

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: MSAD 30

Name and title of person responsible for gifted and talented program:
Wendy S. Dunbar

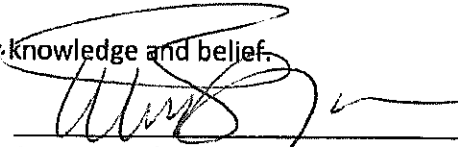
Phone number: 207-738-2866

Email address: wdunbar@msad30.org

CERTIFICATION:

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

William P. Braun
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: _____

Date of 1st Revision to Maine DOE: _____

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: 12/12/18

Superintendent Initials


Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: 

Date of Approval: 12/28/18

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. 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:

MSAD 30 and the schools within, Lee/Winn Elementary School and Mt. Jefferson Jr. High, strongly believe that our role is to foster a love of learning and that all children have the potential for learning. Our goal is to provide students with a productive and equitable learning environment, one that fosters academic achievement of all students in their school experiences in the areas on intellect, specific academics and music, or leadership.

We believe that our gifted learners come from diverse backgrounds with unique and differing abilities. Identified gifted learners are challenged beyond the foundations already created in the classroom. Students will experience a high quality of learning through differentiated education that meets student's individual strengths and needs. No one specific model (push-in, pull-out, collaborative) will be used; however, the model chosen must provide differentiation, modification and an appropriate level of challenge to content, process, and products within the specialized or regular classroom setting.

Appropriate staff development will be provided to assist teachers in providing differentiated instruction. Some gifted children may be unaware that they are gifted; therefore, it will be important that we assist them in identifying that they are gifted. This is often true of students who have limited experiences and opportunities for learning. Providing a multitude of opportunities for students to develop and experience personal pride and success in his/her academic advancements must be at the forefront of our program.

Our program will be successful when we, parents, schools, and community, come together as a team to provide the best possible education for our gifted learners.

B. Arts program philosophy:

MSAD 30 and the schools within, Lee/Winn Elementary School and Mt. Jefferson Jr. High, strongly believe that our role is to foster a love of learning and that all children have the potential for learning. Our goal is to provide students with a productive and equitable learning environment, where identified musically talented students are challenged beyond the general music classroom and music activities offered to all students.

We believe that our gifted learners come from diverse backgrounds with unique and differing abilities. Identified gifted learners are challenged beyond the foundations already created in the music classroom. Students will experience a high quality of learning through differentiated education that meets student's individual strengths and needs. No one specific model (push-in, pull-out, collaborative) will be used; however, the chosen model must provide differentiation, modification and an appropriate level of challenge to content, process, and products within the specialized or regular music classroom setting.

Appropriate staff development will be provided to assist teachers in providing differentiated instruction. Some gifted children may be unaware that they are gifted; therefore, it will be important that we assist them in identifying that they are gifted. This is often true of students who have limited experiences and opportunities for learning. Providing a multitude of opportunities for students to develop and experience personal pride and success in his/her academic advancements must be at the forefront of our program.

Our program will be successful when we (parents, schools, and community), come together as a team to provide the best possible education for our gifted learners.

Note: MSAD #30 serves students K-8. There are no visual arts or other performing (drama/theater) arts programs for the general K-8 population at this time.

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 MSAD 30 the academically identified gifted students in grades 3-8* will be provided gifted and talented program services through one or more of the following; differentiated instructional opportunities within their ELA, math, social studies, and/or science classrooms, pull-out programs, curriculum compacting, grouping or acceleration. Gifted and Talented Programming will require gifted learners to demonstrate understanding of required standards through higher level thinking activities or projects and the support to pursue related independent writing or projects. Educators will provide supplemental

materials such as laptops, iPads, books, or other materials and resources as necessary or requested by learners to support such instructional opportunities.

***Note:** K-2 students are screened and monitored for potential identification for specific GT gifted and talented services beginning in grade 3. If a highly gifted child presents in pre-K-2 they are referred to the GT coordinator for further screening. MSAD #30 is a K-8 district; therefore, it does not operate a high school.

B. Arts program abstract:

The musically** identified gifted students in grades 3-8* in MSAD 30 will be provided differentiated instructional opportunities within their music classrooms that requires those learners to demonstrate emergence in music making. Educators will provide access to supplemental materials such as laptops, iPads, books, or other materials and resources as necessary or requested by learners to support composing, writing and performing their own music at a higher than average level of thinking and music production and/or performance.

***Note:** K-2 students are screened and monitored for potential identification for specific GT services beginning in grade 3. MSAD #30 is a K-8 district; therefore, it does not operate a high school.

** There are no visual or other performing arts (theater) programs for general K-8 population at this time.

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 a quality program for gifted learners that meets their unique and individual needs.

Objective 1: Together with the student and service provider an Individual Learning Plan will be developed to meet the needs of the student.

Activity 1: Educators use local, state, and national standards to align and expand curriculum and instructional plans.

Goal 2: Students will develop and practice higher order, critical thinking, creative thinking and problem-solving skills.

Objective 2: Individual Learning Plan tasks will stretch student thinking, encouraging higher order thinking, critical thinking, creative thinking and problem-solving skills.

Activity 2: Educators will ensure use of creative and critical thinking tasks when planning tasks and projects.

Goal 3: Provide teachers with professional development opportunities that enhance their understanding and delivery of gifted programming.

Objective 3: Professional development in the areas of identification, selection, and placement and differentiating for the gifted will be presented.

Activity 3: With educator input the Gifted and Talented Coordinator will offer professional development in areas of gifted and talented programming needs

B. Arts:

Goals 1: Educators promote and share respect of different styles and speeds of learning in humans with gifted learners.

Objectives 1: Students with gifts and talents in the arts demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

Activities 1: Educators model respect for individuals with diverse abilities, strengths, and goals.

Goal 2: Educators apply research-based models of instruction related to GT students and respond to individual needs of each student's objective.

Objective 2: Students gifted in the arts benefit from gifted education programming that provides a variety of high-quality resources and materials.

Activity 2: Educators demonstrate and are familiar with sources for high quality resources that are appropriate for gifted students in the arts.

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.):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	<ul style="list-style-type: none"> -NWEA -eMPower -Teacher Rec. -Classroom performance <p>Top 10% of students with the highest scores are taken to the committee</p>	<ul style="list-style-type: none"> -NWEA -eMPower -Teacher Rec. -Classroom performance <p>Top 10% of students with the highest scores are taken to the committee</p>	<ul style="list-style-type: none"> - MEA -Teacher recommendation - Classroom performance <p>Top 10% of students with the highest scores are taken to the committee</p>	<ul style="list-style-type: none"> -NWEA- Reading -Teacher recommendation - Classroom performance <p>Top 10% of students with the highest scores are taken to the committee</p>
Selection	<ul style="list-style-type: none"> -Students in the 95% or higher on the NWEA -Teacher Rec. -Classroom performance <p>Students with highest scores and highest recommendations are selected</p>	<ul style="list-style-type: none"> -Students in the 95% or higher on the NWEA -Teacher Rec. -Classroom performance <p>Students with highest scores and highest recommendations are selected</p>	<ul style="list-style-type: none"> - Meets or exceeds the standards on MEA assessment -Teacher Rec. -Classroom performance <p>Students with highest scores and highest recommendations are selected</p>	<ul style="list-style-type: none"> -Students in the 95% or higher on the NWEA -Teacher Rec. -Classroom performance <p>Students with highest scores and highest recommendations are selected</p>
Placement	Scores are taken into account, as well as teacher recommendations from past and present teachers and classroom performance.	Scores are taken into account, as well as teacher recommendations from past and present teachers and classroom performance.	Scores are taken into account, as well as teacher recommendations from past and present teachers and classroom performance.	Scores are taken into account, as well as teacher recommendations from past and present teachers and classroom performance.

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

Describe procedure	ELA	Math	Science	Social Studies
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Below:				
Screening	-NWEA -eMPower -Classroom Performance -Teacher recommendation	NWEA -eMPower -Classroom Performance -Teacher recommendation	-eMPower -Classroom Performance -Teacher recommendation	NWEA- Reading -Classroom Performance -Teacher recommendation
Selection	Top 10% of school population is initially reviewed, looking for those who have the highest assessment scores. Teacher recommendations of the highest degree.	Top 10% of school population is initially reviewed, looking for those who have the highest assessment scores. Teacher recommendations of the highest degree.	Top 10% of school population is initially reviewed, looking for those who have the highest assessment scores. Teacher recommendations of the highest degree.	Top 10% of school population is initially reviewed, looking for those who have the highest assessment scores. Teacher recommendations of the highest degree.
Placement	Students are chosen for the program, parents and students meet with team and sign papers agreeing to the gifted program.	Students are chosen for the program, parents and students meet with team and sign papers agreeing to the gifted program.	Students are chosen for the program, parents and students meet with team and sign papers agreeing to the gifted program.	Students are chosen for the program, parents and students meet with team and sign papers agreeing to the gifted program.

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

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	MSAD 30 does not have a Visual Arts program	-General music class performance -Participation -Overall grades -Participation in extra curricular-band, chorus, show choir, musical -Teacher recommendation	MSAD 30 does not have a Performing Arts program	MSAD 30 does not have a Dance program
Selection	MSAD 30 does not have a Visual Arts program	Music teacher chooses top students in music	MSAD 30 does not have a Performing Arts program	MSAD 30 does not have a Dance program
Placement	MSAD 30 does not have a Visual Arts program	Music teacher and committee make final decision as to who will participate. Students are chosen for the program, parents and students meet with team and sign papers agreeing to the gifted program.	MSAD 30 does not have a Performing Arts program	MSAD 30 does not have a Dance program

D. Describe review of identification policies:

- a. How-
- b. When-

In the fall of each year MSAD 30 shall conduct an initial screening of all students K-8. The Gifted and Talented Coordinator will compile and organize the data. The Gifted and Talented Committee shall review the data annually to ensure all children, K-8, have an equal opportunity to be considered for the Gifted and Talented Academic or Arts Programs; this includes identification, placement, and programming.

Data for students in grades K-2 shall be gathered and archived by the GT Coordinator each year and considered when referring students for specific GT services beginning in grade 3. Data and GT program performance for students grades 3-4 shall be archived and considered when referring students for specific GT services beginning in grade 5. When referring students for specific GT services, a minimum of three assessment methods for

each of the following categories will be used but any one is sufficient for further consideration.

MSAD 30 is a K-8 district; therefore, it does not offer a high school program. Data for students grades 5-8, including GT programming and progress shall be communicated to the high school of their choice for selection of HS classes. The GT Committee is responsible for annually notifying the Superintendent of students participating in each category of the GT Program.

E. Process for transfer students:

If a student transfers to MSAD 30 and shows the district gifted tendencies (i.e. grades, G/T in previous school, teacher recommendation), the student will be assessed within 60 days of transferring to MSAD 30. The GT Coordinator, guidance counselor, administrator (principal), student's teacher, student and parent will meet, and to sign paperwork agreeing to their shared commitment in working more independently at an advanced level of expectation for quality work in all academic areas, especially in the area in which they have been selected to receive GT programming services.

F. Exit Reasons and Procedure:

Eligibility for specific GT services will be determined at the end of grades 2 and 4. Recommendations for grade 8 students will be communicated to the high school before those students select their classes.

If, at the end of any span, a participating student is found to be no longer eligible, the student and parent will be notified in writing as to the program change and a meeting offered with the GT Coordinator, GT Committee, GT service provider, and administrator. Explanation of why the exit is happening will be discussed at that time and a final decision will be made by all parties present. A formal letter will follow with notes and decision from the team meeting. A copy of the letter will be sent to all people involved as well as a copy of it placed in the student cumulative file.

Should students wish to exit a, their individual GT program, they may do so at any time. Parents shall contact the GT Coordinator to arrange a team meeting to discuss the reasons for choosing to exit. If the final determination is to exit GT services, the parents shall provide written notice, indicating the change, to the GT Coordinator. The letter which shall be placed in the student cumulative file and a copy sent to the teacher providing the GT program. Should the student wish to be reinstated, they may do so by following the same process as when choosing to exit.

G. Process for appeals:

Parents shall notify the principal of concerns. After hearing the concerns, the principal shall arrange, within seven days, a meeting with the GT Coordinator and classroom teacher providing services. Alternate testing can be completed if parents are not satisfied with initial assessment information being considered and a second meeting arranged. If the student is in middle school, it is desirable to include the student in the process. If the parent is still concerned then the principal shall follow the hierarchy (superintendent, board) until the concerns are resolved.

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

Wendy Dunbar is enrolled in her final GT course, is registered for the Praxis, and has applied for GT Certification through the Maine Department of Education. She will meet bi-monthly (or more if necessary) with the GT Committee to ensure that the program is running smoothly in both Mt. Jefferson Jr. High and Lee/Winn Elementary. Program review will be ongoing and necessary changes will be made. She will provide some professional development and be the contact point for staff working with GT students. The gifted and talented coordinator meets with the district principal and the superintendent quarterly. They (principal and superintendent) are also invited to staff development opportunities focusing on Gifted and Talented.

Annually one staff development day is focused on Gifted and Talented needs. The GT Coordinator will also seek guidance and professional development from Susan-Boyce Cormier. This year's focus will be on differentiation.

NOTE- Currently we have an interim principal.

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

Wendy Dunbar are the Gifted and Talented Program Coordinator. She serves as the ELA gifted and talented teacher. She also serves as a point of contact for regular and specialty classroom teachers and other support staff who are providing gifted and talented services. She does frequent check ins with classroom and specialty teachers who have gifted and talented identified students in their classrooms.

The Gifted and Talented Coordinator reports monthly to the principal and quarterly to the superintendent unless a need arises.

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
Wendy Dunbar	Pending	Teacher/GT Coordinator	5-8	Part-time
Ann Forsing	No	Teacher	K-8	Part-time
Claudette Albert	No	Teacher	5-8	Part-time
Tom Vicaire	No	Administrator	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
Patricia Saba	Ed. Tech	No	K-4	Wendy Dunbar- Gifted and Talented Program Coordinator	Part-time

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 GT program is becoming more effective.
- Multiple updates to and clarification of the various parts of the GT plan have transpired through review.

- Data review was completed in a much deeper manner, students were identified and were provided with a GT program.
- The GT Committee will review NWEA data from Fall to Fall to determine academic growth. Ideally, we would expect that 95% of the GT identified students maintained or showed growth over that time. From fall 2017 to fall 2018 the percentage of growth in those GT identified students was 100%. In conclusion, this indicates to us that our program is effective.
- To determine musical growth the music teacher and the GT Committee will review the young musicians progress through recordings provided; and checked in several ways and several times throughout the year. Private performances, public performances as well as oral and written tests. Ideally, we would expect that 100% of the GT identified students showed growth over by playing more complex musical pieces. In conclusion, this indicates to us that our program is effective.

**Note- MSAD 30 does not have a visual arts program

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.)*

Feeling the need for another point of data and another form of assessment the Gifted and Talented Committee chose to add the CoGat to the list of screeners used for GT identification. The GoGat will be used as the final screener for GT identification. Students within the selected talent pool will be administered the CoGat before making final identification. Visual and performing arts items included in the budget consist of sheet music for our gifted and talented music students. Academic materials include books and resources for use in all academic subjects, as well as critical and creative thinking resources. No specific titles are listed because materials are purchased based on student interests.

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.

State of Maine
 Department of Education
 Professional Staff Costs

Gifted and Talented Education Program
 Initial Application 2018-19

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Wendy Dunbar	\$13107.70	
Subtotal	\$13107.70	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Patricia Saba	\$8500	
Subtotal	\$8500	

Independent Contractor Costs

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
Susan Boyce-Cormier	Certified Gifted and Talented	\$800	
Subtotal		\$800	

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
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**State of Maine
Department of Education**

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

CoGat-	\$500		
Mindware- Critical thinking games and books- Q-Bits, PicWits!, Math Perplexors, Word Winks, Mystery Decks, ColorKu	\$500		
Teachers Pay Teachers- academic area teacher resources including STEM/STEAM activities, music, novel unit studies (children with disabilities, fairy tales, reader's theater), US History (Great Depression, Civil War, animals in war), Critical Thinking Skills,	\$400		
Amazon- Books- Fairy tales/fracture fairy tales, fiction/non-fiction text sets based on identified student's needs and interests, Mind Benders- Deductive Thinking Skills	\$300		
Do-able Differentiation by Opitz & Ford	\$21.50		
Jazzy Christmas- Sheet music	\$17.59		
12 Pop hits for trombone (Hal Leonard)	\$12.99		
Chart Hits Trombone (Hal Leonard)	\$12.99		
Scarborough Fair for clarinet and trombone	\$4.73		
Stompin and Struttin- The New Swing (Hal Leonard)	\$14.99		
Swing with band clarinet	\$14.99		
Subtotal	\$1799.78	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
MEGAT Membership	\$35		
NAGC Membership	\$59		
Subtotal	\$94	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 Conference Registration	\$300		
SED 533- Teaching Critical and Creative Thinking in Gifted Programs and Classrooms- UMF	\$1366		
Subtotal	\$1666	Subtotal	

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$13107.70	
Auxiliary Staff	\$8500	
Independent Contractors	\$800	
A. Materials & Supplies	\$1799.79	
B. Other Allowable Costs	\$94	
C. Student Tuition		
D. Staff Tuition/PD	\$1666	
Total	\$12,859.79	