

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:

Glenburn Elementary School

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

Thomas Coleman - Gifted and Talented Director

Phone number: 207-947-8769

Email address: colemant@glenburnschool.us

CERTIFICATION:

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

Christine Boone

Superintendent Name (printed)

Christine Boone
Superintendent Signature

Date of Initial submission to Maine
DOE:

9/28/18

Date of 1st Revision to Maine DOE:

10/30/18

CB

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:

Date of Approval:


11/28/15

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 -

From 2015-2016 Application: The mission of the Glenburn Elementary School Academic Gifted and Talented program is to provide identified students with instructional options beyond those provided by the regular curriculum in their school and to allow these students to achieve a higher level of learning within the following content areas: English/Language Arts, mathematics, science, and social studies. It is the intent of the program to provide consult and direct services if needed in accordance with student ILP's.

The Gifted and Talented program is designed to serve the top 3-5% of identified students in grades Kindergarten through 8, who consistently exceed the standards of the Common Core Standards and/or Maine Learning Results or have the potential to exceed those standards and require extensions of the regular curriculum in their schools in one or more of the following areas: English/Language Arts, mathematics, science, and social studies.

Arts program philosophy -

From 2015-2016 Application: The mission of the Gifted and Talented Program for Visual and Performing Arts in the Glenburn Elementary School is designed to serve students in grades Kindergarten through 8, who demonstrate significant achievement or the potential for significant achievement beyond their age peers. These are students who consistently exceed the standards of the Maine Learning Results or have the potential to exceed these standards and require differentiated educational experiences in the Visual and/or Performing Arts. It is the intent of the program to provide consult and direct services if needed in conjunction with their Visual and Performing Arts Individualized Learning Plan.

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 - From 2015-2016 Application: Students who are formally selected for the gifted and talented program are formally identified and provided with programming at the elementary (grades 3-5), middle school (grades 6-8) levels. The overall goal is to ensure that students who are identified for the gifted and talented program receive instruction at an

appropriate level through the use of various program models, instructional strategies, and resources.

Grades K-2: Informal identification of 3-5% of students and curriculum extensions within the regular content area classes.

Grades 3-5 and 6-8: Formal identification of 3-5% of students and services provided primarily through a classroom-based model that includes: differentiated instruction, curriculum extensions, and content acceleration.

Arts program abstract - From 2015-2016 Application: Students who are selected for the Gifted and Talented Program in Visual and/or Performing Arts are identified and provided with programming at the elementary and middle level. The overall goal is to ensure that students who are identified for the Gifted and Talented Program receive instruction at an appropriate level through various program models, instructional strategies and resources.

K-2: Informal identification (of 3-5%) of students and differentiated instruction within the regular art and/or music classes and integrated with other content areas.

3-5 and 6-8: Formal identification of (3-5%) students and services provided primarily through a classroom-based model of differentiated instruction as well as art appreciation opportunities, integrated curricular experiences, and exhibition opportunities.

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 -

From the 2015-2016 Application:

Goals:

Develop an Individualized Learning Plan for each student which will include specific student goals and outcomes (including minutes for consult and/or direct services).

Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies, and resources.

Integrate the gifted and talented program with the regular classroom and develop cooperative relationships between classroom teachers and personnel assigned to the gifted and talented program.

Provide professional development and support to assist teachers in meeting the needs of advanced learners.

Align instruction in the gifted and talented program with the Common Core Standards and the Maine Learning Results.

Ensure that the identification and placement process and procedures are fair and equitable. Continue to expand on the procedures used to review student progress, identify future goals/outcomes, as appropriate, and identify resources necessary to implement the plan.

Objectives:

Students will be give the opportunity to master basic content at a pace and depth appropriate to the capacity of able learners.

Students will be give the opportunity to promote their critical thinking and reasoning abilities.

Students will be give the opportunity to develop research skills and methods.

Students will be give the opportunity to develop self-understanding.

Students will be give the opportunity to develop creative and divergent thinking skills.

Students will be give the opportunity to develop problem-solving skills.

Students will be give the opportunity to develop metacognitive skills that foster independence and self-directed learning.

Activities:

Classroom teacher will differentiate learning activities to meet the student needs (will consult with gifted and talented director) through:

- Acceleration
- Complexity
- Depth
- Challenge
- Creativity

Arts program goals, objectives, activities -

From the 2015-2016 Application: Goals: Develop an Individualized Learning Plan for each identified student which will include specific student goals and outcomes.

Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies, and resources.

Integrate the gifted and talented program with the regular classroom and develop cooperative relationships between specialist teacher and personnel assigned to the gifted and talented program.

Align instruction in the gifted and talented program with the Maine Learning Results.

Develop a process to review student progress, identify future goals/outcomes, as appropriate, and identify resources necessary to implement the plan.

Objectives:

The major purpose of a visual and performing arts gifted and talented program is to bring students together with high interests and abilities in art/music in ways that will broaden and deepen their knowledge about art/music, and offer them learning opportunities rarely found in a regular art/music classroom setting.

Activities:

Students who are identified will have opportunity to participate in: independent study, tiered assignments, cooperative learning opportunities, grouping by ability, and special performances and workshops with trained professionals.

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:

- o General intellectual ability identification -
No change

Specific academic areas identification -
 No change

Arts identification -

Develop additional screening tools for art/music identification to be used by the art/music selection committee.

Transfer students -
 No change

Exit procedures -
 No change

Appeals procedures -
 No change

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:

No change.

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:

No change

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
Thomas A. Coleman, Jr.	No	Administrator	K-8	0.8
Christine Boone	Yes	Superintendent/ GT Mentor	K-8	0.1

B. Indicate **ALL Auxiliary Staff**: Educational Technician, regardless of whether there has been a change or not

Name of Staff	Role	690	Grade	Name and	Indicate

7. (a.) Indicate any changes to your Approved Initial application self- evaluation process.

NO
 CHANGE

CHANGE

Describe CHANGE here:

No Change

(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.)*
Annual Self Evaluation - 2017-2018

Appropriate level of instruction - all students received appropriate instruction based on their Personal Learning Plans (currently being renamed and strengthened into Individualized Learning Plans).

Integration between the regular classroom and the GT program occurred on a weekly basis.

Ensuring Continuity- The steering committee met at 3X during the year to review the gifted and talented program's effectiveness and to make suggestions as needed.

Professional Development and Support - Meetings before school, contacting all parents at the beginning of the year, mailing letters, and having independent meetings between grade levels and the GT Director. This gave ample opportunity to discuss student needs and for collaboration of support/resources as it applied to individual students. Scheduled weekly consultation meetings as well.

Instruction Aligned to Standards - All instruction was aligned to state standards.

Fair and Equitable Identification Process - Formal blind screening occurred during October 2017 and May 2018. Students were selected and the process was set into place of creating a personal learning plan.

Student feedback- students were given a questionnaire 2X during the school year. This was used to ensure program goals were being met.

Data Table below:

ELA was assessed using beginning of year data and end of year data collected through Accelerated Reader and Fountas and Pinnell Reading Inventories. They are describe in Grade Level Equivalent or GE showing either maintaining or making growth.

Math was assessed using beginning and end of year data collected through Accelerated Math and is depicted with Grade Level Equivalent growth.

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Science, Art, and Music was assessed using a 4 point rubric at the beginning and end of the year showing point growth throughout the year.

Student	2017-2018 Grade Level	Subject Area	ELA Growth (Grade level equivalent=GE) Beginning to end of year	Math Growth (Grade Level Equivalent=GE) Beginning to end of year	Science Growth (1-4 Scale) Beginning to end of year
1	3	Math		4.6GE to 5.2GE = +0.6GE	
2	3	ELA	5.5GE to 7.2GE = +1.7GE		
3	4	ELA	Fountas and Pinnell Level U to W: +0.6 Year Growth		
4	4	ELA	Fountas and Pinnell Level T to W: +1.0 Year Growth		
5	4	ELA	6.2GE to 8.7GE = +2.5GE		
6	5	ELA, Math	12.9+GE to 12.9+GE = Maintain @ 12.9+ GE	>8GE to >8GE = Maintain >8GE	
7	6	Math		>9GE to >9GE = Maintain >9GE	
8	6	ELA, Sci	12.9GE to 12.9GE = Maintain 12.9 GE		3pt. to 4 pt. = 1.0pt. growth
9	7	ELA	12.9+GE to 12.9+GE = Maintain 12.9+GE		
10	7	Math		9GE to >10GE = +1.0GE	
11	7	Math, EL A, Sci.	>10GE to >10GE = Maintain > 10GE	12+GE to 12+GE = Maintain 12+GE	2pt. to 3.5pt. = 1.5 pt. growth
12	7	Sci			2pt. to 2.5pt. = 0.5pt. growth
13	8	Sci			2.5pt. to 3.5pt. = 1.0 pt. growth

Student	2017-2018 Grade Level	Subject Area	Growth Data (1-4 pt.) w/over 4 points exceeding standards.
1	6	Music	3.8 to 4.2 = +0.4 pts.
2	7	Music	3.8 to 4.2 = +0.4 pts.
3	7	Music	3.5 to 4.1 = +0.6 pts.
4	8	Music	4 to 4.3 = +0.3 pts.
5	4	Art	4 to 5 = +1.0 pt.
6	6	Art	Withdrew

Student	2017-2018 Grade Level	Subject Area	Growth Data (1-4 pt.) w/over 4 points exceeding standards.
7	8	Art	4 to 4.5 = +0.5 pts.

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

After reviewing the data, we conclude that students are making adequate achievement in all areas. We will continue to provide services in the same capacity and as always strive to expand by providing even more opportunities for the students identified.

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)*

Josh Alves, a local author, will be brought in once a month to consult, instruct, and assist in the production of a year-long graphic publication with one of our identified students (who recently published his first book through the work with this author last year).

Patti Drapeau, an independent consultant, will be brought in for a day and a half of teacher workshops to provide specific strategies designed for gifted students and differentiated instruction (geared specifically for teachers of the gifted and talented students).

ELA books listed in the budget will be used for literature groups for the identified students in the gifted program and this will occur during regularly provided direct services. The books include: Ghost Boys by Jewell Parker Rhodes, Refugee by Alan Gratz, Orphan Train Girl by Kline, It Ain't So Awful, Falafel by Dumas, Number the Stars by Lois Lowry, The Giver by Lois Lowry, The Hobbit by J.R.R. Tolkien, A Wrinkle in Time by Madeleine L'Engle, To Kill a Mockingbird by Harper Lee, Flowers for Algernon by Daniel Keyes, The Book Thief by Markus Zusak, Shades of Gray by Carolyn Reeder, and From Salt to Sea by Ruta Sepetys. We will use these books in literature group discussions for identified students.

The rocket science materials will be specifically used with identified science students as a culminating STEM research project. Estes Blast-Off Flight Pack Rocket Engines, Estes Tandem-x Flying Model Rocket Launch Set, Estes Recovering Wadding, Estes Designer Special Rocket Kit, Estes Goblin Model Rocket Kit, and Estes 7233 Lynx Rocket Kit Mini will all be used to explore rocket trajectory and rocket science. Students will research rockets, then build and launch models from a kit, then construct their own rockets from the Estes Designer Special Rocket Kit from scratch.

Moby Max will be used to provide extended and extra mathematics practice for identified students.

Learning A-Z will be used to specifically support the students identified in ELA.

Aleks will be used to support the mathematics program for identified students- one completing Algebra 1, one completing Algebra 2 and soon Trigonometry, and one completing Geometry. It will also support one student as supplemental work for 7th grade math and one for supplemental work in 4th grade math.

The CogAT will be used to assess students who are recommended for screening and used in the selection of identified students.

The MEGAT conference will provide detailed information, resources, and strategies aimed at working with the gifted population.

The BYU Independent Study - Online Course - Geometry (Part1) will be used to support the mathematics program for an identified student and will be given direct support for this online course as needed.

The Art Supplies and Rationales include: Blick Academic 5/8" Profile Cotton Canvas 11"x14" used for artwork, Blick Academic 5/8" Profile Cotton Canvas 16"x20" used for artwork, Modern Drawing resource book for artists, Sakura Pigma Micron Pen Sets used for identified student artwork, Prismacolor Premier Colored Pencil Sets used for identified student artwork, Faber-Castell Goldfaber Sketching Pencils to be used for student artwork, Self-Portrait Mirrors-Double Sided to be used for art work, Blick Wirebound Sketchbooks for the identified students to produce individual artwork, Star Products Wallet Portfolio to be used to for student artwork, Pelikan Watercolor and Gouache Pans for identified student use, Cover for 6 3/4" White 10 Well Tray for student use, and Blick Studio Acrylics for identified student use. All these items will be used specifically with the identified art students as they complete portfolio work and independent projects. This will be completed through direct services specific for gifted students within the program. There is high-anticipation that the identified students in the gifted arts program will increase through the screening and selection process.

The Music Supplies and Rationale Include: Two Donner DC-2 Guitar Capos for acoustic and Electric Guitars for students to be able to change notes in accordance with song book, three Kyser Quick-change Capos for 6-string acoustic guitars that will be used to change notes quickly in accordance with the sheet music, three Ukulele Capos with picks to be used to change notes with the ukuleles, three Fender FT-1 Pro clip-on tuners for acoustic guitars to keep the guitars in tune, and a Hal Leonard The Ukulele 5 Chord Songbook to provide quality music instruction. These items will be used specifically with identified gifted musicians within our program through direct instruction as they perform using these stringed instruments. There is high-anticipation that the identified students in the gifted music program will increase through the screening and selection process.

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)
Thomas Coleman	\$55,688	
Christine Boone	\$8000.00	
Subtotal	\$63,688	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	\$0.00	

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Local Author, Josh Alves	Writing	\$350.00	
Independent consultant, Pattie Drapeau	Differentiated Instruction for GT Students	\$2400.00	
Subtotal		\$2,750.00	

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
Art Supplies (BLICK Art Materials)			
Blick Academic 5/8" Profile Cotton Canvas 11"x14", Pkg of 2 (quantity of 3)	\$15.39		
Blick Academic 5/8" Profile Cotton Canvas 16" X 20", Pkg of 2 (quantity of 3)	\$21.57		
<u>Modern Drawing</u> - Resource Book	\$14.85		
Sakura Pigma Micron Pen Set - Black Various Sizes, Set of 3 (Quantity 5) (\$6.92 ea)	\$34.60		
Prismacolor Premier Colored Pencil Set- Tin Box, Set of 48 (Quantity 5) (\$23.74 ea.)	\$118.70		
Faber-Castell Goldfaber Sketching Pencil Set - Set of 8 (Quantity 5) (\$7.83 ea.)	\$39.15		
Self-Portrait Mirror-Double Sided (Quantity 10)(\$14.09 ea.)	\$140.90		
Blick Wirebound Sketchbook - 12" x 9", Wire Bound, 80 Sheets (Quantity 5, \$12.29 ea.)	\$61.45		

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Star Products Wallet Portfolio - 17" x 22" x 2", Red, with Handles (Quantity 5, \$7.27 ea.)	\$36.35		
Pelikan Watercolor and Gouache Pans- Opaque Colors, Set of 24 (Quantity 5, \$25.79 ea.)	\$128.95		
Cover Only - Cover for 6 3/4", White 10 Well Tray (Quantity 10, \$0.99 ea)	\$9.90		
Blick Studio Acrylics -Set of 36 colors, 21 mL tubes (Quantity 5, \$26.17 ea.)	\$130.85		
Art Subtotal:	\$752.66		
<u>ELA - GT Literature Groups -</u>			
<u>Ghost Boys</u> -Jewell Parker Rhodes (Set of 6, \$8.49 ea.)	\$50.94		
<u>Refugee</u> -Alan Gratz (Set of 6, \$8.99 ea.)	\$53.94		
<u>Orphan Train Girl</u> (Young Reader's Edition) by Kline (Set of 6, \$8.82 ea.)	\$52.92		
<u>It Ain't So Awful. Falafel</u> by Dumas (Set of 6, \$7.99 ea.)	\$47.94		
<u>Number the Stars</u> by, Lois Lowry (set of 6, \$5.59 ea.)	\$33.54		
<u>The Giver</u> by, Lois Lowry (set of 6, \$8.99 ea.)	\$53.94		
<u>The Hobbit</u> by, J.R.R. Tolkien (Set of 6, \$7.16 ea.)	\$42.96		
<u>A Wrinkle in Time</u> by, Madeleine L'Engle (Set of 6, \$7.50ea.)	\$45.00		
<u>To Kill a Mockingbird</u> by, Harper Lee (Set of 6, \$8.99 ea.)	\$53.94		
<u>Flowers for Algernon</u> by, Daniel Keyes (Set of 6, \$8.99 ea.)	\$53.94		

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The Book Thief by, Markus Zusak (Set of 6, \$8.99 ea.)	\$53.94		
From Salt to Sea by, Ruta Sepetys (Set of 6, \$8.65 ea.)	\$51.90		
Shades of Gray by, Carolyn Reeder (Set of 6, \$6.99 ea.)	\$41.94		
ELA Subtotal	\$636.84		
<u>Science:</u>			
Estes Blast-Off Flight Pack Rocket Engines	\$55.01		
Estes Tandem-X Flying Model Rocket Launch Set	\$36.95		
Estes Recovery Wadding	\$5.95		
Estes Designer Special Rocket Kit	\$72.00		
Estes Goblin Model Rocket Kit	\$16.49		
Estes 7233 Lynx Rocket Kit Mini	\$14.59		
Science Subtotal:	\$200.99		
<u>Music</u>			
Donner DC-2 Guitar Capo For Acoustic and Electric Guitar (\$9.99 ea. Quantity 2)	\$19.98		
Kyser Quick-Change Capo for 6- string acoustic guitars (\$19.95 ea. Quantity 3)	\$59.85		
Ukulele Capo with Picks (\$7.99 ea. Quantity 3)	\$23.97		
Fender FT-1 Pro Clip on Tuner for Acoustic Guitar (\$8.99ea. Quantity 3)	\$26.97		

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Hal Leonard The Ukulele 5 Chord Songbook	\$13.59		
Music Subtotal:	\$144.36		
Subtotal	\$1734.85	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal	\$0.00	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Learning A-Z	\$109.95		
Moby Max	\$99.00		
Aleks Math	\$450.00		
CogAT Test and Materials (\$11ea. Student, estimate 30 students)	\$330.00		
BYU Independent Study Online Course - Geometry - Part 1	\$176.00		
Subtotal	\$1,164.95	Subtotal	

D. Staff Tuition/Professional Development:

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Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference (includes membership)	\$75.00		
Subtotal	\$75.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$63,688.00	
Auxiliary Staff		
Independent Contractors	\$2,750.00	
A. Materials/Supplies	\$1734.85	
B. Other Allowable Costs		
C. Student Tuition	\$1,164.95	
D. Staff Tuition/PD	\$75.00	
Total	\$69,412.80	