

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, 2017

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

School administrative unit name: Kittery

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

Phone number: 207 475-1335

Email address: mwoodside@kitteryschools.com

CERTIFICATION:

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

Eric Waddell
ERIC F. Waddell
Superintendent Name (printed)

Eric Waddell 2/27/18
Superintendent Signature

Date of Initial submission to Maine DOE: 10/3/17

Date of 1st Revision to Maine DOE: 2/27/18

EW
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: _____
Maine DOE Approval: *Jane K...*
Date of Approval: 2/29/18

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:

- 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 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
Blayne Matty	No – targeted need	Teacher	3-8 (K-2 consult)	PT

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.*)

Goals and Objectives – We are proud of our program objectives and feel that with each passing year, we are better able to meet them as relationships with teachers grow and thus consultation efforts are more effective. We have expanded our efforts to accelerate students, which is a sizeable philosophical shift within our district. Efforts to differentiate the curriculum continue and are regularly discussed and improved upon. We have also expanded our communication methods between grade levels regarding GT identified students, which has improved the ability of teachers to meet student needs.

Identification – We continue to refine our identification process. We have added parent info nights, which have increased general understanding of GT services in the community. We are still looking to refine our arts identification process, which will be a focus this year.

Curriculum – We have made marked improvements in the differentiation of the math curriculum in recent years. We have implemented math compactors for regular teachers, enrichment math clusters, math acceleration based on specific data, and in general have teachers willing and able to help accelerated students be successful based on social and emotional factors as well as academic performance. Teacher feedback (surveys) has been instrumental in improving our compactor usage. The number of students being accelerated effectively is expanding. Efforts to expand and differentiate the curriculum in literacy continue to be primarily classroom based, but effective based on student and parent feedback and test scores. GT teacher is actively working to improve our elementary science curriculum through the incorporation of engineering activities that meet the needs of GT students. GT enrichment clusters in grades 4-8 continue to keep students engaged and challenged, as reported in student surveys.

Program – Overall we are very proud of the positive impact our GT services are having on the education experience of GT identified students, and to some extent all students. By and large the community is very positive about our GT services (as evidenced through parent surveys at parent info nights and parent surveys throughout the year), though there are some parents who wish for their children to be included in enrichment groups. This is an ongoing educational piece that we are working on, as well as developing other alternatives in the day for these students (not through GT services).

Teacher – Because of the shift to the online teacher certification system last year, the teacher has not yet received her full certification, though she now meets all criteria. She continues to expand her knowledge through engineering education classes.

Program Organization and Operation – With each passing year, relationships between the GT teacher and other faculty staff grow and improve, allowing for better services and communication. This year the GT teacher's position was expanded which will improve the reach of services. This can be measured through the number of classrooms she is able to reach.

(c.) Include how program effectiveness was determined.

We use many measures to evaluate the effectiveness of our programming, including our own reflections, feedback from students, parents and teachers, student achievement and disciplinary data. As much as possible, the direct sources of data are indicated above.

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

Books:

This budget line includes curriculum and professional books as well as books purchased for enrichment book groups and Novel Engineering Curriculum activities. Specific titles purchased include: Building Math series (Stranded, Everest Trek, and Amazon Mission), Bitter Side of Sweet, Guts and Glory: the Civil War, Guts and Glory: WWII, Stay Where You Are and then Leave, Cloud and Wallfish, The Only Road, What Elephants Know, Life as We Knew It, Unbound, Mrs. Bixby's Last Day, The Terrible Truth about Barnaby Brocket, The Nest, Saving Lucas Biggs, Miss Perrigrine's Homes for Peculiar Children, Secret Keepers, White Dophin and Wild Wings.

Instructional Supplies:

The majority of this money is intended for engineering activities in grade 1-5. Supplies to successfully complete the following units will be purchased through the Museum of Science's Engineering is Elementary Curriculum: An Alarming Idea (electricity), The Attraction is Obvious (magnets), A Slick Solution (environmental engineering/oil spill), A Long Way Down, A Work in Process (chemical engineering), Now You're Cooking (solar ovens), Sounds Like Fun (acoustical engineering), Catching the Wind (windmills). Additional engineering activities include selected Design It! Units (balls and tracks, blinking lights), and Novel Engineering activities. While some of these supplies are used every year, some must be purchased yearly.

Additionally, art supplies are included in the budget to support the participation of 5th grade students in our elementary arts fair.

Finally, this budget line also includes monies to purchase the Iowa Test of Basic Skills which will be used to measure aptitude in given subjects through above-grade level testing when we are considering accelerating a student.

Educere Tuition:

Three students (two 7th and one 8th grades) have been identified as needing a faster paced math curriculum. To that end, they will take both Algebra and Geometry during the 2017-2018 school year, thus allowing them to proceed more quickly. Though we offer Algebra at the middle school, the pace was found to be too slow and by allowing the students to take classes online, they are able to take both courses in one year. These courses will be taken online through Educere, with support provided by the GT and classroom teachers.

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 Onotology) 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)
BLAYNE MATTY	\$43528	
Subtotal	\$43528	0

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	0	0

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal		0	0

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
Books	\$1000		
Instructional Supplies	\$2800		
Subtotal	3800	Subtotal	0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal	0	Subtotal	0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		VHS Tuition	255
		Educere Tuition	1600
Subtotal	0	Subtotal	1855

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT GT Conference	\$300.00		
MEGAT GT Conference			
Subtotal	\$300	Subtotal	0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$43528	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$3800	
B. Other Allowable Costs		
C. Student Tuition		\$1855
D. Staff Tuition/PD	\$300	
Total	\$47,628.00	\$1855.00