

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: GT.DOE@maine.gov

School administrative unit name: RSU14

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

Christine Hesler

Phone number: 207 892-1800

Email address: chesler@rsu14.org

CERTIFICATION:

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

Sanford Prince
Superintendent Name (printed)


Superintendent Signature

Date of **Initial submission** to Maine DOE: 8/15/17

Date of **1st Revision** to Maine DOE: 10/3/17 SP

Date of **2nd Revision** to Maine DOE: 10/17/17 SP
Superintendent Initials

Date of **3rd Revision** to Maine DOE: 10/25/17 SP
Superintendent Initials

For further information Contact: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval:  _____

Date of Approval:

12/15/17

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:

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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:

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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:

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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:

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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:

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6. Provide any changes to the description of the responsibilities of the professional and auxiliary listed below.

Table 6A. List PROFESSIONAL STAFF for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement (Yes/No)	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT
Jennifer Breton	yes	Teacher	4th - 5th	Full
Linda Berry	Yes	Enrichment Teacher	K-3	Part Time
Chris Newomb	Yes	Teacher	K-8	Full Time

Table 6B. List the Auxiliary Staff: Educational Technician

Name of Staff	690 Endorsement (Yes/No)	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT

· staff

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

NO CHANGE

CHANGE

Describe CHANGE here:

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(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.)*

Describe Results here:

Our gifted students and their parents have high expectations for our program, and our parents are effective advocates and partners as we work diligently to meet the academic, social, and emotional needs of our identified students. Through regular conversations with students, parents, and other teachers, we gather information every day about what works and what doesn't work in our program. We use this information to make small adjustments and larger shifts in focus depending on the needs of our students. We use these conversations and observations to measure stake-holder perceptions of our program. During the last year, support for and interest in our services was high. For example, the parents of nearly 65 students requested that their student be tested for gifted services during the annual selection process, even though we were clear that we could only serve 5% of the population. During the school year 2016-17, 10 additional parents requested that their child be assessed for services. In addition, 100% of the parents of identified students express their satisfaction with the RSU 14 gifted program during parent/teacher conferences.

Our gifted/talented teachers meet after school twice each month to discuss and review all aspects of student achievement and program development, including an evaluation of what is working and what could be improved. For example, during the 2016-17 school year, we focused on improving "push in" services in the lower grades, on providing more opportunities for students to enter academic competitions, on developing a daily independent reading block for eligible students at the middle school, and on supporting our students as writers through continued implementation of the "Units of Study" writing program.

In addition, we carefully review our students' scores on standardized tests and report cards to determine if our programs are meeting the needs of gifted students. Approximately 98% of our students achieve proficiency (a "3") in math and reading on their report cards. We are awaiting the results from the 2016-17 MEA, and when they are available we will look for trends and patterns to inform our instruction. NWEA data also provides important evidence of student growth -- nearly all of our students score in the "high" range for math and reading.

We also take advantage of out-of-district opportunities for our students to show their abilities, and our students perform well. For example, an identified G/T student won the WMS Geography Bee again this year, and we had nine winners in the statewide "Letters about Literature" writing contest.

We are equally as proud of our students' success in the visual and performing arts. Evidence of success includes our student artists' work in the annual district-wide art show, the number of students who successfully audition for district and all-state music festivals, and student participation in various theatrical productions -- both school and community-based, and both on stage and behind the scenes as technicians and musicians. Each year we send several students to selective programs for the arts. Currently we have students at the Berklee School of Music, the American Academy of Dramatic Arts, the Peabody Conservatory at Johns Hopkins, and the Pratt Institute of Design.

(c.) Include how program effectiveness was determined.

Describe Results here:

We use a variety of strategies and methods to teach our gifted students, and we use a variety of assessments and observations to measure their success. These include the following:

1. Classroom-based assessments and performances
2. Common assessments
3. NWEA
4. MEA
5. Academic and artistic competitions
6. Surveys of student and parent satisfaction
7. Informal observations and conversations

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

The cost of the program includes the salaries of the staff and materials to support the program. These materials include classroom novels, vocabulary materials, and professional development for staff. We use our local budget to send staff to conferences in order to enhance staff knowledge and instructional practices. Cost of materials include higher level thinking problems in mathematics and vocabulary, reading and writing strategies books to enhance and extend curriculum. Supplies for the High School extended art projects, and interest based novels.

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9. For those school units requesting approval of allowable program costs for State subsidy, please provide the following budget information. Amounts budgeted for the SAUs Gifted and Talented Program are reported in the NEO (New Educational Ontology) financial system as part of the Annual Budget Report.

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

1. Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Jennifer Breton	62,366	
Linda Berry	32,624	
Chris Newomb	73,229	
0		
0		
0		
0		
Subtotals	168,219	0

Auxiliary Staff Costs

2. Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
0		
0		
0		
0		
0		
0		
Subtotals	0	0

Independent Contractor Costs

3. Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)

Subtotals	0	0
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complete
must be
reporting.

must be

Expertise Area

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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:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Writing Strategies Book -	100	High School Supplies: Moleskin Art Plus Portfolio, Insider's Guide to Art Portfolio Preparation, Novels: And Then She was Gone, Tell Me Three Things, The Sun is Also a Star	1,500
Math and Logic Work Problems, Math Logic: Problem Solving, Reasoning, Clues, Comparing Facts, Connecting Information, Conclusions & Solutions (Middle / Upper Gr	100		
Word Power Made Easy: The Complete Handbook for Building a Superior Vocabulary	100		
Auggie and Me, Wonder, The Writing Strategies Book	100		
The Writing Strategies Book, The Reading Strategies Book	100		
Subtotal	500	Subtotal	1500

B. Other Allowable Costs(i.e. field trips, student fees, membership):

Elementary: Item name	Cost	Secondary: Item name	Cost
RES: Novels: The Hate u Give, Wonder, Everything Everthing	100	Novels: Turtles All the Way Down, Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching	200
JSMS: The Book Thief, The Beginning of Everything, 12 Things To Know About Space Exploration	200		
Manchester: Orphan Island, Short, The Goldfish Boy, Amazing Light, Gravity, Design Thinking	200		
WPS: Balance And Motion: Toying With Gravity, Forces And Motion, The Human Life Cycle	100		
WMS: The 12 Biggest Breakthroughs In Energy Technology, The 12 Things To Know About Climate Change, The 12 Things To Know About Space Exploration	200		
Subtotal	800	Subtotal	200

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

Elementary: Program name	Cost	Secondary: Program name	Cost

Subtotal	0	Subtotal	0
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D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Subtotal	0	Subtotal	0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Personnel Costs		
1. Professional Staff	168219	0
2. Auxiliary Staff	0	0
3. Independent Contractors	0	0
Subtotal:	168219	0
Non-Personnel Costs		
1. Materials/Supplies	500	1500
2. Other Allowable Costs	800	200
3. Student Tuition	0	0
4. Staff Tuition/PD	0	0
Subtotal:	1300	1700
Grand Total:	169519	1700

gram.

(shaded area):