

**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#71

Name and title of person responsible for gifted and talented program:  
Jacqueline Gage Kahn, Gifted and Talented Program Coordinator

Phone number: 207-338-3510

Email address: jkahn@rus71.org

**CERTIFICATION:**

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

Dr. Paul Knowles  
Superintendent Name (printed)

Paul D. Knowles  
Superintendent Signature

Date of Initial submission to Maine DOE: September 29, 2017

Date of 1<sup>st</sup> Revision to Maine DOE: December 14, 2017

PDK  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: January 19, 2017

PDK  
Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

PDK  
Superintendent Initials

**FOR INFORMATION CONTACT: GT.DOE@maine.gov**

Reviewed By: \_\_\_\_\_

Maine DOE Approval: James Hall

Date of Approval: 1/29/18

### 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:

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:

o Academics program goals, objectives, activities -

o 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:

- o General intellectual ability identification -
- o Specific academic areas identification -
- o 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:

While there is no change in the philosophy and goals of staff development as stated in the our approved GT plan, the specific workshops and courses change annually. GT staff participate in regional, state and national conferences/workshops and meetings. Workshops this year include the NECGAT conference in Portland and quarterly regional MEGAT meetings. GT staff also continue to maintain subject area certification in order to meet the requirements of their teaching duties as well as coaching training sessions and meetings for academic state meets such as science Olympiad and chess. In addition, as the GT program relies on some differentiation within the classroom and teacher input on referrals and screening, select classroom teachers are invited to participate in relevant GT workshops.

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

A. 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- or Part-Time in GT
Laura Miller	No	Administrator	N/A	PT
Jacqueline Kahn	Yes	Teacher/Coordinator	K-12	FT
Kathleen Gass	Yes	Teacher	K-8	FT
Jean Lawlis	Yes	Teacher	6-8	PT

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.)

**Academics**

Academics:

Based on report card data, NWEA data, and feedback during parent/teacher/student meetings, the majority of students receiving academic GT services show adequate growth in all content areas.

**Grades 3-8:**

NWEAs are administered to all identified and referred GT students in grades 3-8 in the fall and spring in reading and mathematics. NWEAs served as the basis for this evaluation in grades 3-8. Percentiles and RIT scores were used to determine growth, maintenance, or decline. For example, a student maintaining a 98th percentile from fall to spring would be marked in the maintain category even though s/he may have increased 15 RIT points as this is typical annual growth and still puts him/her within the same national 98 percentile when compared with grade level peers. **Thus students in both the growth and maintain categories demonstrated annual growth.** \*The chart pasted below outlines NWEA growth data grades 3-8.

Evaluation of NWEA data: (see chart below)

In general more students demonstrated NWEA growth in 2016-17 than the previous year. Much work was done in 2016-17 to examine NWEA breakdown scores and strengthen and differentiate the ELP curriculum for individual students accordingly.

In **math**, 81% of GT students in grades 3-5 showed growth, and 96% in grades 6-8 showed growth (as opposed to only 68% the previous year). In the spring of 2016, the GT middle school math curriculum was examined and reworked and a more appropriate math program for GT 6th grade students was selected for implementation that fall along with more close alignment with high school parallel coursework (GT geometry/algebra 1). New math standards more closely aligned to the common core

math program and Maine Learning Results were implemented in grades K-12 and the data supports that these efforts helped student performance.

In reading, 75% of the GT students in grades 3-5 showed growth and 74% of the 6-8 showed adequate growth.

<b>*GT Summary Growth Data 2016-2017</b>				
		<b>KEY Growth - 3 Maintenance - 2 Decline - 1</b>		
<b>Grade Level Span</b>	<b>Growth Measure</b>	<b>NWEA MATH (percent students in each category)</b>	<b>NWEA READING (percent students in each category)</b>	<b>MEA Science grades 5, 8, 11: P-Distinction, Proficient: No data - test scores not in yet</b>
K-2	NA	NA	NA	NA
Gr. 3-5	3-Growth	37%	25%	N/S
	2-Maintain	44%	50%	N/S
	1-Decline	19%	25%	N/S
Gr. 6-8	3-Growth	46%	37%	N/S
	2-Maintain	50%	36%	N/S
	1-Decline	4%	27%	N/S

**Science and Social Studies**

Identified science and social studies students are enrolled in standards-based programming in grades 3-8. Different standards are addressed at different times by different 3-8 teachers across the RSU. Over the years, we've monitored report card data for growth and the trend is fairly consistent with about the same percentage of GT students meeting and exceeding the standards. While no science standardized testing is given in all grades, science data from MEAs in the 5th, 8th, and 11th grades form the basis of data for growth analysis. However, at the time of writing this report (9/25), MEA data was not available. As the data just came in, we will analyze it and make adjustments to student individual plans as needed. We are investigating additional ways to assess growth in these areas and would welcome any workshops to help with this.

**Grades 9-12**

The GT case manager meets with identified high school students as needed throughout the school year and in every other year Individual Learning Plan conferences. The format and topics discussed in the ILP meetings were completely revised 2 years ago based on parent, staff and student evaluation and feedback. We've moved from discussing content of current classes to having the meeting framework focus on long-term post-high school goals. By identifying goals, a subsequent dynamic academic and

co-curricular plan can be developed at this meeting. Students determine course selection throughout high school, college placement testing, and co-curricular activities with the understanding that goals may change. During this meeting, student grades and test data are reviewed and any deficiencies are addressed. Those students deemed at risk set up ongoing meetings with the case manager.

#### GT Staff Evaluation Meetings and Professional Development

The GT staff held regular meeting with visual and performing arts staff over the year, strengthening our VPA program and increasing opportunities for our identified students. This will continue throughout this school year as our evaluation showed it is imperative to program success.

In academics, we increased communication between GT staff and classroom teachers with more involvement of GT staff on content area curriculum meetings and found this to benefit programming. GT math teachers participated in RSU math curriculum meetings gaining a better understanding of exit expectations at the high school math level that apply to middle school GT students taking high school level classes.

Professional development needs for GT staff were identified in technology, STEM and current trends in GT education nationwide. This year's professional development programming will reflect this and some classroom teachers who work with larger groups of GT students will participate in GT conferences. GT staff will continue to take workshops and coursework in their certification content areas as well as GT as needed.

#### Visual and Performing Arts

The enrichment and acceleration opportunities in music, visual art, and drama were fully defined as a result of ongoing evaluations both informally and through juried shows and auditioned performances. Increased opportunities were put in place where gaps were identified. (For example, the elementary school music staff and students requested out of district performance opportunities for 5th grade GT students transitioning into middle school. Thus participation in MMEA District 3 music festival was budgeted for this and last school year as it proved highly successful and components were implemented into the year long GT programming.)

**Visual Arts:** All GT students demonstrated annual growth in critical thinking in art making skills and knowledge as demonstrated through art products, student self-assessments, and exhibitions.

**Performing Arts:** All GT students participating in music programs and/or enrichment opportunities demonstrated annual growth. Many auditioned for and were accepted into regional performance ensembles. Drama programs were put on by the middle and high school students with increased collaboration between the GT visual arts program and performing arts students (set design, mask making, etc)

#### **(c.) Include how program effectiveness was determined.**

Our academic and VPA services have been fully implemented for nearly 5 years. The program's components and overall effectiveness is determined through various means. A self-evaluation process is outlined below analyzing communication, identification, planning, program development and program implementation. In addition to evaluation by GT staff, evaluative information is gathered from students, teachers, parents and administrators in each area outlined below - this feedback is incorporated into program revisions.

All GT forms and letters are reviewed and revised annually by the GT coordinator and GT staff to ensure they accurately convey information to all stakeholders and solicit the information needed for assessment, communication, and programming.

The GT team reflects on the referral and identification process before and after each screening committee meeting to determine any necessary changes in the process.

Student success in the areas of academics and VPA will show evidence of annual growth. Test data, pupil products, and performance data is reviewed each year and general curricular or individual programming modifications are made based on results. Additionally, Individual Learning Plan meetings and informal student/parent conferences are important in evaluating individual programming and modifications are subsequently made based on stakeholder feedback.

GT teaching staff meets regularly to reflect upon, discuss, and analysis teaching effectiveness and the effectiveness of curricular materials. Research-based strategies in gifted and talented education learned in workshops and courses are incorporated into the GT program.

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

Program staffing and materials change each year based on the dynamics of students identified in each area at each school. The RSU#71 GT budget supports the following:

- GT staff travel between district schools.
- Necessary books and materials for GT staff-led integrated literature and geography pullout classes for identified GT students in grades 3-7.
- ALEKS subscriptions for identified math students in grades 3-10 (one component of differentiation).
- NWEAs for achievement data used in screening and annual growth. NWEAs are used only in the GT program and are generally not administered to non-identified or non-referred students. NWEAs are used to assess identified GT students for annual growth data and to drive curriculum. NWEAs are also administered to referred students for screening purposes. NWEAs are not administered district-wide, thus the GT program must purchase subscriptions for our GT programming use.
- Additional CogAT form 7 and answer sheets and screening masks for screening to be used only for students referred for screening for the GT program and as a re-evaluation tool as students exit 5th and 8th grades.
- Art supplies for pullout visual art classes for identified GT students only, taught by certified GT art teacher, (not the regular art teacher) in grades 4-6. As the GT art program is separate from and in addition to the regular art program, the GT program must purchase any art supplies the GT art classes require.
- binoculars and nets for GT natural history science and art program and non-fiction writing.
- Chess materials for the GT chess program in grades 2-12 and consultant fee for in-school GT student workshops.
- Transportation and registration fees for GT students to attend MathCounts meet, District 3 Music Festival, and chess tournaments. Students prepare for these events as part of their GT programming and part of the GT curriculum covered during the regular school day. We realize the actual meets sometimes occur on Saturdays, but as all preparation is part of the regular school day we consider it part of their regular GT programming and not supplemental. Indeed these events and corresponding curricular materials have strengthened our GT VPA and Academic programs. We would rather these events, where GT students can engage with other GT students in our region, be held during the school

week, however we do not coordinate the events and thus participate when they are scheduled. Without funding these opportunities would be eliminated.

- Tuition for various online courses to support high school students requiring courses not offered at BAHS or where there is a conflict in scheduling.
- Tuition for staff course work to maintain 690 certification for GT staff.
- GT conferences and professional development as described in item 5.

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 Onotology) 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)
Jacqueline Kahn	46,304	46,305
Kathleen Gass	60,512	
Jean Lawlis	41,824	
<b>Subtotal</b>	148,640	46,305

**Auxiliary Staff Costs**

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

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Karen Talbot	nature illustration	500	
Bruce Haefner	Chess	750	250
Murphy Avilies	Journalist	500	
<b>Subtotal</b>		1,750	250

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
GT Lit group books: 6 Out of My Mind: \$45 5 Dolphin Song: \$35 8 Rain Reign: \$88 35 Blank Books: \$140 8 When You Reach Me: \$88 <b>total: 396</b>	396	7 Chess Clocks: \$350 Plane kit SO: \$50	\$400
Art supplies for pull-out GT art classes taught by GT art teacher: foam sheets: \$30 sketch pads: \$35 sharpies: \$28 wooden sticks: \$11 oaktag \$12 chalk pastels: \$27 mixed media paper: \$26 watercolor paper: \$45 canvas: \$20 modeling clay: \$17 gelatin: \$52 brushes: \$28 acrylic paint: \$31 Wisteria wool roving: \$43 felting needles: \$26 styrofoam trays: \$14 <b>Total: 445</b>	445		
7 chess sets: GT chess program	102		
GeoBee trophy, pencils, ribbons	45		
SO plan kit:	57		
Nets for dragonflies/macrobenthos	175		
4 pair binoculars	300		
CogAT scoring masks and answer sheets	296		
<b>Subtotal</b>	<b>1816</b>	<b>Subtotal</b>	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Employee in-district travel	2,400		
Field Trip District 3 Music Fest transport	620	Chess Meet registration /memberships: 8@33	264
Field Trip Chess Meets	425		
Mathcounts meet	350		
MATHCOUNTS registration: 120 Chess Meet registration/memberships: (15 @ \$24 and 6 @29=\$534) District 3 Music Fest 15@\$8=120	774		
<b>Subtotal</b>	<b>4569</b>	<b>Subtotal</b>	<b>264</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEK subscriptions (50): 1,750 NWEA subscriptions (75): 1,050	2,800	ALEKs subscriptions (3)	120
		Science Olympiad Reg:	\$150
		online AP calculus class	1,000
<b>Subtotal</b>	<b>2800</b>	<b>Subtotal</b>	<b>1270</b>

**D. Staff Tuition/Professional Development:**

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NECGAT Conference - Portland 4 staff - 1 day reg/mileage: 689	955		
MEGAT regional meetings mileage	\$201		
<b>Subtotal</b>	<b>1,156</b>	<b>Subtotal</b>	<b>0</b>

**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	148,640	46,305
<b>Auxiliary Staff</b>	0	0
<b>Independent Contractors</b>	1,750	250
<b>A. Materials/Supplies</b>	1816	400
<b>B. Other Allowable Costs</b>	4569	264
<b>C. Student Tuition</b>	2800	1270
<b>D. Staff Tuition/PD</b>	1156	0
<b>Total</b>	<b>160,731</b>	<b>48,489</b>