

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: _____ - Great Salt Bay School **CS D**

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

Alison Macmillan, Gifted and talented teacher

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.

CRAIG JURGENSEN
Superintendent Name (printed)

Craig Jurgensen
Superintendent Signature

Date of Initial submission to Maine DOE: 10/5/18

Date of 1st Revision to Maine DOE: 10/10/18

[Signature]
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: Patti Drapeau

Maine DOE Approval: [Signature]

Date of Approval: 10/1/18

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.

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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).

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Describe CHANGE here:

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

 CHANGE

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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
Alison Macmillan	Yes	Teacher	k-8	80%

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.

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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.)* 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 class, 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 conversation. 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

Two grade 8 students successfully completed a high school honors geometry class. Student learning was demonstrated by ongoing assessments and successful completion of class. These same students successfully completed a grade 8-language arts class taught by our gifted and talented teacher in consultation with our grade 8 LA teachers. Learning goals were both teacher and student driven.

A small group of grade 5 students successfully competed in a Rube Goldberg competition. The competition included specific learning goals. Student achievement was measured by the students' final project – invention and presentation.

A small group of grade 5 writers successfully completed a nonfiction-writing project under the direction of a visiting author. Teacher and student developed learning goals. Student products were assessed to

determine successful achievement of said goals. □

There were two small group math curriculum extension classes— one for grade 5 and one for grade 4. Students in both grades successfully completed the 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 to parents and classroom teachers. □

One student in grade 4, and two in grade 5 successfully completed individually designed projects based on student learning goals. Progress was monitored throughout and coordinated with classroom teacher. Students successfully completed their projects.

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 Artifact Box. 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 2 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.

Visual and Performing Arts□

Students met their learning goals through differentiated instruction within the regular classroom: band, strings, chorus, and 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.

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

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. *(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)*

9. The funds partially cover costs for two 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 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>Alison Macmillan</u>	<u>62,096</u>	
Subtotal		

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>Mary Cerullo</u>	<u>Non-fiction writing</u>	<u>100.00</u>	
<u>Belinda Ray</u>	<u>Fiction author</u>	<u>500.00</u>	
<u>Jim Nelson</u>	<u>Historical fiction author</u>	<u>100.00</u>	

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	62,096	
Auxiliary Staff		
Independent Contractors	700.00	
A. Materials/Supplies		
B. Other Allowable Costs	200.00	
C. Student Tuition		
D. Staff Tuition/PD	150.00	
Total	63,146	

