

Process Improvement Meeting Agenda – 4/10

- MEVA Mission and Vision.
- Demonstration of 21st Century Skills.
- Winback the student initiative.
- Spring 2023 Panorama Survey Progress and Plan.
- Students' Course Progress Data.
- Seeking Feedback for the SY-2023/2024 ESEA Grant Application Projects.
- Recommending Students for Summer Programming.
- NWEA Proctoring, Spring 2023 Window – Christina O'Grady.
- PLC for Developing Pre/Post Tests Update – Christina O'Grady.
- Trauma Informed Practices – Lena Vitagliano.
- Guidance Update – Heather Tyler and Dan Pierce.
- Virtual Graduation Checklist – Carla Hamilton.
- Eighth Grade Advisory Update – Stephanie Martitz.
- Other and Next Process Improvement Meeting on Monday, April 24th, 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

Spring 2023 – Panorama Survey

Participation Targets/Progress as of today, 1:45 pm:

- Family – 35%/**43%** (**155/357**).
- Student – 75%/**55%** (**221/402**).
- Teacher/Staff – 75%/**93%** (**54/58**).

Spring 2022 Panorama Survey Action Plan & ILPs

1. *Target School Fit: How well do the activities offered at your child's school match his/her interests?*

➤ **Action Plan (Families): Individual Learning Plans (ILPs).**

2. *Target Rigorous Expectations: How often do your teachers make you explain your answers?*

➤ **Action Plan (Students): Instructional Maps and Course Development.**

3. *Target Feedback and Coaching: How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation processes at your school?*

➤ **Action Plan (Teachers): Increase teacher/peer observations and feedback. Review teacher evaluation processes; seek faculty input.**

4. *Target Feedback and Coaching: How much feedback do you receive on your work? How much do you learn from the evaluation processes at your school?*

➤ **Action Plan (Staff): Increase staff observations and feedback. Review evaluation processes; seek faculty input.**

Student Course Progress Data

- Use the Brightspace Report, <https://brightspace-meva.domo.com/page/-/100000/kpis/details/659998786>, to review your department and/or course data.
- MEVA currently has a 71% overall passing rate for core academic courses and electives.

Recommending Students for Summer Programming

- Teachers should email lists of students who are recommended for summer courses to guidance@mainevirtualacademy.org.

Seeking Feedback for the SY-2023/2024 ESEA Grant Application Projects

- The FY24 ESEA Grant Allocations will be released on Thursday this week.
- The FY24 ESEA Grant Application will be open soon.
- Do you have any suggestions for grant projects in conjunction with our Comprehensive Needs Assessment?



NWEA Proctor Training

April 10, 2023

NWEA: Week-At-A-Glance

Schedule of Testing Sessions

- Monday - Regular Day
- Tuesday - Math at 8:30a-11:30a, makeups in the afternoon
- Wednesday - Reading at 8:30a-11:30a, makeups in the afternoon
- Thursday - Language Usage at 8:30a-11:30a, makeups in the afternoon
- Friday - Regular Day (Makeups Only)

Testing is done in advisory teams in Zoom. Zoom sessions will need to be placed on the Calendar in each Advisory shell and released per grouping, see groupings slide.



NWEA:Tracker

This is in the process of being updated. I will share it out once it's been updated.

Advisory Teams per Grade Level



7th Grade:

Group 1: Jan & Lauren S. (12 Students)

Group 2: Lisa & Nic (14 Students)

Group 3: Special Education (3 Students)

8th Grade

Group 1: Cheryl & Stephanie (16 Students)

Group 2: Chelsea & Dr. C (16 Students)

Group 3: SE: Clarissa, Kim, & Denise (21 Students)

9th Grade

Group 1: Beth & Gayle (21 Students)

Group 2: Colleen & Heather (19 Students)

Group 3: SE: Meagan & Kristen (15 Students)

10th Grade

Group 1: Anthony & Nicole (20 Students)

Group 2: Carlotta & Matt (23 Students)

Group 3: Bobbie & Mary (21 Students)

Group 4: SE: Dan & Lacey (7 Students)

Group 5: SE: Holly & Jenn (6 Students)

Group 6: SE: RISE (6 Students)

11th Grade

Group 1: Alex & Tony (23 Students)

Group 2: Lauren L. & Nelson (22 Students)

Group 3: Vanessa & Jason (23 Students)

Group 4: Christina (21 Students)

Group 5: SE: Holly & Jenn (9 Students)

Group 6: SE: Dan & Lacey (5 Students)

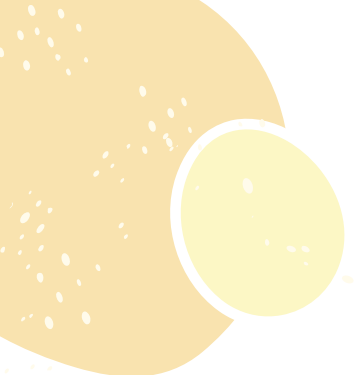
Group 7: SE: RISE (5 Students)

Checklist of Next Steps

- ❑ **Advisors - talk to your partner advisor and make a plan**
 - ❑ Decide who is going to be the lead proctor and who is going to be the support proctor
 - ❑ Decide who is going to create the Zoom session and invite your advisory group
 - ❑ Decide who is going to create the NWEA test session
 - ❑ **Email your plan to Don and Christina by April 26th**
- ❑ Email advisory students and LCs from your group with the NWEA test dates and the Zoom link, include Don and Christina on these emails, by Wednesday, April 26th
- ❑ Create an announcement in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by Wednesday, April 26th (this will be checked to make sure it is done).
- ❑ Create a Calendar event in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by Wednesday, April 26th (this will be check to make sure it is done).
- ❑ During the **May 1st** advisory meeting mention the links and where students can access them for the next day's NWEA session.
- ❑ Verify the tracker against Brightspace, students are added and removed from Brightspace during this week.

NWEA: General Education Makeups

- Makeup sessions are for those who missed a testing day. Our Goal is for **95%** of our student's to test. Please make every effort to get the students to take their tests on their designated day. If they don't make it into your morning sessions, you **NEED** to schedule them for the afternoon sessions starting at 12:30pm. The afternoon sessions should be used for makeups only.
- Makeup Days beyond Tuesday, Wednesday, and Thursday afternoons will be scheduled as needed. The goal should be to have all students tested during the 3 NWEA testing days.
- NWEA Makeup Days are already scheduled for Friday, the **5th**, Monday, the **8th**, Wednesday, the **10th**, and Friday, the **12th**. These days are scheduled in each advisory homepage and will be run by Christina.
- Christina will make sure the general education students who need to attend the Friday makeup session are in the Friday makeup session group.



Resources

Cheat Sheet

1. Setting Up a Session
2. Pausing a Test
3. Unpausing a Test
4. Suspend a Test
5. Unsuspend a Test
6. Assign a Different Test
7. Student Can't Find Their Name (Got Booted)
8. Fix Resolution
9. End Session



Professional Learning Community

“The staff members prioritize these student learning needs, and define one area to which they give immediate attention. The staff collectively takes responsibility to learn new content, strategies, or approaches to increase its effectiveness in teaching to these problem areas.” (Hord, 2009, p. 40)



Update

We had our 2nd PLC meeting this past Thursday.

We have been talking about pre-/post-tests and how they are aligned to the content that is planned for a unit.

We want to ensure that the assessment assesses skills/knowledge/ability, but this does not mean that it has to be a test.

We did notice that the makeup of the PLC members is lacking representation from all content areas, if you want to be a part of this process we would welcome more people to plan on attending May 4th at 3:00pm.

I plan to share articles throughout the month for us to continue to learn more about pre-/post-tests and how they can benefit our students.

Trauma Informed Teaching Practices

- Lena Vitagliano will present trauma informed teaching practices.

Designing safe, healthy learning environments . . . free of shame

**Trauma-Informed Practices
continued**

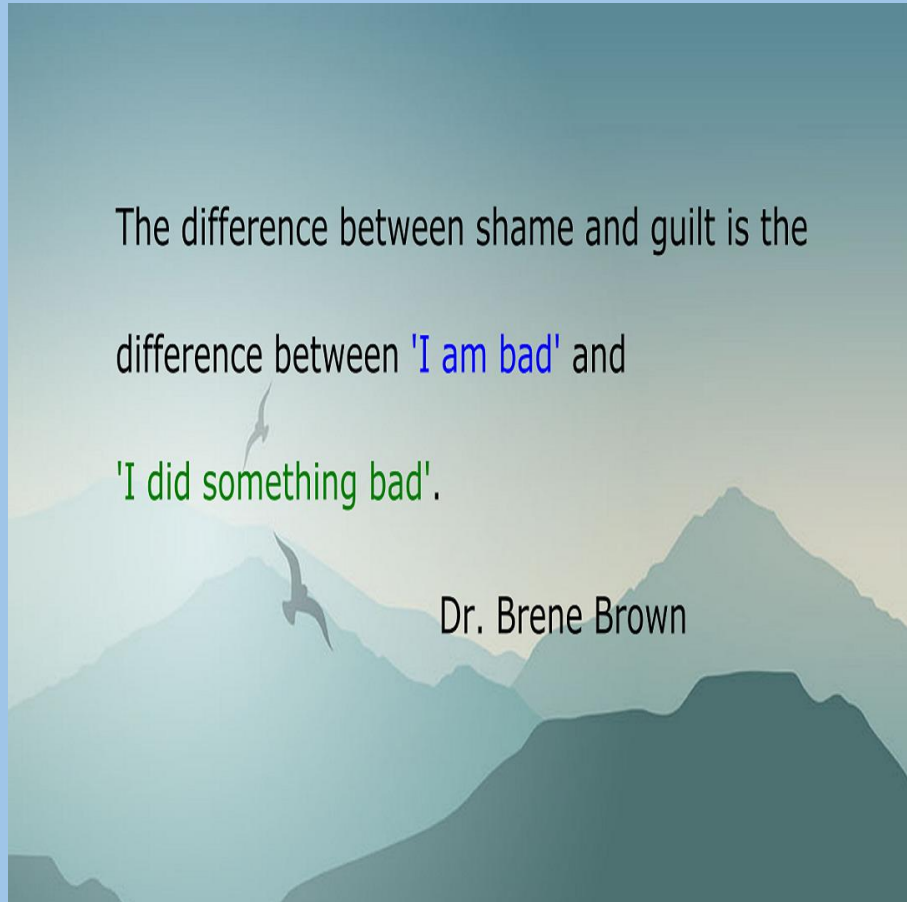
When a Learner experiences shame.....

What we might see:

- **Withdrawal (socially withdraws, disengages...)**
- **Aggression (threats to harm self or others)**
- **Employs avoidance strategies (denial, failure to engage or try, unmotivated)**
- **Emotionality - dissociation - making connection with unhealthy choices (perceived as less threatening)**

Understanding SHAME

- is universal and primitive emotion
- is the feeling of embarrassment and humiliation
- is the fear of disconnection - the fear that something we have done or failed to do makes us unworthy of connection

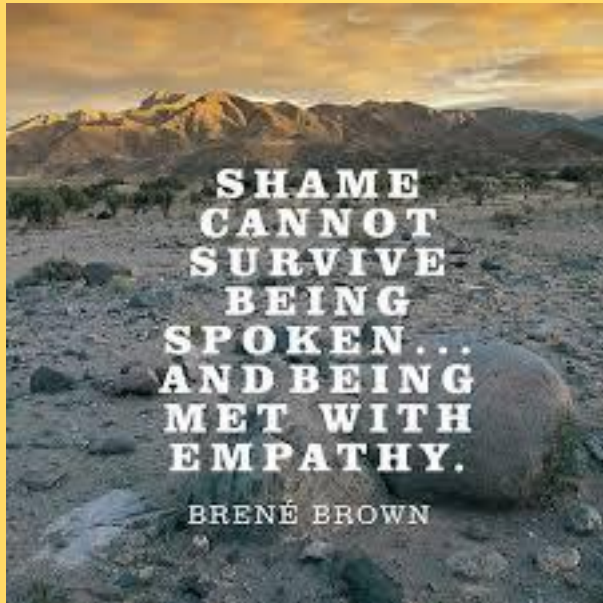


The difference between shame and guilt is the difference between 'I am bad' and 'I did something bad'.

Dr. Brené Brown

Shame is not all bad - - Without shame, we might not feel the need to adhere to cultural norms, follow laws, or behave in a way that allows us to exist as social beings.

Where might shame come from:



- Expectation techniques imposed that use shame and fear for compliance
- Feeling as though one has no agency, no self-determination -everything is imposed or someone else's
- Abuse, neglect, secret family problems
- Peer pressure - in-person or online
- Being compared or comparing oneself to other - I am not enough

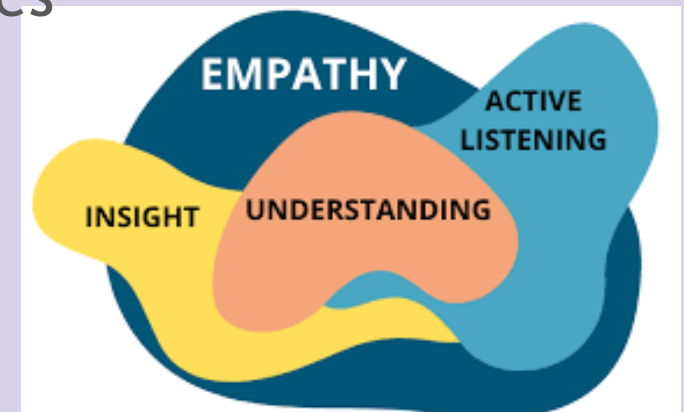
Where might shame come from continued. . .



- Having one's needs dismissed
- Self-blame
- Expectation of being perfect
- Adolescence development: frontal lobe development
- Confusing boundaries or identities

What can we do to promote a safe and shame-free learning environment

- Get acquainted with the notion of trauma, shame and anxiety
- Create a nurturing ethos that prioritizes positive relationships and emotional safety
- Engage in regular emotional connection with our learners
- Share vulnerabilities and make it safe to make mistakes
- Model self-compassion
- Separate out the problem behavior from the learner



SHAME leads to...

FEAR

BLAME

DISENGAGEMENT

EMPATHY leads to...

COURAGE

COMPASSION

CONNECTION

EVERY KID

— *is one* —

CARING ADULT

away from being

A SUCCESS STORY.

- Josh Shipp

Guidance Update

- Heather Tyler and Dan Pierce will provide a guidance update.

Guidance Update 4/10/2023

- One more week until April Vacation, please remind students this is a great time to get back on track!
- Please continue to work on a list for students who should be enrolled in self paced courses.

Virtual Graduation Ceremonies Planning

- We are planning a virtual high school graduation ceremony on June 2nd, 2023, at 2:00 pm.
- Our middle school (virtual) step up day is tentatively planned for June 9th, 2023, at 11:00 am.
- Student and faculty planning has started.
- We are maintaining communication lists.
- We are hosting a graduation planning club for high school students.

Eighth Grade Advisory Update

- We are prioritizing engaging and retaining eighth grade students due to (past) patterns of high turnover, and significant academic needs.
- Prior year data suggested that we retained fewer 8th grade students during the academic year. In the past, fewer 8th grades students registered for their first year of high school.
- Eighth graders also have significant academic needs, as evidenced by their special education identification rate and achievement levels.
- Recent evidence shows that our efforts are working to turn this all around, thanks to the 8th grade academic and support team.
- What is new in the 8th grade?

Other

- Any other topics?
- April Vacation is 15th through 23rd. Please cancel all your live sessions.
- Next Process Improvement Meeting is on Monday, April 24th, at 3:00 pm.