

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:

Northport School Department

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

Christine S.
Neville, Ed.D

Phone number: 207-338-3430

Email address: cneville@drinkwaterschool.org

CERTIFICATION: G/T K-12 in Process

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

Margaret M. Long
Margaret Long, Interim Superintendent
Superintendent Name (printed)

Margaret M. Long
Superintendent Signature

Date of Initial submission to Maine
DOE:

2/6/19

Date of 1st Revision to Maine DOE:

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:

Jeanne Allen

Date of Approval:

2/7/19

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:

- o Academic program philosophy -

- o 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:

- 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 -

- o 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:

- 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: There will be one or two, three hour workshops for teachers on the following:

1. Asynchronous Development: (Intensity and social/emotional development)
2. Planning for appropriate challenge and extension activities in the classroom for each ELP Student's area(s) of strength. Creating a Personal Development Plan with and for each student with objectives and assessment.

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
Christine S. Neville, Ed.D.	Submitted	Teacher	K -8	Part 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
NA					

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.)

Identified student needs were met in the academic and arts areas. Completed surveys document that program components were beneficial to students,

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

The student survey showed both appreciation for and effectiveness of ELP at Drinkwater School. Students prefer to work in pull out groups rather than just have differentiation in the classroom. Their major concern is summarized as: having time as a group where "they could be themselves without observers who don't understand."

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)*

The work with the 8th graders is literature study, where we read books related to the language arts and social studies curriculum. We meet weekly to discuss the reading/writing assignment of the week, thoughtfully considering the genre, the author's writing style, checking facts in historical fiction and defending answers with evidence from the text. Their writing assignments are in conjunction with their work in the regular classroom according to the standards at an elevated level. These students work on their ELP assignments during their ELA class periods. They each receive a narrative account of their accomplishments each 9 weeks for their report card.

The work with the 6th graders is a similar model as above but we begin with a study of leadership, at first in the different levels of government that are the subjects in social studies. Then they will delve into the lives of selected leaders by reading a biography of that leader, learning about leadership characteristics, personality traits and their achievements. At the end of the unit project each student will come to a seminar, portraying their leader and discussing issues from the point of view of that individual. Then leaders in other areas of expertise will be studied and compared. Following this emphasis the students will read shared books for literature study using thought provoking questions that pertain to the standards in the ELA curriculum at an elevated level. They each receive a narrative account of their accomplishments each 9 weeks for their report card.

The fifth grader is deeply interested in science. That being the case, we meet weekly to delve into his interests while supporting his need to increase his word processing speed to keep up with his thinking and he is learning to use voice to print in the meantime. We currently are discussing and researching the mysteries of crop circles, which we share during our meeting and he continues with follow up study and writing during the week. He will receive a narrative account of his accomplishments each 9 weeks for his report card.

We are in the process of following identification procedures for students who have been referred by parents and teachers in grades 4, 6 and 8. Once we have identified students, my work with them will be in conjunction with their needs and in supporting the classroom teacher. If they are strong in language arts/social studies their program could be similar to the literature studies, or an extension in math and/or science.

The elementary music teacher and the middle school band director provide differentiation in the classroom for gifted music students. The only budget expense for music is the District III auditions and participation.

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)
<u>Christine S. Neville</u>	<u>\$12,893.40</u>	
Subtotal	<u>\$12,893.40</u>	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<u>NA</u>		
Subtotal		

Independent Contractor Costs

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

125			

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
Gr. 8			
Curious incident of the Dog in the night Time (8.79)	52.74		
All the light WeCannot See (11.42)	68.52		
Life of Pi (8.49)	\$50.94		
Watershed Down(\$2.50)	\$15.00		
Gr. 6			
An Elephant in the Garden(7.99)	31.96		
#gg and Spoon (11.69)	79.92		
George mitchell: The negotiator(17)	17.00		
In the hands of Providence: Joshua Chamberlain	23.00		
Finding Their Own Voices: Maine Women at the Millennials	16.95		
Hope and fear in Margaret Chase Smith's America: A Continuous Tangle	40.71		
The Life of Edna St. Vincent Milay	16.15		
Longfellow: Rediscovered Life	22.50		
The life and World of Winslow Homer	8.87		
Subtotal	444.26	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Music: District III - 7/8	105		
District III-7/8-Audition Fee	120		
Subtotal	225	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
NA			
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

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

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	12,893.40	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	444.26	
B. Other Allowable Costs		
C. Student Tuition	225	
D. Staff Tuition/PD		
Total	13562.66	