

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: 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.

9/28/18

Craig King, PhD
Superintendent Name (printed)

Craig King
Superintendent Signature

Date of Initial submission to Maine DOE: September 26, 2018

Date of 1st Revision to Maine DOE: _____

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: *James L. Allen*

Date of Approval: *10/12/18*

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 -

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:

- 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 -

- Transfer students -

- Exit procedures -

- 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:

We currently employ 1.6 GT Teachers. This is a .1 increase from the 2017-2018 school year.

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
Lisa Austin	YES	1 FTE Teacher	5-12	Full-time
Michalah Burrows	YES	.6 FTE Teacher	k-4	Full-time
Amanda Hennessey	NO	Administrator	k-12	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
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 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.)

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 have transferred our ILPs to our district's student data management system (PowerSchool) 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); 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 2018-19 school year. Over the past three 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.

Arts Goal 1: We also plan to continue to make progress toward meeting this goal in the 2018-19 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.

Arts Goal 2: There are also more opportunities for us to solidify our programmatic

options in the 2018-19 school year. We will complete our identification and programmatic work at all levels - grades 3-12.

Identification:

We continue to solidifying our identification processes. We look at populations comprehensively and carefully consider our data to ensure we have 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. 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 more fully 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.

Across grades, the average annual NWEA growth last year among GT students was:

5.47 percent in **math** (25 percent higher than the general population's 4.35 percent growth)

3.74 percent in **reading** (11.88 percent higher than the general population's 2.76 percent growth)

3.74 percent in **language usage** (5.23 percent higher than the general population's 3.55 percent growth)

In **math**, the greatest growth was among 3rd graders, whose growth scores included improvements of 11.74 percent and 10.58 percent, approximately double the GT average. They received two hours a week of GT math instruction.

In **reading**, the greatest growth also was among 3rd and 4th graders who got two hours a week of GT instruction, with highest-scoring students recording improvements of 10 percent, 7 percent and 6 percent.

Among 25 identified ELA GT students, nearly 85 percent saw their **language usage** scores rise. Again, the third- and fourth-graders who received two hours a week of direct GT instruction made the greatest gains, including two twice-exceptional students.

Current programming challenges include limitations attributed to number of identified students assigned to 1.6 staff members, schools we serve (5), and number of academic and artistic subjects requiring programming.

The Teacher:

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

We 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. 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 2018-19 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 2019 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, whether or not there has been a change in the program.

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 at the five schools, 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.
(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 program costs include the professional salaries and benefits of our 1.6 GT teachers. We have allocated funds for MeGAT dues, fees, and the annual conference. Costs for that programming is included below.

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)
Michalah Burrows	\$28,275	
Lisa Austin	\$42,925	\$42,925
Subtotal	\$71,200	\$42,925

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
N/A			
Subtotal			

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$71,200	\$42,925
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	\$250	\$175
Total	\$71,450	\$43,100