

State of Maine
Department of Education

Gifted and Talented Educational Program
Initial Application
2015-16

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by September 30, 2015.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

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.

School administrative unit name: Lincolnville Central School

Name and title of person responsible for gifted and talented program: Carolyn Russo, Teacher

Phone number: 763-3366

Email address: carolyn.russo@fivetowns.net

CERTIFICATION:

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

Dianne Helprin
Superintendent Name (printed)

 11/20/15
Superintendent Signature

Date application submitted to Maine DOE for review: September 29, 2015, Revision sent 11/20/15

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

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

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

12/10/15

Initial Application

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. Refer to the companion Instructions document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

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

Academic program philosophy:

"Not every child has an equal talent or an equal ability or motivation, but children have the equal right to develop their talent, their ability, and their motivation."

John F. Kennedy

The above scripted quote is a fair representation of the Lincolnville Central School's (LCS) philosophy. LCS is dedicated to meeting the needs of all students. This, of course, includes the unique needs of gifted and talented learners. The LCS Academic Gifted and Talented Program acknowledges and nurtures the diverse talents of its students. It is designed to meet individual potential and provide differentiated, flexible, and enriching experiences that enhance social and emotional abilities as well as intellectual. Identified students will be provided with challenging instruction and enriching experiences that aim to encourage each to strive for his or her best.

Arts program philosophy:

The arts are an integral part of the LCS curricula. As with academics, the visual and performing arts are dedicated to meeting the needs of all students. With regard to the Arts Gifted and Talented Program, talents are nurtured and developed according to student interest, aptitude, and desire. Once identified, students are offered extensions, enrichments, and individualized plans to further enhance their creativity and aptitude within their artistic strengths.

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).

Academic program abstract:

The LCS Academic Gifted and Talented Program provides services for students K-8. It does so through differentiation, acceleration, enrichment clusters, curriculum compacting, and individual and small group advisement. Largely, LCS employs a school-wide enrichment model that is based on multiple talents/intelligences and criteria. It is somewhat of a revolving door model, one in which a talent pool of 15-20% of students are initially identified through a variety of tests, indices, recommendations, observations, and interests. This initial pool is later streamlined according to academic strengths.

In the early grades (K-2), students' needs are addressed through differentiation and curriculum compacting. The classroom teachers, specialists, and the gifted and talented teacher work in concert to ensure academically talented students have enrichment and extension opportunities in reading and math.

For grades 3-5, the gifted and talented teacher meets with each grade and uses critical and creative thinking activities to help identify students. After, approximately 5% of the population is identified for pullout enrichment and extension. The focus of the pullout experience depends on the students' needs. For example, it may be a geometry unit in grade three, an in-depth analysis in grade four language arts, or the adaptation of a novel to film in grade five.

The Middle School Academic Gifted and Arts Program includes general classroom enrichment, curriculum compacting, modification, differentiation, individual and small group advisement, across grade cluster grouping by targeted ability and interest areas, and subject acceleration. For example, approximately 5% of students are accelerated at least a grade in mathematics. In language arts, in addition to curriculum compacting and critical thinking enrichments, there is a pullout group of readers who read, analyze, and evaluate additional sophisticated literature in a weekly discussion group. Other opportunities include a multi-age exploratory group that meets bi-weekly and, for a selected few students who show the maturity and interest, self-directed independent studies.

Arts program abstract:

The LCS Arts Gifted and Talented Program provides differentiated services for students in grades K-8. Additionally, in grades 3-8, approximately 5% of the population is provided with enrichment services in a variety of settings. The delivery of the program differs according to format and subject. For example, students with ability, interest, and task commitment in concert band receive additional opportunities to perform and develop as musicians through stage band. Students who show a creative flair for the dramatics are offered enriching and challenging parts in school drama/musical presentations. Outstanding visual artists have the opportunity for a weekly enrichment class conducted by the gifted and talented teacher and the art teacher.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics: (Each goal, objective, and activity is numbered to illustrate their alignment.)

Goals:

- (1) To meet individual potential and provide differentiated, flexible, and enriching experiences that enhance social and emotional abilities as well as intellectual.
- (2) To motivate students in the development of critical and creative thinking skills.

Objectives:

- (1) Provide coordinated services of gifted education, special education, regular education and related services.
- (2) Provide opportunities for students to persevere through complex problems using lateral, divergent, and convergent thinking strategies.

Activities:

- (1) Educators in the gifted, general and special education programs, along with input from the principal and the guidance counselor, support the collaborative planning, developing, and implementation of services.
- (2) Educators offer daily critical and creative thinking exercises, independent projects, and community project opportunities.

Arts:

Goals:

- (1) To develop, implement, and manage a visual and performing arts program that meets the needs of gifted and talented students.
- (2) To nurture and develop talents according to student interest, aptitude, and desire.

Objectives:

- (1) Provide coordinated services between the gifted and visual and performing arts educators.
- (2) Provide opportunities for students deepen their talents through the visual and performing arts program

Activities:

- (1) Educators in the gifted and the visual and performing arts programs, meet, plan, develop, and implement services to meet the needs of identified students.
- (2) Educators in the gifted and the visual and performing arts programs will offer activities in various genres and styles that complement students interests, aptitudes, and desires.

4. Provide a description of the identification processes (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.

General Intellectual Ability:

Screening:

All students are screened through multiple assessments. LCS uses the following universal assessments: AIMSweb (grades K-5), NWEA (grades 3-8), and SBAC/MEA (grades 3-8).

Classroom grades and portfolios in math, English language arts, social studies, and science are considered. Additionally, the LCS Gifted and Talented Program uses teacher nominations, parent nominations, and self-nominations.

Selection:

Students are screened each year. Students who score in the top 5% of all universal testing are identified. The top 6 - 15%, as determined by universal screening, may be screened further through the use of classroom grades, work products, leadership surveys, and multiple nomination forms.

Placement:

Those identified in grades K-2 receive services through differentiation in the classroom. Classroom teachers working along with the gifted and talented teacher make modifications in this grade span.

Identified students in grades 3 -5 are pulled out once a week and meet for enrichment classes.

Identified students in grades 6-8 meet bi-weekly in a cross-grade grouping enrichment class.

Academic Aptitude:

Screening:

All students are screened through multiple assessments. LCS uses the following universal assessments: AIMSweb (grades K-5), NWEA (grades 3-8), and SBAC/MEA (grades 3-8). District placement tests for math and writing are used along with classroom grades and work products. Additionally, the LCS Gifted and Talented Program uses teacher nominations, parent nominations, and self-nominations.

Selection:

Students are screened each year. Students who score in the top 5 - 10% of all universal testing are considered. The top 5-10%, as determined by placement tests, are further screened through the use of classroom grades, work products, leadership surveys, and multiple nomination forms.

Placement:

Those identified in grades K-5 receive services through differentiation in the classroom. Classroom teachers working along with the gifted and talented teacher make modifications in this grade span.

Identified students in grades 6-8 are accelerated in math and meet weekly for reading enrichment. Students identified in all other areas work in guided self-directed independent studies.

Artistic Ability:

Screening:

Musical and Performing Arts -For grades K-5 general music classes assessments are from the textbooks Making Music by Silver Burdett. For 4th grade instrumentation, the Recorder Karate system is used. For band and chorus students, SmartMusic interactive software is used. Teacher created assessments and those created in collaboration with the Five-Town CSD are also utilized.

Visual Arts - Teacher created assessments, teacher nominations, and student interviews and portfolios.

Selection:

Students who show interest and ability are screened. Students who score in the top 5-10% are given additional opportunities to exhibit their talents within the classroom setting through performances and work products.

Placement:

Students identified in grades 3-5 in the area of performing arts are chosen for lead roles in grade level performances. They receive one-on-one and small group instruction. Students identified in grades 6-8 in the area of performing arts are chosen for lead roles in the middle school musical and drama performances. They also have the opportunity to do solos in both chorus and band productions. A select few are allowed to participate in stage band. They too receive one-on-one and small group instruction.

In grades K-5, identified visual arts students receive differentiation in the regular classroom and in the art classroom. Identified students in grades 6-8 receive one-on-one instruction and meet weekly for an enrichment with the art teacher and the gifted and talented teacher.

Process for transfer students:

Transfer students are part of the screening process. If their records indicate they were previously identified in another school system, past universal screen scores will be reviewed as well as student academic performance. If a student qualifies for the program, s/he will receive gifted and talented services. If students were not previously identified, they will be monitored and screened the following year.

Exit Procedure:

In grades k-5 all students are reevaluated annually. If a student no longer qualifies, he or she is not considered to be exiting the program. In grades 6-8 qualified students continue in the program from one year to the next unless a parent, the gifted and talented teacher, a counselor, or the school administrator requests otherwise. Before a student formally exits the program the gifted and talented teacher will confer with the student and his or her parents. If the school and home disagree with the decision, the building principal will be asked to participate in the discussion. If parties still cannot come to agreement, a formal appeal may be requested.

Process for appeals:

Upon request by a parent or teacher, the teacher of the gifted and talented will review testing results and other collected documents concerning a child who is initially denied inclusion in the program. The teacher will then confer with the concerned person and explain the reason for exclusion based upon the criteria used for testing and identifying students. New and relevant information will be considered, such as test anxiety and unfavorable conditions for test taking. The student will be placed on monitor status and classroom teacher input will be solicited. If a parent or teacher is still dissatisfied, the principal will be called in to meet and address concerns. Finally, the superintendent may be called in to reconsider the eligibility of a child.

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

Conferences attended:

Learning & the Brain Conference:

New England Conference on Talent Development and Gifted Education; and

Maine Department of Education: Mentoring Workshop for Experienced Educators of the Gifted and Talented

Professional Books:

The following is a list of books that have been used for professional staff development. The list is numbered and alphabetical. Numbers 1 and 8 are books that were read in a study group with the staff of LCS. Numbers 2,5, and 6 are class books the LCS gifted and talented teacher read as part of her endorsement for GT. Numbers 3,4, and 7 are books the gifted and talented teacher read as part of a self-study program. All books are continuously perused and used to improve instruction.

1) Blackburn, Barbara R.. Rigor in Your Classroom A Toolkit for Teachers. Hoboken: Taylor and Francis, 2014. Print.

2) Costa, Arthur L. Developing Minds: A Resource Book for Teaching Thinking. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

3) Costa, Arthur L., and Bena Kallick. Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print

4) Coyle, Daniel. The Talent Code: Greatness Isn't Born: It's Grown, Here's How. New York: Bantam, 2009. Print.

5) Drapeau, Patti. Differentiating with Graphic Organizers: Tools to Foster Critical and Creative Thinking. Thousand Oaks, CA: Corwin, 2009. Print.

6) Davis, Gary A. Creativity Is Forever. Dubuque, IA: Kendall/Hunt Pub., 1986. Print.

7) Levitin, Daniel J. This Is Your Brain on Music: The Science of a Human Obsession. New York, NY: Dutton, 2006. Print.

8) Zadina, Janet N. Multiple Pathways to the Student Brain: Energizing and Enhancing Instruction. N.p.: n.p., n.d. Print.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

Carolyn Russo is the LCS Gifted and Talented coordinator and teacher. She initiates and oversees the screening and identification process. She consults with the school administrator and other teachers in the school as part of the selection process. She teaches multiple enrichment classes. Additionally, she acts as a mentor to a number of students for independent study and acts as liaison for students and outside mentors. She reports to the building principal. She also reports to the School Committee to give an overview of the program when scheduled to do so.

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-Time or Part-Time in GT
Carolyn Russo	Yes	Teacher	K-8	Part-Time (1/2 time)

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

7. Provide a description of the annual program self-evaluation process.

The program is evaluated through the impact it has on students. One of our goals is to have all identified students maintain or exceed the scores they earned using our universal screening tools. This is reviewed annually. We also ask for student, parent, and classroom teacher feedback with regard to the program's effectiveness. The G/T teacher meets with the school administrator regularly to reflect on the programs effectiveness.

8. Provide a description of the costs to be incurred to implement the program(s).

The costs incurred to implement the program include the staffing, professional development, and materials. The professional development courses will be directly associated with teaching the gifted learner. The materials will include literature that is at least 2 years above grade level average and the the art materials will be used for a special architectural project for identified students in the middle school program.

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 Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Carolyn Russo	\$37,345.43*	

Subtotal	\$37,345.43	

* Includes part-time salary, health, FICA, MainePers, and unemployment

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

Independent Contractor Name	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: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Reading Enrichment & Specialized Art Materials (<i>The Ocean at the End of the Lane</i> by Neil Gaiman, <i>Animal Farm</i> by George Orwell, <i>The House on Mango Street</i> by Sandra Cisneros, and <i>All the Light We Cannot See</i> by Anthony Doerr and foam board for architectural construction.)	\$374.00		

Subtotal	\$374.00	Subtotal	
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B. Other allowable costs:

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

C. Student Tuition:

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

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Conferences - The Brain Conference	350.00		
Travel for Professional Development	\$125.00		
Subtotal	\$475.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$37,345.43	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$374.00	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	\$475.00	
Total	\$38,194.43	