

The Program Renewal Application shall be submitted annually by school administrative units (SAUs) that have an approved Initial Application.

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: Augusta School Department

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

Donna Madore, Assistant Superintendent
Patricia Howe, GT District

Phone number: 207-626-2468

Email address: dmadore@augustaschools.org
phowe@augustaschools.org

CERTIFICATION:

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

James Anastasio
Superintendent Name (printed)

James Anastasio
Superintendent Signature

Date of initial submission to Maine DOE: 9/26/18

Date of 1st Revision to Maine DOE: 10/30/18

JNA
Superintendent Initials

Date of 2nd Revision to Maine DOE: _____

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Patti Drapeau

Maine DOE Approval: Joan Kain

Date of Approval: 11/29/18

Program Renewal Application

To maintain program approval status, a school administrative unit (SAU) must annually report any information that represents **Change** (i.e. an alteration, addition, or deletion) to any program category (Maine DOE Chapter 104.14, 1-9) from the reported and approved Initial Application (FY2015-16 or FY2016-17).

For detailed instructions on how to complete the Program Renewal Application, please refer to the Instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide any changes to the detailed description of the SAU's philosophy for both the gifted and talented academic and arts programs.

NO CHANGE CHANGE

Describe CHANGE here:

- o Academic program philosophy -

- o Arts program philosophy -

2. Provide any changes to the program abstract for both the academic and arts programs - describe the children to be served and the program(s) to be implemented in the school(s) of the unit.

NO CHANGE CHANGE

Describe CHANGE here:

- o **Academic program abstract -**

The Augusta School Department's Gifted and Talented Program identifies students in grades 4-12 within the district's four elementary schools, middle school and high school. The district's GT program's basis is developed within the guidelines of the State of Maine's definition of giftedness in accordance with Chapter 104. Our program serves the needs of up to 5% of Augusta's students who excel, or have the potential to excel, beyond their age peers and therefore require a comprehensive and continuous differentiated curriculum in general academic ability, specific academic aptitude, and the visual and performing arts. The Augusta Schools, due to lack of qualified staff with 690 Certification for the SY17-18, implemented a Consult Model across the district for the SY17-18 which was overseen by Donna Madore, Assistant Superintendent (GT Program Coordinator). With the hiring of a GT Endorsed Teacher for the SY18-19, GT service delivery will remain a Consult Model, with the addition of push-in classroom services to support identified students and teachers. Services will be direct based upon individual needs with support through differentiation, and/or grade acceleration in specific identified academic area(s). Identified students will have ILPs (Individualized Learning Plan) to

document the accommodations for the student in-class and beyond-the-classroom to monitor their programming. Data such as local assessments; classroom assessments (formative and summative), F&P, and standardized state assessments; MEAs, and SATs will also be evaluated to assess the identified student's growth. The ILP will be reviewed annually with the student's current and next year's teacher, building principal, and parent(s)/guardian to target goals and achievement. Students in grades 9-12 have to opportunity to be enrolled in AP and Honors classes, as well as college courses through Dual Enrollment. The GT Teacher will meet with the GT Coordinator as needed to discuss services and Professional Development opportunities for staff focusing on the gifted learner and differentiated instruction. Students below grade 4 can be referred by a classroom teacher, self, or parent/guardian to be screened for identification prior to the district's whole group screening at the end of grade 3. Students below grade 4 will be differentiated for in the classroom under the Consult Model.

○ **Arts program abstract –**

Our program for gifted and talented students in the areas of Visual and Performing Arts (VPA) is individualized dependent upon the level and needs of the student and programming options available. Students are identified annually in grades 4-12 in art, vocal or instrumental music. The art program is tailored to the advanced level of the student in developing individual art portfolios and workshops during the school day with visiting artists as well as an annual art development specific field trip during the school day that is ability level appropriate. High school identified visual art students can also participate in an Art Portfolio course and if possible, with a mentor to develop their talents.

Once identified, students in fourth and fifth grades have music opportunities that include participation in small group ensembles and concerts in voice and instrument at the school level. At the sixth through eighth grades students in music participate in chorus and band at advanced levels in District III and All State Honors Festivals with instruction given within the school day and is a screening tool for identification. At the middle and high school level, identified students in the area of music have opportunities to participate in chorus, band, and jazz band, at the high school level small ensemble participation is added.

Dual Enrollment courses are offered at the high school level in the areas of music, visual arts and study.

The GT Teacher meets as needed with the VPA Department Heads to review VPA programming for the identified students. Students below grade 3 in music and the arts can be referred by a classroom teacher, self, or parent/guardian to be screened for identification prior to the district's whole group screening at the end of grade 3. Students below grade 4 will be differentiated for in the classroom under the Consult Model.

3. Provide a detailed explanation of any changes to the 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.

NO CHANGE CHANGE

Describe CHANGE here:

- Academics program goals, objectives, activities -
- Arts program goals, objectives, activities -

4. Provide any changes to the description of the identification procedures for general intellectual ability, academic aptitude and artistic ability for each of the following program components: screening, selection and placement. Also, include any changes to the description of the handling of transfer students, exit procedure, appeals procedure and appropriate notifications.

NO CHANGE CHANGE

Describe CHANGE here:

- General intellectual ability identification -
- Specific academic areas identification -
- Arts identification –

Only one change in the Art Program:

Each year, all students in grades 4 and 8 are screened in the arts. A rubric for scoring the products is used.

- Screening begins with a Referral; self, parent/guardian, peer, teacher
- 3D Piece-something completed in school or at home documented by a photo or the piece itself with the entire portfolio
- Choice – any additional art pieces created by the student in school or at home, examples; sketchbook drawing, painting, 3D art, photos
- Transfer students -
- Exit procedures –

Amendment only:

If a student and/or parent/guardian declines GT services and requests to opt out of the program and all attempts have been made to foster the student's placement in the program, the student is exited from the program (inclusive). A re-entry request requires a new Referral and re-screening process as outlined in our Initial Plan; Section 4 [2017-18], for consideration of identification and placement as space allows.

- o Appeals procedures -

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

NO CHANGE CHANGE

Describe CHANGE here:

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

NO CHANGE CHANGE

Describe CHANGE here:

The GTC will coordinate screening, testing, placement, ILPs and programming directly and with the GT Teacher. The GT Teacher will work closely with classroom teachers of gifted students to differentiate for the needs of the gifted learner. Teachers certified to teach the arts and music implement our GT VPA program which is overseen by the GT Coordinator.

A. Indicate **ALL professional staff** for the K-12 Gifted and Talented Program regardless of whether there has been a change or not.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Patricia Howe	Yes	Teacher	District	Full time
Donna Madore	No	Administrator	District	Part time

B. Indicate **ALL Auxiliary Staff:** Educational Technician, regardless of whether there has been a change or not

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

7. (a.) Indicate any changes to your **Approved Initial application** self- evaluation process.

NO CHANGE CHANGE

Describe CHANGE here:

- (b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation in the academic areas and in the arts regardless of whether or not there has been a change in the program. *(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)*

The ASD was forced to consider a new GT program option last year when the district suffered a loss and inability to fill GT teaching positions with 690 Endorsed staff. With careful consideration and research, the decision was made to adopt a Consult Model for servicing our identified GT students in the academics and arts. While initially there was apprehension from Board members and parents, at the end of the year review we learned there were positive outcomes, most notably, teachers, parents, and administrators had a greater understanding of the needs of gifted learners and the importance of specialized programming to meet their needs. The ASD recognized the need still to have an Endorsed GT Teacher on staff and upon doing so, the decision was made to keep the Consult Model inclusive with push-in servicing from our GT Teacher to support students and staff. What was discovered was an increase in willingness to collaborate, a greater understanding of GT students' needs, and positive effects among GT students who were not being pulled out of classrooms and missing classroom instruction. The ASD feels confident in the change of its GT Programming and looks to improve services within this framework with a GT teacher on staff this year.

- (c.) Include how program effectiveness was determined, whether or not there has been a change in the program.

**Augusta Public Schools
Student Achievement Data
SY 2016-17 and SY 2017-18**

The Augusta School Department did not have a GT Teacher on staff during the school year 2017-18. To create an overview of our students' progress and effectiveness of our GT Program we have provided the following data to compare the effects of not having a GT Teacher in the district; Assessment of Individual Plans, numerically and standards based graded report cards for Academics and Visual and Performing Arts. Prior years have shown increases in student achievement.

Reflection based on the data:

Report cards

Grades 3-5 appear to show at least 90%+ of identified students maintaining a standards based grade of 3 across all subjects for the school year 16-17, with no change in language arts, social studies and science. Only a 1% change in math from a standards based grade 3 to a 4 was shown for the school year 17-18. The level of increase, and maintain from SY 2017 to 2018 does not reflect the high level of achievement capable of these students.

Grades 6-8 appear to show at least 75% of identified students maintaining a standards based grade of 3 across all subjects for the school year 16-17. There was a change of an increase to 42% of students ending the school year 17-18 in math from a standards based grade 3 to a 4 for identified students who were placed in accelerated math classes. The level of increase, and maintain from SY 2017 to 2018 does not reflect the high level of achievement capable of these students in language arts, social studies and science.

Grades 9 -12 appear to show that 54% of students showed no change or increase in all subject areas, 19% showed a marked decline in grades, 19% showed a slight decline in grades, .04% showed marked increase in grades, .04% showed a slight increase in grades. Average student grades were at 95, across the subjects with mid- to high 90's for identified students in Honors and AP classes, 15% of identified students averaged mid- to low 90's in Honors and AP classes, 2% of identified students were enrolled in CP classes and averaged grades in mid-low 80's. The level of increase, and maintain from SY 2017 to 2018 does not reflect the high level of achievement capable of at least 15% of these students.

VISUAL AND PERFORMING ARTS

The standards based report cards appear to show the majority of identified students at the Elementary level in the Arts and Music maintained a standards based report grade of 3 with only 10% with a grade of 4 in art, and only 5% with a grade of 4 in music. At the Middle School level only 5% of identified students had a grade of 4 in art, and only 5% with a grade of 4 in music. At the High School level only 5% averaged a grade of 97 or higher, there were no grades below an 87 in art or music. There was no marked change from the school year 2017 to 2018.

Individual Learning Plans

Review of individual learning plans showed a decrease in student participation in GT Services for the school year 2017 at about 3%. Since the beginning of the school year 2018 there has been a slight increase in student referrals to the GT Program, with student self-referral in language arts and art showing the most increase.

The ASD recognizes the need to have GT Endorsed Staff in the District to oversee the program and engage identified students in acceleration and challenging opportunities within the school day. While the decrease in student achievement and participation was low, the increase was not as successful as the ASD has observed in years when a GT Teacher was in the district.

Program effectiveness was also determined through feedback from students, teachers, parents/guardians, teaching staff, and administrative staff. Students and families were offered a survey to complete, enrollment and decline of GT services was reviewed by the GT Committee, and classroom teachers, art and music teachers were asked to provide feedback on the program design of a Consult Model. Students/families, teachers, and administration positively reacted to the ASD retaining this new model for the SY1819, and were pleased with the addition of a GT teacher to work with consultation, collaboration and push in services.

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)

The ASD will provide services to our identified gifted students in all academic subject areas and the arts: music, visual and performing, by extending, enriching, and accelerating their learning experiences when appropriate within the school day. The costs to be incurred by our gifted and talented program will provide the gifted students in our district with; presentations, demonstrations and instruction by professionals in the fields of art, music, math, science, social studies and language arts. Costs incurred will also provide continuing professional development in the area of gifted and talented education to staff through conferences, courses, educational texts and curriculum models all designed and offered for educators of gifted students. Costs will also be incurred for purchasing and scoring of our selection tools, the InView

**State of Maine
Department of Education**

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

Cognitive Abilities tests, and VPA screening that only students who are screened and selected for the gifted and talented program based upon benchmark scores will participate in. We have included the Sages 3 screening tool for specific identification in Social Studies and Science. These selected students per our plan will be in grades 3-12, inclusive of off-year and/or new students coming into our district who qualify based on the same criteria and benchmarks.

9. For those school units requesting approval of *allowable program costs* for State subsidy, please complete the following budget information. Amounts budgeted for the SAUs Gifted and Talented Program must be reported in the NEO financial system as part of the Annual Budget Reporting.

NOTE: To be approved as an allowable cost for the current school year, all personnel listed below must be appropriately certified/endorsed by the application deadline of September 30.

Professional Staff Costs

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Patricia Howe	\$16,323.98	\$38,089.21
Subtotal	\$16,323.98	\$38,089.21

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Elementary (contract amount)	Independent Contractor Name	Secondary (contract amount)
<u>Devon Kelley-Yurdin, Guest Artist GT Art</u>	\$175.00	<u>Devon Kelley-Yurdin, Guest Artist GT Art Middle School GT Only</u>	\$175.00
<u>Helene Farrar, Guest Artist GT Art</u>	\$175.00	<u>Helene Farrar, Guest Artist GT Art Middle School GT Only</u>	\$175.00
		<u>Cynthia Alstrin, Guest Artist GT Art High School GT Only</u>	\$300.00
Subtotal	\$350.00		\$650.00

Please list individual product names and costs associated with the district's Gifted and Talented Program.

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
InView Cognitive Abilities Tests for GT screening grade 3 *these are disposable booklets and cost more than grades 6 and 9 *Testing materials and Scoring	\$2753.44	InView Cognitive Abilities Tests for GT screening grade 9 Testing materials and Scoring	\$110.63
InView Cognitive Abilities Tests for GT screening grade 6 Testing materials and Scoring	\$51.16		
Sages 3 K-3	\$200.00	Sages 3 to grade 8	\$146.00
Star Products Dura-Tote Art Portfolio, 23 x 31 x 2 Inches (one per student non-annual)	\$251.79	Star Products Dura-Tote Art Portfolio, 23 x 31 x 2 Inches (one per student non-annual)	\$563.53
Sax Sulphite Spiral Binding Artists Sketch Diary, 50 lbs, 8-1/2 x 11 Inches, 50 Sheets (order annually as needed)	\$56.28	Sax Sulphite Spiral Binding Artists Sketch Diary, 50 lbs, 8-1/2 x 11 Inches, 50 Sheets (order annually as needed)	\$150.08
Subtotal	\$3312.67	Subtotal	\$970.24

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

Elementary: Item name	Cost	Secondary: Item name	Cost
GT music program District III Honors Festival chorus and band during the day GT students only for identification	\$540.00	GT High School music program District III Honors Festival/All States chorus and band during the day GT students only for identification	\$4320.00
Telling Room Field Trip GT Only	\$300.00	Telling Room Field Trip GT Only	\$300.00
Subtotal	\$840.00	Subtotal	\$4620.00

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 Fall Conference	\$75.00
		NAGC Membership	\$59.00
Subtotal		Subtotal	\$134.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$16323.98	\$38,089.21
Auxiliary Staff		
Independent Contractors	\$350.00	\$650.00
A. Materials/Supplies	\$3312.67	\$970.24
B. Other Allowable Costs	\$840.00	\$4620.00
C. Student Tuition		
D. Staff Tuition/PD		\$134.00
Total	\$20,826.65	\$44,463.45

Annual Application Program Review

Date: Oct. 5, 2018

School District Review: Augusta

Contact person: Donna Madore

Contact person's email: dmadore@augustaschools.org

After reviewing your annual gifted and talented application, I cannot approve your application until you address the problem areas. In the chart below, the areas of concern are noted, why they are areas of concern, and, if applicable, suggestions for revision. You will have 10 days to submit your revised application. After you have addressed the areas of concern, please submit your revised application to the GT.DOE@maine.gov.

	Problem
2. arts program abstract Corrected Re-submitted 10/30/18	<ol style="list-style-type: none">1. If you have a full time music program at the elementary level, you should identify students and service them. The gifted and talented music program should not begin in seventh grade. Please adjust your description to reflect this.2. Unless you have a full time theater program, which all students participate in, you should not have a gifted and talented theater program. How would you screen the whole population in theater? This should be removed from the application.
7.b.c. Corrected Re-submitted 10/30/18	<ol style="list-style-type: none">1. I understand you reviewed your program for effectiveness. However, you did not address data that demonstrates whether students made progress in the academics and the arts. This too indicates program effectiveness. Please include student growth information. Refer to the renewal information page on the GT Department of Education website for more specifics.

Please contact me with questions or concerns at ptdrapeau@aol.com. If I do not hear from you, I assume your revision will be submitted within 10 days. Thank you for your time and your attention to providing a quality education for gifted and talented students.

Patti Drapeau

Consultant for the Maine Department of Education in gifted education