

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: Acton School Department (Acton Elementary School)

Name and title of person responsible for gifted and talented program:
Adrienne Kohli (GT Teacher) and Jonathan Ross (Principal/Superintendent)

Phone number: 207-636-2100

Email address: akohli@acton.k12.me.us

CERTIFICATION:

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

Jonathan Ross
Superintendent Name (printed)

Jonathan Ross
Superintendent Signature

Date of Initial submission to Maine DOE: 9/27/17

Date of 1st Revision to Maine DOE: 10/23/17

(JR)
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: Janet K...
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:

- o Academic program philosophy -

- o Arts program philosophy -

2. Provide any changes to the program abstract for both the academic and arts programs - describe the children to be served and the program(s) to be implemented in the school(s) of the unit.

NO CHANGE CHANGE

Describe CHANGE here:

- o Academic program abstract -

*The EXPLORE program now provides services to students in 3rd-8th grade who are identified as gifted and talented. Previously, only students in 4th-8th grade were being identified. K-2 students are still served by the EXPLORE teacher through **differentiation and small group support in the regular classroom as needed.***

- o Arts program abstract -

3. Provide a detailed explanation of any changes to the two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

NO CHANGE CHANGE

Describe CHANGE here:

- o Academics program goals, objectives, activities -

- o Arts program goals, objectives, activities -

4. Provide any changes to the description of the identification procedures for general intellectual ability, academic aptitude and artistic ability for each of the following program components: screening, selection and placement. Also include any changes to the description of the handling of transfer students, exit procedure, appeals procedure and appropriate notifications.

NO CHANGE CHANGE

Describe CHANGE here:

- o General intellectual ability identification -

- o Specific academic areas identification -

- o Arts identification -

*Students will now be selected for the EXPLORE: VISUAL and PERFORMING ARTS program by the **art or music specialist**, in consultation with the EXPLORE teacher. The same selection criteria will be used to select students.*

- o Transfer students -

*Any **3rd-8th** grade student who transfers into the district will now be considered for the EXPLORE program.*

- o Exit procedures -

*If a student appears to not be benefiting from or contributing to the EXPLORE program, communication will occur between parents, student, and teachers **as soon as the issue arises**; at this point, a decision will be made to exit the student from the EXPLORE program. **There is no longer a contract that the student signs.***

- o Appeals procedures -

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

NO CHANGE CHANGE

Describe CHANGE here:

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

NO CHANGE

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
Adrienne Kohli	Yes	Teacher	K-8	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

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

NO CHANGE CHANGE

Describe CHANGE here:

*End-of-year surveys are just given to **students and parents**.*

Remove the statement, "Further, each student is assessed annually, using a variety of instruments, to determine how the student is meeting EXPLORE program goals." Since students are already evaluated three times a year through narrative and standards-based reporting at the end of each trimester, additional assessment is not necessary.

Remove the statement, "The EXPLORE selection committee, as well as the student participants, will review information gathered on an annual basis." Replace that with the following statement: "The EXPLORE teacher, art specialist, and music specialist will review survey data collected and discuss the effectiveness of the gifted and talented program and areas in need of improvement 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.)

Academics:

Below are the results of the end-of-year survey that was sent electronically to EXPLORE students and their parents. All 25 GT students and 9 parents took the survey. In addition, the achievement data from the 2016-2017 NWEA tests are included below.

Student Survey:

- Overall, do you feel like the EXPLORE program made learning exciting and/or enjoyable?
 - o 76% said Yes; 24% said Somewhat
- Overall, do you feel like the EXPLORE program helped you take ownership of your own learning and made you a more self-motivated learner?
 - o 76% said Yes; 24% said Somewhat
- Overall, do you feel like the EXPLORE program helped you develop your research skills and/or communication skills?
 - o 80% said Yes; 20% said Somewhat
- Overall, do you feel like the EXPLORE program allowed you to be more open to new ideas and information and think in different ways?
 - o 76% said Yes; 20% said Somewhat; 4% said No
- Overall, do you feel like the EXPLORE program allowed you to be creative and try new ways of doing things?
 - o 68% said Yes; 28% said Somewhat; 4% said No
- Overall, do you feel like the EXPLORE program helped you to become more aware of your own strengths, abilities, skills, and/or interests?
 - o 60% said Yes; 36% said Somewhat; 4% said No

Parent Survey:

- Overall, do you feel like the EXPLORE program makes learning exciting and/or enjoyable for your student?
 - o 88.9% said Yes; 11.1% said Somewhat
- Overall, do you feel like the EXPLORE program helped your student take ownership of his/her learning and made him/her a more self-motivated learner?
 - o 77.8% said Yes; 11.1% said No; 11.1% said Not Sure
- Overall, do you feel like the EXPLORE program helped your student develop his/her research skills and/or communication skills?
 - o 88.9% said Yes; 11.1% said Not Sure
- Overall, do you feel like the EXPLORE program allowed your student to be more open to new ideas and information and think in different ways?
 - o 88.9% said Yes; 11.1% said Not Sure
- Overall, do you feel like the EXPLORE program allowed your student to be creative and try new ways of doing things?
 - o 77.8% said Yes; 11.1% said Somewhat; 11.1% said Not Sure
- Overall, do you feel like the EXPLORE program helped your student to become more aware of his/her own strengths, abilities, skills, and/or interests?
 - o 66.7% said Yes; 33.3% said Not Sure

Spring NWEA Test:

- **76%** of students identified as gifted or talented in Math met their expected growth target for the year in **Math**
- **71%** of students identified as gifted or talented in Language Arts met their expected growth target for the year in **Reading** and **Writing**
- **67%** of students identified as gifted or talented in Science met their expected growth target in **Science**
- **100%** of students identified as gifted or talented in Language Arts achieved a "High" (81st-99th percentile) or "High Average" (61st-80th percentile) score in **Writing**
- **94%** of students identified as gifted or talented in Language Arts achieved a "High" (81st-99th percentile) or "High Average" (61st-80th percentile) score in **Reading**
- **81%** of students identified as gifted or talented in Science achieved a "High" (81st-99th percentile) or "High Average" (61st-80th percentile) score in **Science**
- **76%** of students identified as gifted or talented in Math achieved a "High" (81st-99th percentile) or "High Average" (61st-80th percentile) score in **Math**

Arts:

- The effectiveness of the EXPLORE: VISUAL ARTS program was evaluated using an end-of-year survey that was administered to identified EXPLORE: VISUAL ARTS students. The results of the survey were overwhelmingly positive. The majority of students expressed a positive response to their experiences with a visiting artist, media choices, and project outcomes. Few suggestions for improvement were offered and the participants shared a high level of satisfaction with the opportunity to work with materials that were new to them. When rating personal growth and process mastery, students chose "Mastery" or "Near Mastery" every time. The evaluation also prompted students to compare their outcomes with their

expectations, providing insight into the effectiveness of the teaching and individual instruction these students received.

- The effectiveness of the EXPLORE: PERFORMING ARTS program was evaluated during the winter and spring concert performances. Students in both Advanced Band and Advanced Chorus demonstrated growth between the winter and spring concerts as they progressed to higher-level performance standards. Students in Advanced Band were able to perform Grade 3 music in the spring concert, while the winter concert's most challenging music was Grade 2. Advanced Chorus students were able to perform a song in three-part harmony, while the winter concert had songs in two-part harmony.

(c.) Include how program effectiveness was determined.

Academics:

An end-of-year survey was sent electronically to all 25 EXPLORE students and their parents to gather feedback on their experience with the GT program last year. Questions in the survey were aligned with the program philosophy and goals as outlined in the Initial Program Application, including:

- Overall, do you feel like the EXPLORE program made learning exciting and/or enjoyable?
- Overall, do you feel like the EXPLORE program helped you take ownership of your own learning and made you a more self-motivated learner?
- Overall, do you feel like the EXPLORE program helped you develop your research skills and/or communication skills?
- Overall, do you feel like the EXPLORE program allowed you to be more open to new ideas and information and think in different ways?
- Overall, do you feel like the EXPLORE program allowed you to be creative and try new ways of doing things?
- Overall, do you feel like the EXPLORE program helped you to become more aware of your own strengths, abilities, skills, and/or interests?

Parents responded to these same questions, but they were framed so that parents answered them about their perceived student's experience in EXPLORE. If students and parents answered "Yes" or "Somewhat" to the questions posed, then I considered the EXPLORE program to be effective because the intended program goals are being met.

In addition, NWEA scores were gathered in the Fall and Spring of the 2016-2017 year to determine how much growth students made during the course of the year in Math, Reading, Writing, and Science and whether students' scores fell in the "High" (81st-99th percentile) or "High-Average" (61st-80th percentile) range. If students met their projected growth target or scored in the "High" or "High-Average" range, then I considered them to be achieving at high levels and benefitting from their time in the EXPLORE program.

Arts:

- Students in the EXPLORE: VISUAL ARTS program were surveyed at the end of the school year to collect data and feedback regarding extended art experiences provided to identified students. The survey included ratings of specific topics and options on a 1-4 scale. Program participants were asked to chart their personal growth and level of mastery of process and to rate the outcomes and products. If students achieved a proficiency level of "Mastery" or "Near Mastery," then I considered them to have learned important Visual Art skills as a result of their participation in the EXPLORE: VISUAL ARTS program.
 - Students in the EXPLORE: PERFORMING ARTS program participated in Advanced Band and Advanced Chorus throughout the year. If students demonstrated individual growth in their concert performance by playing progressively more difficult music throughout the year, then I considered them to have mastered important performing arts skills as a result of their participation in the EXPLORE: PERFORMING ARTS program.
8. Provide a justification/description of the items included in the proposed budget in number 9.

EXPLORE: ACADEMICS Program:

- *Bridges* program for college and career planning to use with only GT students
- SAGES II gifted screening assessments (to be used on some students for GT testing)
- Medieval Times curriculum supplies and materials (books, arts and crafts supplies, calligraphy pens, candle-making supplies) for EXPLORE pull-out classes
- Novels to use for literature circles for EXPLORE – Language Arts pull-out classes
- Engineering is Elementary units to use for EXPLORE – STEM pull-out classes (25 students are identified in Math or Science, and since this curriculum is STEM-based, it incorporates both Math and Science concepts and standards)
- Mileage to Harvard University for a college visit (during the school day) for 8th grade GT students
- Yummy Math website membership to use for EXPLORE – STEM pull-out classes
- Mileage and registration for the Maine Gifted and Talented Education Conference
- Mileage to the Maine GT Mentor Workshop
- National Association for Gifted Children (NAGC) membership fee

EXPLORE: VISUAL and PERFORMING ARTS Program:

- Stipends for visiting artists (Annagret Baier and Gayle Fitzpatrick) to work with only GT students
- Stipends for visiting musicians (Rob Scagnelli, Mike Seckla, Mark McCarthy, Scott Mullett Trio, and Sanford High School impact percussion and chorus groups) to work with only GT students
- Field trip to Colby College for studio art experience and college tour (during the school day) with GT art students (226 miles round trip)
- Field trip to Ogunquit Museum of Art (during the school day) with GT art students (63 miles round trip)
- Field trip to Portland Symphony (during the school day) with GT music students (83 miles round trip)

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)
Adrienne Kohli	\$61,971	
Subtotal	\$61,971	

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Stipends for visiting artists (Annagret Baier and Gayle Fitzpatrick)	Art	\$400	
Stipends for visiting musicians (Rob Scagnelli, Mike Seckla, Mark McCarthy, Scott Mullett Trio, and Sanford High School impact percussion and chorus groups)	Music	\$800	
Subtotal		\$1,200	

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
Bridges college and career planning program	\$475		
SAGES-II gifted screening assessment	\$400		
Books for Medieval Times curriculum: <i>Robin Hood of Sherwood Forest, King Arthur: Excalibur Unsheathed, Arthur & Lancelot: The Fight for Camelot, Sir Cumference and the Roundabout Battle, Sir Cumference and the Off-the-Charts Dessert, Sir Cumference and the Viking's Map, Sir Cumference and All the King's Tens, Sir Cumference and the Isle of Immeter, Sir Cumference and the Sword in the Cone, Medieval Times Thematic Unit, Renaissance Thematic Unit, Illuminations, Knights & Castles: 50 Hands-On Activities to Explore the Middle Ages, Great Medieval Projects: You Can Build Yourself, King Arthur and the Knights of the Round Table, Strange Mysteries of the Unexplained</i>	\$500		
Materials for making art (basket weaving, wood carving, pottery)	\$400		
Calligraphy pens	\$50		
Candle-making supplies (scented oils, wicks, wax)	\$100		
Books for literature circles (<i>Crispin: The Cross of Lead, Tuck Everlasting, The Door in the Wall, Adam of the Road</i>)	\$300		
Engineering is Elementary units (Shake Things Up (\$415), A Slippery Slope (\$480), A Stick in the Mud: Evaluating a Landscape (\$478))	\$1373		
Subtotal	\$3,598	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field trip to Harvard University (mileage to drive students)	\$300		
Yummy Math website membership	\$22		
Field trips to Colby College (\$700 for bus transportation) and Ogunquit Museum of Art (\$286 for bus transportation)	\$986		

Field trip to Portland Symphony (\$372 for bus transportation and \$5 admission fee per student)	\$447		
Subtotal	\$1,755	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Maine Gifted & Talented Education Conference (registration fee and mileage)	\$500		
GT Mentor Workshop (mileage)	\$115		
NAGC membership fee	\$119		
Subtotal	\$734	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$61,971	
Auxiliary Staff		
Independent Contractors	\$1,200	
A. Materials/Supplies	\$3,598	
B. Other Allowable Costs	\$1,755	
C. Student Tuition		
D. Staff Tuition/PD	\$734	
Total	\$69,258	