

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: December 17, 2017

RETURN BY EMAIL TO:
<mailto:GT.DOE@maine.gov>

School administrative unit name: Cape Elizabeth School Department

Name and title of person responsible for gifted and talented program: Christine A. Winterbrook, Ed.D., Gifted and Talented Coordinator

Phone number: 207-799-8176


Email address: cwinterbrook@capeelizabetschools.org

CERTIFICATION:

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

Howard Colter

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: September 25, 2017

Date of 1st Revision to Maine DOE: December 13, 2017

Date of 2nd Revision to Maine DOE: January 17, 2017

Date of 3rd Revision to Maine DOE: _____



Superintendent Initials



Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval:  _____

Date of Approval: 1/29/18

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 –

Gifted and talented children are those students who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from gifted and talented education services. The Cape Elizabeth School Department is committed to addressing the academic and affective needs of gifted and talented students by providing a comprehensive K-12 program that offers a continuum of services. Cape Elizabeth Schools will provide gifted and talented services for students who are identified with General Intellectual Ability and/or Specific Academic Aptitude through a continuum of services such as differentiated instruction in the regular classroom, acceleration, enrichment, and project-based learning opportunities, as appropriate. Gifted and talented services are aligned with the Cape Elizabeth School's strategic plan of supporting each learner to achieve self-fulfillment through learning opportunities that foster independent learning, creativity, critical thinking, and problem-solving skills for the 21st century. We strive to challenge students with intellectually engaging opportunities while providing age- and developmentally appropriate experiences with their peers.

- o Visual/Performing Arts program philosophy –

Gifted and talented children are those students who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from gifted and talented education services. The Cape Elizabeth School Department is committed to addressing the artistic and affective needs of gifted and talented students by providing a comprehensive K-12 program that offers a continuum of services. Cape Elizabeth Schools will provide gifted and talented services for students who are identified as Gifted and Talented in Visual/Performing Arts through a continuum of services such as differentiated instruction in the regular visual/performing arts classroom, acceleration, enrichment, and student-directed projects, as appropriate. We understand that there are students who excel beyond their peers and have the ability to perform at exceptional levels in the arts. Gifted and talented services are aligned with the Cape Elizabeth School's strategic plan of supporting each learner to achieve

self-fulfillment through learning opportunities. The program philosophy compliments the overall system philosophy which supports an educational program that accommodates each student's individual needs and potential in the academic areas, as well as in the visual/performing arts.

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:

- o Academics program goals, objectives, activities –

Goal #1: To provide students with differentiated academic instruction and learning opportunities appropriate to their academic needs, strengths, and passions.

Objectives: Help teachers plan differentiation that is specific to the needs of their gifted and talented learners.

Activities: Provide coaching regarding differentiation and instructional strategies that are specific to gifted and talented learners through our Gifted and Talented Coordinator who will work with teachers in teams and individually to examine practices and give feedback on adjusting for student needs and developing appropriate learning experiences for gifted and talented students.

Goal #2: To assure that Gifted & Talented Students demonstrate growth commensurate with their gifts, talents, and aptitude during the school year.

Objectives: Support teachers in the development of curricular experiences and assessments for students that allow gifted and talented students to show growth and demonstrate growth in appropriate ways.

Activities: Instructor's design differentiated learning and enrichment opportunities of the regular curriculum through compacting, acceleration, and extending where necessary to

meet student's needs and afford them appropriate and challenging educational experiences. Educator's will design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students identified with Gifts and Talents.

- o Arts program goals, objectives, activities -

NO CHANGE

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 -

- o Specific academic areas identification -

- o Arts identification -

- o Transfer students -

- o Exit procedures -

- o 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
Christine A. Winterbrook, Ed.D.	Teacher 32 Provisional K-8 020 (7/31/17-7/31/19) Teacher 32 Provisional K12 690 (7/31/17-7/31/19)	Gifted & Talented District Coordinator	K-12	FT

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.)

1. Our self-evaluation process indicated that we needed to hire a full-time Gifted and Talented Coordinator to support our gifted and talented program. We posted the position and hired a candidate who began August 28, 2017.
2. The gifted and talented program, including the philosophy statement, program abstract, goals & objectives, identification processes, and self-evaluation processes will remain the same for the 2017-2018 school year for the new Gifted & Talented Coordinator to evaluate our student and program needs at Cape Elizabeth School's. The only changes made to our program was a minor update of the philosophy statement to include the state of Maine's definition of Gifted and Talented and the addition of pull-out groups in 4th-8th grade. These processes will remain in effect for the 17-18 SY to allow for evaluation of the student's needs in Cape Elizabeth School Department in order to develop a sustainable and quality gifted and talented program.
3. Cape Elizabeth School's is committed to meeting the individual and unique needs of gifted and talented students. We will implement small group pull out programming of identified students with an emphasis on the Autonomous Learner Model (Bettes) and Passion Projects. This will provide opportunity to evaluate student's needs for programming information moving forward. An emphasis on differentiation in the regular classroom for ELA, math, science, social studies and the VPA's will remain a top priority for the GT Coordinator.
4. Utilizing the programming standards set forth by the NAGC we will actively self-evaluate our processes this school year to make further changes as necessary in the future (18-19 SY) for our gifted and talented program.
5. Screenings will remain in the 3rd, 5th, & 7th grade utilizing NWEA scores, CogAT, & student work samples.

(c.) Include how program effectiveness was determined.

The program effectiveness was determined based upon recommendations made by part-time Gifted and Talented Consultant, the Director of Teaching and Learning, parents of GT students, the Cape Elizabeth School Board, and the GT Advisory Committee.

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

Costs for our GT Program include the salary/benefits of our GT Coordinator, educational materials and supplies, including screening tests and professional development through the METAG conference and memberships with NACG, SENG, & METAG.

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 Ontology) 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)
Christine Winterbrook, Ed.D.	\$ 63,147.51	\$ 7,000
Subtotal	\$ 63,147.51	\$ 7,000

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
Mindware Logic Links Level A	\$ 19.00		
Midware Logic Links Level B	\$ 19.00		
Mindware Logic Links Level C	\$ 45.61		
Mindware Logic Links Level D	\$35.25		
Logic Links Puzzle Box	\$ 12.95		
Metal Wire IQ Puzzles	\$ 7.99		
Yueton IQ Toys	\$ 5.99		
IQ Toys	\$ 6.99		
Qbitz Classroom Set	\$ 79.95		
Qbitz Solo (2)	\$ 19.90		
Word Winks Set of 3	\$ 29.95		
Borenson - Hands on Equations	\$ 314.15		
Great Potential Press Curriculum	\$ 524.25		
Prufrock Press	\$ 906.67		
Odyssey of the Mind Membership & Support Materials (Lots of Problems)	\$ 152.00		
Algebra Antics	\$ 12.95		
Math Olympiad Problems	\$ 115.00		
Prufrock Press Curriculum	\$ 906.60		
Jr Great Books Curriculum	\$ 831.00		
Perplexors Set of 6	\$ 49.95		
Math Perplexors Set of 6	\$49.95		
Books for Book Club (4-8)	854.90		
Subtotal	\$ 5,000.00	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
NAGC Membership	119.00		
SENG Membership	129.99		
METAG Membership	35.00		
NCTM MS Membership	165.00		
Subtotal	\$ 448.99	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
NECGT Conference	\$ 300.00		
Subtotal	\$ 300.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$ 63,147.51	\$ 7,000
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$ 5,000.00	
B. Other Allowable Costs	\$ 448.99	
C. Student Tuition		
D. Staff Tuition/PD	\$300.00	
Total	\$ 68, 896.50	\$ 7,000.00