

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: RSU 18

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

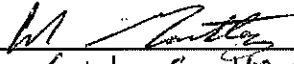
Cheryl Mercier,  
Director of  
Special  
Education

Phone number: 207 465-2535

Email address: cmercier@rsu18.org

CERTIFICATION:

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

  
\_\_\_\_\_  
Carl Gortley  
Superintendent Name (printed)

Superintendent Signature

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

Date of 1<sup>st</sup> Revision to Maine DOE: 10-30-18

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

Date of 2<sup>nd</sup> Revision to Maine DOE: 11-15-18

  
\_\_\_\_\_  
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: Lee Worcester

Maine DOE Approval: 

Date of Approval: 12/16/18

**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.

<input checked="" type="checkbox"/>	NO CHANGE	<input type="checkbox"/>	CHANGE
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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.

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

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 - We now have the Naglieri Non-Verbal Ability Test available to help identify students for whom language may be an obstacle.

o Specific academic areas identification -

o Arts identification -We are currently evaluating new identification tools for visual arts including our behavior rating scale for screening, our portfolio rubric, interview, and a drawing test. Our Visual and Performing Arts Committee will review the new materials this fall and vote whether to adopt them.

- o Transfer students -
  
- o Exit procedures -
  
- o Appeals procedures -
  
- 5. Provide a description, including the name, of the staff development that takes place in order to implement the program(s).

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

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

<input checked="" type="checkbox"/>	NO CHANGE	<input type="checkbox"/>	CHANGE
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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

Julia Hanauer-Milne	Yes	Teacher	3-5, high school	Full-time
Tamiko Paquette	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

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.)

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.

### Survey results

#### Elementary Level

We asked parents in Belgrade, Oakland and Sidney how satisfied they were with the GT program. The survey was sent to 30 parents; 18 responded for a 60% response rate.

- 94.4% were very satisfied.
- 5.56% were mostly satisfied.
- No one chose "I have concerns."

#### Common threads included:

- Challenging work that's different and more engaging than the regular classroom.
- Attention to growth mindset and life skills needed by GT students.
- Small groups allow connections with like-minded peers.

#### What did you like about the program?

*I like that the GT program challenges kids in ways that the regular classroom doesn't by making sure to engage them with interesting content and in depth projects. I also feel that our children both gained knowledge that they would not have otherwise because Julia makes sure to create a rich and engaging classroom that focuses on unique subjects. Also, I love the fact Julia makes sure to teach life skills and life lessons to her students, not just academic content. Thank you for all you do!*

*Mrs H-M is always coming up with new projects and approaches that keep the kids engaged and taking ownership of their learning. She's always pushing the kids forward, but also teaching them to push themselves. Just the other day my fifth-grader told me, "I like math, but only hard math like we do in GT." That's success! From math, to reading and writing projects, to 3D design and modeling and cross-disciplinary projects, we couldn't be happier with the*

*breadth and depth of the subjects, and the enthusiastic approach to teaching and learning.  
Very, very well done!*

**Please share suggestions to improve the program:**

- Meet more often, especially in ELA. (Scheduling in three buildings makes this difficult.)
- Less homework. (Looking at possibilities so students don't feel overloaded.)
- More STEM integration. (We began incorporating 3D printers into our work last year. That will continue this year as well.)

*Comments: My child struggled last year with the amount of homework in the classroom plus the GT homework plus extra curricular activities. That was the only problem that we ran into.*

*This probably isn't possible but more frequent meetings would be awesome.*

**Middle School Survey Results**

We asked parents in Belgrade, Oakland, Sidney and China how satisfied they were with the GT program. The survey was sent to 31 parents; 11 responded for a 35% response rate. To boost parent response, we are planning to change the time we send out our survey from spring to fall.

**How satisfied were you with your child's experience in the Gifted and Talented Program this year (2017-18).**

- Very satisfied: 54.55% (6 people)
- Mostly satisfied: 27.27% (3 people)
- I have some concerns: 18.8% (2 people)

**Please tell us what you liked about the program.**

*\*\*I like that the kid have the chance to do in-depth research and work on projects and explore new subjects that they wouldn't be able to in their regular classes.\*\**

*\*\*Liked that students were given projects ( though they chose within a theme) with a time-line teaching organization of part to the finished whole project.\*\**

*\*\*Encouraging creative thought process\*\**

*\*\*Challenging my child and giving them an outlet to learn and work on topics that interest them.\*\**

*\*\*I like that my child is excited about GT and doing the work for GT. In elementary school she was bored with it and didn't always enjoy the activities so it caused her added stress.\*\**

*\*\*Alternative learning, individual attention\*\**

*\*\*I like that my child has the opportunity to expand beyond the traditional classroom.\*\**

**Please share suggestions to improve the program.**



*"It would be great if there was an opportunity for parents and family members to see one of the projects the kids work on during the year."  
 \*\*1) not pull them out of class time - instead use part of lgt. 2) make sure if child is in get for more than one subject that all subjects are addressed and more focus on learning targets instead of break out boxes for example."*

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

**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.

NWEA Reading Fall '17 to Spring '18 for grades 3-5.

Elementary Reading Gr. 3-5 Points increased or decreased	Number of Students	Percent
-5 to -1	1	4.1%
0 to +5	8	33.3%
+6 to +10	13	54.2%
+11 to +15	1	4.1%
+16 to +20	1	4.1%

Total number of GT ELA students: 25\*\*

\*\*One student did not have a fall reading score and was not included in the data collection.

While most students made growth, it is concerning that one did not. Upon investigation, we have determined that middle school students may not take NWEA testing as seriously as we would like and that personal issues have impacted scores.

**NWEA Math Fall '17 to Spring '18 for grades 3-5.**

Elementary Math Gr. 3-5	Number of Students	Percent
-5 to -1	0	0%
0 to +5	1	6.67%
+6 to +10	6	40%
+11 to +15	4	28.6%
+16 to +20	1	6.67%
+21 to +25	3	20%

Total number of GT Math Students: 15

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.

**Middle School:**

NWEA Reading Fall '17 to Spring '18 for grades 6-8.

Middle School Reading Gr. 6-8 Points Increased	Number of Students	Percentage
Negative	7	38.8%

Middle School Reading Gr. 6-8 Points Increased	Number of Students	Percentage
0-5	6	33.3%
6-10	3	16.6%
11-15	1	5.5%
16-20	1	5.5%

Total number of GT ELA students: 19\*\*

\*\*One student did not have a fall reading score and was not included in the data.

Middle School Math Gr. 6-8 Points Increased	Number of Students	Percentage
Negative	2	10.5%
0-5	5	26.3%
6-10	11	57.8%
11-15	1	5.2%

Total number of GT math students: 20\*\*

\*\*One student did not have a fall math score and was not included in the data.

**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.

**High School**

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). This year more than half of our identified students are taking advantage of these opportunities. None of the freshmen are taking AP or Dual Enrollment classes yet. One quarter of the students identified in the visual or performing arts are taking arts classes, possibly due to scheduling conflicts. Many more are 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 on a regular basis 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.

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)*

Math Olympiad and Scholastic Math provide a needed stretch for GT math students as will Build a Tiny House, a teacher resource for architectural and geometry concepts. The books Refugee and Freak the Mighty provide texts for high achieving readers. **The Naglieri Non-Verbal Ability Test is being used as an alternative to the Kaufman Brief IQ Test in our identification system. It will 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.

We also are buying science materials such as LED lights, coin batteries, copper wire, graphite dust, electric toothbrushes, acrylic paints, pipe cleaners, and 3D printer filament so we can conduct STEM projects.

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)
Julia Hanauer-Milne	67,885.24	7,542.84
Tamiko Paquette	83,628.04	
<b>Subtotal</b>	151,513.28	7542.84

**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
Books	\$150.00		
Books including Refugee and Break the Chain			
Math Olympiad			
-Scholastic Math			
-Build a Tiny House			
Supplies	\$1,000		
-Naglieri Non-Verbal Ability Test for identification (not screening)			

State of Maine  
 Education Program Department of Education  
 Renewal Application 2018-19

Gifted and Talented

-Science and other project supplies- see #8			
Subtotal	\$1150	Subtotal	0

B.

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel in district	540		
Subtotal	540	Subtotal	0

C.

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	0	Subtotal	0

D.

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Workshops	300.00		
MEGAT conference			
ACE class			

State of Maine  
Education Program Department of Education  
Renewal Application 2018-19

Gifted and Talented

Dues and fees	110.00		
Subtotal	410.00	Subtotal	0

E.



E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	151,513.28	7542.84
Auxiliary Staff	0	
Independent Contractors	0	
A. Materials/Supplies	\$1150	
B. Other Allowable Costs	\$540	
C. Student Tuition	0	
D. Staff Tuition/PD	\$410	
Total	\$153,613.28	\$7542.84

F.