

**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: PORTLAND PUBLIC SCHOOLS

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

KATHLEEN BALL

DISTRICT COORDINATOR

Phone number: 207-874-8100

Email address: BALLK@PORTLANDSCHOOLS.ORG

CERTIFICATION:

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

Jeanne Crocker

Superintendent Name (printed)

Jeanne Crocker
Superintendent Signature

Date application submitted to Maine DOE for review:

3/29/2016

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:

Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:

Jane Kallen

Date of Approval:

4/6/16

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:

Using a Consultation Delivery Model GT Consultants work with and alongside classroom teachers in classrooms where GT students are identified. The primary goal of the program is to support the classroom teacher in differentiating the instruction and the learning for the identified student. Data is regularly used in order to determine where students are in relationship to the learning target.

Academically our focus is to ensure continued student growth using NWEA, classroom assessments, ACCESS scores (when applicable) State Assessments and both informal and formal assessments in the classroom regularly. We use a combination of differentiated instruction, grade level content specific acceleration, and general acceleration if a collection of data demonstrates a need for this last intervention. In addition, classroom teachers along with the consultant regularly use advanced grade level content within the current setting. Our goal is to ensure that GT students are continually working at their individual "entry point" of learning and that they are engaged in learning activities that are designed for the GT Student. Within our delivery model we can ensure that students are working each day and all week at their respective and individual learning abilities. We encourage the use of analysis, synthesis, and all critical thinking skills in the work co-designed for the learner.

ILP's are developed for students in Grades 4 and 6 each year. The student, parents, classroom teacher and GT consultant are involved in developing the ILP's. During the off-ILP year the GT Consultant meets with the Classroom Teacher to review/revise student goals.

Arts program philosophy:

Our philosophy to is to provide equal access to all talented students in the area of the arts and or music to encourage and foster their talent, through participation, over time and provide a broad array of opportunities tailored to each talented student.

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:

Portland Schools uses a Consultation Delivery Model where GT Consultants work with and alongside classroom teachers in classrooms where GT students are identified in grades 3-8. The primary goal of the program is to support the classroom teacher in differentiating the instruction and the learning for the identified student based on GT best

practices. Consultants meet with teachers/teams once a week in order to plan for the delivery of instruction/learning activities for the identified learner. There are occasions where it is determined by the team that pull-out for specific and established periods of time will occur. Data is regularly used in order to determine where students are in relationship to the learning target.

ILP's are developed for students in Grades 4 and 6 each year. The student, parents, classroom teacher and GT consultant are involved in developing the ILP's. During the off-ILP year the GT Consultant meets with the Classroom Teacher to review/revise student goals.

Students in grades 9-12 who are identified are engaged with AP classes and Honors classes in the area of identification.

Our Chapter 104 Department meets each month in order to engage in Professional Development around the gifted learner as we examine various models, units and lessons plans surrounding the gifted learner.

Arts program abstract:

Our Arts program involves students who are annually recommended as gifted in the areas of music; band, orchestra, chorus, dance, and theatre and in all aspects of the visual arts. Students have the ability to participate in direct-school arts and music programs as well as those offered at a district level at advanced levels.

In consultation with the GT coordinator, accelerated or advanced opportunities are provided to the visual or performing arts students. For example "arts" gatherings are established for the highly gifted artists to come together with an art teacher or local artist. District music programs offer whole district, band, orchestra and chorus for those students who are also identified as gifted in music. We also make funds available for outside district opportunities where their giftedness in the arts presents a student with unique opportunities to take art classes or music lessons/clinics/programming specific to the gifted in the arts.

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

Academics:

Goals: The overarching and long-term goal of the Chapter 104 Department is to ensure that we are meeting the individual needs of each gifted learner and that as we approach the teaching and learning of the gifted child we are doing so using best practices in the world of the GT Learner. In addition, and through our delivery model, we are able to build capacity of the classroom teacher through our collective planning, co-teaching, and evaluating student growth over time.

Objectives: Chapter 104's objective is to provide instruction and learning that is appropriate for the gifted learner and that growth continues to occur in his or her identified area with and alongside the mainstream classroom teacher.

Activities:

- GT consultants meet each week, often more often with their respective classroom teachers in order to plan for the differentiation of the identified student learning using the current learning targets as a starting point to plan.
- GT Consultants also push in to class as often as possible each week.
- GT Consultants co-teach
- Pull-out of identified students occur when teacher and GT consultant determine it is the best practice in a given situation.
- Continued PD in best practices of the GT Learner occurs monthly.

Arts:

Goals: The overarching and long-term goal of the Chapter 104 Department is to ensure that we are meeting the individual needs of each talented learner and that as we approach the teaching and learning of the talented child we are doing so using best practices in the world of the gifted student. In addition, and through our delivery model consultants work with and alongside Art/Music Teachers to ensure that students identified as talented are provided with the teaching and resources to continue to develop their unique talents over time.

Objectives: Art/Music Teachers along with the consultants work in tandem to ensure that each talented student is actively engaged in his or her art/musical choice. Programs across our district are provided so that each student is able to access their talent at their specific level of abilities.

Activities:

-Consultants and Art/Music teachers provide school/district/community opportunities for the talented students.

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:

Screening takes place in the spring of each year. All data from NWEA in grades 3, 5 and 7 are examined across the district using their spring data as well as winter and fall data in grades 3-5 and fall and spring data in grades 6-8. In addition state assessments are reviewed for students who fall in the top 5%. Students considered in the regular population must demonstrate a score of 95% or above to be moved on in the screening process. (State Assessments are considered as well). Once the 95% threshold is met, the classroom teacher completes a GRS. Providing this meets the 95% in its scoring students are moved again to the final determination using the CogAT Assessment.

Selection:

Students are administered the CogAT Assessment. We use a cutoff score of 126 for students in the regular population and a cutoff score of 112 for students considered SES or LEP.

Placement: Students meeting all the above criteria are formally identified. Letters are sent to all families, teachers, and school administrators. In the elementary and middle school every effort is made to "cluster" students so that Consultative/Collaborative Model can work and students have an opportunity to work with "like-minded" peers.

We also send letters out to families who child tested but did not meet the necessary criteria for identification.

These students continue to be monitored however.

Review of Policy and Procedures:

Each year, after our screening and identification process is concluded, within our Chapter 104 Department we examine our district policy and the procedures used to screen and identify students in the Portland Schools. We examine the data used to screen and identify each student. We examine any new or upcoming issues with student identification that may appear flawed (and begin a plan to correct it) and we look at the profile of each new identified student.

This year the Chief Academic Officer (Becky Foley) will be directly involved at the conclusion of the screening process to examine students who potentially (after the CogAT) could be identified.

A list of formally identified students is submitted to the Superintendent at the close of every school year. This list includes all previously identified students and those students who are identified in the spring of each year.

Academic Aptitude:

Screening:

The screening process is the same as above. In addition, however teachers may also recommend students for other content areas as well. End of year content specific assessments are used to determine eligibility along with the CogAT Non-Verbal Assessment falling in the 95% or above.

Selection:

Students are given end of year content area assessments. If a student scores in the 95% or above they are administered the Non-Verbal CogAT Assessment. A score of 126 (95%) is required to be identified.

Placement:

Students meeting the criteria named above are identified and are eligible to receive Chapter 104 Services.

Artistic Ability:

Screening:

In the spring of each year the Art and Music Teachers screen all students for identification in Music and or the Arts. Music identification can occur when participation occurs in one or more of the following areas: Band, Orchestra, Chorus, Drama and or Dance.

Selection:

After examining all data, various pieces of artwork, original pieces of Music, classroom assessments and participation, Art and or Music Teachers complete a *Teacher Recommendation* form outlining the talents for a student in the areas above. Once the *Teacher Recommendation* is completed the students are asked to complete a *Student Questionnaire*. Final determination is the completion of either or both a *Music Rubric* and/or an *Art Identification Rubric*. Each requires a specific score in order for the student to become identified.

Placement:

Placement in classrooms is a heterogeneous process.

Process for transfer students:

When students transfer to us from another district and have been previously identified as GT, the Portland Schools honors that identification. We seek out the paperwork indicating the process used for identification and honor the identification from a previous district. During the first year the child is considered "monitored" so that we examine and review all formal and informal assessments done in Portland.

The GT consultant who receives the child in Portland reaches out to the previous GT Teacher to gather as much information as possible including any and all data on the child.

Exit Procedure:

**Portland Public Schools
Chapter 104 Exit Procedure**

Student participating in the Chapter 104 will be reevaluated at the end of grade 5 and 8 to determine if services are still necessary. In the event the student no longer qualifies for Chapter 104 services, this situation will not be considered exiting the program. The Chapter 104 services are defined in terms of grades K-5, 6-8, 9-12. Qualifying students are eligible to continue services from one year to the next with a grade span unless there is a written request for the student to exit the program by a teacher, administrator, parent/guardian, and/or counselor.

Exiting a student from the program is based upon an extreme personal situation and/or for psychological reasons. If an exit is requested, the following procedure will take place:

1. The parent/guardian is contacted to discuss the situation.
2. A plan is created to help the student.
3. If the plan is effective, a meeting takes place in which all parties convene, an administrator, Chapter 104 director/coordinator, Chapter 104 teacher/consultant, classroom teacher, parent/guardian, student (if appropriate) to determine course of action.
4. The committee will consider additional information and data in order to determine Chapter 104 status.
5. As a result of the meeting, the student continues services with possible modifications, the student may take a furlough which exempts the student from receiving services for up to a year (this is not considered leaving the program), or the student is exited from the program.
6. The parent/guardian will sign a permission to exit the program or a modified ILP if necessary. A copy of this letter will be filed in the student's Chapter 104 file.

Form

Patti Drapeau Audit, 2010/2011

Process for appeals:

We have adopted a formal "appeals" process for students, families, teachers and administrators. Documentation is completed and a panel of at least three GT consultants (and the coordinator) makes the final decision. Often there is additional data we will expect to see and or data that is compelling and consistent with GT Practices.

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

- A. The Chapter 104 department meets the fourth wed of each month for 2 hours. A comprehensive professional development plan has been developed for the school year 2015-2016 and is conducted at these department meetings.

- B. The Chapter 104 department meets as team for one full day at the beginning of each school year and one full day at the conclusion of each school year. These meetings are designed for each consultant to present a "project" or "other" work done during the school year where the needs of their respective GT learners were evidenced.
- C. In addition to the monthly PD we as a department select a book title specific to our work and read it as a group using various protocols each month.
- D. Chapter 104 staff is also responsible to their home schools for the remainder of the weekly Wednesday PD sessions.
- E. The Chapter 104 staff conducts PD at their respective schools for classroom teachers on the Identification process as well as the information on the gifted child.
- F. The Chapter 104 staff has developed a one-page document outlining the role of the classroom teacher and the role of the GT consultant. This is provided to all staff who are engaged with any GT learner.
- G. New consultants to the district are assigned a formal mentor.

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

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 GT
Michelle Amato	XX	Teacher	K-8	FT
Leslie Ross-Papke	XX	Teacher	K-8	FT
James Siegel	Conditional	Teacher	K-8	FT
Kathleen Ball	XX	Teacher/Admin	K-8	FT
Carlie Connaire	Conditional	Teacher	K-8	FT

Indicate the Auxiliary Staff: Educational Technician: NA

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

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

- A. At the end of the 2017-2018 School Year we will be conducting a 5 year Self-Evaluation Process. At the end of each year however, we seek out feedback from a) students, b) classroom teachers, c) administrators and d) parents. This is done in two ways. The GT Department develops a student survey, classroom teacher survey and

parent survey (twice a year). Each individual consultant also develops and gathers feedback from their respective schools from students, teachers, administrators and parents.

B. We also examine individual identified student data under each consultant at years end using NWEA data.

C. We examine all expenditures annually

D. We examine all policies and procedures annually and revise as needed; i.e., identification policies, acceleration policy, appeals and exit policies and current model of delivery.

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

This year we are in need of replenishing our CogAT testing supplies. It has been more than 4 years since we have needed to order necessary CogAT materials. CogAT Testing materials are used for selecting and NOT Screening all students. *We do not screen all students in the Portland Schools.*

In addition our district uses a variety of technology as it relates to our GT Students. Programs such as Alecs, Caribou Math and Math Forum through Drexel University are used to support/supplement the Common Core and classroom teaching and learning through differentiation.

We also have created a GT Library where all of our materials purchased (particularly novels/short stories) that tend to be used from year to year. Many of the books ordered fit into this category and will be used from year to year.

We include mileage as part of our budget as all 5 GT consultants travel to different schools (sometimes in the course of one day) in order to service our students.

We do have two new GT consultants who will be taking the majority of their classes at USM with Patty Drapeau to complete their GT Endorsement.

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)

Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Michelle Amato	\$59,095	
Leslie Ross-Papke	\$ 90,234	
James Siegel	\$ 79,464	
Kathleen Ball	\$ 87,165	
Carlie Connair	\$ 37,299	
Subtotal	\$353,257.00	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal	00	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
N/A		
Subtotal	00	

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
MathForum License	149.00		
Caribou Math for 11 Elementary GT Students:	196.00		
CogAt Test Booklets (146.80 X 15)	2202.00		
(#50) CogAT Answer Sheets (2 @74.80) A-H	149.60		
Scoring Mask Level C	101.00		
Scoring Mask Level D	101.00		
Scoring Mask Level E	101.00		
Scoring Mask Level F	101.00		
Scoring Key A-H	35.05		
SubTotal	3135.65		

B. Other allowable costs:

Elementary: Item name

	Cost
11 <u>Scott Pilgrim</u> Vol 1, paperback 9.50 ea.	104.50
8 <u>Ray Bradbury</u> 100 best short stories @17.00	136.00
12 <u>The Martian</u> @ 9.00	108.00
8 <u>Animal Farm</u> @ 8.89	71.12
8 <u>Endurance</u> @ 11.62	92.96

6 <u>Minds Stayed on Freedom: Civil Right Struggle @ 5.46</u>	32.76
12 <u>Breakfast on Mars @ 7.75</u>	93.00
15 <u>I Am Malala @ 8.53</u>	127.95
6 <u>Warriors Don't Cry: Searing Memoir @ 5.97</u>	35.82
5 <u>MAUS @ 11.00</u>	55.00
5 <u>1776 @ 13.00</u>	65.00
5 <u>A People's History of the United States @ 16.80</u>	84.00
Mileage for 5 FT GT Staff	1,000.00

SUBTOTAL: 2006.11

Secondary: Item name	Cost
N/A	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Maine Academy of Arts	540.00		
Subtotal:	540.00		

D. Staff Tuition/Professional Development:

Elementary:		Secondary: Title	Cost
Title GT State Conference: 175.00 ea.			
Leslie Ross-Papke	175.00		
James Siegel	175.00		
Kathleen Ball	175.00		
Carlie Connair	175.00		
Michelle Amato	175.00		
USM GT Classes-James Siegel 2@1100 ea	2200.00 SES 550/660		
USM GT Classes-Carlie Connair2@ 1100ea	2200.00 SES 550/660		
PD Book: Visible Learning-Hattee 5@ 17.00	85.00		
Subtotal:	5360.00		

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	353,257.00	
Auxiliary Staff	N/A	
Independent Contractors	N/A	

1. A. Materials & Supplies	3135.65	
1. B. Other Allowable Costs	2006.11	
A. C. Student Tuition	540.00	
A. D. Staff Tuition/PD	5360.00	
Total:	364, 298.76	