

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: Scarborough Public Schools

Name and title of person responsible for gifted and talented program:
Alison Marchese,
Director of Special
Services

Phone number: 730-4130

Email address: amarchese@scarboroughschools.org

CERTIFICATION:

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

JULIE R. KUKENBERGER
Superintendent Name (printed)

Julie R. Kukenberger
Superintendent Signature

Date of Initial submission to Maine DOE: 9/28/17

Date of 1st Revision to Maine DOE: 12/7/17

JRK 12/7/17
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: Joanne H. Allen

Date of Approval: 1/9/18

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
Avery, Kerry Ellen	Yes	Teacher	6-8	Full
Kelly, Jessica	Yes	Teacher	6-8	Full
Weil-Hackett, Susan	Yes	Teacher	K-5	Full
York, Jonathan	Yes	Teacher	8-12	Part
Marchese, Alison	No	Administrator	K-12	Part
Willwerth, Abigail	No	Teacher	3-5	Part
Maloney, Joanne	No	Teacher	3-5	Part
Drew, Joy	No	Teacher	3-5	Part
Fletcher, Christopher	No	Teacher	3-5	Part
Shabo, Mellisa	No	Teacher	6-8	Part
Ahluquist, Marcella	No	Teacher	6-8	Part
White, Garret	No	Teacher	6-8	Part
Richardson, Renee	No	Teacher	9-12	Part
Landry-Fowler, Erin	No	Teacher	9-12	Part
Pelletier, Elise	No	Teacher	9-12	Part
Ruman, Lisa	No	Teacher	9-12	Part
Volker, Patrick	No	Teacher	9-12	Part

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. The academic and VPA programs were effective as evidenced with student data and feedback. (Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)

Academic Achievement

Grades 9-12

% of students who maintained or improved one or more of the following - course grade, STAR assessment, PSAT, SAT

ELA – 99%

Math – 99%

Science – 100%

Social Studies – 100%

Internship Program – A three session workshop series that focused on helping students prepare for internships, job shadows, work and college interviews was held with over 40 students participating. Post session surveys indicated a high level of engagement with the workshops and satisfaction with the material presented. In addition 25 students went to Maine Medical Center Research Institute, MMCRI, for a hands on lab work experience and internships were completed at a music recording studio, Studio, Portland Press Herald, Maine Medical Center, MMRCI and the Blue Point School.

Grades 6-8

% of students who maintained or improved one or more of the following - course grade, STAR assessment

ELA – 100%

Math – 100%

Science – 100%

Identified students participated in hands on activities with hot air balloons, duct tape projects, kaleidoscopes, fingerprinting, bridges, and catapults allowed students to explore and reflect on new learning regarding the impact of air temperature, effects of materials, reflective properties, crime investigation, water and construction strategies, and connections to forces, quadratics, and real-life applications

Social Studies – 100%

Identified social studies students participated in a state level history competition, Maine History Day. The event was the culmination of months of independent research using both primary and secondary sources on a topic within the historical theme "Taking a Stand in History". Two Scarborough students placed 1st and 2nd in the historical paper category of the junior division and went on to compete at the national competition in Maryland. In addition other identified social studies students participated in a 6 week unit for the novel *Peak* (Roland Smith) in the areas of history, geography and economics.

Grades 3-5

% of students who maintained or improved one or more of the following - course grade, STAR assessment, CPAA

ELA – 86%

Math – 96%

Science – 92%

In Science, students focused on four areas of science, such as Chemistry, Neuroscience, Physics, Astronomy. The classes explored prominent scientists in each field, the basic premises of each field, and past, present and future research problems or discoveries. The students created displays to share their research.

Social Studies – 100%

In Social Studies classes, students chose independent study topics to extend and expand topics from their homeroom Social Studies units (the American Revolution, or Westward Expansion). Topics ranged from the Oregon Trail, the Cherokee Death March, George Washington: Spymaster, and the Seminole Indian Wars. The classes created projects and papers about their research.

VPA Achievement

In the area of visual arts middle school students had an opportunity to visit the Colby College Museum of Art, which also included hands-on studio time. High school students' work was exhibited at the Youth Art Month at the Portland Museum of Art and Gorham Arts Alliance Young Artist Exhibit and additionally one student attended the Haystack Student Craft Institute. Independent and differentiated art projects included many mediums such as: the use/effects of light, sculptures, drawings, murals, printmaking, charcoal, pen& ink, acrylic, watercolor, ceramics, shading techniques, sewing on canvas, assemblage techniques, critical and observational drawing skills, mixed media, wirework, and plaster. Performing arts opportunities included participation in March 2017 Southern Maine Middle School Honor Band Festival, Middle School May 2017 Band Concert – flute duet, brass quintet, District Jazz Ensembles, All State Honors Jazz Ensembles, District Concert Band, and All State Orchestra. All students demonstrated growth.

Student Survey

75% felt that GATES classes were challenging

84% felt their critical thinking skills improved

89% felt that GATES classes provided a safe learning environment

78% felt they developed new areas of interest to explore

81% felt they were more prepared to be an independent thinker

Some of the students favorite things about GATES were seminars, small class size, being challenged, being with other GATES students, having fun, projects, pace of learning. If they could make changes they would like less complicated schedules, pace of learning, less homework, less Springboard curriculum work, more enrichment activities.

(c.) Include how program effectiveness was determined.

Input from students, staff, parents as well as student achievement data and performance/portfolio demonstrations continue to be our sources of information when reviewing the effectiveness of our

GATES program. We continue to explore delivery of services models given the challenges of the building schedules within the student day.

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

The budget for the GATES program includes elementary and secondary salaries/benefits for 3.6 teachers. Additional costs for educational materials, supplies and professional development are noted in the budget proposal.

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)
Avery, Kerry Ellen	78,097.21	
Kelly, Jessica	95,240.90	
Weil-Hackett, Susan	97,368.07	
York, Jonathan		40,966.41
Subtotal	270,706.18	40,966.41

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)
Jill Williams, Wex Inc	Career exploration		300
Subtotal		0	300

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
Science construction materials (balsa wood, duct tape, tissue paper, glue sticks)	280	Sheet music – individual instrumental activities	150
MOEMS Teams	218	sketchbooks	150
Sketchbooks	230		
What's Your Opinion? Prufrock Press	26		
Curriculum Development Kit for Gifted Learners Prufrock Press	46		
Subtotal	800	Subtotal	300

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Museum field trip (Portland Museum of Art, travel)	300		
Subtotal	300	Subtotal	0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	0	Subtotal	0

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NECGT Conference	450	NECGT Conference	150
Subtotal	450	Subtotal	150

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	270,706.18	40,966.41
Auxiliary Staff		300
Independent Contractors		
A. Materials/Supplies	800	300
B. Other Allowable Costs	300	
C. Student Tuition		
D. Staff Tuition/PD	450	150
Total	272,256.18	41,716.41