

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 16

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

Tina Meserve Superintendent

Phone number: (207) 998-2727

Email address: tmeserve@rsu16.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: 9/30/2017

Date of 1st Revision to Maine DOE: 11/20/17

TJM
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: _____

Joan L. De
12/15/17

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:

- 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 any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

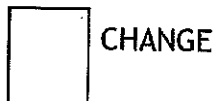
A. Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Eli Fanus	YES	Teacher	K-12	FULL-TIME
Mike Giampetruzzi	YES	Teacher	K-12	FULL-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
N/A					
N/A					

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



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.*)

Results of the evaluation of RSU 16's GaTE program show it to be effective and supported by staff, students receiving programming, and students' parents. The GaTE program's strengths lie in the opportunities outside of the regular classroom within both differentiated pull-out sessions and experiences beyond the school setting. These include field trips to art museums at local college campuses, participation in community-centered music events and involvement in music competitions, field trip to "A Christmas Carol," an extension of the Ghost as Guide to Literature unit, 7th and 8th participation in the Samantha Smith Challenge at Thomas College, a research and art project covering the Poland Spring Inn culminating in a performance piece, the introduction of computer programming instruction for grade 6 GaTE math students, and competing in the Pine Tree League Math Meets in grades 6-8, 7/8 participation in Meridian Stories online challenge program, and inter-school student debates. The opportunities for students in the GaTE program have been very successful and have been met with support and encouragement by administration, classroom teachers, students, and parents.

The main feedback for the GaTE program that came from staff was to improve communication between GaTE teachers and classroom teachers in terms of what is happening in the classroom. GaTE teachers send out notifications around progress reports time, but that is not often enough for classroom teachers to be informed. To remedy this, the GaTE teachers will give monthly updates and will improve communication by joining grade-level team meetings on professional development days. GaTE teachers will also join with classroom teachers in discussing curriculum design and mapping - a key point in RSU 16's professional development for the 2017-2018 school year.

Feedback from parents and students is largely positive, celebrating their children being exposed to challenging and differentiated work that they would not experience in the regular classroom. Feedback from parents reflects a desire for more opportunities in science and social studies, as well as having GaTE teachers meeting students for programming more often during the school week. To remedy this, GaTE teachers are looking at science and social studies push-in programming, working with classroom teachers to achieve successful differentiation. GaTE teachers will also work with building principals to utilize MEA science scores into identifying students for GT science. Existing GaTE sessions will incorporate social studies curriculum into English/Language Arts instruction where applicable.

The RSU 16 GaTE program is working as outlined in the initial program application in terms of logistics, funding, scheduling, space, and staffing. No changes need to be made to the before mentioned items in order to maintain the success of the GaTE program for the 2017-2018 school year.

(c.) Include how program effectiveness was determined.

RSU 16's GaTE program effectiveness was determined by compiling the results from a number of Google Form surveys directed at building staff (teachers, building principals), students receiving GaTE programming (including identified students and those receiving enrichment), and parents of students receiving GaTE programming. The surveys were sent out via email and physical notices in the spring and the completed answers were compiled and evaluated in June 2017. Though the response rate was not high, the feedback was both overwhelmingly positive while also providing constructive feedback about some parts of the GaTE program the GaTE teachers are working to improve for the 2017-2018 school year - mainly focusing on communication with classroom teachers about what is being done during pull-out sessions with identified/enrichment student instruction, activities, and work production.

GATE GOOGLE FORMS SURVEY: SURVEYS COMPLETED - 2016-2017 SCHOOL YEAR

STUDENTS	STAFF	PARENTS
92%	47%	38%

2016-2017 GaTE Program Survey Questions:

Students Survey

1. How have you benefited from being in the GaTE program?
2. To improve the GaTE program, I recommend...
3. Additional comments:

Staff Survey

1. How have your students benefited from GaTE?
2. To improve the GaTE program, I recommend...
3. Additional comments:

Parent Survey

1. How has your child benefited from being in the GaTE program?
2. To improve the GaTE program, I recommend...
3. Additional comments:

Though the number of completed GaTE surveys was not high among staff and parents, the feedback via emails and conversations was very encouraging and constructive. The method for data collection for 2016-2017 should be reconsidered, as the percent of completion may not give us the best picture. We should think about expanding the way feedback can be translated into data to reflect the effectiveness of the GaTE program for the 2017-2018 school year.

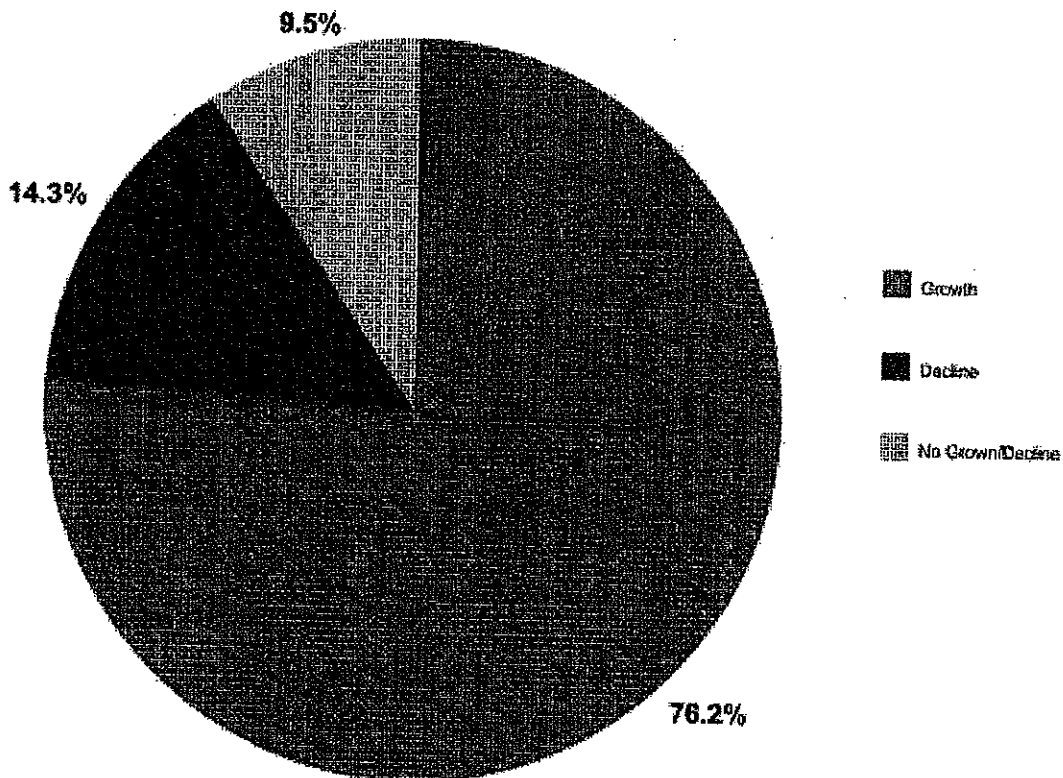
Annual Student Progress

Students who are identified and receive GaTE services have their academic and visual arts progress observed through a variety of methods: (These were noted on students' annual progress reports.)

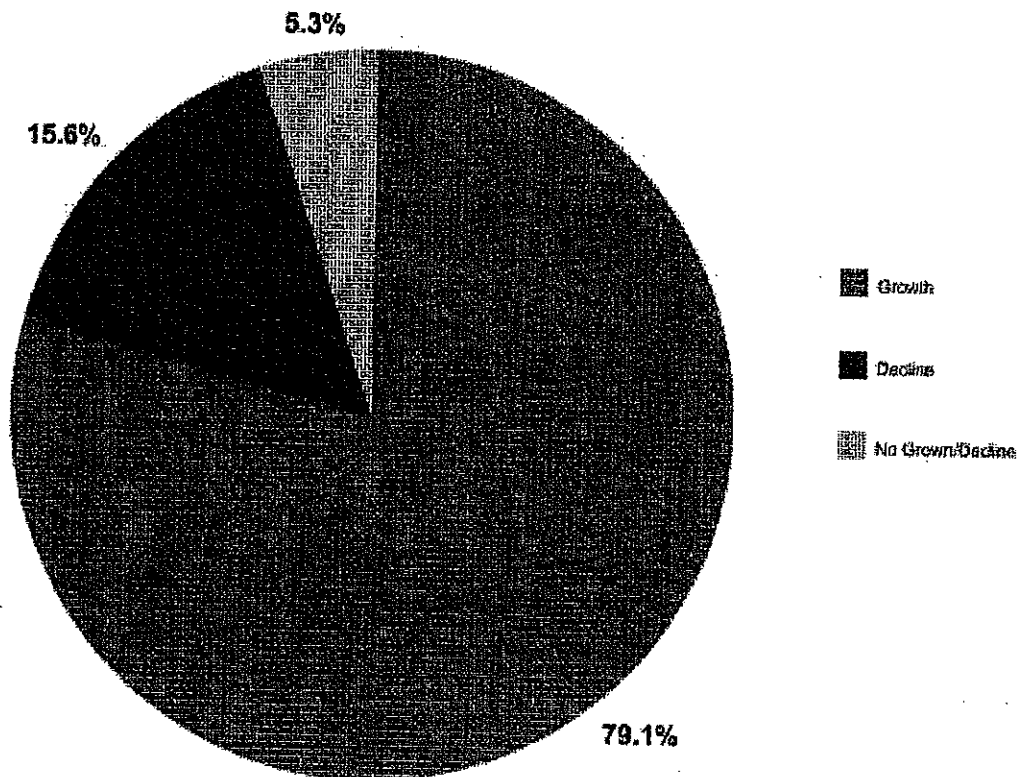
• **Maine Educational Assessment (MEA)** student scores are recorded for each student receiving GaTE services. MEA scores are one of the pieces of evidence used in the GT identification process, and are tracked laterally as a student progresses through elementary and middle school.

Below are graphs depicting the growth and/or decline of MEA scores among gifted-identified students receiving GaTE services. The data reflects growth/decline in English/Language Arts and Mathematics scores compared between spring 2016 test data and spring 2017 test data:

MEA GT Student Growth/Decline (ELA Grades 5-7); Spring 2016-
Spring 2017



MEA GT Student Growth/Decline (Math Grades 5-7): Spring 2016-
Spring 2017



- **ALEKS Math** is a supplemental mathematics program that was piloted during the 2016-2017 school year with sixth-grade students who had been identified as gifted, and were receiving GaTE services for mathematics. According to each student's Pie Chart, which represents each student's individualized learning path through the course material, we are able to assess what math skills each student has mastered and those which the student has yet to learn and/or practice. Additionally, the ALEKS Standards Report allows us to determine how a student is progressing against the Common Core or State Standards. Both standardized test results and end-of-year math placement results reflected students' improved math skills, attributed (at least in part) to students' use of ALEKS.
- **Middle School Math Placement Assessments** determines the 7th and 8th grade students who qualify for the Accelerated Math Class and/or a subject-area grade jump. All students are tested, using higher grade level math standards. 100% of the students in the 6th grade GT math program (2016-17) qualified for this year's 7th grade accelerated math class. Three out of eight 8th grade GT students qualified for 10th grade level math and go up to the high school for services. The other five qualified for the 8th grade accelerated math class.
- **Student Learning Objectives** are developed by GaTE teachers, in cooperation with classroom teachers, in order to observe students' progress in a set unit of study. SLOs, though a component of teacher evaluation, are used by GaTE teachers and classroom teachers to focus on student performance within a particular group of students in a unit of study. Student growth is matched to Common Core objectives and also against rubrics and benchmarks chosen for the unit. Student growth is compared through comparing work on pre-assessment assignments, products, and pretests

to post-assessment activities of the same style, comparing both to the same set of rubrics or benchmark expectations.

Reading, writing and critical thinking standards guided the planning of the 2016-17 student learning goal.

In addition to reading selected literature and examining the text within literature circles, students viewed film adaptations and saw a staged production of one of the books.

To meet the learning objective, students responded to a written prompt in which they were asked to provide evidence of analytical thought supported with textual evidence and inferences drawn from the text. Also required was each student's written analysis of characters and their relationships, based on classroom discussions and unit prompts, as well as the integration of different perspectives presented in different media/formats.

A rubric with reading, writing and critical thinking standards was used to help assess students' growth. Comparing the pre-assessment prompt with the post-assessment, 85% of the students met the targeted growth goal.

Student Progress in Music:

In the 2016-17 school year, GaTE Music students focused on the art of listening to music, the set up of a composition, and the balance of playing an individual part in an ensemble. Throughout the year they explored musical pieces from various periods and countries. They documented the pieces' characteristics, imagery, and their own opinions in "listening logs". The purpose of the logs was to develop a known repertoire of music as well as to think more abstractly about music. They questioned what the purpose of the piece was, how the composer made it interesting, etc. The students used xylophones to learn and perform pieces. They would perform in unison and would challenge themselves to perform in canons and multiple parts. They learned how to set up a staff to create a composition and used a music software to explore how to compose pieces for their instrument with minimal guidelines.

These skills developed in 2016-17 lead to the focus of the 2017-18 school year: the creative process of a composer. Students will continue to interpret composition of others as well as explore, develop musical ideas, improvise, edit, present a final version of a composition to their peers, and explain their expressive intent.

Student Progress in Art:

Students in the GaTE Art program researched the Native American cultures indigenous to the area and created artwork that reflected their exploration. Their fascination with 'Spirit Animals' inspired the creation of needle-felted masks that they wore in an end-year exhibition. The elements of Nature in the Native American Sacred circle of life became the catalyst of their creation of water mandalas. Students used the intaglio process to make these, cutting lines into compact discs to make prints. Using clay slabs as the base, students made original totems, attaching clay relief symbols, and other objects. Combining the Native American stomp dance with the contemporary work of the percussion group, Stomp, students made percussive walking sticks which they decorated with carvings, wood burnings, feathers and bones.

In the course of the year, students were introduced to a diverse range of media, tools and techniques.

Their unique perspectives and expressions were cultivated and supported in the GaTE Art room. Students' original art work was evidence of their individual points of view, their adept use of the different medias and their ability to critically select and present art work at two exhibitions, one school-based, one at the Poland Spring Resort.

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

ALEX Math - supplemental independently-paced online math program

GaTE Novels - a variety of novels to be used in small groups, or for independent book study

GaTE Art Supplies - materials to be used to create instruments in a unit about instruments around the world.

GaTE Music Supplies - music journals used for independent study

GaTE Portfolios - students will each have a binder to hold ILP and examples of best work used for student-led conferences and eventually evidence of production in GaTE

Community Expert Supplies - materials needed for specialists in their field as they present to students (baker or woodworker for measurement unit, presenter for GaTE art)

InView Assessment Scoring Services - identification tool, needs to be sent out for scoring

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)
Ell Fanus	64,511.40	
Mike Giampetruzzi	42,931	
Subtotal	\$107,442.40	\$0

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal	\$0	\$0

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
N/A			
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
ALEX Math accounts - 10 Students	\$200		
GaTE novels	\$600		
GaTE Art supplies	\$150		
GaTE Music supplies	\$75		
GaTE portfolios	\$50		
Community Expert Supplies	\$250		
InView assessment scoring services	\$260		
Subtotal	\$1585	Subtotal	\$0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
field trip: The Public Theatre (A Christmas Carol)	\$125		
field trip: Poland Spring	\$125		
Subtotal	\$250	Subtotal	\$0

C. Student Tuition (i.e. regional programs/ computer programs, college courses in

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A		N/A	
Subtotal	\$0	Subtotal	\$0

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
SED 660 Curriculum and Methods for Teaching the Gifted	\$1140		
Subtotal	\$1140	Subtotal	\$0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$107,442.4	
Auxiliary Staff	\$0	
Independent Contractors	\$0	
A. Materials/Supplies	\$1585	
B. Other Allowable Costs	\$250	
C. Student Tuition	\$0	
D. Staff Tuition/PD	\$1140	
Total	\$110,417.4	