

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 19

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

Elizabeth (Libby) Tyndale, Gifted and Talented Teacher/coordinator

Phone number: 207-368-5091

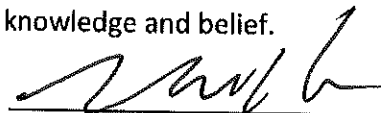
Email address: ltyndale@rsu19.net

CERTIFICATION:

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

MIKE HAMMER

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: 9/26/2018

Date of 1st Revision to Maine DOE: 10/29/2018 (Ext. Request)

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Superintendent Initials

Date of 2nd Revision to Maine DOE: 11/27/2018

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Superintendent Initials

Date of 3rd Revision to Maine DOE: 1/11/2019

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Superintendent Initials

Date of 4th Revision to Maine DOE: 3/1/2019

W

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: Joan Allen

Date of Approval: 3/12/19

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.

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
Elizabeth Tyndale	waiver	Teacher	K-8	Full time
Johanna Sorensen	No	Teacher	9-12	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.)*

Overall, our program is effective. The majority of identified students met or exceeded their growth targets on NWEA and exceeded standard in their regular classroom grades in their identified area. In grades 3-8, 63% met their NWEA goal and 74% exceeded the standards in classroom grades. This change, made last year, of looking at classroom grades in addition to NWEA scores, is helpful as it gives a broader indication of student growth and achievement and can correct for certain weaknesses in relying on NWEA scores; as we get more consistent with our assessments across the district, this measure should only become more helpful. The weaknesses of relying too much on NWEA alone include that it is just a fairly quick test given on one day, which might catch a student having a bad day and not performing his or her best. Also, as our program for academically gifted students is not strictly, or even primarily, an acceleration program, students who are scoring well above grade level already may be less likely to reach their growth targets simply because they will be getting tested on content in which they have not yet received instruction; we do not wish to undermine their opportunity for enrichment and for learning experiences best matched to their needs and interests by rushing to simply "cover" above grade-level content that they may encounter on their NWEA test in an effort to have a higher percentage of high-scoring students meet their growth targets. For those reasons, we feel that the change to also looking at regular classroom grades provides a more accurate picture of our students' growth.

In grades 9-12 we also look at participation in advanced courses in the identified areas and participation in arts offerings for students identified in visual and/or performing arts. In grades 9-12; 74% of students identified as academically gifted exceeded standards on course grades. 100% are enrolled in advanced courses. 58% of those identified in visual or performing arts were enrolled in a course or activity in that area; schedule conflicts prevent some students from participating. Despite having to be postponed due to weather, there was excellent attendance at the district's Fine Arts Night (an evening arts showcase) and many students then had art selected to be displayed at a local business. In a separate event, more than 20 students took advantage of a community group's sponsorship to enter art in the statewide high school art show and 2 of them earned awards at the district level.

In addition to looking at objective measures (NWEA scores and grades; percentage of identified students participating in advanced programming in academics and the arts), it is also worth noting that the students who have pull-out programming as part of their plan (in grades 3-8) are enthusiastic about attending and report really enjoying that time and the learning opportunities they get through this service. That is another important, while informal, sign of success.

One goal I have for this coming year is to make sure that we are identifying and serving all of the qualifying students in the district. Last year we had a smaller percentage of students identified as gifted than we should, especially in grades 3 and 4. This does not require a change in our identification procedure, but rather more outreach to classroom teachers to educate them (especially the many teachers who are new to our district) about characteristics of gifted and talented students and to support them in going through the process to refer students who have those characteristics but who may not have been identified by their NWEA scores.

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

To evaluate program effectiveness, we looked at the percentage of identified students who met or exceeded their growth targets in NWEA testing and the percent who exceeded standard in regular classroom grading. In grades 9-12, we look at the percent who exceeded the standard in their course grades, and also look at whether identified students are taking advanced courses in their identified subject(s) and, for students identified in the arts, who are participating in opportunities in the visual and/or performing arts.

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 coordinator/teacher for K-8 has to travel among 6 buildings, so that is the main reason for including mileage in the budget. The high school teacher has a little bit of travel to facilitate G/T students' presentations of artwork (and possibly other work) in the community, to collaborate with the elementary teacher/coordinator for vertical alignment of the GT program, and to travel to the MEGAT conference.

Registration for the MEGAT conference and membership in MEGAT are important professional development for the teachers serving our district's G/T students. The 2 days of 2e virtual conference will enhance the elementary teacher's ability to work with current and future students who have another exceptionality along with being identified as G/T.

The course is needed for the elementary teacher's progress towards full (rather than conditional/transitional) endorsement and will enhance the teacher's ability to effectively serve students identified in math, especially our middle school students. The secondary teacher is also taking courses towards endorsement in G/T and to enhance her knowledge and ability to work effectively with G/T students. She will take two courses, but the directions for this application say only one course per teacher is an allowable cost.

Field trip cost would be to allow for bringing the G/T students from the many schools in our district together for a showcase/symposium of their work and/or for one or two other collaborative activities to enhance their learning by having more of a critical mass of gifted learners.

Foam core boards, tape, and fireproof paint (to make the boards OK for display in school buildings), posterboard, etc. are needed for a showcase of student artwork, which is an important opportunity for students identified in visual arts.

The requested books are to enhance/support work with students identified in Reading/ELA.

Note for Part 6: Elizabeth Tyndale has a waiver for this year for the 690 endorsement due to confusion and miscommunication from the DOE Office of Certification about unpublished changes to certification requirements.

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)
Elizabeth Tyndale	66693.12	
Subtotal	66693.12	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
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
Foam core boards	169.98	Heavy white tag board	45.57
White duct tape (for art display boards)	17.97	White poster board	61.99
Fire resistant paint (for art display boards)	90.00	Books to support creative writing *See titles at end of document	104.00
Book: Thinking and Writing activities for the Brain	34.95	Art display boards	69.20
		Food for fine arts night	80.00
Subtotal	312.90	Subtotal	360.76

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Mileage (for teacher travel between schools in the district and to MEGAT conference)	535.00	(for teacher travel within district and to MEGAT conference)	50.00
Busing for field trip/district event(s)	300.00		
Subtotal	870.00	Subtotal	50.00

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 annual conference	75.00	MEGAT annual conference	75.00

**State of Maine
Department of Education**

**Gifted and Talented Education Program
Renewal Application 2018-19**

Course: "Educating Gifted/Talented Students in English (ELA)" (through MEC/Endicott); if this turns out not to be available, then "Critical Thinking for Gifted and Talented Learners" from University of Pheonix or Teaching Mathematics to the Gifted and Talented from AICE	1357.00	Course: Teaching Gifted and Talented Students from University of LaVerne, or, if that is not available, "Educating the Gifted and Talented Student" (through AICE/St. Joseph's)	1357.00
2 Days of 2e virtual conference	129.00		
Subtotal	1561.00	Subtotal	1432.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	66693.12	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	312.90	360.76
B. Other Allowable Costs	870.00	50.00
C. Student Tuition		
D. Staff Tuition/PD	1561.00	1432.00
Total	69437.02	1842.76

*Addendum: Titles of books for secondary – item prices are approximate as they keep changing slightly (on Amazon):

Writing Tools: 50 Essential Strategies for Every Writer by Roy Peter Clark (\$10)

On Writing by Stephen King (\$8)

Writing Down the Bones, Natalie Goldberg (\$13)

What if?, Anne Bernays and Pamela Painter (\$10)

Now Write!: Fiction Writing Exercises from Today's Best Writers and Teachers (\$12)

Notebook Know-How: Strategies for the Writer's Notebook (\$18)

The Great Romantics: Selected Poems: Lord Byron, Percy Bysshe Shelley, John Keats(\$11)

The Writer's Toolbox: Creative Games and Exercises for Inspiring the 'Write' Side of Your Brain (\$22)