



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 35

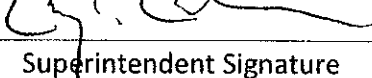
Name and title of person responsible for gifted and talented program:
Dr. Carole Smith, Special Services Director

Phone number: 439-9197

Email address: carole.smith@rsu35.org

CERTIFICATION:

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

Dr. Mary Nash
Superintendent Name (printed) 
Superintendent Signature

Date of Initial submission to Maine DOE: 9/22/17

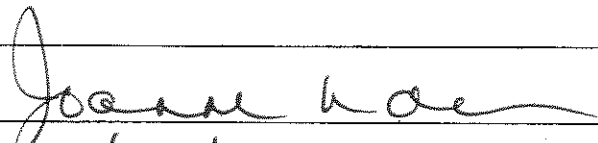
Date of 1st Revision to Maine DOE: 1/23/18 MN
Superintendent Initials

Date of 2nd Revision to Maine DOE: _____
Superintendent Initials

Date of 3rd Revision to Maine DOE: _____
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 1/29/18

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 -

- 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
Grace Jacobs	yes	teacher	K-5	Full Time
Lisa Greenblatt	yes	teacher	6-8	Full Time
David Lietz	yes	teacher	9-12	Full Time

B.

Indicate the Auxiliary Staff: Educational Technician

7.

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT
none					

(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.)

The effectiveness of gifted education services in MSAD 35 is determined through formal and informal means as stated in 7C. Our study includes a review of programming standards, identifying data sources to measure student outcomes and a gap analysis to inform a plan for revisions to services at each level.

With increased staffing, significant advancement in individualized student support at grade 9-12 level has occurred. These advancements include improvements related to academics as well as to the social and emotional wellbeing of our gifted learners as evidenced by increased student involvement in scholastic and co-curricular activities. Teacher and student involvement in goal setting has been amplified as well.

Several positive results emerged from the data. Results indicate that gifted students receiving services perform at a high rate and exceed the standards on state achievement tests. In conclusion, we determined the services provided are effective matches to student learning needs.

- (c.) Include how program effectiveness was determined.

Program effectiveness was determined based on the following:

- Monitoring student performance on the CPAA (gr. K-3) and NWEA (Gr. 4-8)
- Monitoring of student grades each grading period throughout a given year
- Progress monitoring of student work production and completion
- Student interviews regarding his/her involvement in gifted education
- Teacher, student, administrator, parent feedback
- Planned meetings with the Director of Special Services and school principals

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

- Costs will include: 1) salaries and benefits for gifted education specialists, 2) in-district travel-for gifted specialist working in more than one building, 3) staff development for gifted education specialists; attendance at state and regional conferences, 4) student tuition for participation in regional programs for students with gifts and talents as follows: Project Search (University of NH), Model United Nation, York County Regional Arts program, 5) materials and supplies implementation to include:
 - Jacob's Ladder reading Program 1 and 2
 - Upper Elementary Challenge Math
 - Poetry/Prose for Gifted Learners.
 - Developing Mentorship Programs for Gifted Students (Karnes, Prufrock Press)
 - College Planning for Gifted Students (Berger, Prufrock Press)
 - Social and Emotional Teaching Strategies (Berger, Prufrock Press)
 - The Power of Self Advocacy for Gifted Learners (Douglas, Freespirit.com)
 - University Physics and Modern Physics: (Young, Person Learning)
 - Drazé, Dianne. Alphabet Soup (Prufrock Press)

- Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing, and Challenging Children Ages 4-9
 - Differentiation for the Gifted Learner (Heacox)
 - OLSAT Testing Materials
 - Challenging Common Core Language Arts Lessons for Gifted and Advanced learners Grade 5- from William & Mary Center of Gifted Education
 - Introduction to Curriculum Design in Gifted Education (Karnes. Prufrock Press)
 - A Sentence a Day
 - Jacob's Ladder 3
 - Jacob's Ladder 4
 - Unjournaling
 - 5 copies of Hypnotists
 - Geography Bee
- The math team is a direct extension of the accelerated math curricula.
 - Books provide materials for small group English/Language Arts experiences that are extensions of classroom learning. They also provide staff development and resources for regular education teachers and teachers working with our gifted education students.
 - The Model UN is a direct extension of Social Studies classroom experiences, providing important enrichment of the learning experience.
 - The York County Fine Arts program provides direct access to enrichment opportunities for students whose gifts and talents are found within the visual and performing arts. 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.

9. For those school units requisition 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 Maine Education Data Management System (MEDMS) 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)
Grace Jacobs	102998.15	
Lisa Greenblatt	80513.74	
David Lietz		101641.30

Subtotal	183511.89	101641.30
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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)
None			
Subtotal		0	0

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
*Please see #8 explanation section-further in this report for details labeled:	1694		
Provide a justification/description of the items Provide a justification/description of the items included in the proposed budget in number 9.*			
Subtotal	1694	Subtotal	0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel	300	Travel	

Subtotal	300	Subtotal	100

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		York County Fine Arts	4715
		Project Search (UNH)	
Subtotal	0	Subtotal	4715

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT/state conferences	400	MEGAT/state conferences	200
Subtotal	400	Subtotal	200

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	183511.89	101641.30
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials/Supplies	1694	0
B. Other Allowable Costs	300	100
C. Student Tuition	0	4715
D. Staff Tuition/PD	400	200
Total	185,905.89	106656.30