

Department of Education

Gifted and Talented Education Program
Renewal Application 2018-19

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: October 30, 2018

RETURN BY EMAIL TO: GT.DOE@maine.gov

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

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

Phone number: (w) 207-729-2950

Email address: temersonk@link75.org

CERTIFICATION:

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

Daniel A. Chabota
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 25 Dec 2018

Date of 1st Revision to Maine DOE: 21 Dec 2018 DC
Superintendent Initials

Date of 2nd Revision to Maine DOE: 14 Jan 2019 [Signature]
Superintendent Initials

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

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

Reviewed by: Patti Drapeau

Maine DOE Approval: [Signature]

Date of Approval: 1/22/19

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 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:

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	G/T Coordinator	K-12	Full Time
Peter Stevens	Yes	Teacher	Grades 5-8	Full Time

Table 6B. List ALL 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:

Describe Results here:

Goals and Reflection

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.

Academic Program Goals and Objectives

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

1. Consistently re-examine assessments used for screening and identification to ensure instruments and procedures are aligned with best practice and are as nondiscriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
2. 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 is an area that continues to require reflection, staff development and improvement. In the 2017-2018 we focused on exploring efficient ways to include GT in our RTI progress monitoring system, making the teacher referral process more seamless. This work will continue in the 2018-2019 school year.

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

Objectives

1. Ensure that services are in-lieu-of, not in addition to the standard curriculum.
2. Facilitate the use of a variety of programming options such as acceleration and enrichment.
3. Use multiple evidence-based approaches to accelerate learning and engage students.
4. Ensure alignment with current State of Maine standards.

As our district continues to evolve, 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 to typical age-level peers. We are becoming more adept at grouping students for "just right" instruction, something gifted and talented has long advocated. Based on feedback we will focus on the following goals for the 2018-2019 academic year:

1. Continue to maximize accelerated learning options for students who demonstrate the need to move through curriculum at an advanced pace compared with typical age-level peers.
2. Continue collaboration in the design of learning experiences that allow students to demonstrate the ability to exceed standards, and to demonstrate their learning at the Knowledge Utilization level (based on the Marzano Taxonomy).
3. Review our use of Individual Learning Plans for students identified for gifted and talented services to ensure a dynamic tool for monitoring the progress of students.

Visual and Performing Arts Program Goals and Objectives

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 with 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 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 adheres to State guideline. However, identification in the arts continues to be an area that requires reflection, staff education and improvement. In the 2017-2018 academic year we worked with visual arts specialists at our middle school level to update a self-referral procedures for visual arts. During the 2018-2019 year we will implement and monitor this procedure.

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

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.

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.)

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 2018-2019 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	57031.6	14372.4
Peter Stevens	80004	
0		
0		
0		
0		
0		
0		
Subtotals	137035.6	14372.4

Auxiliary Staff Costs

2. Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Linda Koch	49445	
0		
0		
0		
0		
0		
Subtotals	49445	0

Independent Contractor Costs

3. Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)	Expertise Area
Loni Ellis-Professional artist(s) workshop series. These workshops are	2000		visual arts
The Telling Room (12 week author/writing residencyx2) These workshops are provided for	\$1,550		professional writers
Subtotals	3550	0	

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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
Yummy Math	22	Meridian Stories	350
ByrdseedTV	89.85		
Test of Cognitive Ability- CogAT (CogAT to be used with a select group of students)	7,935.00		
Literacy (4 copies of each Title: The Mysterious Benedict Society Complete Collection (The Mysterious Benedict Society, The Mysterious Benedict Society and the Perilous Journey, The Mysterious Benedict Society and The Prisoner's Dilemma, The Extraordinary Education of Nicholas Benedict), Chasing Vearmer, The Calder Game, The Wright 3, Pieces and Players, Ungifted, Supergifted, Hidden Figures, The Secret Life of Lobster, Code Talker: The First And Only Memior By One of the Original Navajo Code Talkers of WWII, A Kick in the Head: An Everyday Guide to Poetic Forms, The Book Thief, Calling All Minds: How To Think and Create Like an Inventor, The Boy Who Harnessed the Wind, Young Reader's Edition, Finding Wonders: Three Girls Who Changed Science, Science News, To Kill a Mocking Bird, Matilda, Silver on the Tree, The Grey King, Greenwich, Over Sea, Under Stone	900		
Critical Reading-Stories With Holes #3&4	19.9		

State of Maine Gifted and Talented Education Program Renewal Application 2018-19

Department of Education Visualizing and Investigating Big Math Ideas, Grades 4/5	35		
Critical Thinking-Vocabluary Builder	13		
Cooperative Team Building	30		
Critical Thinking-Daily Mind Benders	9		
Critical Thinking Development	23		
Non-Fiction-Obelisk History	15.6		
WordMasters	285		
WeVideo	199		
Amaco LEAD-FREE Artist Choice Glazes	70.65		
Challenging Units for GT Learners-Pruforock Press	30		
Hands-On Science Experiments for GT Learners- Prufrock Press	25		
Math Forum	150		
Liquitex basics tube acrylics	45		
Subtotal	9897	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 elementry GT students from our five geographically disparate schools together for distrit 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 identifi

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

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
NAGC Membership	50	NAGC Membership	100
MEGAT Gifted & Talented Conference (Linda Koch, Peter Stevens, Kim Emerson)	300		
Staff travel to provide GT services.	1580		
The Power of Self-Advocacy for Gifted Learners: Teaching the Four Essential Steps to Success	35		
Teaching Gifted Children: Success Strategies for Teaching High-Ability Learners	35		
Subtotal	2000	Subtotal	100

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Personnel Costs		
1. Professional Staff	137035.6	14372.4
2. Auxiliary Staff	49445	0
3. Independent Contractors	3550	0
Subtotal:	190030.6	14372.4
Non-Personnel Costs		
1. Materials/Supplies	9897	350
2. Other Allowable Costs	450	0
3. Student Tuition	0	0
4. Staff Tuition/PD	2000	100
Subtotal:	12347	450
Grand Total:	202377.6	14822.4