

**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, 2017**

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

School administrative unit name: MSAD 15 – Gray/New Gloucester

Name and title of person responsible for gifted and talented program:  
Amanda Hennessey, Director of Gifted and Talented

Phone number: (207) 926-4322

Email address: ahennessey@sad15.org

**CERTIFICATION:**

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

Dr. Craig King  
Superintendent Name (printed)

Craig King 1/2/18  
Superintendent Signature

Date of Initial submission to Maine DOE: September 26, 2017

Date of 1<sup>st</sup> Revision to Maine DOE: January 2, 2018

AK  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

**FOR INFORMATION CONTACT: GT.DOE@maine.gov**

Reviewed By: \_\_\_\_\_

Maine DOE Approval: Joanne Hall

Date of Approval: 1/29/18

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**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 -
- o Arts program abstract -

- 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:

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

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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:

- o General intellectual ability identification -

Screening:

When students approach the end of second grade, the Gifted and Talented team will commence the initial screening process. The process will include administering a cognitive assessment (such as the Raven's Standard Progressive Matrices) to all students in the spring of their second grade year. In the fall of the third grade year, students will take the NWEA assessment in math, reading, and language. Results of fall NWEA testing, the cognitive assessment results, and other relevant data will be reviewed for all third graders. The GT team (GT teacher, general education teacher, administrator) will gather to review collected data and identify students who score in the top 3-5% of their grade level. Identified students will begin participating in the GT program in the fall of third grade.

Each spring, the assessment data of all fourth and eighth graders will be reviewed. Results of the NWEA, cognitive assessments, common assessments, and other available testing results will be reviewed. The GT team (GT teacher, general education teacher, administrator) will review data and identify students who score in the top 3-5% of their grade level cohort.

Each fall, the Gifted and Talented teacher will screen assessment results on all high school students. The results of the NWEA, PSAT, SAT, ACT, common assessments, COGAT, and any other available test scores may be used. The GT teacher will seek input from core subject teachers, parents, students and guidance counselors.

In addition to the screening processes outlined above, the GT teacher will receive input from teachers and parents. Students may self-refer as well. Students who are referred by self, staff, or parents will have their existing data reviewed by the GT teacher. The GT teacher will administer any additional assessments (cognitive, etc.) needed. The GT Team will then review the student's information and determine eligibility. The GT Teams will meet at least twice annually to consider students who have been referred by staff, parents or self.

We will complete the identification process in time for students to be cluster grouped, according to area of strength, during the placement process.

Selection:

The Gifted and Talented teacher will identify a team of at least three qualified professionals at each school to select students for the GT program (grades 3 and above). The team will consist of at least one administrator (district or school), at least one classroom teacher and the GT teacher. The responsibility of the team will be to review all the data, collect additional information (if needed), select students, assure the selection process is equitable, and create/review student ILPs. The GT teacher will maintain an up-to-date roster of all identified students in the academic areas and the arts.

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Students are considered eligible for the Gifted and Talented Program when their scores are in the top 3-5% on the measures listed below.

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The measures must include:

- (1) A standardized achievement test
- (2) A standardized test of ability

In addition to the measures listed above, the team may consider the following:

- (1) Parent checklist
- (2) Teacher checklist
- (3) Three samples of student work
- (4) Teacher referral form, with samples of student work
- (5) Individual IQ test scores if available; a score of 125 or above may be considered (Verbal IQ, Performance IQ, or Full Scale IQ Score).

In cases where there are documented factors that prevent the student from demonstrating optimal performance, a team may use alternate data not listed here. Regardless of what data is used, at least three recognized indicators of high ability must be present in order for the team to declare the student eligible for services.

Criterion levels for typical measures used:

Scores on a standardized achievement test must be in the top 3-5% on any of the following sections of the test:

- Reading Total
- Math Total
- Complete Battery

Scores on a test of intellectual ability must reach the 95 percentile (125) or higher on any of the following:

- Total
- Verbal
- Non-Verbal

In addition:

- Completed Parent Checklist. Criterion level would be in the top 3-5%.
- Completed Teacher Checklist. Criterion level would be at in the top 3-5%.
- Three examples of student work that demonstrate advanced thinking or performance that is significantly superior to that of the average child of the same age/grade. This category may include teacher descriptions of the student performance (in place of the actual work) if enough detail is included to make it clear what makes this example significantly superior to that of the average child of the same age/grade.

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Students who meet 3 of 5 criteria in two or more academic areas will be identified for general intellectual ability.

Placement:

Once the school team identifies students the GT teacher will notify parents in writing by mail. Parents are then requested to provide written consent for their child's participation in the GT program. When the school receives the parent consent form the student will begin receiving GT services. The student will embark on a program that best serves his or her individual needs in the areas identified.

- o Specific academic areas identification – no change
- o Arts identification – no change
- o Transfer students – no change
- o Exit procedures – no change
- o Appeals procedures – no change

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:

Our coursework for the in-district GT cohort has concluded. We will now provide professional development on an on-going basis at each of the five school buildings through consultation and sessions offered by GT staff during PD time. Lisa Austin, one of our GT teachers, is taking a GT course this year and her course expenses are listed below.

6. Provide any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

We currently employ 1.5 GT teachers. This is a reduction of .1 GT teachers form the 2016-17 school year.

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
Lisa Austin	YES	Teacher	3-12	Full-time
Dixie Hays	YES	Teacher	K-8	Part-time
Amanda Hennessey	NO	Administrator	k-12	Part-time

B. Indicate the Auxiliary Staff: Educational Technician

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

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. *(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)*

**Goals and Objectives**

The goals and objectives of the 2016-17 SAD 15 GT Plan have been implemented over the last school year. Although we had made considerable progress, we will continue to work on these goals in the coming school year.

**Academic Goal 1:** We plan to keep this goal the same for next year to continue the progress we have made. We worked to ensure that our GT programming was in alignment with the Maine Learning Results, our district's progress toward proficiency-based education, and the demonstrated needs, interests, and strengths of our students. Toward this end, we developed a menu of ways to meet the needs of identified students. Some of these options included pull-out courses, push-in services for identified students delivered in the mainstream classroom, consultation with the teachers of identified students, and mentorship. We made these options transparent to students, parents, and staff. We hope to transfer our ILPs to our district's student data management system (PowerSchool) in the coming year to make the ILPs more accessible to all school staff. We fully implemented our school-based GT Teams (admin, regular education teacher, GT teacher to oversee this process) in the past year; we plan to continue utilizing these teams to make decisions about eligibility for GT.

**Academic Goal 2:** We also plan to continue working on this goal in the 2017-18 school year. Over the past two years, we were able to provide PD to more than twenty regular and special education teachers through our on-site GT graduate course cohort. These teachers were able to earn twelve graduate credits while learning more about gifted learners, the specifics of our GT plan, and producing multiple final projects that demonstrated their new learning. In the coming year, we will also plan to provide professional development to the staffs at our five schools. We hope to use the feedback from the GT cohort to determine topics for PD sessions that would meet the needs of our teachers and support staff at each level. We also plan to update all staff about changes to our GT Plan.

**Arts Goal 1:** We also plan to continue to make progress toward meeting this goal in the 2017-18 school year. Although we made great strides in offering GT arts programming to identified students in SAD 15, we still have work to do. We plan to expand our arts programming to all levels using the process and rubrics we identified and utilized last year. We also plan to provide more consultation to regular education teachers about the needs and strengths of students identified as GT in the arts.

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Arts Goal 2: There are also more opportunities for us to solidify our programmatic options in the 2017-18 school year. We will complete our identification and programmatic work at all levels - grades 3-12. We would also like to continue to research policy implications for this work.

**Identification:**

We spent a good deal of effort and time last year solidifying our identification processes. We looked at populations comprehensively and carefully considered our data to ensure we had identified students correctly. At this moment, it is challenging for us to identify which of our students are a part of underrepresented populations. Now that our district has implemented PowerSchool more fully, we hope to use this tool to help us mine the collected data for subgroup data. Once the information is readily available, we will make a plan to review our identification processes to widen our net and ensure we are not under representing certain subgroups. We will also have the opportunity to utilize our GT science and SS identification practices this year as we will identify students in these areas and provide specialized instruction.

**Curriculum:**

Our SAD 15 curriculum is aligned to the Maine Learning Results. We work to provide personalized, engaging curriculum to our students while ensuring our work is standards-based and is not a duplication of work completed in other settings. This is a challenge for our GT teachers (and their regular education counterparts). However, the transparency of our curriculum, as a result of our work toward becoming a proficiency based system, has assisted us in reducing duplication of effort. The scale and sequence of our GT program is dictated by the needs of students and in the desire to align our work with the opportunities students have in the regular education program. Our students demonstrate achievement on assessments and continue to score in the top five percent or above on assessments. For example, in ELA, 100% of our students (in grades 3-8) maintained their level or increased their score on the NWEA. In math, we also saw great improvement among our students; one student's growth increased 8.2% in one year. After reviewing the NWEA data, we were very proud of students, their progress, and the programming we have offered in the last year.

Our students are challenged through the differentiation offered in our system-wide model of proficiency-based education and in the personalized experience we offer in our GT programming. We are continuing to build our capacity to deliver deeper levels of learning by training teachers about the gifted and talented learner and how to instruct our population. We will also continue to work this year to develop curriculum for GT science and SS instruction in grades 3-12. This curriculum will align with the MLRs and will be engaging, hands-on, and integrated.

**Program:**

Our program is based on our philosophy. On student surveys, students continue to demonstrate a positive attitude toward our program. Students look to attend classes and are eager to interact with their GT teachers. The program does not detract from achievement in the regular classroom. The transparent menu of programming options we offer allows us to build a program for students to suit their needs, interests, and strengths. We are in contact with general education teachers to reduce the possibility that students may be asked to duplicate effort on assignments or assessments. The program is somewhat limited by time because of the number of identified students, schools to serve (5), and number of academic and artistic subjects requiring programming. We have also struggled to stay fully staffed and this has created issues with scheduling and coverage of programs and levels.

**The Teacher:**

Both GT teachers have training in GT education and hold current 690 certifications. Both Ms. Austin and Mrs. Hayes

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enjoy their work with gifted learners. We are working to cluster group students with teachers who have taken the GT coursework in order to ensure that students are taught by general education teachers who have increased expertise and interest in gifted learning.

**Program Organization and Operation:**

Staff and administration are learning more about GT education as we provide the GT courses to teachers from all levels. We also plan to provide additional PD to ensure that all district stakeholders have a better understanding of GT learners and an increased capacity to meet their needs. We currently have adequate allocated resources. Also, as we implement social studies and science courses in GT, there may be a need to buy materials and books to support that programming. This self-evaluation process has been helpful in evaluating our programming, noting areas that need improvement, and celebrating our successes. We look forward to making strides and meeting goals in the 2017-18 school year.

Overall, we feel our program is becoming increasingly more effective and successful. Based on student survey data collected last spring, and anecdotal feedback collected from staff and parents, we feel that we are meeting the needs of our identified students in an individualized and effective manner. We strive to continuously improve and will continue to refine our work in this school year. We will ask all parents, teachers, and students to complete surveys evaluating the effectiveness of our programming in the spring of 2018 so that we can have quantitative and qualitative data to review from all stakeholder groups. We will also continue to constantly monitor student assessment data to ensure that our identified learners continue to thrive.

(c.) Include how program effectiveness was determined.

MSAD 15 GT program staff (administrator and teachers) worked collaboratively to complete this program self-evaluation. We used the Plan-Do-Check-Adjust Model (this is the Check and Adjust Phase). We used data from student surveys, parent surveys, student assessment scores, feedback from teachers in our GT course cohort, and our own observations to complete the self-evaluation.

**8. Provide a justification/description of the items included in the proposed budget in number 9.**

The program costs include the professional salaries and benefits of our 1.5 GT teachers. We have allocated funds for MeGAT dues, fees, and the annual conference. We are planning on purchasing supplies to best implement our SS/Science GT curriculums. Costs for that programming is included below. There are PD expenses listed below for a GT course that one of the GT teachers is taking this fall.

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 (New Educational Onotology) 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	Secondary
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	(salary with benefits)	(salary with benefits)
Lisa Austin	\$41,592	\$41,591
Dixie Hayes	\$33,167	
<b>Subtotal</b>	<b>\$74,759</b>	<b>\$41,591</b>

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
N/A			
<b>Subtotal</b>		<b>\$0</b>	<b>\$0</b>

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
<b>Subtotal</b>	<b>\$0</b>	<b>Subtotal</b>	<b>\$0</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost

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<b>Subtotal</b>	<b>\$0</b>	<b>Subtotal</b>	<b>\$0</b>

**C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area):**

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A			
<b>Subtotal</b>	<b>\$0</b>	<b>Subtotal</b>	<b>\$0</b>

**D. Staff Tuition/Professional Development:**

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
SED 533 Teaching Critical and Creative Thinking in GT (Lisa Austin)	\$1303.00	Dues and Fees: MeGAT	\$35
Dues & Fees: MeGAT	\$70	MeGAT Annual Conference	\$100
NAGC Association Dues	\$115		
MeGAT Annual Conference	\$100		
<b>Subtotal</b>	<b>\$1588.00</b>	<b>Subtotal</b>	<b>\$135</b>

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**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$74,759	\$41,591
Auxiliary Staff	\$0	\$0
Independent Contractors	\$0	\$0
A. Materials/Supplies	\$0	\$0
B. Other Allowable Costs	\$0	\$0
C. Student Tuition	\$0	\$0
D. Staff Tuition/PD	\$1588	\$135
Total	\$76,347	\$41,726