Process Improvement Meeting Agenda – 8/28

- MEVA Mission and Vision.
- Highlighting MEVA's core practices and opportunities.
- Win over the student initiative.
- Multi-Year Enrollment, Retention, and Re-Registration Data, and Goals.
- Spring '23 Panorama Family Survey data – Christina O'Grady.
- Panorama Survey Action Plan & Individual Learning Plans (ILPs).
- NWEA Growth and Achievement Data by Grade Level, and Goals.
- MEVA assessment calendar.
- NWEA Reminders – Christina O'Grady.
- Utilizing and actualizing learning targets – Don Fournier.
- Other and next Process Improvement Meeting on Monday, September 11th, 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

Understanding MEVA's Core Practices

- 1. Win over students and their families to the MEVA mission and vision by providing excellent service. Thoughtful and consistent communication is the foundation of building successful rapport with our families and students.
- 2. Execute our individualized, continuous cycle of assessment, instruction, and remediation, without disruptions, aiming for grade-level consistency.
- 3. Prioritize innovative, data-driven, problem solving and process improvement through faculty collaboration, maintaining the cadence of regular large and small group team meetings, building on proven structures.
- 4. Utilize virtual telecommunication venues to the maximum extent possible to facilitate equitable teaching and learning, and to maintain an accessible school community.

SY-2023/2024 Opportunities

- Given our successful outcomes over the past three years, MEVA has the most to gain by sharpening the execution and understanding of our core practices, while continuing to build innovative, data-driven, solutions on top of our proven structures.
- Current MEVA improvement initiatives focus on refining Multi-Tiered System of Supports (MTSS), advisory groups, course feedback, and live session discussion and extension activities.
- We are aiming for consistency across grade levels, with respect to students' growth and achievement in math, reading, and language usage, as well as their perceptions of school climate.

Win Over the Student!

Thoughtful and consistent communication is the foundation on building successful rapport with our families and students.

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!

Win Over & Rapport

- **Win Over**: is a proactive approach/mindset. Win “back” is more reactive and is also needed in some cases, like in progress withdrawals as an example.

- **Rapport Definition**:
  - The Merriam-Webster Dictionary defines Rapport as; *a friendly, harmonious relationship especially : a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.*

- **Google Dictionary - Examples of Further Meaning**;
  - 1. Rapport is a good sense of understanding and trust.
  - 2. A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Example, *"she was able to establish a good rapport with the children"*

Communication

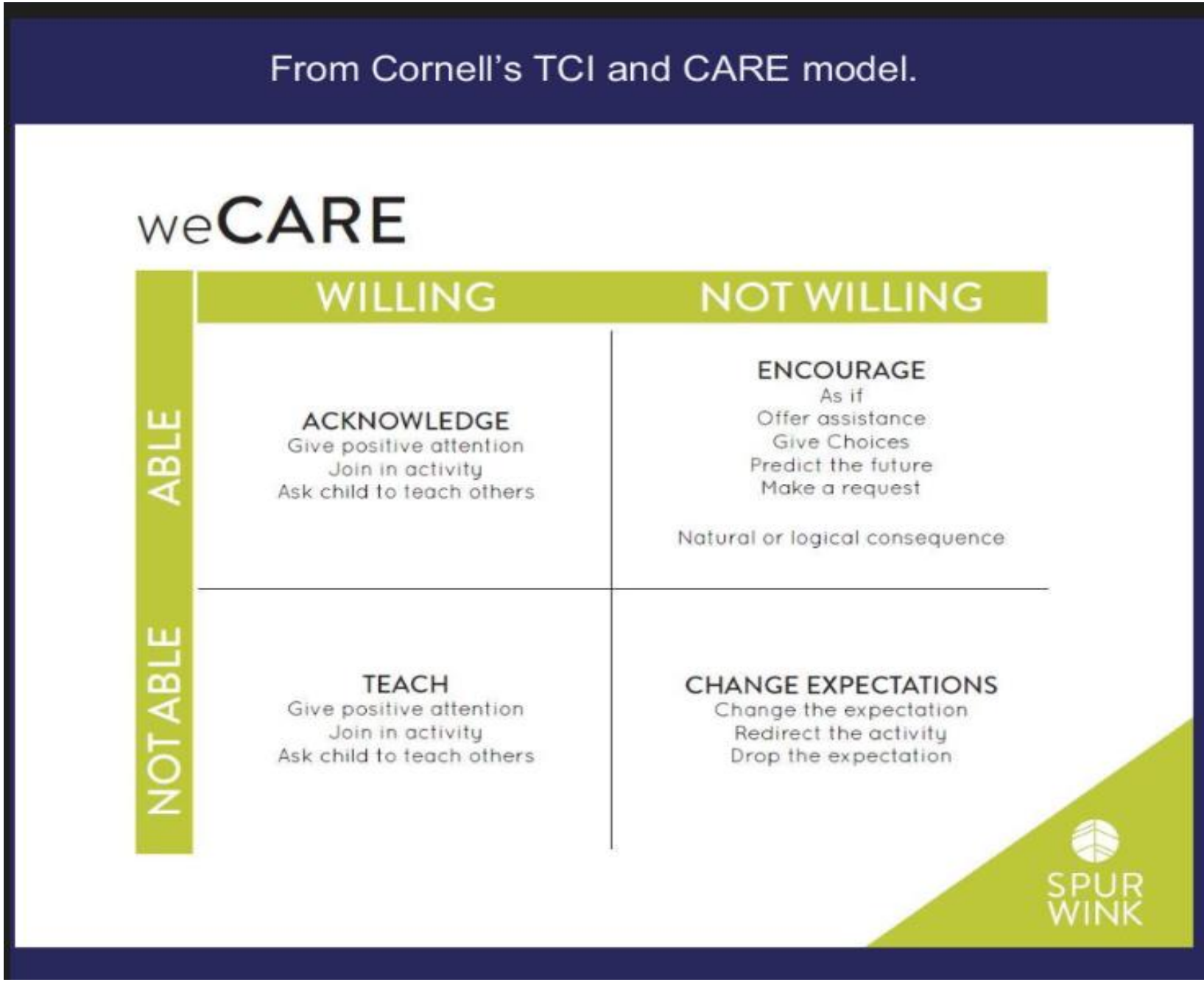
- **In ALL Cases**;

  - Communication should always exhibit compassion, empathy and kindness.
  - Be an effective communicator, timely and responsive.
  - Exhibit a willingness to help and serve our families well.
  - Never forget to share the vast opportunities we have at MEVA to support our students!

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 withdrawal for a while.
- **Advocate for MEVA's programs** – Share information on our clubs, self-paced 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**: 23-24 Rapid Intervention Form (RIF)

From Cornell's TCI and CARE model.



Oct. 1st

Student Counts

School Year	Oct. 1st	ED	SE
2020-2021	430	241 (56%)	75 (17%)
2021-2022	437	238 (54%)	75 (17%)
2022-2023	438	231 (53%)	86 (20%)
2023-2024			
2024-2025			

Retention – Goal 90%+

Student Retention

School Year	% of students enrolled on Oct.1st still enrolled on the last day of school
2020-2021	90%
2021-2022	90%
2022-2023	96% (YOY +6%)
2023-2024	
2024-2025	

Re-Enrollment – Goal 90%+

Student Re-Enrollment

School Year	% of students enrolled on the last day of school indicating an intent to return the following school year
2020-2021	94%
2021-2022	90%
2022-2023	97% (YOY +7%)
2023-2024	
2024-2025	

Panorama Survey Data

Family Data

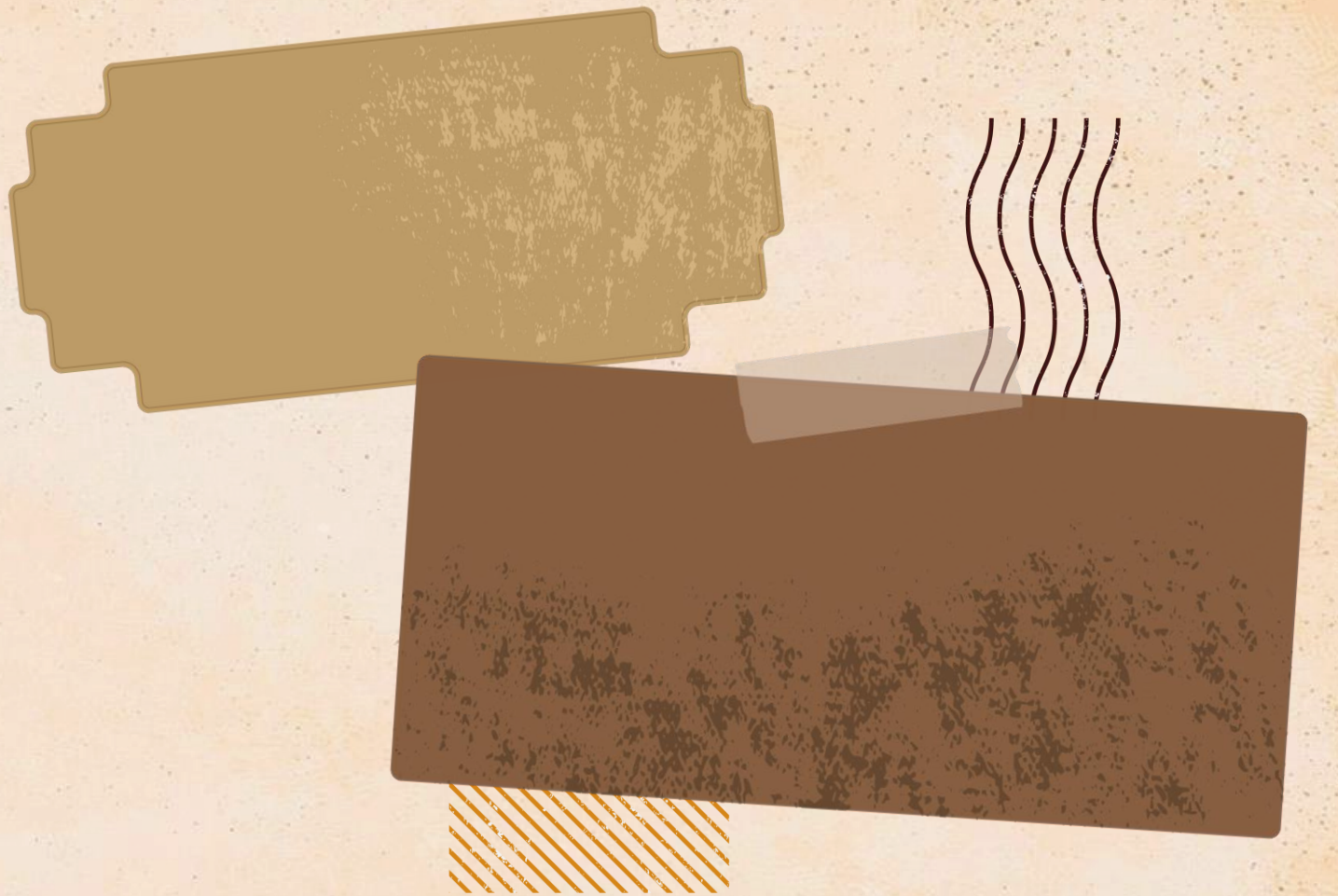
MCSC Performance Framework

Results from 3/3 required scales* on the Family Panorama School Climate Survey will be within the average range (50% or higher) when compared to like schools (%FRL, grade band, urban/rural). Participation must be a minimum of 35% in order to qualify.

**Required Scales: School Climate, Safety, and School Fit*

01 School **Climate**

Perceptions of the overall social and learning climate of the school.

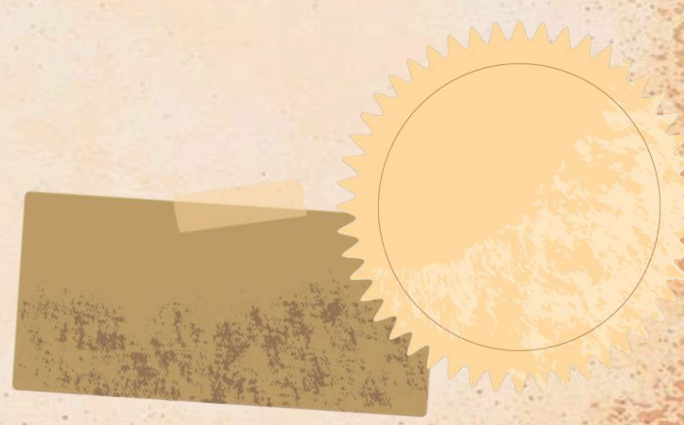


School **Climate**

Based on 224 responses
School Setting: Non-Urban
School Level: High Schools
FRPL %: Low (0-30%)

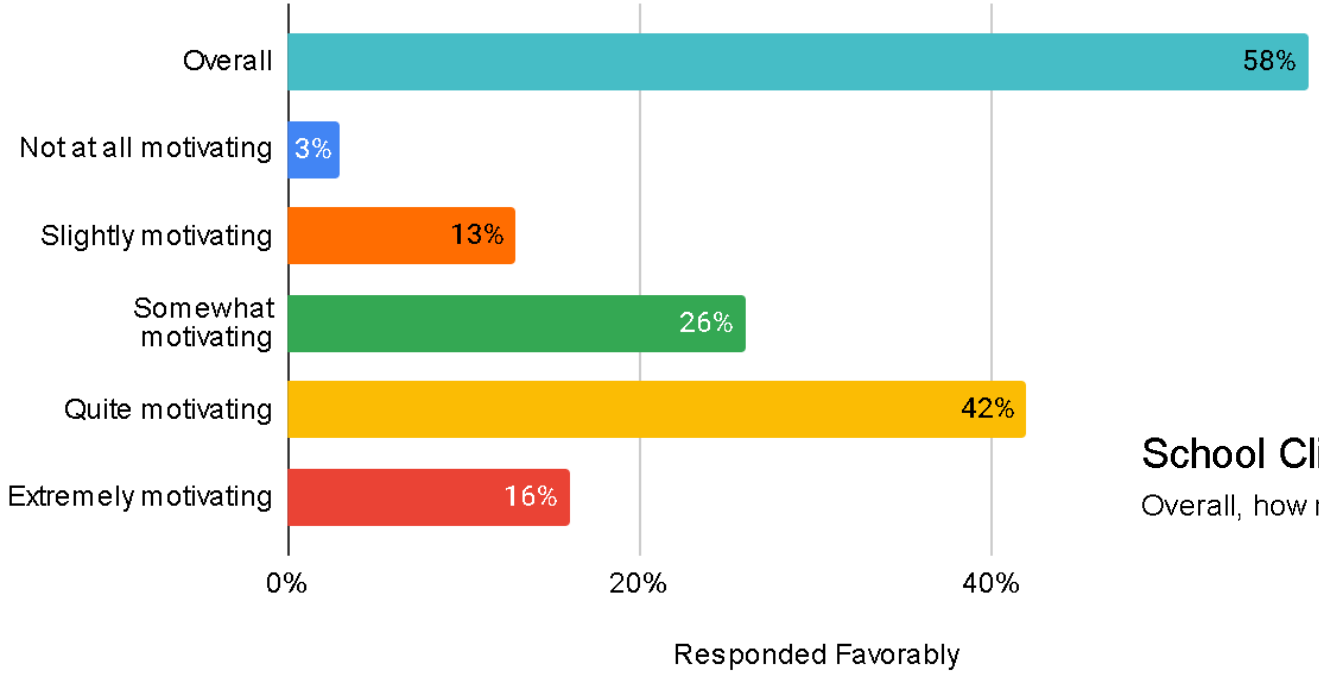
79% Responded Favorably, Places us in the 99th Percentile

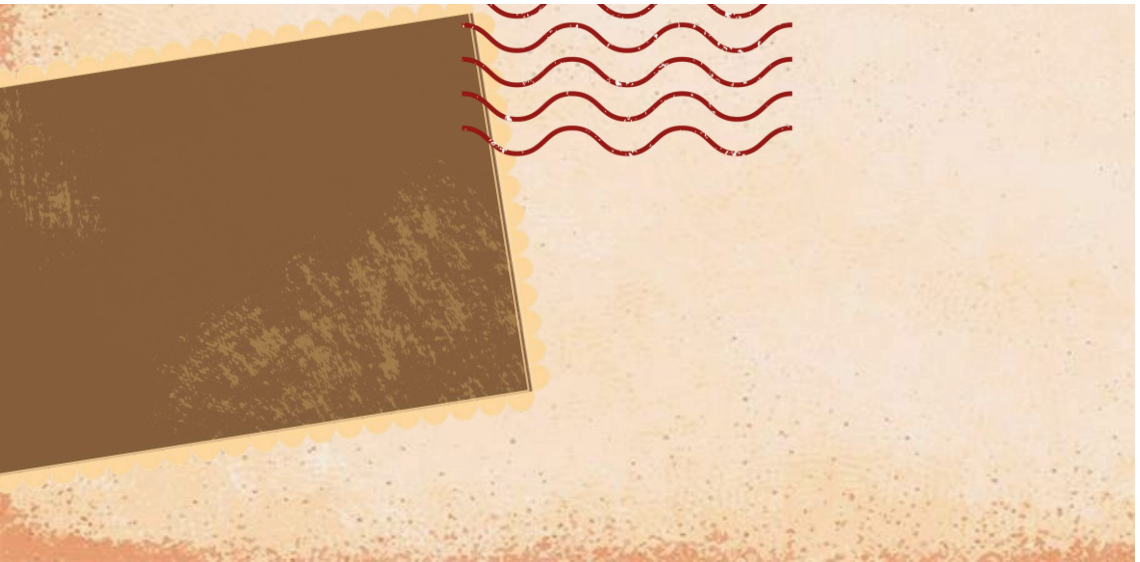
We are exceeding expectations on this scale.



School Climate

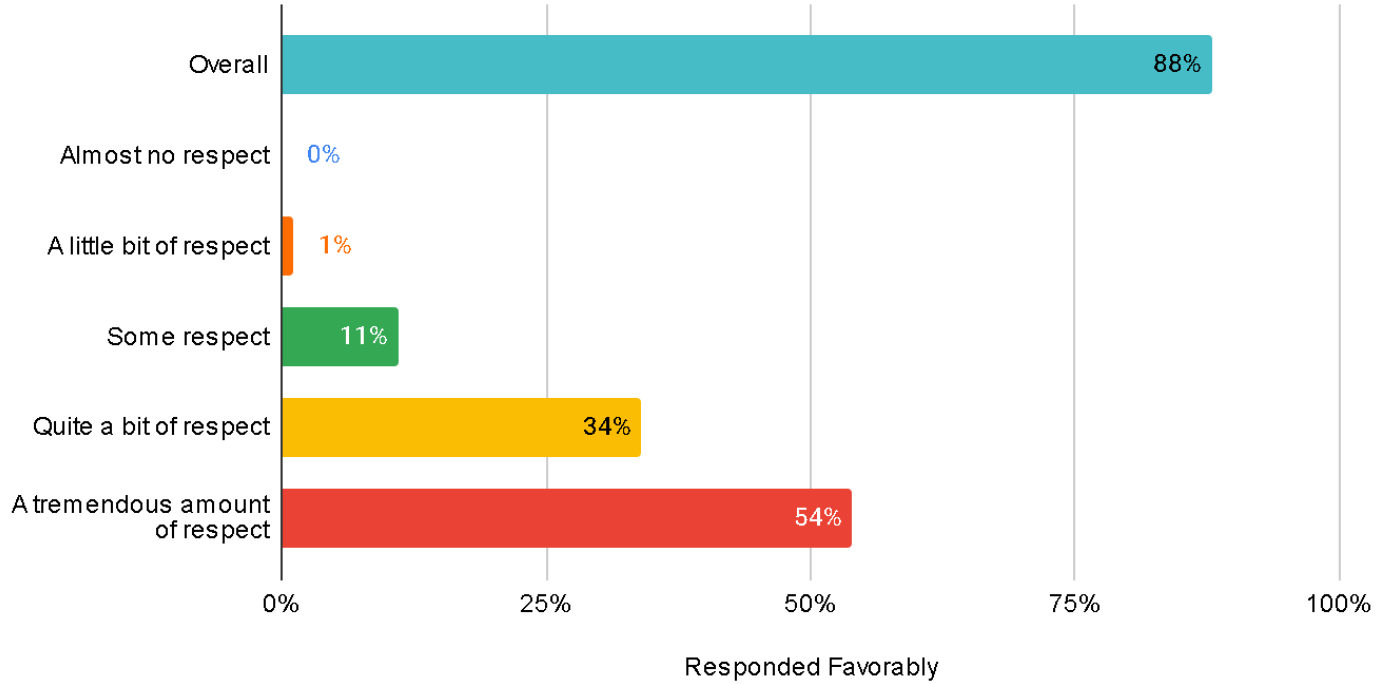
How motivating are the classroom lessons at your child's school?





School Climate

Overall, how much respect do you think the teachers at your child's school have for the children?



02

School

Safety

Perceptions of student physical and psychological safety at school.

School Safety

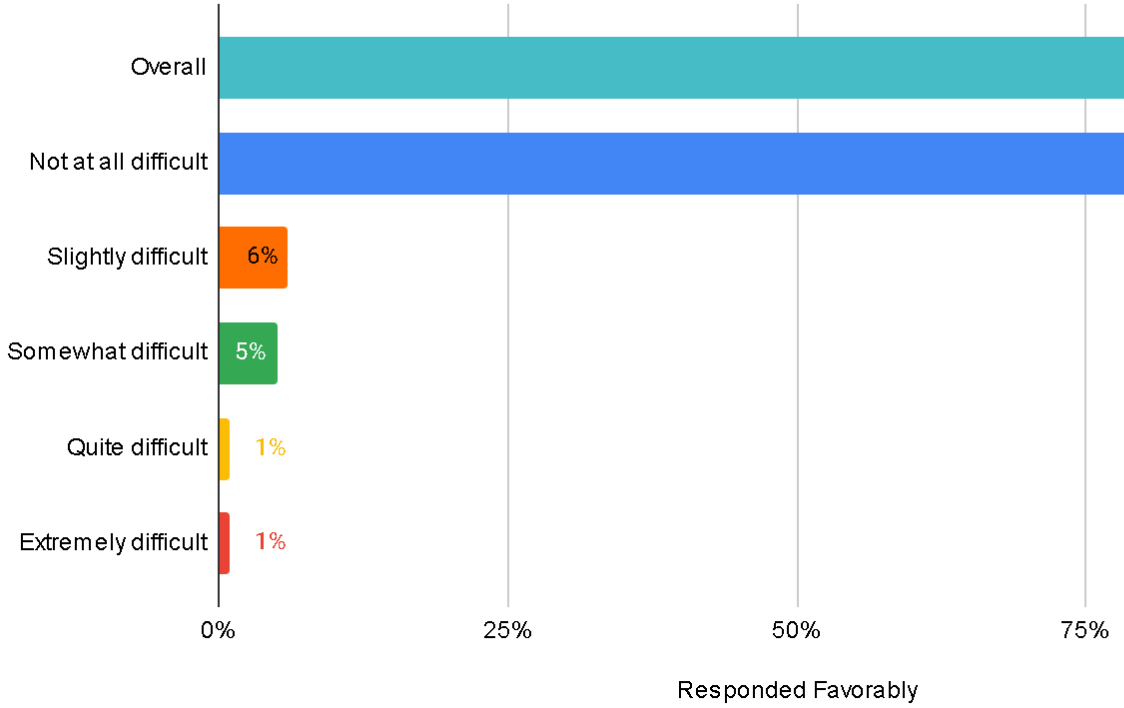
Based on 224 responses
School Setting: Non-Urban
School Level: High Schools
FRPL %: Low (0-30%)

96% Responded Favorably, Places us in the 99th Percentile

We are exceeding expectations on this scale.

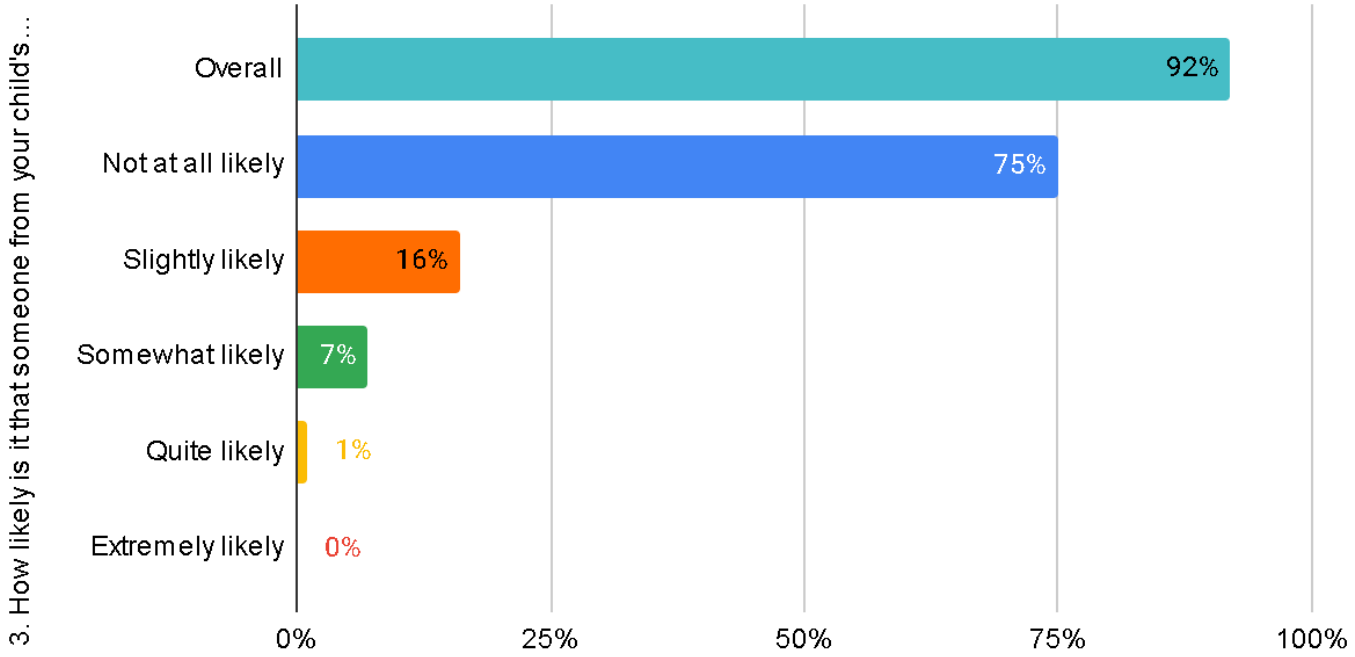
School Safety

If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?



School Safety

How likely is it that someone from your child's school will bully him/her online?



03 School Fit

Families' perceptions of how well a school matches their child's developmental needs.

School Fit

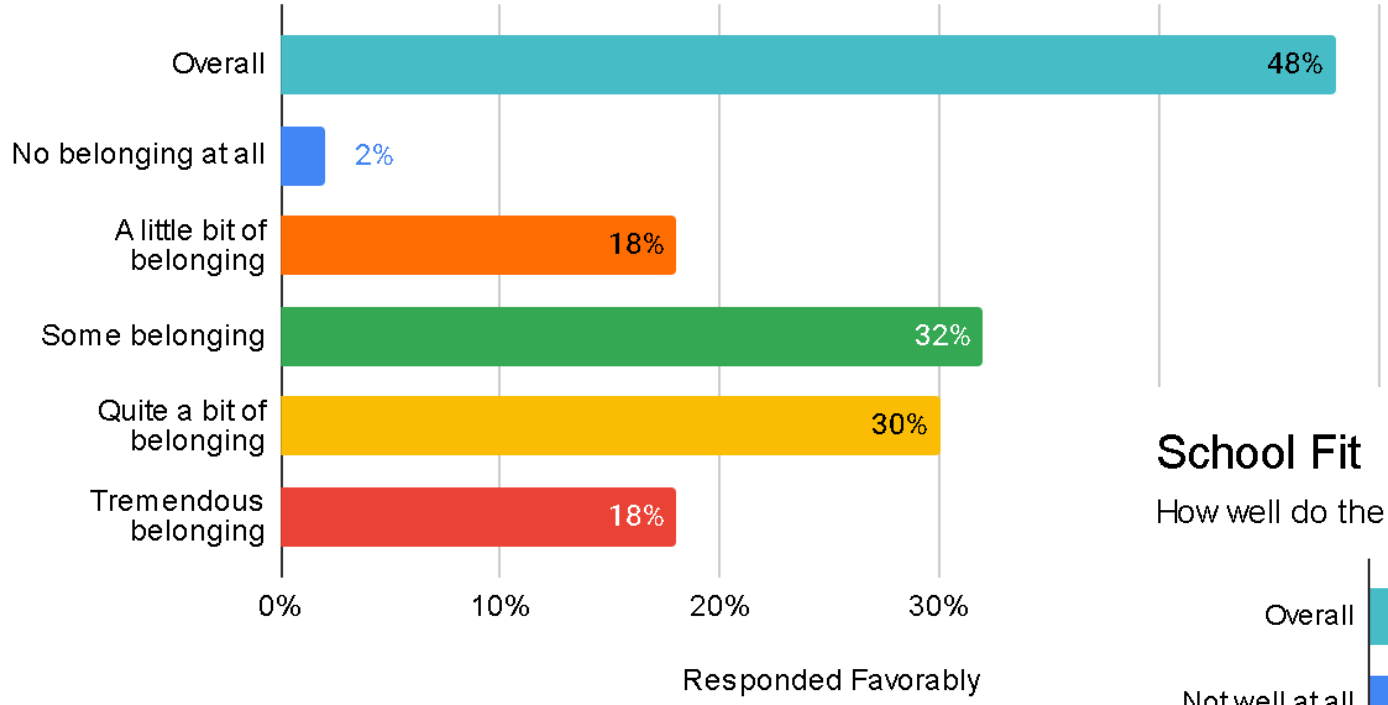
Based on 224 responses
School Setting: Non-Urban
School Level: High Schools
FRPL %: Low (0-30%)

62% Responded Favorably, Places us in the 70th Percentile

We are exceeding expectations on this scale.

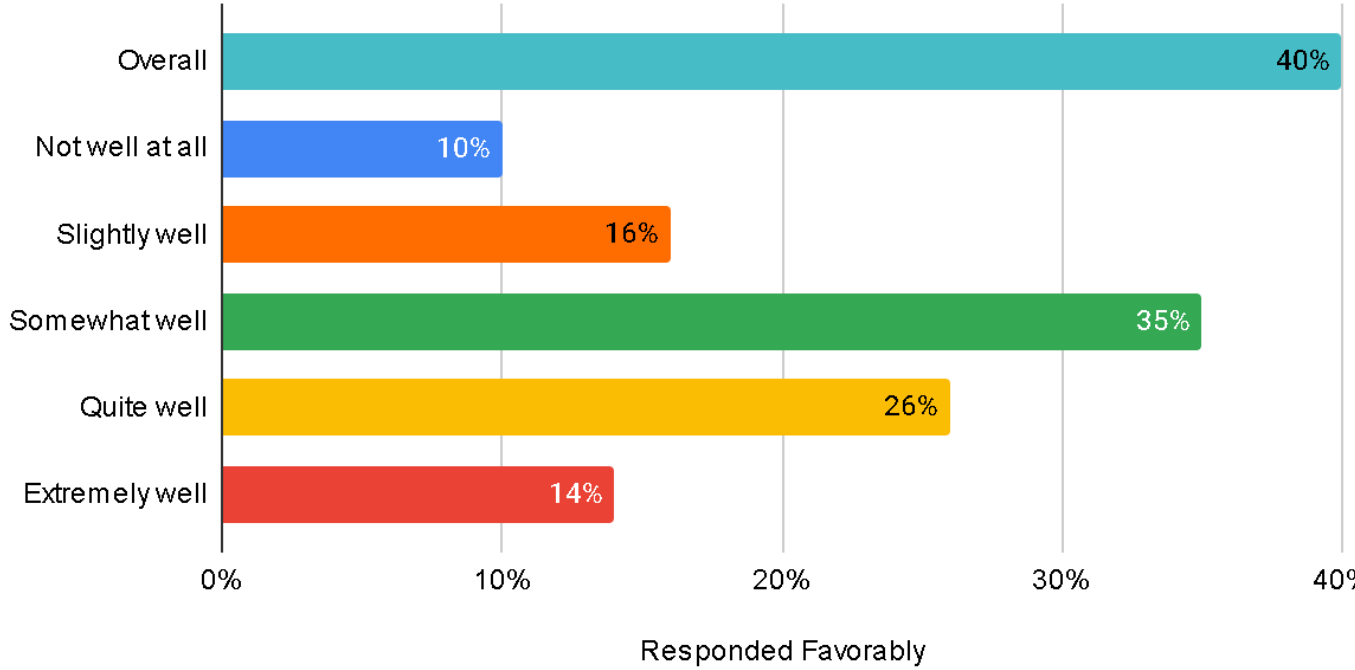
School Fit

How much of a sense of belonging does your child feel at his/her school?



School Fit

How well do the activities offered at your child's school match his/her interests?



Area of **Focus**

1. Relaying how students can report bullying
2. Building trusting relationships with students
3. Providing information about the activities MEVA offers

New SY-2023/2024 Panorama Survey Action Plan

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 School Engagement: When you are not in school how often do you talk about ideas from your classes?

- **Action Plan (Students): Classroom Discussion and extension activities.**

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 on professional development.**

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 on professional development.**

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 AP4ME courses.

- What can MEVA offer you to match your interests?

MEVA's Criteria for Analyzing NWEA Student Median Growth and Achievement

- ***Exceeds = 66th %ile or higher.***
- ***Meets = 50th % to 65th %ile.***
- ***Approaches = 35th to 49th %ile.***
- ***Does Not Meet = Lower than 35th %ile.***

Multi Year Data – Math

NWEA Fall To Spring GROWTH

Growth: Data Source #1 NWEA MAP Math

Year	Student Median Growth Percentile	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	44th %ile	42nd %ile	48th %ile	67th %ile	42nd %ile	44th %ile
2021-22	56th %ile	71st %ile	62nd %ile	53rd %ile	48th %ile	59th %ile
2022-23	57th %ile	71st %ile	72nd %ile	52nd %ile	42nd %ile	70th %ile
2023-24						

NWEA Spring Achievement

Achievement: Data Source #1 NWEA MAP Math

Year	Student Median Achievement Percentile	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	58th %ile	47th %ile	58th %ile	59th %ile	58th %ile	56th %ile
2021-22	58th %ile	61st %ile	47th %ile	57th %ile	62nd %ile	58th %ile
2022-23	54th %ile	45th %ile	38th %ile	55th %ile	65th %ile	58th %ile
2023-24						

Multi Year Data - Reading

NWEA Fall To Spring GROWTH

Growth: Data Source #1 NWEA MAP Reading

Year	Student Median Growth Percentile	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	40th %ile	40th %ile	39th %ile	40th %ile	44th %ile	34th %ile
2021-22	47th %ile	58th %ile	44th %ile	56th %ile	41st %ile	37th %ile
2022-23	50th %ile	48th %ile	42nd %ile	37th %ile	55th %ile	53rd %ile
2023-24						

NWEA Spring Achievement

Achievement: Data Source #1 NWEA MAP Reading

Year	Student Median Achievement Percentile	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	57th %ile	62nd %ile	57th %ile	57th %ile	56th %ile	66th %ile
2021-22	59th %ile	57th %ile	59th %ile	63rd %ile	58th %ile	58th %ile
2022-23	60th %ile	61st %ile	47th %ile	54th %ile	69th %ile	63rd %ile
2023-24						

Multi Year Data – Language Usage

NWEA Fall To Spring GROWTH

Growth: Data Source #1 NWEA MAP Language Usage

Year	Student Median Growth Percentile	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	43rd %ile	24th %ile	50th %ile	55th %ile	43rd %ile	43rd %ile
2021-22	53rd %ile	57th %ile	46th %ile	58th %ile	55th %ile	47th %ile
2022-23	62nd %ile	64th %ile	57th %ile	60th %ile	72nd %ile	55th %ile
2023-24						

NWEA Spring Achievement

Achievement: Data Source #1 NWEA MAP Language Usage

Year	Student Median Achievement Percentile	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	60th %ile	58th %ile	60th %ile	64th %ile	56th %ile	67th %ile
2021-22	64th %ile	62nd %ile	73rd %ile	64th %ile	66th %ile	55th %ile
2022-23	57th %ile	60th %ile	44th %ile	51st %ile	69th %ile	57th %ile
2023-24						

NWEA Fall to Spring Projected Growth – Percentage of Students Meeting Math Target (>=45%)

GROWTH II – Percentage of Students Meeting Projected Growth (Target 45% or higher)

NWEA MAP Mathematics						
Year	Percentage of Students Meeting Projected Growth	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	54%	49%	50%	77%	45%	48%
2021-22	57%	75%	54%	61%	51%	56%
2022-23	57%	60%	69%	51%	47%	64%

NWEA Fall to Spring Projected Growth – Percentage of Students Meeting Reading Target (>=45%)

NWEA MAP Reading						
Year	Percentage of Students Meeting Projected Growth	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	39%	48%	42%	38%	37%	32%
2021-22	42%	54%	43%	49%	41%	34%
2022-23	48%	53%	47%	43%	51%	47%

NWEA Fall to Spring Projected Growth – Percentage of Students Meeting Language Usage Target (>=45%)

NWEA MAP Language Usage						
Year	Percentage of Students Meeting Projected Growth	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2020-21	45%	36%	51%	52%	43%	38%
2021-22	49%	61%	44%	55%	51%	42%
2022-23	59%	63%	53%	57%	69%	52%

MEVA Assessment Calendar

2023-2024 School Year

NWEA (Fall): Math, Reading, & Language Usage	Grades 7-11, September 12-14
I-Ready (Fall): Algebra Readiness	Grade 9, August 28 - September 29
ACCUPLACER (Fall): Math & Reading	Graduating Students, Grade 12, September 12-14
MEAs (Fall): In-Person, Math & Reading	Grades 7, 8, & 10, October 2-27
NWEA (Winter): Math, Reading, & Language Usage	Grades 7-11, January 9-11
I-Ready (Winter): Algebra Readiness	Grade 9, January 15 - February 16
NWEA (Spring): Math, Reading, & Language Usage	Grades 7-11, April 30 - May 2
I-Ready (Spring): Algebra Readiness	Grade 9, May 1-31
MEAs (Spring): In-Person, Math & Reading and Science	Grades 7, 8, 10, & 11, May 2024

NWEA Reminders

August 28, 2023

01

Changes 2023-2024

Advisor Groups

7th Grade
Group 1: Nic T., Jason, & Clarissa
Group 2: Roberta, Kim, & Lauren S.
Group 3: SE

8th Grade
Group 1: Steph & Chelsea
Group 2: Denise, Jan, & Lisa
Group 3: SE

9th Grade
Group 1: Heather, Holly, & Beth
Group 2: Colleen & Kristen
Group 3: Gayle & Louise
Group 4: SE

10th Grade
Group 1: Kelli (Christina on Thurs.) & Anthony B.
Group 2: Carlotta & Matt
Group 3: Jenn C. & Mary
Group 4: Melissa & Nicole H.
Group 5: SE

11th Grade
Group 1: Alex & Tony
Group 2: Alicia & Vanessa
Group 3: Lacey & Nelson
Group 4: Lauren L. & Nick
Group 5: SE

12th Grade
ACCUPLACER Testing

Next Steps

- Advisors - talk to your partner advisor(s) and make a plan
- Email advisory students and LC's from your group with the NWEA test dates and the Zoom link, include Don and Christina on these emails by September 6th
- Create an announcement and calendar event in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by September 6th
- During the **September 11th** advisory meeting go through the Advisory slides
- Verify tracker against Brightspace

Remind students to take their time on the test. If they rapidly guess on questions, even if the answer is correct, it will be marked wrong!

Reminders

Adaptive

The test adapts to how students are responding. The next question on the test is based on how they did on the previous question.

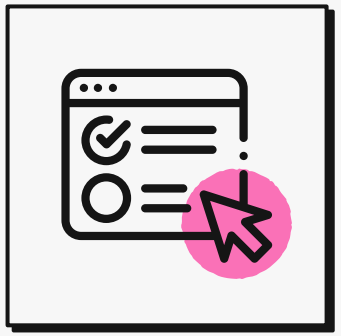
Do Their Best

We want students to put forth their best effort, however, their NWEA score doesn’t define them!

Students may be surprised by . . .

Not Expected

Students are not expected to know the answer to every question on the MAP test.



Hard and Easy

Some questions will be hard and others will be easy.

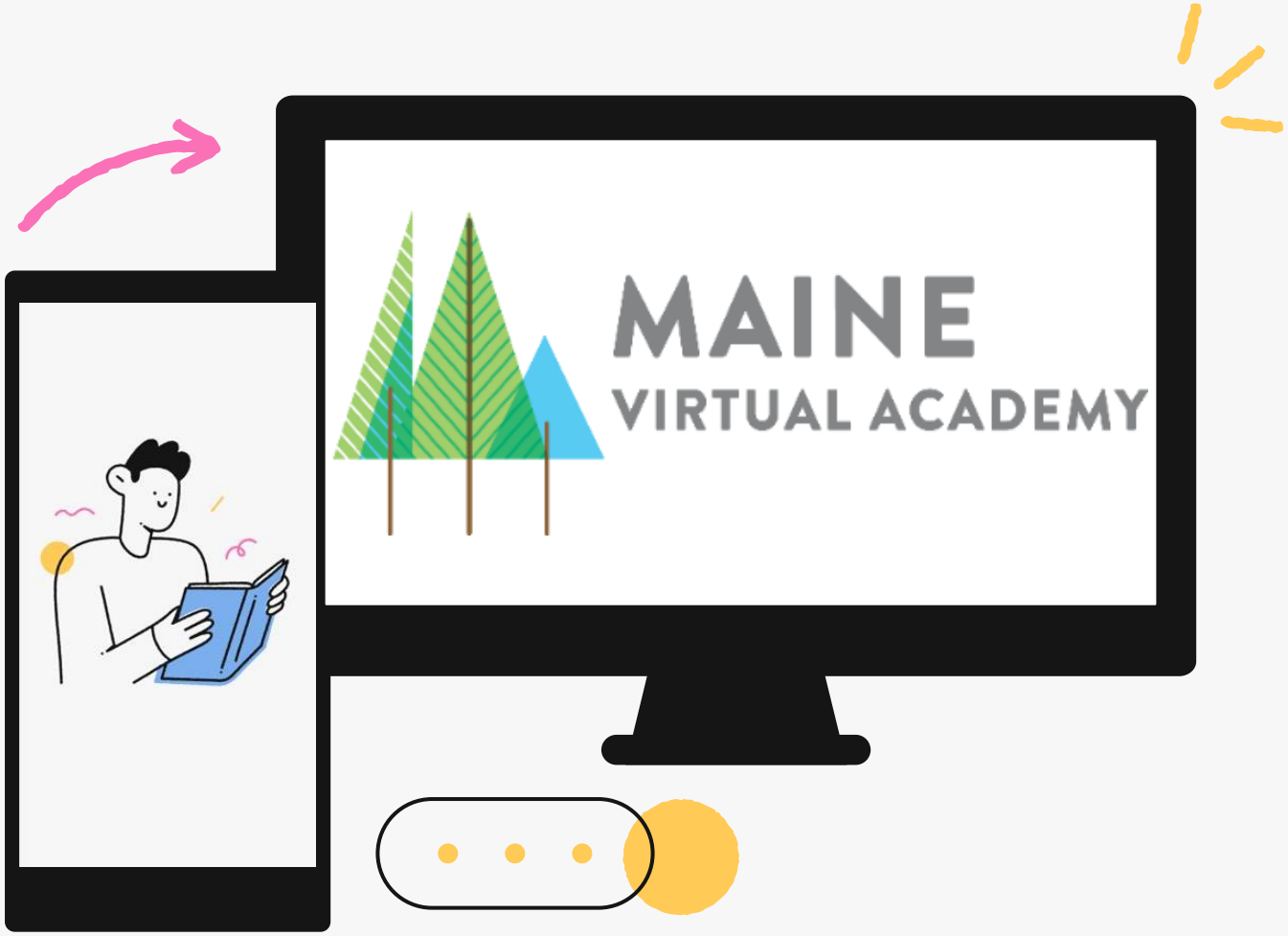
Half of the Items

Every student who takes MAP will get about half of the items correct.

Questions?

Additional Resources:

NWEA Cheat Sheet
NWEA Tracker



UTILIZING AND ACTUALIZING LEARNING TARGETS/ OBJECTIVES

Aka, ensuring your curriculum
“does not sit on a shelf”

WHAT IS A LEARNING TARGET/OBJECTIVE?

Learning targets are **concrete goals written in student-friendly language** that clearly describe what students will learn and be able to do by the end of a class, unit, project, or even a course. They begin with an **"I can"** statement and are posted in the classroom. The term target is used intentionally, as it conveys to students that they are aiming for something specific.

- Objectives are for the teacher – "I am going to teach this today"
- Learning targets are for the student – "I am going to learn this today"

LEARNING TARGETS ARE MOST EFFECTIVE WHEN VISIBLE TO STUDENTS.

Educators can post learning targets on opening slides and class white boards, homework assignments, rubrics, test preps, and assessments. No more than 3 Learning targets should be incorporated into the lesson - students should **hear them at least twice in a class period** (**beginning and end**). Repetition helps students stay focused on their target and growth.

LEARNING TARGETS SHOULD BE IN LANGUAGE STUDENTS UNDERSTAND...

…and relate to what is already being said in the class. This should not be new terminology for students.

EXAMPLE OF HIGH SCHOOL READING STANDARD LEARNING TARGET

- ENG.R.L.9-10.1: I can cite strong and thorough textual evidence to support analysis of inferences and what the text explicitly says. (CCSS LIT Key Ideas/Details 1)
- ENG.R.L.9-10.1a: I can cite explicit textual evidence to support analysis of a text.
- ENG.R.L.9-10.1b: I can cite textual evidence to support inferences of a text.

This learning target is simply for citing information about the key ideas and details. Students should, to meet this target, directly cite the text (direct quotes, paraphrase when appropriate, reference text).

SCIENCE LEVELING LEARNING TARGETS:

HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
4	Extended Abstract: Compose a chemical reaction and predict what will happen based on their knowledge of the outermost electron states of atoms.
3	Relational: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2	Structural: Identify the parts of a chemical reaction.
1	Structural: Describe a chemical reaction.

Structural	Relational	Extended Abstract
Identify	Compare/Contrast	Evaluate
Define	Explain	Theorize
Describe	Classify	Generalize
List	Apply	Predict
Combine	Relate	Create
Fine	Sequence	Imagine
Write	Formulate	Hypothesize
Name	Questions	Reflect
	Analogy	Compose
	Examine	Construct
	Solve	Justify
	Illustrate	

MATH EXAMPLE

Lessons	Notes	Standards				Practice Assignment				Lesson Plan						
Lesson Description		Objectives	Strand	MLR	CCSS	Self-Check (Paper HW)	IXL Assignment		Optional IXL Activities	Lesson Plan	Textbook/ Digital Notebook	Resource	Activity	Assessment	Rubric	Reflective Question
Unit 0: Class Introduction																
Course Introduction		Quiz														
Navigating the Course		Quiz														
Unit 1 Pre-Test/Fraction Basics		Quiz														
IXL Stars		Assignment														
Survey		Google Form														
Unit 2: Solve Basic Equation & Inequalities																
2.01: Properties of Equality	1 day	Identify the properties of equality.	Algebraic Reasoning	AR.A.8 Understand solving equatic AR.A.9 Solve equations and inequ	HSA.REI.A.1: Explain each step in solving HSA.REI.B.3: Solve linear equations and	(2.01-SC…	Properties of equality	H8Q			(2.01) Pr…	Math Balance		2.01 Ass…	2.01 Ass…	Share one thing you learned today about the properties of equality or the concept of multiplicative inverse that you found particularly interesting or helpful.
2.02: Solve One-Step Equations		Solve one-step equations using inv	Algebraic Reasoning	AR.A.8 Understand solving equatic AR.A.9 Solve equations and inequ	HSA.REI.A.1: Explain each step in solving HSA.REI.B.3: Solve linear equations and	(2.02-SC…	Solve one-step linear equations	TXJ	Solve one-step line UXX		(2.02) Sol…	Solving Basic A	2.02 Family …	2.02 As…	2.02 As…	Describe one strategy you used to solve one-step equations during today's lesson.
2.03: Solve Two-Step Equations		Solve two-step equations using inve	Algebraic Reasoning	AR.A.8 Understand solving equatic AR.A.9 Solve equations and inequ	HSA.REI.A.1: Explain each step in solving HSA.REI.B.3: Solve linear equations and	(2.03-SC…	Solve two-step linear equations	QAK	Solve one-step and UFG		(2.03) Sol…			2.03 Ass…	2.03 Ass…	
2.04: Mid Unit Test																
2.05: What is an Inequality?		Define an inequality. Graph an inequality on a number lin Write an inequality from a graph.	Algebraic Reasoning	AR.A.9 Solve equations and inequ	HSA.REI.B.3: Solve linear equations and	(2.05-SC…	Graph inequalities	H68	Identify solutions t 5UE		(2.05) W…					
							Write inequalities from graphs	SEK								
2.06: Solve One-Step Inequalities		Solve one-step inequalities using in	Algebraic Reasoning	AR.A.9 Solve equations and inequ	HSA.REI.B.3: Solve linear equations and	(2.06-SC…	Solve one-step linear inequalities	EEX	One-step inequaliti UFD		(2.06) Sol…					
2.07: Solve Two-Step Inequalities		Solve two-step inequalities using in	Algebraic Reasoning	AR.A.9 Solve equations and inequ	HSA.REI.B.3: Solve linear equations and	(2.07-SC…	Solve two-step linear inequalities	NPZ			(2.07) Sol…					
							Graph solutions to two-step linear i	XVM								
2.08: Review									Solve linear equati DN6							
2.09: Unit Exam																

Learning targets can be used in two ways.

Sometimes educators use them to guide students when they know they will need a roadmap.

Other times, teachers can let students grapple and unpack the learning target after the lesson in order to help them metacognitively reflect after the lesson.

Learning targets can both be an aim as well as a tool for reflection.

Source:
https://www.ccpcs.org/program/instructional-approach/sea/introduction-learning-targets

SUMMARY

MEVA will continue to revisit and utilize course maps to guide instruction across the curriculum. Moving forward with both planning sheets and data collection sheets will ensure scope and sequence while targeting the skills our students will need in the 21st century.

Other

- Other topics and/or questions?
- Enter your daily schedule on your Google calendars and don't for get to add 'lunch'!
- Upcoming holidays and school vacation days: **September 4th**, October 6th (teacher schedule only) and 9th. Please cancel your live sessions.
- MEVA (virtual) high school graduation on Friday, June 7th, 2:00 pm, and eighth grade recognition ceremony on Friday, June 14th, 11:00 am. We will provide regular updates, once the school year is underway.
- Next Process Improvement Meeting on Monday, September 11th, 3:00 pm.