

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: MSAD #27

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

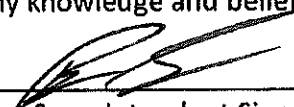
Phone number: (207)834-5540

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: 9/19/2018

Date of 1st Revision to Maine DOE: 10/30/2018



Superintendent Initials

Date of 2nd Revision to Maine DOE: _____

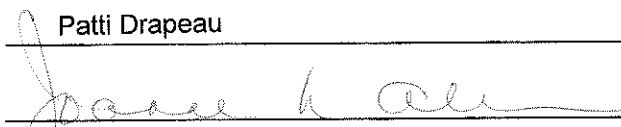
Superintendent Initials

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: 11/20/18

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:

- 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 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
Jamie Pelletier	Yes	Both	3-12	Full Time

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.)*

Staff/ Administrator Feedback: During my last teacher evaluation I met with the building principal. We discussed my teacher action plan with reference to the professional goals I had set the prior year. The goals involved engaging G/T students in STEAM activities and higher-level critical thinking skill activities. I developed and implemented lessons in both areas. During my review the administrator rated my teaching practices as Highly Innovating. I will continue to utilize 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. Doing so helps me avoid scheduling conflicts and allows office staff to keep track of 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 2017-2018 school year the results of this tabulation were as follows: 1. Questions & Clarification 49% 2. Praise/ Thanks 36% 3. Constructive Feedback 9% 4. Volunteers to Help or Chaperone 19%.

Parent Feedback Review: I continue to maintain e-mail contact with all of my students and now use FaceBook Messenger to contact the parents that do not utilize e-mail. I have sorted and tallied my parent correspondence folder and the results are as follows: 1. Questions & Clarification 25% 2. Praise/ Thanks 41% 3. Constructive Feedback 10% 4. Volunteers to Help or Chaperone 24%.

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:

My G/T students complete exit slips after each activity we complete. On these slips they rate the event based on overall interest/ rigor/ level of student engagement/ and recommendation about whether they feel future G/T students groups would benefit from the activity. This feedback is invaluable. It is a necessity in helping me inform my choices as I build future G/T budgets and select independent contractors. In addition to this, G/T students in Grades 4-8 complete annual surveys that help me gauge areas of interest. This in turn allows me to build a roster of future activities accordingly. The major pieces of data that I will use to shape my upcoming program year is 81% of GT students feel that rigor in enrichment activities is IMPORTANT or VERY IMPORTANT. Another 90% of students feel it is VERY IMPORTANT that G/T activities be interesting. Finally, 24% of my GT students feel that being pulled out of class is "stressful." This is an increase of 6% from last year. When I followed up on this verbally the students said, "It is hard

to miss a math lesson." I attribute this notable increase to a of lack of space in our elementary school that in turn resulted in the G/T classroom being shared among three specials teachers which meant limited availability for the room to be used with G/T groups. Fortunately, in the 2018-2019 school year I will have a private classroom and will be able to continue pull-out sessions during designated enrichment blocks. This should remedy the situation by alleviating the stress students reported.

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

MSAD #27 G/T Student Growth Data:

Based on STAR Math scores for MSAD #27 G/T students Gr.4-8: 95% increased or maintained, 5% declined
Based on STAR Reading scores for MSAD#27 G/T students Gr.4-11: 96% increased or maintained, 4% declined
Students in Grades 4-12:

Based on MSAD #27 student GPA in social studies: 37% increased, 60% maintained, 3% declined

Based on MSAD #27 student GPA in science: 23% increased, 74% maintained, 2% declined

Based on MSAD #27 student GPA in visual arts: 63% increased, 37% maintained, 0% declined

Based on MSAD #27 student GPA in performing arts: 39% increased, 61% maintained, 0% declined

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)

In order to foster growth in STEAM areas I am constructing two maker spaces; one in the elementary level G/T classroom and one at the middle school/ high school level. These centers will include robotics necessities, batteries, wire, LED lights, glue guns, 3D pens and design kits along with critical thinking games and puzzles to be used by G/T students only. 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. BareBooks gameboards, writing kits, puzzle sets will be purchased for creative and 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 for supplies are intended to cover visual arts 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 only participate.

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 Jackson Laboratory on Mount Desert Island and the Maine State Aquarium in Boothbay Harbor, as well as performances at the Collins Center for the Arts in Orono, MSSM Math and Science Camp for G/T girls. Also this will cover costs of an ARG T collaborative bus trip for secondary G/T students only to Boston. The purpose of this trip is to expose the students to several institutions in an urban setting including the Museum of Science, the Museum of Fine Art, the Freedom Trail experience, visits to the USS Constitution and Bunker Hill. The trip will include a live Broadway performance. This trip was purposely designed to include enrichment and exposure opportunities for all types of G/T students who are gifted in the

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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 ARGT and AR2R regional meetings and MEGAT Board of Directors' 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, 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 of musical scores and scripts for the musical, *The Wizard of Oz*, for PA G/T students. The set will be designed and built by G/T VA students. Lastly, costs include payment to the Challenger Center of Maine for a presenter to deliver STEM activities to G/T elementary and middle school students.

***REQUESTED REVISIONS:**

SECTION 9A:

1. Name Battle of the Books titles:

Battle of the Books Novel Sets:

Middle School Titles: *Ungifted, In the Shadow of the Sun, Once, World's Afire, Lord of the Flies, Harbor Me, The Unwants*

High School Titles: *The Girl From Everywhere, The Guernsey Literary and Potato Peel Pie Society, The Meg, Monster, Chasing King's Killer, The Crucible, Requiem*

2. Name Visual Arts Consumables:

Visual Arts Consumables \$200:

Sculpey polymer white clay \$20, Sculpey samplers \$75, Sculpey glaze kit \$25, Gallon Casting Laytex \$80

3. Itemize Maker Space Consumables:

Maker Space Consumables \$1,200:

Bare Books Print and Paste Book Kits \$150, Bare Game Boards \$75, Bare Puzzle Kits \$100, Batteries (3V,9V, AA,AAA,D) \$60, Copper Tape \$40, LED 5 mm Ausupkei Lights \$30, Chibitronics Classroom Pack \$110, Apple Barrel Acrylic Pottery Paint \$40, Sulpa Chinese Paper Lanterns \$20, Fairfield PF 12-A Poly-fil \$20, Magna Tiles Clear Colors \$50, Illustory Book Kits \$320, Styrofoam Balls \$20, Glue Guns \$80, Glue Sticks \$30, Wooden Dowels, Discs, Balls \$25, Duct Tape \$30

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)
Jamie Pelletier	\$60,707.71	\$26,017.59
Subtotal	\$60,707.71	\$26,017.59

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)
Mitchell Daigle	Robotics Instructor	\$2,500	
Samantha Boutot	Choral Instructor	\$1,100	\$1,100
Lulu Pelletier	Visual Arts Instructor	\$3,500	
Gordon Korman	Writing Instructor	\$3,000	\$3,000
Jennifer Poulin	Challenger Center Presenter	\$2,000	
Don Chouinard	Battle of the Books Coach		\$750
Kara Beal	Battle of the Books Coach	\$750	
Rob Gray	Theatrical Instructor	\$4,000	
Paul B. Janeczko	Poetry Instructor	\$1,000	\$1,500
Subtotal		\$17,850	\$6,350

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
Chibitronics Writing Kits	\$150		
Mindstorms Robotic Kit	\$700	Musical Theater International musical scores/ scripts: The Wizard of Oz	\$750
Battle of the Books Novel Sets	\$550	Battle of the Books Novel Sets	\$550
LEGO BOOST Robotic Kit	\$200		
Maker Space consumables such as 3D pen filament, LED lights etc. See #8	\$600	Maker Space consumables: such as 3D pen filament, LED lights etc. See #8.	\$600
Visual arts consumables	\$100	Visual arts consumables	\$100
Subtotal	\$2,300	Subtotal	\$2,000

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

Elementary: Item name	Cost	Secondary: Item name	Cost
LEGO robotic track meets	\$1,750	ARGT Annual Collaborative Trip	\$5,400
Collins Center for the Arts Performance	\$1,000	Collins Center for the Arts Performance	\$1,000
		Jackson Lab Open House/ Maine State Aquarium trip	\$600
Subtotal	\$2,750	Subtotal	\$7,000

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

Elementary: Program name	Cost	Secondary: Program name	Cost
LEGO Registration	\$600		
Junior LEGO Expo	\$500		
ARGT Regional Events	\$3,850	ARGT Events	\$1,000
MSSM STEM Camp for Girls	\$2,100		
Subtotal	\$7,050	Subtotal	\$1,000

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Annual MEGAT Conference	\$200	Annual MEGAT Conference	\$100

**State of Maine
Department of Education**

**Gifted and Talented Education Program
Renewal Application 2018-19**

ARGT/AR2R/MEGAT directors' meetings	\$400	ARGT/AR2R/MEGAT directors' meetings	\$200
Subtotal	\$600	Subtotal	\$300

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$60,707.71	\$26,017.59
Auxiliary Staff		
Independent Contractors	\$17,850	\$6,350
A. Materials/Supplies	\$2,300	\$2,000
B. Other Allowable Costs	\$2,750	\$7,000
C. Student Tuition	\$7,050	\$1,000
D. Staff Tuition/PD	\$600	\$300
Total	\$91,257.71	\$42,667.59