

# Process Improvement Meeting Agenda – 4/1

- MEVA Mission and Vision.
- FY25 ESEA Application Development.
- Progress Monitoring: Accuplacer Results to date.
- Progress Monitoring: Spring '24 Panorama Survey Project and Participation Goals/Current Results.
- Win over the student initiative.
- Progress Monitoring: Continuity of Enrollment (Re-Registration) Update – Stephanie Emery.
- Maine Through Year (MTY) and Science Assessment Update – Stephanie Emery.
- Curriculum Maps – Christina O'Grady.
- MTSS Intervention Strategies: Graphic Organizers – Jennifer McNally.
- Guidance Update: FAFSA Completion Progress Monitoring – Heather Tyler.
- Other and next Process Improvement Meeting on **Monday, April 22<sup>nd</sup>, 3:00 pm.**
- Reminder: Brisk training tomorrow, 2<sup>nd</sup>, at 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

# 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. **Our analysis of summer data indicates that this programming makes a positive difference in students' outcomes.**
- We are formally seeking input on the FY25 ESEA Application from all our stakeholder groups.

# Progress Monitoring: Accuplacer Results, 3/28

March 28, 2024 – All Expected to Graduate (n = 150)

Subgroup	College-Ready Reading	College-Ready Math
With 504 Plan	36/41 = 87.8%	35/40 = 87.5%
Without 504 Plan	87/102 = 85.3%	88/102 = 86.3%
Delta	Meets – Subgroup is Above 75%	Meets – Subgroup is Above 75%
Special Education (SE)	24/31 = 77.4%	20/31 = 64.5%
Non-SE	98/112 = 87.5%	103/111 = 92.8%
Delta	Meets – Subgroup is Above 75%	Does Not Meet – Subgroup is Below 75%
Male	49/55 = 89.1%	49/55 = 89.1%
Female	73/88 = 83.0%	74/87 = 85.1%
Delta	Meets – Each Subgroup is Above 75%	Meets – Each Subgroup is Above 75%
Economically Disadvantaged	44/54 = 81.5%	49/53 = 92.5%
Non-Economically Disadvantaged	78/89 = 87.6%	74/89 = 83.1%
Delta	Meets – Subgroup is Above 75%	Meets – Subgroup is Above 75%
Total	122/143 = 85.3% (Meets)	123/142 = 86.6% (Meets)

# Accuplacer: Math Subgroup Results

- MEVA's largest need, according to the Accuplacer results, is math subgroups.
- How can we leverage summer programming to build students' math skills?

# Spring '24 Panorama Survey Project

- The Spring '24 Panorama Survey launched on **Monday, March 25<sup>th</sup>**.
- All MEVA faculty received their surveys directly from the Charter Commission.
- We distributed the surveys to families and students.
- Students need to input their unique access codes to access the survey.
- We are aiming to attain our target participation in each stakeholder group by **Friday, April 12<sup>th</sup>**.
- Target participation rates: Faculty 100%; Families 35%; and Students 75% .

# Panorama Participation as of 2:15 pm, 4/1

Select a survey to view

Choose a survey ▼

Download ▼

## Spring 2024: All Survey Results

▲ Name	◄ Panorama Teacher Survey	◄ Family-School Relationships Survey	◄ Panorama Student Survey (School-Level)
 <b>Maine Virtual Academy</b>	<b>98.4% - 60/61</b>	<b>151 responses</b>	<b>58.8% - 248/422</b>

No additional results found

# 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 Wrap Up:



- Current Re-Reg Stats – 3/28/24 @ 11 AM
- *WAY TO GO MEVA!!!!!!!!!!*
- *Returning – 334*
- *Not Returning – 15*
- *Status Unknown – 3*
- *Percent Returning – 95%*
- *Overall Response Rate – 99%*





# Testing Updates:


Testing Computers: Will have both the “NWEA State Solutions” (Maine Through Year Math/ELA) Icon on the desktop along with the “ADAM” (MEA Science) Icon.



## Detailed & Individualized Site Schedules:

- Will be released at the end of April on a shared workbook. This workbook will mirror the same format as last assessment period.

## Main Site Proctors & Travel Proctors:

- Trainings will be updated in Vector and shared with everyone in April.
  - Proctor assignments will be sent via DocuSign at the end of the week.
  - Test kit pick up dates: May 8<sup>th</sup> – 10<sup>th</sup>
- 



*Testing Updates Continued...*

#### Kit Pick Up/Drop Off Requirements of the Ballard Center:

- Loading and unloading must be done at the south wing loading doc on floor LL2. Lobby entrance loading/unloading is prohibited.

#### What is the Difference Between a Site and Travel Proctor?

- **Site Proctors** – Are proctors assigned to one of the 8 main testing locations. These sites are established to test most of the student population.
- **Travel Proctors** – Are proctors who travel throughout the state as needed, for individualized testing accommodations. This team handles testing for students who will not be testing at one of the 8 main locations. Test coordination and scheduling is handled by the travel proctors.



# Points of Contact for Assessments



District Assessment Coordinator “DAC”: Dr. Melinda Browne [mbrowne@mainevirtualacademy.org](mailto:mbrowne@mainevirtualacademy.org)

Business Manager: Testing materials, site stay - accommodation needs, expense reimbursement: Jillian Dearborn [jdearborn@mainevirtualacademy.org](mailto:jdearborn@mainevirtualacademy.org)

“DAC” / Technology Coordinator (State Assessments) / Testing Coordinator: Stephanie Emery [semery@mainevirtualacademy.org](mailto:semery@mainevirtualacademy.org)

Maine Through Year & NWEA Growth – “DAC” Support & Testing Coordinators:

- Don Fournier: [dfournier@mainevirtualacademy.org](mailto:dfournier@mainevirtualacademy.org)
- Christina O'Grady: [cogrady@mainevirtualacademy.org](mailto:cogrady@mainevirtualacademy.org)

SE Testing Coordinator (MSAA / MEA) & Testing Accommodations: Lena Vitagliano: [lvitagliano@mainevirtualacademy.org](mailto:lvitagliano@mainevirtualacademy.org)

MSAA Assessment & WIDA Tech Coordinator & Testing Support Team: Mehry Mohammadi [mmohammadi@mainevirtualacademy.org](mailto:mmohammadi@mainevirtualacademy.org)

Testing Support Team (Site Securement & Test Rescheduling / Outreach Support):

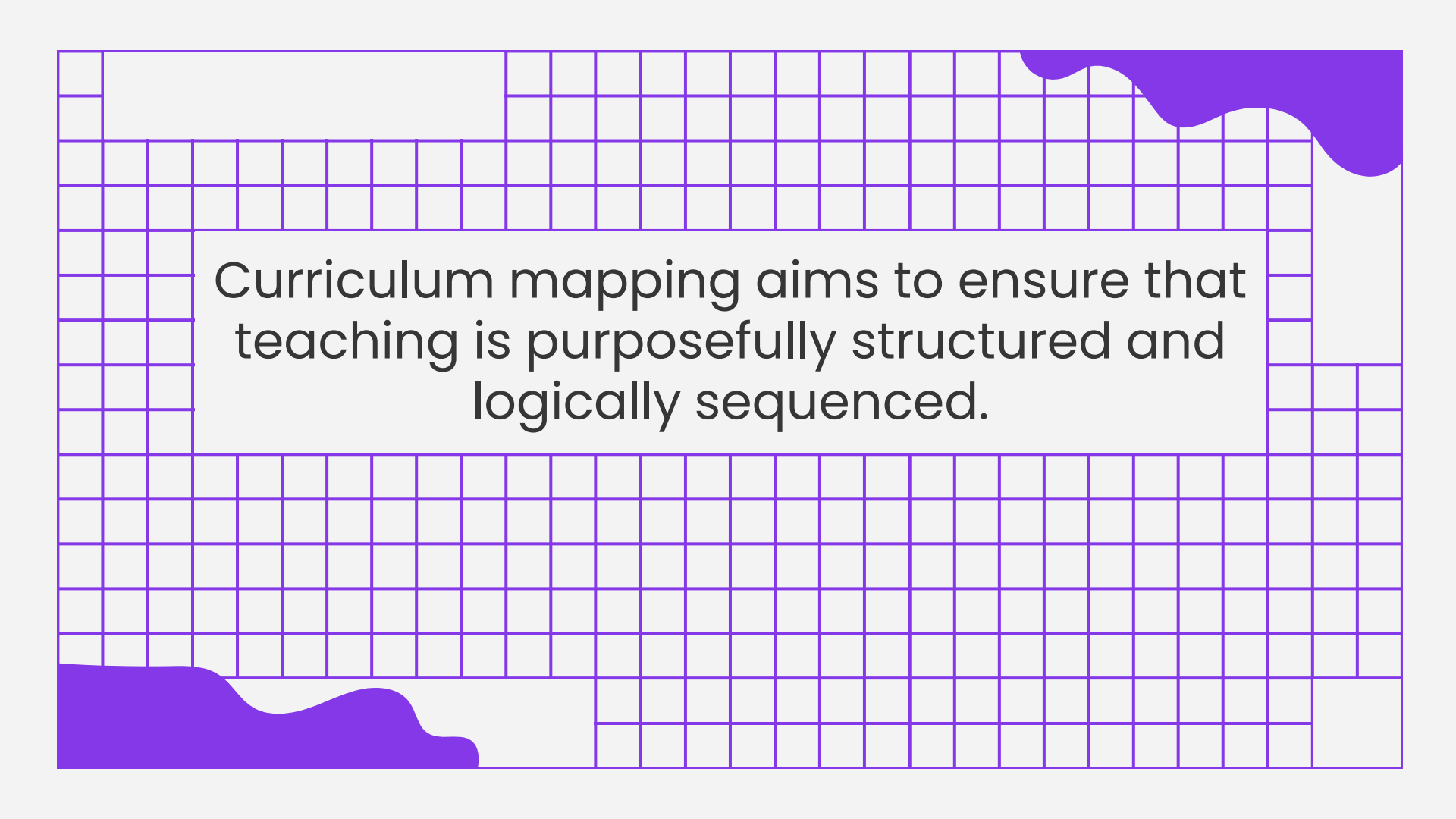
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# Curriculum Mapping

April 1, 2024



Curriculum mapping aims to ensure that teaching is purposefully structured and logically sequenced.

# To Do List - Curriculum Mapping

## Review Map

Does your map align with what Brightspace/D2L looks like?

01

03

## Review Standards

Do the standards on your maps reflect what is being taught?

## Filling in Gaps

Update/Edit map to reflect Brightspace/D2L

02

04

## Next Steps

Learning Objectives, Desired Results, and Resources

***Intended Curriculum***

*Key dynamics: Social  
ideals and political  
vision, etc.*

***Design***

***Evaluation***

*The ultimate goal is to  
implement the intended  
curriculum as planned to  
achieve the intended student  
outcomes*

***Implementation***

***Implemented Curriculum***

*Key dynamics: Teachers' personal/  
professional characteristics, the  
conceptions of curriculum, etc.*

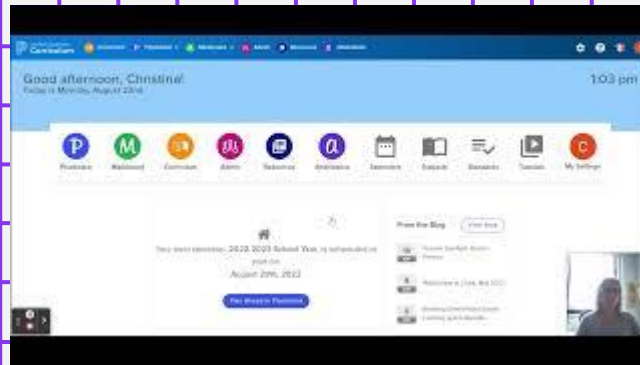
***Achieved Curriculum***

*Key dynamics: Students' cognitive,  
affective, or psychomotor  
characteristics, learning opportunities  
offered to students, etc.*



# Filling in the Gaps

The linked video gives an overview of how to use the Chalk program. This program was originally introduced last school year.



# Review Standards

Ensure that the standard alignment in Chalk is accurate to what is being taught in the classroom. This process allows us to accurately evaluate the standards our students are exposed to.

# Next Steps



## Assessments

Aligned to standards



## Desired Results

What you hope students will learn



## Learning Opportunities

How students will accomplish the desired results





# Graphic Organizers

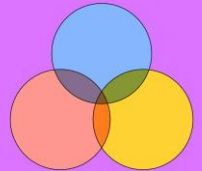




# What is a Graphic Organizer?

They are visual tools that put your thoughts into pictures. It demonstrates relationships between facts, ideas, and concepts that guide your thinking as you fill in the diagram.

Source: Learning Disabilities of America  
<https://ldaamerica.org/info/graphic-organizers/>



# MEVA Intervention Definition:

- A graphic organizer is a visual tool that helps students organize and represent information. It typically includes diagrams, charts, or other visual aids that display relationships between concepts or ideas. Graphic organizers are designed to facilitate learning and comprehension by providing a structured framework for organizing information, making it easier for students to grasp complex concepts.

# Why should you use a Graphic Organizer?

Students with learning disabilities are often visual learners and thinkers.

Using maps, pictures, diagrams, and charts will help them to remember information better when their concepts, thoughts, and ideas are put into this form.

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Graphic organizers are  
for all learners

They can help organize ideas and put them in a visual context. It can plan what to write, brainstorming, compare and contrast, and so many more ideas

When a learner uses a graphic organizer, they create a resource that they can refer back to as well as add additional information.

# What are they used for?

- Compare and Contrast - Venn Diagram
- Organizing information - Concept Map
- Pre-Writing - Paragraph hamburger

There is a graphic organizer for just about anything.

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But...we are in a  
virtual  
environment.  
How do we use  
them?

There are many apps/add-ons/websites that you can use to create graphic organizers.

If you are creative enough, you can create your own.

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This one is from Canva. It is shareable and interactive.

## 3 KINDS OF KINDNESS

How will you practice each kind of kindness? Use this space to track your actions!

KINDNESS TO OURSELVES	KINDNESS TO OTHERS	KINDNESS TO THE WORLD
Being patient and compassionate with yourself	Treating people with respect and care	Taking steps to protect and restore nature

**Sticky Notes:**

- Hold open the door for someone behind you
- Use reusable straws - plastic, metal, or paper
- Write your own kindness for yourself
- Write your own kindness for others
- Write your own kindness for the world
- When you make a mistake, forgive yourself and take a deep breath

# Completed project

**3 KINDS OF KINDNESS**

How will you practice each kind of kindness? Use this space to track your actions!

**KINDNESS TO OURSELVES**

**DOES**

When you make a mistake, forgive yourself and take a deep breath.

**DOES**

Tell yourself that you can do anything.

**DOES**

Take time for yourself. Take a walk, draw or just sit and be present.

**DOES**

Make time for a hobby that you enjoy.

Being compassionate if

**KINDNESS TO OTHERS**

**DOES**

Hold open the door for someone behind you.

**DOES**

Be respectful to others.

**DOES**

Remember that someone may be struggling and not show it to the best.

**DOES**

Pay it forward. It doesn't have to be a monetary thing. Do something nice.

Treating people with respect and care

**KINDNESS TO THE WORLD**

**DOES**

Use reusable straws - plastic, metal or paper.

**DOES**

spread positivity and be kind to others.

**DOES**

Participate in a beach cleanup in the Spring.

**DOES**

Write your own kindness for the world.

Taking steps and restore nature

Write your own kindness for others

# FAFSA Update 4/1/2024

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- At this time **24 MEVA seniors/early grads** have completed the FAFSA. Considering the delayed opening of the application and the multiple issues encountered, this number is quite positive.
- Community college is offering free tuition through class of '25 and the FAFSA is required.
- FAFSA deadline info:
  - Students need to file **ASAP** to maximize eligibility.
  - Schools may have different deadlines. **Students need to check with their schools.**
  - To be considered for a Maine State Grant, the deadline is **May 1, 2024.**

# **What we are doing to promote FAFSA completion**

- FAME Help Session for MEVA families.
- Newsletters and Bulletins.
- MEVA swag drawing.
- Once we are given access to a list of students who have completed the FAFSA we will make efforts to reach out to those who have not completed it yet.

# What you can do to help

- Remind your seniors and early graduates to complete the FAFSA. Direct them to Heather Tyler if they have questions.
- Direct families to the next FAME Virtual Help Session on April 2 at 6:00 pm: [Virtual FAFSA Help Session](#). Feel free to post this in your Brightspace shell, etc.

# 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'!
- 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.
- Next Process Improvement Meeting on **Monday, April 22<sup>nd</sup>, 3:00 pm.**
- 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

# 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