

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:

Appleton Village School

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

Karen Scott

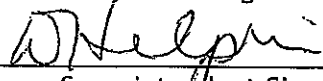
Phone number: (207) 785 - 4504

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: September 25, 2018

Date of 1st Revision to Maine DOE:

January 10, 2019



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: Lee Worcester

Maine DOE Approval: 

Date of Approval: 1/22/19

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 -

- 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
Karen Scott	Yes	Teacher	K-8	Part-time

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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 Sunrise program at Appleton Village School continues to be effective and successful in offering programming options through a variety of enrichment and accelerated classes to the gifted and talented student population. The students in Kindergarten through Second grade receive enrichment classes that incorporate the teaching of higher level thinking skills. These lessons have been well received and can aid in evaluating student potential. It has been suggested that the position be increased to full time to further enhance the K-2 program. The Enrichment classes being offered to the 3rd through 5th grade focus on the 4 core subject areas; English Language Arts, Mathematics, Science, and Social Studies, with critical and creative thinking being at the core of the lessons and activities. Along with those 2 weekly classes, a Creative Problem Solving class has been added with the focus on Design Thinking and STEM activities. Survey results for the 3rd through 5th, 6 out of the 7 students would like the Sunrise class to meet more often. At the middle school level, the core curriculum includes an English Language Arts, an Independent Study, and a STEM class. These classes have been well received and requested by parents and students alike. Students, 86%, conveyed that they would like to have their classes meet more often.

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The school also has in place 3 advanced math classes, Pre-Algebra, Algebra, and Geometry. This math program has been in place for a number of years with Algebra as the sole offering, but in recent years, Pre-Algebra and Geometry have been added to meet the needs of those students in the 6th - 8th grade who have excelled in this area.

When using the standardized tests scores for identified students and academic improvement, the following results were recorded.

In the 3rd-5th grades

Math - 3/4 - scores improved

English Language Arts - 2/3 - scores improved, with 2/3 scoring within the range, 94% to 96%

In the 6-8th grades

Math - 5/7 - scores maintained or improved, with 5/7 scoring within the range, 93% to 99%

English Language Arts - 5/6 scores maintained or improved, with 5/6 scoring within the range, 96% to 99%.

Individual students in the enrichment classes have presented their independent research projects with a select audience, having self, peer, and teacher evaluations conducted in order to reflect upon their studies. The projects have included studies in Science and Social Studies, along with ELA and Math. Topics included Can We Live on Mars, Why Don't We Still Live in Castles, Robotic and Solar Cars.

Our Visual and Performing Arts offerings range from differentiated projects within the regular classroom to special performances and displays through the school year. Our music teacher has taken on the task of directing our school plays, and in addition to students being selected for the district band performances, she has inspired a group of musicians to form a "Rock Band" that has performed for various school functions. Students continue to work on their own individual art, being able to showcase their talent. Our process for identification in the Visual Arts will be reviewed this year as we have a new Art teacher.

While working with the administration, it was determined that the program was doing especially well and that it should "continue as we are". The parent population continues to offer suggestions to improve the program, to include an increase in updates regarding assigned readings, assignments, and feedback. 50% of the parents surveyed felt as though the actual time allowed for this program was too short, the other 50% felt it was just right. 20% of the parents surveyed felt that more homework or assignments to be completed outside of the classroom would be beneficial to their child's education.

When surveying the teaching staff, it was evident that there was an interest in receiving more inservice training in the field of gifted education. With the Professional Learning Committees meeting on weekly basis, this would be the perfect opportunity to disseminate information to the teams of teachers.

A goal for the program would be to increase the position in order for there to be more time for the Sunrise teacher and the regular education classroom teacher to work together and collaborate on projects and activities that could be utilized within the regular classroom to differentiate and meet the needs of the gifted and talented students. Another constraint is the part-time status, both teachers and students, respectively, have requested that they would like to see the program at a full time status and to have more time to meet with the Sunrise teacher.

With the support of the administration, teaching staff, and parents, the Sunrise program is currently and can continue to be effective and successful in meeting the needs of the gifted and talented students in our school.

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

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

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)*

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 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 current with best practices within the field of cited studies.

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>Karen Scott</u>	<u>55,367.55</u>	
Subtotal	<u>55,367.55</u>	

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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Elementary: Name of Material/ Supply	Cost	Secondary: Name of Material/ Supply	Cost
Battle of the Books FEE/ Supplemental materials for the competition	150.00		
ConnectEd Advanced Math Program (6-8) - Algebra student online subscriptions - Geometry student online subscriptions	147.00		
School Specialty (see above)	128.00		
Sherman's Books Muggie Maggie - 2 copies On the Far Side of the of Mountain - 3 copies London Eye Mystery - 3 copies James and the Giant Peach - 2 copies Charlottes Web - 2 copies World According to Humphrey - 3 copies Little House in the Big Woods - 3 copies Creative Curriculum Extenders/ Differentiated Projects for Language Arts STEM Back to School PETS - A Curriculum for Higher Level Thinking	175.00		
Prufrock Press -	120.00		
U.S.Post Office	15.00		
Subtotal	735.00	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
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E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	55,367.55	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	735.00	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	1775.00	
Total	57,877.55	