

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: Lewiston Public Schools

Name and title of person responsible for gifted and talented program:
Jennifer Darigan, District Grant Coordinator

Phone number: 207 795 4103

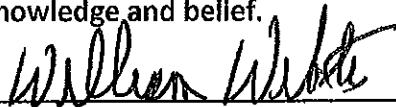
Email address: jdarigan@lewistonpublicschools.org

CERTIFICATION:

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

William Webster

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: September 25, 2018

Date of 1st Revision to Maine DOE: October 23, 2018



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: Patti Drapeau

Maine DOE Approval: 

Date of Approval: 11/28/18

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 -

We target approximately 3-5%. We are currently establishing a GT Visual and Performing Arts review team to review/refine arts identification process

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 -

- **Arts program goals, objectives, activities -**
Goals and Objectives remain the same.
We have added an activity to reflect our work on revisiting/refining our 2018-2019 identification process and service model.
 1. *Establish a GT Visual and Performing Arts review team to review/refine arts identification process.*
 2. Educators in the visual and performing arts collaboratively plan, develop and implement services with GT collaboration.
 3. To provide gifted students an academic interdisciplinary approach that allows for meaningful connections across subject area.

- 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 –

Updated LPS Gifted and Talented; Grades 3-8 Qualification Process 2018-19

Identification Process:

Spring 2018 Data Review/Cut-points

- **NWEA Math** – 87%ile or higher
- **F&P** – Meets/Exceeds Rubric Standard for Grade Level Above Spring Grade Level
- **Writing Prompt** - Exceeds

Teacher Recommendation

- Solicited at Large to all “sending” teachers in Spring
- Solicited for specific students based on above data review in Fall

- Specific academic areas identification -
- Arts identification - identification process and service model is under review, please see Item 3.
- 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:

The Director of Instructional Support and the GT teachers meet on a regular basis to discuss programming and professional development needs. The GT teachers collaborate *as needed* with classroom teachers to ensure student needs are met. The GT teachers attend state conferences and related activities. Gifted and Talented protocols are addressed at administrative team meetings.

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
Desire Spaulding	YES	Teacher	K-8	FT
Stephen Belleau	YES	Teacher	K-6	FT

B.

Indicate **ALL Auxiliary Staff**: Educational Technician, regardless of whether there has been a change or not

7.

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT

(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.)

2017-2018; Gifted and Talented teachers review their student plans to ensure that student enrichment is challenging and aligned with the standards and expectations in the general education setting. Teachers are setting professional goals related to student assessment and examining student work and adjusting instruction so that students meet identified growth targets through the Student Learning Objective process. For students identified in the arts, needs are addressed through differentiation in the classroom or meeting with students outside of class time to work on additional projects. Review of these elements indicates that the programming being provided is effective at addressing the exceptional needs of Gifted and Talented learners.

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

2017-2018

Student Learning Objectives: Both GT teachers received 100% growth on yearlong goals administered to GT students. 47 gifted and talented math students were administered a math performance task with both pre and post assessments aligned to grade level math standards for which these students indicated a weakness. 100% of the students exceeded the growth targets established for them based on the pre-assessment and standards for their grade level on the post assessment.

Parent Survey: (collected every June) Parents reported that they would like the GT teachers to spend more time with their child. They also reported that they would like more communication regarding GT programming in general and what their children are working on during pullout programming. GT teachers will continue to complete at least three newsletters a year, hold parent conferences when requested, record and report out on grades and hold a yearly end of year open house.

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)*

- Salaries and benefits for two full-time certified GT teachers
- Membership in the Androscoggin Valley Educational Consortium Regional GT Program
- Supplies necessary to supplement the common core standards embedded in units taught in such a way that is challenging, uses high level thinking skills and is process oriented.
- STEM Materials to support GT programming; including to support identified science students
- Individual Online Learning Program; Center for Talented Youth, administer screener and tuition cost. We have a fifth grade student that far exceeds his peers in intellectual and academic need in the area of mathematics. We are in the process of identifying an online math program/course that he can complete with the guidance from the GT teacher.
- Odyssey of the Mind membership and student tournament fees for GT students only
- Annual Open House/Final Project Fair; supplies and materials for student presentations including, Trifold project boards, clipboards
- CogAT materials to test only those students who are flagged as eligible for GT services
- MEGAT Conference registration fee for both GT teachers
- Field Trips;
 - Boston, Mass.; Boston Museum of Fine Arts

**State of Maine
Department of Education**

**Gifted and Talented Education Program
Renewal Application 2018-19**

- Bangor, Maine; Challenger Learning Center of Maine offering dynamic, hands-on exploration and discovery opportunities to discover a lifelong passion for science, technology, engineering and math; for identified science students.
- Plymouth, New Hampshire; a living history museum that attempts to replicate the original settlement of the Plymouth Colony established in the 1th century; for identified social studies students;

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)
Desiree Spaulding	\$65,123.00	
Stephen Belleau	\$97,045.00	
Subtotal	\$162,168.00	

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
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
CogAT-7 Test	\$1200.00	AVEC	\$500
Wonderworks Robotics Materials	\$200.00		
<u>Open House Project Materials;</u> trifold project boards, clipboards, signs/banner printing, invitations	\$750.00		

**State of Maine
Department of Education**

**Gifted and Talented Education Program
Renewal Application 2018-19**

STEM Materials: 10 Performance-Based STEM Projects for Grades 4-5, Lego expansion sets; Robots and Robotic curriculum, Biosphere Model materials	\$500.00		
Odyssey of the Mind Materials; balsa wood, PD Books; Tips on Problem Solving and Spontaneous Combustion II	\$500.00		
Common Core Language Arts Activities GT Grade 4	\$39.95		
Advanced Common Core Math Explorations	\$34.95		
10 Performance-Based Projects Grades 3-5	\$29.95		
Blueprints: A Guide for Independent Study Projects	\$17.95		
Jacob's Ladder; Student Workbooks Grade 4 and 5	\$79.90		
Amazon Grades 3-6 PD books/Instructional Supplies; Exploring People and Cultures (Ethnographic Research), Elements of the Periodic Table Activity Books, Philosophy for Teens (Examining Reality and Knowledge & Questioning Life's Big Ideas, Science/Math games	\$900.00		
Subtotal	\$4252.70	Subtotal	\$500.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Transportation to Boston	\$800.00	Odyssey of the Mind Membership	\$135.00
Transportation to Bangor; NASA	\$800.00	OM Student Tournament x2 Team	\$100.00
Odyssey of the Mind Membership x2	\$270.00		
Odyssey of the Mind	\$250.00		
OM Student Tournament x4 Teams	\$200.00		
MEGAT Membership x2	\$70.00		
Plymouth Plantation Field Trip Fee	\$400.00		
Plymouth Plantation Transportation	\$800.00		
Subtotal	\$3590.00	Subtotal	\$235.00

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Individual Online Learning Program, Johns Hopkins University; Center for Talented Youth	\$2100.00	AVEC Regional GT Program	\$5040.00

Subtotal	\$2100.00	Subtotal	\$5040.00
-----------------	------------------	-----------------	------------------

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Registration for MECAT Conference x2	\$300.00		
Subtotal	\$300.00	Subtotal	\$0.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$162,168.00	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$4252.70	\$500.00
B. Other Allowable Costs	\$3590.00	\$235.00
C. Student Tuition	\$2100.00	\$5040.00
D. Staff Tuition/PD	\$300.00	
Total	\$172,410.70	\$5775.00