

Process Improvement Meeting Agenda – 1/8

- MEVA Mission and Vision.
- Win over the student initiative.
- Engagement Outreach Efforts Progress Monitoring.
- Reminders – Stephanie Emery.
- Winter NWEA Proctoring Review – Christina O’Grady.
- Help Desk and Study Hub Progress Monitoring – Nicole Hart and Nick Sherwood.
- SE Accommodations and Modifications – Lena Vitagliano.
- Guidance Update – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on **Monday, January 22nd, 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

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!

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 \(RIF\)](#)

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

Engagement Progress Monitoring

- Motivating Message to Students and Parents/LCs: **“Come to live sessions and get everything done.”**
- Teachers are utilizing MEVA’s office staff for live session attendance outreach. *We are reinforcing that this service is available to all teachers for all live sessions, including special education.*
- Progress Monitoring: We are getting reports from parents/LCs that the attendance outreach for live sessions is helping.
- Educating parents/LCs about students’ expectations is an ongoing priority.

Engagement Progress Monitoring

Indications of students' engagement that we measure:

- Accessing courses and supplementary curriculum.
- Attending live sessions, including small groups, Study Hub, and Help Desk.
- Attending grade-level advisory sessions.
- Completing an Individual Learning Plan (ILP).
- Completing required school and state assessments (e.g., MAP Growth and Maine Through Year).



SEMESTER END TRANSITION

(SET)

- 1/5 – This is the *last suggested day students can submit course work*.
- 1/11 – ***HARD DEADLINE no student extensions past this date***– Last day to submit final grades to Operations via email. CC Don & Guidance please.
 - Set your grade scheme to the MEVA default before closing grades. Then enter your final grades into your gradebooks and export/download them by this date.
 - Make sure your gradebooks are correct and show LETTER grades, not percentages before you email them. (*Follow the step by step instructions and screenshots on the slides housed in Vector*)
 - **HONORS** – Please remember to submit earned honors via this submission form. [Earned Honors 23-24](#)

ASYNCR Courses: Please continue to use the same process with submitting final grades by using this form for Self-Paced completers. Students are then removed from the course after the grade is recorded. link: [23-24 Final Async Grade Form](#)



REMINDERS:

- Courses for Sem 2 are now Active!!
- Semester 2 – Make sure your course content is set to *not visible until the evening of the 11th or morning of the 12th*.
- All Students are populated in your class lists for Sem 2.

SET/YET training
slides are in the
Vector Safe Schools
Platform

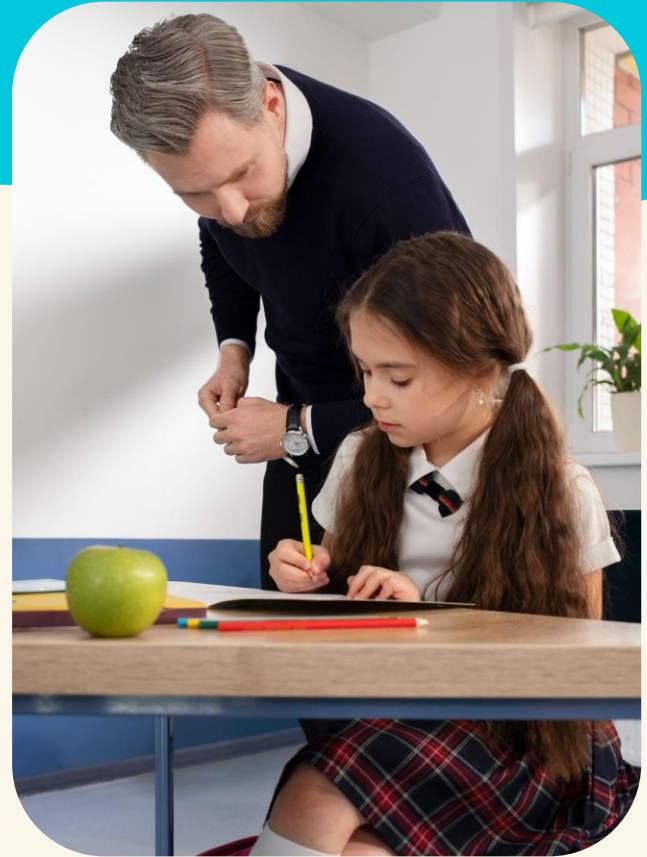


Link: <https://meva-me.safeschools.com/>

NWEA Plan (Winter) Reminders




Processes



General Education Process

1. The Lead proctor and Support proctor for each grade level grouping will coordinate amongst themselves, (including the NWEA Administrator), who will set up the NWEA test session in Zoom, create the Brightspace calendar invite, and the Brightspace announcement. ***Note:** all testing must be completed within Zoom to allow adequate breakout rooms.
2. All General Education students' main testing sessions will occur in the morning. Exceptions are made for students who request to test in the afternoon and will be included in the afternoon makeup session. ***Note: makeup sessions in the afternoon will run as a whole grade level makeup session run by primary/lead teachers so that support teachers can assist with the Special Education testing.**
3. After the initial three testing days, all General Education makeup sessions will be scheduled and completed by the NWEA Administrator.

Special Education Process

1. Special Education case managers will determine the groupings for the students on their caseloads and which support teachers will assist in testing their students. If small group accommodations are indicated on their IEP, students will be tested in groups of no more than eight students per proctor. If a student's IEP indicates 1:1 testing accommodation, the Special Education case manager will schedule this testing session for the morning session of the main testing days (i.e., while General Education students are testing).
 2. Special Education case managers can determine if they will schedule the testing sessions through the advisory course shells or their individual SDI shells, whichever they prefer. It is recommended that Zoom be used for all testing sessions as it allows for more than 8 breakout rooms, so each student has a breakout room where they can share a screen.
 3. All Special Education students' main testing sessions will occur in the afternoon. SE Case Managers will be able to test students in the morning sessions.
 4. After three initial testing days, the Special Education case managers will schedule and complete all Special Education makeup sessions.
- 

What this looks like in practice

7th Grade:

Afternoon Makeup Session

Run by Nicole Taylor & Lauren Sroka

Afternoon Special Education Proctors

Special Education Case Managers: Jenn McNally, Kim Clark, & Julie King

Support Teachers: Denise Harlow, Janifer White, Lisa Bernardini (RISE), Kristen Schmidt (RISE), & Bobbie Polland
(All MS Support Teachers)

8th Grade:


Afternoon Makeup Session

Run by Stephanie Martitz, Chelsea Osgood & Kim Pasternack

Afternoon Special Education Proctors

Special Education Case Managers: Jenn McNally, Kim Clark, & Julie King

Support Teachers: Denise Harlow, Janifer White, Lisa Bernardini (RISE), Kristen Schmidt (RISE), & Bobbie Polland
(All MS Support Teachers)



What this looks like in practice

9th Grade

Afternoon Makeup Session

Run by Clarissa Bernardini, Heather Larchar, Colleen Ford, & Louise McMillan

Afternoon Special Education Proctors

Special Education Case Managers: Caroline Peinado, Kim Clark, & Julie King

Support Teachers: Holly Russell, Lisa Bernardini, Beth Reed, & Gayle Langis

10th Grade


Afternoon Makeup Session

Run by Carlotta Thompson, Anthony Barletta, Melissa Dubovik, Mary Violette, & Nicole Hart

Afternoon Special Education Proctors

Special Education Case Managers: Meagan Coelho, Kim Clark, & Julie King

Support Teachers: Lisa Bernardini (RISE), Matt Corbett, & Jenn Conrad



What this looks like in practice

11th Grade


Afternoon Makeup Session

Run by Alex Campbell, Tony Pranses, & Alicia Uth

Afternoon Special Education Proctors

Special Education Case Managers: Meagan Coelho, Dan Bernardini, Kelli Boucher, Kim Clark, & Julie King

Support Teachers: Lisa Bernardini (RISE), Lauren Lugdon, Lacey Campbell, Nelson Peters, & Nicholas Sherwood



NWEA: Week-At-A-Glance


Monday: Regular Class Day

Tuesday: Math NWEA from 8:30-11:30a, Makeups in the afternoon


Wednesday: Reading NWEA from 8:30-11:30a, Makeups in the afternoon

Thursday: Language Usage NWEA from 8:30-11:30a, Makeups in the afternoon

Our goal is to have **92% of our students tested during the first week!

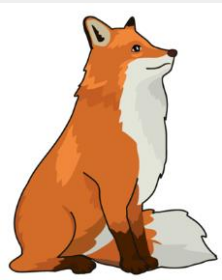


NWEA: General Education Makeups

- Makeup sessions are for those who missed a testing day. Our Goal is for **95%** of our students to test. Please make every effort to get the students to take their tests on their designated day. If they don't make it into your morning sessions you **NEED** to schedule them for the afternoon sessions starting at 12:30pm. The afternoon sessions should be used for makeups.
 - Makeup days beyond Tuesday, Wednesday, and Thursday afternoons will be scheduled as needed. The goal should be to have all students tested during the 3 NWEA testing days.
 - NWEA Makeup Days for General Education students are already scheduled for **Friday, January 12th**, **Wednesday, January 17th**, and **Friday, January 19th**.
 - Christina will make sure the general education students who need to attend the makeup sessions are in the makeup session groups.
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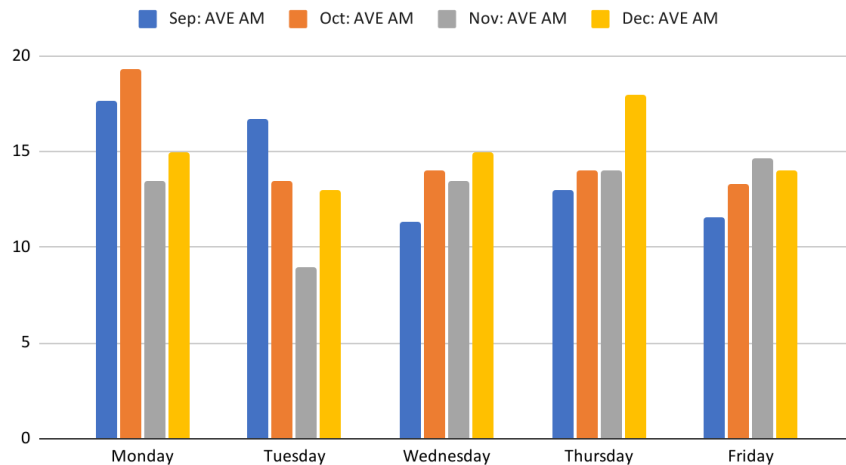
NWEA: Special Education Makeups

- Special Education case managers are responsible for setting up the makeup sessions for their students who do not test during the testing week.
- If you need help with this please reach out to Christina and she can assist in setting up sessions and testing students.

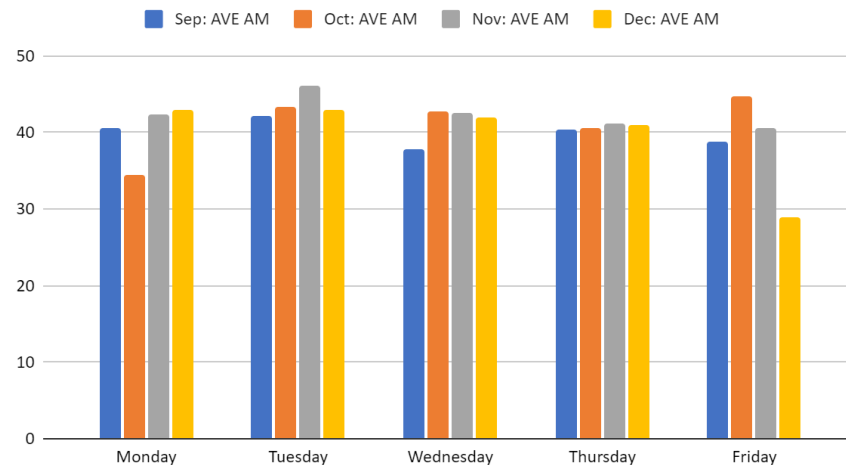


HelpDesk: AM Monthly Attendance & Time Averages

Average Number of Students in the Morning HelpDesk



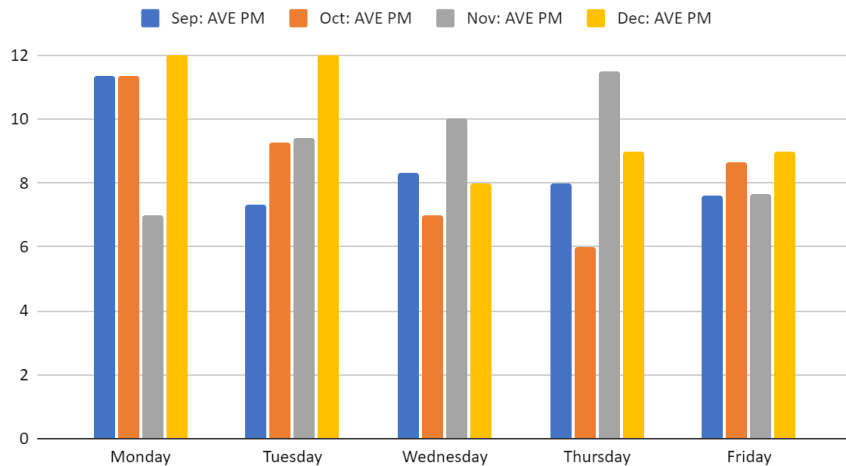
Average Amount Time Spent in Morning Session



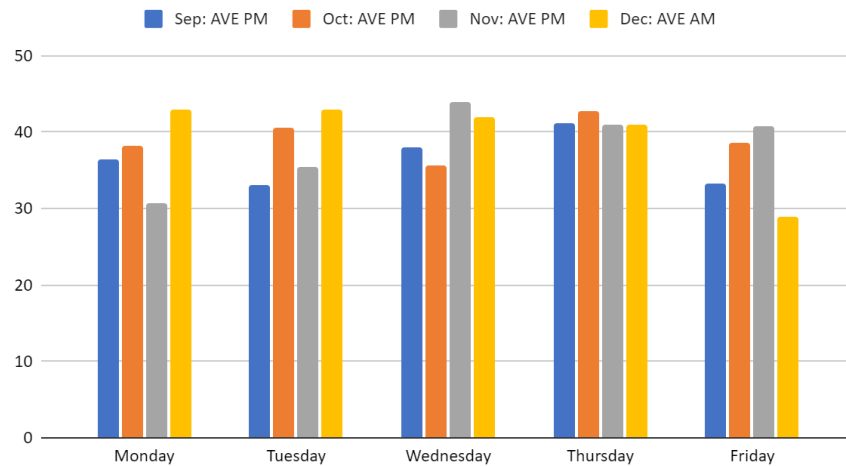


HelpDesk: PM Monthly Attendance & Time Averages

Average Number of Students in the Afternoon HelpDesk



Average Amount Time Spent in Afternoon Session



Who's coming to HelpDesk?

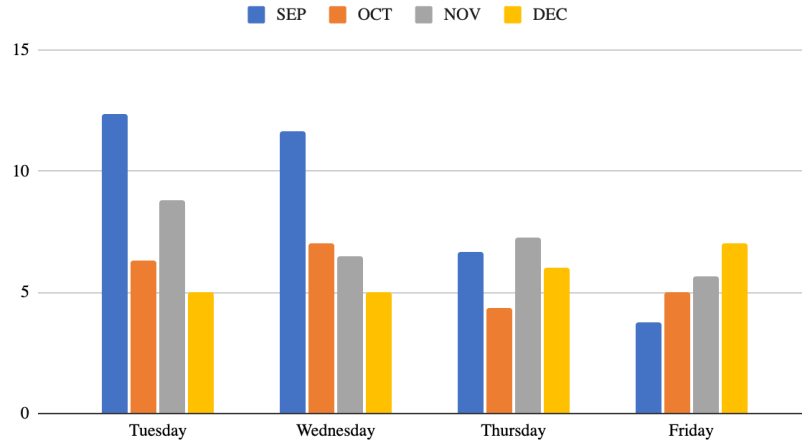
HelpDesk	September	October	November	December
Average minutes in HelpDesk each session	38 min	40 min	40 min	40 min
Students who have attended HelpDesk/Total Number of students in the HS	84/356 23%	90/348 25%	91/340 27%	71/340 21%
Students who have attended 1 time this month/total that attended StudyHub	37/84 44%	38/90 42.2%	26/91 28%	22/71 31%
Students who attended 2 or more times/total that attended	47/84 56%	52/90 57%	65/91 71%	49/71 69%
Frequent Flyers - Students to came once a week to HelpDesk	23	15	26	40



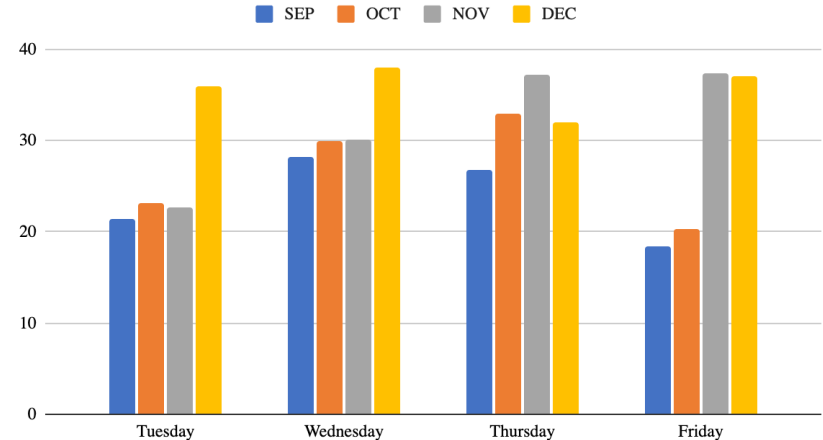


StudyHub: AM Monthly Attendance & Time Averages

StudyHub: Monthly Attendance Averages AM



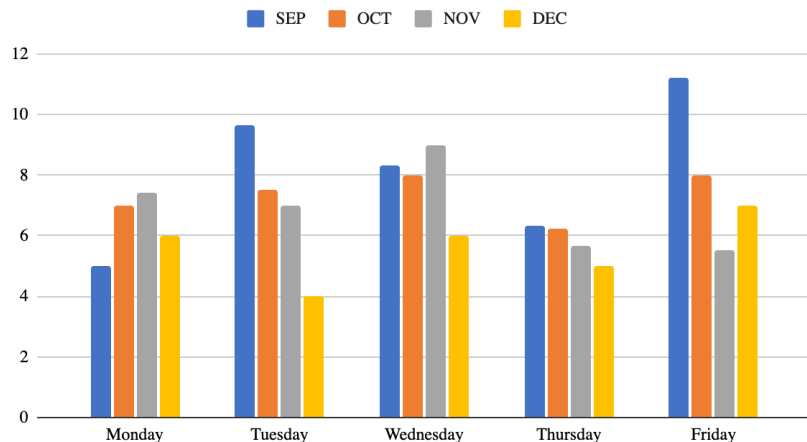
StudyHub: Monthly Time Averages AM



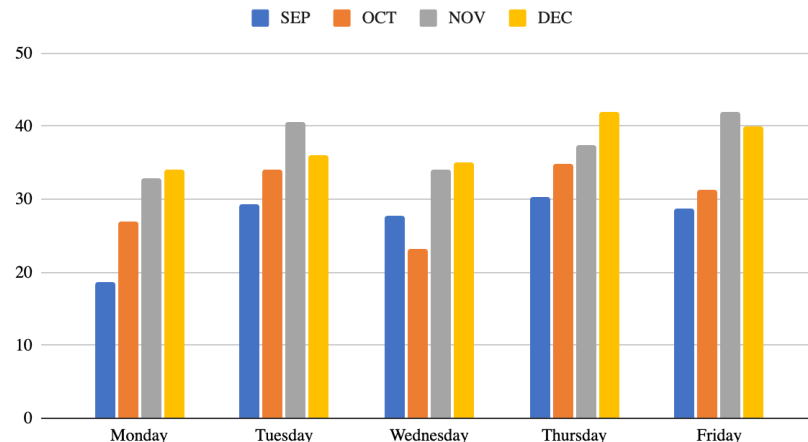


PM Monthly Attendance & Time Averages

StudyHub: Monthly Attendance Averages PM



StudyHub: Monthly Time Averages PM



Who's coming to StudyHub?

StudyHub	September	October	November	December
Average minutes in StudyHub each session	28 min	28 min	35 min	36 min
Students who have attended StudyHub/total number of students in the MS	56/91 75%	33/90 36%	47/89 59%	34/89 42%
Students who have attended 1 time this month/total that attended StudyHub	11/56 27%	6/33 18%	15/47 32%	11/34 32%
Students who attended 2 or more times/total that attended	45/56 49%	27/33 81%	32/47 68%	23/34 68%
Frequent Flyers - students who came at least once a week to StudyHub	26	11	16	18



ARE YOU COMING TO HELPDESK??

A

I am making progress
and will keep working
independently!



B

I will be at HelpDesk
to work independently
or with a peer.

I plan on attending at:

10:30 am

2:00 pm

C

I will be at HelpDesk
and would like a
teacher's help.

I plan on attending at:

10:30 am

2:00 pm



Students, drag the icon!



Pear Deck Interactive Slide
Do not remove this bar

ARE YOU COMING TO **STUDYHUB**?

A

I am making progress
and will keep working
independently!



B

I will be at **StudyHub**
to work independently
or with a peer.

I plan on attending at:

10:30 am

2:00 pm

C

I will be at **StudyHub**
and would like a
teacher's help.

I plan on attending at:

10:30 am

2:00 pm



Students, drag the icon!



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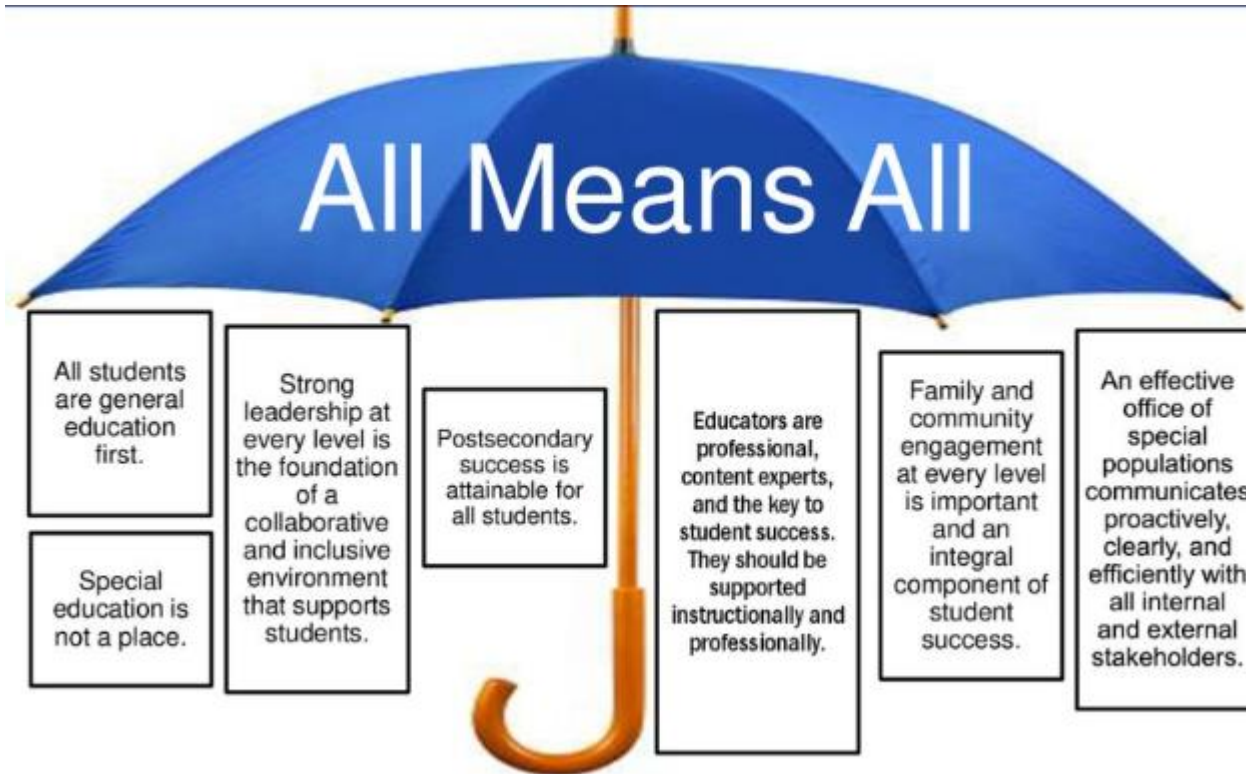
SE / GenEd Collaboration

— Reminders and Best Practices —

Collaboration

“The systematic process in which we work together to analyze and impact professional practice in order to improve our individual and collective results.”

All Learners are General Education Learners



Best Practices:



Collaborate



don't
give
up.



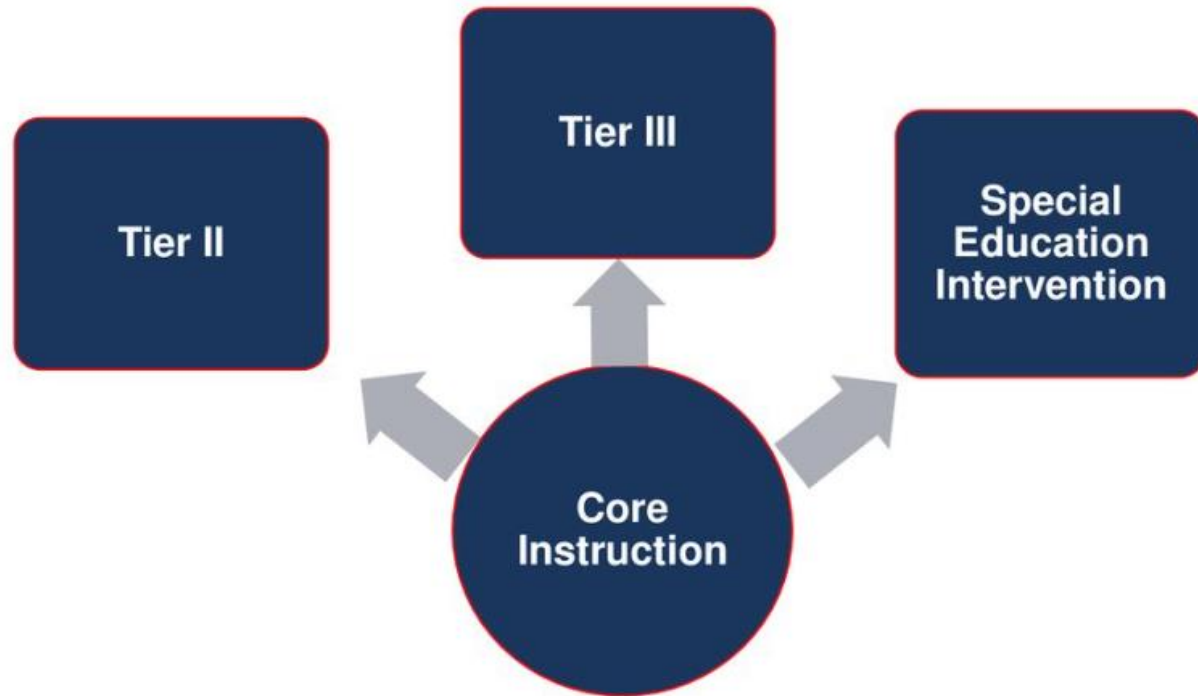
LEAST RESTRICTIVE ENVIRONMENT

The concept of a “Least Restrictive Environment”

We have to remember what public school was like before 1975. Students with disabilities had no guaranteed right to even be in the school building. Does your child have cerebral palsy? Too bad, we can't accommodate them here. Oh, they have vocal tics? Sorry, it's just too disruptive for all the other students and teachers. Does your child have an intellectual disability? They should probably be institutionalized.

Over 40 years of research and case law has refined the concept of the Least Restrictive Environment (LRE) that a student with disabilities should be educated. Simply put, a student cannot be removed from being taught alongside their typically developing peers unless all attempts have been made to provide the needed supplementary aids and services. In many cases, teachers and school administration become impatient with this process, leaving the special education teachers to advocate for their students.

Tier II, Tier III or Special Education Intervention: Core Instruction Plus A Skill Specific Intervention



Ponder this....

“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” ~Robert Stake

“As the cook, or teacher, we need to stop and taste the soup before we move forward with instruction. We need to design instruction so students can press the reset button and go back to learn what they missed the first time. We can use many techniques to assess student achievement and understanding.”

When an SE learner has not demonstrated progress - it is imperative that the SE Teacher/Case Manager be informed.

All communications to the LC/families or SE learners should be cc’d to their respective case managers and SE Administration.

Progress Monitoring

(adapted from M. Shinn and National Center on RTI)

General Outcome Measure (Broad/Universal)

- Is the student becoming a better reader?
- Test something small to make statements about something big.
- Track progress towards general curriculum goals.
- Less frequent.
- Assess on a standard & equivalent measure.
- Comparison to others, typically national.
- Rate of improvement specified.
- Lacks information for diagnosis of instructional planning.
- Informs program changes.

GOM

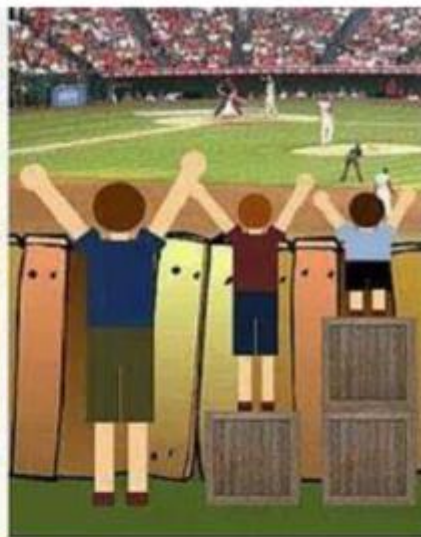
Mastery Measure (Needs Based)

- Did the student learn what I taught today/this week?
- Test something small to speak to something small.
- Track progress on specific skills based goals.
- More often.
- Assessment can change with the student.
- Comparison to a clear criteria for mastery.
- Fewer variables.
- The label “mastery” may be misleading – must assess for maintenance and generalization.
- Informs instructional changes.

MM



EQUAL



FAIR

Accommodations to the General Curriculum

- ~Do not reduce learning expectations

- ~Meet Standards using a variety of strategies and flexibility

le.... If a learner is not a great writer, then allow them to demonstrate they know in a different way.

- ~Adjust the format, content, delivery, material, presentation- the learner is not what needs to be “fixed”

- ~Increase access - enabling the student to participate more fully in instruction and assessment

- ~Permit the student to better demonstrate skills in alternative ways

Immediate Next Steps.....

Schedule time to meet with your respective SE Teacher/Case Manager colleague to review IEPs, to understand noted accommodations and to strategize how best to meet the needs of our diverse learners.

Review your Courses - now that your course content is fairly well established - please begin to think about ways to develop an alternative pathway for learners as they progress toward meeting standards.

Other

- Other topics and/or questions?
- For Semester-2, enter/update your daily schedule on your Google calendars and don't forget to add 'lunch'!
- MEVA virtual high school graduation on Friday, June 7th, 2:00 pm, and virtual eighth grade recognition ceremony on Friday, June 14th, 11:00 am.
- **MLK Birthday Holiday on January 15th**. Please cancel your live sessions.
- Next Process Improvement Meeting on Monday, January 22nd, 3:00 pm.

MEVA Academic 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