Process Improvement Meeting Agenda – 5/6

- MEVA Mission and Vision.
- Faculty Appreciation: Tier III Exit Celebration, w/Kathy Elkins' comments.
- Summer 2024 Planning Update.
- Progress Monitoring: Preliminary Overall (Grades 7-11) NWEA MAP Participation and Results – Window closes on Friday, May 10th.
- Win over the student initiative.
- MTSS Intervention Strategies: Questioning for Understanding Melissa Dubovik.
- Nearpod Overview Christina O'Grady.
- Spring 2024 MTY & Science Proctoring Refresher Stephanie Emery.
- Other and next Process Improvement Meeting on Monday, May 13th, 3:00 pm. Four remaining SY-2023-2024 Meetings are on May 13th, 20th, and June 3rd, 10th.

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



Faculty Appreciation: Tier III Exit Celebration (MDOE letters' excerpts)

"Back in 2018-2019, Maine Virtual Academy was initially identified for Tier III – Comprehensive Supports and Improvement (CSI) along with other public schools receiving Title I funds that were experiencing challenges across all identified state indicators for all student populations."

"Congratulations! This letter is to notify Maine Virtual Academy that Maine Virtual Academy has met the criteria to exit Comprehensive Support and Improvement Tier III (CSI) status under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year. Because not all student populations experienced challenges across all identified state indicators, Maine Virtual Academy will exit Tier III (CSI) status as of September 30, 2024."

"We want to recognize Maine Virtual Academy's continuous school improvement accomplishments and the ability to exit Tier III (CSI) status. We hope you take some time to celebrate this accomplishment with your school community and continue to move along your school's continuous improvement journey in the future."

CONGRATULATIONS! (FROM KATHY) OBSERVATIONS OF YOUR SUCCESSFUL PRACTICE...

- Meeting Students' and Families' Needs Are MEVA's #1 Focus
- Practicing Shared Leadership Honors Each Other's Strengths
- Implementing Evidence-based Practices and Evaluating Results Holds You Accountable
- Practicing Data-Driven Decisions to Make Changes in your CNA and Strategic Plan
 Results in Increased Student Achievement and Growth

Summer 2024 Planning

- We are distributing our Summer 2024 Plan.
- See the following slides for the details.



MEVA Summer Enrichment/ Credit Recovery Program

Slide 2 - Overview

Slide 3 - Schedule

Slide 4 - MS English Enrichment

Slide 5 - Math Enrichment

Slide 6 - HS English

Slide 7 - Art

Slide 8 - HelpDesk

Slide 9 - Sign up Form







Welcome to MEVA Summer Programming

- Six-week program from June 24th to August 9th, with a July break 1st through 5th.
- High School Credit Recovery English, Math, Social Studies, Science, & Art.
- Middle School Math and English Language Arts enrichment sessions.
- Independent Individualized and HelpDesk sessions available for personalized support.
- Live weekly/bi-weekly sessions.



Tuesday	Wednesday	Thursday MS ELA - 9:00 - 10:00 8 ELA - 10:15 - 11:15		
	MS ELA - 9:00 - 10:00			
Math - 9:30 - 11:10	Art 9:30-10:10			
	8 ELA - 10:15 - 11:15	SE Summer Adventure 12-2:30		
HelpDesk - 11:30-12:20	Art Independent Study - 10:30-11:00			
SE Summer Adventure 12-2:30	HelpDesk - 11:30-12:20			
US History A 1:00 - 1:30	SE Summer Adventure 12-2:00	Class schedule is subject to change		
US History B 1:30-2:00	Geography A Art 1-1:30	before June 25th. Check your Brightspace calendar once enrolled		
	Geography B 1:30-2:00	in the course for corre time and date		

Middle School Summer English Enriching Program

Join us this summer to keep your English/Language Arts skills fresh!

Come read, write, and create with Ms. Sroka and Ms. White to avoid the summer slide in your literacy abilities.

Send an email to:

lsroka@mainevirtualacademy.org

Or

jwhite@mainevirtualacademy.org



Middle & High School Students SUMMER MATH ENRICHMENT IS HERE!!!

The "Summer Slide"



How to Prevent the Summer Slide!

Here's the secret to preventing the summer slide: Keep learning all summer long.

- At Summer Math Enrichment, we
 - Prepare for your Math class next year
 - Practice in IXL NWEA Skills
 - Play Prodigy
 - Extend what we know about math through a fun projects
- .5 Math Credit will be awarded to all who meet the summers Expectations.
- To keep learning and practicing all summer long SIGN UP NOW! (with your parents permission)

The Details:

Any current MEVA Students Grades 7-11 is able to attend

We will meet LIVE on Tuesday's from 9:30am -11:10 am, starting June 25th until August 9th.

Please plan to set aside at least to 50 min. of time to work per week outside of our time together.

Fill out the form to sign up!

https://forms.gle/jfJKW6uzKiRoXeaK7

For More information:

Ms. Hart: nhart@mainevirtualacademy.org

HS Summer English Opportunities!

Summer Enrichment:

Live Class Wednesdays 9:00- 9:50 June 25- August 9

- Prepare for next years English class.
- Practice relevant skills in No Red Ink.
- Explore short stories/ poems.
- Expand skills with short creative writing prompts!

.5 English credit will be awarded to students who meet the summers expectations

Self Paced Options:

- Self Paced Novel Study
- Self Paced Anime

Fill out the form to sign uphttps://forms.gle/zqzBRLgGsrxW1F8 PA

For more information- Lauren Lugdon llugdon@mainevirtualacademy.org

Available for any MEVA student grades 9-12

Summer art

INDEPENDENT STUDY

LIVE CLASS ONCE A WEEK WEDS AT

10:30-11:30. I HOUR OF WORK OUTSIDE

MEVA High Schoolers...

ARE YOU DEDICATED TO ART? IS THERE A SPECIFIC MATERIAL YOU'D LOVE TO LEARN MORE ABOUT

AND INVEST TIME INTO?

JOIN INDEPENDENT STUDY WITH MRS. SAMSON THIS SUMMER!!

- -SPECIALIZED INSTRUCTION
- -WORK WITH YOUR CHOICE OF MATERIAL(S)
- -DEVELOP INTERMEDIATE ART SKILLS
- EXCELLENT FOR JUNIORS & SENIORS CONSIDERING AP ART PORTFOLIO IN THE FALL!

IF INTERESTED: EMAIL MRS. SAMSON

LSAMSON@MAINEVIRTUALACADEMY.ORG





What is Help Desk?

Help Desk is your place to get help with your school assignments!

HOW CAN WE HELP YOU?

HelpDesk Meets every Tuesday, Wednesday from 11:30-12:30pm

THIS SESSION IS OPTIONAL BUT HIGHLY RECOMMENDED

Help Desk Includes:

- Weekly Attendance Awards
- Math
- English
- Science
- History
- Organization
- Guidance
- AND MUCH MORE!

Progress Monitoring: Peliminary Overall (Grades 7-11) NWEA MAP Participation and Results – Window closes on Friday, May 10th

- Great teamwork during week-1 resulted in **93% math**, **91% reading**, **and 88% language usage participation** to date, overall, for grades 7-11. Make-up testing continues until May 10th. See the following slide for more participation details as of Friday, May 3rd.
- Our preliminary growth and achievement percentiles, by subject, build upon patterns from prior NWEA MAP administrations. Students presented high achievement/high growth in math and language usage, and high achievement/low growth in reading. MEVA's MTSS framework and individualized, teacher-created, courses are helping to smooth out students' achievement and growth performance across grade levels 7-11.
- Our curriculum maps are the pillars of the academic program.
- After the window closes, we will share grade and course-level NWEA MAP Growth results with departments.

			Spring 2	2023-2024				
	Math Rea	Reading	Language		Overall Completion Rates			
7th Grade	96.0%	96.0%	96.0%		Math	Reading	Language	
8th Grade	97.0%	97.0%	91.0%	7th Grade	96.0%	96.0%	96.0%	
9th Grade	95.1%	95.1%	93.9%	8th Grade	97.0%	97.0%	91.0%	
				7th & 8th Grade				
10th Grade	89.4%	87.1%	84.7%	Cumulative	96.74%	96.74%	92.39%	
11th Grade	90.3%	87.4%	83.5%					
Schoolwide	92.8%	91.4%	88.4%	SE Completion Rates				
					Math	Reading	Language	
				7th Grade	88.9%	88.9%	88.9%	
				8th Grade	93.3%	93.3%	73.3%	
				7th & 8th				
				Grade				
				Cumulative	92.82%	91.44%	88.40%	

Progress Monitoring: Preliminary Overall (Grades 7-11) Spring '24 NWEA MAP Results

- Math
- Median Achievement Percentile: 52nd.
- Median Growth Percentile: 57th.
- High Achievement/High Growth.
- Reading
- Median Achievement Percentile: 51st.
- Median Growth Percentile: 47th.
- High Achievement/Low Growth.
- Language Usage
- Median Achievement Percentile: 63rd.
- Median Growth Percentile: 61st.
- High Achievement/High Growth.

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

- <u>Ask why?</u> Use phrases like, "<u>Before</u> you withdraw, tell me about your reason. There may be something we can do for you."
- <u>Listen for keywords</u>; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- <u>As you listen, empathize</u> Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- <u>Advocate for MEVA's programs</u> 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.
- <u>Document, document</u> your mitigation efforts in contact logs within Infinite Campus, then <u>submit an intervention form</u>. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- <u>Link to the form</u>: <u>23-24 Rapid Intervention Form (RIF)</u>

From Cornell's TCI and CARE model.

weCARE

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

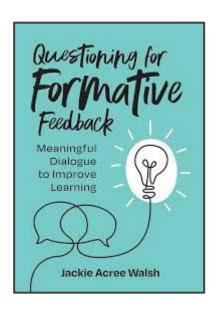


Questioning for Understanding:

An MTSS Intervention Strategy



Questions for Formative Feedback: Meaningful Dialogue to Improve Learning by: Jackie Acree Walsh



Explores the relationship between quality questions and formative feedback.

Questions that spark thinking.



Think Time

Think Time 1

- Pausing after question
- 3-5 seconds
- Providing adequate time for all groups of students in your class.
- Learning begins to be placed back with the students.
- Discussions become more organic
- Need to train students on how to use think time

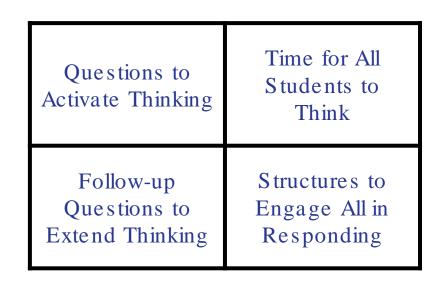


Figure 2.1 Questioning to Generate Thinking p.37



Low Risk Activities

Current struggle: How can we encourage students to start using their voices instead of chat to convey their thoughts?







Immediate Feedback



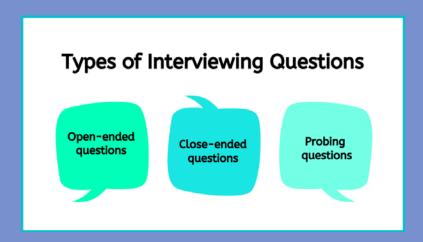
Using technology to provide instant feedback and correct student error or misunderstandings about topics.

Additional thoughts and insights on Questioning for Understanding.

Introduction to Questioning Techniques

- What is questioning for understanding?
- Why is it important to ask questions in the classroom?
- How can effective questioning transform learning?
- Think about a time when a question made you see a topic in a new light.
 - o How did that feel?

Types of Questions



- Open-ended vs. Closed-ended questions
- Probing questions to deepen understanding
- Reflective questions to encourage self-assessment
- Can you think of an example of an open-ended question that could lead to a deeper discussion?

Creating a Questioning Culture

- Encouraging curiosity and inquiry in the classroom
- Building a safe environment for asking questions
- The role of wait time in fostering thoughtful responses
- How can we make our classroom a place where every question is valued?

Questioning Strategies for Different Subjects

- Subject-specific questioning techniques
- Using Bloom's Taxonomy to frame questions
- Socratic questioning in humanities
- What kind of questions would you ask to

challenge a peer's hypothesis in a science

class?



Combining parts to make a

information or ideas

Breaking down information

Applying the facts, rules, concepts, and ideas

the facts mean

Recognizing and recalling facts

C tips.uark.edu

new whole
Judging the value of

Create

Evaluate

Analyze

Apply

Understand

Remember



Improving Student Questioning Skills

- Teaching students to ask their own questions
- The Question Formulation Technique (QFT)
- Peer questioning and discussions
- How can improving your questioning skills benefit you outside the classroom?



Right Question Institute: https://rightquestion.org/what-is-the-qft/

Assessing Understanding Through Questions

- Formative vs. Summative assessment questions
- Using questions to gauge student comprehension
- Feedback and follow-up questions for clarification
- What types of questions would help a teacher understand if you've grasped a concept?



Technology and Questioning

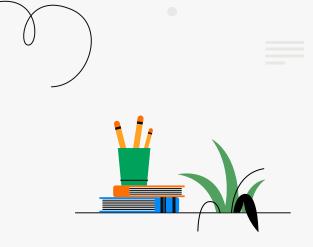
- Digital tools for interactive questioning (e.g., Kahoot!, PearDeck, NearPod, EdPuzzle,)
- Online forums and discussion boards for extended engagement
- The impact of technology on student participation and anonymity
- In what ways can technology limit or enhance the questioning process?

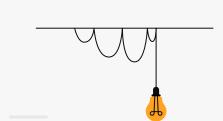
Developing Your Questioning Technique

- Reflecting on your questioning style
- Seeking feedback from peers and educators
- Continuous improvement and adaptation
- What steps can you take to become more effective at asking questions that lead to understanding?

Nearpod Demonstration







Goals

01

The basics of Nearpod

02

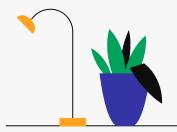
Standards-based Lessons

03

Gamification

04

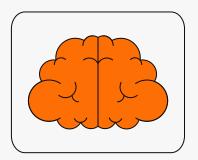
Questions

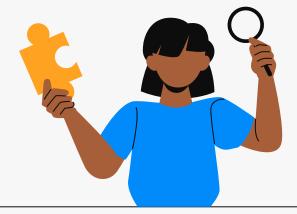




The basics of Nearpod

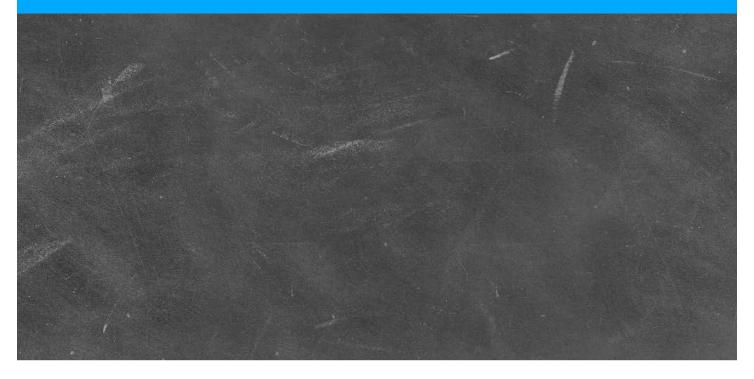










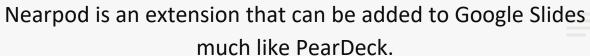


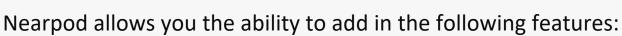
How to Edit

Click Edit This Slide in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.









- Drag & Drop
- Audio
- Drag & Drop
- Audio
- BBC Video
- Collaborate Board
- Draw It
- Field Trip
- Flocabulary
- Fill in the Blanks
- Flipgrid
- Matching Pairs
- Memory Test

- Nearpod 3D
- Open Ended Questions
- PDF Viewer
- Poll
- Quiz
- Phet Simulation
- Slideshow
- Sway
- Time to Climb (gamification)
- Video
- Web Content





A. Collaborate Board
B. Field Trip
C. Flipgrid
D. Phet Simulation
E. Time to Climb (gamification)

How to Edit

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Nearpod transforms your lessons into a game. There are benefits for students to engage in the learning process through games.

- 1. Use gamified learning consistently to increase students' skills
- 2. Create engaging learning experiences
- 3. Keep students on track with learning

Let's practice with a preloaded example.







How to Edit

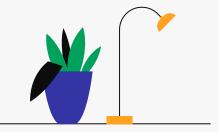
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Standards Count

- Nearpod allows you to access preloaded lessons based on standards.
- You can search their library for lessons that meet a grade level, content area, and lesson objective.







How to Edit

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~ Lead & Support Proctors ~

District/Test Coordinators

(HOS/Ops/SEA/AA/CC)

- Planning & Logistics
- •Setup/implementati on
- Staff training
- •Test monitoring and management of testing systems.
- •Supporting discussions with families to encourage testing participation and providing options that best fits their needs.
- Sometimes this group also test students with the Travel Team.
- Coordinators alert travel team to students they are assigned to. Closely

Testing Structure/Plan

Office Support Team

(Office Staff)

- Assists on planning tasks, i.e.... locating available test sites and dates/times.
- Outreach support; confirming attendance, referring potential opt outs to coordinators.
- Assisting in rescheduling students for main tests sites.
- Supporting in person testing at the school, managing check ins/outs.

Travel Task Force (Teachers/Support Teachers)

- Teamed in pairs (sometimes teachers double up and are part of both main site & travel teams)
- · Assigned to a region
- Coordinates sites to test 1 on 1, closest to student's location i.e.. library.
- Coordinates with team member and parents on dates/times.
- They are provided a small test kit to travel around with.
- They use a shared document to manage scheduling/testing information and add notes if needed.

Main Sites Lead Proctors (Teachers/Support

- Leads their team and administers testing at main test sites.
- Monitors testing platform locally.
- Ensures every room is setup and prepared correctly for testing.
- Leads communications with their site team and ensures local site is running smoothly.
- Acts as the site's main point of contact and reports back to coordinators with issues.
- Supports the test administration by moving around the testing room and monitoring testing
- Regular check ins with students, making sure they are able to focus.
 Ensuring they are clear in their understanding of directions.

Main Sites Support Proctors (Support Teachers)

- Support teachers assist main test site operations; i.e... room set up/tear down.
- Assists with checking students in and supporting office team on outreach to MIA students for rescheduling.
- Supports the test administration by moving around the testing room and monitoring testing.
- Providing support when a student indicates a need and helps with managing breaks.
- Conduct make up testing after the main test dates, so that lead teachers can return to instruction.
- Regular check ins with students, making sure they are able to focus.
 Ensuring they are clear in their understanding of directions.

~ Reminders ~

Site Proctors & Travel Proctors

Remember to log attendance in your site tab linked here:

Spring 23-24 State
Testing Workbook

- Office staff need to be able to provide real time support in assisting outreach efforts on the "No Shows".
- Travel Proctors Please add your scheduling info into the "Travel Proctor Scheduling Sheet" as you secure your assignments. Also report attendance on the scheduling page.

Collaborate,
Communicate, and
Plan Together:

- •This is to ensure everyone on your team is on the same page as you set up, plan socialization fun, check in students, outreach efforts, administer testing, and breakdown testing.
- Remember to CC all Testing Coordinators (TC's) on emails associated with your questions on testing/sites/platform/students and so forth.

<u>Testing Preparations:</u>

- Complete trainings ahead of testing dates. (May 10th Deadline in Vector)
- ► Testing kit pick up date: May 10th
 - ▶ See Steph E. & Jillian Dearborn at pick up for 8th grade lunches. Set a phone reminder for both kit pick up and before you leave home for testing. DON'T FORGET to bring the food with you.
- Review manuals; The manuals provide a lot of insight and step by step information associated with Proctoring. Links to video walkthroughs are in the training bundle on Vector.
- ALL Lead & Support Proctors Read through the general Proctor Role & Responsibilities document, have this handy as you set up for testing.
- Collaborate & plan with your team. (Lead Proctors will be provided with a checklist to help organize the testing team)
 - ▶ le.. Pick up/drop off's of kits, get familiar with your rosters, prep/group codes that are printed for you. Plan to divide/share supplies with other rooms if applicable.

NEW! 8th Grade Lunches

- ▶ We are providing 8th graders a cold bagged lunch.
- Students with allergies, special preferences, or dietary restrictions have been asked to pack and bring their own lunch. We are unable to accommodate every special request.
- Families have been asked about their student's allergies in a form submission and during confirmation of testing attendance.
- Some food needs to be kept frozen (PB & J Frozen) and chilled (Lunchables) until test day, Keep all refrigerated and frozen food in the provided insulated bags with cold packs during travel and at the test location.
- Staff if you have any severe nut allergies that go beyond ingestion, please let Jillian and Steph E. know asap.
- Students and a sibling with nut allergies have been identified at 2 locations. (PLEASE READ TESTING WORKBOOK COMMENTS!) These locations will not be sent with products with nuts in them. They were asked to bring their own food. We do have a few nut free snacks that will be bagged separately and labeled with the student's name.
- If <u>anyone</u> brings a lunch with nut products at the identified locations, they must not be opened and put away immediately.

TEST Day Expectations - (Post site set up)

Testing Workbook/Site Rosters;

▶ The workbook/site rosters you are provided with, act as a resource and a tool for staff collaboration. This allows for staff to work together in following up on "No Show" students in real time and reschedule them if needed.

▶ Be an Active Proctor;

- ▶ Walk around the room, students will notice they are being observed which may slow them down from any rapid guessing.
- Proctors are responsible for monitoring testing activity. If you suspect a student is rushing through the test (rapid guessing), remind them to take their time and do their very best.
- ▶ Students can take as much time as they need to complete their test, within the allowable time that the testing location is open.
- ▶ Students <u>must stay for the whole testing session</u>. The exception is if all students in the session has completed testing, they may be dismissed no earlier than 15 minutes from the scheduled end time.
- ▶ le.. AM Session ends at 12pm they can be dismissed at 11:45 am or at 3:45 pm for the afternoon session.

Engage Students:

▶ Try to make the testing experience enjoyable. Have some fun with ice breakers, silly dad jokes, or trivia during short windows of time. (ie.. During breaks, end of testing sessions, before testing begins.)

Computer Kits:

▶ Please put things back in the same manner in which you received it. Computer boxes have 5 computers, 5 cords, 5 mice, and 1 power strip with extension cord in each box/kit. ALL printed test codes MUST be returned at the suite and shredded. Used earbuds should be thrown away or kept by the student.

Breaks:

Please ensure that you are rotating your breaks with other staff members, communicate, collaborate, and plan. It is recommended that <u>Lead</u> Proctors take a lunch at 12-12:30pm.

Use Color Cards:

- Have students put a card somewhere visible on the table to quietly notify a Proctor of any needs; (will be in the kits, give each student the color cards with their test codes, make sure you announce what they are for.)
- Red (Pink)- Student is done testing
- Green Student needs a break, or has a question/issue, needs to speak to someone.

<u>Managing Students with Challenges During Testing:</u> <u>ADHD & Anxiety</u>

Remember many of our MEVA students suffer with anxiety or mental health barriers diagnosed and undiagnosed. Some have ADHD challenges that may disrupt the student's ability to focus.

- As you observe testers, be observant of their body language/movements. Read the room, allow students to have reasonable break times throughout the exams. Its ok to allow for more breaks if a student needs it.
- Support Proctors can help by keeping track of the student outside the testing room, if additional breaks are needed.

Interested in the Travel Proctor Task Force?

Travel Proctors, "Hats off to you" for your willingness to serve in this capacity!

Without having this team in place to accommodate students with barriers, it would not be possible for MEVA to meet State testing goals & expectations.

Perks:

- ► This task force allows for smaller team collaboration & personal flexibility in test scheduling.
- ▶ If you like traveling, this allows for some opportunity to do some leaf peeping, and perhaps go to areas you don't normally have a chance to check out or explore. (On absolute <u>RARE</u> occasion – out of state travel may be an opportunity as well.)
- Reach out to <u>semery@mainevirtualacademy.org</u>, to sign up or complete this form: <u>Travel Proctor Task Force Survey</u>
- ~ This advertisement is brought to you by the amazing MEVA Testing Coordinator Team! ~



Thank You & Happy Testing!

Everyone EXCEPT the following individuals can drop from the meeting. Thank you!

LCampbell
Cford
ZCampbell
DBernardini
KBoucher
GLangis
NPeters

<u>Human Reader & Text to Speech</u>

- Human Reader/Read Aloud accommodations are only utilized for reading passages within the MTY online exam.
- All other sections of the MTY will have TTS enabled.
- Human Reader use is <u>NOT</u> an accommodation for Science.
- Science will have TTS enabled for all students needing Human Reader/Read Aloud accommodations.
- Review and be familiar with the "Human Reader Protocol" document.
 - ▶ -The majority of the document applies to paper assessments, however there are general guidelines to be aware of that does apply.
- Please review and be familiar with the "TTS Guidance/Exampled Words" document which applies to both MTY and Science. This will be useful for future planning as well.

Other

- Other topics and/or questions?
- For Semester-2, enter/<u>update</u> your daily schedule on your Google calendars and don't forget to add 'lunch'!
- Next Process Improvement Meeting on Monday, May 13th, 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

2020 2024 School Teal	
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	7 th & 8 th Graders - Standards Mastery assessment, August 26-30, 2024 8 th Graders for Fall 2024 - June 3-7, 2024 9 th Graders for Fall 2024 - throughout the summer and August 26-30, 2024 10 ^{th.} 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