

**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: Mt Blue RSU 9

Name and title of person responsible for gifted and talented program:  
Deborah R Hiltz

Phone number: (207) 778 3529

Email address: dhiltz@mtbluersd.org

**CERTIFICATION:**

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

Tina Meserve  
Superintendent Name (printed)

Tina Meserve  
Superintendent Signature

Date of Initial submission to Maine DOE: Sept 28, 2018

Date of 1<sup>st</sup> Revision to Maine DOE: Nov. 8, 2018

TWM  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: Feb 1, 2019

TWM  
Superintendent Initials

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

\_\_\_\_\_  
Superintendent Initials

**FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)**

Reviewed By: Lee Worcester

Maine DOE Approval: Jeanne Allen

Date of Approval: 2/6/19

### ***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:

- 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 – we piloted a new teacher checklist in grade 5 for Arts identification. So many students were referred that we have decided to give a group test of creativity-PCA Profile of Creative Abilities to this large group of students.
  
  
  
  
  
  
  
  
  
  
- 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 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:

Sarah Reynolds returned to a classroom teaching position. Sandra Jamison was hired to replace her and take on the GT teaching 3-5 position. She will assume the duties that Sarah performed but will receive help with many of the duties from Deborah Hiltz since she is new to Gifted and Talented Education and needs to learn the roles and responsibilities of this position.

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
Deborah R Hiltz	yes	Teachercoordinator	K-12	FT
Sandra Jamison	Pending DOE *	Teacher	3-5	FT
Andrea Keirstead	yes	Teacher	6-8	PT 80%

\* waiting for action by Certification Department

B. Indicate ALL Auxiliary Staff: Educational Technician, regardless of whether there has been a change or not

Name of Staff	Role	690	Grade	Name and	Indicate Full-
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		Endorsement Yes/No	level	position of supervisor	or Part-Time in GT

7. (a.) Indicate any changes to your Approved Initial application self- evaluation process.

NO CHANGE       CHANGE

**Describe CHANGE here:**

We are piloting a parent GT group and VPA planning committee. They will play new roles in suggestions and improvements to our application self- evaluation process. Visual and Performing Arts parents have been invited to be a part of a planning committee. This Committee will evaluate what we have accomplished and where we can go from here in what we offer to our VPA GT students. The G.A.T.E. parent group will begin mid year.

(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.)*

The overall effectiveness of our program is good but has room for improvements.

This was determined by surveys and collected data from CogATS (comparisons over time) and NEWEA scores and performance in groups and teacher SLO's.

Results of the survey show that students in grade 3-5 were very satisfied with the challenge in academic programs. Most indicated that they wanted more time.

In grades 6-8 students indicated they wanted more challenge, more reading, self directed projects, more challenging math. They also wanted more time.

CogAT scores remained consistently high and NEWEA scores showed growth in identified students. Parents indicate that they want more for their students but are understanding of financial limitations in the district.

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

Academic

In RSU 9 teachers continually reflect on practices and make adjustments to improve educational experiences and programming for students. This reflective practice is an important part of our program evaluation in the G.A.T.E Program.

GT teachers reflect on their practices at a part of the Marzano teacher evaluation procedure. The GT staff also takes part in gathering performance data, administers surveys and other anecdotal information to review progress.

progress on points discussed last years GATE program were reviewed at the Spring program evaluation meeting. Some data was collected in the fall and some last spring.

To determine effectiveness

1. A teacher survey was given for specifics about the program.
2. A student survey was given in grade 3-8.
3. A targeted group of GT students (G 9) were checked (over time) using testing scores from grades 2-8.
8. CoGAT scores, NWEA Fall and Spring and MEA scores were used for this purpose.

CogAT scores were mostly consistent over time. Two students in grade 8 had scores that dropped significantly. We were over identified in that grade. NWEA scores were all also in the GT range we accept by 8th grade for all the students in the sample group.

The program evaluation identified concerns with: program scope and sequence and adequate time as areas of concern for some. Work continues to address scope and sequence.

Staffing continues to be an issue as far as adequate time is concerned. Common planning time for GT staff is also a main concern. Science and Social Studies are not getting the time they should. Staffing and time are main factors that contribute to this problem. Current climate in our district makes it difficult to ask for more staff at this time. The budget is very tight. More changes in administration slows some progress.

The GT Coordinator is doing a quarterly Newsletter for staff and Admins to increase communication and understanding of GT issues. A new survey for Administrators is also being developed to gain info on desired PD in Gifted Education/learners.

Habits of the Mind are being used and rubrics developed district wide to assess growth in these areas. GT groups are using habits of the mind in group times with students.

Over all parent and student feelings about the program are very positive. Good progress has been made in transition years to get numbers in the 3-5 % range.

#### Fine Arts

Multiple projects and activities were offered specifically for identified students last year in VPA:

An artist workshop day occurred in collaboration with another district for grades 3-5.

An at Home ARTs Card project was completed by GT 3-5 students to share at workshop day.

Plans are to continue to grow this program. Two new field trips are being planned for this year.

No real change happened in the evaluation of the Fine Arts Program. There has not been time to address the areas that need improvement. The fact that all of the music, art and GT staff are itinerant

with packed schedules at multiple schools makes it hard to find common planning time. We have also had many new staff in the music and Art departments. This adds to the difficulty with program evaluation in this area. A shared Google Doc was used to increase communication in these individuals.

The only informal evaluation has been the feedback from teachers, parents and students. They overwhelmingly enjoyed the special arts programming and want more.

Visual and performing arts teachers continue to differentiate for gifted and talented students in their classes and small groups. Currently, students are monitored by grading within the regular education classes in music and art. These departments have recently updated their rubrics for assessment. GT VPA students consistently Exceeded standards on assessments and report cards.

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)*

The costs for our program are aligned with MEDEMS

- Professional Staff
- Contractors
- Educational materials and supplies
- Student tuitions
- Professional Development
- Other allowable costs

Specifically included in this are:

- Three contracted artists for special art or music days designed for GT VPA students
- Specialized advanced art materials for GT students
- Field trips for VPA GT Art and Music students
- Tickets for workshop/ performance ( during school day) Portland Ovarions
- Bus to GT art day Meroby school RSU10
- In District staff travel
- Staff -travel for PD
- Tuition costs for online math programs Aleks and Beast Academy for GT students
- Staff professional development
- Hands on science kits for GT groups
- Books for GT reading groups – replacements and new title responding to needs and interest of GT students.
- Makers space material for critical and creative thinking groups. ( wire, duck tape, etc)

**See the following sheets for cost breakdowns of salaries, material and supplies, contracted artist teachers, other allowable costs, professional development and tuition.**



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)
Deborah Hiltz	43,553	6923
Andrea Keirstead 80%	50,282	
Sandra Jamison	64,683	
Deborah Hiltz stipend coord.		1495
<b>Subtotal</b>	<b>158518.00</b>	<b>8418.00</b>

**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)
Megan Tooker	Art	325.00	
Sue or Roger Bisailion	Art	325.00	
Emilia Dahlin-pending	Music	325.00 plus 100 travel	
<b>Subtotal</b>		<b>1075.00</b>	

<b>Elementary : name of Material/supply</b>	<b>Cost</b>	<b>Secondary : Name of Material/Supply</b>	<b>Cost</b>
Orphan Island X10	163.10	20 ideas for Teaching GT Middle HS P Press	29.95
The Wonderling X10	211.10	20 more ideas for Teaching GT Middle HS P PRESS	29.95
Alls fair In Middle School graphic novel X6	68.60	Changing Tomorrow 3 Leadership Curriculum High Ability HS GT	29.95
Navigating Early Replacement copies X4	40.00	Teen Ink	49.00
How to Steal a Dog	69.99		
Wing Ding Dilly	100.00		
The Happy Prince and Other Tales	59.96		
Do Hard Things	143.90		
The Bat-Poet	76.70		
Brain Box S.T.E.M. games set of 4	59.95		
STEM Newtons Laws Engineering Kit	29.95		
Bananagrams	15.95		
3 Doodler Start Essenyials 3D print Pen set GT Makers space	49.99		
Snake Oil Game	19.99		
OQ Car	10.00		

Maker space Materials GT specific Duct tape, wire, etc.	100.00		
EVAN Moor Critical and creative Thinking G2 -G3- G4	21.99 21.99 21.99 ----- 65.97		
<b>Totals</b>	<b>Elem.1285.15</b>		<b>Sec.138.85</b>



<b>Subtotal</b>	<b>269.00</b>	<b>Subtotal</b>	<b>75.00</b>

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	158518.00	8418.00
Auxiliary Staff		
Independent Contractors	1075.00	
A. Materials/Supplies	1285.15	138.85
B. Other Allowable Costs	2866.00	640.00
C. Student Tuition	912.00	
D. Staff Tuition/PD	269.00	75.00
<b>Total</b>	<b>164925.15</b>	<b>9271.85</b>

174197.00