

State of Maine  
Department of Education

Gifted and Talented Education Program  
Renewal Application 2017-18

**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: M.S.A.D. #59

Name and title of person responsible for gifted and talented program:  
Bonnie Levesque Superintendent

Phone number: (207) 696-3323

Email address: bonnie.levesque@msad59.org

**CERTIFICATION:**

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

Bonnie C. Levesque  
Superintendent Name (printed)

Bonnie C. Levesque  
Superintendent Signature

Date of Initial submission to Maine DOE: September 29, 2017

Date of 1<sup>st</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
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](mailto:GT.DOE@maine.gov)**

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

Maine DOE Approval: [Signature]

Date of Approval: 11/2/17

### 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: Language Changes to Arts program philosophy

o Academic program philosophy -

M.S.A.D. #59 recognizes that gifted students have unique cognitive, emotional, and social needs. Gifted students demonstrate exceptional learning ability and/or outstanding talents in one or more areas and require educational opportunities beyond the standard curriculum to develop to their full potential. These students comprise the top 3-5% of the student population in general intellectual ability and specific academic aptitude, as well as the top 3-5% in artistic ability. Since it is our mission to provide an equitable and quality education for all learners:

We will provide students with programming that

- recognizes their diverse strengths, characteristics, and learning styles
- challenges them to achieve at their highest abilities and talents, and to become life-long learners and engaged citizens
- offers resources for parents, teachers, and the community to better support their unique needs
- is mindful that gifted students come from a wide variety of backgrounds, and socioeconomic levels

M.S.A.D. #59 will systematically identify gifted students in English language arts, math, music, science, social studies, and the visual arts, and design learning experiences to nurture their development. M.S.A.D. #59 will also provide professional development to assist teachers in understanding and fostering the gifts and talents of our learners.

o Arts program philosophy -

As an integral part of M.S.A.D. #59's gifted and talented programming, opportunities will be provided for high-achieving students in music and the visual arts. These students will be systematically identified for educational opportunities and enrichment in music and the visual

arts that recognize their diverse strengths and challenges them to achieve to their highest abilities and talents.

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: Language changes to present tense instead of future

- o Academic program abstract -  
M.S.A.D. # 59's gifted and Talented Programming services are designed to support the educational needs of high achieving students and of students with potential to be high achievers. These students are identified as those who demonstrate exceptional learning ability and/or outstanding talents in one or more areas and who require educational opportunities beyond the standard curriculum to develop to their full potential.

M.S.A.D. #59 targets approximately 3-5% of students in English language arts, math, science, and social studies, and an additional 3-5% in music and the visual arts for gifted and talented programming. Student Learning Plans (SLPs) are developed to support the students' identified area(s) of giftedness. SLPs outline educational strategies for students and the methods that will be employed to document the student's participation in gifted and talented programming.

M.S.A.D. #59 uses a consultation model. Programming options may take the form of enrichment and/or differentiation beyond the regular curriculum through consultation with classroom teachers, individual and small group instruction, as well as opportunities for accelerated classes and advanced placement.

- o Arts program abstract –  
See Academic program abstract. The Arts program abstract is the same as the Academic program abstract for the 2017-2018 school year.

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: Language changes to present tense, "coordinator" replaces "consultant", and RTI has been added to ACTIVITIES – GOAL 2

- o Academics program goals, objectives, activities –  
GOAL 1. Gifted and Talented Programming: Provide programming that addresses the diverse strengths, characteristics, and learning styles of students with gifts and talents.

GOAL 2. Student Identification: Identify students for gifted and talented programming.

OBJECTIVES – GOAL 1

1. By developing policies and procedures that guide and sustain gifted and talented programming, including effective evaluation procedures.
2. By raising teacher/parent/student awareness of the characteristics, challenges, and needs of the gifted learner.

ACTIVITIES – GOAL 1

1. Strengthen our steering/advisory group with representatives from the elementary, middle, and high schools to navigate the revision process.
2. Provide professional development opportunities related to research-based strategies for teaching students with gifts and talents.
3. Continue to develop evaluation procedures in collaboration with our steering/advisory group.

ACTIVITIES – GOAL 2

1. The steering committee will continue to guide the identification processes, including a focus on the RTI.
2. The Gifted and Talented Programming staff will consult with teachers in creating appropriately challenging learning opportunities for identified students, and
3. Engage students in learning about themselves as learners.

- o Arts program goals, objectives, activities -  
See Academics. The Goals/Objectives/Activities for the Arts are the same at those for Academics for the 2017-2018 school year.

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: Language changes, including “consultant” to “coordinator”, and shift in phrasing in transfer student section

- o General intellectual ability identification -

**Screening:**

Screening of the student population for gifted and talented programming will be done in grades 2, 4, and 8. Students may be nominated in any grade. 3-5% of the student population may be identified with exceptional intellectual and/or academic abilities, and an additional 3-5% may be identified with exceptional artistic/musical ability. Nominations can be made at any time during the year by teachers and/or other educational staff, parents, community members, students (self-nomination), or peers. Upon nomination parents will be notified and permission will be requested to collect additional data.

**Selection:**

Students will be identified using a combination of at least three methods and may include, but

not limited to state and local assessments, a standardized cognitive ability measure (Cognitive Abilities Test, CogAT, or alternate cognitive ability measure), and subjective measures which may include learning characteristic/behavioral checklists, portfolios, auditions, and/or interviews.

1. Nominated students will be given the CogAT (Cognitive Abilities Test) or alternate cognitive ability measure.
2. Music and Visual Arts students will meet with the appropriate (art/music) teacher to gather work samples and complete an evaluation packet.
3. Scores from state and local achievement assessments (NWEAs, MEAs, NECAP) and
4. Subjective information including Learning Characteristics/Behavioral Checklists will be gathered for the student data packet.

All information will be submitted to the Identification Committee composed of an administrator, a GT coordinator, and at least one classroom teacher and/or educational specialist.

**Placement:**

The top 3-5% of students in the categories of General Intellectual Ability and Specific Academic Aptitude, and the top 3-5% of students in the Artistic Ability category will be recommended to the Identification Committee for Chapter 104 Gifted and Talented services.

Once a student has been identified for gifted and talented programming, a Student Learning Plan (SLP) meeting will be convened to develop a learning plan for the student and obtain parent permission. This plan will be developed collaboratively by those in attendance, which may include the GT coordinator(s), classroom teacher(s), administrator, parents, and student (when appropriate). SLPs will outline educational strategies for identified students and the methods that will be employed to document the student's participation in gifted and talented programming.

The superintendent will be notified of students identified for gifted and talented programming, and will be given a description of programming that will be provided.

- o Specific academic areas identification -  
See General intellectual ability identification section above. Specific academic areas identification is the same as the general intellectual ability identification for the 2017-2018 school year.
- o Arts identification -  
See General intellectual ability identification section above. Arts identification is the same as the general intellectual ability identification for the 2017-2018 school year.
- o Transfer students -  
The records of students who transfer into M.S.A.D. #59 will be screened for gifted and talented services as they arrive. If a student has been identified for gifted and talented programming in another district in the State of Maine or in a school district out of state, student data will be reviewed by the G/T coordinator(s) and parents will be contacted. The student must meet district criteria for the student to receive M.S.A.D. #59 gifted and talented programming.

- o Exit procedures -  
Efforts will be undertaken to support students before removal from services, including meeting with parents, teachers, and school counselors to assess and propose interventions. The SLP will be reviewed to determine whether curriculum and/or enrichment strategies are appropriate to the student. Adjustments may be made to the SLP at this time. A review team will oversee exiting procedures.

Parents and students may request – in writing – removal from services at any time.

- o Appeals procedures -  
Any parent, teacher, and/or student who would like to appeal a decision not to recommend a student for services can file an Appeals Form with the Superintendent of M.S.A.D. #59. The Identification Committee will meet to review the appeal, student data, and any new information. Additional assessments or alternate assessments or work samples may be requested by the committee. The Identification Committee will make recommendations to the Superintendent. The Superintendent of M.S.A.D. #59 will make all final determinations regarding student placement.

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

NO CHANGE       CHANGE

Describe **CHANGE** here: Language and date changes, "consultant" to "coordinator", and addition of RTI

M.S.A.D. #59's Gifted and Talented Programming Team currently consists of the Superintendent, and two part-time (30% and 20%) Gifted and Talented endorsed coordinators.

The responsibilities of the two part-time coordinators - with the support and approval of the Superintendent and Gifted and Talented Programming Steering Committee - include, but are not limited to:

- Screen students for gifted and talented programming
- Maintain student records
- Design gifted and talented services, including writing SLPs
- Collaborate with teachers and school counselors
- Guide RTI process

- Collect and manage data for program review and State DOE reporting
- Complete State DOE required forms and evaluations
- Communicate with parents and guardians
- Plan, participate in, and deliver gifted and talented professional development

M.S.A.D. #59's Gifted and Talented Programming Steering Committee consists of the Superintendent and the two Gifted and Talented Programming coordinators, as well as administrators, teachers, and educational specialists representing each of our district's schools.

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
Bonnie Levesque	No	Administrator		
Lisa Ingraham	Yes	Teacher	K-4	Part-Time (20%)
Linda LaRose	Yes	Teacher	K-12	Part-Time (30%)

B. Indicate the Auxiliary Staff: Educational Technician

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: Language change, "consultant" to "coordinator"

M.S.A.D #59 will conduct annual reviews to assess and improve gifted and talented services. Surveys of teachers, students, parents, and administrators will be used to evaluate program identification and implementation effectiveness.

The Gifted and Talented programming coordinators and steering committee will provide a survey of questions for teachers, students, parents, and administrators. Student achievement data, such as NWEA, MEA, work samples, and report cards may be reviewed to determine student

performance/growth and effectiveness of programming. Results will be used formatively to determine the direction programming will take for the following school year.

- (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.)
- (c.) Include how program effectiveness was determined.

The 2015-2016 school year began with no Gifted and Talented program in place for advanced students at MSAD #59. Although much was done to set the groundwork during that year, much still needed to be accomplished during 2016-2017 before programming with students could begin.

The Gifted and Talented programming coordinators (one 20% time; one 30% time) met regularly to research, discuss, and plan MSAD #59 programming services. We worked on and accomplished the following during the 2016-2017 school year:

- Screened transfer students and new nominees.
- Tested nominated high school students using the CogAT.
- Held identification team meetings for all 70 nominated students
  - Developed and used matrix in a blind review process
- Identified 16 students in the area of academics; 4 in general intellectual ability; 20 in music and visual arts
  - Of the MSAD #59 student population, 3.2 % identified music, visual arts; 3.2% identified general intellectual ability, academics
  - Of the identified students, 58% - girls; 42% - boys
- Student Learning Plan meetings were held for all students identified in the areas of general intellectual ability and academics. Students who were identified in those areas and in music and/or art also had SLP meetings.
  - Student Learning Plans were collaboratively developed with G/T coordinator(s), parents, teachers, and administrators in attendance.
  - Parent consents were obtained.
  - Students were encouraged to attend the SLP meetings with their parents.
- All students with visual arts identification were presented with a sketchbook to use over the summer for continued exploration and reflection on their artistic growth.
- Informal meetings were held with teachers regarding nominated/identified students.
- Continued staff professional development
  - Presented workshops on the *Depth of Knowledge/Revised Bloom's Taxonomy* wheel; higher level questioning, etc.
  - Added to the GT professional development library at each school
  - Informal meetings/discussions with teachers and administrators
  - Attended the MEGAT conference: both GT coordinators with an administrator and two general education teachers
  - Attended the GT Mentor workshop
- Planned and facilitated Gifted and Talented Steering Committee meetings.

- Completed the program renewal application and budget; both were approved.

The identification process and most of the Student Learning Plan meetings were completed by the end of the 2016-2017 school year. We did not arrive at a point to evaluate student growth or effectiveness of gifted and talented programming services since programming with the students did not have time to begin. We look forward to working with students during the 2017-2018 school year and to be able to evaluate the effectiveness and success of MSAD 59's Gifted and Talented Programming services.

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

In addition to the part-time Gifted and Talented Programming staff (50%), 2017-2018 Gifted and Talented Programming costs are predominantly related to educational supplies for advanced students, teacher resources, and professional development in the form of conferences and workshops. The CogAT answer sheets and test booklets will be needed for the administration of the Cognitive Abilities Test to newly nominated students.

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 (salary with benefits)	Secondary (salary with benefits)
Lisa Ingraham	13,290.38 (20%)	
Linda LaRose	9,608.54 (15%)	9,608.54 (15%)
<b>Subtotal</b>	22,898.92	9,608.54

**Auxiliary Staff Costs**

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

<b>Subtotal</b>		
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**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<b>Subtotal</b>			

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

**The Sketchbook and Journal Books NOTES:** The Sketchbook and Journal Books listed in the table below are for use with all advanced students. These sketchbooks and journal books will help G/T identified students explore their creative process and thinking, as well as reflect critically on their development as artists and learners. The books will serve as both a tool for developing talent and a record of growth over time.

**Music Gifted and Talented Budget Request NOTES:** Students identified for musical talent are receiving individual lessons with our music teachers scheduled during the school day. The supplies requested below are for use with G/T identified students only.

**Student Critical Thinking Wheels Budget Request NOTES:** Identified advanced learners will be taught to use the Student Critical Thinking Wheels to increase the depth and complexity of their critical and creative thinking skills.

**Field Trip to Colby College:** This field trip is being explored for all gifted and talented programming identified students in partnership with the Coordinator of School and Teacher Programs at Colby. A visit to the museum as well as a tour of educational programs at Colby are both being considered for our advanced learners.

**A. Educational Materials and Supplies:**

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
CogAt Forms & Answer Sheets	119.20	CogAt Forms & Answer Sheets	85.55
Class Pack of Student Critical Thinking	49.95	Class Pack of Student Critical	49.95

Wheels Level 4-5		Thinking Wheels Level 6-12	
Spiral Bound Sketchbook and Journal Book	54.32	Spiral Bound Sketchbook and Journal Book	54.32
Additional Paper for Sketchbooks/Journals	16.99	Additional Paper for Sketchbooks/Journals	16.99
Sheet Music	30.00	Sheet Music	70.00
		Piano Lesson Book 2	12.00
		Piano Essentials	20.00
		Letting Go of Perfect (5 copies)	60.00
<b>Subtotal</b>	<b>270.46</b>	<b>Subtotal</b>	<b>368.81</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip to Colby College	100.00	Field Trip to Colby College	200.00
<b>Subtotal</b>	<b>100.00</b>	<b>Subtotal</b>	<b>200.00</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NECGT	475.00	NECGT	475.00
Depth of Knowledge/Revised Bloom's Taxonomy Wheel	48.65	Depth of Knowledge/Revised Bloom's Taxonomy Wheel	97.30
Implementing RTI with Gifted Students/Prufrock	45.00	Implementing RTI with Gifted Students/Prufrock	45.00
Re-Forming Gifted Education/Prufrock	12.95	Re-Forming Gifted Education/Prufrock (2)	25.90
Total School Cluster Grouping & Differentiation/Prufrock (5)	199.75	Total School Cluster Grouping & Differentiation/Prufrock (2)	79.90
The Art of Coaching for School Transformation/Wiley	29.95	The Art of Coaching for School Transformation/Wiley (2)	59.90
<b>Subtotal</b>	<b>811.30</b>	<b>Subtotal</b>	<b>783.00</b>

**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	22,898.92	9,608.54
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials/Supplies</b>	270.46	368.81
<b>B. Other Allowable Costs</b>	100.00	200.00
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>	811.30	783.00
<b>Total</b>	24,080.68	10,960.35