

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: Portland Public School System

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

Kathleen Ball

Phone number: 207-318-6436 or 874-8180

Email address: Ballk@portlandschools.org

CERTIFICATION:

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

Xavier Botana
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 10/13/2017

Date of 1st Revision to Maine DOE: 11/13/2017

XB
Superintendent Initials

Date of 2nd Revision to Maine DOE: _____

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 12/20/17

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 -

We are piloting a program this year at one of our 3 Middle Schools so that our art students are involved in authentic work with professionals from the Museum of Art in Portland as well as learning sessions with professional artists. This involves students (some are identified arts students, some are not) traveling to the Museum of Art in Portland over the course of the school year on Wednesday's for a period of two hours. The students will attend 19 times over the course of the '17-18 school year. We will examine the results/feedback/outcomes of this program as we near the end of the school year and would like to open this opportunity for all identified students in all three middle schools next year.

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:

- o Academics program goals, objectives, activities -

- o 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:

- o **General intellectual ability identification -**

1. Rather than using GRS forms we piloted a program during the '16-17 school year in 5 of the 9 elementary schools where grade level teams meet face to face with the Building Administrator, Chapter 104 Coordinator, and Chapter 104 Consultant to review students in the grade levels in which we screen students. During the '17-18 school year all 9 schools will participate in the screening of students in grades 3 and 5.
2. We continued to use 95% in the CogAT with a score of 126 for "majority" population.
3. We continued to use 85% or a score of 112 for our "non-majority" population.
4. In order to reach our students who fall in the "other than majority" population we used local norms for Math and Reading with the NWEA Scores.

- o **Specific academic areas identification-Math and Reading**

1. *In order to reach our students from "other than white" ethnicities we move to using local norms (NWEA) for all students identified in Infinite Campus as "non-white."*

- o Arts identification – No Change to the Arts Identification

- o Transfer students –No change to the Transfer Students procedures

- o Exit procedures –No change to the Exit Procedures
- o Appeals procedures –No change to the Appeals procedures

2. 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

3. 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
James Seigel	Yes	Teacher	Elem/MS	FT
Carlie Connair	Yes	Teacher	MS	FT
Leslie Ross-Papke	Yes	Teacher	Elem/MS	FT
Michelle Amato	Yes	Teacher	Elem/MS	FT
Kathleen Ball	YES	Teacher/Coord	Elem	FT

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:

- (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.)**

Summation:

The results of our district self-evaluation of the effectiveness of our 104 Programming/Delivery Model overall was very good. There were patterns within each of the methods of inquiry that will inform our work moving forward as a department and within our schools and through which our goals for this year have been established.

1. We completed a survey of all 12 Building Administrators as well as face-to-face conversations. One common theme that was presented was the need for more extensive training for the regular classroom teachers and VPA teachers on things like the Cognitive Assessment (CogAT) and common characteristics of the gifted child and how they learn.

The majority of Administrator's (10) suggested offering of book clubs for teachers across the district and Professional Development during our early releases. 9 of 12 Administrators stated they felt that our programming was contributing to student growth (NWEA), 2 felt we were partially contributing to student growth and one was not sure. The VPA Coordinator's would like access to more funds for the identified VPA students.

2. We conducted a survey as well as face-to-face communication with teachers of the identified students. Feedback was received from 42 different teachers. The consistency among the teacher and administrative feedback was noticeable. Teachers felt they wanted to know and learn more about the gifted learner. 54.8 indicated that they completely understood our delivery model and 40.5% felt they were beginning to understand it more (this is reviewed at the beginning of every school year). Teachers indicated that the 104 Consultants are flexible, and are able to provide resources as well as differentiated work for the identified learner. Teachers also like the time that 104 consultants are in the classroom. Teachers find the time (one-to one) with the consultant valuable but wish it there was more time for collaboration. One thing that came across from over 76% of the teachers was that there were not enough consultants for the number of schools/teachers in our district. Classroom teachers collectively agree that Math Forum, Alex, Kahn Academy are all resources they find extremely valuable for identified math students but do limit their time with this technology. Our Visual and Performing Art Teachers would like to see a way for students to be engaged within the community in their area of strength. One suggestion for Art students is participation at the Maine Academy of Art in Portland. VPA teachers would like PPS to be more involved in supporting students at a community level.

3. We conducted a survey of all families of identified students. 55 families responded to the survey. The feedback regarding the teachers was significant. 88%+ felt the strength of the program lies within the teachers and the work with which their children are engaged. About half of our families indicated they were unclear about our programming. A 1/3 of our parents are still interested in strictly pull out one block each week. The most significant feedback was they would like to know more about the kind of work their children are engaged with in class each day and would like to receive a better/increased source of communication on an on-going basis. Of note as well was that feedback was different depending on which consultant was assigned to their building and in what content area. Our new Math Consultant received 100% feedback from all families. The %'s were different for other consultants and varied depending on the school and the consultant.

4. The last interview/small group survey was with our students identified. We surveyed students from grades 4-8 including all elementary schools and three middle schools. These results varied quite widely. Students who are identified in Math at the middle level all (100%) felt they were being challenged. In the area of math at the elementary school 87% felt they were being challenged in math. Within both these groups students indicated they

felt challenged on average 3-4 days per week, although slightly higher at the middle level. All students whose Chapter 104 consultant uses Google Classroom/other technology would like to continue. They have access to the Chapter 104 Teacher even when they are not present in their buildings. All students identified in math and who are on math teams in their schools felt challenged by the math team as well. All VPA students would like more opportunity for authentic participation within school and beyond the school day.

5. The last step in our District Self-Evaluation was the examination of Student Data. We examined student NWEA scores for all students in Math and Reading in grades 4, 5 and 7.

Grade 4:

Math: 13 of 15 NWEA math scores improved/ 1 remained the same/1 student's score went down.

Reading: 35 of 39 NWEA reading scores improved/1 remained the same/ 3 student scores dropped.

Grade 5:

Math: 15 of 19 student's scores improved/1 went down/4 remained the same

Reading 19 of 24 student's scores increased/3 we had no data/2 student went dropped

Grade 7:

Reading: 22 of 32 student's NWEA scores improved/8 student's scores went down/2 no data

Math: 28 of 31 student's NWEA scores increased/3 student's scores went down (slightly)

(c.) Include how program effectiveness was determined.

- 1. Portland Schools completed a survey of all families of identified students*
- 2. Portland Schools completed a survey of all classroom teachers of identified students*
- 3. Portland Schools Chapter 104 Consultants completed a series of interviews with identified students*
- 4. Portland Schools examined all NWEA data of identified students in grades 4, 5 and 7.*
- 5. Portland Schools completed a survey as well as face-to-face interviews with administrators.*

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

-Some of the cost listed below is related to ordering new CogAT 7 materials. Last year we ordered enough simply to test our third and fifth graders using this new tool for the first time. We will need new sets of those same materials as well as one set each for the remaining grades so that in the event we conduct an "off-year appeals" we have the materials to do that.

-The remaining materials come directly from the curriculum happening in our 9 elementary schools and 3 middle schools for the '17-18 school year. Many are connected directly to Expeditionary Learning Units, IB learning units, other curriculum or other topics so that the work our identified students are doing is directly connected to what is happening in the mainstream. For our non-fiction units we are looking for some additional resources this year in the form of magazine subscriptions for students at both elementary and middle school level and connected to Social Studies and Science.

-Lastly our annual licenses for programs such as Math Forum and Aleks. and Caribou Math for our elementary schools are also included in the list of materials.

-Staff salaries and benefits as well as two college level courses for one consultant who will need re-certification by July.

-The annual conference is included (the only conference we attend) and the text that we will be using for Professional Development this year for the Chapter 104 Staff.

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>Michelle Amato</u>		<u>63,921</u>
<u>Leslie Ross-Papke</u>		<u>94,881</u>
<u>James Siegel</u>		<u>86,228</u>
<u>Carlie Connair</u>		<u>60,455</u>
<u>Kathleen Ball</u>		<u>92,586</u>
Subtotal	<u>00</u>	<u>398,071</u>

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	<u>00</u>	<u>00</u>

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal		<u>00</u>	<u>00</u>

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
	6 @145.00	CogAT7 Level 9 Grade 3	870.00
	1 @145.00	CogAT7 Level 10 Grade 4	145.00
	6 @145.00	CogAT7 Level 11 Grade 5	870.00
	1 @145.00	CogAT7 Level 12 Grade 6	145.00
	1 @145.00	CogAT7 Level 13/14 Grade 7	145.00
	1 @145.00	CogAT7 Level 15/16 Grade 8	145.00
	1@373.50	Cost to Machine Score Tests	373.50
	10@7.50	The Book that Made Me	75.00
	20 @11.72	Refugee	234.40
	12 @12.59	The Story of Seeds	151.08
	8 @16.99	Anilalium	135.92
	4 @12.80	Nature Anatomy	51.20
	4 @8.03	Chew on This	32.12
	3 @99.00	Up the Ladder	297.00
	1 @9.99	New York Times Upfront Magazine Subscription	9.99
	1 @8.49	Junior Scholastic Magazine Subscription	8.49
	1 @9.99	Scope Magazine Subscription	9.99
	20 @10.18	Omnivores Dilemma	203.60
	20 @13.55	Bringing Nature Home	271.00
	3 @149.00	Math Forum Annual Subscrip	447.00
	32 @19.95	Aleks Licenses	638.40
	1 @77.00	Journal for the Education of the Gifted	77.00
	8 @ 7.99	The Killer Angels	63.92
	4 @13.59	A People's History of the United States	54.36
	20 @10.20	The Glass Castle-Memoirs	204.00
	20 @22.00	Hamilton-A Revolution	440.00
	10 @5.34	Shark Girl	53.40
	13 @15.00	Caribou Math License to Participate	195.00
	20 @8.19	Divergent	163.80
	10 @2.99	Thesauruses	29.90
		Subtotal	6540.07

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Mileage for 5 Chapter 104 Staff	2,000.00		

	00		00
Subtotal	2000.00	Subtotal	00

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	00	Subtotal	00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
	6 @300.00	New England Fall MEGAT Conference	1800.00
	1@1095.00	Maine Educators Consortium (Endicott), EDPA 516 Educating Gifted/Talented Students/English Fall 2017	1095.00
	5 @ 14.09 P.D.	'Best Practices In Gifted Education' Authors: Bruce Shore Ph.D. and Donna Enersen Ph.D.	70.45
Subtotal:	2965.45		Subtotal 2965.45

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		398071.00
Auxillary Staff		00
Independent Contractors		00
A. Materials/Supplies		6540.07
B. Other Allowable Costs		2000.00
C. Student Tuition		00
D. Staff Tuition/PD		2965.45
Total		409576.52