

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: Balleyville School District

Name and title of person responsible for gifted and talented program:
Amanda Belanger, Principal

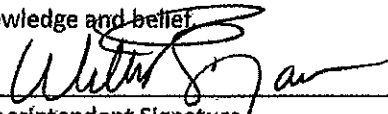
Phone number: 207-427-3882

Email address: belanger@su107.org

CERTIFICATION:

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

William P. Braun
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 9/16/17

Date of 1st Revision to Maine DOE: 11/21/17


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: 12/6/17

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:

- 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
Jennifer Pratt	Yes	Teacher	Pk-6	Part-time
Amanda Belanger	No	Administrator	Pk-6	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

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.*)

Two students attended an arts program for a half hour, three times a week. The students worked on art that was exhibited throughout the school year and during the school's annual Art and Music Program.

One student completed a half-year writing program where the process of writing a children's book was examined. The student worked on writing a children's story and although the goal of publishing was never reached, it is planned to be continued and completed during the 2017-2018 school year.

Four students worked in an accelerated math program. These students were assessed throughout the year using the STAR math assessment.

Summation Statement:

The art teacher's reflection of the growth of the art students show that both students made great growth during the year. The students identified in the visual arts of our GT program were enriched in numerous ways. The teacher knew their strengths from prior knowledge. She researched and chose specific projects for each of the students that would heighten their talent areas. For one student that meant delving into 18th Century Architecture and learning how to mimic the styles of the era. The student also spent time in the drawing area where details and fine pencil work were key. The other student spent time in their talent area in the pop art culture. The student learned about color theory, history, technique and value. This enhanced their talent in the areas of line design, pattern and color. Other projects that were presented were coil pots and painting techniques. These projects provided each student with an experience they had no prior experience with. They worked through the techniques, the students learned to coil, sew strands together and learned about stitching for shape. With the painting, the students learned how different paints apply, mix and give texture to their work. They learned about the importance of proper brushes, strokes, water and solvents. Through out their learning, specific themes were introduced to link the style they were learning to history and criticism.

The state and STAR assessments show that the student in the gifted and talented writing program scored above state and grade level expectations. This proves the instruction was successful for this student.

The Math STAR assessment showed that 100% of the students in the math acceleration program made growth. The state assessment shows that 50% of the students are at or above state expectations. It is unclear why 50% of the students scored below state expectations. This will be reviewed in the following year to see if this trend continues. 100% of the math students were successful in the math class they attended.

(c.) Include how program effectiveness was determined.

The students who attended the arts program were assessed by the arts teacher. The feedback that the teacher offered these students helped with the planning of the program.

The student who completed a half-year of writing programing scored a 4: Above State Expectations on the empower ELA state assessment. She also received above grade level scores on the STAR assessment that all students are given as a universal screener in ELA.

The four students who attended the accelerated math program scored the following:

Grade 5 Student 1:

At State Expectations – Math empower

Above grade level: SS 822 (goal 710) – STAR Math Assessment

Grade 5 Student 2:

Above State Expectations – Math empower

Above grade level: SS 986 (goal 710) – STAR Math Assessment

Grade 5 Student 3:

Below State Expectations – Math empower

Above grade level: SS 817 (goal 710) – STAR Math Assessment

Grade 5 Student 4:

Below State Expectations – Math empower

Above grade level: SS 827 (goal 710) – STAR Math Assessment

A Google Survey was used for self-evaluation. Teachers were able to submit answers about the GT program at WES. Questions included:

Do you understand the referral process for the gifted and talented program?

Do you feel the gifted and talented program meets the needs of our GT population? Please explain. Please list how you think the GT program could better suit the needs of your students.

Due to our responses, we decided to start the 2017-2018 school year with a training on how teachers could make referrals. We also decided to have parent information for referrals available at our Open House. The training material will include referral procedures and education on the difference between gifted and talented and accelerated learning.

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

The costs for the GT program will be incurred from the following:

Annual GT conference for GT Teacher and GT Coordinator

Salary for GT Teacher

Big Ideas Math for GT math students - From the self-evaluation, it was determined that teachers wanted to provide more in the area of math education for students in the math GT program. Due

to the success with the Big Ideas Math series for a GT student in the year 2016-2017, we felt that it would benefit all GT math students to utilize this online program.

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)
Jennifer Pratt	\$20,000	
Subtotal	\$20,000	

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)
Subtotal			

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
Big Ideas Math Program	\$411.50		
(Student and Teacher materials for both Advanced and Compacted Pathways)			
Subtotal	\$411.50	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		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 Membership	\$35		
2017 NEGCT Conference for GT teacher and GT coordinator	\$600		
Travel to NEGCT Conference	\$200 Travel allowance		

Subtotal	835.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	20,000	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	411.50	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	835.00	
Total	\$21,246.50	