

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: Gorham School Department

Name and title of person responsible for gifted and talented program:
Diane Knott, Coordinator of Gifted and Talented Program

Phone number: 207-222-1376

Email address: Diane.knott@gorhamschools.org

CERTIFICATION:

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

Heather J. Perry
Superintendent Name (printed)


Superintendent Signature


Date of Initial submission to Maine DOE: 9-26-18

Date of 1st Revision to Maine DOE: 10-19-18

Date of 2nd Revision to Maine DOE: 11-9-18

Date of 3rd Revision to Maine DOE: _____

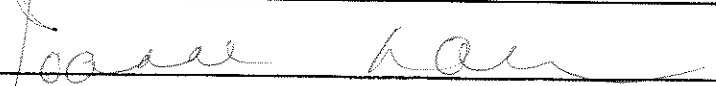

Superintendent Initials


Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By:  Lee Worcester

Maine DOE Approval: 

Date of Approval: 12/4/18

*emailed
10/19/18*

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 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:

Beginning school year 2018-2019, a new teaching position was added to SAIL, Gorham's Gifted and Talented Program, to support GT programming at Gorham Middle (GMS) and High School (GHS) as described in Gorham School Department's GT plan under Chapter 104. This teacher reports to an administrator at Gorham High School and collaborates with the district's Gifted and Talented Coordinator. The responsibilities and duties of this position includes:

- Supporting the social, emotional, and intellectual growth of gifted learners
- Assisting with testing, data management, articulation, and implementation of GT plans
- Supporting the implementation of identified differentiation strategies for gifted learners
- Supporting identified students transitioning from GMS into GHS
- Assisting in the development and implementation of GT programming options at GMS and GHS in ELA, Math, Science, Social Studies, Visual Arts, and Performing Arts, per Chapter 104.

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
Diane Knott	Yes	Teacher	K-12	Full-Time
Rebecca Ambrose	Yes	Teacher	6-12	Full-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

Christine Karcanes	GT Support	No	3-5	Diane Knott	Full-Time

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.)*

The self-evaluation process continues to be effective and allows site-based review teams to make informed decisions in GT programming for identified students, based on data. Site-based teams include GT staff, administrators, and teachers and meet throughout the year to develop GT learning plans and to offer timely input for program improvement. To inform changes, individual student assessment data is reviewed and analyzed from Star 360 percentiles (fall, midyear, spring), ALEKS acceleration results, and SBR from common assessments, etc. Critical and creative thinking activities, as well as, visual and performing art projects are included in learning plan reviews. Changes were, and continue to be, monitored yearly for effectiveness. This approach has been successful with adjustments being made to approximately 10-15% of yearly GT plans.

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

The GT program's effectiveness was determined by monitoring the number of learning plans in academics and/or the arts and making timely adjustments. To make changes in programming meaningful, site-based teams monitored student progress to ensure successful enrichment or acceleration options were put in place for identified students. The reported number of changes in learning plans indicated effective programming.

K-8 meetings continue to be built into site-based school schedules to determine GT program effectiveness. In addition to the GT Coordinator, review meetings include administrators, content strategist, classroom teachers, and other support staff as needed. High school plans are evaluated for effectiveness through data monitoring with site-based meeting scheduled, as needed.

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)*

A) Educational Materials and Supplies:

- HMH Scoring Services, formerly Riverside Publishing (CogAT forms, material, scoring services, parent letters, shipping/mailing) for GT identification but not for screening.
- * Books for the GT library, used to facilitate district-wide GT book groups with SEM-R strategies (title such as, The Westing Game, Across Five Aprils, A Mango Shaped Space, Touching Spirit Bear, Navigating Early).
- * Critical and Creative Thinking, Enrichment Programming Materials: Odyssey of the Mind, Robotics, STEM materials and supplies to be used with students during the school day during site-based enrichment blocks (teaching resources, such as, 'Classroom Activities for the Busy Robotics Teacher, Educate NXT, Spontaneous and Long Term Problem Solving' Guides and problem resources from Lego Education and CCI). This cost excludes tournament or competition fees for teams choosing to attend after school or weekend events.

B) Staff Travel Expenses for between school travel during the school day.

C) ALEKS Math (GT program student licenses)

D) GT Conference, professional development opportunities (MEGAT)

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)
Diane Knott	72,969.24	18,242.31
Rebecca Ambrose	54,159.68	36,106.46
Subtotal	127,128.92	54,348.77

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Christine Karcnes	26,560.40	
Subtotal	26,560.40	

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/HMH Scoring Services	800.00	CogAT/HMH Scoring Services	100.00
* ELA Books/The Book Worm	300.00	* ELA Books/The Book Worm	100.00
* Crit.&Creat.Thinking/Lego,CCI	1,150.00	*Crit.&Creat.Thinking/Lego.CCI	200.00
Subtotal	2,250.00	Subtotal	400.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Expense, GT Program	800.00	Travel Expense, GT Program	100.00
Subtotal	800.00	Subtotal	100.00

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

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS Subscriptions	1,200.00	ALEKS Subscriptions	100.00
Subtotal	1,200.00	Subtotal	100.00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT 2018 Conference (8 registrants, district-wide)	400.00	MEGAT 2018 Conference	200.00
Subtotal	400.00	Subtotal	200.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	127,128.92	54,348.77
Auxiliary Staff	26,560.14	
Independent Contractors		
A. Materials/Supplies	2,250.00	400.00
B. Other Allowable Costs	800.00	100.00
C. Student Tuition	1,200.00	100.00
D. Staff Tuition/PD	400.00	200.00
Total	158,339.06	55,148.77