

*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 AOS 91 (Southwest Harbor)

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

Julie Meltzer, Director of Curriculum, Assessment, and Instruction

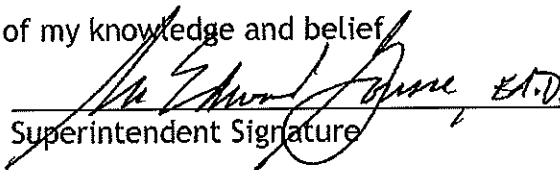
Phone number: 207-288-5049

Email address: [jmeltzer@mdirss.org](mailto:jmeltzer@mdirss.org)

**CERTIFICATION:**

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

Dr. Marc Edward Gousse  
Superintendent Name (printed)

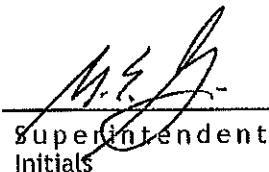
  
Superintendent Signature

Date of Initial submission to Maine  
DOE:

18 September 2018

Date of 1<sup>st</sup> Revision to Maine DOE:

27 September 2018

  
Superintendent  
Initials

Date of 2<sup>nd</sup> Revision to Maine DOE:

\_\_\_\_\_

\_\_\_\_\_  
Superintendent  
Initials

Date of 3<sup>rd</sup> Revision to Maine DOE:

\_\_\_\_\_

\_\_\_\_\_  
Superintendent  
Initials

FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

Reviewed By: \_\_\_\_\_

Maine DOE Approval: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

*[Handwritten signature]*  
*[Handwritten signature]*  
*10/12/18*

### ***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.

<input checked="" type="checkbox"/>	NO CHANGE	<input type="checkbox"/>	CHANGE
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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.

<input checked="" type="checkbox"/>	NO CHANGE	<input type="checkbox"/>	CHANGE
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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).

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:

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
Tracey McCarthy	Yes	Teacher	K-8	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.

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.)*

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.

The process for working with students identified as Gifted and Talented in the Arts follows a similar process as those identified with academic abilities. Our review of high/low impact and high/low frequency focused on generic responsibilities for GT Specialists. Additionally we did review the different identification processes towards students being considered for visual and performing arts. Through this review we discussed the role of the GT specialists in gathering and presenting screening criteria and facilitating identification meetings on a building and district level with cross-school teams. This is something that we will continue to explore in partnership with the arts teachers across our district.

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

Our district GT Team was curious as to the impact of GT services on overall student achievement. Using the same criteria that we use to measure student achievement throughout the general population, we disaggregated NWEA data to evaluate whether or not students GT students made growth on the NWEA at a higher, similar or lower percentage than the general population.

Students at Pemetie identified as Gifted and Talented outperformed the general population regarding how many students met their growth targets on the NWEA for grades 3-8. 100% of students identified as G&T reached their growth target in math in comparison to 76% of the total population. 50% of students identified as G&T reached their growth target in reading in comparison to 66% of the total population. While we have evidence to show that our program is effective as it pertains to math instruction, we recognize that more data needs to be collected to determine what accounted for the difference in reading. We will spend time investigating this year.

At this time we have not made any changes to our services or programs as the data indicates success.

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)*

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)
<u>Tracey McCarthy</u>	<u>15,578.56</u>	
<b>Subtotal</b>	<u>15,578.56</u>	

**Auxiliary Staff Costs**



Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	0	

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal		0	

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
Subtotal	0	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal	0	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost

<b>Subtotal</b>	<b>0</b>	<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

<b>Elementary: Course/Workshop Title</b>	<b>Cost</b>	<b>Secondary: Course/Workshop Title</b>	<b>Cost</b>
GT conference fees for staff	320		
<b>Subtotal</b>	<b>320</b>	<b>Subtotal</b>	

**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	15,578.56	
<b>Auxiliary Staff</b>	0	
<b>Independent Contractors</b>	0	
<b>A. Materials/Supplies</b>	0	
<b>B. Other Allowable Costs</b>	0	
<b>C. Student Tuition</b>	0	
<b>D. Staff Tuition/PD</b>	320	
<b>Total</b>	<b>15,898.56</b>	