

Process Improvement Meeting Agenda – 4/22

- MEVA Mission and Vision.
- Snippets from Literacy Grant – Reasons to Participate.
- Summer 2024 Planning.
- Progress Monitoring: Spring '24 Panorama Survey Project and Participation Goals/Current Results.
- Win over the student initiative.
- Maine Through Year (MTY) and Science Assessment Update – Stephanie Emery.
- Year End Transition (YET) – Stephanie Emery.
- **Spring '24 NWEA MAP Growth Proctoring – Christina O'Grady.**
- MTSS Intervention Strategies: Reteaching – Carlotta Thompson.
- Progress Monitoring: Help Desk and Study Hub – Nicole Hart and Nicholas Sherwood.
- MTSS Intervention Strategy: Motivation Monday – Nicole Hart.
- Guidance Update: Early College Program – Heather Tyler.
- Other and next Process Improvement Meeting on **Monday, May 6th , 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

Snippets from Literacy Grant Work Session #1 – Reasons to Participate

- Increase strategies for promoting literacy in multiple disciplines.
- Give more materials outside the classes.
- Finding more ways to bridge the gaps that are showing on the NWEA data.
- Opportunity to collaborate makes the school stronger. Addressing lack of confidence. Other ways to demonstrate what they know. Other assessments.
- Incorporate literacy skills, with emphasis on vocabulary in Executive Functioning as well as math. Planning on a book study for summer school that will be very vocab heavy.
- Always seeking new strategies and ideas for raising both engagement, understanding, and overall excitement for reading and literacy.
- Increase student understanding of literacy and how it applies to math. Word problems are a focus. Math has its own dictionary. Decrease negative connotation by building literacy.
- Practically speaking, I am looking for structured time to develop curricula within the courses I support. I am also looking forward to collaborating to investigate opportunities for cross-content writing and reading instruction, which I think will ensure consistency in terms of what students are learning.
- Confidence to write in math.
- Unconfident about using words.
- Metacognition and reflection. Make connections.

Summer Planning

- Our first summer planning meeting is on Thursday, April 25th at 3:00 pm.

Spring '24 Panorama Survey Project

- The Spring '24 Panorama Survey launched on **Monday, March 25th**.
- 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 12th**.
- Target participation rates: Faculty 100%; Families 35%; and Students 75%.


Panorama Participation as of 4/22

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)
 Maine Virtual Academy	100% - 61/61	198 responses	77% - 325/422

No additional results found

Celebrate Spring '24 MEVA Panorama Survey Participation as of 4/22

- Teachers/Staff – 100%.
- Students – 77%.
- Families – 52%.
- Congratulations to everyone for helping MEVA meet the participation goal in each stakeholder group.
- Next steps: MEVA's results will be evaluated by the MCSC, who will determine we meet the school climate targets.
- Our faculty will review our results in June, August, and September, adjusting our action plan to suit.

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

Testing Timeline

- Proctor Trainings -



To be released by Proctor this week

April

- Testing Schedules/Workbook -

Access will be granted the last week of April /
May

- Meetings -

Lead Proctors & Travel Team please watch for
invites

- Testing Kits: Revision to pick up dates -

May

May 10th kits will be available for
pick up.

Important info to be discussed
surrounding pick ups coming soon!

Points of Contact for Assessments



District Assessment Coordinator "DAC": Dr. Melinda Browne mbrowne@mainevirtualacademy.org

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

"DAC" / Technology Coordinator (State Assessments) / Testing Coordinator: Stephanie Emery semery@mainevirtualacademy.org

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

- Don Fournier: dfournier@mainevirtualacademy.org
- Christina O'Grady: cogrady@mainevirtualacademy.org

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

MSAA Assessment & WIDA Tech Coordinator & Testing Support Team: Mehry Mohammadi mmohammadi@mainevirtualacademy.org

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

- Gina Davis gdavis@mainevirtualacademy.org
- Meghan Crosby mcrosby@mainevirtualacademy.org
- Karlie Clarke kclarke@mainevirtualacademy.org
- Nicole Safford nsafford@mainevirtualacademy.org



Year End Transition (YET)

- 6/14 – This is the *last day students can submit course work*. Semester 2 officially ends on this date.
- Grades for Graduates – are not submitted separately. Please finalize grades for all students in your gradebooks.
- 6/17 – NEW **HARD DEADLINE**- Last day to submit final grades to Operations (Steph Emery & CC Don).
 - Set your grade scheme to the MEVA default. 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.

ASYNCH Courses: Will be continued throughout summer. Please continue to use the same process with submitting final grades by using this form, link: [23-24 Async Courses Final Grade Form](#)

23-24 ASYNCH/Self-Paced shells will be closed by COB 8/09/2024. New ones will become active on the first day of school. Summer grades outside of Self-Paced courses, need to be submitted by 8/09/24 following the same YET process.

Training/Information: Please refer to the SET/YET training slides within Vector, for step-by-step Instructions and expanded information.

Changes to YET

Due to a backend change in systems (not impacting Teachers). We need to bump final gradebook submissions up a day.

NEW Gradebook
Submission Due Date:
June 17th - Hard deadline



NWEA Assessment Plan (Spring)

Roles & Responsibilities

01

NWEA Administrator: Christina is responsible for importing the NWEA roster, creating the NWEA tracker, and data analysis of the participation numbers.

02

Proctoring Lead: Varying by grade level groupings, is responsible for initiating communication with the grade level grouping team. This position has been assigned.

03

Proctoring Support: Varying by grade level groupings, is responsible for marking attendance and outreach to absent students.

04

Special Education Case Manager: Varying by grade level, is responsible for creating a testing schedule for students on their caseload, testing the students on their caseload, and running any needed makeup sessions. They are responsible for reaching out and coordinating testing with their supports.



General Education Process

1. The NWEA Administrator will update the NWEA tracker to reflect the current roster of students by grade level. The **Proctoring Lead** and **Proctoring Support** groups will be assigned to each group of students. The NWEA Administrator will assign the **Lead Teachers** (teacher of record for one of the MEVA courses) to run the afternoon makeup session for each grade level. This testing should happen as a grade-level team. The **Support Teachers** (Ed Techs/Teachers who support classes but do not lead a class) will be available to help administer the testing for Special Education students. ***Note:** groupings for Special Education will reflect the accommodations specified on their IEPs.
2. The Proctoring Lead and Proctoring Support for each grade level grouping will coordinate amongst themselves (initiated by the Proctoring Lead), including the NWEA administrator, who will set up the NWEA test sessions in Zoom, create the Brightspace calendar invite, and the Brightspace announcement. ***Note:** all testing must be completed within Zoom to allow adequate breakout rooms.
3. 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 Lead Teachers so Support Teachers can assist with the Special Education testing.
4. After the initial three testing days, all General Education makeup sessions will be scheduled and completed by the NWEA Administrator. It is the Proctoring Lead and Proctoring Support's responsibility to try to test as many students as possible during the three main testing days.

Special Education Process

1. The NWEA Administrator will update the NWEA tracker to reflect the current roster of students by grade level. The Special Education students will be grouped on the grade-level tabs and within the grade-level advisory shells by the case manager.
2. 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 indicate 1:1 testing accommodations, 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).
3. 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 their screen.
4. 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.
5. 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

Morning Session Grouping

GE Proctoring Lead: Nic Taylor

GE Proctoring Support: Lauren Sroka (Kristen Schmidt & Kim Pasternack are also 7th Grade advisors but will be utilized by RISE and 8th Grade for testing as that is where the need is)

Afternoon Makeup Session

GE Proctoring Lead: Nic Taylor

GE Proctoring Support: Lauren Sroka

Afternoon Special Education Proctors

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

Proctoring Supports: Denise Harlow, Janifer White, & Kristen Schmidt

8th Grade

Morning Session Grouping

GE Group 1: Proctoring Lead: Steph Martitz

GE Group 1: Proctoring Support: Chelsea Osgood

GE Group 2: Proctoring Lead: Janifer White

GE Group 2: Proctoring Support: Denise Harlow

GE Group 3: Proctoring Lead: Kim Pasternack

GE Group 3: Proctoring Support: Kristen Schmidt

Afternoon Makeup Session

GE Proctoring Lead: Steph Martitz

GE Proctoring Support: Chelsea Osgood & Kim Pasternack

Afternoon Special Education Proctors

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

Proctoring Supports: Denise Harlow, Janifer White, Kristen Schmidt

What this looks like in practice

9th Grade

Morning Session Grouping

GE Group 1: Proctoring Lead: Heather Larchar

GE Group 1: Proctoring Support: Clarissa Bernardini & Beth Reed

GE Group 2: Proctoring Lead: Gayle Langis

GE Group 2: Proctoring Support: Louise McMillan

GE Group 3: Proctoring Lead: Colleen Ford

GE Group 3: Proctoring Support: Holly Russell

Afternoon Makeup Session

GE Proctoring Lead: Heather Larchar

GE Proctoring Support: Clarissa Bernardini, Colleen Ford, & Louise McMillan

Afternoon Special Education Proctors

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

Proctoring Supports: Holly Russell & Gayle Langis

10th Grade

Morning Session Grouping

GE Group 1: Proctoring Lead: Matt Corbett

GE Group 1: Proctoring Support: Carlotta Thompson

GE Group 2: Proctoring Lead: Anthony Barletta

GE Group 2: Proctoring Support: Jenn Conrad

GE Group 3: Proctoring Lead: Nicole Hart

GE Group 3: Proctoring Support: Mary Violette & Melissa Dubovik

Afternoon Makeup Session

GE Proctoring Lead: Nicole Hart

GE Proctoring Support: Carlotta Thompson, Anthony Barletta, Melissa Dubovik, & Mary Violette

Afternoon Special Education Proctors

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

Proctoring Supports: Matt Corbett & Jenn Conrad

What this looks like in practice

11th Grade

Morning Session Grouping

GE Group 1: Proctoring Lead: Alex Campbell

GE Group 1: Proctoring Support: Tony Pranses

GE Group 2: Proctoring Lead: Lacey Campbell

GE Group 2: Proctoring Support: Nelson Peters

GE Group 3: Proctoring Lead: Lauren Lugdon

GE Group 3: Proctoring Support: Jason Iannone

GE Group 4: Proctoring Lead: Alicia Uth

GE Group 4: Proctoring Support: Nicholas Sherwood & Vanessa Richardson

Afternoon Makeup Session

GE Proctoring Lead: Vanessa Richardson

GE Proctoring Support: Alex Campbell, Tony Pranses, & Alicia Uth

Afternoon Special Education Proctors

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

Proctoring Supports: Lauren Lugdon, Lacey Campbell, Nelson Peters, & Nicholas Sherwood



NWEA: Week-At-A Glance


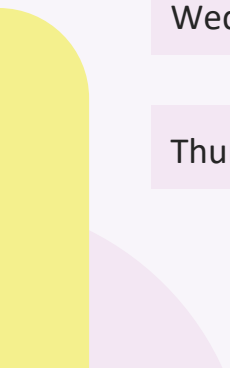


Monday: Regular Class Day, SE may be testing students

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






NWEA: Tracker

In the process of being updated. I will share it out once it's been updated.



Next Steps

1. Proctoring Leads communicate with your Proctoring Supports to make a plan (include Don & Christina on these communications).
 2. Email advisory students and LCs from your group with the NWEA test dates and the Zoom link, include Don and Christina on these emails by **Wednesday, April 24th**.
 3. Create an announcement in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by **Wednesday, April 24th**.
 4. Create a calendar event in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by **Wednesday, April 24th**.
 5. During the **April 29th** advisory meeting go through the Advisory slides.
- 



NWEA: General Education Makeups



1. 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. Unless extenuating circumstances, students should not be offered the additional makeup sessions but rather encouraged to do the afternoon sessions for makeups.
2. 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.
3. NWEA Makeup Days for General Educations students are already scheduled for **Friday, May 3rd, Monday, May 6th, Tuesday, May 7th, AM ONLY Wednesday, May 8th, AM ONLY Thursday, May 9th, and Friday, May 10th.**
4. Christina will make sure the general education students who need to attend the makeup sessions (outside of the three testing days) are in the makeup session groups.



NWEA: Special Education Makeups

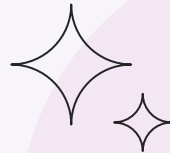


1. Special Education case managers are responsible for setting up the makeup sessions for their students who do not test during the testing week.
2. If you need help with this please reach out to Christina and she can assist in setting up sessions and testing students.

Resources

NWEA Cheat Sheet

NWEA Test Day Slides





RE-TEACHING

WHAT IS RE-TEACHING FOR
STUDENT GROWTH?

INTRODUCTION

What it Takes to Reteach

As teachers, we must ask, "What does this student need to grasp a particular concept or skill?"

At its core, reteaching is about **"FLEXIBLE INSTRUCTION THAT'S RESPONSIVE TO STUDENT NEEDS."**

- Reteaching is not a sign of failure or ineffective instruction.
- It is evidence of your ability to differentiate instruction to meet the needs of all your students.
- In general, teach and plan accordingly to allow for time and the resources to do so.

WHAT IS RE-TEACHING?

STEP 1

Knowing What Reteaching Is

- Reteaching does not mean repeating a lesson
- Reteaching involves presenting new or previous content using a new method or approach.
- Remember that ...a one-size-fits-all approach does not apply because information should be tailored to each student's needs.

NOTE: Effective reteaching programs use the same research-based principles.

In an effective reteaching program, teachers

- ➡ *break down concepts that are difficult for students*
- ➡ *present the content in a new way*
- ➡ *create learning targets for the students, and assess progress*

STEP 1

Breaking Down Standards

WHAT IS RE-TEACHING?

STEP #1: BREAK DOWN STANDARDS INTO LEARNING TARGETS

- ~ Break down standards into learning targets to focus on skills students are struggling with.
- ~ When a teacher wants to diagnose students' concept struggles, breaking down the concepts into steps or teachable skills for students is helpful for the student and teacher.
- ~ An example is when an informal assessment shows that some students can't infer. To successfully conquer this, teachers should attempt to understand which step in the process is causing trouble that so they can focus their reteaching on that.

Here is an example of how this works: 33

STANDARDS VS. UNPACKED STANDARDS (STEPS)

STANDARD:

Read closely to make logical inferences from a text.

STANDARD UNPACKED AND BROKEN DOWN INTO TEACHABLE SKILLS:

1. Identify clues from a text.
2. Access students' background knowledge about this topic.
3. Combine the information from the text and your background knowledge to make an inference.

Step 2

WHAT IS RE-TEACHING?

STEP #2: DIAGNOSE THE PROBLEM USING FORMATIVE ASSESSMENT

Understand Formative Assessments

FORMATIVE ASSESSMENT

Formative assessment, formative evaluation, formative feedback, or assessment for learning (including diagnostic testing), is a range of formal and informal assessments **during** the learning process to modify teaching and learning activities to improve student progress.

- Reteaching is targeted instruction to address students' needs.
- The assessment will help identify needs.
- Formative assessments range from students rating their understanding using hand gestures during a whole-class to more formal, written assessments addressing each skill.

34

Take a look below ...



FORMATIVE ASSESSMENT EXAMPLES:

- | | |
|--------------------------|---------------------------|
| ○ Observations | ○ Graphic organizers |
| ○ Questioning | ○ Kinesthetic assessments |
| ○ Exit tickets | ○ Individual whiteboards |
| ○ Written questions | ○ Rate your understanding |
| ○ Visual representations | ○ Conferencing |
| ○ Think-Pair-Share | ○ Projects |

Step 3

WHAT IS RE-TEACHING?

STEP #3: GROUP STUDENTS

Grouping Helps Students & Teachers

- It allows the teacher to personalize instruction to meet the needs of individualized groups best.
- Grouping students in small clusters allows teachers to monitor progress..
- Grouping can be challenging, but this simplifies the process when grouping according to abilities.
 - ~ Varying readiness levels
 - ~ English proficiency levels
 - ~ Interest and choices
 - ~ Learner profiles (concrete vs. abstract, visual, auditory, kinesthetic)

35

Sometimes this doesn't work. Some students need 1 -1 instruction.

In any event, data should be used to monitor progress and respond to students' needs continually..

Step 4

WHAT IS RE-TEACHING?

Step # 4 Reteaching Strategies

The Strategies

There is no right or wrong way to reteach as long as data is used to inform a teacher's reteaching strategy.

Research continues to show that these reteaching strategies are highly effective:

1. Working in a small group or 1:1 instruction
2. Chunking/breaking down tough concepts into smaller chunks
3. Using manipulatives and visual representations
4. Modeling the concepts for students
5. Demonstrating to students how they can show mastery in different ways (oral explanations, graphic organizers, or visual representations vs. written answers)
6. Creating a series of steps or a repeatable strategy that students can apply to master the skill
7. Using games, competitions, or tournaments to assess or review key concepts
8. Having students track their understanding and progress
9. Offering objective-related extension and refinement tasks
10. Creating station teaching to assist with differentiation

Three Takeaways

1. New Content/Skill Understanding can be Difficult

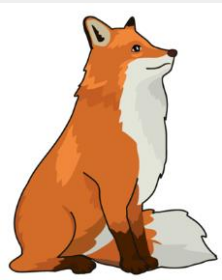
Many students will not “get it” the first time around.

2. Teachers Discover this by Immediately Assessing

Assessments provide hard data about who needs re-teaching of a concept or skill.

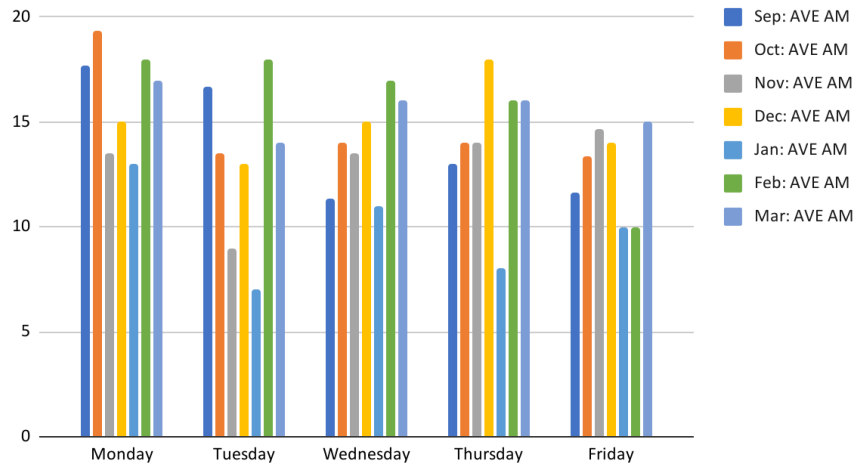
3. Reviewing Old Content is also Important

Students have forgotten or never grasped important concepts/or skills in the first place.

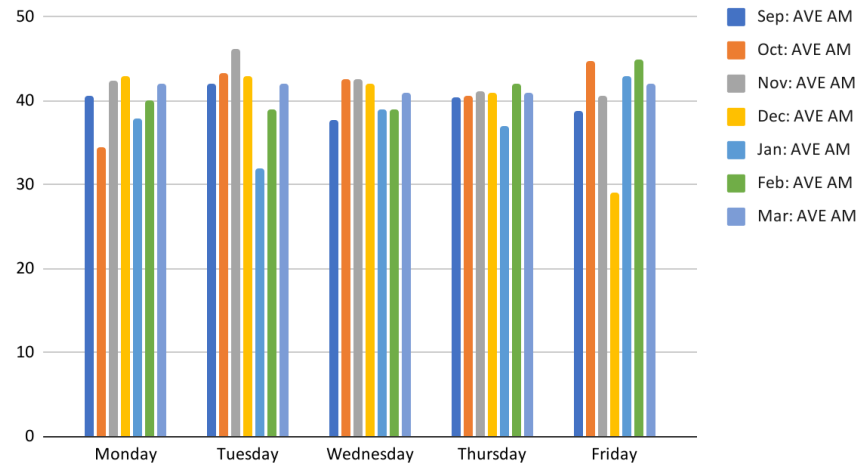


HelpDesk: AM Monthly Attendance & Time Averages

Average Number of Students in the Morning HelpDesk



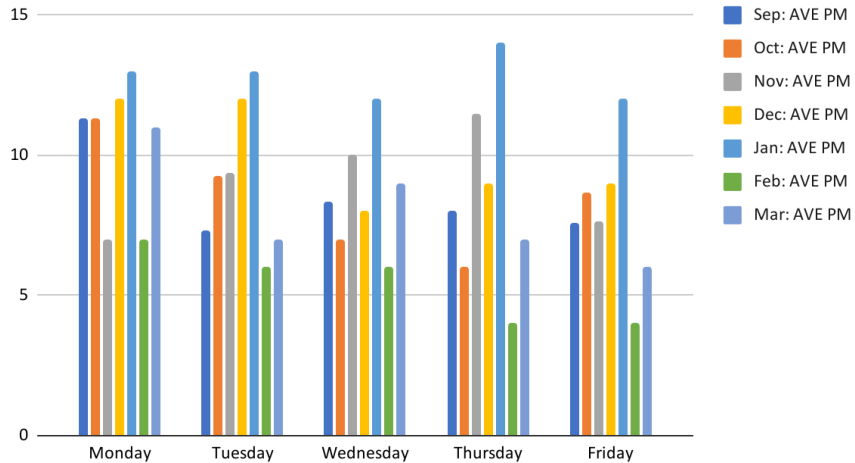
Average Amount Time Spent in Morning Session



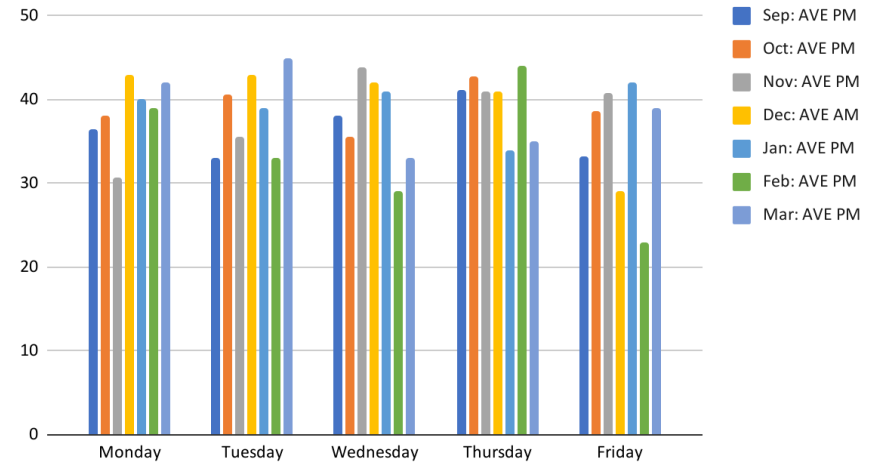


HelpDesk: PM Monthly Attendance & Time Averages

Average Number of Students in the Afternoon HelpDesk



Average Amount Time Spent in Afternoon Session



Who's coming to HelpDesk?

HelpDesk	September	January	February	March
Average minutes in HelpDesk each session	38 min	48 min	37 min	40 min
Students who have attended HelpDesk/Total Number of students in the HS	84/356 23%	84/357 24%	68/344 20%	73/330 22%
Students who have attended 1 time this month/total that attended StudyHub	37/84 44%	40/84 48%	27/68 40%	20/73 27%
Students who attended 2 or more times/total that attended	47/84 56%	44/84 52%	41/68 60%	53/73 72%
Frequent Flyers - Students to come once a week to HelpDesk	23	21	14	20

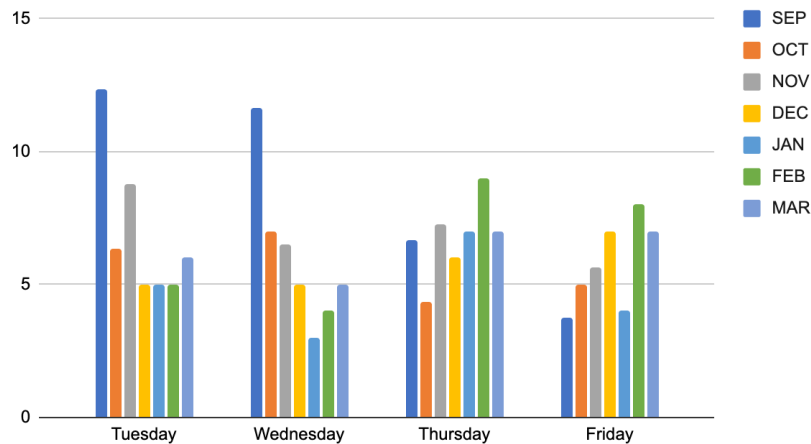


The data suggest that students who attend HelpDesk at least **10** times will see an average 6% higher than those who do not attend.

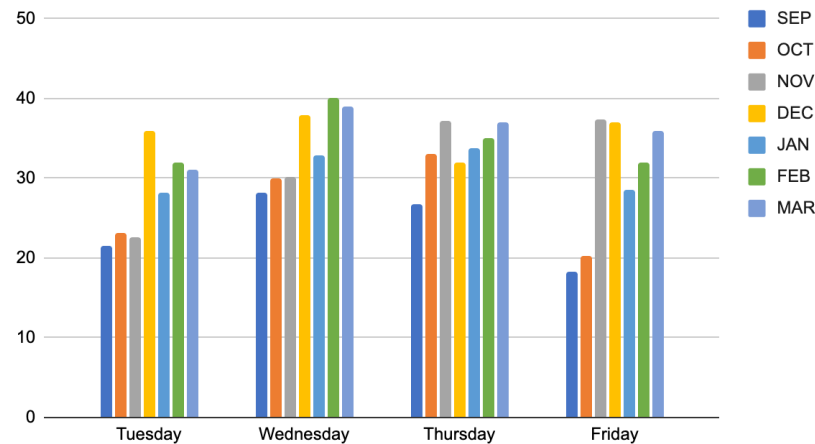


StudyHub: AM Monthly Attendance & Time Averages

StudyHub Monthly Attendance Averages AM



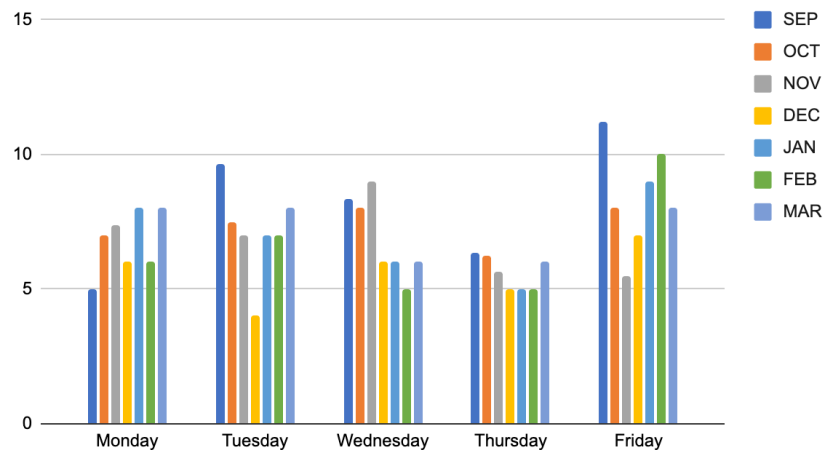
StudyHub Monthly Time Averages AM



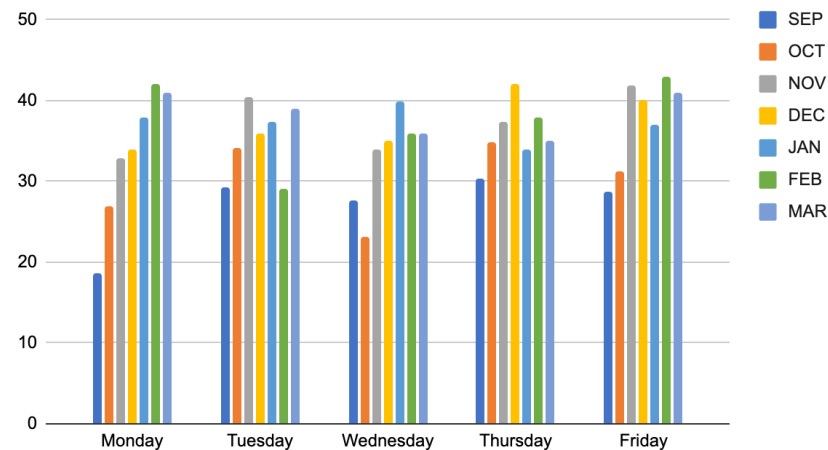


StudyHub: PM Monthly Attendance & Time Averages

StudyHub Monthly Attendance Averages PM

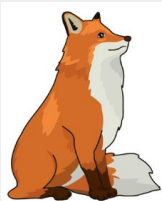


StudyHub Monthly Time Averages PM



Who's coming to StudyHub?

StudyHub	September	January	February	March
Average minutes in StudyHub each session	28 min	35 min	37 min	37 min
Students who have attended StudyHub/total number of students in the MS	56/91 75%	44/89 49%	39/93 41%	39/90 43%
Students who have attended 1 time this month/total that attended StudyHub	11/56 27%	13/44 30%	12/39 31%	9/39 23%
Students who attended 2 or more times/total that attended	45/56 49%	31/44 70%	27/39 69%	30/39 77%
Frequent Flyers - students who came at least once a week to StudyHub	26	17	11	14



The data suggests that students who attend Study Hub at least **10** times will see an average 9% higher than those who do not attend.

TIME FOR HelpDesk!

Use this Homework Organizer, to
prioritize the assignments that you will
work on today!

Today did I...

- ☐ Check email
- ☐ Have a drink and snack
- ☐ Plug in and restart my computer when I am done with today.
- ☐ Work on my self-paced classes, including PE/Health (if it applies to you)
- ☐ Reached out to my teachers for help
- ☐ Worked on Overdue Assignments

Things I can do if I have nothing to do:

- ☐ **Reachout** to a Teacher and have them help me confirm I am all caught up!
- ☐ **Read** a book on the **SORA** school library
- ☐ **Practice Math & English** IXL
- Recommended Skills Or NWEA skill Plan

Today my goal is to work on or complete:

Subject:

Assignment #1:

I need Help!

☐

I got this
done!

☐

Subject:

Assignment #2:

I need Help!

☐

I got this

☐

Subject:

Assignment #3:

I need Help!

☐

I got this
done!

☐

#MotivationMonday

Just one small
positive thought
in the morning
can change your
whole day.

Dalai Lama



1 Guided Practice Point

Access your Digital
Notebook using the
link in chat and get
started!

TODAY'S AGENDA

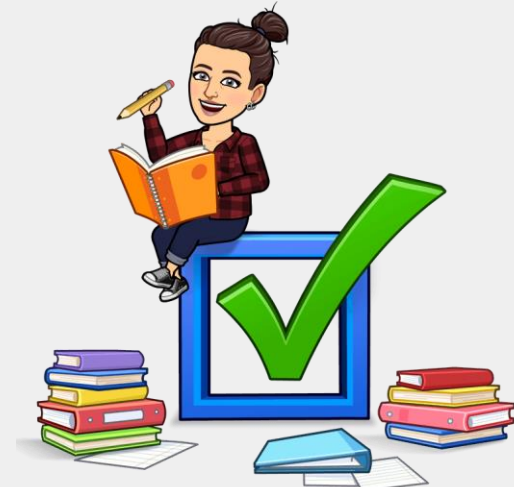
1. Announcements
 - o Gradebook Check in!
 - o Class IXL Growth Check in!
2. Independent Skills Time
 - o IXL Weekly Expectations:
 - 10 Diagnostic Questions (5 min)
 - 90 min Recommended Skill Plan

Today a teacher will PM you
the skills you are to work on
today.

TUESDAY Gradebook Updates



- **Grades will be updated tomorrow!**
- Any required work due last week that has not been completed will receive a grade of 0.
- **This includes:** Discussions, IXL Time, 10 Q's, Lesson Skills Practice and Assessments
- **CHECK YOUR GRADES TODAY FOR ANY ZEROS!!!** Links to assignments can be found in the **GRADES** icon on our classroom homepage.
- **REMINDER:** You can still submit these items for a grade without penalty



GRADES CHECK!

Overall: 72.9%

Recommended Past Work (might include completed work)

Semester 2 Assessments:

- 8.05 Mid Unit Assessment
- 8.10 End Unit Assessment

Semester 2 Lesson Skills Practice:

- 8.02 IXL (A1): 5EK
- 8.03 IXL (A1): 52N

IXL Recommended Skill Practice Time:

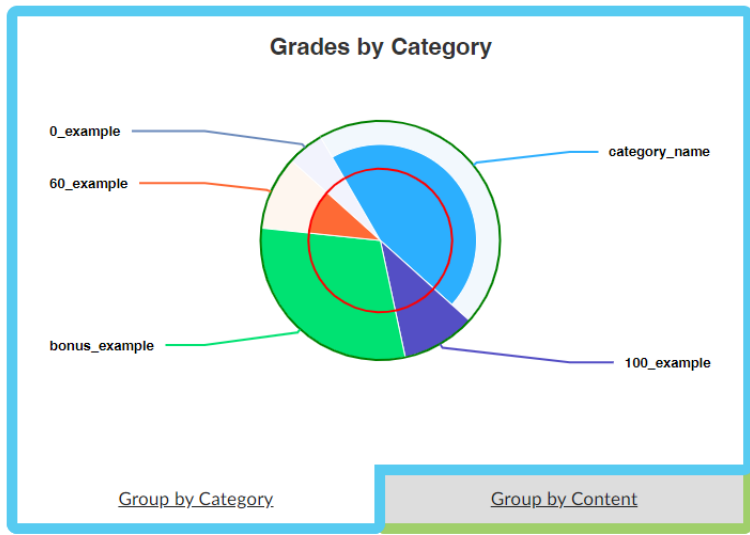
- Feb 5-11 Time (90)

*This list is automatic. For better recommendations, ask your teacher.

With this amazing widget, you can manage your assignments and prioritize them like a pro. It shows you which assignments will impact your grade most so you can focus your efforts where they matter the most. Say goodbye to last-minute cramming and hello to academic success!

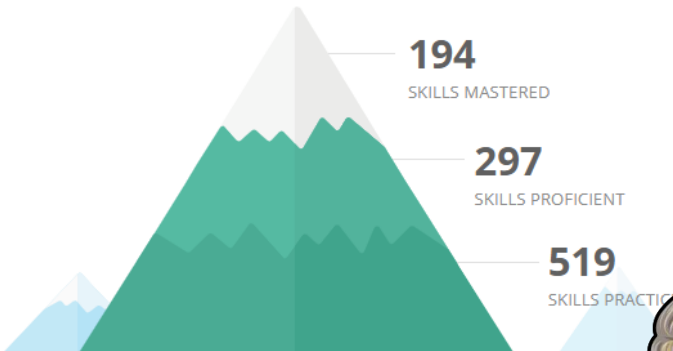
(This widget will show recommended work to you regardless of your average.)

THANK YOU
MX. CASTRO!



February Results

SKILL PROGRESS SUMMARY



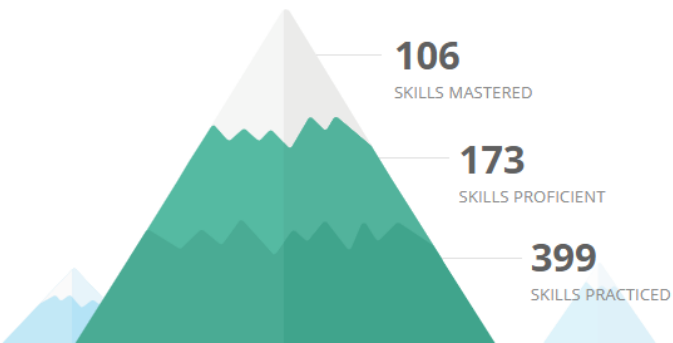
OVERALL GROWTH



Feb 29

March Progress

SKILL PROGRESS SUMMARY



OVERALL GROWTH



Mar 31



Certificate of Excellence

This certificate is awarded to

NICOLE HART (A1E)'S STUDENTS

by IXL on MARCH 29, 2024

for excellent performance on **350 Algebra 1 skills on IXL**




IXL DEAN OF STUDENTS

Check on your IXL WIDGET!



This tool shows details about your IXL Weekly Activity grades. If you have fallen behind, this lets you know how much extra time and questions you need to catch up.

Extra IXL Time Needed: **346 minutes**

Extra Diagnostic Q's Needed: **19 questions**

Last Updated: October 30th

*Keep in mind that this is just the activity needed to catch up. You will still need to do the normal requirements for the current week.

*Data for this tool is only pulled and updated on Monday. Activity from the current week is not show here.

To see your Time and Diagnostic progress for the current week, go to [the Activity page in IXL](#). Set the filters along the top to "Math" and "This Week".

SUBJECT: [Math](#) ▼ SKILL GRADES: [Pre-K - 12](#) ▼ DATE RANGE: [This week](#) ▼

Last Week Time: **28 minutes** (out of 90 required)

Last Week Diagnostic Q's: **10 questions** (out of 10 required)

Current Overall Diagnostic Level: **450**

[Click to reveal full history and details.](#)

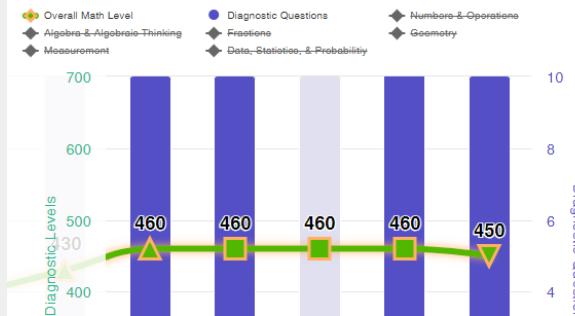
If you notice anything wrong about this tracker, contact Mx. Castro:
dcastro@mainevirtualacademy.org



Don't forget
to check in
on your
growth too!
>>>>>>

>

Weekly Diagnostic Progress





IXL WEEKLY EXPECTATIONS BREAKDOWN

90min Breakdown

#MM: 20-30 min 1x/week + 10 Diagnostic Q's

Homework: 10 min 4x/week = 40 min

Recommended Skills: 20-25 min/week
5 min/day



Are you caught up?

(If not make a plan & get a teachers help)

Weekly Expectations:

From 4/1 - 4/6

- ☐ 10 Dig Q's
- ☐ 90 min

RECOMMENDED WORK AREA:

NWEA MAP GROWTH
STUDY PLAN

3 Weeks Ago:

Lesson 9.01

- ☐ Lesson Practice

Lesson 9.02

- ☐ IXL: HW8

2 Weeks Ago:

Lesson 9.03

- ☐ End-Unit Assess

Lesson 10.01

- ☐ IXL: ZZU
- ☐ IXL: JZL

Lesson 10.02

- ☐ IXL: S9P

Last Week:

Lesson 10.03

- ☐ IXL: ADW

Lesson 10.04

- ☐ End Unit Assess

Lesson 11.01

- ☐ IXL: ZFF



I am caught up and
passing!
(Go to next slide)



I NEED HELP!

Please list two assignments that you will work on or get help with for the rest of this class!

Assignment #1:

Assignment #2:

SOUNDS



GOUDA

11.04 Mid Unit
Assessment
FRIDAY!!!

ARE YOU COMING TO HELPDESK??

A

I am making progress
and will keep working
independently!



B

I am coming to
HelpDesk to work
independently or with a
peer.

I plan on attending at:

10:30 am

2:00 pm

C

I am coming to 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

Final Thoughts!

Do you understand
today's objectives?
10 Diagnostic Questions

Continue working on your
90 min in IXL

11.04 Mid Unit
Assessment
FRIDAY!!!

Please complete and turn in your:
Weekly Expectations

REQUIRED CLASS TOMORROW!

HelpDesk is available **EVERY DAY** at 10:30am & 2:00pm.

Thank you for coming to class today!



How we communicate to each other what Students need to be working on.

				4/1																			
				Interventions: #MM								Participation											
Student ID	First Name	Class Ave 4/2	Engage ment Ave	Support Staff	Targeted Skills (2-3 skills)					Evidence-Ba sed Interventions	Engagement Level	Interv ention Notes	Minutes	Attend	Pear Deck	Slide 2	Slide 3	IXL	Total Point s	Grad e			
NEW	504																						
5390365	Abby	44.9%	31%	DC	Wk #29 Journal	3S7	4T7	KGX	5KC	92K	Me...	3: ...		26	0.52	0	0	0	1	1.52	30%		
4864933	Aiden	37.0%	24%	MV	Wk #29 Journal	3S7	4T7	KGX	5KC	92K	Me...	1: ...	PMd	50	1.00	0	0	0		1.00	25%		
5734890	Allison	100.0%	93%	JC		9RS	CVL	2UV	QDM		Me...	4: ...	Pmed	50	1.00	1	0	1	1	4.00	80%		
4831157	Angie	43.1%	65%	NH	Wk #29 Journal	3S7	4T7	KGX	5KC	92K	Me...	1: ...	Pmed	45	0.90	0	0	0	1	1.90	38%		
4297700	Ariana	40.1%	56%	HR	Wk #29 Journal	EFB	TNF	4G6	E6V	4T7		Abs...			0.00					0.00	0%		
4810143	Arianna	56.0%	44%	NH		94Q	B48	MTT	AAN	U55		Abs...			0.00					0.00	-%		
5720189	Austen	88.3%	81%	NH		3S7	M49	4T7	KGX	5KC	Me...	2: ...	Pmed	50	1.00	0	0	0	1	2.00	40%		
5444662	Ayden	37.2%	80%	DC	Wk #29 Journal	3S7	96T	7YN	NV6	YZU	Me...	3: ...		50	1.00	1	0	0	1	3.00	60%		
5528627	Bailey	48.1%	50%	NH	Wk #29 Journal	EFB	TNF	4G6	E6V	4T7	Me...	4: ...	Pmed	50	1.00	1	0	1	1	4.00	80%		
4050393	Benjamin (BEN)	100.0%	94%	NH		EFB	TNF	4G6	E6V	4T7	Me...	4: ...	Pmed	50	1.00	1	1	1	1	5.00	100%		
4971744	Brennan	18.2%	8%	MV	Wk #29 Journal	2.04 M	2.08 E	3.06 E	4.05 M	4.12 E		Abs...			0.00					0.00	0%		



Early College Update 4/22/2024

—

Who?:

- Maine high school juniors and seniors (sophomores with special permission) with at least a 2.7 GPA.

What?:

- May earn up to 12 credit hours per year for FREE. Summer courses count toward the following academic year.

Where?:

- Via Maine Community College and/or University of Maine System. Many courses are offered online.

How?:

- Students must meet with their Guidance Counselor, apply for a course at least two weeks prior to the course start date, meet any prerequisites, and have permission from parents and Dr. Browne.

What is the cost?:

- Course tuition is free.
- MEVA covers the cost of books, so there is NO COST to our students.
- Students who wish to take above and beyond the free 12 credit hours per year may do so but will be charged (at a discounted rate).

Why?:

- It is free.....

Also...

- High school students who enroll in early college courses...
 - are more likely to enroll in college.
 - have higher grades.
 - have a better chance of earning a college degree.
- Students can try out a college course while in high school.
- Dual enrollment- students earn both high school and college credit.
- Some students will graduate high school with a full year of college complete!

MEVA Early College Students

- We have 14 students taking Early College courses this spring semester. Some are taking more than one course, although starting with one is recommended for a first time early college student.
- Students are currently signing up for summer courses.
- We promote this in team meetings and send notifications out to families via our newsletter, emails, and bulletin.



EARLY COLLEGE FOR MEVA STUDENTS

WHAT?

FREE college classes for high school students at Maine Community Colleges or Maine University System Schools. These courses give you high school AND college credit!

WHO QUALIFIES?

Juniors and Seniors with at least a 2.7 GPA.
Sophomores may request permission from their guidance counselor.

HOW TO APPLY?

Email your guidance counselor if interested:
Mrs. Tyler (10-12) htyler@mainevirtualacademy.org
If you qualify, they will send you information to apply.

WHEN TO APPLY?

Applications must be completed at least 2 weeks before the class starts. This will give MEVA time to order your books and ensure they get to you in time for your first class.

504/IEP STUDENTS:

Please request a copy of your latest plan from Gina Davis at:
gdavis@mainevirtualacademy.org and contact disability services at the college.

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, May 6th, 3:00 pm.**
- Looking ahead, Memorial Day is Monday, May 27th. Please cancel your live sessions to suit.
- 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.

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

Draft SY- 2024/2025 Assessment Calendar

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	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).
MEA (ELA & Math)	October, 2024	NA	May 2025
MEA (Science)	NA	NA	May 19-30, 2025 (tentative)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
iReady	7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 8th Graders for Fall 2024 - June 3-7, 2024 9th Graders for Fall 2024 - throughout the summer and August 26-30, 2024 10th Grader (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