

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: MSAD #31

Name and title of person responsible for gifted and talented program:
Mrs. Kathryn Glidden-Gifted and Talented Coordinator

Phone number: 207-732-8369

Email address: Katie.glidden@sau31.org

CERTIFICATION:

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

Michael Wright
Michael Wright
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/15/17

Date of 1st Revision to Maine DOE: 2/5/18

Date of 2nd Revision to Maine DOE: 2/14/18

Date of 3rd Revision to Maine DOE: _____

[Signature]
Superintendent Initials
[Signature]
Superintendent Initials
[Signature]
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____
Maine DOE Approval: [Signature]
Date of Approval: 2/20/18

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:

- Academic program philosophy -

- 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:

- Academic program abstract -

- 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 -
NO CHANGE
- Specific academic areas identification -
NO CHANGE
- Arts identification – Changes:
 - We have created an identification procedure based on the application process used by RSU 22 for the arts. Teachers in the Arts nominate students who are given an application packet. The application packet includes:
 - Performing Arts Portfolio Checklist-to ensure that all pieces are included and complete.
 - Student Information Sheet-student and parent contact information and parent permission.
 - Visual and Performing Arts Nomination Form-completed by the teacher or professional referring the student to the program, includes a checklist of reasons for referral.
 - Scales for Rating the Behavioral Characteristics of Superior Students by Joe Renzulli-these scales provide a list of characteristics expected of a gifted student and are completed by the teacher or a professional in the field with knowledge of the student's ability.
 - Motivation Characteristics
 - Creativity Characteristics
 - Artistic Characteristics OR Musical Characteristics
 - Visual and Performing Arts Profile Sheet-includes information about the student's participation in the arts outside of school such as private lessons or clubs.
 - Portfolio
 - For Visual Arts this includes a Black and White or Color drawing from observation, a Black and White or Color Drawing from imagination and any additional pieces.
 - For Performing Arts (Music) this includes YouTube links to a performance, recording or an in person audition piece, acceptance to an honors festival, additional optional pieces.
 - Written Response Sheet-questions are directed to the student about the works they have chosen to submit and why, as well as obstacles they may have overcome and specifics about their chosen topic.
 - Performance Evaluation Rubric-rubrics designed to help teachers and others determine if the student has represented superior skill for consideration in the program.

o Arts Identification (continued)-

This process uses teacher rubrics as well as recommendations from teachers or professionals in the field. Students submit works or recordings with their application to be rated using rubrics by the teachers in that field. We also use the Scales for Rating the Behavioral Characteristics of Superior Students by Joe Renzulli. This tool has scales for motivation characteristics, creativity characteristics, artistic characteristics and musical characteristics. All students submitting a packet to be considered for the arts are rated using the motivation and creativity scale and either artistic characteristics or musical characteristics.

o Transfer students -

NO CHANGE

o Exit procedures -

NO CHANGE

o Appeals procedures -

NO CHANGE

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 auxillary 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
Katie Glidden	YES	Teacher	K-12	Full

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:

(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.)*

Based on the data collected through Gifted and Talented Steering Committee meetings, discussions with staff members, annual meetings with parents and regular discussions with students our program is effective at identifying Gifted and Talented students. The Steering Committee is composed of three teachers (one elementary, one middle and one high school), the Gifted and Talented Coordinator and the Director of Special Services. We feel that in most cases we are able to meet students' academic needs using our current model by differentiating and/or acceleration in various ways, as evidenced by student success along with parent, student and teacher feedback. We started identifying students in the Arts for the first time and plan to continue our work on streamlining this process and raising awareness. We also would like to work more on meeting the social and emotional needs of our identified students.

Last Year we determined the following:

- The Gifted and Talented Coordinator will continue to work closely with the instructors of the Arts to perfect the identification process and make adjustments to programming and support of students.
- Continued work to better support the social and emotional needs of gifted students.
- Continued support of our current acceleration program.
- Continued efforts to offer our students more opportunities to meet their needs and interests.
- Creating and maintenance of a web page for the program could be very useful, with information about the program as well as links to important information, resources and opportunities. The

Gifted and Talented Coordinator will work towards creating a website and curating resources for students, parents and teachers.

-Continued work researching ideas for student/parent newsletters to send home but also to include on the website.

(c.) Include how program effectiveness was determined.

Our program evaluation process consists of meetings with a Gifted and Talented Steering Committee at least four times a year. During these meetings we discuss program effectiveness in both Identifying Gifted and Talented students and meeting their needs. There are regular discussions with Committee members individually and with other staff about the program. There are annual meetings with parents discussing student growth and program needs.

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

- Student supplies, supplementary materials for students, and college textbooks that enrich, supplement, and/or extend learning opportunities for identified students. This includes AP study materials for Gifted and Talented students who are taking supplementary courses and students taking college courses.
- Five identified students took college courses in the fall of 2017. Student textbooks were purchased to assist students in taking advantage of this opportunity. A student identified in English Language Arts took MUY 101 (Fundamentals of Music), as this is a course that satisfies the UMaine fine arts general education requirement and will allow them to take more advanced coursework in the future. Two students are identified in mathematics, one took STS 232 (Principles of Statistics), as this is a requirement by UMaine in their major of interest, our school does not offer any statistics courses. The other student took POS 100 (American Government), a course that is not offered in our school and satisfies UMaine general education requirements and will allow the student to take more advanced coursework in the future. A student identified in Performing Arts (Music) took LAT 101 (Elementary Latin), as our school does not offer language courses other than Spanish. It has been helpful for her in understanding musical terms. The final student was identified in Visual Art and took PSY 100 (General Psychology) to get an in depth view of the field.
- Four identified students are taking courses in the spring of 2018. Student textbooks were purchased to assist students in taking advantage of this opportunity. A student identified in English Language Arts is taking POS 120 (Intro to World Politics) as our school does not offer this course and they would like to explore the field, it also satisfies UMaine general education requirements. Two students are identified in mathematics, one is taking MAT 122 (PreCalculus) to satisfy UMaine requirements prior to taking other courses, the other is taking MUL 150 (Rock 'n Roll/ 20th Century Music) to satisfy the UMaine fine arts general education requirement and allow for advanced coursework in the future. The final student is identified in Performing Arts (Music) and is taking POS 120 (Intro to World Politics) a course not offered at our school but that will satisfy UMaine general education requirements.
- Materials for teacher reference and training (books on differentiation and gifted learners).
- Materials required for communication to parents and other professionals.

- Subscriptions for programs for differentiation and enrichment (ALEKS, MobyMax, TenMarks) and tuition for programs that extend learning beyond the classroom and school (Haystack, Umaine courses).
- Professional development for the Gifted and Talented Coordinator in the form of conferences (MEGAT) as well as graduate level coursework.
- A Gifted and Talented Substitute is included in the event of an emergency where I would be unable to be present for an extended amount of time. This is included because I am the only GT staff member in the district and we hope to ensure that our program would still run smoothly if something were to happen.
- The music instructor intends to hire an expert to work with students identified in music.
- Haystack Tuition will be paid for a student who is selected from those identified or in the process of being identified as a Gifted and Talented student in the Arts.
- Graduate courses were taken from Arizona State University in the fall of 2017. Their schedule runs two seven-week sessions per semester (A and B). The capstone course was also taken with the session B course, as that is the expectation for graduate students. The course for session A was SPE 585-Creativity: Research and Development in Gifted Education and the courses for session B were SPE 572-Testing and Measurement in Gifted Education and SPE 597-Capstone (Curriculum and Instruction-Gifted Education). Grades of A were received in all coursework. This coursework allowed me to complete my Master's degree in Curriculum and Instruction with a focus on Gifted and Talented Education. The amount listed is the cost of 9 graduate credit hours at the University of Maine.

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)
Kathryn Glidden	18786.09	34887.43
GT Sub + Benefits	203.00	482.18
Subtotal	18,989.09	35691.61

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Contractor for Music Specialization	Music		50.00
Subtotal			50.00

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
Student Supplies -enVision Math student editions grade 4 (1@ \$24) grade 5 (1@ \$24) grade 6 (1@ \$24) grade 7 (1@ \$24) -Common Core practice math grade 5 (1@ \$16) grade 6 (1@ \$16)	250.00	Student Supplies -AP Study guides Biology (Barron's Flash Cards 2 @ \$12, Princeton Review 2@ \$17) English Language (Princeton Review 3 @ \$13) English Literature (Princeton Review 3 @ \$13) Art Supplies-for Haystack, Portfolio (\$50) Music Supplies-for festivals. Portfolio (\$50) The Perfectionism Workbook for teens (3@13) The Anxiety Workbook for teens (2@9)	300.00
Supplementary classroom/enrichment materials -Challenging Units for Gifted Learners (Language Arts 1@ \$25) -Story Starters in a Jar (2@ \$10) -Early Story Starters in a Jar (1@ \$10) -The Survival Guide for Gifted Kids (4 @ \$12)	100.00	Supplementary classroom/enrichment materials -Differentiation for Gifted Learners, Going Beyond the Basics (3 @ \$30) -The Ultimate Guide to Internet Resources for Teachers of Gifted Students (2@ \$14) -Differentiated Projects for Gifted Students (2 @ \$22) -Mindsets in the Classroom (3 @ \$17)	200.00
		Textbooks for early college courses (UMaine various)	1000.00
Subtotal	\$350.00	Subtotal	\$1500.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Communication to parents and other professionals (envelopes, labels, postage, etc.)	50.00	Communication to parents and other professionals (envelopes, labels, postage, etc.)	50.00
		Arts Enrichment (either presentations and workshops by experts or participation in a workshop or field trip as determined by teachers)	50.00
Subtotal	\$50.00	Subtotal	\$100.00

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

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS subscriptions	150.00	Tuition and fees for enrichment programs (Haystack Institute, Central Maine Arts Collaborative, others as need is determined)	200.00
Tuitions and Fees for enrichment programs (such as Moby Max and others as determined by teachers throughout the school year)	200.00		
Subtotal	\$350.00	Subtotal	\$200.00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NAGC dues (district portion)	72.00	Travel to GT Prof. Development (MEGAT Conference)	200.00
MEGAT Fall Conference (NECGT this year)	300.00	GT graduate-level coursework, Arizona State University (2 fall courses and capstone-9 credits)*	4442.00
Subtotal	\$372.00	Subtotal	\$4642.00

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	18,989.09	35,691.61
Auxiliary Staff	0	0
Independent Contractors	0	50.00
A. Materials/Supplies	350.00	1500.00
B. Other Allowable Costs	50.00	100.00
C. Student Tuition	350.00	200.00
D. Staff Tuition/PD	372.00	4642.00
Total	20,111.09	42,183.61