

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: RSU #78 - Rangeley Lakes Regional School

Name and title of person responsible for gifted and talented program: Georgia Campbell

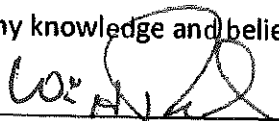
Phone number: 207-864-3311

Email address: gcampbell@rangeleyschool.org

CERTIFICATION:

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

William H. Richards, Ed. D
Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: September 30, 2017

Date of 1st Revision to Maine DOE: November 2, 2017

WHR
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: Joanne Han

Date of Approval: 12/15/17

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:

- General intellectual ability identification – In grades K-1, we will now utilize a consult model, whereby the K-1 team of teachers nominates students once initial fall assessments are complete. Students flagged as potential GT students would be considered individually and not be labeled as such for Chapter 104 services, but would be supported with regular consult from the GT provider. This is supported in literature that supports inaccuracy of early identification.
- Mandated by law, identification of students in need of Chapter 104 services begins with a district wide initial screening. This ensures that all children regardless of race, origin, economic background, religion, national origin, sex or handicapping conditions will have equal opportunity to be identified.
- Specific academic areas identification – This year for Science, RSU #78 will utilize the MEA, NWEA, teacher nominations and formative and summative classroom assessments to identify students accelerated in this content area. In the area of Social Studies, students will be recognized but not limited to by pre and post assessments, teacher nominates and formative and summative classroom assessments.
- Arts identification – NO CHANGE
- Transfer students – NO CHANGE
- Exit procedures – NO CHANGE
- 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
Georgia Campbell	No	Administrator		Part-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
Patricia Rodway	GT Ed Tech	Yes – Waiting for certification	K-12	Georgia Campbell K-5 Assistant Principal	Part-Time

7. (a.) Indicate any changes to your **Approved Initial application** self- evaluation process.

NO CHANGE CHANGE

Describe CHANGE here: RSU #78 will be using Individual Education Plans with each student identified.

We use district universal screening tools such as the NWEA and CogATs to drive instruction. We are implementing STEM at the elementary and middle school level this year in elementary and the middle school within the school day.

(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.)*

Based on our NWEA data results in math, 33.3% of students identified as GT students met their end of the year trajectory and 78% made some growth. In reading, no students met their trajectory and 56% made some growth. That being said, it is clear that reading needs to become a focus for this year.

In the area of Art, 75% of students in AP Art, won a Scholastic Award for their art projects.

As a result, students will have individual plans that will include goals for reading and math that focus on the area of the student's deficits.

(c.) Include how program effectiveness was determined.

We used NWEA, which is a Universal Screening Tool to measure program effectiveness, as this test is based on individual historical growth. We looked at the students as a whole to measure overall growth and the percentage of students that met their end of the year target. We feel it is important to look at both as these students generally carry very high RIT scores, so the span for growth is limited.

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

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

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Patricia Rodway	\$19,332.44	
Subtotal	\$19,332.44	

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)

