

# Process Improvement Meeting Agenda – 3/18

- MEVA Mission and Vision.
- FY25 ESEA Application Development.
- Spring '24 Panorama Survey Launch.
- School Climate Progress Monitoring: Thriving Pulse Check Survey #2 Results.
- Collaborative Training: MEVA's course/workshop/conference professional development approval process.
- Educator Recertification Overview.
- Post 10/1 Retention and Re-Registration.
- Win over the student initiative.
- Maine Through Year (MTY) and Science Assessment Update – Stephanie Emery.
- Summer Session: Students' Data – Christina O'Grady.
- MTSS Instructional Strategy: Practice, Practice, Practice – Don Fournier and Lena Vitagliano.
- Guidance Update.
- Brisk (AI Tool) and March 25<sup>th</sup> collaborative training preview – Don Fournier.
- Other and next Process Improvement Meeting on **Monday, March 25<sup>th</sup>, 3:00 pm.**  
Professional Development scheduled with Allison Molica.

# 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

# FY25 ESEA Application Development

- MEVA is a Schoolwide ESEA Program.
- We have typically dedicated ESEA funds for supplementary instruction, via teachers and Educational Technicians.
- We are considering writing a project for Summer 2025, due to the expiration of federal relief monies. **We are analyzing summer data.**
- We are formally seeking input on the FY25 ESEA Application from all our stakeholder groups.

# Spring '24 Panorama Survey Launch

- The Spring '24 Panorama Survey launches on **Monday, March 25<sup>th</sup>**.
- All MEVA faculty will receive their surveys directly from the Charter Commission.
- We will distribute the surveys to families and students.
- Students will input their unique access codes to access the survey.
- We are aiming to attain our target participation in each stakeholder group by **Friday, April 12<sup>th</sup>**.
- Stay tuned for more details as we approach the launch date.

SCHOOL GROUP

MEVA

STRIDE CAREER PREP

Non-SCP

SCHOOL YEAR

SY23-24

SUBJECT

All

SURVEY NUMBER

2

GRADE

All

RESPONDENT ROLE

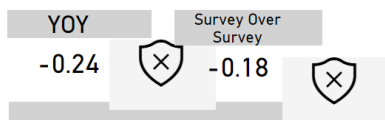
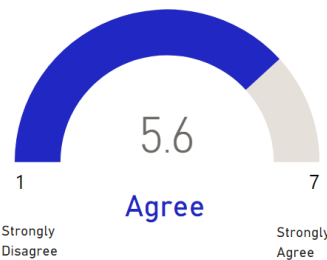
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NPS

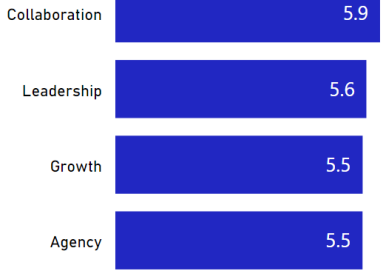
All

### Thriving Elements

#### Overall Thriving Score



#### Element Scores



#### Strengths

Statements with highest average agreement

I am comfortable being myself at work and am treated with respect.

My colleagues and I collaborate to work towards measured outcomes.

My work allows me to develop new knowledge and



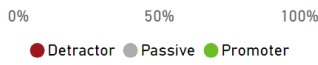
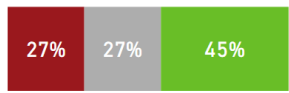
#### Opportunities

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.

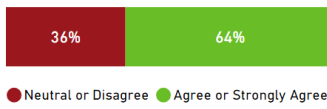
### Net Promoter Score



### Active Filters

School Group = MEVA  
Stride Career Prep = Non-SCP  
School Year = SY23-24  
Survey Number = 2

### Likelihood to Continue



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



### Completion Overview

#### Survey Timeline

**February 15, 2024**  
Survey Open Date

**February 28, 2024**  
Survey Close Date

#### Survey Participation

**33**  
# Started Surveys

**31**  
# Completed Surveys

|                                                                                      | Average Score | # Respondents | Survey Over Survey | Year Over Year |
|--------------------------------------------------------------------------------------|---------------|---------------|--------------------|----------------|
| My work is valued by my coworkers.                                                   | 6.1           | 32            | -0.11              | 0.02           |
| I am comfortable being myself at work and am treated with respect.                   | 5.9           | 32            | 0.08               | 0.13           |
| My colleagues and I collaborate to work towards measured outcomes.                   | 5.9           | 32            | -0.20              | -0.13          |
| My work allows me to develop new knowledge and skills.                               | 5.9           | 32            | 0.08               | -0.26          |
| I receive useful and timely feedback at work from my managers/supervisors.           | 5.8           | 32            | -0.14              | 0.04           |
| I can solve problems at work without having to ask for permission.                   | 5.7           | 32            | -0.03              | -0.33          |
| My collaborative work with colleagues allows me to develop new knowledge and skills. | 5.6           | 32            | -0.29              | -0.54          |
| I am encouraged to grow in my career and supported through professional              | 5.5           | 32            | -0.32              | -0.45          |

# Collaborative Training: HR/Employee Forms

Training on HR Processes was area of need identified by the March 2024 Collaborative Professional Development Survey.

We are providing you with links to HR/Employee Forms in Brightspace where they are filed in the Teacher Training & Resources shell:

<https://meva.brightspace.com/d2l/le/lessons/6681/units/153856>

- Professional Development Approval Form.
- Course Reimbursement Form.
- Research Approval Form.
- Expense Reimbursement Form.
- Timesheet.

# Educator Recertification Overview

- Ed Tech - 3 semester hours or 45 contact hours in the past five years.
- Administrators/Teachers/Specialists - 6 semester hours or 90 contact hours in the past five years.
- At MEVA, contact hours may include the ten-days of professional development that we host at the beginning of the school year, Vector and system (e.g., Brightspace) trainings, and weekly Process Improvement Meetings.
- Dr. Browne serves as the MEVA support chair and makes renewal recommendations.
- All MEVA employees shall keep their CHRC up to date. Employees shall submit their renewal applications via MEIS accounts. Fees qualify for school reimbursement, using the expense form.

# Post 10/1 Retention and Registration

- 97% Post 10/1 Retention to date.
- Showing improvement over the prior year.
- Exceeding the MCSC Performance Measure.
- Leading the nation of Stride-network virtual schools.
- 91% Re-Registration to date. 95% Response rate.



# 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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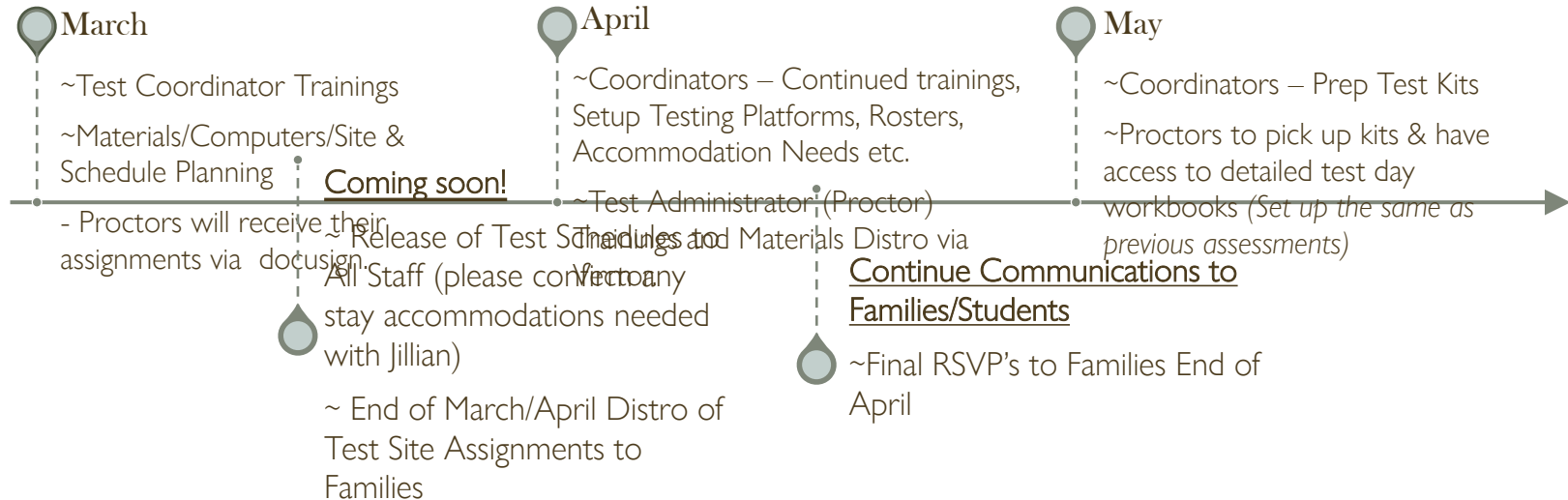
- **Ask why?** – Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** – Understand their 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><br>Give positive attention<br>Join in activity<br>Ask child to teach others | <b>ENCOURAGE</b><br>As if<br>Offer assistance<br>Give Choices<br>Predict the future<br>Make a request<br><br>Natural or logical consequence |
| NOT ABLE | <b>TEACH</b><br>Give positive attention<br>Join in activity<br>Ask child to teach others       | <b>CHANGE EXPECTATIONS</b><br>Change the expectation<br>Redirect the activity<br>Drop the expectation                                       |

# State Assessment - Timeline Overview



# Testing Windows



- Maine Through Year (Math/Reading) – May 13<sup>th</sup> – 31<sup>st</sup>
  - Site Proctors Administer Testing – May 13<sup>th</sup> – 17<sup>th</sup>
  - Travel Proctors Administer Testing – Available the full window (May 13<sup>th</sup> – 31<sup>st</sup>)
- Maine Science Assessment – May 13<sup>th</sup> – 24<sup>th</sup>



# Summer Enrichment

MS Effectiveness Report (2023)







# Effectiveness

Effectiveness, for this report, is defined as student growth from Fall to Winter (2023-2024) on the NWEA for students who participated in the Summer Enrichment Program (MS Only) 2023.

Participation is defined as engaging in the activities throughout the summer, not just enrollment in the program.



# By the Numbers

## ELA

ELA had 11 students who completed one or more of the summer enrichment activities.

8/11 (72.7%) had positive growth  
2/3 (66.7%) of the students with negative growth completed less than three activities.

## Math

Math had 6 students who completed one or more of the summer enrichment activities.

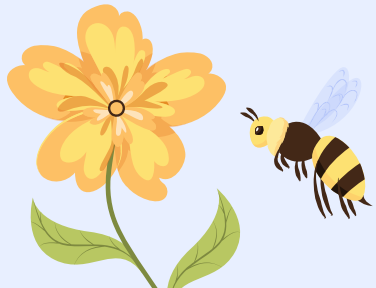
5/6 (83.3%) had positive growth  
1/1 (100%) of the students with negative growth completed less than three activities.



# Qualitative Data

On the ELA side, there is one particular standout example. A student who struggled during the Fall semester (2022) and started to engage more in Spring 2023 attended the Summer 2023 enrichment class.

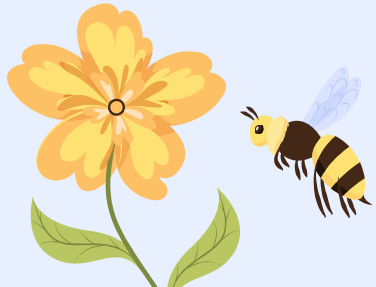
This student participated by completing all of the assignments, incorporating the feedback, and gaining skills. This student improved their Fall (2023) to Winter (2024) NWEA score by 11 RIT points. This student has continued to show improvement in engagement, attendance, grades, and skills mastered throughout the 2023-2024 school year.



# Qualitative Data

On the math side, there is one particular standout example. This student engaged with the summer enrichment program. They worked hard throughout the summer. Engagement has continued throughout the 2023-2024 school year. This student improved their math NWEA score by 16 points from Fall 2023 to Winter 2024.

This is just one example, the impact of the summer programming reaches beyond the academic measures and engages students in the MEVA community.



# Mastering Skills Through **Repeated Practice** in MTSS

## A MEVA Intervention Strategy



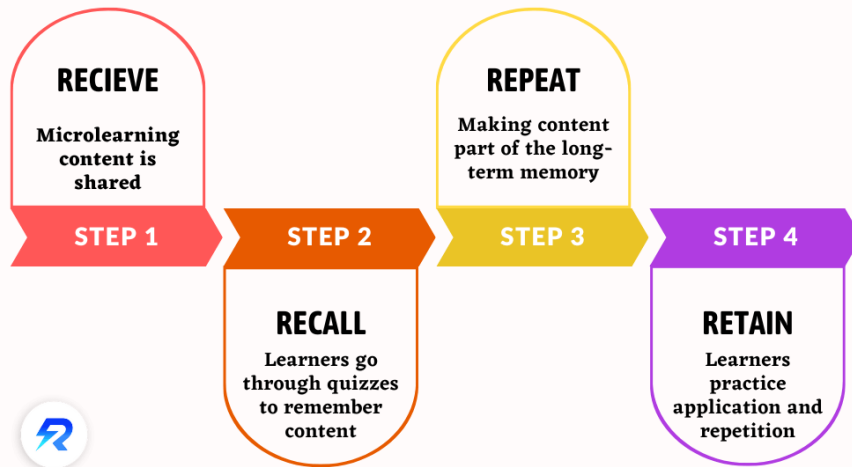
# Understanding MTSS

- MTSS stands for Multi-Tiered System of Supports.
- It's a framework to provide support and interventions to all students.
- MTSS includes three tiers of support: universal, targeted, and intensive.
- Our identified list (there are more!) of MTSS Interventions:
  - Show & Tell
  - Questioning for Understanding
  - Graphic Organizer
  - Repeated Practice (Previously known as Practice, Practice, Practice)
  - Teach Strategies
  - Reteach
  - Positive Feedback

# Today's Featured Intervention

## Designing Spaced Repetition

### STEP BY STEP






## - Repeated Practice

- Repeated practice helps to reinforce learning and skill acquisition.
- It's a key strategy within MTSS, especially for Tier 2 and Tier 3 interventions.
- Through repetition, students can achieve mastery and fluency in various subjects.
- Can you think of a skill you improved at through repeated practice?



# Benefits of Repeated Practice

- **Enhances memory retention and recall.**
  - **Builds confidence and reduces anxiety in students.**
  - **Leads to better academic performance over time.**
  - **Encourages the development of a growth mindset.**
  - **Reflect: Why is confidence important in learning?**
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# Implementing Repeated Practice

- Identify the skills or content that require reinforcement.
- Use a variety of practice methods to maintain engagement.
- Provide immediate feedback to guide student improvement.
- Adjust the difficulty and frequency based on student progress.
- Question: What methods of practice do you find most effective?

## INTERVENTION AND PROBLEM-SOLVING FRAMEWORK

### Temporary Intervention Techniques

- Verbal limit setting
- Selective listening
- Broken record
- Altering the setting
- Removal procedures
- Centering time
- Crisis intervention

### Problem-Solving Strategies



# Challenges and Solutions



- Challenge: Students may find repeated practice monotonous.
- Solution: Introduce gamification or collaborative activities.
- Challenge: Some students may progress faster than others.
- Solution: Differentiate practice activities to cater to individual needs.
- Challenge: Limited Emphasis on Social-Emotional Learning
- Solution: Be cognizant of the student's frame of mind during sessions

How can teachers make repeated practice more engaging for everyone?





## Assessing the Impact of Repeated Practice

- Use formative assessments to monitor student progress.
  - Reflect on the effectiveness of practice activities and make adjustments.
  - Celebrate improvements to motivate continued effort.
  - Consider: How do you feel when your hard work is recognized?
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# Questions?

## Additional Resources

- **Repeated Practice Intervention from Brisk AI:**
- <https://docs.google.com/document/d/1qmlcy5AdPZInBI7NiMF2qrOhR6ANWqN0uUdyKDsfKjM/edit?usp=sharing>
- **Quick Guide for Multi-Tiered System of Supports:**  
<https://resources.finalsite.net/images/v1568836530/resanet/uqbh j3quz8ct9rmkfiw7/ClassroomMTSSQuickGuide.pdf>
- **Marzano's 9 Instructional Strategies For Teaching And Learning:** <https://www.teachthought.com/learning/instructional-strategies/>

# Guidance Update 3/18/2024

Just a couple of reminders/ items to check in on:

- High School teachers: Please notify Heather if you have a senior failing your class or not making progress. We need to check to see if they need that credit and plan accordingly.
- Middle School teachers: Please continue to let Dan know about students who are unengaged, aren't making progress, or have made no progress.
- If you haven't already, please start thinking about students who you will be recommending for Summer School. We want to know about students needing remediation and those who need enrichment.
- If there are topics you'd like us to focus on during PI meetings, please let us know!

# Maine Virtual Academy <> Brisk Teaching Kick-Off

Being Planned for 3/19/24 @ 3:00 PM  
Look for Invitation via Email



**MAINE**  
VIRTUAL ACADEMY  
POWERED BY K12

 **Brisk Teaching**

Please complete the pre-training surveys to help us plan  
and evaluate the impact  
Chrome & Drive Pre-Survey -  
<https://bit.ly/chromeanddrive>



# Google Workspace Essentials Webinars



## Chrome & Drive

Monday, January 29th | 3-4pm

## Documents & Slides

Monday, March 25 | 3-4pm

## Forms & Sheets

Tuesday, August 13 | 9-10am

## Gmail & Calendar

Thursday, August 15th | 9-10am

**Signup here**

[meva.edtrekkers.com](https://meva.edtrekkers.com)



# 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 25<sup>th</sup>, 3:00 pm. We are planning professional development with Allison Molica.
- 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                |

# Draft SY- 2024/2025 Assessment Calendar

| Assessment Type             | Fall Dates                                                                                                                                                                                                                                                                                                                                                                                                      | Winter Dates                                               | Spring Dates                                      |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------|
| <b>NWEA</b>                 | September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)                                                                                                                                                                                                                                                                                                                                                  | January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025) | **May 6, 7, & 8, 2025 (Makeup Day - May 9, 2025). |
| <b>MEA (ELA &amp; Math)</b> | October, 2024                                                                                                                                                                                                                                                                                                                                                                                                   | NA                                                         | May 2025                                          |
| <b>MEA (Science)</b>        | NA                                                                                                                                                                                                                                                                                                                                                                                                              | NA                                                         | May 19-30, 2025 (tentative)                       |
| <b>ACCUPLACER</b>           | September 10, 11, & 12, 2024, with makeup days scheduled throughout the year                                                                                                                                                                                                                                                                                                                                    | Ongoing                                                    | Ongoing                                           |
| <b>iReady</b>               | <b>7<sup>th</sup> &amp; 8<sup>th</sup> Graders</b> - Standards Mastery assessment, August 26-30, 2024<br><b>8<sup>th</sup> Graders</b> for Fall 2024 - June 3-7, 2024<br><b>9<sup>th</sup> Graders</b> for Fall 2024 - throughout the summer and August 26-30, 2024<br><b>10<sup>th</sup> Grader</b> (new only) for Fall 2024 - diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills | January 16-24, 2025                                        | May 27-June 6, 2025                               |

\*\*Alternative dates are April 15, 16, & 17, 2025, with makeups after April vacation, or April 29, 30, & May 1, 2025, with a makeup day May 2, 2025