

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 56

Name and title of person responsible for gifted and talented program:
Pamela Doyen,
Superintendent

Phone number: (207) 562 -4300

Email address: pdoyen@rsu56.org

CERTIFICATION:

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

Pamela H Doyen
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/18/18

Date of 1st Revision to Maine DOE: 1/4/19

Date of 2nd Revision to Maine DOE: 1/8/19

Date of 3rd Revision to Maine DOE: 1/11/19

PD
Superintendent Initials

PD
Superintendent Initials

PD
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: [Signature] Patti Drapeau

Maine DOE Approval: [Signature]

Date of Approval: 1/22/19

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:

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:

- 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 -

- Specific academic areas identification -

- 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 |
|---------------|---|--------------------------|-------------|-----------------------------------|
| Amity Beane | Yes, waiver has been sent, Amity will be eligible for conditional in November | Teacher | K-12 | PT |
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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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|-----|--|--|--|--|--|
| N/A | | | | | |
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7. (a.) Indicate any changes to your Approved Initial application self- evaluation process.

NO CHANGE CHANGE

Describe CHANGE here: Amity has been taking classes for certification and, by November, will eligible for a conditional certification for GT endorsement.

(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.)*

In spring of 2018 students, families, and teachers were surveyed about the newly formed gifted and talented program at RSU56, including academic, arts and social emotional needs.

To recap, the district has appointed a half-time, provisionally certified teacher, Amity Beane, to work across three buildings with identified GT students using an enrichment model. The teacher is concurrently enrolled in a graduate-level gifted education certificate program to become professionally certified in the subject.

The model chosen for the first year of the academic program was a pull-out enrichment program focusing on independent topics chosen by students followed by a structured approach to developing their ideas. Students were pulled out of classes weekly to discover and develop their topics. Students identified in the arts were provided both in class and pull out experiences to extend their identified area(s) of giftedness.

This evaluation is designed to reveal if program goals were met and to discover if new goals should be established.

Program goals included equitable identification of students, access to a challenging curriculum of those students, and professional development for staff.

The results are as follows:

Students: 51 students responded to the end of year survey. Students reported on their independent study challenges, both academic and in the arts through open-ended questions. Students reported on academic learning and social and emotional learning and shared summer goals.

Results:The majority of students reported engagement with their topic, a level of challenge with what they were studying, excitement about learning in the group, and projected next steps for next year. This

anecdotal evidence suggests this enrichment model meets the needs of the majority, but not all, learners and does provide them with access to a challenging curriculum.

Recommendation: Continue to develop GT curriculum programming through a needs-assessment survey of individual student learning needs and goals, including evidence that supports domain-specific acceleration or enrichment. Given the limited resources of a half-time teacher, look for other options of service, such as mentoring and summer programming.

New suggested goals: Include social and emotional education for the gifted. Pursue partnership with guidance department for sessions designed for gifted and talented students and their unique challenges. Develop creative and leadership gifted profiles for identification. Examine the district demographics to ensure underrepresented groups are given fair access. Work on providing more service opportunities.

Teachers: 12 teachers responded to the survey. They were asked about the two program goals and if they were met.

Results: The majority of responses indicated the gifted and talented program was not clearly explained or understood by them, nor was professional development adequately administered.

Recommendation: Create a survey asking teachers across the district their desired delivery method for professional development then provide it in ways that best meet teacher needs. Focus on GT identification, academic programming, VPA programming, and social and emotional needs of gifted learners.

New suggested goals: Form a GT committee that includes a teacher from each building, a special education teacher, an ELL teacher, and an administrator with assessment data access, to ensure our GT program mission and philosophy reflects the district culture, the district population, and the unique needs of gifted learners. These teachers can meet regularly for more in-depth program analysis and can share back at the building levels to keep the community informed.

Parents: Zero parents responded to the survey. They were sent a link home on a piece of paper in their student's advanced learning plan, which went home with report cards. The link went to a Google form.

Results: There are no results to show.

Recommendation: Create multiple opportunities for parents to engage with the program throughout the school year. Create a capstone event where parents can be surveyed at the end of the event.

New suggested goals: Increase parental involvement through events and a central source of information. Create a web portal focused on the gifted and talented program for easy access for parents. Create a series of workshops that give information to parents on specific topics. Engage parents as volunteers and chaperones.

Overall evaluation: Given the newness of the district and the inexperience of the teacher, there certainly is great room for improvement in the area of gifted and talented programming at RSU56. Students, in spite of these factors, experienced positive academic and social and emotional support through the

enrichment model, with a majority demonstrating high engagement about learning/developing more on their independent topics and an awareness of social and emotional needs.

Recommendation: Consider expanding the program goals as noted above. Create a more committee- or team-based approach to programming and delivery to ensure equitable identification and access, including guidance. Continue to support the teacher hired through regularly scheduled meetings with superintendent to ensure quality programming is developed and delivered according to the revised plan.

Recommended meeting schedule: monthly starting in August.

Students identified in the arts participated in the survey but there was no mechanism for disaggregating the data; therefore, report card data was reviewed. Report card data indicates that students identified in the arts excelled in corresponding classes. 100% of students identified in the arts met or exceeded the corresponding art based classes in which they were enrolled.

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

Program effectiveness was determined by identified by reviewing GT students' achievement scores as well as survey data. In the arts, report card data was used to determine program effectiveness.

A GT committee has been formed and will meet monthly.

More opportunities for parent/guardian involvement will occur.

Social/Emotional work with the local guidance counselor/social worker will happen throughout the school year.

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)*

In order to provide a viable and appropriate education to the students identified as Gifted and Talented, materials beyond what are supplied in the regular district budget are needed. Students in the GT program will be encouraged to read widely. Having high-level, high-interest books is essential. Not all books are found in the local or school libraries. In addition, the students in the GT program will be designing a variety of ways to express and expand their learning. (Challenge learning is designed to culminate in some type of presentation.) Presentation materials are not included in the local school budget. In order for GT students to be creative in their presentations, materials/supplies need to be available. Identified arts areas require a contracted person to support growth.

Students identified as GT might also need expanded programming through technology, allowing them to access courses/workshops/etc. that meet their individual needs. Field trips, events and competitions are also viable mechanisms to extend the thinking of GT students.

RSU 56 is looking to upgrade the CogAT assessment to the online version. That expense is included in this budget. Required training to administer CogAT is also included.

RSU56 was able to secure a ½ time teacher for the GT program. The teacher, although having an MS in Education and 14 years of experience, she has only a year experience in teaching GT. It is critical that she attend the annual MEGAT conference, working with other GT teachers, and have a mentor. This budget reflects money to support her professional development, including college courses to complete her certification in GT.

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| | 0 | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Subtotal | 0 | 0 |

Auxiliary Staff Costs

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

Independent Contractor Costs

| Independent Contractor Name | Area of expertise | Elementary (contract amount) | Secondary (contract amount) |
|--|-------------------|---------------------------------|--------------------------------|
| <u>Carl Virgin-Brooks, 6-12 Chorus/Music/Instrumental Director</u> | <u>music</u> | <u>900</u> | <u>900</u> |
| <u>Rebecca Verrill, ceramicist</u> | <u>arts</u> | <u>150</u> | <u>100</u> |
| | | | |
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| | | | |
| | | | |
| Subtotal | | <u>1050</u> | <u>1000</u> |

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 |
|--|---------------|---|--------------|
| I'm Not Just Gifted (Social Emotional Curriculum for GT Children) | 24.95 | Creating History Documentaries | 29.95 |
| Learning to be a Durable Person: Social Emotional Activities and Teacher Guide | 29.95 | Make Up Your Mind: | 29.95 |
| Letting Go: a Girls Guide to Breaking Free of Stress and Anxiety | 16.95 | Educational Strategies for Children with Autism Spectrum Disorder | 17.95 |
| Analogies for Beginners | 14.95 | | |
| Action Research for Kids | 29.95 | | |
| Changing Tomorrow 1 | 29.95 | | |
| Changing Tomorrow 2 | 29.95 | | |
| Changing Tomorrow 3 | 29.95 | | |
| Connections: Activities for Deductive Thinking | 17.95 | | |
| | | | |
| Subtotal | 224.55 | Subtotal | 77.85 |

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

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|--|----------------|--------------------------------------|---------------|
| Online Cogat testing (\$11/student and \$600 training) | 1920 | Online Cogat testing | 110 |
| | | | |
| Dues and Fees (History Fair, Field Trips to Colby College) | 350 | Dues and Fees (Jackson Lab) | 100 |
| | | | |
| Assessments | | Additional AP or SAT assessments | 36 |
| | | Online Courses (Virtual High School) | 100 |
| Subtotal | 2270.00 | Subtotal | 346.00 |

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 |
|--|----------------|---|---------------|
| Annual MEGaT conference | 200 | Annual GT conference | 200 |
| Meeting with area GT teachers | | Meeting with area GT teachers | |
| Working with S. Boyce-Cormier | | Working with S. Boyce-Cormier | |
| Travel expenses to conferences/meetings | 300 | Travel expenses to conferences/meetings | 200 |
| Graduate Courses (SED 533 Teaching Critical and Creative Thinking in Gifted Program and Classroom settings and SED 530 Identifying and Educating Learners Who are Gifted | 2718 | | |
| | | | |
| Subtotal | 3218.00 | Subtotal | 400.00 |

E. Totals

| Subtotals from charts above | Elementary Costs: | Secondary Costs: |
|---------------------------------|-------------------|------------------|
| Professional Staff | 0 | 0 |
| Auxiliary Staff | 0 | 0 |
| Independent Contractors | 1050 | 1000 |
| A. Materials/Supplies | 224.55 | 77.85 |
| B. Other Allowable Costs | 2270.00 | 346.00 |
| C. Student Tuition | 0 | 0 |
| D. Staff Tuition/PD | 3218.00 | 400 |
| Total | 6762.55 | 1823.85 |