

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: Brunswick School Department

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

Phone number: 207-319-1900

Email address: pmakin@brunswick.k12.me.us

CERTIFICATION:

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

Paul Perzanoski Superintendent Name (printed) Paul Perzanoski Superintendent Signature

Date of Initial submission to Maine DOE: 9/28/18

Date of 1st Revision to Maine DOE: 10/17/18 (PP) 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: Joanne Kalle

Date of Approval: 11/28/18

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:

Based on teacher feedback, we have decided to increase the engagement of a local consultant, Molly Kellogg, to meet directly with teams and individual teachers as they explore ideas for differentiating for their identified students. Last year, she provided some of this direct consulting in addition to providing staff and parent workshops. We hope to increase this service this year, as it proved to be successful and was well-received by all.

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
Pete Stevens	Yes	Teacher	6-8	FT in GT
Sharon McCormack	Yes	Teacher	K-12	PT in GT
Tracy Kinney	Yes	Teacher	3-5	FT in GT
Program Coordinator	No	Administrator	K-12	PT in GT

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.

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.)

Our evaluation surveys of teachers/staff showed the highest degree of program effectiveness we've seen during the 3 years of transitioning from a pull-out service delivery model to an inclusion model with differentiated instruction for GT. Teachers report close to a 20% increase over last year in their comfort with reaching out/connecting with GT strategists. Teachers have also maintained their high scores regarding their own perceived ability to implement differentiation strategies and meet the needs of GT students. Parent surveys of satisfaction with the program continue to be mixed: parents of BJHS students – who once had pullout services for their children tend to continue to rate the program as marginally helpful or having a neutral impact (and some continue to rate the services as poor); most parents at the elementary school, who had not once had (and then lost) the pullout program tended to report a positive (52%) or very positive (13%) impact. 97% of students made sufficient progress toward their ILP goals, although many made less progress in the social emotional goals than in the academic goals. Specific concerns expressed by some parents included a lack of understanding of how exactly the differentiated instruction worked and a desire for more communication in general and more descriptive communication in particular. We will use this feedback to improve our communication with parents and to find a way to make clear and obvious what tends to be an "invisible" service when differentiation is provided within the regular classroom. This is also a potential design flaw in our self-evaluation system – since we are not "outing" students to each other (overtly using a "gifted" label, or otherwise calling attention to identification status) and are implementing the differentiated strategies seamlessly within the regular classroom context, it's hard for parents to understand what is different or special for their own child. *in other words – students in a pullout program are reminded each day that they are gifted/special learners and can report that to parents... but when differentiated strategies are worked into the flow of a regular classroom, it's not always as clear to students that they are receiving something extra.

Student Growth Data:

Academic Talent Development: 43% of identified students met the academic goal set by the ILP team; 57% exceeded their academic goal; 21% partially met their Social /Emotional /Behavioral Goal and 79% made sufficient progress toward their Social/Emotional/Behavioral Goal.

Academic Talent Development, secondary grade levels:

Elementary level Music students – 100% of identified students exceeded their growth targets based on the "Intermediate Measures for Music Audition" evaluation tool.

Secondary level Music students – 75% of identified students met their growth goal, based on the state assessment / performance based rubric for qualifying to the state level High School Honors Festival.

Art students – 92% met/exceeded their growth targets, 8% partially met growth targets.

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

Overall program:

In response to the parent feedback about communication, we have made some adjustments to the ILP document and to the ILP process to improve clarity and communication about the program and about the student experience. We also plan to provide differentiated activities within our district's new Social Emotional Learning curriculum in order to address the unique SEL needs of gifted learners.

Academic Talent Development:

Documented achievement of ILP goals were used to determine student growth, with Academic goals based on specific performance indicators within our standards-based curriculum.

Music:

At each level the Music teachers use a combination of rubric scoring criteria and the authentic assessment of audition that is scored using state standards to measure student growth.

Art:

Identified students demonstrate growth based on portfolio scoring rubrics, and teacher observation of growth mindset (a common goal for all identified Art students). A planned change in measuring student growth will include student-developed goals for art making and for skill development.

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)*

Our budget provides salaries and benefits to 3 GT teachers (2.6 FTE) and to a program coordinator. Additionally, funds are allocated to support professional development in differentiation and supporting gifted learners for the GT teachers and for regular educators who are teaching identified GT students in their classrooms. Other PD and travel costs for MEGAT conference are included in the budget also.

Classroom supplies, materials, and site licenses for online courses provided to identified students are included in the budget, including Art supplies and field trip costs (trips are during the regular school day and are available only to identified students), and including specially prepared sheet music and instruments are included to support solo and featured performances by students who are identified as gifted in our Band 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)
Peter Stevens	\$98,083.86	
Tracy Kinney	\$69,177.45	
Sharon McCormack	\$52,624.79	\$10,512.98
Pender Makin	\$2,563.50	\$2,563.50
Subtotal	\$222,449.60	\$13,076.48

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)
Molly Kellogg	GT/Differentiation/ Teacher Consult	\$4000	\$1000
Subtotal		\$4000	\$1000

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
Materials for Art Portfolios: Artist Grid Canvas - \$350 Stretched Linen Canvas - \$350 Acrylics tubes 72 colors 2 @ \$100 each Gesso/Primers: Blick premium Gesso \$30 Van Gogh Oil Paint Tubes sets \$200 Graphite and charcoal pencils \$70	\$1200	Materials for Art Portfolios Artist Grid Canvas - \$350 Stretched Linen Canvas - \$350 Acrylics tubes 72 colors 2 @ \$100 each Gesso/Primers: Blick premium Gesso \$30 Van Gogh Oil Paint Tubes sets \$200 Graphite and charcoal pencils \$70	\$1200
Differentiating for Gifted Learners: Beyond the Basics	\$1500	Differentiating for Gifted Learners: Beyond the Basics	\$1500
Challenge Math for Elementary and Middle School	\$500		
Music is Elementary: contrabass bars for GT music ensemble	\$1332		
Juliard Store (materials for solo and ensemble for GT Band)	\$600	Juliard Store (materials for solo and ensemble for GT Band)	\$900
Books for GT Novel Study: My Side of the Mountain – 10 @ \$8.00 Hans Brinker and the Silver Skates 10@ 5.00 The Invention of Hugo Cabret 5@ \$14	\$200		
Subtotal	\$5332	Subtotal	\$3600

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

Elementary: Item name	Cost	Secondary: Item name	Cost
GT Art Field Trips – (\$400 per trip covers transportation and admission costs for identified students) 1) Gallery Tour (meeting with artists and curators to gain ideas for artist statements) Galleries include: - Greenhut Galleries - Space Gallery - Fore River Gallery 2) Portland Museum of Art	\$1200	GT Art Field Trips – (\$400 per trip covers transportation and admission costs for identified students) 1) Gallery Tour (meeting with artists and curators to gain ideas for artist statements) Galleries include: - Greenhut Galleries - Space Gallery - Fore River Gallery	\$1200

3) Farnsworth Museum		2) Colby Museum 3) Bowdoin and Bates Art Museums	
Subtotal	\$1200	Subtotal	\$1200

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	\$600 (for 3 participants)		
Subtotal	\$600	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$222,449.60	\$13,076.48
Auxiliary Staff	\$0	\$0
Independent Contractors	\$4000	\$1000
A. Materials/Supplies	\$5332	\$3600
B. Other Allowable Costs	\$1200	\$1200
C. Student Tuition	\$0	\$0
D. Staff Tuition/PD	\$600	
Total	\$233,581.60	\$18,876.48