EMAILED
10/2/18

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: Wells - Ogunquit Community School Dstn

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

Stacey Schatzabel, Director of Instruction & Special Services

Phone number: **207-641-6903**

Email address: **sschatzabel@wocsd.org**

CERTIFICATION:

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

James P. Daly   9/25/18   James P. Daly
Superintendent Name (printed)   Superintendent Signature

Date of Initial submission to Maine DOE: 9/25/18

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

Date of Approval: 10/12/18

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.

   | X | 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.

   | X | 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.

   | X | NO CHANGE | | CHANGE |

   Describe **CHANGE** here:
   o Academics program goals, objectives, activities -

   o 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.

| X | NO CHANGE | | CHANGE |

Describe **CHANGE** here:

o   General intellectual ability identification -

o   Specific academic areas identification -

o   Arts identification -

o   Transfer students -

o   Exit procedures -

o   Appeals procedures -

5. Provide a description, including the name, of the staff development that takes place in order to implement the program(s).

| X | 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.

| X | 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
Suzanne Laplante-Killoran	Yes	Teacher	K-4	PT
Dawn Valente	Yes	Teacher	5-8	FT
Steve Kayser	Yes	Teacher	9-12	PT

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.)*

WOCSD made significant changes to the identification process (Academic) in 2015 as described in our initial application. All students are given an achievement test in grades 3 and 5 and identification occurs at the end of grades 3 and 5. This change was accepted by all stakeholders. We are identifying correct students by having more data points in achievement, and a larger screening pool. This is evident through the identification process as students from grade 3 to 5 remain identified. In the past, identified students have not qualified in grade 5, so this is an improvement in our identification process.

We have reviewed our philosophy, program abstract, goals, objectives, and activities and have decided not to make changes at this time. Our goals, objectives, and activities remain the same for the 2018-19 school year.

At Wells Elementary School, our GT teacher is now doing in-class enrichment for all grade 3 students. This change was the result of Professional Development. She will continue to use a philosophy-based literature program and will use information to inform her instruction and help in the identification process.

At Wells Junior High School, our GT teacher is teaching grades 6-8 students in accelerated math classes and supporting them in ELA by providing differentiated curriculum extensions at the 5th and 6th grade level. Our GT teacher is teaching a supplanted ELA class with the 7th and 8th grade ELA identified students.

Our district has moved to an Early Release Wednesday Professional Development Model. Our part-time staff has moved her days to Wednesdays so that she can fully participate in ongoing professional development.

Parents and students support and are excited about the STRETCH Program. Individual Learning Plans are written and students' individual needs are being met. Parents noted appreciation with the supplanted math class that allows their child to progress at a faster pace. In ELA, parents noted support on the higher level reading challenge and high level of conversations on topics worthy of debate. Fourth graders took part in a service learning project, Red Nose Day. This activity generated many positive comments from both students and parents. Comments regarding Science and Social Studies are minimal. We had four artists in residence who worked with all students, with a special focus for students identified for VPA. This was a positive change for our identified students, which we hope we can continue.

In grade four, two students are identified, in grade five, four students, in grade six, five students, in grade seven, five students, in grade eight, three students, in grade nine, two students, and in grade ten, seven students. One hundred percent of identified Math students met their NWEA growth target last year. Seventy-five percent of our ELA students showed growth at the junior high school.

We formally identify our VPA students in grades 4 and 8, although some students work with art and music teachers informally in grades 2 and 3. Data for growth is collected in the form of final products for gallery show, during a performance, and capstone experience.

We have 14 students identified in VPA. As a district, we looked at our VPA identification and program services during the Spring of 2017. It was determined to offer enrichment opportunities in the area of art and music. This would be in addition to individual student ILPs. The goal was to have one resident artist and/or musician per trimester that the identified students would get to work with during the school day. Outside opportunities were shared with students. Our gifted and talented teachers spearheaded this work as they collaborated with our allied arts teams at all three schools. We actually had four artists in residence who worked with all students, with a special focus for students identified for VPA. A Title IV project was used to help fund art and music enrichment at WOCSD.

The information in our annual self-evaluation process has been shared with the Superintendent of Schools.

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

A team of principals and teachers met to evaluate data, parent comments and statistics of students in the program and exiting the program. It was determined that our program did not need to change at this time except for the enhancement of enrichment in art and music.

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 includes salaries for the Gifted/Talented staff, along with testing for identification purposes. Teachers are supported through professional development opportunities and classes are available for students on an as-needed basis.

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)
Suzanne Laplante-Killoran	33,465.18	
Dawn Valente	89,236.58	
Steve Kayser		
Subtotal	122,701.76	

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
CogAT	2,000.00		
Subtotal	2,000.00	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		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	250.00		
Subtotal	250.00	Subtotal	

E. **Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	122,701.76	
Auxiliary Staff		
Independent Contractors		
A. **Materials/Supplies**	2,000.00	
B. **Other Allowable Costs**		
C. **Student Tuition**		
D. **Staff Tuition/PD**	250.00	
Total	**124,951.76**	