

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: Regional School Unit 24

Name and title of person responsible for gifted and talented program:
Dr. Joanne Harriman Principal, Ella Lewis School

Phone number: 207-546-2430

Email address: jharriman@rsu24.org

CERTIFICATION:

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

Michael J. Goss
Michael J. Goss
Superintendent Name (printed)

Superintendent Signature

Date of Initial submission to Maine DOE:	10/2/18	
Date of 1 st Revision to Maine DOE:	12/4/18	ME
Date of 2 nd Revision to Maine DOE:	1/29/19	ME
Date of 3 rd Revision to Maine DOE:	2/6/19	ME
Date of 4 th Revision to MAE:	2/8/19	ME
		Supt. Initials
Date of 5 th Revision to MAE:	2/12/19	ME
		Supt. Initials

EF-5-206 Revised May 2, 2018
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Reviewed By: Lee Worcester
Maine DOE Approval & Date: Joanne Harriman 2/21/19

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:

o Academics program goals, objectives, activities -

In accordance with state law (Chapter 104), each year the Gifted & Talented program defines two process improvement goals based on the NAGC Programming Standards. Progress on these goals will be part of our reporting to the DOE at the end of the school year. This year our goals, objectives, and activities are as follows:

Goal 1: Develop, implement and effectively manage comprehensive services for gifted and talented students in a proficiency based education (PBE) environment. (NAGC Programming Standard 5)

Objective A: Develop a screening process for the identification of students gifted in science and social studies.

Activity 1: Develop a roadmap for the identification of students gifted in the science.

Activity 2: Develop a roadmap for the identification of students gifted in social studies.

Activity 3: Convene a cohort of teachers and administrators to implement the science roadmap.

Activity 4: Convene a cohort of teachers and administrators to implement the social studies roadmap.

Goal 2: Improve how students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. (NAGC Programming Standard 4.1)

Objective A: Improve student productivity through project management

Activity 1: Utilize elements of professional project management theory to develop age-appropriate systems which help students track their own progress.

Activity 2: Using student-centered project management, help students improve their organizational skills.

Objective B: Improve student behaviors around positive risk-taking, specifically resilience, independence, and curiosity.

Activity 1: Each student in the Gifted and Talented program will complete at least one independent project for which topic self-selection, prototyping, iteration, basic risk assessment, and change management will be integral to successful completion.

Activity 2: Each student in the Gifted and Talented program will submit at least one writing artifact in which they discuss personal growth in the areas of resilience, independence and curiosity. The artifact is expressive in nature such as an art project, a number of journal entries, or a drafted piece of writing

o Arts program goals, objectives, activities -

In accordance with state law (Chapter 104), each year the Gifted & Talented program defines two process improvement goals based on the NAGC Programming Standards. Progress on these goals will be part of our reporting to the DOE at the end of the school year. This year our goals, objectives, and activities are as follows:

Goal 1: Develop, implement and effectively manage comprehensive services for gifted and talented students in a proficiency based education (PBE) environment. (NAGC Programming Standard 5)

Objective A: Develop a screening process for the identification of students gifted in the visual and performing arts.

Activity 1: Develop a roadmap for the identification of students gifted in the visual and performing arts. This will include the development of a portfolio review process, as described in Chapter 104.

Activity 2: Convene a cohort of teachers and administrators to implement the roadmap.

Goal 2: Improve how students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. (NAGC Programming Standard 4.1)

Objective A: Improve student productivity through project management

Activity 1: Utilize elements of professional project management theory to develop age-appropriate systems which help students track their own progress.

Activity 2: Using student-centered project management, help students improve their organizational skills.

Objective B: Improve student behaviors around positive risk-taking, specifically resilience, independence, and curiosity.

Activity 1: Each student in the Gifted and Talented program will complete at least one independent project for which topic self-selection, prototyping, iteration, basic risk assessment, and change management will be integral to successful completion.

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
Mark H. Ford	No (Conditional)	Teacher	3-12	Full 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.)

In accordance with the Section 7a, the results/effectiveness of the program was determined in multiple ways. On an ongoing basis, the G&T Teacher reviewed program goals and services with building administrators, framing successes and addressing concerns. The G&T Team reviewed and evaluated components of the G&T program in ad hoc meetings through the year. Discussions with G&T students were ongoing. Conversations with G&T parents occurred on an ongoing basis, especially during building events such as parent/teacher conferences, school open houses, and in an end-of-year meetings which brought together parents, students, teachers and administrators.

The results of this program, along with a doubling of participation over the previous year, showed the strengths of our program. Ninety seven percent achieved their personal goals. (Goal achievement was determined by asking the student, parents, teachers and administrators present at the end-of-year meeting for each student. Goals were only counted as complete if all those attending the meeting agreed.)

While the program will not have any major changes this year, the review process brought to light the need to improve screening and identification of VPA students and to introduce a screening process for students gifted in science and social studies.

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

Program effectiveness was determined through meetings with students, parents, teachers and administrators.

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)

Major costs of the G/T program within RSU 24 include:

- Salary and benefits

- Program supplies
- Personnel travel
- Student online course fees
- Tuition reimbursement
- Professional development workshops
- Dues to professional organizations
- Field trips, as appropriate and when aligned with programming

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.

Mark Ford took two classes prior to July 1st, as required for conditional certification, and is still waiting to hear from the Department. He is currently a certified teacher.

9A. Names of Material/Supply are required.

Description	Cost-ES	Cost-HS	Notes & Examples
TOTAL:	\$775	\$575	
Support for Hour of Code	\$75	\$25	Prizes, publicity, snacks
Adobe Creative Cloud subscription	\$125	\$125	Bundle includes Photoshop, InDesign, fonts, etc.
LEGO Robotics kits and parts	\$150		Technic pieces for robotics, GBC. Replacement parts for broken or missing. PF motors
Project Supplies	\$200	\$200	Arduinos, batteries, moulding/casting, hot glue, Acrylic tubing, circuit boards, components, t-shirts, book printing and binding, etc.
3D printing filament	\$75	\$75	
Misc art supplies / office supplies	\$50	\$50	Pencils, pens, colored markers, Post-It notes, tape, staples, dry erase markers, folders, cleaning supplies, etc.
Consumable tools & AV gear	\$50	\$50	Pliers, wire cutters, screwdrivers, etc.
Books	\$50	\$50	

Description	Cost-ES	Cost-HS	Notes & Examples
TOTAL	\$630	\$930	
Staff Travel - In-District	\$400	\$700	K-8 schools are geographically dispersed
Staff Travel - MEGAT Conference	\$45	\$45	Travel to Orono
Staff Travel - MDOE Conference	\$35	\$35	Travel to Augusta
Staff Travel - PD Visits	\$150	\$150	Out-of-district PD visits, regional MEGAT meetings

9C.

Description	Cost-ES	Cost-HS	Notes & Examples
TOTAL	\$200	\$400	
Student online courses	\$100	\$400	
Kerbal Space Program	\$100		

We don't have students taking advantage of this in the current semester but may have this in the spring. We didn't want to pigeon-hole students at the start of the year when may not know what's appropriate until almost January. These are student online courses, which are aligned to the student's area of identification and utilized by students who have exhausted the curriculum in their area of identification.

9D.

Description	Cost-ES	Cost-HS	Notes & Examples
TOTAL	\$2,000	\$2,000	
GFT 503 - Assessment for Gifted and Talented Learners	\$0	\$1,925	Required for full GT certification
GFT 505 - Critical Thinking Skills for Gifted and Talented Learners	\$1,925	\$0	Required for full GT certification
MEGAT Conference	\$75	\$75	Registration cost for two people
DOE GT Workshop	\$0	\$0	No registration cost

9E.

E. Totals

Subtotals from charts above	Elementary Costs	Secondary Costs
Professional Staff	\$53,262	\$13,316
Auxiliary Staff	\$0	\$0
Independent Contractors	\$0	\$0
A. Materials/Supplies	\$775	\$575
B. Other Allowable Costs	\$630	\$930
C. Student Tuition	\$200	\$400
D. Staff Tuition/PD	\$2,000	\$2,000
Total	\$56,867	-\$19,146

Corrected to : \$17,221 2/14/19 J.Harriman

10.

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)
Mark H. Ford (submitted for conditional certificate in summer 2018; still pending as of 11/26/18.		
Subtotal		

Auxiliary Staff Costs

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

Subtotal		
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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
Electronic components			
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

Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

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

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies		
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total		