

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:

Lamoine Consolidated School

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

Miranda Engstrom

Phone number: (207) 667-8578

Email address: mengstrom@lamoineconsolidated.org

CERTIFICATION:

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

Katrina Kane

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine
DOE:

9/19/17

Date of 1st Revision to Maine DOE:

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: _____

[Handwritten signature]
[Handwritten date: 11/17/17]

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:

- 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 -

- o Exit procedures -

- o 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
Miranda Engstrom	No	Teacher	K-8	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.)

Students and parents were asked to provide feedback on Project Challenge. There were four different types of data collected; one set of data from parents, one set of data from students, there was a student self evaluation, and there was the completion of ILPs and how many goals were met throughout the 2016-2017 academic school year.

1.) Students were asked to provide feedback using a student data collection survey. There were four students identified (in mathematics, ELA, and music) and completed the survey that consisted of six survey questions and one open response prompt. The survey's goal was to provide more information about the Project Challenge's effectiveness and ability to meet their needs as active and engaged learners in our school community. Suggestions for additional opportunities were made in addition to activities and opportunities that were successful this past year.

a. The data collected from the student feedback portion of the evaluation system is as follows:

In your opinion, to what extent did participation in Project Challenge meet your academic needs?

- Not at all: 0%
- Somewhat: 0%
- Adequately: 50%
- To a great extent: 50%

What is your overall perception of the Project Challenge program at Lamoine Consolidated School during the 2016-2017 school year?

- Negative: 0%
- Neutral: 0%
- Positive: 25%
- Very positive: 75%

How engaged were you in opportunities presented to you through Project Challenge?

- Not engaged: 0%
- Neither engaged nor disengaged: 0%
- Adequately engaged: 25%
- Actively engaged: 75%

The open response task was an opportunity for students to respond with suggestions, questions and comments based on their experience in Project Challenge. Highlights from comments collected included thanks for keeping topics interesting and relevant, enjoyment from the variety of activities, a highlight for one student was the Boston Poetry Unit.

2.) Surveys were also distributed to parents of students to evaluate the program's ability to challenge their student and provide additional opportunities for their children to grow as learners. The parent survey had 6 questions and one open response task.

a. Highlights of parent surveys included:

In your opinion, to what extent did participation in Project Challenge meet your child's academic needs?

- Not at all: 0%
- Somewhat: 0%
- Adequately: 25%
- To a great extent: 75%
- Do not know: 0%

In your opinion, how much did your child enjoy the opportunity to participate in Project Challenge activities?

- Not at all: 0%
- Somewhat: 0%
- To an extent: 25%
- To a great extent: 75%

Parent open response task highlights included comments that their child enjoyed classes and generally shared what happened in class at home. Another said they saw their child's self-esteem rise when it came to challenging literature. Another suggested that there be more technology infused in the curriculum.

3.) Student data from their self evaluation has helped to shape the future of our Project Challenge by providing insight as to which aspects of the program were the most valuable and where there was opportunity for the program to grow and change.

a. Students enjoyed the variety of opportunities they were presented with and also enjoyed helping to form the topics and subjects that were explored. 100% of students felt they were in control of their work and contributing to class discussions. 75% of

students felt they contributed new ideas and thinking to project based learning. 75% of students also reported feeling that they were being challenged to think from other classmates.

- 4.) Completion of Individualized Learning Plans was also used to collect data as to how many students met and/or exceeded their goals for the 2016-2017 academic year.
- a. 75% of students met or exceeded their original goals for themselves that they set at a goal setting meeting conference. Each child was asked to identify three areas of strength and an area that they would like to become more confident in.

25% of students partially met their self-selected goals in their Individualized Learning Plan. This student claimed that absences from school impacted their ability to produce the kind of work they would have liked to have created.

There were no students that did not meet the goals identified on their ILPs.

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

Program effectiveness was evaluated in four ways. There was a parent survey, a student self-evaluation, completion of goals stated in ILPs, and student surveys. There was an additional evaluation piece made available to teachers in order to gain feedback about Project Challenge students. Please see above information for details regarding survey data.

The teacher survey included four different teachers that reported having a common time to meet with students consistently was meeting the needs of students and allowing them the opportunity to go above and beyond classroom curriculum. Everyone reported being satisfied with the schedule model of scheduling time to meet with each student(s) in their allotted time period. There were no losses of class time for students and the schedule allowed students to work with peers and teachers as they needed to in order to be successful in all academic and arts areas they were involved in.

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

Books are an essential part of reading and both text level and complexity plays a role in challenging identified students. Titles and literature are changing and these titles would allow for a diverse literature study that includes titles from around the world and different genres for students to explore. Staff professional development is essential in order to stay current with educating students that are identified in our school and MEGAT allows essential topics to be covered, allows for collegial curriculum development, and also allows networking with similarly achieving peers. In addition to the professional development that occurs at conferences and the quest to obtain a 690 endorsement, college courses are essential. This particular format allows the teacher to work with trained university staff to help develop and implement challenging curriculum to identified students.

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)
Subtotal	0	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	0	

Independent Contractor Costs

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

Subtotal		0	

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
Books for study/enrichment groups: <u>The Porcupine of Truth</u> by Bill Konigsberg <u>The Adventures of Augie March</u> by Saul Bellow <u>Korean Girl in America</u> by Hope Kim	\$327		
Subtotal	\$327	Subtotal	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
-----------------------	------	----------------------	------

Subtotal		Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Native Pride Dancer Performing Arts for Children	\$75.00		
Subtotal	75.00	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/ Workshop Title	Cost
MEGAT conference	125.00		
SED 660 Curriculum and Methods for Teaching the Gifted	1095.00		
Subtotal	1220.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	327.00	
B. Other Allowable Costs	75.00	
C. Student Tuition		
D. Staff Tuition/PD	1220.00	
Total	\$1622.00	