

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: Waterville Public Schools

Name and title of person responsible for gifted and talented program: Eric Haley, Superintendent

Phone number: (207) 873-4281

Email address: ehaley@aos92.org

CERTIFICATION:

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

Eric Haley
Superintendent Name (printed)

Eric L. Haley 9/24/18

Superintendent Signature

Date of Initial submission to Maine DOE: _____
9/24/18

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: *Jane Hall*

Date of Approval: *10/4/18*

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:

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
Mary Violette	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.)

The third grade identified academic GT students participated in weekly pull-outs from February through early June. Of the identified math students, all the students met the third grade Common Core State Standards (CCSS) for math on their final report card. The report card does not allow the teachers to note if a student exceeds the standards.

Fourth and fifth grade Identified gifted and talented math students received daily instruction outside of the general education classroom with the GT teacher. The curriculum was compacted to allow the fourth grade students to complete the fourth grade and half of the fifth grade math curriculum. All of the fourth graders met or exceeded the fourth grade math standards. The fifth grade GT math students completed the fifth grade and sixth grade math curriculum. All of the students met or exceeded the math standards, 75% exceeded all of the sixth grade math standards.

The fourth and fifth grade English language arts and science students had weekly pullouts for their identified domain and grade level. The ELA students read works of fiction and nonfiction above their grade level. All of the fifth grade students met or exceeded grade level ELA standards. The fifth grade science students identified in science explored area of their interest, designed and built models, and conducted experiments. Of the two identified fifth grade students, one exceeded and one met the fourth grade standards. Eighty percent of the fourth graders met or exceeded the ELA Common Core State Standards.

The identified students at Waterville Junior High School were offered weekly pullouts. The seventh and eighth grade students met weekly throughout the year. Two quarters emphasized ELA, one quarter for science, and one quarter for social studies. Sixth grade academic GT students were identified in December and began weekly services in January.

Teachers were offered consultation and support for differentiation in the general education classroom. Student and parent surveys indicated an overwhelming positive view of the programming. Sixth, seventh, and eighth grade students identified in the domain of math were serviced by accelerating their instruction to a higher grade level.

Based on the identified WJHS students grades in their ELA, science, math, and social studies classes,

- 89% had grade in ELA of 92% or above,

- 94% had a grade in social studies of 93% or above,
- 92% had a grade in math of 93% or above
- 93% had a grade in science of 91% or above.

Gifted and Talented academic identification was completed at Waterville Senior High School for the freshmen, sophomores, and juniors. Students met six times with the GT teacher at the end of the year. Work was done to plan for the 2018-19 school year services. The students are challenged academically through AP courses and the opportunity to attend classes at other area high schools and colleges for classes not offered at WSHS. Eighty-two percent of the identified GT students are in the top ten students of their class.

VPA program evaluation included survey information from participants and families, along with feedback from chaperones, building administrators and the building-based GT teachers. Identified concerns were providing sufficient chaperones for each event and scheduling of transportation. Because this is a regional program, coordination is essential. Recommendations for next year include a fall meeting of all building-based GT teachers for organizational purposes, offering a fall social for students in order for students from different communities to get to know each other., and begin events earlier in the fall.

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

Upon review of the program, it was found to be in compliance with nomination and identification documents and practices, as well as services provided. Consultation at the high school level by the K-8 GT teacher was continued. The program evaluation included a reflection by the GT teacher, informed by student, parent, and teacher feedback.

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)*

All costs listed below are required in order to carry out the instructional program. Math texts are used by identified GT students. Naglieri and Olsat are used for screening purposes. Other materials and field trips are selected for GT students only and support their instructional program. MEGAT membership and conference fees are for the GT teacher and for an art teacher who supports GT identification as a member of the GT identification committee.

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)
Mary Violette	47,435.05	
Subtotal		

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
Big Ideas Math Common Core Student Edition Green 2014 (\$31 x 8 books) for GT student instruction	\$248		
NNAT2 Answer Sheets for GT students	\$280		
Meridian Stories Curricular Units for GT students 6-8	\$65		
OLSAT 8 F Pack of 10 for middle level GT	\$46		
OLSAT 8 Answer Documents (pack of 30)	\$43		
OLSAT 8 Directions for Administering Response Keys for OLSAT	\$20		
	\$28		
Subtotal	730	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
NAGC Membership	\$119		
NCTM for GT teacher who provides direct instruction in math to GT students only	\$89		
Field trip for GT students (3rd) to Children's Discovery Museum (entrance fee, program, bus)	\$150		
Field trip for GT student 4th & 5th to Children's Discovery Museum (entrance fee, program, bus)	\$200		
Holocaust Museum Visit GT students 7th & 8th	\$150		
Travel for GT teachers between schools	\$200		
Continental Math League (K-8) for GT students	\$190		
Ecopolis (An Interactive Discovery-Based Social Studies Unit for High-Ability Learners) for GT students	\$30		
Breakout Platform Access for GT at middle school	\$50		
Maine State Science Festival field trip for GT students at middle school	\$200		

Subtotal	1378	Subtotal	

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference for GT instructor and one art teacher	\$205		
MEGAT Membership for GT Instructor(s) and one art teacher	\$70		
Identifying and Nurturing Math Talent (The Practical Strategies Series in Gifted Education)	\$18		
Engineering Instruction for High-Ability Learners in K-8 Classrooms	\$40		
Mind-Bending Math and Science Activities for Gifted Students K-12	\$47		
Educating For Creativity and Innovation: A Comprehensive Guide for Research-Based Practice	\$45		
College Planning for Gifted Students: Choosing and Getting INTO the Right College (Updated ed)	\$25		
Exploring People and Cultures Authentic Ethnographic Research in the Classroom	\$25		
Subtotal	475	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	47,435.05	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	730	
B. Other Allowable Costs	1378	
C. Student Tuition		
D. Staff Tuition/PD	475	
Total	50,018.05	