

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 #38 Maranacook Area Schools

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

Phone number: 207-685-3336

Email address: nancy_harriman@maranacook.org

CERTIFICATION:

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

Donna H. Wolfson
Superintendent Name (printed)

Donna H. Wolfson
Superintendent Signature

Date of Initial submission to Maine DOE: _____

Date of 1st Revision to Maine DOE: 01/16/18

Date of 2nd Revision to Maine DOE: Donna H. Wolfson

Date of 3rd Revision to Maine DOE: Donna H. Wolfson

DHW 1/16/18
Superintendent Initials

DHW 2/17/18
Superintendent Initials

DHW 4/10/18
Superintendent Initials

4/30/18 changes in brown on budget sheets on p. 8 & 9

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: James K. Allen

Date of Approval: 5/16/18

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>.

NOTE: Any changes to our previous Plans are denoted in blue text. Black text is reprinted information from a previously approved Plan that is provided for context. Ellipses are reminders that additional information for that area continues on - in the original plan. Additional information requested in 1/18 appears in red text.

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 –
- MINOR Change

Middle School students identified in other academic areas have the opportunity to participate in a GT Seminars coplanned by a GT Teacher and Content teams and offered within the context of an integrative Core course. A 3D model is used for coplanning the lessons which includes creative thinking, affective perspectives, and critical thinking. Students study topics in depth, focusing on college and career readiness skills, critical and creative thinking skills, and affective perspectives such as self-understanding, leadership, risk-taking, insight, and goal-setting...

- 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 -

Selection: In May of each year, the Superintendent solicits volunteers (RSU #38 teachers and administrators) to participate in the identification process. The GT Identification Committee evaluates each student's profile through a blind review (no names) process. A student clearly qualifies for GT services if the majority of the evidence in the profile falls within the High and/or Superior ranges on the profile. The decision is based on the committee's evaluation of the preponderance of the evidence in the student's profile. To increase fairness and consistency in selection from year to year, starting in 17-18, students will be included in the 17-18 Talent Pool IF they met the selection criteria for one or more cognitive ability areas when assessed in 16-17 but were not selected for G/T services. (Current academic scores would be considered, also.)...

- Specific academic areas identification -

- 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: Additions

Addition to G/T in Academic areas PD

Teachers (including G/T Teachers and specialists) all selected topics for K-12 professional learning groups (to meet on 3 early release days this semester. Several of the topics are very germane to strategies for GT students: (a few examples...)

How can we plan for inquiry-based learning?

How do we encourage and support teacher collaboration in our schools?

Disrupting thinking: How does reading challenge and change us?

We also plan to send teachers (including one of our G/T Teachers) to *How to Have Conversations about Math*.

Addition to ARTS PD

A review of the Gifted and Talented criteria and audition/performance tasks is an integral part of the Visual and Performing Arts' faculty's professional development day. They meet with the Curriculum Coordinator and G/T Teacher Leader for a release day at least once per year to work on curriculum and instruction, and G/T related topics are always part of the agenda and discussion. This year the staff will also engage in a discussion about service delivery models at different grade spans.

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

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Pat Godin	Y	Teacher	6-12	F
Victoria Scott	Y	Teacher	K-5	70%
Selene Frohberg	Y	Teacher	K-8	50%

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.)*

Program effectiveness is determined by interrogating the data that we accumulate each year through NWEA and MEA achievement scores. Historically, we have observed a flattening of growth scores for GT students in our district at grades 5 and 8, the highest grades in our elementary and middle schools, respectively. While the elementary and middle schools have all demonstrated significant growth each year (see table below), our high school students have recently showed a decline in growth in both ELA and Math (see stats in red). This observation is what led us to make adjustments at grade 8 and early high school as described above. Findings from 2016-2017 NWEA indicate our efforts are having a positive impact for both ELA and Math. We look forward to reviewing the 2017-18 NWEA scores and spring 2018 MEAs to see if this trend continues, and will re-examine our efforts if indicated.

	2015-16	2016-17
K-5 Math	77%	100%
K-5 ELA	91%	67%
6-8 Math	86%	86%
6-8 ELA	83%	67%
9-10 Math	45%	78%
9-10 ELA	43%	86%

There were no program changes for VPA. Our system of goal-setting and progress monitoring has provided a consistent picture of growth for students who are participating in GT art and music opportunities.

(c.) Include how program effectiveness was determined.

RSU #38 has been in a three-year cycle of review and renewal, making major revisions to the previously existing program, policies and vision. Using the CIPP Model (Stufflebaum, 2007), we consider context, input, process and product. Now that the program components required in this report are in place, we continually revisit the following essential questions as we seek to improve the program:

What are the needs of GT students in our district? (context)

What strategies and activities have been planned to address the needs of our GT students? (input, process)

What are the outcomes (intended and unintended consequences) of the current delivery model and curriculum? (product)

Based on the data, what modifications to the program are needed? How can they be effectively implemented? (process)

Using this process we made numerous MINOR changes in program delivery this year to better meet the needs of our students. They include the following:

(a) As we move closer to a proficiency based grading/graduation platform, we plan to develop and pilot a process for math and ELA whereby students who have already met proficiency for their grade span can access curriculum and the opportunity to demonstrate proficiency at the next grade level. For our K-5 schools, this means 6-8 grade curriculum. For our 6-8 students, this means the grade 9-12 curriculum. For

grade 9-12, this means AP courses, on-line college courses for dual credit, and individualized projects.

(b) For example, GT math students in grade 5 are utilizing a 6th grade on-line math resource through “Illustrative Math” co-taught by regular education 5th grade math teachers and the GT teacher. One GT math student in another elementary school will join this group through a Tanberg or FaceTime connection. This will enable the GT elementary math students to move directly into 7 and 8th grade standards once they arrive at the middle school as 6th graders.

Another change in the middle school will be to limit “pull-out” services in grades 6-8. (*A pull-out GT math class will continue to exist*). This change was requested by team teachers who feel pull-out services are too disruptive to the integrated curriculum they are providing on teams. The GT staff has made themselves available to provide consultation and collaborative services in lieu of the GT seminar that we have offered in the past.

Another inflection point is being developed at the high school. This year, we have one 8th grade student taking Honors English I at the high school. Additionally, the HS English department has coordinated efforts with the GT staff to create a hybrid curriculum for advanced students who can demonstrate mastery of Grade 9-10 standards in one year. If successful, we will continue with the grade 11 and 12 standards in the same way so that GT students can remain challenged, receive rigorous curriculum experiences, and may complete the proficiency-based components of their high school requirements early. This will enable them to take college level classes during their last two years of high school. We believe with some experience integrating 8th graders, the high school English department will also come to appreciate the beneficial effects of acceleration and curriculum compacting for the GT students.

Also at the high school level, we would like to expand the opportunity for dual enrollment in college classes for GT students by exploring how Maranacook High School can participate in SARA, a reciprocity program for college-bound high school students involving about 500 degree-granting institutions nation-wide.

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

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 Ontology) 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)
Patricia Godin	46,464.00	19,913.00
Victoria Scott	31,087.00	
Selene Frohberg	24,312.00	
Subtotal	101,863.00	19,913.00

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
None			
Subtotal			

P10 & p.11 Resubmitted as requested 4/22/18 (changes in purple)

Please list individual product names and costs associated with the district's Gifted and Talented Program. Expenditures & Encumbered by 2.15.18; these are NOT final figures for the year

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Supplies	1,200. 255.	Supplies	500 121.
Books	2,000. 1205.	Books	900.1067.
On Line CogAT * Testing	550.00 660.		
* We went through this last year and deleted it – only to later find out that it IS allowable as long as it's ONLY used for screening for G/T (which in our district it is – only students in the talent pool following the district NWEA assessment are given the CogAT to be used in selection process for G/T. It is not used for any other purpose.			
Subtotal	3,750.00 (4/22/18)	Subtotal	1,400.00


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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip Admission Dues & Fees	700. 920.	Field Trip Admission Dues & Fees	500. 300.
Meridian Stories	250.	ME Steiners (Fee)	100.
ME Steiners (Fee)	225.		
BarnBoard	100.		
Hallowell Clayworks	345.		
Subtotal	700.00	Subtotal	500.00 4/30/18

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Student Tuition	200. 0	Student Tuition	600. 0
Subtotal	200.00	Subtotal	600.00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Regional Conference	810. 510.	MEGAT Regional Conference	90. 
Staff Course Reimbursement	1,400. 0	Staff Course Reimbursement	1,300. 0
CogAT Webinars	600. 600		
Subtotal	2,810.00	Subtotal	1,390.00

E. Totals

Subtotals from charts above	Elementary Costs:		Secondary Costs:	
Professional Staff	101,863.		19,913.00	
Auxiliary Staff				
Independent Contractors				
J. Valenti			200.	200.
A. Materials/Supplies	3,750.00	2,120.	1,400.00	1188.
B. Other Allowable Costs	700.00	920.	500.00	300.
C. Student Tuition	200.00	0	600.00 0.	0
D. Staff Tuition/PD	2,810.00	1,110.	1,390.00	90.
Total	109,323.00 (4/22/18)	106,013.	23,403.00 (4/30/18)	21,691

9B FIELD TRIPS

- 1). Hallowell Clay Works, with ceramic artist, Malley Weber
- 2). Barn Boards and More, with wood artist, Amy Trefethen

Educational benefits for GT students: To observe and interact with local artists who are making a living doing what they love. Elementary GT art students will have an opportunity to meet and get to know some of their GT peers from across the RSU #38 district. Students will have an opportunity to extend their skills and experience using ceramics, and wood and string media

9C Anticipated STUDENT TUITION: ~~11200 summer camp (not included in budget)~~

9D STAFF TUITION: Teachers may request summer courses which may be paid prior to July 1, 2018 or virtually delivered asynchronous courses at any time.

No courses have been identified at this time that meet the DOE's criteria. Therefore, it's anticipated that the cost of any courses will be borne by the district.

Books High School	
Beowulf	Raffel, trans
Beowulf MP TR	Perfection Learning
Decisions, Decisions DG	" "
Decisions, Decisions SE	
Echoes/Mt. Olympus DG	" "
Echoes/Mt. Olympus SE	" "
Essential Guide HS Blue AR	" "
Essential Guide HS Blue SE	" "
Essential Guide HS Blu TG	" "
Julius Caesar MP TR	" "
Julius Caesar SE	" "
Lit/Language Arts 2017	" "
Macbeth MP TR	" "
Macbeth SE	" "
Romeo and Juliet SE	" "
Romeo and Juliet TG	" "
To Be a Hero DG	" "
To Be a Hero SE	" "
Modern Ethics in 77 Arguments: A Stone Reader	Catapano, Peter
Books Elementary	
Activate! 1 year subscription	JW Pepper
Solutions for Singers	JW Pepper
Berklee Music Theory-Book 1	" "
" " Book 2	" "
Arban's Complete Conservatory Method for Trumpet	" "
Essentials of Music Complete	" "
Recorder Karate #2	" "
When God was a Woman	Merlin Stone
Differentiation I Middle and HS	Kristla Doubet
Differentiation: From Planning to Practice grades 6-12	Rick Wormell
The arrow Finds its Mark: A book of Found Poems	Georgia Heard
The Boys in the Boat (Young Readers Adaptation)	James Brown
The Boys in the Boat	" "
Victory: Resistance Book 3	Carla Jablonski
Defiance: Resistance Book 2	" "
Resistance: Book 1	" "
Radio: An Illustrated Guide	CJessica Abel
Mathemagick and Mystiphysics: The Probabilities of Pandemonium	James Davidge
The Arrival	Shaun Tan
You Can do a Graphic Novel	Barbara Slate
The Storm in the Barn	Matt Phean
Nat Turner	Kyle Baker
The Complete Persepolis	Marjane Satrapi

Jane, the Fox and Me	Fanny Britt
The Wall: Growing up Behind the Iron Curtain	Peter Sis
Uncle Tom's Cabin	Harriet Beecher Stowe
Supplies High School	
Design Nupastels assorted	
Rive Paper 13 BFK 22X30 wht 250GSM	
Liquitex additives slow dri gel retrdr	
Dotwork Pronto Plate 12X18	
Dotwork Pronto Plate 8.5X11	
Supplies Elementary	
Barnboards	
paint/stain/sting/wood	
CogAT 7 Online	
Glazing, clay	96
Fees High School	
Maine Steiners <i>Music, 6-12</i>	100
Jude Valenti, artist in residence <i>Art, 9-12</i>	200
Fees Elementary	
Malley Weber, Hallowell Clay Works, <i>Art 3-8</i>	300
Amy Grant, Barnboards & More, <i>Art 3-8</i>	100
Meridian Stories, <i>6-12</i>	250
Maine Steiners, <i>Music 6-12</i>	225

9c & 9d No requests for Student or Staff Tuition have been made yet this year. However, an allowance must be made for them in the budget in order to honor them when/if they are.