

Process Improvement Meeting Agenda – 5/22

- MEVA Mission and Vision.
- Winback the Student Initiative.
- Encouraging students to speak during live lessons, with a view towards building their literacy skills – Carlotta Thompson.
- MEA Update.
- Spring '23 Semester Passing Rates.
- Guidance Update – Heather Tyler and Dan Pierce.
- Other and Next Process Improvement Meeting on Monday, June 5th, at 3:00 pm.

MEVA Mission and Vision

School Mission:

Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of **alternative educational options**. MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is **aligned** to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards.

School Vision:

MEVA will be a leading 21st century public charter school in Maine and **will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction**. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

21st Century Skills

1. **Critical thinking, Problem Solving, and Self Direction.**
2. Creativity.
3. Collaboration.
4. Communication.
5. Information literacy.
6. Media literacy.
7. Technology literacy.
8. Flexibility.
9. Leadership.
10. Initiative.
11. Productivity.
12. Social skills.

Winback the Student!

“It takes a community to raise up a child”, as the old adage says.
The same is true within education, it takes a team to support each student!

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!

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 this for a while.
- **Advocate for MEVA’s programs** – Share information on our clubs, async 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 an intervention form. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [Rapid Intervention Form](#)

From Cornell's TCI and CARE model.

weCARE

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

The image shows the front cover of the audiobook for 'Feed' by M.T. Anderson. The cover features a large, stylized, orange-brown silhouette of a person's head and shoulders against a teal background. The word 'feed' is written in a simple, lowercase, sans-serif font in a darker teal color across the forehead area of the silhouette. Below the silhouette, there is a block of faint, semi-transparent text in a reddish-orange color, which appears to be a snippet of the book's text. At the bottom of the cover, the words 'AN UNABRIDGED PRODUCTION' are printed in a small, white, all-caps font.

feed

Honors Project

Discussion, Writing and Evaluation Process

The novel, Feed
by M. T. Anderson

- High-interest Novel
- Age-relevant
- Genre – Sci-Fi, Dystopian
- Prompts answers to the question, What if?

Teamwork is encouraged & students are immediately accountable; each person has a role.

Facilitator: Group leader who moderates team discussion, keeps the group on task, and distributes work. Checks to make sure all group members understand the concepts.

Recorder: Takes notes summarizing team discussions and decisions and keeps all necessary records.

Reporter Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.

Timekeeper Keeps the group aware of time constraints and deadlines and ensures meetings start on time.

Analyzer Introduces alternative explanations and solutions.

Harmonizer Strives to create a harmonious and positive team atmosphere and reach a consensus (while allowing a full expression of ideas.)

Prioritizer Makes sure group focuses on most important issues and does not get caught up in details.

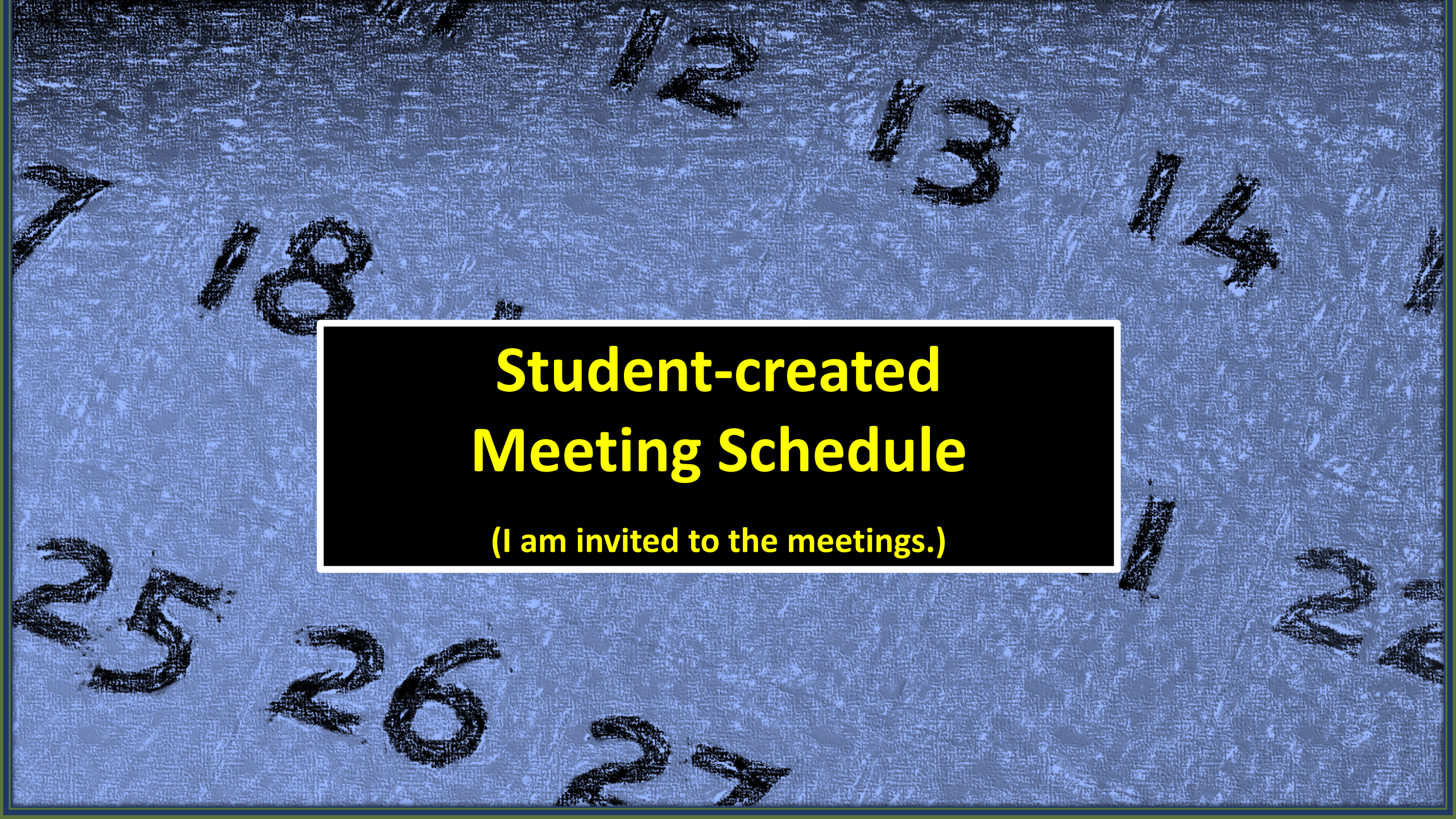
Checker Checks to ensure all group members understand the concepts and the group's conclusions.

Students have suggested other roles.

Leadership Duties

- Initiate Honors meetings
- Oversee Honors English projects
- Encourage discussion among members
- Email updates to Honors English members
- Answer questions
- Distribute information
- Support group members
- Create a plan for each meeting
- Meet with members to discuss peer-edits
- Assist timekeeper (record attendance)
- Email updates to Ms. Thompson
- Create necessary documents
- Ensure members contribute and fulfill their roles
- Attend follow-up meetings with Ms. Thompson
- Ensure meetings are accessible
- Ensure members have access to documents and information





Student-created Meeting Schedule

(I am invited to the meetings.)

Build Communication Skills through Collaboration

Speaking, writing, and commenting on each other's observations about literary themes are key activities in the honors class. Students must be 100% engaged in thoughtful, relevant discussions.

Analyze the Human Condition

Honors literature centers on the human condition or the shared experiences, emotions, and challenges common to all, regardless of culture, race, or background.

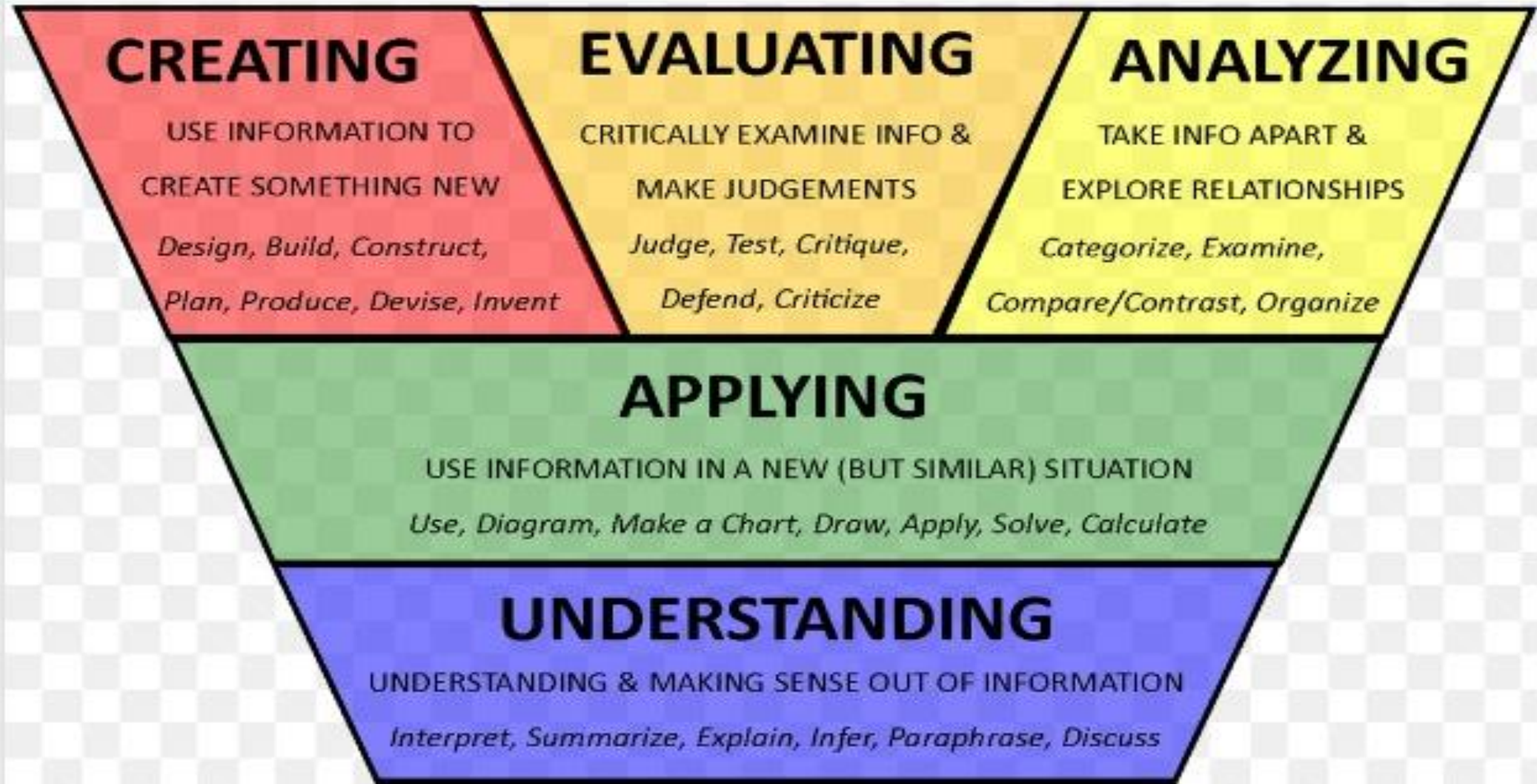
Build Writing and Reading Analysis Skills

More than simple reading comprehension is needed in Honors English; honors students have already attained basic reading understanding. Students' skills reflect higher-level thinking in their work.

Behaviors that Sustain Discussions

1. Mics On!
 2. 100% Participation
 3. APES answering technique
 4. Supportive Attitude
- Honors enrollment began with **eight** students but ended up with **five** students.

Higher Level Thinking



Sample Questions out of 40 Questions (Given to Students Before Discussion)

1. Read the article, *A Teenager's Take on Privilege*, to gain insight into what privilege means.

Analytical

Are the characters in the novel privileged? If so, which ones appear most privileged? What behaviors indicate that they are most privileged? If not, how are they not privileged?

2. Would Violet have fought so actively against the feed and consumerism that controlled her world if she hadn't been hacked by a group whose main agenda was to take down the controlling corporations? Were her actions completely her own? If she hadn't been hacked, would she have slowly lost the fight and knowledge that made her such a singular character, choosing instead to lose herself in the ease of consumption? *

Evaluative

3. Throughout the novel, Titus is very concerned with the "norm" and doesn't want to stray far from it and works hard to seem "cool." Is his apathy a result of constantly obeying the feed and even the demands of his friends? Why or why not? Do you think if he would have had different friends or friends that were more like Violet, he and Violet would have had a long-lasting relationship?

Analytical

Human Condition

4. Does empathy diminish when people are too engaged with technology? Which characters seem best suited to practice empathy? Which are worst suited to do so? What overall commentary might Feed be making regarding the ability of people to empathize with each other?

Analytical

Human Condition

Thirteen Collaborative Discussions were Held

- **Notetaking (notes are turned in)**
- **Distribution of Questions**
- **Vocabulary Analysis**
- **Impromptu Question Prediction**
- **Argumentative Essay**
- **Practice**

Three Evaluative Discussions were Held

- **First Impression of Novel Discussion**
- **Second and Third Discussions**
 - ✓ **Vocabulary Analysis Sharing**
 - ✓ **Theme & Character Analyses**
 - ✓ **Impromptu Questions – Novel Understanding**
 - ✓ **Reflections (Student's Improvement Needs)**

The last collaborative evaluation is a researched-based argumentative essay that focuses on a theme evolved from figurative language. (Note: while completing honors content, students are expected complete on-level quizzes and short writing assignments.)

EXEMPLAR

The Birds and Symbolism

In the novella, The Birds, Daphne du Maurier conveys powerful symbolism about the arrogance of humanity. Too often, people immerse themselves in habitual thoughts of dominance over their surroundings.

This incessant hubris is shown through symbolism in the novella when the author writes,

The announcer's voice was smooth and suave. . . this man, in particular, treated the whole business as he would an elaborate joke. There would be others like him, hundreds of them, who did not know what it was to struggle in darkness with a flock of birds. . . people standing about, shouting and laughing, getting drunk ... com[ing] to watch the birds!

The above quote alludes to this message: people are too ignorant to acknowledge that bizarre occurrences may symbolize danger. In fact, others may argue that the birds are not symbolic, but the author points out the community's lack of seriousness and the government's foolishness; the witless characters' deaths, from their closed-minded thinking (Le Cunff 4), validate this allusion. Daphne du Maurier's novella is a caveat to people in modern society who believe that we have the power to control the world as we know it.

The final collaborative activity is peer-editing the argumentative essay

Argumentative Essay Honors Peer Editing Worksheet and Instructions

Your edit of a person's essay will be submitted along with your essay.

Writer's Name: _____ Evaluator/Reviewer's Name: _____

Read and complete each editing task as follows:

- MLA format – Is the student's paper in proper MLA format? If not, write directly on the draft how he/she can correct it. Please skip lines.
- Check the student's paper for a unique title. Argumentative Essay and Essay are not unique titles. Make a note on the paper if the student needs to revise the title.
- [Bracket The student narrates the problem that defines/explains the issue.
- Find the claim. Does the claim properly address the topic? If not, offer help.
- Number each piece of evidence that supports the claim. There should be two in the paragraph. If the student does not have two pieces of evidence, write in the margin "NEEDS EVIDENCE."
- Does each piece of evidence have a citation? The citation should be placed at the end of the sentence containing the quote. If I were quoting in this sentence, it would look "like this" (Motsinger 8). The period should go after the citation. There should be no period at the end of the quote.
- Lead-ins and punctuation: Check the student's paper for lead-ins and quotation marks. Do all quotations have lead-ins? If not, make a note on the paper. Make sure direct quotes are in quotation marks.
- Does each piece of evidence have at least two sentences of ORIGINAL (not quoted) commentary? These are statements that further explain/illustrate/justify the examples provided. Draw an arrow from the evidence to its interpretation.
- Underline the counterclaim twice.
- Circle the evidence used that supports the counterclaim.
- Put a star next to the refutation.
- Check to see if the conclusive sentence returns to the idea of the main claim. If not, make a marginal note.
- Circle the first word of every sentence. This will help the writer notice if he/she begins each sentence the same way (i.e. "I..."). Make suggestions for revision.

APES

Answer to Knowledge Question #3

Answer
Question

While humans in Anderson's world can communicate without the feed, their vocabulary is limited, as reflected in run-on sentences and the constant use of "like," "umm," and "shit." However, when the kids use m-chat, aka mind chatting, the feed essentially speaks for them, just as autocorrect ensures a person's grammar and spelling are accurate. Anderson is trying to warn his readers about the dependent nature of technology and the amount of work high-tech items do. When this happens, humans' ability to think and speak for themselves slows and becomes limited. However, in Anderson's world, deep communication is only necessary for some, except for people like Violet and her family who resist the feed and everything that comes with it.

Provide
Examples

Explain

Sum Up

Behaviors that Sustain Discussions

Ground Rules for Online Verbal Discussions

- 1) Participate:** Show your unique energy and knowledge. We need your input.
- 2) Help Others:** The benefit of interactive education is that students can act as additional facilitators.
- 3) Use Effective Speaking Style:** The conversation can be casual, but not too casual. Don't lose your voice behind a series of jargon. Don't overjudge others. Encourage, don't discourage, and show that you are developing understanding and knowledge.
- 4) Respect Diversity:** Your discussion should be inviting, or a safe space for people of all races, genders, sexes, ages, sexual orientations, religions, disabilities, and socioeconomic statuses. Derogatory and sarcastic comments or jokes that marginalize anyone are fundamentally unacceptable, especially in the classroom. Avoid offensive language—or language that could be construed as offensive
- 5) No Flaming:** And no tantrums on academic forums. Criticism, although a central part of academics, must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are highly unacceptable. In addition, make sure you avoid profanity. Keep it classy.

Behaviors that Sustain Discussions

- **Avoid talking over one another by actively encouraging turn-taking and/or using a visual cue when you have something to say, such as raising your hand or using a reaction button.**
- **Mute your microphone when someone else is speaking.**
- **If you're waiting to ask a question and no one acknowledges you, wait until there is a pause in the discussion or interrupt politely with:**

Appropriate Cues

- **I'm so sorry to interrupt, but I'd like to add to what you said before we move on.**
- **I apologize for interrupting, but I want to clarify what you said.**
- **Sorry to interrupt, but may I ask a quick question?**

Assignments/Behaviors that Sustain Discussions

For each rubric description, please describe the ...
 (a) areas you need to improve, and
 (b) how you plan to improve those areas.

Reflection Evaluation
 (After Discussions – 3x)

EXAMPLE

DISCUSSION STRATEGIES	AREAS TO IMPROVE & HOW YOU PLAN TO IMPROVE
<p>Using APES</p> <p>Use APES format to answer some questions.</p>	<p>I used apes well in my written responses, But when I was talking I improvised and while I was able to answer the question and explain the evidence, my evidence wasn't very clearly said as a quote or anything and was really brushed over. Also, I had trouble concluding my statements. Next time I should have a sentence written down to loop back to.</p>
<p>COLLABORATION</p> <ul style="list-style-type: none"> -Quality -Focus -Working w/Others 	<p>Collaboration was always great, and we were all working together well. However, I talk off-topic a lot and while it helps us be more friendly toward each other and work together a lot less nervously, I feel like I could definitely be more focused, maybe by thinking before I speak or before I make a joke.</p>
<p>DISCUSSION</p> <ul style="list-style-type: none"> - Level of Engagement - Preparedness - Attitude 	<p>In the discussion it seemed we all did great, while I did have to start questions before everyone got comfortable and I had to persuade others to start talking, I think I did my job well and eventually people started talking on their own and it became a great conversation. We all talked with a good attitude, and I felt very engaged. Next time, I could ask more people to start first.</p>
<p>QUESTION & ANSWER</p> <ul style="list-style-type: none"> - Enunciation - Steady Pace - Confidence - Knowledge (Book & Personal) 	<p>I was very nervous during the entirety of the discussion, but I felt like I sounded confident and had a good pace, and was clear with my ideas. However, I feel like I could have mentioned more evidence from the book or from real life like Owen did with question #2. I did communicate what I needed to whether it was responding to someone or making my own statement, so I am proud of myself. Next time, I should make sure I mention the evidence in my written responses during the discussion.</p>

Grading Rubrics/Criteria

HON Collaboration

Criteria
Contributions: Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.
Quality of Work: Provides work of the highest quality.
Focus on the Task: Consistently stays focused on the task and what needs to be done. Very self-directed.
Working with Others: Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.

HON Discussion

Criteria
Engagement: Regular class contribution with quality ideas and appropriate questions. Collaborative and active engagement with others.
Preparedness: Always prepared for class with assignments and required materials. Accurately expresses foundational knowledge pertaining to issues raised during the discussion.
Attitude: Consistently positive, cooperative attitude during class. Always supportive of other students' ideas.

Criteria	Level 3 4 points
Questions and Answers	Student demonstrates excellence: clear enunciation, steady pace, and confidence. The student uses specific evidence and personal knowledge from the book and experiences to answer questions.

HON Argumentative Essay Criteria

Introduce a precise claim on a theme, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Develop the claim and counterclaim fairly, supplying evidence for each while pointing out the strengths and limitations in a manner that anticipates the audience's knowledge level and concerns.	Establish and maintain an objective tone <u>while</u> attending to the nuts and bolts and conventions of writing.	Provide a concluding statement or section that follows from and supports the arguments presented.
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MEA Update

- Final testing week.
- Reading/Math and Science windows close on Friday, May 26th.
- We are making great progress towards our 95% participation goal.
- Thank you for all your hard work!

Spring '23 Passing Rates

- You may check your department's passing rate by utilizing the Brightspace tool, <https://brightspace-meva.domo.com/page/-100000/kpis/details/659998786>.
- Select the Spring '23 semester and apply filters as needed.
- Our schoolwide goal is at least 80%.
- We are on track to meet our goal.
- Thank you for your efforts!

Guidance Update 5/22/2023

TESTING FOLLOW-UP:

If any teachers need to process anything after working with students in person during testing or if you gained any insights you would like to share with us please reach out.

Thank you!

MEVA Spring 2023 Celebrations

High School Graduation, Friday, June 2nd at 2:00 pm, via Zoom.

Fri. 2 June, 2:00 PM

Fri. 9 June, 11:00 AM

Eighth Grade Recognition, Friday, June 9th at 11:00 am, via Zoom.

Other

- Any other topics?
- Students' participation in NWEA and MEA testing is our highest priority during May. Please reward students for completing their required assessments to provide incentives – does anyone want to share creative ways to do so?
- Next Process Improvement Meeting is on Monday, June 5th, at 3:00 pm. Faculty administering in-person testing are excused but are welcome to attend as time permits.