

**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: Westbrook School department

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

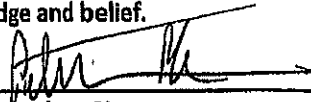
Phone number: 207-854-0800

Email address: mezzanotte@westbrookschoos.org

**CERTIFICATION:**

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

Peter Lanza Ph.D  
Superintendent Name (printed)

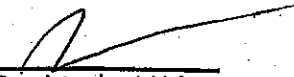


  
Superintendent Signature

Date of initial submission to Maine DOE: 9/28/18

Date of 1<sup>st</sup> Revision to Maine DOE: 12/7/18

Date of 2<sup>nd</sup> Revision to Maine DOE: 1/9/19

Date of 3<sup>rd</sup> Revision to Maine DOE: 1/14/19

  
Superintendent Initials  
  
Superintendent Initials  
  
Superintendent Initials

**FOR INFORMATION CONTACT: GT.DOE@maine.gov**

Reviewed By:  Lee Worcester

Maine DOE Approval: 

Date of Approval: 1/22/19

### ***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 -
  
  
  
  
  
  
  
  
  
  
- 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:

- Academic program abstract -
  
  
  
  
  
  
  
  
  
  
- 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 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:

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
Crystal Card	Yes	Teacher	K-4	FT
Julie McCabe	Yes	Teacher	5-8	FT
Nola Urban	Yes	Teacher	5-8	FT
Jonathan Whitehead	Yes	Teacher	9-12	FT
Unified Arts	No	Teachers	K-12	FT/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.)*

Our GT programming continues to yield great success and proves to be effective and responsive to our student's needs. Through individualized plans developed with students, we are able to customize programming for each student, which supports their academic and social emotional needs.

Our programming continues to grow yearly as we respond to the needs of our learners. To this end, we continue to look for opportunities to provide programming particularly in mathematics in the high school. This year we added an AP statistics, which was added to meet the needs of our GT learners. In addition to mathematics and ELA, our art director works with classroom teachers to enhance the learning of our GT learners by helping provide opportunities for our learners to not only express themselves through the arts but to continue to build on their strengths. Furthermore, our GT students identified as gifted in the arts are provided opportunities outside the brick and mortar with learning beyond the classroom excursions.

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

Program effectiveness continues to be based on NWEA and MEA data, student surveys, classroom assessment and parent-teacher conferences. Students and parents continue to communicate that they feel happy, challenged and engaged. The approach of offering pull out classes in conjunction with giving support to classroom teachers to help engage and enhance the GT learners when they are in the classroom is proving to be an impactful model. The supports range from helping the classroom teachers differentiate by compacting lessons or providing extensions for the GT learners within their classrooms.

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)*

Costs are associated with teacher salaries and benefits, materials (books, consumable supplies), professional development workshops, courses, travel (in-district mileage between building and for GT conferences), on-line learning for students, field trips and experiences. CoGat testing is used as one of our objective markers for identification purposes.

USM Ci2 Lab, Portland, ME with \$0 fee, 10 miles round trip. This trip is to promote innovational ideas.

The Telling Room field trip, 225 Commercial Street, Portland, ME. The trip is 26 miles round trip. GT language art students grades 3-8. Using the photographer's tools of observation and capture, students learn to frame stories and discover that it is the crispness and quality of even the tiniest details that bring a story to life.

The Local Stories Project employs a multidisciplinary, integrated arts process that focuses on town history. students develop a permanent mural and a physical theater piece under the guidance of skilled teaching artists, developing a range of visual art and performance skills. This project also aligns with the Maine Learning Results: Visual Arts Standards (Gr K-4): 1. Understanding and applying media, techniques and processes 3. Choosing and evaluating a range of subject matter, symbols and ideas 4. Understanding the visual arts in relation to history and culture. 6. Making connections between visual arts and other disciplines. Students work with teaching artists to creatively transform their research findings into two artistically sophisticated and informative art works - a permanent mural installation and an original performance piece presented at the public mural unveiling.

Books to supplement language arts for our GT learners, through Teacher's College, are purchased in "shelves" with approximately 300 books in total.

### **GT Consumables Materials are beyond the regular art supplies**

#### **Self hardening clay: \$150**

In the regular art curriculum, students focus primarily on functional ceramics. In GT art, students will study the history of figurative sculpture and will design a small figure based on visual culture characters such as superheroes.

#### **Paints & Brushes: \$400/ Markers & Pens: \$150/ Canvas Board: \$200**

*In the GT art class we will explore the following assignments that will require the materials listed above. Students are expected to create individual works that will be featured in a GT art show at the end of the school year.*

**Paints/ Brushes/ Canvas:** Landscape painting: Students will study the tradition of plein air painting, specifically coastal Maine painters through history who have been inspired by their natural surroundings. There is very little room in the regular schedule for GT students to work on a individual

painting on canvas. Through guided practice, students will be introduced to acrylic painting techniques and the compositional characteristics of a landscape painting.

**Markers & Pens:** Students will also utilize specialty pens/ markers in their illustration workshop with guest artist Alicia Uth.

**Sketchbooks: \$100**

Students will be assigned monthly sketchbook and artist research assignments. They will utilize their sketchbooks to record their creative ideas and learning.

Guest artist and arts educator Alicia Uth will lead a series of illustration workshops at Congin Elementary GT art program. The artist will teach students about a variety of drawing techniques while also discussing art as a career, sharing her own work as examples.

Guest artist Pamela Moulton will lead a series of workshops at Saccarappa Elementary School. The fiber artist will teach students about unique installation work and will engage students in a hands-on project utilizing fabric in new ways to create artwork made with new materials.

Guest artist and arts educator Alicia Uth will lead a series of illustration workshops at Westbrook Middle School GT art program. The artist will teach students about a variety of drawing techniques, and will introduce unique drawing tools, while also discussing art as a career, sharing her own work as examples.

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)
<u>Crystal Card</u>	<u>79,192.70</u>	
<u>Nola Urban</u>		<u>92,343.65</u>
<u>Jonathan Whitehead</u>		<u>89,948.75</u>
<u>Julie McCabe</u>		<u>62,868.73</u>
<b>Subtotal</b>	<u>79,192.70</u>	<u>245,161.13</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)
Alicia Uth	Artist	See details in #8 \$650	See details in #8 \$200
Pamela Moulton	Artist	See details in #8 \$800	
<b>Subtotal</b>		<b>\$1450</b>	<b>\$200</b>



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
Curriculum Supplies	2,597.30	Curriculum Supplies	1051.69
*Books: Teachers College Units of Study trade books: Curriculum Supplies- These are purchased as sets that are called "shelves". Explained in #8			
Zoom Learning Game	13.15	Trade Literature such as (Multiple Copies of each): Out of my mind, Draper March: Book One The Boys in the Boat, Daniel James American Born Chinese, Yang The Hate U Give, Thomas Hidden Figures, Shetterly A Long walk to Water, Park	464.00
Tangram Smart matching Game	21.49		
Edison Robot Creator's Kit	29.58	<b>2018-2019 GT Art Budget GT Consumables Materials are beyond the regular art supplies</b>  <b>Self hardening clay: \$150 Paints &amp; Brushes: \$400/ Markers &amp; Pens: \$150/ Canvas Board: \$200 Sketchbooks: \$100</b>	1000.00

Edison Robot and printed guide	49.00	CoGat testing materials	50
Books: The Lightning Thief	4.99		
<b>Subtotal</b>	<b>\$2,715.51</b>	<b>Subtotal</b>	<b>\$2565.69</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
IXL	299.00	IXL	500.00
Aleks-McGraw Hill	350.00	ALEX	350.00
		Field Trips (May include science, math, social studies, art, music related themes for GT students, and college visits for GT students). Taken from field trip line and special projects line.	200.00
Staff Travel (in-city travel between schools. This is for Itinerate staff	200.00	AMC Math Competition	156.00
		Meridian Stories	250.00
		Telling Room	350.00

		Fees and Memberships NCTM	450.00
		Staff Travel (in-city travel between schools. This is for itinerate staff	500.00
<b>Subtotal</b>	<b>\$849</b>	<b>Subtotal</b>	<b>\$2756</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		<b>We did not have any students enrolled in classes last semester or this semester.</b> Online and early college courses are typically through USM and are college level courses that are not available through our program of study. These courses have typically been in mathematics	
<b>Subtotal</b>	<b>\$0</b>	<b>Subtotal</b>	<b>\$0</b>

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
GT Conference MEGAT/NEGAT per person plus travel.	\$0	GT Conference MEGAT/NEGAT per person plus travel. 300*3 people=\$900	\$0 Teachers did not attend
<b>Subtotal</b>	<b>\$0</b>	<b>Subtotal</b>	<b>\$0</b>

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	79,192.70	245,161.13
Auxiliary Staff	\$0	\$0
Independent Contractors	\$1450	\$200
A. Materials/Supplies	\$2,715.51	\$2565.69
B. Other Allowable Costs	\$849	\$2756.00
C. Student Tuition	\$0	\$0
D. Staff Tuition/PD	\$0	\$0
<b>Total</b>	<b>\$84,207.21</b>	<b>\$250,682.82</b>