

Process Improvement Meeting Agenda – 12/19

- MEVA Mission and Vision – Examples: Using Generative Artificial Intelligence (AI).
- Winback the student initiative.
- SY-2023/2024 Re-Registration Project – Stephanie Emery.
- MCSC Annual Monitoring Recommendation.
- Strategy: MEVA Access/Engagement Initiatives.
- Update on the Winter '23 NWEA Proctoring Plan – Christina O'Grady.
- Problem of Practice: Data Collection Revisited – Christina O'Grady.
- Curriculum Mapping Update – Christina O'Grady.
- Professional Development Needs Survey Results – Don Fournier.
- Guidance Update- Dan Pierce and Heather Tyler.
- Virtual Graduation Ceremonies and 8th Grade Advisory Updates – Coady Richardson and Holly Chapdelaine.
- Other and Next Process Improvement Meeting on Monday, January 9th, 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

Using Generative Artificial Intelligence (AI)

- Food for thought from the MEVA Mission: “**the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction**”
- Open AI: <https://openai.com/>
- ChatGPT: <https://chat.openai.com/auth/login>
- Article: <https://ditchthattextbook.com/ai/>
- *Can a bot generate meaningful responses to open ended questions and projects that require creativity and original thinking and links to students' personal lives?*

Example - 1

- **Input: Tell me about your childhood.**
- “As an artificial intelligence, I don't have a childhood or any personal experiences. I was created to assist users with tasks and answer questions to the best of my ability, using the knowledge and information that has been programmed into me. I don't have feelings or emotions like a human, and I don't have a personal history or life story. I exist to assist and support users, and I am always happy to help with any questions or tasks you may have. Is there anything else you would like to know?”

Example - 2

- **Input: Compare apples to peaches.**

“Apples and peaches are both types of fruit that belong to the same family, Rosaceae. They are both round or oval in shape and have a skin that can be eaten. However, there are some differences between the two fruits:

1. Appearance: Apples are typically round or oval in shape and have a red, yellow, or green skin. Peaches, on the other hand, are round and have a fuzzy skin that ranges in color from yellow to pink.
2. Taste: Apples have a sweet and slightly tart flavor, while peaches have a sweeter, more delicate flavor.
3. Texture: Apples have a firm, crunchy texture, while peaches are softer and have a velvety texture.
4. Nutritional value: Apples and peaches are both rich in vitamins and minerals, but apples contain more fiber and fewer calories.
5. Season: Apples are typically available year-round, while peaches are in season during the summer months.

In summary, while apples and peaches are similar in some ways, they also have some notable differences in terms of appearance, taste, texture, nutritional value, and seasonality.”

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](#)

23-24 SY Re-Registration

Re-Registration is almost upon us!

First thing we do at MEVA, is parental awareness. Communicating to the student and the LC/LG that Re-Registration is coming soon.

- Announcement in the January Newsletter - (Jan/Feb/March)
- Morning Assembly Announcements - (Jan/Feb/March)
- Email/Texting Campaigns - (Jan/Feb/March)

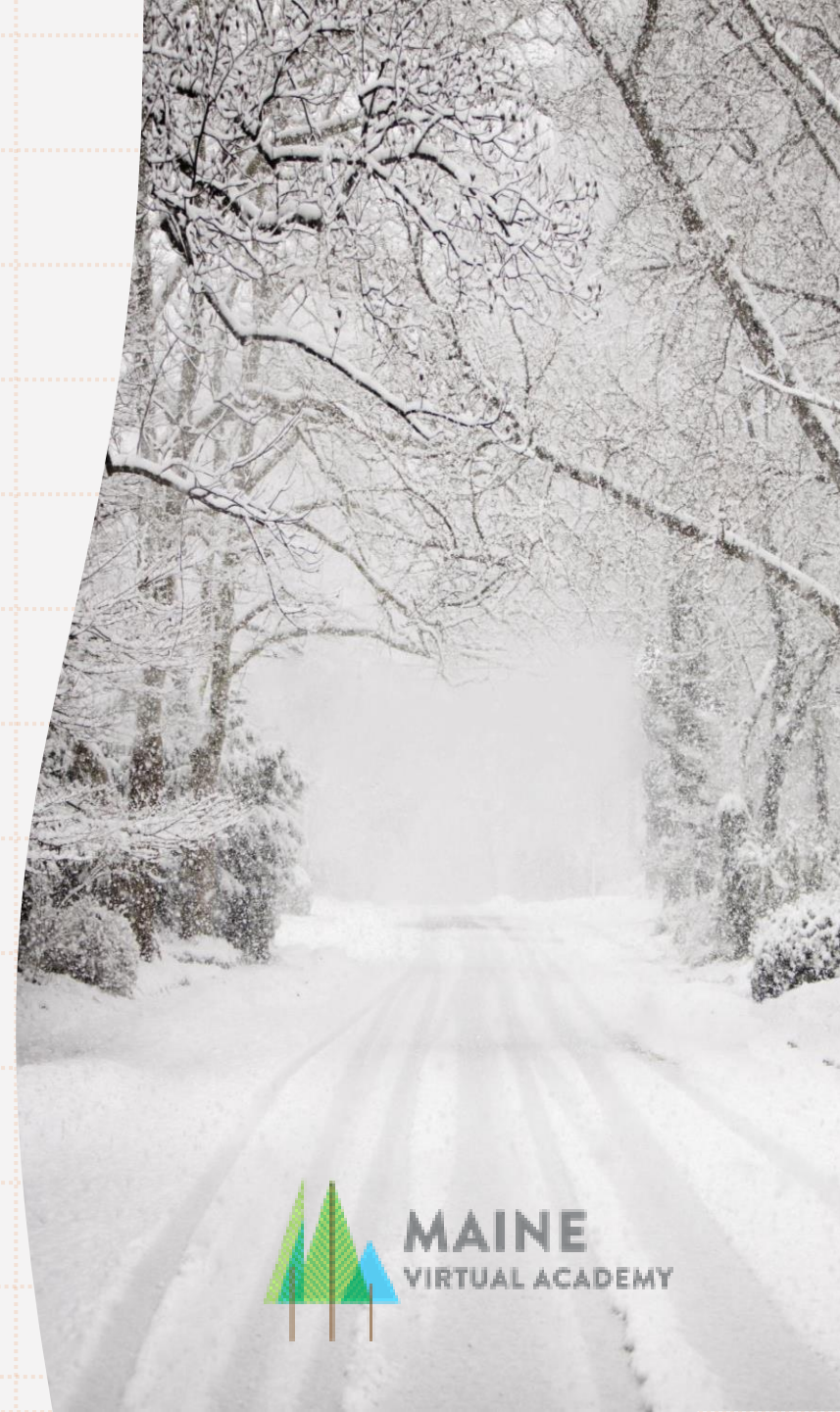
Next...

Re-Registration is a staff-wide effort;

- Keep Re-Registration in mind, any time you are speaking to Students and their LC/LG's.
- Be enthusiastic, share any fun things you plan to do next year in your courses.
- Ask them if they are coming back next year.
- Connect with them and encourage them to complete their Re-registration when we open the portal in mid February.
- Re-Registration Info and Help Sessions are also available during the Re-Reg cycle.

Specific timelines will be announced in January.

- *Tentative: Re-Registration portal opens Feb 20th -March 3rd.*



MCSC Recommendation from the SY-2021/2022 Annual Monitoring Report

ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic on academic growth, Maine Virtual Academy should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

Strategy: MEVA Access/Engagement Initiatives

1. Encourage students to frequently check their school g-mails.
 2. Perform technology checks in multiple venues.
 3. Call team meetings with parents and teachers for struggling students at the earliest possible juncture.
 4. Maintain parent involvement by regularly following up.
- We have the BEST virtual teachers in the state at MEVA. Our task is to get students to access our instruction and engage in learning.
 - This is our basic strategy to encourage/ensure students' academic growth and college readiness, as measured by the NWEA and Accuplacer.

New MEVA Custom Target - NWEA

- **Student Median Conditional Growth Percentile** on the MAP Student Growth Summary Report.
- Separate goals for each grade level (7, 8, 9, 10, & 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level.

Chalk - Curriculum Mapping Project Update

December 19, 2022

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

2022–2023 Goals

- Maps for every course, with priority focused on the core academic subject areas.
- Each map will be aligned to Maine Learning Results and when applicable Common Core State Standards or NGSS.
- Each map will be aligned to Life and Career Ready Standards.
- Each assessment within a course will be documented on the map and aligned to standards.
- Special Education will take the curriculum maps for the General Education classes and adapt them for their courses.
- The RISE program is working on a learning continuum for that program.

Next Steps

- Teachers will continue to work to update their maps to reflect any curriculum changes that they are making throughout the year.
- I will analyze the maps, compare the standards alignment and coverage to the NWEA data and the state assessment data, to identify trends, redundancies, and areas of growth.
- Once the analysis is complete I will make recommendations for curriculum changes based on the results.

Data Collection Process

December 19, 2022

Questions Raised

1. How does this set of data (attendance, engagement, gradebook, and NWEA data) determine the materials I choose, the standards I focus on, and the direction I take my instruction?

Response: The data that you collect should ultimately drive your instruction, if attendance or engagement are not relevant for driving your instruction or student growth it is not relevant for you to collect. I do recommend that prior to a team meeting or grade level meeting you have the anecdotal data that shows which students are struggling in your course(s) and how attendance and engagement may impact that. At MEVA, attendance and engagement do not accurately reflect whether a student will or will not be successful.

Questions Raised

2. How does this data collection drive forward our school's goals toward academic achievement?

Response: Knowing about the level that your student starts at with the NWEA and their lexile level can help to drive your instruction and identify areas where a group of students are struggling. This information can help to determine small groups or differentiated instruction that is needed. However, I recommend that teachers utilize ongoing authentic assessments, assignments, etc. to monitor student growth in these areas and not rely on one data point. Monitoring student progress between fall and winter and spring NWEA administrations with authentic assessments will help the teacher to be able to differentiate and adjust their instruction to meet the students' needs.

Questions Raised

3. Attendance: What are we trying to prove with this set of attendance data? Engagement: What does this data look like? What are we trying to achieve by collecting engagement information for an entire class roster?

Response: This is time-consuming and redundant. Mehry keeps track of attendance, it may not be for each class, but attendance in a class does not correlate to success or growth for the student. MEVA's mission is to offer alternative options for our students and tracking attendance, which from what I have seen, is done to provide participation points, is not a best practice. The work that Wormelli and Stiggins (see links for reference) have done shows that grading for attendance, engagement, and homework/practice activities has been shown to drive the gap between students of color and white students and students of different socioeconomic status. This is often because they do not have the support at home. MEVA is different in that we are an online school, however, we have some of the same issues with our students being left on their own to complete schooling.

Questions Raised

4. NWEA Data: Why do we need to have one more place to find this data?

Response: I have schoolwide data, broken down by the different areas within each content area, I will provide the link again to this sheet. This data is available longitudinally and I update the sheet after each NWEA administration. It does seem redundant to collect it into another spreadsheet.

Questions Raised

5. Gradebook: I'm not comfortable with posting my grades in a shared folder. It gives too many people access to student grades and those people should not have access to these student grades for privacy reasons.

Response: I am confused why we would be downloading our gradebooks into another spreadsheet?

According to Stephanie Emery we are not supposed to be storing anything with student data on the shared Google drive as it is a FERPA violation.

Additional Thoughts

Data collection can appear to be busy work, if the data does not drive forward instruction and it does not drive forward student learning and growth. Support teachers are a wonderful resource for working with students, helping to fill identified gaps, and helping to drive student growth.

Data-driven instruction is critical, there does seem to be a difference between purely quantitative data and a more holistic whole-student approach to data.

Additional Thoughts

The data that I look at when looking at a class is the following:

1. NWEA Data - to guide small group instruction and identify gaps in student's knowledge. I look at both their math and reading scores. I do this by looking at the reports that I provide to the teachers and simply looking at the NWEA site.
2. In-class assignments/assessments - I use assignments and assessments that require students to show me their thought process, they have to show their work with a math problem, for example, this allows me to see if there is an error with understanding the process/using the equation, or with a simple math error. I require students to write, I can use this to see their progress over time. This allows me to see, between testing sessions, if a student is growing and change my instruction to meet the needs of the students. Authentic assessments also allowed me to identify an area where multiple students were struggling which told me that I needed to address that area again or in a different way.
3. Team meeting notes - I go to as many team meetings as I can for students, I cannot stress this enough. You learn far more about a student, their home life, and their interests by attending these meetings. In response to the comment, "I've heard from a few sources they were told to not attend team meetings" - this should not be the thought process!

Additional Thoughts

I believe that most teachers/support teachers are collecting data and using that data. It can't be the same for every teacher or even every department. It's important to know the "why" behind the data that teachers are collecting and not just the data that they're collecting.

The purpose of collecting/analyzing data is support instructional decisions and drive student learning and growth.

Resources

[Rick Wormeli: Redos, Retakes, and Do-Overs, Part One](#)

[Rick Wormeli: Redos, Retakes, and Do-Overs, Part Two](#)

[Rick Wormeli: Standards Based Grading](#)

[Rick Wormeli: Redos and Retakes Done Right](#)

Stiggins, R. J. (2017). *The Perfect Assessment System*. ASCD Association for Supervision and Curriculum Development.

NWEA Reminders

December 19, 2022

Advisory Teams per Grade Level

7th Grade:

- Group 1: Jan & Lauren S. (14 Students)
- Group 2: Lisa & Nic (14 Students)
- Group 3: Special Education: Clarissa (2 Students)
- Group 4: SE: RISE (1 Student)

8th Grade

- Group 1: Cheryl & Stephanie (17 Students)
- Group 2: Chelsea & Dr. C (17 Students)
- Group 3: SE: Kim F. (7 Students)
- Group 4: SE: Clarissa (8 Students)
- Group 5: SE: RISE (6 Students)

9th Grade

- Group 1: Beth & Gayle (21 Students)
- Group 2: Colleen & Heather (20 Students)
- Group 3: SE: Meagan (12 Students)
- Group 4: SE: RISE (3 Students)

10th Grade

- Group 1: Anthony & Nicole (22 Students)
- Group 2: Carlotta & Matt (23 Students)
- Group 3: Bobbie & Mary (23 Students)
- Group 4: SE: Dan & Lacey (7 Students)
- Group 5: SE: Holly & Jenn (6 Students)
- Group 6: SE: RISE (4 Students)
- Group 7: SE: Meagan (1 Student)

11th Grade

- Group 1: Alex & Tony (23 Students)
- Group 2: Lauren L. & Nelson (23 Students)
- Group 3: Vanessa & Jason (24 Students)
- Group 4: Christina (21 Students)
- Group 5: SE: Holly & Jenn (9 Students)
- Group 6: SE: Dan & Lacey (5 Students)
- Group 7: SE: Judy (1 Student)
- Group 8: SE: RISE (4 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 December 21st**
- 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, **January 4th**
- Create an announcement in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by Wednesday, **January 4th** (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, **January 4th** (this will be check to make sure it is done).
- During the **January 9th** 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.

Additional Resources

- [NWEA Advisory Slides - 1/9/2023](#): there is an added speaker note on slide 8 explaining rapid guessing and the script that we would like you to mention during advisory and before each testing session.
- [NWEA Tracking Sheet](#)
- [NWEA Cheat Sheet](#)

Professional Development Needs Survey

- We want to hear about your preferred focus areas.
- What would I like to see in the near future for professional development at MEVA?
- Results and Plan will be presented at the December 19th PI Meeting.

PD SURVEY RESULTS:

Brightspace & other software (Creator +, Peardeck)

Data Collection Guidelines

Interactive technology Resources

Subject Area specific training

Dealing with student anxiety

Authentic assessments

Content subjects contributing to the goals of the school and students

Google school

Personalized Learning

Interdisciplinary collaboration

HR Training - pay stubs



Guidance Update

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

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 suggest that we retain fewer 8th grade students during the academic year and getting them to enter high school at MEVA is a hard sell.
- Dr. Chapdelaine will provide an update on ongoing advisory activities that are aimed to mitigate these issues.
- What is new in the 8th grade?

Other

- Any other topics?
- Please cancel your live class sessions for the Winter Break.
- Next Meeting is on Monday, January 9th, at 3:00 pm. The MDOE is attending.
- Mid-Year students begin on Monday, January 9th.
- Winter NWEAs are on January 10th, 11th & 12th. Semester-2 begins on Friday, January 13th.
- Please plan to run your live classes on Friday, January 13th, to welcome new students and to set the stage for Semester-2.

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.**

Individual Learning Plans (ILPs)

Specific Learning Goal to Meet Each Student's Needs: The student will develop career readiness skills through experiential opportunities.

➤ What do you do or want to do with your time?

Career Readiness Experiences/Opportunities: Employment, internships, virtual job shadowing, volunteering activities, clubs and organizations, portfolio projects, and Career Planning, Early College and AP4ALL courses.

➤ What can MEVA offer you to match your interests?