

# Process Improvement Meeting Agenda – 3/27

- MEVA Mission and Vision.
- State Testing Update/Calendar – Stephanie Emery.
- Winback the student initiative.
- Reregistration Update.
- Student Intervention Case Studies – Holly Chapdelaine.
- ESEA Comprehensive Needs Assessment (CNA).
- ESEA School Improvement Indicators.
- Open Curriculum Resources – Christina O’Grady.
- SY2023/2024 Schedule.
- Guidance Update – Heather Tyler and Dan Pierce.
- Virtual Graduation Checklist – Coady Richardson.
- Eighth Grade Advisory Update – Stephanie Martitz.
- Other and Next Process Improvement Meeting on Monday, April 3<sup>rd</sup>, 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.

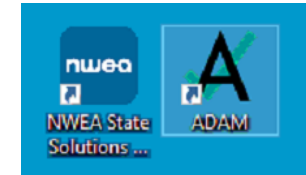
## School Vision:

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.



# Testing Updates:

**Testing Computers:** Will have both the “NWEA State Solutions” (Maine Through Year Math/ELA) Icon on the desktop along with the “ADAM” (MEA Science) Icon. See picture reference:



Make sure to launch the correct testing browser for that day as you set up the laptops.

**Assessment Schedules have been released, linked here:** [Schedule Overview](#)

- *Site Assignments go out to parents next week.*

**Detailed & Individualized Site Schedules:** Will be released at the end of April on a shared drive. This drive will mirror the same format as the MEA Science schedules from last year. This method worked very effectively for proctors and support staff, based on the feedback we received from each site.





## *Testing Updates Continued...*

**Schedules continued...** Flexibility is key to the success of testing participation. Exams ideally should run start to finish within 2-2.5 hours (recommended). Technically there are no time limits, students finish when they finish for Math/ELA. Which means, there should be plenty of time to get kids who arrive late, settled in and instructions read to them during breaks. That way they can begin testing when other kids resume from the break period.

Strategically place late arrivals in the room, so you can easily and quietly provide instructions for their next section.

**Proctor Trainings:** Will be bundled and shared with everyone in April. Detailed instructions and the breakdown of roles/tasks will be included, to provide clarity on what your test days should be like.

**Test Kits:** Will be ready for pick up May 10<sup>th</sup>-12<sup>th</sup>. Kits will be grouped by city names and available for pick up in the south wing entryway.

*(Loading and unloading must be done at the south wing loading doc on floor LL2. Lobby entrance loading/unloading is **prohibited** per Ballard Center management.)*



# Thank you



- District Assessment Coordinator “DAC”: Dr. Melinda Browne [mbrowne@mainevirtualacademy.org](mailto:mbrowne@mainevirtualacademy.org)
- Business Manager: Testing materials, site stay accommodation needs, expense reimbursement: Jillian Dearborn [jdearborn@mainevirtualacademy.org](mailto:jdearborn@mainevirtualacademy.org)
- DAC / Technology Coordinator / Testing Coordinator: Stephanie Emery [semery@mainevirtualacademy.org](mailto:semery@mainevirtualacademy.org)
- Alt. Assessment / WIDA Tech Coordinator & Support Team: Mehry Mohammadi [mmohammadi@mainevirtualacademy.org](mailto:mmohammadi@mainevirtualacademy.org)
- Maine Through Year - DAC's & Testing Coordinators:
  - Don Fournier: [dfournier@mainevirtualacademy.org](mailto:dfournier@mainevirtualacademy.org)
  - Christina O'Grady: [cogrady@mainevirtualacademy.org](mailto:cogrady@mainevirtualacademy.org)
- SE Testing Coordinator / Testing Accommodations: Lena Vitagliano: [lvitagliano@mainevirtualacademy.org](mailto:lvitagliano@mainevirtualacademy.org)
- Testing Support Team:
  - Gina Davis [gdavis@mainevirtualacademy.org](mailto:gdavis@mainevirtualacademy.org)
  - Stef Carter [scarter@mainevirtualacademy.org](mailto:scarter@mainevirtualacademy.org)
  - Meghan Crosby [mcrosby@mainevirtualacademy.org](mailto:mcrosby@mainevirtualacademy.org)

# Spring 2023 Assessment Calendar

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5/2 – 5/4: NWEA MAP Growth (Virtual), Grades 7–11.

5/15 – 5/19: Spring MEA Reading & Math (In Person), Grades 7, 8 & 10.

5/22 – 5/26: MEA Science (In Person), Grades 8 & 11.

# Sy2023/2024 Assessment Calendar

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9/11 – 9/15: NWEA MAP Growth (Fall Virtual), Grades 7–11.

10/10 – 10/13: Fall MEA Reading & Math (In Person), Grades 7, 8 & 10.

1/9 – 1/12: NWEA MAP Growth (Winter Virtual), Grades 7 –11.

4/29 – 5/3: NWEA MAP Growth (Spring Virtual), Grades 7–11.

5/13 – 5/17: Spring MEA Reading & Math (In Person), Grades 7, 8 & 10.

5/20 – 5/24: MEA Science (In Person), Grades 8 &11.

# 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>

# Reregistration Update – 3/27

<b>Total Enrollment:</b>	<b>403</b>
<b>Seniors/Grads Remaining in TVs:</b>	<b>53</b>
<b>Student count based on who is eligible to re-enroll:</b>	<b>350</b>
Registering:	332
<b>Not Returning:</b>	<b>14</b>
<b>Status Unknown</b>	<b>4</b>
<b>Total <i>Response Rate</i> of who is eligible to re-enroll: 346</b>	<b>99%</b>
<b>Percentage of MEVA <i>Students Returning</i>:</b>	<b>95%</b>

## Status Unknowns Remaining:

Horn – 9<sup>th</sup>

Tardiff – 10<sup>th</sup>

Suittier – 11<sup>th</sup>

Wynn – 11<sup>th</sup>

# Self Paced Success Story

Student began self paced courses after a sharp decline in grades.

Like many students, this person hit a wall and stopped making any progress.

Previous NWEA scores showed average scores in Math and below average scores in Reading and Language Usage.

Student had zeros in all classes.

Intervention team had 20+ meetings with student and family before he began to engage.

At the beginning, student appeared tired, hood up, and sometimes smiling with a proud, “nope” when we asked if he had done any work.

We met with student and parent on a biweekly and then weekly basis.

Student began to access self-paced courses and is passing through project based learning as well as requesting what he can do to improve GPA so he can be college ready. Even student demeanor has improved.

This is a wonderful MEVA story of persistence!

# Prior Year Comprehensive Needs Assessment (CNA)

- Describe the high need areas identified as a result of the Comprehensive Needs Assessment.
- Last Year - English Language Arts and Mathematics achievement and growth were identified as priority needs.
- As a result of the district level needs assessment; list at minimum three (3) district-wide goals (one math goal and one literacy goal required) to be achieved through leveraging the district's ESEA federal program funds.

# 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.

# MEVA's Needs in the Current School Year

- 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.



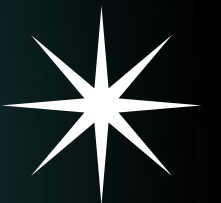
# Open Resources

March 27, 2023



# Open Resources

<b>English</b>	<a href="#"><u>Resource Document</u></a>
<b>Math</b>	<a href="#"><u>Resource Document</u></a>
<b>Social Studies</b>	<a href="#"><u>Resource Document</u></a>
<b>Science</b>	<a href="#"><u>Resource Document</u></a>
<b>ChatGPT</b>	Let's explore the power of this tool!



# ChatGPT



Sure, I can help you design a project aligned to high school Next Generation Science Standards (NGSS) about fire science! Here's a project idea that you can use:

Project Title: Investigating the Science of Wildfires: Factors Affecting Fire Behavior

NGSS Standards:

- HS-PS2-6: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Project Overview:

In this project, students will investigate the science of wildfires and the factors that affect fire behavior. They will learn about the role of weather, fuel, and topography in the spread and intensity of wildfires. Students will also explore the impact of wildfires on the environment, including the effects on ecosystems, water quality, and air pollution.



Sure, here's a UBD (Understanding by Design) unit aligned to Maine Learning Results for Reading at the high school level:

Unit Title: Analyzing and Interpreting Complex Texts


Unit Essential Question: How can we effectively analyze and interpret complex texts to deepen our understanding and enhance our communication skills?

Stage 1: Desired Results

1.1 Standards:

- Students will be able to analyze and interpret a variety of complex literary and informational texts.
- Students will be able to evaluate and use evidence to support their interpretations.
- Students will be able to communicate their understanding effectively through oral and written expression.



design a real-world problem to investigate trigonometric functions for high school students 



One possible real-world problem that investigates trigonometric functions for high school students could be the following:

"Designing a Zip Line Adventure"

You are part of a team that has been tasked with designing a new zip line adventure for a local amusement park. The zip line will consist of two towers, one at the starting point and one at the ending point, and a cable connecting them. The height of the towers will be different, and the angle of the cable connecting them will be adjustable. Your task is to design the zip line adventure by ■

# New Academic Schedule Presentation

- Don will present the SY-2023/2024 academic schedule.

# 2023-2024 SCHEDULE PROPOSAL

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## Features:

- Standard high school courses labeled CP (College Prep) with alternate courses keeping Essentials designation
- Added CP sections to allow student placement into correct course levels
- 2 high school HelpDesk and 2 middle school Study Hub times
- Up to 3 class meeting times for electives
- Addition of Spanish 1 and ASL 2

## Link to schedule:

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

# Guidance Update

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

# Guidance Update 3/27/2023

We are closing in on the end of the school year fast.

Please start thinking about students who will likely need to attend summer school.

We have already started adding students to the self paced classes they plan to complete this summer.

# 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?
- Upcoming School Climate – Panorama Survey Window opens in April.
- Next Meeting is on Monday, April 3<sup>rd</sup>, at 3:00 pm.

# 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.**