

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:

Appleton Village School

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

Karen Scott

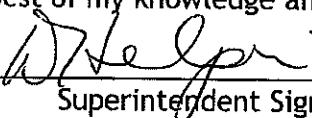
Phone number: (207) 785 - 4504

Email address: karen.scott@fivetowns.net

CERTIFICATION:

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

Dianne Helprin
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: October 3rd, 2017

Date of 1st Revision to Maine DOE: January 29, 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:

Maine DOE Approval:

Date of Approval:

James K. [Signature]
1/30/18

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:

- 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:

- o General intellectual ability identification -

- o Specific academic areas identification -

- o Arts identification -

- o Transfer students -

- o 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.

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
Karen Scott	Yes	Teacher	K-8	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

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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. (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 2017 survey results for the Sunrise program are focused on the effectiveness of programming and services provided for identified gifted and talented students in our school. Specifically, the individual surveys looked at student assessment, program design, curriculum and Instruction, the affective needs, attitudes, and guidance for the students, and the overall effectiveness of the program.

From the perspective of the student population:

- * they enjoy coming to the classes
- * they view the activities as challenging and creative
- * they are encouraged to develop innovative products and performances
- * they are learning to investigate things more closely
- * they understand that the classes are related to specific subjects such as math, science, and others
- * they have the opportunity to work independently on a topic of their choice

In evaluating the effectiveness of the program, the students felt that they were prepared for the advanced curriculum expected of them as gifted students, with 56% feeling it was adequate and 44% feeling that they were prepared to a great extent. When looking to what extent the program was meeting their academic needs 11% felt it was adequate and 89% stated that they were prepared to a great extent. The overall perceptions of the gifted program was positive at 44% or very positive at 56%. Other areas that rose to the top when evaluated were: developing time management skills and the ability to present information in a variety of formats. Students felt that the program, to a great extent, provided opportunities for student choice in regards to projects, and was able to assist them in developing their critical and creative thinkings skills. In the area of affective needs, attitudes, and guidance, students felt that the program provided an environment where they could be their "true self", influenced their level of enthusiasm for learning, and brought about an awareness of the process of learning. The middle level students also felt that the program exposed them to different types of college and career opportunities.

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The information gathered from the parent survey revealed that the benefits to their child included: academic growth, opportunities to work with other students who have similar abilities and, an enthusiastic attitude toward being in the program. These areas along with the support of the regular classroom teachers have made this an effective program for their child. Some of the comments made regarding the beneficial aspects of the program were, "My kids take more intellectual risks in their Sunrise work", "Creative thinking, group projects, exposure to broader perspective on subjects, new approach to subjects/topics" Future goals for this program are to continue to offer more in-depth studies and move toward adding more inter-disciplinary work. Overall, the parent input via surveys, parent-teacher conferences, and additional meetings to discuss any concerns have been invaluable.

The information gathered from individual teachers regarding the Sunrise program can be categorized into 2 different areas. Those being, professional development opportunities for staff, and the status of the teaching position, which is part-time. These can be addressed in a variety of ways. First, when looking at inservice training, one method will be to use the time that teachers spend during their Professional Learning Groups. This would be a way to streamline specific information to meet their needs, and it can easily be disseminated to the teams. One goal that has been set is to conduct a follow up teacher survey for improving gifted services. This will be conducted to discover and then prioritize the different types of topics that would meet the needs of the teaching staff. Second, the status of the teaching position and its part-time stature. The goal would be specifically to improve the program and to establish a full-time position for the coordinating teacher. With this in place, other needs could be met. This would allow there would be more time to collaborate with the classroom teachers, the classroom teacher and the gifted and talented teacher could work on differentiated curriculum could be developed for class units, and identified students could have the opportunity to work and/or consult with the gifted and talented teacher on various projects or assignments. This would be of great value.

Our school has been able to provide weekly enrichment classes to students in the area of the visual and performing arts. These sessions have been well received. Looking first at the performing art (music) classes, the students have enjoyed their time. While being exposed to different types of music they have been inspired to continue to express themselves by creating their own unique and original pieces. When given an opportunity to participate in after school musical programs, 86% of the students surveyed have participated. The request that came from students was to see more opportunities to participate in student improvisational bands and theatrical events or plays. When considering the opportunities in the visual arts, once again the students have been inspired to continue, outside of class to express themselves by creating their own art. The interest in more opportunities in the visual arts, in and out of school were on the list of requests made by the students. There is a project that takes place every year, a collaborative project between the school and one of the local art museums. Quoting from a student, "To me, this project meant learning about different agriculture and art in Maine through photography and art, using different perspectives, colors, and styles."

The administrator within the district views the effectiveness of the Sunrise program based on student assessment and achievement. Being aware of the identification and procedures, being informed of the programs design, and having input into the decisions related to the gifted and talented program as needed, were high on the list of important items while considering the

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effectiveness of the program for the evaluation. The support given to the staff to meet the needs of the gifted students was another aspect of being able to build an effective program. The only factors that play powerful and influential roles is the status of program, ours being part-time and the continual struggle to meet the needs of the students based on constraints of the daily schedules within a K-8 school.

(c.) Include how program effectiveness was determined.

A variety of surveys, checklist, and interviews were used to gather information from the different stakeholders in order to assess the program and its effectiveness. Based on this data, further information will be continually gathered throughout the year to work toward developing and improving the Sunrise program here at Appleton Village School.

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

The scope of the Gifted and Talented program is subject to the approval of the school board, this includes teacher salary, professional development cost, and the cost of instructional materials. The cost to implement the Gifted and Talented program are recommended annually by the superintendent to the sitting board, enacted at a level as determined by the overseeing school board as part of the development of the annual budget, and submitted to the citizens for voter approval.

The budget to implement the Sunrise program for the current school year is minimal. Educational materials and supplies are used by the Gifted and Talented teacher and the identified students. The professional development funds are used solely to ensure that the Gifted and Talented teacher continues to stay up to date with best practices within the field of cited studies.

Quantity	Qty	Item #	Description	Unit Price	Total Price
1	1	0-170182-030	Practical Bardeen Plan Book	\$11.79	\$11.79
1	1	0-005002-030	#2 Colored Barrels 144-Bx	\$16.09	\$16.09
1	2	0-1492170-030	Pilot Easy Touch Ballpoint Pen	\$5.62	\$11.24
1	1	0-1261534-030	Crayola Air Dry Clay	\$ 14.59	\$ 14.59
1	1	0-085277-030	Graph Paper	\$ 8.09	\$ 8.09
1	1	0-087157-030	Fiber Paper - yellow	\$ 6.99	\$ 6.99
1	1	0-330617-030	Eraser Cap Neon Smiley Face	\$ 7.79	\$ 7.79
1	2	0-1564394-030	PaperMate InkJoy 300	\$ 6.69	\$ 13.38
1	1	0-1534837-030	Expo Low Odor Dry Erase	\$ 33.19	\$ 33.19
1	1	0-059442-030	Expo Nontoxic Towellets	\$ 12.69	\$ 12.69
1	1	0-785421-030	Post-It Notes in Cape Town	\$ 10.89	\$ 10.89
1	1	0-064665-030	Extra Large 2-pocket Folders	\$ 12.19	\$ 12.19
1	2	0-1342306-030	TI-34 Multiview Scientific Calculator Kit	\$ 31.99	\$ 63.98
1	1	0-1437847-030	Oxford Rainbow Ruled Index Cards	\$ 3.19	\$ 3.19
1	1	0-1439577-030	Ecology Recycled F-lier Paper	\$ 3.69	\$ 3.69
1	1	0-1467045-030	"Real" Marble Composition Book	\$ 19.39	\$ 19.39

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)
Karen Scott	53,822.35	
Subtotal	53,822.35	

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)

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Sherman's Books Math - Baffler's activity books, (3rd -5th grade) ELA activity book - Thinking in Threes, (5th - 8th grade) Supreme Court Decisions (6th - 8th) Jacob's Ladder Reading Comprehension Program (3rd - 5th) The Adolescent Brain text (6th - 8th) The Lottery Rose - 3 copies Esperanza Rising - 3 copies Sadako and the Thousand Paper Cranes - 3 copies	175.00		
Prufrock Press	25.00		
Dynamath	93.00		
U.S. Post Office	15.00		
Subtotal	1,036.00	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		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
NECGT	400.00		
MEGAT membership /dues	125.00		
Conference mileage /lodging	230.00		
Tuition/Course Reimbursement EPA 565 Differentiated Instruction University of Southern Maine 2018	1,040.00		
Subtotal	1795.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	53,822.35	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	1,036.00	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	1795.00	
Total	56,653.35	