

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 11/MSAD 11

Name and title of person responsible for gifted and talented program:

Crystal Peltzer

Phone number: (207) 582-5346

Email address: cpeltzer@msad11.org

**CERTIFICATION:**

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

Breina Hopkins  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date of Initial submission to Maine DOE:

10/13/2017 HA

Date of 1<sup>st</sup> Revision to Maine DOE:

1/26/18 HA

Date of 2<sup>nd</sup> Revision to Maine DOE:

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

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

Reviewed By:

Maine DOE Approval:

Date of Approval:

### 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

### Program Renewal Application

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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
Raye Anne DeSoto	Yes	Coordinator/Teacher	K-12/9-12	Full-Time
Susan Williamson	Yes	Teacher	K-8	Full-Time
Crystal Peltzer	No	Administrator	K-12	Part-Time

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
Marla Morgan	Ed Tech	No	K-8	RayeAnne DeSoto Coordinator/Teacher	Full-Time

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.)*

For the MSAD 11 REACH program the following survey data was taken in the 2016-2017 school year. For the K-2 level feedback was collected from classroom teachers, administrators, and parents through meetings notes and short surveys concerning the effectiveness of the materials and support through the consultation model. Over 96% of the teachers and administrators were satisfied with the REACH consultation model, 89% of the parents were satisfied with communication and materials supplied for their child's classroom. The 4% of teachers/administrators and 11 % of parents who were not satisfied continue to want daily direct services by the Coordinator. The Coordinator continues to work with K-2 teachers on differentiation and consulting. In grades 3-5, 100% of the student were successful in their REACH classroom PLP goals, completing projects on high level curriculum, innovation and invention, and entrepreneurship. 95% of the 3-5 students met/exceeded their classroom SLO (Student Learning Objectives). The 5% of students who did not had extenuating circumstances with illnesses, family matters, and social/emotional needs. The SLOs and PLPs for this year for those 5% include more support by the Coordinator and Ed Tech III in and out of the classroom. 95% of the 3-5 REACH students completed their Showcase projects and presented on Showcase night. For the 5 % who did not, the Coordinator and Ed Tech III have met with the parents and students for feedback and will look to write in more support on organization and goal setting for these students. Based on the SLO and Student Perception Survey (SPS), 97% of the grades 6-8 feel welcome, safe, and supported in the REACH program. The SPS showed that the 6-8 students had built on thier advocacy and communication skills. The students also stated they benefit a great deal from the opportunity to work on a topic of their choice/passion. 20% of the students on the survey reveled they wanted more academic push or rigor which the Grade 6-8 Teacher and Coordinator adjusted for the 2017-2018 school year. The 6-8 students met/exceeded their PLP goals and the 3% who did not struggled with social/emotional issues in and out of the classroom. Extra support and strategies have been built into their PLP plans for the 2017-2018 school year. Three students did not complete their Showcase projects and the Coordinator and REACH 6-8 teacher met with the students and their parents to review their plan and PLP for this year. For grades 9-12, 100% of the identified students took the SPS and a self-awareness survey to help guide instruction and services for identified students. 100% of the identified students took the PSATs and SATs (applicable to their grade level). 94% of the students on the SPS indicated they are finding their classroom and REACH classroom academics and artistic rigor to be satisfactory. The students feel the REACH classroom is a positive, safe classroom with rules and expectations, student engagement and weekly assessment of student progress. The PSPs and PLPs also reveal that 8% of the 9-12 students wanted the REACH teacher to design independent courses for high school credit in an area of their passion or choice including Psychology, Oceanography, Coding, Adv. Creative Writing, the Civil War, and Impressionist Art. The REACH Coordinator/HS Teacher is working with GAHS guidance and teachers for syllabuses with rigor, hands on experience, and depth of knowledge. These independent courses are implemented for the 2017-2018 school year. Reviewing end of the year analytics for grades 9-12 98% of the students completed their course requirements. For the 2% that did not credit recovery was written into their PLP plan, with further support in class for

the 2017-2018 school year. 100% of the identified seniors for REACH graduated on time and moved onto a collegiate education or apprenticeship. Overall looking at the NWEA scores for grades 3-8, the eMPower scores, common and classroom assessments, REACH Showcase completions, and only 1 student wanting to be exited from the REACH program, students meeting or exceeding their goals on the PLPs and SLOs, teachers asking for more professional development, and parent satisfaction, the REACH program is effective.

(c.) Include how program effectiveness was determined.

- \*Student Perception Surveys
- \*Stakeholder Survey/anecdotal
- \*NWEA Scores
- \*SAT Scores
- \*Personalized Learning Plans
- \*Showcase Completion
- \*Graduation Rate
- \*Classroom/Grade/Subject Analytics
- \*Parent/Student Meeting Anecdotal

8. Provide a justification/description of the items included in the proposed budget in number 9. The cost of the REACH program includes the salaries and benefits for three staff members and an administrator who oversee the program. One staff member is the REACH Coordinator K-12 and high school REACH teacher, and consultant for K-2. One staff member is the teacher for grades 6-8, and the Ed Tech III delivers curriculum to grades 3-5 with over site and planning done by the other two REACH teachers. The REACH budget amount for K-8 and (-12 include the following programing costs. For K-2 Reader's Theater books and "Differentiating Instructional with Menus for K-2" classrooms, hands on activities with "A Mathematical Mystery Tour: Higher-Thinking Math Tasks", " Differentiation Instruction With Menus for the Inclusive Classroom: Math K-2", continuing PD training with Mentoring Minds Critical Thinking Student Wheels for teachers with identified REACH students, and other materials determined as needed through the consultation process. The students in grades 3-8 choose independent projects to study over the course of the year. The projects are outside of the classroom curriculum, accelerated content, and critical thinking cases. Each student is required to create a presentation and model for the annual REACH Showcase. Our students have not chosen their projects to date, however last years projects included a Tesla coil machine and booth, a robotic arm playing a keyboard, architect math students projects, Titanic models , sketches, narratives, and stories. Other costs include materials for the architect math course at the middle school which includes architect foam board, templates, and materials for identified REACH students. Other costs include multiple copies of books including "Frindle", "The Ark." The REACH artistic costs include stretched canvases, designing vellum paper, art cards, pastels and acrylics, air modeling clay, wax, graphite pencils not included in the regular art curriculum. Software includes Sketch Up Pro and Youth Digital 3-D software. This year grades 3-5 are studying the brain which include costs for "creating brains"

artistically, Carolina persevered sheep brain dissection kits. Also they are participating in the Create a Country unit. Costs will include materials to make cultural outfits, flags, artwork, and country topographies. For high school courses, "How to Read Nautical Charts" Parallel Rulers for Navigation Charting, "Oceanography", "Ocean Maps Level 5", "Coding, Robotics, and Engineering for Young Students", "Psych:101:Psychology Facts, Basic, Statistics, Tests, and more!" " The Civil War: A Concise History," " The Civil War: A Story Told in Maps", "The West Point History of the Civil War." Other costs include a field trip transportation cost for identified artistic and academic REACH students. Identified REACH HS ELA students will attend A Midsummer's Night Dream production at Momouth Theater tying into Lit Fest which will occur this spring. Identified REACH HS Artistic Students will attend and participate in workshops at the Colby Art museum and indentified grade 3-8 REACH Artistic students will attend and participate workshops at the Farnsworth Mueusm, and transportation and participation from grades 3-8 Identified math and science to the the Engineering Expo for hands on participation in STEM activities as well as career aspirations. Professional development costs included are for the three REACH teachers to attend the NECGT Conference in the Fall of 2017. REACH students who are taking AP courses and there is no text will receive "AP Five Steps To A 5" for Physics, Chemistry, English, and Biology. Continuation of the professional developement for teachers will include Identifying Gifted Students and Five Levels of Gifted Book study and using the Mentoring Minds Critical Thinking Student Wheels and Deep of Knowledge Wheels with teachers who have gifted student sin their classrooms.



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)
Raye Anne DeSoto	\$63,646.63 (Secondary)
Susan Williamson	\$85,734.52
Crystal Peltzer -Curriculum Coordinator (Admin)	\$3,974.65 (Elementary) \$3,974.65 (Secondary)
<b>Subtotal</b>	<b>\$89,709.17 (Elementary) \$67,621.28(Secondary)</b>

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)
Marla Morgan	\$36,950.68
<b>Subtotal</b>	<b>\$36,950.68</b>

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)
<b>Subtotal</b>		

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
Art cards, stretched canvases, Reader's Theater books and "Differentiating Instructional with Menus for K-2", Sheep brain dissection kits, materials to make cultural outfits, flags, artwork, and country topographies, Showcase project materials, architect foam board, templates, pastels and acrylics, air modeling clay, wax, graphite sketching pencils,	\$3,200.00	"Psychology 101, The Human Brain", AP Five Steps to a Five books, "How to Read Nautical Charts" Parallel Rulers for Navigation Charting, "Oceanography", "Ocean Maps Level 5", "Coding, Robotics, and Engineering for Young Students", "Psych:101:Psychology Facts, Basic, Statistics, Tests, and more!" " The Civil War: A Concise History," " The Civil War: A Story Told in Maps", "The West Point History of the Civil War."	\$ 1 , 0 0 0
Sketch Up Pro, Youth Digital 3-D software	\$385.00		
<b>Subtotal</b>	<b>\$3585.00</b>	<b>Subtotal</b>	<b>\$ 1 0 0 0 .0 0</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Farnworth Art Museum transportation For Grade 3-8 Identified REACH Art students	\$350	Momouth Shakespeare Play For HS Identified REACH ELA Students	\$ 5 0
Engineering Expo transportation For Grade 3-8 identified REACH Math and Science Students	\$350	Colby Art Museum transportation For HS identified REACH Art Students	\$ 1 5 0

		Engineering Expotransportation	\$
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Postage	\$100		
Mileage	\$1,200		
<b>Subtotal</b>	<b>\$2000.00</b>	<b>Subtotal</b>	<b>\$</b>
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**C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area):**

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NECGT Registration	600.00	NECGT Registration	\$
			3
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MEGAT Dues	\$70.00		
Professional Development Materials Including Mentoring Minds Critical Thinking Wheels, Depth of Knowledge texts, Identifying Gifted Students and Five Levels of Gifted Book study	\$600.00	Professional Development Materials Professional Development Materials Including Mentoring Minds Critical Thinking Wheels, Depth of Knowledge texts, Identifying Gifted Students and Five Levels of Gifted Book study	\$
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<b>Subtotal</b>	<b>\$1270.00</b>	<b>Subtotal</b>	<b>\$</b>
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**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$126,659.55	\$67,621.28
	<b>89,709.17</b>	
Auxiliary Staff	36,950.68	
Independent Contractors		
A. Materials/Supplies	\$3585.00	\$1000.00
B. Other Allowable Costs	\$2000.00	\$300.00
C. Student Tuition		
D. Staff Tuition/PD	\$1270.00	\$700.00
<b>Total</b>	<b>\$133,514.85</b>	<b>\$69,621.28</b>