

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: REGIONAL SCHOOL UNIT #1(RSU 1)

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

KATIE JOSEPH

Phone number: 207-443-6601

Email address: kjoseph@rsu1.org

CERTIFICATION:

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

Patrick Manuel

Superintendent Name (printed)

Patrick M. Manuel

Superintendent Signature

Date of Initial submission to Maine DOE:

09/29/17

Date of 1st Revision to Maine DOE:

11/06/17

P.M.

Superintendent Initials

Date of 2nd Revision to Maine DOE:

12/18/17

P.M.

Superintendent Initials

Date of 3rd Revision to Maine DOE:

01/08/18

P.M.

Superintendent Initials

Date of 4th Revision to Maine DOE:

01/26/18

P.M.

Super. Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: _____

Date of Approval: _____

James H. Allen
2/1/18

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 -

- 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
Lawrence Kovacs	YES	TEACHER	3-8	FT
Judi Mansfield	YES	TEACHER	3-8	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
Elise Copeland	Ed Tech	NO	3-5	Lawrence Kovacs, GT Teacher	FT

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

NO CHANGE
 CHANGE

Describe CHANGE here:

Designing a better evaluation process was a focus for the 2016-17 school year with the goal of having it in place by the end of the school year. The RSU 1 Gateway staff collaborated to create self-evaluation instruments to assess the effectiveness of our programming and inform the decisions we make about instruction. Our self-evaluation process consists of three strands:

1. Student assessment and grade data:

- We use the NWEA Measures of Academic Progress assessment to look for trends of growth or decline in the areas of mathematics and language arts. We use grades to look for levels of summative achievement and any trends that appear over time.

2. Student self-reflections:

- Each year, students complete a short survey about their GT programming. This year we are administering the survey in the fall, but plan to administer it in the spring of each year as we move forward. There is one survey aimed at students identified in academics, and another for students identified in visual art.

3. Descriptions of programming and projects:

- In May of each year, the GT coordinator compiles a list of programming and projects implemented during the school year.

(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.)

1. Student assessment and grade data:

ACADEMIC GROWTH

GT STATE REPORT STATISTICS 2016-2017

Grade 3 (7 identified students)

NWEA	Spring 2017 score <u>above grade 11 benchmark</u>	RIT increased <u>Fall to Spring</u>	Met growth <u>Projection</u>
Reading (6 students)	67%	83%	17%
Math (6 students)	0%	83%	33%

Grade 4 (11 identified students)

NWEA	Spring 2017 score <u>above grade 11 benchmark</u>	RIT increased <u>Fall to Spring</u>	Met growth <u>Projection</u>
Reading(10 students)	70%	80%	80%
Math (10 students)	50%	100%	60%

Grade 5 (6 identified students)

NWEA	Spring 2017 score <u>above grade 11 benchmark</u>	RIT increased <u>Fall to Spring</u>	Met growth <u>Projection</u>
Reading	100%	67%	67%
Math	100%	100%	67%

Grade 6 (6 identified students)

NWEA	Spring 2017 score <u>above grade 11 benchmark</u>	RIT increased <u>Fall to Spring</u>	Met growth <u>Projection</u>
Reading (5 students)	100%	100%	100%
Math (6 students)	100%	67%	17%

Grade 7 (14 identified students)

NWEA	Spring 2017 score <u>above grade 11 benchmark</u>	RIT Increased <u>Fall to Spring</u>	Met growth <u>Projection</u>
Reading (14 students)	100%	62%	46%
Math (13 students)	100%	79%	57%

Classroom grades, comparing first and last reports 2016-2017

Humanities/LA	A to A: 77%;	C to B: 15%;	C to D: 8%
Math	A to A: 79%;	A to B: 7%;	B to A: 7%; F to D: 7%

Grade 8 (11 identified students)

Classroom grades, comparing first and last reports 2016-2017

Humanities/LA(8 students)	A to A: 50%;	A to B: 12.5%;	B to B: 25%;	B to C 12.5%
Math (9 students)	A to A: 56%;	A to B: 11%;	B to B: 33%	

Grade 9 (9 identified students)

Classroom grades, comparing first and last reports 2016-2017

English	A to A: 100%
Math	A to A: 89%; B to C: 11%

Grade 10 (9 identified students)

English (7 students)	A to A: 100%
Math (9 students)	A to A: 67%; B to B: 22%; A to B: 11%

AP Exams: 4 students took AP European History

Grade 11 (9 identified students)

English: (7 students)	A to A: 57%;	B to B: 29%;	C to C: 14%
Math (9 students)	A to A: 33%; B to D: 11%;	B to B: 23%; C to C: 11%;	B to C: 11%; D to D: 11%

AP Exams: 4 of the identified students took a total of 7 exams

Grade 12 (12 students)

English (10 students)	A to A: 70%;	A to B: 20%;	B to A: 10%
Math (12 students)	A to A: 58%;	B to B: 25%;	C to C: 17%

SATs: Reading/writing: Average 640 (range 540-760)
Math: Average 617 (range 500-720)

AP Exams: 10 students took a total of 24 exams

ARTS GROWTH

11 identified art students. Only reporting on 9 students because the other two are homeschooled so we don't have grades for them. Students take art class only in 6th and 8th grade. The years below are representative of that.

Student	Grade 14-15	Grade 16-17	Growth - Y/Same or N
Student 1	A-	A-	Y
Student 2	A	A+	Y
Student 3	A	A-	N
Student 4	A	A+	Y
Student 5	B	A-	Y
Student 6	A	A+	Y
Student 7	A	A+	Y
Student 8	A	A+	Y
Student 9	A	B+	N
Student 10	homeschooled		
Student 11	homeschooled		

2. Student Survey Results:

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
I am glad that I get to spend time in GT classes.	72.7%	18.2%	9.1%	0%	0%
In GT classes I learn about subjects, skills and ideas that are not covered in my regular classes.	63.6%	36.4%	0%	0%	0%
My time in GT classes inspires me to learn more about certain subjects, skills and ideas.	9.1%	63.6%	27.3%	0%	0%

GT classes offer me an appropriate level of challenge (greater than my regular classes).	63.6%	27.3%	9.1%	0%	0%
I prefer working in a separate space with a small group of GT students as opposed to the GT teacher coming into our regular classroom.	72.7%	18.2%	9.1%	0%	0%

	TOO FEW	JUST RIGHT	TOO MANY
How do you feel about the number of sessions we have each week? Are there too many, too few, or just the right amount?	72.7%	27.3%	0%
	TOO SHORT	JUST RIGHT	TOO LONG
How do you feel about the length of each session? Are they too long, too short, or just the right length?	18.2%	81.8%	0%

3. Descriptions of programming and projects:

Academics:

- Study of Latin and Greek word roots and advanced vocabulary (crossword puzzles, posters, quiz games, pieces of writing, WordMasters@)
- Logic activities and games (Set, Logix, Blokus, Labyrinth, Chess)
- Literature studies (poetry, author studies, non-fiction texts)
- Continental Math League problems
- In-depth study of issues around global freshwater supplies (documentary produced and presented at Portland Youth Film Festival)
- Southern Maine Elementary Math League Teams
- Digital student newspaper published
- Writing competition submissions
- Creative writing (poetry, personal narratives, persuasive pieces)
- LEGO Robotics (engineering and design, computer science, computer code, 3 regional competitions)
- Accelerated and Compacted math groups

Visual Art:

- Printmaking
- Plaster of Paris Sculpture
- Drawing
- Mock Glass Blowing (inspired by the work of Dale Chihouly)
- Wood Sculpture (inspired by Bernard Langley)

- Open Choice Time
- Colby Museum of Art Field Trip
- Portland Museum of Art Field Trip

(c.) Include how program effectiveness was determined.

We analyzed grade and assessment data to look for trends and the levels of formative and summative achievement exhibited by students identified as Gifted and Talented. Additionally, we asked students for their candid feedback on time spent in GT classes.

Our data show that beginning in grade 5, all students are exceeding the 11th grade benchmark on NWEA tests. Additionally, identified students in grades 3 through 7 have consistently rising RIT scores as measured from fall to spring. The majority of identified high school students are maintaining grades of A. The average reading and writing SAT score for our students identified as GT is 640, which is 130 points above the national average of 510. The average math SAT score for our students identified as GT is 617, which is 107 points above the national average.

The informal feedback we received from our identified students was unanimously positive. Students indicated that they enjoyed GT programming, appreciated cluster grouping, and wished we could meet more often.

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

WordMasters Challenge Subscription Grades 5-8	This is an important program for students who require greater challenge in language arts.	A set of 100 words for each grade level, 5-8. Students learn to use the words through the use of analogies. Subscription includes activities, graphic organizers and games.	\$380	DUES/FEES 1000-4900-1000-58100 -950-90-01
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<p>Multiple Copies of Books. 4 titles, 7 books per set.</p>	<p>In order to deepen the study of literature and literacy we form small book groups of GT students. We also try to connect novels to curricular content.</p>	<p>Canyons, by Gary Paulsen (\$6.69 x 7 = \$46.83) Serafina and the Black Cloak, by Robert Beatty (\$10.19 x 7 = \$71.33) Serafina and the Twisted Staff, by Robert Beatty (\$9.65 x 7 = \$67.55) The Poet's Dog, by Patricia McLachlan (\$9.68 x 7 = \$67.76)</p>	<p>\$252</p>	<p>INSTRUCTIONAL SUPPLIES 1000-4900-1000-56100-950-90-01</p>
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Whiteboard markers, pencils, folders, paper, graph paper, compasses, templates. (these materials are only used with GT students).	Some of the higher level work we do with GT students requires specific tools and resources. We also need basic supplies for writing on the board in our various classrooms as we travel from school to school.	Classroom Supplies	\$674	INSTRUCTIONAL SUPPLIES 1000-4900-1000-56100-950-90-01
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Art Supplies for GT Visual Art Students Hot Glue Guns, Armature Wire, Art Wire, Wire Cutters, Hardcover Sketchbooks, Paperback Sketchbooks, Masking Tape, Glue, Pencils, Colored Pencils,	Students identified as GT in the visual arts engage in a variety of projects each school year. These projects vary in scope and subject, but always require the purchase of some specialized supplies.	Art Supplies	\$600	INSTRUCTIONAL SUPPLIES 1000-4900-1000-56100-950-90-01
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Board Games: Pandemic: \$29.97 Ticket to Ride: \$36 BLOKUS: 2 @ \$38.85 Chess Sets: 2 @ \$26.99 Forbidden Desert: \$22.97 Labyrinth: \$23.97	These games provide an engaging way to exercise critical thinking, problem solving, strategy, and spatial relations. They cover topics ranging from world geography, to biological science, to statistics, and probability.	Each of these games (with the exception of chess) was selected for the brevity of a round of play. Most of them can be completed in a single class period.	\$244.59	INSTRUCTIONAL SUPPLIES 1000-4900-1000-56100-950-90-01
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Meridian Stories Subscription. \$350	An interdisciplinary program in which kids work in teams to produce digital products in response to content related challenges.	Meridian Stories prepares students for the 21st century workplace by providing opportunities to collaborate, create, problem solve and lead in the development and production of meaningful digital narratives that address curricular goals.	\$350	DUES/FEES 1000-4900-1000-58100-950-90-01
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GT Art trips to the Botanical Gardens. 1 visit @\$100 GT Art trip to Boston Museum of Fine Art 35 students @ \$9 = \$315	Seeing the same garden at two distinct times of the year provides the opportunity to study contrasts and changes in color, shapes, and textures.		\$415	DUES/FEES 1000-4900-1000-58100 -950-90-01
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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)
LAWRENCE KOVACS	\$74,690	\$8,299
JUDI MANSFIELD	\$9,288	\$4,785
Subtotal	\$83,978	\$13,084

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
ELISE COPELAND	\$48,673	\$0

Subtotal	\$48,673	

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
ROSEMARY POLIZOTTO	VISUAL ART	\$3,282	
Subtotal		\$3,282	

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
BOOKS	\$252		
CLASSROOM SUPPLIES	\$674		
ART SUPPLIES	\$600		
BOARD GAMES	\$244.59		

Subtotal	\$1,770.59	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
WORDMASTERS CHALLENGE SUBSCRIPTION	\$380		
MERIDIAN STORIES SUBSCRIPTION	\$350		
MUSEUM ADMISSIONS (MIDCOAST BOTANICAL GARDENS/BOSTON MUSEUM OF FINE ART)-THESE TRIPS TAKE PLACE DURING REGULAR SCHOOL HOURS	\$415		
Subtotal	\$1,145	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
None			
Subtotal	\$0	Subtotal	

D. Staff Tuition/Professional Development:

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

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$83,978	\$13,084
Auxiliary Staff	\$48,673	
Independent Contractors	\$3,282	
A. Materials/Supplies	\$1,770.59	
B. Other Allowable Costs	\$1145	
C. Student Tuition	N/A	
D. Staff Tuition/PD	\$350	
Total	\$139,198.59	\$13,084