

# Process Improvement Meeting Agenda – 2/26

- MEVA Mission and Vision.
- Comprehensive Needs Assessment.
- Progress Monitoring: SY-2023/2024 CNA Goals.
- New Literacy Grant.
- Win over the student initiative.
- SY-2024/2025 Re-Registration Update – Stephanie Emery.
- MTSS Instructional Strategies: Scaffolding – Caroline Peinado and Holly Russell.
- Proficiency Subgroups and Instructional Strategies – Christina O’Grady.
- Vocabulary Instructional Strategies – Lena Vitagliano.
- Collaborative Professional Development Survey – Don Fournier.
- AI Exploration Committee – Don Fournier.
- Other and next Process Improvement Meeting on **Monday, March 4<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

# 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 from multiple sources shared at our process improvement meetings and factor in the spring 2023 state assessment results.
- **Teachers work together to facilitate learner-centered individualized instruction.**

# Progress Monitoring SY-2023/2024 CNA Goals

Goal 1: Literacy Achievement: The percentage of students in grades 7-11 who meet their ELA Reading and Language NWEA growth targets will **increase from 47% to 48%, and from 59% to 60%, resp., by spring 2024.**

Changes: Teachers will receive instructional coaching on how to facilitate targeted literacy (reading & language usage) remediation for students in each grade-level and achievement band.

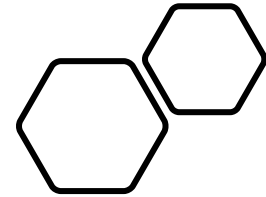
Goal 2: Math Achievement: The percentage of students in grades 7-11 who achieve/meet their math NWEA RIT growth target will **increase from 58% to 59% by spring 2024.**

Changes: Teachers will receive instructional coaching on how to facilitate targeted math remediation for students in each grade-level and achievement band.

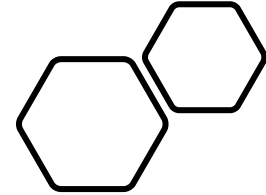
Goal 3: School Climate: Favorable responses on the annual Panorama school climate survey for students in grades 7-12 will **equal or exceed 75%, by spring 2024.**

Changes: Teachers will receive instructional coaching on how to facilitate advisory curriculum, building students' twenty-first century skills, in accordance with the MEVA mission and vision.

Reading	
	Met Projected RIT
Grade 7	57%
Grade 8	45%
Grade 9	63%
Grade 10	56%
Grade 11	55%
<b>Schoolwide</b>	<b>55%</b>



Language Usage	
	Met Projected RIT
Grade 7	55%
Grade 8	48%
Grade 9	54%
Grade 10	52%
Grade 11	46%
<b>Schoolwide</b>	<b>50%</b>



## Mathematics

	Met Projected RIT
Grade 7	57%
Grade 8	64%
Grade 9	66%
Grade 10	47%
Grade 11	49%
<b>Schoolwide</b>	<b>56%</b>

# Progress Monitoring SY-2023/2024 CNA Goals: Winter '24 NWEA MAP Growth Data

- The Winter '24 NWEA MAP Growth Data indicates that we are likely on track to exceed our CNA reading goal, but we are at risk of not meeting our CNA language and math goals.
- We are consistently utilizing instructional strategies to improve outcomes.



## **Plans for comprehensive interventions and supports and targeted interventions and supports, as written within the SY-2023/2024 Comprehensive Needs Assessment**

Teachers will receive **instructional coaching** on how to facilitate targeted literacy (reading & language usage) remediation for students in each grade-level and achievement band. **Instructional coaching** will improve MEVA teachers' consistency with respect to facilitating reading and language usage remediation for students in each grade-level and achievement band.

Teachers will receive **instructional coaching** on how to facilitate targeted math remediation for students in each grade-level and achievement band. **Instructional coaching** will improve MEVA teachers' consistency with respect to facilitating math remediation for students in each grade-level and achievement band.

Teachers will receive **instructional coaching** on how to facilitate advisory curriculum, building students' twenty-first century skills, in accordance with the MEVA mission and vision. **Instructional coaching** will improve MEVA teachers' consistency with respect to facilitating advisory curriculum for students in each grade-level band.

# New Literacy Grant Approved

- Action steps: (1) Teachers disaggregate their students' literacy data to determine what instructional areas are needed. (2) Teachers work on their virtual course design and evidence-based instructional practices to develop lessons/units that are aligned to literacy standards and encourage students to understand their own progress and goals. (3) Teachers have the opportunity to share their experiences and data at regular team meetings.
- Evidence: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)  
Evidence-based instructional practices: <https://www.nwea.org/resource-center/white-paper/69846/The-transformative-ten-instructional-strategies-learned-from-high-growth-schools> NWEA white-paper.pdf/
- MEVA's literacy grant builds our data-driven instructional culture, which is sustained by regular student assessments, evidence-based instructional strategies, and teacher-team meetings. We expect to make the grant activity part of the long-term academic plan for our school. Funding from other sources will be utilized to sustain the momentum, providing professional learning as needed.
- We will share our implementation plan with your departments.

# 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

# 24-25 Re-Registration

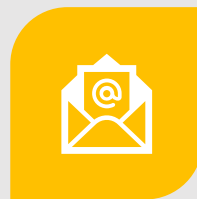
Open:  
2/26 – 3/1



RE-REGISTRATION COMMUNICATIONS HAVE BEEN DISTRIBUTED TO FAMILIES VIA EMAIL AND TEXT OVER THE PAST WEEK, WHICH INCLUDE A RE-REG WALKTHROUGH GUIDE.



PLEASE SUPPORT THE RE-REGISTRATION PROCESS BY REMINDING STUDENTS AND PARENTS ABOUT RE-REG.



PLEASE REFER FAMILIES TO [SEMERY@MAINEVIRTUALACADEMY.ORG](mailto:SEMERY@MAINEVIRTUALACADEMY.ORG) FOR ANY RE-REG ASSISTANCE

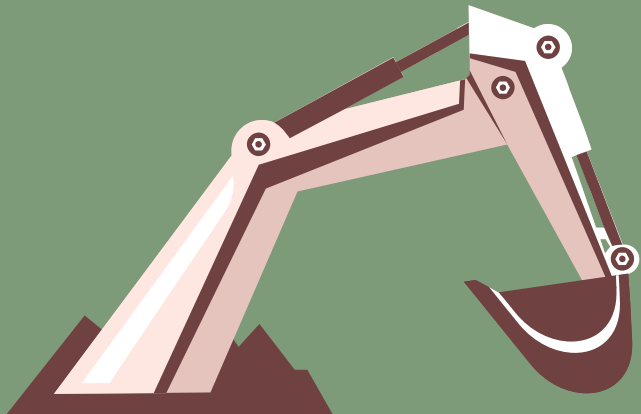


QUICK LINK YOU CAN SHARE WITH FAMILIES WHO NEED THE LINK TO THE PORTAL: [ENROLLMENT PORTAL](#)



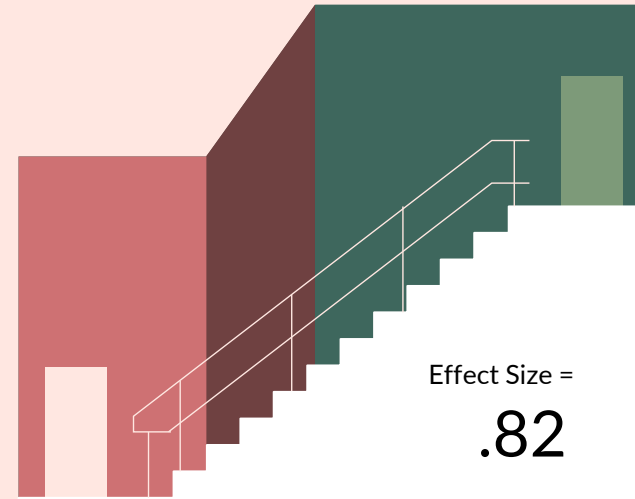
# PROBLEM

Some of your students lack  
the requisite skills to  
complete an assignment



# SOLUTION

**Scaffolding!!**



Effect Size =  
**.82**

# HOW DOES SCAFFOLDING WORK?

- 🏠 Scaffolding is a temporary, movable support system or structure that allows individuals to move forward in whatever task is at hand
- 🏠 Scaffolding is only used when the task cannot be completed without the support
- 🏠 Scaffolding is customized to meet the specific needs of the individuals completing the task
- 🏠 Scaffolding is only used until the support system is no longer needed, at which time it is removed *(Fisher and Frey, 2023)*

# INSTRUCTIONAL SCAFFOLDING IS...

- 🏠 Breaking down complex tasks into smaller, more manageable steps or chunks
- 🏠 Providing support and feedback as students work through each step
- 🏠 Gradually removing the scaffolding as students become more proficient



# SCAFFOLDING IS

## ***NOT*** DIFFERENTIATION!

### SCAFFOLDING:

- 🏠 Provides structure and support for ALL students
- 🏠 Is gradually faded as students become independent

### DIFFERENTIATION:

- 🏠 Provides different assignments or instructional methods based on individual needs
- 🏠 Is not typically removed

# I DO, WE DO, YOU DO

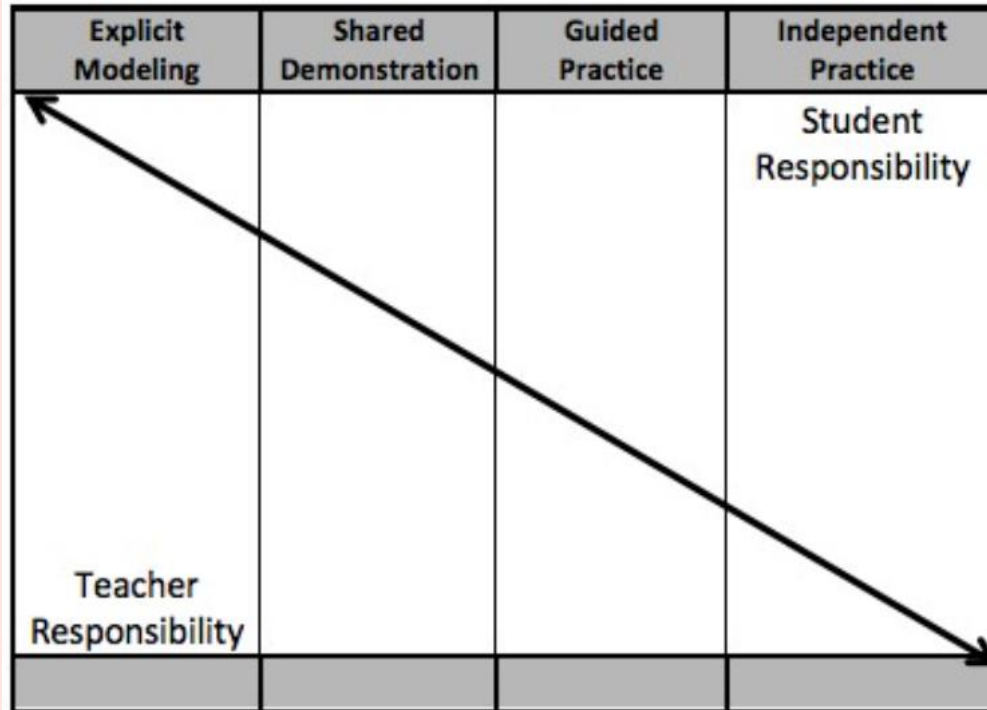
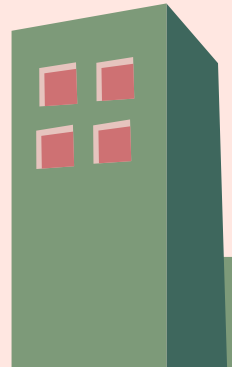


Figure 1. Share of responsibility for task completion in the 'I Do, We Do, You Do' framework, adapted from Pearson, P. D., & Gallagher, M. (1983).



# FORMATIVE ASSESSMENT & SCAFFOLDING

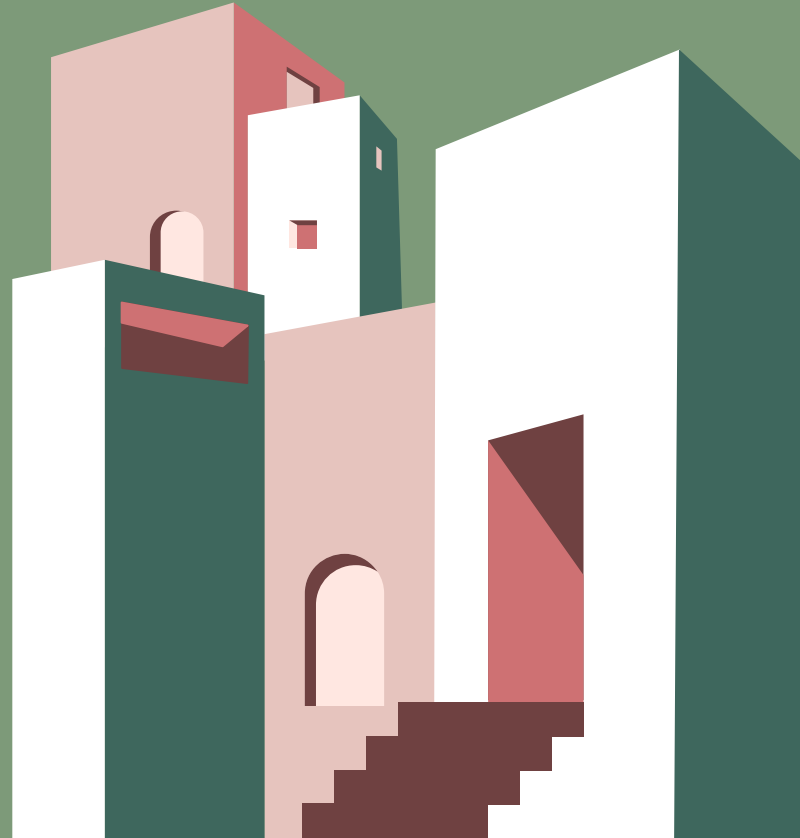
## REMINDER:

- ⊞ Summative Assessment is OF Student Learning
- ⊞ Formative Assessment is FOR Student Learning

By using frequent, ongoing formative assessments we can determine what additional structures need to be put in place in order for students to acquire the skills and knowledge of the unit




# WHOLE CLASS STRATEGIES

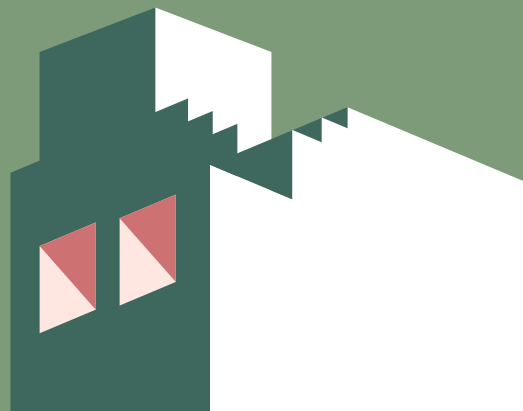
- 🏠 Show and Tell
  - Think aloud
  - Modeling & Exemplars
- 🏠 Engage Prior Knowledge
  - Make Connections
  - K-W-L
- 🏠 [Pre-teach](#) Vocabulary
- 🏠 Use Visual Aids
  - Graphic organizers, pictures, charts, video clips, tutorial videos





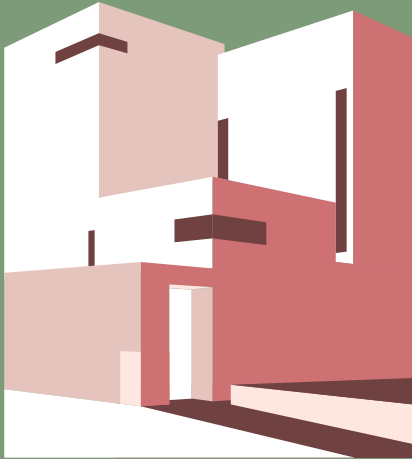
# IN DISCUSSIONS

Sentence Frames for Discussion	
Discussion Topic:	
Unit Standards and/or Essential Questions: •	
<b>Check Understanding</b> 	<ul style="list-style-type: none"><li>• _____, could you please rephrase that?</li><li>• I did not understand _____, could you repeat that, please?</li><li>• Can you say more about that?</li><li>• I have a question about _____. [State your question.]</li><li>• I'm not sure I _____. Do you mean _____?</li></ul>
<b>Link Your Comments to the Remarks of Others</b> 	<ul style="list-style-type: none"><li>• My idea is related to _____ idea _____</li><li>• I really liked _____ idea about _____.</li><li>• I agree with _____. Also, _____.</li><li>• While I can see why you believe this, I see this differently. In my opinion _____.</li><li>• That's a valid point, but I feel _____.</li><li>• I do agree with the part about _____, but _____.</li></ul>
<b>Expressing Your Own Ideas</b> 	<ul style="list-style-type: none"><li>• I believe that _____.</li><li>• In my opinion _____.</li><li>• I think that _____ because _____.</li><li>• My experience with _____ makes me think _____.</li></ul>





# IN NOTETAKING

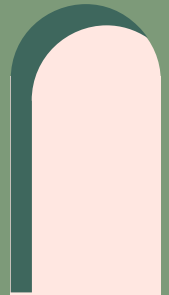


Cornell Notes	Topic/ Objective:	Name:
		Class/Period:
		Date:
Essential Question:		
Questions:	Notes:	
Summary:		





# IN WRITING











# IN READING

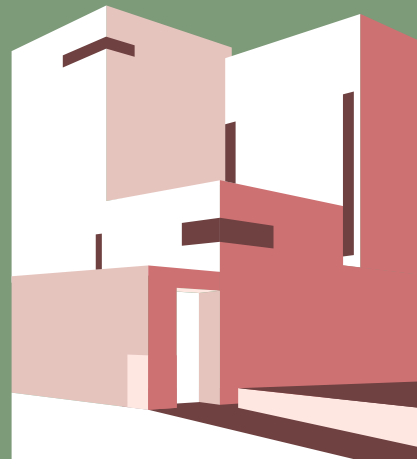
## CLOSE READING

..... anchor chart .....

### CLOSE READERS

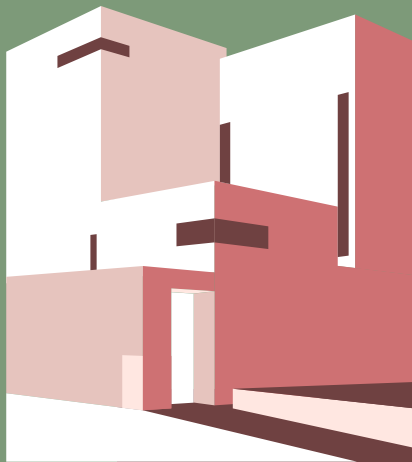
DO THESE THINGS

- Read the text slowly at least twice ▶▶ x 2
- Get the gist of what the text is about ★
- Circle words you aren't sure of and try to figure them out 
- Reread, annotate, and underline key vocabulary 
- Use the text to answer questions ??? 
- Gather evidence from the text 
- Talk with each other about what you think it means 
- Read again to summarize or answer specific questions 






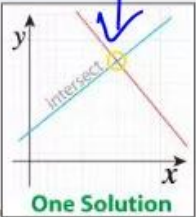
# IN MATH

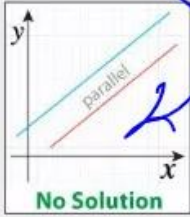



## Learn: Classify a System

	Consistent	Inconsistent
Independent	exactly one solution (single point)	no solution (lines are parallel)
Dependent	infinitely many solutions (same line)	

 USE DESMOS

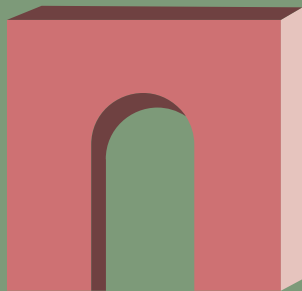








# IN PROJECT BASED LEARNING



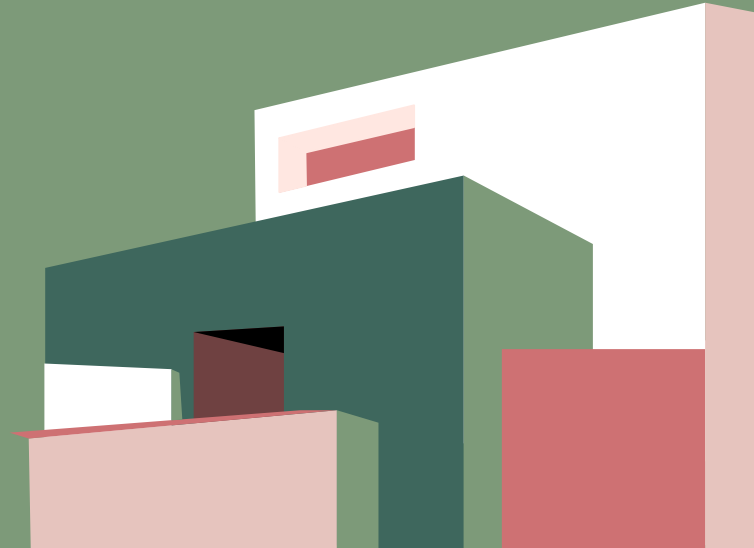
## Mini-Inquiry #1 Checklist

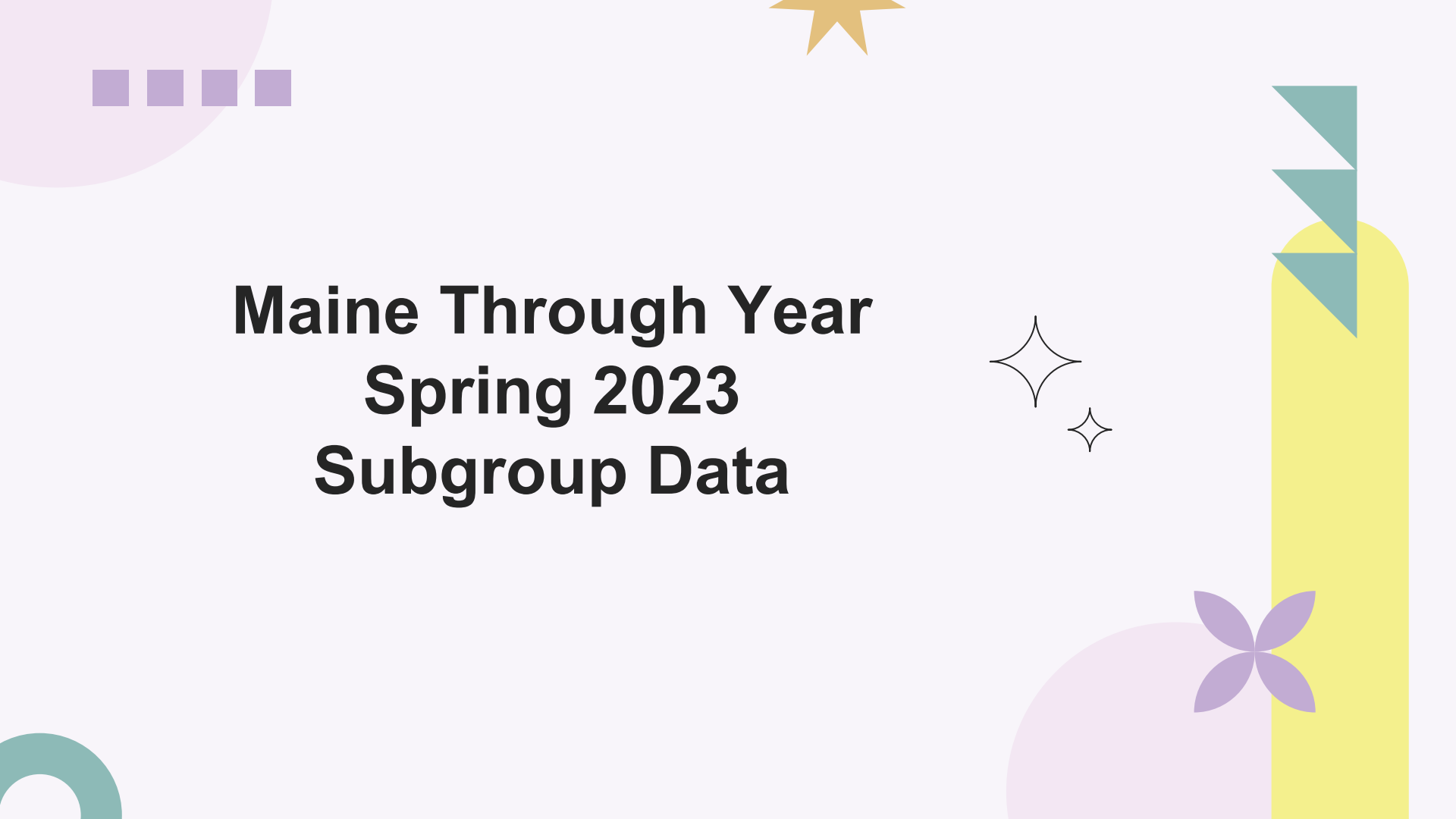
	Check here when complete	Parent Signature
I have created a new section called "Mini Inquiry # 1."		
In the sections " Mini Inquiry # 1" I have one thick question.		
In the sections " Mini Inquiry # 1" I have three thin questions.		
I have at least one paragraph to answer thin question # 1 (additional resources not mandated but are a good idea!)		
I have at least one paragraph to answer thin question # 2 (additional resources not mandated but are a good idea!)		
I have at least one paragraph to answer thin question # 3 (additional resources not mandated but are a good idea!)		
I have at least two paragraphs to answer my thick question (additional resources not mandated but are a good idea!)		
I have created a subheading titled "New Thinking."		
I have one paragraph that describes new thinking that came out of my first mini-inquiry.		

# SCAFFOLDING ON THE FLY!

## Breakout Room Strategies...

- 🏠 Checklists
- 🏠 Example problems
- 🏠 Guided notes
- 🏠 Think alouds
- 🏠 Change lexile
- 🏠 Reduce choices
- 🏠 Simplify tasks



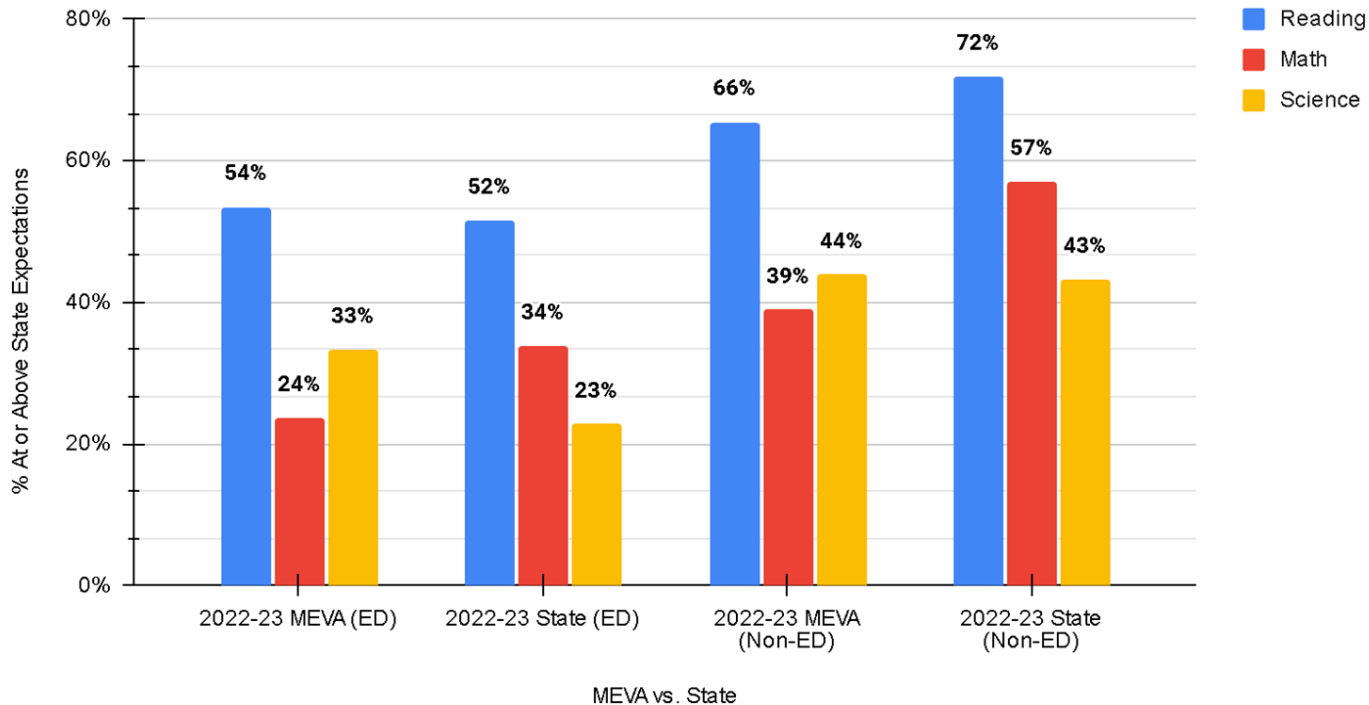


**Maine Through Year  
Spring 2023  
Subgroup Data**

# Economically Disadvantaged

## Economically Disadvantaged

Maine Through Year - Spring 2023

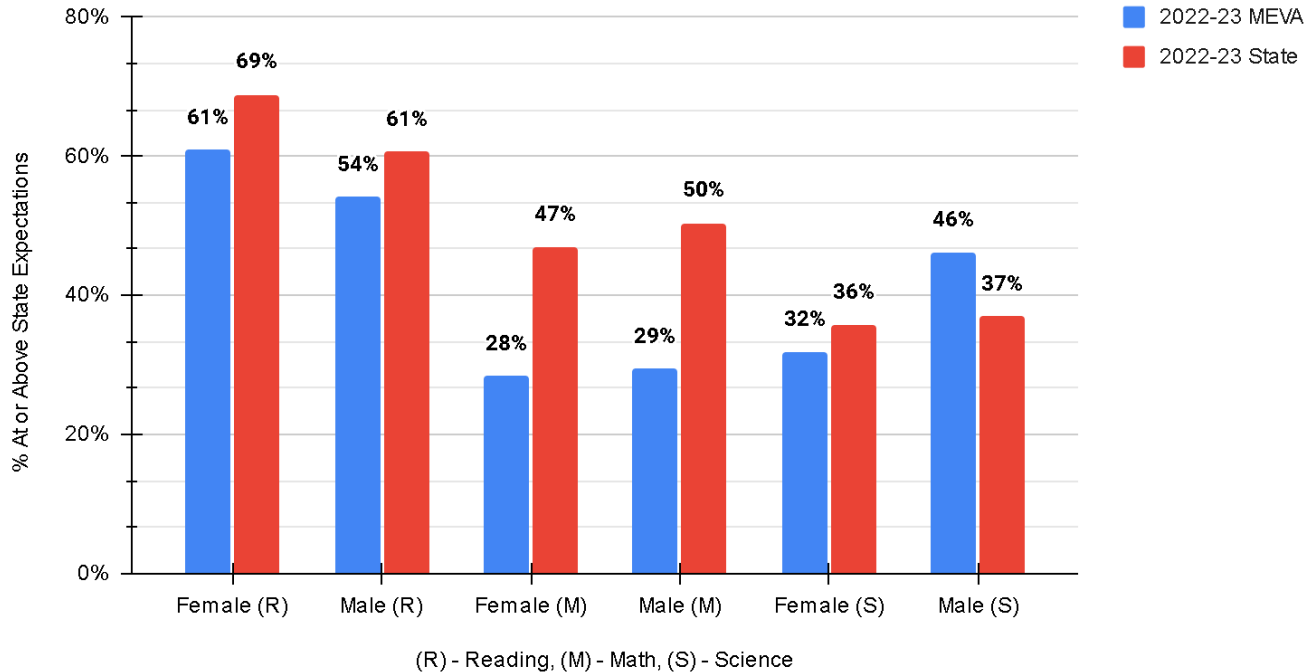




# Biological Sex

## Biological Sex

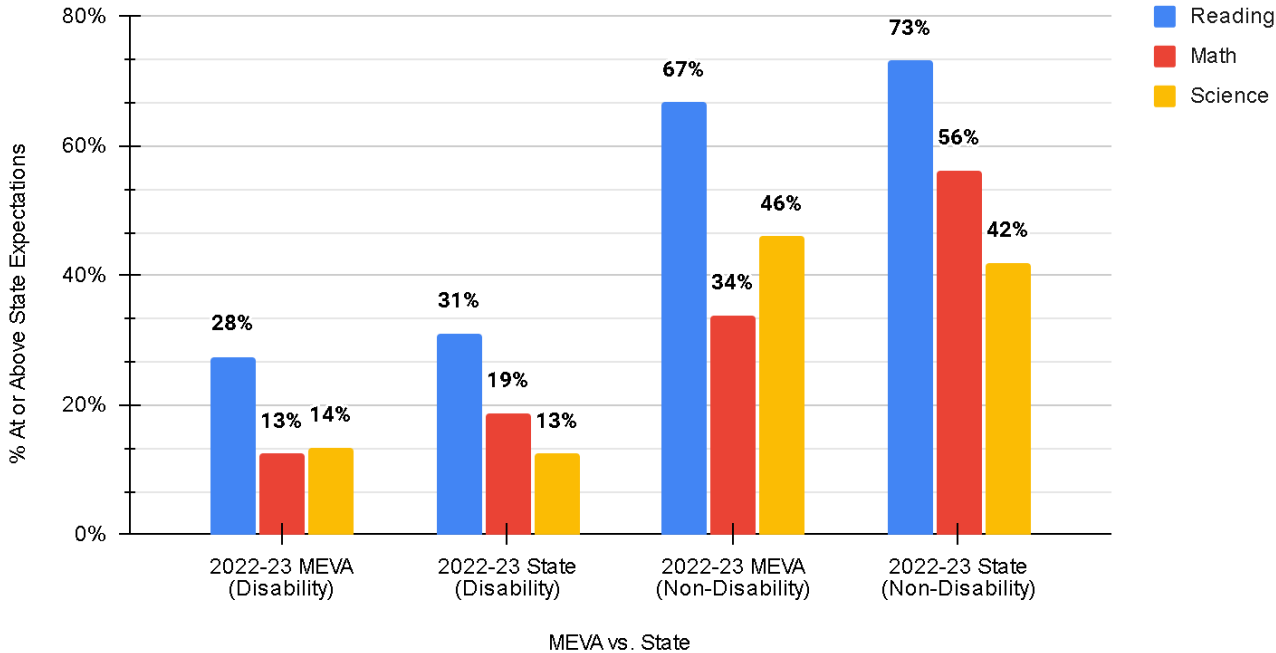
Maine Through Year - Spring 2023

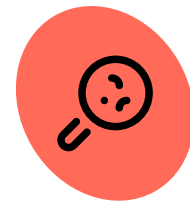
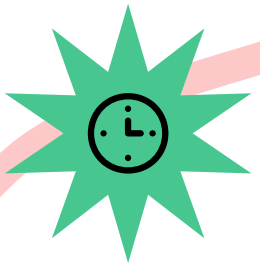


# Students with Disabilities

## Students with Disabilities

Maine Through Year - Spring 2023





# Instructional Strategies: To Reach Diverse Learners



# 01



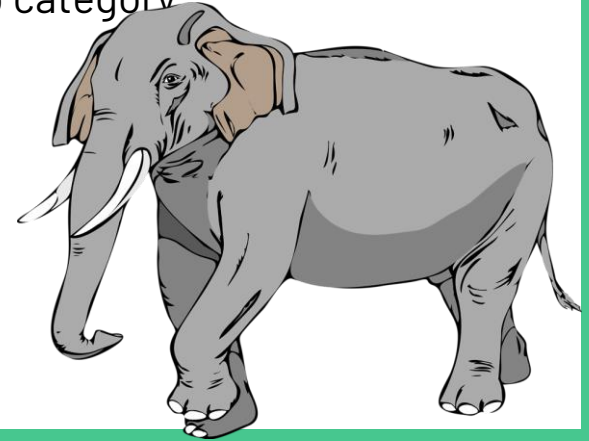
**What are**  
**instructional strategies?**



# Time



Before proceeding, let's address the "elephant in the room" - time. These strategies need not be an added burden, but rather as you are planning your instruction for the whole-group - add in these techniques, research shows they benefit ALL students, not just students represented in a subgroup category.



# Instructional Strategies



**Key Vocabulary**

**Prior Knowledge Links**

**Paired and Cooperative Learning**

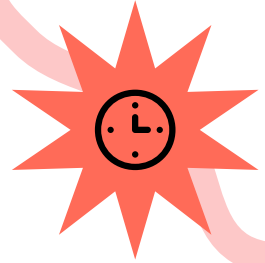
**Curricular and Personal Connections**

**Higher Order Thinking**

# Key Vocabulary

This is probably the most overlooked strategy, in our changing student population, students come with us lacking a basic understanding of key terms in all subject areas.

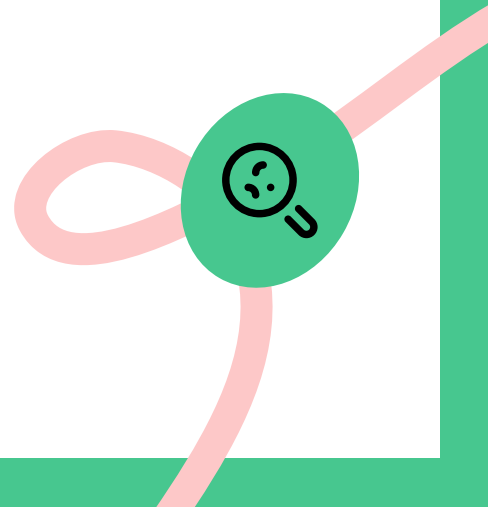
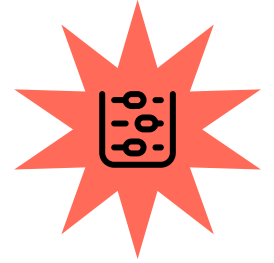
- Work with students to identify, recognize, develop, and use new terminology. Have students practice describing phenomenon using the correct terminology. This can be done in all disciplines.



# Prior Knowledge Links

Activate a student's prior knowledge, students are coming to each discipline and grade with gaps in their prior knowledge, using an "activation" question can help you identify the gaps specific to the lesson you are teaching.

Be sure to not only tap into prior knowledge, but also when they may have experienced a similar situation or used a similar concept.





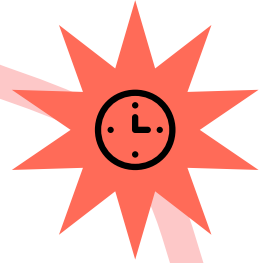
# Paired and Cooperative Learning

Combining students with varying learning abilities, interests, language proficiencies, or other skill strengths into groups. Keeping these groups heterogeneous, when possible.



# Curricular and Personal Connections

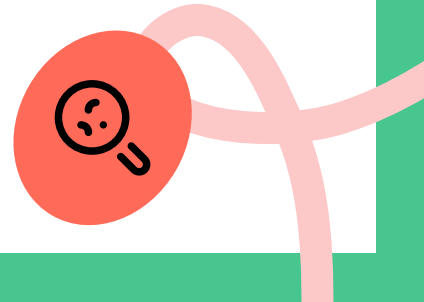
Help students make connections with other content and discipline areas by relating new concepts to previously learned ones. Help students to make those connections to their lived experiences, as well.



# Higher Order Thinking Skills

Challenge students to go beyond comprehension of basic material by moving them toward more abstract reasoning, such as making inferences, predictions, and appropriate connections.

Encouraging ALL students to go beyond their current scope allows all students to develop higher order thinking skills.





The Importance and Essentials of....

# Explicit **VOCABULARY** Instruction



# Understanding Explicit Vocabulary Instruction

...Is the direct teaching of specific words or phrases, their meanings, and usage within context across all content and core classes

Importance:

- Provides clarity and understanding.
- Equips students with tools for comprehension.
- Fosters effective communication skills.



# RESEARCH...

~Emphasized the importance of vocabulary instruction for reading comprehension

~Explicit vocabulary instruction identified as one of the key components of effective reading instruction

**National Reading Panel Report (2000)**

~Emphasized the importance of integrating vocabulary instruction into content-area instruction.

~Advocated for teaching vocabulary in context, using authentic texts and materials from various content areas.

**Fisher and Frey (2014)**

**strongly supports the effectiveness of explicit vocabulary instruction for learner progress across various content areas. Key findings from research studies:**

~Emphasized the significance of direct and explicit instruction in vocabulary development.

~Advocated for systematic instruction of both general academic and domain-specific vocabulary.

**Beck, McKeown, and Kucan (2013)**

**Graves (2006)**

Emphasized the role of engaging, meaningful activities in vocabulary.

Highlighted the importance of providing opportunities for students to actively use new vocabulary words in writing, speaking, and other contexts.

# Explicit Vocabulary Across all Content and Curriculum

## Language Arts

- ~Enables deeper comprehension of texts.
- ~Enhances writing skills.

## Mathematics

- ~Clarifies problem-solving strategies.
- ~Facilitates understanding of essential concepts

## Science

- ~Essential for grasping scientific principles
- ~Supports interpretation of scientific texts and data.

## Social Studies

- ~Assists students analyze historical events.
- ~Facilitates understanding of cultural nuances.

**This leads to increased district and state test preparation by equipping students with the vocabulary and language skills needed to comprehend assessment prompts, interpret test questions, comprehend passage-based assessments, produce effective responses, and demonstrate proficiency.**

## **NWEA White Paper: The transformative ten: Instructional strategies learned from high-growth schools by Chase Nordegren, PhD.**

### **EXCERPT:**

Strategy 10: Explicitly teach academic vocabulary Ensuring students succeed with grade-level content means, in part, giving students the tools they need to understand new materials. Improving students’ “background knowledge” is an often stated, yet fairly vague goal. In recent years, researchers have come to understand the critical role that specific vocabulary plays in the background knowledge; indeed, “knowledge of specific terms is, for all intents and purposes, synonymous with background knowledge” (Marzano, 2004, p. 62). Direct instruction in subject-specific vocabulary terms helps students at all ability levels access grade-level content (Goodwin et al., 2023). The benefits of this approach extend both to learning works themselves and to strategies that help students learn new words, like analyzing prefixes and suffixes or using a dictionary (Goodwin et al., 2023). Despite the power of this approach, specific time during the instructional day is rarely carved out to instruct on vocabulary, especially at the middle school level (Kelley et al., 2010). Highgrowth teachers create specific opportunities for students to learn new vocabulary and vocabulary strategies.

<https://www.nwea.org/high-growth-for-all-instructional-strategies/the-transformative-ten/>

chrome-  
extension://efaidnbmnnnibpcajpcgclcfndmkaj/https://www.nwea.org/resource-center/white-paper/69846/The-transformative-ten-instructional-strategies-learned-from-high-growth-schools\_NWEA\_white-paper.pdf/



The U.S. Department of Education's National Center for Education Statistics, in a 2013 white paper noted that a learner's reading performance may not improve until they have a better grasp of vocabulary

Reading is an essential gateway skill

~75% of the variance in academic achievement is attributable to reading.

Vocabulary and Reading Comprehension

- Vocabulary skill acquisition closely mirrors reading comprehension skill.
- Recent data from the NCES highlighted that the top 25% of readers turned in an average 255 point vocabulary score on a 500 point scale; the weakest 25% scored only 177 points

Unfortunately vocabulary acquisition is stagnate - in general - schools are not focusing on narrowing the vocabulary gap that exists despite the availability of evidence based practices that are demonstrating success in vocabulary acquisition. Educators continue to allow learners to repeatedly use vocabulary that they already know in spite of the knowledge that a rich vocabulary is absolutely key to student's academic success – research suggests it's the single biggest indicator of a student's future achievement.

# Strategies for EXPLICIT VOCABULARY instruction

<b>Contextual Learning</b>	<b>Word Maps and Graphic Organizers</b>	<b>Active Engagement</b>
Teach words within the context of meaningful texts or real-world situations.	Help students visualize relationships between words and concepts.	Encourage students to use new vocabulary in discussions, writing assignments, and projects.
<b>IMPLEMENTATION</b>		
Select rich texts and materials that expose learners to diverse vocabulary in authentic contexts. Engage learners in discussions, activities, and projects that require the application of vocabulary words.	Request learners create their own maps or fill in pre-designed templates. Encouraging the use of graphic organizers during reading, writing, and content-based activities that reinforces vocabulary acquisition.	Provide guided practice and opportunities for application in authentic reading and writing tasks that support learners in internalizing and applying newly learned vocabulary

## TOP 100 Assessment terms to support Learner progress on state and district testing:

Analyze	Structure	Purpose
Evaluate	Process	Claim
Compare	Cause	Evidence
Contrast	Effect	Counterargument
Summarize	Relationship	Rebuttal
Interpret	Influence	Logical
Explain	Impact	Persuasive
Describe	Significance	Expository
Predict	Interpretation	Narrative
Infer	Perspective	Argumentative
Identify	Point of view	Protagonist
Formulate	Theme	Antagonist
Evidence	Main idea	Symbol
Argument	Plot	Motif
Thesis	Character	Allusion
Hypothesis	Setting	Imagery
Experiment	Conflict	Stanza
Conclusion	Resolution	Rhyme
Observation	Theme	Meter

Variable

Factor

Data

Graph

Diagram

Equation

Function

Solution

Strategy

Procedure

Method

Principle

Theory

Concept

Pattern

Genre

Symbolism

Metaphor

Simile

Allegory

Foreshadowing

Irony

Tone

Mood

Alliteration

Hyperbole

Onomatopoeia

Personification

Rhetoric

Audience

Sonnet

Soliloquy

Monologue

Dialogue

Stage direction

Tragedy

Comedy

Satire

Allegory

Genre

Diction

Syntax

Figurative

## All Academic Math Words

Grade	#of words learners should be proficient with	Avg. words per week (36 weeks)
Sixth	196	5.4
Seventh	230	6.4
Eighth	207	5.8
Ninth-Twelfth	341	9.5

## Assessment Vocabulary

Sixth	110	3.1
Seventh	106	2.9
Eighth	91	2.5
Ninth-Twelfth	220	6.1

# All Academic ELA Words

Grade	#of words learners should be proficient with	Avg. words per week (36 weeks)
Seventh	276	7.7
Eighth	282	7.8
Ninth-Tenth	274	7.6
Eleventh-Twelfth	268	7.4

## Assessment Vocabulary

Seventh	230	6.4
Eighth	221	6.1
Ninth-Tenth	199	5.5
Eleventh-Twelfth	208	5.8

# Benefits of consistent VOCABULARY acquisition

```
graph TD; A(( )) --- B[Increased Academic Achievement: ~Research shows a positive correlation between vocabulary knowledge and academic performance.]; A --- C[Enhanced Critical Thinking: ~Rich vocabulary enables students to analyze and evaluate information more effectively.]; A --- D[Improved Reading Comprehension: ~Direct instruction of key vocabulary boosts comprehension and fluency.]; A --- E[Enhances Connections: ~Essential tool to boost students' background knowledge.]; A --- F[Access to Grade Level Standards: ~Direct instruction in subject-specific vocabulary terms helps students at all ability levels access grade-level content.];
```

## Increased Academic Achievement:

~Research shows a positive correlation between vocabulary knowledge and academic performance.

## Enhanced Critical Thinking:

~Rich vocabulary enables students to analyze and evaluate information more effectively.

## Improved Reading Comprehension:

~Direct instruction of key vocabulary boosts comprehension and fluency.

## Access to Grade Level Standards:

~Direct instruction in subject-specific vocabulary terms helps students at all ability levels access grade-level content

## Enhances Connections:

~Essential tool to boost students' background knowledge

# Strategies



**LISTEN TO Music, Podcast, TedTalks, YouTube videos, movies**

Use media as a springboard to new vocabulary



**READ MORE with varied methods**

Target 5 to 10 new words within specific text



**PRACTICE**

Expect newly learned vocabulary words be incorporated in written responses



# Ways to engage with Vocabulary



Encourage use of  
**DICTIONARY**

**Digital FLASH CARDS**



**Provide Examples**

**Offer an idiom a week**



Discuss the difference between the new word and related words. Have students create sentences that contain the new word



**Teach Synonyms**

**Teach Antonyms**



**Define word meanings**

**Rewrite definitions**



**WORD ASSOCIATION**

**Find alternative words  
with same meaning**



## NEXT STEPS...



### RECAP




**Explicit vocabulary instruction is vital across all core content areas.**

**It enhances comprehension, critical thinking, and academic achievement.**

**Rich vocabulary = higher assessment results**

### CALL TO ACTION

**Commit to integrating explicit vocabulary instruction into our teaching practices to support the progress of all learners.**



**Develop a plan to focus on vocabulary instruction on a weekly basis.**



# Collaborative Professional Development Survey

Decorative elements: a yellow sticky note at the top, a yellow sticky note at the bottom left, and two horizontal bars (one orange, one yellow) on the right side of the page.

AI Ad Hoc  
Committee



# Collaborative PD Survey

Please rank order each of these PD items from highest to lowest priority. This will help us determine which areas to begin with as we build out the rest of this year's PD offerings.

<https://forms.gle/r9LCMbUpxgFnG4C79>





AI

## **Ad Hoc committee**

Follow this link to sign up:  
<https://forms.gle/ZgZVBaHTYAoVuzVN9>

# 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, March 4<sup>th</sup>, 3:00 pm.
- Friday, March 15<sup>th</sup>, is a teacher/student day off. Please cancel your live sessions to suit.
- Looking ahead, April break begins on Friday, 12<sup>th</sup>, and ends on the 19<sup>th</sup>. Please cancel your live sessions to suit.
- 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