

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: Scarborough Public Schools

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

Phone number: 207-730-4130

Email address: amarchese@scarboroughschools.org

CERTIFICATION:

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

Dr. Julie Kukenberger
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 7/31/18

Date of 1st Revision to Maine DOE: 9/27/18


Superintendent Initials

Date of 2nd Revision to Maine DOE: 10/18/18

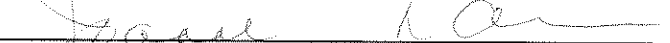

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By:  Lee Worcester

Maine DOE Approval: 

Date of Approval: 11/1/18

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 -

- 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:

- 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 -
When a student is identified as being eligible for the GATES (Gifted and Talented Educational Services) they remain eligible through graduation. There is an annual review for determination of the type of services, which is noted on the annual notification for parental consent.

- Specific academic areas identification -
When a student is identified as being eligible for the GATES (Gifted and Talented Educational Services) they remain eligible through graduation. There is an annual review for determination of the type of services, which is noted on the annual notification for parental consent.

- Arts identification –
When a student is identified as being eligible for the GATES (Gifted and Talented Educational Services) they remain eligible through graduation. There is an annual review for determination of the type of services, which is noted on the annual notification for parental consent.

- 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 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
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	9-12	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, Melissa	No	Teacher	6-8	Part

Ahluquist, Marcella	No	Teacher	6-8	Part
Bizub, Steven	No	Teacher	6-8	Part
White, Garrett	No	Teacher	6-8	Part
Landry-Fowler, Erin	No	Teacher	9-12	Part
Pellitier, Elisae	No	Teacher	9-12	Part
Ruman, Lisa	No	Teacher	9-12	Part
Volker, Patrick	No	Teacher	9-12	Part

B.

Indicate ALL Auxiliary Staff: Educational Technician, regardless of whether there has been a change or not

7.

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT

(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.)

Academic:

Grades 3-5 (STAR, CPAA, Report Cards)

- Math 86% showed growth
- ELA 90% showed growth
- Science 100% scored Strong
- Social Studies 100% scored strong

Grades 6-8 (Star, Proficiency Reports, Orleans Hanna, AFTR)

- Math 92% Showed growth
- ELA 95% showed growth
- Science 89% showed growth
- Social Studies 95% showed growth

Grades 9-12 (Grades/Proficiency Reports, Star)

Math 94% maintained or improved
ELA 100% maintained or improved
Science 100% maintained or improved
Social Studies 92% maintained or improved

VPA

Grades 3-5

Music - Students were given opportunities for more advanced playing (higher register on clarinet and electric bass) and performing opportunities. Vocally 3 students were selected to take part in the All-State Elementary Honors Chorus at UMO. Students also performed solos at the Winter School concert and at the district Art Show opening.

Art – Students received enrichment opportunities that included painting on canvas, printmaking sessions, 3D development/mask making, creating a promotional video and poster for the district Art Show with one students work a part of the 27/29 Permanent Collection.

Grades 6-8

Music – Students rehearsed, auditioned and were selected for the Honors Music Festival. In addition one student rehearsed for an audition piece at the Portland Youth Wind Ensemble. Both students also had the opportunity to learn a new instrument (oboe, tenor saxophone) and have been selected to participate in the high school symphonic band program.

Art - Students received enrichment opportunities and differentiated instruction with higher level art concepts such as paper marbling, jewelry making, life drawing and book making. Students also attended field trips to the Maine College of Art and Portland Museum of Art.

Grades 9-12

Music – Four students were selected for the District Honors Festival and threes students for All State. In addition six freshman are playing in Symphonic Band (higher level than Concert Band) and four students were accepted to the Portland Youth Wind Ensemble.

Art – Students completed independent studies that focused creative projects on the topics of identity, influence of pop culture, responses to social issues both locally and world-wide. One student created a permanent mural on a school hallway and others created projects that focused on logos and branding development.

Student Surveys (highlights)

Grades 3-5

96% GATES classes gave me new areas of interest and things to investigate
96% I was encouraged to be a critical thinker
92% I was encouraged to be creative

Grades 6-8

92% GATES has challenged me and helped me to develop new skills
83% GATES has provided me with an environment where I can be my “true self”
91% GATES has prepared me to be an independent learner

Grades 9-12

- 100% This class prompted me to think critically about literature and or with mental puzzles and games
- 82% The teacher helped me to understand how to progress to higher levels of achievement
- 100% Would be interested in attending similar workshops (in career exploration, resume building, and interview prep) next year

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

We use input from the students, staff, parents, administrators as well as student performance data to reflect on the program effectiveness. Using last year's input we created schedules that allowed for monthly pullout art enrichment workshops this year in addition to their classroom differentiated instruction. In addition our grade 8 ELA class became a daily pullout class to allow for further differentiation rather than the co-teach model at grade 6 and 7.

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 budget for the GATES program includes elementary and secondary salaries/benefits for 3.6 endorsed GT teachers. Additional costs for educational supplies, specialized field trips, professional development activities and outside consultants are also 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 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	83,505.25	
Kelly, Jessica	101,162.18	
Weil-Hackett, Susan	100,550.12	
York, Jonathan		43,644
Subtotal	285,217.55	43,644

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)
Meryl Ruth	Mural painting	300	
Subtotal	300		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
XYZA News for Kids	50	Individual Sheet Music	150
Unlocking Student Talent-Fogarty	70	Sketchbooks	150
Noetic Math	380	Canvas Panels	50
Science First	105		
Tangram Puzzles	25	These materials are not part of the general music and art budget.	
Individual Sheet Music	150		
Canvas Panels	150		
MOEMS Teams	230		
These materials are not part of the general music, art curriculum			
Subtotal	1,160	Subtotal	350

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field trips such as Museum LA-\$50 registration, Osher Map Library, Makers Space in Biddeford. All fieldtrips require specialized transportation with costs at \$121 per trip.	413		
Subtotal	413	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
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D. Staff Tuition/Professional Development:

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

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	285,217.55	43,644
Auxiliary Staff	0	0
Independent Contractors	300	0
A. Materials/Supplies	1160	350
B. Other Allowable Costs	413	0
C. Student Tuition	0	0
D. Staff Tuition/PD	0	0
Total	287,090.55	43,994

