

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: MSAD 35

Name and title of person responsible for gifted and talented program:
DR. CAROLE SMITH

Phone number: 207-439-9197

Email address: carole.smith@rsu35.org

CERTIFICATION:

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

MARY C. NASH
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 9/10/18

Date of 1st Revision to Maine DOE: _____

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: Lee Worcester

Maine DOE Approval: [Signature]

Date of Approval: 9/26/18

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:

- 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
Grace Jacobs	yes	teacher	k-5	Full time
Lisa Greenblatt	yes	teacher	7-8	Full time
David Lietz	yes	teacher	9-12	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
none					

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.)

Grades 9-12:

10% of identified G&T learners participated in the Regional Fine Arts Program. Each participant received a positive final report from the program instructors. Additionally, approximately 20% percent of identified gifted and talented learners participated in RSU 35's multiple and varied fine arts programs. Self evaluation of the efficacy of these programs is based on data in regards instructor feedback, levels of participation, community support, and continued student interest in the pursuit of the arts. All of the above provide positive indicators that the needs of our G&T learners in this area are currently being met.

Gifted and Talented learners' participation in Marshwood's extracurricular clubs/activities is almost universal, 95% or better. Program efficacy for G&T learners participating in these clubs and activities is demonstrated through the high level of student involvement and the leadership roles G&T learners take in these clubs. Examples of such include G&T learners serving as leaders in Student Gov., The Interact Club, Cyberpatriots, Math Team, The Quiz Show Team, Language Clubs, and Varsity Sports. The process of program self evaluation indicates a high level of student, community and parent satisfaction as well as ongoing high levels of participation.

50% of G&T learners are taking online AP4All (UMFK) classes or accelerated college level courses (Johns Hopkins, U-Maine, YCCC, MIT Open Courses). The majority of the AP4All students have successfully completed the course and earned a 3 or 4 on the AP Exam. Alternative options such as Code Academy, U Maine Acadam-e, or MIT Open Courses are also available.

100% of G&T learners participate in enriched (honors) and or accelerated (AP) content courses provided by the MHS curriculum, with 100% of these learners earning passing scores and 90% earning either an A or B.

5% of G&T learners engaged in credit bearing independent studies. 100% of the learning goals stated have been met.

Approximately 70% of G&T learners receive daily acceleration, enrichment, and social/emotional support through inclusion in a scheduled G&T period/study hall. 95% (+/-) of identified students obtain honor roll status, meeting/exceeding expectations scores on standardized testing,

K-8 and 9-12

A review of the data shows continued growth and an effective delivery of gifted services. The results of the data shows identified students with gifts and talents perform at a high rate and exceed the standards on state and local assessments. In conclusion, we determined that the services provided a relevant and appropriate match to the learning needs of our gifted & talented students.

Our study includes a review of programming standards, identifying data sources and a review of state and local assessments to measure student outcomes and a gap analysis to inform a plan for revisions to services at each level. In addition to assessing the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents, this information informs the development of the individual learning plans for the students in the gifted & talented pool.

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

Program effectiveness was determined based on the following:

- Monitoring student performance on the STAR assessments
- 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. *(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)*

- 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 required for implementation including, but not limited to: school wide enrichment Science, Jacob's Ladder reading Program 1 and 2, Upper Elementary Challenge Math, Poetry/Prose for Gifted Learners. Books include: Teaching Gifted Children, Differentiation for Gifted Learners, Alphabet Soup.

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)
Grace Jacobs	104,613	

Lisa Greenblatt	81,875	
David Lietz		103,343
Subtotal	186,488	103,343

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
0		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
0			
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
Writing is Magic, or is it?	39.99		
Twice Exceptional	49.95		
Complete Guide to Service Learning	39.99		
Power of Self Advocacy for Gifted Learners	39.99		
Jacob's Ladder Grade 4	39.95		
Jacob's Ladder Grade K-1	39.95		

Challenging CC LA 4	39.95		
Challenging CC Math 4	39.95		
Challenging CC Math 5	39.95		
Challenging CC LA 5	39.95		
Ready to Use Resources for Mindsets in the Classroom	24.95		
100 Games That Make Kids Think	29.95		
BluePrints	17.95		
Quotation Quizzlers	17.95		
Subtotal	500.42	Subtotal	0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel	300	Travel	100
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
Model United Nations	765	York County Regional Arts Program	2,700
		Project Search UNH	1,250
Subtotal	765	Subtotal	3,950

0

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	186,488	103,434
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials/Supplies	500.42	0
B. Other Allowable Costs	300	100
C. Student Tuition	767	3,950
D. Staff Tuition/PD	400	200
Total	188455.42	107,684