

Process Improvement Meeting Agenda – 11/18

- MEVA Mission and Vision.
- MEVA Student Demographics.
- MEVA Important Practices.
- MEVA Win over the student.
- SUPPORT: Aspire – Kevin Rousseau, Julie King, Trudy Martin, and Lisa Russell.
- INSTRUCTION: Curriculum Mapping and Course Feedback Update – Dr. Christina O’Grady.
- SUPPORT: Student Case Studies – Dr. Christina O’Grady.
- INSTRUCTION: Understanding the Teacher/Support-Teacher Feedback and Evaluation Process – Don Fournier.
- MEVA National Honor Society – Matt Corbett, Colleen Ford, and Lauren Lugdon.
- MEVA Guidance Update, College Visit – Heather Tyler.
- Other and next Process Improvement Meeting on Monday, November 25th, 3:00 pm.

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.

MEVA Student Demographics – 10/1/2024

- 470 students with EPS funding.
- 5 students from Unorganized Territories (UT).
- 116 Special Education (SE) students (24.7%).
- 231 Economically Disadvantaged (ED) students (49.1%)
- 3 English Learner (EL) students (0.006%).
- “MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet each student’s needs.”

Important Practices

- Update your course rosters on a weekly basis.
- Ask students to login 2 minutes early to live sessions.

Assessment Calendar 2024-2025

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)	April 29, 30, May 1, 2025 (Makeup Day - May 2, 2025)
MEA (ELA & Math)	October 7-25, 2024	NA	May 12-23, 2025
MEA (Science)	NA	NA	April 7-17, 2025 (HS) May 12-23, 2025 (8 th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	<p>7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)</p> <p>9th Graders for Fall 2024 - August 26-30, 2024 (3 pm with Christina)</p> <p>10th Grader - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)</p> <p>Reading This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits.</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

MEVA Strategic Goals – Reading Growth

Reading Growth.

Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-2029 FIVE YEARS
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	MEVA reported the following subgroup performance: Students on IEPs: 36% Students on 504s: 44% F+R Lunch: 43% Sex/Gender: Male: 32%; Female: 46%	Partially Meet (Approaching) subgroup performance measure in reading, with three out of five (3/5) subgroups achieving the 45% threshold, by next year.	Meet subgroup performance measure in reading, with five out of five (5/5) subgroups achieving the 45% threshold, for SY- 2028/2029.

MEVA Strategic Goals (Updated) – Math Proficiency

Math Proficiency.



Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-29 FIVE YEARS
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	For all students assessed, MEVA reported the following grade level and overall performance (difference from applicable state averages): Grade 7 – 26% (-12%); Grade 8 – 21% (-18%); Grade 10 – 26% (-16%); and Overall – 24% (-16%).	Partially Meet (Approaching) performance measure in math proficiency, with three out of three (3/3) grade levels achieving within fifteen percent (-15%) of the applicable state averages, by next year, for all students assessed.	Meet performance measure in math, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state averages by SY 2028-29, for all students assessed.

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 a “Rapid Response” form below*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [24-25 Rapid Response \(Intervention\) Form](#)

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

ASPIRE

Course of Study

RUSSELL

GUERTIN

MARTIN

KING

ROUSSEAU

2024/
2025

ASPIRE COURSE OF STUDY

A- Active

S- Student

P- Participation

I- Inspires

R- Real

E- Engagement

*Currently, there are 30 students enrolled in at least one of the four ASPIRE courses which serve as a bridge between RISE and Gen Ed classes.



Collaboration

How can I help the students AND teachers?



- Figure out and remove potential barriers
- Log into assignments with them to see if they are struggling and/or have access to the assignment
- Bring them to a breakout room to help.
- Stay logged on after students leave for a brief check in on how the class went and what students need

Communication

Frequently check in

- With students
- With teachers
- With other supports
 - let them know what you're doing so you don't duplicate work/distract students
- Understand expectations teacher has for students as each student has different capabilities

We all track and share engagement, attendance, and progress daily.

We have the same goal of helping our students succeed and will do whatever is necessary to get there!



ASPIRE CLASSES



CAREER & POST- SECONDARY SKILLS

PERIOD 1
8:30-9:20 A.M.

EXECUTIVE FUNCTIONING

PERIOD 2
9:30-10:20 A.M.

ACADEMIC RESOURCE

PERIOD 3
10:30-11:20 A.M.



MATH

PERIOD 4
12:00-12:50 P.M.

ENGLISH LANGUAGE ARTS

PERIOD 5
1:00-1:50 P.M.

LEARNING LAB

PERIOD 6
2:00-2:50 P.M.

KING

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MARTIN

RUSSELL

GUERTIN

PERIOD

1

**CAREER & POST
SECONDARY
READINESS
(CAPS)**

CAREER & POST-SECONDARY READINESS (CAPS)



Course Description:

This course is designed to equip high school students with essential skills for success in post-secondary life, whether in further education, vocational training, or the workforce. Students will explore career interests, develop job-seeking skills, and practice independent living skills necessary for adulthood. The curriculum will cover areas such as resume building, job applications, interview skills, workplace communication, budgeting, goal setting, and self-advocacy. Additionally, students will learn about community resources and supports available to them after high school.

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PERIOD 2

EXECUTIVE FUNCTIONING SKILLS

EXECUTIVE FUNCTIONING SKILLS

Course Description

This course is designed to support high school students in developing essential executive functioning skills that promote independence, self-advocacy, and success in both school and everyday life. Key areas of focus include organization, time management, goal setting, task initiation, and self-monitoring. Students will engage in activities and lessons that foster skills needed to manage academic responsibilities, plan for future goals, and make decisions in daily routines.

Campbell

Langis

Ford

Uth

Samson

Cross

PERIOD 3

ACADEMIC RESOURCE

ACADEMIC RESOURCE

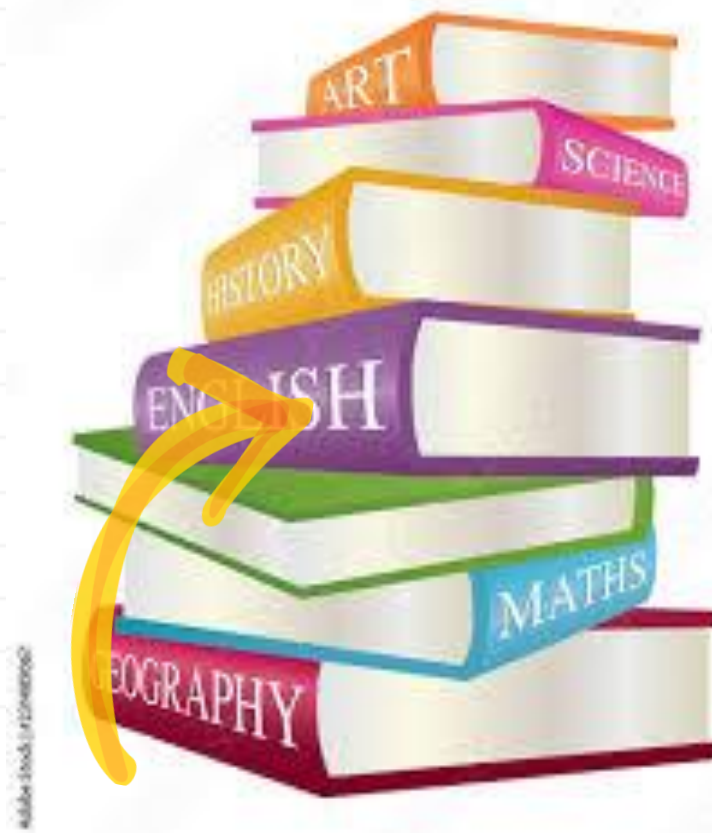
U.S. HISTORY-TUESDAY @ 10:30
(WITH ZACH CAMPBELL)

SCIENCE- WEDNESDAY & FRIDAY @
10:30 (WITH GAYLE LANGIS)

GEOGRAPHY- THURSDAY @ 10:30
(WITH COLLEEN FORD)

(SHOUT OUT to Ms. Uth, Mrs.
Samson, & Ms. Cross for doing
Adapted Art with RISE Students)

We really appreciate the Gen
Ed teachers who take the time
to teach these classes!!



Guertin

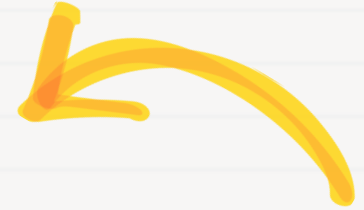
PERIOD 3

Targeted Tutoring

Targeted Tutoring



Utilizing research based
interventions & strategies



WHO: Targeting Tutoring

WHAT: One-on-One Support

WHEN: Monday-Friday @ 10:30 AM

WHERE: Zoom with Mr. Guertin

WHY: Some Students Are Better Served on a One-on-One Basis with the Goal of Having Them Eventually Attend ASPIRE Classes.

Work on Interdisciplinary Project

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PERIOD

4

MATH

MATH



Course Description:

This course is designed to equip students with practical math skills essential for everyday life. Through real-world applications, students will build foundational math knowledge and develop skills that will support their independence and success in various aspects of life, such as personal finance, shopping, cooking, and home management. Lessons are centered on topics like budgeting, time management, measurement, basic operations, and problem-solving, with a focus on applying math skills in realistic settings.

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PERIOD 5

**ENGLISH
LANGUAGE ARTS**

ENGLISH LANGUAGE ARTS



Course Description:

This course provides a comprehensive approach to English Language Arts, tailored to meet the individual needs of high school students. Designed to support literacy, communication, and critical thinking skills, the course covers reading comprehension, writing, vocabulary development, and speaking and listening skills. Using age-appropriate materials and real-life applications, students will explore fiction, non-fiction, and practical texts. Emphasis will be placed on developing functional language skills that students can apply in academic, social, and community settings, with a focus on meaningful engagement and building independence.

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GUERTIN

PERIOD **6**

LEARNING **LAB**

LEARNING LAB

EXPECTATIONS:

- WORK ON ASSIGNMENTS
- MAKE UP MISSING WORK
- SKILL BUILDING
- CHECKING BRIGHTSPACE





TEACHER CORNER



- ASPIRE CASELOAD
- ASPIRE DAILY SCHEDULE
- STUDENT SCHEDULES
- TEACHER/SUPPORT STAFF SCHEDULES
- CLASS LISTS
- PROGRESS MONITORING
- Student Attendance
- Student Participation

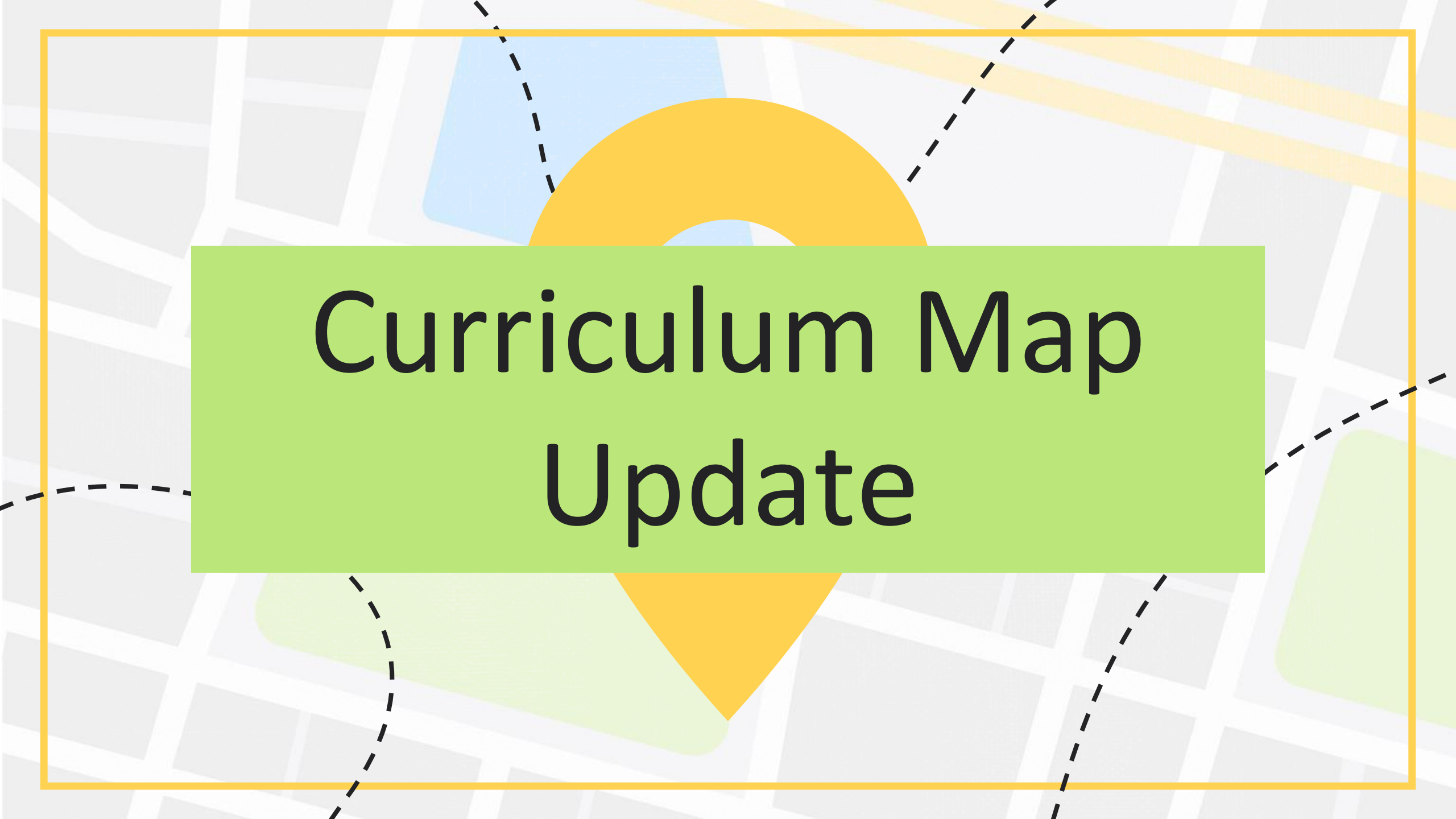
MARTIN

ROUSSEAU

RUSSELL

KING

GUERTIN

The background features a stylized map with grey rectangular blocks representing buildings. A large yellow semi-circle, resembling a rising sun, is positioned behind a central green rectangular box. Several dashed black lines are scattered across the map. The green box contains the text "Curriculum Map Update" in a bold, black, sans-serif font.

Curriculum Map Update

The background is a stylized map with various colored polygons representing land and water. A large green rectangle is centered on the map, containing the text. An orange location pin is positioned in the upper right area. Dashed black lines are scattered across the map, some forming paths or boundaries.

We have one final review of
7th Grade maps next week.

Major Takeaways

01

Concise Unit Summary

02

Standards taught AND assessed

03

Assessment descriptions

04

Guardian and Student-friendly language

Schedule

- Curriculum Advisory Committee will do the first review of 8th Grade core content maps on December 10th.
- Committee will do the final review of 8th Grade maps in early January for board approval at the January board meeting.
- Committee will do the initial review of 9th Grade maps in late January. Final review in early February for board approval at the February board meeting.

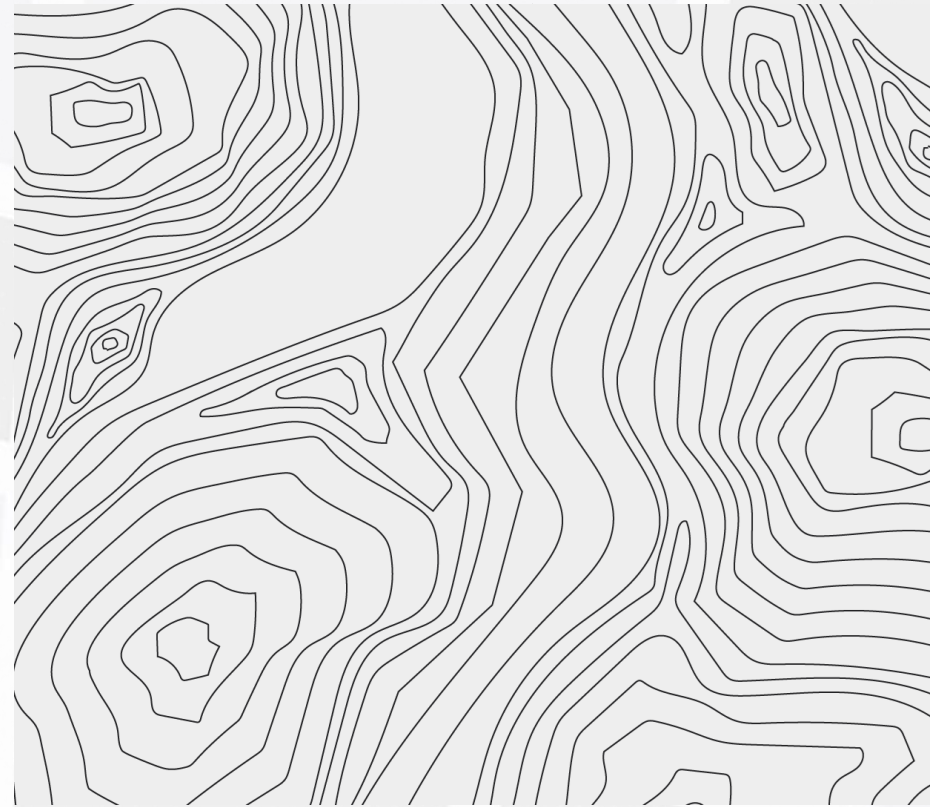
- Initial review of 10th Grade maps in late February. Final review in early March for board approval in March.
- Initial review of 11th Grade maps in late March. Final review in early April for board approval in April.
- Initial review of 12th Grade maps in late April. Final review in mid May for board approval in May.

Initial Review

- By 12/10: 8 Math, 8 English, 8 US History II, and 8 Science
- By 1/7: Algebra I, Algebra I Essentials, English Foundations I, Earth Science, Geography, Introduction to Art, and Physical Education & Health
- By 2/4: Geometry, Geometry Essentials, English Foundations II, Biology, Personal Finance, and Civics.
- By 3/11: Algebra II, Consumer Math, American Literature, Chemistry, and US History
- By 4/15: Pre-Calculus, World Literature, Physics, and Modern World History

Chalk Help

Please reach out to me if you would like help with navigating Chalk to update your maps.



CASE STUDIES

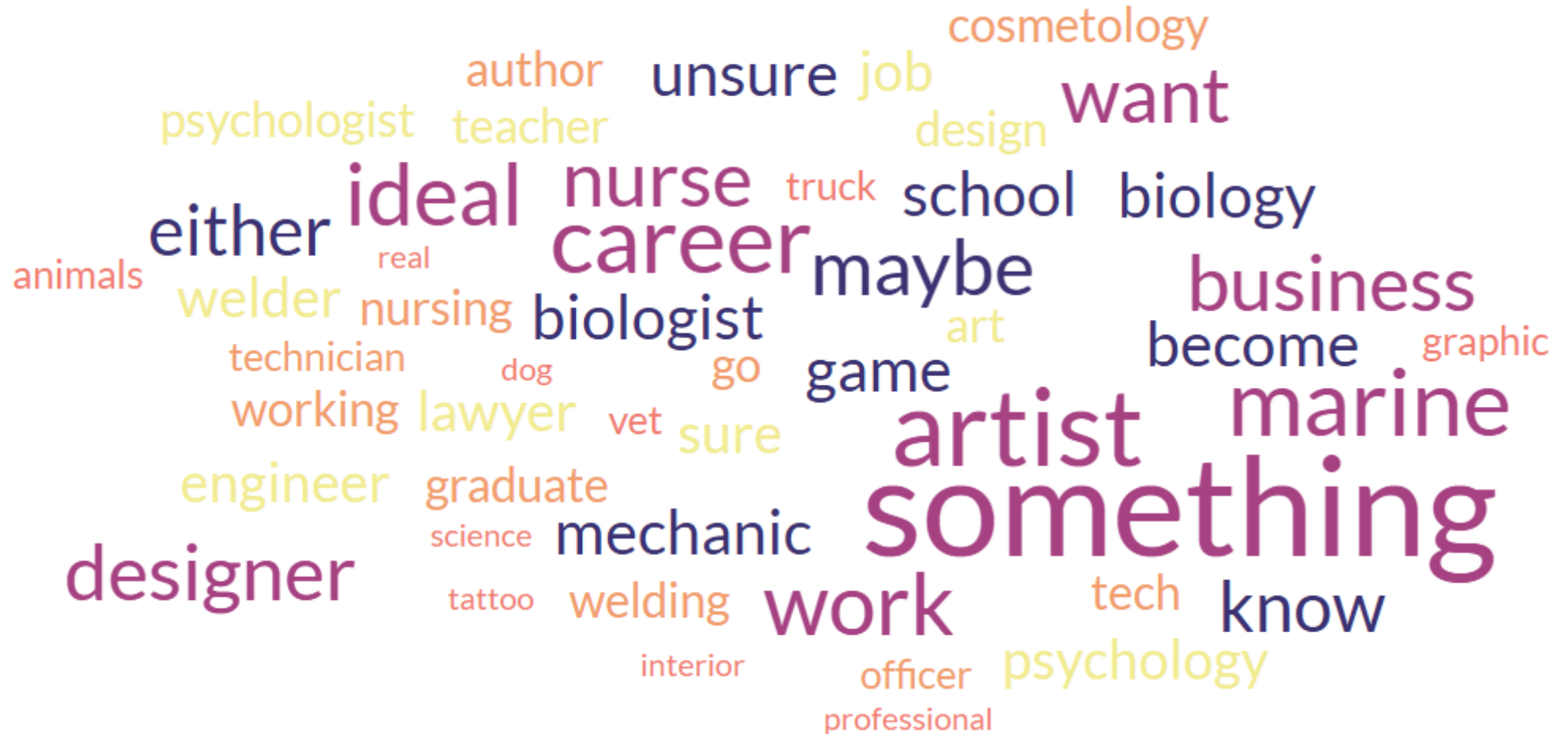




S. Davis (10), is in an ELA small group with me. We were talking about her goals and what she wanted to do after high school. She mentioned her passion for art and wanting to enter art competitions. I gathered information for her and connected her with our amazing art teachers. She created this for me. Building relationships is just a small part of the work that we are doing in MTSS!



ILPs



Project-Based Learning

Building on the information from the ILPs, we are able to develop project-based learning opportunities that engage our students with their interests, while meeting necessary graduation requirements.

One student, this is their second year, we developed a project related to their IEP goals and career goals. This student has engaged with the project, which will allow them to graduate on time.

Additionally, we have another student, whose ELA teacher is designing a course of study around their area of interest (small engine repair) to help them to be motivated to engage in their learning.

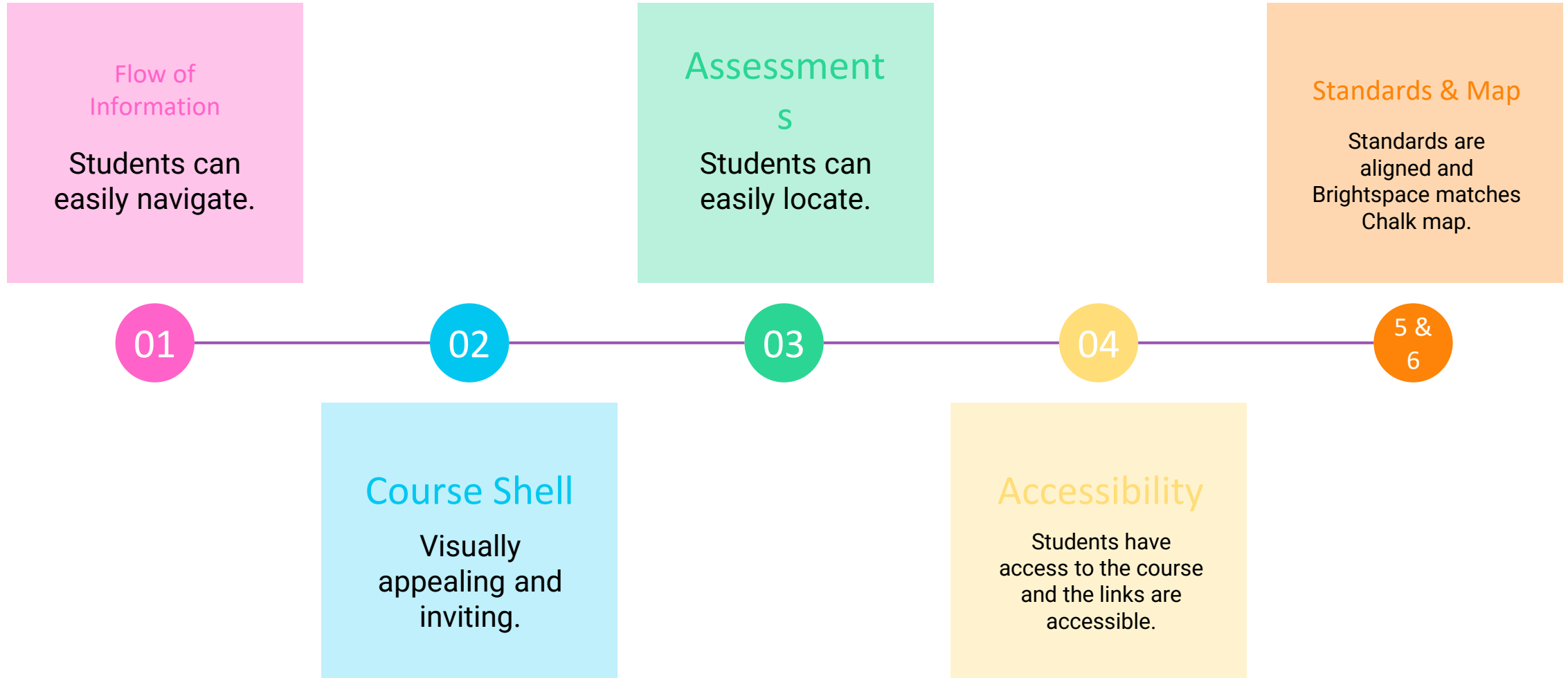




Course Reviews Update

November 18, 2024

Course Review Rubric



General Comments

Courses, overall, are in excellent shape! Thank you for all of the hard work!

Common areas of need, content alignment to maps. I am happy to update maps!

Including a syllabus!

Use of lesson descriptions is excellent!

Syllabus: World Literature Sem. 1 CP



Course Description:
In this course, we will explore a variety of literary works from different cultures and time periods. Through reading and analyzing these texts, we will develop critical thinking skills, improve our writing abilities, and gain a deeper understanding of the human experience across the globe. We will also engage in discussions

1.1: Physical Geography Overview




MODULE OVERVIEW WORLD GEOGRAPHY

Introduction to Physical Geography



YOUR PATH TO SUCCESS

Completing the TIME TO LEARN and PRACTICE tabs in the table below is key

Prior Knowledge	TIME TO LEARN 8:30AM	LESSON PRACTICE	Video Tutorial	Resources
<div>PEZ: Write Variable Expressions: One Operation</div>				

Use of elements within HTML pages!

Theme

Some writers create a story to teach readers about life. Other writers tell a good story, but readers still learn something from their interpretation. The theme of a story is the life lesson readers are supposed to learn from the characters. Characters resolving their conflict and the events that happen during the story help us figure out a theme.

Embedded videos!



There are too many great examples to showcase everyone!

I am very impressed with the work that is being done to ensure that our students have an engaging, well-thought out, accessible, and cohesive learning environment!

**THANK
YOU**

Understanding the EdTech/Support Teacher Feedback - Evaluation Process

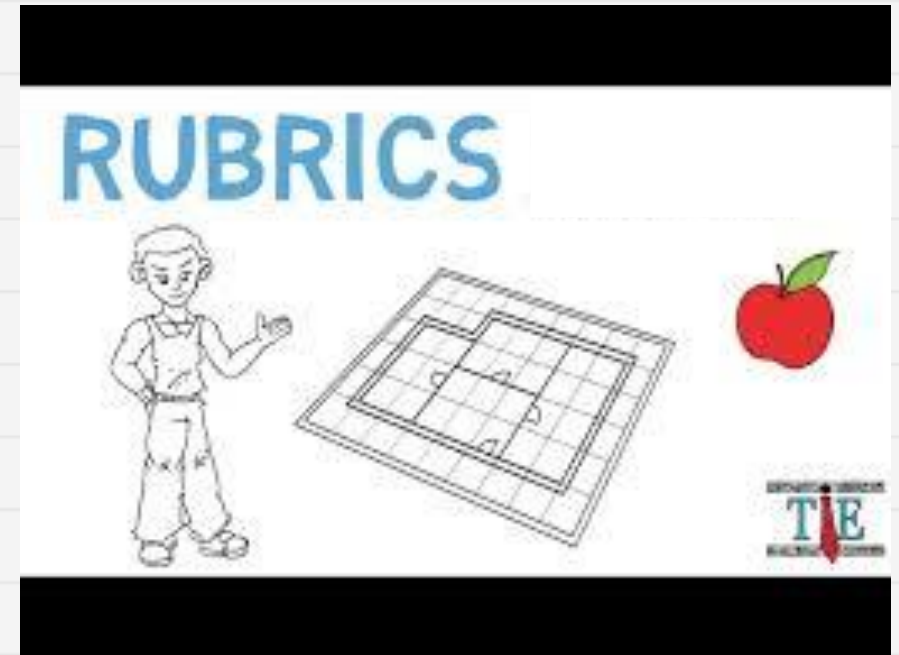
The Rubric in a Nutshell (Ok, 10 slides;)



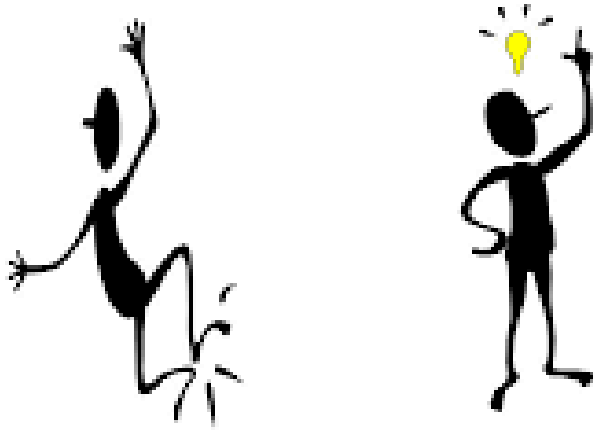
Introduction to the Ed/Tech Support Teacher Feedback - Evaluation Rubric

The Rubric is used to evaluate EdTech/Support Teacher performance

- Scale: 4 (Exemplary) to 1 (Undeveloped)
- Covers 4 main performance categories



STUDENT-CENTERED TEACHING



Performance Category 1: Student-Centered Focus

- Prioritizing student interests
- Maintaining confidentiality
- Communicating respectfully

Performance Category 2: Classroom Support and Instruction

- Working with individuals/small groups
- Reviewing and reinforcing learning
- Introducing new content
- Encouraging academic progress



Which of these aspects do you think is most crucial for student success?

Performance Category 3: Collaboration and Individualized Instruction

- Collaborating with teaching team
- Providing individualized instruction
- Aligning with MEVA objectives and Maine Anchor Standards



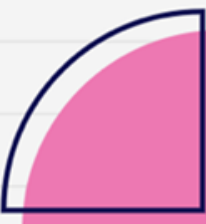


Performance Category 4: Compliance and Professionalism (Part 1)

- Preparing students for standardized tests
- Maintaining a conducive learning environment
- Attending IEP and Section 504 meetings



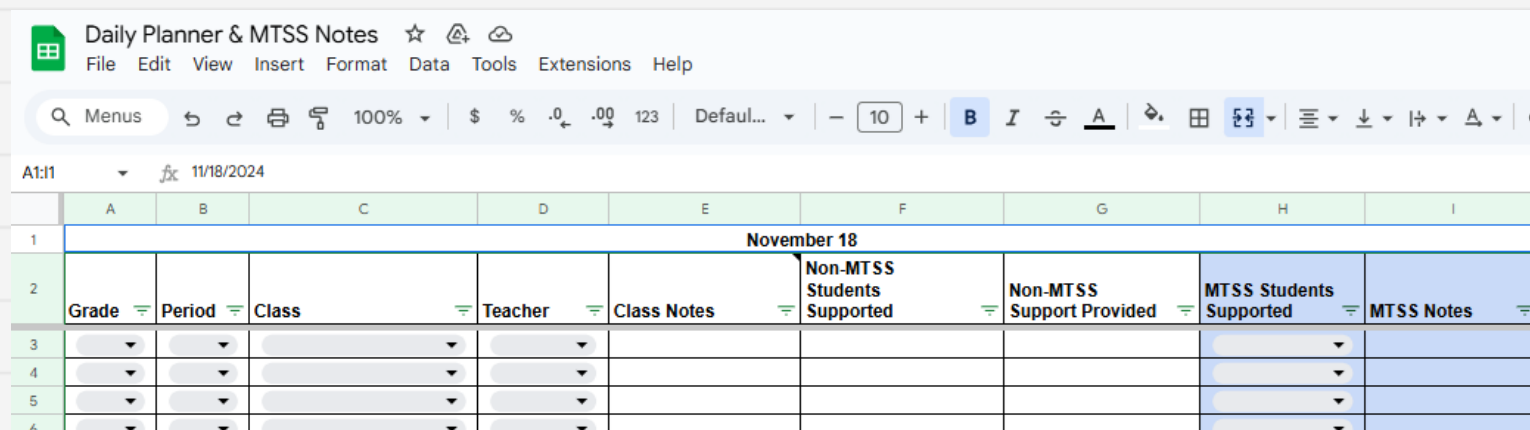
Why is maintaining a positive learning environment important?



Performance Category 4: Compliance and Professionalism (Part 2)

- Assisting with data collection/analysis
- Attending faculty orientation and training
- Participating in advisory groups
- Completing other assigned duties

How might these responsibilities contribute to overall school effectiveness?



The screenshot shows a Google Sheet titled "Daily Planner & MTSS Notes" with a date of 11/18/2024. The sheet contains a table for tracking student support. The table has columns for Grade, Period, Class, Teacher, Class Notes, Non-MTSS Students Supported, Non-MTSS Support Provided, MTSS Students Supported, and MTSS Notes. The table is currently empty, with only the headers visible.

Grade	Period	Class	Teacher	Class Notes	Non-MTSS Students Supported	Non-MTSS Support Provided	MTSS Students Supported	MTSS Notes



Scoring the Evaluation

- Add up scores from all categories
- Divide total by 16 for final score
- Scores range from
1 (Undeveloped) to 4 (Exemplary)

<https://docs.google.com/document/d/1iqGpfaiUCYaNi9gaWS6PH9o34ullo3mxJZk2HWd5IZU/edit?tab=t.0>

EdTech/Support Teacher Evaluation Rubric

Scale:

- 4: Exemplary
- 3: Proficient
- 2: Developing
- 1: Undeveloped

Performance Category 1: Student-Centered Focus

Keeps the interests of the students foremost in all aspects of employment.

- 4: Consistently prioritizes student interests, demonstrating a deep commitment to student well-being and engagement.
- 3: Generally keeps students' interests in mind, with occasional adjustments as needed.
- 2: Demonstrates some effort but inconsistently prioritizes student interests.
- 1: Frequently needs to pay more attention to student interests.

Recognizes and practices student/teacher confidentiality.

- 4: Demonstrates a thorough understanding and strict adherence to confidentiality policies, ensuring student trust.
- 3: Maintains confidentiality consistently, with rare lapses.
- 2: Occasionally struggles to uphold confidentiality.
- 1: Frequently breaches confidentiality standards.

Communicates regularly tactfully and respectfully.

- 4: Effectively communicates with respect and tact, fostering positive relationships with students, teachers, and parents.
- 3: Communicates regularly and generally maintains a respectful tone.
- 2: Demonstrates occasional lapses in communication etiquette.
- 1: Often communicates in an ineffective or disrespectful manner.

Reflection and Improvement

- Rubric identifies areas of strength and improvement
- Guides professional development efforts
- Ensures alignment with school priorities

How might regular feedback help educators grow professionally?



Thank you!

(See, it was really
9 slides;)

- Comments
- Questions



Maine Virtual Academy Chapter of the National Honor Society

- Current Membership: 7
- New Members for SY 24/25: 9
- Current members are volunteering time with established organizations including humane societies, food pantries, community centers, and children's hospitals.
- Following excellent feedback from the Faculty Council, we are excited to hold this year's NHS Induction Ceremony on November 20, 2024, at 4:00 pm in Zoom.



School Counselor College Visits

Heather Tyler, Grades 10-12

- You may not know that I am quite passionate about college planning!
- However, I have A LOT to learn! There are too many colleges all over the world for me to know about them all.
- I find that the most helpful way for me to learn about colleges is to visit them myself.
- As you may know, a large portion of our MEVA college-bound graduates attend Maine Community Colleges.

However, we do have a population seeking out options in other regions, colleges that specialize in particular areas, faith-based colleges, college athletics, etc. etc. etc.!!!

For me, this means I want to expand my own knowledge about what is available to students. The more I know about what is out there the more I can take back to students.

School Counselor College Visits:

Many colleges invite high school counselors to visit for a day or two.

Why?/What Do I Gain?/What Do Our Students Gain?

- Experience the college in-person and get a feel for the campus vibe.
- Valuable sessions providing in-depth information about the college programs, opportunities, research, etc.
- Rich professional development not related to the college itself! On this last visit I learned about AI and School Counselor Self-Care. It was some of the most relevant and rich PD I have experienced.

EVERYTHING THAT I LEARN IS SOMETHING I TAKE BACK AND USE IN MY WORK WITH OUR MEVA STUDENTS.

A little side note, I am also taking a College Specialist course currently.

Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, November 25th, 3:00 pm. Break is Wednesday, November 27th through Friday, 29th.** *All MEVA faculty are off for these well-deserved holidays.*
- MEVA **virtual** high school graduation on **Friday, June 6th at 2:00 pm.** MEVA **virtual** eighth grade recognition ceremony on **Friday, June 13th at 11:00 am.**
- Looking ahead, the Last Day of School is **June 13th.**
- PI Meeting Materials are posted at:
<https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-process-improvement-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.