

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:**

Great Salt Bay School

**Name and title of person responsible for gifted and talented program:
Alison Macmillan**

Phone number: 207-563-3091

Email address: amacmillan@aos93.org

CERTIFICATION:

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

James D. Hodgkin
Superintendent Name (printed)

James D. Hodgkin
Superintendent Signature

Date of Initial submission to Maine
DOE:

Date of 1st Revision to Maine DOE:

10/23/17

J.D.H.
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: _____

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 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
Alison Macmillan	Yes	Teacher	k-8	4/5 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

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.*)

Gifted and talented staff and classroom teachers conduct formative evaluations of student progress toward learning goals. Student progress towards goals may take place in the regular classroom, in small group classes, or independent, one on one classes, with a mentor or teacher. This provides a feedback loop for students and teachers to track progress toward learning goals and to inform decisions. This evaluation is ongoing throughout the school year. Student progress reports are provided to parents through trimester reports, report cards, emails, phone calls and meetings. Information collected as part of the evaluation reflects the interests and needs of the constituency groups. Tools used include questionnaires distributed to teachers, parents, and students. Student and parent conferences are also used to collect information. Evaluation designs report the strength and weaknesses of the gifted and talented program, as well as critical issues that might influence program design.

The Phoenix Program's enrichment specialist (GT teacher) communicates with teachers throughout the school year to discuss student progress, teaching and classroom management strategies to meet the needs of identified students in the regular classroom. Communication is through PLC meetings, emails, and one on one conversations. Class/Student Specific: The following are examples of curriculum extension classes designed by the gifted and talented teacher in coordination with classroom teachers. Class design based on students strengths, interests and needs. Student and teacher identify learning goals, steps to achieve said goals, and assessments to demonstrate successful goal completion. Student self-assessment is frequently used. Reports of student progress are provided to teachers and parents.

Academics

Our school now offers a honors algebra class for our grade 8 students. Last year's class included two GT math students from grade 8 and two accelerated GT math students from grade 7. All four students successfully completed the class. The two grade 7 students are now taking a high school level honors geometry class with a math mentor at our school. Student learning was demonstrated by ongoing

A small group of Grade 4 students successfully completed a math curriculum extension class. Teacher and student identified learning goals together. Student learning was assessed using teacher designed and student-designed assessments. Assessments included class discussions, student journaling, self-reflection, successful completion of project-based assignments. (One project was shared with MENSA. Just this past week we learned that the students problems are to be included in an online magazine available through the MENSA website.) Student progress was regularly communicated to parents and classroom teachers.

A small group of Grade 5 students successfully completed a math curriculum extension class. Student learning was assessed using teacher designed and student-designed assessments. Assessments included class discussions, student journaling, self-reflection, successful completion of project-based assignments. One of the weekly classes was devoted to coding. Students learned coding using the program Python,

A small group of grade 3 students successfully completed two project based learning opportunities: a presentation to introduce a visiting author as part of a science literacy unit; and an author study. Student

progress was ongoing. Successful completion of learning goals was assessed using student products, presentations, self-reflection on performance, and teacher evaluation of using rubrics and written feedback.

A small group of grade 4 scientists were our school's official Atlantic Salmon stewards for the school year. Students were leaders of the school's Adopt A Salmon Program sponsored by the Atlantic Salmon Foundation and US Fish and Wildlife Service. Students successfully lead the program and released up to 200 salmon fry to a local river.

A small group of grade 2 readers strengthened their critical thinking skills through discussions of interpretive questions based on their reading. Student progress on teacher assigned goals was ongoing through individual and group assessments, and student self-assessment.

A small group of grade 5 writers successfully completed a nonfiction writing project under the direction of a visiting author. Learning goals were developed by teacher and student. Student products were assessed to determine successful achievement of said goals.

A small group of grade 7 writers successfully completed a scene study under the instruction of a visiting author. Learning goals were teacher assigned. Assessment was through oral and written feedback from author, final student product, and student reflection on individual learning.

A small group of grade 7/8 students designed and successfully completed a GSB podcast under the direction of the grade 7/8 language arts teacher and the GT program.

Visual and Performing Arts

Students met their learning goals through differentiated instruction within the regular classroom: band, strings, chorus, art. Small group or individual lessons are also offered in music. Instruction was supplemented with special projects/ learning opportunities which extend student learning beyond that provided in the classroom. Examples include:

- Special visual arts classes designed by visiting artists in collaboration with our art teacher.
- Band field trip to attend a Bay Chamber Concerts event.
- Grade 7/8 podcast group.

(c.) Include how program effectiveness was determined.

Effectiveness was determined through successful completion of student goals; quality of student products; student, parent and teacher interviews and emails.

8. Provide a justification/description of the items included in the proposed budget in number 9. The funds partially cover costs for three authors who work with identified students in small group workshops. The Rube Goldberg competition is for students identified in grade 5. MEGAT is for professional development for GT program teacher.

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)
Alison Macmillan	60,725.60	
Subtotal	60,725.60	

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)
Mary Cerullo	Nonfiction writing, author	100.00	
Belinda Ray	Fiction author	500.00	
James Nelson	Historical fiction author	100.00	

Subtotal	700.00	
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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		Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Rube Goldberg Competition	200.00		
Subtotal	200.00	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
MEGAT	150.00		

Subtotal	150.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	60,725.60	
Auxiliary Staff		
Independent Contractors	700.00	
A. Materials/Supplies		
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	150.00	
Total	61,575.60	