

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: RSU 29

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

Rae M. Bates
Curriculum
Coordinator

Phone number: 532-6555, ext. 2

Email address: rae.bates@rsu29.org

CERTIFICATION: K-12 010

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

Ellen H. Halliday

Superintendent Name (printed)

Ellen H. Halliday

Superintendent Signature

Date of Initial submission to Maine DOE: September 26, 2017

Date of 1st Revision to Maine DOE: _____

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: January 30, 2018

Superintendent Initials

Superintendent Initials

EH

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: [Signature]

State of Maine
Department of Education
Date of Approval:

Gifted and Talented Education Program
Renewal Application 2017-18

2/1/8

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 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
Jennifer Carr	Yes	teacher	3 - 12	Full time
Clay Halliday	No	teacher	3 - 12	Part time
Erica Tweedie	Yes	Guidance / teacher	6 - 9	Part time
Katie Wright	Yes	Teacher	6 - 8	Part time
Rae Bates	No	Administrator	K - 12	Part time

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

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

NO CHANGE CHANGE

Describe CHANGE here: We revised 7.b. to reflect changes in our art program.

7. a. We removed the portion relative to our art program for middle schoolers as our art teacher moved to another district and we no longer have middle schoolers attending an art class where they can interact with more advanced high school art students.

7.7. revised to reflect staff meeting at grades 3 – 5.

(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.*)

We examined student self-reporting on the work that they had experienced which was positive as well as the reports from parents who were pleased with the pull-out portion of the ELA and math programs grades 3 -8 . Each student, with the help of the teachers, creates and maintains a portfolio of all GT completed work which is used as a reflective tool for monitoring student progress. The schools use STAR data to progress monitor all students, and GT teachers also monitor that data and note maintenance and growth for GT population.

High school students have experienced success in their dual enrollment college courses as well as their AP courses and received high academic grades. They have expressed excitement regarding the opportunity to participate in these opportunities.

2. The GT teachers meet with parents to develop Individual Learning Plans for identified students. Parents are positive regarding these meetings.
3. We have developed an accelerated math class for 7th graders which is a math placement for all identified G/T 7th graders. This course allows students to move through the 7th and 8th grade math curriculum in one year so that they can move on to Algebra I as 8th graders without missing out on pre-algebra skills taught in the "regular" 8th grade math class.
4. We are not confident that we are successfully identifying students who are low academic performers despite the various screeners we provide that ask teachers to identify the behavior of students. So in that regard we are not completely confident that we are identifying and supporting the RIGHT students. We continually revisit and revise our identification process.
5. We do feel reasonably confident that we are providing the right opportunities for our identified population although we do wish that G/T financial support were more available for those weekend and overnight experiences so that we could take our students outside of rural Aroostook County to broaden their exposure.
6. Our 2016 – 2017 State assessments showed that in the grade 4 – 8 grade span 100% were above grade level while that same grade level had 88% above grade level in mathematics. The Juniors were 100% above grade level in ELA while they were only 50% above grade level in mathematics. Math performance is a focus for the entire school district for 2017 – 2018.
7. We are providing staff development so our teachers are offered the opportunity to partake in G/T trainings that are offered in Maine, and we are pleased to have that staff participation. We can always do more to provide G/T training across a PD for all staff, and we are developing ideas as to how to best provide those opportunities with a limited calendar and State mandated initiatives which take precedence. *This school year we are meeting with all staff at the grade 3 – 5 level to discuss our enrichment program and to establish better communication between the classroom teachers and the GT teachers.*
8. Our G/T Committee meets during the course of the school year to reflect on the work we are doing and are currently working on a survey for our G/T identified seniors to gain their feedback on their experiences in our programming.

(c.) Include how program effectiveness was determined.

- The results of the state assessment for our identified population remained high.
- We are pleased with our 7th grade math class which combines the standards from both 7th and 8th grades as the students are now entering Algebra I as 8th graders with fewer gaps in their background knowledge, and they move more successfully through the Algebra I curriculum at a more brisk pace without the amount of re-teaching that was occurring in the past.
- Based on parent recommendation five or six years ago, we moved from a pull-out acceleration program to an enrichment program beginning in grade 3 when we initially identify. With our enrichment model, we can have students work in groups and relate work to real life experiences using math, science, ELA, and social studies as a basis for these lessons. We have focused more on the social/emotional needs of our GT population with the enrichment model at grades 4, 5, and 6.

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

10 copies: <u>Everything, Everything</u> Nicole Yoon	\$8.30 = \$83.00
10 copies: <u>All the Light We Cannot See</u> Anthony Doerr	\$12.27 = 122.70
10 copies: <u>Tough As They Come</u> SSG Travis Mills	\$ 8.79 = 87.90
10 copies: <u>The Boys Who Challenged Hitler</u> Knud Peterson & The Churchill Club	\$10.99 = 109.90
10 copies: <u>The Omnivore's Dilemma</u> Michael Pollar (young readers' edition)	\$ 6.95 = 69.50
10 copies: <u>A Dog's Purpose</u> W. Bruce Cameron	\$8.46 = 84.60
10 copies: <u>Anne Of Green Gables</u> L.M. Montgomery	\$7.30 = 73.00
10 copies: <u>Refugee</u> Alan Gratz	\$11.72 = 117.20
10 copies: <u>Beyond the Bright Sea</u> Lauren Walk	\$ 9.65 = 99.50
10 copies: <u>Posted</u> John David Anderson	\$11.99 = 119.90
10 copies: <u>The Boy Who Harnessed the Wind</u> William Kamkwamba & Bryan Mealer (young reader's edition)	\$ 6.42 = 64.20
10 copies: <u>Terrible Typhoid Mary</u> Susan Campbell Bartlett	\$14.59 = 145.90

10 Performance-Based Projects for the Language Arts Classroom: Grades 3 – 5 Todd Stanley
\$29.95

TOTAL: \$1,205.55

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)
Jennifer Carr	\$28,429.38	\$28,429.38
Clay Halliday	\$26,799.70	\$26,799.70
Erica Tweedie	\$ 7,704.00	
Katie Wright	\$ 7,239.00	
Rae Bates	\$4,652.00	\$4,652.00
Subtotal	\$74,824.08	\$59,881.08

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
		APEX seats	\$2,000
Flocabulary	\$ 100		
Meridan Stories	\$ 400		
SAGES 2 testing*	\$ 500		
Battle of the Books	\$1,205.55		
*Sages 2 testing is used with students who have been identified for consideration to the GT program following a parent/teacher nomination, examination of STAR testing, and examination of the state assessment.			
Subtotal	\$2,205.55	Subtotal	\$2,000.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip Wages	\$ 400.00*	ARGT dues	\$40.00
MEGAT membership	\$ 200.00	Travel	\$200.00*
Travel	\$ 200.00*	ARGT	\$1,000.00
ARGT workshops	\$2,000.00		
Art and theater trips*	\$ 500.00		
* travel allotment for ARGT			
Subtotal	\$3,300.00	Subtotal	\$1,240.00

* The Field Trip wages relates to cost of having a bus driver to attend ARGT meetings at UMPI. The \$200 for both elementary and secondary travel is for bus mileage or for van mileage; when we use vans, one of the GT teachers is the driver so no wages are necessary.

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

Elementary: Program name	Cost	Secondary: Program name	Cost
	zero		zero
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT New England Conference	\$450	MEGAT New England Conference	\$450
Subtotal	\$450.00	Subtotal	\$450.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$74,824.08	\$59,881.08
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$2,205.55	\$2,000.00
B. Other Allowable Costs	\$3,300.00	\$1,240.00
C. Student Tuition		
D. Staff Tuition/PD	\$ 450.00	\$ 450.00
Total	\$80,779.63	\$63,751.08