

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 19

Name and title of person responsible for gifted and talented program:
Mary Glynn

Phone number: 207-368-5091

Email address: maryglynn@rsu19.net

CERTIFICATION:

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

MILLS HAMMER
Superintendent Name (Printed)


Superintendent Signature

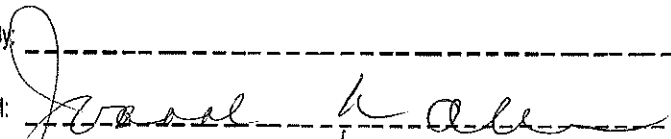
Date of Initial submission to Maine DOE: 09/28/17

Date of 1st Revision to Maine DOE: 12/20/17

Date of 2nd Revision to Maine DOE: 01/12/18

Date of 3^d Revision to Maine DOE: _____

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____
Maine DOE Approval: 
Date of Approval: 2/27/18

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 -

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:

- Academics program goals, objectives, activities -

- 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 -

- Specific academic areas identification -

- Arts identification -

- 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:

6. Provide any changes to the description of the responsibilities of the professional and auxiliary staff listed below. Lisa Kelley works with students in grades 9-12. Mary Glynn works with students in Grades K-8 and is also the GT Coordinator for RSU 19.

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
Mary Glynn	Yes	Teacher	Grades K-8	Full Time
Lisa Kelley	No	Teacher	Grades 9-12	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

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

NO CHANGE CHANGE

Describe CHANGE here: We will continue to collect NWEA and F&P data, but I would like to add another measure that includes classroom grades. I don't feel that the NWEA data and F&P data is

enough to determine whether or not the program is successful, I have spoken with many teachers who feel their students' NWEA scores are not always reflecting classroom performance. Although there is still a great need for professional development around using NWEA to differentiate for our students, I think that we need to look at overall classroom performance as well. I'd like to collect data on the percentage of students who are exceeding grade level expectations within the classroom to use as part of our GT evaluation. Also, last year I made a revision to our initial application. The revision involved putting together a GT advisory committee, which would consist of myself and a teacher representative from each school in our district. At the time, not all schools had an SIT (Student Intervention Team) who met regularly to discuss students. Now, all schools in our district do. Last year, with taking on a new position and then having family medical issues to tend to, I was unable to implement this advisory committee. After reflecting on last year, however, I believe that the SIT team in each school could do exactly what I had planned for the advisory committee.

- (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.)*

Looking at our program, as a whole, I do feel that we have an effective program. Going forward, however, there are still some changes that we need to make (and will be making this year) to our evaluation process, particularly in Grades K-8, in order to make our program more successful. Changes (from A) are described below in section C.

Based on the NWEA data, 50% of identified math students (in grades 3-8) met or exceeded their projected growth on the math assessment. 52% of identified reading students met or exceeded their projected growth on the reading assessment. Based on Fountas and Pinnell data, 85% of identified students met their projected reading growth targets. At the high school level, NWEA is also used as one measure to evaluate the program. Looking at the NWEA data, 61.5% of identified math students in grades 9-11 met or exceeded their growth projections, and 64.2% met or exceeded in reading. There are also other measures used at the high school level to evaluate the program. Class enrollment data is one of them. Only 10% of academically identified students were not enrolled in an honors, AP or college class last year in their area of identification. For the arts, Nokomis holds a Fine Arts Night show-case annually, which involves an average of 80 students. Last year the showcase once again drew a crowd of 200 plus on another cold night in March! The music program in our district is well known and students have the opportunity to participate in Jazz Chorus, Jazz Ensemble, Jazz Combo classes and competitions. Drama and Show Chorus Competitions are also annual events. Although schedule constraints prevent some identified students from pursuing art, music and drama classes; 71.5% of students identified in the visual and performing arts were able to take a class and/or participate in performances, show cases, and local, district and state competitions.

- (c.) Include how program effectiveness was determined.

As stated above, we use NWEA and F&P data as a measure of effectiveness, as well as AP/college class level enrollment, Fine Arts Night attendance and art/music/drama class and performance enrollment. Our 3-8 NWEA scores are up 5% in math and 2% in reading. Obviously, our data still shows the need for professional development with the NWEA continuums. It is clear that there still needs to be more differentiation for GT students within the classroom, based on their needs which are stated on the learning continuums. This year, the whole district will be participating in NWEA training/staff development in

October. Also, I will be continuing my work with teachers on using the NWEA continuums to differentiate for their GT students.

We will therefore continue to collect NWEA and F&P data, but I would like to add another measure that includes classroom grades. I don't feel that the NWEA data and F&P data is enough to determine whether or not the program is successful. I have spoken with many teachers who feel their students' NWEA scores are not always reflecting classroom performance. Although there is still a great need for professional development around using NWEA to differentiate for our students, I think that we need to look at overall classroom performance as well. I'd like to collect data on the percentage of students who are exceeding grade level expectations within the classroom to use as part of our GT evaluation.

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

The items in the proposed budget include the salary of the GT teacher, a GT course taken that was needed for endorsement, materials for our District Art Show and mileage reimbursement for the GT teacher at the elementary level, who travels between 6 different schools throughout the week.

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 Ontology) 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)
MaryGlynn	\$50,781.66
Subtotal	\$50,781.66

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)
Subtotal	

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (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
White Foam Boards	\$193.99		
White Duct Tape	\$17.97		
Fire Resistant Paint	\$90.00		
Subtotal	\$301.96	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Mileage	\$663.00		
Subtotal:	\$663.00	Subtotal	

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
AICE Course: Teaching Math to the Gifted and Talented	\$1,000.00		
2017 MEGAT Conference	\$300.00	2017 MEGAT Conference	\$300.00

Subtotal	\$1,300.00	Subtotal	\$300.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$50,781.66	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$301.96	
B. Other Allowable Costs	\$663.00	
C. Student Tuition		
D. Staff Tuition/PD	\$1,300.00	\$300.00
Total	\$53,046.62	\$300.00