

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: MDIRSS AOS 91 (Mount Desert Elementary)

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

Julie Meltzer,
Director of
Curriculum,
Assessment, and
Instruction

Phone number: 207-288-5049

jmeltzer@mdirss.org

Email address: _____

CERTIFICATION:

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

Marc Edward Gousse
Superintendent Name (printed)

Marc Edward Gousse, Ed.D.
Superintendent Signature

Date of Initial submission to Maine DOE: 9/27/18

Date of 1st Revision to Maine DOE: _____

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: Patricia Drapeau

Maine DOE Approval: Jeanne L. Allen

Date of Approval: 12/19/18

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.

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:

There is a new Gifted and Talented teacher.

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
Kate StDenis	Yes	Teacher	K-8	Part Time

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.)*

The Gifted and Talented team conducted a self-study in the spring of 2018 of how we allocate and provide services in conjunction with examining the capacity of our team to deliver those services. Our process consisted of placing our responsibilities as identified in our district's program description, into one of four quadrants, high student impact/high time intensity, low student impact/high time intensity, high student impact/low time intensity, low student impact/low time intensity. Our goal was to take steps to more strongly support those services that result we believed had a high impact. Highlighted examples of these identified services included consulting with teachers about differentiated strategies to meet the needs of G&T students, arranging for/planning enrichment activities, creating Individualized Learning Plans for students, teaching classes, and creating/developing a talent pool for G&T. We also learned that there are some aspects of the G&T Team's responsibilities that have little impact but take a lot of time. This year we hope to streamline some of these organizational processes so as to make more time for G&T Specialists to focus on the work that we found to have a high impact on student achievement.

The process for working with students identified as Gifted and Talented in the Arts follows a similar process as those identified with academic abilities. Our review of high/low impact and high/low frequency focused on generic responsibilities for GT Specialists. Additionally we did review the different identification processes towards students being considered for visual and performing arts. Through this review we discussed the role of the GT specialists in gathering and presenting screening criteria and facilitating identification meetings on a building and district level with cross-school teams. This is something that we will continue to explore in partnership with the arts teachers across our district.

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

Our district GT Team was curious as to the impact of GT services on overall student achievement. Using the same criteria that we use to measure student achievement throughout the general population, we disaggregated NWEA data to evaluate whether or not students GT students made growth on the NWEA at a higher, similar or lower percentage than the general population.

Students at MDES identified as Gifted and Talented outperformed the general population regarding how many students met their growth targets on the NWEA for grades 3-8. 82% of students identified as G&T reached their growth target in math in comparison to 61% of the total population. 55% of students identified as G&T reached their growth target in reading in comparison to 52% of the total population. We believe this indicates the effectiveness of our delivery of services and thus will not be making changes to our program.

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)

Proposed budget is needed to carry out program.

1. Professional staff
2. Dues and fees for programs required for implementation of services for GT students (Math Forum, Math Olympiads, ALEKS, Scholastic Writing Contest)
3. Professional development for staff (including annual MEGAT conference)

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)
<u>Kate StDenis</u>	\$34,308.	
Subtotal	34,308	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<u>none</u>		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<u>none</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
Subtotal		Subtotal	

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 geometry course	1600.00		
Subtotal	1600.00	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
GT conference fees for staff (MEGAT)	150.00		
Subtotal	150.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	34,308	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies		
B. Other Allowable Costs		
C. Student Tuition	1600.00	
D. Staff Tuition/PD	150.00	
Total	36,058.00	

