

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 # 72

Name and title of person responsible for gifted and talented program:
Terri Mahanor,
Gifted and
Talented

Phone number: 207-452-2360

Email address: Terri.mahanor@msad72.org

CERTIFICATION:

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

Jay Robinson
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/29/18

Date of 1st Revision to Maine DOE: 3/28/18

JR/TM
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: Jane Lae
Date of Approval: 3/29/18

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:

- 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 -

- o 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:

- o General intellectual ability identification -

No Change

- o Specific academic areas identification -

No Change

- o Arts identification -

We have implemented a more defined identification process for the GT Music program in grades 6–8. The music staff in the district nominates students who should be screened at the beginning of each year. If a student is recommended after the district screening takes place, the gifted and talented coordinator or the music teacher will be notified and the student will follow the identification process as conducted with other students. The identification process then includes testing for 4 different areas including musical awareness and discrimination, creative interpretation, musical performance, and behavior and intensity. We follow the Indicators of Potential in Music- Observation Rating Scale for Music Teachers recommended tasks. In addition, the parents and student fill out an Indicators of Potential in Music Information Form. The testing is completed by district music teachers in collaboration with the Gifted and Talented coordinator. After the identification process is complete, any student who has received a 4 on the Indicators of Potential in Music Observation Rating Scale are placed in our Gifted and Talented Music program.

- 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 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
Terri Mahanor	Yes	Teacher/Administrator	K - 8	Full 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
Diane Caracciolo	Ed. Tech III	NO	K - 8	Terri Mahanor	Full time

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.)

From our data, it appears that the MSAD # 72 GT program is effective. There are a few students that need to closely monitored as they move forward to ensure they are successful, but overall the students were successful in our school system. For our third graders, 100% received a 3 on their work habits and 100% met or exceeded standards on the MEA assessment in the areas they were identified in. 50% of our fourth graders received a 3 on their work habits, but all met or exceeded standards on the MEA assessment in the areas they were identified in. For 5th grade, 71% met the standard expectations for their work habits and 86% met or exceeded in their area of identification on the MEA. 67% of the 6th grade students received a 3 on their work habits and 63% met or exceeded in their area of identification. 55% of our 7th grade students received a 3 or higher on their work habits and 82% met or exceeded the standards on the MEA. 80% of our 8th grade students met the standards for work habits and 100% met or exceeded the standards on the MEA.

Our music program, as described above, identified in a more precise way than in years' past. We identified 19 students who participated in the program. Our GT arts program was also successful with 91% of them receiving a 2.9 or above for their grade in the class.

(c.) Include how program effectiveness was determined.

To determine the program effectiveness in the academic areas we looked at both the work habits from our report cards and the MEA scores in ELA and mathematics. For the arts, we looked at the grades from the 2016 – 17 school year.

8. Provide a justification/description of the items included in the proposed budget in number 9. The total budget includes 3 areas- staffing, materials and professional development. There are 2 staff members who implement the Gifted and Talented Program within our district. The budget item that is listed under the budget supplies is the cost of purchasing new COGAT testing materials. The COGAT is just given to a small population of students as part of the Gifted and Talented referral process. Grades, teacher input and local and state testing is used as our schoolwide screening process. **The materials that we were using were about 12 years old. Some of the questions were becoming irrelevant for students so they were unable to understand the connections between words for parts of the assessment.** Lastly, the professional development cost that is listed is the NECGT conference in Portland.

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 Ontology) 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)
Terri Mahanor	73,035.95	N/A
Subtotal	73,035.95	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Diane Caracciolo	32,145.86	N/A
Subtotal	32,145.86	N/A

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal	None	N/A	

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
COGAT Testing Materials (small group of students are given this)	330.00		
Subtotal	330.00	Subtotal	N/A

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal	0	Subtotal	0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	0	Subtotal	0

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NECGT	600		0
Subtotal	600	Subtotal	0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	73035.95	
Auxiliary Staff	32145.86	
Independent Contractors	0	
A. Materials/Supplies	330.00	
B. Other Allowable Costs	0	
C. Student Tuition	0	
D. Staff Tuition/PD	600.00	
Total	106,111.81	N/A