

**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:

RSU 23 Old Orchard Beach

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

Cynthia Nye, Teacher

Phone number: 934-4848 (school)

Email address: [cnye@rsu23.org](mailto:cnye@rsu23.org)

**CERTIFICATION:**

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

John Suttie

Superintendent Name (printed)

John Suttie

Superintendent Signature

Date of Initial submission to Maine  
DOE:

9/28/2017

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

11/9/2017

JS

Superintendent  
Initials

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

JS

Superintendent  
Initials

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

JS

Superintendent  
Initials

FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

**Reviewed By:**

**Maine DOE Approval:**

**Date of Approval:**

*Jane Hall*  
*12/15/17*

### ***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:**

- o Academic program philosophy -  
Revise the last line: Gifted and talented instruction is in lieu of the regular classroom curriculum; some is provided within the classroom.
- o Arts program philosophy - No change

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:**

Update to reflect current practices.

- o Academic program abstract -  
RSU 23's Gifted and Talented Education Services (GATES) program will identify and serve the special needs of students who achieve or have the potential to achieve above their age peers in academics. For kindergarten-grade 2, gifted and talented services are informal. The GATES teacher consults with grade-level teams to help provide services for students who perform two or more years above their age peers. Individual students' needs are met through differentiation, cluster grouping, enrichment and/or acceleration. Students in grades 3-8 are identified as advanced learners in accordance with the provisions of Chapter 104. Services are provided to students who show strong general academic ability or specific academic skills. Services include differentiation in the regular classroom and/or pull-out enrichment for grade 3 language arts and math; pull-out services for grades 4 and 5 language arts and math; enrichment for grade 5 science; pull-out services for grades 6 and 7 language arts; and

differentiation in the regular program for identified science and social studies students grades 6-8. Students identified in math grades 6-8 are accelerated through placement in advanced courses at higher grade levels. Options for gifted and talented high school students include Advanced Placement courses, concurrent enrollment, and independent study.

GATES services will vary based on each student's individual needs and available resources. Each student's program will be regularly reviewed and modified to meet the student's changing abilities, needs, and interests.

o Arts program abstract -

RSU 23's GATES program will identify and serve the special needs of students who achieve or have the potential to achieve above their age peers in the visual and performing arts. For kindergarten-grade 2, gifted and talented services in the arts are informal enrichment opportunities. Students in grades 3-8 are formally identified as advanced learners in accordance with the provisions of Chapter 104. Identified students receive differentiated instruction from their arts teachers. Portland School of Art provides outside programming options for secondary gifted and talented students when appropriate. At the high school level, students receive differentiated instruction from their arts teachers as well as the Regional Fine Arts Center in Biddeford.

GATES arts services will vary based on each student's individual needs and available resources. Each student's program will be regularly reviewed and modified to meet the student's changing abilities, needs, and interests.

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:

Revise academic Goals 1 and 2 to reflect the district's focus on proficiency-based standards and update acceleration activities. Arts Goal 2 was revised by the music teacher.

o Academics program goals, objectives, activities -

Revise the beginning of Goal 1: Offer standards-based enrichment activities...

Revise Objectives in Goal 2: Program development provides students....Acceleration matches the student's ability level.

Replace Activities in Goal 2: Accelerate students ...

Activities: Identified students can take courses at higher grade levels, e.g., a gifted sixth grader can take an advanced seventh grade math course. Students can also be accelerated through compacting the grade-level curriculum to allow time for advanced study.

- Arts program goals, objectives, activities -  
Replace Objectives and Activities in Goal 2: GATES arts students...  
Objective: Provide an environment which fosters self-analysis, goal-setting, and creative risk-taking.  
Activities: Teachers provide instruction and assignments that foster proper practice techniques for the musical or artistic goals set by students.

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:

Revise to reflect current procedures and include screening and selection procedures for each of the three categories. The placement procedure is the same for all three categories; two sentences were added at the beginning of the paragraph.

- General intellectual ability identification -  
Screening for general intellectual ability includes the entire school population of students by grade level. In compliance with Chapter 104, at least three identification tools are used. Objective measures include standardized tests such as the Maine Educational Assessments (MEA), Northwest Educational Association assessments (NWEA), and AIMSweb. Tests of cognitive ability may be used when available. RSU developed assessments also may be used. Subjective measures include teacher nominations based on large-group observations and student-specific behavioral rating scales. Student self-referrals and referrals from parents or community members may also be used. From this data an initial pool of candidates is established.  
The GATES selection committee will select students at each grade level for placement in the GATES academic program. The committee consists of a building administrator, the GATES teacher, two or more classroom teachers, and a specialist such as the guidance counselor. The job of the selection committee is to identify those advanced learners whose needs cannot be met in the regular classroom program and who are in need of differentiated learning opportunities. Responsibilities of the selection committee may include reviewing information collected on students in the pool established by the screening process and collecting additional information when necessary. The data are gathered using a matrix for each of the academic subjects. The information is used to establish the district's local norms and to identify students who are in the top 3-5% of the grade-level population in terms of general intellectual ability. The information will also be used in making decisions about the levels of service required to accommodate a student's needs. The GATES selection committee will

annually review the screening and identification process to ensure that procedures allow equal opportunity for students to be identified.

o Specific academic areas identification -

Screening for specific academic aptitude includes the entire school population of students by grade level. In compliance with Chapter 104, at least three identification tools are used, including at least one objective measure. The following objective measures may be used for screening for specific academic aptitude.

ELA: MEA, NWEA, AIMSweb, RSU developed assessments

Math: MEA, NWEA, AIMSweb

Science: MEA, NWEA

Social Studies: RSU developed assessments, NWEA, MEA, AIMSweb

Tests of cognitive ability may be used when available. In addition there are teacher nominations based on large-group observations and student-specific behavioral rating scales. Student self-referrals and referrals from parents or community members may also be used. From this data an initial pool of candidates is established.

The GATES selection committee will select students at each grade level for placement in the GATES academic program. The committee consists of a building administrator, the GATES teacher, two or more classroom teachers, and a specialist such as the guidance counselor. The job of the selection committee is to identify those advanced learners whose needs cannot be met in the regular classroom program and who are in need of differentiated learning opportunities. Responsibilities of the selection committee may include reviewing information collected on students in the pool established by the screening process and collecting additional information when necessary. The data are gathered using a matrix for each subject. The information is used to establish the district's local norms and to identify students who are in the top 3-5% of the grade-level population in terms of specific academic aptitude. The information will also be used in making decisions about the levels of service required to accommodate a student's needs. The GATES selection committee will annually review the screening and identification process to ensure that procedures allow equal opportunity for students to be identified.

o Arts identification -

The following measures may be used for screening for artistic ability.

- Assessment of portfolio of student artwork (rubric)
- Teacher nomination
- Grades

The following measures may be used for screening for performing arts.

- Assessment of student performance for an audience (rubric)
- Teacher nomination
- Grades

Student self-referrals and referrals from parents or community members may also be used. Information from any one of these measures may qualify a student for initial consideration.

A team of at least three qualified professionals at each grade span shall select students for placement in the GATES arts program. In visual art, the team will consist of at least one art teacher, an administrator or guidance counselor, and a GATES teacher. In music, the team will consist of at least one music teacher (vocal or instrumental), an administrator or guidance counselor, and a GATES teacher. The job of the team is to identify those advanced learners who are in need of differentiated learning opportunities. Responsibilities of the identification team include reviewing information collected on students in the pool established by the screening process and collecting additional information when necessary. The team will identify students who are in the top 3-5% of the grade-level population and make decisions about the levels of service required to accommodate a student's needs. The GATES arts selection committee will annually review the screening and identification process to ensure that procedures allow equal opportunity for students to be identified.

### Placement

Following identification by the committee, the GATES teacher will initiate a placement planning process with the relevant teachers, parent/guardians, and student. This process will focus on the needs of the individual student and the resources or opportunities that are available to meet the student's needs. The superintendent, under policies adopted by the school board, has established procedures to accomplish the following:

- Notify the superintendent of the children selected for the program.
- Provide the superintendent with a description of the program(s) that will be offered.
- Notify parents of the eligibility of their child for participation in the program. Provide them with a description of the program and obtain written parental permission to place the child in the program.
- Maintain records on each child's participation in the GATES program.
- Conduct an annual review of each student's program to evaluate appropriateness of placement and instruction.
- Assure collaboration between the regular classroom teacher and the GATES teacher to develop instructional strategies that will be provided for selected children.

- Transfer students - No change
- Exit procedures - No change
- 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:

Revise to reflect the district's focus on proficiency-based standards and the new GATES teacher's professional development.

RSU 23's professional development activities focus on aligning our curriculum with proficiency-based standards built on the Common Core, Next Generation Science Standards, C3, Maine Learning Results, and our guiding principles.

- The GATES teacher attends regional and statewide workshops and conferences, such as the DOE GT program renewal workshop and MEGAT fall conference, and shares information and best practices for gifted education with colleagues.
- The GATES teacher is a Maine Science Partner with the Research in STEM Education (RISE) Center at the University of Maine and works with colleagues to provide differentiated science opportunities for gifted students.
- The GATES teacher attends Assessment for Learning training at the University of Southern Maine and leads study groups open to all K-8 staff to develop and differentiate standards-based curriculum, creating opportunities to compact and extend the regular program for gifted and talented students.
- The district pays tuition for graduate course work and fees for conferences related to serving gifted and talented students. The GATES teacher took two graduate courses for gifted endorsement in 2016-17.

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

New text: RSU 23's gifted and talented program is included in the regular education budget. The GATES teacher reports to the Superintendent.

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 |
|---------------|------------------------|--------------------------|-------------|-----------------------------------|
| Cynthia Nye   | yes/<br>transitional   | Teacher                  | K-12        | Full-time                         |
|               |                        |                          |             |                                   |

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 |
|---------------|------|------------------------|-------------|---------------------------------|-----------------------------------|
| (none)        |      |                        |             |                                 |                                   |
|               |      |                        |             |                                 |                                   |

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



NO  
CHANGE CHANGE

Describe CHANGE here:

Revise the first paragraph to include all academic areas and arts:

We feel that evidence of student progress demonstrates the success of the program in the academic content areas and in the arts. ~~In math and ELA student progress is one of the criteria of an effective program. For grades 4-8, students receive individual assistance in writing as part of their work in language arts. Students participate in the publication of a writing magazine.~~

- (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.)

**GATES Programs and Services Self-Evaluation 2016-17**

The second-year GATES teacher compiled a report on all components of the program. Information was gathered from records left by the previous GATES teacher, students' report cards and standardized test scores, student work, student surveys, and information from classroom teachers and the GATES advisory committee. Previously, the GATES staff provided math classes for identified students in grades 4-6, and all students in grades 4-8 could participate in the publication of a writing magazine. In 2016-17, the magazine was discontinued and math services were modified to better serve identified students in four subject areas. New language arts, science, and social studies services for identified students were started in 2016-17. Identification, services, and outcomes for each subject area and grade level were included in the program report.

The GATES teacher and the building principal evaluated the 2016-17 program in September 2017, using the Sample Program Evaluation form provided on the DOE website and the program report compiled by the GATES teacher. A summary from the evaluation form is provided here. We concluded that the goals and objectives are being implemented and the program has been updated. We slightly over-identified students in one or two areas. We plan to add the CogAT to our identification tools for grades 3-5. We added the NWEA for science and are looking for a social studies tool for grades 6-8.

Although we are a small school with limited diversity, our identification tools are identifying students from different backgrounds and an overall balance of girls and boys. Some students receive both special education and gifted services. The curriculum addresses the needs of gifted students, as conveyed in their survey responses and the program report. A scope and sequence plan is being developed. Students exhibit achievement and report they are being challenged. The program is consistent with the philosophy. Student surveys reflect positive attitudes; students expressed enthusiasm and desire to continue in the program. In one case, the program did detract from achievement in the regular classroom and a conference was held with the student, teachers, and family. The program is sometimes limited by each grade level's schedule, but the GATES teacher works closely with grade-level teams to schedule pull-out and push-in services.

The GATES teacher completed required coursework in 2016-17 and will take the GT PRAXIS in 2017-18. The teacher loves to work with gifted students. Staff and administrators support the program and help to update and improve it. The budget is adequate for books, supplies, and professional development. We need a field trip line to fund field work. We are restarting a GATES advisory committee to help ensure the program is evaluated properly. The new committee includes the building principal, the GATES teacher, two or more classroom/subject area teachers, a visual arts teacher and a music teacher.

(c.) Include how program effectiveness was determined.

Program effectiveness was determined through the Sample Program Evaluation form provided on the DOE website and the program report compiled by the GATES teacher. The program report documented for each content area and grade level how students were identified, what services they received, how they demonstrated growth, and whether they were recommended to continue receiving services. Arts teachers contributed to the visual art and music GATES reports, and high school staff provided the high school report.

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

Books are needed to extend language arts and social studies enrichment using literary and informational texts. The new GATES language arts and social studies programs at fifth and sixth grade are successful and students are enthusiastic. We want to extend a language arts and U.S. history GATES program to identified seventh and eighth graders, and add books to the GATES program for identified fourth graders. Scholastic's monthly *Dynamath* magazine is popular and challenging for gifted math students in grades 3-5. The art teacher frames exemplary GATES student art pieces for display. GATES students need resources for research projects and transportation for field trips and field work. For example, the GATES students travel in a school van to collect data for projects they are doing with the Conservation Commission and the Gulf of Maine Research Institute. They go to museums and nature centers in the van as well. The gifted seventh graders want to take the train to visit Boston and/or Salem. The GATES teacher reads professional books and attends professional development conferences and workshops to learn, share with colleagues, and improve the program. We want to add the CogAT for one or more grades. The Regional Fine Arts Educational Services Agency provides arts enrichment services for gifted high school 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 Ontology) 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<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|-------------------------|--------------------------------------|-------------------------------------|
| <u>Cynthia Nye</u>      | <u>51,456.82</u>                     |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
| <b>Subtotal</b>         | <b><u>\$51,456.82</u></b>            |                                     |

**Auxiliary Staff Costs**

| Auxiliary Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
| <b>Subtotal</b>      | <b><u>\$0</u></b>                    |                                     |

**Independent Contractor Costs**

| Independent Contractor Name | Area of expertise | Elementary<br>(contract amount) | Secondary<br>(contract amount) |
|-----------------------------|-------------------|---------------------------------|--------------------------------|
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
|                             |                   |                                 |                                |
| <b>Subtotal</b>             |                   | <b><u>\$0</u></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/<br>Supply   | Cost            | Secondary: Name of Material/<br>Supply  | Cost            |
|---|-----------------|---|-----------------|
| <i>The First Feud Between the Mountain and the Sea</i> by Lynn Plourde, 4 copies            | \$40            | <i>Beyond the Burning Time</i> by Kathryn Lasky, 4 copies                           | \$20            |
| <i>Finding Wonders: Three Girls Who Changed Science</i> by Jeannine Atkins, 4 copies        | \$40            | <i>Wintering Well</i> by Lea Wait, 5 copies   | \$32            |
| <i>Song of the Trees</i> by Mildred D. Taylor, 4 copies                                     | \$24            | <i>The Voyage of Patience Goodspeed</i> by Heather Vogel Fredrick, 3 copies         | \$18            |
| <i>The Witch of Blackbird Pond</i> by Elizabeth George Speare, 4 copies                     | \$18            | <i>Carry On, Mr. Bowditch</i> by Jean Lee Latham, 3 copies                          | \$18            |
| <i>Bound for Oregon</i> by Jean Van Leeuwen, 6 copies                                       | \$36            | <i>Lyddie</i> by Katherine Paterson, 5 copies                                       | \$35            |
| <i>Only the Names Remain: The Cherokees and the Trail of Tears</i> by Alex Bealer, 6 copies | \$21            | <i>Orphan Train Girl (Young Readers Edition)</i> by Christina Baker Kline, 5 copies | \$50            |
| <i>Interactive Read-Alouds for Grades 6-7</i> to be used with gifted readers                | \$63            | <i>In the Footsteps of Crazy Horse</i> by Joseph Marshall, 5 copies                 | \$50            |
| Frames for gifted students' art   | \$50            | Frames for gifted students' art   | \$50            |
| Makey Makey (2)   | \$100           | <i>Farewell to Manzanar</i> by Jean Houston, 6 copies                               | \$36            |
| Scholastic <i>Dynamath</i> grades 3-5, 15 subscriptions                                     | \$115           | <i>The Watsons Go to Birmingham—1963</i> by Christopher Paul Curtis, 6 copies       | \$30            |
| <i>Esperanza Rising</i> by Pam Munoz Ryan, 3 copies   | \$17            | <i>Words in the Dust</i> by Trent Reedy, 5 copies                                   | \$35            |
| <i>Amos Fortune, Freeman</i> by Elizabeth Yates, 4 copies                                   | \$24            | <i>New Mainers</i> by Pat Nyhan, 2 copies   | \$30            |
| <b>Subtotal</b>   | <b>\$548.00</b> | <b>Subtotal</b>   | <b>\$404.00</b> |

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

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------|------|----------------------|------|
|-----------------------|------|----------------------|------|

|   |                 |   |                 |
|---|-----------------|---|-----------------|
| Van transportation (\$1/mile) to local resources, e.g., Milliken Mills Conservation Area, Ferry Beach Nature Center, Scarborough Marsh, OOB Historical Society, Old York for GATES extension projects | \$100           | Van transportation (\$1/mile) to local resources, e.g., wastewater treatment plant, Maine Historical Society, Portland Science Center, Wells Estuarine Reserve for GATES extension activities | \$100           |
| CogAT tests (10 per grade) and keys for grades 3-5  | \$253.20        | Field trip to Bowdoin art and arctic museums & Joshua Chamberlain house (van and driver for 8-10 GATES students and 2 staff)  | \$175           |
| CogAT Interpretive Guide  | \$36.20         |   |                 |
|   |                 |   |                 |
| <b>Subtotal</b>   | <b>\$389.40</b> | <b>Subtotal</b>   | <b>\$275.00</b> |

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

| Elementary: Program name | Cost       | Secondary: Program name                        | Cost            |
|--------------------------|------------|--|-----------------|
|                          |            | Regional Fine Arts Educational Services Agency | \$360           |
|                          |            |  |                 |
| <b>Subtotal</b>          | <b>\$0</b> | <b>Subtotal</b>                                | <b>\$360.00</b> |

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

| Elementary: Course/Workshop Title | Cost            | Secondary: Course/Workshop Title | Cost       |
|-----------------------------------|-----------------|----------------------------------|------------|
| MEGAT membership                  | \$35.00         |                                  |            |
| MEGAT conference registration     | \$70            |                                  |            |
|                                   |                 |                                  |            |
|                                   |                 |                                  |            |
|                                   |                 |                                  |            |
| <b>Subtotal</b>                   | <b>\$105.00</b> | <b>Subtotal</b>                  | <b>\$0</b> |

**E. Totals**

| Subtotals from charts above | Elementary Costs:  | Secondary Costs:  |
|-----------------------------|--------------------|-------------------|
| Professional Staff          | \$51,456.82        |                   |
| Auxiliary Staff             | \$0                |                   |
| Independent Contractors     | \$0                |                   |
| A. Materials/Supplies       | \$548.00           | \$404.00          |
| B. Other Allowable Costs    | \$389.40           | \$275.00          |
| C. Student Tuition          |                    | \$360.00          |
| D. Staff Tuition/PD         | \$105.00           |                   |
| <b>Total</b>                | <b>\$52,499.22</b> | <b>\$1,039.00</b> |