

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#71

Name and title of person responsible for gifted and talented program:
Jacqueline Gage Kahn GT Coordinator

Phone number: 207-338-3510

Email address: jkahn@rsu71.org

CERTIFICATION:

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

Mary Alice McLean
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 9/26/2018

Date of 1st Revision to Maine DOE: _____

Superintendent Initials

Date of 2nd Revision to Maine DOE: _____

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 10/12/18

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:

We have made a two very minor adjustments to the identification menu under general and specific academic identification.

- o General intellectual ability identification -
- o Specific academic areas identification -
Under Screening #1 Menu of potential Objective measures: Delete AIMs Web, add District standards-based assessments and ALEKs pre-test.
Under Selection: Change top 5% to top 5%-10% in the sentence "A student is identified for inclusion in the GT program by the screening committee when data indicates through at least three means (at least one objective and one subjective) the he/she has demonstrated the academic strengths or potential for the academic strengths necessary to perform in the top 5%-10% district wide.
- 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 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 GT mentoring fall workshop, MEGAT state conference 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 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
Laura Miller	No	Administrator	N/A	PT
Jacqueline Kahn	Yes	Teacher/Coordinator	K-12	FT
Kathleen Gass	Yes	Teacher	K-8	FT
Jean Lawliss	Yes	Teacher	6-8	PT

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

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.)

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. However, the data indicates that there has been a 16% drop in ELA growth in grades 3-5 and a 11% drop in this area in grades 6-8 which will be addressed through GT curricular changes during this school year.

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 GT program evaluation in these subjects in grades 3-8. Percentiles and RIT scores were used to determine student 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 adequate annual growth.** *The chart pasted below outlines NWEA growth data grades 3-8.

Evaluation of NWEA data: (see chart below)

Each year, we examine NWEA breakdown scores by topic, then work to strengthen and differentiate the ELP curriculum for individual students accordingly.

In **math**, 94% of GT students in grades 3-5 showed growth (compared to 81% in 2017), and 100% in grades 6-8 showed growth (compared to 96% in 2017). New math standards more closely aligned to the common core math program and Maine Learning Results were implemented in grades K-12 in 2016 and the GT program built even further on these standards in our compacted and accelerated program and the data supports that these efforts have helped student performance.

In **reading**, 59% of the GT students in grades 3-5 showed growth (compared to 75% in 2017) in grades 6-8, 63% showed adequate growth compared to 74% in 2017. We feel this decline was in part due to the fact that the NWEAs were administered later in the spring this year due to excessive snow days and we feel students weren't as focused. This spring, all growth testing will be completed by mid-May. We are also looking to strengthen curricular areas where trends in NWEA data show weaknesses in student growth. This school year, identified ELA students in grades 7 and 8 are now clustered so the classroom teacher can provide better differentiated instruction and students have more time with their intellectual peers. The GT case manager meets with these ELA classroom teachers to give input on curriculum. In addition, these 2 ELA teachers are invited to attend GT conferences as part of their professional development plan so they can learn more on how to best meet the needs of GT students..

*GT Summary Growth Data 2017-2018				
KEY				
Growth- 3 Maintenance - 2 Decline - 1				
Grade Level Span	Growth Measure	NWEA MATH (percent students in each category)	NWEA READING (percent students in each category)	MEA Science grades 5, 8, 11: P-Distinction, Proficient: No data - test scores not in yet
K-2	NA	NA	NA	NA

Gr. 3-5	3-Growth	50%	18%	N/S
	2-Maintain	44%	41%	N/S
	1-Decline	6%	41%	N/S
Gr. 6-8	3-Growth	67%	21%	N/S
	2-Maintain	33%	42%	N/S
	1-Decline	0%	37%	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 to determine and trends in student growth that we need to address. We are investigating additional ways to assess growth in these areas and would welcome any workshops to help with this.

Grades 9-12

The majority of identified GT students at the high school level showed adequate growth during the 2017-18 school year. The GT case manager monitors student growth on student report cards and progress reports through Infinite Campus and meets with identified high school students as needed throughout the school year. At risk students are monitored more closely and regular team meetings are held as needed to provide these students with additional support. Individual Learning Plan conferences are held at the end of 8th grade to determine long-term post-high school goals from which a subsequent dynamic academic and co-curricular plan is developed. 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 continue to participate 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 are put in place each year 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 as it has proven to be highly successful and components were implemented into the yearlong 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, whether or not there has been a change in the program.

Our academic and VPA services have been fully implemented for 6 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. New teachers are invited to join the screening committee to ensure a greater understanding in the process and fresh input.

Student success in the areas of academics and VPA shows 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.
(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)

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 booklets and answer sheets and 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 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.
- Science Olympiad registration and some materials for GT students working with mentors on projects.
- Consultant fee for GT young authors' workshop and visual art/publication workshop for GT students.
- Transportation and registration fees for GT students to attend 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 online courses to support high school students requiring courses not offered at BAHS.
- 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 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 Gage Kahn	47294	38,3333
Kathleen Gass	66021	
Jean Lawliss	37468	
Subtotal	150,783	38,333

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Bruce Haefner	Chess mentor	2,000	500
Maria Padian	Author/writer's workshop	500	
Marcie Bronstein	Visual art/published	500	
Subtotal		3,000.00	500.00

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: Rain Reign 5 copies = 50.00	386.00	Plane kit SO: 50	497

Paddle to the Sea 1 copy=12.00 Seabird 1 copy =12.00 Dolphin Song 5 copies =47.00 A Handful of Stars 5 copies= 50.00 Facing the Lion 5 copies =53.00 Some of my Best Friends are Books (for gifted readers) 26.00 The Color of My Words 5 copies =29 Refugee 10 copies =107 Total: \$386		Supplies for GT student drone Engineering projects: 312 Chess clocks and sets: 125	
Art supplies for pull out GT art class: Sketch pads 10 5.00 Calligraphy inks 62.00 Bamboo brush set 43.00 Low fire Clay 55.00 Foam core sheets 36.00 Staples 1 pack 11.00 masking tape 2 rolls 21.00 Total: \$233.00	233		
GT Chess Program: 8 chess clocks: 400 48 C batteries: 73 6 Chess sets: 60	533		
6 binoculars: 482	482		
CogAT test booklet: Form F: level 9 (2), 10 (1)=\$93.00 Answer sheets: 54.00 Norms booklet: 87 Shipping:23	257		
2 Plane kits SO: 50	100		
Subtotal	1991	Subtotal	487

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Employee In-district travel	2,300		
Field Trip District 3 music Fest transport	620		
Field trip Chess Meets	420		
MATHCOUNTS registration: 120	120		

Chess Meet registration/memberships: (15 @ \$24 and 6 @29=\$534) District 3 Music Fest 20@\$8=160	535	National Chess Federation membership fees. 6@ \$33 = 198	198
Subtotal	3995	Subtotal	198

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

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEK subscriptions (40): 1,560 NWEA subscriptions for GT screening (75): 1,050	2610	3 Online AP Calc classes B/C: 1,250 each	3,600
		Science Olympiad registration	150
Subtotal	2,610	Subtotal	3,750

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference Orono: 4 staff – registration: 300/ mileage: 152	452		
MEGAT regional meetings mileage	125		
MEGAT mentoring fall wks - mileage	88		
Subtotal	665	Subtotal	

Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	150,783	38,333
Auxiliary Staff		
Independent Contractors	3000	500
A. Materials/Supplies	1991	487
B. Other Allowable Costs	3995	198
C. Student Tuition	2610	3750
D. Staff Tuition/PD	665	0
Total	163,044	43,268