

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 20

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

Marianne DeRaps

Phone number: 548-2313

Email address: mderaps@rsu20.org

CERTIFICATION:

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

CHRIS DOWNING
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine
DOE:

11-2-18

Date of 1st Revision to Maine DOE:

11/29/18

[Signature]
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: Lee Worcester

Maine DOE Approval: Janet Kae

Date of Approval: 12/19/18

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:

- 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 -

- o Transfer students -

- o 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:

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 |
|-----------------|------------------------|--------------------------|-------------|-----------------------------------|
| Marianne DeRaps | NO | Admin | K-12 | FT |
| Chris Downing | NO | Admin | K-12 | FT |
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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 |
|---------------|------|------------------------|-------------|---------------------------------|-----------------------------------|
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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.)*

Throughout the past year, I have continuously sought input and feedback from all stakeholders in the program. I meet with a faction of the students once per week to seek input. Students asked for more electives and advanced art coursework, which we have added to the schedule for this year. All but one identified student is enrolled in these classes in the high school. That student will be enrolled in the spring. We have also worked on the curriculum for art and music K-12. We offer an Honor's Option for the Arts and all content areas 6-12.

The honor's option provides a rigorous, students-centered way for students to be challenged. Many of our identified students claim that the Honor's Option is so challenging, that they feel prepared for college and beyond. Often, they claim, they cannot complete the tasks of the Honor's Options. Last year, students did not feel challenged in middle school ELA class. The teacher has been not only providing the Honor's Option, but she has also found other ways to differentiate to ensure that students are feeling challenged.

At an In-Service day in the Spring, we offered a whole school training on Differentiation. It was led by two teachers in our school who also presented at a National Conference in March.

At the elementary level, parents feel that their children's needs are being met, however, teachers would like to learn more about differentiation so as to meet their students' needs better. Therefore, my plan is to focus on elementary and middle school by following up on professional development opportunities with individual time with teachers from grades 3-8 in particular. The workshop we offered 6-12 last year, will be offered this year at the elementary school during a spring in-service day. I will also visit classrooms and offer feedback. Overall, RSU 20's consensus is that we offer a very effective GT program to our students. Students and parents have asked for more STEM opportunities. I am working with the science, math, and technology group to work on the curriculum to fulfill this need as well.

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

Upon my take over of the program, I completed a Comprehensive Needs Assessment which included a complete file review. I reviewed the program over the last ten years. As stated above, I continue to meet with teachers across the district. I am also the Curriculum Coordinator, therefore, I am in a unique position to make curriculum changes based on student, parent, and teacher input. I meet with every identified student and parent. I also meet with a cross section of students every week, a parent group once per month, and each curriculum content group monthly. Last year, the Mid Coast Curriculum group focused on GT. We interviewed the GT leader from Hampden, and State representatives. This helped me tremendously in knowing what others were doing, but I was also provided ideas on meeting some individual needs. I reviewed all data: NWEA, MEA, Science Augmentation, PSATs, SATs, and Aimesweb. The data validated our identification process as these students are exceeding the standards in their identified areas. I created individual profile sheets and sent them home to parents at the end of the year. These provided students' data scores and provided a report on progress toward their individual goals we set in our individual meetings as well as overall gains made.

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)*

Last year, we engaged in a book study using the book called *Intention: Critical Creativity in the Classroom*. We have eight new staff members and will be doing this year. *Intention* is not your average PD book - written by super dynamic, engaging, and award winning teachers Dan Ryder (from Maine!) and Amy Burvall, it's energizing and refreshing, helping teachers explore how creativity can transform learning for students. The first half of *Intention* delves into the "what" and "why" of critical creativity - the pedagogical and philosophical underpinnings - while the second half has dozens of classroom activities, rubrics, and strategies that can be used at any grade level, any subject area. We will also be purchasing books from Hattie's *Visible Learning for Mathematics* and *Visible Learning for ELA*. These books take Hattie's important ideas and focuses them in the mathematics and English Language arts' classrooms. They examine the teaching practices that

have high effect sizes and puts them in an instructional context, using classroom vignettes that illustrate what these strategies and practices look like while teaching important concepts or skills. It also spotlights personal stories from the authors, all of whom are or have been practicing teachers. The book makes the research come alive through a setting that is all about mathematics and mathematics instruction and ELA and its instruction.

Hattie's *Visible Learning* is a combination of research-based approaches for instruction and their connection to the surface, deep, and transfer phases of learning. That is what makes this book different.

I will be receiving a Stipend for my work in GT. I also serve as the Curriculum Coordinator for the district and the High School and Middle School Principal. This stipend is reflected under the Wage and Benefits line. I sought much help for GT with the by attending the Waldo County Curriculum meetings last year which is why I put travel money in to continue this. All but one member of this group does the GT work for their districts. Other supplies are for the Arts and Honor's Option for only GT students for special projects that will be designed by teachers as outlined above in this application.

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Marianne DeRaps | 8885.28 | 4673.76 |
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| | | |
| Subtotal | 8885.28 | 4673.76 |

Auxiliary Staff Costs

| Auxiliary Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
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| | | |
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| | | |
| Subtotal | 0 | 0 |

Independent Contractor Costs

| Independent Contractor Name | Area of expertise | Elementary (contract amount) | Secondary (contract amount) |
|-----------------------------|-------------------|---------------------------------|--------------------------------|
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| Subtotal | | 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—Visible Learning | 420 | Books—Visible Learning and Intention | 300 |
| Classroom supplies for art and music projects to extend learning based on student interest as described above | 300 | Classroom supplies for art and music projects to extend learning based on student interest as described above. | 250 |
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| Subtotal | 720 | Subtotal | 550 |

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

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------|------|----------------------|------|
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|-----------------|----------|-----------------|----------|
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| Subtotal | 0 | Subtotal | 0 |

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

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

D. Staff Tuition/Professional Development:

| Elementary: Course/Workshop Title | Cost | Secondary: Course/Workshop Title | Cost |
|-----------------------------------|------------|----------------------------------|------------|
| Travel | 165.00 | Travel | 170 |
| | | | |
| | | | |
| | | | |
| Subtotal | 165 | Subtotal | 170 |

E. Totals

| Subtotals from charts above | Elementary Costs: | Secondary Costs: |
|-----------------------------|-------------------|------------------|
| Professional Staff | 8885.28 | 4673.76 |
| Auxiliary Staff | 0 | 0 |
| Independent Contractors | 0 | 0 |
| A. Materials/Supplies | 720 | 550 |
| B. Other Allowable Costs | | |
| C. Student Tuition | 0 | |
| D. Staff Tuition/PD | 165 | 170 |
| Total | 9770.28 | 5393.76 |