

State of Maine  
Department of Education

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: RSU 18

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

Cheryl Mercier Director of Special Services

Phone number: 465-2435

Email address: cmercier@rsu18.org

**CERTIFICATION:**

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

Carl Bartley  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date of Initial submission to Maine DOE:

9/28/17

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

12/19/17

[Signature]  
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:

Maine DOE Approval:

Date of Approval:

\_\_\_\_\_  
*Jean Lal*  
\_\_\_\_\_  
2/23/18  
\_\_\_\_\_

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

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
Julia Hanauer-Milne	Yes	Teacher	3-5; high school	Full-time
Tamiko Paquette	Yes	Teacher	3-8	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:

(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.)

Based on NWEA data, parent survey results, student feedback, and our own observations, the GT program seems to be meeting the needs of its learners and their parents' expectations.

To evaluate the GT program, we surveyed parents at both the elementary and middle school levels about their satisfaction with GT programming, collected student feedback, looked at NWEA scores, and used our own observations. Feedback from classroom teachers also helps us refine our program. This information gives us a picture of how well we're meeting student needs and how our efforts are received. We also align our work with our district's vision and mission of meeting every learner where they're at and moving them forward. Because arts instruction for GT students is mostly in the form of differentiated instruction in class (or through individualized music lessons or small group art instruction), it's hard to evaluate its effectiveness through surveys; our surveys focused on "academic" subjects.

### Elementary Level

We asked parents in Belgrade, Oakland and Sidney how satisfied they were with the GT program. It was sent to 28 parents; 22 responded for a 79% response rate.

- 90.91% were very satisfied with the program.
- 9.09% were mostly satisfied.
- The third category of the survey "I have concerns" was not selected by any of the parents who participated in the survey.

Common threads and representative comments included the following:

- Interesting topics and projects.
- Peers made connections in small group settings.
- Thinking was stretched with challenging work.

Quotes from parents:

*"My daughter was challenged, her confidence was boosted, and she discovered a group of peers that she remains connected with. She loved the opportunity to make choices about her education, and she loved having a small group setting to learn in once a week. Without exception, my daughter explored G.T. topics outside of school, on her own- that says a lot! She felt special, which motivated her to want to do her best. She learned to be more organized because of the high expectations of the program."*

*"I like the individual attention to my child's academic needs, that she is challenged with new topics and ways of thinking, and that the students are able to explore these topics via interesting, creative projects and that might not happen in a typical classroom setting. I especially love that my child is excited for GT days at school and for the work she does in the program."*

What suggestions do you have to improve the program?

**Common threads**

- More communication about classwork and homework
- More time for GT

**Representative comments:**

*"I think that the children would benefit from having G.T. more than once a week."*

*"A little more communication from the teacher regarding assignments and expectations."*

**Messalonskee Middle School and China Middle School**

We asked 33 parents whether they were "very satisfied," "mostly satisfied" or "have concerns" about their child's GT services. Sixteen out of 32 parents (one was undeliverable) responded for a 50 percent response rate.

- 60% were very satisfied
- 26.67% were mostly satisfied
- 13.33% "have concerns."

**Middle School: Please tell us what you liked about the Gifted and Talented Program?**

**Common threads included:**

- learning was extended beyond the regular classroom
- child felt challenged
- variety of topics covered
- delve deeper or stretch thinking farther

**Parent Quotes:**

*"My son would come home excited about what he had been working on in the program."*

*"We loved the creative, in-depth projects that the kids did; they were great learning experiences that kept our son engaged."*

*"I liked that there is a higher standard of work that is expected of the students and that they take a lot of pride in their work and get recognition for their accomplishments."*



*"...We feel that his teacher really made a point to get to know him as a person, played to his strengths and gently encouraged him to work on his areas of weakness...He was offered different perspectives and pushed to do things that he normally wouldn't do. That combined with the supportive small classroom environment allowed him to develop great confidence in his abilities, to learn to find his inner voice..."*

*"The Gifted and Talented program provides students with additional challenges that they need to continue to grow in their education."*

**What suggestions do you have to improve the program?**

**Common threads included:**

- less homework
- scheduling
- increased communication with regular classroom teachers and parents

**Direct Quotations:**

*"The main suggestion we have is that the assignments be given with awareness of what other projects and assignments are going on in other classes, as sometimes GT work had to fall to the wayside when he had big projects due on the same or similar days. We also enjoyed the project showcase that was held in seventh grade, and missed it when he was in eighth grade."*

*"It would be great if schedules would allow for GT to happen during free block rather than coinciding/overlapping with academic classes, which causes confusion and missed class time."*

*"I would like there to be more communication with (my son's) teachers so that the gifted and talented program can support what is happening in their classrooms..."*

**3 parents responded to the same question as follows:**

*"None, my child really enjoyed this class and looked forward to it each week."*

*"I can't think of anything."*

*"None"*

(c.) Include how program effectiveness was determined.

We looked at NWEA scores in math and reading for the past year.

**Elementary Reading Students:**

NWEA points increased (or decreased) fall '16 to spring '17 for grades 3, 4, and 5

Elementary Reading Points Increased or Decreased for Grades 3-5	Number of students	Percent
-5 to -1 points	2	9%
0-5	8	36%
6-10	9	40%
11-15	3	14%

Notes: While the vast majority of students made growth, it is concerning that two did not, at least as measured by NWEA. We are investigating to determine what impacted those scores.

**Elementary Math Students:**

NWEA points increased fall '16 to spring '17 for grades 3, 4, and 5

Elementary Math Points Increased for Grades 3-5	Number of students	Percent
0-5	2	9%
6-10	3	14%
11-15	3	14%
16-20	7	32%
21-25	7	32%

Middle School Math NWEA points increased (or decreased) fall '16 to spring '17

Middle School Math Points Increased in Grades 6-8	Number of Students	Percent
Negative points	6	29%
0 to + 5	10	48%
6-10	3	14%
11-15	2	1%

Notes: No data was found for one student. While students made gains, it is concerning that six students did not, at least as measured by NWEA. We are investigating to determine what impacted those scores.

Middle School Reading NWEA points increased (or decreased) fall '16 to spring '17

Middle School Reading Points Increased in Grades 6-8	Number of Students	Percent
Negative points	0	0%

Middle School Reading Points Increased in Grades 6-8	Number of Students	Percent
0 to + 5	7	32%
6-10	6	21%
11-15	7	32%
21-25	2	1%

Elementary and Middle School Science and Social Studies: The only data are standards and it's difficult to measure program effectiveness with them. GT work accounts for progress towards some standards with classroom teachers providing the rest. Some GT work is sufficient to score students as proficient or exceeds, but it would not be meaningful to count standards met or exceeded in a given strand and report a percentage out of the total in that strand. The survey included students identified in science and social studies.

**Elementary:**

We see students in a pull-out enrichment program in ELA, social studies and science. Math at the elementary level is pull-out enrichment for grades 3 and 4, and replacement at grade 5 in Belgrade, Oakland and Sidney. Those fifth grade math students are the only ones for whom a GT teacher is like a teacher of record. Otherwise our data reflects our combined efforts with classroom teachers to ensure that students make expected growth and receive opportunities to explore topics with more depth and complexity. Students work on projects that include standards and that work contributes to meeting or exceeding standards. Typically those standards are checked off by classroom teachers, though sometimes the GT work provides sufficient evidence of meeting or exceeding the standard.

**Middle School:**

Students in reading, science, and social studies participate in a weekly pull-out enrichment program. Math students are placed in classes at the level they need and progress through Algebra 1, Geometry and Algebra II, often traveling to the high school for class when they're in 8th grade.

ELA/Science/Social Studies students work on projects that include standards and that work contributes to meeting or exceeding standards. Typically those standards are checked off by classroom teachers, though sometimes the GT work provides sufficient evidence of meeting or exceeding the standard.

NWEA data is not available for most of our high school GT students. High School students have access to an array of AP, dual enrollment, and college courses (through Colby College, Thomas College, Kennebec Valley Community College, and University of Maine at Augusta). Last year all of the juniors and seniors, and 3/4 of the sophomores took advantage of at least one of those options. None of the freshmen did last year, but some have in the past. Students identified in the visual or performing arts took classes and/or were involved in the high school's various bands and vocal groups often auditioning and being chosen for select groups.

A GT teacher meets with students monthly to monitor needs, provide support, and introduce students to opportunities and career resources. Students have told us they want information about scholarships, internships, and job shadowing. We provide all of those opportunities. Because of our outreach, one student learned of an internship through the Maine Space Grant Consortium that she applied for and received. She spent the summer working as a researcher at Colby College.

8. Provide a justification/description of the items included in the proposed budget in number 9.

Math Olympiad, Scholastic Math and DynaMath provide a needed stretch for GT math students. The Scholastic Language Arts magazines provide a source of current short-text for GT ELA groups. The books, *The War That Saved My Life* and *Echo*, are needed for ELA units. The EDU Breakout Kit is the foundation of a problem solving unit that involves a focus on active learning, critical thinking, collaboration, communication, creativity, and cultivating grit. The Naglieri Non-Verbal Ability Test would be used to replace the Kaufman Brief IQ Test in our identification system. It would be used with individual students and not as a screening tool. We hope it will provide greater equity for low SES or ELL students who might struggle with the verbal portions of the Kaufman.

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)
Tamiko Paquette	\$76,041.48	
Julia Hanauer-Milne	\$64,432.33	\$7,159.15
<b>Subtotal</b>	\$140,473.81	\$7,159.15

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
<b>Subtotal</b>	0	0

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
None			
<b>Subtotal</b>		0	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
Math Olympiad	\$109		
Breakout EDU kit	\$125		
Scholastic Math	\$27.45		
Scholastic Storyworks	\$86.35		
Scholastic DynaMath	\$76.89		
Books for ELA units including five copies of The War That Saved My Life and Echo.	\$90.00		

Other materials such as Naglieri Non-Verbal Ability Test, science materials.	\$635.31		
<b>Subtotal</b>	<b>\$1,150</b>	<b>Subtotal</b>	<b>0</b>

B.  
B.  
B.

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel within the district	\$540		
Dues and fees (i.e. MEGAT membership)	\$110		
<b>Subtotal</b>	<b>\$650</b>	<b>Subtotal</b>	<b>0</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
none			
<b>Subtotal</b>	<b>0</b>	<b>Subtotal</b>	<b>0</b>

D.  
D.



D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
New England Conference on Gifted Education	\$600		
<b>Subtotal</b>	<b>\$600</b>	<b>Subtotal</b>	<b>0</b>

E.

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$140,473.81	\$7,159.15
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials/Supplies	\$1,150	0
B. Other Allowable Costs	\$650	0
C. Student Tuition	0	0
D. Staff Tuition/PD	\$600	0
<b>Total</b>	<b>\$142,873</b>	<b>\$7,159.15</b>

F.