

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:

Waterville Public Schools

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

Peter Thiboutot, Assistant Superintendent

Phone number: 207-872-1960

Email address: [pthiboutot@aos92.org](mailto:pthiboutot@aos92.org)

**CERTIFICATION:**

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

ERIC L. HALEY  
Superintendent Name (printed)

  
Superintendent Signature

Date of Initial submission to Maine  
DOE:

10/3/17 SLH  
11/3/17

Date of 1<sup>st</sup> Revision to Maine DOE:

11/2/17 PT  
11/24/17

Peter Thiboutot  
Superintendent  
Initials

Date of 2<sup>nd</sup> Revision to Maine DOE:

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Superintendent  
Initials

Date of 3<sup>rd</sup> Revision to Maine DOE:

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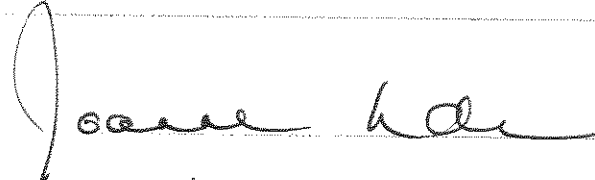
Superintendent  
Initials

FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

Reviewed By:

Maine DOE Approval:

Date of Approval:

  
1/29/18

### ***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
Mary Violette	Yes	Teacher	K-12	Full 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

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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.)

Identification of gifted and talented students in the third grade was completed in January, 2017. The students identified participated in pullouts scheduled for once a week for ten weeks. Of the identified math students, 86% met all the standards of the third grade CCSS based on their final report card. The remaining student met or partially met all math standards. 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 end the year exceeding the majority of the fourth grade CCSS and completing half of the fifth grade math curriculum. Six of the seven fifth graders exceeded the fifth grade standards, and met the majority of the sixth grade standards. These results were validated by local fifth grade benchmark test taken in the fall, winter and spring of the school year. The fifth grade students also took the sixth grade curriculum end of the year test as an additional measure of their progress.

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. The seven participating students all met or exceeded the standards according to their year end report cards. The students identified in science explored area of their interest, particularly space, designed and built models, and conducted experiments. Of the two identified fourth grade students, one exceeded and one met the fourth grade standards.

The identified students at Waterville Junior High School were offered weekly pullouts for ELA, science, and social studies. Teachers were also offered consultation and support for differentiation in the general education classroom. Student and parent surveys indicated an overwhelming positive view of the programming. Students identified in the domain of math were serviced by accelerating their instruction. The eighth grade Geometry students scored higher on both the high school Honors Geometry midterm and

final than the high school students. Based on the identified WJHS students grades in their ELA, science, math, and social studies classes,

75% had grade in ELA of 97% or above,  
92% had a grade in social studies of 90% or above,  
75% had a grade in math of 90% or above  
83% had a grade in science of 94% or above.

Waterville Senior High School administration and faculty have met to discuss formalizing support for gifted and talented high school students. The administration and department chairs recognize the need to provide consulting services in addition to existing course offerings. The staff has a record of offering AP courses, supporting students attending classes at area high schools for classes not offered at WSHS, as well as local colleges.

(c.) Include how program effectiveness was determined.

The GT committee reviewed the program and found both academic and arts programs to be in full compliance with nomination and identification documents and practices as well as services provided. District level program evaluation resulted in shifting resources to include consultation at the high school level by the K-8 GT teacher. In addition, 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.

All costs listed below are necessary in order to carry out the planned program. Instructional expenses include math textbooks to be used by identified fifth graders. Professional development expenses support the ongoing professional development of the gt teacher, and include expenditures associated with attendance at conferences. While there will be other expenses associated with the VPA program, at this time, the only expenditure that has been specifically identified for the year is attendance at a Bangor Symphony Orchestra concert.

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)
<u>Mary Violette</u>	<u>56,848</u>	
<b>Subtotal</b>	<u>56,848</u>	

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)





Interschool travel for GT teacher	250		
<b>Subtotal</b>	<b>602</b>	<b>Subtotal</b>	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT conference fee, travel and membership	485		
GT DOE conference travel	15		
<b>Subtotal</b>	<b>500</b>	<b>Subtotal</b>	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	56,848	
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	680	
B. Other Allowable Costs	602	
C. Student Tuition		
D. Staff Tuition/PD	500	
Total	58,630	