

**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 3

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

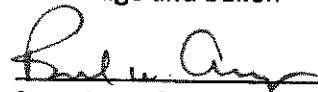
Phone number: 207-948-6136

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)



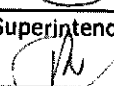
  
Superintendent Signature

Date of Initial submission to Maine DOE: October 2, 2018

Date of 1<sup>st</sup> Revision to Maine DOE: October 15, 2018

Date of 2<sup>nd</sup> Revision to Maine DOE: November 19, 2018

Date of 3<sup>rd</sup> Revision to Maine DOE: January 28, 2019

  
Superintendent Initials  
  
Superintendent Initials  
  
Superintendent Initials

**FOR INFORMATION CONTACT:** [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

Reviewed By:  Patti Drapeau

Maine DOE Approval: 

Date of Approval: 2/19/19

### ***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:

- Academic program philosophy -
  
- 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:

- Academic program abstract -
  
- 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 –  
The district screening tools have changed from the Inview Assessment of Cognitive Abilities and the Northwest Evaluation Assessment (NWEA) Measures of Academic Progress (MAP) to the Cognitive Abilities Test (CogAt) and the Star 360 Assessment. Other internal data measures no longer include the Aimsweb assessment.
- Specific academic areas identification -  
The district screening tools have changed from the Inview Assessment of Cognitive Abilities and the Northwest Evaluation Assessment (NWEA) Measures of Academic Progress (MAP) to the Cognitive Abilities Test (CogAt) and the Star 360 Assessment. Other internal data measures no longer include the Aimsweb assessment.
- 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:

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
Jean Skorapa	No	Administrator	K-12	PT
Lisa Ravin	Pending **All requirements filled, waiting for confirmation from certification.	Teacher	K-12	FT

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
TBD at this 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.)

**Staff Survey**

A survey asking questions regarding the effectiveness of the Gifted and Talented Program was distributed to each teacher in the district via survey monkey. 41 (20 elementary, 8 middle, and 13 high school) of the 113 teachers or 36% completed the survey. Overall, results indicate that teachers knew very little about the identification process or programming for gifted students as a high percentage of teachers responded “I don’t know.” In addition, survey results indicated that teachers desired more information about differentiation to meet the needs of gifted students. This information will be used to develop a better communication plan with teaching staff.

1. In your opinion, to what extent do the services provided for gifted students at your grade level meet their needs?

Elementary	Middle	High School	Total
48.8%	19.5%	31.7%	
20	8	13	41

2. In your opinion, do you feel properly prepared and informed on gifted students needs and characteristics?

Not at All	Somewhat	Don't Know	Total
12.2%	31.7%	56.1%	
5	13	23	41

3. In your opinion, to what extent do services provided for gifted students at other grade levels than your own meet their needs?

Yes	No	Maybe	Total
20%	50%	30%	
8	20	12	40

4. In your opinion, to what extent does the identification process for your grade level find students who need gifted services?

Not At All	Somewhat	Adequately	Don't Know	Total
4.9%	19.5%	2.4%	73.2%	
2	8	1	30	41

5. As teacher of gifted students, to what extent are you provided with curriculum differentiated for the gifted?

Not At All	Somewhat	Adequately	Don't Know	Total
46.2%	17.9%	5.1%	30.8%	
18	7	2	12	39

6. As a teacher with gifted students in your classroom, do you think you would benefit from support to develop curriculum to meet their needs?

Yes	No	Maybe	Total
43.9%	19.5%	36.6%	
18	8	15	41

7. As a teacher with gifted students in your classroom are the expectations made clear to differentiate instruction for these students?

Yes	No	Maybe	Total
30%	47.5%	22.5%	
12	19	9	41

8. In your opinion, to what extent are the gifted students coming to you well prepared for the advanced curriculum expected of gifted students at your grade level?(high school)

Not at All	Somewhat	Don't Know	Total
16.7%	70%	13.3%	
5	21	4	41

9. Please give any other feedback you might have for us to improve our gifted services at your grade level.

Ten teachers provided a short response to this question. Analysis of these responses supports the conclusions from the data above that teachers don't know a great deal about identification process or the program, and that they would like support with differentiation to meet the needs of gifted students. This information will be used to develop a better communication plan and support for teachers regarding differentiation.

#### Student Survey

A student was distributed to all 92 students via Survey monkey. 50% of the surveys distributed (i.e., from 52 students) were returned. Student participation in the survey was greatly improved from the previous year. Results indicate that over 59% of the students believed GT services met their individual needs. 41% 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 by our teacher of the Gifted and Talented as we want to ensure that all student needs are met by the program.

Results indicate that the majority of students, 82%, have a positive perception about the program. In addition, over 73% of the students believe that the GT programming contributed improved self-esteem. Only 50% of students completing the survey indicated that the GT program contributed to independence as a learner. 41% of the students had no opinion. This data will be reviewed prior to the development of Individual Learning Plans by the teacher of the Gifted and Talented in conjunction with students and parents.

1. To what extent do the services provided by the GT department meet your needs?

Not at All	Somewhat	Adequately	To a Great Extent	No Opinion	Total
4.5%	36.3%	36.3%	23%	0%	
2	19	19	12	0	52

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

Very Negative	Negative	Positive	Very Positive	No Opinion	Total
4.5%	13.6%	54.5%	27.2%	0%	
2	8	28	14	0	52

3. The GT program has contributed to my self-esteem.

Somewhat Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
9%	64%	9%	0%	18%	
5	33	5	0	9	52

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

Somewhat Agree	Agree	Disagree	Strongly Disagree	No Opinion	Total
9%	41%	9%	0%	41%	
5	21	5	0	21	52

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

**Summary of Academic Student Data:**

A review of student academic data indicates that our gifted and talented students in grades K-12 continue to make adequate progress as measured with local benchmarking tools and assessments in the areas of Reading and Mathematics. Students in grades 6-12 continued to score well in the areas of Science and Social Studies. However, students in grades 3-5 did not score as well in these same areas. As a result, we will continue to provide services for students in grades 3-12 as we did during the 17-18 school year. This will include 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. We review the program of students who did not make expected progress in the areas of Science and Social Studies and alter programming as appropriate.

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 continue to review programming for individual students and make adjustments to their program as needed.

Grade Level	Reading	% of Students	Math	% of Students	Science Grade	% of Students	Social Studies Grade	% of Students
3-5	Exceeds	75%	Exceeds	0%	Exceeds	0%	Exceeds	0%
	Meets	25%	Meets	100%	Meets	60%	Meets	33%
	Partially Meets	0%	Partially Meets	0%	Partially Meets	40%	Partially Meets	67%
	Does Not Meet	0%	Does Not Meet	0%	Does Not Meet	0%	Does Not Meet	0%

Grade Level	Reading	% of Students	Math	% of Students	Science Grade	% of Students	Social Studies Grade	% of Students
6-8	Exceeds	6%	Exceeds	46%	Exceeds	56%	Exceeds	100%
	Meets	94%	Meets	54%	Meets	44%	Meets	0%
	Partially Meets	0%	Partially Meets	0%	Partially Meets	0%	Partially Meets	0%
	Does Not Meet	0%	Does Not Meet	0%	Does Not Meet	0%	Does Not Meet	0%

Grade Level	Reading	% of Students	Math	% of Students	Science Grade	% of Students	Social Studies Grade	% of Students
9-12	A 93-100	60%	A 93-100	53%	A 93-100	56%	A 93-100	13%
	B 85-92	15%	B 85-92	26%	B 85-92	19%	B 85-92	67%
	C 76-84	25%	C 76-84	21%	C 76-84	25%	C 76-84	20%
	D 70-75	0%	D 70-75	0%	D 70-75	0%	D 70-75	0%



Visual and Performing Arts Student Data

Grade Level	Visual Arts	% of Students	Performing Arts	% of Students
3-5	Exceeds	0%	Exceeds	0%
	Meets	100%	Meets	100%
	Partially Meets	0%	Partially Meets	0%
	Does Not Meet	0%	Does Not Meet	0%

Grade Level	Visual Arts	% of Students	Performing Arts	% of Students
6-8	Exceeds	100%	Exceeds	50%
	Meets	0%	Meets	50%
	Partially Meets	0%	Partially Meets	0%
	Does Not Meet	0%	Does Not Meet	0%

Grade Level	Visual Arts	% of Students	Performing Arts	% of Students
9-12	A 93-100	91%	A 93-100	No students identified
	B 85-92	0%	B 85-92	No students identified
	C 76-84	9%	C 76-84	No students identified
	D 70-75	0%	D 70-75	No students identified

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)*

A. Educational Materials and Supplies

The GT teacher has acquired a digital cutting machine but is in need of supplies. The supplies are for the sole use of GT identified students. The clay included in the budget was included to be used with a visiting artist for GT students. This clay is above and beyond clay that is used in the schools for Art class.

**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 Students
Portland Museum of Art	K-12 Identified Students
Lord Gallery, University of Maine	K-12 Identified Students
Collins Center for the Arts	K-12 Identified Students
University of Maine Engineering Program	K-12 Identified Students

**Staff Travel**

There are seven schools in RSU 3 spread across more than 440 square miles. In order to program for identified students, the teacher of the Gifted and Talented must travel throughout the district. The teacher makes every effort to 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 areas 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 will take two courses at the university level in the area of giftedness contingent upon availability. The GT teacher will attend the Maine Educators of Gifted and Talented (MEGAT) conference in the Fall to increase her knowledge about addressing the needs of identified Gifted and Talented students. In addition she will attend workshops, as available, to support the needs of identified 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 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**

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Jean Skorapa	\$3,505.00	\$3,525.00
Lisa Ravin	\$50,104.00	\$17,075.00
<b>Subtotal</b>	\$53,609.00	\$20,600.00

**Auxiliary Staff Costs**

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Tim Christiansen	Pottery	\$1000.00	\$900.00
Karen Brooks	Paper Artist	\$1000.00	
Christopher White	UMO Band		\$300.00
<b>Subtotal</b>		<b>\$2,000.00</b>	<b>\$1,200.00</b>

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
<b>Books:</b>	<b>\$1000.00</b>	<b>Books:</b>	<b>\$1200.00</b>
Challenging Units for Gifted Learners	\$17.00	World History Detective Book	\$34.99
Creative Curriculum Extenders	\$19.95	US History Detective Book 1	\$39.99
Engineering Instruction for High Ability Learners	\$32.38	Red Herring Mysteries Level 2	\$14.99
Differentiated Projects for Gifted Students	\$23.01	When Gifted Kids Don't Have All the Answers	\$17.94
Murderous Math Box Set	\$20.25	Resources for Educating Artistically Talented Students	\$22.06
Anthony and the Magic Picture Frame	\$38.56	Waking Up Chase	\$15.95
Critical Thinking Detective (2)	\$17.99	Supporting Gifted and Talented Pupils in the Secondary School	\$24.38
Peter and the Star Catchers	\$49.95	100 Ideas for Secondary Teachers: Gifted and Talented	\$23.05
The Number Devil	\$15.67	Parallel Curriculum Units for Science	\$38.95
Reading Detective A1	\$24.99	The Ultimate Guide to Internet Resources for Teachers of Gifted and Talented Students	\$29.95
Reading Detective Book 1	\$24.99	The Reel Classroom	\$29.95
Science Detective	\$21.99	Independent Study Program: Complete Kit	\$120.00
Math Detective	\$20.00	Makerspaces in School	\$21.95
Engineer This!	\$24.95	Social Studies Comes Alive	\$29.95
Emotional Intensity and Gifted Students	\$19.95	Supreme Court Decisions: Scenarios, Simulations	\$19.95
I'm Not Just Gifted: Social Emotional Curriculum	\$24.95	Differentiated Instruction with Menus: Biology	\$24.95
Leadership for Kids: Curriculum For Building Leadership in Gifted Learners	\$29.95	Differentiated Instruction with Menus: Chemistry	\$24.95
Coding, Robotics and Engineering with Young Students	\$39.95	Blind Justice	\$29.95

**State of Maine  
Department of Education**

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Creating Strong Kids Through Writing	\$24.95	Creating Historical Documentaries: Step by Step Guide	\$29.95
Developing Mentorship Programs for Gifted Students	\$17.95	Inquiry-Based Lessons in World History Vol. I	\$29.95
Light Bright: An Activity Centered Enrichment Program	\$29.95	Living History in the Classroom	\$29.95
Fiction and Nonfiction	\$39.95	Literature for Every Learner: Differentiated Instruction	\$29.95
Research and Rhetoric	\$39.95	Perfect 800 SAT Verbal	\$29.95
Fables and Folklores: A Writing Workshop	\$29.95	Text Books for UMFK Online Class for Identified Student	\$224.01
What's Your Opinion	\$24.95	The Handbook of Secondary Gifted Education	\$89.95
Advanced Common Core Math Explorations: Factors and Multiples	\$34.95	Differentiated Instruction: Algebra 1	\$24.95
Advanced Common Core Math Explorations: Fractions	\$34.95	Differentiated Instruction with Menus: Algebra 2 and 2	\$24.95
Advanced Common Core Math Explorations: Measurement and Polygons	\$34.95	Perfect 800 SAT Math	\$24.95
Advanced Common Core Math Explorations: Probability and Statistics	\$35.96	In Code: A Mathematical Journey	\$78.32
Advanced Common Core Math Explorations: Ratio	\$34.95	The Elements of Graphic Design	\$19.22
Adobe Photoshop CC Classroom in a Book	\$95.17		
Red Herring Mysteries Level 2	\$14.99		
10 Performance Based STEM Projects for Grades 3-5	\$39.95		

**State of Maine  
Department of Education**

**Gifted and Talented Education Program  
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Supplies	\$2,000.00	Supplies	\$,1600.00
Frisco Craft Transfer Paper	\$16.99	12 pk. Oracal Glossy 12 Inches	\$70.00
Juya Paper Quilling Kits (5)	\$74.95	Circuit Complete Set of Cutting Mats	\$149.95
Arches Watercolor Paper Block 14 x 20	\$53.30	Blades for Circuit Explore Air 2	\$49.95
Colorbok Designer Paper Pad 12 x 12 (2)	\$10.00	Vinyl Adhesive Sheets (4)	\$93.96
Colorbok Mega paper Pad	\$19.99	Holographic Opal Vinyl (2)	\$33.80
Colorbok Smooth Cardstock Gray Promenage (2)	\$10.00	Materials for Mini Golf Project Designed/Developed by GT Students	\$495.42
Brushed Metal Double Sixed Paper 12 x 12 (3)	\$52.50	3 digit Changeable Padlock	\$18.99
Exact Index Bright White Cardstock (6)	\$41.16	4 digit changeable pad lock	\$7.99
Davinci 1.0 3D Printer	\$394.36	Lego Robotics Mindstorms kits (2)	\$679.94
XYZ Printing Filament	\$82.60		
PVC Pipe	\$97.90		
1 x 4 Boards	\$51.85		
PVC Elbows	\$28.60		
Galvanized Steel Pipe	\$60.00		
Screws	\$17.00		
Zip Ties	\$59.00		
Canvas Panels	\$50.00		
Lego Education We Do Core Set	\$879.80		
<b>Subtotal</b>	<b>\$3,000.00</b>	<b>Subtotal</b>	<b>\$2,800.00</b>

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

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Field Trip Transportation	\$500.00	Field Trip Transportation	\$300.00
Field Trip Admission Fees	\$200.00		
Staff Travel	\$2,550.00	Staff Travel	\$1,000.00
<b>Subtotal</b>	<b>\$3,250.00</b>	<b>Subtotal</b>	<b>\$1,300.00</b>

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

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
		Marketing Course (UMO) - student	\$1,000.00
		Computer Programming Course (UMO) – 1 student	\$1,000.00
<b>Subtotal</b>	<b>\$0.00</b>	<b>Subtotal</b>	<b>\$2,000.00</b>

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Beyond IQ Conference – Boston May 3-5 (Includes registration, hotel and travel)	\$75.00 \$675.00	Beyond IQ Conference – Boston May 3-5 (Includes registration, hotel and travel)	\$500.00
SED 533: Teaching Critical and Creative Thinking in Gifted Programs and Classroom Settings	\$1,500.00	SED 667: Social/Emotional Needs of Students who are Gifted/Talented through	\$1500.00
<b>Subtotal</b>	\$2,250.00	<b>Subtotal</b>	\$,2000.00

**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	\$53,609.00	\$20,600.00
<b>Auxiliary Staff</b>	\$0.00	\$0.00
<b>Independent Contractors</b>	\$2,000.00	\$1,200.00
<b>A. Materials/Supplies</b>	\$3,000.00	\$2,800.00
<b>B. Other Allowable Costs</b>	\$3,250.00	\$1,300.00
<b>C. Student Tuition</b>	\$0.00	\$2,000.00
<b>D. Staff Tuition/PD</b>	\$2,250.00	\$2,000.00
<b>Total</b>	<b>\$64,109.00</b>	<b>\$29,900.00</b>