

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: MDIRSS CSD

Name and title of person responsible for gifted and talented program:
Julie Meltzer, Director of Curriculum, Assessment, and Instruction

Phone number: (207) 288-5049

Email address: jmeltzer@mdirss.org

CERTIFICATION:

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

Dr. Marc Edward Goussé
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/24/18

Date of 1st Revision to Maine DOE: _____
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: Patricia Drapeau

Maine DOE Approval: [Signature]

Date of Approval: 10/4/18

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.

CHANGE

GE

Describe **CHANGE** here:

Academic program philosophy -

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.

CHANGE

GE

Describe **CHANGE** here:

Academic program abstract -

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.

CHANGE

GE

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.

CHANGE

BE

Describe CHANGE here:

- o General intellectual ability identification -

- o Specific academic areas identification -

- o Arts identification -

- o Transfer students -

- o Exit procedures -

- o Appeals procedures -

- 5. Provide a description, including the name, of the staff development that takes place in order to implement the program(s).

CHANGE

SE

Describe **CHANGE** here:

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

CHANGE

SE

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
Megan McOsker	Yes	Teacher	9-12	Part-time

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

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

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



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.)*

The Gifted and Talented team conducted a self-study in the spring of 2018 of how we allocate and provide services in conjunction with examining the capacity of our team to deliver those services. Our process consisted of placing our responsibilities as identified in our district's program description, into one of four quadrants, high student impact/high time intensity, low student impact/high time intensity, high student impact/low time intensity, low student impact/low time intensity. Our goal was to take steps to more strongly support those services that result we believed had a high impact. Highlighted examples of these identified services included consulting with teachers about differentiated strategies to meet the needs of G&T students, arranging for/planning enrichment activities, creating Individualized Learning Plans for students, teaching classes, and creating/developing a talent pool for G&T. We also learned that there are some aspects of the G&T Team's responsibilities that have little impact but take a lot of time. This year we hope to streamline some of these organizational processes so as to make more time for G&T Specialists to focus on the work that we found to have a high impact on student achievement.

Identified GT students are supported by multiple layers of services. For academic students, our Honors and AP classes supply challenge. Within these there are differentiated curricula aimed at our most high performing students. Often our gifted students are able to access AP classes earlier due to math acceleration. Qualified students are able to work with local scientists and other professionals in internships. We also sponsor independent studies and arrange for online college classes. For Arts students, in addition to in-class differentiation there are opportunities for extended studio time, independent projects and shows. Social/emotional support for GT students is coordinated by the Guidance department in consultation with the GT specialist.

Standardized testing shows that GT students continue to perform at high levels. We had three National Merit semi finalists and one finalist in 2018. Several students were able to take Calculus 3 at our local college, and the internships available at Jackson Lab as well as other local institutions continue to provide challenging learning opportunities to our most advanced students. Computer science is now part of the curriculum which allows students to prepare to access computational internships.

Annual student surveys indicate high satisfaction with the academic and arts program. This satisfaction increases as they gain access to advanced classes beyond 9th grade. For GT math students, Honors/AP calculus is by far the class most aligned to their learning needs. For GT math/science students, Honors/AP chemistry is an example of a class that meets their needs.

Many identified math/science students report great satisfaction with the Jackson Lab internship program and we have also had identified students articulating whale skeletons, studying mycology, and working at our local hospital. Our GT music students have abundant opportunities to grow at a high level both in school and after school. Our GT visual arts students also report great satisfaction. Studio time, access to practice rooms, help with preparing auditions for college and the opportunity for leadership roles are some of the ways we work with their varied learning needs

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

This year we disaggregated NWEA data to evaluate the effectiveness of services on students meeting their growth targets on the NWEA.

Students at this school identified as Gifted and Talented outperformed total student growth on the NWEA for grade 9. 79% of students identified as G&T reached their growth target in math in comparison to 64% of the total population. 57% of students identified as G&T reached their growth target in reading in comparison to 51% of the total population.

Program effectiveness is determined by a survey of student satisfaction, individual outreach to parents and teachers. There is not a separate 'GT program'; rather we have GT services delivered in a consultant model. The work is deeply collaborative and embedded, designed to support student growth and success without emphasizing the GT label.

Student surveys are given to all GT identified students each year- and there are annual (at least) meetings with parents and teachers.

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)*

We have an abundance of academically advanced students at MDIHS. The needs of the gifted students are generally met within rigorous AP and other advanced academic and arts classes, as well as opportunities such as those offered by internships at the Jackson Laboratory, advanced math classes at College of the Atlantic and advanced music offerings. The GT budget does not reflect the magnitude of the resources that support our GT-identified students.

In the GT budget, we have placed the costs associated with preparing for and taking AMC 10 and 12 (American Math Competition), an important and popular contest for our identified math GT students. Additionally, we run a field trip for identified arts students to local glassblowers where students engage in both an advanced arts workshop as well as learn about life as a professional artist. Supplies for Science Fair are also listed. This supports participation in the Maine State Science Fair for identified individuals. We have budgeted for one college class for an identified GT student.

We have a Data Science class this year for GT math/science students who have already completed AP Calculus.

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)
Megan McOsker		38,545
Subtotal		38,545

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			

Subtotal		Subtotal	125 0

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
		MEGAT fall conference	12 5
		NAGC membership	12 0
Subtotal		Subtotal	24 5

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		38,545
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies		1020
B. Other Allowable Costs		1020
C. Student Tuition		1250
D. Staff Tuition/PD		245
Total		42080