

# Process Improvement Meeting Agenda – 9/11

- MEVA Mission and Vision.
- Highlighting MEVA's core practices and opportunities.
- Win over the student initiative.
- State testing reminders.
- Spring '23 Proficiency Estimate (Maine Through Year Assessment).
- Spring '23 Panorama Teacher Survey data – Christina O'Grady.
- Panorama Survey Action Plan & Individual Learning Plans (ILPs).
- Teacher/staff survey schedule.
- Academic program tasks/reminders – Don Fournier.
- MEVA academic assessment calendar.
- What do we do with all that academic assessment data?
- Important message: MEVA NWEA Contact Person.
- Who is coming to Help Desk? – Nicole Hart.
- Other and next Process Improvement Meeting on Monday, September 18<sup>th</sup>, 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.

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Without our Students there would be no MEVA!

# Win Over & Rapport

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- **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

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- 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

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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 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.

## weCARE

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

# State Testing Reminders

1<sup>st</sup>, DOE Proctor Trainings will be released in Vector on Wednesday and need to be completed by everyone (with the exception of those not proctoring at all this year). This training SHOULD be good to cover both windows and will be able to be referenced back to as a refresher for Spring.

2<sup>nd</sup>, New 23-24 Testing Security Agreements will be sent out via DocuSign on Wed/Thurs by Gina Davis and will be good to cover both fall and spring assessments. Please complete it when received.

3<sup>rd</sup>, Dates for testing are what they are, and is the availability of the sites we contracted with. Site Proctors should plan to be available on those dates.

4<sup>th</sup>, Reminder – if people haven't already, everyone needs to complete the Travel Proctor Survey on whether or not they can participate so we can finalize planning this week.

5<sup>th</sup>, We will have a greater discussion with all proctors at a future PI meeting, specifically addressing Proctor Responsibilities and ensuring students are pacing themselves with exams. This will be a very important session for everyone to attend.

6<sup>th</sup> – Test Site Kits will be available Sept 27<sup>th</sup> – 29<sup>th</sup>.

## Math Comparison

### Projected Based on MDOE NWEA Newsletter

	Below	At	Above
7th Grade	8.00%	74.29%	2.86%
8th Grade	42.00%	54.00%	4.00%
10th Grade	4.71%	94.12%	1.18%
Overall	<b>19.41%</b>	<b>78.24%</b>	<b>2.35%</b>

## Reading Comparison

### Projected Based on MDOE NWEA Newsletter

	Below	At	Above
7th Grade	22.86%	62.86%	14.29%
8th Grade	14.29%	81.63%	4.08%
10th Grade	14.12%	83.53%	2.35%
Overall	<b>15.98%</b>	<b>78.70%</b>	<b>5.33%</b>

# Spring '23 Proficiency Estimate

- MEVA utilized MDOE published criteria and the preliminary, Spring '23 Maine Through Year results to estimate students' proficiency for grades 7, 8 & 10, math and reading.
- It is our understanding that the MDOE plans to release the official results in October 2023.
- The next Maine Through Year cycle also begins in October 2023, which requires in-person testing at multiple sites distributed across the state.

# Spring '23 Proficiency Needs

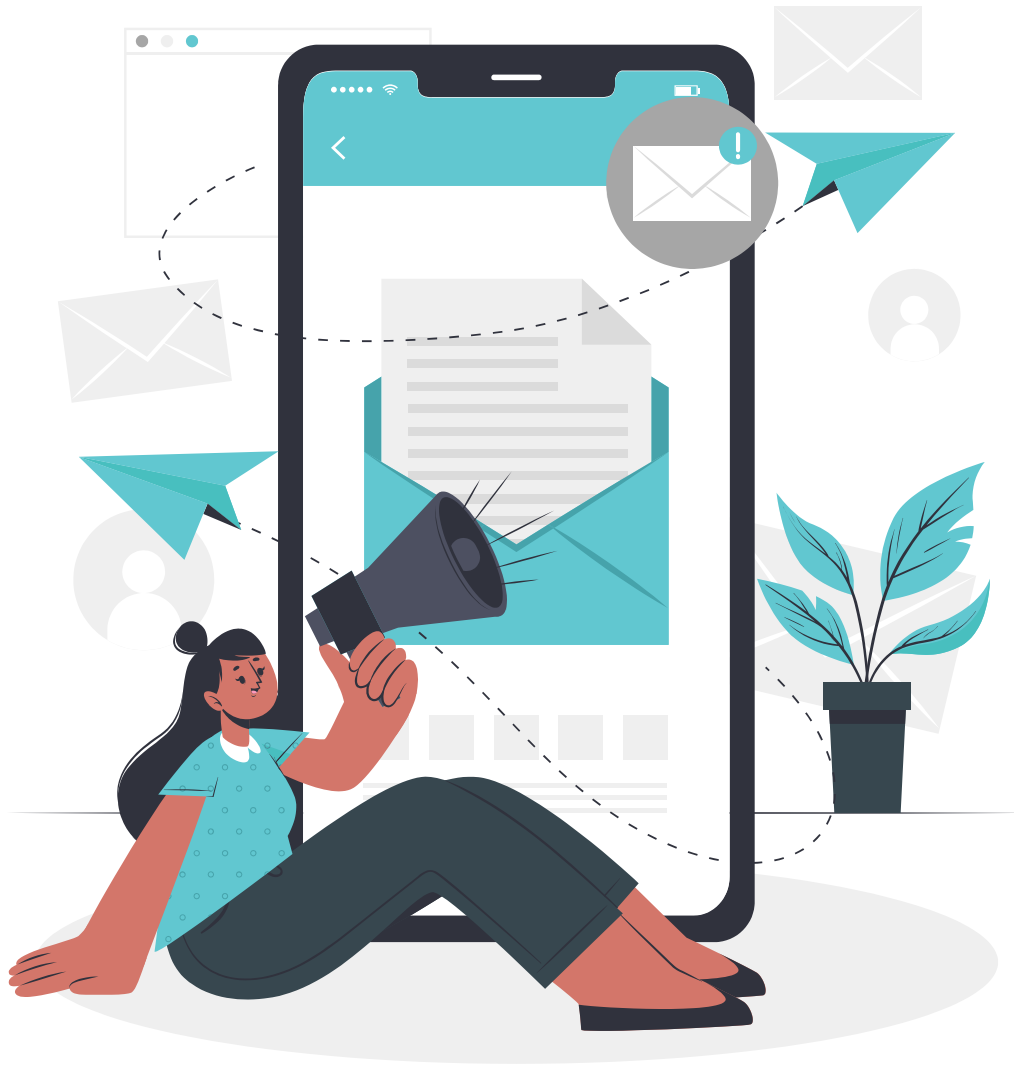
- Eighth grade math.
- Seventh grade reading.
- Continuing students have advanced a grade level for SY-2023/2024, so we will be keeping an eye on their progression through the curriculum.

# Panorama Survey Data

Teacher Data - 2022-2023 School Year



# MCSC Performance Framework



Results from at least 4/4 of the required scales\* on the Teacher/Staff Panorama School Climate Surveys 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 75% in order to qualify.

*\*Required Scales: School Climate, Leadership, Professional Learning, and Feedback and Coaching*

1

# School Leadership

Perceptions of the school leadership's effectiveness



## Based on 47 Responses



School Setting: Non-Urban

School Level: High School

FRPL %: Medium (30-70%)

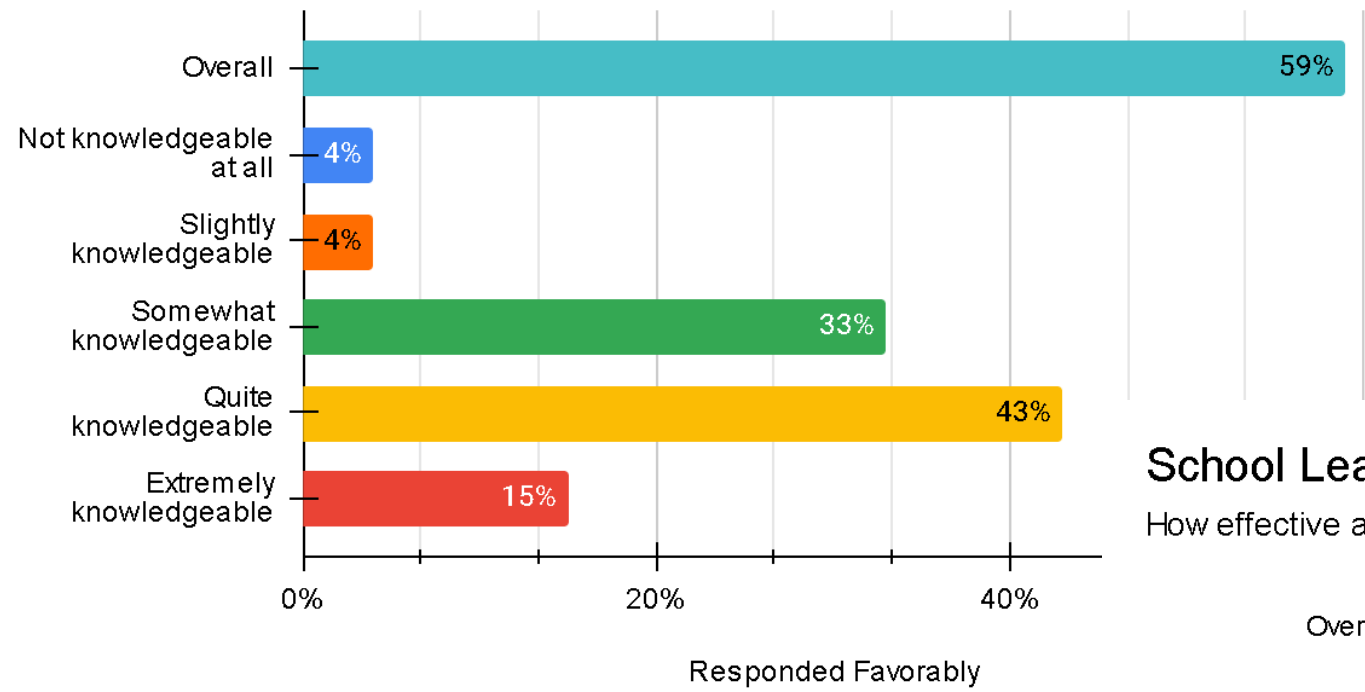


75% Responded Favorably,  
places us in the 90<sup>th</sup> percentile



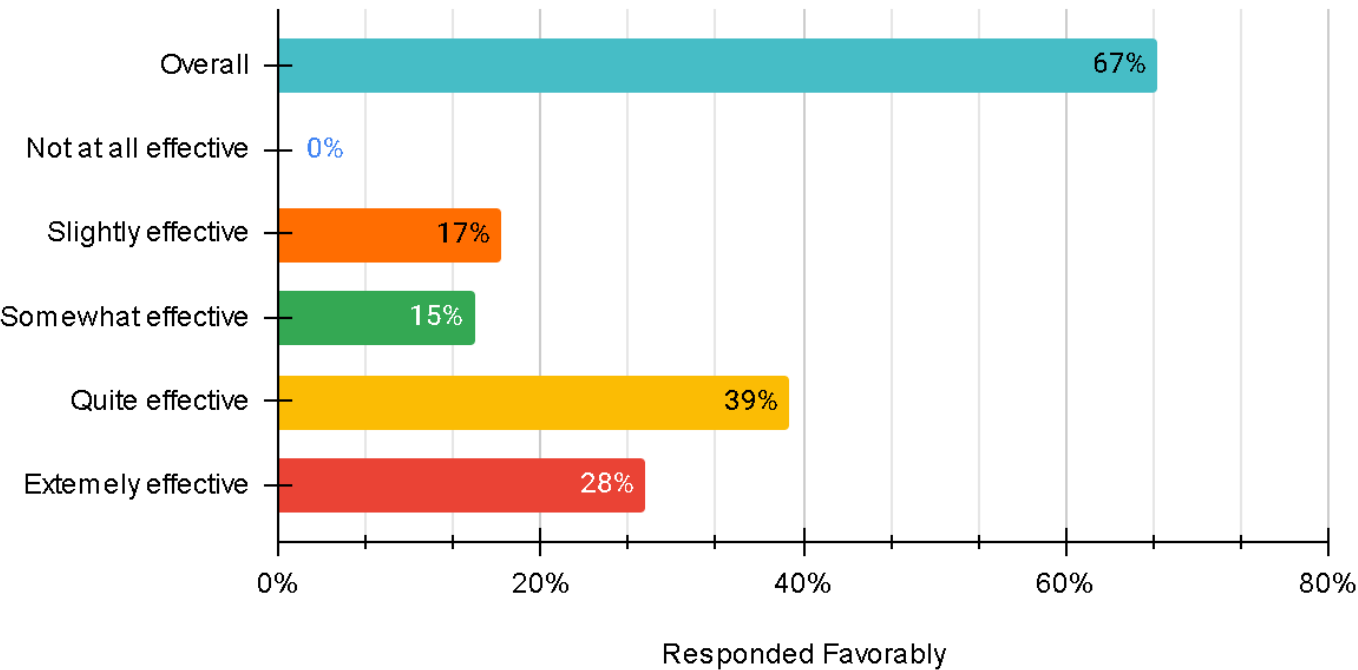
# School Leadership

How knowledgeable are your school leaders about what is going on in teachers' classr...



# School Leadership

How effective are the school leaders at developing rules for students that facilitate their...



2

# School Climate

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



## Based on 47 Responses



School Setting: Non-Urban

School Level: High School

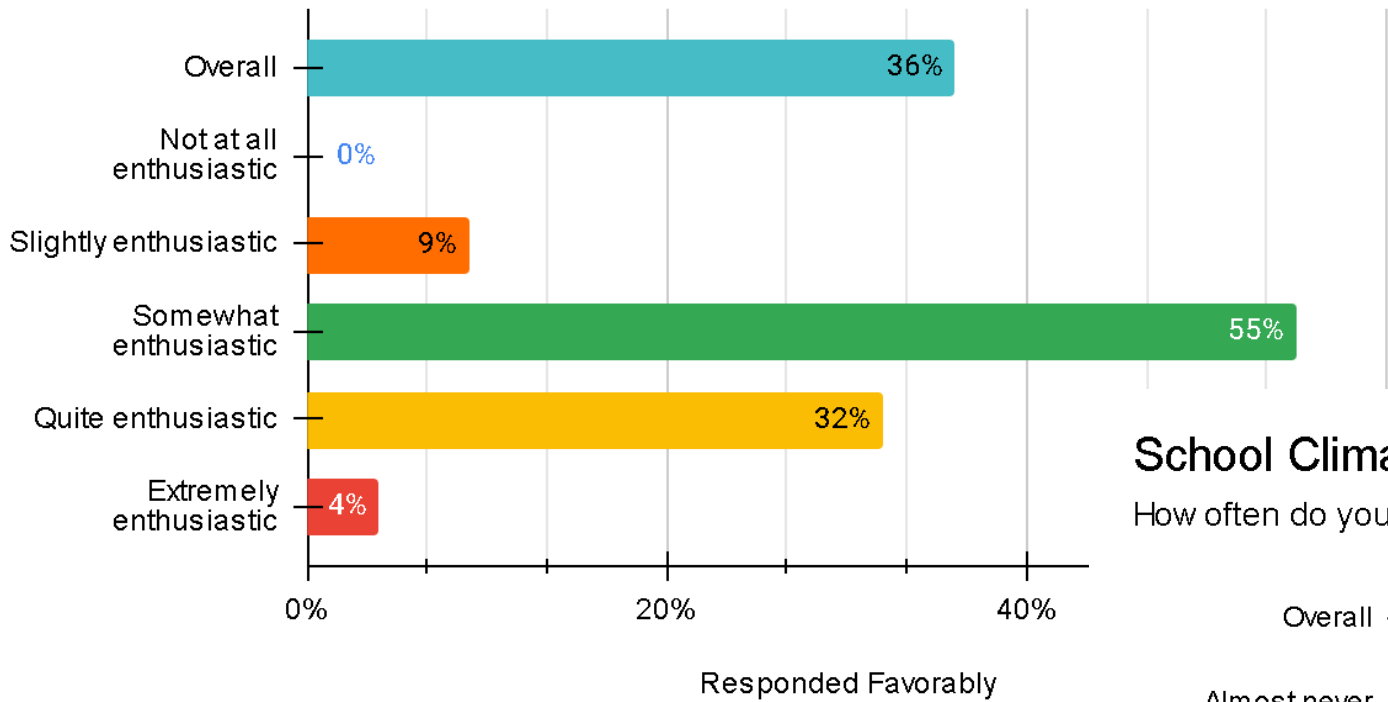
FRPL %: Medium (30-70%)



72% Responded Favorably,  
places us in the 99<sup>th</sup> percentile

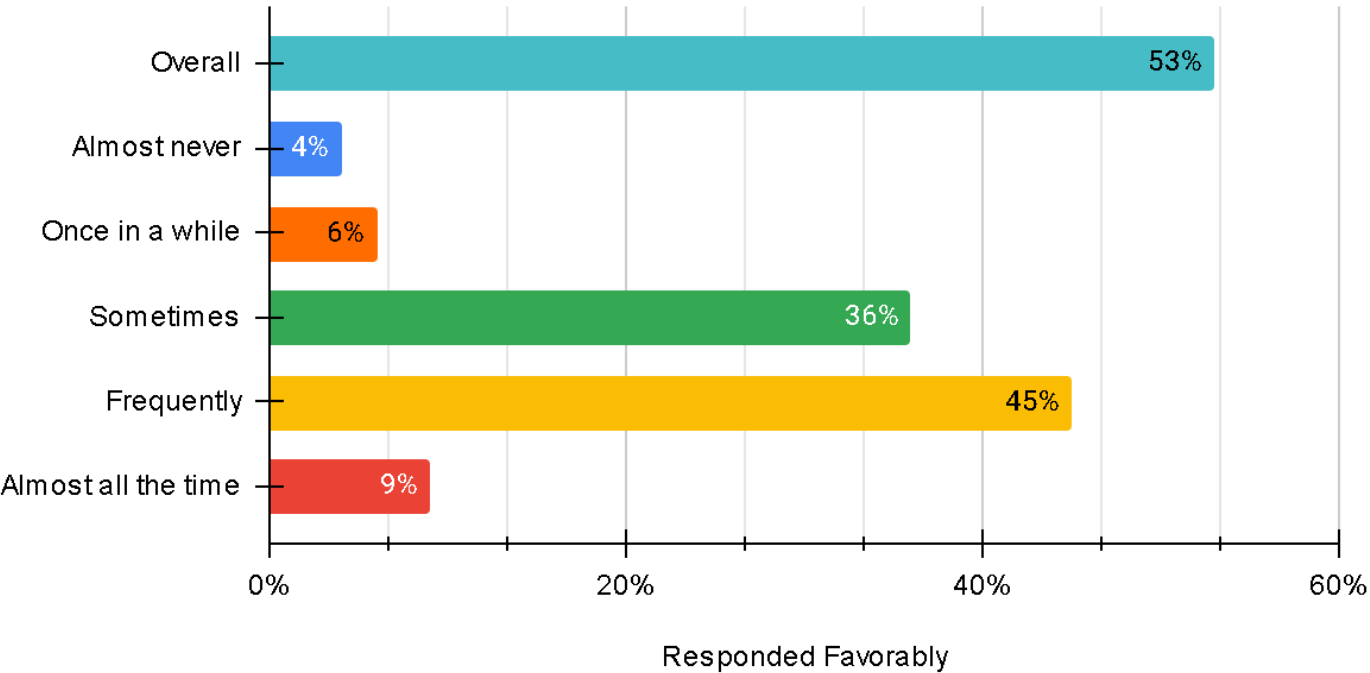
# School Climate

On most days, how enthusiastic are the students about being at school?



# School Climate

How often do you see students helping each other without being prompted?



3

# Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.



## Based on 47 Responses



School Setting: Non-Urban

School Level: High School

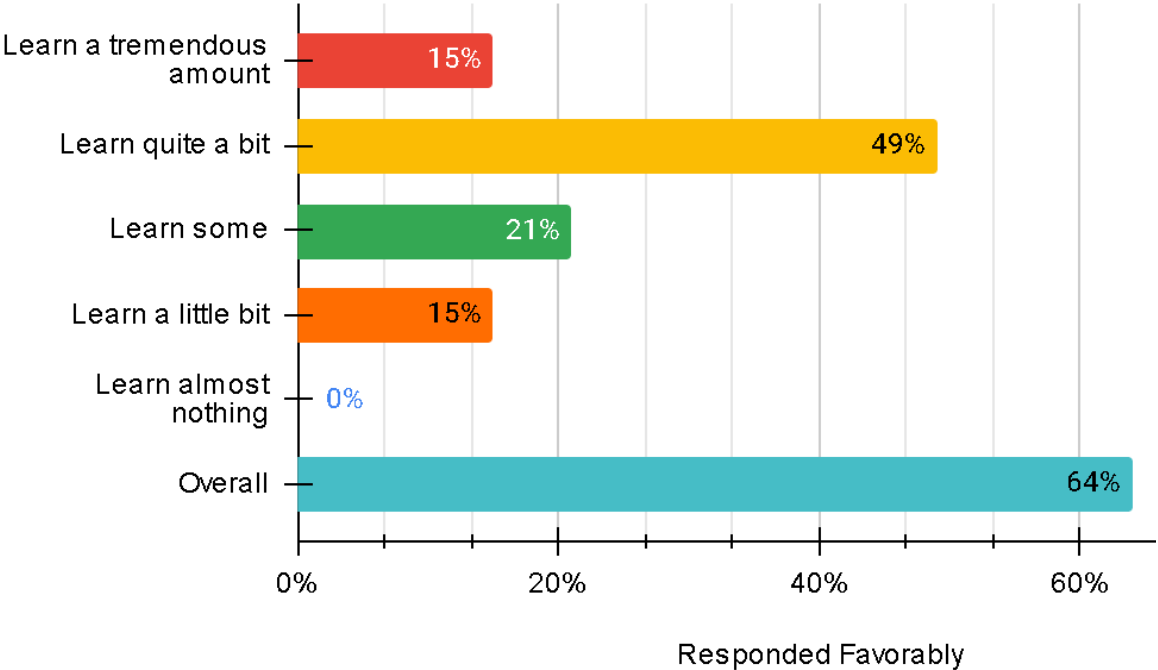
FRPL %: Medium (30-70%)



74% Responded Favorably,  
places us in the 99<sup>th</sup> percentile

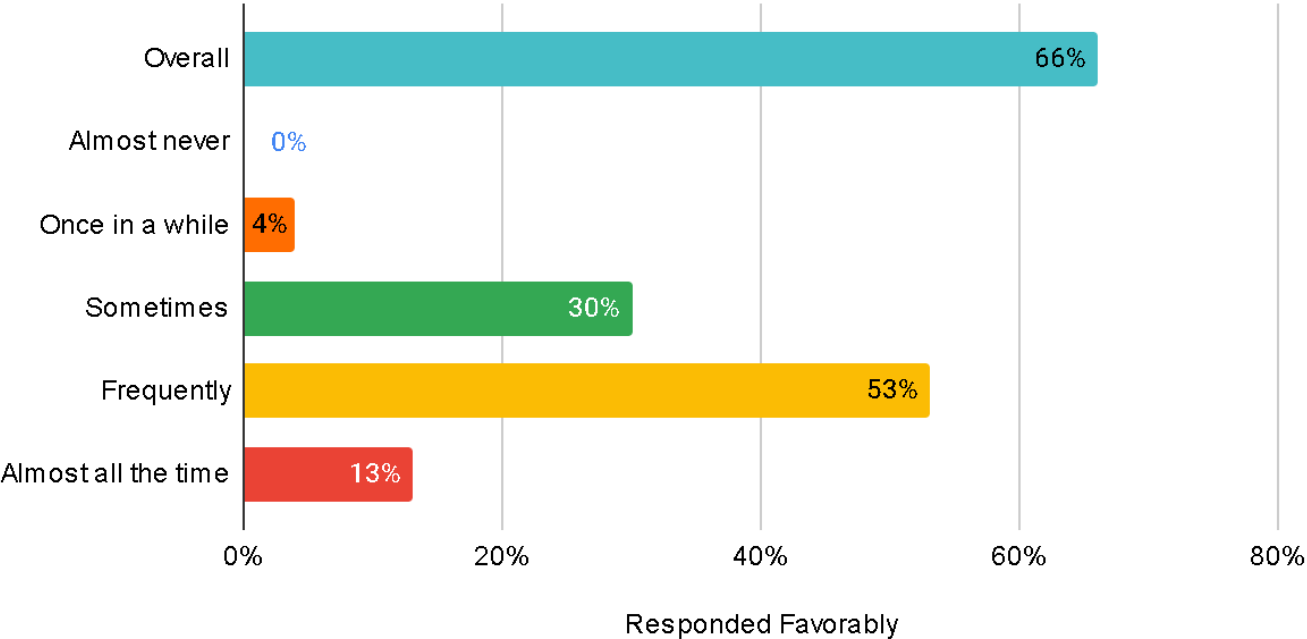
# Professional Learning

Overall, how much do you learn about teaching from the leaders at your school?



# Professional Learning

How often do your professional development opportunities help you explore new ideas?



4

# Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.





## Based on 47 Responses



School Setting: Non-Urban

School Level: High School

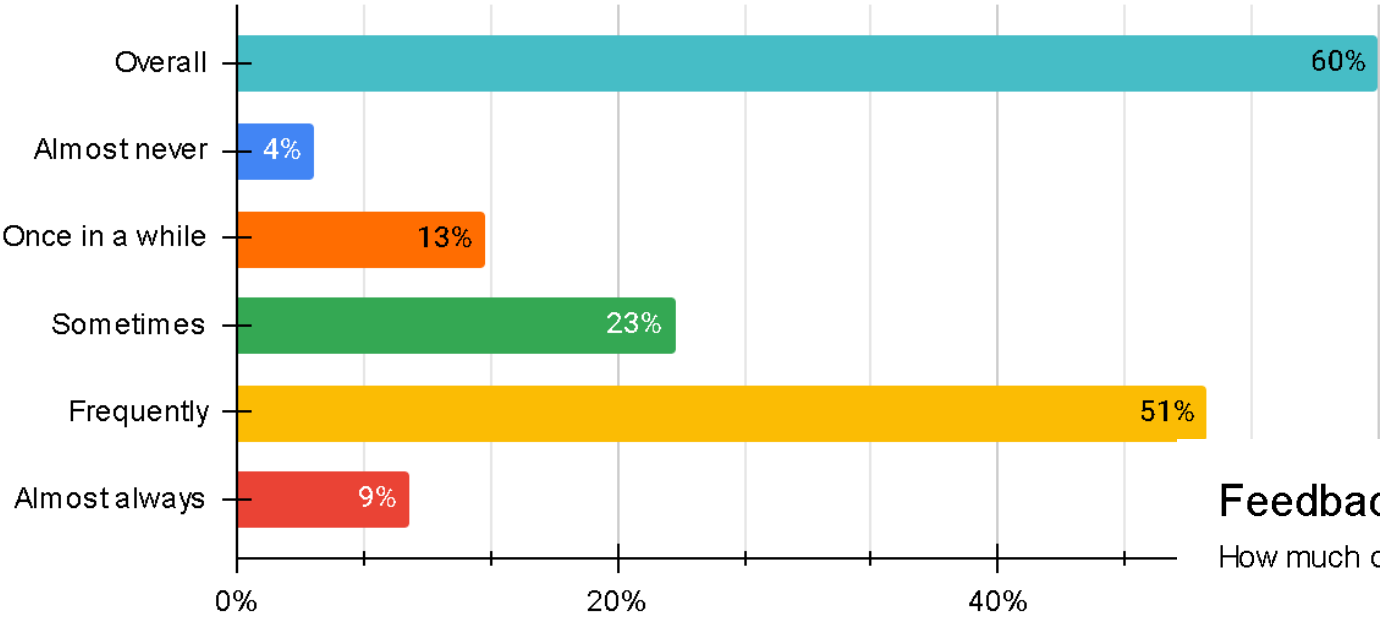
FRPL %: Medium (30-70%)



67% Responded Favorably,  
places us in the 99<sup>th</sup> percentile

# Feedback and Coaching

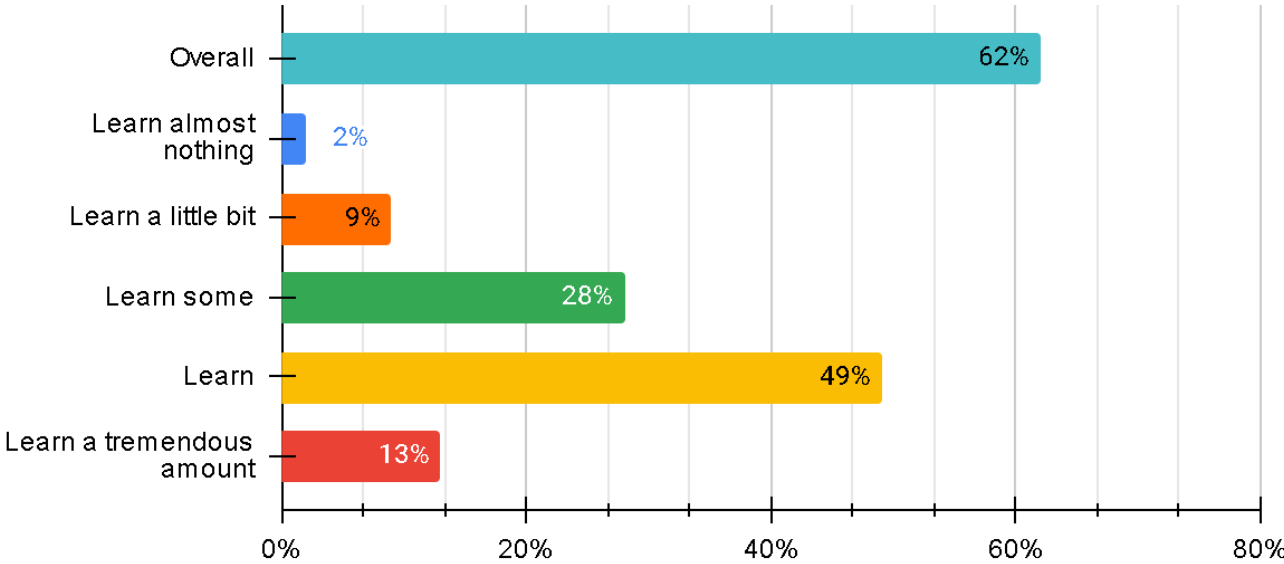
How often do you receive feedback on your teaching?



Responded Favorably

## Feedback and Coaching

How much do you learn from the teacher evaluation processes at your school?



Responded Favorably

# Recommendations

1. Leaders observing, asking, and receiving feedback from teachers about what a typical day looks like in their classroom.
2. Encouraging engaging lessons that explore real-world situations to pique student's enthusiasm.
3. When completing the survey - what do you think of when answering the questions about Professional Learning?
4. Providing feedback about the evaluation process to improve its effectiveness.



# 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?

# Teacher/staff survey schedule

- Thriving Pulse Check survey (Stride) – September 25<sup>th</sup>, February 12<sup>th</sup>, and May 13<sup>th</sup>.
- Panorama School Climate Survey (Maine Charter School Commission) – April.
- *We will email alerts/reminders.*

# Academic Plan Review

**Process Improvement Meeting**

**September 11, 2023**



# Agenda

## The Parts of the Plan:

- Mission/Vison
- Assessment Plan
- Instructional Practices
- Remediation Tools
- Appendix





# **MEVA's Mission and Vision Statements**

**Guide our Academic Plan  
and our Daily Decisions**

# Assessment Plan

- NWEA MAP Growth
- College Board Accuplacer
- Maine Through-Year Assessments
- iReady Algebra Readiness Assessment
- DESSA and Panorama SEL Survey

# Instructional Practices

## Online Teacher Best Practices Guide

- Consistency
- 21st Century Student
- Alignment: Standards, Learning Objectives, Content, and Assessments
- Accessible Content





# Curriculum Mapping

1. Complete the Curriculum Map Approval form: name of the course, the reason for the changes, unit(s) that will be affected, impact on the standards covered in the course, and any additional information.
2. The Curriculum Coordinator emails the Academic Administrator about the request.
3. The Academic Administrator reviews the changes with the teachers, notates the form, and approves the changes.
4. Curriculum Coordinator verifies any necessary information related to standards, notates the form, and approves the changes.
5. The Head of School is the final approval.
6. Once the change is approved, the Curriculum Coordinator will let the teacher know.
7. The teacher can change their content and curriculum maps.

***Referring back to your curriculum map throughout the school year is an essential task to keep your work relevant and consistent.***

# Standards Alignment

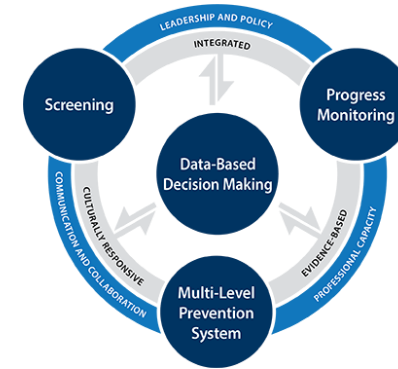
- Each course, assessment, assignment, and quiz must be aligned with content standards.
- Teachers needing help with standards alignment can contact the Curriculum Coordinator.
- Course standards are analyzed horizontally across a grade band and vertically within a department to ensure that MEVA students are exposed to a rigorous curriculum.

# Advisory Curriculum

- Developing 21<sup>st</sup> Century Relevant Skills
- Chalk Maps for each updated 7-29-2023
- Spreadsheets detailing content, assessments, standard alignment, dates of lessons and lesson responsibility have been created and dispersed
- Frequency of session - weekly
- Advisory Training presented during August PD
- Slide Decks for presentations dispersed and self-correcting assessments in Brightspace have been setup
- Communication to families is essential, especially given the new the 0.25 credit award per year - attendance reminders are crucial
- Students missing at advisory for a month must be notated in Infinite Campus notes and referred to Attendance Coordinator (Mehry)

# Remediation Tools

- Multi-Tiered System of Support
- Universal Accommodations
- Asynchronous/Self-Paced Courses



# Appendix

1

## 2023-2024 Academic Schedule

2

## 2023-2024 School Calendar

3

MEVA  
Instructional  
Levels

NWEA - Test %ile:  
Below Basic: Urgent  
Intervention (MTSS):  
0-20th %ile  
Basic: Intervention:  
21-40th %ile  
Proficient: On Watch:  
41-80th %ile  
Advanced:  
Mastered: 81-99th  
%ile

4

MEVA Grading  
Policy

Grading Scale:

A (4.0) (93-100%)  
A- (3.7) (90-92%)  
B+ (3.3) (87-89%)  
B (3.0) (83-86%)  
B- (2.7) (80-82%)  
C+ (2.3) (77-79%)  
C (2.0) (73-76%)  
C- (1.7) (70-72%)  
D+ (1.3) (67-69%)  
D (1.0) (63-66%)  
D- (0.7) (60-62%)  
\* The passing cut score is  
60%.

5

21st Century  
Skills

Critical Thinking  
Creativity  
Collaboration  
Communication  
Information Literacy  
Media Literacy  
Technology Literacy  
Flexibility  
Leadership  
Initiative  
Productivity  
Social Skills





**WE  
ARE  
MEVA!**



**Thank you**

# MEVA Academic Assessment Calendar

2023-2024 School Year

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

# What do we do with all that academic assessment data?

- Virtual NWEAs inform the **MTSS process** and measure **growth** in math reading, and language usage.
- I-Ready Algebra helps gauge **algebra readiness**.
- In-Person Maine Through Year and MEA Science measure **proficiency in math, reading, and science**.
- Accuplacer measures **college readiness in math and reading**.
- **Please provide rewards and incentives for participation.**

# Important Message: NWEA Point of Contact Person

As we gear up for most of our students to complete NWEA testing this week, please be sure that if you have any questions regarding the NWEA Assessment plan and testing, **reach out to Christina, [cogrady@mainevirtualacademy.org](mailto:cogrady@mainevirtualacademy.org)**. She is the NWEA Administrator and has the most up-to-date information regarding the NWEA Assessment plan.

This message applies to general and special education.

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# Who's coming to HelpDesk?

## HelpDesk Attendance

**Average # Students  
in attendance**

**Average Minutes in  
Attendance: 35min.**

### **AM Sessions**

Monday: 34  
Tuesday: 21  
Wednesday: 18  
Thursday: 17  
Friday: 13

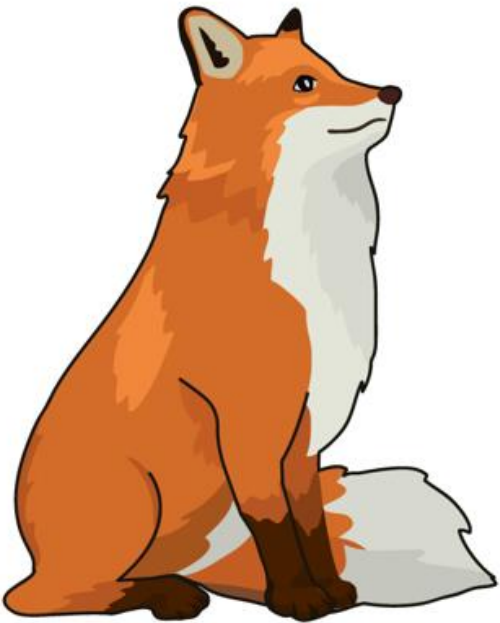
**Total students who  
have attended: 84**

**Total students who  
have attended one  
time: 44**

### **PM Sessions**

Monday: 23  
Tuesday: 8  
Wednesday: 8  
Thursday: 11  
Friday: 9

**Total students who  
have attended 2 or  
more times: 40**



# Other

- Other topics and/or questions? Future topics include Advisory and MTSS, as well as fall '23 NWEA achievement data.
- Enter your daily schedule on your Google calendars and don't forget to add 'lunch'!
- Upcoming holidays and school vacation days: October 6<sup>th</sup> (teacher schedule only) and 9<sup>th</sup>. Please cancel your live sessions.
- MEVA (virtual) high school graduation on Friday, June 7<sup>th</sup>, 2:00 pm, and eighth grade recognition ceremony on Friday, June 14<sup>th</sup>, 11:00 am. We will provide regular updates, once the school year is underway.
- Next Process Improvement Meeting on Monday, September 18<sup>th</sup>, 3:00 pm.