

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, 2017

RETURN BY EMAIL TO:
mailto:GT.DOE@maine.gov

School administrative unit name: Hancock School Department
Name and title of person responsible for gifted and talented program:
Wanda Gatcomb, Gifted and Talented Teacher/Coordinator
Phone number: 207-422-6231
Email address: wgatcomb@hancockgrammar.org

CERTIFICATION:

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

Katrina Kane Katrina Kane — Katrina Kane
Superintendent Name (printed) Superintendent Signature

Date of Initial submission to Maine DOE: 9/26/17
Date of 1st Revision to Maine DOE: 12/5/17 KAK
Date of 2nd Revision to Maine DOE: _____ Superintendent Initials
Date of 3rd Revision to Maine DOE: _____ Superintendent Initials
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____
Maine DOE Approval: Jane Kane
Date of Approval: 1/8/18

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 -

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 any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

A. Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Wanda Gatcomb	yes	Teacher	K-8	Part-time

B. Indicate the Auxiliary Staff: Educational Technician

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:

Hancock School Department will assess the program on an annual basis, determine program effectiveness, and provide for improvement.

The process will include the following end of year timeline for each student:

1) The G/T teacher will review the Student Learning Plan (SLP) with each student as well as with classroom teacher(s) and parent(s)/guardian(s) when possible to determine if the student has met the expectations for the student's differentiated goals for the year.

2) If any adjustments need to be made to the current SLP, this will be noted and incorporated into the new SLP when appropriate which will be written in the fall of the following academic year.

3) Each student will complete an end of year survey. This survey will be a tool designed to assess the effectiveness of the G/T program.

To assess the program annually as a whole, the process will be:

4) The G/T teacher will review all students' SLPs at the end of the year to determine if at least 85% of the students' goals have been met.

5) If the goals have not been met, see #2 above.

(b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation.
(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)

At the beginning of the 2016-2017 academic year, the Hancock School Department's Gifted and Talented program serviced eight students in the academic areas of Math and English Language Arts (ELA). Two of these students moved to other districts by the end of October, 2016. Two students, one in the Visual and Performing Arts (VPA) area of artistic ability and one in the Visual and Performing Arts (VPA) area of music, were serviced as well.

The students in the academic G/T program participate in a variety of activities. As such the academic subject areas are often integrated. For example, in our ELA group we may read stories and/or magazine articles, research, and/or create projects related to science and/or social studies topics to increase higher level nonfiction comprehension skills such as analysis, synthesis and evaluation. In addition, in our math groups, we may engage in science-related engineering type activities such as building toothpick bridges or Lego robots to complete specific missions or tasks which builds critical thinking skills and includes the use of math to simulate real life problems.

At the end of the school year, these students were asked through a questionnaire to reflect on their experiences in the G/T program. All agreed that they liked having an Individualized Learning Plan, because they knew what goals they would be focused on during the school year. Other comments included "chance to self-direct my learning," "I felt that I was in control," and "more focused working on things that interested me."

The questionnaire also asked students to reflect on their goals for that year and to look to the future. Some suggestions for future goals included logic puzzles, games, math and problem solving in

non-Lego engineering, architecture, breakout puzzles, and music history. In addition, students were provided with a list of activities that may be possible during school year 2017-2018. Most students were interested in participating in Lego Robotics and solving breakout puzzles. Fewer students were interested in creating a school newspaper or participating in writing contests. This information helps me to know how students are feeling about possible activities and whether any of these activities could be suggested as future goals for their Individualized Learning Plans (ILPs).

Hancock School Department's Gifted and Talented Program working in a collaborative effort among students, teachers, and parent(s)/guardian(s) effectively met students' goals during the 2016-2017 school year as evidenced by student questionnaires and Individualized Learning Plans. In the questionnaire 87.5% of students reported that they felt positive or very positive about their gifted and talented program. The Gifted and Talented program worked with students to create ILP goals and help the students to achieve those goals. Overall, 98% of Math, English Language Arts, and Visual and Performing Arts goals were met. Some of the topics explored were online Breakout puzzles, creating a PowerPoint presentation of math terms for MathCounts, investigating vocabulary prefixes and suffixes in the middle school, reading books such as *Legend* and *Fahrenheit 451*, reading, researching, and writing about heroes, listening to the past week's events on Flocabulary, then writing a haiku about one of the events, and presenting on careers such as music teacher, engineer, and gemologist, and building Lego robots to meet a specific requirement. Overall it was a successful year for Hancock School Department's Gifted and Talented Program!

(c.) Include how program effectiveness was determined.

Program effectiveness was determined in two ways. One way was the use of an end-of-year questionnaire which each student completed. Students reported on their overall view of the gifted program at their grade level by rating it on a scale of 1 to 5 with 1 being "Very Negative" and 5 being "Very Positive." The results were as follows:

1 (Very Negative)	0%
2 (Negative)	0%
3 (Neutral)	12.5%
4 (Positive)	75%
5 (Very Positive)	12.5%

The result is that 87.5% of the students in my program had a positive or very positive outcome. None had a negative or very negative view of their programs.

The second way to determine overall program effectiveness was that each student also had an Individualized Learning Plan (ILP) for Math, English Language Arts, and Visual and Performing Arts as was appropriate to his or her gifted and talented identification. This ILP was used to determine if the student met his or her goals for the year as part of the Gifted and Talented program. The overall results are as follows:

Math: 94% of goals were met or exceeded

ELA: 100% of goals were met or exceeded
0% of goals were not met

VPA: 100% of goals were met or exceeded
0% of goals were not met

As stated in the Hancock School Department's Gifted and Talented Initial Application for the year 2015-2016, at least 85% of the students met or exceeded their goals in Math, English Language Arts, and Visual and Performing Arts. In fact, more than 85% met or exceeded their goals. Overall, 98% of goals were met or exceeded.

8. Provide a justification/description of the items included in the proposed budget in number 9.

Hancock School Department currently staffs a half-time Gifted and Talented teacher with a 690 endorsement at a salary with benefits of \$32,249.83. Staff Tuition/Professional Development in the amount of \$1,950.00 (\$1,250 university course with \$200 for books and \$500 for workshops and/or conferences) has been budgeted to ensure that the G/T Teacher is able to stay knowledgeable of current G/T practices through access to available G/T courses. Maine Educator's Consortium offers the course, EDPA 516 Educating Gifted and Talented Students online which provides a variety of Language Arts activities including focusing on writing from a specific viewpoint and teaching appreciation of poetry by studying famous poets. This year in Portland the G/T teacher will attend the MEGAT/NECGT conference featuring a keynote by Del Siegle and invited speaker, Ian Byrd.

In addition, Hancock School Department budgeted \$1,584.64 for books and supplies to use with G/T students. Books were purchased from Amazon.com for use with students so that they can read around the world as well as to provoke thought and encourage dialogue. Titles of the books include Arcady's Goal, The Dreamer, Silver People, A Long Walk to Water, Bamboo People, Rickshaw Girl, and Shooting the Moon. The following activities were ordered from Mindware.com to challenge students to think outside the box. These include Logic Links, Noodlers, Tri-ominos, Brain Builders, A Ha! Brainteaser Kit and Lego Chain Reactions Kit. A Breakout EDU kit was purchased to encourage students to think critically while solving puzzles that open the locks. Lego Robotics was included in this budget to purchase an additional kit, Lego parts and/or the necessary laptops so that elementary and middle school students can build critical thinking skills through programming robots.

Other allowable costs total \$614.50 and include registration fees for the Scripps Spelling Bee and National Geographic Bee which are held during the school day. Student tuition of \$930 is also included in this budget for students who may require access to coursework beyond what is offered at our school such as Aleks or Renzulli Learning. In addition, students may require access to a high school math course through www.thinkwell.com online. Thinkwell is endorsed by John Hopkins Center for Talented Youth.

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 (New Educational Ontology) 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)
Wanda Gatcomb	32,249.83	
Subtotal	32,249.83	

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
Books from Amazon.com - to be used so students can read around the world (at least one book on each continent) - books include Arcady's Goal, The Dreamer, Silver People, A Long Walk to Water, Bamboo People, Rickshaw Girl, Shooting the Moon	328.27		
Scholastic Magazines - Scope and Super Science - for middle school students to build critical thinking skills	167.40		
AA Batteries for use with Lego robotics	32.99		
White presentation Boards 10 pack	38.39		
Supplies from Mindware.com to challenge students include Logic Links, Noodlers, Tri-ominos, Brain Builders, A Ha! Brainteaser Kit and Lego Chain Reactions Kit	192.59		
Breakout EDU kit to challenge students to use critical thinking to solve puzzles	125.00		
Lego Robotics - to purchase an additional kit, Lego parts and/or the necessary laptops so that elementary and middle school students can build critical thinking skills through programming robots	700.00		
Subtotal	1,584.64	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Purchase Services - Engraving	25.00		
Registration Fees - National Geographic Bee held during school day	150.00		
Registration Fees - Scripps National Spelling Bee held during school day	157.50		
Professional Development Travel - Mileage for MEGAT/NECGT conference in October	282.00		
Subtotal	614.50	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Student tuition - used for students who may need an additional challenge and/or may need to take a high school geometry course through www.thinkwell.com ; possible use of Renzulli Learning, Aleks, or even Smart Music to extend the curriculum and challenge G/T students	930.00		
Subtotal	930.00	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Teacher University Course - Maine Educator's Consortium offers the course, EDPA 516 Educating Gifted/Talented Students in English	\$1,250.00		
Teacher Workshop - attend the MEGAT/NECGT conference in Portland October 26-27; Del Slegle and Ian Bryd will be presenting	500.00		
Books for Teacher University Course -- to purchase books needed for a course such as Maine Educator's Consortium offers the course, EDPA 516 Educating Gifted/Talented Students in English	200.00		
Subtotal	1,950.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	32,249.83	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	1,584.64	
B. Other Allowable Costs	614.50	
C. Student Tuition	930.00	
D. Staff Tuition/PD	1,950.00	
Total	37,328.97	