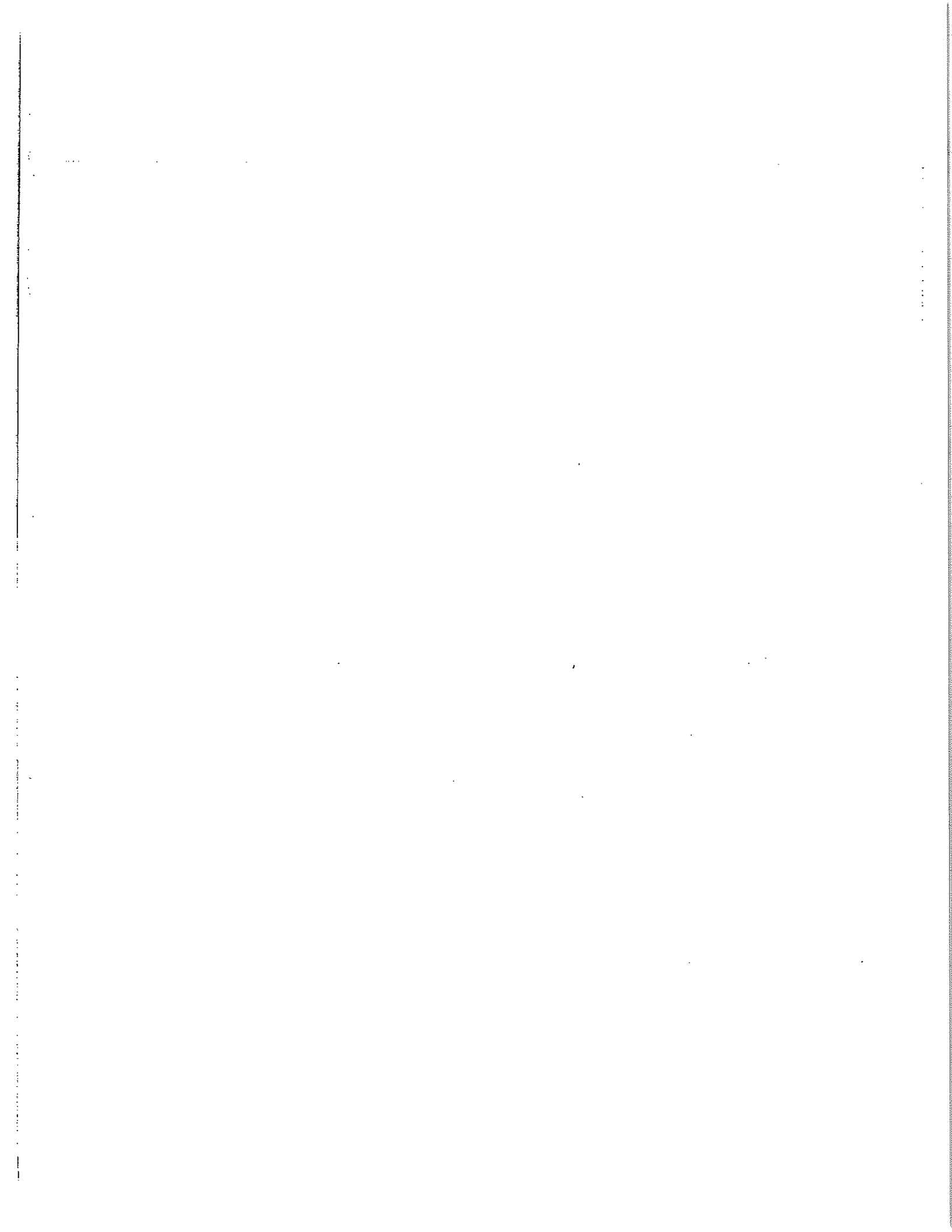
**FOR INFORMATION CONTACT:**

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

Reviewed By: Lee Worcester

Maine DOE Approval: 

Date of Approval: 12/4/18



*The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.*

*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.*

**DUE by: September 30, 2018**

**RETURN BY EMAIL TO:**  
<mailto:GT.DOE@maine.gov>

School administrative unit name: School Union 76 – Deer Isle Stonington Elementary School

Name and title of person responsible for gifted and talented program:  
Kathleen Glennon

Phone number: (207) 348-9100

Email address: celkington@su76.org

**CERTIFICATION:**

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

\_\_\_\_\_  
Superintendent Name (printed)

\_\_\_\_\_  
Superintendent Signature

Date of Initial submission to Maine DOE: \_\_\_\_\_

Date of 1<sup>st</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

**FOR INFORMATION CONTACT:**

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

Reviewed By: \_\_\_\_\_

Maine DOE Approval: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

***The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.***

***Please use as much space as necessary. Any additional information such as tables, charts, graphs should be included at the end of the document.***

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 (Maine DOE Chapter 104.14, 1-9). For detailed instructions, please refer to the initial application Instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

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

**A. Academic program philosophy:**

*DISES is mindful of the intellectual, social, and emotional needs of all learners. Our goal in the creation of a Gifted and Talented program is to provide an educationally challenging environment that makes learning exciting and provides opportunity for all learners to reach their potential. Our approach to the education of Gifted and Talented students will be to continue to offer differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences beyond the classroom. We plan to create student-centered, meaningful, interdisciplinary, STREAM projects beyond the classroom for identified students. Gifted and Talented services will provide students with challenges that stimulate them to reach levels of academic achievement consistent with their abilities. The education of our students is a responsibility shared by the school, families, and community through collaborative effort.*

**B. Arts program philosophy:**

*DISES considers the intellectual, social, and emotional needs of all learners. Our goal in the creation of a Gifted and Talented program is to provide the best possible education for all students. We plan to create student-centered, appropriately challenging learning experiences that encourage students to meet their artistic potential. Our approach to the education of Gifted and Talented students will be to continue to offer differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences. Gifted and Talented services will provide students with projects that go beyond the classroom. The education of our students is a responsibility shared by the school, families, and community through collaborative effort.*

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).

**A. Academic program abstract:**

*The K-8 academic program provides a differentiated curriculum for all students. We will target approximately 5% of the total population and provide services. The program delivery will vary depending on the content being learned. Students will enter during designated times prescribed by the universal screening data to determine students with needs beyond the classroom in reading and math. NNAT3 (Naglieri Nonverbal Ability Test®-Second Edition), the newest edition of the NNAT test may also be used for identification purposes. This test considers the following areas of reasoning: Pattern Completion - Reasoning by Analogy - Serial Reasoning - Spatial Visualization. The GT/Enrichment model would be inclusive with the goal of meeting student needs. The program will consist of, but not be limited to acceleration, enrichment, differentiation, mentorships, and virtual classes. Students who exhaust classes in content areas such as math, science, or social studies may attend the high school for an accelerated class while being enrolled as an elementary student or enroll in a virtual class. The Gifted and Talented Coordinator may offer small group and one to one supplementary instruction.*

**B. Arts program abstract:**

*The program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of art, music, and performing arts. We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary. Students will enter at designated times. Potential placement may include mentorships/apprenticeships with active artists and performers. In addition students will be offered opportunities for visits to museums with connected projects.*

3. Provide two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

**A. Academics:**

Goal 1: To properly develop and manage assessment evidence to identify Gifted and Talented students, and provide instructional accommodations based on that assessment evidence. (NAGC Standard 2.2)

Objective 1: To provide SU76 assessment measures that show evidence for student identification.

Activity 1: Caregivers will be informed through the SU76 identification and screening process and given opportunity to offer parental permission and input toward an individual plan.

Goal 2: To organize a plan for each identified student with a variety of interests and talents. (NAGC Standard 5.3)

Objective 2: To develop and implement services for Gifted and Talented students through regular collaboration among teachers and parents.

Activity 2: Caregivers and parents will be invited to be actively involved in the planning, programming, and evaluation.

**B. Arts:**

Goals 1: To enrich the curriculum by providing relevant visual and performing arts experiences beyond the differentiated instruction currently provided in the regular classroom.

Objectives 1: To provide relevant curriculum to Gifted and Talented students in their areas of strength and interest.

Activities 1: Educators will use school and community resources to provide opportunities for identified students to explore and develop areas of strength and interest.

Goal 2: To organize a plan for each identified student with a variety of interests and talents. (NAGC Standard 5.3)

Objective 2: To develop and implement services for Gifted and Talented students through regular collaboration among teachers and parents.

Activity 2: Caregivers and parents will be invited to be actively involved in the planning, programming, and evaluation.

- Provide a description of the identification procedures (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.

**A. General Intellectual Ability (A minimum of three identification tools must be listed.):**

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	Universal Screening Teacher nomination MEAs (Grades 4-8)	Universal Screening Teacher nomination MEAs (Grades 4-8)	Teacher nomination MEAs (Grade 5 and 8)	Teacher nomination

Selection	NNAT3	NNAT3	NNAT3	NNAT3
Placement	5% of students considering screening, NNAT3, and nominations.	5% of students considering screening, NNAT3, and nominations.	5% of students considering screening, NNAT3, and nominations.	5% of students considering screening, NNAT3, and nominations.

**B. Academic Aptitude (A minimum of three identification tools must be listed.):**

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	Teacher nomination	Teacher nomination	Teacher nomination	Teacher nomination
Selection	NNAT3	NNAT3	NNAT3	NNAT3
Placement	5% of students considering screening, NNAT3, and nominations.	5% of students considering screening, NNAT3, and nominations.	5% of students considering screening, NNAT3, and nominations.	5% of students considering screening, NNAT3, and nominations.

**C. Artistic Ability (A minimum of three identification tools must be listed.):**

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Teacher nomination	Teacher nomination	Teacher nomination	Teacher nomination
Selection	NNAT3  Student work presented to a panel of artists/musicians	NNAT3  Student work presented to a panel of artists/musicians	NNAT3  Student work presented to a panel of artists/musicians	NNAT3  Student work presented to a panel of artists/musicians
Placement	5% of students considering student work, screening and nominations.	5% of students considering student work, screening and nominations.	5% of students considering student work, screening and nominations.	5% of students considering student work, screening and nominations.

**D. Describe review of identification policies:**

**a. How-**

*Universal Screening is conducted three times a year at DISES to identify or predict students who may be at risk for poor learning outcomes or in need of higher-level instruction. The Universal Screening Assessments completed during the September*

*window varies at each grade level, but the Fountas and Pinnell Benchmark Assessment is given three times K-8. The NWEA is given in the fall and the spring for Math. The assessments are conducted with all students and the data is utilized to differentiate instruction to meet student specific needs. Student scores are then sorted into benchmark bands (ranges of capacity based upon expected achievement in that grade level). Teachers of students who are in the well above high average benchmark band will be given nomination forms to complete. Students with both well above high average and teacher nominations would be given the NNAT3. Art students would be asked to gather work to be reviewed by a panel of artists/musicians.*

**b. When-**

*The GT identification process would occur after the Universal Screening windows: November, February, and June. Annually, teachers and families will participate in a survey to provided feedback regarding the GT program. The Gifted and Talented Committee will review the surveys look for ways to improve our GT program.*

**E. Process for transfer students:**

*Students who transfer to DISES from a different school district who were previously identified and serviced in that district will be considered for enrollment during the next Universal Screening window (fall, winter, spring). The GT professional staff will review the documentation and compare it to the local identification system. If the student qualifies under the local identification system for services at DISES, the parents will be notified and the team will meet to determine an ILP for the student. Students who transfer from DISES will be sent with documentation from the GT staff to notify the SAU that the student has already completed the identification process.*

**F. Exit Reasons and Procedure:**

*Possible exiting reasons: emotional trauma, frustration, attendance issues, teacher request, student request, or parent/guardian request.*

*Qualified student will have the option of continuing in the Gifted and Talented program from one year to another unless there is a written request to exit the program from the Gifted and Talented Coordinator, the parent/guardian, the student, the counselor, or an administrator.*

*Students and families will have the option to exit the Gifted and Talented offerings at any time. If the student wishes to leave the program, the parent/guardian will be notified. The Superintendent will be notified when students exit the program.*

*If a student is no longer finding academic success, enrichment activities may be adjusted. In this case, the parent/guardian will be notified in writing of the need to make adjustments to the ILP.*



*Prior to exiting the following steps will occur: documentation and review of student progress, conference with student and parent/guardians, and formal written notification from parent/guardian.*

**G. Process for appeals:**

*The parent/guardian or teacher denied inclusion into the Gifted and Talented program may appeal the identification committee's decision by writing to the Gifted and Talented Coordinator. The testing results, nominations, and appeal will be reviewed and an alternative achievement test may be administered. The Gifted and Talented committee will then meet to reconsider the results, additional data, and/or student products.*

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

*DISES will support professional training and development in terms of financial support and professional release time to encourage teachers' professional growth in educational differentiation. We will financially support conferences, workshops, webinars, and courses. We plan to collaborate with other local school unions that already use the NNAT3 to learn how to properly administer the assessment.*

6. Provide a summary of the management structure that includes roles and responsibilities of the staff.

*5% of the K-8 Research and Intervention and Coordinator's time is devoted to overseeing and implementation of the Gifted and Talented program. The job description of the K-8 Research and Intervention and Coordinator includes the coordination of the Gifted and Talented program as follows:*  
*identification - coordination of screening and maintaining data*  
*coordination of program – developing ILP for identified students, providing instructional resources to students in collaboration with teachers*  
*collecting feedback from parents/guardians, teachers, and students – evaluation of the program through surveys*  
*planning for future years – planning for staff development, ordering supplies, completing annual budget application.*

*The Gifted and Talented committee is made up of the professional staff for the Gifted and Talented program listed on Table A below. The committee will meet to review identification data, nominations, and collaborate with families to determine ILPs. Volunteers from the local community selected by the K-8 Research and Intervention and Coordinator may also take part in the Gifted and Talented program in the role of mentor or reviewer.*

*Materials, books, and supplies for the Gifted and Talented program are ordered and approved by the K-8 Research and Intervention and Coordinator, such as art supplies, more advanced text books, or specific sheet music.*

The plan is to identify students, using the system above. Then the team listed below will work together to design an appropriate ILP for each student.

A. 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- or Part-Time in GT
Hilary Tobin	no	teacher	K-8 Art	Part Time
Morgan Witham	no	teacher	K-8 Research and Intervention Coordinator	Part Time
Carla Magoon	no	teacher	K-12 Technology Director	Part Time
Amy Kyzer	no	teacher	K-6 Music Teacher	Part Time
Tara McKechnie	no	principal	K-8	Part Time

B. Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT
none					

7. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined in the academic areas and the arts.

*The K-8 Research and Intervention and Coordinator will distribute a teacher survey in the spring and ask teachers to reflect on the school year, and the activities provided to students throughout the school year. Teachers are asked what they felt worked and what did not, and their suggestions for wishes and improvements for the following school year are considered.*

*The K-8 Research and Intervention and Coordinator will distribute a parent survey in the spring, as well as hold individual ILP meetings with parents and students throughout the year. From the surveys and parent feedback, we are able to determine what parents/students feel is working and what is not.*

*By meeting with parents, teachers, and students we will be able to reflect on the effectiveness of the program, and make adjustments as necessary.*

*We will discuss within the GT meetings what additional programming may be necessary and whether or not we all feel student needs are being met. Principals are also involved in these meetings, and participate in the decisions that are made there.*

8. Provide a justification/description of the items included in the proposed budget in number 9. (Please remember that materials/supplies are to be used for gifted and talented only and are not part of the regular education budget. Field trips must take place during the school day and are for identified students only.)

5% of the Student Research and Intervention Coordinator's job description and time is the overseeing and implementation of the Gifted and Talented Program:  
Materials, books, and supplies are ordered by the Student Research and Intervention Coordinator for the program, specifically: specialized art projects, challenging sheet music, and challenging print materials.  
The Art teacher will organize three trips to Colby Art Museum, Farnsworth Museum, and the Wilson Museum.

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 NEO (New Educational Ontology) financial system as part of the Annual Budget Reporting.

NOTE: To be approved as an allowable cost for the current school year, all personnel listed below must be appropriately certified/endorsed by the application deadline of September 30.

**Professional Staff Costs**

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Morgan Witham	\$49210.76 x .05 = 2,460.54	
Subtotal	2,460.54	

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
none		
Subtotal		

**Independent Contractor Costs**

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
none			
Subtotal			

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

**A. Educational Materials and Supplies:**

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Art Supplies for the projects in conjunction with the three trips (Colby College Museum of Art, Farnsworth Art Museum in Rockland, and the Wilson Museum) the visual arts students.	See supplies that follow: (286.60)+17.20 shipping =303.80		
(Blick) Nielsen Bainbridge Snap Wood Digital Format Frame – 9x12 6@ 9.59 each =	57.54		
(Blick) Gorilla Tape 1.88x30 yds, white roll 4@ 8.72 each =	34.88		

**State of Maine  
Department of Education**

**Gifted and Talented Education Program  
Initial Application 2018-19**

(Blick) Nielson Bainbridge Snap Wood Digital Format Fram 8x12 6@8.78 =	52.68		
(Blick) Scotch Super Strength Packaging Tape 2x800 6@2.79 =	16.74		
(Blick) Blickrylic Student Acrylics Cobalt 2@8.50	17.00		
(Blick) Blickrylic Student Acrylics Yellow 2@8.50	17.00		
(Blick) Blickrylic Student Acrylics Red 2@8.50	17.00		
(Blick) Student Grade Tempera Yellow, Blue Half Gallon	17.86		
(Blick) Blickrylic Student Acrylics – Raw Umber and Raw Sienna, Quart	17.00		
Blickrylic Student Acrylics – Metallic Soft Gold and Metallic Brass, Quart	24.20		
Blickrylic Student Arcylics – Mars Black, Half Gallon	14.70		
Print materials for the ILPs	300.00		
<b>Subtotal</b>	<b>603.80</b>	<b>Subtotal</b>	

**B. Other allowable costs (i.e. field trips, student fees, membership):**

Elementary: Item name	Cost	Secondary: Item name	Cost
Colby College Museum of Art trip mileage	101 miles = \$404.		
Farnsworth Museum of Art trip mileage	79 miles = \$316.		
Wilson Museum mileage	30 miles = \$120.		
<b>Subtotal</b>		<b>Subtotal</b>	

**C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area)**

Elementary: Program name	Cost	Secondary: Program name	Cost
Colby College Museum of Art trip –no membership or admission fee	0		
Farnsworth Museum of Art trip admission fee – individual membership fee \$50 –admission free with reservation	50.		
Wilson Museum - individual membership fee \$25 – admission free	25.		
<b>Subtotal</b>	<b>75.</b>	<b>Subtotal</b>	

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
"Educating Gifted & Talented	790.		

**State of Maine  
Department of Education**

**Gifted and Talented Education Program  
Initial Application 2018-19**

Learners" \$790.00 through New England Institute for Teacher Education for Student Research and Intervention Coordinator			
EDE 529: Social and Emotional Needs of Gifted Talented Learners for Student Research and Intervention Coordinator	790.		
Subtotal	1580.	Subtotal	

**E. Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	2460.54	
Auxiliary Staff	0	
Independent Contractors	0	
A. Materials & Supplies	603.80	
B. Other Allowable Costs	840.	
C. Student Tuition	75.	
D. Staff Tuition/PD	1580.	
<b>Total</b>	6,399.34	