

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:

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

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:

9/28/2018

Date of 1st Revision to Maine DOE:

Superintendent
Initials

Date of 2nd Revision to Maine DOE:

Superintendent
Initials

Date of 3rd Revision to Maine DOE:

Superintendent
Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By:

Maine DOE Approval:

Date of Approval:

Jessie Hale

10/22/18

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 - 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:

- 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, online courses, and individualized program options.

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:

- 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.
- o 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.

- o 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) and Northwest Educational Association assessments (NWEA). 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.

○ 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, RSU developed assessments

Math: MEA, NWEA

Science: MEA (science, math), NWEA (science, math)

Social Studies: MEA (ELA), NWEA (ELA), RSU developed assessments

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.

○ 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.

o 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.

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:

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 serves on the editorial board of *Findings from the Field: A Middle School Journal of Scientific Research*, a Gulf of Maine Research Institute (GMRI) project, and partners with teachers across Maine to engage students in scientific research, writing, peer review, and publication.
- 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 attended Forgotten Frontier, a workshop hosted by the Old Berwick Historical Society to equip teachers to use primary sources to teach early Maine history.
- The GATES teacher attended Assessment for Learning training at the University of Southern Maine and led 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 GATES teacher hosted professional development learning groups focused on differentiation and project-based learning.
- 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 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:

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 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
Cynthia Nye	yes	Teacher	K-12	Full-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
(none)					

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

NO
CHANGE

CHANGE

Describe CHANGE here:

The following text is from our approved Initial Application 2015-16, with deletions in paragraphs 1 and 2, and corrections in bold:

We feel that evidence of student progress demonstrates the success of the program in each academic area 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.~~

~~In grades 6-8, math GATES students receive grades each quarter. In grades 4 and 5, students receive a narrative, checklist, and a grade in trimesters.~~ In grades 6-8, math GATES students receive grades each trimester. In grade 5, trimester report cards are proficiency based and the GATES teacher is the teacher of record for GATES math students. Student progress is also assessed using NWEA and MEA tests. In GATES integrated studies grades 5-8, indicators of student success include publication, presentations, and recognition from our mentor organizations. In GATES art and music, student progress demonstrates the success of each program.

The program evaluation will be conducted annually to determine the effectiveness of the gifted and talented program as measured by student academic progress within the gifted and talented instruction and progress toward the program goals. The primary goal of our evaluation is to ensure that the program fulfills the state guidelines, meets our local goals and develops unique talents of RSU 23's GATES or GT population.

The GATES program is also guided by the NAGC: Aiming for Excellence: Pre-K–Grade 12 Gifted Program Standards. The standards, which represent professional consensus on essential practice in gifted education, provide a blueprint to encourage and guide schools in developing and evaluating high-quality programming.

(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.)

**RSU 23 GATES Programs and Services Self-Evaluation 2017-18
Gifted and Talented Education Services (GATES)**

The GATES teacher compiled a report on all components of the program. Information was gathered from students' report cards and standardized test scores, student work, student surveys, and information from classroom teachers and the GATES advisory committee. Identification, services, and outcomes for each subject area and grade level were included in the program report.

The GATES teacher and the new building principal evaluated the 2017-18 program in September 2018, 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 the past, and identified fewer students last year. We did not begin using the CogAT due to other testing changes. We stopped using AIMSweb and resumed using the NWEA in addition to the MEA for our identification tools. We added the NWEA for science, and we began using the MEA and NWEA language arts scores along with teacher recommendations as our tools for social studies identification 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. The program is sometimes limited by each grade'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 passed the GT PRAXIS in 2018. 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 committee includes the new 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, whether or not there has been a change in the program.

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. *(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.)*

Books are needed to extend language arts and social studies enrichment using literary and informational texts. The GATES language arts and social studies programs at fourth through seventh grade are successful and students are enthusiastic. We want to extend the language arts and social studies GATES program for identified third and eighth graders, and add books to the GATES program for all grades. 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 Regional Fine Arts Educational Services Agency provides arts enrichment services for gifted high school students. The GATES teacher attends professional development conferences and workshops to learn, share with colleagues, and improve the program.

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)
Cynthia Nye	\$51,456.82	
	(contract in negotiation)	
Subtotal	\$51,456.82	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
(none)		
Subtotal	\$0	

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
(none)			
Subtotal		\$0	

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
Scholastic <i>Dynamath</i> grades 3-5, 15 subscriptions	\$115	<i>Giants of the Downland: Ancient Wabanaki Tales</i> collected by Alice Mead and Arnold Neptune, 2 copies	\$16
<i>A Long Walk to Water</i> by Linda Sue Park, 5 copies	\$30	<i>The Sacrifice</i> by Kathleen Benner Duple, 5 copies	\$35
<i>Number the Stars</i> by Lois Lowry, 2 copies	\$16	<i>Refugee</i> by Allen Gratz, 4 copies	\$48
<i>Sadako</i> by Eleanor Coerr, 2 copies	\$14	<i>Forgotten Fire</i> by Adam Bagdasarian, 5 copies	\$30
<i>One Crazy Summer</i> by Rita Williams-Garcia, 2 copies	\$16	<i>Call Me American: A Memoir</i> by Abdi Nor Iftin, 5 copies	\$75
<i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, 3 copies	\$24	<i>Animal Farm</i> by George Orwell, 5 copies, 5 copies	\$40
Supplies for physics activities for GATES students	\$50	<i>All We Have Left</i> by Wendy Mills, 5 copies	\$45
		Frames for gifted students' artwork	\$50
Subtotal	\$265	Subtotal	\$339

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 for GATES extension projects	\$100	Van transportation (\$1/mile) to local resources, e.g., Maine Holocaust Center, wastewater treatment plant, Maine Historical Society, Osher Map Center, Bowdoin museums, Wells Estuarine Reserve for GATES extension activities	\$200

Van transportation (\$1/mile) to Old York, ME, and museum entrance fees for GATES students	\$150	Van transportation (\$1/mile) to Salem, MA, and museum entrance fees for GATES students	\$300
Subtotal	\$250	Subtotal	\$500

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
Subtotal	\$0	Subtotal	\$360

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT membership	\$35		
MEGAT conference registration	\$70		
Subtotal	\$105.00	Subtotal	\$0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$51,456.82	\$0
Auxiliary Staff	\$0	\$0
Independent Contractors	\$0	\$0
A. Materials/Supplies	\$265	\$339
B. Other Allowable Costs	\$250	\$500
C. Student Tuition	\$0	\$360
D. Staff Tuition/PD	\$105	\$0
Total	\$52,076.82	\$1,199