

Process Improvement Meeting Agenda – 12/9

- MEVA Mission and Vision.
- MEVA Assessment Calendar and Strategic Goals (Reading Growth and Math Proficiency).
- MEVA Post 10/1 Retention.
- MEVA Win over the student.
- MEVA Mid-Year Enrollment Timeline – Stephanie Emery.
- ASSESSMENT: Winter 2025 NWEA Proctoring – Christina O’Grady.
- INSTRUCTION/PROGRESS MONITORING: MTSS– Christina O’Grady.
- INSTRUCTION: Maximizing Educational Technician/Support Teacher Potential – Don Fournier.
- Other and next Process Improvement Meeting on Monday, December 16th, 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

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.

MEVA's Post 10/1 Retention Goal

- MEVA's goal is to retain at least ninety percent (90%+) students who were enrolled on 10/1/2024. Students who graduate or move out-of-state are excluded from the calculation.
- MEVA's post 10/1 retention to date is approximately 97%.
- MEVA typically meets our goal year after year, but we try hard to meet students' needs and to support their progress.

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

SET Semester 1 Timeline Reminders:



- › **1/10 (Sem 1) : *Suggested*** student due date for completing and turning in work. Keep in mind 1/16 is the absolute LAST day of the semester – no extensions. Teachers can determine final due dates within this timeframe. Keep in mind gradebooks also close on the 16th.
- › **1/16 (Sem 1): HARD DEADLINE - Last day to submit final grades to Operations via email.** Teacher's *final day* to complete and submit grading for all students by COB. Ensure that your grade scheme is set to the *MEVA Default* before closing grades. Then enter your final grades into your gradebook and export/download them by this date.
- › **Gradebook Exports: Must have the following selections ONLY! In your gradebook export settings please select the following;**
 - 1. Student ID (Org Defined ID) & Username
 - 2. Last/First Name of the Student
 - 3. Final Calculated & Adjusted Final Grade, prior to exporting to CSV.
 - 4. Please check your downloads to ensure FINAL letter grades are present, not percentages, points, or individual assignment grades before sending.

Full Training Guide Available in Vector Due Jan 10th: [SET Training](#)

NWEA, Semester 2 & New Enrollment

■ NWEA

- For **all current and new** students,
 - Tuesday, Jan 14th - Thursday, 16th & makeups on Friday, 17th. Questions relating to NWEA contact cogrady@mainevirtualacademy.org

■ Semester 2

- Week of December 16th - Course placements for sem 2 begins.
 - Sem 2 course content toggle must be set to **not visible** by Friday, Dec 13th.
- Friday, Jan 17th Semester begins.
 - Set course/student schedules before this date, so that students will see courses on their calendars.

■ New Students

- Wednesday, Jan 8th at 12pm & 6pm - New student orientations.
- Monday, Jan 13th - First day of school!

New Students, What to Expect Their First Week?

View Expanded Schedule - [First Week at MEVA](#)

Monday, January 13th – First Day:

8:30am - Brightspace Exploration Day

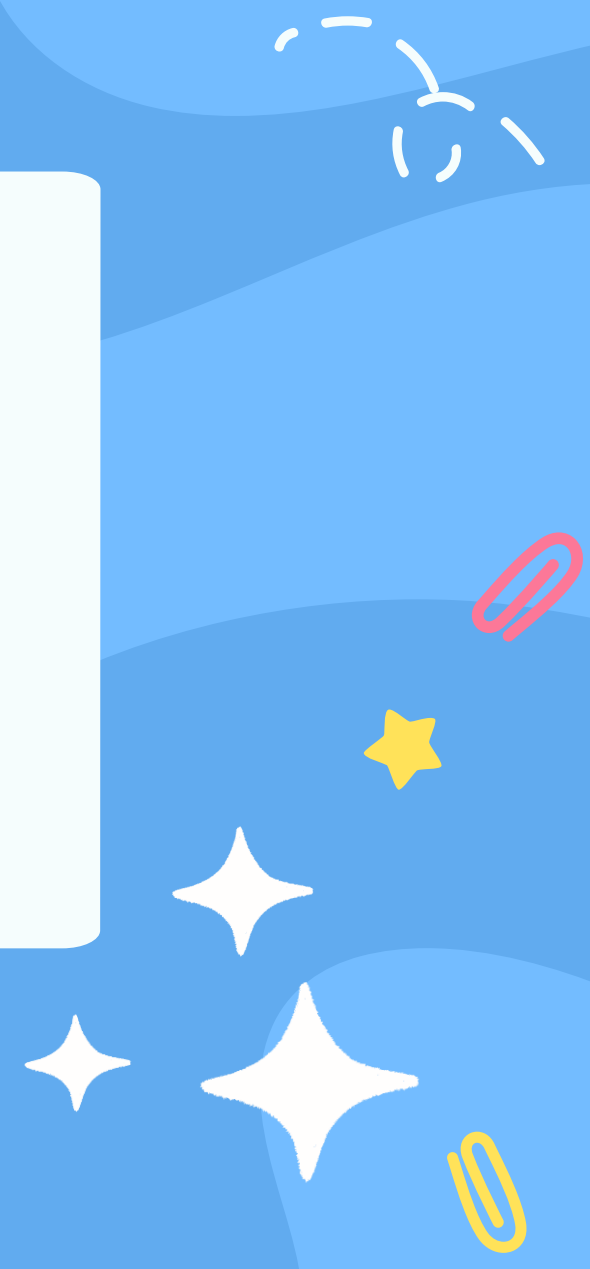
Join Zoom Meeting <https://mainevirtual-org.zoom.us/j/84232259264>

Meeting ID: 842 3225 9264



NWEA GUIDEBOOK

August, 2024



AGENDA

01

ROLES & RESPONSIBILITIES

What are you responsible for?

02

GENERAL EDUCATION

Process for General Education

03

SPECIAL EDUCATION

Process for Special Education

04

SCRIPTS & RESOURCES

Changes for 2024-2025

ROLES & RESPONSIBILITIES



NWEA ADMIN

That's me! I will import the roster, update the Tracker, and any questions/concerns should be directed to me!



PROCTORING LEAD

That may be you!


Responsible for initiating communication and ensuring things are set to go on test day!



PROCTORING SUPPORT

Or this could be you!

Responsible for attendance and outreach efforts on test day!





SPECIAL EDUCATION CASE MANAGER

— Responsible for creating a testing
— schedule for students on their
— caseload, testing the students, and
— running any makeup sessions. —



GENERAL EDUCATION PROCESS




COORDINATION

The Proctoring Lead
and Proctoring
Support will
coordinate.



TESTING SESSIONS

The main testing
sessions are Tues,
Weds, and Thurs.



SPECIAL EDUCATION PROCESS



COORDINATION

Case managers will determine the testing schedule for their students based on IEP needs.

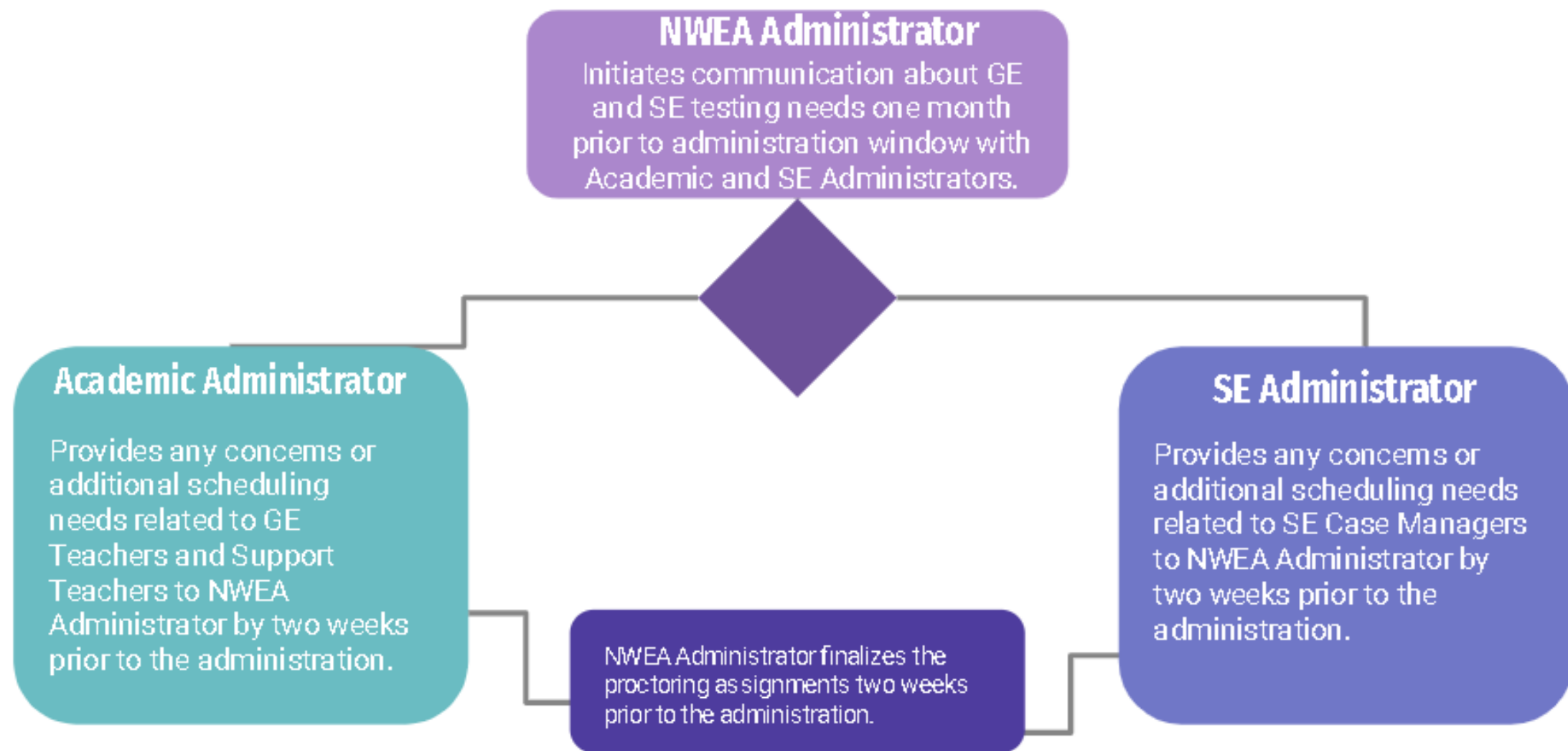


TESTING SESSIONS

The main testing sessions are Tues, Weds, and Thurs.



NWEA Administration Planning Communication



NWEA Testing Protocols

General Education

NWEA Administrator updates tracker, roster, and assigns proctoring leads and supports. Testing happens within advisory groups.

Proctoring Lead and Proctoring Support coordinate the testing tasks for their group: email, Zoom, calendar, and announcements.

Main testing days, Tues, Weds, & Thurs AM

Special Education

NWEA Administrator updates tracker, roster, and assigns proctoring leads and supports. Testing happens within advisory groups.

Case managers determine the groupings, following the NWEA testing protocols, small group = 8 and 1:1 testing only for student with an IEP accommodation.

Main testing days, Tues, Weds, & Thurs PM. Schedules for each case manager will be shared with the SE Administrator and the NWEA Administrator

7TH GRADE

GE Morning & Afternoon Session

GE Proctoring Lead: Nic Taylor

GE Proctoring Support: Lauren Sroka & Jan White

SE Morning Session

SE Case Managers: Jenn Guyton, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Vikki Sergent, Kristen Schmidt, & Lisa Russell

SE Afternoon Session

SE Case Managers: Jenn Guyton & Kim Clark

SE Proctoring Support: Kristen Schmidt, Vikki Sergent, Lisa Russell & Jan White



8TH GRADE

GE Morning Session

GE Proctoring Lead Group 1: Kim Pasternack

GE Proctoring Support Group 1: Chelsea Osgood & Steph Martitz

GE Afternoon Session

GE Proctoring Lead (All): Steph Martitz

GE Proctoring Supports (All): Kim Pasternack & Chelsea Osgood

SE Morning Session

SE Case Managers: Jenn Guyton & Kim Clark

SE Proctoring Support: Vikki Sergent, Kristen Schmidt, & Lisa Russell

SE Afternoon Session

SE Case Managers: Jenn Guyton & Kim Clark

SE Proctoring Support: Kristen Schmidt, Vikki Sergent, Lisa Russell, & Jan White

9TH GRADE



GE Morning Session

GE Proctoring Lead Group 1: Heather Larchar

GE Proctoring Support Group 1: Nicole Hart

GE Proctoring Lead Group 2: Nick Sherwood

GE Proctoring Support Group 2: Gayle Langis

GE Proctoring Lead Group 3: Jason Iannone

GE Proctoring Support Group 3: Meredith Priess

GE Afternoon Session

GE Proctoring Lead (All): Nicole Hart

GE Proctoring Supports (All): Nick Sherwood, Heather Larchar, & Jason Iannone

SE Morning Session

SE Case Managers: Bethany Kennedy, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Lisa Russell, Kristen Schmidt, Jennifer Knowles, & Rebekah Cross

SE Afternoon Session

SE Case Managers: Bethany Kennedy, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Rebekah Cross, Gayle Langis, Kristen Schmidt, Jennifer Knowles, Meredith Priess, & Lisa Russell

GE Morning Session

GE Proctoring Lead Group 1: Matt Corbett

GE Proctoring Support Group 1: Alex Campbell

GE Proctoring Lead Group 2: Colleen Ford

GE Proctoring Support Group 2: Melissa Dubovik

GE Proctoring Lead Group 3: Vanessa Richardson

GE Proctoring Support Group 3: Lindsey Samson

GE Proctoring Lead Group 4: Anthony Barletta

GE Proctoring Support Group 4: Denise Harlow

GE Afternoon Session

GE Proctoring Lead (All): Anthony Barletta

GE Proctoring Supports (All): Colleen Ford, Vanessa Richardson, Lindsey Samson, & Melissa Dubovik

10TH GRADE



SE Morning Session

SE Case Managers: Jenny Scribner, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Holly Russell, Kristen Schmidt, & Lisa Russell

SE Afternoon Session

SE Case Managers: Jenny Scribner, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Holly Russell, Matt Corbett, Kristen Schmidt, & Lisa Russell

GE Morning Session

GE Proctoring Lead Group 1: Dante Castro

GE Proctoring Support Group 1: Nelson Peters

GE Proctoring Lead Group 2: Lauren Lugdon

GE Proctoring Support Group 2: Kristian Campbell

GE Proctoring Lead Group 3: Alicia Uth

GE Proctoring Support Group 3: Mary Violette

GE Proctoring Lead Group 4: Coady Richardson

GE Proctoring Support Group 4: Matt Guertin

GE Afternoon Session

GE Proctoring Lead (All): Alicia Uth

GE Proctoring Supports (All): Nelson Peters, Dante Castro, & Coady Richardson

11TH GRADE



SE Morning Session

SE Case Managers: Dan Bernardini, Anthony Moffatt, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Jenn Conrad, Lisa Russell, Trudy Martin, & Kristen Schmidt

SE Afternoon Session

SE Case Managers: Anthony Moffatt, Julie King, Kevin Rousseau, & Kim Clark

SE Proctoring Support: Jenn Conrad, Lisa Russell, Kristen Schmidt, Kristian Campbell, Matt Guertin, & Lauren Lugdon

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 starting
at 12:30p.

Wednesda
y

Reading NWEA from 8:30-11:30a,
Makeups in the afternoon starting
at 12:30p.

Language NWEA from 8:30-11:30a.



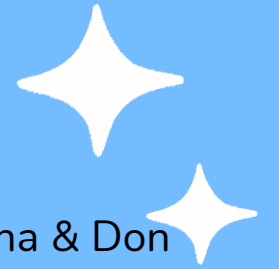


NWEA TRACKER

Will be shared out once it is updated.



NEXT STEPS



- Proctoring Leads communicate with your Proctoring Supports to make a plan (include Christina & Don on these communications)
- Email advisory students and LCs from your group with the NWEA test dates and the Zoom link, include Christina and Don on these emails by **Thursday, January 2nd**. **NEW:** You MUST use the email template provided in the guidebook for these communications for consistency.
- Create an announcement in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by **Thursday, January 2nd**. **NEW:** You MUST use the announcement template provided in the guidebook for these communications for consistency.
- During the **January 6th** advisory meeting go through the Advisory slides.



CHANGES FOR 2024-2025



- Tracker format
- Required email and announcement template
- Required Advisory and Day of Testing Slides
- Cheating/AI script that must be read each day
- Survey for students to sign off their understanding of the cheating policy
- **NEW** for 2nd semester, students in the 1-40th percentile will be included in MTSS starting with winter scores.

WHAT TO DO IF YOU SUSPECT CHEATING



Suspected Cheating

If you suspect a student is cheating, notify the NWEA Administrator, Academic Administrator, and Special Education Administrator. Include the student's name in your email, why you suspect cheating, and any actions you took to address the situation during the testing session. The NWEA Administrator will follow the protocol outlined below to investigate the situation further.

1. Determine if the variance in scores falls within the standard for the test and grade level determined by the NWEA Norms study. We consider it a "normal" score if it falls within the standard deviation.
2. If it falls outside the standard deviation, the duration time is analyzed. This is compared to prior testing times and the average test duration and grade level duration. If a student uses additional resources, it is often reflected in the time it takes to complete the test.
3. Additionally, if the student is in grades 7, 8, or 10, their in-person score is compared to their virtual score to determine if they are within a standard deviation of each other.
4. The Head of School (Dr. Browne) and the NWEA Administrator (Dr. O'Grady) determine whether a meeting should be called with the student and family and/or whether the student will be retested.
 - a. If we determine the student is to be retested, they will be retested in a 1:1 setting with their camera and screen sharing turned on.

This process is included in the new NWEA Guidebook along with the script to read prior to each day's testing session regarding cheating and the use of external resources.



RESOURCES



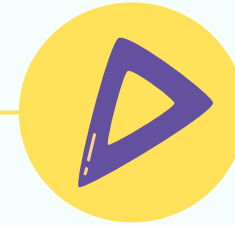
GUIDEBOOK

Replaces the
Cheat Sheet



TRACKER

Will be
released soon!



NWEA ADMINISTRATOR

Reach out to me directly
with any questions or
concerns about the
process (GE or SE)





YOU'RE AWESOME!



THANKS

Do you have any questions?

COGrady@mainevirtualacademy.org



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.





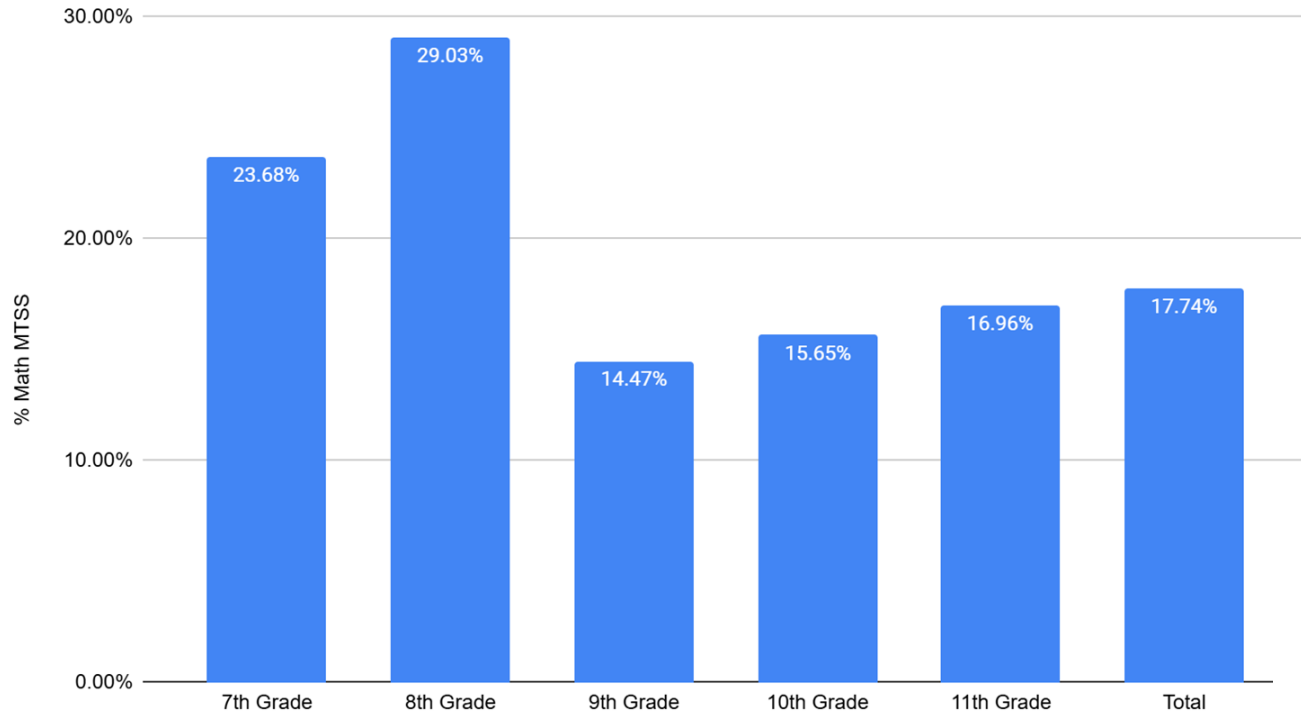
MTSS

Progress Monitoring

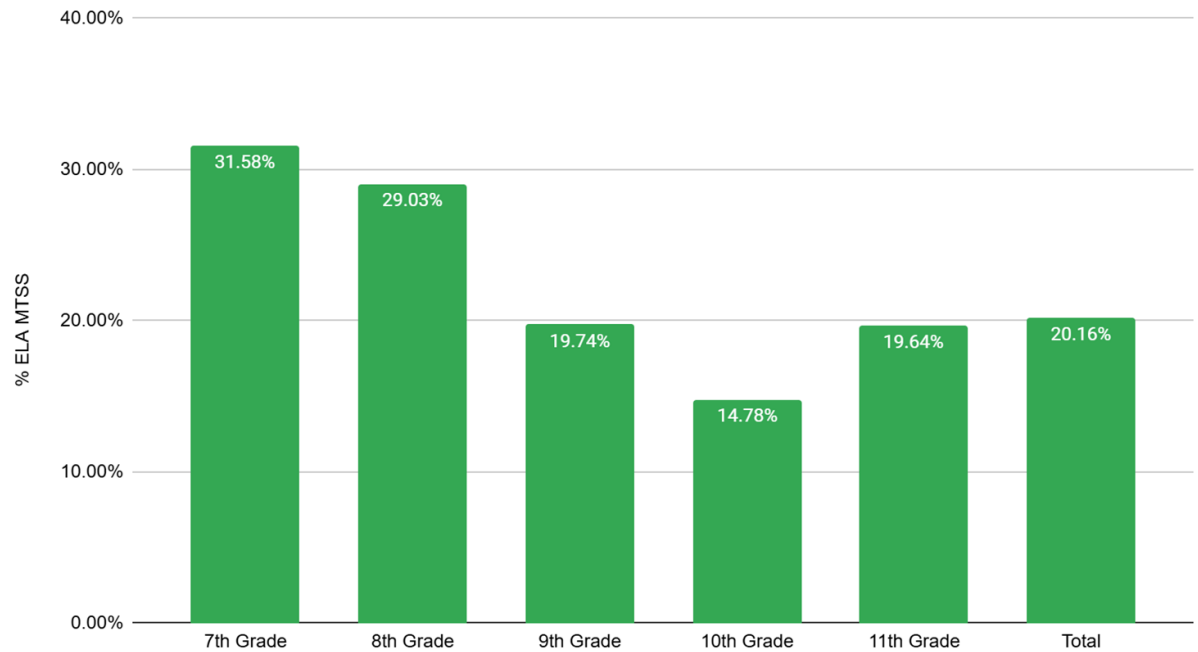
December 9, 2024 (November's Data)



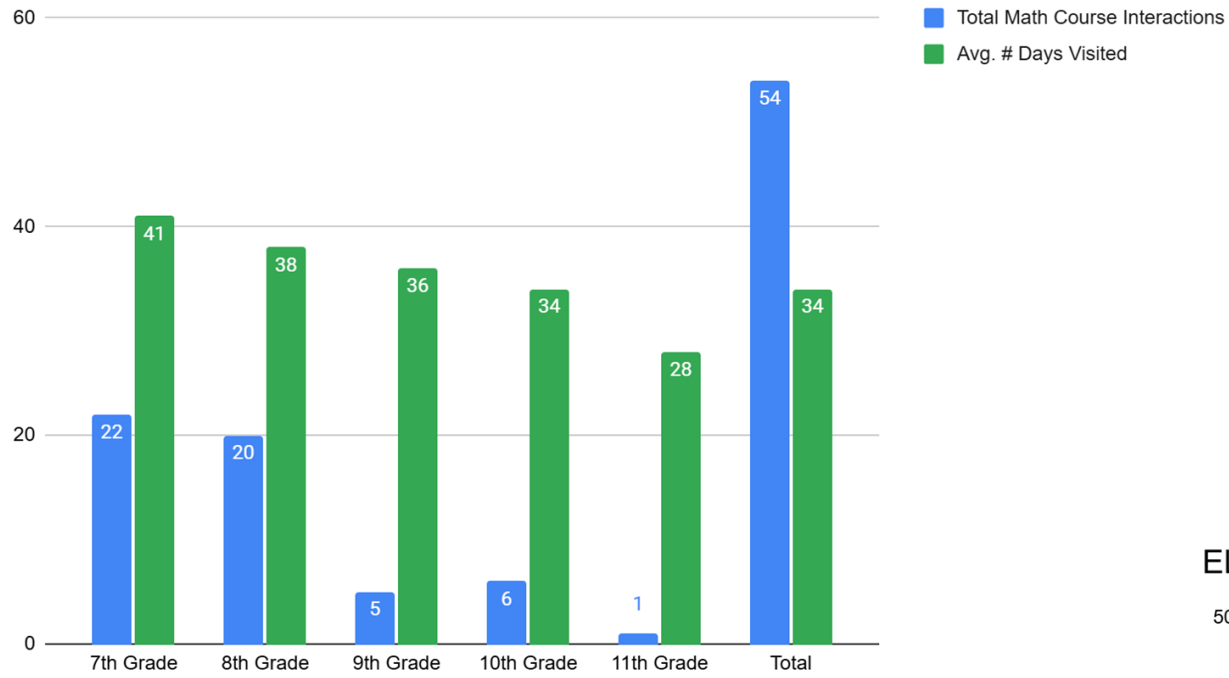
% Math MTSS



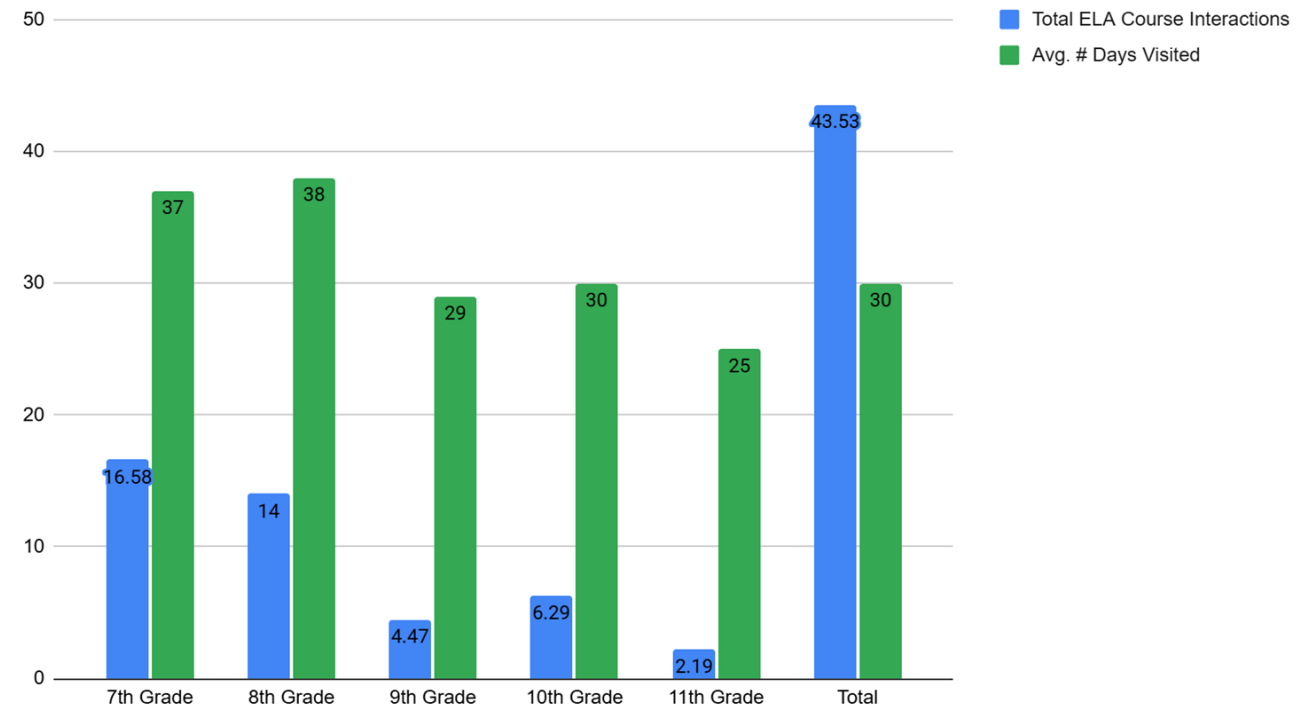
% ELA MTSS



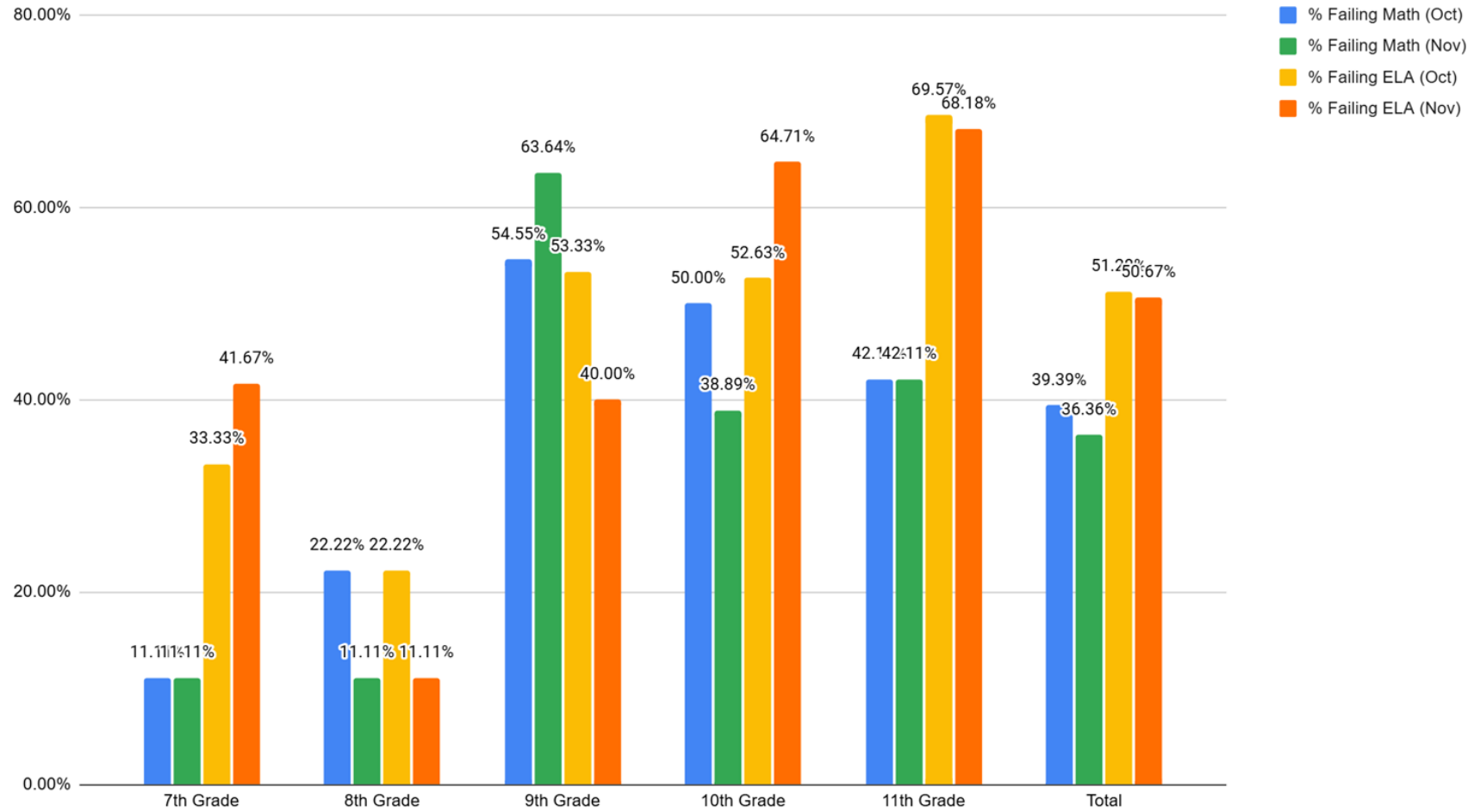
Math MTSS



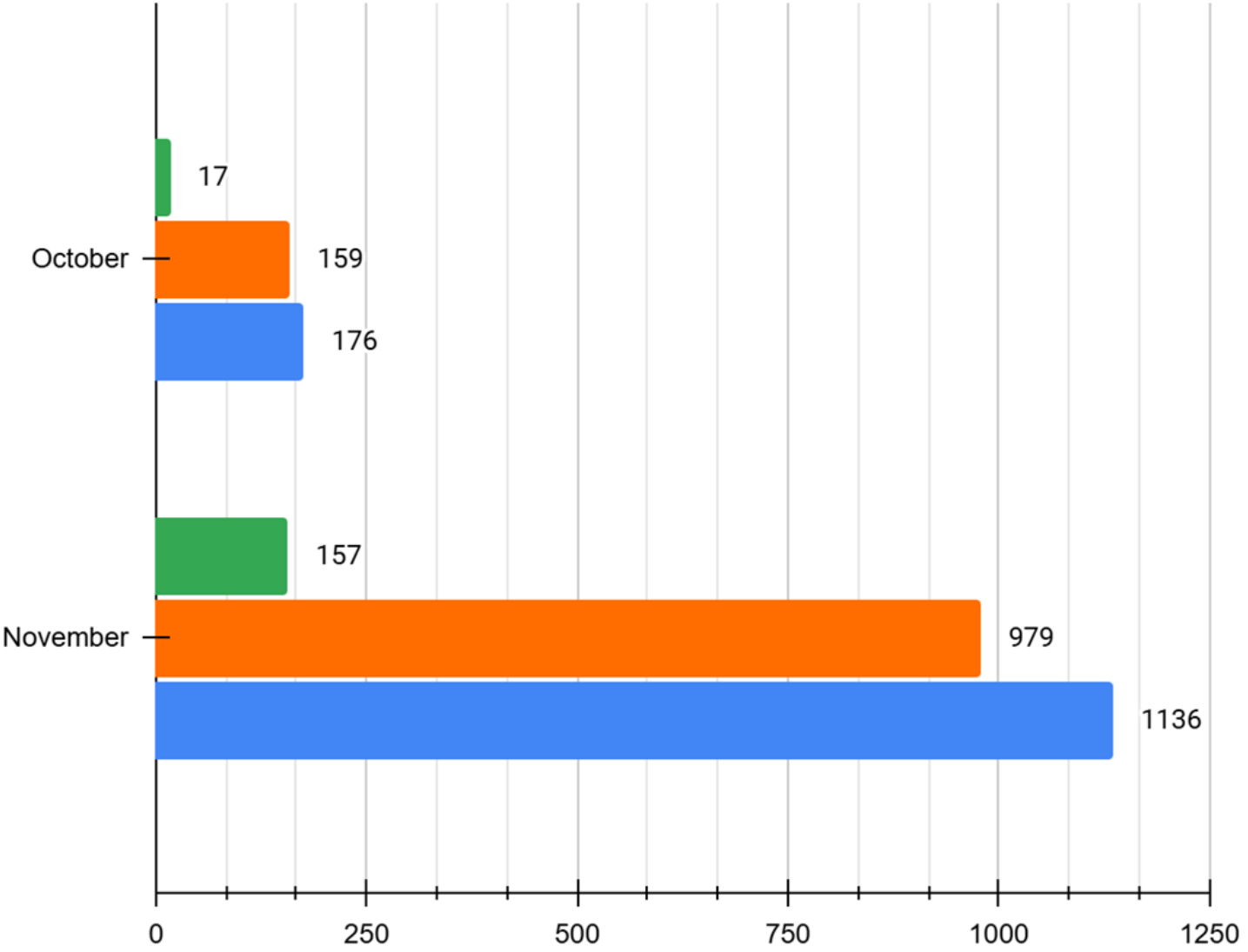
ELA MTSS



MTSS Failing Courses



Total # Student Interactions



- Total # Non-MTSS Student Interactions
- Total # MTSS Student Interactions
- Total # Student Interactions

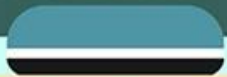




Kristian



Maximizing Educational Technician / Support Teacher Potential





Topics for discussion:

- Clear Communication and Collaboration
- Individualized Student Support
- Differentiation Strategies
- Small Group Instruction
- Data Collection and Progress Monitoring
- Benefits of Effective Collaboration

My mom told me...

"a person who values you, wouldn't ever put themselves in a position to lose you." And that really hit deep.



Clear Communication and Collaboration

- Keep regular communication channels between lead teacher, educational technicians, and support teachers
- Work with Admin to be sure roles, responsibilities, and expectations are consistent
- Collaborate on lesson planning and instructional strategies
- Address attendance and engagement issues promptly

How often do you (or would you like to) meet as a team?





Individualized Student Support



- Work together to review students needing extra assistance (IEP, 504, MTSS)
- Use data to develop targeted interventions and accommodations
- Ensure all students can access the curriculum

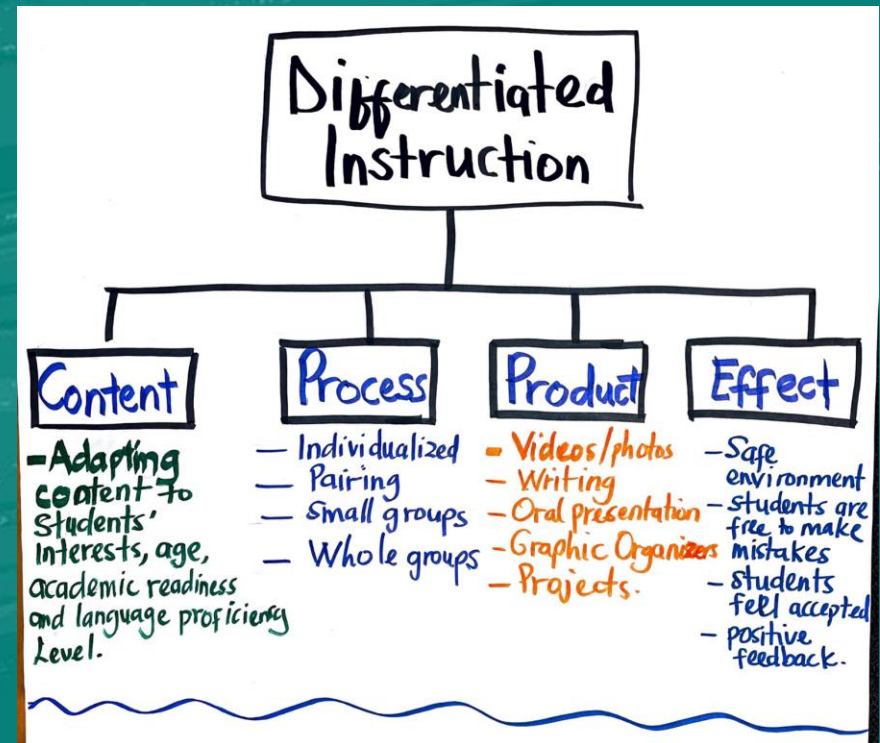


How are you using/collecting data to assist your planning in providing individual support?

Differentiation Strategies

- Collaboratively design differentiated instruction
- Adapt materials for diverse learning styles and abilities
- Offer alternative assignments and assessments when necessary

How can educational technicians / support teachers help with differentiation?



Small Group Instruction

- With guidance, ed techs/support teachers can provide small group instruction
- Providing personalized attention to struggling or advanced students is essential
- Reinforce key concepts or offer enrichment activities

What topics would benefit from small group focus in your class?



EIGHT WAYS TO USE ZOOM BREAKOUT ROOMS



Small Group Instruction

 Set up time to work with small groups of students to teach, reteach, or review key concepts



Icebreaker Activities



Build in Ice Breaker Activities into the lesson where students can collaborate and communicate



Partner Work



During class allow students to work in partner groups through Zoom Breakout Rooms



Group Projects



Provide time for students to work on group projects while in the different Breakout rooms



Intervention Time



Provide intervention support and reteaching opportunities with small group or individual student



Goal Meetings



Use the Breakout rooms for Goal setting meetings with individual students



Building Community



Use the Breakout rooms for students to meet with virtual and onsite classmates to discuss and share



Individual Work Time



Place students into their own Breakout room to work on independent or digital content work



Data Collection and Progress Monitoring

- Work together to collect and analyze student data
- Track progress and adjust instructional strategies accordingly
- Document student achievements, challenges, and growth

What data points are most crucial for you to lead your students' to success?

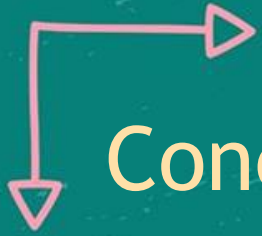


Benefits of Effective Collaboration

- Enhances student learning outcomes
- Provides a more inclusive and supportive classroom environment
- Increases teacher effectiveness and job satisfaction

Are there any roadblocks to fostering collaboration Among your teams?





Conclusion

- Maximize potential through clear communication and shared goals
- Focus on student-centered, collaborative approaches
- Continue to improve and adapt
- Many of you are well on the road to this collaborative method - keep it up!



Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, December 16th, 3:00 pm.**
Winter Break is Monday, December 23rd through Wednesday, January 1st.
Please cancel your live class sessions to suit.
- 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.