

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
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School administrative unit name: Eustis School
Department

Name and title of person responsible for gifted and talented program: Katie Wuori English Language Arts and Social Studies Teacher grades 5 and 6.	
Phone number:	(207) 246-2283
Email address:	kwuori@strattonschool.org

CERTIFICATION:

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

Michael Shea
Superintendent Name (printed)

Michael Shea
Superintendent Signature

Date of Initial submission to Maine DOE:			
Date of 1 st Revision to Maine DOE:			
10/18/18			Superintendent Initials <i>MS</i>
Date of 2 nd Revision to Maine DOE:			
12/11/18			Superintendent Initials <i>MS</i>
Date of 3 rd Revision to Maine DOE:			

1/7/19	<i>MS</i>	Superintendent Initials <i>MS</i>
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5th review 3/12/19

FOR INFORMATION CONTACT:

GT.DOE@maine.gov

Reviewed By:	Patti Drapeau
Maine DOE Approval:	<i>[Signature]</i>
Date of Approval:	3/14/19

Initial Program Application

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 (SAU) philosophy specific to the gifted and talented program(s) (by academic and arts).

A. Academic program philosophy:

Flagstaff RSUs Gifted and Talented Programs serve gifted, talented and creative children of all genders, cultural and socioeconomic groups in pre-kindergarten through eighth grade. Gifted, talented and creative children have the potential to perform at remarkably high levels for their age, experience, or environment. The Gifted and Talented Programs help these students thrive by offering challenging and supportive educational experiences and services. Together, these programs and services nurture the academic, creative, artistic, leadership abilities, and social/emotional needs of gifted, talented and creative children.

B. Arts program philosophy:

Flagstaff RSUs Gifted and Talented Programs serve gifted, talented and creative children of all genders, cultural and socioeconomic groups in pre-kindergarten through eighth grade. Gifted, talented and creative children have the potential to perform at remarkably high levels for their age, experience, or environment. The Gifted and Talented Programs help these students thrive by offering challenging and supportive educational experiences and services. Together, these programs and services nurture the academic, creative, artistic, leadership abilities, and social/emotional needs of gifted, talented and creative children.

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 program shall allow gifted and talented children to develop their critical and creative thinking skills by offering diverse learning experiences through anthesized curricula that are advanced, conceptually complex, and carefully differentiated from regular curricula. Instructional settings shall be appropriate to satisfy individual changes as students progress through the elementary and middle school grades, enhancing growth to the fullest of each person's potential.

B. Arts program abstract:

The program will allow students to have extended experiences during the school week to enrich their talents and allow them to grow through hands on learning. Students will have a chance to be in touch with other talented artists within the district and work with practicing professionals in their community. Students will also partake in a monthly portfolio and/or sketchbook reviews.

At this time there is a vacancy for a part-time music teacher and no suitable candidate has been found. Therefore, Eustis School does not provide a music curriculum.

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 allow gifted and talented students to develop their critical and creative thinking skills

Objective 1: Students will develop a toolkit of strategies to extend their learning and thinking

Activity 1: Depth and Complexity Icons (<http://envisiongifted.com/services/understanding-depth-complexity/>) infused into regular curriculum.

Goal 2: To allow students to be offered diverse learning experiences through specialized curricula that are advanced, conceptual, and carefully differentiated.

Objective 2: Students will be able to see a connection between the world around them and the academics they are learning.

Activity 2: Project-based learning opportunities which will combine an interdisciplinary approach to new learning through National Geographic Geo-Inquiry.

B. Arts:

Goals 1: To gain exposure to local artists.

Objectives 1: Students will connect with a community member who hold a similar gift and/or talent and use them as a mentor.

Activities 1: Social Action Awareness Activities designed to connect students to the community.

Goal 2: To develop a portfolio that reflects their gifts and talents.

Objective 2: Students will develop a tactile or digital portfolio they can use to show their talents.

Activity 2: Using their mentors, students will collect evidence of their gift/talent with sample pictures, videos, or other form of media.

4. 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.):

Screening: Students who are recommended by teachers to have gifted and/or talents will be screened using the COGAT test. If the child is pre-kindergarten to third grade the child will be screen using the Kingore Observation Inventory Strategies. At the end of 4th grade or entering Stratton School the select students will be reevaluated with the COGAT. Teacher, parent and student referrals plus NWEA and MEA scores for 5th through 8th grade will be part of the screening process.

Selection: Students who excel in one section of the above screening will be brought to the Gifted and Talented Team for review. Families of these children will be sent a letter home explaining about the Gifted and Talented Program. The Gifted and Talented Team will consist of the gifted and talented consultant, the school principal, and the art teacher. Annually, the review team will send a list of identified students to the superintendent.

Placement: Students who are identified are placed within the appropriate instructional grouping. Services include differentiation in the classroom, compacted curriculum, pull out or push in instruction, tiered RTI instruction.

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

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA, MEA, classroom performance, teacher recommendation	NWEA, MEA, classroom performance, teacher recommendation	NWEA, MEA, classroom performance, teacher recommendation	Informational text scores from NWEA, COGAT test scores, and teacher evaluation form on maine.gov.
Selection	A student learning plan is developed	A student learning plan is developed	A student learning plan is developed	A student learning plan is developed
Placement	A student learning plan is implemented	A student learning plan is implemented	A student learning plan is implemented	A student learning plan is implemented

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

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Teacher nomination form from the maine doe website, student portfolio with rubric from Ohio State (link on maine.doe), Clark's Drawing Ability Test (For use with students in grades 3-12 ONLY)	N/A	N/A	N/A
Selection	A student learning plan is developed			
Placement	A student learning plan is implemented			

D. Describe review of identification policies:

- a. How- The Gifted and Talented Team will review the test scores, teacher, parent and student recommendations and other criteria that may be useful in determining the best educational placement for each child.
- b. When- Annually at the end of the school year.

E. Process for transfer students:

All new students entering Flagstaff RSU / Eustis School Department who have been previously identified GT will be screened by the school GT team within the first 30 days to determine if the students meets GT criteria in Eustis School. If the student qualifies, s/he is identified as GT and a Student Learning Plan can be developed. If the student does not qualify, s/he may be monitored for future needs.

F. Exit Reasons and Procedure:

All entering fifth grade students will be screened for Gifted and Talented attributes as well as students exiting eighth grade and moving onto high school. Any student not meeting the criteria will be unidentified, but will be monitored for any future needs. A parent/guardian will be notified with a change of identification.

If a student no longer wants to be in the program, a meeting will be held between the GT coordinator, classroom teachers, student and parents to address concerns. The student can then be removed from the program and monitored for any future needs.

If the school thinks a student should no longer be in the program and the parent disagrees, the parents may appeal this decision.

G. Process for appeals:

If a parent, teachers or student feels the decision of the GT team is not appropriate, they can appeal the decision in writing to the principal of Eustis School stating the nature of the disagreement. The Principal and the GT team will meet to review the situation and look for evidence in the students work/achievements for all parties to analyze.

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

Flagstaff RSU Gifted and Talented Program is in the first year of implementation. Presently, Katie Wuori is in the process of receiving her gifted and talented endorsement and is planning on attending a Gifted and Talented conference annually. The middle school team has made changes in their RTI program an implementation to support all learners with a diamond tiered program versus the traditional triangle. As a staff, we have looked at differentiation in the classrooms. The Gifted and Talent coordinator will also present once a trimester during a staff meeting information specific to teaching gifted, talented and creative children.

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

At the beginning of the school year, the pre k teacher, will meet with the elementary team to discuss further screening of specific students with the Kingore Observation Inventory. That teacher will collect data and refer as necessary to the gifted and talented consultant.

The gifted and talented coordinator will annually review the needs of identified students in the Spring with the Gifted and Talented Team to share results and develop learning plans as needed. She will inform parents and have a team meeting with them as needed or requested.

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
Katie Wuori	In the process	Teacher	K-8 certification	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

6. 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.

Continuous quality improvement is a central tenet of the GT program at Stratton School, with the goal of moving toward program excellence for serving the identified student population. Stratton School uses *Becoming a Reflective Teacher* (Robert J. Marzano, 2012). This year we are focusing on element 1: What do I do to provide clear learning goals and scales? And element 13: What do I do to help students reflect on their learning? Self assessment provides the Stratton School GT Program with the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services delivered to the identified student population. From this feedback and results, program improvement is created and thus enhancing and changing practices that are utilized. Student data is also an indicator of the program effectiveness. The GT team will use NWEA scores, student portfolios with rubrics and the Clarks Drawing Ability scores (only for art students). Students and their parent will also be given a survey at the beginning and the end of the school year to analyze if the students needs and the parents expectations have been met, and used to plan for G&T the following school year, including any changes in the budget.

7. 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.)*

At this time Eustis School Department has only professional development costs. There are no identified Gifted and Talented children since the identifying methods have not been implemented yet.

8. 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)

Subtotal			

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

Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Resource Book: Kingore Observation Inventory (KOI), 3rd ed GRADES: K - 8 ISBN: 987-0-9904206-1-3 \$39.95 X 2 (Tabitha prek teacher, Katie GT coordinator)	\$79.90		
Mindset: The New Psychology of Success Dec 26, 2007 by Carol S. Dweck	\$8		
Challenge Math For the Elementary and Middle School Student (Second Edition) Jan 25, 2005	\$24.00		
• Uncovering Student Thinking About Mathematics in the Common Core, Grades 6-8: 25 Formative Assessment Probes by Cheryl Rose Tobey	\$35.00		
Subtotal	\$146.90	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		Subtotal	

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

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

Staff Tuition/Professional Development:

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
Materials & Supplies	\$146.90	
Other Allowable Costs		
Student Tuition		
Staff Tuition/PD		
Total	\$146.90	