

*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: MSAD #27

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

Jamie Pelletier

Phone number: (207)834-5540

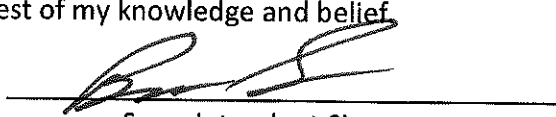
Email address: jamiepelletier@sad27.org

**CERTIFICATION:**

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

Benjamin Sirois

Superintendent Name (printed)

  
Superintendent Signature

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

Date of 1<sup>st</sup> Revision to Maine DOE: 11/20/17

BRS  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

Superintendent Initials

**FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)**

Reviewed By: \_\_\_\_\_

Maine DOE Approval: 

Date of Approval: 12/15/17

### ***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:

- Academic program philosophy -

- 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:

- Academic program abstract -

- 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
Jamie Pelletier	Yes	Both	3-12	Full 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.)*

Staff/ Administrator Feedback: During my last teacher review I met with the building principal. We discussed my action plan with reference to the professional goals I had set the prior year. The goals involved engaging G/T students with high interest activities in all content areas. Using Google Docs I created the MSAD #27 Calendar of G/T Events which included a table that identified activities based on content area, age group served, date of event and presenter contact info. I was able to share this document with the administrators in the district. Doing so helped avoid scheduling conflicts and allowed office staff to keep track students' comings and goings to special G/T events.

I continue to sort staff e-mail into four categories: 1. Questions & Clarification 2. Praise/ Thanks 3. Constructive Feedback 4. Volunteers to Help or Chaperone. Over the 2016-2017 school year the results of this tabulation were as follows: 1. Questions & Clarification 42% 2. Praise/ Thanks 36% 3. Constructive Feedback 8% 4. Volunteers to Help or Chaperone 14%.

Parent Feedback Review: I continue to maintain e-mail contact with all of my students and now use FaceBook Messenger to contact the parent that does not have e-mail. I have sorted and tallied my parent correspondence folder and the results are as follows: 1. Questions & Clarification 22% 2. Praise/ Thanks 46% 3. Constructive Feedback 11% 4. Volunteers to Help or Chaperone 21%.

In addition to this, I send home annual parent surveys. I continue to be pleased with the level of detail the parents put into their responses. Parents continue to tell me that the survey gives them an opportunity to "sit and reflect on their child as a learner." I use this feedback to inform the choices I make for the upcoming year when planning my roster of activities and building my budget. The data I collect from the parent survey tells me that parents are supportive and there are always way too many chaperone volunteers- a good problem.

Student Feedback Review:

After G/T events I require students to complete exit slips in which they rate the event based on rigor/ level of student engagement/ overall interest/ and recommendation about whether future groups of G/T students would benefit from the activity. This feedback helps me inform my choices as I select independent contractors and build future G/T budgets. Students in Grades 4-8 also complete annual surveys that help me gauge areas of interest, which allows me to build my roster of future activities accordingly. The big pieces of data that I will use to shape my upcoming program year is 76% of GT students feel that rigor in enrichment activities is IMPORTANT or VERY IMPORTANT. Another 92% of students feel it is VERY IMPORTANT that G/T activities be interesting. Finally 18% of my GT students feel that being pulled out of class is "stressful." When I followed up on this verbally middle school students said, "It is hard to miss a math lesson."

- (c.) Include how program effectiveness was determined.

MSAD #27 G/T Student Growth Data:

Based on STAR Math scores for MSAD #27 G/T students Gr.3-8:93% increased or maintained, 7% declined

Based on STAR Reading scores for MSAD#27 G/T students Gr.3-11: 95% increased or maintained, 5% declined  
Students in Grades 4-12:

Based on MSAD #27 student GPA in social studies: 36% increased, 59% maintained, 5%

Based on MSAD #27 student GPA in science: 36% increased, 57% maintained, 7% declined

Based on MSAD #27 student GPA in visual arts: 50% increased, 50% maintained, 0% declined

Based on MSAD #27 student GPA in performing arts: 25% increased, 75% maintained, 0% declined

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

Costs for supplies are intended to cover visual arts and science consumables. Visual arts materials may be used for set construction as well as to cover costume and prop costs for upcoming theatrical performances in which G/T visual arts and performing arts students participate. LEGO Robotic field kits will be purchased as well as a start-up kit for a new team as well as registration and travel for G/T students only to the regional and state competitions. Illustory book publishing kits will be purchased for writing activities with elementary G/T students. Battle of the Books novel sets will be purchased for two high school and two middle school teams so that they may participate in ARG T's annual competitions.

Costs will also cover student tuition fees and travel to ARG T events as well as field trips which will occur during the school day and for G/T students only to the Challenger Center in Bangor, the Emera Planetarium in Bangor and Expanding Your Horizons, as well as performances at the Collins Center for the Arts in Orono, MSSM Math and Science Camp for girls. Also this will cover cost of an ARG T collaborative bus trip for secondary G/T students only to New York City. The purpose of this trip is to expose the students to several institutions in an urban setting including the American Museum of Natural History, the Metropolitan Museum of Art, the United Nations Building, the 911 Memorial/ Museum and the Statue of Liberty. The trip will include a live performance on Broadway that is directed by a former Aroostook County G/T student. This trip was purposely designed to include enrichment and exposure opportunities for all types of G/T students who are gifted in the following areas: visual and performing arts, math, science, social studies, and language arts because these exposure opportunities are unavailable to G/T students in our remote area of the state. All of these offerings are for G/T students only and will occur during the school day.

Other allowable expenses will include travel for the G/T coordinator to annual conferences as well as to ARG T and AR2R regional meetings. Staffing costs will include the salary and benefits for the G/T coordinator/teacher as well as the cost for independent contractors and facilitators to work with G/T students only. The afore mentioned contractors include an oil paint artist who will introduce art theory and new concepts and techniques, consultants including theater consultants who will present workshops on diction, stage presence, acting motivation, stage dance, theatrical choral training, and other concepts, a writing mentor who will deliver on-site writing workshops and then use Google Docs and FaceTime to remotely mentor G/T writing and history students in the revision process in real time, as well as robotics instructors/ mentors who will teach G/T students EV3 Mindstorms programming and conduct robot track meets, which occur during the school day. These mentors will also facilitate THREE FIRST LEGO LEAGUE (FLL) robotics teams. FLL costs include support from Maine Robotics for registration and participation in FLL track meets and in the FLL season including travel to regional team practices and meets- all of which happen during the school day. Additionally, budget estimates include costs include musical scores and scripts and the Sinfonia accompaniment program for the musical Annie for PA G/T students. The set will be

designed and built by G/T VA students. Lastly, costs include illustory writing kits, which will enable G/T writing students to publish their works in a hardcover volume.

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)
Jamie Pelletier	\$60,707	\$25,717
<b>Subtotal</b>	\$60,707	\$25,717

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Paul B.Janeczko	Writing instructor	\$1,000	\$1,500
LuLu Pelletier	Visual Arts instructor	\$3,500	
Kelley Marquis	Robotics instructor	\$2,200	
Rob Gray	Theatrical instructor	\$4,000	
Samantha Boutot	Choral instructor	\$1000	\$1000
Meredith Paradis	Dance instructor	\$750	\$750
Travis Mills	Growth Mindset	\$2000	\$4000
Loren Coleman	Cryptozoology	\$1000	\$1,500
Joanne Zafonte	Piano Accompanist	\$200	\$300
<b>Subtotal</b>		\$15,650	\$9,050

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
Illustory writing kits	\$600		
Mindstorms robotic kit	\$900	Musical Theater International musical scores/scripts Annie	\$750
LEGO EV3 base kit	\$500	Sinfonia musical accompaniment for Annie	\$1500
Battle of the Books novel sets	\$400	Battle of the Books novel sets	\$400
Hands-on science consumables	\$100	HemingWeigh ergonomic mat	\$40
Visual arts consumables	\$100		
<b>Subtotal</b>	<b>\$2,600</b>	<b>Subtotal</b>	<b>\$2,690</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Expanding Your Horizons conference in Orono	\$700	ARGT Annual Collaborative Trip	\$1,700
Challenger Center & Emera Planetarium visit	\$1,600	Collins Center for the Arts Performance	\$2,000
LEGO Robotics track meets	\$1,750		
<b>Subtotal</b>	<b>\$4,050</b>	<b>Subtotal</b>	<b>\$3,700</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
LEGO registration	\$550		
Junior LEGO EXPO	\$500		
ARGT Regional Events	\$3,850	ARGT Events	\$1,000
MSSM Science Camp for Girls	\$700		
<b>Subtotal</b>	<b>\$5,600</b>	<b>Subtotal</b>	<b>\$1,000</b>

**D. Staff Tuition/Professional Development:**

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Annual MEGAT Conference	\$250	Annual MEGAT Conference	\$150
ARGT/ AR2R directors' meetings	\$250	ARGT/ AR2R directors' meetings	\$100
<b>Subtotal</b>	<b>\$500</b>	<b>Subtotal</b>	<b>\$250</b>

**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	\$60,707	\$25,717
<b>Auxiliary Staff</b>	0	0
<b>Independent Contractors</b>	\$15,650	\$9,050
<b>A. Materials/Supplies</b>	\$2,600	\$2,690
<b>B. Other Allowable Costs</b>	\$4,050	\$3,700
<b>C. Student Tuition</b>	\$5,600	\$1,000
<b>D. Staff Tuition/PD</b>	\$500	\$250
<b>Total</b>	<b>\$89,107</b>	<b>\$42,407</b>