

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 3

Name and title of person responsible for gifted and talented program:
Jean M. Skorapa, Assistant Superintendent

Phone number: 207-948-6136

Email address: jskorapa@rsu3.org

CERTIFICATION:

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

Dr. Paul Austin
Superintendent Name (printed)




Superintendent Signature

Date of Initial submission to Maine DOE: September 27, 2017

Date of 1st Revision to Maine DOE: November 2, 2017

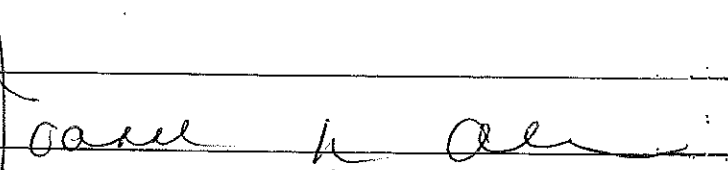
Date of 2nd Revision to Maine DOE: February 5, 2018

Date of 3rd Revision to Maine DOE: _____


Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____
Maine DOE Approval: 
Date of Approval: 2/12/18

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 -
- o 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
Jean Skorapa	No	Administrator	K-12	PT
Lisa Ravin	No *** The teacher has applied for the GT endorsement. Documentation is provided with the application.	Teacher	K-12	FT

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
Unfilled	Educational Technician			Lisa Ravin	PT

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

NO CHANGE CHANGE

Describe CHANGE here:

The self-evaluation process did not include an opportunity for teacher feedback. Teacher feedback will be solicited during this application cycle.

(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.)*

Building Leadership Survey

A survey asking questions addressing the National Standards in Gifted and Talented Education was distributed to each building leader via survey monkey. Four of the five leaders, 80%, completed the survey. Overall results indicate that building leaders were divided in their belief of the extent that the national standards were met.

This year we plan on gathering feedback from building leadership as well as classroom teachers to get a more complete picture of the effectiveness of the program.

1. Students develop their talents and gifts as a result of interacting with educators who meet the national preparation standards in gifted education.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

2. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Development Standards.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

3. Students develop their talents and gifts as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

4. Students develop their talents and gifts as a result of interacting with educators who are ethical in their practices.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	25%	25%	50%

5. Students with gifts and talents participate in a variety of evidence-based programming options that ensure performance in cognitive and affective areas.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

6. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

7. Students with gifts and talents' learning are enhanced by regular collaboration among families, community, and the school.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

8. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

9. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	75%	0%	25%

10. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	25%	50%	25%

11. Students with gifts and talents identify future career goals and the talent development pathway to reach their goals.

Not at All	Somewhat	The Standard is Met	To a Great Extent
25%	25%	25%	25%

12. Students with gifts and demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

13. Students with gifts and develop social competence manifested in positive peer relationships and social interactions.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

14. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

15. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

16. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

17. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

18. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

19. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

20. Students with gifts and talents become independent investigators.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

21. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	66.67%	33.33%	0%

22. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

23. Students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

24. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

25. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	0%	75%	25%

26. Students with gifts and talents demonstrate advanced complex learning as a result of using multiple, appropriate, and ongoing assessments.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

27. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	66.67%	33.33%	0%

28. Students with identified gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

29. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identifies, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

30. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning behavior..

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

31. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer groups and others in the general population.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

32. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	75%	0%	25%

33. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

34. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

35. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

36. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

Not at All	Somewhat	The Standard is Met	To a Great Extent
0%	50%	25%	25%

Student Survey

A student was distributed to all 104 students via Survey monkey. 17 students, 16.3% of the surveys distributed were returned. Although the participation was not as high as hoped for, the results indicate that over 76% of the students believed GT services met their individual needs. 23.53% of students indicated that the program somewhat or not at all met their needs. This data will be used in the development of Individual Learning Plans.

Results indicate that the majority of students, 82%, have a positive perception about the program. In addition, over 76% of the students believe that the GT program has a positive influence on his/her attitude toward school. Students completing the survey overwhelmingly indicated that the GT program contributed to improved self-esteem and independence as a learner, 94% each.

1. In your opinion, to what extent do the services provided by the GT department meet your needs?

	Not at All	Somewhat	Adequately	To a Great Extent	No Label	Total
The GT department meets my needs:	5.88% 1	17.65% 3	29.41% 5	47.06% 8	0.00% 0	17

2. What is your overall perception of the gifted program in your district?

	Very Negative	Negative	Positive	Very Positive	No Label	Total
I feel:	0.00% 0	11.76% 2	29.41% 5	52.94% 9	5.88% 1	17

3. The GT program has a positive influence on my attitude toward school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Label	Total
I:	29.41% 5	47.06% 8	17.65% 3	0.00% 0	5.88% 1	17

4. The GT program has contributed to improving my self-esteem.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Label	Total
I:	35.29% 6	47.06% 8	11.76% 2	0.00% 0	5.88% 1	17

5. I believe that I am becoming more of an independent learner by participating in the GT program.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Label	Total
I:	41.18% 7	41.18% 7	11.76% 2	0.00% 0	5.88% 1	17

(c.) Include how program effectiveness was determined.

Summary of Academic Student Data:

A review of student academic data indicates that our gifted and talented students continue to make adequate progress as measured with local benchmarking tools and assessments. As a result, we will continue to provide services as we did during the 16-17 school year which includes the collaboration between the teacher of the gifted and talented and our classroom teachers, the development of individual student goals in individual learning plans, and opportunities for students to take dual enrollment classes.

A review of performance feedback in the area of visual and performing arts indicate that the majority of identified students continue to excel with program offerings. We will review the program of students who did not make expected progress at the 3-5 grade level and make adjustments to their program as appropriate.

Grade Level	*Reading	% of Students	*Math	% of Students	Science Grade	% of Students	Social Studies Grade	% of Students
3-5	Exceeds	100%	Well Above average	69%	3	88%	3	100%
			Above Average	13%	2.5	12%		
			Average	19%				
6-8	Well Above average	92%	Well Above average	50%	4	8%	4	8%
	Above Average	8%	Above Average	38%	3.5	19%	3.5	28%
					3	69%	3	32%
	Average	0%	Average	12%	2.5	6%	2.5	8%
						2	20%	
						1.5	4%	
9-10	Well Above Average	81%	Well Above average	63%	3.5	50%	3.5	14%
	Above Average	19%	Above Average	31%	3	50%	3	71%
							2.5	14%
	Average	0%	Average	6%				
11-12	Well Above Average	70%	Well Above Average	90%	90-100	50%	90-100	40%
	Above Average	20%	Above Average	10%	80-89	40%	80-89	60%
					70-79	10%		

***Reading and Math:**

Grades 3 – 5 Benchmark Assessment
Grades 6- 10 NWEA
Grades 11-12 Course Grade

***Science, Social Studies, Visual and Performing Arts**

Grades 3 – 10 1= Does not Meet; 2=Partially Meets; 3=Meets; 4=Exceeds
Grades 11-12 Course Grade

Grade Level	Visual Arts	% of Students	Performing Arts	% of Students
3-5	3.5	55%		
	3	36%	3	71%
	2.5	9%	2.5	29%
6-8	3	100%	3	100%
9-12	3.5	83%	No students identified	
	3	17%		

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

A. Educational Materials and Supplies

B. Other Allowable Costs

Field trips for identified Gifted and Talented students will be held during the school day. Monies allocated would cover mileage and any applicable entrance fees. Proposed field trips include:

University of Maine Museum of Art	K-8 Identified Gifted Students
Portland Museum of Art	K-8 Identified Gifted Students
Lord Gallery University of Maine	K-8 Identified Gifted Students
Collins Center for the Arts	K-8 Identified Gifted Students

Staff Travel

There are seven schools in RSU 3 spread across more than 440 square miles. In order to program for identified students in our schools, the Gifted and Talented teacher must travel throughout the district. The teacher makes every effort to be minimize the amount of travel needed.

C. Student Tuition

Identified students who have exhausted the RSU 3 curriculum will have the opportunity to enroll in a course at the University of Maine in the area of their giftedness. Courses of interest identified by Gifted and Talented students include marketing and computer programming.

D. Staff Tuition/Professional Development

The GT Teacher is planning on taking two of the following courses at the university level, contingent upon availability of these courses:

- SED 530 Identifying and Educating Learners Who are Gifted
- SED 531 Curriculum and Instruction for Learners Who Are Gifted
- SED 532 Developing and Implementing Programs for the Gifted Learner
- SED 533 Teaching Critical & Creative Thinking in Gifted Programs & Classroom Settings

The GT teacher will attend the Maine Educators of Gifted and Talented (MEGAT) in the Fall to increase her knowledge about addressing the needs of Gifted and Talented students.

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)
Jean Skorapa	3,220	3,220
Lisa Ravin	47,100	15,880
Subtotal	50,320	19,100

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Martin Swinger	Musician/Songwriter	800	
Tim Christensen	Ceramic Artist	400	400
Subtotal		1,200	400

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:	400	Books:	400
Reading Detectives Beginning		DK Workbooks: Coding with Scratch Workbook	
Reading Detective A1		Fahrenheit	
Mrs. Frisby and the Rats of Nimh		Peter and the Star Catchers Boxed Set	
Mrs. Frisby and the Rats of Nimh (student Packs)		One Minute Mysteries: You Solve With Science	
Exploring the Solar System: A History with 22 Activities		Challenging Logic Puzzles	

From the Mixed Up Files of Mrs. Basil E. Frankweiler			
Walk Two Moons			
Because of Winn Dixie			
Materials:	1,200	Materials:	800
Code Master Programming Game		3 Flip Questions for the Revised Bloom's Taxonomy Speed Cube Set	
SET: The Game of Visual Perception		Math Dice Tournament Kit	
Sumoku		Equate the Thinking Game	
Graduated Cylinders		Math for the Love of Prime Climb Game	
3 Thermometers			
Duct Tape			
6ft 3/8" Plastic Tubing			
Long Immersion Thermometer			
Modeling Clay			
3/8" Soft Copper Tubing			
Black Spray Paint			
Copper Tubing Bending Tool			
Tubing Cutter			
Plexiglas			
Small Photovoltaic Cell with Wires Attached			
Lenses			
Hand Warmers			
Small PV Cells			
Medium PV Cells			
3V PV Panels			
Fresnal Lense			
Junior Solar Sprint Challenge it.			
Subtotal	1,600	Subtotal	1,200

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trips Transportation and/or admission fees	500	Field Trips Transportation and/or admission fees	300
Staff Travel	550	Staff Travel	200
Subtotal	1,050	Subtotal	500

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		Marketing Course (UMO) – 1 student	1,000
		Computer Programming Course (UMO) – 1 student	1,000

Subtotal		Subtotal	2,000
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference	500	MEGAT Conference	150
GT Course	1,500	GT Course	1,500
Subtotal	2,000	Subtotal	1,650

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	50,320	19,100
Auxiliary Staff	0	0
Independent Contractors	1,200	400
A. Materials/Supplies	1,600	1,200
B. Other Allowable Costs	1,050	500
C. Student Tuition	0	2,000
D. Staff Tuition/PD	2,000	1,650
Total	56,170	24,850