

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 73 Spruce Mountain School Department

Name and title of person responsible for gifted and talented program:
Tina Collins, Director of Special Services & Robert Taylor, GT Teacher

Phone number: 207-897-6722

Email address: tcollins@rsu73.com

CERTIFICATION:

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

Kenneth J. Healey
Superintendent Name (printed)

Kenneth J. Healey
Superintendent Signature

Date of Initial submission to Maine DOE: 9/26/17

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: Jane Kall

Date of Approval: 12/8/17

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:

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
Robert Taylor	YES	Teacher	3 to 5 consult 9 to 12 consult 6 to 8 direct	Part Time (4/5)

8. 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.)*

RSU 73 Gifted and Talented Program Self Evaluation
2016-2017 School Year

Academic GT Program

The GT Program at Spruce Mountain Middle School continues to grow and provide opportunities for students. In 8th grade math, five students successfully completed the standards in Honors Geometry and 4 students successfully completed the standards in Honors Algebra 1. In grade 7, seven students successfully completed the standards in Honors Algebra 1. The opportunity for these students to earn High School credit in Middle School is of great benefit in having them achieve their potential and it provides a pathway that leads to AP and College math classes in high school. Additionally, nine 7th graders and four 6th graders met above level standards in Pre-Algebra using the ALEKS online math program, preparing them to take Honors Algebra in 2017-18. Finally, a number of 6th graders made significant math progress and will be working on meeting the remaining standards in Pre-Algebra next year to be ready for Algebra in 2018-19.

In Middle School GT Science, students earned High School credit by successfully completing the standards in Honors Freshman Earth/Physical Science. As a result, six 8th graders will take Biology as freshmen at Spruce Mountain High School and six 7th graders completed the first half of Freshman Earth/Physical Science, putting them on pace to finish the course next year and take Biology as 9th graders as well. GT students in grade 6 enriched their experiences in classroom units on ecosystems,

energy, and matter by developing hydroponics and aquaponics systems and working in the GT program greenhouse as service learning projects to provide food for a local food pantry.

In the Middle School Humanities program (ELA and Social Studies), student learning was enriched and students were challenged to read and discuss above grade level material that dealt with the history of Western Civilization, with particular focus on the medieval period and the renaissance. The writings of Shakespeare were a major theme.

Given the progress made by students on standardized assessments and the High School credit earned and standards met by students, the Middle School Academic GT program is meeting the needs of the GT population. Identified Middle School GT students are consistently scoring above the 93rd percentile on the NWEA and are meeting the expected growth targets set by NWEA.

At Spruce Mountain High School, the needs of GT students are met by Honors and AP classes, as well as opportunities to take college courses. The school currently offers Honors level courses in most academic disciplines and Advanced Placement courses in Calculus A/B, Calculus B/C, Statistics, English Composition, English Literature, Environmental Science, and US History. The GT Coordinator (who also teaches AP Environmental Science) worked with the High School Biology Teacher to help him propose a pilot AP Biology class for 2017-18, potentially bringing the total number of AP classes to 8. Students are also taking advantage of the dual enrollment Academ-E program at UMO and other online college course programs. The GT Coordinator plays an active role in assisting students in course selection and completion by providing assistance with technology issues and course work completion. Overall, 26 college credits were earned by students at SMHS in 2016-17. This is meeting the needs of students, as graduating seniors continue to make progress on standardized testing, receive college credit while at SMHS, and enter challenging college programs. A review of aggregate data shows all our 2017 identified Seniors scored above the 93rd percentile on the SAT and all our Juniors scored above the 90th percentile on the PSAT. Identified 9th and 10th grade GT students are consistently scoring above the 93rd percentile on the NWEA and are meeting the expected growth targets set by NWEA.

Beginning in the fall of 2016, all students in grades 3-5 attended the consolidated Spruce Mountain Elementary School for the first time. GT student needs are met by differentiation of instruction in the regular classroom. This year the GT Coordinator worked with elementary teachers to identify GT students and has helped provide some assistance, such as access to the ALEKS online math program subscriptions to 5th graders. Finding resources for these students has been problematic. Elementary teachers have worked all year to develop unified curricula in all content areas and this has been a challenging task. Assisting in the development of differentiated curriculum for GT students in grades 3-5 will be a goal for the GT program for 2017-18.

Visual and Performing Arts (VPA) GT Program

In RSU 73, grade levels that provide VPA instruction to all students include Grades K-6, where all students are provided weekly programming in Art and Music, and Grades 6-8, where all students get one

trimester (12 weeks) of Art Instruction per year. GT VPA students receive differentiated instruction in these classes.

In addition to programs for all students, there are numerous opportunities for GT VPA students participate in a variety of self selected programs. For example, Middle School students can choose to take band and chorus, which meet twice per week during the school's intervention period and the program includes a pullout program for weekly band lessons. There are extracurricular drama programs in the Elementary, Middle and High Schools. The High School offers for credit elective classes in Art, Band, Drama, Graphic Design, Photography, and Mechanical Drafting as well. These programs are widely utilized by GT VPA students and are of great benefit to helping them reach their potential.

There has been suggestion from the GT Advisory Committee for GT VPA programs to provide more opportunities for the GT students out of school, such as gallery openings, seminars with artists, concerts at local colleges or venues. Sometimes it is these very special opportunities that give the biggest inspiration. Also, the program could provide opportunities for students to be able to meet professional/gifted adult artists or musicians via seminars or other means (either in or out of school).

Identification of GT students in VPA continues to be a challenge. Once students leave elementary school, there is limited instruction for all students, making identification of gifted children a real challenge. One difficulty is how to compare visual and performing arts students. There are students who are gifted in both visual and performing arts, but comparing the gifted musician with the gifted painter is a challenge. Also, we need to find time to work with VPA staff to better understand the identification protocols, improve the system, and better implement it. One possible solution is to use some time in weekly late arrival Wednesday workshops next year for this purpose.

Overall Program

The new plan GT plan adopted prior to the start of the 2016-17 school year required the formation of a district Gifted and Talented Advisory Committee (GTAC) and that the committee review and evaluate the program each year. A voluntary committee was formed including Parent Sarah Delaney, Spruce Mountain Primary School Teacher Tracy Castonguay, Spruce Mountain Elementary Teacher Janet Daigle, Spruce Mountain Middle School Teacher Erica Grimaldi, Spruce Mountain High School teacher Heather Ahern Huish, Middle School Art Teacher Leslie Harmon, Special Education Director Tina Collins, RSU 73 Curriculum Coordinator Amanda Hersey and GT Coordinator Rob Taylor.

The following is a summary of goals for improving the RSU 73 Gifted and Talented Program in 2017-2018:

- Continue to utilize the input of members of the GTAC to identify needs and improve the delivery of services to GT students.
- Continue to expand and improve High School student access to Honors, AP, and College Course programming.

- Improve the quality of services to GT students that receive differentiated instruction in academic and VPA programs.
- Assist in the development of differentiated curriculum for GT students in grades 3-5.
- Examine our GT identification protocols for VPA and try to improve the GT ID system.

(c.) Include how program effectiveness was determined.

Our self evaluation process in our plan requires “a GT Advisory Committee (GTAC) consisting of at least the GT coordinator, an administrator, a parent, a VPA teacher, and a teacher from each school in RSU 73 will meet and review pertinent information, such as aggregated GT student data, program offerings, survey data, and opportunities for students. The committee will then evaluate the program and develop proposals for plans to modify and improve the program as needed. Each year the GTAC will create report of its findings, including an evaluation of the program.”

The resulting report is included as part B of this document.

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

Robert Taylor is the GT Coordinator employed by RSU 73 to coordinate programming for and to offer services to GT students.

The ALEKS accounts are to be used by identified elementary GT students to differentiate their instruction.

The Discovery Education TECHbooks are for use by 7th and 8th graders working to meet the standards for the High School 9th grade Earth/Physical Science Program. This is an online science program used to differentiate instruction and it is not used in our High School.

The Holt McDougal Online Geometry Texts are for use by 8th graders working to meet the standards for the High School Honors Geometry. This is an online geometry program used to differentiate instruction and it is not used in our High School.

The 10 books listed are to be used to help develop a library of professional development materials to assist teachers with better differentiating instruction for GT students, with a primary focus on our elementary school.

The poster board and binders listed are required for identified GT students to be able to complete projects and presentations as needed.

Items listed under "Supplies for Grade 6 Agriculture" are needed to meet the needs of students participating in the aquaponics and greenhouse service learning program described in our district GT plan and our self evaluation (section 7b).

The item listed as "GT Coordinator's Workshop 9/15/17" cover travel expense to the University of Maine at Augusta.

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)
Robert Taylor	58,858.05	5000
Subtotal	58858.05	5000

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	0	0

Independent Contractor Costs

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

Subtotal		0	0

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
Software: (\$500)			
ALEKS accounts for Elementary Students.	\$500		
Books: (\$389.94)			
Discovery Education TECHBook Licenses for MS students doing HS Science Program (15@\$8/each)	\$120		
Holt McDougal Online Geometry Text for students taking HS Geometry in grade 8. (7@\$6/each)	\$42		
Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use (Revised & Updated Third Edition) by Susan Winebrenner M.S.	\$28.45		
The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson	\$28.44		
Differentiated Instruction: Making It Work: A Practical Guide to Planning, Managing, and Implementing Differentiated Instruction to Meet the Needs of All Learners by Patti Drapeau @\$11.65/each	\$11.65		
Differentiated Projects for Gifted Students: 150 Ready-to-Use Independent Studies by Brenda McGee	\$22.63		
Differentiation In Middle and High School: Strategies to Engage All Learners by Kristina J. Doubet	\$33.16		

Project-Based Learning for Gifted Students: A Handbook for the 21st-Century Classroom by Todd Stanley	\$18.87		
Challenging Units for Gifted Learners: Language Arts: Teaching the Way Gifted Students Think by Kenneth J. Smith	\$24.30		
Challenging Units for Gifted Learners: Math: Teaching the Way Gifted Students Think by Kenneth J. Smith	\$18.29		
Challenging Units for Gifted Learners: Science: Teaching the Way Gifted Students Think by Kenneth Smith Ph.D.	\$21.52		
Challenging Units for Gifted Learners: Social Studies: Teaching the Way Gifted Students Think by Kenneth J. Smith	\$20.63		
Supplies (\$348.81)	\$350		
Poster Board for GT Student Projects	\$56.99		
½" Binders for GT Student Projects	\$29.99		
Supplies for Grade 6 Agriculture			
Promix Potting Soil 3.8 Cu Ft	\$30.59		
Hose Couplings	12.75		
Flagging/Plant Markers	\$19.25		
Flora Gro Plant Nutrient	\$31.88		
Flora Bloom Plant Nutrient	\$31.88		
Grow Big Plant Nutrient	\$26.95		
Compost	\$6.29		
Seeds (Johnnysseeds.com)	\$102.24		
Subtotal	\$1238.75	Subtotal	0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal	0	Subtotal	0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	0	Subtotal	0

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
GT Coordinator's Workshop 9/15/17	\$32.10		
Subtotal	0	Subtotal	0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	58858.05	5000
Auxillary Staff		
Independent Contractors		
A. Materials/Supplies	\$1238.75	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	\$32.10	
Total	60,128.90	5000