

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: RSU14

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

Phone number: 207 - 892-1800 X 2013

Email address: chesler@rsu14.org

CERTIFICATION:

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

Sanford Prince
Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: 9.27.18

Date of 1st Revision to Maine DOE: 1.31.19

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: Ratti Drapeau

Maine DOE Approval: 

Date of Approval: 2/15/19

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:

- Academics program goals, objectives, activities -

- 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:

- General intellectual ability identification -

- Specific academic areas identification -

- Arts identification -

- Transfer students -

- Exit procedures -

- 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:

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
Jennifer Breton	Yes	Teacher	4 th - 5th	Full
Linda Berry	Yes	Enrichment teacher	K-3	Part-Time
Chris Newcomb	Yes	Teacher	K-8	Full
Amy Engelberger	Yes	Teacher	6-8	Full

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.)*

Our gifted students and their parents have high expectations for our program, and our parents are effective advocates and partners as we work diligently to meet the academic, social, and emotional needs of our identified students. Through regular conversations with students, parents, and other teachers, we gather information every day about what works and what doesn't work in our program. We use this information to make small adjustments and larger shifts in focus depending on the needs of our students. We use these conversations and observations to measure stake-holder perceptions of our program. During the last year, support for and interest in our services was high. For example, the parents of nearly 65 students requested that their student be tested for gifted services during the annual selection process, even though we were clear that we could only serve 5% of the population. During the school year 2016-17, 10 additional parents requested that their child be assessed for services. In additions, 100% of the parents of identified students express their satisfaction with the RSU 14 gifted program during parent/teacher conferences.

Our gifted/talented teachers meet after school twice each month to discuss and review all aspects of student achievement and program development, including an evaluation of what is working and what could be improved. For example, during the 2016-17 school year, we focused on improving "push in" services in the lower grades, on providing more opportunities for students to enter academic competitions, on developing a daily independent reading block for eligible students at the middle school, and on supporting our students as writers through continued implementation of the "Units of Study" writing program.

In addition, we carefully review our students' scores on standardized tests and report cards to determine if our programs are meeting the needs of gifted students. Approximately 98% of our students achieve proficiency (a "3") in math and reading on their report cards. We are awaiting the results from the 2016-17 MEA, and when they are available we will look for trends and patterns to inform our instruction. NWEA data also provides important evidence of student growth -- nearly all of our students score in the "high" range for math and reading.

We also take advantage of out-of-district opportunities for our students to show their abilities, and our students perform well. For example, an identified G/T student won the WMS Geography Bee

again this year, and we had nine winners in the statewide "Letters about Literature" writing contest.

We are equally as proud of our students' success in the visual and performing arts. Evidence of success includes our student artists' work in the annual district-wide art show, the number of students who successfully audition for district and all-state music festivals, and student participation in various theatrical productions -- both school and community-based, and both on stage and behind the scenes as technicians and musicians. Each year we send several students to selective programs for the arts. Currently we have students at the Berklee School of Music, the American Academy of Dramatic Arts, the Peabody Conservatory at Johns Hopkins, and the Pratt Institute of Design.

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

We use a variety of strategies and methods to teach our gifted students, and we use a variety of assessments and observations to measure their success. These include the following:

1. Classroom-based assessments and performances
 2. Common assessments
 3. NWEA
 4. MEA
 5. Academic and artistic competitions
 6. Surveys of student and parent satisfaction
 7. Informal observations and conversations
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 cost of the program includes the salaries of the staff and materials to support the program. These materials include classroom novels, vocabulary materials, and professional development for staff. We use our local budget to send staff to conferences in order to enhance staff knowledge and instructional practices. Cost of materials include higher level thinking problems in mathematics and vocabulary, reading and writing strategies books to enhance and extend curriculum. Supplies for the High School extended art projects, and interest based novels.

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)
Jennifer Breton	76,007.40	
Chris Newcomb	80,458.68	
Linda Berry	41,428.01	
Amy Engelberger	61,197.92	
Subtotal	259,092.01	

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)
Subtotal			

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
Vastar Universal Tripod Adapter, LEGO Yehnic Brushing Cross Axle Connector Mindstorms, LEGO technic steel pivot balls and joint sockets, Learning Resources Answer Buzzers, Smead file folders, Dry Erase Whiteboard Markers, PiWits Board Game		Novels: Antigone, Bleak House, The Portrait of a Lady, Frankenstein, The Little Foxes, Age of Innocence, House of Mirth, Who’s Afraid of Virginia Woolf, A Streetcar Named Desire, Back oy, Native Son, M. Butterfly, The Woman Warrior, Sula, Jasmine, Women of Brewster Place, Equus, Ceremony, Fences, The Piano Lesson,	
Novels: Insignificant Events in the Life of a Cactus, Nathan Levy’s Stories with Holes, Vol> 20 and 15, Because of Mr. Terupt, Fever 1793, Maxi’s Secrets, Catan, Days of Wonder Ticket to Ride		Volumes of Poetry by: Ben Jonson, John Milton, William Blake, Emily Dickinson, Alexander Pope, Percy Bysshe Shelley, William Wordsworth, Langston Hughes, Sylvia Plath,	
Math Materials: Perplexors, Level B, More Perplexors Logic Puzzle book, level C, Perplexors, Level D, Expert Level, Deductive Logic Puzzles, Multiplication Mosaics		Science and Technology books: The Living Planet, The Poisoner’s Handbooks, League of Denial: The NFL Concussions, and the Battle for Truth, Brilliant Blunders, My Beloved Brontosaurus, The Toaster Project	
Vocabulary Extensions 6-8, Spectrum Language Arts, Gr. 5 & 6 Radial Math Long Division with Reminders Caesar’s English II: Student Book Analogies for Critical Thinking		Social Studies Books to support learning – Sticks and Stones, War Brothers, The Smartest Kids in the World and How They Got that Way, Smarter than you Think	
Subtotal	1,500	Subtotal	1500

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

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

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Subtotal		Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	259,092.01	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	1500	1500
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	260,592.01	1500