

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: GT.DOE@maine.gov

School administrative unit name: R.S.U. 75 d/b/a M.S.A.D. 75

Name and title of person responsible for gifted and talented program: Kimberly Emerson, Gifted & Talented Coordinator

Phone number: (w) 207-729-2950 EXT. 2730

Email address: emersonk@link75.org

CERTIFICATION:

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

Bradley V. Smith
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/28/2017

Date of 1st Revision to Maine DOE: 9 Nov 2017

[Signature]
Superintendent
Initials

Date of 2nd Revision to Maine DOE: _____

Superintendent
Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent
Initials

For further information Contact: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: [Signature]

Date of Approval: 12/20/17

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:

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:

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:

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:

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.

Table 6A. List PROFESSIONAL STAFF for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement (Yes/No)	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT
Kimberly Emerson	YES	GT Coordinator	K-12	Full Time
John Wironen	In Process	Teacher	Grades 6-8	Full Time

Table 6B. List the Auxiliary Staff: Educational Technician

Name of Staff	690 Endorsement (Yes/No)	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT
Linda Koch	NO	Edu Tech III	K-5	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.)*

Describe Results here:

Introduction

According to our program philosophy, M.S.A.D. 75's Gifted & Talented program makes the following core commitments to students, families, and the teachers of our district:

1. Work at an appropriate level of challenge
2. Time to work with intellectual peers
3. Information and guidance regarding opportunities within and beyond the school day

The M.S.A.D. 75 Gifted & Talented academic and visual/performing arts programs are meeting these core commitments. However, we are committed to continual growth and improvement of the program to best meet the needs of our evolving population of learners. Progress toward our growth goals is reviewed annually and goals are updated accordingly.

Goals and Reflection

The following program goals and objectives were established in for 2016-2017 academic year.

Goal

All students K-12 will have equal access to a comprehensive assessment and identification system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.

Objectives

Consistently re-examine assessments used for screening and identification to ensure instruments and procedures are aligned with current best practice and are as nondiscriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

Facilitate the development of instructional activities and learning environments that encourage students to express diverse characteristics and behaviors that are associated with giftedness.

Reflection

Our current identification system is strong. It adheres to State guidelines and reflects K-12 National Gifted and Talented Programming Standards put forth by the National Association of Gifted Children (NAGC). However, identification continues to be an area that requires reflection, staff and parent education and improvement. During 2016-2017 we made adjustments to our identification procedures based on feedback gathered in our self-evaluation process. We began the annual referral process earlier in the school year allowing more time for extensive observations, data collection, student portfolio development, and input from each

School in the district. We also allowed an additional release day for members of the Gifted and Talented Identification Committee, providing one day for elementary identification review and a separate day for middle and high school identification review. These were positive changes that we will continue in the following year.

In 2017-2018 we will continue to refine our practice by exploring efficient ways to include GT in our RTI progress monitoring system, making the teacher referral process more seamless.

Goal

Provide a K-12 continuum of services and accommodations for academically gifted and talented students that enhance performance in cognitive and affective areas.

Objectives

Ensure that services are in-lieu-of, not in addition to, the standard curriculum.

Facilitate the use of a variety of programming options such as acceleration and enrichment.

Use multiple evidence-based approaches to accelerate learning and engage students.

Ensure alignment with the current State of Maine standards.

Reflection

As our district continues to evolve in a proficiency-based model, we are expanding capacity to provide acceleration for our gifted and talented students who need to move through the curriculum at an advanced pace compared with typical age-level peers. We are becoming more adept at flexibly grouping students for "just right" instruction, something gifted and talented has long advocated. Based on feedback, gifted and talented will continue to focus on the following goals in the 2017-2018 academic year:

1. Collaborate in the design of learning experiences that require students to demonstrate the ability to exceed standards, and to demonstrate their learning at the Knowledge Utilization level (based on the Marzano Taxonomy).
2. Work to maximize accelerated learning options for students who demonstrate the need to move through the curriculum at an advanced pace compared with typical age-level peers.

The following arts program goals and objectives were established for the 2016-2017 academic year.

Goal

All students K-12 will have equal access to a comprehensive identification system that allows them to demonstrate diverse characteristics and behaviors that are associated giftedness in the visual and/or performing arts.

Objective

Consistently re-examine assessments used for screening and identification to ensure instruments and procedures are aligned with current best practice and are as nondiscriminatory as possible

with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

Reflection

Our current identification system, which adheres to State guidelines is strong. However, identification continues to be an area that requires reflection, staff and parent education and improvement. Based on feedback, we will do the following during the 2017-2018 academic year.

Work with visual arts specialists at our middle school to implement our updated student self-referral procedure.

Work with visual arts specialists our middle school to explore updating the visual arts parent referral procedures.

(c.) Include how program effectiveness was determined.

Describe Results here:

Summary

From assessment data and other program evaluation tools, M.S.A.D 75 concludes that our identified gifted and talented students are displaying a high level of performance as a result of instruction. The data across grade levels and subject areas indicate that on average students are improving their scores and maintaining a well above average skill level. We expect that Empower software, which is being used district-wide, will continue to enhance our ability to monitor student growth along the learning continuum and ensure sufficient yearly progress.

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

The program implementation costs consist of salaries and benefits for professional and auxiliary staff, staff development costs, expenses for contracted services for GT students, educational materials, supplies, and student tuition. The program costs for 2017-2018 are outlined in the budget proposal.

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

1. Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Kimberly Emerson	56,204.00	14,051.00
John Wironen	N/A	
0		
0		
0		
0		
0		
0		
Subtotals	56204	14051

Auxiliary Staff Costs

2. Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Linda Koch	48,918	
0		
0		
0		
0		
0		
Subtotals	48,918	0

Independent Contractor Costs

3. Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Loni Ellis (artist workshop series) These workshops are provided for GT students only.	1,000	
The Telling Room (12 week author/writing residency x2) These workshops are provided for GT students only.	2,000	
Karen Brooks (sculpture artist) These workshops are provided for GT students only.	1,000	
Subtotals	4000	0

Program Renewal Application

Please list individual product names and costs associated with the district's Gifted and Talented Program.

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Math Curiosities	20	Meridian Stories	350
Yummy Math	22		
WordMasters	285		
Mensa Critical Thinking Puzzles	3.68		
ByrdseedTV	89.85		
Meridian Stories	350		
50 lbs #20 terra cotta clay	26.14		
Amaco LEAD-FREE Artist Choice Glazes	70.87		
Soft-Kut Print Blocks	53.36		
Drawing Pencils (set of 4)	26.95		
Liquitex basics tube acrylics	35.69		
9"x12" stretched canvas pack	29.72		
Test of Cognitive Ability-CogAT	7832.74		
Math Forum	149		
Books (advanced level literacy)	697		
Subtotal	8897	Subtotal	350

B. Other Allowable Costs(i.e. field trips, student fees, membership):

Elementary: Item name	Cost	Secondary: Item name	Cost
GT Field Trips (3-5) Bussing costs to bring elementary GT students from our five geographically disparate schools together for district wide GT workshops.	300		
GT Arts Field Trip This field trip is for GT identified students only.	150		
Subtotal	450	Subtotal	0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		Online courses (325 per course)	650
Subtotal	0	Subtotal	650

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
NEGTC New England Gifted & Talented Conference (Linda Koch, John Wironen, Kim Emerson)	900		
NAGC Membership	19	NAGC Membership	100
Staff travel to provide GT services.	1000	Staff travel to provide GT services.	250
Staff travel conferences	151.5		
Book Study Texts:Teaching Gifted Children:Success Strategies for Teaching High-Ability Learners(39.95x3)	199.75		
Book Study Texts:The Power of Self-Advocacy for Gifted Learners(39.95x3)	199.95		
Book Study Text: Gifted Program Evaluation	34.95		
Book Study Text:Developing Gifted Programs and Services (39.95x3)	119.85		
Subtotal	2625	Subtotal	350

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Personnel Costs:		
1. Professional Staff	56204	14051
2. Auxiliary Staff	48918	0
3. Independent Contractors	4000	0
Subtotal:	109122	14051
Non-Personnel Costs:		
1. Materials/Supplies	9897	350
2. Other Allowable Costs	450	0
3. Student Tuition	0	650
4. Staff Tuition/PD	2625	350
Subtotal:	12972	1350
Grand Total:	122094	15401