

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: Brewer School Department

Name and title of person responsible for gifted and talented program:
Renita Ward-
Downer Director of Curriculum

Phone number: 207-989-8638

Email address: rward-downer@breweredu.org

CERTIFICATION:

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

Cheri Towle
Superintendent Name (printed)

Cheri Towle
Superintendent Signature

Date of Initial submission to Maine DOE: 11/1/18

Date of 1st Revision to Maine DOE: 11/2/18

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

CT
Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: Jeanne L. Allen

Date of Approval: 11/30/18

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:

- 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 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
SueAnn Galtings	Yes	Teacher	K-12	GT Full Time
Renita Ward-Downer	No	Administrator	K-12	Part Time

B.

Indicate ALL Auxiliary Staff: Educational Technician, regardless of whether there has been a change or not

7.

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT
NONE					

(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.)

Academic BCS:

Target Goals for the GT academic program for 2017-2018 at BCS was guided by the Empower target goals in three areas, Habits of Mind, Critical Reasoning and content.

- 100% of the 6th grade, GT academic students exceeded benchmark for the target goals in the GT enrichment programs.
- 98% of the 3rd, 4th and 5th grade enrichment groups met or exceeded target goals in their final products. 99% of these students indicated growth in their self-evaluations.

The following GT teams voluntarily entered the following contests and competitions above their regular academic work, without a grade assessment.

- Two teams, 6th and 7th and 8th grade GT academic middle school teams participated in the Maine Science Festival. The 6th grade team got runner-up.
- Two teams, 6th and 7th/8th grade GT academic middle school students participated in the Windstorm Challenge at the University of Maine. The 7th/8th grade team came in second and exceeded Habits of Mind targets.
- Four GT ELA students entered the Maine Principal's Essay contest.
- Three GT 5th graders entered the annual Mapmaking contest.

BCS & BHS GT learners accelerated from 3-12 grades, successfully met or exceeded proficiency assessments.

Academic BHS:

- Two GT seniors were National Merit Scholars Semi-Finalists.
- 100% of the GT seniors received academic scholarships and awards.
- Two GT Seniors received the UMaine Presidential Scholarships.
- Three of these GT seniors received the Junior Exhibition Scholarships.
- GT Brewer High School students participated in the Maine High School Quiz Bowl team.

BCS GT ART:

- GT Art students completed two installations in Brewer Community School, and one is a permanent installation, based on staff request.

BCS GT Music

The Brewer Community School GT music received the following awards last year:

- Jazz Band-Gold Award at the State Jazz Festival (scored 95 or above).
- Michael Desjardins-one of 5 individual outstanding musicianship awards.

BHS Music:

- **3 Gt Music Seniors successfully completed their Honors Diploma Exhibition program with a written thesis and a formal presentation and performance in music.**
- The Brewer High School Jazz band received a Silver level at the State Championships
- Two GT Music students received the Outstanding Musicianship Trophy at the State Championships.

BHS ART:

- BHS GT Art students completed an additional two more panels for permanent installation at Brewer High School.
- BHS GT Art students successfully created and designed blown glass.
- BHS Art students positively reflected on their artist studio visit with installation artist, Elizabeth Busch.

***In conclusion, the Gifted and Talented Academic and Visual and Performing Arts programs at the Brewer School Department are effective and successful in supporting Gifted and Talented students and their academic and Visual and Performing Art's needs and challenges in the coming year 2018-2019. The support of the Brewer School Department for the Gifted and Talented program at the Brewer Community School and at the Brewer High School fosters a strong and vital program.**

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

No Change.

- Effectiveness at all grade levels is determined through formative and summative assessments. This ongoing process throughout the school year allows the GT program to monitor student understanding, habits of work, critical and creative reasoning skills and make adjustments as needed. This system of an ongoing check-in with classroom teachers and parents allows for a more individualized monitoring of their Individualized Learning Plans. Gifted and Talented program assessment for effectiveness can be reviewed by the feedback from all stakeholders, assessing the Individual Learning Plans or content/ work target goals for students, standardized tests and report card assessments

Visual and Performing Art:

- 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, 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.
- 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 provide 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 artwork is displayed around the school. The attendance and feedback from students continue to be positive for GT programming.
- The Brewer Community school GT music students went to UMaine three times for thematic music workshops in the UMO Music Education department. 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 overall GT program components, evaluating the strengths and weakness in order to improve the programs. Solo performances and small ensembles provide opportunities for growth and maturity as musicians.

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.

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)*

- Whale Watch field research for Maine Science Festival. Three teams of middle school students are researching whales in the Gulf of Maine for the upcoming Maine Science Festival competition. Students will be interviewing the on-board science researcher as well as observing whales in their environment.

Specialty workshops provide extraordinary opportunities to work with professional artists with specialized skills and experts in specific content fields, see below:

BHS:

- The glass blowing workshop is a meaningful workshop on several levels. Meeting working artists in their studio provide an authentic experience. In addition, students learn a specialized skill by creating and producing several glass products to take home. Based on student reflections and products this is a highly successful authentic workshop.
- Brewer High School GT Art students are still working on a series of 10, 54 x 30-inch panels for permanent installation at BHS.
- Brewer Community School and Brewer High School GT will work with artist and professor Susan Smith and reach out to the Brewer community to create a community mural.
- Stephanie Leonard's Steampunk workshop provides an opportunity to explore the art of assemblage with found objects, Steampunk style and the use of resin in sculpture and jewelry.

BCS:

- At BCS Gt Art students will explore fiber arts and screen printing.
- GT Music students will work with College of Atlantic professor, Mike Bennett exploring African Drumming. Our GT program strives to continue to bring diversity in our program.

Field trips:

- Research supports that field trips are a key component of school instruction; they broaden the educational experience and make a subject more relevant.
- Aleks supports the GT math students that are accelerated or not grade accelerated in the classroom.

- GT Coursework will strengthen the Brewer GT program and support the classroom teachers who also work with GT learners.
- The Holocaust conference at the Holocaust Museum in Augusta will provide enrichment to the GT curriculum on the Holocaust.

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)
Sue Ann Galtings	\$38,429.	\$38,429.
Renita Ward-Downer	\$10,729.50	\$10,729.50
Subtotal	\$49,158.50	\$49,158.50

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NONE		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
Umaine Printmaking	Printmaking		\$250.
Dr. Susan Smith	Art	\$350.	\$350.
Linda Perrin/Atlantic Art	Glassblowing		\$570.
Jessica Peill-Menninhouse	Fiber arts	\$457.50	
Stephanie Leonard	Steampunk Found Object workshop		\$400.
Mike Bennett	African Drumming		\$250.

Subtotal		\$807.50	\$1820.

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
Screen printing supplies -NASCO	\$180.	Zinc Plates and paper - UMAINE printmaking studio	\$200.
		Wheat paste project- Nasco, Loews and Shop'n Save	\$42.50
		Mural Paint -- Nasco	\$100.
Subtotal	\$180.	Subtotal	\$342.50

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Bar Harbor Whale Watch	\$540.	Bus for UMaine Art Museum	\$150.
Bus to Bangor Art Museum	\$130.	Bus to Colby Museum	\$400.
Bus to UMaine Music ED. program times 3 trips.	\$450.	Bus to UMaine Music ED. Program times 3 trips.	\$450.
Subtotal	\$1,120.	Subtotal	\$1,000.

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Aleks	\$1,230.		0
Subtotal	\$1,230.	Subtotal	0

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost

State of Maine
Department of Education

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MEGAT membership	\$37.50	MEGAT membership	\$37.50
Holocaust Conference at Holocaust Museum, Augusta	\$75.00		
UMO GT coursework <u>EHD 698 Independent Study;</u> <u>Title of Study:Assessing</u> <u>Curriculum and Instructional</u> <u>Product for Gifted and Talented</u> <u>Learners</u>	\$1,300.	UMO GT Coursework	\$1,300.
Subtotal	\$1,412.50	Subtotal	\$1,337.50

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$49,158.50	\$49,158.50
Auxiliary Staff	N/A	0
Independent Contractors	\$807.50	\$1820.
A. Materials/Supplies	\$180.	\$342.50.
B. Other Allowable Costs	\$1,120.	\$1,000.
C. Student Tuition	\$1,230.	
D. Staff Tuition/PD	\$1,412.50	\$1,337.50
Total	\$53,908.50	\$53,658.50