

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: Baileyville 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)

William P. Braun
Superintendent Signature

Date of Initial submission to Maine DOE: 6/13/18

Date of 1st Revision to Maine DOE: 9/28/18

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

William P. Braun
Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: James K. Lee

Date of Approval: 10/4/18

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
Amy Morrison	No	Teacher	Pk-6	Part-time
Amanda Belanger	No	Administrator	Pk-6	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

(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.)*

In the fall we screened our total population with the SAGES-2 testing materials. This allowed us to see not only the academic areas, but the abstract areas as well as talents. We feel this tool provided accurate results. We had decided prior to the screening that we would include other criteria for GT determination. These criteria included STAR testing, Empower, classroom grades, specials grades and recommendations by parents or staff. We decided to make sure that students, staff and parents were clear on identification, exit criteria, differentiated instruction, compacting instruction and pull out programming.

The GT advisory board provided training to teachers and support staff on how they could utilize the program and to clarify what gifted and talented meant. This gave us a time to make sure everyone understood what the programming would entail and how to use it with any identified students they may have. We made a table at Open House with our information about the gt program, parent recommendation information and details about our program. The table was headed by the gt teacher. This provided our staff and our parents the common language for clear, effective communication.

Once we identified students in the first weeks of school, we gathered the appropriate curriculum and began our program. We sent formal letters of identification to parents of students and all of our information about programming. We did several types of programming, from differentiated instruction, compacting, small groups and pull out programs. Teachers and the gt teacher kept effective communication and spoke on a daily and weekly basis, depending on student needs. In cases of students identified with talents, the gt teacher is also endorsed in visual arts and teaches it in the classrooms. Students identified with talents were given differentiated instruction in regular classes and in a once a week pull out class.

Through program monitoring and close communication we saw students attain goals set at the beginning of the year on their individual program plans. The end of the year assessments in their academic areas of identification showed all had reached the goals established in their plan.

This year we had one young man who has tested at two years above his current grade level in math. He was given a one on one time daily and then four days a week with a small group, working on Algebra I. His STAR assessment scaled score was a 969 (goal for end of grade 6 is 710).

We also included a total of 7 students who showed advanced math skills but were not identified. They were seen in a pull out program using accelerated curriculum.

We had two girls identified in the visual arts this year. They were taught and challenged by differentiation during regular art instructions. Their work was selected to hang in the Eastport Art Gallery.

One boy who was identified in the math and science areas. He was challenged in the regular classroom with effective communication between the regular classroom teacher and the gt teacher.

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

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.

The first part of the process was to make a GT advisory board and provide protocol on:

1. Referrals by teachers or parents
2. GT advisory meetings
3. Determination criteria

Due to the responses from our Google Survey, we decided to start the 2018-2019 school year with a training on how teachers could make referrals. More teachers made referrals than in previous years, so we felt that this was successful.

Parents were provided information for referrals during our Open House. The training material included referral procedures and education on the difference between gifted and talented and accelerated learning. During the school year 2017-2018, two parents made referrals. This was the first time that any of the staff could remember parents making referrals for GT.

Careful planning made our program effective. The GT advisory team had several meetings throughout the year with clear agenda to what we felt were the best ways to meet the needs of our students. As we had a teacher up and current on gifted and talented education, we could move ahead with planning. We discussed important focus areas such as scheduling, assessing, monitoring programming, staff education and parent understanding. Most of this information is provided in 7(b).

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)

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 2017-2018, 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 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)
Amanda Belanger	\$20,000	
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)
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		
Subtotal		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	\$35.00		
Subtotal		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	\$35.00	
Total	20,446.50	