



Academic & MTSS Plan Maine Virtual Academy

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Mission and Vision Statements

Mission Statement

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.

Vision Statement

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 post-secondary career training opportunities.

Strategic Goals

1. MEVA Strategic Goals - 2023/2024 Baseline:

Reading Growth

Indicator	Description	2023-24 Performance BASELINE	Short-term Goal for SY 2024-25 NEXT YEAR	Long-term Goal SY 2028-29 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 measures in reading, with five out of five (5/5) subgroups achieving the 45% threshold for SY-2028/2029.

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 - 24% (-18%); 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 2028/2029, for all students assessed.

New Goals School Year 2025-2026**Reading Proficiency (NEW for 2025-26 School Year)**

Indicator	Description	2024-25 Performance BASELINE	Short-term Goal for SY 2025-26 NEXT YEAR	Long-term Goal SY 2029-30 FIVE YEARS
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment, Reading	For all students assessed, MEVA reported the following grade level and overall performance (difference from applicable state averages): Grade 7 - 43% (-25%) Grade 8 - 42% (-18%) Grade 10 - 52% (-7%); and Overall - 48% (-16%).	Partially Meet (Approaching) performance measure in reading 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 reading, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state averages by SY 2029/2030, for all students assessed.

Reading Proficiency - Subgroups Data (NEW for 2025-26 School Year)

Indicator	Description	2024-25 Performance BASELINE	Short-term Goal for SY 2025-26 NEXT YEAR	Long-term Goal SY 2029-30 FIVE YEARS
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment - Subgroup Data by grade level, Reading	MEVA reported the following subgroup performance: Students on IEPs (7 th Grade): 36% (0%) Students on IEPs (8 th Grade): 27% (+2%) Students on IEPs (10 th Grade): 18% (-11%)	Partially Meet (Approaching) performance measure in reading proficiency, with three out of four subgroups (3/4) subgroups achieving within fifteen percent (-15%) of the applicable state	Meet subgroup performance measures in reading, with four out of four (4/4) subgroups achieving within five percent (5%) of the applicable state averages, by the SY-2029/2030.

		F+R Lunch (7 th Grade): 35% (-23%) F+R Lunch (8 th Grade): 56% (+7%) F+R Lunch (10 th Grade): 44% (-4%) Sex/Gender: Male (7 th Grade): 38% (-26%) Male (8 th Grade): 32% (-22%) Male (10 th Grade): 46% (-8%) Female (7 th Grade): 48% (-25%) Female (8 th Grade): 58% (-6%) Female (10 th Grade): 55% (-9%)	averages, by next year, for all students assessed.	
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Math Proficiency - Subgroups Data (NEW for 2025-26 School Year)

Indicator	Description	2024-25 Performance BASELINE	Short-term Goal for SY 2025-26 NEXT YEAR	Long-term Goal SY 2029-30 FIVE YEARS
1.1a	Student Academic Proficiency - MDOE Through-Year Assessment - Subgroup Data by grade level, Math	MEVA reported the following subgroup performance: Students on IEPs (7 th Grade): 9% (-2%) Students on IEPs (8 th Grade): 0% (-11%) Students on IEPs (10 th Grade): 11% (-3%) F+R Lunch (7 th	Partially Meet (Approaching) performance measure in reading proficiency, with three out of four subgroups (3/4) achieving within fifteen percent (-15%) of the applicable state averages, by next	Meet subgroup performance measures in reading, with four out of four (4/4) subgroups achieving within five percent (5%) of the applicable state averages, by the SY-2029/2030.

		Grade): 12% (-14%) F+R Lunch (8 th Grade): 13% (-15%) F+R Lunch (10 th Grade): 31% (-3%) Sex/Gender: Male (7 th Grade): 29% (-13%) Male (8 th Grade): 16% (-27%) Male (10 th Grade): 38% (-9%) Female (7 th Grade): 21% (-15%) Female (8 th Grade): 8% (-32%) Female (10 th Grade): 37% (-12%)	year, for all students assessed.	
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Assessment Plan

Maine Virtual Academy (MEVA) utilizes various assessment tools to assess students' ongoing intervention needs. Below is a description of the four assessments used throughout the school year. The [Assessment Calendar 2026-2027](#) outlines the schedule for administering each assessment during the 2026-2027 school year. The ACCUPLACER is used specifically for students who are preparing to graduate. However, it helps identify gaps for students preparing for postsecondary plans. The fall administration of the Maine Through Year assessment identifies the students who may fall short of proficiency in the spring administration. The i-Ready assessment is criterion-referenced and provides a more accurate measure of how students will perform on the Maine Through Year Proficiency test in the spring. Students who are one or more grade levels behind in mathematics or reading are identified as needing MTSS interventions.

1. College Board's ACCUPLACER

MEVA administers the College Board's ACCUPLACER in Quantitative Reasoning, Algebra, Statistics, and Reading to all graduating students. Students complete the test in the fall and can retake it if they do not meet the cut scores set by the Maine Charter School Commission, which are 239 in Reading and 226 in Quantitative Reasoning, Algebra, and Statistics. The initial testing window for seniors coincides with the fall virtual local assessment window.

[Assessment Calendar 2026-2027](#)

2. Maine Through Year Assessment

MEVA administers the Maine Through Year Assessment to all students in grades 7, 8, and the second year of high school, as per the guidelines of the state of Maine. Students complete the assessment in person in the fall and the spring.

3. i-Ready Diagnostic

MEVA administers the i-Ready Algebra Readiness Diagnostic to all 7th through 11th-grade students twice a year, in the fall and spring. For students identified for MTSS, this diagnostic will be administered three times: in the fall, winter, and spring.

Starting in the Spring of 2025, MEVA will administer the i-Ready Reading Diagnostic to all 7th through 11th-grade students twice a year, in the fall and spring. For students identified for MTSS, this diagnostic will be administered three times a year: fall, winter, and spring.

Instructional Practices

MEVA employs the following instructional practices for all Tier 1 classes. These practices are available to all students enrolled in MEVA, including those in self-paced classes. MEVA has developed a guide for Online Teacher Best Practices to ensure that MEVA teachers utilize the most current best practices for online instruction, including the Universal Design for Learning framework. We aim to provide exceptional Tier 1 instruction for all students, thereby reducing or eliminating the need for referrals to Tier 2 and Tier 3 interventions.

1. Instructional Practices

MEVA has developed an [Online Teacher Best Practices Guide](#) to help our teachers navigate teaching and learning in a virtual environment. Each student will be provided with the courses required to meet graduation requirements. Each core course at MEVA is worth a minimum of 0.5 credits per semester. Each core course will follow the curriculum maps approved by the MEVA School Board. Each student will have access to the MEVA HelpDesk for additional support in their courses.

A. Consistency

Consistency is critical within and across courses. Consistency in your department's course format, consistency in your course lessons, and consistency in your course content will help students build confidence in engaging with their learning. Consistency and ease of access are two of the most critical features of an online course.

B. 21st Century Student

MEVA strives to improve students' 21st-century skills. The online courses MEVA provides enable students to engage with a digital world, apply critical thinking skills, improve problem-solving abilities, and enhance digital literacy. Your course should include elements of these skills. Engaging students in complex, real-world applications of the content knowledge and providing constructive, timely feedback builds the skills necessary for students to succeed after high school.

C. Alignment: Standards, Learning Objectives, Content, and Assessments

Each course starts with a curriculum map in [Chalk](#). The map is standards-aligned. Math, Language Arts, Social Studies, Art, and Health/PE classes align with the Maine Learning Results and Common Core State Standards where applicable. Science classes are aligned to the Next Generation Science standards. Each map is reviewed annually for accuracy, and any necessary changes are made. If a map needs to be edited, the curriculum map approval process must be followed. Each objective, content, activity, and assessment should be aligned with standards. Aligning the course to standards lets students know what they are expected to learn.

D. Accessible Content

Each course must be accessible to screen readers. The platform has accessibility tools to help you create content that meets accessibility standards. Additionally, courses must be accessible so students can easily navigate them and understand their expectations.

2. Curriculum Mapping

Each course starts with a [Chalk](#) curriculum map that is standards-aligned. Math, Language Arts, Social Studies, Art, and Health/PE classes align with the Maine Learning Results and/or the Common Core State Standards, where applicable. Science classes align with the Next Generation Science Standards. Currently, all core content curriculum maps are undergoing board approval. Once the map is board-approved, any changes must follow the approval process outlined below.

Each map is reviewed annually for accuracy and any necessary changes. If a map needs to be edited, the curriculum map approval process must be followed. Some accommodations may be developed and provided by the special education case manager. The teacher of record will report grades for the self-paced course.

A. Curriculum Map Approval Process:

1. Complete the Curriculum Map Approval form: name of the course, the reason for the changes, unit(s) that will be affected, impact on the standards covered in the course, and any additional information.
2. The Curriculum Coordinator emails the Academic Administrator about the request.

3. The Academic Administrator reviews the changes with the teachers, notates the form, and approves the changes.
4. The Curriculum Coordinator verifies any necessary information related to standards, notates the form, and approves the changes.
5. The Head of School is the final authority.
6. Once the change is approved, the Curriculum Coordinator will notify the teacher.
7. The teacher can change their content and curriculum maps.

B. Standards Alignment

Each course, assessment, assignment, and quiz must be aligned with content standards. Teachers needing help with standards alignment can contact the Curriculum Coordinator. Course standards are analyzed horizontally across a grade band and vertically within a department to ensure that MEVA students are exposed to a rigorous curriculum.

C. Curriculum Review Process

Maine Virtual Academy's board approved a Curriculum Review process during the 2025-2026 school year. As outlined in the [Curriculum Review Plan](#), Maine Virtual Academy provides continuous curriculum review, involving staff members from each content area in a collaborative effort to evaluate, review, and refine curriculum and instruction. The curriculum is not only the organization of courses offered by Maine Virtual Academy, but also the delivery plan, which guides instructional pedagogy, the choice of materials, and assessment.

D. Cross-Curricular Project-Based Learning (PBL) Approval Process

All cross-curricular Project-Based Learning (PBL) opportunities must be developed collaboratively to ensure alignment with academic standards, course expectations, and credit requirements.

Prior to implementation, the proposing teacher must work with:

- The certified teacher(s) responsible for each content area in which credit will be awarded;
- The Curriculum Coordinator; and
- Any other relevant instructional staff as appropriate.

The collaborative planning process must include:

- Identification of all standards that will be addressed in each content area;
- Verification that the proposed learning activities and assessments align to the approved curriculum maps;
- Determination that the scope, rigor, and instructional time are sufficient to justify the amount of credit being awarded in each content area;
- Documentation of how student mastery of standards will be assessed and graded; and
- Identification of the teacher(s) responsible for evaluating student work and awarding credit.

Any portion of a project for which credit will be awarded outside of the teacher's certified content areas must be developed and housed within the approved Project-Based Learning (PBL) course shell. Cross-curricular credit may not be awarded through a traditional course shell unless the project has been approved through this process. The approved PBL course shell will serve as the central location for project materials, submissions, feedback, and documentation related to the cross-curricular credit being earned.

The proposed project must be submitted to the Curriculum Coordinator for review. The Curriculum Coordinator will verify standards alignment, assessment methods, credit allocation, and appropriate placement within the approved PBL course shell. Once reviewed, the proposal will be forwarded to the Head of School for final approval.

No cross-curricular PBL opportunity may be offered, advertised, or used to award academic credit until written approval has been granted by the Head of School.

Any existing cross-curricular projects, interdisciplinary projects, or project-based learning opportunities that were created prior to the adoption of this process and have not completed this approval process must be submitted for review. Such projects must undergo the same standards alignment, credit allocation, curriculum review, and administrative approval process before additional students may be enrolled or credit may continue to be awarded.

Approved cross-curricular projects shall be maintained on file and reviewed periodically to ensure continued alignment with curriculum maps, state standards, graduation requirements, and established PBL program expectations.

3. Courses Offered

MEVA offers the following [courses](#).

A. Advisory Curriculum

MEVA has developed an advisory curriculum that enables students to develop relevant 21st-century skills.

B. Project-Based Learning

MEVA has developed a project-based learning curriculum that aligns with the Maine Learning Results, Common Core State Standards, and Next Generation Science Standards. The curriculum coordinator approves projects based on students' needs and interests, designed to meet the individual academic and graduation needs of each student.

C. Self-Paced Courses

MEVA offers a variety of self-paced courses. The self-paced courses will run from the first to the last day of school. Each self-paced course is divided into the corresponding semesters (A for the fall and B for the spring). Both semesters' worth of self-paced courses will be available at the start of the school year to accommodate students with credit recovery needs. Self-paced students who may need continuation through the summer will be evaluated on a case-by-case basis by the Head of School and placed in the alternative Project-Based Learning path. General education teachers will regularly monitor students' progress through the self-paced courses to ensure they complete the course by the last day of school. Students who are making minimal progress and appear unengaged should be referred immediately to the engagement team for further support.

D. Independent Study

All independent study courses and projects must be conducted within an approved Brightspace course shell. Independent studies may not be administered, monitored, or completed outside of Brightspace through email, shared documents, or other external platforms. Any independent study that is designed to award credit shall be housed within the approved Project-Based Learning (PBL) course shell, where all project materials, assignments, assessments, feedback, and documentation of student learning will be maintained. This ensures consistent oversight, standards alignment, progress monitoring, and accurate documentation of credit earned.

4. Course Placement

MEVA follows the following Course Placement process. The following process relates to the Course Placement process from year-to-year and occurs after local assessments are completed.

Process After Local & State Assessments

Step 1: The Curriculum Coordinator collects the relevant assessment data (i-Ready, MTY, etc.)

Step 2: The Curriculum Coordinator sends a list of students recommended for placement changes to the teachers, special education case managers (when applicable), and guidance counselors.

Step 3: The teachers, special education case managers, and guidance counselors provide their recommendations based on IEP goals, class work, and postsecondary goals.

Step 4: The Curriculum Coordinator reviews the recommendations from all of the above and, once there is consensus (not every teacher, case manager, and guidance counselor needs to agree to the change), reaches out to the family to get their input on a course placement change.

Step 5: If the family agrees to the course placement change, the Curriculum Coordinator reaches out to the relevant guidance counselor to make the change.

It is important to note that although teacher recommendations are considered, not every recommendation can be honored, as it is a team decision.

New Students

All new students are placed in their grade-level courses unless a parent or learning coach comes forward with additional information indicating the student needs a more supportive environment.

Year-to-Year

The Curriculum Coordinator, when creating the new Scheduler tool, places students in current live classes into the next section. This process assumes that the student is passing the class. If the student does not pass, there will be adjustments made as necessary. Students in the asynchronous course are kept in the same course shell, and Guidance Counselors will verify whether the student has completed the course or needs to be moved to the same course in the new school year.

Support Tools

1. Multi-Tiered System of Support (MTSS)

MEVA strives to meet the needs of every student. One way that MEVA accomplishes this goal is through an MTSS process. The MTSS process is available for all students in the 0th-21st percentile in math or reading on the MTY. Additionally, any student who scores two or more grade levels below in math or reading on the i-Ready inform assessment is also eligible for pull-out MTSS. Students scoring one or two grade levels behind are eligible for in-class MTSS intervention.

2. Universal Accommodations

MEVA offers the following Universal Accommodations to all students.

1. Extra time: No late penalty
2. Retake quizzes/assignments with the best grade reported in the grade book
3. Step-by-Step Formats for Written Assignments and Projects/Chunking
4. Work-To-Do Widget provides students with a visual of past due assignments and upcoming assignments
5. Substitute Teachers
6. Student-Centered Lessons/Differentiation/Co-Teaching Model
7. Multi-Modal Features
8. Multiple Ways to Accomplish Lesson Objectives
9. Positive Reinforcement for Live Class Attendance
10. Positive Communication with Students and Learning Coaches
11. Grade Frequently (Weekly)

12. Identify Barriers to Students' Success/Rapid Intervention Form

3. Asynchronous/Self-Paced

Students at MEVA come with different needs and plans for their individualized learning experiences. Each course should have an asynchronous/self-paced option. Each live session is recorded and made available for students to watch at their convenience. The goal is for every lesson to have a pre-recorded video highlighting the lesson's primary focus. The recording allows students to work through the course at their own pace.

4. Reading Intervention

Students at MEVA complete the i-Ready Reading assessment three times a year. Their results are analyzed to determine which students may need additional reading intervention. Students who require additional reading intervention are enrolled in the MTSS Program (FOX Rewards). In FOX Rewards, students are instructed in reading strategies, including decoding multi-syllabic words and developing comprehension. Each student enrolled in MTSS/FOX Rewards will complete a read-aloud of grade-level text and comprehension questions three times a year to monitor their progress toward reading growth. Additionally, all Middle School and High School students enrolled in MTSS/FOX Rewards are encouraged to complete 30 minutes of individualized i-Ready reading lessons.

5. Math Intervention

Students at MEVA complete the i-Ready Math assessment three times a year. Their results are analyzed to identify which students may require additional math support. Students who require additional math intervention are enrolled in the MTSS Program (FOX Rewards). In FOX Rewards, students are instructed in math strategies, such as basic mathematical operations (addition, subtraction, multiplication, & division), fractions, and word problems. Each student enrolled in MTSS/FOX Rewards will complete a formative grade-level quiz three times a year to monitor their progress toward math growth. Additionally, all Middle School and High School students enrolled in MTSS/FOX Rewards are encouraged to complete 30 minutes of individualized i-Ready math lessons.

6. Summer FOX Skills Academy - Middle School

Students at MEVA who are enrolled in the middle school have the opportunity to attend the Summer FOX Skills Academy, which focuses on skills development in mathematics and/or reading. Students are identified by their middle school mathematics and English language arts teachers as needing this dedicated summer work. Teachers consider students who failed one or more semesters of their coursework, have remedial skills, or need additional support to be ready for the next grade level. Teachers provide this list to the Curriculum Coordinator, who oversees the summer programming. The Curriculum Coordinator will send a notification to the guardians/learning coaches of the students informing them that their student has been selected

for the Summer FOX Skills Academy. See the Appendix for a Sample of the Letter sent to guardians/learning coaches.

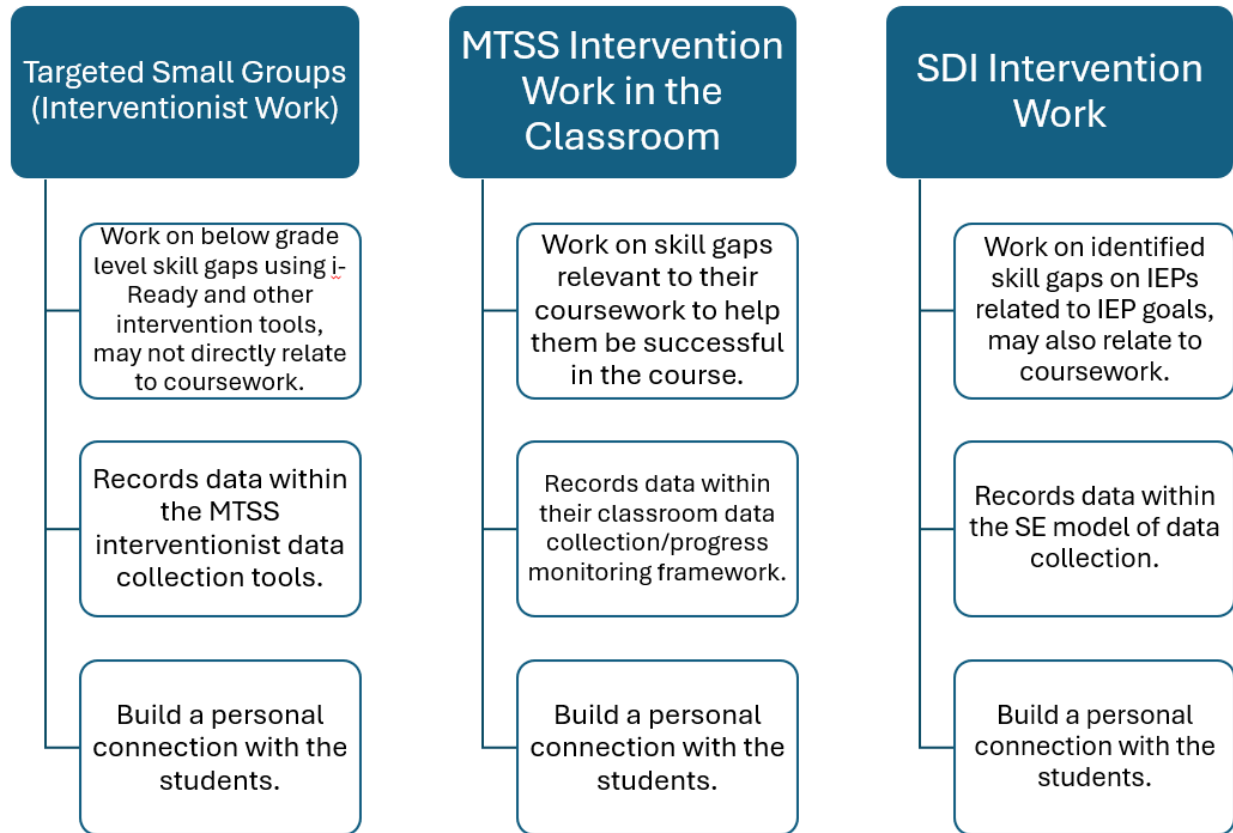
Multi-Tiered System of Supports

In addition to this Progress Monitoring Document, the [MTSS Intervention Guide](#) provides strategies and interventions teachers can use when working with students. Note: If a student misses intervention sessions or is not engaging, please use the referral process outlined in the Win-Back the Student protocol.

Steps for Identifying a Student for Tier 2

1. Returning students are identified by their Spring i-Ready scores, which are used to identify students who are one or more grade levels behind.
2. New students are identified by their Fall i-Ready assessment. Students who are more than two grade levels below on the i-Ready will automatically be identified.
3. Teachers can refer students for Tier 2 support based on their coursework.
4. For the 2024-2025 school year, all students in grades 7-12 who are identified for MTSS intervention have been added to an additional small group with our intervention team to work on specific skills. This is in addition to their course intervention and SDI work (if applicable).

MTSS Workflow



Steps for Identifying a Student for Tier 3

1. A student has been in Tier 2 with regular intervention work but has not progressed. The student must actively engage with the intervention work for at least four weeks, preferably six weeks.
2. The teacher refers the student, who provides the intervention instruction, to the MTSS Progress Monitoring Coordinator, who then places them in the Tier 3 - individualized intervention group.

MTSS Progress Monitoring

Tier 1 Monitoring

MTSS progress monitoring occurs on an ongoing basis. The MTSS Progress Monitoring Coordinator will monitor the weekly grades for all grades 7-12th in all core content areas (Math, ELA, Science, & Social Studies), including self-paced courses. These grades will be available to the Head of School, the Attendance Technology Support Liaison, and the Guidance Department. This data will also be reported monthly at a Professional Learning Meeting. The Tier 1 data enables monitoring of students toward the academic achievement goal.

Tier 2 & 3 Monitoring

An intervention shell, “Fox Rewards,” is utilized for intervention work. Students identified for Tier 2 and/or Tier 3 pull-out intervention will be added to the shell. Within the FOX Shell, students are placed in an appropriate small group based on area of need. Students work directly with the FOX Teacher on skill gaps through Brightspace lessons and the i-Ready personalized learning path. Data is collected on engagement with these materials and progress toward growth goals in i-Ready. The data is shared with students and families bi-monthly and at Professional Learning Meetings after each diagnostic cycle. However, ongoing data meetings look at the progress students are making in their classes.

Teacher Responsibilities

Teachers are responsible for excellent, evidence-based Tier 1 instruction for all students. For students who are one or two grade levels behind on i-Ready, teachers will provide targeted interventions within the classroom, designed to help students master current classwork. Teachers need to have a system for tracking the interventions provided to the specific students and a progress monitoring tool. This classroom data will be reviewed monthly during scheduled data meetings with the MTSS and Administration Leadership teams.

Tracking Student Engagement

For students who are more than two grade levels behind, student engagement is tracked through the login to the “Fox Rewards” Shell. For students receiving intervention in the classroom only, teachers will track engagement by observing whether students interact with the teacher during the specific intervention.

Students will earn 0.25 credits for participating in and completing the work within the “Fox Rewards” Shell. Middle school students will be provided credit for the work completed in their math or ELA courses. The MTSS Progress Monitoring Coordinator is responsible for closing out grades and providing the information to the Operations Manager at the end of the year or to the classroom teacher, as applicable. Teachers may also use the work completed through the “Fox Rewards” shell to award additional class credit.

Sample Monthly MTSS Progress Monitoring Report

	Tier 1	Tier 2	Tier 3
# of Students	300	50	25
Avg. ELA Grade	75%	78%	65%
Avg. Math Grade	69%	75%	60%
Avg. Logins IS	NA	400	200
Avg. Activity % IS	NA	65%	75%

Teacher Reports	NA	See WordCloud	See WordCloud
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Family Communications

At the beginning of the school year, parents and guardians will receive the [Parent/Guardian Information Letter](#) by September 15. The letter informs parents and guardians of MEVA's commitment to providing every student with the necessary accommodations and interventions to ensure success.

Once a student has been identified for Tier 2 or Tier 3 intervention, the parent or guardian will receive the [MTSS Letter—Tier 2 & 3](#), informing them that their student will receive targeted intervention and that the need has been identified for their student. Ongoing communication with parents or guardians will ensure they are part of the decision-making team as the student gains and returns to Tier 1 or is recommended for more intensive intervention strategies.

Communication Plan for MTSS

	Physical letter mailed to parent/guardian explaining the program.	
	Separate emails to parent/guardian and student explaining enrollment in the small group(s).	
	Bi-weekly communication with parent/guardian and student about progress in the small group.	
	Monthly communication with parent/guardian and student about progress overall with MTSS.	
	Monthly communication with faculty about progress overall with MTSS.	

*All communications with families are noted in Infinite Campus and tagged as "Response to Intervention."

Virtual PBIS Framework: Engagement, Attendance, and Participation

Purpose

Maine Virtual Academy (MEVA) recognizes that student engagement and attendance in a virtual environment are foundational to academic success. To support the effective implementation of Tier 1 instruction and reduce the need for Tier 2 and Tier 3 interventions, MEVA implements a

Positive Behavioral Interventions and Supports (PBIS) framework aligned to its existing Multi-Tiered System of Supports (MTSS).

This PBIS framework defines clear, observable expectations for virtual engagement, reinforces positive student behaviors, and establishes early intervention triggers to ensure timely support for students demonstrating disengagement.

Tier 1: Universal Virtual Engagement Expectations (All Students)

PBIS at MEVA begins with clearly defined, schoolwide expectations for online learning behaviors. These expectations apply to all students across live, asynchronous, and project-based learning courses.

MEVA Virtual Engagement Expectations

All students are expected to:

- **Log In**
 - Attend scheduled live sessions
 - Access Brightspace and course materials **daily**
- **Engage**
 - Participate through chat responses, polls, reactions, collaborative documents, or verbal responses
 - Interact with teachers and peers during instruction
- **Complete**
 - Submit assignments according to course pacing (at least one assignment per week)
 - Utilize available supports and accommodations as needed
- **Communicate**
 - Respond to teacher and staff outreach
 - Notify Attendance when absent or encountering barriers
 - Initiate communication for help

Tier 1 Reinforcement

Positive engagement behaviors are reinforced through:

- Digital recognitions and badges
- Positive feedback and announcements
- Incentives tied to attendance, participation, and work completion

- Consistent acknowledgment of effort and growth
- These are suggestions; teachers may choose other ways to reinforce engagement behaviors within their classrooms.

These practices align with MEVA's universal accommodations, including positive reinforcement for live class attendance and proactive communication with students and Learning Coaches.

Tier 2: Targeted Engagement Supports

Students demonstrating emerging patterns of disengagement are provided targeted PBIS supports aligned to Tier 2 MTSS interventions.

Tier 2 Engagement Indicators (Non-Academic)

A student may be considered for Tier 2 engagement supports when one or more of the following occur:

- Repeated absences from live sessions
- Logging into class without participating
- Missing or incomplete assignments across multiple courses
- Inconsistent response to teacher or staff communication
- Reduced activity or engagement in Brightspace (students who are two weeks behind on work submissions OR have not logged into Brightspace for more than 3 days)

Tier 2 PBIS Supports

Targeted supports may include:

- Required small-group or breakout participation
- Scheduled engagement check-ins
- Assignment chunking and pacing plans
- Increased staff outreach and monitoring
- Integration with FOX Time or FOX Rewards interventions

Tier 2 engagement data is reviewed alongside academic progress during MTSS data meetings.

Tier 3: Intensive Engagement Intervention

Students with chronic disengagement who do not respond to Tier 2 supports may be considered for Tier 3 intervention.

Tier 3 Engagement Characteristics

- Minimal or no attendance
- Little to no interaction despite interventions
- Ongoing lack of assignment completion
- Avoidance of communication and outreach

Tier 3 Supports

Tier 3 engagement supports may include:

- Individualized attendance or engagement plans
- Daily or frequent check-ins
- Modified schedules or instructional delivery
- Coordinated support involving administration, guidance, and family
- Alignment with individualized academic or behavioral interventions

Progress is closely monitored and documented to inform ongoing MTSS decision-making.

PBIS-MTSS Crosswalk Table (MEVA)

MTSS Component	PBIS Alignment	MEVA Practice
Tier 1 Instruction	Clear virtual engagement expectations	Required participation structures, consistent course routines
Universal Accommodations	Positive reinforcement	Attendance recognition, engagement feedback
Tier 1 Monitoring	Engagement tracking	Login data, activity %, grades
Tier 2 Identification	Early disengagement signals	Missed classes, passive attendance, missing work
Tier 2 Interventions	Targeted engagement supports	FOX Time, small groups, check-ins
Tier 3 Identification	Chronic disengagement	Lack of response after Tier 2
Tier 3 Intervention	Intensive, individualized support	Attendance plans, daily check-ins
Progress Monitoring	Ongoing data review	MTSS reports, staff data

		meetings
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Student Disengagement Intervention Flowchart

Tier 1: Universal Instruction & PBIS Expectations

— All Students —

- Log into Brightspace daily
- Attend scheduled live sessions
- Actively engage (chat, polls, responses)
- Complete assignments
- Communicate when barriers arise

Attendance, engagement, and grades monitored weekly



Early Disengagement Detected

- Missed live sessions
- Passive attendance (*logged in, not engaging*)
- Missing assignments across courses
- Limited or no response to communication



Tier 2: Targeted Engagement Supports

- Required FOX Time or engagement block
- Small-group or breakout support
- Attendance or participation check-ins
- Assignment chunking and pacing plans
- Increased adult outreach

Implemented for 4-6 weeks



Yes: Return to Tier 1 ← **Is the student re-engaging?** → No: Move to Tier 3



Tier 3: Intensive, Individualized Support

- Individualized attendance plan
- Daily check-ins or assigned mentor
- Modified schedule or reduced course load
- Alternative pathway (PBL or self-paced)
- Coordinated family & admin support



Ongoing MTSS Progress Monitoring

- Attendance and login data
- Engagement and activity levels
- Course grades
- Intervention participation

Tier 2 Interventions

Target Group: Students showing *emerging or repeated disengagement*, but who still respond to adult support

Goal: Re-establish routines, visibility, and accountability before failure occurs

Tier 2: Attendance & Login Interventions

1. Required Engagement Block

- Student is scheduled into a small-group or structured support block (e.g., FOX Time)
- Attendance is mandatory
- Focus: logging in, staying present, responding to prompts

Works best for:

- ✓ Students who “ghost” live classes
- ✓ Students with inconsistent attendance

Progress monitoring:

- Attendance rate
- On-task participation during the block

2. Attendance Check-In (2x Weekly)

- Brief (5-10 minute) check-in with staff
- Student states:
 - What classes did they attend
 - What they plan to complete next
 - Any barriers
 - What work did they do in their self-paced courses
 - Have they checked their progress using IntelliBoard

Works best for:

- ✓ Students who log in sporadically
- ✓ Students with executive functioning challenges

Tier 2: Engagement & Participation Interventions

3. Structured Participation Requirement

- Student must respond *X times per class* (chat, poll, reaction, doc)
- Teacher tracks participation explicitly through things like PearDeck, Nearpod, or class attendance

Works best for:

- ✓ “Logged in but silent” students
- ✓ Passive attenders

Progress Monitoring:

- Participation tally per session

4. Breakout Support Assignment

- The student is assigned to a breakout room with staff support
- Clear expectations for contribution

Works best for:

- ✓ Students who are overwhelmed in whole-group instruction
- ✓ Students avoiding engagement

Tier 2: Work Completion Interventions

5. Assignment Chunking Plan

- Assignments broken into smaller parts with mini-deadlines
- Only priority assignments are required initially

Works best for:

- ✓ Students with missing work across courses
- ✓ Students shutting down due to workload

6. Weekly Completion Contract

- Student agrees to submit a minimum number of assignments weekly
- Reviewed during check-in

Works best for:

- ✓ Students who *can* work but don’t pace themselves

Tier 2: Communication Interventions

7. Required Response Protocol

- Students must respond to teacher messages within 24-48 hours
- Mode can vary (email, LMS message, form)

Works best for:

Academic Plan

- ✓ Students who avoid administrative communication
- ✓ Students with avoidance behaviors

Tier 3 Interventions

Target Group: Students with *chronic disengagement* who did not respond to Tier 2

Goal: Rebuild access to learning through intensive, individualized supports

Tier 3: Attendance & Access Interventions

1. Individualized Attendance Plan

- Clear expectations:
 - Minimum login days
 - Required sessions
 - Mentor check-ins
- Signed by student, family, and school

Works best for:

- ✓ Students logging in <40%
- ✓ Chronic absences

2. Daily Check-in/Check-Out

- Short daily touchpoint with assigned staff
- Student sets goal → reports completion

Works best for:

- ✓ Students who are completely disconnected from school routines

Tier 3: Instructional Structure Interventions

3. Modified Schedule

- Reduced course load
- Focus on priority courses only
- Temporary adjustment, not permanent removal

Works best for:

- ✓ Students who are overwhelmed by full schedules
- ✓ Students returning after prolonged absence

4. Alternative Delivery Path

- Shift to:
 - Self-paced with structured check-ins
 - Project-Based Learning pathway
- Still monitored closely

Works best for:

- ✓ Students unable to sustain live attendance
- ✓ Credit-recovery students

Tier 3: Intensive Engagement Supports

5. Assigned Engagement Mentor

- One adult responsible for:
 - Monitoring logins
 - Outreach
 - Coordinating supports

Works best for:

- ✓ Students who are disengaged from *all* in-person supports
- ✓ Students with complex needs

6. Barrier-Focused Intervention

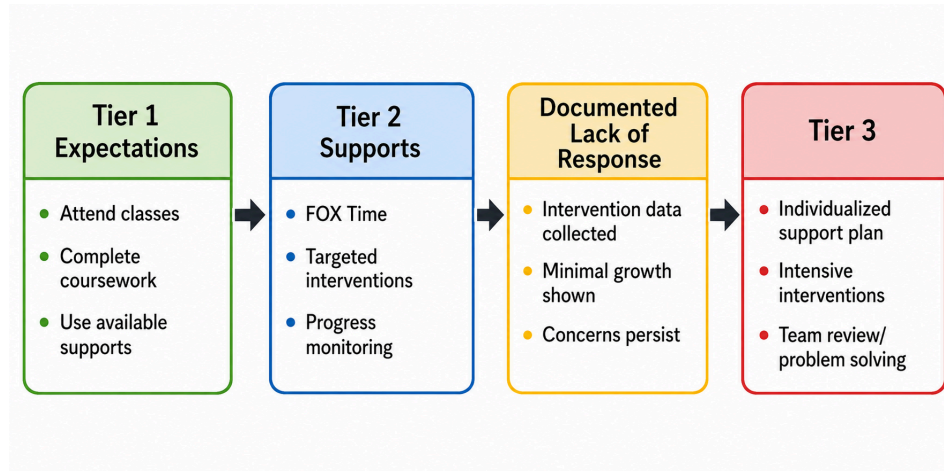
- Explicit identification of barriers:
 - Technology
 - Mental health
 - Family responsibilities
- Coordinated response across teams

Works best for:

- ✓ Students failing despite consistent outreach

Key Implementation Rule (Important)

Tier 3 **should never be the first response** to disengagement. Your data trail should show:



This protects staff, supports students, and strengthens MTSS fidelity.

Teacher Professional Learning

Teachers receive ongoing professional learning throughout the school year on MTSS, differentiation, and Tier 1 instruction. The initial training consists of a [video](#) delivered during the first two weeks of professional learning. Teachers will complete the [Nearpod](#) and provide additional feedback on areas where they need support. Monthly data meetings are an opportunity for teachers to share concerns and successes about their students and to learn from one another about what is working well within their respective classrooms. Additional training on MTSS and differentiation is provided based on teacher feedback.

Maine's Model of School Support

Maine's Model of School Support, developed by the Maine Department of Education, serves as the state's accountability framework for measuring school performance and guiding continuous improvement. The model uses multiple indicators - including academic achievement in ELA and mathematics, student growth, English language proficiency progress, graduation rates, and chronic absenteeism - to evaluate how effectively schools are supporting student learning. Performance data are reviewed annually to identify schools in need of additional support and to ensure equitable outcomes across student groups. This model aligns with our academic planning efforts by reinforcing the importance of data-driven decision-making, subgroup performance monitoring, and targeted intervention within our MTSS framework to improve outcomes for all students.

Maine's Model of School Support, developed by the Maine Department of Education, identifies schools for varying levels of support based on performance data. The levels are designed to ensure that resources and oversight increase as student needs increase.

1. **Not Identified for Support (Good Standing):** Schools meeting state performance expectations across indicators (achievement, growth, absenteeism, graduation, subgroup performance) remain in good standing and continue regular improvement planning.
2. **Additional Target Support (ATS):** Schools with one or more consistently underperforming student subgroups (e.g., economically disadvantaged, students with disabilities, English learners) are identified for targeted support. The focus is on improving outcomes for specific student groups through data-driven intervention and monitoring.
3. **Targeted Support and Improvement (TSI):** Schools with significant subgroup underperformance are formally identified for structured improvement. These schools must implement targeted improvement plans addressing the specific areas of need.
4. **Comprehensive Support and Improvement (CSI):** Schools with the lowest overall performance statewide or very low graduation rates are identified for comprehensive support. These schools receive the highest level of state oversight, structured improvement planning, and intensive support.

For the 2025-2026 school year, Maine Virtual Academy falls under the TSI category. MEVA has three persistent areas of need: Economically Disadvantaged students' progress in both Math and Reading, and Students with Disabilities students' academic achievement in Math at the middle school level.

The included [video](#) explains how the Growth Progress scores are calculated for each student subpopulation. By understanding this process, we can better predict how our students are doing during interim i-Ready testing. Additionally, this [video](#) explains the Academic Achievement measure. It is important to understand that the Academic Achievement measure is not easily monitored throughout the school year, as it is a measure of grade-level proficiency.

MEVA's Continuous School Improvement Plan

As part of MEVA's structured improvement plan, MEVA has developed a Continuous School Improvement Plan which includes a Multi-Tiered System of Supports (MTSS), rigorous, standards-aligned Curriculum Maps, and Professional Learning opportunities for all staff. At MEVA, we have adopted an MTSS process that is informed by assessments and teachers' observations that allows students access to opportunities that will continue to remediate their gaps in math and reading, while still allowing them access to rigorous, grade-level, standards-aligned curriculum. Additionally, all courses have a standards-aligned curriculum map that is board-approved and subject to a [curriculum review process](#). Finally, staff are encouraged to participate in the weekly Professional Learning opportunities, as well as to explore their own professional learning through webinars, seminars, conferences, and college courses.

Appendix

1. [2026-2027 Weekly Schedule](#)

2. [2026-2027 School Calendar](#)

3. MEVA Instructional Levels i-Ready Grade Levels

Below Basic: More than 2 grade levels behind

Basic: Intervention: 1-2 grade levels behind

Proficient: On Watch: On Grade Level

Advanced: Mastered: Above Grade Level

4. MEVA Grading Policy

Maine Virtual Academy (MEVA) teachers are required to complete grading within one week of students' submissions. Teachers must zero out grades for items that have been due for more than a week. For example, if an assignment has a due date of 8/26/26, that grade item should be zeroed out no later than 9/2/26. This allows students, families, and administration to see the student's current grade.

Maine Virtual Academy (MEVA) closes grades twice a year for all live courses (winter and spring) and once a year (in the Spring) for specialty classes, including self-paced, advisory, and FOX Time. For live classes, all grades are submitted for all students, including students with zeroes. Teachers should communicate with students and learning coaches for any student who is failing the course. Additionally, teachers should refer these students to the administration team for outreach to schedule team meetings. For self-paced courses, at the close of the school year, only grades for students who are passing will be submitted via the Async Courses - Final Grade Form. Grades for self-paced students who are failing will not be submitted. FOX Time and Advisory courses use a pass/fail grading system; only grades for students who have achieved a passing grade will be submitted at the end of the school year. Project-Based Learning is the only graded course that runs through the summer. Dr. O'Grady submits all grades for this course through the Async Courses - Final Grade Form, choosing the PBL option. Dr. O'Grady is the ONLY person to submit grades for PBL.

Grading Scale:

A	(4.0)	(93-100%)
A-	(3.7)	(90-92%)
B+	(3.3)	(87-89%)
B	(3.0)	(83-86%)
B-	(2.7)	(80-82%)
C+	(2.3)	(77-79%)
C	(2.0)	(73-76%)
C-	(1.7)	(70-72%)

D+	(1.3)	(67-69%)
D	(1.0)	(63-66%)
D-	(0.7)	(60-62%)

*** The passing cut score is 60% unless the Head of School grants permission.**

Grading Policy:

Maine Virtual Academy (MEVA) implemented an optional new grading policy on August 28, 2023, designed to foster consistency across departments and course formats while promoting a growth mindset and 21st-century thinking skills among students. Under this policy, teachers will establish their grade book at the beginning of each semester, initially entering zeros for all assignments. As students complete their work throughout the semester, new grades replace these zeros, allowing students to effectively “build their grades.” The standard passing score is 60% for all courses, with exceptions granted only through explicit permission from the Head of School.

Teachers are expected to actively support students in understanding this system by demonstrating how to access and view grades in the grade book, explaining how to calculate points needed for passing, and helping identify priority assignments for completion. While teachers are encouraged to adopt this new approach during the 2023-2024 academic year implementation period, they can continue using traditional grading methods. This flexibility enables teachers to select the most effective approach for their courses, while supporting MEVA’s institutional goals of fostering student agency and maintaining consistent evaluation standards across both live and self-paced courses. Teachers must set their grade book schemes to “Percentage” and ensure students can see their grades in whichever grading policy they adopt.

5. 21st Century Skills are

- a. Critical Thinking
 - b. Creativity
 - c. Collaboration
 - d. Communication
 - e. Information Literacy
 - f. Media Literacy
 - g. Technology Literacy
 - h. Flexibility
 - i. Leadership
 - j. Initiative
 - k. Productivity
 - l. Social Skills
6. [Assessment Calendar 2026-2027](#)
 7. [Assessment Correlation Study](#)
 8. [DRAFT - Teacher Technology Chart](#)