

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: 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.

James Underwood
Superintendent Name (printed)

resubmitted 3/2/18 Emily A. Samba
James A. Underwood 10/11/17
JAMES A. UNDERWOOD 10/11/17
Superintendent Signature

Date of initial submission to Maine DOE: 9/30/2017

Date of 1st Revision to Maine DOE: _____

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

Superintendent Initials

Superintendent Initials

Emily A. Samba ADMIN ASSIST. 3/20/18
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: James L. Allen

Date of Approval: 3/29/18

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: Gifted and talented learners, approximately 3-5% of the population, possesses 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.

B. Arts 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).

A. 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.

B. Arts program abstract: Art and Music programming for GT focuses on differentiation and enrichment to meet the needs of the 3-5% of all GT identified students. 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 times throughout the year.

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: Curriculum planning and implementation to ensure students identified as gifted and talented demonstrate growth that is indicative of their aptitude throughout the school year.

Objective 1: Implementation of research-based curriculum and instructional strategies to the benefit of gifted and talented students.

Activity 1: Educators will develop, implement and manage all elements of an effective gifted curriculum that ensures specific student outcomes utilizing acceleration, compacting, differentiation and enrichment.

Goal 2: Educators are aware of and mindfully plan for the cognitive, developmental and diverse needs of gifted students.

Objective 2: To create more enrichment and curricular opportunities so that students with gifts and talents are able to participate in a variety of programming options to enhance performance in cognitive and affective domains.

Activity 2: Based on the content area and degree of student giftedness; while also considering age, emotional maturity and social skills, educators will develop, implement and manage all elements of an effective gifted curriculum that ensures specific student outcomes utilizing acceleration, compacting, differentiation and enrichment.

B. Arts:

Goals 1: Fully implement a VPA Gifted and Talented Program in the elementary and middle school grades.

Objectives 1: To provide the opportunity to express and communicate unique talents through various processes and media in VPA.

Activities 1: Gifted and Talented staff will collaborate with VPA teachers to create individualized learning and enrichment opportunities for identified students.

Goal 2: Programming will utilize local resources and emphasize the involvement of our greater community members.

Objective 2: To provide the opportunity for the understanding of history through local cultural and stylistic examples of VPA.

Activity 2: Students will study art from Maine, explore Maine museums and exhibits and collaborate with various local artists.

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: 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

NWEA and MEA tests as well as locally administered assessments. The Coordinator will also request teacher referrals for screening. These students will be screened in the fall and the spring 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 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 professionals shall review and select children for placement in the gifted and talented program. This team will include, but not be limited to, and administrator, a teacher, and another individual whose credentials would aid in the selection procedure (guidance, etc.). 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>

B. Academic Aptitude:

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	All students screened at the end of 3 rd and 6 th grade using at least one subjective and two objective measures. Review of all cognitive scores and achievement scores will be reviewed in conjunction with ongoing referrals.	All students screened at the end of 3 rd and 6 th grade using at least one subjective and two objective measures. Review of all cognitive scores and achievement scores will be reviewed in conjunction with ongoing referrals.	All students screened at the end of 3 rd and 6 th grade using at least one subjective and two objective measures. Review of all cognitive scores and achievement scores will be reviewed in conjunction with ongoing referrals.	All students screened at the end of 3 rd and 6 th grade using at least one subjective and two objective measures. Review of all cognitive scores and achievement scores will be reviewed in conjunction with ongoing referrals.
Selection	Annually, a team of 3 qualified professionals will review and select for placement using two objective standards, both standardized and local assessments. Subjective standards include nomination	Annually, a team of 3 qualified professionals will review and select for placement using two objective standards, both standardized and local assessments. Subjective standards include nomination forms and	Annually, a team of 3 qualified professionals will review and select for placement using two objective standards, both standardized and local assessments. Subjective standards include nomination forms and	Annually, a team of 3 qualified professionals will review and select for placement using two objective standards, both standardized and local assessments. Subjective standards include nomination forms and

	forms and teacher/parent referrals. Placement determined by three data points of collected student information.	teacher/parent referrals. Placement determined by three data points of collected student information.	teacher/parent referrals. Placement determined by three data points of collected student information.	teacher/parent referrals. Placement determined by three data points of collected student information.
Placement	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.

C. Artistic Ability:

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Demonstrated classroom aptitude and portfolio/performance review.	Demonstrated classroom aptitude and portfolio/performance review.	Demonstrated classroom aptitude and portfolio/performance review.	
Selection	VPA teacher recommendation in conjunction with regular education teacher and/or parent referral.	VPA teacher recommendation in conjunction with regular education teacher and/or parent referral.	VPA teacher recommendation in conjunction with regular education teacher and/or parent referral.	
Placement	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.	Appropriately placed and accelerated via differentiation strategies pending parental eligibility notification, permission and ILP review.	

D. Describe review of identification policies:

- a. **How-** The new building administrator and the superintendent will meet to review the identification process and scheduling complications. Consultation with grade level teachers and work towards scheduling changes for the ensuing year.
- b. **When-** Ongoing input from staff, student progress monitoring, policy committee review and GT committee review.

E. 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.

F. 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.

G. 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 addition 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).

The art teacher, with principal oversight, will meet her GT certification responsibility.

Participation in the annual MEGAT conference.

New Gifted and Talented Teacher/Coordinator Training by Maine DOE and applicable coursework.

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 grads K-8 that will not only differentiate and incorporate our workshop model, but will also accelerate all students.

Literacy Training: Coursework and instructional strategies offered on site by our literacy specialist.

Provide a description of the management structure that includes roles and responsibilities of the staff. The overall administrative responsibility for the GT program is the district Superintendent. The Principal works at the direction of the Superintendent to coordinate and assist in GT programming and activities. The Principal, in conjunction with the Literacy Specialist and Administrative Staff, support teachers in meeting students’ needs by helping them with differentiation strategies. Teachers may collect referrals each year. The teacher of GT may schedule testing for students in the screening pool each fall and spring. The GT team may collect test scores and applicable materials for the team to review. Moving forward, Ashley Curtis is taking coursework to assume the role of the Gifted and Talented teacher. Her waiver is under review.

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
Patricia L. Clark	No	Administrator	PreK-8	PT
Ashley Curtis	No-Pending	Teacher	PreK-8	PT

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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.

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 parent 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

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.)

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.

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)
Patricia L. Clark	5,000	
Subtotal	5,000	
Subtotal		

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
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		
Subtotal	449.50	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
MEGAT Conference	175.00		
MMA/AMC Math Competition	88.00		
Scholastic Writing Contest	50.00		
iXL Class License (to be utilized as enrichment for GT- 2 class licenses)	400.00		
Scripps Spelling Bee	150.00		
Subtotal	863.00	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
GT Coursework SED 550 Teaching Gifted Students in the Regular Classroom	3,981.00		

SED Elective Course (2 courses) One per semester to be taken.			
Subtotal	3,981.00	Subtotal	

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	5,000	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	449.50	
B. Other Allowable Costs	863.00	
C. Student Tuition		
D. Staff Tuition/PD	3,981.00	
Total	10,293.50	