Process Improvement Meeting Agenda – 10/23

- MEVA Mission and Vision.

- Highlighting MEVA's core practices and initiatives.

- Win over the student initiative.

- Panorama Action Plan: Extension Opportunities.

- Individual Learning Plan (ILP) Completion.

- Multi-Year Retention Data Graph and First Month Retention.

- MTY (MEA) Testing Update.

- Testing feedback survey.

- Winter NWEA Schedule – Christina O'Grady.

- Multi-Tier System of Supports (MTSS) – Christina O'Grady.

- MEVA Academic Assessment Calendar.

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

- Teacher/Support Teacher Evaluation Feedback – Don Fournier.

- Thriving Pulse Check Survey Results and Focus Question.

- High School Graduation Update – Carla Hamilton.

- Other and next Process Improvement Meeting on **Monday, October 30th, 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 **support**, without disruptions, aiming for grade-level consistency, **with respect to proficiency, achievement, and growth**.

➢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 Initiatives

❖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' **proficiency, achievement, and growth** in math, reading, and language usage, as well as their perceptions of school climate.

==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?

Individual Learning Plan (ILP) Completion 10/20/2023

	n Value	Total # Completed	% Completed
7th Grade	26	20	77%
8th Grade	66	56	85%
9th Grade	76	59	78%
10th Grade	76	51	67%
11th Grade	109	93	85%
12th Grade	83	59	71%
Schoolwide	436	338	78%

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

- <u>In ALL Cases</u>;

  - 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

- <u>Ask why?</u> – Use phrases like, "*Before* you withdraw, tell me about your reason. There may be something we can do for you."

- <u>Listen for keywords</u>; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.

- <u>As you listen, empathize</u> – Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.

- <u>Advocate for MEVA's programs</u> – 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.

- <u>Document, document, document</u> – 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.

- <u>Link to the form</u>: [23-24 Rapid Intervention Form (RIF)](#)

From Cornell's TCI and CARE model.

weCARE

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

SPUR WINK

Student Retention
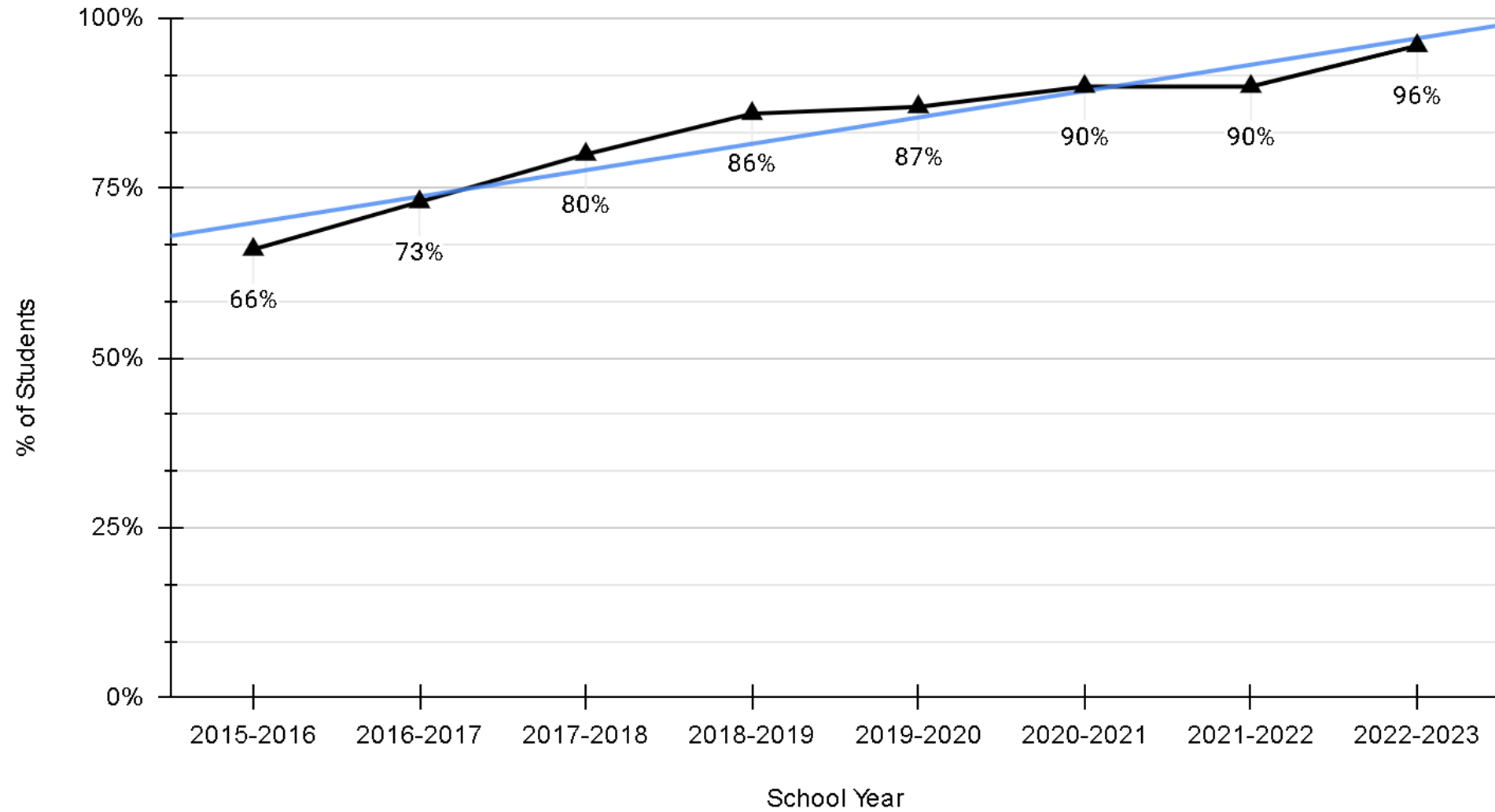
MEVA's SY-2023/2024 First Month Retention Data

- Pre-October 1st, we had ten (10) first month withdrawals for SY-2023/2024, compared to seventeen (17) the previous school year, during the same period.

- MEVA's Year Over Year (YOY) Improvement is **forty-one (+41%)**.

- One (1) student was continuing and nine (9) were new.

- Comprehensive onboarding and early outreach, especially with respect to technology and socialization, make a huge difference in our ability to retain students and families, as they transition to virtual education.

Fall '23 MTY (MEA) Update

- Percentage of eligible students who have tested as of this morning= **91.1%**

- Students need to test by Friday, October 27th.

- We are aiming for 95%+ participation.

- Huge thank you to the MEVA faculty for your heroic efforts!

Testing Feedback Survey Results

- Ask for feedback on testing schedules.

- Consolidate testing sessions within windows as much as possible.

- Consider families that have multiple students testing (in person) on different days.

- Encourage students to complete asynchronous work during testing days.

- Continue running Study Hub and Help Desk during testing windows.

# DRAFT NWEA Assessment Plan (Winter)

Roles & Responsibilities

NWEA Administrator: Christina O'Grady is responsible for importing the NWEA roster, updating the NWEA roster with new students, creating the NWEA tracker, and data analysis of the participation numbers.

Lead Proctor: Varying by grade level groupings, is responsible for initiating communication with the grade level grouping

Support Proctor: Varying by grade level groupings, is responsible for marking attendance and outreach to absent students.

Special Education Case Manager: Varying by grade level, is responsible for creating a testing schedule for students on their caseload, testing the students on their caseload, and running any needed makeup sessions.

Proposed Processes
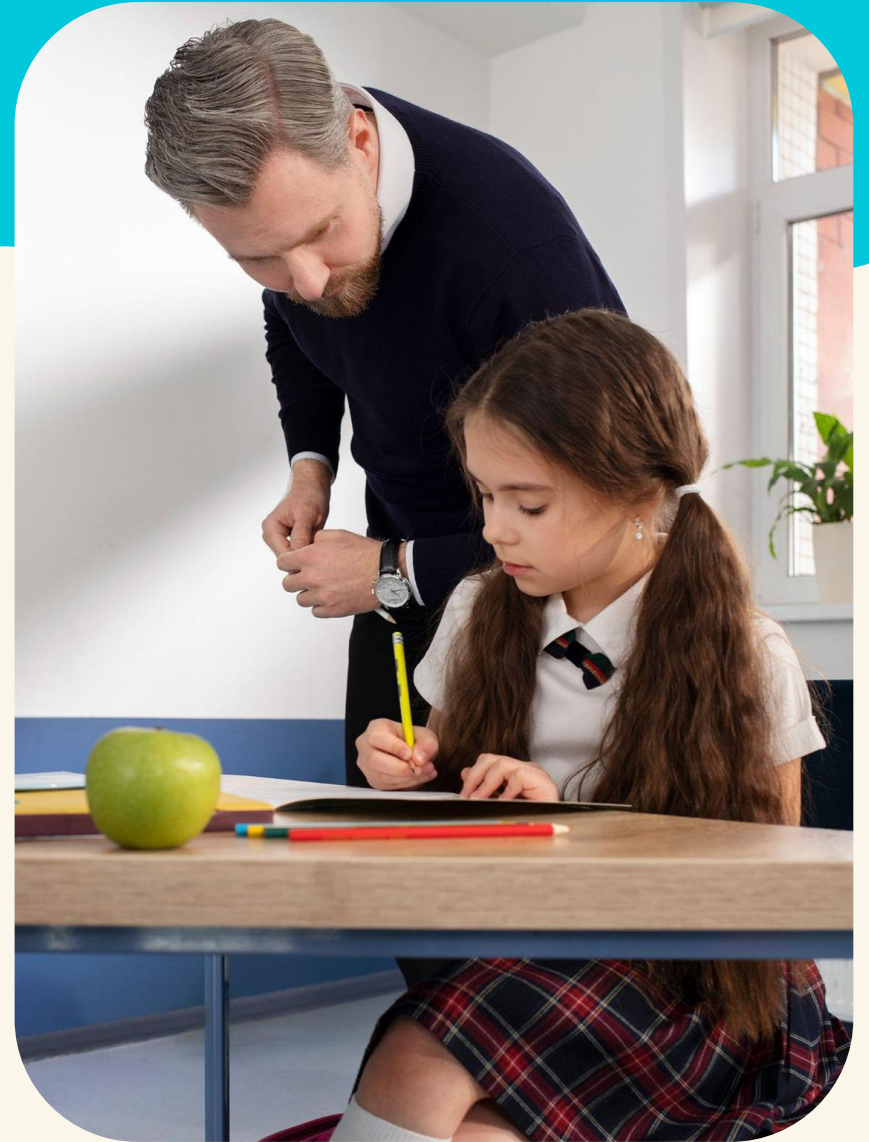
General Education Process

1. The NWEA Administrator will update the NWEA tracker to reflect the current roster of students by grade level. The advisor groups will be assigned to each group of students. The NWEA Administrator will assign the primary teachers to run the afternoon makeup sessions, allowing the support teachers to help administer the testing for Special Education students. ***Note:** groupings for Special Education students will reflect the accommodations specified on their IEPs.
2. The Lead proctor and Support proctor for each grade level grouping will coordinate amongst themselves, including the NWEA Administrator, who will set up the NWEA test session the Zoom session, create the Brightspace calendar invite, and the Brightspace announcement. ***Note:** all testing must be completed within Zoom to allow adequate breakout rooms.
3. All General Education students' main testing sessions will occur in the morning. Exceptions are made for students who request to test in the afternoon and will be included in the afternoon makeup session. ***Note:** makeup sessions in the afternoon will run as a whole grade level makeup session run by primary/lead teachers so that support teachers can assist with the Special Education testing.
4. After the initial three testing days, all General Education makeup sessions will be scheduled and completed by the NWEA Administrator.

Special Education Process

1. The NWEA Administrator will update the NWEA tracker to reflect the current roster of students by grade level. The Special Education students will be grouped on the grade-level tabs and within the grade-level advisory shells by the case manager.
2. Special Education case managers will determine the groupings for the students on their caseloads. If small group accommodations are indicated on their IEP, students will be tested in groups of no more than eight students per proctor. If a student's IEP indicates 1:1 testing accommodation, the Special Education case manager will schedule this testing session for the morning session of the main testing days (i.e., while General Education students are testing).
3. Special Education case managers can determine if they will schedule the testing sessions through the advisory course shells or their individual SDI shells, whichever they prefer. It is recommended that Zoom be used for all testing sessions as it allows for more than 8 breakout rooms, so each student has a breakout room where they can share a screen.
4. All Special Education students' main testing sessions will occur in the afternoon. SE Case Managers will be able to test students in the morning sessions.
5. After three initial testing days, the Special Education case managers will schedule and complete all Special Education makeup sessions.

What this looks like in practice

7ᵗʰ Grade:

Morning Sessions Grouping

GE Lead Proctor: Nicole Taylor

GE Support Proctors: Bobbie Polland & Lauren Sroka (Clarissa Bernardini, Jason Iannone, & Kim Pasternack are also 7ᵗʰ Grade advisors but will utilized by RISE and 8ᵗʰ Grade for testing as that is where the need is)

Afternoon Makeup Session

Run by Nicole Taylor & Lauren Sroka

Afternoon Special Education Proctors

Special Education Case Managers: Jenn McNally, Kim Clark, & Julie King

Support Teachers: Clarissa Bernardini, Denise Harlow, Janifer White, Lisa Bernardini, & Bobbie Polland (All MS Support Teachers)

What this looks like in practice

8th Grade

Morning Sessions Grouping

Group 1: **Lead:** Stephanie Martitz & **Support:** Chelsea Osgood

Group 2: **Lead:** Janifer White & **Support:** Denise Harlow

Group 3: **Lead:** Jason Iannone & **Support:** Kim Pasternack (from 7th Grade)

Afternoon Makeup Session

Run by Stephanie Martitz, Chelsea Osgood & Kim Pasternack

Afternoon Special Education Proctors

Special Education Case Managers: Jenn McNally, Kim Clark, & Julie King

Support Teachers: Clarissa Bernardini, Denise Harlow, Janifer White, Lisa Bernardini, & Bobbie Polland (All MS Support Teachers)

What this looks like in practice

9th Grade

Morning Sessions Grouping

Group 1: **Lead:** Holly Chapdelaine, **Supports:** Heather Larchar, & Beth Reed

Group 2: **Lead:** Gayle Langis & **Support:** Louise McMillan

Group 3: **Lead:** Colleen Ford & **Support:** Kristen Schmidt

Afternoon Makeup Session

Run by Holly Chapdelaine, Heather Larchar, Colleen Ford, & Louise McMillan

Afternoon Special Education Proctors

Special Education Case Managers: Caroline Peinado, Kim Clark, & Julie King

Support Teachers: Clarissa Bernardini, Lisa Bernardini, Beth Reed, Gayle Langis, Kristen Schmidt

What this looks like in practice

10th Grade

Morning Sessions Grouping

Group 1: **Lead:** Carlotta Thompson & **Support:** Matt Corbett

Group 2: **Lead:** Anthony Barletta & **Support:** Jenn Conrad

Group 3: **Lead:** Mary Violette, **Supports:** Melissa Dubovik, & Nicole Hart

Afternoon Makeup Session

Run by Carlotta Thompson, Anthony Barletta, Melissa, & Nicole

Afternoon Special Education Proctors

Special Education Case Managers: Meagan Coelho, Kim Clark, & Julie King

Support Teachers: Clarissa Bernardini, Lisa Bernardini, Matt Corbett, & Jenn Conrad

What this looks like in practice

11th Grade

Morning Sessions Grouping

Group 1: **Lead:** Alex Campbell & **Support:** Lauren Lugdon

Group 2: **Lead:** Lacey Campbell & **Support:** Tony Pranses

Group 3: **Support:** Nelson Peters & **Lead:** Christina O'Grady (for Winter Only - filling in for Vanessa Richardson)

Group 4: **Lead:** Alicia Uth & **Support:** Nicholas Sherwood

Afternoon Makeup Session

Run by Alex Campbell, Tony Pranses, & Alicia Uth

Afternoon Special Education Proctors

Special Education Case Managers: Meagan Coelho, Dan Bernardini, Kelli Boucher, Kim Clark, & Julie King

Support Teachers: Clarissa Bernardini, Lisa Bernardini, Lauren Lugdon, Lacey Campbell, Nelson Peters, & Nicholas Sherwood

Feedback

Please provide <u>feedback</u> on this process. The feedback collected is anonymous and will be incorporated into the "final" NWEA Assessment plan for the winter.

MTSS Overview

October 23, 2023

The Essence of MTSS

"Each piece of the system reinforces the other parts of the system to form an integrated whole that is much more powerful than the sum of the parts. It is only through consistency over time, through multiple generations, that you get maximum results"

Collins, J. C. (2001). *Good to great: Why some companies make the Leap and other don't*. Random House Business.
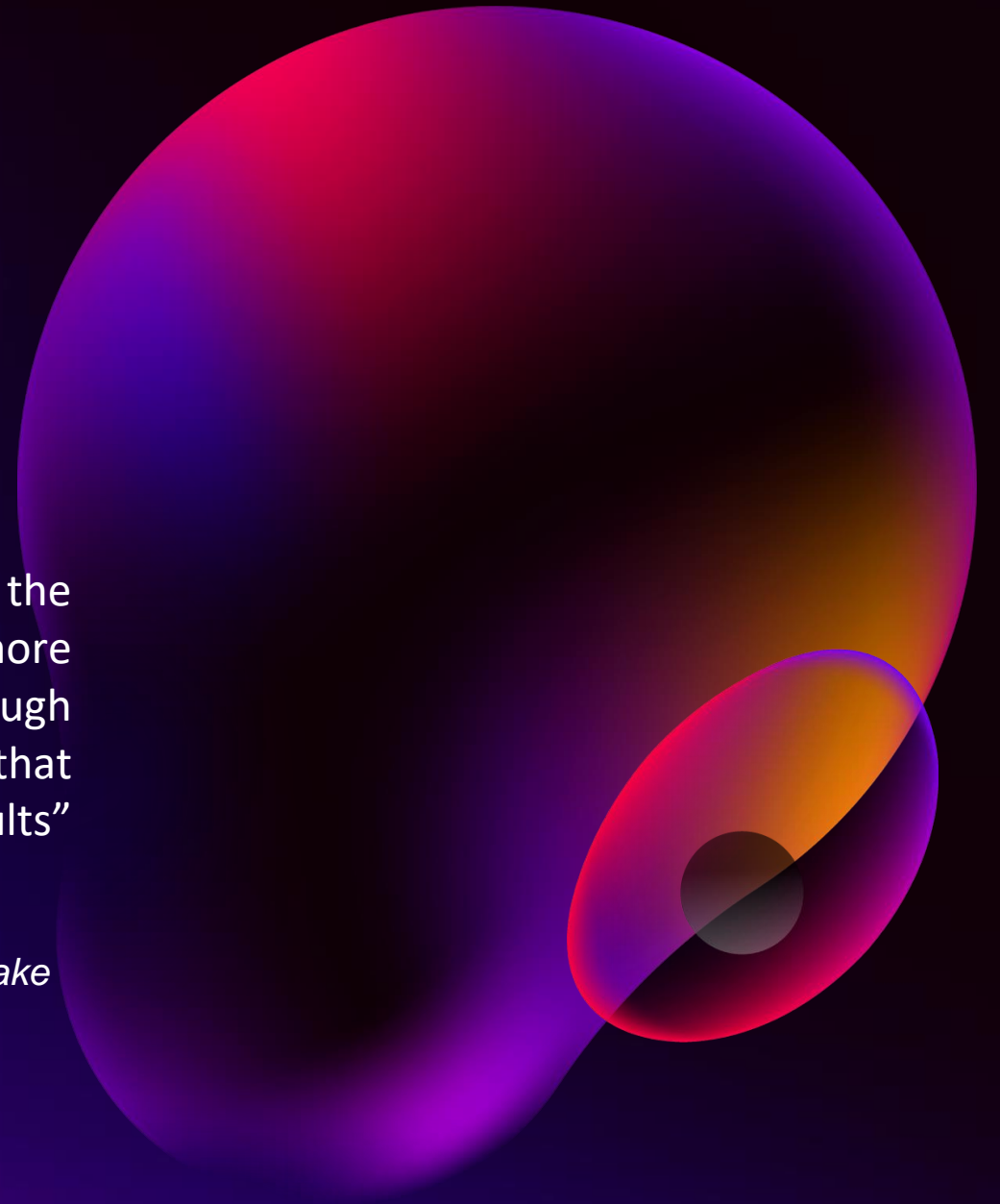
What is MTSS?
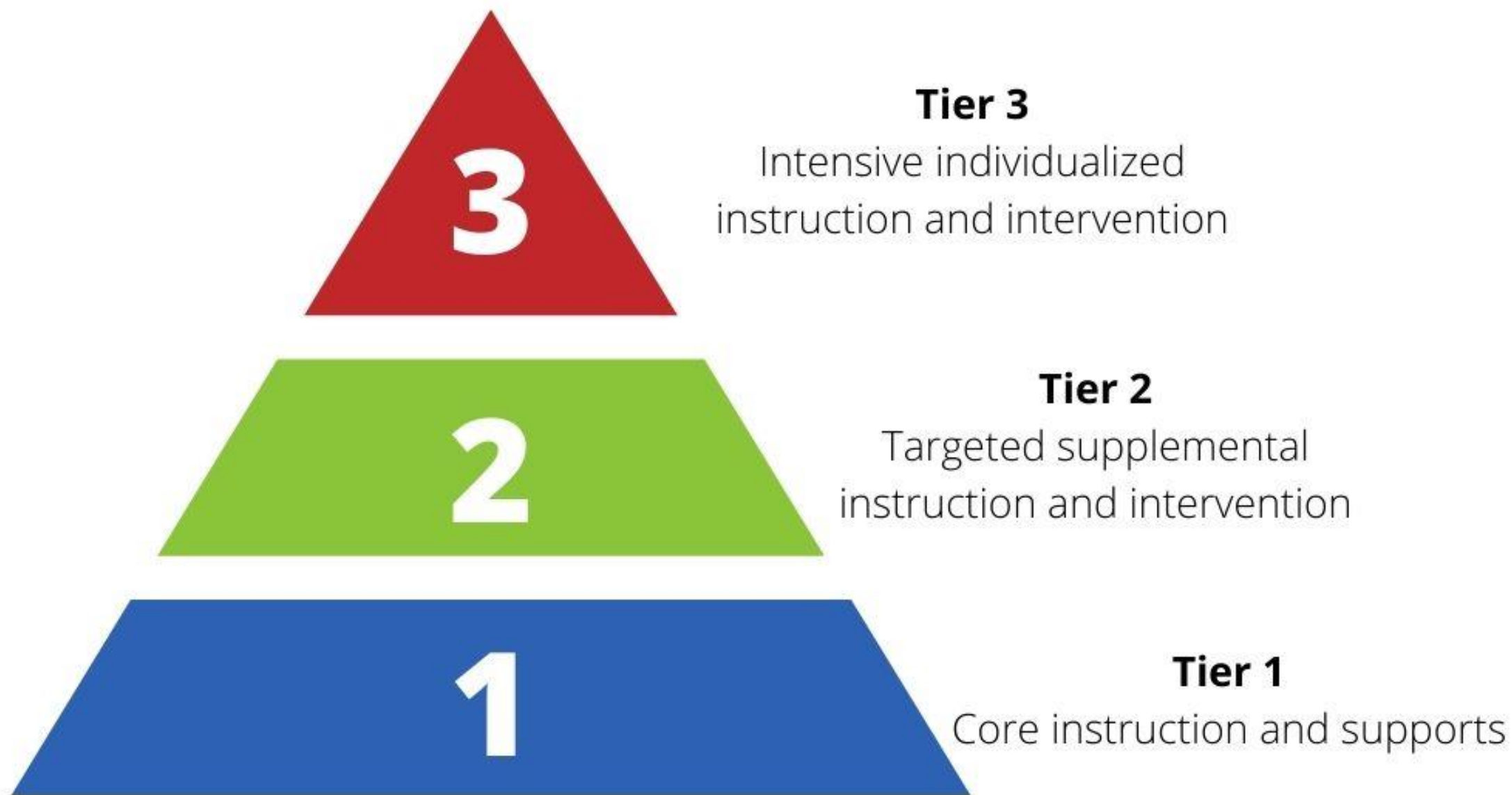
How are we implementing MTSS?

NWEA

Followed by data meetings.

NWEA

Followed by data meetings and analysis of progress

Fall ── Currently ── Winter ──

Targeted Support

With careful progress monitoring.

MEVA Academic 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

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.**

2023-24 Teacher Feedback & Evaluations

- **Fall classroom walk throughs**
- **Support Teacher Evaluation Plan**
- **Subcommittee for Teacher Evaluation Input forming in November**
- Signup form

Stride
Thriving Pulse Check

Definitions

METRIC_NAME ▲	DEFINITION
# Respondents	Number of individuals answering at least one of the selected statements or one of the statements related to the selected thriving element. If an individual answered at least one of the three statements related to a thriving element, the individual will count as one respondent.
# Statements	Number of statements included in the thriving element.
Agency	Capacity-building opportunities to develop new knowledge, create healthy workflows, and innovative solutions
Average on 1-7 Scale	Average of responses if a response of strongly agree is assigned to 7, agree to 6, somewhat agree to 5, neither agree nor disagree to 4, somewhat disagree to 3, disagree to 2, strongly disagree to 1.
Collaboration	Value being communicated between colleagues while promoting development of new skills and intentionally measured outcomes
Completed	Number of respondents who answered every question for their respondent type on the Thriving Pulse Check before the survey closed.
Detractor	A rating of 0 to 6 on a scale from 0 (Not at All Likely) to 10 (Extremely Like).
Element Score	The average of the numeric responses for the statements related to the Thriving Element. A higher number means more respondents agreed with the statements.
Growth	Being supported to grow professionally and personally
Leadership	Healthy, two-way communication from key stakeholders, and transparency that deepens the level of trust and sense of personal value
Net Promoter Score (NPS)	Net Promoter Score (NPS) is a measure of customer experience and loyalty derived from the likelihood to recommend question. The more likely the customer (in this case, the staff member) is to recommend the school, the higher the Net Promoter Score, and the more likely the customer is to be loyal to the school (in this case, remain working at the school). The 11 point scale ranges from 0 to 10: 9-10 are promoters, 7-8 are neutral, and 0-6 are detractors. To calculate the Net Promoter Score, take the % Promoters (9 or 10 ratings) and subtract the % Detractors (0 or 6 ratings). Net Promoter Scores are typically reported as a whole number, so multiply the % by 100. (NPS is a Registered Trademark of Bain & Company)
Passive	A rating of 7 to 8 on a scale from 0 (Not at All Likely) to 10 (Extremely Like).
Promoter	A rating of 9 or 10 on a scale from 0 (Not at All Likely) to 10 (Extremely Like).

Stride
Thriving Pulse Check

Thriving Elements

Overall Thriving Score

5.8
Agree

1 — Strongly Disagree
7 — Strongly Agree

YOY	Survey Over Survey
-0.34	

Element Scores

Element	Score
Collaboration	6.1
Leadership	5.7
Agency	5.7
Growth	5.6

Strengths
Statements with highest average agreement

My colleagues and I collaborate to work towards measured outcomes.

My work is valued by my coworkers.

Opportunities
Statements with lowest average agreement

I am deeply satisfied with my job.

I can see clear opportunities for professional growth and greater impact across the organization.

Statement		Average Score	# Respondents	Survey Over Survey	Year Over Year
My work is valued by my coworkers.	🤝	6.2	46		-0.14
My colleagues and I collaborate to work towards measured outcomes.	🤝	6.1	46		-0.18
My collaborative work with colleagues allows me to develop new knowledge and skills.		5.9	46		-0.40
I receive useful and timely feedback at work from my managers/supervisors.		5.9	46		-0.24
I am encouraged to grow in my career and supported through professional development and/or program options.		5.8	46		-0.31
I am comfortable being myself at work and am treated with respect.		5.8	46		-0.31
I have control over how my daily work is done.		5.8	46		-0.65
My work allows me to develop new knowledge and skills.		5.8	46		-0.65

Net Promoter Score

35
% Promoters - % Detractors

Detractor	Passive	Promoter
11%	43%	46%

0% — 50% — 100%

● Detractor ● Passive ● Promoter

Likelihood to Continue

Neutral or Disagree	Agree or Strongly Agree
26%	74%

● Neutral or Disagree ● Agree or Strongly Agree

"I am extremely likely to continue in my current position."

YOY	Survey Over Survey
0%	

Active Filters

School Group = MEVA
School Year = SY23-24
Survey Number = 1

Completion Overview

Survey Timeline

September 25, 2023
Survey Open Date

October 2, 2023
Survey Close Date

Survey Participation

46
Started Surveys

45
Completed Surveys

Statement		Average Score	# Respondents	Survey Over Survey	Year Over Year
My work is valued by my coworkers.		6.2	46		-0.14
My colleagues and I collaborate to work towards measured outcomes.		6.1	46		-0.18
My collaborative work with colleagues allows me to develop new knowledge and skills.		5.9	46		-0.40
I receive useful and timely feedback at work from my managers/supervisors.		5.9	46		-0.24
I am encouraged to grow in my career and supported through professional development and/or program options.		5.8	46		-0.31
I am comfortable being myself at work and am treated with respect.		5.8	46		-0.31
I have control over how my daily work is done.		5.8	46		-0.65
My work allows me to develop new knowledge and skills.		5.8	46		-0.65
I can solve problems at work without having to ask for permission.		5.7	46		-0.47
I believe my leaders are actively working to improve my experience.		5.7	46		-0.48
I can achieve a healthy integration between my work and my life outside of work.		5.7	46		0.02
My current skill set is honored and valued at work.		5.7	46		-0.62
I am happy with how much input I have in decisions that affect my work.		5.6	46		-0.67
I am deeply satisfied with my job.		5.5	46		-0.54
I can see clear opportunities for professional growth and greater impact across the		5.2	46		0.59

TPC #1 Focus Question

- "I can see clear opportunities for professional growth and greater impact across the organization."

➢Attend PI, department, and collaborative-teacher meetings.

➢Other Opportunities: Professional Learning Community, Book Study, and Teacher Evaluation Steering Committee.

Project Grad.: Meeting Thurs. 3:00-3:30

- College Speaker Series (In Advisory): UMO, FAME, UMF, UMA (11/27, 12/4, 12/11, 12/18)
  - Scheduled, Shared with Steph. Carter for Senior Newsletter,and added Zoom Sessions to Advisory Schedule.
  - Carla will provide recordings and write ups for Newsletter after presentations
  - Heather and Kelli shadowing in live sessions
- Dedication quote, Motto, and Class songs : Dante creating Poll for Voting   10/23
- Staff and Student SWAG to fundraise a class gift
- Carla record instructions for Mascot Design Contest
- Steph Carter video instructions on individual pages & Mascot Design   10/30
- Grad. SWAG Design instructions and class vote   11/13
- **Graduation Activities Club Thursdays 11:30-12**: Brainstorm fundraising ideas, help on individual pages, work on mascot designs, SWAG, plan field trip.
- **Discussion Boards**: Create content for Yearbook (Advisory and World Literature)
- **Senior Class Field Trip:** Interested Leader?

Other

- Other topics and/or questions?
- Enter your daily schedule on your Google calendars and don't forget to add 'lunch'!
- School holidays on November 10th, 22nd, 23rd, and 24th. Please cancel your live sessions. Thank you.
- 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, October 30th, 3:00 pm.