Process Improvement Meeting Agenda – 3/4

- MEVA Mission and Vision.
- Comprehensive Needs Assessment – Winter ’24 Progress Monitoring: Adding content-specific, NWEA MAP data and analysis, and Spring ’23 MEA results.
- Maine Through Year (MTY) Blueprints for math and reading.
- Literacy grant opportunity.
- Win over the student initiative.
- SY-2024/2025 Re-Registration Update – Stephanie Emery.
- MTSS Instructional Strategy: Positive Feedback – Alex Campbell.
- Innovative Multi-Disciplinary Grant Progress – Christina O’Grady and Nick Sherwood.
- Collaborative Professional Development Survey Update – Don Fournier.
- Help Desk and Study Hub Progress Monitoring – Nicole Hart and Nick Sherwood.
- Other and next Process Improvement Meeting on **Monday, March 11th, 3:00 pm**.

MEVA Mission and Vision

School Mission:

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with **learner-centered instruction**, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs. MEVA's **rigorous curriculum is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards**.

School Vision:

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through **individualized instruction**, as evidenced by student **academic proficiency**, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities

Comprehensive Needs Assessment – Adding content-specific, NWEA MAP data and analysis.

- 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 will begin the ESEA application development at our next meeting.**
- We draw from data from multiple sources shared at our process improvement meetings, including **content-specific data and analysis**, and factor in the **prior year (spring 2023) Maine Through Year (MTY) results**.
- **Teachers work together to facilitate learner-centered individualized instruction, and review their course data at weekly department meetings.**

Winter ’24 NWEA MAP Mean RIT by Grade Level – Math

Grades	7	8	9	10	11
Qualitative Reasoning	**221.9**	**225.7**	**232.9**	**232.7**	**238.0**
Algebraic Reasoning	215.9	223.1	231.5	232.0	236.8
Geometric Reasoning	216.2	220.8	229.2	231.8	232.7
Statistical Reasoning	216.8	221.4	229.8	231.1	234.6
Overall	**217.6**	**222.7**	**231.0**	**232.1**	**235.6**

CNA – Adding content-specific, NWEA MAP data.

Winter ’24 Progress Monitoring,

Math Strength: Qualitative Reasoning for grades 7-11.

Winter ’24 NWEA MAP Mean RIT by Grade Level – Reading

Grades	7	8	9	10	11
Key Ideas and Details	212.1	214.5	218.7	220.0	223.5
Craft and Structure	214.0	215.3	219.4	221.6	222.2
Vocabulary Acquisition and Use	**220.3**	**220.5**	**222.3**	**226.7**	**228.5**
Overall	**215.5**	**216.7**	**220.0**	**222.8**	**224.7**

CNA – Adding content-specific, NWEA MAP data.

Winter ’24 Progress Monitoring,

Reading Strength: Vocabulary Acquisition and Use for grades 7-11.

Winter ’24 Progress Monitoring,

Language Strength: Understand, Edit for Mechanics for grades 7-11.

CNA – Adding content-specific, NWEA MAP data.

Winter ’24 NWEA MAP Mean RIT by Grade Level – Language

Grades	7	8	9	10	11
Writing: Write, Revise Texts for Purpose and Audience	214.2	213.7	218.4	219.8	221.8
Language: Understand, Edit for Grammar Usage	214.8	214.4	218.1	219.6	222.6
Language: Understand, Edit for Mechanics	**215.2**	**216.2**	**218.6**	**222.5**	**222.9**
Overall	**214.8**	**214.7**	**218.4**	**220.6**	**222.4**

Question: How do MEVA's strengths line up with the Maine Through Year Assessment (MTY)?

- Math Strength: Quantitative Reasoning.
- Reading Strength: Vocabulary Acquisition and Usage.
- Language Strength: Edit for Mechanics.
- The MTY applies to grades 7, 8, & 10, and covers math and reading.
- We are checking our curriculum/course alignment with the MTY blueprints, https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Through%20Year%20Assessment%20Blueprint.pdf

MTY Blueprint – Math, https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Through%20Year%20Assessment%20Blueprint.pdf

Content category	Grade 6	Grade 7	Grade 8	Grade 10
Operations and Algebraic Thinking	25%	20%	48-53%	46-50%
The Real and Complex Number Systems	45%	40%	13-15%	13-15%
Geometry	15%	20%	21-23%	26-30%
Statistics and Probability	15%	20%	13-15%	13-15%

MTY Blueprint – Reading, https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Through%20Year%20Assessment%20Blueprint.pdf

Content category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Literary Text	45-50%	40-45%	35-40%	35-40%	30-35%	30-35%	30-35%
Informational Text	30-35%	35-40%	35-40%	40-45%	45-50%	45-50%	45-50%
Vocabulary	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%

Recap Spring ’23 Maine Through Year
Instructional Areas of Strength and Need

Methodology Used:

The Maine Through Year has a RIT component for each instructional area. The average RIT scores was calculated for each grade level, the lowest average RIT was identified as the area of need, and the highest average RIT was identified as the area of strength. If the average RIT for two or more areas were the same, both areas were included for that grade level.

Spring ’23 Mathematics		
	Strength	**Need**
7th Grade	Statistics and Probability	Operations and Algebraic Thinking
8th Grade	Geometry Statistics and Probability	Operations and Algebraic Thinking The Real and Complex Number System
10th Grade	Statistics and Probability	Operations and Algebraic Thinking The Real and Complex Number System

Mathematics Instructional Areas:

Statistics and Probability assesses mathematical skills related to chance and data.
Operations and Algebraic Thinking assesses generalizing arithmetic and representing patterns.
The Real and Complex Number System assesses mathematical skills related to numbers and integers.
Geometry assesses mathematical skills related to points, lines, surfaces, and dimensional analysis.

Spring ’23 Reading		
	Strength	**Need**
7th Grade	Vocabulary, Informational Text, Literary Text	
8th Grade	Vocabulary	Informational Text
10th Grade	Vocabulary	Informational Text Literary Text

Reading Instructional Areas:

Vocabulary assesses knowledge of words.
Informational text assesses analysis and understanding of nonfiction text.
Literary text assesses analysis and understanding of fictional text.

Recap MEVA's Spring 2023 MTY Results

Spring 2023 Through-Year Assessment, ELA

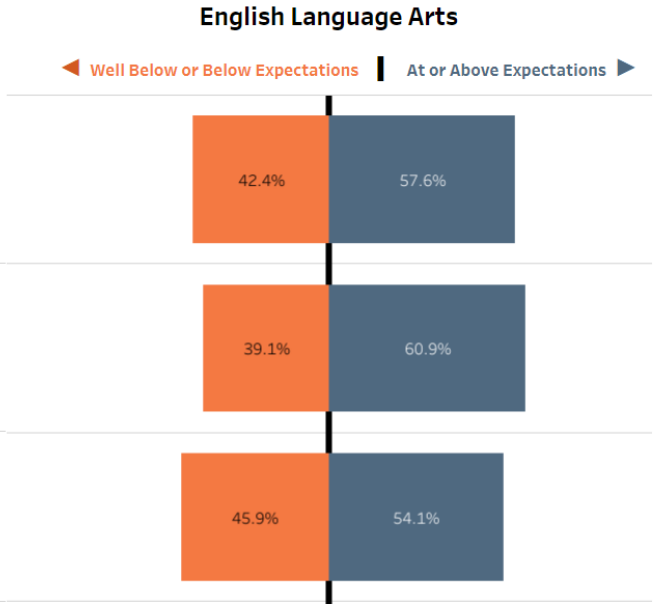
Grade	Total Number of Students	Number of Students Assessed	Percentage of Students Assessed	Percentage of Students "At State Expectation"	Percentage of Students "Above State Expectation"
Grade 7	35	35	100%	37%	15%
Grade 8	52	50	96%	40%	6%
Grade 10	91	85	93%	49%	12%
Schoolwide	178	170	96%	44%	11%

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%

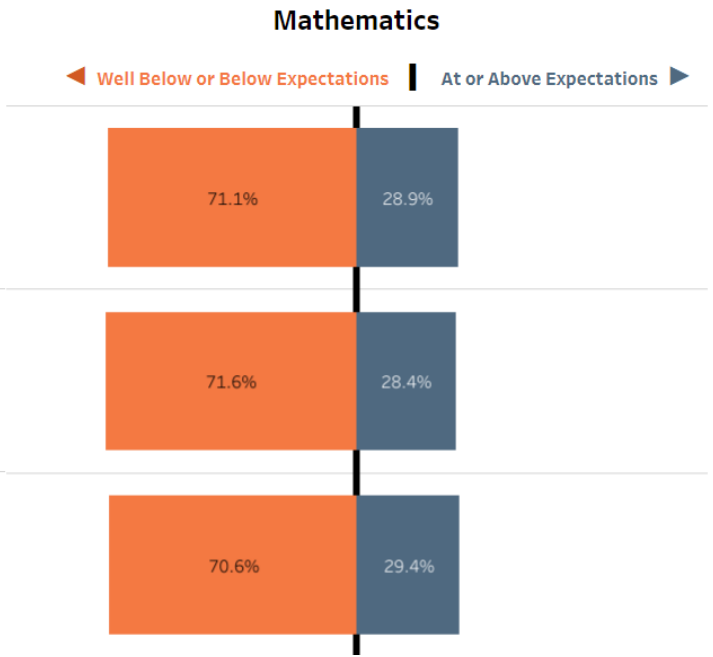
Recap Spring ’23 ESSA Dashboard - ELA

	Students Required to Test	Students Tested	% Students Tested
All Students	181	172	95.0%
Female	92	87	94.6%
Male	89	85	95.5%



Recap Spring ’23 ESSA Dashboard - Math

	Students Required to Test	Students Tested	% Students Tested
All Students	181	173	95.6%
Female	92	88	95.7%
Male	89	85	95.5%



Literacy Grant Opportunity

Grant Includes:

1. Teachers disaggregate their students' literacy data (from multiple sources) to determine the needed instructional areas.

2. Teachers work on their virtual course design and evidence-based instructional practices to

develop lessons/units aligned with literacy standards and encourage students to understand their progress and goals.

3. Teachers will share their experiences and data at regular team meetings.

Stipend.

Expected Time Commitment: 60-80 hours

Literacy Cohort Meetings: 5 (during April-August, 2024)

Meeting Schedule:

April 18th, 9:00-11:00 am (during vacation).

June 20th, 9:00-11:00 am.

July 25th, 9:00-11:00 am.

August 1st, 9:00-11:00 am.

August 9th, 9:00-11:00 am.

Literacy Grant Opportunity (continued)

Meeting Formats:

1. **Before the first meeting:** Teachers look at their courses and identify areas where they can teach literacy skills. They will create a list of questions/concerns/areas of need from this review.

2. **First meeting:** Teachers will work to find common ground amongst each discipline and identify literacy areas. They will identify common strengths and struggles and make a plan for breaking down the literacy standards and dividing them amongst smaller groups

of teachers (two or three in a group).

3. **Second and Third meetings:** Each small group will present the standards they broke-down and discuss how they could implement the parts of the standards into their courses.

4. **Final meeting:** Each teacher/group will discuss how best to build content incorporating literacy standards. Teachers will reflect on their progress in incorporating literacy skills into their content.

5. **Future work:** They will assess how students respond and what changes must be addressed.

Final Product:

1. Teachers will be able to identify individual student's literacy needs

2. Teachers will have a firm understanding of how literacy standards are broken down

3. Teachers will design a plan for incorporating literacy skills into their courses

4. Teachers will create/build instructional literacy materials into their courses

5. Teachers will be provided an opportunity to share their experiences at the weekly staff meetings

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

- **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.

24-25 Re-Registration

- *Please continue to remind families & students about Re-Registration. A list of unknown statuses by grade level, will be shared out to staff.*
- **Current Re-Reg Stats – 3.4.24 @ 8AM**
- *Returning – 304*
- *Not Returning – 11*
- *Status Unknown – 64*
- *Percent Returning So Far – 80.21%*
- *Response Rate – 83.1%*

MTSS
MULTI-TIERED SYSTEM OF SUPPORTS

Positive Feedback

POSITIVE FEEDBACK INTERVENTION IS USED TO PROVIDE STUDENTS WITH CONSTRUCTIVE AND AFFIRMING FEEDBACK: REINFORCING POSITIVE BEHAVIORS, EFFORTS AND ACHIEVEMENTS.

Benefits!

- Reinforcement of Desired Behaviors
- Enhanced Motivation and Engagement
- Building Confidence
- Creating a Supportive Learning Environment
- Improving Academic Performance

WHAT MAKES EFFECTIVE, POSITIVE FEEDBACK?

Being clear and specific

Providing feedback in a timely manner

Making the feedback be genuine and individualized

Strength Based (at least start with the strengths)

IMPLEMENTATION STRATEGIES

Integrate positive feedback into daily routines: verbal praise, notes, recognition of work.

Peer-to-peer feedback: encourages students to work with their classmates and offer feedback, starting with what worked the best (always positive)

Technology: digital badges (we see this in Help Desk) as a recognition system, which can be a motivating factor for students to get their work turned in.

Feedback on submissions: This is a great chance to start with the positives and then make your way into what they could develop further or need to work on.

CREATING A POSITIVE SCHOOL/CLASSROOM CULTURE

When your class/school is fostered in a positive culture it makes it easy to incorporate that same energy into the feedback process (second nature).

This can be a school-wide atmosphere, where we encourage administrators, teachers, students, and guardians to reinforce positive behavior and attitude.

Innovative Grant Update

March 4, 2024

Student Demographic Data

Student Demographic Data	Number of Students Who **Participated**
Total number of students in the program	21
Students with One or More Disabilities	2
Low-Income	7

What the grant encompasses

- Getting to know the students' interests
- Developing an interdisciplinary project aligned to science, mathematics, and ELA standards based on their interests.
- A science tutor available to guide them with the projects

Outcomes

There are three outcomes that are tracked and reported on with this grant. The first outcome is project-based rubrics. The second, third, and fourth outcomes are related to NWEA performance.

Outcomes

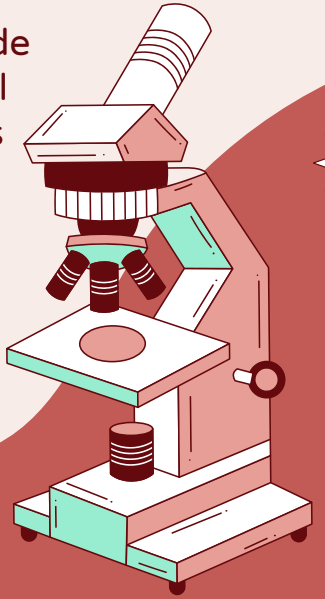
- There have been 10 interdisciplinary project-based learning opportunities completed worth 0.5 credits each to date.
- There are 15/21 students in the program that have both fall and winter scores. Of the 15, ten students (66.67%) had improvement on their reading scores.
- Of the 15, six students (40.00%) had improvement on their language usage scores.
- For math, 16/21 students in the program had both fall and winter scores. Of the 16, nine students (56.25%) had improvement on their mathematics scores.

What happens in the tutoring sessions

Students come into the optional tutoring sessions. They are provided guidance and resources on how to successfully complete their project.

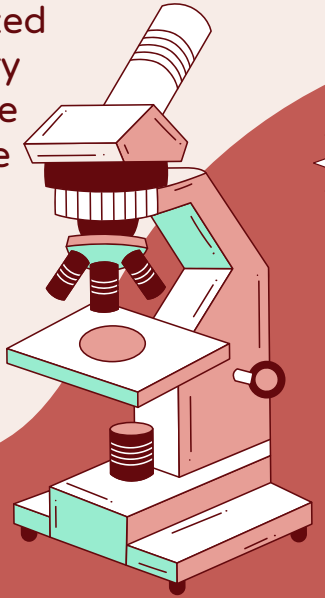
Success Story #1

A ninth-grader, interested in exploring robotics/building and coding. The student is an identified student and is served on an IEP. The student spent several months exploring different robotics and code building software, such as CAD. They developed their own digital robot through the program, improving their NWEA mathematics score by 11 points from fall to winter.



Success Story #2

A senior, interested in coding and designing gaming computers. The student spent several month completing two interdisciplinary project-based learning projects related to coding and designing an optimized gaming computer. The student was able to research the necessary tools to build a computer and create budgets that would allow the student to build a computer they could afford. By completing the projects the student was able to graduate mid-year.



Success Story #3

An eleventh-grader, interested in cosmetology. The student was able to complete two interdisciplinary projects related to the chemistry of creating cosmetology products and designing a salon space, including budgeting and spatial design. The student was able to explore and gain a greater understanding of what owning and maintaining a small business entails. The student raised their NWEA mathematics score by 34 points from fall to winter.

Collaborative Professional Development Survey

Results

PD Survey Priorities highest to lowest

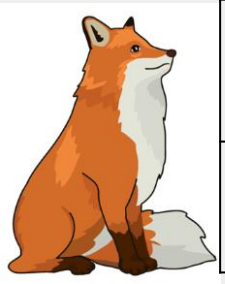
1. Curriculum Mapping Process
2. HR Processes
3. Brightspace Creator +
4. Brightspace General
5. Google Workspace
6. Guidance Processes
7. MTSS Process

Who's coming to HelpDesk?

HelpDesk	September	October	November	December	January	February
Average minutes in HelpDesk each session	38 min	40 min	40 min	40 min	48 min	37 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%	68/344 20%
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%	27/68 40%
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%	41/68 60%
Frequent Flyers - Students to came once a week to HelpDesk	23	15	26	40	21	14

Who's coming to StudyHub?

StudyHub	SEP	OCT	NOV	DEC	JAN	FEB
Average minutes in StudyHub each session	28 min	28 min	35 min	36 min	35 min	37 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%	39/94 41%
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%	12/39 31%
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%	27/39 69%
Frequent Flyers - students who came at least once a week to StudyHub	26	11	16	18	17	11

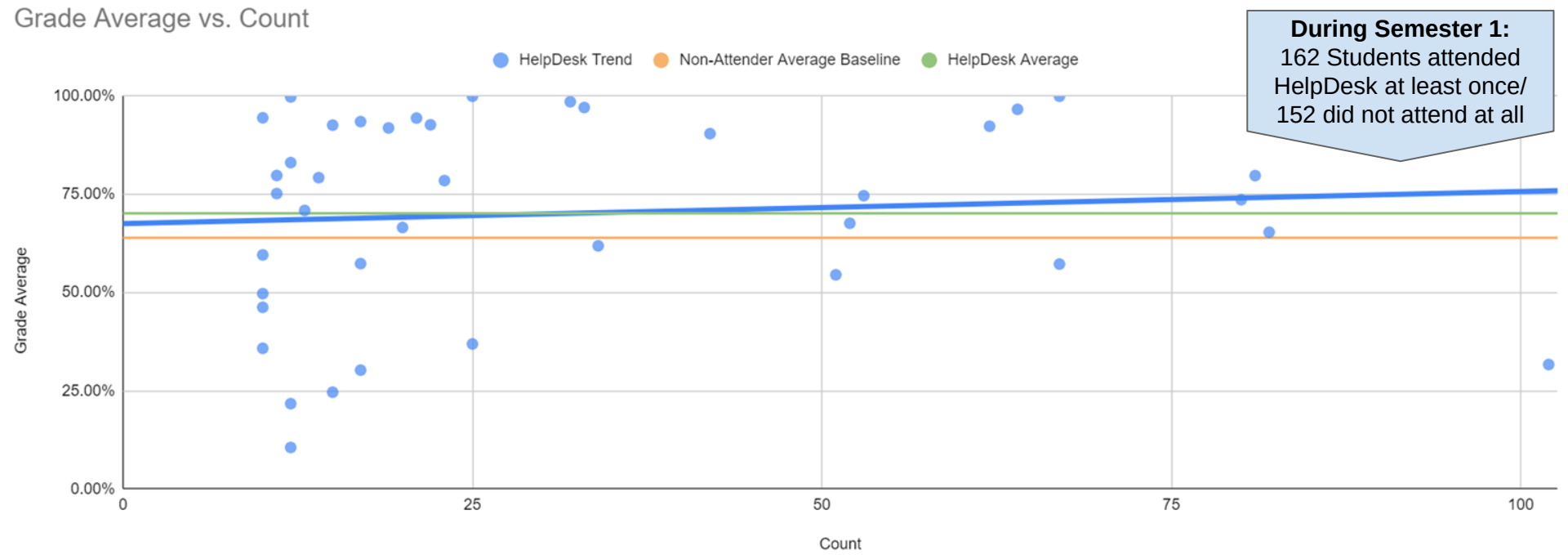


Semester 1 HelpDesk Report

Sessions Attend vs Students Semester 1 Average

	Grade Avaerge	Passing Rate	Count
Attenders	70.20%	67.50%	40
Non Attenders	63.97%	60.95%	274

The data suggest that students who attend HelpDesk at least **10** times will see an average 6% higher than those who do not attend.



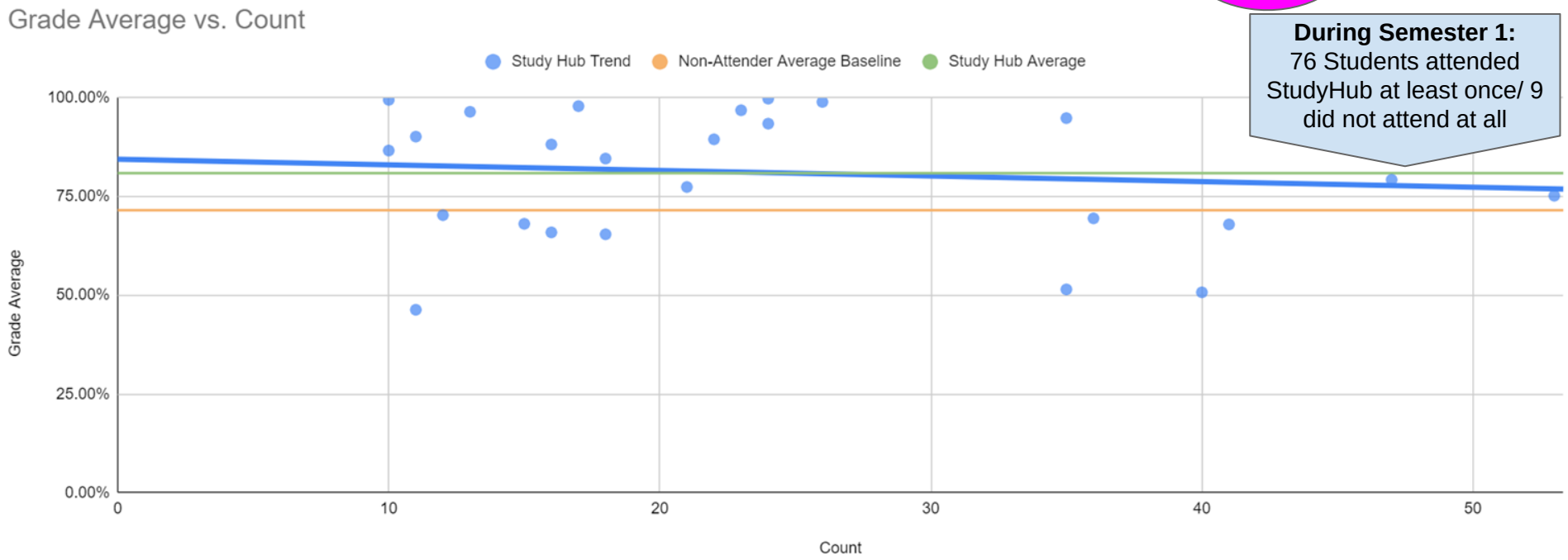
During Semester 1:
162 Students attended HelpDesk at least once/
152 did not attend at all

Semester 1 StudyHub Report

Sessions Attend vs Students Semester 1 Average

	Grade Avaerge	Passing Rate	Count
Attenders	80.96%	88.46%	26
Non Attenders	71.57%	74.58%	59

The data suggests that students who attend StudyHub at least **10** times will see an average 9% higher than those who do not attend.



During Semester 1:
76 Students attended StudyHub at least once/ 9 did not attend at all

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 11th, 3:00 pm.
- Friday, March 15th, is a teacher/student day off. Please cancel your live sessions to suit.
- Looking ahead, April break begins on Friday, 12th, and ends on the 19th. Please cancel your live sessions to suit.
- MEVA virtual high school graduation on Friday, June 7th, 2:00 pm, and virtual eighth grade recognition ceremony on Friday, June 14th, 11:00 am.

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