

Process Improvement Meeting Agenda – 8/21

- MEVA Mission and Vision.
- Understanding MEVA's core practices.
- MEVA is a high performing public charter school.
- SY-2023/2024 opportunities.
- Self-paced courses data – Christina O'Grady.
- Win over the student initiative.
- Panorama Student Survey data – Christina O'Grady.
- Panorama Survey Action Plan & Individual Learning Plans (ILPs).
- Collaboration in science department meetings – Anthony Barletta.
- Build-your-grade pilot – Don Fournier.
- MEVA assessment calendar.
- Annual compliance trainings.
- How to log notes for students within Infinite Campus – Holly Chapdelaine.
- Enrollment update by grade level.
- Other and next Process Improvement Meeting on Monday, August 28th, 3:00 pm.

MEVA Mission and Vision

School Mission:

Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of **alternative educational options**. MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is **aligned** to the eight Maine content areas, the **Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards**.

School Vision:

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through **individualized instruction**, as evidenced by **student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction**. MEVA will empower students to acquire the academic and life skills needed to succeed in **post-secondary education and career opportunities**. Our graduates will be **prepared** for college or other postsecondary career training opportunities

Understanding MEVA's Core Practices

- 1. Win over students and their families to the MEVA mission and vision by providing excellent service. Thoughtful and consistent communication is the foundation of building successful rapport with our families and students.
- 2. Execute our individualized, continuous cycle of assessment, instruction, and remediation, without disruptions.
- 3. Prioritize innovative, data-driven, problem solving and process improvement through faculty collaboration, maintaining the cadence of regular large and small group team meetings, building on proven structures.
- 4. Utilize virtual telecommunication venues to the maximum extent possible to facilitate equitable teaching and learning, and to maintain an accessible school community.

As a result of our unwavering focus on, and understanding of, core practices that drive our decisions, MEVA is a high performing public charter school.

Academically;

Operationally; and

Financially.

MEVA is meeting/exceeding its performance measures and accomplishing its mission and vision.

MEVA has a plan to sustain its results.

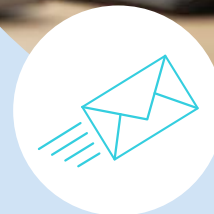
SY-2023/2024 Opportunities

- ❖ Given our successful outcomes over the past three years, MEVA has the most to gain by sharpening the execution and understanding of our core practices, while continuing to build innovative, data-driven, solutions on top of our proven structures.
- ❖ Current MEVA improvement initiatives focus on refining Multi-Tiered System of Supports (MTSS), advisory groups, course feedback, and live session discussion and extension activities.
- ❖ We are aiming for consistency across grade levels, with respect to students' growth and achievement in math, reading, and language usage, as well as their perceptions of school climate.

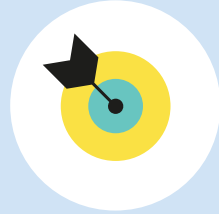
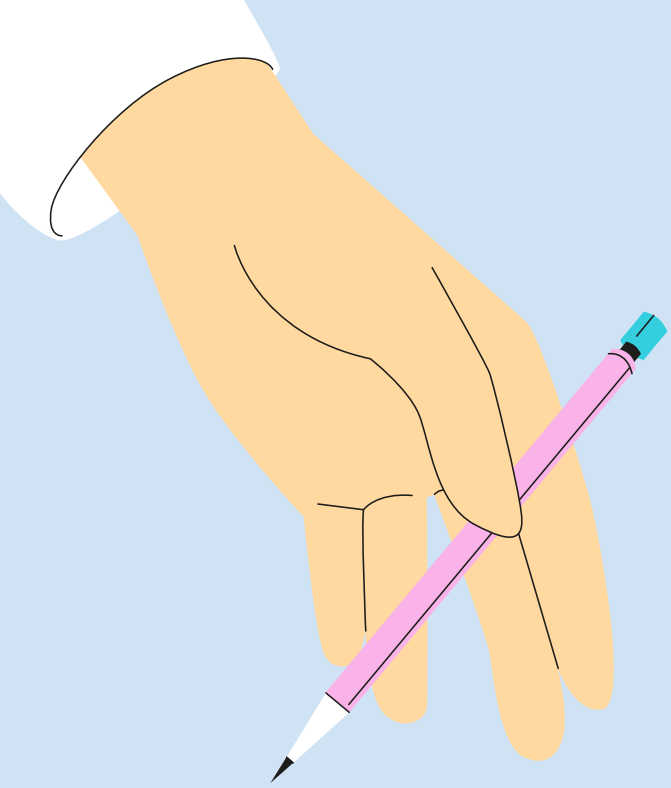


Self-Paced Courses

What are self-paced courses?



Data

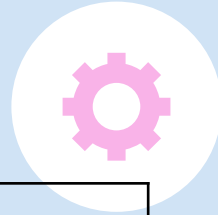
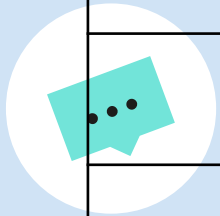


Schoolwide Data

Total Students	575
Students who Finished	456
% Completed	79%
Credits Awarded	228



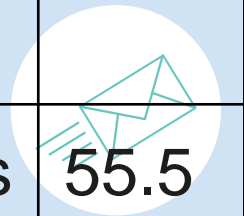
Art	
Total Students	60
Students who Finished	45
% Completed	75%
Credits Awarded	22.5



Math	
Total Students	86
Students who Finished	39
% Completed	45%
Credits Awarded	19.5



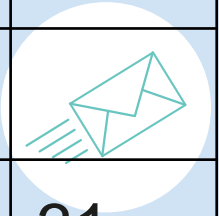
Science	
Total Students	128
Students who Finished	111
% Completed	87%
Credits Awarded	55.5





English	
Total Students	223
Students who Finished	199
% Completed	89%
Credits	99.5

Social Studies	
Total Students	78
Students who Finished	62
% Completed	79%
Credits	31



Innovative Instruction and Tutoring Grant

Description: The proposed MEVA Innovative Instruction and Tutoring Grant funds a 1.0 FTE certified teacher or highly trained paraprofessional who focuses on developing/facilitating project-based learning opportunities for our neediest, disengaged students within the self-paced (asynchronous) science courses. Projects incorporate students' interests and experiences, utilizing home and community-based materials/resources. The targeted caseload is tutoring up to twenty-five (25) students at any given time with individual and/or very-small group instruction. The projects align with science, math, and English standards, motivating students to complete rigorous projects that develop these skills. Completing the projects allows the students to earn interdisciplinary credit in science, math, and English.

Rationale: Students in self-paced (asynchronous) science courses overwhelmingly opt to engage in projects rather than the traditional path through the content. Providing student choice, allows students to gain critical 21st century thinking skills, scientific inquiry skills, and mathematical skills.

Award: \$40,000.

Win Over the Student!

Thoughtful and consistent communication is the foundation on building successful rapport with our families and students.

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

Without our Students there would be no MEVA!

Win Over & Rapport

- **Win Over**: is a proactive approach/mindset. Win “back” is more reactive and is also needed in some cases, like in progress withdrawals as an example.
- **Rapport Definition**:
 - The Merriam-Webster Dictionary defines Rapport as; *a friendly, harmonious relationship especially : a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.*
- **Google Dictionary - Examples of Further Meaning**;
 - 1. Rapport is a good sense of understanding and trust.
 - 2. A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Example, *"she was able to establish a good rapport with the children"*

Communication

- In ALL Cases;
 - Communication should always exhibit compassion, empathy and kindness.
 - Be an effective communicator, timely and responsive.
 - Exhibit a willingness to help and serve our families well.
 - Never forget to share the vast opportunities we have at MEVA to support our students!

From Cornell's TCI and CARE model.

weCARE

	WILLING	NOT WILLING
ABLE	ACKNOWLEDGE Give positive attention Join in activity Ask child to teach others	ENCOURAGE As if Offer assistance Give Choices Predict the future Make a request Natural or logical consequence
NOT ABLE	TEACH Give positive attention Join in activity Ask child to teach others	CHANGE EXPECTATIONS Change the expectation Redirect the activity Drop the expectation

2022-2023

Panorama Survey Data

Data analysis





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School Climate

Brief overview of the school climate data.



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Overview of the school engagement data.



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Overview of the school belonging data.



04

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Recommendations for professional development.

SEL Data

MEVA uses the Panorama Survey data to set goals surrounding the social-emotional needs of our students.



Participation Rates

- 7th Grade: 94.1%
- 8th Grade: 86.0%
- 9th Grade: 65.1%
- 10th Grade: 73.1%
- 11th Grade: 83.9%
- 12th Grade: 62.8%





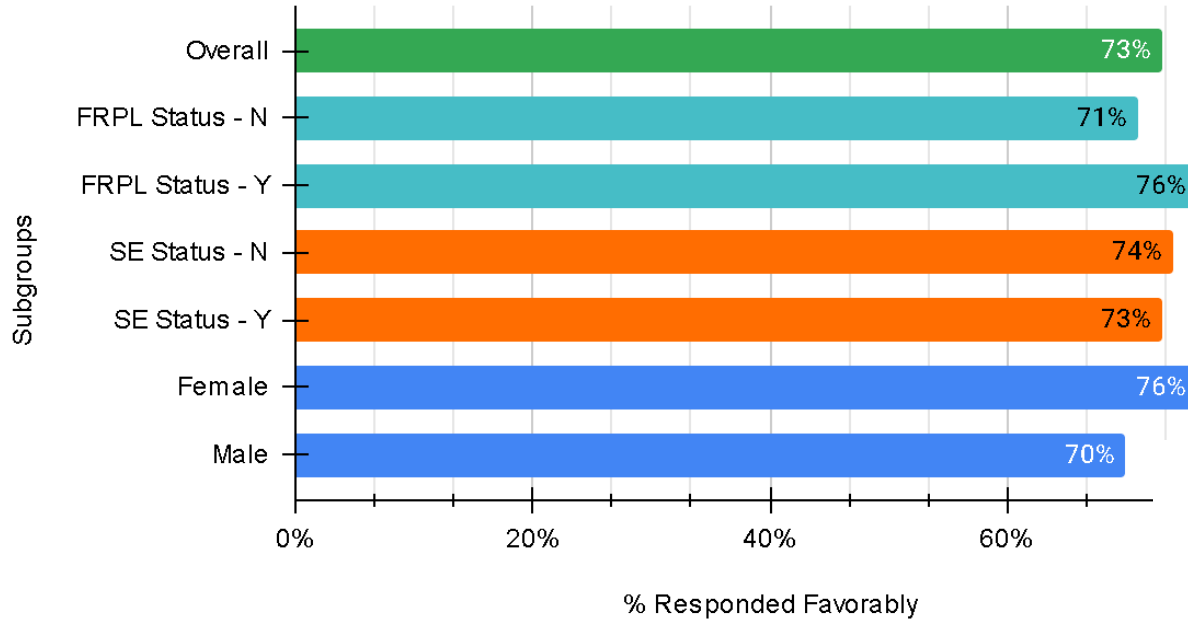
01

School Climate

Perceptions of the overall social and learning climate of the school.

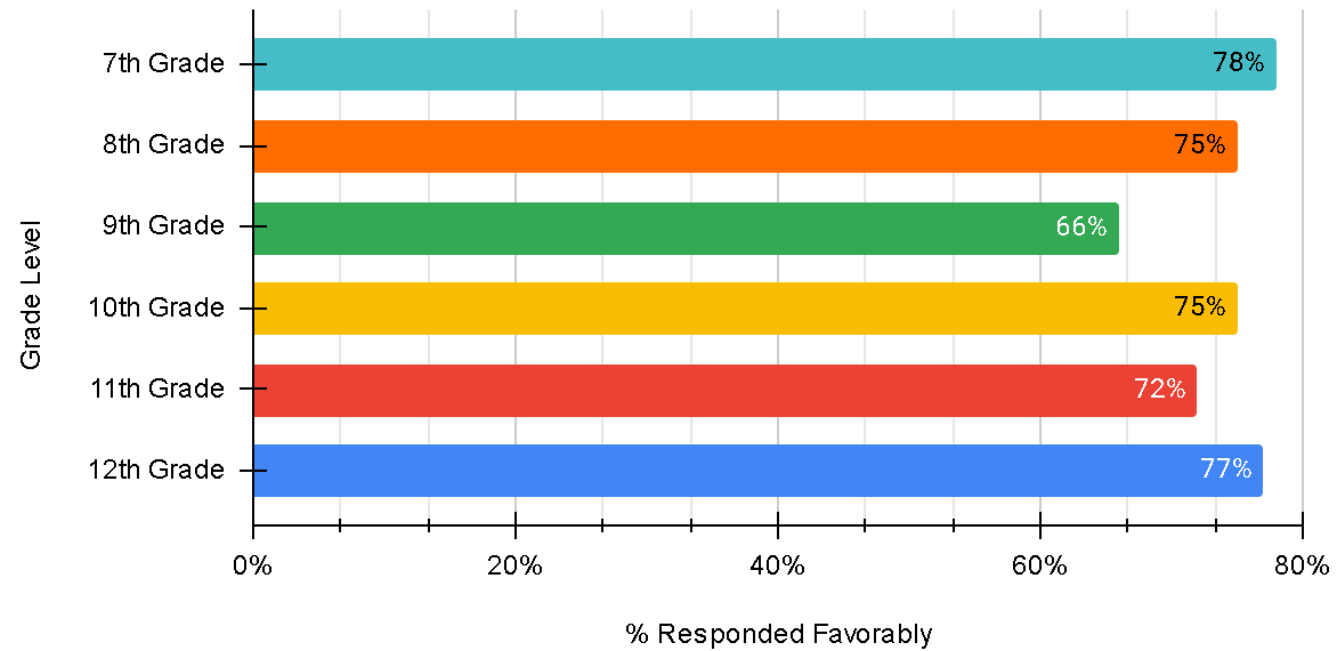
School Climate: Perceptions of Social and Learning Climates

Subgroup Data



School Climate: Perceptions of Social and Learning Climates

Grade Level Data (Overall = 73%)





What does the data say:

Overall 73% of the students responded favorably about the social and learning climate of the school.

Subgroup data is consistent between student within a subgroup and the general population. The biggest discrepancy was between males and females (-6%).

Grade level data is consistent with only the 9th grade students lagging behind the overall percentage with 66% of students responding favorably.



02

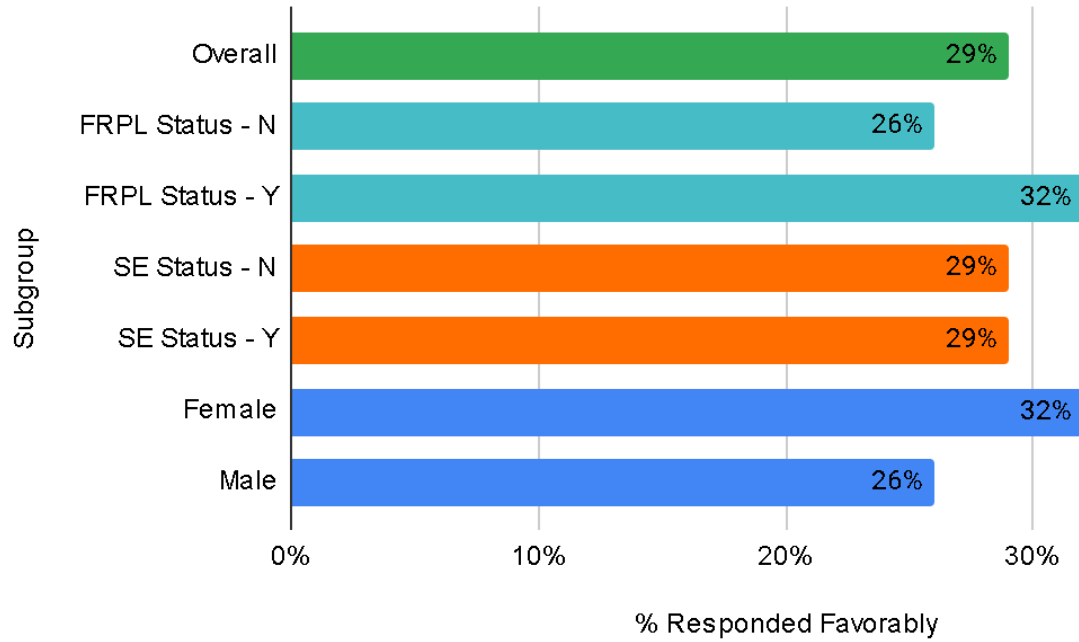
School Engagement

How attentive and
invested students are in
school.



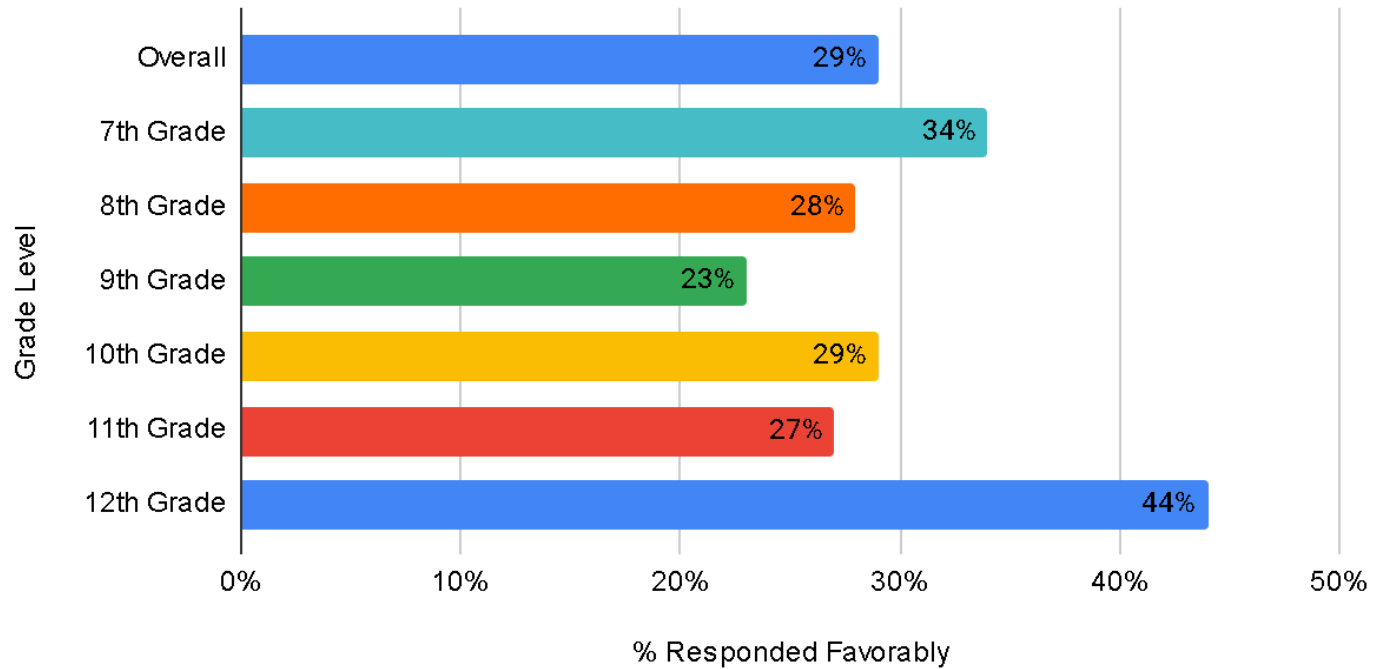
School Engagement: How Attentive and Invested Students Are

Subgroup Data



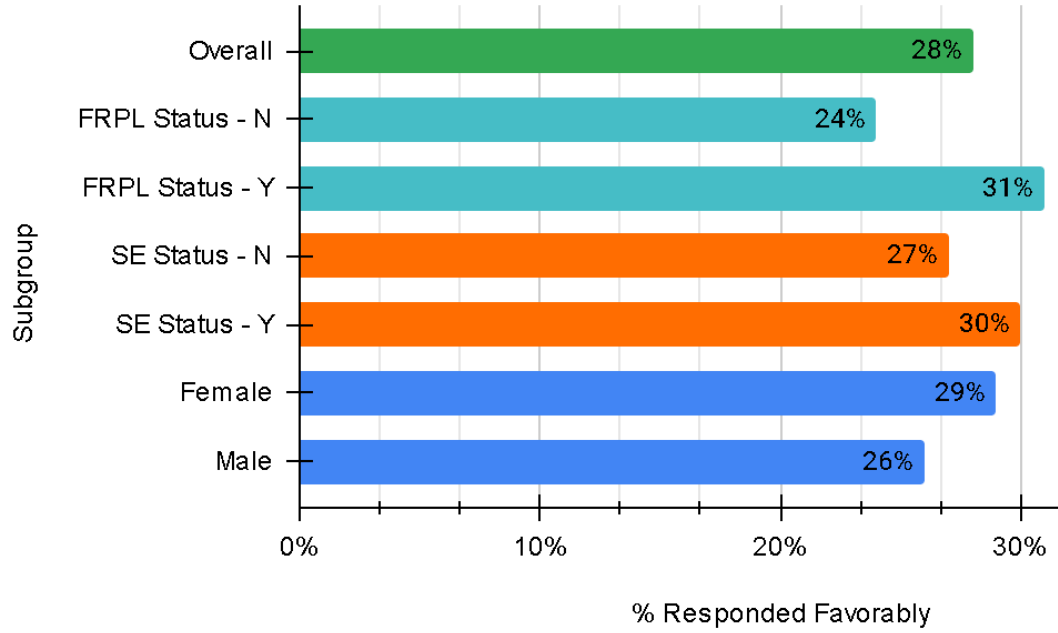
School Engagement: How Attentive and Invested Students Are

Grade Level Data



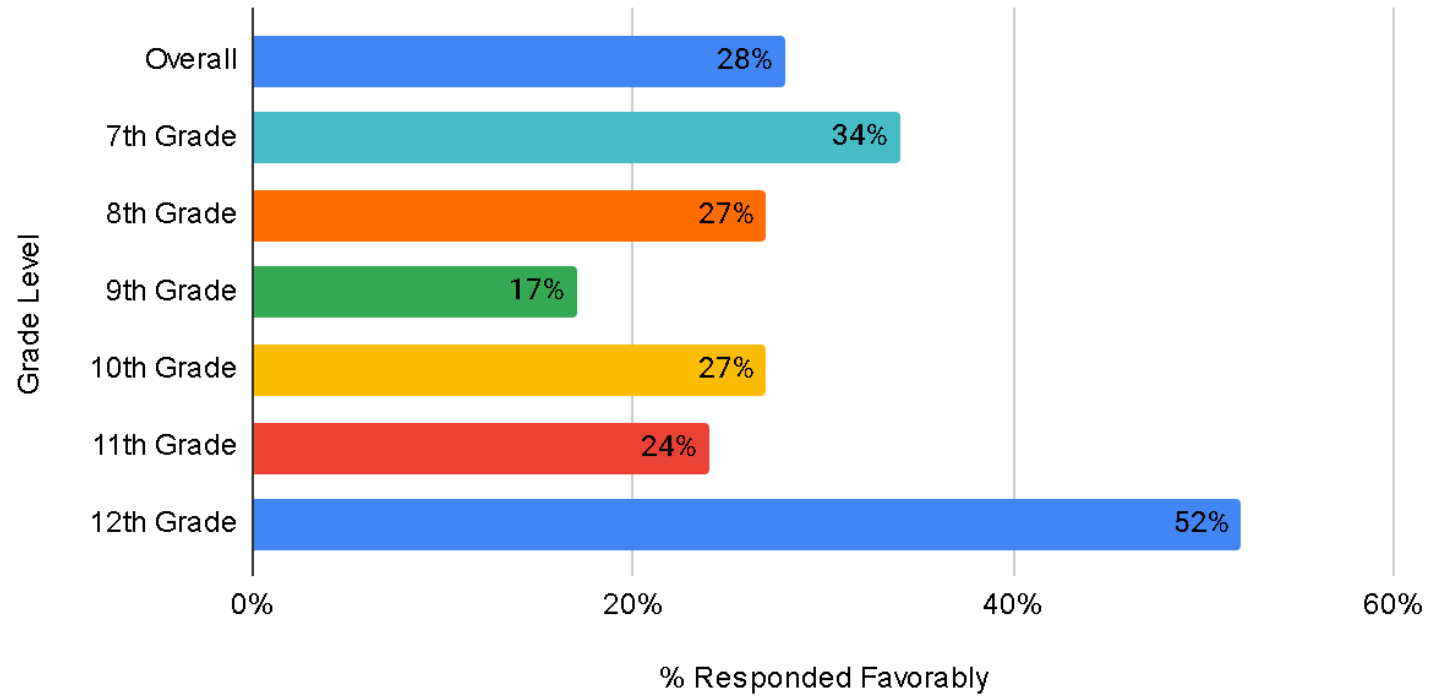
School Engagement: How Excited About Attending Class

Subgroup Data



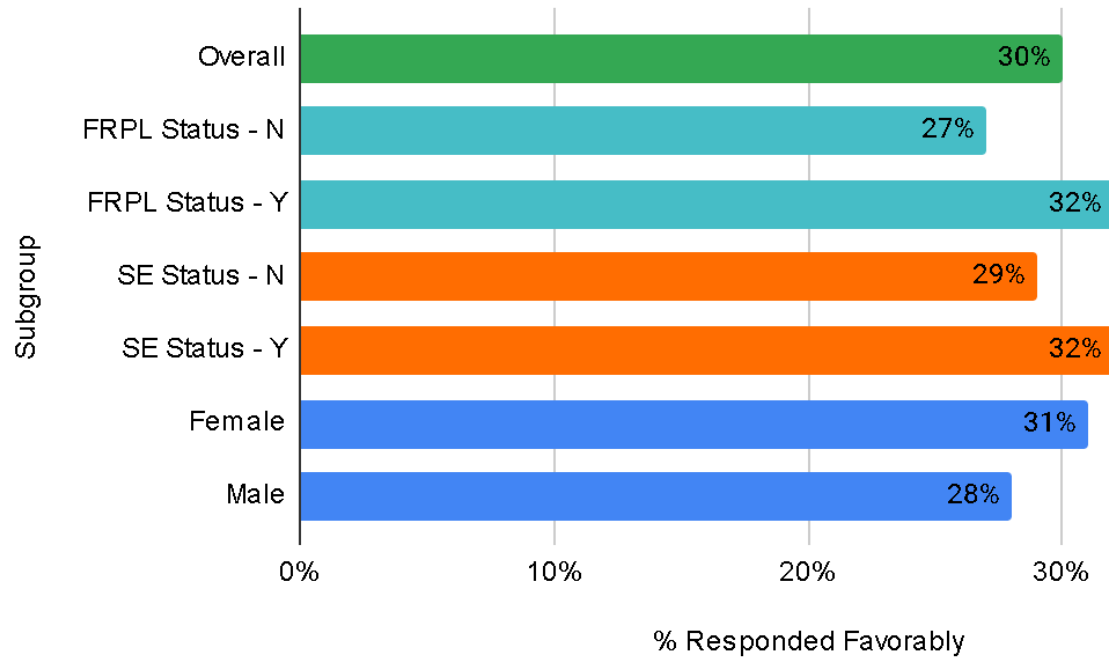
School Engagement: How Excited About Attending Class

Grade Level Data



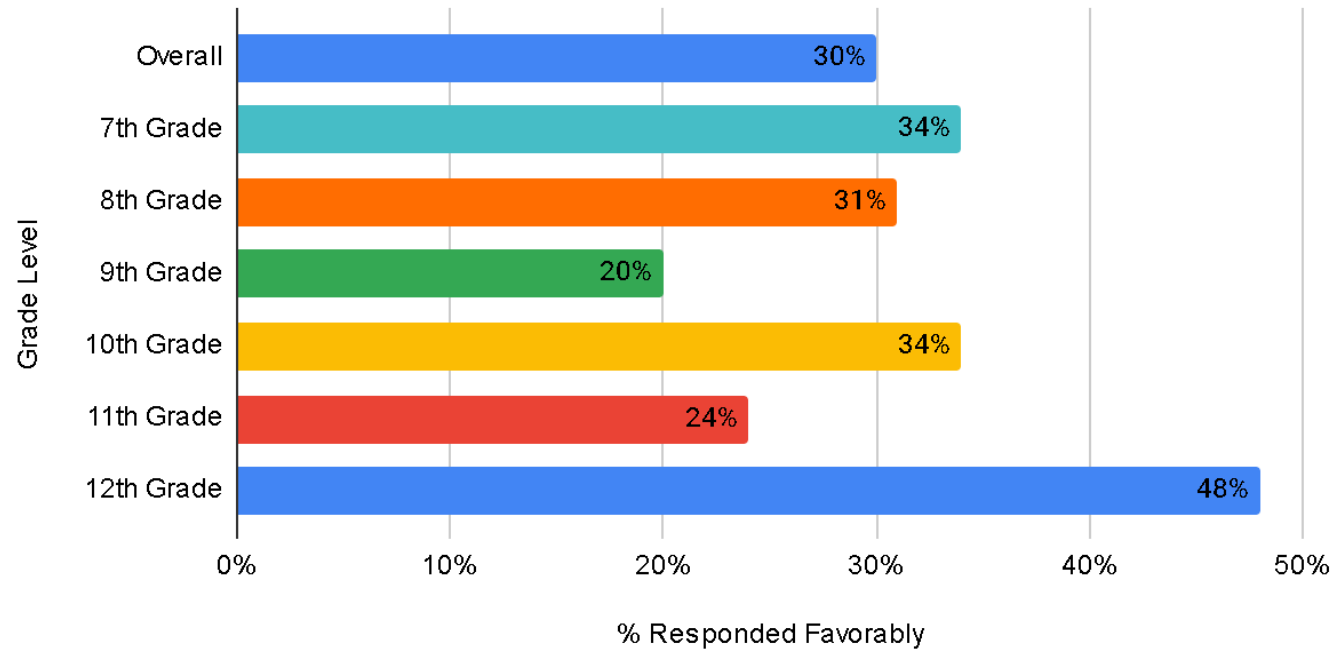
School Engagement: Eager to Participate in Class

Subgroup Data



School Engagement: Eager to Participate in Class

Grade Level Data





What does the data say:

Overall 29% of the students responded favorably about how attentive and invested they are in school.

Subgroup data is consistent between student within a subgroup and the general population. The biggest discrepancy was between students who qualify for a free and/or reduced lunch (+6%).

Grade level data is consistent with the 12th grade students far exceeding the overall percentage with 44% of students responding favorably and 9th grade students lagging behind with 23% responding favorably.





What does the data say:

The two areas that showed the opportunity for the most growth are: Excited to Attend Class and Participate in Class.

The data shows similar trends with the students who qualify for free and/or reduced lunch (+7% & +5%) excited to attend class and participate in class.

Grade level data is consistent as well with 12th grade students far outpacing the overall data with 52% excited to attend class and 48% excited to participate.





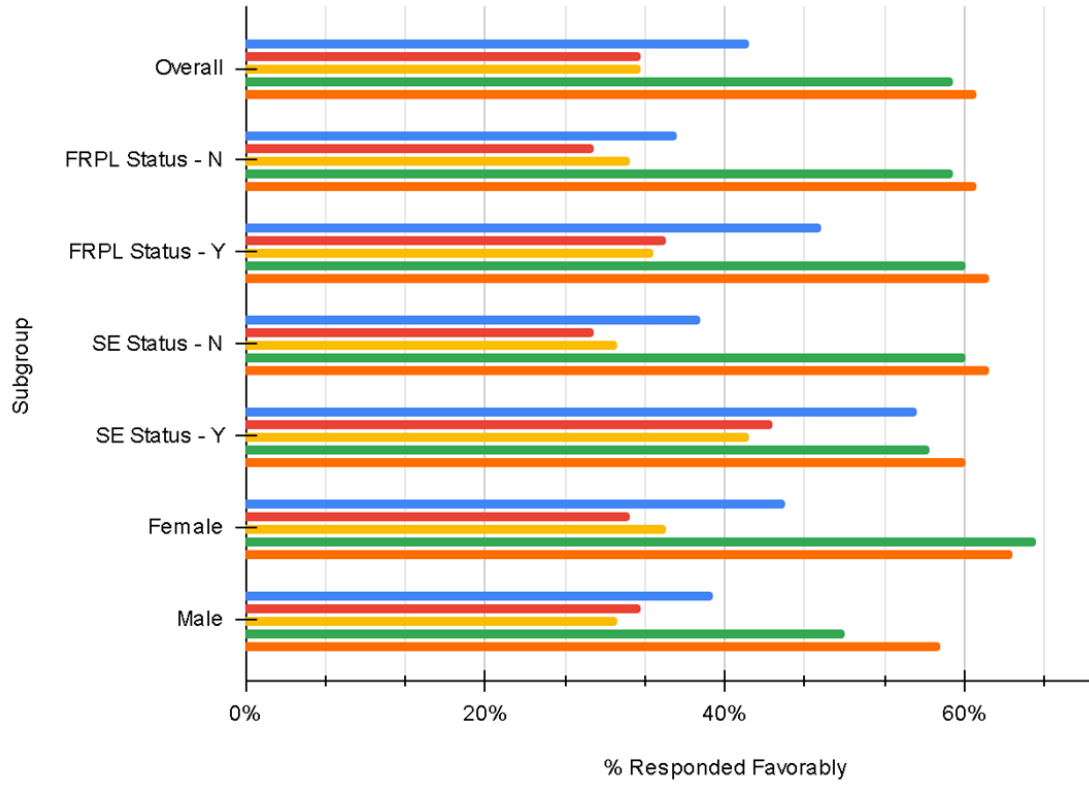
03

School Belonging

How much students feel that they are valued members of the school community.

School Belonging

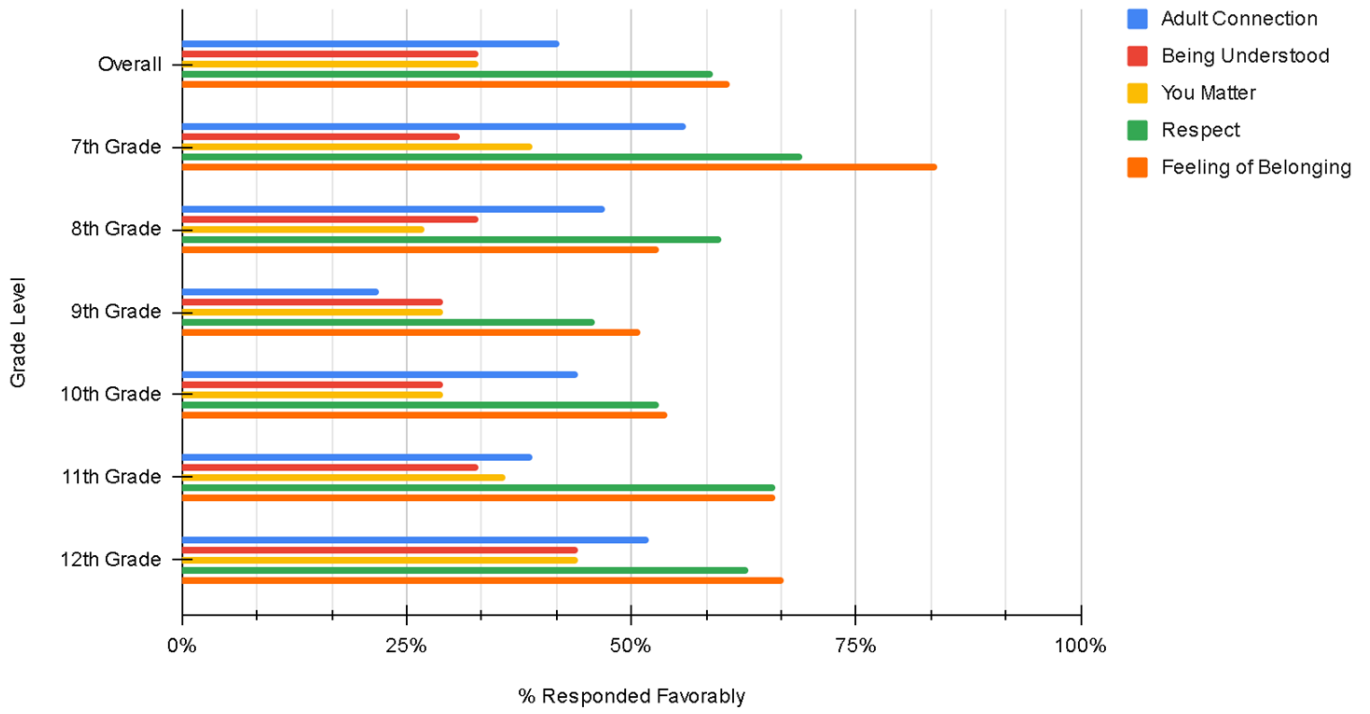
Subgroup Data



- Adult Connection
- Being Understood
- You Matter
- Respect
- Feeling of Belonging

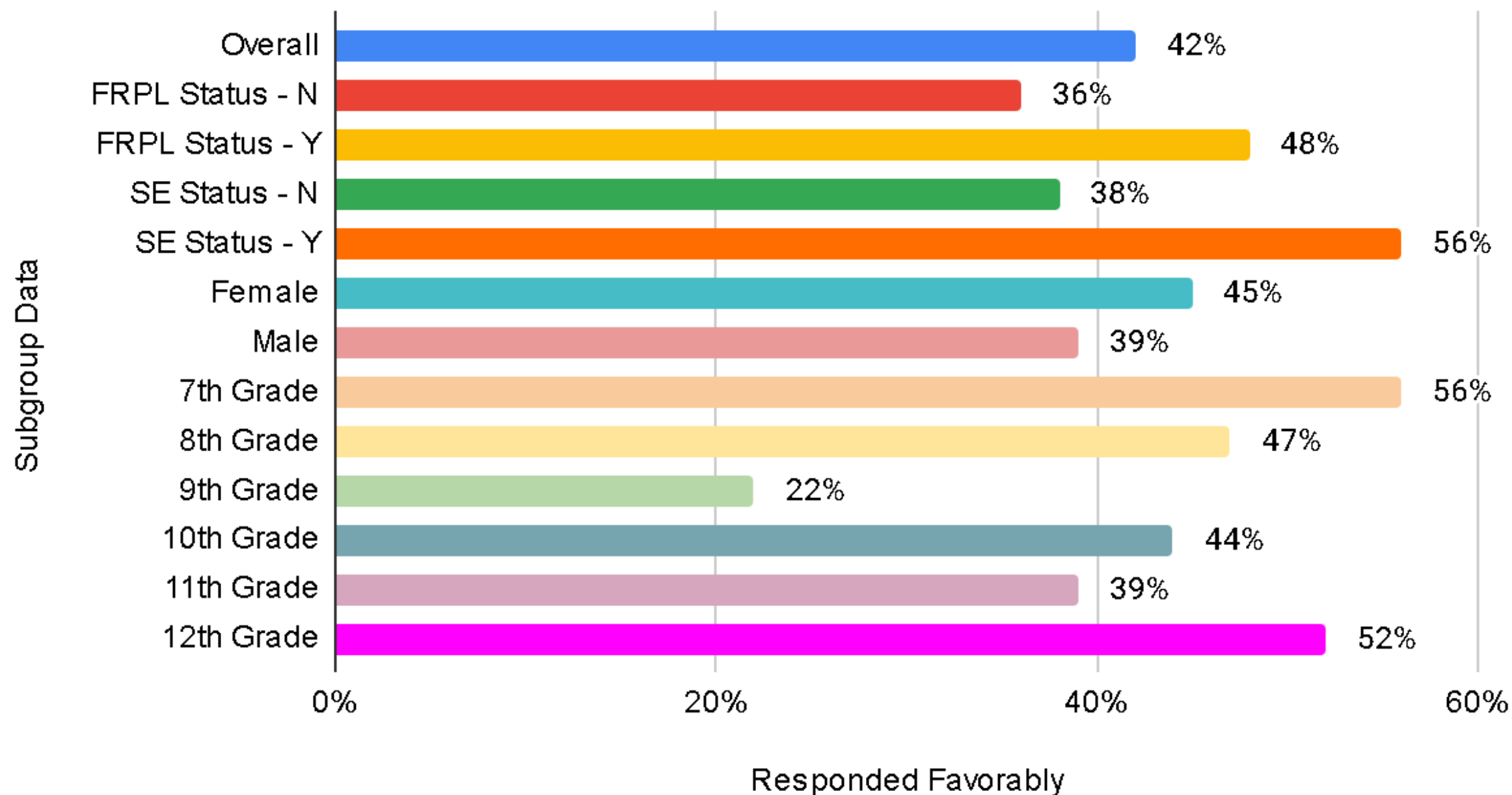
School Belonging

Grade Level Data

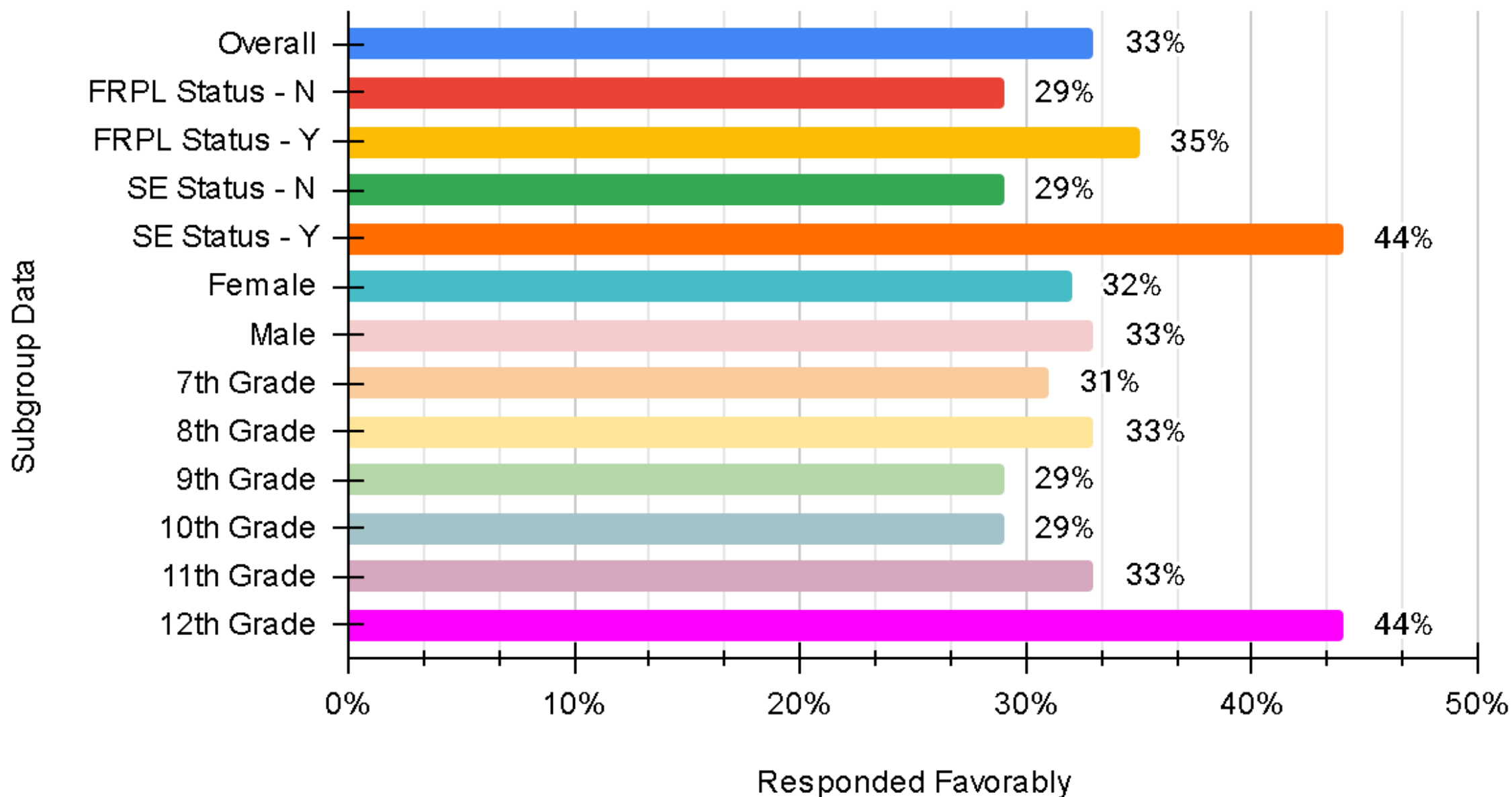


- Adult Connection
- Being Understood
- You Matter
- Respect
- Feeling of Belonging

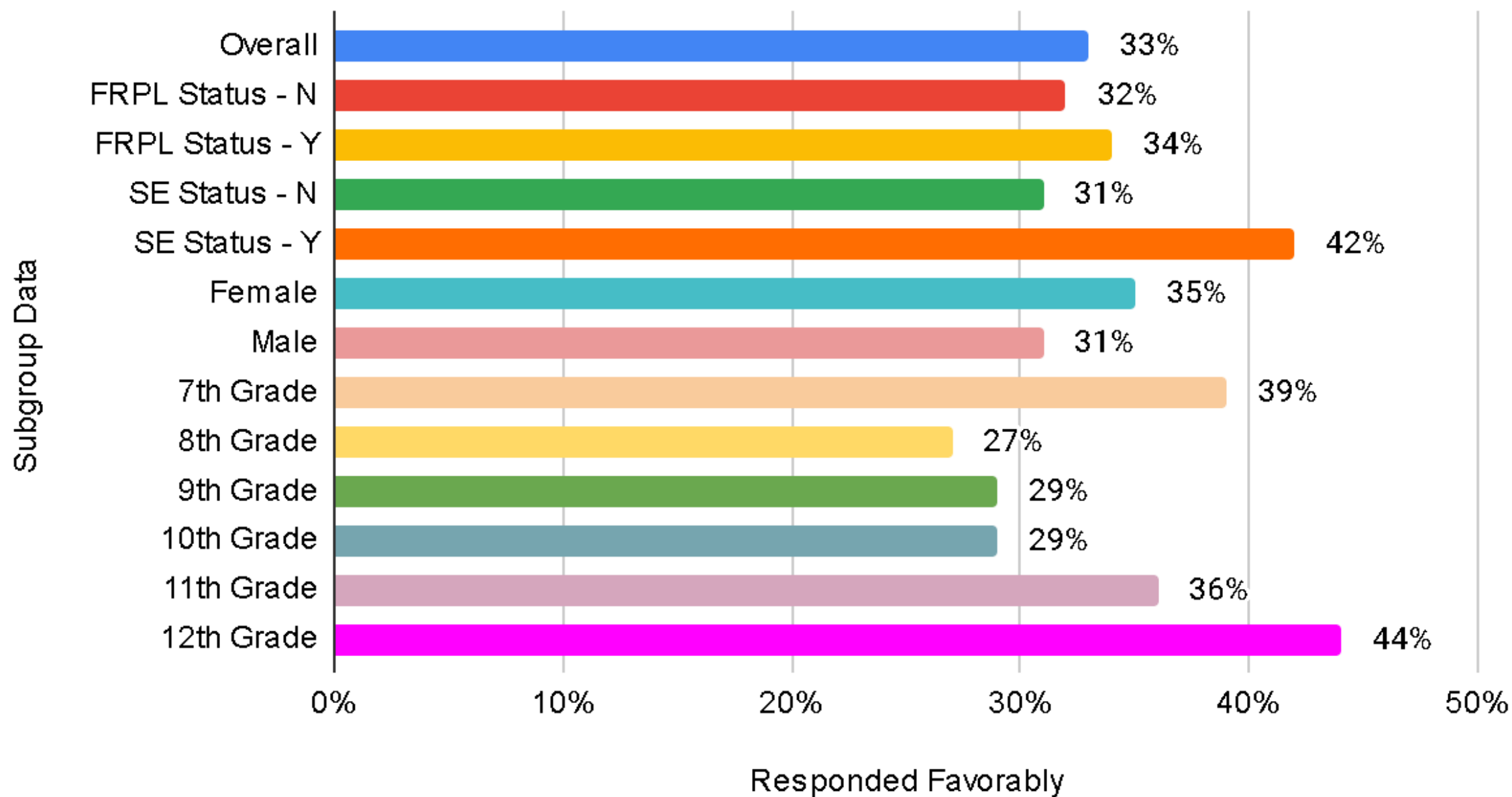
Adult Connection



Being Understood



You Matter





What does the data say:

Overall 46% of the students responded favorably about how they feel they are valued within the school community.

Further analysis revealed three areas of focus: Adult Connections, Being Understood, and You Matter.

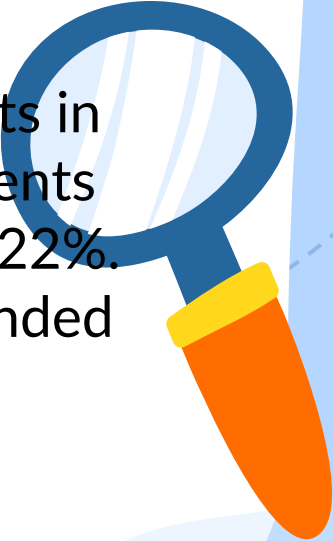




What does the data say:

Overall 42% of the students responded favorably that there was an adult within the school community that they felt connected to.

Students who are identified as Special Education and students in 7th grade responded with the highest percentage, 56%. Students who are in 9th grade responded with the lowest percentage, 22%. Additionally, male students and students in 11th grade responded with 39%.





What does the data say:

Overall 33% of the students responded favorably that they felt understood within the school community.

Students who are identified as Special Education and students in 12th grade responded with the highest percentage, 44%. Students who are in 9th or 10th grade responded with the lowest percentage, 29%. Additionally, students in 7th grade responded with 31%.

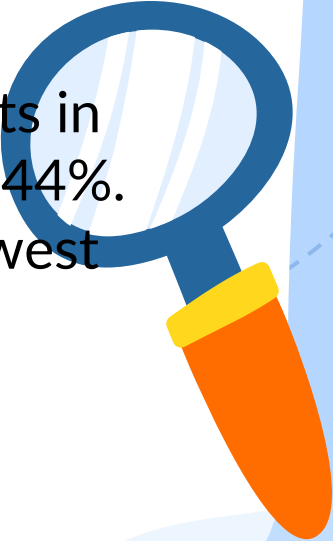




What does the data say:

Overall 33% of the students responded favorably that they felt that they matter within the school community.

Students who are identified as Special Education and students in 12th grade responded with the highest percentage, 42% and 44%. Students who are in 8th and 9th grade responded with the lowest percentage, 27% and 29%.



04

Recommendations

Recommendations for professional development.





Professional Development

- Continue improvement of course shells to help engage students with their learning.
- How to provide choice within your courses.
- Engaging students within our advisory model to develop adult connections and letting students know they belong and how they matter.



Withdrawal Mitigation Process

- **Ask why?** – Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** – Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- **Advocate for MEVA’s programs** – Share information on our clubs, self-paced options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- **Document, document, document** – your mitigation efforts in contact logs within Infinite Campus, then *submit an intervention form*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [23-24 Rapid Intervention Form \(RIF\)](#)

SY-2023/2024 School Climate Goal

- School Climate: Favorable responses on the annual Panorama school climate survey for students in grades 7-12 will equal or exceed 75%, by spring 2024.
- MEVA will administer the Spring 2024 Panorama School Climate Survey to students, families, teachers, and staff in April.
- Minimum participation goals are as follows:
 - Students – 75%;
 - Families – 35%;
 - Teachers and Staff – 75%.

New SY-2023/2024 Panorama Survey Action Plan

1. *Target School Fit: How well do the activities offered at your child's school match his/her interests?*

➤ **Action Plan (Families): Individual Learning Plans (ILPs).**

2. *Target School Engagement: When you are not in school how often do you talk about ideas from your classes?*

➤ **Action Plan (Students): Classroom Discussion and extension activities.**

3. *Target Feedback and Coaching: How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation processes at your school?*

➤ **Action Plan (Teachers): Increase teacher/peer observations and feedback. Review teacher evaluation processes; seek faculty input on professional development.**

4. *Target Feedback and Coaching: How much feedback do you receive on your work? How much do you learn from the evaluation processes at your school?*

➤ **Action Plan (Staff): Increase staff observations and feedback. Review evaluation processes; seek faculty input on professional development.**

Individual Learning Plans (ILPs)

Specific Learning Goal to Meet Each Student's Needs: The student will develop career readiness skills through experiential opportunities.

➤ What do you do or want to do with your time?

Career Readiness Experiences/Opportunities: Employment, internships, virtual job shadowing, volunteering activities, clubs and organizations, portfolio projects, and Career Planning, Early College and AP4ME courses.

➤ What can MEVA offer you to match your interests?

Collaboration in Science Department Meetings

Rotating Meeting Leaders

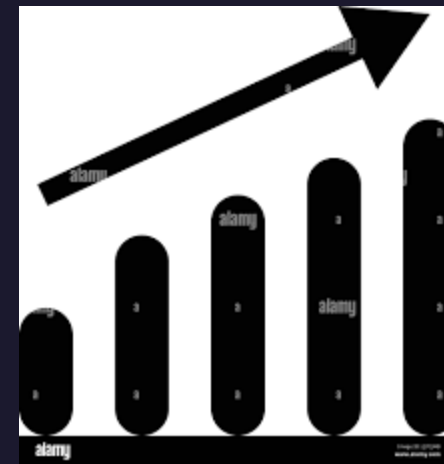
- At the start of the year, we created a rotating schedule so that each meeting a new teacher “leads” the meeting (this includes adding new topics to our agenda prior to the meeting, as well as running point throughout the meeting)
- We loved this as a department last year as it encouraged each of us to really take ownership during these meetings, and ensured we all able to bring up topics that are relevant to each of us.

Peer Observation in Science

- Last year we introduced a rotating system of peer observation.
- We began in October and essentially assigned a month for each member of the department (i.e Anthony in October, Coady in November, Steph in December, etc)
- Members of the department get a month to do some peer observations of the assigned person (this can be by joining live classes, or viewing recordings)
- During the first department meeting of the following month, part of the agenda by the Meeting Leader includes a discussion of the peer reviewed teacher, where each member discusses the class/classes they observed and give feedback



Build-Your-Grade Pilot



Stats

64 MEVA Courses (live)

37 Reporting

9 Switching to Build-Your Grade

28 Retaining Traditional Grading

26 Currently unreported



Assessment Calendar

2023-2024 School Year

NWEA (Fall): Math, Reading, & Language Usage	Grades 7-11, September 12-14
I-Ready (Fall): Algebra Readiness	Grade 9, August 28 - September 29
ACCUPLACER (Fall): Math & Reading	Graduating Students, Grade 12, September 12-14
MEAs (Fall): In-Person, Math & Reading	Grades 7, 8, & 10, October 2-27
NWEA (Winter): Math, Reading, & Language Usage	Grades 7-11, January 9-11
I-Ready (Winter): Algebra Readiness	Grade 9, January 15 - February 16
NWEA (Spring): Math, Reading, & Language Usage	Grades 7-11, April 30 - May 2
I-Ready (Spring): Algebra Readiness	Grade 9, May 1-31
MEAs (Spring): In-Person, Math & Reading and Science	Grades 7, 8, 10, & 11, May 2024

Annual Compliance Trainings



Platform Used: Vector Training Solutions (*formerly known as Safe Schools*)

Link: <https://meva-me.safeschools.com/>

Purpose:

- For annual DOE/State required staff trainings and customized school specific trainings or document review needs. We also use this platform to store important resources that staff can reference back to at any time.
- Vector helps schools stay in Federal and State compliance, by ensuring the trainings are updated regularly to align with current laws and policies.
- Vector provides additional training libraries and resources to help increase awareness in a variety of topics. You are welcome to provide suggestions on training topics and/or request additional trainings for yourself at any time. Please submit your requests to Dr. Browne, Lena, or Don.

Login Screen :

User: Full School Email

Password: First Initial, first 4 letters of your *Last* name. You can change it, or request a password change. Contact: semery@mainevirtualacademy.org for assistance if needed.

Homepage: “My Assignments”

Your landing page will show you the list of assigned trainings you need to take. You can complete them in any order you choose.

All trainings have the duration, topic, and date the training is due. All trainings are able to be accessed until the last day of school for the purpose of referencing content. Please reach out to Stephanie Emery, semery@mainevirtualacademy.org with any issues or questions.

Vector Solutions
Vector Training, K-12 Edition

Welcome,
Stephanie Emery

MAIN

- My Assignments
- Training History
- Extra Training

ADMIN

My Assignments

Listed below are the courses assigned to you by your administrator. Additionally, you can track your progress towards completing each assignment.

0% Mandatory Training

23-24 SY Parent Student Handbook - Document
Custom

Due In 75 Days
Due: 2023-10-31
15 Minutes

Start →

MEVA Emergency Training Bundle

Due In 75 Days
Due: 2023-10-31

Start →

Log an Infinite Campus Note for family communications and meetings

- MEVA employees are required to log Infinite Campus Notes for communications and meetings with families, *unless the communication and meeting is documented in EDMS, our special programs (IEP, Section 504, and GT) repository.*
- We are providing instructions on the following slides for carrying out this task.

Log into Infinite Campus and Search for Student...

The screenshot displays the Infinite Campus Message Center interface. The browser address bar shows the URL: `medcloud2.infinitecampus.org/campus/sis/myAccount/messages?year=2023&schoolID=1&calendarID=6&structureID=6`. The page title is "Message Center". The search bar on the left is active, with "Student" selected in the "Type" dropdown and "Smith" entered in the search field. The search results show two entries for "Smith":

- Smith, [redacted] (08) 06/12/2009 #4971744
- Smith, [redacted] (10) 12/25/2006 #4835707

The main content area shows a message titled "PLP/ILP Initial Start Up Questions" dated 08/09/2022. A red text overlay in the bottom right of the message area reads: "Any time you want to capture an instance, situation, conversation -- add a new entry to the Contact Log."

Select Student

The screenshot displays the Infinite Campus interface for a student summary. The browser address bar shows the URL: `mecloud2.infinitecampus.org/campus/sis/tools-student/summary/beta?year=2023&schoolID=1&calendarID=6&structureID=6&selectedPersonID=1311`. The page title is "Summary" and the breadcrumb trail is "Student Information > General > Summary".

Search Sidebar:

- Type: Student
- Search: Smith
- 22-23 MEVA, 1 - 2 of 2 results
- Result 1: Smith, [redacted] (08) 06/12/2009 #4971744
- Result 2: Smith, [redacted] (10) 12/25/2006 #4835707

Person Information:

Field	Value
Full Name	Smith, [redacted]
Grade	08
Birth Date	6/12/09
Age	13
Student Number	4971744
Email	[redacted]@mainevirtualacademy.org
Primary Home Language	ENG: English
Person ID	1311
State ID	130115135
Race(s)	White
Person GUID	34EA3A20-1556-488C-9215-0D47E480067B
Gender	M
State Race/Ethnicity	6
Federal Designation	6:White
Hispanic/Latino	N:No

Related Tools:

- Ad Hoc Letters
- Contact Log
- Credit Summary
- Enrollments
- Flags
- Forms
- Grades
- Graduation
- Report Comments
- Schedule
- Summary
- Transcripts

Footer: 45°F Cloudy, 2:07 PM

Do you see Contact Log on your menu? If not, contact Stephanie Carter, scarter@mainevirtualacademy.org, for access.

The screenshot displays the Infinite Campus interface. On the left is a search sidebar with a search bar containing 'Smith' and two search results. The main area shows a 'Summary' page for a student named Smith, with a blue arrow pointing to the 'Contact Log' option in the right-hand menu. The 'Person Information' section contains the following data:

Full Name	Grade	Birth Date	Age	Student Number
Smith, [REDACTED]	08	6/12/09	13	4971744

Email	Primary Home Language
[REDACTED]@mainevirtualacademy.org	ENG: English

Person ID	State ID	Race(s)	Person GUID
1311	130115135	White	34EA3A20-1556-488C-9215-0D47E480067B

Gender	State Race/Ethnicity	Federal Designation	Hispanic/Latino
M	6	6:White	N:No

Additional information includes 'Update Census>People' and 'Modified by Davis, Gina: 9/13/2022 13:31'. The right-hand menu includes items like 'Ad Hoc Letters', 'Contact Log', 'Credit Summary', 'Enrollments', 'Flags', 'Forms', 'Grades', 'Graduation', 'Report Comments', 'Schedule', 'Summary', and 'Transcripts'. The 'Summary' item is currently selected and highlighted in green.

Select New and add a new note to the Contact Log.

The screenshot shows the Infinite Campus web application interface. The browser address bar displays the URL: `mecloud2.infinitecampus.org/campus/sis/contact-log/module/all?year=2023&schoolID=1&calendarID=6&structureID=6&selectedPersonID=1311`. The page title is "Contact Log ☆". The breadcrumb navigation shows "Student Information > General > Contact Log".

On the left side, there is a search panel with the following details:

- Type: Student
- Search: Smith
- Results: 22-23 MEVA, 1 - 2 of 2 results
- Result 1: Smith, [redacted] (08) 06/12/2009 #4971744
- Result 2: Smith, [redacted] (10) 12/25/2006 #4835707

The main content area displays a table with the following headers: "Contacted A...", "Module", "Contacted By", "Contacted", "Contact Type", and "Date/". The table is currently empty, showing "No records available.".

On the right side, there is a "Related Tools" menu with the following items: "Contact Log", "Credit Summary", "Enrollments", "Flags", "Forms", "Grades", "Graduation", "Report Comments", "Schedule", "Summary", and "Transcripts".

At the bottom of the page, there are buttons for "Reset", "Advanced", "New", and "Print". The "New" button is highlighted with a red circle.

Annotations in the image include a blue circle around the "Contact Log" title and a red circle around the "New" button.

Complete the contact details in the dropdown windows. Use Counseling as the Module.

The screenshot shows the Infinite Campus web application interface. The browser address bar displays the URL: `mecloud2.infinitecampus.org/campus/sis/contact-log/module/all/(secondaryRouteOutlet:detail)?year=2023&schoolID=1&calendarID=6&structureID=6&selected...`. The page title is "Contact Log" and the breadcrumb trail is "Student Information > General > Contact Log".

The main content area is titled "Contact Log Detail" and contains the following fields:

- Module ***: A dropdown menu with "Counseling" selected. A blue arrow points to this field.
- Contact Date/Time ***: A date and time picker showing "04/06/2023 02:18 PM".
- Contacted ***: A section with the instruction "Select at least 1 contact and/or enter other contact(s)". It includes a "Contact(s)" dropdown menu with "Select contacts..." and a text input field for "Other Contact(s) (Limit 100 characters)". A blue arrow points to the "Contact(s)" dropdown.
- Contact Type ***: A dropdown menu with "email" selected. A blue arrow points to this field.
- Contacted By**: A text input field with a blue arrow pointing to it.

At the bottom of the form are buttons for "Save", "Save & New", and "Cancel".

On the left side, there is a search sidebar with the "Type" set to "Student" and the search term "Smith". It shows two search results for "Smith, [redacted]".

On the right side, there is a "Related Tools" sidebar with a list of links: "Ad Hoc Letters", "Contact Log", "Credit Summary", "Enrollments", "Flags", "Forms", "Grades", "Graduation", "Report Comments", "Schedule", "Summary", and "Transcripts".

Add a note and Save!

The screenshot displays the Infinite Campus web application interface. At the top, the browser address bar shows the URL: `mecloud2.infinitecampus.org/campus/sis/contact-log/module/all/(secondaryRouteOutlet:detail)?year=2023&schoolID=1&calendarID=6&structureID=6&selected...`. The page header includes the Infinite Campus logo and navigation icons. The main content area is titled "Contact Log" and shows a student profile for "Smith, I" with a grade of 08, ID #4971744, and DOB 06/12/09. The "Contact Log Detail" section contains a "Select contacts..." dropdown, an "Other Contact(s)" field, a "Contact Type" dropdown set to "email", and a "Contacted By" field. The "Details" field contains the text: "Student is doing GREAT in math! Loves to ask questions. Mom is very supportive." Two large black arrows point to the "Save" button at the bottom and the "Details" text area. A sidebar on the left shows search results for "Smith" with two entries. A right sidebar lists various tools like "Ad Hoc Letters", "Contact Log", "Credit Summary", etc.

Results...a record of entries.

The screenshot displays the Infinite Campus interface for a student's Contact Log. The top navigation bar includes the Infinite Campus logo, a search icon, and the text "22-23 MEVA". The breadcrumb trail shows "Student Information > General > Contact Log".

On the left, a search sidebar is visible with the text "22-23 MEVA 1 - 1 of 1 results".

The main content area shows the "Contact Log" for a student with a grade of 1 and a date of birth of 07. The log contains 10 entries, each with the following columns: Contacted About, Module, Contacted By, Contacted, Contact Type, Date/Time, and Details.

Contacted About	Module	Contacted By	Contacted	Contact Type	Date/Time	Details
[Redacted]	Counseling	O'Grady, Christina	[Redacted]	email	02/03/2023 09:34 AM	received the following email individualized to them. Good morning, To complete the course you only need to build your grade to a 60% (D-), each student starts with a 0%. Once you hit the 60% mark I will ...
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	01/30/2023 11:32 AM	Attendance warning; emailed/text LC; sent student attendance flyer
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	01/26/2023 11:30 AM	Attendance Warning: emailed and text lc/parent/guardian; sent student attendance flyer.
[Redacted]	Counseling	O'Grady, Christina	[Redacted]	email	01/26/2023 09:12 AM	We are at the beginning of a new semester and I wanted to send out an email that lists some resources for the self-paced science courses. My aim is to send out an email weekly with things that you can work on the next week. These courses are designed to go...
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	01/20/2023 10:54 AM	Reminder to have student logon immediately for NWEA makeup testing.
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	01/18/2023 10:27 AM	Attendance Warning
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	01/17/2023 01:10 PM	Attendance warning and NWEA testing
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	01/13/2023 10:42 AM	Attendance Warning
[Redacted]	Counseling	O'Grady, Christina	[Redacted]	email	01/06/2023 09:49 AM	Weekly Update to all self-paced science students, LCs, and case managers:
[Redacted]	Counseling	Carter, Stephanie	[Redacted]	email	12/20/2022 10:18 AM	LC not logging attendance. Sent email and text.

On the right side, a "Related Tools" dropdown menu is open, listing various options: Ad Hoc Letters, Assessment, Athletics, Attendance, Behavior, Blended Learning Group Assignments, **Contact Log** (highlighted), Credit Summary, Enrollments, Fees, Flags, Forms, Grades, Graduation, Lockers, Profile, Programs, and Records Transfer.

Enrollment
Update –
8/19/2023

Current enrollment stats:

	New	Returning	Total
7	20		20
8	30	34	64
9	28	40	68
10	26	50	76
11	21	81	102
12	19	66	85
	144	271	415

Other

- Other topics and/or questions?
- Enter your daily schedule on your Google calendars and don't forget to add 'lunch'!
- Upcoming holidays and school vacation days: September 4th, October 6th (teacher schedule only) and 9th.
- MEVA (virtual) high school graduation on Friday, June 7th, 2:00 pm, and eighth grade recognition ceremony on Friday, June 14th, 11:00 am. We will provide regular updates, once the school year is underway.
- Next Process Improvement Meeting on Monday, August 28th, 3:00 pm.