

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: RSU 1

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

Katie Joseph, Assistant Superintendent

Phone number: 443-6601

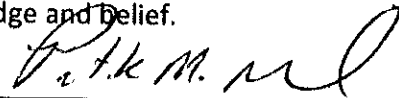
Email address: kjoseph@rsu1.org

CERTIFICATION:

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

Patrick Manuel

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: 09/28/18

Date of 1st Revision to Maine DOE: 10/16/18

P.M.
Superintendent Initials

Date of 2nd Revision to Maine DOE: 11/29/18

P.M.
Superintendent Initials

Date of 3rd Revision to Maine DOE: 12/10/18

P.M.

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Patti Drapeau

Maine DOE Approval: Jane K...

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 -
1. Provide any changes to the general description specific to the type of program delivery. These should be reported separately by academics (ELA, math, science, social studies) and arts (visual arts, music, performing arts and dance) in the spaces provided. *(For example, grades 3-5 consultation model for identified ELA students, grades 3-5 pull out services for identified math students, grades 3-5 differentiation in the regular classroom for identified science, social studies and arts students, etc.).*

This is one small addition. The rest of our academic programming is staying the same. Beginning this school year (2018-2019), we are initiating a program called "GATE Days" for 4th and 5th grade math, literacy, and art identified students in general academics. GATE Days will consist of 8 days of off-site interdisciplinary lessons with a unifying theme, held at Bath Middle School. Year one's theme is The Brain. Year two's theme is tentatively Ice — the history of the ice trade, climate change, weather, etc. Our plan is to rotate between these two themes in a two year cycle. The objectives of GATE Days are to offer GT students the opportunity to work with engaging content that goes beyond the scope of what is offered in the regular classroom and to give GT students attending different schools in the district the chance to collaborate with each other and bond as a peer group.

- 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 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 -

- 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).

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
Lawrence Kovacs	YES	TEACHER	3-8	FT
Judith Mansfield	YES	TEACHER	3-8	PT

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
Elise Copeland	Ed Tech	NO	3-5	Lawrence Kovacs	FT

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.)*

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

The RSU 1 Gateway staff currently analyzes student achievement and aptitude using the NWEA test, subject/classroom grades and the CogAT assessment which is given to *all* students in grades 2 and 5 (this is paid for by the district as it is given to all students). We also have students complete a survey about their GT programming, asking them to share their perspective on the instruction and experiences we offer.

For the 2017-18 school year, we administered the CogAT in 5th grade for the first time. Among students in grade 5 identified as GT in general academics, 63% scored \geq 99th %ile, 32% scored \geq 97th %ile, and 5% scored \geq 92nd %ile. In grades 3-5, 77% of NWEA math scores of identified GT students met or exceeded projected growth, and 70% of NWEA reading scores of identified GT students met or exceeded projected growth. In grades 6-8, 64.3% of NWEA math scores of identified GT students met or exceeded projected growth, and 64.3% of NWEA reading scores of identified students met or exceeded projected growth. 100% of this year's graduating GT students are pursuing secondary education; 90% are attending four-year colleges or universities, and 10% are attending community colleges.

Student self-reflections show that 91% of students are glad to have GT programming, 100% of students feel that they learn about subjects and concepts not covered in their regular classes during GT programming, 72.5% of students say they are inspired to learn more about subjects and concepts because of GT programming, 91% of students say GT programming offers an appropriate level of challenge, and 91% of students prefer working in cluster groups with peers.

For the 2018-19 school year, we intend to expand our outreach to parents, teachers and administrators, eliciting and analyzing feedback on the effectiveness of our GT programming. We will design these questionnaires over the course of the year and send them out to stakeholders in the spring of 2019.

We do not identify students in science and social studies, and therefore do not have data for these subjects.

Our art-identified students create a portfolio to submit. They are scored on a rubric with six indicators: inventiveness and improvisation, composition, rapidity of development, complexity of elaboration, technical skills, and sensitivity to art media. Students in grades 3-5 do an "Open Studio" enrichment program where they self-select into this. The GT art programming which requires portfolio entry is in grades 6-8. Of the 49

6th-8th students, 17 were scored as non-proficient on their portfolio meaning 35% of students in our GT art program need continued support on their skills and 65% have mastered the material. One can infer that our art program is relatively successful based on this data. We will continue to monitor this area, hoping to increase student performance or adjust programming should it not increase to above 70% proficiency, which is our goal.

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)*

The RSU 1 Gateway staff consists of one full-time teacher, one part-time teacher, and one full-time ed-tech. Our full-time ed-tech is based at the district's largest elementary school where she works in pull-out groups with students in grades 3-5 identified for GT programming and enrichment. Our part-time teacher works in pull-out groups with students in grades 3-8 identified for GT and enrichment at our middle school and our K-8 school. Our full-time teacher has a home base at our middle school and works in pull-out groups with students in grades 6-8 identified for GT and enrichment there, and with students in grades 3-5 at our district's smallest elementary school, 8 miles outside town. At the middle school, the full-time teacher and the part time teacher share the instruction of a self-contained math classroom of 6th grade students identified for GT and enrichment. All three staff members co-teach our GATE Days lessons, where we transport all 4th and 5th grade students identified as GT to Bath Middle School eight times per year for a half day of themed lessons.

Our staff utilizes various texts, manuals, websites, manipulatives, and pieces of technology to teach advanced content including Latin and Greek word roots, vocabulary, literature, writing, math, social studies, science, robotics, and art. We also purchase annual subscriptions to a number of leagues and organizations that allow students to participate in friendly competition as part of their educational program.

We contract out to a certified art teacher for instruction of our students in grades 6-8 identified as GT in visual art. We purchase supplies annually for this programming in which students may do work in printmaking, sculpture, drawing, painting, mock glass blowing, photography and/or collage. We take students identified as GT in visual art on one or two field trips per year to museums, depending on the grants we receive. These trips take place during the school day.

As a staff, we continue to work towards professionalizing our program by:

- Developing and implementing methods to measure the effectiveness of instruction
- Tailoring instruction and programming to the needs and interests of our students
- Offering the opportunity for GT students to collaborate with each other in peer groups
- Offering professional development to teachers and administrators
- Offering consultation to teachers in grades Pre-K-2
- Working with teachers and administrators to advocate for the programmatic needs of GT students

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)
Lawrence Kovacs	89,556.79	None, program ends grade 8
Judith Mansfield	14,201.07	None, program ends grade 8
Subtotal	103,757.86	0

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Elise Copeland	50,253.73	None, teaches 3-5
Subtotal	50,253.73	0

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Rosemary Polizzotto	Visual Art	3,452.00	None, teaches 6-8
Subtotal		3,452.00	0

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
General classroom supplies/books/games: Board Game "SET" 4 @ \$12.00 = \$48.00 Whiteboard markers, pencils, pocket folders, paper, graph paper, compasses, geometry templates = \$200	248.00		
Art Supplies for GT Visual Art Students: Hot Glue Sticks, Armature Wire, Art Wire, Plaster of Paris, Wire Cutters, Finish Nails, Hardcover Sketchbooks, Paperback Sketchbooks, Foam Core Board, Acrylic Paint, Watercolor Paint and Brushes, Watercolor Paper, Patterned Duct Tape, Masking Tape, Pencils, Colored Pencils, Canvases, Pipe Cleaners	600.00		
Subtotal	848.00	Subtotal	0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Wordmasters Challenge Subscription	380.00		
Meridian Stories Subscription	350.00		
Museum Fees (Botanical Gardens & Museum of Fine Arts – both trips take place during the school day)	415.00		
Gatedays transportation (transportation from each K-5 school to the middle school for special programming during the school day 1x/month for grades 4 & 5 identified GT students)	1,300.00		
Southern Maine Elementary Math League transportation: 7 round trips to Portland each year (grades 5 & 6 in the morning, grades 7 & 8 in the afternoon for meets 1-3). Meet 4 has grades 5-8 at the same time. Grades 5 & 6: Four trips @ \$750/trip (including driver wait-time) = \$3000 Grades 7 & 8: Three trips @ \$274 (including driver wait-time) = \$822 = \$3,822	\$3,822		
Subtotal	\$6,267	Subtotal	0

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT	350.00		
Subtotal	350.00	Subtotal	0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	103,757.86	0
Auxiliary Staff	50,253.73	0
Independent Contractors	3,452.00	0
A. Materials/Supplies	848.00	0
B. Other Allowable Costs	6,267.00	0
C. Student Tuition	0.00	0
D. Staff Tuition/PD	350.00	0
Total	164,928.59	0