

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: Dayton Consolidated School

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

Phone number: 207-282-8280

Email address: cindorf@biddefordschools.me

CERTIFICATION:

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

Jeremy Ray
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/24/18

Date of 1st Revision to Maine DOE: _____

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Patti Drapeau

Maine DOE Approval: [Signature]

Date of Approval: 10/4/18

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 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 -

Screening End of Grade 2 is changing from administering Nonverbal COGAT to all 2nd graders to screening all 2nd graders at the end of Grade 2 using STAR data from the school year (fall to spring or spring to spring). All students scoring in the 75% or higher on STAR, and/or parent, teacher, self-recommendation will be administered the Nonverbal COGAT. Of these students, those who score 75% or higher will be administered the Verbal and Quantitative COGAT subtests.

- Specific academic areas identification -

- Arts identification -

- Transfer students -

- Exit 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

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.)

3-5 English/Language Arts & Social Studies Evaluation Narrative: Since we use Verbal and/or Nonverbal COGAT scores and Reading/Writing Standardized test scores to identify Social Studies GT students and our programming to meet these identified students' needs includes an interdisciplinary approach to instruction, the evaluation of these two subject areas are done together. 3 students were identified as GT ELA/Social Studies for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 2 or 66% of exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. 1 or 33% of those students met grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of ELA/SS interdisciplinary classes is effective.

3-5 Mathematics Evaluation Narrative: Quantitative and/or Nonverbal COGAT scores and Mathematics Standardized test scores are used to identify Science GT students. 2 students were identified as GT Math for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 1 or 50% exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. 1 or 50% of those students met grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of Math classes is effective.

3-5 Mathematics & Science Evaluation Narrative: Since we use Quantitative and/or Nonverbal COGAT scores and Mathematics Standardized test scores to identify Science GT students and our programming to meet these identified students' needs includes an interdisciplinary approach to instruction, the evaluation of these two subject areas are done together. 2 students were identified as GT Math/Science for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 2 or 100% exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of interdisciplinary classes is effective.

GT identified students in grades 3, 4, and 5 were asked 4 questions regarding their GT programming experiences for the 2017/2018 school year. 6 students completed the survey, below are the questions and results.

Question 1: How challenged did you feel challenged in your GT classes this year?

Results: Most of the time= 50%; Some of the time = 50%

Question 2: In my GT group is it more important to think and understand than memorize?

Results: Always: 50% Most of the time: 33% Some of the time: 17%

Question 3: Do you feel your learned a lot this year?

Results: Always: Yes: 100% No:

Question 4: On a scale of 1-5 (with five being the highest), rate your experience in GT

Results: 5: 83% 4: 17%

Conclusion – The majority of students surveyed feel challenged with the academic GT programming at the elementary level and will continue in the program if identified again next year.

3-5 Visual and Performing Arts Evaluation Narrative: There were 6 students identified GT in Visual and Performing Arts in grades 3,4, and 5 for the 2017-18 school year. Of those students, 3 or 50% exceeded expectations in the GT and regular classrooms based on classroom observations, concerts and/or show pieces, and work samples and/or performances, and 3 or 50% met grade level expectations based on classroom observations, concerts and/or show pieces, and work samples and/or performances. Collectively, this data indicates that the elementary level VPA programming is effective.

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

Program effectiveness was determined by analysis of student data fall to spring and/or spring to spring that includes STAR testing, teacher evaluations, and student surveys.

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)*

To cover teacher salaries, programming supplies, book and material costs as needed, field trip entrance fee/student tuition and busing costs, contracted services, professional development for GT teachers, and fees and dues in order to implement the activities and programs described in the program abstracts, the costs to be incurred total **\$18,359.00** for the 2018/2019 school year.

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)
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)
<u>Suzanne Tighe</u>	<u>Gifted and Talented Teacher</u>	<u>16,545.00</u>	
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
Prufrock Press: (Books and Periodicals) Books to support integrated ELA/Social Studies and STEAM GT identified GT students: One Hour Mysteries; More One-Hour Mysteries Primary Grade Challenge Math, Challenge Math Could You Live Underwater?	\$133.00		
Subtotal	\$133.00	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Non-professional travel between districts (Biddeford and Dayton)	\$450.00		
Subtotal	\$450.00	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
So. Maine Elementary Math Leagues (5-6) Registration \$175 each grade (math meet dates: 12/13 9:30 – 11:45, 1/29 9:30 – 11:45, 3/14 9:30 – 11:45, 5/2 9:30 – 12:00	\$175.00		
Telling Room writing(writing residency workshop) 3 visits	\$900.00		
Noetic Math Contest 3rd and 5th grades both Fall and Spring contests (each @ \$39)	\$156.00		
Subtotal	\$1231.00	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		
Auxiliary Staff		
Independent Contractors	16,545.00	
A. Materials/Supplies	\$133.00	
B. Other Allowable Costs	\$450.00	
C. Student Tuition	\$1231.00	
D. Staff Tuition/PD		
Total	\$18,359.00	