

School administrative unit name: Wells-Ogunquit CSD

Name and title of person responsible for gifted and talented program: Stacey Schatzabel, Director of Instruction

Phone number: 207-641-6903

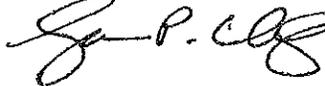
Email address: sschatzabel@wocsd.org

CERTIFICATION:

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

Superintendent Name (printed)
James Daly

Superintendent Signature



11/24/15

Date application submitted to Maine DOE for review:
submitted 9/29/2015
resubmitted 11/24/2015

FOR INFORMATION CONTACT:
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Maine Department of Education
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RETURN BY EMAIL TO:

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EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patti Dropeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

DEC 08 2015

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the

companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

Wells-Ogunquit C.S.D. commits to ensuring that each scholar develops the social, academic, critical and creative thinking skills necessary to meet with success in college, career, citizenship and life. We are committed to meeting the needs of individuals who demonstrate outstanding levels of aptitude or competence in one or more academic domains. We believe that students who are gifted and talented need to need diversity in their educational experiences, need to be challenged to develop their abilities and potential, and in some case need to move at their rate. The needs of these children vary and change as they progress through school. Instructional strategies and settings should be appropriate to meet their needs.

Arts program philosophy:

Wells-Ogunquit C.S.D. commits to ensuring that each scholar develops the social, academic, critical and creative thinking skills necessary to meet with success in college, career, citizenship and life. We are committed to meeting the needs of individuals who demonstrate significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts. We believe that students who are gifted and talented in the fine arts should be taught in a manner that allows them to learn at their appropriate level and pace.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

At Wells Elementary School, children in grades K-3 will be served by Advocacy, Consultation, and Whole Class Enrichment. Students in grades 4 will be served by Advocacy, Consultation, Differentiation, Compacting, Whole Class Enrichment, and Pull-Out Enrichment Groups. Students are formally identified in grade 3, 5 and 8.

At Wells Jr. High School, students in grades 5-8 will be served by Advocacy, Consultation, Compacting, Supplanted Classes, Acceleration, and Enrichment Groups. Students will be re-identified in grades 5 and 8.

Students at Wells High School will be served through Advocacy, Consultation, Acceleration, Advance Placement Classes and College Courses.

Students who are identified will have a Personal Learning Plan.

Arts program abstract:

At Wells Elementary School, children in grades K-4 receive a weekly art and music classes, and whenever possible art is integrated into other curricula. The art and music teachers differentiate instruction and also provide enrichment opportunities for interested and capable students. Instrumental lessons begin in grade 4. Students are formally identified for Visual and Performing Arts in grade 4. Identified students receive additional instructional time weekly when teachers provide extended challenges beyond the grade level expectations.

At Wells Jr. High, children who are identified and/or have an interest and aptitude in the Visual and Performing Arts have specialized classes and opportunities with the art and music teachers. Throughout the school year there are multiple opportunities to display artwork and perform at drama productions, concerts, and art shows.

At Wells High School, students have a variety of opportunities to develop their talents through musical productions, art shows, Advance Placement classes. Chorus, Concert, Marching, and Jazz Band are all offered along with AP courses in Art History and Studio Art.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics:**Goals:**

1. Develop, implement, and effectively manage comprehensive services for gifted and talented students.
2. Individualize and extend programming that is integrated with regular classroom programs and is aligned to the Maine Learning Results.
3. Stimulate a passion for learning while developing advanced critical and creative thinking skills among gifted and talented students.

Objectives:

1. Provide coordinated services of gifted education.
2. Provide consultation, enrichment, and direct instruction in conjunction with or in lieu of general math, english/language arts, science, and social studies to advance students' unique abilities in achieving the graduation standards.
3. Develop Personal Learning Plans for identified students that will inspire a passion for learning and support students in achieving at their highest potential.

Activities:

1. A. Educators in gifted, general and special education programs, collaboratively plan, develop, and implement services. B. Redesign parent handbook and website.
2. Differentiated opportunities in math, reading, writing, science, and social studies in the regular classroom. Provide voice, choice and rigor in meeting the standard by using Marzano's Taxonomy.
3. Students, parents, and teachers involved in developing a Personal Learning Plan.

Arts:

Goals:

1. Develop, implement, and effectively manage comprehensive services for gifted and talented students.
2. Individualize and extend programming that is integrated with regular classroom programs and is aligned to the Maine Learning Results.
3. Individualize programming to stimulate a passion for the Visual and Performing Arts while developing the application of advanced critical and creative skills for gifted students.

Objectives:

1. Provide coordinated services of gifted education.
2. Provide opportunity, enrichment, and additional differentiated direct instruction in Visual and Performing Arts.
3. Develop Personal Learning Plans for identified students that will inspire a passion for the arts and support students in achieving their highest potential.

Activities:

1. A. Educators in gifted, general and special education programs, collaboratively plan, develop, and implement services. B. Redesign parent handbook, identification process and website.
2. Differentiated opportunities in the Visual and Performing Arts in and outside the regular classroom.
3. Students, parents, and teachers involved in developing a Personal Learning Plan.
4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

General Intellectual Ability:

Screening:

Screening will include both objective and subjective criteria. All students in Grades 3, 5, 8 will be screened for General Intellectual Ability through both ability and achievement testing along with parent or teacher nomination. Classroom teachers will meet with the STRETCH teacher(s) to fill out the *Twelve Traits of Giftedness: A Non-Biased Profile*. Students who exhibit 7 or more of these characteristics meet the subjective criteria. The STRETCH teacher will review the Northwest Educational Assessment (NWEA) scores and the Cognitive Abilities Test (CogAT) scores. Students who have a consistent test score of 90th %ile and above on the NWEA meet the achievement criteria. Students who score at or above 90th %ile on the CogAT meet the criteria for cognitive aptitude.

Selection:

1. CogAT- 98th %ile or above
2. NWEA- Consistent scores at or above the 97th %ile in both reading and math
3. *Twelve Traits of Giftedness*- Exhibits 9 or more of the 12 traits

Placement:

Upon identification, a Personal Learning Plan, PLP, will be created for the student. The PLP addresses the academic placement for the student and any specific goals that will be addressed. The PLP must be reviewed and updated on a yearly basis. However, changes may be made as needed anytime throughout the year. The Superintendent will then be provided with a list of identified students and their services.

Academic Aptitude:

Screening:

Screening will include both objective and subjective criteria. All students in Grades 3, 5, 8 will be screened for Academic Aptitude through ability and achievement testing along with parent or teacher nomination. Classroom teachers will meet with the STRETCH teacher(s) to fill out the *Twelve Traits of Giftedness: A Non-Biased Profile*. Students who exhibit 7 or more of these characteristics meet the subjective criteria. The STRETCH teacher will review the Northwest Educational Assessment (NWEA) scores and the Cognitive Abilities Test (CogAT) scores. Students who have a consistent test score of 90th %ile and above on the NWEA meet the achievement criteria. Students who score at or above 90th %ile on the CogAT meet the criteria for cognitive aptitude.

Selection:

1. CogAT- 95th %ile or above
2. NWEA- Consistent scores at or above the 95th %ile in reading and/or math
3. *Twelve Traits of Giftedness*- Exhibits 7 or more of the 12 traits

Placement:

Upon identification, a Personal Learning Plan (PLP), will be created for the student. The PLP addresses the academic placement for the student and any specific goals that will be addressed. The PLP must be reviewed and updated on a yearly basis. However, changes may be made as needed anytime throughout the year. The Superintendent will then be provided with a list of identified students and their services.

Artistic Ability:

Screening:

Students who demonstrate significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts are encouraged to go through the selection process. During grade 4 they will have the opportunity to submit a portfolio or perform and have an interview.

Selection:

1. Teacher, Parent, or student Nomination-checklist
2. Portfolio or Audition
3. Interview-panel interview with student

A team of artists, musicians, and gifted staff will select students who demonstrate significant achievement or potential for significant accomplishment.

Placement:

Upon identification, a Personal Learning Plan (PLP) will be created for your child. The PLP addresses the academic placement for your child and any specific goals that will be addressed. The PLP must be reviewed and updated on a yearly basis. However, changes may be made as needed anytime throughout the year. The Superintendent will then be provided with a list of identified students and their services.

Process for transfer students:

A file review will be completed. If the transfer student does qualify for services under its identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student will be automatically reviewed within 45 days of the record review.

Exit Procedure:

Parents may decide to exit their child from the STRETCH program at any time. Students are re-screened at grades 5 and 8 and some students may exit at that time. Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the

program from the teacher, the parent/guardian, counselors or administrators.

Process for appeals:

Parents or other party may appeal decisions made by the STRETCH Identification Team. The concerned person initiates an appeal by completing a STRETCH Appeals Form and giving it to the teacher of the gifted and talented. The teacher of the gifted and talented may conduct an alternate test. If an achievement test score was low, an alternate achievement test may be administered. If an ability test score was low, an alternate ability test may be administered. The STRETCH Identification Team will meet to reconsider eligibility in terms of new test results, additional data, and/or student products.

5. Provide a description of the staff development that takes place in order to implement the program(s).

Gifted and Talented staff meet as needed throughout the school year in order to implement the programs. Teachers stay abreast of current research and best practices through reading, webinars, attending state and regional conferences/workshops. They also work with general educators in planning curriculum and adapting standards to meet the needs of our highest ability students.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

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-Time or Part-Time in GT |
|---------------------------|------------------------|--------------------------|-------------|---------------------------------------|
| Suzanne Laplante-Killoran | Yes | Teacher | K-4 | PT |
| Dawn Valente | Yes | Teacher | 5-8 | FT |
| Steve Kayser | Yes | Teacher | 9-12 | PT |
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| | | | | |
| | | | | |

Indicate the Auxiliary Staff: Educational Technician

| Name of Staff | Role | 690 Endorsement Yes/No | Grade level | Name and position of supervisor | Indicate Full-Time or Part-Time in GT |
|---------------|------|------------------------|-------------|---------------------------------|---------------------------------------|
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7. Provide a description of the annual program self-evaluation process.

A team of principals and teachers meet annually to evaluate the STRETCH Program. We address the following questions through discussion, looking at data, and surveying stakeholders.

- 1) Is there a discrepancy between the way the program is described and the way it is being carried out?
- 2) Are students more "creative?"
- 3) Are they more "excited" about school?
- 4) Do the teachers really change strategies as a result of staff development?
- 5) Do parents have a positive attitude toward the program?
- 6) Are students making growth on NWEA or other assessments?
- 7) How many students in program? Exit?
- 8) Are we identifying the right students?

This information will be shared with the Director of Instruction who will present to the Superintendent and School Committee.

8. Provide a description of the costs to be incurred to implement the program(s).

The cost are for three professional staff, identification, and professional development.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

| Professional Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|--------------------------------|--|---|
| Suzanne Laplante-Killoran | \$30,966.48 | |
| Dawn Valente | | \$77,574.44 |
| Steve Kayser | | \$25,550.31 |
| | | |
| | | |
| Subtotal | \$30,966.48 | \$103,124.75 |

| Auxiliary Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|-----------------------------|--|---|
| | | |
| | | |
| | | |
| | | |
| Subtotal | | |

