

# Process Improvement Meeting Agenda – 11/14

- MEVA Mission and Vision.
- MEVA Faculty Satisfaction Survey.
- Winback the student initiative.
- MCSC Annual Monitoring and Targets.
- Strategy: MEVA Access/Engagement Initiatives.
- Sizing Up Prior Progress.
- Curriculum Mapping.
- New Brightspace Dashboard – Passing Rates.
- Virtual Graduation Ceremony Planning.
- Other & Next Process Improvement Meeting on Monday, November 21<sup>st</sup>, at 3:00 pm.

# MEVA Mission and Vision

## School Mission:

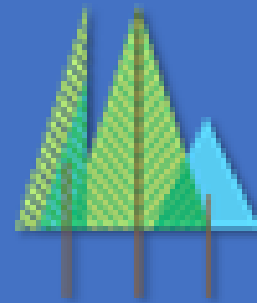
Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of **alternative educational options**. 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

**Stride**

Thriving Pulse Check



**MAINE**  
VIRTUAL ACADEMY

Fall of 2022  
MEVA TPC Staff Results

# TPC Purpose & Definition:

- Thriving is an individual effort and influenced by group dynamics. The ***Thriving Pulse Check (TPC) survey*** identifies five key elements of thriving and informs the development of relevant professional development and resources for employees.
- **Five Key Elements of Thriving at Work:**
  - 1. **Collaborative Balance**- healthy, two-way communication from key stakeholders and transparency that deepens the level of trust and sense of personal value
  - 2. **Meaningful Empowerment**- capacity building opportunities to develop new knowledge, create healthy workflows, and innovative solutions
  - 3. **Feeling Energized**- being supported to grow professionally and personally
  - 4. **Prioritizing Deep Work**- value being communicated between colleagues while promoting development of new skills and intentionally measured outcomes
  - 5. **Deep Satisfaction**- over contentment with your job that supports a sense of purpose, overall life satisfaction, and mutual feelings of respect

# General Information:



There are 3 surveys in total this year:

- **Survey One:** 9/26/22 – 9/30/22 (*Completed*)
- **Survey Two:** 2/13/23-2/17/23
- **Survey Three:** May 2023 Annual Teacher & Satisfaction Survey

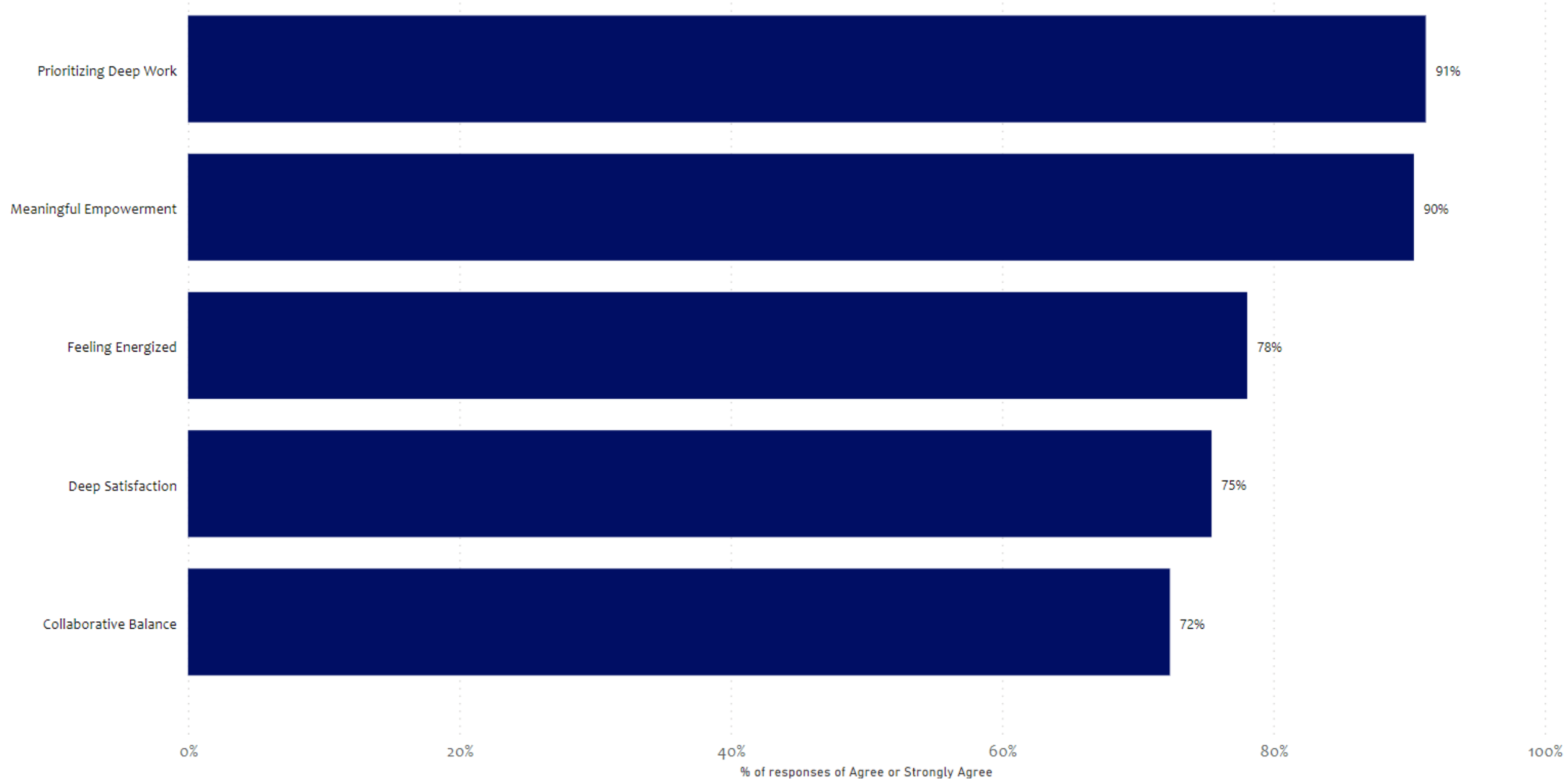


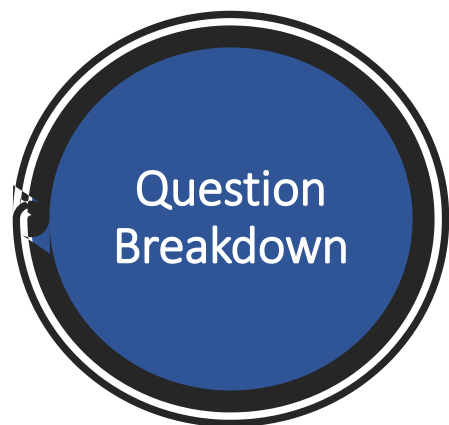
All 58 staff members including; Administrators, Teachers, Ed Techs, and Office Supports, received the Survey in September.



Results: 65.5% of individuals at MEVA completed the survey, this equates to 38 people in total.

# Thriving Key Elements: % of responses in the top 2





Statement Text					Average on 1-7 Scale (7 Strongly Agree, 1 Strongly Disagree)
	% Topbox	# Topbox	# Responses	# Respondents	
I am deeply satisfied with my job.	74%	28	38	38	6%
I can achieve a healthy balance between my work and my life outside of work.	68%	26	38	38	5.65%
I receive useful and timely feedback at work from my managers/supervisors	76%	29	38	38	6.13%
My work allows me to develop new knowledge and skills.	92%	35	38	38	6.47%
My work is valued by my coworkers.	92%	35	38	38	6.31%
I am encouraged to grow in my career and supported through professional development and/or program options.	82%	31	38	38	6.15%
I am happy with how much input I have in decisions that affect my work.	82%	31	38	38	6.23%
I have control over how my daily work is done.	95%	36	38	38	6.47%
My collaborative work with colleagues allows me to develop new knowledge and skills.	92%	35	38	38	6.31%
My work adds to my sense of purpose and overall life satisfaction.	74%	28	38	38	5.89%
I am comfortable being myself at work and am treated with respect.	79%	30	38	38	6.13%
I can solve problems at work without having to ask for permission.	84%	32	38	38	6.18%
I have confidence in the decisions made by my leadership.	74%	28	38	38	5.97%
My colleagues and I collaborate to work towards measured outcomes.	89%	34	38	38	6.28%
My current skill set is honored and valued at work.	84%	32	38	38	6.28%
I believe my leaders are actively working to improve my experience.	82%	31	38	38	6.15%
My work is valued by my managers/supervisors.	89%	34	38	38	6.39%
I can see clear opportunities for promotion.	32%	12	38	38	4.63%

## Likelihood to Continue in Current Position

I am extremely likely to continue in my current position.

74%

0%

50%

100%

8%

16%

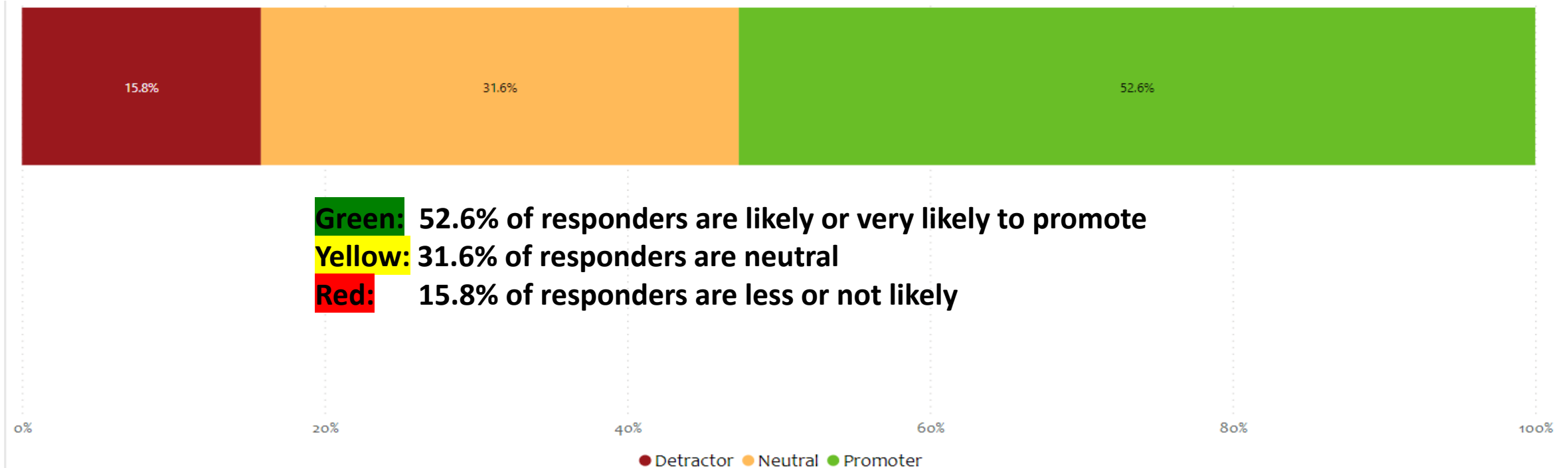
11%

65%

● Neither agree nor disagree ● Somewhat agree ● Agree ● Strongly agree



# Likelihood to Recommend the School (In General):



~ Likelihood to recommend position at the school and/or others to attend the school.~

These questions will be separated in the next survey to break it down further.

# 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](#)

# Emails

- Please return emails with in 24 hours on the next school day.

# MCSC Annual Monitoring

- The MCSC approved MEVA's preliminary SY-2021/2022 Annual Monitoring Report at their November 8<sup>th</sup> Business Meeting.
- MEVA met or partially met all its performance measures except for two items under NWEA MAP growth.
- As a result, MEVA received only one recommendation for SY-2022/2023.
- MEVA's highest priority is to achieve our student growth and achievement targets by the end of the current school year.
- MEVA is on track to meet its performance measures.
- Our weekly Process Improvement Meetings highlight our progress to faculty.

# 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 MCSC Performance Measures: NWEA

- **Fall to Spring Growth, Grades 7 & 8:** School will meet the goal of 60%-70% of eligible students meeting their projected growth on NWEA MAP reading, language, and math.
- **Grades 7 & 8:** Achievement gaps in proficiency between major subgroups\* and comparison groups on the Maine State Assessments in ELA reading, ELA language, and math. The school will provide achievement data of major subgroups\* (English learner, special education, sex, economically disadvantaged, 504, ethnic and racial minorities). Subgroups are performing within 8% of comparison group(s).
- **At least 95% participation is expected.**



# 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.

# Sizing Up Prior Progress – MAP Growth

**Prior School Year: SY-2021/2022, fall '21 to spring '22, NWEA MAP Growth results under the new targets for grades 7 & 8.**

- 63.5% (40/63) students met their projected growth in math. **Met the new target.**
- 47.6% (30/63) students met their projected growth in reading. **Did not meet the new target.**
- 51.6% (32/62) students met their projected growth in language usage. **Approached the new target.**
- We will report fall '22 to winter '23 growth results in January, giving us a chance to apply interventions and to make programming adjustments if needed. Student testing participation is strong (95%+).

# Sizing Up Prior Progress – Custom Target

Spring '22 Student Median Conditional Growth Percentile.



Grade	Math	Reading	Language Usage
7	71 <sup>st</sup> %ile, Exceeds	58 <sup>th</sup> %ile, Met	57 <sup>th</sup> %ile, Met
8	62 <sup>nd</sup> %ile, Met	44 <sup>th</sup> %ile, Approaching	46 <sup>th</sup> %ile, Approaching
9	53 <sup>rd</sup> %ile, Met	56 <sup>th</sup> %ile, Met	58 <sup>th</sup> %ile, Met
10	48 <sup>th</sup> %ile, Approaching	41 <sup>st</sup> %ile, Approaching	55 <sup>th</sup> %ile, Met
11	59 <sup>th</sup> %ile, Met	37 <sup>th</sup> %ile, Approaching	47 <sup>th</sup> %ile, Approaching

Exceeds  $\geq 66^{\text{th}}$  %ile; Meets  $50^{\text{th}} - 65^{\text{th}}$  %ile; Approaching  $35^{\text{th}} - 49^{\text{th}}$  %ile; Does Not Meet  $< 35^{\text{th}}$  %ile

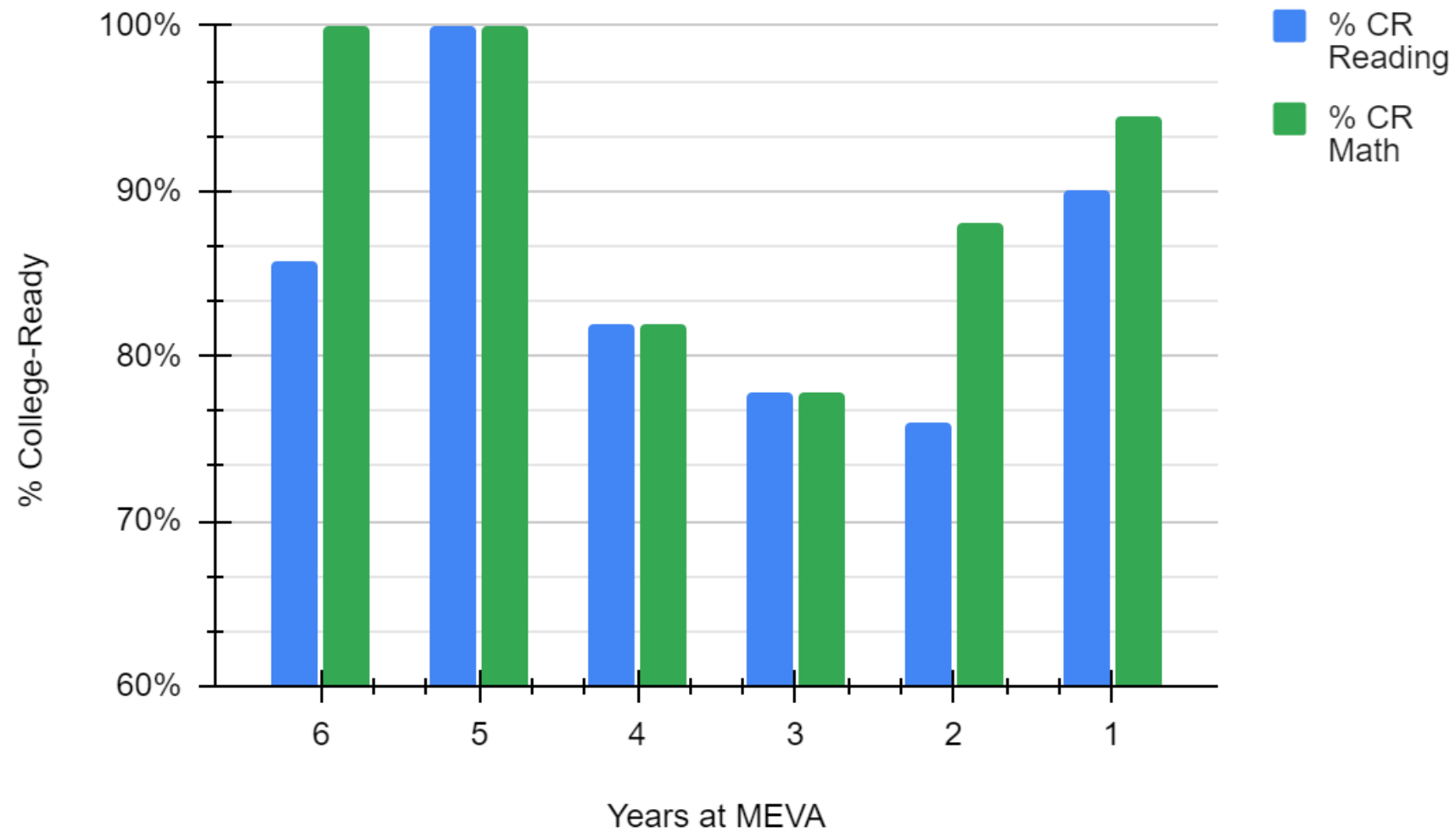


## ACCUPLACER Results

- 115 students have tested, 84% are college-ready in Reading (**Meets**) and 90% are college-ready in Math (**Meets**).
- Students who are not college-ready are provided with a remediation plan for them to work on areas of growth. Students have the opportunity to retake the ACCUPLACER once they have completed the plan.

# ACCUPLACER Results by Years at MEVA

College-Ready % by Years at MEVA



# ACCUPLACER Subgroup Reading Results

- 82.7% of students without a 504 plan are college-ready in Reading compared to 88.6% of students with a 504 plan (Delta +5.9%, **Meets**).
- 87.3% of general education students are college-ready in Reading compared to 64.3% of students in special education (Delta -29.0%, **Does Not Meet**).
- 88.46% of non-economically disadvantaged students are college-ready in Reading compared to 76.32% of economically disadvantaged students (Delta -12.14%, **Approaching**).
- 85.7% of male students are college-ready in Reading compared to 83.6% of female students (Delta -2.1%, **Meets**).

# ACCUPLACER Subgroup Math Results

- 90.1% of students without a 504 plan are college-ready in Math compared 91.4% of students with a 504 plan (Delta +1.3%, **Meets**).
- 94.1% of general education students are college-ready in Math compared to 64.3% of students in special education (Delta -29.8%, **Does Not Meet**).
- 88.46% of non-economically disadvantaged students are college-ready in Math compared to 94.74% of economically disadvantaged students (Delta +6.28%, **Meets**).
- 98.0% of male students are college-ready in Math compared to 85.1% of female students (Delta -12.9%, **Approaching**).

# MEA – Spring 2022 Results

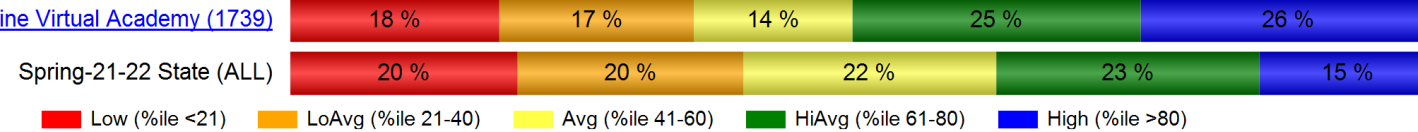
School:

Maine Virtual Academy  
Maine Virtual Academy  
Maine Virtual Academy

## NWEA Results (ELA Language Usage)

[Show Schools](#)[Compare Subgroups](#)

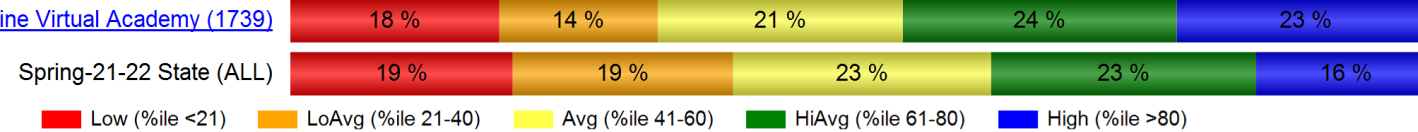
### ELA Language Usage

[Spring-21-22 Maine Virtual Academy \(1739\)](#)

## NWEA Results (ELA Reading)

[Show Schools](#)[Compare Subgroups](#)

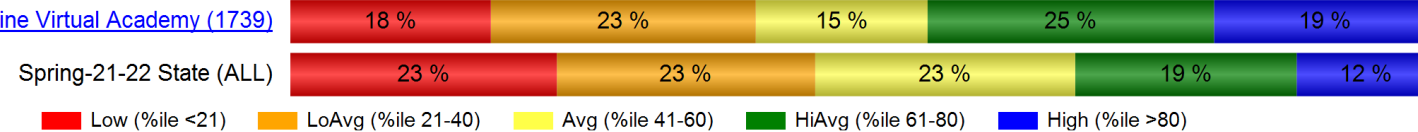
### ELA Reading

[Spring-21-22 Maine Virtual Academy \(1739\)](#)

## NWEA Results (Mathematics)

[Show Schools](#)[Compare Subgroups](#)

### Mathematics

[Spring-21-22 Maine Virtual Academy \(1739\)](#)





Subject: **ELA Language Usage**

Year: 2021-2022

District: **Maine Virtual Academy**

District Code: 1739

School: Maine Virtual Academy

School Code: 1715

### **Participation**

Enrollment on	164
Exempt Recently Arrived English Learners	0
Special Considerations	0
Eligible to Test	164
Participated General(NWEA)	159
Total Participants	159
Participation Rate	96.95 %
Percent of Participants Who Took Alternate	
Not Tested	<u>5</u>



Subject: **ELA Reading**

Year: 2021-2022

District: **Maine Virtual Academy**

District Code: 1739

School: Maine Virtual Academy

School Code: 1715

### **Participation**

Enrollment on	164
Exempt Recently Arrived English Learners	0
Special Considerations	0
Eligible to Test	164
Participated General(NWEA)	159
Total Participants	159
Participation Rate	96.95 %
Percent of Participants Who Took Alternate	
Not Tested	<u>5</u>



Subject: **Mathematics**  
Year: 2021-2022  
District: **Maine Virtual Academy**  
District Code: 1739  
School: Maine Virtual Academy  
School Code: 1715

**Participation**

Enrollment on	164
Special Considerations	0
Eligible to Test	164
Participated General(NWEA)	160
Participated Alternate (MSAA)	0
Total Participants	160
Participation Rate	97.56 %
Percent of Participants Who Took Alternate	
Not Tested	<u>4</u>

# Curriculum Mapping Project Update

- Christina O'Grady, Curriculum Coordinator, will provide an update on the curriculum mapping project.

# Chalk – Curriculum Mapping Project Update

November 15, 2022

A dark blue diagonal gradient bar that starts from the bottom left and extends towards the top right, 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.

# 2022–2023 Professional Development

- We started the year, during our 2 week Professional Development period, with a presentation on using the Chalk program.
- We had another Professional Development around the mapping project last week.
- During the Professional Development the next steps were presented for each teacher.
- We have a goal of all of the core content area maps being completed by 12/31/2022.

# Example Map

Unified Classroom Curriculum

Curriculum

Planboard

Markboard

Admin

Resources

Attendance

My Dashboard

Synchronous Chemistry

DRAFT UPDATED JUL 06, 2022

Units

Standards

Pacing

Activity

Options

Search content

Map Completion

Unit 1: Introduction to Chemistry

Unit 2: Atomic Structure

Unit 3: Bonding

Unit 4: Stoichiometry

Unit 5: Group Project

Unit 6: Chemical Bonding

Unit 7: Thermochemistry and Gas Laws

Unit 8: Acids and Bases

Unit 9: Different Branches of Chemistry

Unit 10: Final Project

+ New Unit

Unit 1: Introduction to Chemistry

11 28 Unit Settings

STANDARDS

CCSS.ELA-LITERACY.WHST.1-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.1-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

+ Standards

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 2 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2

Description:



# Compare Maps

Compare Curriculum Maps

COMPARING 6 MAPS

Search by standard code or description

COMPACT VIEW

Share

MS 7 Science

CURRENT VERSION

Select Version

12 UNITS 4 STANDARDS

Maine Common Core - Grade 6-8 - Literacy i...

27 / 38

Maine - Middle School - Life Sciences

21 / 21

Maine - Middle School - Earth and Space Sci...

6 / 15

Maine - Middle School - Physical Sciences

2 / 19

MS 8 Science

CURRENT VERSION

Select Version

11 UNITS 5 STANDARDS

Maine Common Core - Grade 6-8 - Literacy i...

26 / 38

Maine - Middle School - Engineering Design

3 / 4

Maine - Middle School - Life Sciences

5 / 21

Maine - Middle School - Earth and Space Sci...

6 / 15

Maine - Middle School - Physical Sciences

19 / 19

HS Earth Science

DRAFT UPDATED AUG 22, 2022

Select Version

9 UNITS 5 STANDARDS

Maine - High School - Earth and Space Scien...

19 / 19

Idaho - Grade 9-10 - Literacy in History.Social...

26 / 41

Maine - High School - Engineering Design

4 / 4

Maine - High School - Physical Sciences

2 / 24

Maine - High School - Life Sciences

17 / 24

HS Biology

CURRENT VERSION

Select Version

6 UNITS 5 STANDARDS

Maine - High School - Life Sciences

24 / 24

Maine - High School - Earth and Space Scien...

12 / 19

Maine - High School - Engineering Design

1 / 4

National Common Core - Grade 9-10 - Literac...

18 / 20

National Common Core - Grade 9-10 - Scien...

7 / 10

HS Chemistry

CURRENT VERSION

Select Version

10 UNITS 8 STANDARDS

Maine - High School - Physical Sciences

14 / 24

Maine - High School - Engineering Design

3 / 4

Maine - High School - Life Sciences

9 / 24

Maine - High School - Earth and Space Scien...

3 / 19

National Common Core - Grade 11-12 - Scien...

10 / 10

National Common Core - Grade 11-12 - Litera...

19 / 19

Maine - High School - Mathematics - Quantit...

2 / 41

Maine - High School - Mathematics - Geomet...

HS Physics

CURRENT VERSION

Select Version

13 UNITS 6 STANDARDS

Maine - High School - Physical Science

16 / 24

Maine - High School - Engineering Des

3 / 4

Maine - High School - Earth and Space

5 / 19

National Common Core - Grade 11-12 -

10 / 10

National Common Core - Grade 11-12 -

19 / 19

Maine - High School - Life Sciences

2 / 24

Compare Curriculum Maps

COMPARING 6 MAPS

Search by standard code or description

COMPACT VIEW

Share

MS 7 Science

CURRENT

ALL STANDARDS IN USE NOT IN USE

MS-LS1-1

3 Units

✓

MS-LS1-2

5 Units

✓

MS-LS1-3

11 Units

✓

MS-LS1-4

4 Units

✓

MS-LS1-5

8 Units

✓

MS 8 Science

CURRENT

ALL STANDARDS IN USE NOT IN USE

MS-PS1-1

2 Units

✓

MS-PS1-2

4 Units

✓

MS-PS1-3

1 Unit

✓

MS-PS1-4

2 Units

✓

MS-PS1-5

2 Units

✓

HS Earth Science

DRAFT

ALL STANDARDS IN USE NOT IN USE

HS-ESS1-1

5 Units

✓

HS-ESS1-2

2 Units

✓

HS-ESS1-3

3 Units

✓

HS-ESS1-4

3 Units

✓

HS-ESS1-5

1 Unit

✓

HS Biology

CURRENT

ALL STANDARDS IN USE NOT IN USE

HS-ESS1-1

1 Unit

✓

HS-ESS1-2

Not in use

✗

HS-ESS1-3

Not in use

✗

HS-ESS1-4

Not in use

✗

HS-ESS1-5

1 Unit

✓

HS Chemistry

CURRENT

ALL STANDARDS IN USE NOT IN USE

HS-PS1-1

5 Units

✓

HS-PS1-2

7 Units

✓

HS-PS1-3

8 Units

✓

HS-PS1-4

3 Units

✓

HS-PS1-5

Not in use

✗

HS Physics

ALL STANDARDS IN USE NOT IN USE

HS-PS1-1

Not in use

✗

HS-PS1-2

Not in use

✗

HS-PS1-3

2 Units

✓

HS-PS1-4

Not in use

✗

HS-PS1-5

Not in use

✗

# 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.

# New Brightspace Tool Demo – Passing Rates and Bands

- Bookmark/Utilize the new Brightspace Tool often to obtain critical information that informs your practices. <https://brightspace-meva.domo.com/page/-100000/kpis/details/659998786>
- Departments may use the tool to focus their discussions by selecting “Math Department,” etc.
- Teachers may type their last name into the filter at the bottom of the page to get quick access to their courses.
- Students in the lowest bands need a team meeting with their parents to find out about their engagement barriers.
- Students in the 40% - 59% bands benefit from individual interventions to encourage them into the passing range.

# Virtual Graduation Ceremonies – Set the Dates & Communication Lists

- 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.

# Other

- Any other topics?
- Next Meeting is on Monday, November 21<sup>st</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.**

# 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?