

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 20

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

Marianne DeRaps

Phone number: 548-2313

Email address: mderaps@rsu20.org

CERTIFICATION:

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

Chris Downing
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine
DOE:

10/29/17


Date of 1st Revision to Maine DOE:

1/25/18


Superintendent
Initials

Date of 2nd Revision to Maine DOE:

2/8/18


Superintendent
Initials

Date of 3rd Revision to Maine DOE:

Superintendent
Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By:

Maine DOE Approval:

Joanne Kelle

Date of Approval:

2/12/18

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
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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
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Describe CHANGE here: We have added the "Honors Challenge" to the middle school. Out of all of our services provided to GT students, this has received the most positive feedback. Every student has reported that s/he feels challenged through this option. We have also been working as a district to provide differentiated instruction in the classroom, which has been added to the abstract.

- o Academic program abstract -

Academic program abstract:

The RSU#20 Extended Learning Program (ELP) is district program designed to provide educational services to those students in grades K-12 who excel or have the potential to excel beyond their age peers in the regular classroom to the extent that they may require specialized programming. These students may

move at a significantly faster pace than their classmates in specific or all academic subject areas and may require a compacted or differentiated curriculum to meet their needs. ELP provides equitable direct and indirect services to identified students in academic subjects in all schools, and meets the requirements of Maine's DOE gifted and talented mandate.

At SDMHS (middle and high school), honors challenges are in core subjects: math, English, social studies, science. "Honors Challenge" may include alternative assessments, seminars, independent research and/or exhibitions that go above and beyond the typical course requirements. All students are eligible for the honors designation having completed the Honors Challenge and earning a "meets" or higher by quarter's end in the regular coursework. "Honors Challenge" is then designated on their transcript. All Students may select a "Multiple Pathway experience", an elective experience additional to public school coursework or developed from Multiple Pathways - career and technical education, online learning, alternative programs, adult education, internships, dual enrollment courses - the student will demonstrate competency meeting the standard of the chosen content area.

Participation in extracurricular programming such as Robotics Team, Math Team and writing groups is encouraged. Teachers are also provided much professional development around differentiated instruction. We are differentiating through depth of knowledge and questioning styles and strategies to offer all students the cognitive rigor needed to feel challenged in the classroom.

At SES (elementary) students are challenged in the classroom by trained teachers. Our teachers are also provided much professional development around differentiated instruction. We are differentiating through depth of knowledge and questioning styles and strategies to offer all students the cognitive rigor needed to feel challenged in the classroom. 5th grade identified students attend middle school Math team meetings to prepare for participation in at least 1 Math team competition.

- o Arts program abstract - (No change)

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
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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
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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).

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Describe CHANGE here:

RSU #20's Professional Development over the next two years will focus on Differentiated Instruction. Marianne DeRaps will lead the charge by teaching various instructional strategies and tools through the Thoughtful Education Model which is based off from Howard Gardner, Carl Jung, Carol Ann Tomlinson, and Robert Marzano's work. ASCD has presented this work over the last decade at several workshops and in their journal. We will also offer several teacher led workshops. One being led by our tech integrator is a Book Study. About the Book Study

This is a professional book study group using the book called *Intention: Critical Creativity in the Classroom*. It has been approved for clock hours, and will run for approx. 12 weeks starting in late January, using a discussion group and optional reflection portfolio structure.

*Intention is not your average PD book - written by super dynamic, engaging, and award-winning teachers Dan Ryder (from Maine!) and Amy Burvall, it's energizing and refreshing, helping teachers explore how creativity can transform learning for students. The first half of *Intention* delves into the "what" and "why" of critical creativity - the pedagogical and philosophical underpinnings - while the second half has dozens of classroom activities, rubrics, and strategies that can be used at any grade level, any subject area, and any classroom.*

One of our high school science teacher's has been teaching a Crime and Forensics Class. As she has had many students across grade spans at a variety of levels, she has had to differentiate for all students. She will be presenting on this model in the Spring at a national conference. She will also be teaching this model at our next In-Service day to the entire staff.

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

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

The gifted and talented program at RSU#20 or the "Extended Learning Program" currently offers services with one staff member, acting as program coordinator and case manager. That staff member has five years of experience as a curriculum director leading a model of differentiation that has led to four Title 1 Distinguished School awards: Cherryfield, Columbia Falls, and Surry for "Continuous High Achievement", and one at Harrington for "Closing the Achievement Gap." Teachers are provided professional development on differentiation by style and cognitive rigor through the use of questioning, instructional strategies as well as project based learning. Data is also used at our weekly meetings to make adjustments to curriculum to meet the needs of all learners.

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

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
Marianne DeRaps	No	Admin	K-12	FT
Chris Downing	No	Admin	K-12	PT

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

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

NO CHANGE

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(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.)*

In taking over this program, I had a limited knowledge as to details about the program. In order to find out not only what exactly was being offered and its effectiveness, I completed a comprehensive assessment. I interviewed every student from grades 5-12, and parents of identified students from grades 3-12. I also interviewed various teachers and administration.

Parents and students identified in the arts felt strongly that they were challenged and their needs were met. This was also the case in grades 9-12 in all classes. The honor's option provides a rigorous, students-centered way for students to be challenged. Many of our identified students claim that the Honor's Option is so challenging, that they feel prepared for college and beyond. Often, they claim, they cannot complete the tasks of the Honor's Options. To the contrary, our middle school ELA gifted students, do not feel challenged. They say that the material is boring and that too much emphasis is placed on basic skills such as writing paragraphs, and honing Standard English conventions. Students do feel challenged in Social Studies, which helps offset the lack of it in ELA. Most students and parents feel that they are sometimes challenged in math. At the elementary level, parents feel that their children's needs are being met, however, teachers would like to learn more about differentiation so as to meet their students' needs better. Therefore, my plan is to focus on elementary and middle school by following up on professional development opportunities with individual time with teachers from grades 3-8 in particular. I will also visit classrooms and offer feedback. Overall, RSU 20's consensus is that we offer a very effective GT program to our students. We have one issue with ELA in our middle school where we need to offer more challenging programming. I have set up a meeting to address this. We are meeting on Mondays weekly to ensure that we are improving this part of the program.

(c.) Include how program effectiveness was determined.

I completed a Comprehensive Needs Assessment which included a complete file review. I reviewed the program over the last ten years. As stated above, I conducted two months of interviews: every student in grades 5-12 and parents from grades 3-12 in the district. I also interviewed the former GT teacher. I sat in on several identification meetings in the Spring of last year so as to learn about the program as well. I reviewed all data: NWEA, MEA, Science Augmentation, PSATs, SATs, and Aimesweb. The data validated our identification process as these students are exceeding the standards in their identified areas. I am currently creating profile sheets to send home to parents at mid-year and the end of the year. These sheets will have all of the students' data scores and will address the goals we set in our individual meetings.

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

From the Comprehensive Needs Assessment, we determined that we need professional development on differentiated instruction. Marianne DeRaps will be leading most of the Professional Development. Marianne serves as our Curriculum Coordinator and has led Professional Development on Differentiated Instruction for four different school districts and from this has earned four National Distinguished School Awards. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* by Harvey Silver and Richard Strong, provides teachers with a simple way to tackle the issue of meeting students' needs in a manageable way. It shows teachers at all grade levels, and in all content areas how to implement a holistic learning program that seamlessly integrates styles and intelligences into the instruction and assessment. As a supplement, *The Strategic Teacher: Selecting the Right Research Based Strategy for Every Lesson*. This book provides teachers with 20 comprehensive strategies designed to meet the needs of today's high standards and reach our diverse learners. The newest book that I started using in my individual time with teachers is Erik Francis's *Now That's a Good Question: How to Promote Cognitive Rigor through Classroom Questioning*. This book as well as many supplemental materials that Erik provides techniques for using questioning to extend and evaluate student learning experiences. It illustrates eight different kinds of questions that challenge students to demonstrate higher order thinking and communicate depth of knowledge. Because I am well versed and trained in the professional development side, there is no cost except for the books. Any other materials needed, will be provided in-kind by the school district. All of these materials and training are being provided to hone the skills of the staff so that we can meet the needs of our GT population.

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)
Subtotal		

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	930	Subtotal	680

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
Online learning licenses for enrichment through Dreambox for math, Become a graphic designer for VPA, and etc. depending on student's Individual Learning Profile.	500	Online subscriptions for online programming not available in the school programming. I.e., accelerated calculus and AP online offerings.	300
Subtotal	500	Subtotal	300

D. Staff Tuition/Professional Development:

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

	Subtotal		Subtotal	
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E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	930 (for materials such as, mosaic cubes, mat weaving materials, pattern beads, manipulative, 3-D puzzles, coding equipment and supplies	680 (materials for projects based on student interest. Students will explore projects and topics in their plan and will purchase supplies that are over and above our everyday classes).
B. Other Allowable Costs		
C. Student Tuition	500	300
D. Staff Tuition/PD		
Total	1430.00	980.00