

## Process Improvement Meeting Agenda – 2/5

- MEVA Mission and Vision.
- Comprehensive Needs Assessment.
- Win over the student initiative.
- Re-Registration Reminder.
- Historical state testing outcomes – Christina O’Grady.
- MTSS progress monitoring – Lena Vitagliano.
- MTSS instructional strategies: Executive Function – Caroline Peinado.
- Study Hub/Help Desk Progress Monitoring – Nick Sherwood and Nicole Hart.
- Other and next Process Improvement Meeting on **Monday, February 12<sup>th</sup>, 3:00 pm.**
- February Break is **Friday, 16<sup>th</sup> through 23<sup>rd</sup>**. Please cancel all your live sessions.

# 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

# Annual Comprehensive Needs Assessment

- MEVA reviews its overarching needs in math, literacy, and school climate on an annual basis.
- The process culminates with updating our Comprehensive Needs Assessment (CNA) document and preparing the ESEA grant application.
- In previous years ESEA funds have been channeled to provide supplementary instruction.
- We may draw from data shared at our process improvement meetings and factor in the spring 2023 state assessment results.

# Spring 2023 State Assessment Results

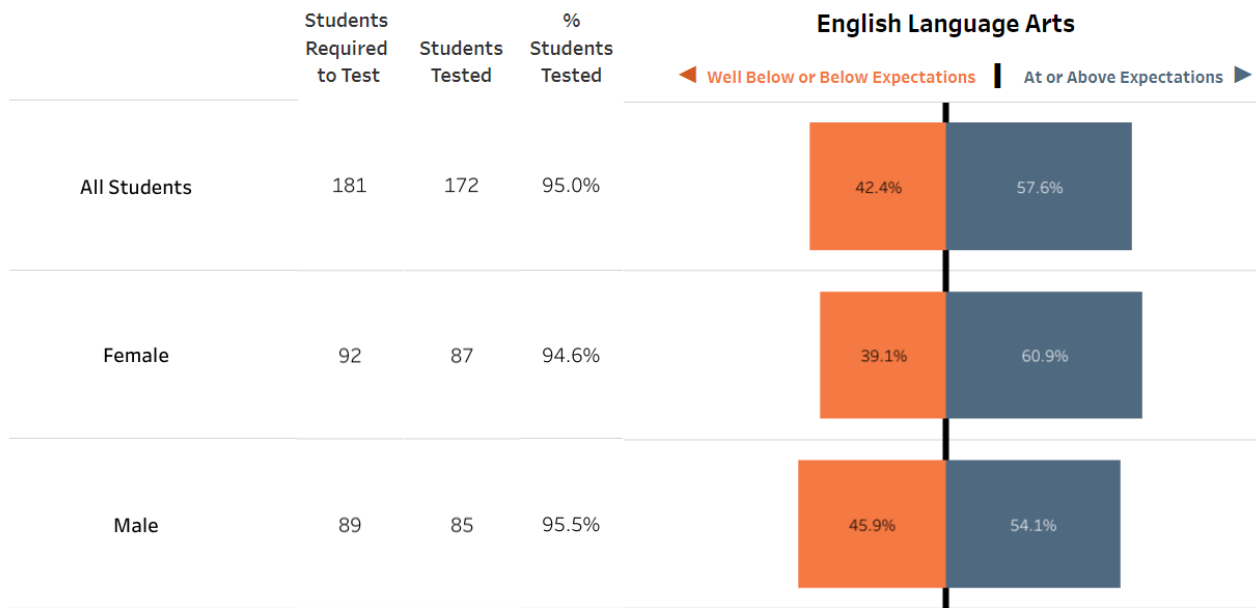
Spring 2023 Through-Year Assessment, ELA

Grade	Total Number of Students	Number of Students Assessed	Percentage of Students Assessed	Percentage of Students "At State Expectation"	Percentage of Students "Above State Expectation"
Grade 7	35	35	100%	37%	15%
Grade 8	52	50	96%	40%	6%
Grade 10	91	85	93%	49%	12%
Schoolwide	178	170	96%	44%	11%

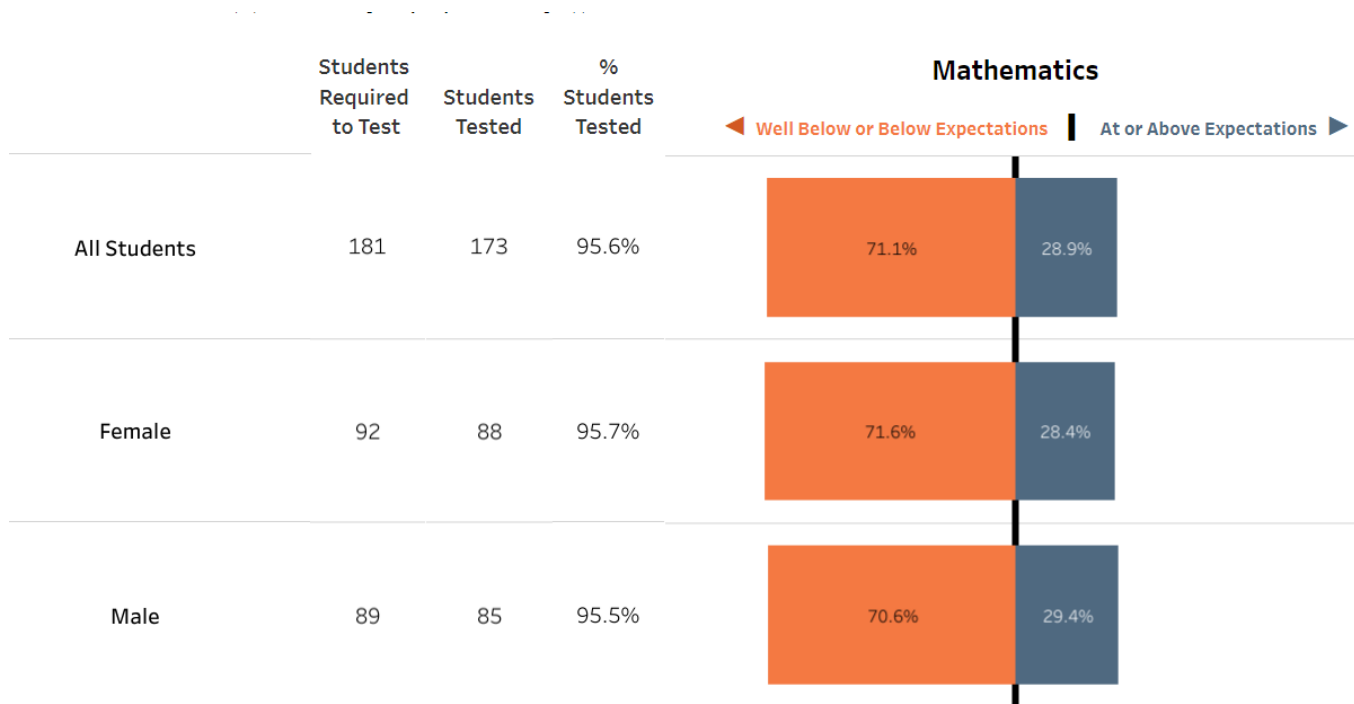
Spring 2023 Through-Year Assessment, Math

Grade	Total Number of Students	Number of Students Assessed	Percentage of Students Assessed	Percentage of Students "At State Expectation"	Percentage of Students "Above State Expectation"
Grade 7	35	35	100%	29%	3%
Grade 8	52	50	96%	15%	4%
Grade 10	91	85	93%	27%	2%
Schoolwide	178	170	96%	24%	3%

# Spring '23 ESSA Dashboard - ELA



# Spring '23 ESSA Dashboard - Math



# MEVA's largest need

- Students' criterion-referenced proficiency in math is MEVA's largest need (Maine Through Year Assessment).
- We have observed that students' norm-referenced achievement and growth in math are stronger (NWEA MAP Growth assessments).
- We need to bolster the drivers of criterion-referenced proficiency in math, such as instructional groupings and curriculum/instructional maps.
- MEVA has a solid track record of solving problems and sustaining/improving momentum/results. That said, *we shall overcome this math-proficiency hurdle too!*

# Resources provided by our coach

- The achievement level explorer below will help your teachers look at grade level expectations for grades 7, 8, and 9-12:  
<https://ald-explorer.nwea.org/display-skills>.
- EdReports,  
<https://www.edreports.org/reports/math/hs?technology=1>,  
is a great resource for identifying programs that are aligned with CCSS. Just as an FYI, and not a recommendation, **Illustrative Math** by Kendall Hunt is available to download in digital form:  
<https://im.kendallhunt.com/>.



# 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

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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

# Post 10/1 Retention

- As of today, MEVA's post 10/1 retention stands at 98.2%.
- We are trending towards exceeding our MCSC performance measure and improving our outcomes from prior years.
- Well done everyone!

# Re-Registration



**A FACULTY WIDE EMAIL  
WAS SENT ON 2/1/24 AT  
1:08PM,  
*SHARING IMPORTANT INFO  
SURROUNDING RE-  
REGISTRATION SUPPORT  
AND GUIDANCE.***



**FEEL FREE TO  
USE THE  
SAMPLE  
SLIDE,  
SHARED OUT  
BY DON VIA  
GOOGLE**



**LINK: [RE-REG  
24-25](#)**



**USE THE SLIDE AS  
A REMINDER IN  
YOUR CLASSES, OR  
POST ON YOUR  
CLASSROOM  
HOMEPAGES.**

# Historical State Assessment Data

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2015-2023

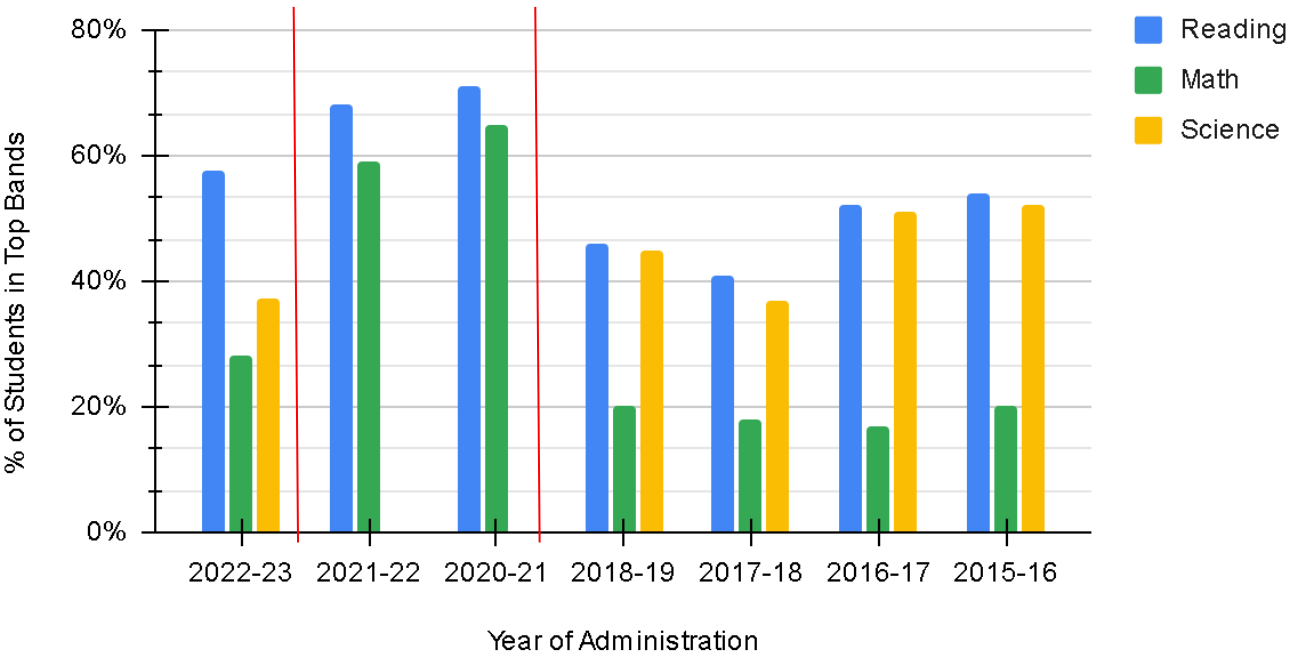


# Schoolwide Proficiency

**Note:** During the start of the pandemic the state switched from the current MEA to the NWEA. The NWEA does not have a proficiency component. The top 3 percentiles are included in the data for the 2020-21 and 2021-22 school years. The new MEA was implemented in spring 2022-23.

## Schoolwide Proficiency

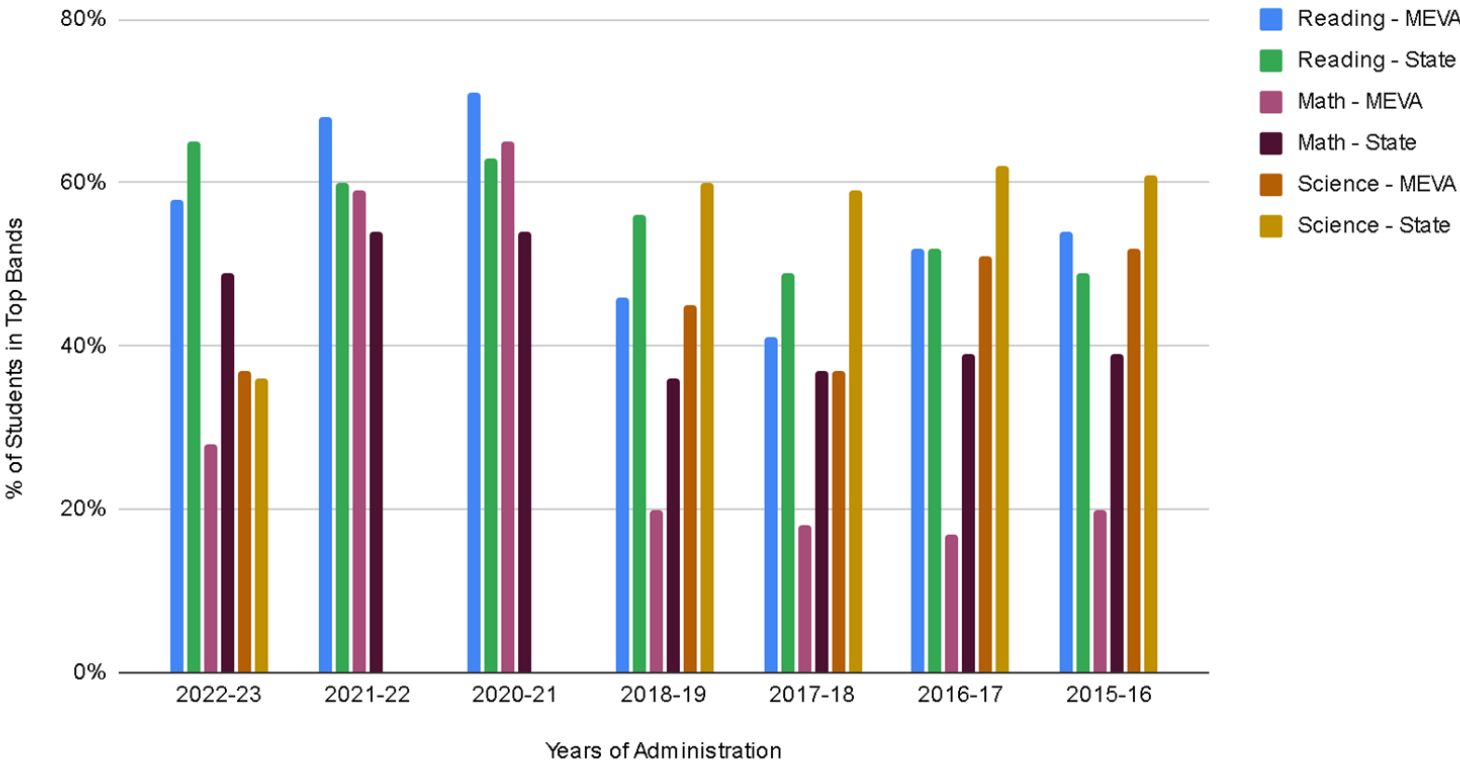
Reading, Math, and Science



# Schoolwide Proficiency: MEVA Compared to the State

## MEVA Compared to the State

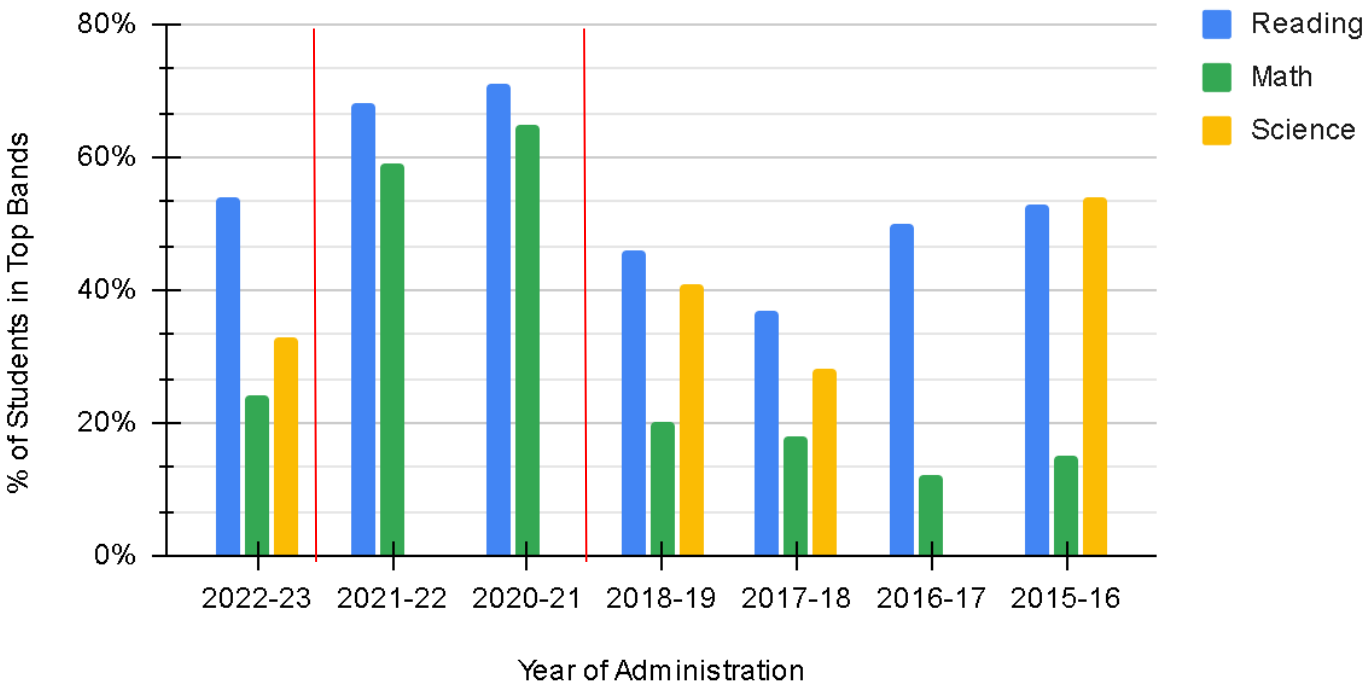
2015-2023 Reading, Math, and Science



# Subgroup Proficiency - Economically Disadvantaged

## Subgroup - Economically Disadvantaged

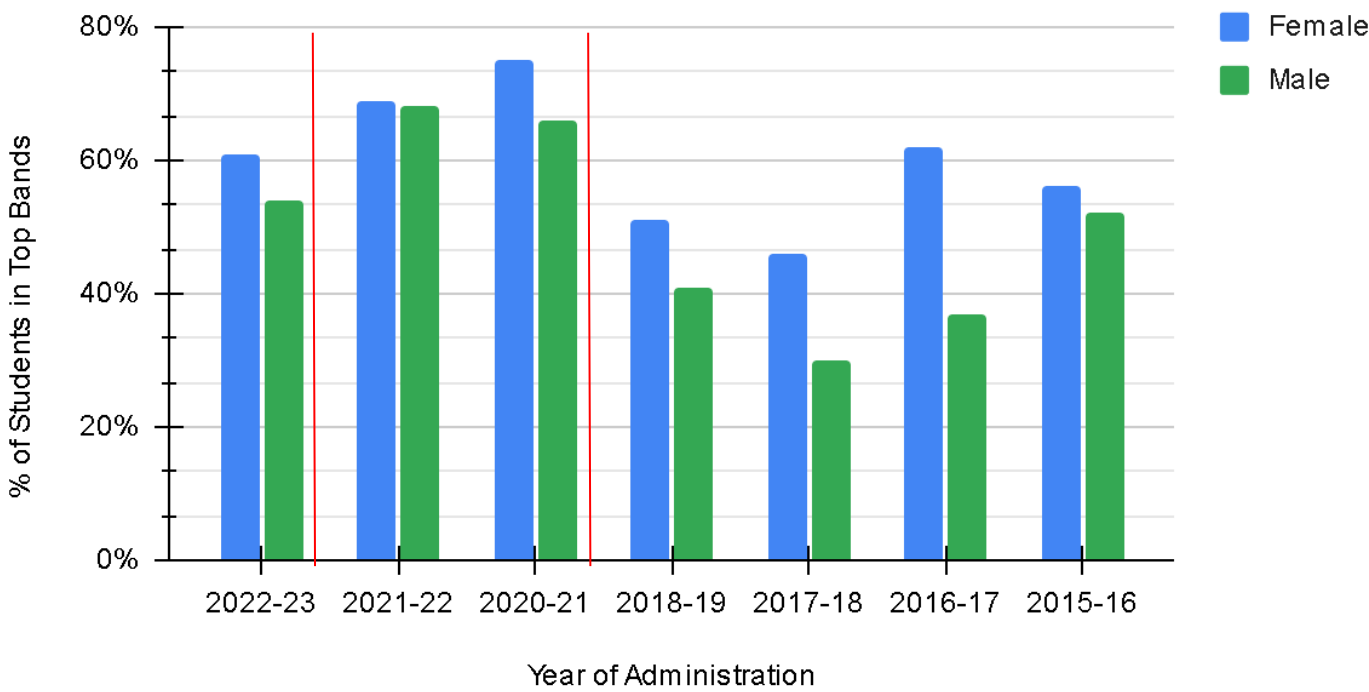
Reading, Math, and Science



# Subgroup Proficiency - Biological Sex (Reading)

## Subgroup - Biological Sex Proficiency

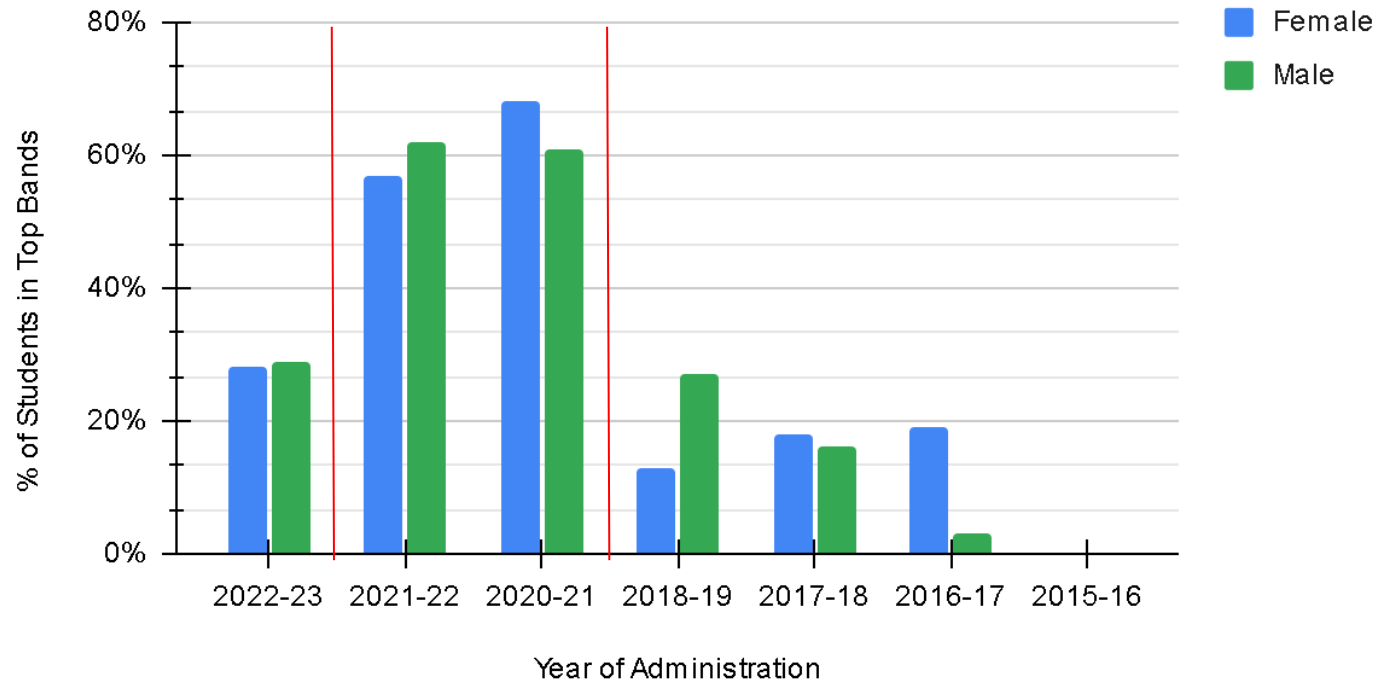
Reading



# Subgroup Proficiency - Biological Sex (Math)

## Subgroup - Biological Sex Proficiency

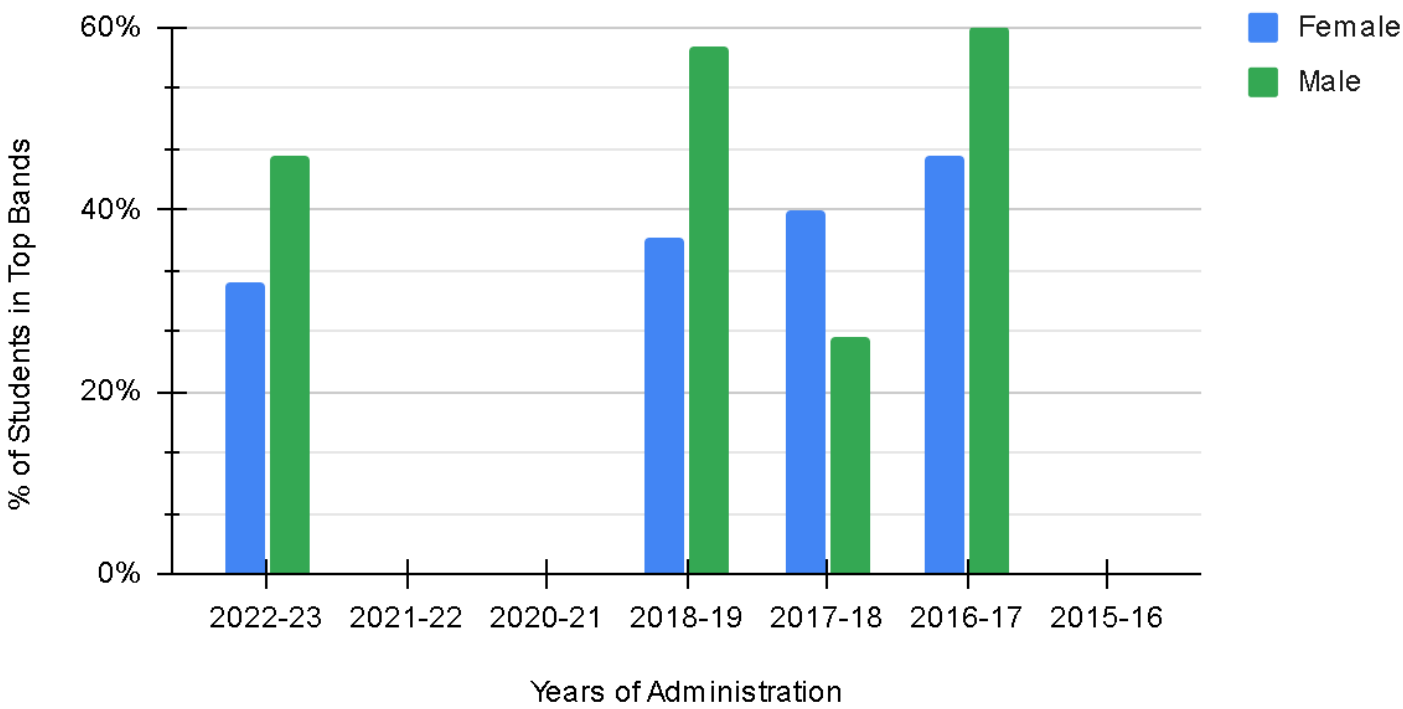
Mathematics



# Subgroup Proficiency - Biological Sex (Science)

## Subgroup - Biological Sex Proficiency

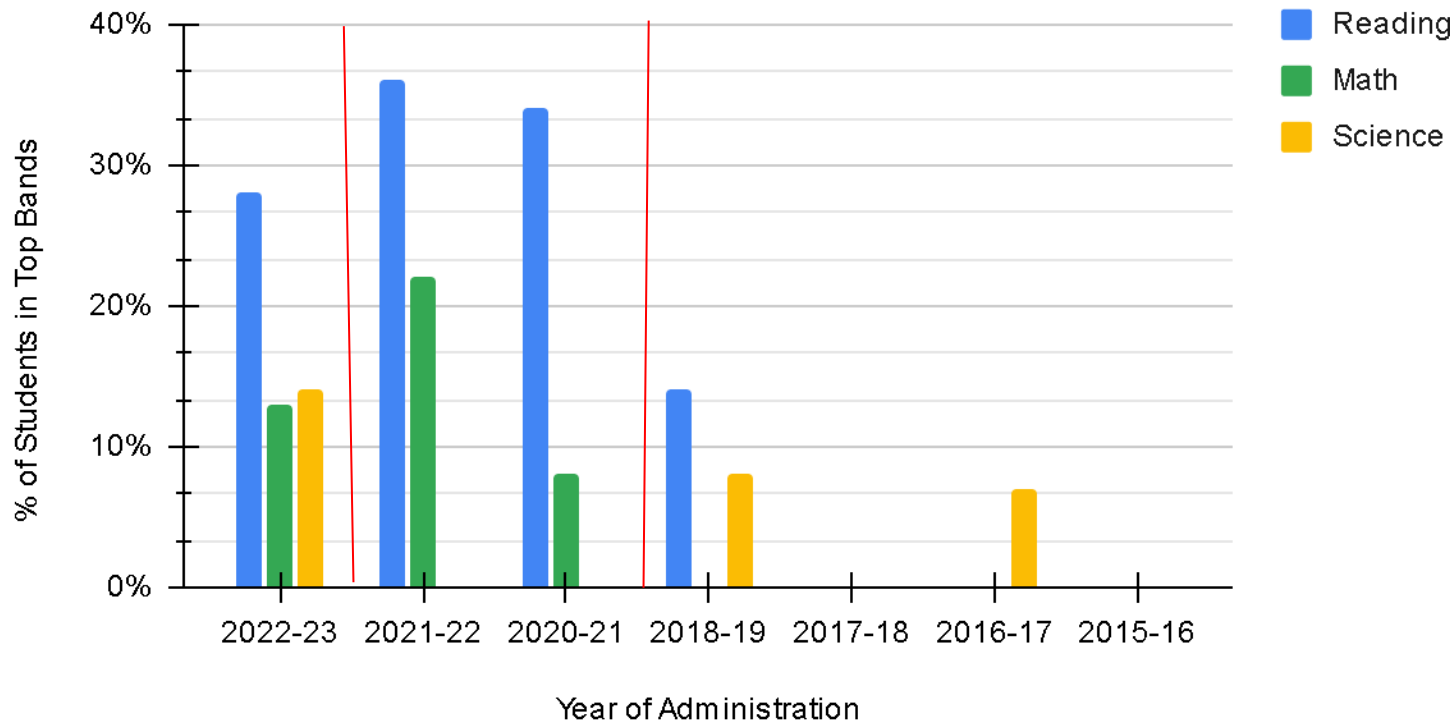
Science



# Subgroup Proficiency - Special Education

## Subgroup Proficiency - Special Education

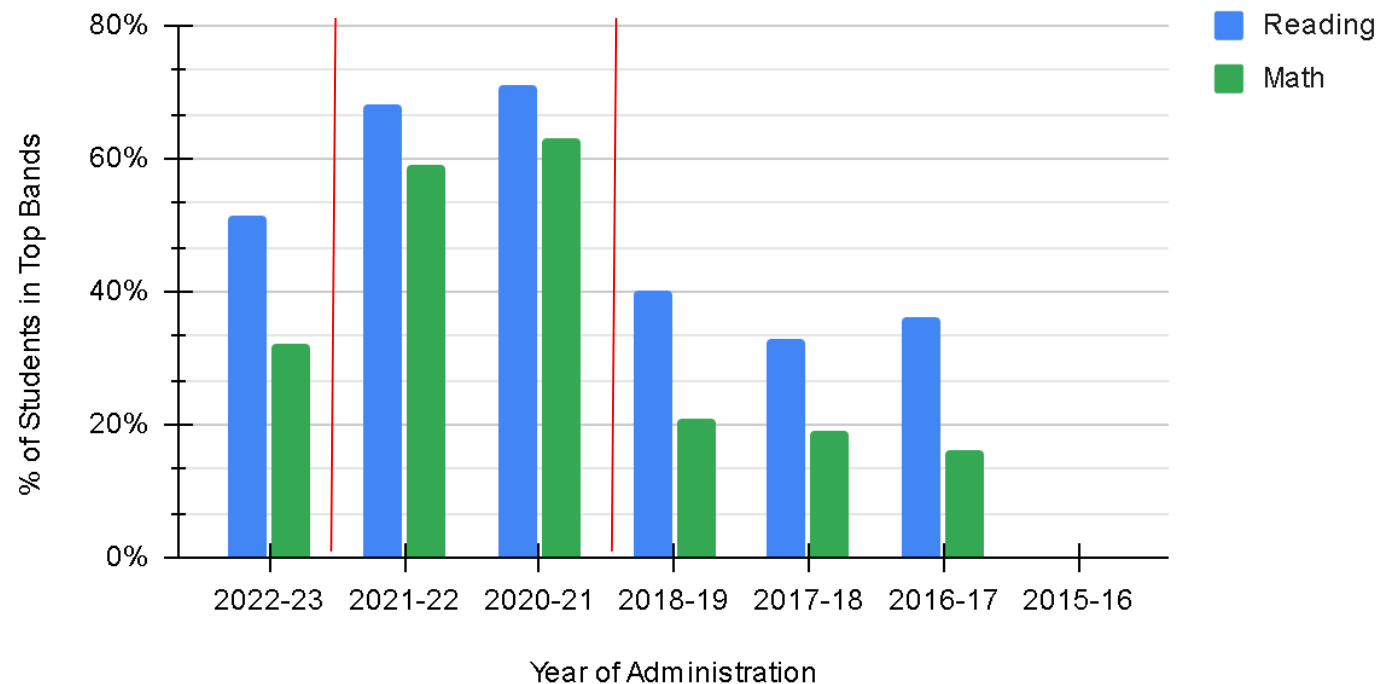
Reading, Math, and Science



# 7th Grade Proficiency

## 7th Grade Proficiency

Reading and Math

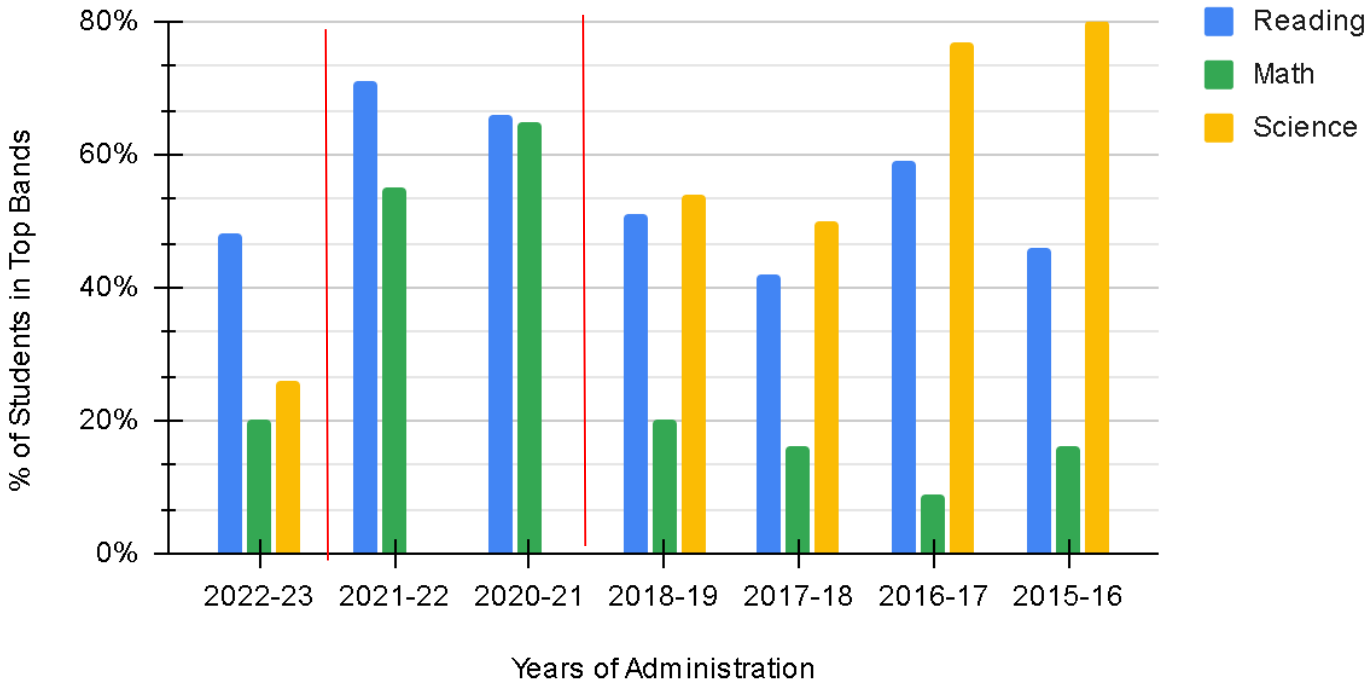




# 8th Grade Proficiency

## 8th Grade Proficiency

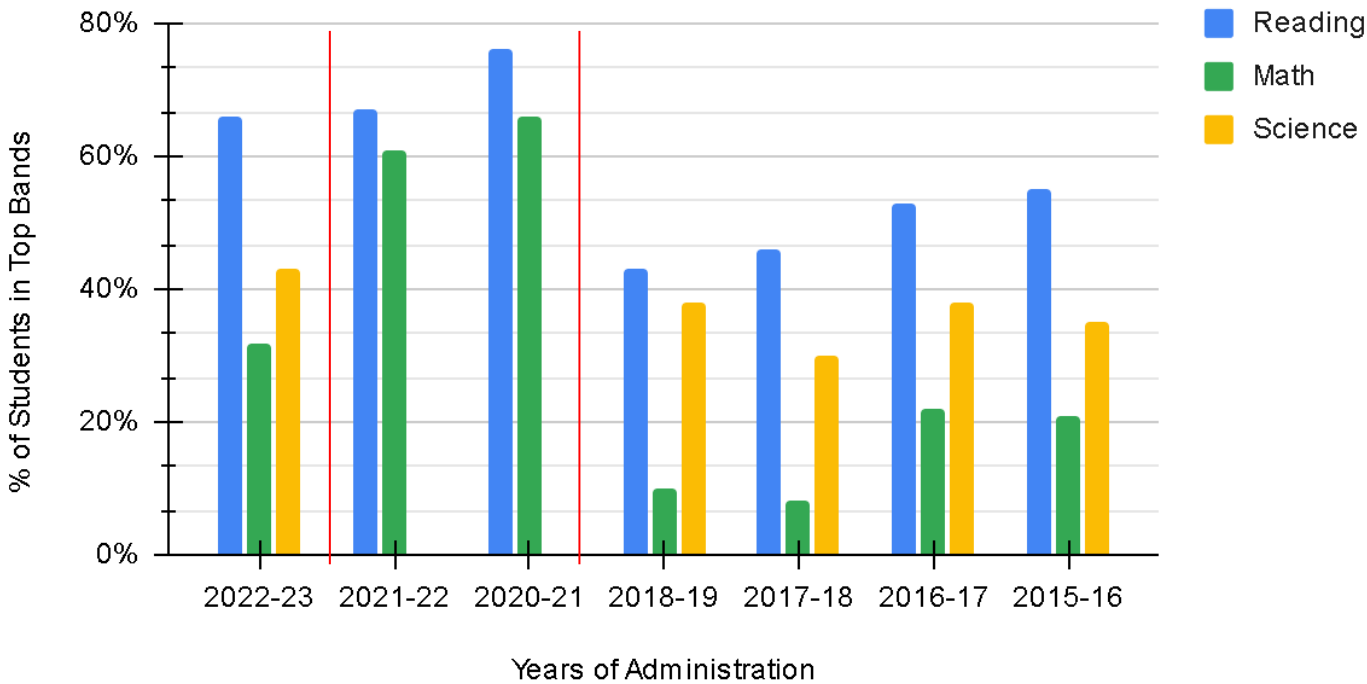
Reading, Math, & Science



# High School Proficiency

## High School Proficiency

Reading, Math, & Science



# MTSS Progress Monitoring

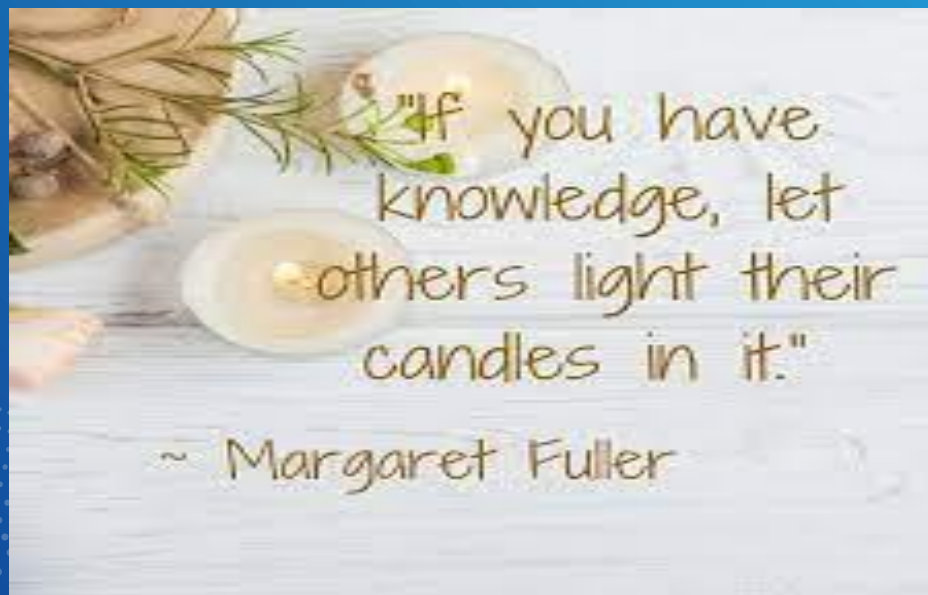
- Lena Vitagliano will explain our plan to cover MTSS instructional strategies.



**MTSS** - our ongoing endeavor to improve the quality and consistency of student growth via data collection and targeted interventions.

To support faculty-wide mutual understanding and practice, we will be reviewing one targeted intervention at each of the PI meetings. Ideally, as we noted at last Wednesday's mtg, topics will be presented with and among our colleagues. Please let us know or remind us if you are interested (not a requirement) in presenting and on which topic(s).

**Thank you ...  
Nicholas Sherwood  
and  
Janifer White  
for offering to  
present on  
Metacognition.**



Today's presentation

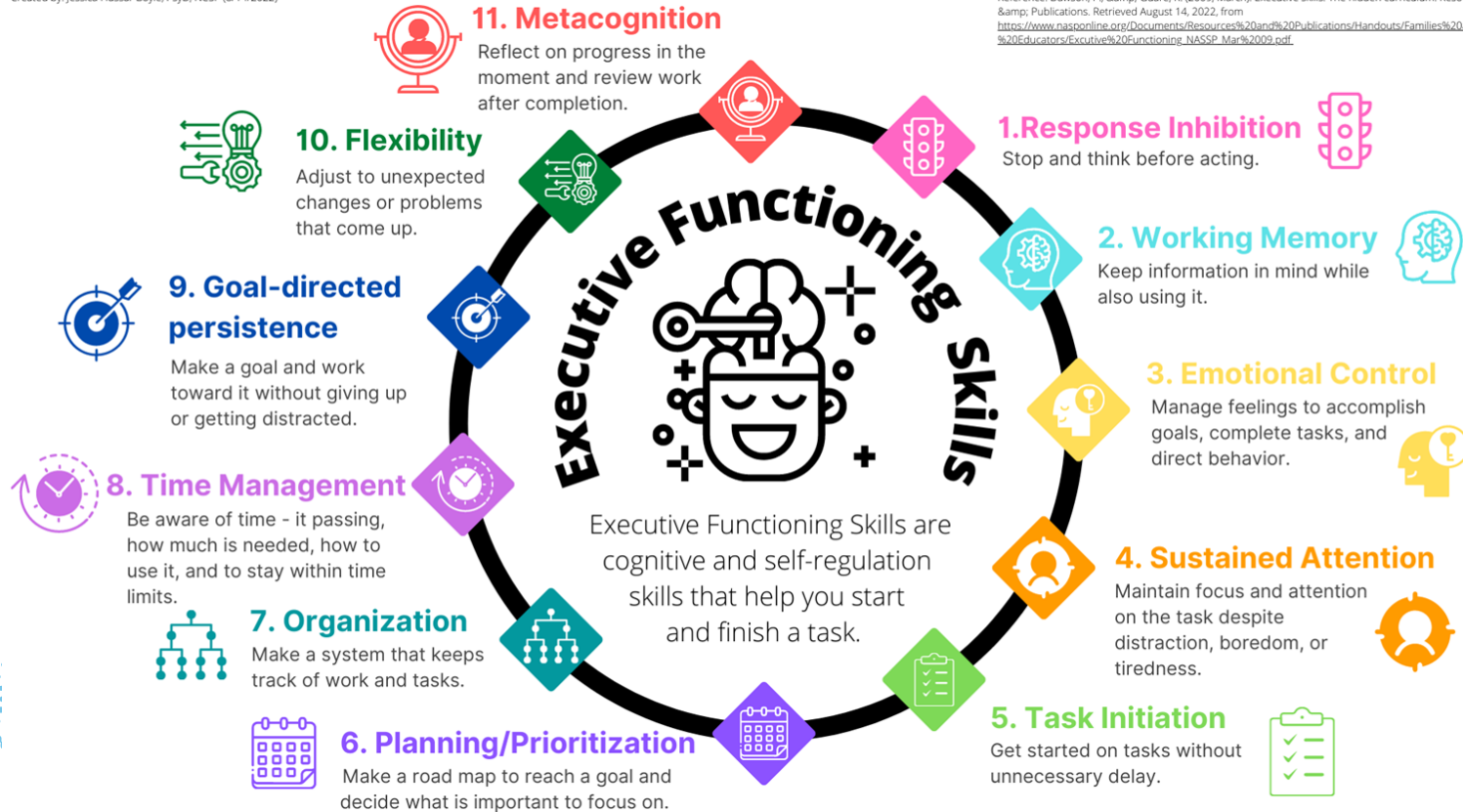
Executive Function Skills  
Development

by Caroline Peinado

# Executive Functions

Created by: Jessica Hussar Boyle, PsyD, NCSP (8/14/2022)

Reference: Dawson, P., & Guare, R. (2009, March). Executive skills: The hidden curriculum. Resources & Publications. Retrieved August 14, 2022, from [https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Executive%20Functioning\\_NASSP\\_Mar%2009.pdf](https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Executive%20Functioning_NASSP_Mar%2009.pdf)



# Dr. Siegal - The Adolescent Brain



# We need to TEACH these skills!

STEP	Description
1	Identify the most critical behavior skills
2	Define and make sense of these skills
3	Model, teach, and nurture these skills
4	Measure student success in displaying these skills
5	Provide differentiated supports
6	Intervene appropriately as needed

(Weber, 2020)

*“Told does not mean taught.”  
(Weber, 2020)*








# Executive Function Skills in the Classroom

Overcoming Barriers, Building Strategies

Laurie Faith, Carol-Anne Bush,  
and Peg Dawson

Foreword by Adele Diamond



CONTEXT	DESCRIPTION	EXAMPLES
THE EARLY DAYS 	Teaching students about EFs aligns well with the classic "early days" work of getting to know your class and setting a positive tone.	<ul style="list-style-type: none"> <li>→ Create an EF bulletin board</li> <li>→ Complete an informal EF survey along with your class as a "getting to know you" activity</li> </ul>
TIME STRAPPED 	Teaching about EFs takes place in the context of everyday "teachable moments".	<ul style="list-style-type: none"> <li>→ Look for great teachable moments in which you notice and name behaviors with your students when they occur</li> <li>→ Work an EF activity into things that are already happening, such as homework assignments or large-scale projects</li> </ul>
HIGHLY STRUCTURED 	Teaching EFs can be done in a routine and structured way.	<ul style="list-style-type: none"> <li>→ Teach in a systematic way using <a href="#">these lessons</a></li> <li>→ Engage students in a variety of projects related to EFs, including posters and pamphlets</li> <li>→ Add an EF component to classroom routines</li> </ul>
ORGANIC AND FREE-FLOWING 	Teaching EFs can take place during everyday classroom challenges and experiences.	<ul style="list-style-type: none"> <li>→ Capitalize on unexpected or unwanted behavior to make a connection to an EF</li> <li>→ Share your thinking about your own EFs with students to help them learn</li> <li>→ Point out EF challenges/stories within the context of your class (i.e. characters in novels, historic figures, scientific discoveries, etc.)</li> </ul>
A "STRESSED" CLASS 	Teaching students about EFs is a wonderful way to build trust, acceptance, and openness.	<ul style="list-style-type: none"> <li>→ Show students it is safe to be vulnerable and honest</li> <li>→ Intentionally plan EF challenges that will be involved in lessons and activities and discuss them with students as they arise</li> </ul>

Adapted from *Executive Function Skills in the Classroom* by Faith, Bush, and Dawson (2022)

## ***Barriers and Strategies Protocol***

*Goal:* **Complete work needed to pass classes**

*Barriers:*

Mental Health

- Depression
- Anxiety
- Lack of motivation
- Trauma
- Panic attacks

Physical

- Heartburn/ physical ailment
- Needing to use bathroom
- Tired
- Hunger

*Strategies:*

Mental Health

- Keep a journal/diary/poems
- Doctor support
- Friends/support network
- Sleep/take care of physical health
- Change of scenery
- Exercise
- Taking care of environment (new posters; plants)
- Making things
- Retail therapy

*Related EFs:*

EC  
O  
TM  
GDP

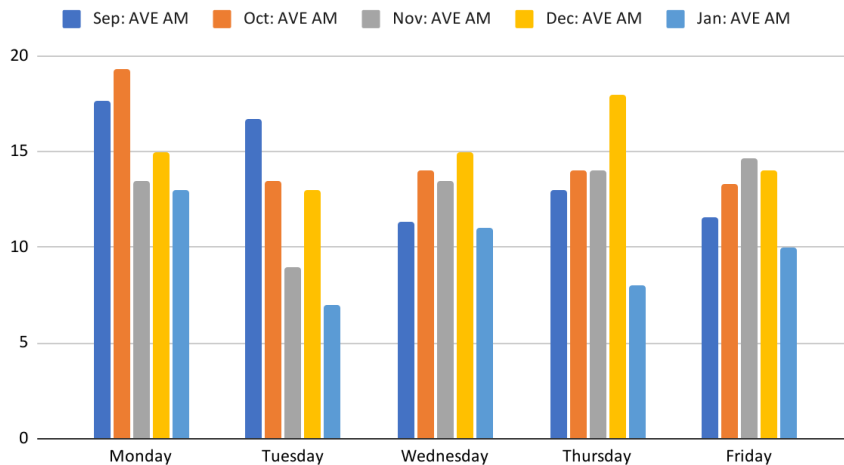
# Barriers Strategies Protocol



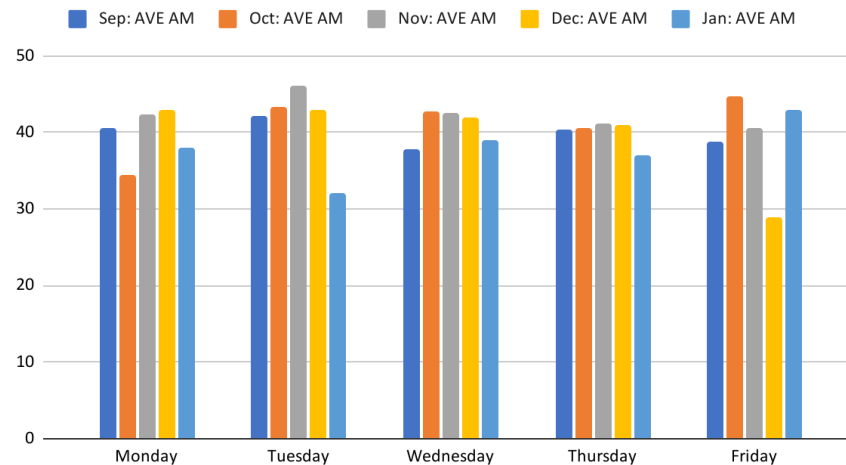


# HelpDesk: AM Monthly Attendance & Time Averages

Average Number of Students in the Morning HelpDesk



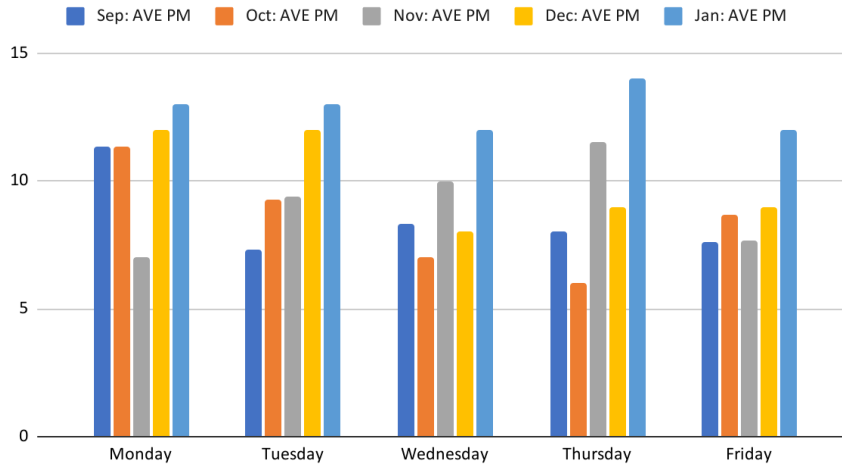
Average Amount Time Spent in Morning Session



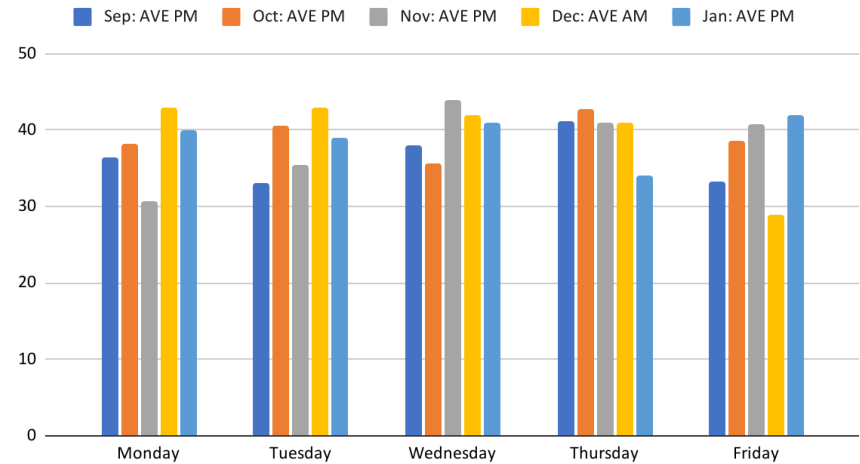


# HelpDesk: PM Monthly Attendance & Time Averages

Average Number of Students in the Afternoon HelpDesk

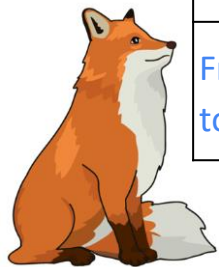


Average Amount Time Spent in Afternoon Session



# Who's coming to HelpDesk?

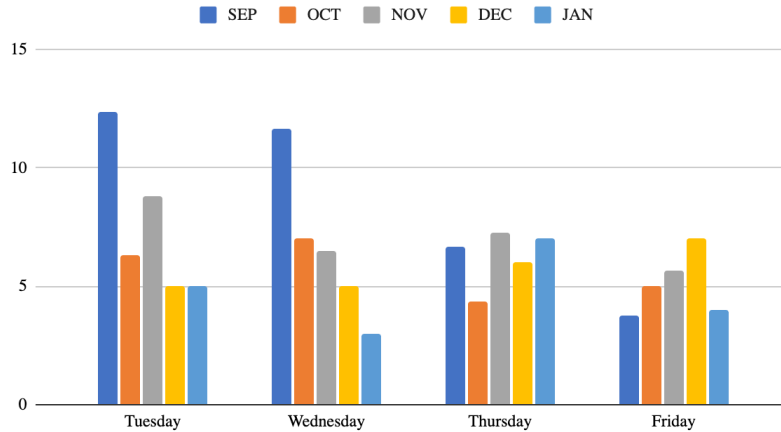
HelpDesk	September	October	November	December	January
Average minutes in HelpDesk each session	38 min	40 min	40 min	40 min	48 min
Students who have attended HelpDesk/Total Number of students in the HS	84/356 23%	90/348 25%	91/340 27%	71/340 21%	84/357 24%
Students who have attended 1 time this month/total that attended StudyHub	37/84 44%	38/90 42.2%	26/91 28%	22/71 31%	40/84 48%
Students who attended 2 or more times/total that attended	47/84 56%	52/90 57%	65/91 71%	49/71 69%	44/84 52%
Frequent Flyers - Students to came once a week to HelpDesk	23	15	26	40	21



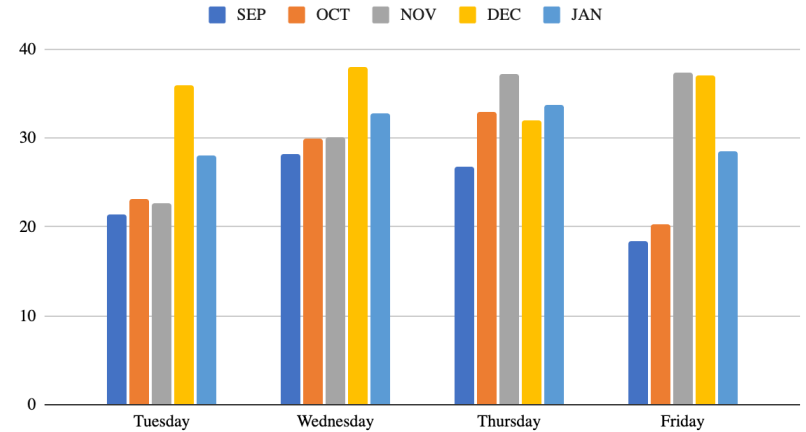


# StudyHub: AM Monthly Attendance & Time Averages

StudyHub: Monthly Attendance Averages AM



StudyHub: Monthly Time Averages AM

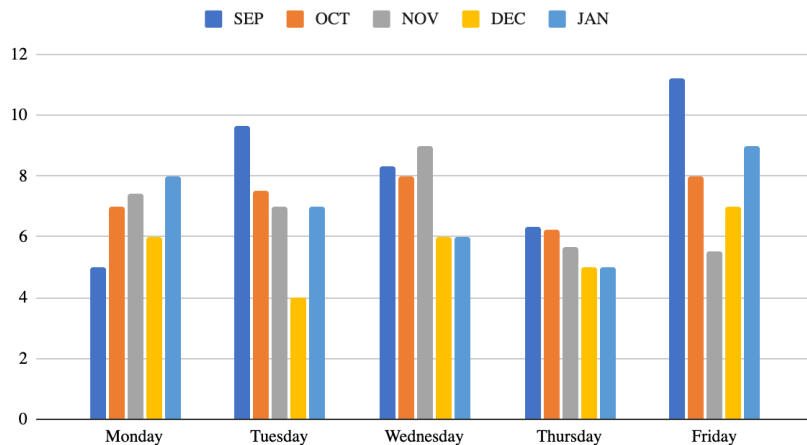




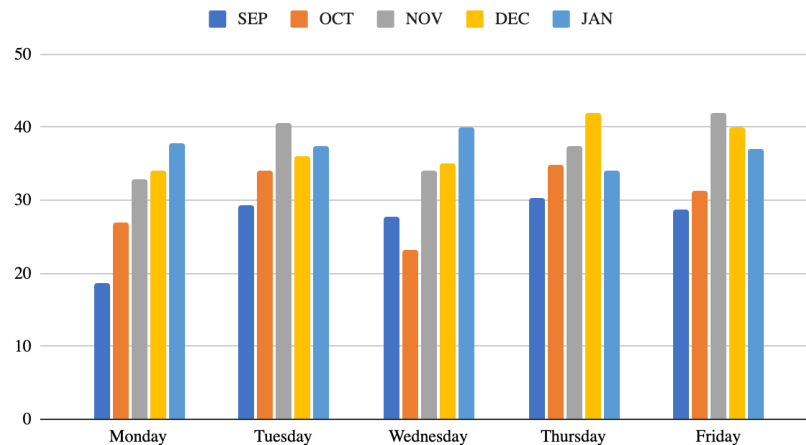


# StudyHub: PM Monthly Attendance & Time Averages

StudyHub: Monthly Attendance Averages PM



StudyHub: Monthly Time Averages PM



# Who's coming to StudyHub?

StudyHub	SEP	OCT	NOV	DEC	JAN
Average minutes in StudyHub each session	28 min	28 min	35 min	36 min	35 min
Students who have attended StudyHub/total number of students in the MS	56/91 75%	33/90 36%	47/89 59%	34/89 42%	44/89 49%
Students who have attended 1 time this month/total that attended StudyHub	11/56 27%	6/33 18%	15/47 32%	11/34 32%	13/44 30%
Students who attended 2 or more times/total that attended	45/56 49%	27/33 81%	32/47 68%	23/34 68%	31/44 70%
Frequent Flyers - students who came at least once a week to StudyHub	26	11	16	18	17



# Takeaways from January Data

## Data Reflections:

- Average time spent in HD has increased.
- Average time spent in SH has remained fairly stable.

## What can we do to Encourage students to Stay and ask for Help? **CHECK IN!!!**

- ❖ BOR (breakout room) Awards - students can earn science, math, social studies, English, and electives breakout room awards if a they work with a teacher in a breakout room or is monitored working by a teacher at HelpDesk/StudyHub.
- ❖ Attendance awards badges now have various designs and are being advertised to encourage students to attend sessions and add to their award collections.
  - **CURRENTLY** we are collecting pictures of students Pets to turn into awards.
  - Would like to include **ART** students make as Attendance awards!

**We are working to cross reference students who attended Semester 1 HelpDesk with their semester 1 averages!**

**How can we make HelpDesk work better for everyone?  
What are your Dreams?**

# Other

- Other topics and/or questions?
- For Semester-2, enter/update your daily schedule on your Google calendars and don't forget to add 'lunch'!
- Next Process Improvement Meeting on Monday, February 12<sup>th</sup>, 3:00 pm.
- February Break is Friday, 16<sup>th</sup> through 23<sup>rd</sup>. Please cancel all your live sessions.
- MEVA virtual high school graduation on Friday, June 7<sup>th</sup>, 2:00 pm, and virtual eighth grade recognition ceremony on Friday, June 14<sup>th</sup>, 11:00 am.

# 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