

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, 2017

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

School administrative unit name: AOS 98, Georgetown Central School

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

Robert Webster, Superintendent

Phone number: 207 633 2874

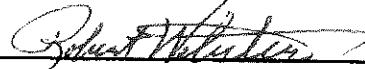
Email address: ehiggins@csd3-brhs.org, su49@roadrunner.com

CERTIFICATION:

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

ROBERT WEBSTER

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: 11/30/17

Date of 1st Revision to Maine DOE: 1/30/18

Date of 2nd Revision to Maine DOE: 1/31/18

Date of 3rd Revision to Maine DOE: _____

RW
Superintendent Initials

RW
Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT:

GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: _____

Date of Approval: 2/6/18

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. DO NOT add tables, charts or graphs, or change the formatting of this 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:

Georgetown Central School's gifted and talented educational program (GATE) is designed to serve the students who excel or demonstrate the potential to excel beyond their peers in terms of general intellectual ability and/or a specific academic aptitude. The program is based on the premise that students with abilities that are significantly beyond the norm for their age must be helped to further develop those abilities and increase their knowledge and understanding of both the area of strength and of their own giftedness. We believe in providing gifted students with opportunities and tools to grow in knowledge and ability in their areas of strength. We believe in encouraging inquiry, introspection, and understanding of those areas.

Instruction will be carried out through one or more of the following: differentiation specific to gifted students, cluster grouping, enrichment, and use of the depth and complexity model. Teachers will receive professional development about giftedness, specifically in recognizing giftedness and meeting the needs of gifted students.

The gifted and talented program's goal is to support, challenge, and inspire students of high ability to develop, understand, and utilize their ability to improve their and others' lives.

B. Arts program philosophy:

Georgetown Central School's gifted and talented educational program is designed to serve the students who excel or demonstrate the potential to excel beyond their peers in terms of artistic ability. The program is based on the premise that students with abilities that are significantly beyond the norm for their age must be helped to further develop those abilities and increase their knowledge and understanding of both the area of strength and of their own giftedness. Gifted and talented children should experience growth and challenge in accordance with their exceptionality and giftedness. (Include outside of the classroom opportunities.)

Instruction will be carried out through one or more of the following: differentiation specific to gifted students, opportunities in the arts beyond standard course offerings, and enrichment outside the regular classroom. Teachers will receive professional development about giftedness, specifically in recognizing giftedness and meeting the needs of gifted students.

The gifted and talented program's goal is to support, challenge, and inspire students of high ability to develop, understand, and utilize their ability to improve their and others' lives.

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:

In grades k – 6, the program operates through a combination of teacher consultation, small group and 1:1 direct services, grade acceleration, subject acceleration, content enrichment, online courses, in-class support, mentorships, and support for social-emotional needs. GT program teachers also go into classrooms to support students' needs in a variety of ways. (Resource: Yarmouth School Department Gifted and Talented Educational Program)

The programming will be based on the following five premises, quoted from Gifted Program Evaluation by Neumeister, K., Burney, V., 2012, p.14:

- "Gifted students should be grouped together at times for their learning and socialization.
- Grouping by itself is not enough to produce gains, so it must be accompanied by appropriately differentiated curriculum and instruction.
- Gifted students should be challenged in their area(s) of talent on a daily basis.
- Gifted students should be provided with the opportunity to move ahead in their learning when they are able.
- Gifted students need opportunities to work independently in their areas of talent."

B. Arts program abstract:

In grades k – 6, programming for the arts will be provided through a combination of content enrichment, differentiation, and extension offerings. When necessary, a student's needs will be met with resources outside the classroom either within the school or within the wider community. The school will work to create relationships with artists and professionals in the relevant field to provide individualized challenges needed by students. (Resource: Yarmouth School Department Gifted and Talented Educational Program)

3. Provide two goals, objectives and activities for the K-6 gifted and talented academic program and two goals, objectives and activities for the K-6 gifted and talented arts program.

A. Academics:

Goal 1: Develop our screening and identification process to ensure that it is thorough and equitable.

Objective 1: Assess and incorporate present assessments, the COGAT, and nominations in a consistent manner.

Activity 1: Meet annually with building administrators and data holders to determine if our program is incorporating qualifying low achievers, low SES students and ESL.

Goal 2: Provide enrichment opportunities, resources, and services through the school community to assist in differentiating and serving the needs of gifted students.

Objective 2: Begin meeting the specific identified needs of academically gifted students in the classrooms of our schools.

Activity 2: Provide consultation services to classroom teachers including differentiating, cluster grouping, and resource acquisition/utilization.

B. Arts:

Goals 1: Develop and implement services for gifted and talented students in the visual and performing arts.

Objectives 1: Begin meeting the specific identified needs of artistically gifted students in the classrooms of our schools.

Activities 1: Consultation with arts educators and outside gifted education providers for ideas and methods for meeting the needs of the students.

Goal 2: Increase the number of visual and performing arts experiences inside and outside the school buildings for gifted and talented students.

Objective 2: Begin to access community and regional resources for artistically gifted and talented students.

Activity 2: Reach out to local artists and performers to develop a network of experts available to work with our artistically gifted and talented students.

(Resource: Yarmouth School Department Gifted and Talented Educational Program)

- 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:

Screening:

Screening is initially done through teacher nomination, special education assessment nomination, review of annual NWEA scores (grades 3- 6), Diagnostic Reading Assessment (DRAs) (when available), and when relevant, parent nominations. Students in grades k-2 will be screened through nominations with follow-up COGAT testing.

Academic ability screening will be done in two ways. One is requesting teacher nominations in the spring of each year, but also reminding teachers to nominate students as they appear during the school year.

Nominations through special education evaluations and parent meetings will also be considered. The other is by consideration of assessment results: NWEA MAP scores grades 3-6, and DRA scores (when available). If the result of the screening checklist and/or achievement test is within Identification range, the student will be assessed using the COGAT following parental notification and permission.

Artistic screening will follow the same system except that different nomination forms will be used, and the music objective tool is the Music Aptitude Profile (MAP). If the result of the screening tools is within identification range, student will be placed in GATE.

Selection:

Screening will be done by a Screening Committee including an administrator, a guidance counselor, a subject area teacher, and the GT teacher(s). The committee will review the information for each student screened. Eligibility for services will be based on results of nominations, assessments, and will use a rubric based on the C-MODES criteria.

Placement:

Students meeting identification criteria within the state limits of 3-5% of the school population, will be placed in GATE.

B. Academic Aptitude:

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA, nomination, report cards, DRA (when available), COGAT testing as secondary screening	NWEA, nomination, report cards, DRA (when available), COGAT testing as secondary screening	Nomination with supporting information from NWEA non-science testing, report cards.	Nomination with supporting information from NWEA informational text, report cards.
Selection	Panel using a graphic organizer and rubric to go through data, determining eligibility for inclusion.	Panel using a graphic organizer and rubric to go through data, determining eligibility for inclusion.	Panel using a graphic organizer and rubric to go through data, determining eligibility for inclusion.	Panel using a graphic organizer and rubric to go through data, determining eligibility for inclusion.

Placement	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.

C. Artistic Ability:

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Nomination by teachers, parents, report cards.	Nomination by teachers, parents, Music Assessment Profile (MAP) , report cards.	Nomination by teachers, parents, report cards.	Nomination by teachers, parents.
Selection	Selection Committee will review various sources of data, including teacher nominations, work samples, and observations.	Selection Committee will review MAP score, nominations, and other relevant sources of data when available.	Selection Committee will review various sources of data, including teacher nominations, work samples, and observations.	Selection Committee will review various sources of data, including teacher nominations, work samples, and observations.
Placement	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.	The GT Selection Committee will make a recommendation for placement, to be followed up with description of specific services in a Personal Learning Plan developed in part with parent and student input.

D. Describe review of identification policies:

a. How-

Annually, the Gifted Screening Committee will meet to review students included. Names of GATE students will be shared with the director of food services or principal to determine if low SES students are proportionally included and with the ESL teacher to ensure that those students are included when appropriate. That data will be utilized to determine if we have an equitable program. The Committee will also review students included to determine if we are within the 3-5% mandated state limits for GT programs.

b. When-

A review of identification policies will occur once a year just prior to the end of the school year.

E. Process for transfer students:

Students previously identified arriving from other schools will be monitored while the GT teacher and classroom teachers observe and collect teachers collect information about students' needs. Those who arrive not identified will follow the process used for students originating in the district. Services are implemented as appropriate with parents notified of decisions.

F. Exit Procedure:

When the Screening Committee determines that a student's needs can be met in the regular classroom (Based on annual screening, using all collected data) and that they are no longer presenting as the top 3-5% in need of direct services, we make the recommendation that their needs will be met without GT services. Parents will be notified of decisions. (Resource: Yarmouth School Department Gifted and Talented Educational Program)

G. Process for appeals:

If parents appeal a decision they meet with the principal for more information on the process and Chapter 104. All parents of students who are candidates are notified of the team's decision regarding their child. Parents of students not identified may appeal the decision to the Superintendent or the Superintendent designee. All appeals will be reviewed by the screening committee. The Principal and Superintendent or the Superintendent designee will determine if additional information is needed, and the decision of the Principal and Superintendent or the Superintendent designee will be final. (Resource: Yarmouth School Department Gifted and Talented Educational Program)

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

In order to implement the program, we are having Patti Drapeau provide a workshop in Differentiating Instruction for the High Ability Learner. In addition, the gifted teacher will present an overview of the program to the faculty and provide support to those classroom teachers with gifted students. In future years, we intend to have consultants assist in teachers understanding and implementing the program until we have a solid understanding and implementation of education for gifted students. Education of the staff is also facilitated through sharing of literature and web resources between the gifted teacher and classroom teachers.

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

The superintendent of schools oversees GT k-6 programming. Building administrators supervise the GT teacher.

A. Indicate the professional staff for the K-6 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Emily Higgins	Yes, Transitional, 9/1/2020	Teacher	k-6	Part-Time
Megan Fuller	No	Teacher	k-6	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

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

The Screening Committee, building administrators, and GT teacher(s) meet biannually to review implementation of services and programming overall. Feedback is solicited from teachers, students, parents, and administrators through surveys and emails/anecdotes at least annually. Evidence of learning and growth will be monitored by performance on projects and assignments (both GT and regular classroom), growth on NWEA MAP for relevant grades, and overall student performance will be reviewed annually.

Initially, part of program evaluation will be whether we have achieved screening, nominating, and serving students in academics and arts. For both academics and arts, the program has set goals of increasing out of classroom opportunities and community connections. Determining if we have those will also be part of our self-evaluation process.

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.)

The items listed in the proposed budget are largely materials needed for informing and implementing the GATE program. As the program develops, we will have more specific resources that help particular needs in the classrooms.

- 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)
Emily Higgins	607.20	
Megan Fuller		
Subtotal	607.2	

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of Expertise	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: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
COGAT tests	45.18		
Subtotal	45.18	Subtotal	

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

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

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT (Principal and two teachers)	900		
Subtotal	900	Subtotal	

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	607.2	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	45.18	

B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	900	
Total	1552.38	

Dear Lee,

Here are the revisions to Georgetown's application, second round:

Questions/area of concern:

9D - This is the MEGAT conference. The principal and two teachers attended.

Thank you,

Emily Higgins

ehiggins@csd3-brhs.org.