

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: MSAD #11

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

Phone number: 582-5346

Email address: ahardy@msad11.org

CERTIFICATION:

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

Rachina Hopkins
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 10.04.18

Date of 1st Revision to Maine DOE: 11.13.18

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

[Initials]
Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: [Signature]

Date of Approval: 12/4/18

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 -

- 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 -

- Transfer students -

- Exit procedures -

- 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:

Angela Hardy, Curriculum Coordinator and Administrator of the REACH program was hired in Spring of 2018 to replace Crystal Peltzer.

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
Angela Hardy	No	Administrator	K-12	Part Time
RayeAnne DeSoto	Yes	Teacher/Coordinator	9-12/K-12	Full Time
Susan Williamson	Yes	Teacher	3-8	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
Marla Morgan	ED Tech III	No	3-5	RayeAnne DeSoto REACH Teacher/Coordinator	Full Time

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

NO CHANGE

CHANGE

Describe CHANGE here:

(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.)*

For the MSAD 11 REACH program, the following survey data was taken from the 2017-2018 school year. For K-2, the feedback was collected from classroom teachers, administrators and parents of students referred to the program through meeting notes and short surveys concerning the effectiveness of the materials and support through the consultation model. Over 96% of the teachers and administrators were satisfied with the REACH consultation, but only 88% of the parents were satisfied. This is a 1% decrease from last year. The 4% of teachers/administrators and the 12% of parents continue to want more direct REACH teacher to student instruction instead of differentiation/acceleration in the classroom. The Coordinator continues to work with K-2 teachers on differentiation strategies and materials and will be going to building staff meetings for the four elementary schools for further PD time.

In grades 3-5, 96% of the students were successful in their PLP goals for the year, completing and presenting projects on high level curriculum for the Showcase. The 4% who did not complete when conferenced with had social/emotional barriers that prevented them from completing and presenting. The REACH Coordinator and Ed Tech III have in place more support on organization and task completion as well as social emotional check-ins for the 4%. 100 % of the students met or exceeded their SLO goals in their classrooms.

100% of the grade 6-8 students met or exceeded the cut scores on their NWEA assessments in their respected areas of strength. The identified grade 6-8 students were also considered successful in their academic and allied arts classes based upon in-class assessment data and project grades extracted from PowerSchool. Based on the SLO data and Student Perception Surveys the 6-8th graders feel welcome, safe, and supported by the REACH program. The SPS showed that students had built in advocacy skills and communication skills. The students also stated they benefited from a great deal of having the opportunity to work on a topic of their passion/choice. 4% of the students had already started planning projects for the 2018-2019 school year after the 2018 Showcase. Four students did not complete their Showcase projects. The Coordinator and teacher met with those students and parents this fall to consult on strategies to help the 4 students this year. 15% of the students on the survey revealed they wanted more academic push or rigor. The grade 6-8 REACH teachers will adjust practices to respond to this request during the 2018-2019 school year.

For grades 9-12, 100% of the students took the SPS and a self-awareness survey to help guide their instruction for the 2018-2019 year. 100% of the REACH seniors graduated and went onto post-secondary schools and technical colleges. 100% of the identified students took the

9/10 PSATs or the SATs. 60% of the identified junior and seniors retook the SATs to improve their scores. 57% of those 60% improved their scores by an average of 20%. THE PSP and PLPs for identified students revealed the success of the independent studies designed and implemented for the 2017-2018 school year. Reviewing the end of the year analytics for grades 9-12, 99% of the students completed their course requirements. 89% of the REACH students are taking AP and/or Honors classes. For the 1% that did not complete requirements, credit recovery has been developed by the classroom teacher, guidance counselor and REACH coordinator to complete in the 2018-2019 year. The REACH Meet and Greet in the Fall of 2017 drew in 82 % of our parents and students for a night of STEM and creative thinking activities. From the post-event surveys, 100% of parents wanted this to be an annual event so we have planned one for the fall of 2018. Also, we had a neighboring school district in Bath come to observe our district grades 4 and 5 REACH days and our Showcase; and, they will be implementing this approach into their program in the future.

Overall, looking at the NWEA scores for grades 3-8, the eMPower scores, classroom assessments, REACH Showcase completion, independent course completion, SAT/PSAT scores, PLPs, SLOs, teachers asking for professional development, parent satisfaction, and 0 students exited from the program, the REACH program is effective.

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

- *Student Perception Surveys
- *Stakeholder Survey/Anecdotes
- *NWEA Scores
- *SAT Scores
- *Personalized Learning Plans
- *REACH Showcase completion
- *Graduation Rate
- *Classroom/Grade/Subject Analytics
- *Parent/Student Meeting Anecdotes

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)*

The cost of the REACH program includes the salaries and benefits for three staff members and an administrator who oversees the program. One staff member is the REACH Coordinator K-12 and high school REACH teacher (Grades 9-12), and consultant for K-2. One staff member is the teacher for grades 6-8, and the Ed Tech III delivers curriculum to grades 3-5 with over site and planning done by the other two REACH teachers.

The REACH budget amount for K-8 and 9-12 include the following programing costs:

For K-2 Reader's Theater books, "Differentiating Instructional with Menus for K-2" inclusive classrooms (science and language arts), "The Girl Who Never Made Mistakes" (All from Prufrock Press), hands on activities with "A Mathematical Mystery Tour: Higher-Thinking Math Tasks", "Differentiation Instruction With Menus for the Inclusive Classroom: Math K-2", continuing PD training with Mentoring Minds Critical Thinking Student Wheels for teachers with

identified REACH students, and other materials determined as needed through the consultation process.

For Grades 3-8 the students choose independent projects to study over the course of the year. The projects are outside of the classroom curriculum, accelerated content, and critical thinking cases. Each student is required to create a presentation and model for the annual REACH Showcase. Our students have not chosen their 2018-19 projects yet to date, however last year's projects/topics included a walk-in brain, a strategic model of a civil war battlefield, genetics, photography, Ireland and baking, coding, color blindness, atomic structures, depression, anxiety, Alzheimer's disease, chemistry, wilderness survival, Maine Warden Service, songwriting, a reenactment of the Hamilton duel, the life of a hedgehog (with a live hedgehog named Zeus), and equine events (with a live horse on display) to just name a few. Past projects have included a Tesla coil machine and booth, a robotic arm playing a keyboard, architect math students projects, Titanic models, sketches, narratives, and stories. Other costs include materials for the architect math course at the middle school which includes architect foam board, templates, and materials for identified REACH students. Other costs include multiple copies of books for book chats including "A Place for Us." The REACH artistic costs include stretched canvases, designing vellum paper, art cards, pastels and acrylics, air modeling clay, wax, graphite pencils not included in the regular art curriculum. This year grades 3-5 are studying the Titanic which include costs for creating the Titanic artistically and materials for creating passage documents of the Titanic passengers. Also, they are participating in the Challenger projects. Costs will include materials to make and study comets and space, a trip to the Challenger Center to "Rendezvous with a Comet" Lab, and space related STEM, ELA, and Art activities.

For 9-12 high school independent study courses, the costs for the first semester include textbooks and materials for the following courses: Architecture, Sports Medicine, Civil Engineering, and Cognitive and Social Psychology. Titles include: "The Language of Architecture", "The Art of Construction", "Principles of Athletic Training", "Sports Medicine", "Cognitive Behavioral Therapy", "History of Architecture Settings and Rituals", "Cognitive Psychology", "The Gift of Failure." Also included are software costs for the independent studies to include Sketch Up Pro licenses and Bridge Building. Students have not yet chosen independent studies for this spring. Other costs include field trip transportation for identified artistic and academic REACH HS students to attend a production of King Lear and for the identified art students to go to a trip to Colby Art Museum.

Professional development materials include costs for working with the teachers in district who have our identified students, parents' forums for parents of our identified students, and conferences to help further our development as gifted teachers. Materials and conferences include: Critical thinking Wheels, Depth of Knowledge texts, 10 Myths about Gifted Students, Emotional Intensity (Prufrock Press) book study, Parent Forums (4), texts for parent forms ("The Survival Guide for Parents of Gifted Kids" and "Parenting Gifted Kids"), MEGAT Fall Conference, NAGC and SENG memberships, "Emotional Intensity" book study, Acceleration Strategies for Teaching Gifted Learners book study (Prufrock Press), K-Bit testing materials for students referred to REACH and three REACH teachers to attend the MEGAT Conference in the Fall of 2018.

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)
Raye Anne DeSoto		\$ 63,031.29
Susan Williamson	\$ 86,433.14	
Subtotal	\$ 86,433.14	\$ 63,031.29

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Marla Morgan	\$ 36,114.32	
Subtotal	\$ 36,114.32	

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal			

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
Art Cards, stretched primed canvases, Reader's Theater Books Differentiating with menus for K-2, Titanic models, modeling clay, Solar system models, foam board for math enrichment (Geometry in Architecture), acrylic paints, air modeling clay, Tri-fold boards, STEM, creating comets kits, Showcase projects -lumber, wiring, chicken wire, sheets, graphite sketching pencils, Python Coding Book,	2500.00	Text Books: "The Language of Architecture", "The Art of Construction", "Principles of Athletic Training", "Sports medicine", "Cognitive Behavioral Therapy", "History of Architecture Settings and Rituals", "Cognitive Psychology", "The Gift of Failure"-Book Study Jrs and Srs.	625.00
		Sketch Up Pro licenses (2 devices), Bridge Build software	375.00
K-Bit Scales	385.00		
Subtotal	2885.00	Subtotal	1000.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Challenger Learning Center	250.00	King Lear-Monmouth Theater	125.00
		Colby Art Museum	125.00
Postage	100.00	Mileage	300.00
Mileage	900.00		
Subtotal	1250.00	Subtotal	550.00

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

Elementary: Program name	Cost	Secondary: Program name	Cost

Subtotal		Subtotal	
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Fall Conference	150.00	MEGAT Fall Conference	75.00
Professional development materials, Critical thinking Wheels, Depth of Knowledge texts, 10 Myths about Gifted Students, Emotional Intensity (Prufrock Press) book study, Parent Forums (4) "The Survival Guide for Parents of Gifted Kids" and "Parenting Gifted Kids"	700.00	NAGC Membership	119.00
2 Days of 2 E Virtual Conference: Gifted Conference	99.00	SENG Membership	129.00
		2 Days of 2 E Virtual Conference: Gifted Conference	99.00
		Professional development materials, Emotional Intensity book study, Acceleration Strategies for Gifted Learners book study, Critical Thinking and DOK Wheels,	299.00
Subtotal	949.00	Subtotal	721.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$ 86,433.14	\$ 63,031.29
Auxiliary Staff	\$ 36,114.32	
Independent Contractors		
A. Materials/Supplies	\$ 2,885.00	\$ 1,000.00
B. Other Allowable Costs	\$ 1,250.00	\$ 550.00
C. Student Tuition		
D. Staff Tuition/PD	\$ 949.00	\$ 721.00
Total	\$127,631.46	\$ 65,302.29