

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: Brewer School Department

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

Ranta Ward-Dawson, Director of Instruction

Phone number: (207) 989-8638

Email address: ctowle@breweredu.org / rward-dawson@breweredu.org

CERTIFICATION:

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

Cheer Towle
Superintendent Name (printed)

Cheer Towle
Superintendent Signature

Date of Initial submission to Maine DOE: 9/29/17

Date of 1st Revision to Maine DOE: 12/21/17

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

Date of 3rd Revision to Maine DOE: 1/18/18

CTW
Superintendent Initials

CTW
Superintendent Initials

CTW
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: [Signature]

Maine DOE Approval: [Signature]

Date of Approval: 1/29/18



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 -N/A

- o Arts program philosophy - N/A

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
Sue Ann Gaitings	YES	Teacher	K-12	Full time
Renita Ward-Downer	NO	Administrator	K-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
NONE					

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

NO
CHANGE

CHANGE

Describe CHANGE here: N/A

(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.)

At Brewer Community School the self-evaluation process on the effectiveness and results of the Chapter 104 program has several components which include feedback from all stakeholders.

- Self-evaluation assessment is ongoing throughout the year. This feedback with administrators, teachers and parents allows flexibility to tweak and improve program practices and strive for excellence. The individual learning plans guide the self-evaluation process.
- In the spring the Chapter 104 Advisory Group has a formal evaluation assessing the services, strengths and weaknesses of the program.
- Students are asked to reflect on their learning, successes and challenges in the GT program. Parents are either emailed or called specifically to reflect on their student's experience in the program.

Based on these reflections and specialized assessments the Chapter 104 program has remained flexible in order to service the needs of the students and teachers. Gaitings conducts Check -in and Exit interviews for GT students at Brewer High School in the fall and spring of every year. Also, Gaitings runs a separate Honors Diploma Program (separately funded) which serves the GT High School GT students with college/career tours and workshops, enrichment lectures by UMaine professors. Students are required to email a reflection from each of these events in order to assess program effectiveness.

Brewer Community students in the visual arts and music are asked to evaluate the specialty workshop programs and field trips after each event, art show or musical performance. Parents are encouraged to email the GT teacher for feedback. The portfolio reviews and musical auditions and performances are always reviewed for program change or suggestions. The GT teachers works closely with all the visual art and music teachers to strive for more meaningful enrichment programs.

(c.) Include how program effectiveness was determined.

The Academic program effectiveness is guided by individual learning plan goals, tracking NWEA scores from Fall to Fall or Spring to Spring, and feedback from all stakeholders.

Target Goals: for the GT academic program for 2016-2017 was guided by the Empower target goals in three areas, Habits of Mind, Critical Reasoning and Content. The Habits of Mind goal was; Embraces feedback and adjusts strategies: Critical Reasoning: Is skilled at Identifying and explaining more than one perspective for an issue or situation. ELA: Understands theme is shaped and refined by different events, characters, settings and interactions. Rubrics for all three areas incorporated in the Empower program guided the assessments.

- 100% of the Grade 2-8 GT academic students exceeded benchmarks for the target goals in the GT enrichment academic programs.

Evidence for assessing effectiveness in academics can be reviewed by the following data:

- Brewer Community School: 96% of the BCS grades 3-8 RIT scores on the NWEAs Fall 2017 - Spring 2018 indicated growth, and 3.846% maintained high proficiency.
 - Last year, 3- 8th grade GT math student's needs were met either through grade acceleration in math, the Aleks program, Virtual High School Geometry or with flexible grouping at grade levels, based on RIT scores on NWEAs.
- Brewer High School: 90% exceeded benchmark proficiency, whereas 10% of BHS students remained proficient on the report cards.
- A GT High school student scored 5 on an AP US History test after she completed the Virtual High School AP US History online program.

Gifted and Talented program assessment for effectiveness can be reviewed in the feedback from all stakeholders, assessing the Individual Learning Plans or content/ work target goals for students and standardized tests and report card assessments.

Understanding the effectiveness of the GT visual arts and music program can be determined by the products and growth in skills and cultural enrichment from the field trips, interactive museum visits, and specialty workshops. All the field trips provided an interactive learning component and the effectiveness of this programming is evaluated by students, teachers and staff. Brewer GT visual art students produced a variety of products for public consumption; mural panels, and annual art shows at the high school and community school. At the high school framed art work is displayed around the school. The attendance and feedback from students continues to be positive for GT programming. The products and extensions from the cartooning workshops conducted by a Brewer High GT students was highly successful for all participants who participated in the annual art school art show.

The Brewer Community school GT music students went to UMaine three times for thematic music workshops in the Music Education department. In addition, students attended the annual Bangor Symphony performance. The GT program received feedback from all the participants on the success of that experience.

Brewer Community and Brewer High School GT music students are highlighted in small ensembles and opportunities for solo parts in performances. GT and music teachers reflect over all GT program

components, evaluating the strengths and weakness in order to improve the programs. Determining effectiveness is in the opportunities for solo performances and small ensembles provides opportunities for growth and maturity as musicians.

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

The costs to be incurred for the upcoming school year are staff salaries, one GT teacher and one administrator; GT program supplies and books for the academic, visual and performing arts programs; independent contractors, primarily for the visual and performing arts programs and field trips.

Visual Art & Music: The GT Brewer School's Music and Art departments will be attending workshops at UMaine. The GT Music department will offer three music workshops at UMaine with Dr. Artezami and the music education majors. In addition, the GT Brewer Music department will have the opportunity to participate in Maine Music studios, in which they will record their own compositions and attend specialty music workshop in small groups, ie: Mike Bennett and African drumming. The GT Art program is participating in an art studio tour with Elizabeth Busch, specialty workshops and lectures, ie: portrait painter, Robert Shetterly, *Americans who tell the truth*. Art students will be exploring mediums and techniques extended from curricula, ie: printmaking at the University of Maine. All these program decisions are geared to extend the skills and discourse of music and art beyond the classroom, and develop deeper critical thinking skills in their talents.

GT Academic:

The GT academic program will continue to develop the Aquaponics' projects and support three fish tanks and supplies. The GT program expanded last year to take on a school garden project. GT students have direct participation in the school garden. Supplies to maintain and develop the garden are needed for sustainability.

GT academics at Brewer Community school include:

- The Alek's online math program which serves as an enrichment program for GT math students.
- The VHS online program allows GT students to take courses not offered by the Brewer Community School. 8th graders taking Geometry has been part of the math acceleration program for GT middle school students.
- Each year 8th grade GT students participate in the John Hopkins SAT testing opportunity.
- The GT program will explore the micro-processors Arduinos with middle school students this year.

GT academics at Brewer High School include:

- The APEX program for GT high school students
- The GT program will continue to participate in the Maine public television contest, which will require fees and transportation.

- The GT program will explore the micro-processors Arduinos with high school students this year.

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)
<u>Sue Ann Gaitings</u>	<u>\$33,910</u>	<u>\$33,910</u>
<u>Renita Ward Downer</u>	<u>\$10,601.50</u>	<u>\$10,601.50</u>
Subtotal	<u>\$44,511.50</u>	<u>\$44,511.50</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)
<u>Robert Shetterly</u>	<u>Painting</u>		<u>\$300.</u>

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<u>Elizabeth Busch</u>	<u>Sculpture</u>		<u>\$100.</u>
<u>UMaine facility Dr. Groce/ Yolanda Castiglia</u>	<u>Printmaking</u>		<u>UMaine printmaking/ art supplies = \$500.</u>
<u>Tim Christensen</u>	<u>Ceramics</u>		<u>\$300.</u>
<u>John Cooper Jazz Musician</u>			<u>300</u>
<u>Mike Bennett</u>		<u>500</u>	
<u>Valerie Wallace Fine Arts</u>		<u>400</u>	
<u>Susan Smith / UMO</u>		<u>\$100.</u>	
Subtotal		<u>\$1,000.</u>	<u>\$1,500.</u>

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
Fish supplies for Aquaponic systems/ Walmart	\$400.	Art materials for installations and specialty workshops. Art specialty supplies , Nasco, mylar and netting for installation art. Rolls (\$29.47 x 4 colors,) Mesh netting \$16.48 x 5 rolls	\$117.88 plus netting \$82.40= \$285.00
Garden supplies for community garden	\$200.	Mural Paints and gloss medium and brushes	\$200
B & H Sunprint cyanotype paper	\$200		
Art specialty supplies , Nasco, mylar and netting for installation art. Rolls (31.50) Mesh netting \$16.48		Specialty clay and glazes for Christensen workshop.	\$300.

Art specialty supplies for BCS, sculpture and printmaking, Nasco, Inks and printing blocks, printing rollers and cutters	\$500.	Zinc plates and paper for UMO printmaking workshop	\$200
Adhesive tape for installation	\$75.00		\$75.00
Adafruit/ arduinos kit plus motor stopper/servo shield, music maker shield and 9v battery holder.	\$160.		\$160.
Subtotal	\$1,535.	Subtotal	\$1,220

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Bus for Art studio visit	\$100.	Bus for art studio visit	\$130.00
Bus for Art museum (Bangor)	\$130.	Bus to UMaine (Music ed)	\$150.00
MGAT membership	\$35.00		
Bus to Umaine, Music Ed. Dept. (3)	\$450.00		
Subtotal	\$715.	Subtotal	\$280.

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Flocabulary program(2)	\$160.	Virtual High School	\$1,500
Aleks online program	\$990.		
Subtotal	\$1,150	Subtotal	\$1,500

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MGAT Conference & travel	\$350.		
Subtotal	\$350.	Subtotal	

