

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 40

Name and title of person responsible for gifted and talented program:
Christina Wotton Director of Instruction

Phone number: 207-785-2277, ext. 235

Email address: christina_wotton@msad40.org

CERTIFICATION:

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

Steve Noun
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: SEPTEMBER 25, 2018

Date of 1st Revision to Maine DOE: OCTOBER 2, 2018

Date of 2nd Revision to Maine DOE: DECEMBER 10, 2018

Date of 3rd Revision to Maine DOE: _____

[Signature]
Superintendent Initials

[Signature]
Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Patti Draplan

Maine DOE Approval: [Signature]

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: alteration

- Academic program abstract -
 - o For grades K-3:
 - RSU 40 provides observation and consultation services to classroom teacher to either differentiate classroom curriculum or advise acceleration of students based upon the individual need or level of achievement.
 - o For grades 4-7:
 - Services consist of consultation, small group instruction within classrooms, weekly small group pull-out classes based on individual assessment results and classroom performance and individualized digital instruction. The teacher also provides GT curriculum as a push-in to help the regular classroom teacher provide consistent higher-level learning opportunities on an everyday basis.
 - o For grade 8:
 - Services include consultation, individualized programming, and opportunities for acceleration in high school standards based on assessments and classroom performance.
 - o For grades 9-12

- Services included Honors, Dual Enrollment and AP courses. The GT teacher acts as an advocate and advisor, helping each GT student develop a plan that seeks to maximize the student's potential in specific areas of interest.

- Arts program abstract -

No change

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 -
 - Goals:
 - To help students develop a growth mindset.
 - To help student become creative, divergent thinkers.
 - To ensure that students can pursue their passions, and to continue to achieve and perform at the highest levels of their potential.
 - To provide opportunities for students to have intellectual challenge through regular interaction with other like -ability students.
 - Objectives:
 - To facilitate students' recognition of their strengths and needs. To encourage them to take risks and to help students to develop individual responsibility for their learning, self-management, and social skills.
 - To provide students with opportunities to develop logical reasoning, critical thinking skills, analytical thought, and problem solving.
 - To provide individualized learning opportunities tailored to student needs and interests through consultation, differentiation, pullout services, acceleration, and enrichment opportunities.
 - To implement cluster grouping, flexible grouping and acceleration opportunities in strength areas to assure students are grouped with others who have similar strengths.
 - Activities:
 - GT teachers help students establish learning goals through self-assessment and using assessment data. These goals are used to develop an individual learning plan. Students will determine how those goals will be met and will articulate how those goals are connected to personal learning. Periodic self-reflection through the year will determine progress on goals or if goals need to be readjusted.
 - Students can work on thinking skills through collaborative grouping opportunities, Coding, computer programming and robotics in elementary school; Math Counts, Science Olympiad, Project Based Learning, independent studies, and coding at the middle school; and Math Team, Debate Club and robotics at the high school level.

- Offered at the elementary and middle school level: Advanced pull out reading and math groups with a focus on accelerated content and problem solving, independent study, 8th grade Honors English, and Algebra 1 at the high school for advanced 8th grade math students, and consultation and differentiation for regular classroom content. At the high school level: AP and Dual Enrollment courses are available, along with AP4All, Virtual High School, Aspirations, independent study and acceleration opportunities.
 - Students are regularly pulled out in flexible groupings based on strengths and interests. Cluster grouping is practiced to assure that students will be with like ability students in the regular classroom. Based on student individual need, acceleration is also utilized to assure a student is being challenged and has the opportunity to learn with intellectual peers.
- Arts program goals, objectives, activities –
 - No change
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 -
 - Screening. A pool group is formed during grade 3 based on at least one of the following:
 - 90th percentile or higher on NWEA in reading or Math
 - Hawthorne Gifted Evaluation Scale (GES-3)
 - Student Report Cards from Grade 3
 - Teacher Input - Teachers are asked for further recommendations if a student they would recommend based on class observation is not in the final group.
 - Students in finalized pool are given the Kaufman Brief Intelligence Test 2 (KBIT-2)
 - For grades 4-8: Teacher and Parent recommendations will lead to evaluation of student. If child has previously been evaluated, evidence of child's potential should be provided. If a child has not been previously evaluated they will be assessed using: NWEA screening (90th percentile or higher), teacher evaluation, and K-BIT2.
- Specific academic areas identification -
 - No change
- Arts identification -
 - No change
- Transfer students -
 - No change

- Exit procedures –
 - No change
- Appeals procedures –
 - No Change

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:

- Theodore Warren is the GT teacher of Math and Science for grades K-12 with a particular focus on grades 4-8. He is responsible for implementing the Math and Science GT programs as well as helping to coordinate identification and implement the districtwide program
- Samantha Mills is the GT teacher of ELA and Social Studies for the entire district with a particular focus on grades 4-8. She is responsible for designing and implementing all GT ELA and Social Studies programs as well as coordinating identification and implementation of the districtwide program.

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 |
|------------------|------------------------|--------------------------|-------------|-----------------------------------|
| Theodore Warren | Yes | Teacher | 4-12 | Full Time |
| Samantha Mills | Yes | Teacher | 4-12 | Full Time |
| Christina Wotton | No | Administrator | | Full Time |
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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.)

- 86% of students grades 4-6 met academic goals in ELA
- 93% of students grades 4-6 met academic goals in Math
- 95% of students grades 7-8 met academic goals in ELA and Math
- 72% of students grades 9-10 met academic goals in ELA and Math
- Students reflections gave overall positive feedback on response forms about the program.
- 2017/2018 GT Art Summation Statement
 - For the school year 2017/2018, the art department served 40 elementary and middle school students identified as gifted and talented in art. Following the program design, students were asked to brainstorm ideas around topics & mediums, given direction through feedback, and developed an art piece(s) based on those ideas. The process of brain storming, the steps of the processes to create the art pieces, and a reflection are all recorded by the students. Students responses to the process were positive, giving them new insight and experience with new media, tools, techniques, and processes provided through this opportunity. Student art work included;
 - -T-shirt graphic design
 - -Acrylic Painting
 - -Gestural drawing/painting
 - -Mobile sculpture
 - -Clay/multimedia sculpture
 - -Mask making
 - The effectiveness of the program was mostly gained through observation and analysis of performance tasks. The program was highly effective.

- (c.) Include how program effectiveness was determined, whether or not there has been a change in the program.
- NWEA growth scores were used to determine academic growth. Student feedback also plays a huge role in determining success and direction of the program to meet student needs both academically and social/emotionally. The district will be reviewing other methods of self-assessment for future years
 - The effectiveness of the GT art program was determined by observations from our district art teachers, as well as gifted and talented teachers.
 - The art department also worked together to select students for the 2018/2019 school year based on our identification process of whole grade level screening in 3rd and 6th grade. The elementary and middle school art teachers collectively narrowed down possible candidates, collected evidences, and then reviewed for final selection. Through the process and past experiences, the following two notable changes were requested for future identification:
 - The identification process in 3rd grade to be changed to selection into enrichment program. This decision was based on that fact that often younger students are sometimes misidentified based on skill level as a result of more experience and do not necessarily fall into the GT categorization. This will allow for more flexibility with the GT identification at the 3rd grade level, while still giving students the opportunity to provide supportive evidence of GT categorization.
 - The second change was to include a more creative component to the assessment. We decided on using the Torrance Test for Creativity. It was acknowledged that the current process focused on learned skill and not necessarily creative thinking. By utilizing the Torrance Test, we should be able to reaffirm selections, and possible include new selections that exhibit exceptional creativity with potential for skill development.
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)*
- Two full time teachers are required in order to implement a fully functioning program in this district. Ted Warren specializes in Math and Science, and Samantha Mills specializes in ELA and Social Studies.
 - The MEGAT conference helps continue professional development for the Gifted and Talented staff.
 - The GT Art program requires specialized supplies that allow GT Art students to hone their craft at a higher level by using higher quality materials.
 - Nathan Levy's "Stories with Holes", "Not Just Schoolwork", and "Thinkology" are books designed specifically for critical thinking skills in ELA. They will provide the GT department with resources to create critical and creative thinking projects for students.
 - The three math books focus on real world applications of math that allows GT students to do career exploration while learning and advancing math skills

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Theodore Warren | \$85267.00 | |
| Samantha Mills | \$62219.00 | |
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| | | |
| Subtotal | \$147486.00 | |

Auxiliary Staff Costs

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

Independent Contractor Costs

| Independent Contractor Name | Area of expertise | Elementary (contract amount) | Secondary (contract amount) |
|-----------------------------|-------------------|---------------------------------|--------------------------------|
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| | | | |
| Subtotal | | | |

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 |
|---|---------------|------------------------------------|------|
| Canon Paper Canvas Pads 9x12 \$6.89 x 5 | \$34.45 | | |
| Canon Paper Canvas Pads 12x16 \$12.27 x 4 | \$49.08 | | |
| Canon Paper Canvas Pads 16x20 \$17.39 x 2 | \$34.78 | | |
| Canon Basic Wire bound Sketch Book 4x6 \$2.96 x 25= | \$74.00 | | |
| Nathan Levy's Stories with Holes Volumes 1-6 6x 9.95 | \$59.70 | | |
| Not Just Schoolwork by Nathan Levy | \$39.95 | | |
| Thinkology by Nathan Levy | \$24.95 | | |
| Real Life Math Mysteries by Marya Washington Tyler 2x 19.95 | \$39.90 | | |
| When are we Gonna have to use this? By Hal Saunders 2x 26.99 | \$53.98 | | |
| On the Job Math Mysteries by Mayra Washington Tyler 2x 18.95 | \$37.90 | | |
| Subtotal | 448.69 | Subtotal | |

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

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------------------|---------------|----------------------|------|
| Travel between schools – Ted | \$2000 | | |
| Travel between schools – Samantha | \$2000 | | |
| | | | |
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| | | | |
| Subtotal | \$4000 | Subtotal | |

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

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

D. Staff Tuition/Professional Development:

| Elementary: Course/Workshop Title | Cost | Secondary: Course/Workshop Title | Cost |
|---|---------------|----------------------------------|------|
| MEGAT Conference (2 attending) | \$200 | | |
| SED 666 Models of Gifted and Talented (USM Graduate Course) | \$1317 | | |
| | | | |
| | | | |
| Subtotal | \$1517 | Subtotal | |

E. Totals

| Subtotals from charts above | Elementary Costs: | Secondary Costs: |
|-----------------------------|--------------------|------------------|
| Professional Staff | \$147486.00 | |
| Auxiliary Staff | | |
| Independent Contractors | | |
| A. Materials/Supplies | \$448.69 | |
| B. Other Allowable Costs | \$4000.00 | |
| C. Student Tuition | | |
| D. Staff Tuition/PD | \$1517.00 | |
| Total | \$153451.69 | |