

**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:**

Lamoine Consolidated School

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

Miranda Engstrom, teacher

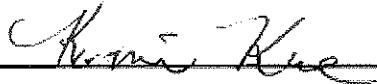
**Phone number:** 207-667-8578

**Email address:** [mengstrom@lamoineconsolidated.org](mailto: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:

10/16/18

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:

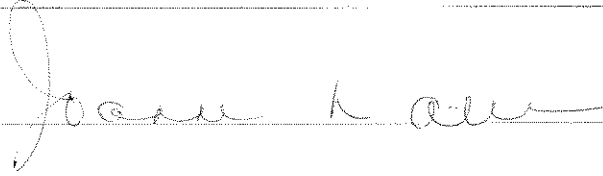
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\_\_\_\_\_  
Superintendent  
Initials

FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

Reviewed By: \_\_\_\_\_ Lee Worcester \_\_\_\_\_

Maine DOE Approval:

 \_\_\_\_\_

Date of Approval:

11/8/15 \_\_\_\_\_

### ***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:

- 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 -
  
  
  
  
  
  
  
  
  
  
- o Specific academic areas identification -
  
  
  
  
  
  
  
  
  
  
- o Arts identification -
  
  
  
  
  
  
  
  
  
  
- o 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 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
Miranda Engstrom	Applied 10/11/18	Teacher	K-8	Part-Time

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.)

Students and parents were asked to provide feedback on Project Challenge for the 2017-2018 school year. There were four sources of data collected; a survey from parents, a survey from students. Additional sources of data included a student self

evaluation and the completion of student ILPs and how many goals were met throughout the academic school year.

Students were asked to provide feedback on Project Challenge using a survey. There were four students that were identified as gifted learners. The survey's goal was to provide more information about Project Challenge's effectiveness and ability to meet student's needs as active and engaged learners in our school community. Suggestions for additional future opportunities were made as well as feedback regarding current and successful educational opportunities and modifications that are currently in place.

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

1. In your opinion, to what extent did participation in Project Challenge meet your academic needs?  
Not at all: 0%  
Somewhat: 0%  
Adequately: 25%  
To a great extent: 75%
2. 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%
3. 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%
4. The open response task was an opportunity for student to respond with suggestions, questions and comments based on their experience in Project Challenge. Highlights from comments collected included many thanks for the discovery of the Formative Five, an enjoyment of hip hop and rap music provided weekly, the opportunity to network with similarly achieving peers, and many enthusiastic reports of students that enjoyed reading many genres and styles of books. A highlight for students was the experience of being one of three schools in the state of Maine to become an officially Certified Kind classroom from author R. J. Palacio.

Surveys were distributed to parents to evaluate the program's ability to challenge their student and provide additional opportunities for their students to grow as learners. Parents were asked to answer 6 questions and one open response task. 100% of parent surveys were returned and indicated a positive student experience in Project Challenge.

Parents also mentioned that they appreciated the wide range of subjects covered and they enjoyed seeing their student engage with challenging literature.

Student self evaluations help to shape the future of our Project Challenge by providing insight as to which aspects of the program were the most valuable and opportunities for the program to grow and change and adapt it to fit the needs of our learners. A highlight from student evaluations included:

- 100% of students felt they were in control of their work and contributing to class discussions in an effective way. 75% of students reported feeling that they were being challenged to think as a result of learning with similarly achieving peers.

Individualized Learning Plans were also used to collect data as to how many students met and/or exceeded their goals for the 2017-2018 academic year. 100% of students met or exceeded their original goals for themselves that they set at a goal setting conference. Each child was asked to identify three areas of strength and an area that they would like to become more confident in.

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

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

Program effectiveness was evaluated in four ways. The parent survey, the student survey, a student self evaluation and the completion of goals stated in ILPs. Please see above information for details regarding the evaluation of the 2017-2018 school year.

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)*

Lamoine Consolidated School is committed to providing challenging and complex learning for all students. Text level and complexity are two variables that play a role in challenging identified students. By providing challenging and diverse titles for students to learn from, we are opening them to a world of diversity, culture and experience. These titles offer variety in both quantitative and qualitative measures. It also considers reader and task by providing anchor text to model comprehension skills and strategies, set purposes, and identify textual evidence to provide deep analysis.

The lego EV3 motors are needed to provide students opportunities to participate in STEAM activities, engaging their creative problem solving through programming and lego robotics. Although we have acquired a significant supply of EV3 accessories, we still require a few more medium motors in order to ensure equal opportunities for students to engage with technology and programming.



The addition of a First Lego League Jr. team membership would engage identified students in a different capacity and at a younger age than the already existing First Lego League opportunity that currently exists at LCS. The impact and opportunity for gifted learners to explore science and technology in a competition format and their level of participation is customizable based on the needs of students.

Professional learning happens in several ways. The MEGAT conference allows staff to discover essential topics in gifted education and engage in discussion, allows for collegial curriculum development and acceleration and networking with other teachers of gifted learners. In addition to this learning that occurs at this annual conference, 3 graduate credits help keep certification current and allows for the development and implementation of a challenging curriculum for 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 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)
<b>Subtotal</b>	<b>0</b>	

**Auxiliary Staff Costs**

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

<b>Subtotal</b>	<u>0</u>

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<b>Subtotal</b>		<u>0</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
Books for study/enrichment groups: <u>Fish in a Tree</u> Lynda Hunt <u>The Thing About Jellyfish</u> Ali Benjamin <u>How I Saved the World in 65 Days</u> Michele Hurwitz	420.00		
EV3 Medium Servo Motor x2	44.00		



State of Maine  
Education Program Department of Education  
Renewal Application 2018-19

Gifted and Talented

<b>Subtotal</b>	<b>\$1345</b>	<b>Subtotal</b>	

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	0	
Auxiliary Staff	0	
Independent Contractors	0	
A. Materials/Supplies	464	
B. Other Allowable Costs	300	
C. Student Tuition	0	
D. Staff Tuition/PD	1345	
<b>Total</b>	<b>\$2109.00</b>	

# National Board for Professional Teaching Standards

NATIONAL BOARD  
for Professional Teaching Standards

The Board of Directors has declared

**Georgianna J. Mcallister**  
National Board Certified Teacher

Literacy: Reading-Language Arts/Early And Middle Childhood

This candidate has met the high and rigorous standards for what accomplished teachers should know and be able to do, and has successfully completed the national assessment certifying teachers who have met these standards.

Peggy Brookins, NBCT  
President and CEO

Terry Holliday  
Chair, Board of Directors

Sharon Gallagher-Flinbaugh, NBCT  
Vice Chair, Board of Directors

Certificate Number: 03025287

Issued: December 16, 2017 Expires: December 16, 2021

email set up