

**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: South Portland

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

Kathryn Germani

Phone number: 207-871-0555

Email address: germanka@spsd.org

**CERTIFICATION:**

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

Kenneth Kuntz

Superintendent Name (printed)

[Signature]

Superintendent Signature

[Initials] 12-13-17

Date of Initial submission to Maine DOE: 9/29/17

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

Superintendent Initials

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

Superintendent Initials

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

Superintendent Initials

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

Reviewed By: \_\_\_\_\_

Maine DOE Approval: [Signature]

Date of Approval: 1/11/18

### ***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-Time or Part-Time in GT
Carol Bibeau	yes	Teacher	K-12	Full time
Linda Jacobs	yes	Teacher	K-12	Full time
Emily Stevens	yes	Teacher	K-12	Full time
Kathryn Germani	no	Administrator	district	Part 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

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 district continues to struggle in the area of math especially at the 3-5 level. GT students made fewer gains on the NWEA than we expected, however, their performance on grade level formative and summative assessments indicates that most are meeting the Essential Learning Targets. Our goal would be to have more GT students exceeding the targets. The district has moved to using Investigations 3 which is more aligned to Maine Learning Results and our district Essential Learning Targets. GT teachers are frequently assessing students and back filling information that students may have missed due to an accelerated curriculum. We see this as a path towards improved performance.

ELA and the humanities continue to be areas of strength. This speaks not only to the strength of our GT staff, but also our teachers. Strategic placement of students at grades 3-8 has allowed us to better meet the needs of identified students.

In the area of the arts, we continue to struggle with identification. The visual and performing arts staff can readily identify middle and high school students, but often attribute lack of identification at the 3-5 level to skill or lack thereof as being developmental.

At the high school level, we saw variability in student scores that is directly tied to the roll-in of proficiency. This is more a reflection of teacher skill with the new reporting rather than student performance/growth. The district continues to provide professional development for staff which includes, but is not limited to, work on higher level thinking skills.

- (c.) Include how program effectiveness was determined.

The district AG teachers review data on all identified students. That includes students identified as intellectually, academically, and artistically talented. They assess individual student progress at the trimesters in elementary school and at the quarters in middle school. An end of the year review is done with high school grading reports. The AG teachers gather data from classroom teachers, including VAPA teachers when doing their reports so that there is a comprehensive view of student progress. The AG teachers track student achievement on State tests, NWEAs, common assessments, and grade reports over time to determine if the program is serving the needs of the students and if they making gains consistent with their ability.

AG teachers host parent conferences twice a year as part of the district's annual parent-teacher conference schedule and use this as a piece of data during the program review for ELA/math/social studies, and science. Input is also received from the VAPA staff based on their conferences with parents of identified VAPA students.

Our district academic program is effective based on the performance information we gather on students. As a team the AG staff meets monthly, reviewing student data to make sure that the models we are using are contributing to student growth. In the VAPA area, we solicit information from our VAPA staff about the programming and the impact on student performance to see if we are addressing student needs. We have used this information to determine that our program is effective as delivered.

As a district we continually examine student and teacher performance across all disciplines to make sure that we are addressing the needs of our learners. We have emphasized that the move to proficiency needs to continue to provide avenues to challenge our brightest learners as well as our most challenged learners.

8. Provide a justification/description of the items included in the proposed budget in number 9. Current staffing is at three full time teachers. They share responsibility for students across the district. There are no consultation fees this year and the part-time teacher that assisted last year is no longer assign to assist.

All of the teachers access the NAGC resources through the subscription that is purchased for the district. This past fall they attend the MEGAT conference hosted in Portland. One teacher attended one day while the other two attend all of the conference. As part of the work that we have been doing to improve the program, as well as the individual skills of the GT staff, we have been reading "The Art of Coaching" by Elena Aguilar. This work has helped when providing consultation skills to classroom teachers.

One staff member continues to work on her master's degree and is taking graduate level courses.

At the high school level we offer seats in Virtual High School for students that express an interest in taking advanced/enrichment courses that we currently do not offer.

We continue to expand our library of novels for the pull-out ELA groups that we are conducting at the 3-5 grade levels. At the same time we are working to provide additional enrichment at the middle school level using "The Escape Room" materials. Our grade -7 students participate in the Southern Maine Math League as part of their math instruction. Meets are held during the day and students are transportation to the meets along with one of the GT math teachers. We find that this enhances the math instruction and allows students to challenge themselves among their grade level peers.

We are purchasing COGAT materials to use with students after our universal screening. We presently use NWEA as our universal screen followed by the NNAT for students that fall above a certain percentage on the NWEA. We continue to look for tools that will help us during appeals.

Because we have 5 elementary schools we do transport our 4<sup>th</sup> and 5<sup>th</sup> graders to one location for services. This allows us to work with a larger group of students of similar abilities.

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 Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Carol Bibeau	\$80,555.25	\$4,239.75
Linda Jacobs	\$84,000	
Emily Stevens	\$72,093	
<b>Subtotal</b>	\$236,648.25	\$4,239.75

**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)
<b>Subtotal</b>			

**A. Educational Materials and Supplies:**

Please list individual product names and costs associated with the district's Gifted and Talented Program.

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Afternoon of Elves	\$48		
Escape Classroom	\$60		
NAGC Subscription	\$119		
Lead Literacy Subscription	\$50		
COGAT	\$1000		
The Art of Coaching	\$82.76		

<b>Subtotal</b>	\$1,359.76	<b>Subtotal</b>	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Southern Maine Math Meets	\$425		
Travel to Math Meets	\$50		
Transportation to program	\$3,544		
<b>Subtotal</b>	\$4,019	<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
		4 Seats in VHS	\$660
<b>Subtotal</b>		<b>Subtotal</b>	\$660

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

Elementary: Title	Cost	Secondary: Title	Cost
SED 660 Curriculum & Research Methods for Teaching Gifted	\$1,341		
Maine Educators of the Gifted and Talented	\$775		
<b>Subtotal</b>	\$2,116	<b>Subtotal</b>	

**E.**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$236,648.25	\$4,239.75
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$1,359.76	
B. Other Allowable Costs	\$4,019	\$660
C. Student Tuition		
D. Staff Tuition/PD	\$2,116	
<b>Total</b>	\$244,143.01	\$4,899.75

***Insert the results from the gifted and talented program self-evaluation used by your SAU below (use as much space as necessary – ATTACHMENTS WILL NOT BE ACCEPTED).***

Grade	Percent	NWEA		Grade	Percent	NWEA
-------	---------	------	--	-------	---------	------



Levels	Students	Math		Levels	Students	Reading
3-5 N=18	44%	Met or exceeded growth targets		3-5 N=17	71%	Met or exceeded growth targets
	56%	Did not meet growth targets			29%	Did not meet growth targets
Grade Levels	Percent Students	NWEA Math		Grade Levels	Percent Students	NWEA Reading
6-8 N=	60%	Met or exceeded growth targets		6-8 N=	71%	Met or exceeded growth targets
	40%	Did not meet growth targets			29%	Did not meet growth targets

**Score Distribution of Proficiency Based Grades**

Grade	Math N=18	ELA N=16	Science N=18	Social Studies N=16
3-5	4.0-3.5 N=1	4.0-3.5 N=1	4.0-3.5 N=2	4.0-3.5 N=1
	3.4-3.0 N=16	3.4-3.0 N=13	3.4-3 N=16	3.4-3.0 N=14
	2.9-2.4 N=1	2.9-2.4 N=2		2.9-2.4 N=1
Grade	Math N=26	ELA N=30	Science N=26	Social Studies N=30
6-8	4.0-3.5 N=1	4.0-3.5 N=5	4.0-3.5 N=13	4.0-3.5 N=8
	3.4-3.0 N=24	3.4-3.0 N=20	3.4-3.0 N=12	3.4-3.0 N=19
	2.9-2.4 N=1	2.9-2.1 N=5	2.9-2.1 N=1	2.9-2. N=3

**Score Distribution of Proficiency Based Grades**

Grade	Math N=14	ELA N=16	Honors Biology N=16	Social Studies N=16

9	4.0-3.5 N=3	4.0-3.5 N=4	4.0-3.5 N=7	4.0-3.5 N=5
	3.4-3.0 N=7	3.4-3.0 N=8	3.4-3.0 N=5	3.4-3.0 N=9
	2.9-2.4 N=4	2.9-2.4 N=4	2.9-2.4 N=4	2.9-2.4 N=2
<b>Grade</b>	<b>Math</b> N=5	<b>ELA</b> N=11	<b>Science</b> N=9	<b>Social Studies</b> N=11
10	4.0-3.5 N=1	4.0-3.5 N=1	4.0-3.5 N=0	4.0-3.5 N=3
	3.4-3.0 N=1	3.4-3.0 N=5	3.4-3.0 N=5	3.4-3.0 N=5
	2.9-2.4 N=3	2.9-2.1 N=5	2.9-2.1 N=4	2.9-2. N=3

<b>Grade levels</b>	<b>Accelerated Honors/AP Courses</b>
9 Math N=2	Grades 92-100 N=1  Grades 80-91 N=1
10 Math N=7	Grades 92-100 N=2  Grades 80-91 N=4  79-70 N=1
11-12 Math N=23	Grades 92-100 N=16  Grades 80-91 N=6  79-70 N=1

<p>11-12 English N=24</p>	<p>Grades 92-100 N=18</p> <p>Grades 80-91 N=5</p> <p>79-70 N=1</p>
<p>11-12 History N=20</p>	<p>Grades 92-100 N=19</p> <p>Grades 80-91 N=1</p>
<p>11-12 Science N=30</p>	<p>Grades 92-100 N=27</p> <p>Grades 80-91 N=3</p>

Grade 12 Number of college courses	5	Grade 12 VHS Courses	4
--	---	----------------------	---

Grade	Visual	Percent Meeting		Instrumental	Percent Meeting	Vocal	Percent Meeting
3-8	N=3	100%		N=7	88%	N=0	
12	N=4	100%		N=9	100%	N=3	100%

**\*\*There was always a question about the lack of students listed under visual arts and vocal in grades 3-8. At the elementary school specialists only identify those students that performance significantly above their peers. At the middle school level students have some choice around what they elect to take. Not all students that may have been previously identified choose to take art or chorus thus resulting in scores not being listed. This often limits the numbers that we report as meeting or exceeding the standard.**