

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: Winthrop Public Schools

Name and title of person responsible for gifted and talented program:
Dr. Cornelia Brown,
Superintendent

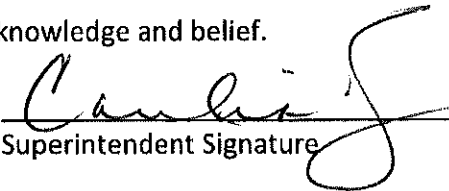
Phone number: 207-377-2708

Email address: cbrown@winthropschools.org

CERTIFICATION:

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

Cornelia Brown
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 9/11/18

Date of 1st Revision to Maine DOE: 10/2/18

CLB
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: Lee Worcester

Maine DOE Approval: 

Date of Approval: 12/19/18

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:

- 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 -

- Specific academic areas identification -

- Arts identification -

The screening and identification process for artistic ability will include teacher referral, parent and/or community member referral, student interview, student products/performances and the Profile of Creative Abilities assessment.

- 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
Marcia Luszczi	Yes	Teacher	K-12	Full Time
Rachel Smith	Yes	Teacher	K-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

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.)*

For the fourth year we continue to work with K-2 classroom teachers to meet the needs of students either in the classroom or as pull-out support/enrichment. G/T students in grades 3, 4, and 5 have been grouped together to provide better programming and ensure their needs are being met socially, emotionally and academically.

G/T Art is in its 3rd year at the middle school and has been very well received by students, parents and staff. In addition, the G/T art teacher is working on a proposal to provide K-12 art workshops for students. At the high school the G/T teachers are working with the art teacher to identify students in visual arts. The Profile of Creative Abilities (PCA) has been added as another tool to identify visual arts for students K-8.

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

The effectiveness of the program is determined based on significant increases in NWEA scores. G/T math students are leaving the grade school (5th grade) and entering middle school with accelerated placement in 7th grade math. Fifth grade students are also entering middle school in an advanced reading class with the G/T teacher. Middle school 8th grade G/T math students enroll in the geometry course at the high school and also have the option if needed to enroll in Algebra II at the high school.

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)*

Educational Materials and Supplies: The first five items listed are to support STEAM lessons/unit at the grade school entitled Make Something That Does Something and Package and Sell It.

The next two items listed will be used to support G/T math and literacy classes at the grade school for students K-5

Items 8-11 listed will be used to support and teach STEAM lessons for a circuitry unit with 8th grade G/T students at the middle school.

Items 12-16 listed will be used to support gifted/talented literacy classes at both the elementary school and middle school.

Student Tuition: learn: Interactive online curriculum based group where students collaborate with other students around the world. This is offered to students identified in math, science and or literacy.

Field Trips:

The Maine State Library's "unlimited possibilities" room is now open for business, featuring 3-D printers, large scanners capable of digitizing and preserving photos and even a mini robot that rolls around people's feet. The "UP Room" also features table computers with computer-aided design programs, an electronic cutting machine that slices and trims greeting cards and other scrapbook items, along with a printer that can produce maps. The field trip to Maine State Library will be open to students identified in math and/or literacy to work on STEAM projects such as the genealogy of local heroes, video production of student designed PSA's or learning the history of Malaga Island while reading *The Rattled Bones*; dependent upon time of year of field trip

MLTI conference at UMaine where secondary students are presenters on STEAM workshops. The field trip to the MLTI conference will be offered to students identified in literacy and math as the students will "Visit classrooms where students are demonstrating and learning how to create in a variety of ways – through coding, audio, video, images, text and more." (<https://www.maine.gov/mlti/studentconference>). Also, college-ready students will benefit from seeing student keynote speakers and touring the campus of UMaine.

Challenger Learning Center: The Challenger Learning Center of Maine offers dynamic, hands-on exploration and discovery opportunities to inspire a lifelong passion for science, technology, engineering, and math. Their unique and proven teaching model gives students the chance to become astronauts and engineers and solve real-world problems as they share the thrill of discovery on missions through the Solar System. Using space simulation and role-playing strategies, students bring their classroom studies to life and cultivate the skills needed for future success. The Center offers "hands-on, minds-on" learning experiences that are out of this world! We merge the power of imagination with the excitement of discovery, using many of the same techniques employed by NASA. This field trip is offered to students identified in the areas of science and/or math at the grade school and/or middle school level. These students also participate in STEAM classes.

Engineering Expo: Celebrate curiosity, innovation, imagination, technology and Maine's future at the Engineering Expo! Join the celebration of Engineers Week and help us inspire future engineers. National Engineers Week was initiated to publicly promote the work and contributions of our nation's engineers. During this week, engineering professionals have a unique opportunity to increase public awareness of the positive contributions that engineers make to their communities, to this nation and to the world. National Engineers Week has grown to involve tens of thousands of engineers in a variety of community outreach activities, including technology exhibits and presentations of student scholarships. This field trip is offered to students identified in the areas of science and/or math at the grade school and/or middle school level. These students also participate in STEAM classes.

9C: BYU Independent study online courses for high school students that have exhausted their curriculum options at the high school. These courses will be provided only for the area of the student's area of identification.

9D: Megat Conference for two G/T teachers \$175.00 each for total of \$300.00; and travel and dues for Megat conference.

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>Marcia Luszccki</u>	<u>63,177.57</u>	
<u>Rachel Smith</u>	<u>35,427.60</u>	<u>8,856.90</u>
Subtotal	<u>98,605.17</u>	<u>8,856.90</u>

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
Invention Explore-A-Pak Maker Project	229.00		
Large Structures Maker Project	95.00		
Large Structures Elementary Stem Activity Guides (2 pack)	7.95		
Packaging Design Maker Project	190.00		
An Introduction to Package Design	5.45		
Piece of Pi	14.95		
Unjournaling	19.95		
TeacherGeek Maker Tool Set	166.79		
SAM Labs Team Kit	389.00		
Crazy Circuits Deluxe Set	189.95		
5eBoard-Introduction to Arduino Hardware and Programming	116.85		
Running Dream	89.88		
Unwind – Group Set	107.17		
Fourteenth Goldfish	71.88		
Uprising – Three Young Women Caught in the Fire That Changed America	107.88		
Orbiting Jupiter Schmidt	74.90		
Subtotal	1876.60	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trips	2,000	Field Trips	500
Subtotal	2,000	Subtotal	500

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		BYU Independent Study Online Courses	400.00
Subtotal		Subtotal	400.00

D. Staff Tuition/Professional Development:

State of Maine
Department of Education

Gifted and Talented Education Program
Renewal Application 2018-19

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Dues (MEGAT)	35	Dues (MEGAT)	35
Conferences: (MEGAT) (\$175 x 2 for 2 GT Teachers @ Winthrop Public Schools)	300		
Travel for G/T Teachers for MEGAT Conference	100	Travel for G/T Teachers for MEGAT Conference	100
Subtotal	435	Subtotal	135

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	98,605.17	8,856.90
Auxiliary Staff	0.00	0.00
Independent Contractors	0.00	0.00
A. Materials/Supplies	1,876.60	0.00
B. Other Allowable Costs	2,000	500.00
C. Student Tuition	0.00	400.00
D. Staff Tuition/PD	435.00	135.00
Total	102,916.77	9,891.90