

submitted via email
Sept. 24, 2017

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: Five Towns CSD, CSD 19

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

Phone number: 207-236-3358

Email address: debra.mcintyre@fivetowns.net

CERTIFICATION:

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

Maria Libby



Superintendent Name (printed)

Superintendent Signature

Date of Initial submission to Maine DOE: Sept. 26, 2017

Date of 1st Revision to Maine DOE: Dec. 27, 2017

ML
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: 1/9/18

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 –The Five Towns CSD developed and adopted an overall Strategic Plan for implementation in the fall of 2017 (this will guide teaching and learning until 2021). The goals, as stated in the plan, guide all program areas and activities at the high school including our Gifted and Talented Program. Goal #1 – The curriculum will be meaningful in structure, instruction will be engaging and our students' educational experience will provide a strong foundation from which to pursue their goals after high school. Goal #2 – We will intentionally shape a school culture that supports the development of a strong personal character in a healthy and safe environment where everyone is committed to doing their best and helping others do the same. These goals signify the philosophy for Gifted and Talented: To develop a learning community that fosters intellectual and creative excellence while building strong character.

o Arts program philosophy – no change to note (was general in mention to strategic plan).

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 –Gifted and Talented Programs in Academics at CHRHS anchor the Five Town CSD's educational opportunities for identified G/T students. The State-approved programs serve students with both demonstrated exceptional general academic ability and exceptional subject-specific aptitude. The Horizons programs at CHRHS, which include specific programs for gifted and talented students, include the array of academic opportunities; unique coursework at the high school and college levels, specially designed independent studies (often

with community mentors), advanced language tutorials, U-Maine System college courses, and other learning experiences appropriate for gifted and talented adolescents.

The regularly scheduled Horizons courses at CHRHS offer identified students challenging, fast-paced, integrative and conceptually complex curricula. Courses are scheduled by semester on an annual or sometimes rotating basis. Most Horizons classes are vertically grouped across several grade levels and feature mandated limited enrollments set by the MDOE. Course that are specifically offered for identified gifted and talented students in the Horizon program feature a multidisciplinary, project-based approach to learning that promotes metacognition as students chart the growth of their achievement of cross-cutting, 21st century skills. For the 2017-18 school year, CHRHS will offer the following courses designed for identified gifted and talented students:

Honors Integrated Humanities

AP Capstone Program

- Arts program abstract – no change

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 – Placement: Students who are identified as gifted in GIA are eligible to enroll in Horizons classes, including Honors Integrated Humanities and AP Capstone Program (grades 10-12). They also have a plethora of opportunities for placement in rigorous courses, including AP, dual enrollment and independent internships, through the regular curricular options at CHRHS. All students identified as Gifted and Talented will have an

Individual Learning Plan developed to help guide decisions and coursework based on individual needs and goals. Selection – no change except: All evidence is reviewed by a Gifted/Talented Identification Committee that comprises the Gifted and Talented teacher, Gifted and Talented Program Director, at least three teachers, a guidance counselor, and a member of the CHRHS administration. Evidence is viewed holistically, with no single piece of evidence being necessarily considered to be more important than another.

- Specific academic areas identification -
 No changes other than the addition of: All students identified as Gifted and Talented will have an Individual Learning Plan developed to help guide decisions and coursework based on individual needs and goals. Selection – no change except: All evidence is reviewed by a Gifted/Talented Identification Committee that comprises the Gifted and Talented teacher, Gifted and Talented Program Director, at least three teachers, a guidance counselor, and a member of the CHRHS administration. Evidence is viewed holistically, with no single piece of evidence being necessarily considered to be more important than another.
- Arts identification –no changes
- Transfer students –no changes
- Exit procedures – no changes
- Appeals procedures – no changes

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
Debra McIntyre	No	Administrator	9-12	PT
Tom Gray	Yes	Teacher	9-12	PT

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
none					

7. (a.) Indicate any changes to your **Approved Initial application** self- evaluation process.

NO CHANGE CHANGE

Describe CHANGE here:

Only change is deleting the 2016-17 reference in application – will keep twice during the school year to review the program’s achievement. In addition, student survey data will be collected and reviewed for student satisfaction with program offerings, including VPA.

(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.)*

Student achievement data indicate an overall success for the district’s GT program, indicating overall growth and high achievement. In addition, student satisfaction data was also high with the majority of students indicating that they were challenged in their GT classes and rated their overall experience in those classes as high.

(c.) Include how program effectiveness was determined.

Achievement data reviewed consisted of NWEA growth data (9th and 10th grade students), SAT data (11th grade students) and academic scores/grades (all students 9-12 and VPA). In addition student surveys were given to students who were in identified Gifted and Talented Classes to collect their perceptions in regards to overall learning and rigor of the courses.

8. Provide a justification/description of the items included in the proposed budget in number 9.
Teacher – part-time teacher in the capacity of Horizons Program Coordinator and teacher (direct services) – in addition to salary and benefits associated with this position is a small portion for substitute costs if need occurs to cover absences for professional development or other absences.

Extended Studio Artists – the program covers fees to pay for contracted services for visiting artists for extended studio opportunities. We draw from our local community depending on student need and area of interest.

Tutoring – for identified students who need services extended beyond the classroom offerings. Again, needs filled based on individual student need.

Supplies – specific to identified Gifted and Talented course offerings as well as extended studio offerings. In addition supplies necessary for independent study courses as identified by individual needs. Torrance Test is used after a student has been identified as a tool to specifically support student in goal setting in regards to areas of strength and challenges within the individual learning plan.

Professional Development and travel expenses related to professional development for the GT teacher.

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)
Thomas Gray		\$37070.39
Subtotal		37070.39

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Substitutes		440
Tutoring		400
Subtotal		840

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Malcolm Brooks	Music		1000
Simon Van de Vender	Art		1000
Randy Fein	Art		1000
Subtotal			3000

Subtotal		Subtotal	
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
		MEGAT	125
Subtotal		Subtotal	125

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		37070.39
Auxiliary Staff		840
Independent Contractors		3000
A. Materials/Supplies		1435
B. Other Allowable Costs		200
C. Student Tuition		0
D. Staff Tuition/PD		125
Total		42670.39