

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: Wiscasset School Department

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

Patricia J. Watts

Phone number: (207) 882-4104

Email address: pwatts@wiscassetsschools.org

CERTIFICATION: 078 Curriculum Coordinator

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

Terry Wood
Superintendent Name (printed)

Terry Wood
Superintendent Signature

Date of Initial submission to Maine DOE: 09-25-18

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

Date of 2nd Revision to Maine DOE: 10-30-18

Date of 3rd Revision to Maine DOE: _____

JW
Superintendent Initials
HW
Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Patti Drapeau

Maine DOE Approval: Jane Kae

Date of Approval: 11/25/18

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 - No Change
- Change: Arts program philosophy - The Wiscasset School District realizes that a percentage of our students have exceptional talents and abilities in the arts. It is our commitment to provide challenging activities for each identified student that build upon the individual's repertoire to further explore and extend their talents in the arts.
- Change: Services will be either offer directly in the classroom by the G/T teacher, outside of the classroom with the G/T or through the allied arts teacher, who will receive consultation from the G/T teacher.

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:

- In grade two, the G/T teacher will consult and help coordinate services using a push-in as well as a pullout model for small groups of students, and 1-1 teaching within the area of the child's giftedness and will meet once a week, as scheduling allows. Programming for these students will be offered as enrichment only. Second-grade students will not be counted as formally identified. No more than 10% of the G/T teacher's time will be spent offering enrichment services.
- Grades three-eight, the G/T teacher will consult and help coordinate using push-in as well as a pullout model for small groups, and 1-1 teaching within the area of the child's giftedness at least once a week, twice a week if scheduling allows. The G/T teacher will meet with classroom teachers to support extended learning activities, and assist in academic program planning as needed. Elementary students in grades three through five will also meet two to four times a month for social, emotional and executive functioning skills during their lunchtime in groupings by age.
- Grades nine through twelve – The G/T teacher will consult, advocate and serve as an advisor to further develop the G/T students' area of giftedness through dual enrollment, AP courses, virtual

high school, access to honor courses, mentorships, and etc... The G/T teacher will support the student and parent with extended academic coursework and will share information in the students best interest whenever appropriate. G/T identified students who are interested, may participate in subject-specific workshops, conducted by the G/T program and in partnership with the wider community. Each G/T identified student has the opportunity to check in with the G/T teacher twice monthly if they wish to review any triumphs or struggles they may be having.

o Arts program abstract:

Elementary students in grades three through five who are identified as gifted artists will receive 60 minutes of G/T services a month during a pull out with the G/T teacher. During class, students will participate in a range of learning activities focusing on building upon skills in the area of visual and performing arts. All units are accelerated by content and offer depth and complexity. Instruction is catered to each learner's needs and adaptations are made on a regular basis to offer an adequate challenge.

Students who are identified as gifted visual and performing artists in middle school, grades 6-8 receive differentiation in the art classroom as provided by their teacher(s) and will be entitled to at least nine hours of specialized G/T instruction/field experiences annually. They may also meet with the G/T teacher for lunch/recess bi-weekly. Students will participate in a range of learning activities focused on building upon skills in visual and performing arts. Activities will be accelerated by content and offer depth and complexity. Instruction is catered to each learner's needs and adaptations are made on a regular basis to offer an adequate challenge. Students will have the opportunity to engage with professional artists/musicians throughout the school year and will visit at least one art museum annually.

Students who are identified as gifted visual and performing artists in high school, grades 9-12 receive differentiation in the classroom as provided by their teacher(s) along with the G/T teacher as needed. They will be entitled to at least nine hours of specialized G/T instruction/field experiences annually. They will also meet with the G/T teacher bi-weekly within their class or during a study hall for 30 minutes to discuss their program of study. Students will have the opportunity to engage with professional artists, musicians and or actors throughout the school year and will visit at least one art museum and musical performance annually.

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:

- o Academics program goals, objectives, activities - no change
- o Arts program goals, objectives, activities - no change

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:

- **Change: General intellectual ability identification** – NWEA and other group measured achievement tests along with student, teacher and parent nominations will serve as initial screening tools. The top five percent+ of our two schools become the “talent pool” which warrant the gathering of additional information on potential candidates. If teacher, parent and self-nominations have not already been utilized, they will be requested in order to gather student personal characteristics and achievement not represented by measured achievement tests.

Selection:

The classroom teacher will:

- Share student work sample in the child’s focus or interest areas with G/T teacher and selection committee
 - Complete teacher observation form
- * Classroom teachers may be utilized as part of the G/T selection committee*

The student will:

- Complete self-referral (a self referral is not required if a teacher referral is already on file)

The G/T Teacher and committee will:

- Gather and organize student evidence, ensuring that at least one or more subjective measures were used as evidence for each student along with one or more objective measures (a minimum of three combined).
- Select a collective group of individuals for annual G/T selection
- Administer the KBIT2 on an as needed basis to serve as anecdotal evidence
- Observe students in the regular classroom, using the Renzulli Scales
- The selection committee may request additional assessment information

Placement:

The selection committee will:

- Designate each student’s G/T identification as overall academic achievement or general intellectual ability
- Evaluate the appropriateness of each child’s placement tri-annually

The G/T teacher will:

- Consult with classroom teachers to coordinate appropriate G/T services
- Notify parents of student programming, meeting times and collaborate to create annual academic and interpersonal goals
- Provide a list of identified students to the building principals, curriculum coordinator and superintendent of schools

Change:

Specific academic areas/General intellectual identification – NWEA and other group measured achievement tests along with students, teacher and parent nominations will serve as initial screening tools. The top five percent plus of our two schools become the “talent pool” which warrant the gathering of additional information on potential candidates. If teacher, parent and self-nominations have not already been utilized they will be requested in order to gather student personal characteristics and achievement not represented by measured achievement tests.

Selection:

The classroom teacher will:

- Share student work sample in the child’s focus or interest areas with G/T teacher and selection committee
- Complete teacher observation form

** Classroom teachers may be utilized as part of the G/T selection committee*

The student will:

- Complete self-referral (a self referral is not required if a teacher referral is already on file)

The G/T Teacher and committee will:

- Gather and organize student evidence, ensuring that at least one or more subjective measures were used as evidence for each student along with one or more objective measures (a minimum of three combined).
- Select a collective group of individuals for annual G/T selection
- Administer the K-BIT #2 on an as needed basis to serve as anecdotal evidence
- Observe students in the regular classroom, using the Renzulli Scales
- The selection committee may request additional assessment information

Placement:

The selection committee will:

- Designate which area each student is identified. Specific academic areas for identification in the Wiscasset School Department are math, language arts, science/technology, social studies
- Evaluate the appropriateness of each child's placement tri-annually

The G/T teacher will:

- Consult with classroom teachers to coordinate appropriate G/T services
- Notify parents of student programming, meeting times and collaborate to create annual academic and interpersonal goals
- Provide a list of identified students to the building principals, curriculum coordinator and superintendent of schools

o **Change Arts Identification**

Screening: Pre-screening occurs at the teacher level for the visual and performing arts through classroom observations and classroom assessments. Allied art teachers, classroom teachers, parents, students and the G/T teacher may make a referral at any time for prospective students to be reviewed for G/T identification.

Selection:

The Allied arts teachers will:

- Share student work samples in the given subject area
- Complete teacher observation form and allied arts rubric
- Serve as part of the G/T selection committee for VPA

Students will:

- Complete self-referral

G/T teacher and Selection Committee will:

- Gather and organize student evidence, ensuring that at least one or more subjective measures were used as evidence for each student along with one or more objective measures (a minimum of three combined).
- Select a collective group of individuals for annual G/T selection

Placement:

The selection committee will:

- Designate which area each student is identified in the arts. Specific areas in the arts for identification in the Wiscasset School Department are music and visual arts
- Evaluate the appropriateness of each child's placement tri-annually

The G/T teacher will:

- Consult with classroom teachers to coordinate appropriate G/T services
- Notify parents of student programming, meeting times and collaborate to create annual artistic and interpersonal goals
- Provide a list of identified students to the building principals, curriculum coordinator and superintendent of schools

Change: Transfer students – Students transitioning into our district will be rescreened for eligibility for G/T services beginning with the following:

1. G/T teacher contacts prior school to investigate screening and identification process/tools. If the screening and identification process/tools in the sending district are the same, the student will automatically join the G/T pool and receive services (numbers will be adjusted as needed in the following selection window to maintain our district's five percent.
2. If it is found that the screening and identification process/tools from the sending district are different the student will need to be screened for G/T services in the same manner as other students within their grade span.

Change: Exit procedures - Students in grades three through eleven are reevaluated tri-annually. Before a student exits the program, the G/T teacher will confer with the student and their parents. If a student no longer qualifies at the end of three years of servicing, they will exit the program and remain a part of the talent pool for monitoring. If a disagreement is still present, the parent may move to an appeal process.

Change: Appeals procedures - Upon a request by a parent or teacher, the G/T teacher will review testing results and other documents concerning a child who has been denied inclusion in the G/T program. The G/T teacher will then confer with the concerned person and explain the reason for exclusion based upon the criteria used for testing and identifying students. The new and relevant information will be considered, such as test anxiety, or unfavorable conditions for test taking, etc. The student will be placed on monitor status and classroom teacher input will be solicited. If a parent or teacher is still dissatisfied, the building administrator will be called in to consider the eligibility of the child. If the family is still unsatisfied after meeting with the building administrator, the curriculum coordinator or superintendent will be called in to consider the eligibility of the child.

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: The intent is for the G/T program to be staffed with an individual who is certified as a G/T teacher or who has specific content knowledge and experiences in working with G/T students. The district curriculum coordinator will be responsible for overseeing and supervising the G/T program and

individual staff member(s). The G/T policy and procedures will be reviewed annually to ensure compliance with state rules and regulations.

Grades K-2 – Consultation from the G/T teacher

Grades 3-8 – Consultation and collaboration with regular classroom and special education teachers, assist and/or lead extension activities through inclusion and pull out if necessary

Grades 9-12 – Consultation, advocacy, advising (staff, student and parents), offering content specific workshops, facilitating mentorships and coordinating opportunities for acceleration when warranted.

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
Patricia Watts	No	Administrator	Pre-K-12	Part-Time
Rachel Hamlin	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
N/A					

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.)

Desired outcomes for our GT programming:

Gaps identified:

- Not a lot of diversity in the caseload.
- Not a lot of high school students identified in grades 9/10/11

Actions made to remedy:

- Reviewed the district diversity profile and used it to inform the GT caseload for the 2018-19 school year.
- Worked with high school teachers to nominate more students for next year's program.
- Building a relationship with the staff across all grade levels.

Desired outcomes for curriculum:

Gaps identified:

- More resources needed for 7th math
- More time needed to plan with teachers

Actions made to remedy:

- Ordering more resources for 7th math
- Will work with principals to see if there is a way to schedule common planning time. At elementary, the principal has all teams on a common planning schedule. So far, I am now going to attend the middle school team meetings. I need to continue to build a relationship with the high school staff.

Desired outcomes for identification:

Gaps identified:

- We didn't have a process in place for GT identification at all.
- We didn't have a VPA caseload at all.
- Lack of interest/follow through with selection committee members.

Actions made to remedy:

- I was able to create a selection process in alignment with ch104.
- I worked with the VPA teachers to develop a caseload for the 2018-2019 school year.
- Next year, I suggest we offer a stipend or hold the selection committee meeting during school hours and get substitutes.

Desired outcomes for programming design, management, and delivery:

Gaps identified:

- Very hard to keep program consistency with middle and high school.

Actions made to remedy:

- More support from the administration.
- My checking email more thoroughly, possible use of a google calendar per building.
- Joining the middle school team meetings this year.
- Less lunch meetings. Once a month instead of weekly.

Desired outcomes for ongoing assessment of student learning data:

Gaps identified:

- Not enough time for some students to finish goals due to the short amount of time we have together and the limited time frames I am able to pull them for more time

Actions made to remedy:

- Spending more time pushing in the regular classroom.
- Switched the weekly schedule to ensure more time.

Desired outcomes professional development:

Gaps identified:

- Need more professional development in writing and reading workshop models

Actions made to remedy:

- Attending all professional development with middle and high school ELA teachers

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

- I created a evaluation procedure for our program based on areas from Ch104 within a chart. <https://docs.google.com/document/d/1mKDJoQn4oT7X6K0LbMmXT4i-gZGWfa6scZrB9tA7bc/e/dit?usp=sharing>
- All students have a Individualized learning plan. Their goals are defined at the beginning of the school year and are reviewed at the end of the school year. The goals include two academic/artist goals and one social and emotional goal. Out of our identified students: 81% met their learning goals, 19% partially met their learning goals and 0% did not meet their learning goals. Using NWEA as a benchmark, 56% of our identified students met their annual growth, while 44% of them did not meet their annual growth. Out of the 44%: two students were struggling

emotionally, one student is twice exceptional and struggles with consistent effort, four students were in a classroom which had many substitutes throughout the school year and a couple students went down a few points on their RIT scores (but had already been performing way higher than their same age peers).

- **WE DO NOT HAVE AN ARTS PROGRAM EVALUATION WITH STUDENT DATA BECAUSE OVER THE 2017-2018 SCHOOL YEAR WE WERE DEVELOPING THE PROGRAM. BY THE SPRING, I STARTED WORKING WITH STUDENTS INFORMALLY AT THE HIGH SCHOOL LEVEL ONLY.**

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)

As you know, prior to October 2nd of 2018, we didn't have a consistent GT teacher. Therefore, supplies are lacking. This school year, it was my goal to increase our supply of innovative hands on STEM materials such as the 3D pens, Sphero, a VEX Hexilator and Geckobot. Many of our math students are interested in coding and construction. These materials will greatly enrich their educational experiences. I am adding a few more books to our collection to be used either as resources or for higher level reading groups with my students. I have added a few instructional books for Math and Writing. We also need art supplies for the newly formed GT visual arts program. I have added canvas, watercolor paper, two digital drawing tablets and some other smaller supplies. I have budgeted \$100 for music for our GT music program. For field trips this school year, I would like to take the visual art students to the Colby Art Museum. I have budgeted \$200 for transportation for all students so they may have a chance to get together for various group meetings, either for problem solving activities or to hear a guest speaker. I have included an equal number of arts and academic independent contractors to add depth to our program. As one individual G/T teacher for the entire district, I cannot meet the needs of all students. I feel it is very important for the students to experience what our community has to offer by inviting variety of experts into the school buildings. There are about six highly gifted students who require a mentor in specific areas. I have added stipends for a vocal coach, an animation coach and a writing coach.

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)
Rachel Hamlin	\$28401.12	\$28401.12
Subtotal	\$28401.12	\$28401.12

Auxiliary Staff Costs N/A

Auxiliary Staff Name	Elementary	Secondary
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	(salary with benefits)	(salary with benefits)
Subtotal	0.00	0.00

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Faith Benedetti	Stained Glass	\$50	\$50
Martha Miller	Painter	\$50	\$50
Cheryl Herr-Rains	Potter	\$50	\$50
Tyler Inc	Coding	\$25	\$25
Maine Math and Science Alliance	Math	\$25	\$25
Rebecca Glaser	Poet/Writing coach	---	\$50
Christina Prescott	Animator/Coach	---	\$250
Maine Audubon Society Rep	Science	\$100	\$100
Jesse Hinman	Tech Mentor	---	\$250
Livy Glaubitz	Painter	---	\$100
Alyssa Hawkins	Vocal Coach	---	\$500
Subtotal		\$300	\$1450

- Apple Teacher: Free
- MSSM speaker: Free

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
Brain Games Mini Mysteries by Ltd PIL Staff	\$6.98	3 Avery Multi-Page Capacity Top Loading Sheet Protectors, 8-1/2 x 11 in, Diamond Clear, Pack of 25	\$29
How to Catch a Lobster in Downeast Maine by Christina Lemieux	\$16.99	4 ProEdge Economy Medium Duty Precision Artist and Utility Knife, No 24, 5 W in, Aluminum Handle	\$14
Red's Eats: World's Best Lobster Shack	\$14.95	2 Alvin Premium Retractable Utility Knife, Metal Blade	\$10
		The Writer's Block	\$10
VEX Robotics Hexcalator by Innovation First	\$29.95	Enrichment Math, Grade 7 (Spectrum)	\$10
4 The BFG by Roald Dahl, Quentin Blake (Illustrator)	\$31.98	Enrichment Math, Grade 8 (Spectrum)	\$10
4 Echo by Pam Munoz Ryan	\$60.88	4 Gulliver's Travels (Classic Starts Series) by Jonathan Swift, Martin Woodside (Abridged by), Jamel Akib	\$28

		(Illustrator), Arthur Pober (Afterword)	
Woodworker's Stanley High Carbon Steel Coping Saw Blade, 15 tpi, Pack of 4	\$3.74	10 Sax Genuine Canvas Panel, 12 x 12 Inches, White	\$20
ModiBot Mo Action Figure Kit - Gray	\$11.99	Montval Acid-Free Cold Press Watercolor Paper, 140 lb, 9 X 12 In, Natural White	\$5.99
Photoshop subscription \$19.99 a month	\$238.88 annually	School Smart Poster Board, 11 x 14 Inches, White, Pack of 25	\$4.49
Sight reading materials and music	\$100	4 - Prismacolor Scholar Colored Manual Pencil Sharpener, Translucent Green	\$8.08
		2 - 3D Pen with PCL Filament, Newest Low Temperature Safe 3D Printing Pen with OLED Display Perfect for Kids and Adults, Doodler Drawing Model Making, Arts and Crafts Gifts For Girl And Boys Decospark	\$65.78
		PCL 3D Pen Filament Refills 1.75mm 12 Different Colors Linear 196.8 Feet Total , Low Temperature 3D Pen PCL Filament ,No Mess,Non-toxic refill	\$12.99
		2- Sphero® Mini - Blue	\$99.98
		Geckobot	\$45.95
		2 Hulon H610PRO Painting Drawing Pen Graphics Tablet	\$111.98
Subtotal	\$516.32	Subtotal	\$486.24

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Colby Art Museum	\$54.25	Colby Art Museum	\$54.25
Transportation between schools for services/events	\$200		
Subtotal	\$254.25	Subtotal	\$54.25

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

D. Staff Tuition/Professional Development:

State of Maine
Department of Education

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Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT membership	\$17.50	"	\$17.50
MEGAT conference	\$100		\$100
National Association for Gifted Children Membership	\$59.50		\$59.50
Subtotal	\$177	Subtotal	\$177

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$28401.12	\$28401.12
Auxillary Staff	\$0	\$0
Independent Contractors	\$300	\$1450
A. Materials/Supplies	\$516.32	\$486.24
B. Other Allowable Costs	\$254.25	\$54.25
C. Student Tuition	\$0	\$0
D. Staff Tuition/PD	\$177	\$177
Total	\$29,648.69	\$30,668.61