

# Process Improvement Meeting Agenda – 4/3

- MEVA Mission and Vision.
- Twenty-first century thinking skills via an anime course – Holly Chapdelaine.
- MEVA Mid-Year, SY2022/2023, Report/Performance.
- Winback the student initiative.
- ESEA Practices.
- ESEA Grant Application – SY2023/2024. Seeking Input.
- ESEA Comprehensive Needs Assessment (CNA).
- ESEA School Improvement Indicators.
- Spring 2023 Panorama Survey Launch.
- SY2023/2024 Schedule, Course Descriptions, and Academic Technology – Don Fournier.
- Trauma Informed Practices – Meagan Coelho.
- 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 10<sup>th</sup>, at 3:00 pm. NWEA Proctoring.

# 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.

# Twenty-first Century Thinking Skills

- Holly Chapdelaine is using Chat-GPT to develop an anime course. Dr. C will provide an update on her progress.

# Mid-Year Monitoring Report

- MEVA received no recommendations. This was phenomenal! We are thrilled to share the following quote from the report:

“School leadership presented information that supports the school’s assertion that they are a high-performing charter school - academically, operationally, and financially. The school prioritizes data analysis and strong testing participation is important to the culture of the school. The school leadership presented longitudinal evidence to show that students that stay at MeVA are showing strong academic growth.”

# 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.

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Without our Students there would be no MEVA!

# Withdrawal Mitigation Process

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

# ESEA Practices

- Parent involvement.
- Demographic considerations.
- Support access to general education curriculum.
- Supplement not supplant.
- Collect feedback from stakeholder groups.
- Regular analysis of multiple types of data.
- Collaborative professional development.



# ESEA Grant Application – SY2023/2024

- MEVA offers Schoolwide ESEA programming.
- Funds may apply to any grade levels and/or academic areas.
- The prior year MEVA ESEA (Title IA) grant was focused on targeted instruction in English and math.
- The prior year MEVA ESEA (Title IIA) grant provided teacher professional development.
- Do you have any suggestions for ESEA grant projects?

# MEVA's Needs in the Current School Year

## **NWEA Growth:**

- 7<sup>th</sup> Grade Reading;
- 8<sup>th</sup> Grade Reading and Language Usage.
- 10<sup>th</sup> Grade Math.

## **NWEA Achievement:**

- 7<sup>th</sup> Grade Math;
- 8<sup>th</sup> Grade Math, Reading, and Language Usage.

## **Accuplacer:**

- Special Education Subgroup for reading and math.

# MEVA's Needs in the Current School Year

- Middle school students present a need to address pandemic-related learning losses in reading and math.
- Accuplacer subgroup, SE students, present a need to boost achievement in math and reading at the middle and high school levels.
- Given the strong correlation between the Accuplacer and NWEA, we should aim to scaffold all our students to at least the 21<sup>st</sup> percentile in math and the 41<sup>st</sup> percentile in reading by the spring NWEA of their junior year.
- As you all know, we have a plan in place to encourage the conditions that support students' academic growth and achievement, by leveraging assessment data and differentiated/standards-aligned instruction.

# FY23 ESEA School Improvement Indicators

Curriculum, Assessment, and Instructional Planning - Engage Instructional Teams in developing standards-aligned units of instruction.

- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- Units of instruction include **pre-/post-tests** to assess student mastery of standards-based objectives.

# Spring 2023 – Panorama Survey Launch

## Participation Targets:

- Family – 35%.
- Student – 75%.
- Teacher/Staff – 75%.

# 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.**

# Academic Schedule & Course Descriptions Presentation

- Don will present the SY-2023/2024 academic schedule, provide an update on course descriptions, and share the results of the academic technology survey.

# 2023-2024 SCHEDULE

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- Review has been completed
- Final comments/revision requests have been entered
- Last step is final approval and implementation in the next school year

Link to schedule:

<https://docs.google.com/spreadsheets/d/1IzqWqqiPzdBiF-9RNAqcDQvtnNiaK6NV/edit?usp=sharing&ouid=115039988051558643897&rtpof=true&sd=true>



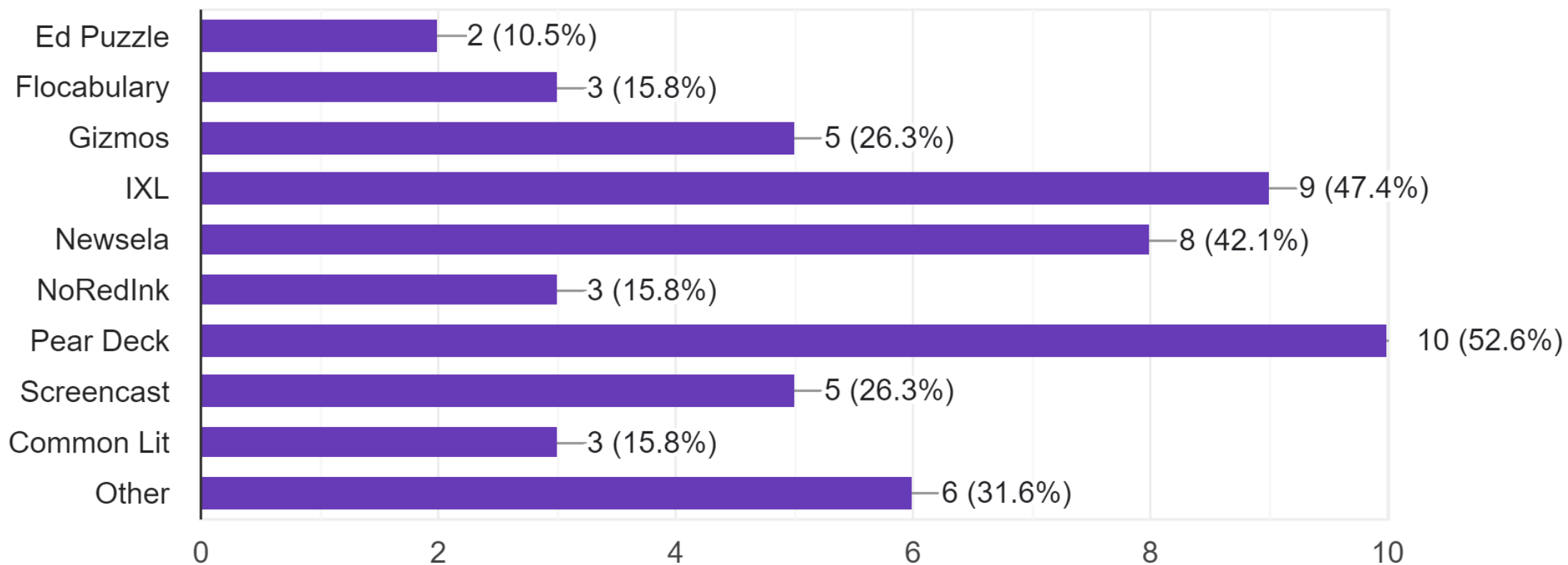
# Course Description Edits

## Algebra 1 Example:

- **This course is intended to prepare you for higher level high school and college math courses.** Algebra 1 Topics include Recognizing and developing patterns using tables, graphs and equations. In addition, students will explore operations on algebraic expressions, apply mathematical properties to algebraic equations. Students will solve problems using equations, Graphs and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and graphing calculators will be incorporated into the module.

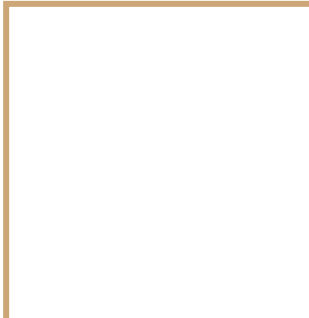
The following program(s) is/are essential to my classes and will be utilized enough to justify purchasing:

19 responses



# Trauma Informed Teaching Practices

- Meagan Coelho will present trauma informed teaching practices.



# Trauma Informed Teaching

Adverse Childhood Experiences (ACES)  
and How We Can Make a Positive Impact  
as Educators



# What are ACES?

The ACE study found that individuals who experienced ACEs were at higher risk for :

**Chronic Disease**

**Mental Health Issues**

**Substance Use**

Understanding ACEs and their impacts is important for professionals who work with children, including teachers, as it can help them provide more informed and supportive care.



# How does trauma affect us?

- Affects perception of reality
- Wires brain to expect danger
- Triggers fight, fright or freeze response
- Creates relationship problems
- Takes away sense of safety
- Increases stress hormones
- Creates a sense of helplessness
- Can result in serious behavior problems

<p><b>Amygdala</b>  <b>“Fear Center”</b></p>	<p><b>Anterior Cingulate Cortex (ACC)</b>  <b>“Emotional Regulation Center”</b></p>	<p><b>Prefrontal Cortex (PFC)</b>  <b>“Thinking Center”</b></p>
<p>OVERACTIVATED</p>	<p>UNDERACTIVATED</p>	<p>UNDERACTIVATED</p>
<p>Difficulty</p>	<p>Difficulty</p>	<p>Difficulty</p>

# How can we help?

- **Avoid labeling a student**
  - ◆ **ie. Bad Kid/Student, Lazy, Unmotivated**
- **Create a safe and supportive environment**
- **Use trauma-informed practices**
- **Build relationships**
- **Be aware of signs of trauma**
- **Collaborate with other professionals**
- **Educate yourself!**





Showing our students that they are valued and worthy of great things.

- ★ Showing interest in their lives outside of school.
- ★ Giving personalized feedback on assignments.
- ★ Fostering a classroom environment that highlights respect for all.
- ★ Allow for student choice opportunities.
- ★ Celebrate Diversity



# Guidance Update

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

# Guidance Update 4/3/2023

## Trauma-Informed Schools:

*ACEs (Adverse Childhood Experiences, AKA traumatic events that occur before 18 and can impact a child's health and well-being)*

*Why do we bring this up? It is likely that all of you have worked with students with ACEs. 55 % of 12-17 year olds have experienced at least one ACE (NSCH 2016). Behaviors can range from self-harm to withdrawing to violent outbursts to a general change in behavior, etc. Remember, this may look different in our virtual setting.*

**IMPORTANT REMINDER: Notify Dan and/or Heather with any concerns about students.**

## Reminder:

Please start thinking about student who will most likely need to attend summer school. We are starting to place students in self-paced courses now.

# Virtual Graduation Ceremonies Planning

- We are planning a virtual high school graduation ceremony on June 2<sup>nd</sup>, 2023, at 2:00 pm.
- Our middle school (virtual) step up day is tentatively planned for June 9<sup>th</sup>, 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 8<sup>th</sup> grade students during the academic year. In the past, fewer 8<sup>th</sup> 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 8<sup>th</sup> grade academic and support team.
- What is new in the 8<sup>th</sup> grade?

# Other

- Open Enrollment for SY-2023/2024 began on Monday, January 27<sup>th</sup>.
- Re-registration for SY-2023/2024 began on Monday, February 27<sup>th</sup>.
- Any other topics?
- School Climate – Panorama Survey Window opened today, April 3<sup>rd</sup>.
- Next Meeting is on Monday, April 10<sup>th</sup>, at 3:00 pm. We will discuss NWEA proctoring for the spring window.