

State of Maine
Department of Education

Gifted and Talented Educational Program
Program Renewal Application
2016-17

The Program Renewal Application shall be submitted annually by school administrative units (SAUs) that have an approved Initial Application.

Gifted and Talented Educational Program Renewal Applications are to be submitted electronically to GT.DOE@maine.gov by September 30, 2016.

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.

School administrative unit name:

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

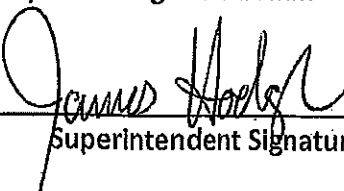
Phone number:

Email address:

CERTIFICATION:

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

Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review:

FOR INFORMATION CONTACT:
GT.DOE@maine.gov

RETURN BY EMAIL TO:

EF-S-206
Revised May 2, 2016

DUE DATE: September 30, 2016

Reviewed By:

Maine DOE Approval:

Date of Approval:

Annual Program Approval (Renewal)

To maintain program approval status, a school administrative unit (SAU) must annually report any information that represents an alteration, addition, or deletion to any program category (Maine DOE Chapter 104.14, 1-9) as reported and approved in the Initial Application.

For detailed instructions, please refer to the Instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

Indicate if there are alterations, additions, or deletions to any program category by marking the appropriate box. If you have alterations, additions, or deletions, please describe them completely using as much space as necessary.

1. Provide a detailed description of the SAU's philosophy for both the gifted and talented academic and arts programs.

NO CHANGE Alteration, addition, or deletion – describe here.

2. Include a complete and detailed 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 Alteration, addition, or deletion – describe here

3. Provide a detailed explanation of the goals, objectives and activities for each program component, K-12.

NO CHANGE

Alteration, addition, or deletion – describe here

4. Provide a detailed description of the identification processes used (*for general intellectual ability, specific academic aptitude, and artistic ability*) for each of the following program components: screening, selection, placement, and review of policies and procedures. (*Also include the processes for exit procedures, appeals, handling of transfer students, and notification of parents in this response*).

NO CHANGE

Alteration, addition, or deletion – describe here

5. Provide a complete description of the staff development that takes place in order to implement the (*gifted and talented*) program(s).

NO CHANGE

Alteration, addition, or deletion – describe here

6. Provide a detailed description of the management and staffing of both the gifted and talented academic and arts program(s); including completing the staffing tables below. Director of Curriculum, Instruction, and Assessment (and 5 building Principals) are responsible for overseeing the implementation of the program.

The GT Teacher I certified (K-12): This person does the following-

- Coordinates student identification, disseminates gifted information
- Provides Direct Instruction/services for identified GT students
- Provides Demonstration lessons in regular classrooms
- Works with regular education teachers to develop appropriate differentiation
- Coordinates testing at various levels
- Communicates with parents and the community regarding GT services
- Responds to parent concerns
- Serves as contact person for special events/programs/contests

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-Time or Part-Time in GT
Lucille Rixoux	Yes	Teacher	K-12	Full-Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

7. Provide a detailed description of the gifted and talented program self-evaluation process used by your SAU.

NO CHANGE

Alteration, addition, or deletion – describe here

RSU #4 will have an oversight committee that includes the following:

-Director of CAI, Building Principal, Guidance Counselor, Teacher, GT Teacher

The oversight committee will be responsible for evaluating the program on the following:

1. Development of clear program descriptions and goals utilizing multiple data sources
2. The program is provided adequate funding and time for evaluations while preparing staff for conducting and analyzing the results of the evaluation
3. The program has clearly identified all audiences who have an interest in or need for evaluation results and involve them in the evaluation process.
4. The program has developed or selected an assessment tools that address that properly identified gifted students.
5. Students have been identified according to the processes laid forth in the procedures listed in the GT Plan.
6. Initiation and completion of appropriate learning plans for students who have been identified and elected to participate.

8. Provide a complete description of the costs to be incurred by your SAU to fully implement the program(s).

Salary and Benefits for the GT Coordinator
 Professional Development
 Travel Reimbursement
 Supplies
 Books and Periodicals
 Dues, Fees, Memberships
 Purchased Services
 Tuition to Other Schools

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 Maine Education Data Management System (MEDMS) 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 Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Lucille Rioux	\$46,971.00	\$30,000.00
Subtotal	\$46,971.00	\$30,000.00

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)

Subtotal		

Please list individual product names and costs associated with the district's Gifted and Talented Program.

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Supplies and Books	\$1800.00	Supplies and Books	0.00
Great Books Foundation: Series 2-Book One, Teachers Edition, Teachers Edition, Series 4 Book 1, Series 4 Book 1, Series 5 Book 1. http://store.greatbooks.org/grades-2-5.html			
Subtotal	\$1800.00	Subtotal	\$0.00

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Reimbursement for GT Coordinator-In district travel as well as travel to a conference.	\$650.00		
Subtotal	\$650.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		AVEC Program-20+students	\$7500.00
		Tuition for students beyond the regular program such as college courses and	\$4000.00

		workshops. These include tuition to CMMC for Math/Science/ELA/Electives beyond our regular curriculum (Same for USMLA). 10 students-1 course each.	
	Subtotal	Subtotal	\$11,500

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Employee PD: This is for the MEAGT Conference and another professional development opportunity for our GT Coordinator that is decided upon during the school year that meets the requirement that the training be in GT and may not be in a content area.	\$485.00		
Subtotal	\$485.00	Subtotal	

Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$46,971	30,000
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$1800.00	0
B. Other Allowable Costs	\$650.00	0
C. Student Tuition		\$11,500.00
D. Staff Tuition/PD	\$485.00	
Total	\$49,906.00	\$41,500.00

Insert the results from the gifted and talented program self-evaluation used by your SAU below (use as much space as necessary – ATTACHMENTS WILL NOT BE ACCEPTED).

As clearly defined in RSU#4’s mission statement, we want to “inspire all students to achieve future success.” One of our guiding principles states that “learning happens in different ways and timeframes,” and in keeping with these beliefs, our Gifted and

Talented Program strives to challenge and nurture the growth of each child's potential, being especially mindful of the need to identify and advocate for individual students who have developed or show the promise of developing intellectual abilities and talents at high levels.

As RSU#4 has been undergoing several transition phases over the past few years, the "oversight committee" is in need of re-organizing. This task will be undertaken early during the present 2016-2017 academic year, and should be fully functioning and operational by January 2017. This committee will include the Director of Curriculum, a Principal/Administrator, a Guidance Person, a General Academic Teacher, and the GT Teacher/Consultant. In the meantime, our GT teacher has been coordinating with building principals and district administrators, as well as teachers and parents to provide the best possible educational experiences for our able learners.

The RSU#4 student identification procedure started during the month of April with initial data being collected by the GT teacher. Students in grades 2, 5 and 8 were screened using their most current NWEA (and STAR 360) scores. At this time, Teacher Referral forms were distributed, completed and collected in a timely fashion. These referral forms were also made available to teachers at other grade levels in order to potentially identify students who were new to this system or demonstrated high abilities prior to our grade two identification schedule. From this initial pool of students, the following tests were administered where appropriate:

Cognitive Abilities Test (CogAT)...95th-99th percentile (objective data)

Iowa Test of Basic Skills (ITBS)...95th-99th percentile (objective data)

Orleans-Hanna Algebra Prognosis Test...

Observational Data and Work Samples (Teacher provided...subjective)

Behavior Checklist (Teacher provided...subjective)

Once the testing was complete, the GT teacher met with each building's administrator and referring teacher(s) to review the results. Letters were sent to parents whose children were selected and met the state's criteria for identification. The letter to parents included a permission form to accept the GT program offerings in whatever subject(s) areas the child was identified in. Letters also went home to parents whose children were recommended for testing but who did not meet the minimum state requirements to be formally identified. They were told at that time that they could appeal this decision. With no appeals requested, those students were treated as part of the general classroom population. Information regarding the results of 8th graders who were tested was sent to the high school where these students could participate in the AVEC program already established, and could also participate in a new "pilot" program at the freshman level in ELA for the 2016-2017 school year. This "pilot" program will have an AP component as an option with the GT teacher team-teaching with a high school ELA teacher. Students recommended for enrichment in the visual and performing arts at the middle school were serviced by an accelerated band/chorus participation at the high school and a middle level studio art offering.

Each GT identified student in RSU#4 has an individualized or small group learning plan added to their file each school year. The "Learning Plan" includes information regarding his/her area(s) of identification, what screening devices were used and the results of these, identification letter to parent/permission form information including dates sent and received, classroom teacher(s) contact information, and the actual "Education Plan" in all academic areas including the visual and performing arts. A variety of evidence-based programming options are used to enhance performance in the cognitive and affective areas. For example, at the K-2 and 3-5 levels this year, identified students received instruction using the Junior Great Books Series, the Problem Solver and Thinker Math Series, as well as some differentiation in science and social studies (Differentiating Instruction with Menus). Identified students in reading at the middle level received higher level small group instruction based on their novel studies in the classroom, and identified math students were transported to the high school to attend classes in Geometry and Algebra II. One exceptionally high level student also took a science course at the high school and individualized instruction in ELA based on a Bates College ELA

course description. GT identified students, as previously mentioned, were offered enrichment through the AVEC Program and some AP classes. Because of a lack of advanced placement or honors courses at the freshman level, a new "pilot" component is being developed and offered in the ELA class this academic year. This effectiveness of this will be evaluation at the end of the school year with recommendations for changes and/or improvements to be made at that time. The last section of the learning plan includes "Comments & Observations" as a form of evaluation. Review of the student evaluations has helped to guide us in making changes, if necessary, to improve the quality of GT services we can provide for our able learners.