

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

School administrative unit name: RSU 52/MSAD 52

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

Theresa Gillis, Assistant Superintendent

Phone number: 207-225-1000

Email address: theresa.gillis@msad52.org

Please CC [kara.getty@msad52.org](mailto:kara.getty@msad52.org) (GT Teacher)

**CERTIFICATION:**

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

K. Kimberly Brandt  
Superintendent Name (printed)

K. Kimberly Brandt  
Superintendent Signature

Date of Initial submission to Maine DOE: 9/28/18

Date of 1st Revision to Maine DOE: 10/30/18

KB  
Superintendent Initials

Date of 2nd Revision to Maine DOE: 11/30/18

KB  
Superintendent Initials

Date of 3rd Revision to Maine DOE: \_\_\_\_\_

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

For further information Contact: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

Reviewed By: Patti Drapeau

Maine DOE Approval: Jane Lee  
12/10/18

## **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:

The MSAD 52 Board of Directors establishes a program for gifted and talented students. That program operates with the belief that each student in our PreK-12 system is an individual with unique learning needs. Some of these students excel or have the potential to excel beyond their grade level peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Children with exceptional General Intellectual Ability and/or exceptional Specific Academic Aptitude comprise up to five percent of the school population. Students with exceptional Artistic Ability comprise up to five percent of the school population. The MSAD 52 program assists these students to recognize, develop, and expand their capabilities and talents, while at the same time addressing their affective needs.

The schools in MSAD 52 will work together to create a continuity of programming to provide the students with experiences that are practical, sequential, and challenging based on the standards set by the District which are built from but not limited to the Maine Learning Results (Common Core State Standards and Guiding Principles), Next Generation Science Standards, and the National Core Art Standards. Instructors of the Gifted and Talented Program will work cooperatively with classroom teachers and other appropriate staff to develop challenging educational experiences that are appropriate for each student's unique needs and abilities. Differentiation of instruction will take place in the regular classroom to serve the needs of the gifted at the same time enriching the curriculum offerings for everyone.

**Program Renewal Application**

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:

The Gifted and Talented program operates with the belief that each student in our K-12 system is an individual with unique learning needs. Some of these students excel, or have the potential to excel beyond their age peers. Our program assists these students to recognize, develop, and expand their capabilities and talents, while at the same time addressing their affective needs.

The MSAD 52 Gifted and Talented program is a response to the need to address the unique learning characteristics, interests, personal needs, and capabilities of gifted children. Focused on Math, Science, Social Studies, Language Arts, and Visual and Performing Arts, through the Gifted and Talented program, students will develop skills in leadership, peer interaction, critical and creative thinking skills, and the ability to think clearly and independently, thus becoming more motivated learners. Students are encouraged to take creative and academic risks in a safe environment with like minded peers. These goals are accomplished in MSAD 52 schools by enriching and expanding upon the core curriculum for identified gifted students in a pull-out program, adjusting the rate and depth of their learning, providing opportunities to interact with other gifted students, and using a variety of appropriate teaching methods which address multiple intelligences. The Gifted and Talented program will strive to enhance each student's education and help them to develop their curiosity in order to create lifelong learners.

**Program Renewal Application**

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**.

<input type="checkbox"/>	NO CHANGE	<input checked="" type="checkbox"/>	CHANGE
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Describe CHANGE here:

Academics:  
Goals  
In order to recognize, develop, and expand the capabilities and talents of our gifted students, while at the same time engaging them and addressing their affective needs, program services will:  
1. Develop curriculum that is responsive to students' individual strengths and needs,  
2. Provide student learning experiences that are at the appropriate level of challenge,  
3. Work cooperatively with classroom teachers and other appropriate staff to monitor and expand programming for gifted students in the regular classroom.  
Objectives  
1. Conduct a strength/needs assessment for each student, by consulting student records, data, guidance and/or parent(s), having students complete survey(s), and by using templates for planning curriculum.  
2. Address students' affective needs through small group instruction, using selected topics related to the student strength assessment.  
3. Communicate the goals for each student with the classroom teacher and principal. Provide consultation as needed.  
Activities  
1. Construct learning plans for students in the fourth through sixth grades, based on a strength/needs assessment, and create differentiated units and challenging activities in seventh and eighth grade, based on a strength/needs assessment.  
2. Students in grades 4-8 will participate in small group instruction outside of the classroom to work on units of study that are engaging, more conceptually complex, multidisciplinary, or go to greater depths in content. Self-directed students will also complete independent studies, participate in learning centers, online education, or compete in contests that align with curriculum and strengths.  
3. Affective needs will be addressed by either bibliotherapy or discussion about common traits gifted students might share, as reflected by research. In addition,

Common traits gifted students might share, as reflected by research. In addition, students will participate in units that teach leadership skills.

#### Visual and Performing Arts:

##### Goals:

In order to recognize, develop, and expand the capabilities and talents of our gifted visual and performing arts students, while at the same time addressing their affective needs, program services will:

1. Develop curriculum that is responsive to students' individual strengths and needs,
2. Provide student learning experiences that are at the appropriate level of challenge,
3. Work cooperatively with gifted and talented teachers and other appropriate staff to monitor and expand programming for gifted students in the regular classroom.

##### Objectives:

#### Academics:

##### Goals

In order to recognize, develop, and expand the capabilities and talents of our gifted students, while at the same time engaging them and addressing their affective needs, program services will:

1. Develop curriculum that is responsive to students' individual strengths and needs,
2. Provide student learning experiences that are at the appropriate level of challenge,
3. Work cooperatively with classroom teachers and other appropriate staff to monitor and expand programming for gifted students in the regular classroom.

##### Objectives

1. Conduct a strength/needs assessment for each student, by consulting student records, data, guidance and/or parent(s), having students complete survey(s), and by using templates for planning curriculum.
2. Address students' affective needs through small group instruction, using selected topics related to the student strength assessment.
3. Communicate the goals for each student with the classroom teacher and principal. Provide consultation as needed.

##### Activities

1. Construct learning plans for students in the fourth through sixth grades, based on a strength/needs assessment, and create differentiated units and challenging activities in seventh and eighth grade, based on a strength/needs assessment.
2. Students in grades 4-8 will participate in small group instruction outside of the classroom to work on units of study that are engaging, more conceptually complex, multidisciplinary, or go to greater depths in content. Self-directed students will also complete independent studies, participate in learning centers, online education, or compete in contests that align with curriculum and strengths.
3. Affective needs will be addressed by either bibliotherapy or discussion about common traits gifted students might share, as reflected by research. In addition, students will participate in units that teach leadership skills.

**Program Renewal Application**

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.

<input type="checkbox"/>	NO CHANGE	<input checked="" type="checkbox"/>	CHANGE
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**Describe CHANGE here:**

The identification process in the areas of general intellectual ability, academic aptitude, and/or artistic ability occurs in the spring. Formal screening, identification as Gifted and Talented and recommended programming options take place in the spring of the third grade year. MSAD 52 opts for 'exceptional need' programming at the early primary level for students whose academic development extends two years or more beyond their grade level. Consideration is given to the strategies (cross-grade groupings, specialized materials, small group tutorial support) that will most appropriately continue to accelerate the individual student. Such decisions are a collaborative effort of the classroom teacher, the building principal, the Director of G/T, and the parent(s). Student data are collected from a variety of sources and assessments. These assessments may include, but are not limited to, the NWEA, CogAT, State of Maine assessments, and the Torrance Creativity Test. Subjective measures may also include teacher, parent, and student self-referrals, interviews, classroom performances, portfolios, or auditions.

The following procedures will be used to identify up to 5% of the population in the areas of general intellectual ability, academic aptitude, and/or artistic ability.

**1. Referral:**

A "Talent Pool" is created through the process of referral. This ensures that students have equal access to screening and widens the scope of data by collecting from a variety of sources. During this phase any of the following may qualify students for further testing:

Parents and/or students opt to complete a referral for consideration.

Teachers may refer students who excel or have the potential to excel beyond their age peers in the regular school program.

Students qualify based on standardized test scores (Level 4 on the Maine State Test in math and/or reading and 95% on NWEA reading and/or math.)

**2. Screening**

**a. Intellectual Ability and/or Academic Aptitude:**

Additional data collected may include, but is not limited to CogAT testing, screening checklists, classroom observation, interviews, and work samples.

The screening process will be a blind process, in that the names will be taken off and only screening data will be reviewed. In less-common circumstances, in which the data does not support placement but professional referrals and/or samples of work are compelling evidence of giftedness, names may be revealed in the process. Inconsistent student performance for one of the measures will not prevent a student from being considered for identification as gifted and talented.

K-3: MSAD 52 opts for 'exceptional need' programming at the early primary level; for students whose academic development extends two years or more beyond their grade peers, consideration is given to the strategies (cross-grade groupings, specialized materials, small group tutorial support) that will most appropriately continue to accelerate the individual student. Such decisions are a collaborative effort of the classroom teacher, the building principal, G/T staff, and the parent(s).

4-8: Students are identified through the screening process in which student data is collected from a variety of sources and assessments. These assessments may include, but are not limited to, the NWEA (Northwest Evaluation Association), CogAT (Cognitive Abilities Test), State of Maine assessments, SAGES (Screening Assessment for Gifted elementary and Middle School Students), and the Torrance Creativity Test. Subjective measures may also include teacher, parent, and student self-referrals, specific academic aptitude checklists, interviews, classroom performance, portfolios, or auditions. Services may include: small group instruction, acceleration (when applicable), consultation with regular education teacher, and monitoring social emotional needs (this may include the school's guidance counselor or other appropriate staff or mentors).

9-12: Students are identified through the screening process in which student data is collected from a variety of sources and assessments. These assessments may include, but are not limited to, the NWEA (Northwest Evaluation Association), CogAT (Cognitive Abilities Test), State of Maine assessments, and the Torrance Creativity Test. Subjective measures may also include teacher, parent, and student self-referrals, specific academic aptitude checklists, interviews, classroom performance, portfolios, or auditions. Services may include: small group instruction, enrichment opportunities, independent study, Honors

**Program Renewal Application**

5. Provide a description, including the name, of the staff development that takes place in order to implement the program(s).

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Describe CHANGE here:

GT staff will attend the annual Department of Education Mentoring workshop for educators of Gifted and Talented to network with other GT teachers statewide in order to gain insight on screening and identification of gifted and talented students, curriculum resources, and current best practices for educating gifted and talented students. GT staff will attend the annual MEGAT Fall Conference for training in several gifted and talented areas, including utilizing technology in gifted education and strategies for developing better questions for students, and for networking with other GT teachers statewide. GT staff will enroll in the course, SED 659 Education of the Gifted and Talented, to become more familiar with best practices for educating the gifted and talented student.

**Program Renewal Application**

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

	NO CHANGE	XX	CHANGE	
Describe CHANGE here:				
Kara Getty was hired as the full time distrit wide gifted and talented teacher.				

**Table 6A. List PROFESSIONAL STAFF for the K-12 Gifted and Talented Pro**

Name of Staff	690 Endorsement (Yes/No)	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT
Theresa Gillis	No	Administrator		Part-time
Kara Getty	Yes	Teacher	K-12	Full-time

**Table 6B. List ALL Auxiliary Staff: Educational Technician**

Name of Staff	690 Endorsement (Yes/No)	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT
Thomas Murphy	No	Ed Tech III	K-12	Full-time



**Program Renewal Application**

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

<input type="checkbox"/>	NO CHANGE	<input checked="" type="checkbox"/>	CHANGE
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Describe CHANGE here:

The MSAD 52 Gifted and Talented Self-Evaluation Process will include use of surveys given to parents, students and teachers. This will allow for external input to the program and will help the staff to make adjustments to improve offerings as well as making other changes to improve programming. The GT staff will use the NAGC Checklist of Gifted Program Elements in order to self-assess the program components.

**Program Renewal Application**

(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.)

Describe Results here:

We reviewed NWEA data to determine the effectiveness of the program. According to the data, 91% of identified students met or exceeded projected growth in the area they were identified. Teacher feedback on student performance in Art and Music demonstrated individual growth for students identified in these areas. Based on this data, the gifted and talented program was effective. Moving forward, The GT program in MSAD 52 will be deemed successful when 90% of the NAGC Checklist of Gifted Program Elements show "some evidence" or are "in place" by spring of 2019. Additionally, the parent, student and teacher surveys will be used to make improvements with suggestions documented and implemented as appropriate and/or feasible. Additional evidence of effectiveness will include end of year interviews (individual or small group) to document student feedback on programming.

(c.) Include how program effectiveness was determined whether or not there has been a change in the program.

Describe Results here:

**Program Renewal Application**

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.)

Describe justification here:

The units and materials detailed in this plan are engaging and novel, more conceptually complex, or simply go to greater depths in content. Most importantly, the resources were chosen with our students' strengths, needs, and interests in mind.

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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**

1. Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Theresa Gillis	5408.65	3906.26
Kara Getty	61932.53	
<b>Subtotals</b>	67341.18	3906.26

**Auxiliary Staff Costs**

2. Auxiliary Staff Name	Elementary (salary with benefit)	Secondary (salary with benefits)
Thomas Murphy	34213.88	
<b>Subtotals</b>	34213.88	0

**Independent Contractor Costs**

3. Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)	Expertise Area
Martin Swinger	\$200		Music
Malley Weber	475		Ceramics
Robin Brooks		300	Murals
Devon Kelley-Yurdin		565	Graphic Design
Russell Kaback		400	Music

<b>Subtotals</b>		<b>\$675</b>	<b>\$1,265</b>

### Program Renewal Application

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

#### A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Shrinky dinks	\$13.95	Silk Scarves	\$52.60
Pottery clay	\$15.95	Marabu silk paint starter kit	\$11.95
Watercolor paper	\$8.75	Scratch Art Colored paper	\$25.08
Watercolor paint pans	\$49.80	Chinese traditional calligraphy ink	\$5.15
Model magic assorted colors	\$15.89	Bamboo brush set	\$34.50
Page protectors	\$11.98	Rice paper 100 sheet pad	\$10.28
Molten metal acrylic	\$15.39		
Japanese origami paper	\$7.48		
CoGAT 8	\$500.00		
<b>Subtotal</b>	<b>\$639.19</b>	<b>Subtotal</b>	<b>\$139.56</b>

#### B. Other Allowable Costs(i.e. field trips, student fees, membership):

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip Transportation to Colby College for identified gifted and talented students only	\$350	Field Trip Transportation to Bowdoin Museum of Art for identified gifted and talented students only	\$300
Staff Travel betw/6 schools	\$700	Staff Travel betw/6 schools	\$200
Field Trip transportation to Nezinscot farm for identified gifted and talented students only	\$50	\$50	

		Field Trip Transportation to Bates College Museum of Art for identified gifted and talented students only	100
<b>Subtotal</b>	<b>\$1,100</b>	<b>Subtotal</b>	<b>\$600</b>

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

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
<b>Subtotal</b>	<b>\$0.00</b>	<b>Subtotal</b>	<b>0</b>

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
MEGAT Conference for two staff members	\$150		
One course SED 659 Education of the Gifted and Talented	\$1,377		
Two courses (one for teacher, one for educational technician) SED 666 Models of Education for Students who are Gifted and Talented	\$2,754		
One course for teacher SED 530 Identifying and Educating Learners who are Gifted and Talented	\$1,377		

<b>Subtotal</b>	<b>\$5,658</b>	<b>Subtotal</b>	<b>0</b>
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**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Personnel Costs</b>		
<b>1. Professional Staff</b>	67341.18	3906.26
<b>2. Auxiliary Staff</b>	34213.88	0
<b>3. Independent Contractors</b>	\$675	\$1,265
<b>Subtotal:</b>	<b>\$102,230</b>	<b>\$5,171</b>
<b>Non-Personnel Costs</b>		
<b>1. Materials/Supplies</b>	\$639.19	\$139.56
<b>2. Other Allowable Costs</b>	\$1,100	\$600
<b>3. Student Tuition</b>	\$0.00	0
<b>4. Staff Tuition/PD</b>	\$5,658	0
<b>Subtotal:</b>	<b>\$7,397.19</b>	<b>\$739.56</b>
<b>Grand Total:</b>	<b>\$109,627</b>	<b>\$5,911</b>