

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: Maine Virtual Academy (MEVA)
Name and title of person responsible for gifted and talented program:
Dr. Melinda Browne, Head of School


Phone number: (207) 613-8900, ext. 2001

Email address: mbrowne@mainevirtual.org

CERTIFICATION:

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

Dr. Melinda Browne
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: 8/23/2018

Date of 1st Revision to Maine DOE: 10/2/2018

MEB
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:  Lee Worcester

Maine DOE Approval: 

Date of Approval: 1/8/19

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 Maine Virtual Academy (MEVA) recognizes that gifted and talented students should receive a continuum of services from trained teachers who will meet specific student's unique abilities, interests, intelligences, socio-emotional needs, and talents through activities and opportunities that accelerate, extend, enrich, enhance and grow the individual student's experiences and develop the identity of the self-learner. MEVA's Academic Gifted and Talented Program Philosophy is an extension of the mission, vision, and core beliefs of our school; "Every student deserves an opportunity to excel – an honest and real chance to reach their potential." **The MEVA gifted and talented services may include accelerated/advanced classes/courses, highly differentiated instruction, work with tutors, and other activities developed collaboratively by students, parents, and faculty. MEVA is committed to continuously improving its Gifted and Talented Program through a comprehensive evaluation process.**

o Arts program philosophy -The Maine Virtual Academy (MEVA) recognizes that it is necessary to meet the needs of the individual gifted student by providing challenging options that accelerate, encourage, develop and enrich the student's exceptional talents so as to realize their unique potential to perform at levels beyond their peers in Visual and Performing Arts (VPA). Our VPA Philosophy accommodates the gifted student's exceptional skills and abilities in the arts. **The MEVA gifted and talented services may include accelerated/specialized classes/courses, highly differentiated instruction, work with guest artists, and other activities developed collaboratively by students, parents, and faculty. With a view toward continuous improvement, MEVA will regularly review and evaluate the Visual and Performing Arts Program through a comprehensive process that includes all stakeholder groups.**

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 - MEVA's Gifted and Talented Program will identify students in grades 7-12. The G&T program's basis is developed in guidelines with the State of Maine's definition of giftedness in accordance with Chapter 104. Our program will serve the needs of 3-5% of our students who excel, or have the potential to excel, beyond their age peers and therefore require a 7-12 comprehensive and continuous differentiated curriculum in general academic ability, and specific academic aptitude. We will provide a consultant model of G&T service delivery with direct service based on individual needs. Classroom teachers will differentiate curriculum content and instructional strategies to meet the needs of gifted students on an ongoing basis. The G&T staff will serve as a consultant to administrators and teachers in that differentiation process. MEVA's Mission Statement already provides for Annual Individualized Learning Plans which will be used to document the accommodations for each identified student based on the identified need(s) of that student in terms of both in-class and beyond-the-classroom programming. **Services may vary based on individual needs and available resources. Identification criteria and procedures will be reviewed annually as part of the overall evaluation process.**

- Arts program abstract - Our program for gifted and talented students in the areas of Visual and Performing Arts (VPA) will be individualized dependent upon the level and needs of the student and programming options available. Students are identified annually in grades 7-12 in the arts. The identification procedure varies slightly at each grade level and **takes** into account age and development level of students. The visual arts program is tailored to the advanced level of the student in developing individual art portfolios, while also exploring a variety of media and artistic processes while delving into passion projects, students will discover how art can positively impact communities, visit galleries, colleges, museums, have visiting artists/studio space to work on projects in person and/or virtually during the school day. AP courses are offered at the high school level in the areas of the performing arts; music, and theater study. At each level G&T staff will work closely with the VPA teacher, and Head of School, and/or mentors or other professionals (specialists) to assist in setting student goals, documenting and **evaluating** the program.

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:

- o General intellectual ability identification -

Screening:

Screening students for GT services begins in grade 7, full population screenings will take place in all grades 7-12. Referrals, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals to our school and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all. An Identification Committee consisting of the Head of School, GT Teacher/Coordinator, Art Teacher, and Board member, identifies qualified students for gifted and talented services. Performance within the top 3-5% of these assessments determines students considered for G&T Identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening twice exceptional (2E), English as second language (ELS) and low-socio-economic (LSE) student populations. Maine Virtual Academy's screening, identification, and placement process for G&T services will allow equal opportunity for students to be identified for services, and be non-discriminatory with respect to race, culture, economic background, religion, national origin, sex and/or handicapping condition.

Selection:

The GTC will review the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher referrals for every student in 7-12 annually and present the information to the Head of School and GT Coordinator. Use is also made of formal large-group observations for students exhibiting characteristics common to gifted and talented students, and of student specific behavioral rating scales. The committee reviews all assessments in a blind scoring process (Student A, Student B ...) given scoring benchmarks in each assessment criteria keeping within the district's goal of identifying up to 3-5% of students who excel, or have the potential to excel, beyond their age peers in general academic ability. Leading questions explored by the committee are as follows:

- Has the student shown achievement at the 97th, 98th or 99th percentile, 9th stanine, "Gifted", or "Exceeds the Standard" level or in multiple ways on a single standardized measure? OR
- Does the student demonstrate at least 65% of the possible points on the relevant characteristics scale when evaluated by trained staff? OR
- Does the student demonstrate at least 65% of the possible points in the high correlation areas of the relevant characteristics scale when evaluated by trained staff? OR
- Does the evidence contain a combination of standardized assessment scores and characteristics that convince the identification committee that identification is appropriate?

The committee may seek the assistance of outside content experts to assist in the development of identification or screening criteria as needed and appropriate.

Placement:

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and given to the Head of School.* (Chapter 104, 09 #'s 2 and 3). Students identified in general intellectual ability will be differentiated for in the regular education classroom. An effort will be made to "cluster" students so that the Consultant model can be successful and so that identified students have the opportunity to engage with their peers. Acceleration to the next **grade and/or course level are** considered if such placement will best meet the gifted students' academic needs. The GTC will also provide support to the classroom teacher in differentiation strategies and materials for the generally intellectually gifted learner.

o Specific academic areas identification -

Screening:

Screening students for GT services will begin in grade 7, full population screenings will take place in all grades 7-12. Referrals, screening and identification are available annually through off year screening. Our school will identify for General and Specific Academic Aptitude in the areas of language arts, math, social studies and science and will take into account intelligences and socio-emotional needs. Screenings will take place in all grades 7-12. Referrals, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals in the district and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments determines students considered for G&T Identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening 2Es, ELS and LSE student populations. **Maine Virtual Academy's screening, identification, and placement process for G&T services will allow equal opportunity for students to be identified for services, and be non-discriminatory with respect to race, culture, economic background, religion, national origin, sex and/or handicapping condition.**

Selection:

The GTC will review the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher referrals for every student in 7-12 annually and present the information **to the Head of School and GT Coordinator. Use is also made of formal large-group observations for students exhibiting characteristics common to gifted and talented students, and of student specific behavioral rating scales.** The committee reviews all assessments in a blind scoring process **(Student A, Student B ...)** given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to **3-5%** of students who excel, or have the potential to excel, beyond their age peers in general academic ability. **Leading questions explored by the committee are as follows:**

- **Has the student shown achievement at the 97th, 98th or 99th percentile, 9th stanine, "Gifted", or "Exceeds the Standard" level or in multiple ways on a single standardized measure? OR**
- **Does the student demonstrate at least 65% of the possible points on the relevant characteristics scale when evaluated by trained staff? OR**
- **Does the student demonstrate at least 65% of the possible points in the high correlation areas of the relevant characteristics scale when evaluated by trained staff? OR**

- **Does the evidence contain a combination of standardized assessment scores and characteristics that convince the identification committee that identification is appropriate?**

The committee may seek the assistance of outside content experts to assist in the development of identification or screening criteria as needed and appropriate.

Placement:

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and given to the Head of School. *(Chapter 104. 09 #'s 2 and 3). Students are identified in the academic areas of language arts, math, science, social studies and/or general aptitude and ability. For each academic identified area students will receive differentiated instruction in the classroom. Acceleration to the next grade **and/or course** level specific to a student's academic ability is considered if such placement will best meet the gifted students' academic needs. The GTC provides support to the classroom teacher in differentiation strategies and materials for the gifted learner.

- 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 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:

Patricia Howe is no longer employed by MEVA (see updated table below).

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
Dr. Melinda Browne	No	Administrator	7-12	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
N/A					

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.)*

MEVA collected significant feedback from students, parents, administrators, and classroom teachers through surveys, multiple interviews, and brainstorming sessions to determine the effectiveness of the program. The responses collected indicated that the GT Art Program was highly successful during its initial spring '18 offering. Students had the opportunity to complete individual and collaborative passion projects, which they shared via live connect sessions and on the GT Art Google Site. Students also focused on international current events in the world of diverse creative arts. MEVA successfully completed the identification process for the Academic GT program and gathered information about how best to serve these students, with a view towards providing a variety of services in the fall '2018.

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

MEVA thoroughly reviewed its initial (approved) application and clarified specific content in multiple areas. The requested plan revisions are included in this application. As previously stated, MEVA collected feedback from students, parents, administrators, and classroom teachers through surveys, multiple interviews, and brainstorming sessions to determine the effectiveness of the program. GT Art students made recommendations on art supplies and materials for the 2018/19 academic year. They requested more face to face time with each other through art-making workshops, field trips and outings. Parents also indicated that providing social time was a high priority. Classroom teachers in other disciplines requested opportunities to collaborate with the GT Art group. With respect to the Academically Gifted Program, parents offered feedback about options and services needed by their students. This portion of the program was under development for the fall '2018. Classroom teachers wanted to assist in developing the Individual Learning Plans for GT students and to engage in professional development focused on educating GT students.

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)*

MEVA will provide services to our identified gifted students in all academic subject areas and the arts by extending, enriching, and accelerating their learning experiences when appropriate within the school day. The costs to be incurred by our gifted and talented program will provide the gifted students in our school with: supplemental academic materials (e.g., books), presentations, demonstrations and instruction by professionals in the fields of the arts, math, science, social studies and language arts. Costs incurred will also provide continuing professional development in the area of gifted and talented education to staff through conferences, courses, educational texts and curriculum models all designed and offered for educators of gifted students. Costs will also be incurred for purchasing and scoring of our selection tools, including (but not limited to) the Online CoGAT Cognitive Abilities tests, which only students who are screened and selected for the gifted and talented program based upon benchmark scores from Achievement Tests will take. These selected students will be in grades 7-12, as well as inclusive of off-year and/or new students coming into our district who qualify based on the same criteria and benchmarks.

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)
<u>Dr. Melinda Browne</u>	<u>\$1,976.94 (10% of salary with benefits as administrative time overseeing/coordinating the GT program)</u>	<u>\$7,437.06 (10% of salary with benefits as administrative time overseeing/coordinating the GT program)</u>
Subtotal	\$1,976.94	\$7,437.06

Auxiliary Staff Costs

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

Independent Contractor Costs

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

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
CoGAT Complete Screening Tool for GT screening only (\$11.44 per student x 100 students)	\$240.24	CoGAT Complete Screening Tool for GT screening only (\$11.44 per student x 100 students)	\$903.76
Elmers Paper Mache Art Paste (\$14.78 per box x 20 students)	\$62.10	Elmers Paper Mache Art Paste (\$14.78 per box x 20 students)	\$233.50
Strathmore 300 Series Bristol Smooth Pad, 19" x 24" Tape Bound, 20 sheets (\$19.49 per unit x 20 students)	\$81.86	Strathmore 300 Series Bristol Smooth Pad, 19" x 24" Tape Bound, 20 sheets (\$19.49 per unit x 20 students)	\$307.94
Prismacolor 27049 Premier NuPastel Firm Pastel Color Sticks, 24-Count (\$19.94 per box x 20 students)	\$83.75	Prismacolor 27049 Premier NuPastel Firm Pastel Color Sticks, 24-Count (\$19.94 per box x 20 students)	\$315.05
Copic Sketch Markers 5/Pkg W/Multiliner Per, Sketching Grays (\$28.36 per unit x 20 students)	\$119.11	Copic Sketch Markers 5/Pkg W/Multiliner Per, Sketching Grays (\$28.36 per unit x 20 students)	\$448.09
Faber Castell FC167137 Wallet Pen Nibs Art Set, Assorted (\$12.85 per unit x 20 students)	\$53.97	Faber Castell FC167137 Wallet Pen Nibs Art Set, Assorted (\$12.85 per unit x 20 students)	\$203.03
Canson XL Series Mix Media Paper Pad, Heavyweight, Fine Texture, Heavy Sizing for Wet and Dry Media, Side Wire Bound, 98 Pound, 7 x 10 Inch, 60 Sheets (\$6.97 per unit x 20 students)	\$29.27	Canson XL Series Mix Media Paper Pad, Heavyweight, Fine Texture, Heavy Sizing for Wet and Dry Media, Side Wire Bound, 98 Pound, 7 x 10 Inch, 60 Sheets (\$6.97 per unit x 20 students)	\$110.13
Artify Watercolor Field Sketch Set – 24 Assorted Colors with 3 Brushes – Perfect Watercolor Pan Set for Watercolor Paintings & Cartoons – Mini Travel Watercolor Kit (\$18.86 per unit x 20 students)	\$79.21	Artify Watercolor Field Sketch Set – 24 Assorted Colors with 3 Brushes – Perfect Watercolor Pan Set for Watercolor Paintings & Cartoons – Mini Travel Watercolor Kit (\$18.86 per unit x 20 students)	\$297.99
Steetcar Named Desire (\$19.98 per unit x 1 student)	\$4.20	Steetcar Named Desire (\$19.98 per unit x 1 student)	\$15.78

**State of Maine
Department of Education**

**Gifted and Talented Education Program
Renewal Application 2018-19**

Twelfth Night, Shakespire (\$7.98 per unit x 1 student)	\$1.68	Twelfth Night, Shakespire (\$7.98 per unit x 1 student)	\$6.12
Their Eyes Were Watching God, Hurston (\$11.72 per unit x 1 student)	\$2.46	Their Eyes Were Watching God, Hurston (\$11.72 per unit x 1 student)	\$9.26
Hedda Gabler by Isben (\$14.03 per unit x 1 student)	\$2.95	Hedda Gabler by Isben (\$14.03 per unit x 1 student)	\$11.08
Annie John: A Novel, Kincaid (\$12.86 per unit per student)	\$2.70	Annie John: A Novel, Kincaid (\$12.86 per unit per student)	\$10.16
Heart of Darkness, Conrad (\$12.00 per unit x 1 student)	\$2.52	Heart of Darkness, Conrad (\$12.00 per unit x 1 student)	\$9.48
The Norton Anthology of Poetry, Ferguson (\$38.80 per unit x 1 student)	\$8.15	The Norton Anthology of Poetry, Ferguson (\$38.80 per unit x 1 student)	\$30.65
Calculus: Graphical, Numerical, Algebraic, 3 rd Edition, Finney (\$9.96 per unit x 1 student)	\$2.10	Calculus: Graphical, Numerical, Algebraic, 3 rd Edition, Finney (\$9.96 per unit x 1 student)	\$7.86
Jane Eyre, Bronte (\$9.00 per unit x 1 student)	\$1.89	Jane Eyre, Bronte (\$9.00 per unit x 1 student)	\$7.11
The Story and Its Writer: An Introduction to Short Fiction, Charters (\$12.88 per unit x 1 student)	\$2.70	The Story and Its Writer: An Introduction to Short Fiction, Charters (\$12.88 per unit x 1 student)	\$10.18
Calculus of a Single Variable, 9 th Edition, Larson (\$21.82 per unit x 1 student)	\$4.58	Calculus of a Single Variable, 9 th Edition, Larson (\$21.82 per unit x 1 student)	\$17.24
Single Variable Calculus, Stewart (\$30.44 per unit x 1 student)	\$6.39	Single Variable Calculus, Stewart (\$30.44 per unit x 1 student)	\$24.05
Subtotal	\$791.83	Subtotal	\$2,978.46

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

Elementary: Item name	Cost	Secondary: Item name	Cost
N/A		N/A	
Subtotal		Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A		N/A	

Subtotal		Subtotal	
-----------------	--	-----------------	--

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
State MEGAT Conference (2 faculty members, one GT and one Regular Education)	\$52.50	State MEGAT Conference (2 faculty members, one GT and one Regular Education)	\$197.50
NAGC Annual Membership GT Faculty	\$24.99	NAGC Annual Membership GT Faculty	\$94.01
CoGAT 7 Data Manager Training (\$200 per person x 3 people)	\$126.00	CoGAT 7 Data Manager Training (\$200 per person x 3 people)	\$474.00
Subtotal	\$203.49	Subtotal	\$765.51

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$1,976.94	\$7,437.06
Auxillary Staff		
Independent Contractors		
A. Materials/Supplies	\$791.83	\$2,978.46
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	\$203.49	\$765.51
Total	\$2,972.26	\$11,181.03