

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: Falmouth Public Schools

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

Gretchen McNulty Director of Learning

Phone number: 207-619-6637

Email address: gmcnulty@falmouthschools.org

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

Geoff Bruno

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: September 29, 2017

Date of 1st Revision to Maine DOE: December 21, 2017

Date of 2nd Revision to Maine DOE: January 16, 2018

Date of 3rd Revision to Maine DOE: January 22, 2018

Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 1/29/18

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:

Academic program philosophy -

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:

Academic program abstract -

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. ***No changes to description of responsibilities***

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
Mary MacKinnon	YES	Teacher	K-5	Full Time
Jilda Izzo	YES	Teacher	6-12	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					

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.)

The Program was highly effective during the 2016-2017 school year. All identified students demonstrated growth in knowledge and skills in the academics as well as the arts, and functioned successfully and productively as part of the larger school community. (See details in section 7c.)

(c.) Include how program effectiveness was determined.

We measure program effectiveness in large part by the degree to which our GT identified students are engaged in school academically and socially, and articulate / demonstrate new learning. The questions we ask ourselves are 1) Have we met each student where she/he is, and have we challenged him/her meaningfully and appropriately to grow and further his/her knowledge, skills and understanding? 2) Have we supported the social emotional health of the student based his or her unique needs? We pay careful attention, on an individual basis, to whether students are appropriately challenged and understood. By this metric, our GT identified students are challenged and continuing to learn and grow.

We also track quantitative data (NWEA, MEA, classroom assessment) measurements over time. Teacher anecdotal information as well as an analysis of course-level assessment data indicate that GT identified students grew in knowledge and skill in English & Math. 100% of our GT students' NWEA scores are significantly above the District Mean RIT, AND the students continue to show strong growth. Analysis of data from Fall 2013-Fall 2016 show significant increases in student RIT scores in both reading and math. Data supports the overall effectiveness of the program.

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

Costs this year include:

Royal Fireworks - Books to enhance English Language Learning include Practice Voyage student resources for expansion of language study beyond the core curriculum: "*Practice Voyage* is a supplement to *Grammar Voyage* and is the practice workbook for the third level of the MCT language arts curriculum. Its aim is to improve students' grammar and writing skills through analysis of individual sentences. Students work through the sentences using a unique four-level analysis method that is introduced in *Grammar Voyage*." Additional resources include a class set of "War of the Worlds, and Caesar's Classical Student books" "Together, *Building Language* and the *Caesar's English* books: Reveal the age of the English language with its Roman beginnings; Teach students the most prevalent Latin stems, providing an intellectual key for young students to understand that big words aren't necessarily hard; Discard the specious confines of teaching age-graded vocabulary,

on the observation that even young children can give the species names of dinosaurs—clear proof that they can learn and understand bigger words than they are usually asked to learn; Aim to sow the seeds of intellectuality by introducing students to the drama and romance of ancient Rome, to the names of its thinkers, and to some of the fascinating facts of its history; Develop a sense of anticipation about reading classic literature in the future.”

Demco - GT Student Independent Inquiry design materials ranging from Hot Air Balloon Design kits, Butterfly Design Kits, to Book Design and Binding materials (laminents, binding adhesives, Jacket Covers and labels, brushes, etc.) .

WB Mason - GT Materials not used in the traditional classroom for Student Independent Inquiry and Art projects, including calligraphy materials, inks and stamps/blocks, publishing paper, craft materials (eg. beads, felts, cutters & clips, creativity sets).

Amazon - classroom reading books in multiple genres above target grade level for mainstream classrooms. Nonfiction books include: resources related to scientific issues students pursue inquiry projects in (Global Warming, Water, etc.), books on world culture and history, books on the social emotional development of gifted and twice gifted learners. Fiction titles range from dystopian to historical fiction to modern realism but tend toward conceptual themes and reading levels above traditional grade level classes to ensure all students have access to appropriately challenging reading materials.

Additional purchases are for online learning resources for our GT students , tests for identification purposes, NAGC membership/publications/conferences.

The Independent Contractor / Psychologist expenditures are for identification testing (primarily the WISC and Woodcock Johnson Achievement, and Conners 3rd edition, Social Responsiveness Scale 2nd Edition), some classroom observations and work with parents. This testing is beyond/separate from and not done for initial screening.

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)
Mary MacKinnon	<u>82952</u>	<u>9243</u>
Jilda Izzo	<u>93267</u>	<u>9945</u>
Subtotal	<u>176219</u>	<u>19188</u>

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Emily Klaczynsky, Nationally Certified School Psychologist (NCSP)	educational testing	8500	

Subtotal	8500
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Please list individual product names and costs associated with the district's Gifted and Talented Program.

A. Educational Materials and Supplies (books, supplemental materials - not textbooks, not equipment, not materials used by other students):

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Artist & Craftsman: Art supplies specific to GT classroom extensions	\$250.00	Amazon - books for GT classroom library	600.00
Royal Fireworks Press (Language expansion books)	\$600.00		
Amazon/Library Books	\$1051.88		
Demco/Library Supplies	\$346.02		
WB Mason/Supplies:	\$500.00		
IAS per 10	\$189.95		
GRS per 25	\$62.15		
Subtotal	3000.00	Subtotal	600.00

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
MEGAT/NECGT	300.00		

NAGC membership	200.00		
Subtotal	<u>500.00</u>	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	176219	19188
Auxiliary Staff		
Independent Contractors	8500	
A. Materials/Supplies	3000	600
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	500	
Total	188219	19788