

**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:** Acton School Department (Acton Elementary School)

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

**Phone number:** 207-636-2100

**Email address:** akohli@actonschool.org

**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: 9/24/18

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

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

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

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

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

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

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

**Reviewed By:** Patti Drapeau

**Maine DOE Approval:** James K. Allen

**Date of Approval:** 10/4/18

### ***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 -
  
  
  
  
  
  
  
  
  
  
- 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 4<sup>th</sup>-8<sup>th</sup> grade were being identified. K-2 students are still served by the EXPLORE teacher through **small group support and enrichment**.*

- 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:

- Academics program goals, objectives, activities -
  
  
- 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:

- General intellectual ability identification -
  
  
- Specific academic areas identification -
  
  
- 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.*

- Transfer students -

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

- 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.***

- 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 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:

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
Adrienne Kohli	Yes	Teacher	K-8	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

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

NO CHANGE

CHANGE

Describe CHANGE here:

*End-of-year surveys are given to students.*

*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 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.)

**Academics:**

Below are the results of the end-of-year survey that was sent electronically to EXPLORE students. 26 GT students took the survey. In addition, the achievement data from the 2017-2018 NWEA tests are included below.

*Student Survey:*

- Overall, do you feel like the EXPLORE program made learning exciting and/or enjoyable?
  - o 81% said Yes; 19% 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 58% said Yes; 39% said Somewhat; 4% said No
- Overall, do you feel like the EXPLORE program helped you develop your research skills and/or communication skills?
  - o 65% said Yes; 31% said Somewhat; 4% said No
- 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 77% said Yes; 15% said Somewhat; 8% said No
- Overall, do you feel like the EXPLORE program allowed you to be creative and try new ways of doing things?
  - o 69% said Yes; 27% 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 62% said Yes; 31% said Somewhat; 8% said No

*Spring NWEA Test:*

- **75%** of students identified as gifted or talented in Language Arts met their expected growth target for the year in **Writing**
- **65%** of students identified as gifted or talented in Language Arts met their expected growth target for the year in **Reading**
- **61%** of students identified as gifted or talented in Science met their expected growth target in **Science**
- **57%** of students identified as gifted or talented in Math met their expected growth target for the year in **Math**
- **95%** 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**
- **85%** 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**
- **78%** of students identified as gifted or talented in Science achieved a "High" (81st-99th percentile) or "High Average" (61st-80th percentile) score in **Science**
- **78%** 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 end-of-year group discussions and sharing sessions regarding activities offered for identified EXPLORE: VISUAL ARTS students. The key points of the discussion involved sharing positives and suggesting changes to improve the options for the upcoming school year. Students expressed positive responses to their experiences with a thematic unit, media choices, and project outcomes. Suggestions for improvement offered by students and connected staff were: increasing the opportunity to work with materials that were new to them, integrating presentation and peer teaching on a larger scale and bringing in visiting artists. When discussing personal growth students were able to pinpoint their strengths by mentioning specific skills they had improved or developed. The evaluation discussion also prompted students to compare their outcomes with their expectations and create a new set of expectations for future goal setting.
- 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, whether or not there has been a change in the program.

**Academics:**

An end-of-year survey was sent electronically to all 26 EXPLORE students 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?

In addition, NWEA scores were gathered in the Fall and Spring of the 2017-2018 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:**

- The EXPLORE: VISUAL ARTS program effectiveness was determined by a survey of satisfaction for students who participated in art extensions offered during art class and those who were offered individualized options outside of the regular art classes. Students rated the amount of time offered, the strength of instruction and/or support they received, and the options provided for personal expression. Students shared their thoughts on a scale of 1 to 5 for the three topics and were given the opportunity to add additional comments.
- 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. *(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)*

**EXPLORE: ACADEMICS Program:**

- SAGES-2 gifted screening assessments (to be used on some students for GT testing)
- Books for *Around the World* curriculum for all EXPLORE students
- 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 (22 students are identified in Math or Science, and since this curriculum is STEM-based, it incorporates both Math and Science concepts and standards)
- Math units from Interact to use for EXPLORE – STEM pull-out classes
- Mileage to the University of New Hampshire for a college visit (during the school day) for 7<sup>th</sup> and 8<sup>th</sup> grade GT students (72 miles roundtrip). Two chaperones will be driving their personal vehicle.
- iEARN teacher membership to use for curriculum development for all EXPLORE students
- Yummy Math website membership to use for EXPLORE – STEM pull-out classes
- Mileage, hotel, and registration for the Maine Gifted and Talented Education Conference

**EXPLORE: VISUAL and PERFORMING ARTS Program:**

- Stipends for visiting artists (Annagret Baier) to work with only GT art students
- Stipends for visiting musicians (Rob Scagnelli, Mike Seckla, Mark McCarthy, George Robinson, Recycled Percussion, and Sanford High School impact percussion and chorus groups) to work with only GT music students
- Field trip to Ogunquit Museum of Art (during the school day) with GT art students (63 miles round trip)
- Field trip to Portland Museum of Art (during the school day) with GT art students (82 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 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	\$63,217	
<b>Subtotal</b>	<b>\$63,217</b>	

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Stipends for visiting artists (Annagret Baier)	Art	\$400	
Stipends for visiting musicians (Rob Scagnelli, Mike Seckla, Mark McCarthy, George Robinson, Recycled Percussion (\$5,000), and Sanford High School impact percussion and chorus groups)	Music	\$6,000	
<b>Subtotal</b>		<b>\$6,400</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/Supply	Cost	Secondary: Name of Material/Supply	Cost
SAGES-2 gifted screening assessment	\$400		
Books for Around the World curriculum: <i>The Global Education Toolkit for Elementary Learners, The</i>	\$100		

<i>Kid's Guide to Service Projects, The Teen's Guide to Global Action, If the World Were a Village</i>			
Books for literature circles ( <i>Beanstalker and Other Hilarious Scary Tales, Esperanza Rising, Number the Stars, The Book Thief, The Boy in the Striped Pajamas</i> )	\$300		
Engineering is Elementary units ( <i>Shake Things Up</i> (\$415), <i>A Slippery Slope</i> (\$480), <i>A Stick in the Mud: Evaluating a Landscape</i> (\$478))	\$1373		
Math units from Interact ( <i>Lost Tribe of Tocowans</i> and <i>The Great Equation Race</i> )	\$118		
<b>Subtotal</b>	<b>\$2,291</b>	<b>Subtotal</b>	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field trip to University of New Hampshire (mileage to drive students for 2 chaperones)	\$100		
Field trips to Ogunquit Museum of Art (\$286 for bus transportation) and Portland Museum of Art (\$372 for bus transportation)	\$658		
Field trip to Portland Symphony (\$372 for bus transportation and \$5 admission fee per student)	\$447		
iEARN (International Education & Resource Network) teacher membership	\$100		
Yummy Math website membership	\$22		
<b>Subtotal</b>	<b>\$1,327</b>	<b>Subtotal</b>	

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

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

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Maine Gifted & Talented Education Conference (registration fee, hotel, and mileage)	\$450		
<b>Subtotal</b>	<b>\$450</b>	<b>Subtotal</b>	

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$63,217	
Auxiliary Staff		
Independent Contractors	\$6,400	
A. Materials/Supplies	\$2,291	
B. Other Allowable Costs	\$1,327	
C. Student Tuition	\$0	
D. Staff Tuition/PD	\$450	
<b>Total</b>	<b>\$73,685</b>	