

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: Kittery School Department

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 F Waddell
Superintendent Name (printed)

Eric F Waddell
Superintendent Signature

Date of Initial submission to Maine DOE: 6/1/16

Date of 1st Revision to Maine DOE: 9/29/16

Date of 2nd Revision to Maine DOE: 10/3/17

Date of 3rd Revision to Maine DOE: 10/4/18, 12/4/18, 3/15/19,
4/1/19, 4/9/19

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Superintendent Initials

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Superintendent Initials

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Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: Jane Hall

Date of Approval: 4/12/19

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:

Professional development for the GATES teacher and the faculty are ongoing and happen in a variety of ways. All staff participate in staff development and training activities designed to provide continuous improvement of teaching and learning, including differentiation in the classroom. Components of staff development, which include workshop opportunities in differentiated instruction, curriculum development, and hands on and performance-based experiences will continue to be provided to teachers in the district. In addition, teachers and parents receive information/training on characteristics and traits that are unique to gifted students. Outside of the district professional development opportunities include coursework, conferences, collaboration with other districts, and school observations.

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
Blayne Matty	pending	teacher	3-8	PT (80%)
			(K-2 consult)	

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
None					

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.)*

Based on elaboration below and end of year reviews, the Kittery Schools believe our GT academic and arts program to be effective. Changes are made in order to meet the needs of our students.

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 did a better job this last year of following the steps we’ve set out to identify students in the arts and are continuing to focus on how to improve this process 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 though 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.

In addition to the above (which was true last year as well as this year), we have seen other forms of acceleration become more common including acceleration in social studies and language arts, replacement of certain curricular areas (such as reading for 7th graders) and other means of meeting the academic needs of specific students. Additionally, we have tried to offer more enrichment opportunities in engineering, art, writing, and other areas.

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 and her application is pending. 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 can be measured through the number of classrooms she is able to reach and teacher feedback about specific programs and services offered.

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

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. *(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)*

- CogAT – an updated version of the test is needed. We use this as part of our comprehensive screening process for GT. It is not used as a general screening.
- Ebooks: Mapping the World with Art, and Mapping the Body with Art: Biochemistry and Cells
- Instructional Supplies:
 - Some of this money is intended for engineering activities in grade 1-8. 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. This year 6th grade GT students will examine light in engineering activities, which is a new unit and will be one of the things purchased. We will be purchasing decimeters for a classroom to use.

- Supplies for students' independent projects, which are put on display in our annual Celebration of Learning. These independent projects vary greatly and as such supplies are different each year based on student interest.
- Supplies are included in the budget to support the participation of 5th grade students in our elementary arts fair.
- Materials for students who are taking classes using the Mapping the World by Art and Mapping the Body by Art classes including paper, compasses, rulers, sharpies, erasers, and pencils
- Transportation for MS students to the HS – We have four 8th grade students who have been accelerated and are taking classes at Traip Academy. A bus provides transportation for them from Traip to Shapleigh daily after they finish their courses.
- Educere – several middle schools students are taking online courses through Educere. This year students identified as gifted in ELA are taking Creative Writing. Two students are taking Video Game design through VHS, which aligns with their math/science identification. One student is taking a mythology class through VHS, which aligns with his ELA certification. And finally one student is taking a Fundamentals of Music Composition, which aligns with her identification as gifted in music.
- 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: Guts and Glory: the Civil War, Guts and Glory: WWII, Cloud and Wallfish, Mrs. Bixby's Last Day, Gorilla Dawn, Scarlet Ibis, Blackthorn Key, Epic Fails series, The List, Call of the Wraith, The Wild Robot Escapes, Mrs. Lemoncello's Library, When You Reach ME, Circus Mirandus, The Green Glass Sea, The Red Pencil.
- To augment our other services, students identified as gifted in the arts will have the opportunity to participate in two arts residencies – one in painting and one in clay. The cost of the painting residency is \$1200 and the cost of the clay residency is \$800.

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)
Blayne Matty	48683	
(all certification have been met - Pending review by MDOE)		
Subtotal	48683	

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
CoGAT	2200		
		Instructional Supplies	\$1030
		ebooks	\$60
		books	\$400
		Decibel meters	\$170
		Electricity supplies	\$200
		Replenishment of magnets	\$150
		Math manipulates	\$150
		Art Residencies	\$2000
Subtotal	2200	Subtotal	4160

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

Elementary: Item name	Cost	Secondary: Item name	Cost
		Transportation to HS for MS students	3600
Subtotal		Subtotal	3600

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		Educere (name of program)	255
		VHS	1200
Subtotal		Subtotal	1455

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Subtotal		Subtotal	0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	48683	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	2200	4160
B. Other Allowable Costs		3600
C. Student Tuition		1455
D. Staff Tuition/PD		
Total	50883	9215