

Process Improvement Meeting Agenda – 4/28

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA FY26 ESEA Application Public Comment and Comprehensive Needs Assessment.
- MEVA Win over the student.
- ASSESSMENT: State testing Update – Stephanie Emery.
- ASSESSMENT: NWEA Map Growth Reminder – Dr. Christina O’Grady.
- INSTRUCTION: Introduction to Diffit – Holly Russell.
- INSTRUCTION: The reading/writing connection – Don Fournier and Lauren Sroka.
- SUPPORT: Guidance Update, Emergency Management Plan and Parent Student Handbook – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, May 5th, 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 FY26 ESEA Application Public Comment and Comprehensive Needs Assessment

- We made the first pass at completing the SY-2024/2025 Comprehensive Needs Assessment. We will follow up when spring 2025 assessment data become available.
- Looking ahead at the FY26 ESEA Application, the public comment period opened on April 7th, 2025. We are seeking feedback on how the grant funds may be used to support student achievement and growth.
- In the past ESEA funds have been used to secure faculty to provide supplementary instruction in English Language Arts and math. Professional development has focused on teacher courses. We aim to continue this approach to utilizing FY26 ESEA funds.

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](#)

State Assessment Updates:

Site Proctors – Sites run from May 12th -16th

Travel Team – Grades 7 & 10 for MTY can be tested till May 30th, 8th graders are only available to test May 12th – 23rd – keep this in mind when scheduling.

- ▶ Testing Kits - will be ready for pick up on May 9th at the MEVA suite south wing.
 - ▶ Site Proctors – Return kits by May 16th or once your test site has closed completely. (exception PI/Houlton can return the following week)
 - ▶ Travel Team – Please return kits by May 27th, unless you are testing someone past this date.

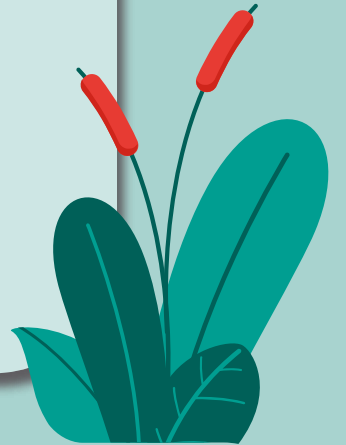
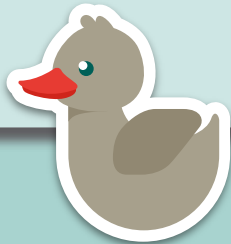
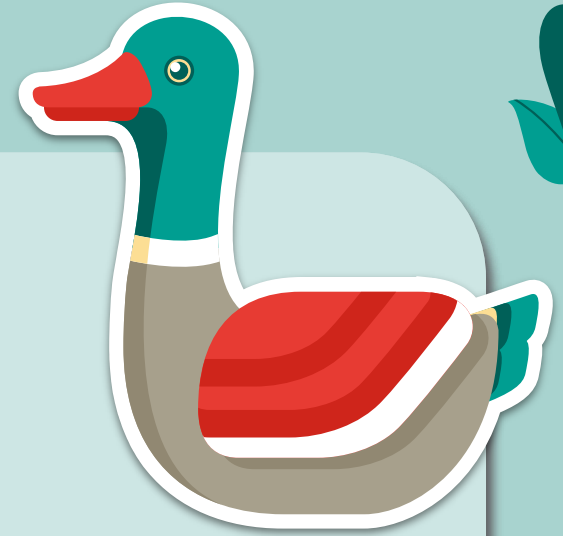
- ▶ State Assessment Trainings – Are mandatory, refresher for MTY and Science will be in Vector. Updates to be released in Vector this week for your review. Test schedules will be available soon as well!
 - ▶ No printed manuals going forward, please download manuals/testing scripts from Vector.
 - ▶ Test codes will continue to be printed and in your kits.
 - ▶ Travel team – test codes will be on the designated tab the morning of testing. If you are missing codes contact Stephanie Emery for science or MTY, or Christina O'Grady for MTY.


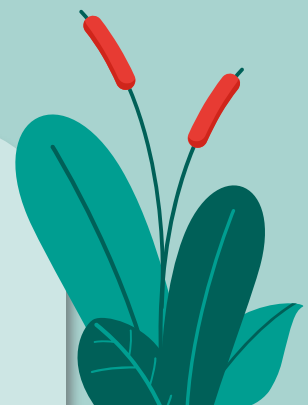

Important Tips:

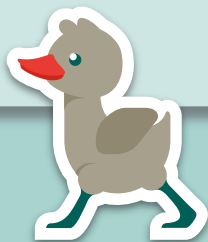
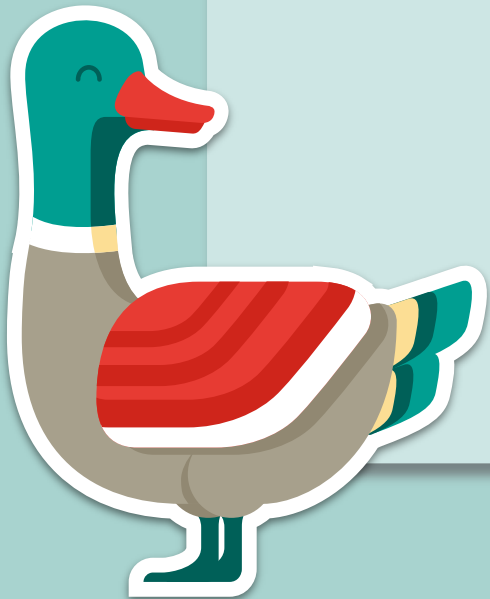
- ▶ Be an active Proctor, move around the room and keep an eye on testing progress.
- ▶ Make sure student tests are showing as submitted on the proctor dashboard after each section **before moving on.**
- ▶ **Do not log into state assessments using the student login dashboard and student test codes, this is prohibited and is a test security violation.**
- ▶ 8th graders are being informed to bring their own lunch this year, providing lunches did not work well in the past.
- ▶ Offer snacks and water to all students during each AM/PM session.
- ▶ Give plenty of breaks and please retain students who finish testing completely, until the next break before dismissing them to prevent distractions. (*Students must be supervised by a support proctor until they are picked up.*)
 - ▶ Exception – 8th grade Science is a timed exam. In this case, students must wait until everyone is done testing before moving on to the next section.

NWEA Reminders

April 28, 2025



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- Please be sure to monitor student progress through the testing, especially reading. I noticed an increase in rapid guessing over the winter, especially in the MS.
 - Remind students to attend all i-Ready testing sessions on their schedules, I added a reminder to the Day of Slides linked in the Guidebook.
 - If you suspect a student of cheating please let me know so that I can investigate.
 - Please have students complete the survey stating they understand the cheating policy of the school.





Introduction to Diffit

(Thank you, Julie King!)

Overview

1. Why Use Diffit?
2. Sample Uses of Diffit
3. Demonstration


Links:

<https://web.diffit.me/>

<https://web.diffit.me/diffit-certified-educator>

Vocabulary Term
Berate

Definition
To scold or reprimand someone harshly and angrily.

An Image that Represents The Word:
A silhouette of a coach standing and scolding a player who is standing with their back to the viewer.


Example Sentence
The coach berated the team for their lack of effort during the game.

Why Use Diffit?

- Enables **all students** - regardless of reading level - to access grade level concepts
- Provides **curriculum-aligned** reading practice
- Builds **background knowledge** so students are better prepared to engage with core content
- Generates quick **formative assessments**, graphic organizers, and instructional presentations

Vocabulary Term
Disdain

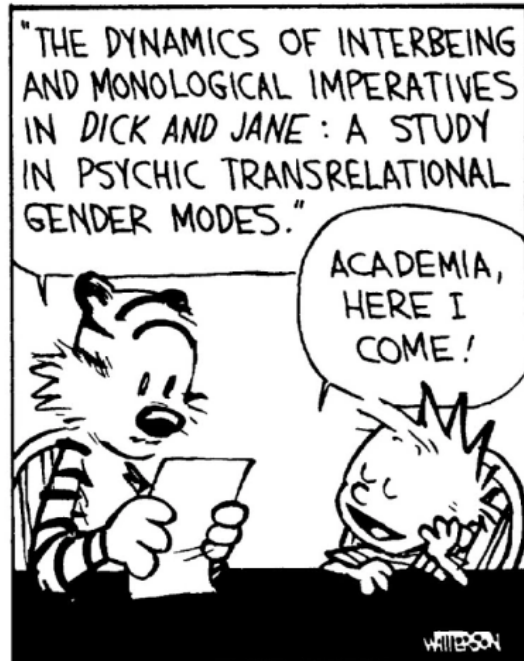
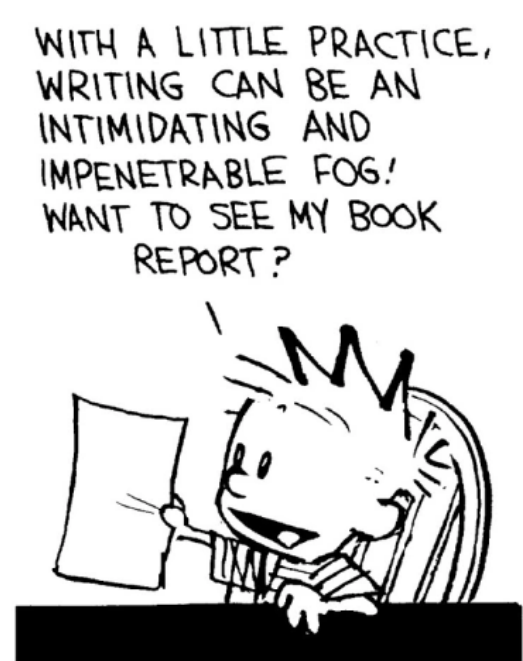
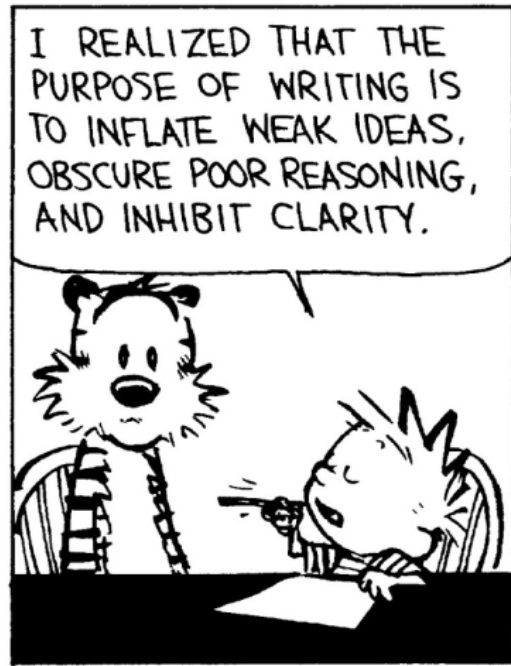
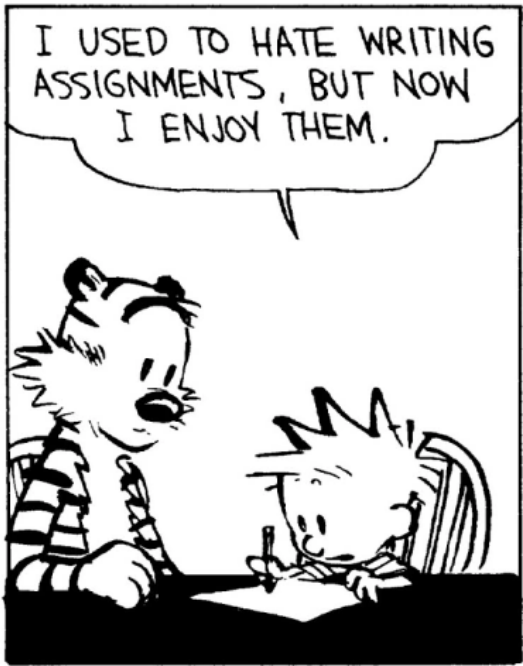
Definition
A feeling of contempt or scorn for someone or something considered unworthy.

An Image that Represents The Word:
A close-up photograph of a tabby cat with a grumpy expression, sitting on a bed of dry leaves.

Example Sentence
The cat's expression revealed its disdain for the loud sounds of construction on its road.

Sample Uses of Diffit

- Preview vocabulary
- Create leveled texts
- Generate summaries supported by visuals
- Generate “freewrite” prompts
- Generate content-specific resources with visuals, along with activities for students (does NOT generate problem sets)
- Introduce concepts and make real world connections



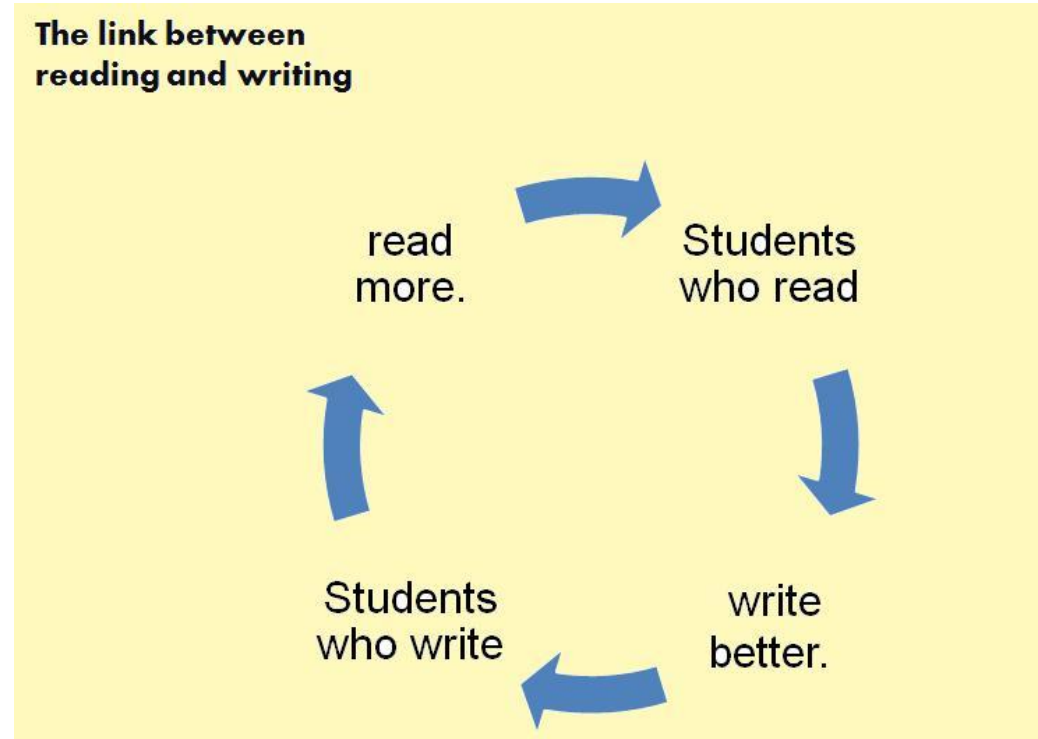
Why it's so important to have students write about what they read

- Before reading: Activate prior knowledge
 - During reading: Quick writes for reflection
 - After reading: In-depth analysis and response
- How might writing at different stages of reading benefit you as a learner?

The Reading-Writing Connection



- Reading and writing have a reciprocal relationship
- Improving writing skills enhances reading ability
- Better reading leads to improved writing
- Balanced literacy programs focusing on both show overall improvements



Benefits of Writing About Reading

- Facilitates reading comprehension
- Reveals text connections
- Allows published works to serve as mentor texts
- Models good grammar and syntax
- Generates ideas for student writing
- Improves engagement while reading



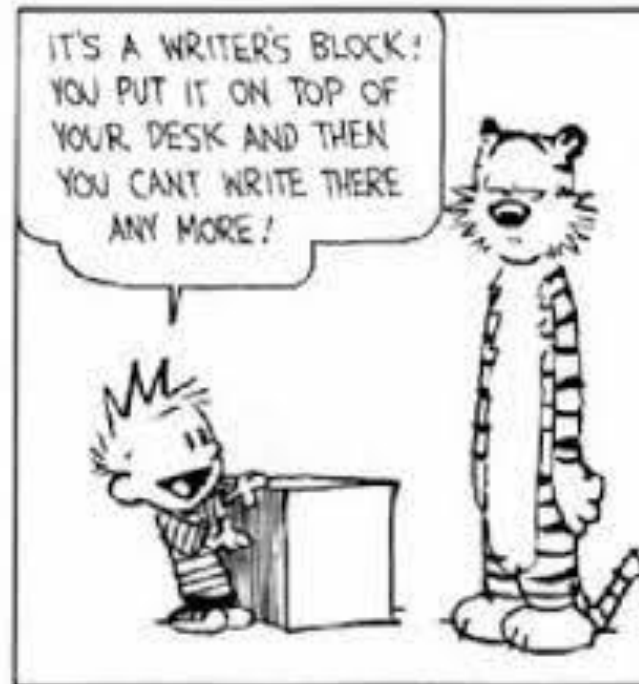
When to Incorporate Writing Tasks



- Before reading: Activate prior knowledge
- During reading: Quick writes for reflection
- After reading: In-depth analysis and response

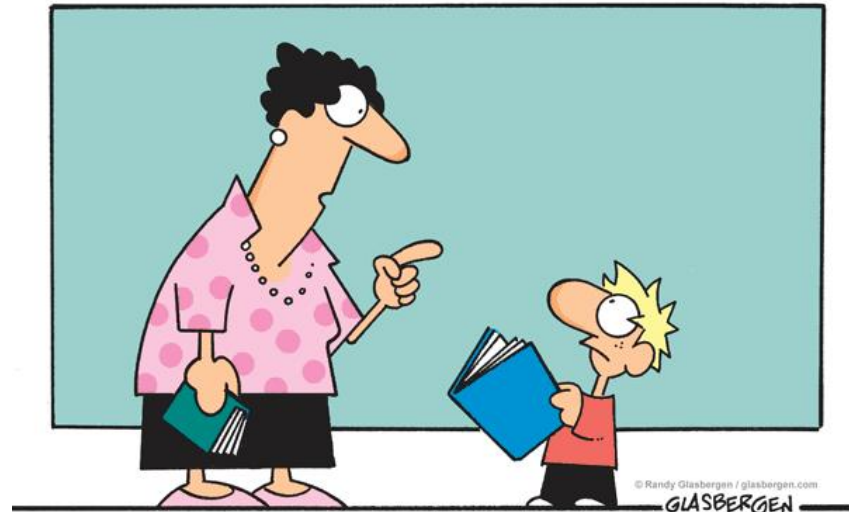
Pre-Reading Writing Activities

- Write about the topic you're about to read
- Share existing knowledge on the subject
- Make predictions based on title or cover
- What questions do you have before starting the text?



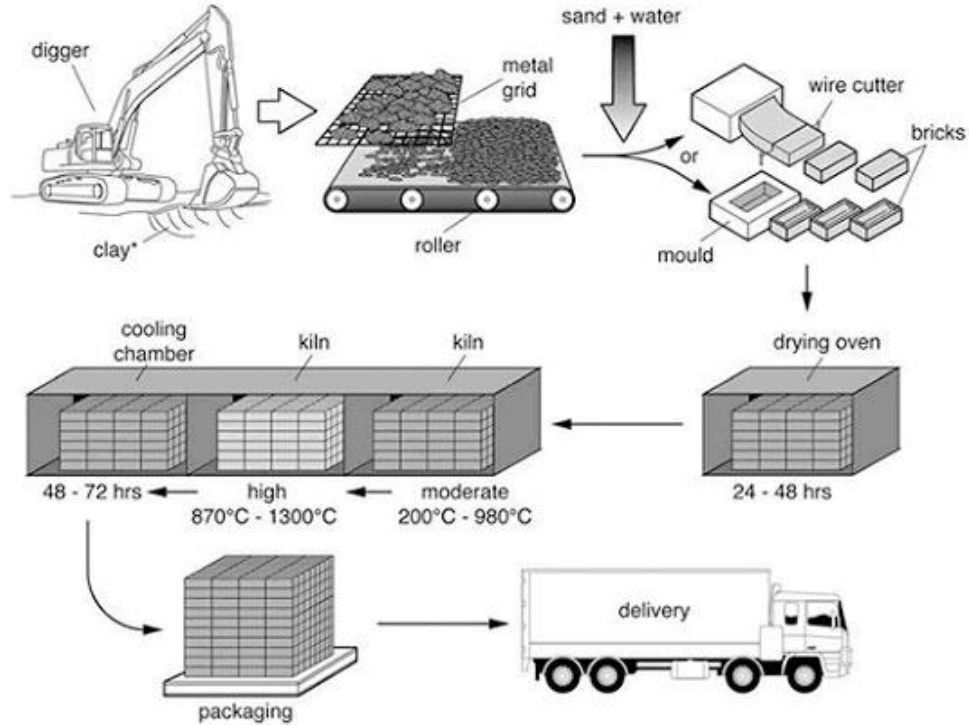
Post-Reading Writing Assignments

- Respond to prompts about the text
- Discuss with a partner before writing
- Use evidence from the text to support main points
- Analyze themes, characters, or author's purpose
- How does writing after reading deepen your understanding?



**"It's called 'reading'. It's how people
install new software into their brains"**

The Writing Process



- Planning: Brainstorm and organize ideas
- Drafting: Get thoughts on paper
- Revising: Improve content and structure
- Editing: Fix grammar and mechanics
- Publishing: Share final product
- Why is following a process important in writing?

Writing Across the Curriculum

- Apply writing skills in all subjects
- Deepen learning of specific content
- Use writing plan tools in various classrooms
- How can writing help you understand other subjects better?

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"Some people get writer's block.
I've got reader's block."

Differentiation in Writing Instruction

- Adjust expectations based on reading levels
- Provide scaffolding for struggling writers
- Offer challenging prompts for advanced students
- How can you challenge yourself in your writing?

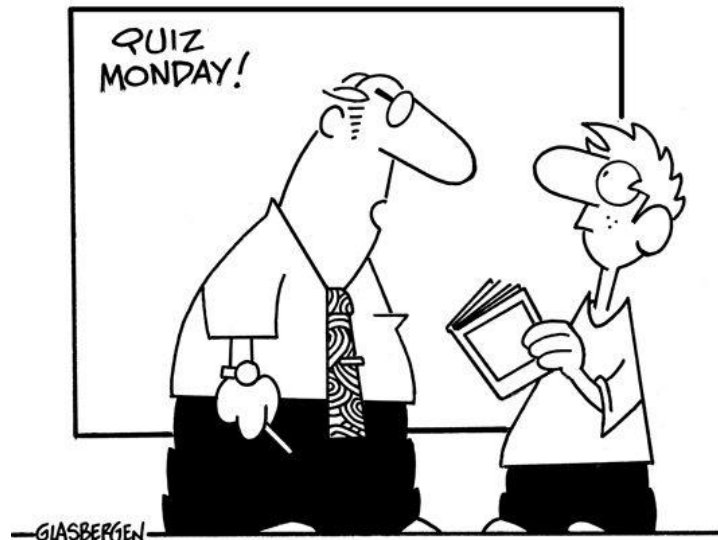
A is very different to B, but they are the same in some ways. First way is size. A is smaller and B is bigger. A has less than one million people. B has two millions. Second way is weather. Here is snow and cold. B is rainy and hot, or ~~sun~~ sometimes nice but hot. A has four seasons but B has two seasons - dry and raining. A has museums at many places but B has only two small museums. A doesn't have many trains but in B we see trains all of the time and they carry many people at everywhere. Those are the different and same stuff about A and B.



Using Mentor Texts

- Study well-written published works
- Analyze author's craft and techniques
- Practice imitating effective writing styles
- What's a book you've read that you'd like to use as a model for your writing?

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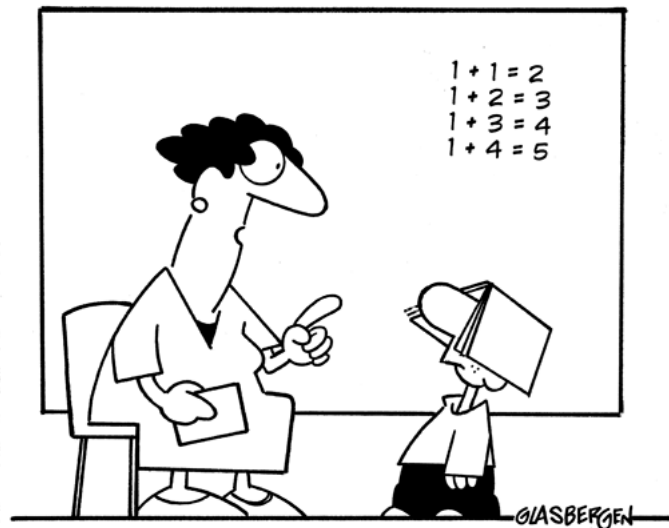


"If you can figure out the words in a text message,
you can figure out the words in Chaucer."

Assessing Writing About Reading

- Use formative assessments to guide instruction
- Look for evidence of comprehension in student writing
- Evaluate use of text evidence and analysis
- How does writing help show what you've learned from reading?

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"Your brain is like a sponge that absorbs knowledge, but that's not exactly how it's done."

Embracing the Reading-Writing Connection



- Integrate reading and writing instruction
- Encourage regular writing about texts
- Foster a classroom culture of literacy
- How will you apply the reading-writing connection in your teaching?

Read the full article [here](#).

DOK 1: Recall & Reproduction

1. What are the three stages of reading where writing can be incorporated?
2. List three benefits of writing about reading mentioned in the presentation.
3. What are the five steps of the writing process?
4. Define the term "mentor text" as used in the presentation.

💡 Activity Idea: Create a matching game where students pair key terms from the presentation with their definitions.

Read the full article [here](#).

DOK 2: Skills & Concepts

1. How does writing before reading help activate prior knowledge?
2. Explain how reading and writing have a reciprocal relationship.
3. Compare and contrast pre-reading and post-reading writing activities.
4. How can writing be used to assess a student's comprehension of a text?

💡 Activity Idea: Have students create a Venn diagram comparing and contrasting the benefits of writing before, during, and after reading.

Read the full article [here](#).

DOK 3: Strategic Thinking

1. Analyze how writing during reading might improve a student's engagement with the text.
2. How might using mentor texts enhance a student's writing skills? Provide specific examples.
3. Evaluate the effectiveness of incorporating writing across different subject areas. How might this approach benefit students?
4. Propose a strategy for differentiating writing instruction for both struggling and advanced writers in the same classroom.

💡 Activity Idea: Organize a debate where students argue for or against the statement: "Writing about reading is more beneficial than discussing readings in class."

Read the full article [here](#).

DOK 4: Extended Thinking

1. Design a comprehensive lesson plan that integrates reading and writing, incorporating activities for before, during, and after reading. Justify your choices for each stage.
2. Create a rubric for assessing student writing about reading that takes into account comprehension, use of textual evidence, and depth of analysis. Explain your reasoning for each criterion.
3. Develop a long-term strategy for implementing a balanced literacy program in a school, focusing on the reading-writing connection. Consider potential challenges and how to address them.
4. Investigate how the reading-writing connection might be applied in digital literacy contexts. How might the strategies presented be adapted for reading and responding to online texts or multimedia content?

💡 Activity Idea: Assign a project where students create a "literacy portfolio" over the course of a semester, showcasing their growth in both reading comprehension and writing skills through various assignments and reflections.

Read the full article [here](#).



MEVA Crisis Management Plan/PSHB Updates

Student Crisis Protocols

Guidelines for when **ANY** risk of suicide or self-harm has been raised:

The risk of suicide is raised when any peer, teacher, or other school employee identifies someone as potentially suicidal because he/she has directly or indirectly expressed suicidal thoughts (ideation) or demonstrated other clues or warning signs of possible suicidal risk. This includes any concerns of self-harm.

1. **Take any threat of self-harm seriously**
2. **Immediately report to Heather Tyler (10-12) and/or Dan Pierce (7-9).**
 1. During school hours: Both call and email the student's school counselor and copy Dr. Browne.
 1. Heather Tyler - Grades 10-12 at 207-613-6196
 2. Dan Pierce - Grades 7-9 at 207-613-5667
 2. Outside of school hours/weekends: When the suicide concern is brought up outside of school hours the staff member who hears of the concern will immediately;
 1. Contact the learning coach and/or parent/guardian and provide the crisis hotline contact information, 1-888-568-1112.
 2. If parents/guardians are unavailable, contact police.
 3. The school staff member will then send an email to the counselor and Dr. Browne.
3. The school counselor will then follow the MEVA Suicide Assessment Protocol.

DHHS Reports

Any employee of MEVA who suspects that a child has been or is likely to be abused or neglected (the “notifying person”) must immediately inform a school counselor (Heather Tyler 10-12, Dan Pierce 7-9) and Dr. Browne. Mrs. Tyler or Mr. Pierce will make an assessment of the situation and will make the DHHS referral as necessary.

In the rare event that the notifying staff member ***does not*** receive a response from a school counselor or administrator within 24 hours; it is required for you as a mandated reporter to report to DHHS by calling 1-800-452-1999. Next you will need to complete this document [MEVA DHHS Referral Form](#) and notify the school counselors and Dr. Browne immediately.



Family Assistance Protocols

Faculty who are concerned or discover that a family and/or student is experiencing a hardship situation relating to lack of housing, electricity, food, etc.. should refer to the Guidance Counselors. Counselors will be responsible for following up with the individuals affected and provide them with the resources and information needed to assist.



McKinney-Vento

The Maine Department of Education and Maine schools follow the provisions of the federal [McKinney-Vento Homeless Assistance Act](#). This law helps students whose housing situations are impacting their education. McKinney-Vento protections apply to all public school students, pre-K through grade 12 who “lack a fixed, regular and adequate nighttime residence”, including children and youth:

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing
- Living in emergency or transitional housing
- Abandoned in hospitals
- Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- [Migratory students](#) meeting the descriptions above

MEVA staff should report any McKinney-Vento concerns to Heather Tyler.



PSHB

Reminder: Student Disruptions

Please read page 45 carefully as it outlines what you as teacher should do when a student disrupts class.



Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, May 5th, 3:00 pm.**
- **Memorial Day is Monday, May 26th.** 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/essaesslerau-elresources/meva-process-improvement-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.