

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: MSAD 45, Washburn

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

Brian Carpenter,
Superintendent
Laurie Molton,
GT Coordinator

Phone number: 207-455-4501

Email address: lmolton@msad45.net

CERTIFICATION:

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

Brian Carpenter
Superintendent Name (printed)

Brian Carpenter
Superintendent Signature

Date of initial submission to Maine DOE: August 31, 2017

Date of 1st Revision to Maine DOE: Sept 11, 2017

Date of 2nd Revision to Maine DOE: Nov 30, 2017

Date of 3rd Revision to Maine DOE: _____

BC
Superintendent Initials

BC
Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: _____

Date of Approval: _____

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
Laurie Molton	Yes	Teacher/WSEN GT Coordinator	9-12 District wide	PT
Beth Walker	Yes	Teacher/WSEN Director	K-8	PT

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
NA					

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. (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 selection committee met to discuss the identification procedures and any cases of students that might have been denied entrance into the program. The only cases of students denied services were in the category of visual arts. These were reviewed individually on a case by case basis to ensure the selection process was fair and equitable. The results of this review are described in (c) below. The selection of students with artistic ability is somewhat different because of the methods of identification and self-referrals. The students that were not admitted into the program do have a chance to reapply if they wish. The results were that the process and effectiveness of selection in both academics and the arts were found to be adequate.

The overall functioning of our program was also found to be invaluable with Aroostook Regional Gifted and Talented (ARGT) events providing exceptional activities and programming for the identifiable areas/subjects. Participation in several events was increased by over 50% at the high school level.

While there have not been any complaints or negative comments from students, parents, or community members to date since the last reporting, it was discussed and decided to create a questionnaire for parents, students, and staff to better assess the need for possible changes to the program. Data from these questionnaires will allow us to glean our positive attributes and our perception within the community as well. That questionnaire is not yet finished and must be reviewed and approved by the committee before implementation.

After considering changes to the program, several documents were reviewed for possible revisions and to add to the forms already on the website. It was also decided by the GT Coordinator to mail to the parents of identified and included students a schedule/explanation of ARGT GT events at the beginning of year. This schedule would have an accompanying welcome letter, contact information, and have the ARGT activities pointed out that are best suited to the specific student's giftedness.

The committee found that no changes to the WEGT GT program were necessary.

(c.) Include how program effectiveness was determined.

The committee discussed the procedures for identifying both academic and artistic giftedness and it was determined that these procedures were indeed fair and equitable. In the case of the academic students, all students with 90% or greater were identified and admitted into the WDG program. Students that transferred into the district had their records (tests, GPA's, etc.) reviewed upon arrival for admittance, and students that had been receiving GT services in another district were admitted without a loss in services or loss of time. Just as in the past, when students are close to the 90th percentile in standardized testing, they have been given the CogAT. Some may still not meet the criteria of that test, but those that do were identified and entered the program. Students that were close to the 90th percentile were also included but not officially identified. Student percentile results

from all standardized tests are reviewed as soon as they became available upon transfer so it was possible for a student to be admitted partway through the year.

In terms of identification and inclusion the general functioning of the program was deemed highly effective for several reasons. We had 3 students transfer into the district at the high school level at different times last year and one student who had refused services at another district that were included into the visual arts GT program. The student that had previously refused services changed her mind when she found that the WDHS program allowed for personal choice in planning and executing research/projects/topics of her interest/gifts. She had refused services over the prior 6 years even though she was actively recruited. One other student had transferred into the district and said she had received services in Florida and was later identified. She was included in the academic program over the 2 months it took for the records/conformation paperwork to arrive from out of state so no gap in service occurred. 2 other students transferred into the district and took the regular art class with the GT coordinator. These 2 students showed very high levels of both talent and creativity and were recruited to apply. Both were excepted into the visual arts program although neither of them had received services, or were identified in their previous school district. These examples all speak highly of our ability to include, identify, and admit students into the system for services at any given time of the year.

The overall functioning of the program was also determined by a lack of complaints and the abundance of positive comments we received in the last year although as stated above, a questionnaire will be used to help evaluate the program in the future.

Last year our district changed from NWEA to STAR 360. This has limited some of our comparison data as we change from one test to the other. The results we have from STAR 360 indicate that of the 12 students identified as gifted in grades 3-8, 6 were tested in ELA: 4 showed growth, 1 maintained, and 1 showed a slight decline. Of the 6 students identified in Math, Star 360 showed growth for 5, with one student maintaining. No students test scores declined in math. There was no data from Star 360 this year for the 4 students that were identified in Social Studies and(or) Science.

The other issue in data collection is the transition to PBE from the standard grading system in subject areas usually used to determine GT student performances. PBE data cannot be transferred to numerical so there is insufficient data on report cards in the subjects of ELA and Math for grades 3-8. Of the 4 students identified in Social Studies and(or) Science, all showed growth on their report cards.

The identified GT students in Visual Arts grades 3-8 all showed increases in abilities, production, and grade performances.

The measurement percentiles for the high school GT students are as follows;

Of the 4 academic GT students with comparable data, all showed increases in test results according to PSAT/SATs. All these students showed increases in growth on report cards as well. PBE has not affected these students yet because our district is keeping both grading systems operating for the Freshmen for the time being. In the case of all GT students, including those identified as gifted in the arts, scores on report cards in subjects related to their identified gifts increased, with one student who maintained her usual exemplary grades. All students enrolled in the GT class or in independent study programs earned a passing grade of an "S". No students were exited from the program other than a student that transferred out of the district.

Participation in ARGT sponsored events remained at a high level in the elementary and middle school levels and increased dramatically in the high school as mentioned above. Part of this increase was due to the exchange of Meridian Stories for Project Paradigm in the ARGT activities schedule. Other factors affecting this were the enthusiasm of the director at the middle school level and the coordinator at the high school level and their ability to inspire the students to participate. Another factor was the valuable and successful middle school program as a feeder to the high school program. Early identification and inclusion into the program leads to better self-esteem, which increases

participation as well. The final factor is that ARGT has an ability to schedule events by utilizing the school schedules from all over Aroostook County. While a difficult task, it allows for less conflicts with sports and other school activities. This is an essential part of ARGT's programming success.

8. Provide a justification/description of the items included in the proposed budget in number 9. The costs to be incurred by the WSEN Program include the Coordinator and Directors salaries only for the time they are working directly with or for the program and(or) the gifted students. There is also an administrative stipend paid to the coordinator above the scheduled salary due to the extra administrative duties assigned to the position. The costs of the program include the training and professional membership fees for these educators including but not limited to workshops and conferences.

The Elementary Gifted Program has an approved curriculum provided to the GT student. The High School Program is based on individual student's gifts and exploring their individual interests so the specific supply lists are subject to change each year/semester. Justifications for the items listed in A. Educational Materials and Supplies are as follows:

Elementary Costs:

1. Problem solving games and materials: Games, toys and books providing the stimulation and cross-curriculum learning activities needed by Gifted and Talented individuals to keep them involved and interested in the learning process and provide problem-solving opportunities. Preparation for ARGT Problem Solving Day.
2. Literature Trade Books: The titles listed in #9 A will be used directly in ARGT's Battle of the Books specifically designed to challenge the gifted students in Aroostook County.
3. Specialty Paints and Canvas: Extensions and explorations for students identified as gifted in the visual arts and for final presentations/projects of other GT students. (Applications to ARGT Visual Arts Day)
4. Printmaking: Cross-curriculum investigation, natural sciences, history, chemistry, also extensions and explorations for Gifted Visual Arts students. (Applications to ARGT Visual Arts Day)
5. 3-D and Texture work: Provides identified students with Cultural exploration, Science, History components of in-depth extension exercises. Direct applications can include video production and problem solving opportunities. Other applications are ARGT's Visual Arts Days, Problem solving Day as well as Girls & Goals and Guys & Goals Days .

Secondary Costs:

1. Advanced 3-d work. Cultural exploration, Science, History components of in-depth extension exercises. These supplies are also used at the High School GT level in technology related projects like video production, stop motion clay or object animation. Direct applications can include Meridian Stories, and Project Paradigm at both State and National levels, other applications are ARGT's Visual Arts and TED Talks.

2. Text and Topic specific books and Literature Trade books/references: Reference sources for all topics/projects currently offered at the High School level. Variety of GT identification category topics. Trade books specific to ARG T's High School Battle of the Books.
3. GT Challenge games and puzzles: as required for GT students including the I.Q. games, puzzles and brainteasers which increase logical and creative thinking and problem solving abilities.
4. Acrylics/oils are very advanced visual arts mediums of historical significance to the developing artist. This in-depth area of study is specific to the GT artist with cross-curriculum connections and critical thinking skills related to science, math and history. There are also current connections to Social Studies through modern art, symbolism, propaganda and advertising.
5. Advanced drawing equipment and supplemental materials, books, etc. These items will be used by GT Artists to build a body of work (Portfolio Building) with both mediums they are familiar with and those that are new to them. This is in preparation for college entry and ARG T activities like Visual Arts Day.
6. Magazine Subscriptions and Publications: These topic publications contain past and current research and information, and are to be used for GT students to stay current in specific as well as general areas of interests (gift related) They will also be used for reference in research, and(or) as a source of study topics.
7. Fused Glass and soldering: Continuation of new successful program in the High School curriculum. Extension for ARG T Visual Arts Day. And continuation of lower level curriculum. Historic context of glass art and artists (present and past), new and unusual art mediums, exploration of single elements of color and shape as well as science and technology in soldering process. Cross-curriculum topics and problem solving techniques in visual arts, history and social studies.
8. Robotics: In-depth exploration in the sciences (natural & applied) and IT, opportunities in building and programming for GT students identified in advanced math & science. Direct applications to Annual Brain Bee as well as ARG T Problem Solving Day and TED talks.

All GT students may use any of the budgeted items available for their GT seminar presentations, or extension learning activities.

In addition to the above justification, all the activities planned by ARG T provide the gifted student with much needed opportunities to interface, learn from and make friends with their ability counterparts. This service is invaluable to gifted students who often have a difficult time making friends and conversing with their other age-mates. Fees for these programs as well as student tuitions are listed in section C below. ARG T programs are specifically designed just for gifted students, and the tuitions for online courses or workshops are those deemed necessary by the District and(or) the GT Committee for the GT student.

Other allowable expenses include the cost for 10 students and 2 chaperones (the GT Director and Coordinator) to attend the ARG T trip to New York City. This trip includes many activities and educational experiences that the GT students in Aroostook County do not otherwise have access to. These are activities that the ARG T team has recommended as a beneficial component to the gifted students curriculum and development socially, emotionally and educationally. The itinerary includes historical, visual and performing arts events and tours as well as science and museums. Many of our Gifted

students in Aroostook County have never left Northern Maine and as a result have never been exposed to the variety of educational experiences offered in a larger city that their Southern Maines counterparts have.

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 Onotology) 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)
Laurie Molton		29,047.73
Beth Walker	33,295.53	
Laurie Molton (Coordinator Stipend)		5,408.42
Subtotal	33,295.53	34,456.15

Auxillary Staff Costs

Auxillary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NA		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
NA			
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
Games and materials, Amazon; Brain Games Kids 14.99, Wolfbush IQ Test toys 20.99, Brain Games for Clever Kids 14.99, Educational Insights Kanoodle 18.99, Masterpieces Brain teaser 3-d puzzle 14.99, Brain Games picture puzzles 9.98, Gravity maze 29.99, MMRM 3-d maze 4.82, Solid wood brain teasers 19.99, IQ Kit 2 @ 8.99, Logics Links puzzle box @ 14.99, A Ha Brainteaser kit @ 24.99	189.71	Advanced 3-D, Amazon; Moldamer plastic pellets 40oz 2 @ 35.99 ea, SE DD312 wax carving tools 2 @ 8.95 ea, US Art 7 in sculpting wheel 3 @ 36.96 ea, Sculpting & molding air-dry clay 25 lbs 2 @ 49.99, BESKIT 30PCS Clay Sculpting Tools 2 @ 16.99, Jack Richeson's armature wire 1/16 th gage 3 @ 14.99, Creative Hobbies sponge assortment 3 @ 9.94 ea	409.51
Literature Trade Books: Amazon; "Anne of Green Gables" by L.M. Montgomery, 2 for 14.60 "Refugee" by Alan Gratz, 2 for 25.78 "Beyond the Bright Sea" by Lauren Wolk, 2 for 10.98 "Posted" by John David Anderson 2 for 12.58 "The Boy Who Harnessed the Wind"(young reader's edition) paperback 2 for 12.84 "Terrible Typhoid Mary" by Susan Campbell Bartoletti 2 for 24.00	141.60	Text and Topic specific books, Amazon; "Everything, Everything" by Nicola Yoon 3 @ 8.43 ea, "All the Light We Cannot See" by Anthony Doerr 3 @ 12.77, "Tough as they Come" by SSG Travis Mills 3 @ 8.79ea, "The Boys Who Challenged Hitler" Knud Peterson 3 @ 11.99ea, "The Omnivore's Dilemma" (Young Reader's Edition) by Micheal Pollan 3 @ 5.99, "A Dog's Purpose" by W. Bruce Cameron 3 @ 8.46.	169.49
Specialty Paints & surfaces: Nasco Arts & Crafts: Golden Heavy Acrylics 3 @ 6.93, Golden Heavy Acrylics mixing set @ 57.25, School Specialty Sax: Lyra Aquacolor pencil set @ 107.08, School Specialty Sax; Jacquard silk hoops 1 for 116.99, Flat Aluminum rectandle 6 for 16.14, Derwent Watercolor pencils 4 @ 41.82	470.93	Games and puzzles, Amazon; 2 in 1 travel magnetic wooden chess set 2 @ 27.99, upwords @ 14.99, Pictionary @ 19.99, Delux Blockus @ 25.99, Disney Apples to Apples @ 19.99, Ticket to Ride @ 31.99, Mad Cave Bird Colorcue bundle @ 39.99	188.93
Drawing: Nasco Art Education;	487.99	Acrylics/oils, United Art and	396.20

Sketchables Postcards 2 @ 6.05, Liquamark X-tra fine Permanent Markers 36 @ .38 and 12 @ 4.16, Ticonderoga Red pens 2 @29.80, Mono Sand Erasers 3 @ 6.90, Uniball 702 Impact pen 10 @ 3.96 and set 3 @ 8.42, Bic fine point marking sets of 6 @ 21.22 and ultra-fine sets 6 @ 20.47, Nature Print Paper 1 @ 16.99,		<u>Education</u> ; Royal & Langnickle rounds & flats brush set @ 87.95, R&L detail brush sets 4 @ 6.95, Richeson Series 5150 wash brush value pack 4 @ 13.95 ea. ½ gal Chromacryl: (3)Blockout white, (3)black, (1)burnt sienna, (2)warm blue, (1)warm red, (1)Yellow @ 22.95ea.	
<u>Printmaking: School Specialty</u> Sax; Nature art screens 2 @ 16.42, Learning Resources shape templates @ 35.96	68.80	<u>Drawing equipment, Amazon</u> ; Bandai figure male @ 55.33, Bandai figure female @ 55.33, 13 X 17 sketchboard 10 @ 8.60 ea, Pro Art 16 pc pencil set 6 @ 6.26 ea, kneaded erasers 2 @ 10.90, Painting Skin Tone colored pencils 3 @ 20.99, General's Pencils, Extra soft 6b 4 @ 18.14.	353.99
3D and texture work: <u>Nasco</u> ; Felting Materials kit @ 50.75 and needles 2 @ 22.30, Foam work surface @ 44.75, Wool Roving @ 50.75, Saxon Budget Blades sizes 00, 0 and 1 :3 @ 3.00, 6x9 smooth aluminum etching metal 6 @ 4.99	229.79	<u>Subscriptions: Amazon</u> ; Archeology Magazine @ 23.95, Smithsonian @ 19.95, Scientific American @ 34.99	78.99
		<u>Fused Glass, Delphi Glass</u> ; Wire wrapping beginners kit @ 69.95 ea., 22 and 18 ga wire 2 @ 6.95 ea., Layout block bundle @ 39.95, brass hoop hangers @ 26.95 ea., Hummingbird precut @ 30.95, Water lily kit @ 14.95, Seashell kit @ 14.95, seashell ring kit 2 @ 34.95	281.50
		<u>Robotics: Amazon</u> ; Owi 14 in 1 solar kits 3 @ 33.95 ea., Owi Kingii Dragon Kits 3 @ 43.95	233.70
Subtotal	1588.82	Subtotal	2112.31

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

Elementary: Item name	Cost	Secondary: Item name	Cost
		ARGT New York Trip. 12 persons admission fees, transportation. (Driver and	9042.00

		mileage)	
Subtotal	0	Subtotal	9042.00

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

Elementary: Program name	Cost	Secondary: Program name	Cost
ARGT programming	1,250.00	ARGT programming	1800.00
Subtotal	1,250.00	Subtotal	1800.00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
ARGT Professional Development	120.00	GT Mentoring Workshop mileage.	216.00
		ARGT Professional Development	120.00
		ARGT District Dues	20.00
Subtotal	120.00	Subtotal	356.00

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	33,295.53	34,456.15
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials/Supplies	1588.82	2112.31
B. Other Allowable Costs	0	9042.00
C. Student Tuition	1250.00	1800.00
D. Staff Tuition/PD	120.00	356.00
Total	36254.35	47,766.46