

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:GTDoe@doe.maine.gov

School administrative unit name: MONHEGAN ISLAND SCHOOL – FIRST REVISION
12/19/17

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

Melanie Chasse,
Superintendent Thom Buescher, G/T Consultant

Phone number: Ms. Chasse 207/357-8679; Dr. Buescher 207/ 691-8129

Email address: mchasse@monhegan.k12.me.us tbuescher@monhegan.k12.me.us

CERTIFICATION:

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

____Melanie Chasse
Superintendent Name (printed)

Melanie L. Chasse
Superintendent Signature

Date of Initial submission to Maine DOE: November 28, 2017

Date of 1st Revision to Maine DOE

December 18, 2017

MLC
Superintendent
Initials

Date of 2nd Revision to Maine DOE:

Superintendent
Initials

Date of 3rd Revision to Maine DOE:

State of Maine
Education Program Department
Initial Approval of _____

12/29/18

Superintendent
Initials

FOR INFORMATION CONTACT:

12/29/18

Reviewed By:

Maine DOE Approval:

Date of Approval:

Joanne Han
1/29/18

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>.

Background Information: The Monhegan School has had programming in place for identified G/T students since 2003; in 2008, a required Five Year Plan was submitted and approved for the School. In the course of having four different Superintendents between 2008 and now Fall 2017, resubmission G/T applications seem to have faded, being replaced by waivers. Yet the programming has continued in all that time. This year we have one continuing identified G/T sixth grader. We are providing this NEW application to get the approval status back on track. TMB

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

The guiding philosophy of Monhegan School is that all students should be encouraged and supported to develop their interests, strengths, and unique talents. Individualized programming for identified gifted and talented students in academics and the arts is a clear manifestation and extension of this guiding belief. It is the philosophy of G/T programming at Monhegan School that each identified student, regardless of his or her level of exceptionality, motivation, or disability, should be assisted to achieve an acceptance of personal potential and an excitement for growth, ownership of specific abilities, and pursuit of opportunities that can enhance lifelong talent development.

A. Academic program philosophy:

The **philosophy** for ACADEMIC G/T programming at Monhegan School reflects this widely held belief. Broadly stated, Monhegan School seeks to educate academically talented learners with opportunities across five core experiences: Specific subject area "acceleration," thematic unit instruction, inter-island social opportunities, community resources and mentors, and ongoing social supports for students and parents.

B. Arts program philosophy:

The philosophy for Visual & Performing Arts G/T programming at Monhegan School reflects the broad vision of the School outlined above. Individual students who demonstrate an early and promising set of skills in the visual and performing arts will be offered the best opportunity to see these talent indications advance. The school recognizes that these talents may take many years to shape, form, and reach full potential..

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:

Monhegan School offers a unique opportunity to develop effective individualized programming for identified gifted/talented students in Grades Three and above. The advantages of interwoven teaching and learning in a 'one room' school setting with a variety of ages of students are many. Program components include individualized instruction, a continuous progress model, collaborative 'vertical grade level' learning, and an over-arching 'thematic unit' curriculum model suited to each learner.

B. Arts program abstract:

Exploration and Instruction in visual and performing arts at Monhegan School reflects the history and culture of the island. Programming at school is rooted in the wide availability of community members whose life and livelihood is connected to the arts. School year and summer programs provide ways for students to be active in many art ventures that are valued by the community. Mentors are willing and able to provide encouragement and instruction to identified students or the school at large.

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: Provide subject-specific GT opportunities that support *Seamless Progress* in Talent Development (continuous progress where indicated) in mathematics and language arts when indicated. Begin Algebra I by Grade 7; begin Grade 9 ELA content by 8th grade.

Objective 1: Students (s) will annually complete course content and goals [at least] one grade level above the expected in mathematics and language arts when indicated; use of curriculum compacting and content replacement strategies.

Activity 1: [Mathematics example this year] Daily use of teacher-directed grade-advanced materials from *Everyday Math* to push continuous progress in mathematics; supplement activities in Mathematics with self-paced learning using ALEKS 3 times weekly, and *IMAGINE* as needed for reinforcement and application.

Goal 2: Promote sophisticated Creativity and Problem Solving (individually and collaboratively) within and beyond subject-specific areas each year.

Objective 2: Complete one research-focused activity [project, study, analysis] each trimester that extends the content learned in the subject-specific class or the thematic unit [STEAM] exploration that term.

Activity 2: Create, refine, and present to the teacher (and others) three completed mini-research/problem-finding projects in the subject-specific area by the conclusion of the school year

- B. Arts:** Monhegan School has always supported the development of outstanding ability in the visual and performing arts beyond the regular school offerings. Past areas of work have included drawing and printmaking, videography, film editing, and work in mixed media by identified students. The School is self-sufficient in making these opportunities available to its students, doing fund raising activities each summer when the island population is much more full.

Goals 1: [Instrumental music] Develop an avenue to prepare a 'portfolio' of performed works and accomplishments in music that can be discussed and reviewed by an outside expert in that instrument/activity

Objectives 1: Dedicate at least four hours per week [in school/beyond school] in performance practice and lesson work with an off-island teacher [Skype/Hangouts]

Activity 1: Focused sessions designed by the outside teacher that are evaluated at the end of each week of lesson times.

Goal 2: Investigate and draft a suitable screening and evaluation 'instrument' that can reliably indicate the presence of talent in performing arts areas [instrumental]

Objective 2: Investigate suitable instrument (s) for screening and selection that are best suited for small-school populations; develop a collaboration with Midcoast Music Academy for resources and teaching.

Activity 2: Arrange a meeting (2-3x) with instrumental music teachers (off island) and brainstorm approaches to better recognizing the roots of musical talent [one possibility is with the instrumental music teacher on North Haven].

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: During the spring trimester of Grade 2 [or 3] contract school psychologist administers the WISC-V and also the WIAT [Individualized Achievement Test] to any students enrolled in that grade [after consulting with the GT consultant and Teacher]. If warranted, the REASONING subtest of the 4-8 SAGES 2 can be added to the matrix of assessments.

Selection: WISC scores (either FS [Full Scale] or GAS [General Ability Score]) at 130 or above; WIAT score(s) above 125 in targeted subject-specific area(s); advice and consent of parents

Placement: Nomination from the GT Consultant to the Superintendent with recommendations from the teacher and consultant for programming supports; programming begins ASAP

B. Academic Aptitude:

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	Teacher Observation/ nomination; Individualized Test WIAT; 4-8 SAGES 2 Reading/Social Studies; MAARS if available	Teacher observation/ nomination; Individualized Test WIAT; 4-8 SAGES 2 Mathematics; MAARS if available	Teacher Observation: STEM Thematic Unit work; Creative Science Project for screening; 4-8 SAGES 2 Science; any DOE MAARS for science, if then available	Student performance in SS class; Teacher observation/ scoring of SS Thematic Unit project work; 4-8 SAGES 2 Reading/ Social Studies
Selection	Minimum SS 125 + 1 yr above grade level minimum	Minimum SS 125+ 1 yr above grade level minimum	Demonstrated High Performance and Skill	Demonstrated High Performance and Skill

<p>Placement</p>	<p>Determine best match/fit in Reading Program; at least one year advanced— Fountas & Pinnell</p>	<p>Determine best match/fit in Everyday Math; at least one year advanced</p>	<p>Create a thematic strand best suited to demonstrated skill/interests; utilize the Outer Island collaborative tchrs</p>	<p>Create Thematic strand best suited to demonstrated skills/interests in the cycle of content; utilize the Outer island collaborative teachers</p>
------------------	--	--	---	---

C. Artistic Ability:

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Notable performance; teacher nomination; outside Arts Educator review; portfolio of works for evaluation	Prior notable performance and teacher nomination; Trial series of individualized lessons on the instrument; completion of sample lesson for Music educator review	History of notable performance and growth in designated area(s); Teacher nomination; two short audition sessions [taped/digitized] for outside review; interview/resume of works with consultant	History of notable performance and previous training; teacher or GT consultant nomination; two short audition sessions [taped/digitized] for outside review; interview/resume of works with consultant
Selection	Outside Arts Educator portfolio review recommends advanced work in school; GT Consultant review	Instrumental Music Education Teacher recommendation and nomination; GT consultant review	Performing Arts consultant review and development recommendations nominate for further work	Performing Arts/ Dance consultant review and development recommendations nominate for further work
Placement	Alternative Visual Arts work in school with projects designated by Arts consultant; establish a looping cycle of works	Continuation of musical instrument training on/off island; create performance opportunities within school year	Create and connect lessons and performance opportunities that fit the island's resources; explore additional lessons off-island when needed	Create and connect lessons and performance opportunities that fit the island's resources; explore additional lessons off-island when needed

D. Describe review of identification policies:

- a. **How-** Yearly comparison of the effectiveness of procedures used in correctly identifying students for GT services within the specific targeted areas. Review how well the student(s) have progressed in light of the opportunities selected; determine any necessary changes if warranted; explore additional teacher/consultant possibilities

- b. **When-** Annually in later May before the end of the third trimester; review again at the end of the first trimester for newly identified and/or transfer students.

E. Process for transfer students:

Students in Grades 3-8 who transfer onto the Island and have previously been identified for an approved G/T Program in their district will be initially observed/reviewed in the first month of starting at the Monhegan School. In addition to a full previous record review, they could be re-screened (if necessary) in the specific area(s) of their previously noted talent domain(s). If the students' overall record and performance matches the GT criteria for the Monhegan School, the teacher and GT Coordinator will develop an appropriate Individual Talent Development Plan to review with the students(s) and parents for the current school year. All ITDP's are reviewed before the end of the academic year.

F. Exit Procedure:

Students who have been identified previously may elect to leave GT programming at any time after providing a letter to the school that details the reasons for exiting. The teacher and GT coordinator may also advise (if warranted) that an identified student exit GT programming. Typical reasons for counseling a break from GT programming could include but not be limited to: (1) two consecutive trimesters of less-than-expected progress [even after attempting to adjust/clarify pace and depth issues for the student]; (2) student resistance to engage fully in the activities included in the approved Individual Talent Development Plan; or (3) evidenced frustration and anxiety with the elevated tasks and performance expectations included in the Plan.

PROCEDURE: After mutual consultation and preparation of a documented review of the student's progress to date, the teacher and GT coordinator communicate with the parents the recommendation to discontinue GT programming as soon as feasible; the teacher and coordinator invite the student's parents to an on-island conference to discuss strategies for phasing out the programming; and having reached a mutual decision, the teacher meets with the identified student to process the decision and to suggest potential pathways for a probationary return to programming after a trimester hiatus.

G. Process for appeals: Should parents of screened students seek an Appeal, the G/T consultant and the classroom teacher provide all screening information discussed by the Screening team to the Superintendent, as well as a summary memo commenting on any prior meeting held with the parents. The Superintendent typically seeks some further information from the G/T Consultant before meeting with the parents, clarifying the standards of the program and the reasons for the initial non-selection decision by the team.

The Superintendent meets with the parents seeking an appeal alone, and after weighing all of the information gathered, both new and prior, makes a final determination. When necessary, an additional screening step can be taken, employing the 4-8 SAGES 2 Reasoning and Reading sections. If the original decision by the Screening team is reversed, the student would be placed in the specific G/T program area opportunity on a 'probationary basis'—and the teacher(s) would provide the Superintendent and the parents with periodic progress reports on the student's performance. At the end of the 'probationary period', the G/T Consultant and classroom teacher meet with the parents to review the progress and make a determination as to whether the student will continue at the next level or not. Further appeals, if necessary, would go back to the Superintendent.

5. Provide a description of the staff development that takes place in order to implement the program(s). Providing appropriate curriculum, instruction, and support for identified G/T

students requires adequate opportunities in professional staff development each year for the teacher. The unique character and configuration of Monhegan School and the needs of its own identified G/T students combine to direct the type of staff development that can be most effective. Two approaches are followed: regular face-to-face meetings between the classroom teacher and the GT consultant are scheduled frequently either on island/off-island/ZOOM [with a full day on the island in the late summer as well]; classroom teacher's attendance at an appropriate GT professional development workshop [eg: MEGAT or other] that highlights specific areas of program development and teaching.

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

The GT program is the direct responsibility of the Superintendent on Monhegan. The GT consultant provides immediate oversight of the programming in direct consultation with the classroom teacher. The Consultant and the classroom teacher develop, map out, resource, and review all GT program service opportunities. Identified students are followed with an approved Individual Talent Development Plan that includes the input of the entire team and parents. The GT consultant assists the Superintendent in completing the annual review and renewal with the DOE.

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
METRANO, Mandy	NO	Teacher	Pre-K -8th	FT
BUESCHER, Thomas	YES	Consultant Tchr	3-8 GT	PT

--	--	--	--

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.

At the conclusion of each school year the Teacher, the GT Consultant teacher, and identified student(s) parents will review the goals and progress based on the Individual Talent Development Plan (created in early Fall) and assess the degree of growth achieved. Recommendations for adjustments or additions in the plan will be drawn up and forwarded to the Superintendent for final review and approval. Program effectiveness will also be reflected in the identified student's MAARS results [when received].

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.)*

GT Consultant: \$1500 An estimate of the billable costs associated with having program oversight, planning, curriculum development, and staff development for the school year; this also includes time spent with parents of identified students.

Instrumental Music Teacher: \$1000 An estimate for the annual costs of contracting with an on-shore instrumental music teacher for the identified students ongoing development as a musician. Costs based on prior year programming

ALEKS [Pre-Algebra and Beyond] \$180 for unlimited annual use (12 months) to stretch the identified student's mathematics learning in concert with her Talent Development Plan goals.

Professional Development \$75 Estimated cost (conference fee only) for attendance at a one-day GT workshop

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)
BUESCHER, Thomas	\$1500 (PT)	
Subtotal	\$1500	

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)

State of Maine
 Education Program Department of Education
 Initial Application 2017-18

Gifted and Talented

<u>TBD</u>	<u>Music</u>	<u>\$1000</u>	
<u>Instrumental Tchr</u>			
Subtotal		\$1000	

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
ALEKS [Pre-Algebra and above]	\$180.00		
Subtotal	180.00	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

State of Maine
 Education Program Department of Education
 Initial Application 2017-18

Gifted and Talented

	Subtotal		Subtotal

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Annual MEGAT Workshop(s) or other	\$75.00		
Subtotal	\$75.00	Subtotal	

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$1500.00	
Auxiliary Staff		
Independent Contractors	\$1000.00	
A. Materials & Supplies	\$180.00	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	\$75.00	
Total	\$2755.00	

APPLICATION ADDENDUM—Description of Program Area Components in the Plan

G/T Programming Configurations

Students identified in Monhegan School for G/T programming will have an Individualized Gifted and Talented Plan that details the specific teaching and learning strategies and programs appropriate to them. Given the fact that the school already has the flexibility to tailor educational opportunities and curricula for each student, the Individual G/T plan will provide a brief and succinct road map for services to be provided to the identified student.

Subject Specific Acceleration

A student with identified exceptional ability and performance in one or more of the core academic areas (mathematics, language arts/reading, science, and social studies) or a specific area of the arts should be considered eligible for specific subject area acceleration. The teacher, in consultation with the G/T specialist and/or the superintendent, will coordinate and deliver a program that allows the student to work at a higher level of content and at a more continuous level of progress. Curricular options might be drawn in from other extant G/T programs in the area, or from regional/national curriculum providers. In most cases, the adopted materials will require some degree of adaptation and tuning to meet the program configuration of Monhegan School. All things being equal, the subject specific area acceleration will be provided through direct instructional service at Monhegan School, if necessity demands, on-line, distant learning, or 'tutorial correspondence' programs might be used to provide the in-depth content desired.

Thematic Unit Instruction

Gifted and talented students often need some accommodation across the broad curriculum as well as in subject specific areas of content. Identified G/T students will benefit from differentiated instruction in areas of the curriculum at Monhegan School that are typically taught across grade/age levels. Typically these large-scale 'thematic' investigations are already 'differentiated' based on age and experience; what is sought here is differentiation within levels of projects expected for completion. Students identified for G/T programming may require calibration of investigations, materials, and projects/products that will promote higher level thinking and broader applications and understandings. The teacher and G/T specialist will collaborate to determine in what areas of the curriculum a method of differentiated instruction would be most suitable, and working together, design an approach that can be effective as well as efficient. In the current school population, this approach is most likely to be employed in the realm of social studies/science.

Social Opportunities with Peers

To the degree most possible, identified G/T students in Monhegan School should be provided the means to meet, interact with, and build relationships with other gifted and talented peers. The Outer Islands TLC may be a significant resource in connecting G/T students with students from other islands. The well developed off island field trips will extend social opportunities for G/T students.

Community Resources and Projects

The Monhegan School has a rich tradition of using mentors and experts within the island's talented community to assist with special avenues of learning for all students from time to time. G/T programming should be equally linked to the possibilities these individuals might provide to stretch the learning of identified students. The teacher and G/T specialist can fashion short term or long term investigations for an identified student that can be supported by a community mentor/volunteer. Typically, these opportunities would spring from pursuits already linked to the curriculum of the school, but they might extend the scope and scale of the final project envisioned. Every effort will be made to fund additional community based options through grant resources.

Social Supports for Students and Parents

G/T programming at Monhegan School embraces all the networks and supports students and parents might benefit from. Beyond the provision of guidance/counseling services periodically at school, there can be suitable opportunities for parents and students alike to better understand and live with the unique socio-emotional needs of being gifted and talented. Parent support can be provided through discussions with other parents, with educators who work with G/T students, and through regional/national programs designed to help anyone connected to G/T students better accommodate these needs. The school will be a resource for further parent information regarding opportunities for parents to connect with regional conferences and parent groups. The G/T consultant will be the key contact person for these opportunities.