

# Process Improvement Meeting Agenda – 3/11

- MEVA Mission and Vision.
- Summer 2024 Planning.
- Literacy grant update.
- FY25 ESEA Application Development.
- Draft SY-2024/2025 Assessment Calendar.
- Win over the student initiative.
- SY-2024/2025 Re-Registration Update – Stephanie Emery.
- AI Guidelines – Caroline Peinado.
- iReady Algebra Data and Eighth Grade Algebra Students – Christina O’Grady.
- MTSS Instructional Strategy: Show and Tell – Dan Bernardini and Clarissa Bernardini.
- Other and next Process Improvement Meeting on **Monday, March 18<sup>th</sup>, 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

# Summer 2024

- Start advertising Summer 2024 in the April newsletter.
- There are twelve (12) faculty members participating in the summer instructional programming.
- Meet right after April vacation to begin planning for summer.
- Parents/LCs start signing up their students by May 1st. This will give them a month and a half to figure out their summer plans and allow us to reach out to families of struggling students and invite them to join.
- ONE Google form for students to sign up on, that would
- We need to streamline the sign-up process.

# FY25 ESEA Application Development

- MEVA is a Schoolwide ESEA Program.
- We have typically dedicated ESEA funds for supplementary instruction, via teachers and Educational Technicians.
- We are considering writing a project for Summer 2025, due to the expiration of federal relief monies.
- We are formally seeking input on the FY25 ESEA Application from all our stakeholder groups.

# Literacy Grant Update

- We have thirteen (13) faculty members signed up to participate in the literacy grant opportunity.

# Draft SY- 2024/2025 Assessment Calendar

Assessment Type	Fall Dates	Winter Dates	Spring Dates
<b>NWEA</b>	September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)	January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025)	**May 6, 7, & 8, 2025 (Makeup Day - May 9, 2025).
<b>MEA (ELA &amp; Math)</b>	October, 2024	NA	May 2025
<b>MEA (Science)</b>	NA	NA	May 19-30, 2025 (tentative)
<b>ACCUPLACER</b>	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
<b>iReady</b>	<b>7<sup>th</sup> &amp; 8<sup>th</sup> Graders</b> - Standards Mastery assessment, August 26-30, 2024 <b>8<sup>th</sup> Graders</b> for Fall 2024 - June 3-7, 2024 <b>9<sup>th</sup> Graders</b> for Fall 2024 - throughout the summer and August 26-30, 2024 <b>10<sup>th</sup> Grader</b> (new only) for Fall 2024 - diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills	January 16-24, 2025	May 27-June 6, 2025

\*\*Alternative dates are April 15, 16, & 17, 2025, with makeups after April vacation, or April 29, 30, & May 1, 2025, with a makeup day May 2, 2025

# 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

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- **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

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- 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

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

# 24-25 Re-Registration

- *Please continue to remind families & students about Re-Registration. A list of unknown statuses by grade level, will be shared out to staff.*
  - **Current Re-Reg Stats – 3/8/24 @ 3:10 PM**
  - *Returning – 323*
  - *Not Returning – 14*
  - *Status Unknown – 32*
  - **Percent Returning So Far – 87.53%**
  - **Overall Response Rate – 91.32%**
-

# Returning Percentages by Gradeband

Gradeband	% Returning
7th	88%
8th	81%
9th	93%
10th	95%
11th	81%
Total:	323/369 = 87.53%

# Artificial Intelligence: Is It Plagiarism?

What do **YOU** Think?



# Essential Question



What is the impact of artificial intelligence  
on how we learn and create?



# Learning Objectives

1

Define artificial intelligence (AI) and generative AI



2

Identify the potential impacts of generative AI



3

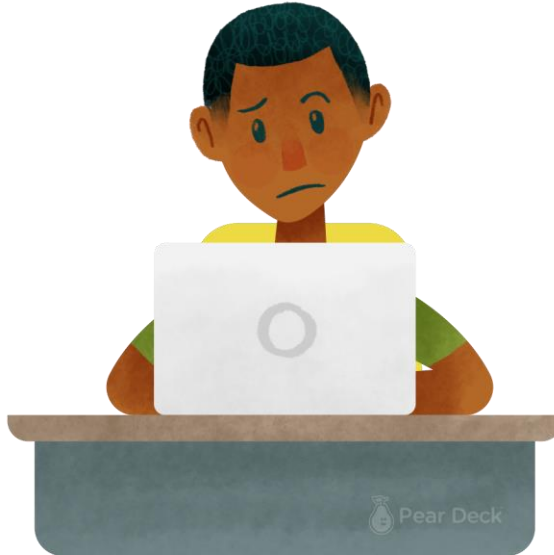
Discuss the ethical use of AI in school



# What is your level of experience with AI like ChatGPT?



I have used it and  
understand it well



I know about it but I  
haven't used it at all



I have never heard of this  
before!



Students, drag the icon!





# Generative AI

a type of AI that can create content, including text, images, and audio





WATCH + DISCUSS



Wall Street Journal. (Dec 7, 2022). [ChatGPT, Explained](#): What to Know About OpenAI's Chatbot. (6:59)

- What is ChatGPT and what can it do?
- How was ChatGPT "trained"?
- What are some limitations of generative AI?



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# Plagiarism



using someone's creative work without  
providing credit to them





# Original Author Dilemma

*Ada has a writing assignment due tomorrow, but she hasn't started writing. She heard on social media about a tool that can create an outline or even an entire paper using a simple prompt. She decides to use the tool to help her finish the assignment on time.*

*She types the assignment prompt into the tool and the tool generates a five-paragraph essay. Ada reviews the essay that the tool wrote. She changes a few words throughout the paper and writes a new conclusion paragraph based on information she learned in class. Ada submits the assignment to the teacher on time.*

**Was it OK that Ada used this tool for the assignment?**



# What do YOU Think?

Please respond to the following questions by checking YES or NO

IS THIS AN ACCEPTABLE USE OF AI?	YES	NO
What if Ada cited the tool as a resource in her assignment?		
What if Ada used the tool to create an outline, but then wrote the entire paper herself?		
What if Ada's teacher used the same tool to give students feedback on their essays?		
Should assistive writing (generative AI) technology be banned in schools?		

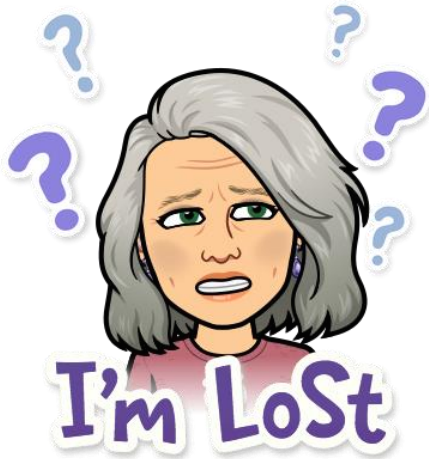


Students, draw anywhere on this slide!

Pear Deck Interactive Slide  
Do not remove this bar

# What Do YOU Say?

If you were Mrs. Peinado, what how would you handle a suspected case of plagiarism?



Source: /Noelle Cheek



Students, write your response!

Pear Deck Interactive Slide  
Do not remove this bar

# Your Thoughts

What is one new thing you learned?

How could AI change schools?

How might YOU use AI?

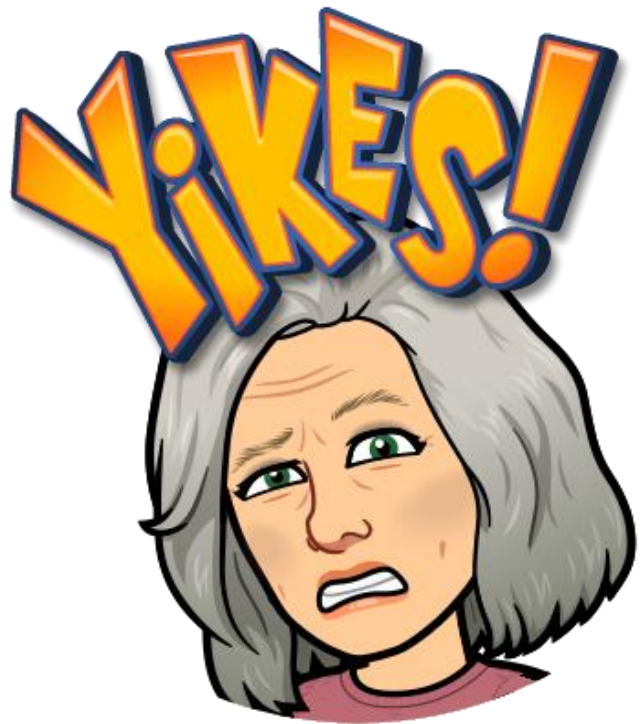
Should teachers be concerned about student misuse of AI?



Students, draw anywhere on this slide!



# What Does MEVA Say?



## Plagiarism

Plagiarism and/or cheating is taken seriously at Maine Virtual Academy. The policy on plagiarism can be found in full in the handbook on page 29.

Cheating (giving or receiving information) and plagiarism on class work may result in a zero grade for the assignment without the opportunity to complete an additional assignment to make up lost points. This policy includes any coursework that is uploaded to such websites as CourseHero, Brainly, etc.

The following procedure governs identification and discipline for instances of academic dishonesty:

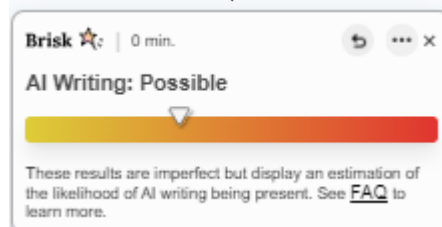
**1st Offense:** The teacher will setup and participate in a phone conference with the family and log the information in the school system. The teacher will alert the head of school. The student will not receive credit for the plagiarized assignment. In addition, the student will be required to review the plagiarized lesson and complete the plagiarized lesson for 70% of the original points.

**2nd Offense:** The student and Legal Guardian will attend a conference with the head of school and teacher. The student may not be allowed to rewrite/redo the assignment.

**Continued Offenses:** Additional disciplinary action may be taken and may result in failure of the course.

# One more thing....

AI Detection  
Tools are  
hard at work!



We need to work  
together to identify  
appropriate uses of AI...



## Option #1 RED LIGHT

Collaboration with AI software is **not permitted** on this activity.

- Quizzes or tests
- Short answer questions that are designed to assess your understanding
- Activities that are part of a larger assessment

## Option #2 YELLOW LIGHT

Students are **required to obtain permission** from their teacher before collaborating with peers or AI on this activity.



- Long-term projects
- Problem-solving tasks



### **Option #3 GREEN LIGHT**

Students are **encouraged to use AI software** for their work on this activity but must first see their teacher so they can discuss how they plan to use these tools and how they will indicate their use in their work

- Use as a brainstorming tool for creative writing
- Research projects that involve gathering and analyzing information

# iReady Data

	Total # Fall	Total # Winter	Growth Events	#NG	%NG	#PG	%PG	#ZG	%ZG
Algebra 1 Essentials	34	21	19	5	26%	14	74%	0	
Algebra 1	41	33	31	13	42%	17	55%	1	3%

# iReady Data

Larchar/Castro							
Algebra 1							
	Total #	# Y	% Y	# N	% N	# N*	% N*
0-20th							
21-40th	6	3	50%	3	50%	0	0%
41-60th	10	4	40%	6	60%	0	0%
61-80th	9	6	67%	2	22%	1	11%
81-99th	6	4	67%	2	33%	0	0%
Total	31	17	55%	13	42%	1	3%

Violette/Hart							
Algebra 1 Essentials							
	Total #	# Y	% Y	# N	% N	# N*	% N*
0-20th	6	3	50%	3	50%	0	0%
21-40th	10	8	80%	2	20%	0	0%
41-60th	2	2	100%	0	0%	0	0%
61-80th	1	1	100%	0	0%	0	0%
81-99th							
Total	19	14	74%	5	26%	0	0%

# 8th Grade Students in High School Courses

**2022-2023**

**Compared to Maine Through Year (Spring 2023)**

There were only two middle school students who completed high school math courses last year.

1 was in Algebra 2: scored Above State Expectations

1 was in Algebra 1: scored At State Expectations



# 8th Grade Students in High School Courses

**2023-2024**

**NWEA Data**

There are nine Middle School students enrolled in High School Mathematics Courses.

8/9 (88.9%) Met their Fall to Winter Growth Target

1/9 (11.1%) Did not meet their Fall to Winter Growth Target

# 8th Grade Students in High School Courses

2023-2024

iReady Data

There are nine Middle School students enrolled in High School Mathematics Courses.

7/9 (77.8%) Completed the Fall and Winter Diagnostic iReady Assessments

7/7 (100%) Showed growth on their iReady Assessment in the Winter

Breakdown of levels:

3/7 are Early-8<sup>th</sup>

3/7 are Mid-8<sup>th</sup>


1/7 is Late-8<sup>th</sup>



# Show and Tell



Clarissa Bernardini and Dan  
Bernardini





What is Show and Tell?

Let me start!

This is a picture of me from a recent Library magic show with the Librarian and my fur friend Sherlock Bones.

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# Show and Tell

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According an article published by the University of Tennessee, show and tell is talking about the concept and then showing them evidence to support it.

- Talk about the concept being taught
- Demonstrate what the expectation is



You should normally start your lessons with show and tell. Put simply, telling involves sharing information or knowledge with your students while showing involves modeling how to do something. Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to tell them what they need to know and show them how to do the tasks you want them to be able to do. You don't want to spend your entire lesson having the kids listening to you, so focus your show and tell on what matters most. To do this, have another look at your lesson goal.

# Examples

## Conceptual

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When providing parameters for an assignment, *tell* your students what you want to see in a final product, and then *show* them an ideal example.

## Practical

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When performing a science experiment, *tell* your students what the end result will be, and then *show* them how to achieve those results by completing it in front of the class.

When discussing a particular period in history, *tell* your students what the event was like, and then *show* them by sharing primary resources.

# Questions



Do you actively engage in show and tell?



# Sources

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<https://newsroom.unl.edu/announce/csmce/5272/29630>

<https://www.clickvieweducation.com/blog/teaching-strategies/evidence-based-instructional-strategies>

<https://www.edutopia.org/article/high-school-show-and-tell/>

# 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'!
- Next Process Improvement Meeting on Monday, March 18<sup>th</sup>, 3:00 pm.
- Friday, March 15<sup>th</sup>, is a teacher/student day off. Please cancel your live sessions to suit.
- Looking ahead, April break begins on Friday, 12<sup>th</sup>, and ends on the 19<sup>th</sup>. Please cancel your live sessions to suit.
- MEVA virtual high school graduation on Friday, June 7<sup>th</sup>, 2:00 pm, and virtual eighth grade recognition ceremony on Friday, June 14<sup>th</sup>, 11:00 am.

# MEVA Academic Assessment Calendar

2023-2024 School Year

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