

# Process Improvement Meeting Agenda – 8/19

- MEVA Mission and Vision.
- Understanding MEVA's core practices.
- MEVA is a high performing public charter school.
- SY-2024/2025 Opportunities.
- Strategic Goals – Reading Growth and Math Proficiency.
- Win over the student initiative – Stephanie Emery.
- Annual Compliance Training – Stephanie Emery.
- Literacy Grant Presentation – Melissa Dubovik.
- Progress Monitoring: Panorama Student Survey data – Christina O'Grady.
- Evidence-Based Practice: High Quality Tutoring – Christina O'Grady.
- Professional Opportunities – Christina O'Grady.
- Classroom Video Sharing Tips and Tricks – Don Fournier.
- Draft MEVA SY-2024/2025 Assessment Calendar.
- Other and next Process Improvement Meeting on Monday, August 26<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

# Understanding MEVA's Core Practices

- 1. Win over students and their families to the MEVA mission and vision by providing excellent service. Thoughtful and consistent communication is the foundation of building successful rapport with our families and students.
- 2. Execute our individualized, continuous cycle of assessment, instruction, and support, without disruptions.
- 3. Prioritize innovative, data-driven, problem solving and process improvement through faculty collaboration, maintaining the cadence of regular large and small group team meetings, building on proven structures.
- 4. Utilize virtual telecommunication venues to the maximum extent possible to facilitate equitable teaching and learning, and to maintain an accessible school community.

As a result of our unwavering focus on, and understanding of, core practices that drive our decisions, MEVA is a high performing public charter school.

Academically;

Operationally; and

Financially.

MEVA is meeting/exceeding its performance measures and accomplishing its mission and vision.

MEVA has a plan to sustain its results.

# SY-2024/2025 Opportunities

- ❖ Given our successful outcomes over the past four years, MEVA has the most to gain by sharpening the execution and understanding of our core practices, while continuing to build innovative, data-driven, solutions on top of our proven structures.
- ❖ Current MEVA improvement initiatives focus on refining Multi-Tiered System of Supports (MTSS), advisory groups, course feedback, and live session discussion and extension activities.
- ❖ We are aiming for consistency across grade levels, with respect to students' growth and achievement in math, reading, and language usage, as well as their perceptions of school climate.

# MEVA Strategic Goals – Reading Growth

## Reading Growth.

Indicator	Description	2023-24 Performance <b>BASELINE</b>	Short term Goal for SY 2024-25 <b>NEXT YEAR</b>	Long Term Goal SY 2028-2029 <b>FIVE YEARS</b>
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	MEVA reported the following subgroup performance: Students on IEPS: 36% Students on 504s: 44% F+R Lunch: 43% Sex/Gender: Male: 32%; Female: 46%	Partially Meet (Approaching) subgroup performance measure in reading, with three out of five (3/5) subgroups achieving the 45% threshold, by next year.	Meet subgroup performance measure in reading, with five out of five (5/5) subgroups achieving the 45% threshold, for SY- 2028/2029.

# MEVA Strategic Goals Revisited – Math Proficiency

## Math Proficiency.

Indicator	Description	2023-24 Performance <b>BASELINE</b>	Short term Goal for SY 2024-25 <b>NEXT YEAR</b>	Long Term Goal SY 2028-29 <b>FIVE YEARS</b>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	For all students assessed, MEVA reported the following grade level and overall performance (difference from applicable state averages): Grade 7 – 26% (-12%); Grade 8 – 21% (-18%); Grade 10 – 24% (-18%); and Overall – 24% (-16%).	Partially Meet (Approaching) performance measure in math proficiency, with three out of three (3/3) grade levels achieving within fifteen percent (-15%) of the applicable state averages, by next year, for all students assessed.	Meet performance measure in math, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state averages by SY 2028-29, for all students assessed.

# Essential Questions

For MEVA students,

- What are the drivers of reading growth and math proficiency?
- What evidence-based practices will we train and utilize?
- How will we monitor (and communicate) our progress towards accomplishing the two strategic goals of reading growth and math proficiency?



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

# 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.

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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 a “Rapid Response” form below*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [24-25 Rapid Response \(Intervention\) Form](#)



# Compliance Trainings

Vector Training Link:

<https://meva-me.safeschools.com/>



- Prioritize mandatory trainings when working in Vector.
- We will continue our MEVA swag drawings, for those who complete trainings within the due dates.
- Thanks to the individuals who completed 100% of their Vector trainings already!! YOU ARE CHAMPS!

Mary	Violette
Nicole	Taylor
Lauren	Sroka
Vanessa	Richardson
Cheryl	Brigham
Kim	Pasternack
Christina	O'Grady
Heather	Larchar
Dante	Castro
Kim	Clark
Nicole	Hart
Jennifer	Conrad
Matthew	Corbett
Carla	Hamilton
Jennifer	Guyton



# Literacy Grant Summer 2024

Melissa Dubovik

# Unpacked Standards Day 1 In Groups

**Standard 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

a. Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

**Why am I learning this?**

**So I can compose writing that is organized and coherent.**

**So I can accurately describe the purpose of the content.**

**So I can explain a specific concept to a targeted audience.**

**Learning Intention(s)**

What am I learning?

I am learning how to write an organized and coherent.  
I am learning how to write an in depth explanation of concept/topic.  
I am learning how to adapt my writing style to my targeted audience.  
I am learning how to consistently show my understanding of a concept/topic through writing.

**Success Criteria**

How will I know that I have learned it?

I can write a organized coherent response to a prompt.  
I can develop a written response based on factual knowledge on a concept/topic.  
I can adapt my writing style to my targeted audience.  
I can identify organized written responses.



**Standard: Standard 4**

**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine.**

**a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

**c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.**

**Why am I learning this?**

**So I can analyze vocabulary in context.**

**So I can understand and use vocabulary correctly.**

**So I can apply vocabulary while communicating to my audience.**

**Learning Intention(s)**

What am I learning?

**Success Criteria**

How will I know that I have learned it?

I am learning how to analyze vocabulary in context.

I am learning how to correctly utilize vocabulary to describe my understanding of the concepts.

I am learning how to apply vocabulary to my writing in context.

I can breakdown vocabulary work in context.

I can correctly use vocabulary to describe my answers.

I can utilize content specific vocabulary terms in my writing.

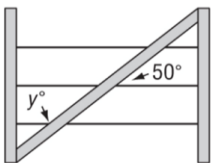
## What I continued to work on...

### Question 7 (4 points)

Describe in 2 to 4 sentences how you would find the answer.

A diagonal brace strengthens the wire fence and prevents it from sagging. The brace makes a  $50^\circ$  angle with the wire as shown. Find the value of the variable.

(Hint: Use the following terms in your answer: parallel lines, transversal, alternate interior angles.)



Fill out the following graphic organizer for each of the indicated vocabulary words:  
(1.5 points)

Definition	Factors and/or Characteristics
<b>Line Segment</b>	
Examples	Non-Examples

apply	develop	know
analyze	differentiate	make
calculate	distinguish	prove
classify	evaluate	recognize
compare	explain	reference
compose	explore	represent
convert	express	solve
decompose	fluent	specify
demonstrate	generate	state
derive	identify	understand
describe	interpret	use
determine	justify	verify

**(2 points) Find the error in the following problem. Then find the correct answer.**

$$\left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Endpoint                      Midpoint

$(2, 5)$                        $(3, 4)$

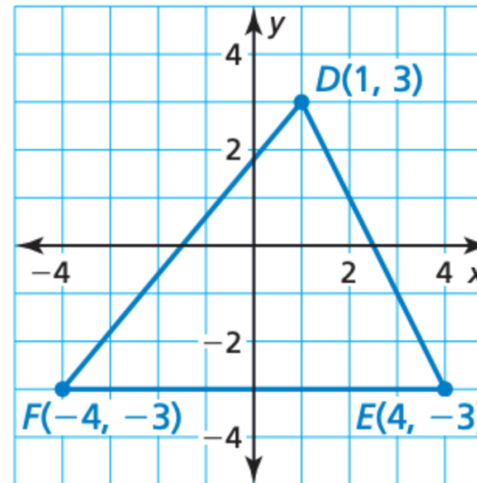
$$\left( \frac{2+5}{2}, \frac{3+4}{2} \right)$$
$$\left( \frac{7}{2}, \frac{7}{2} \right) \text{ Answer.}$$

# What I focused on after unpacking

- Discussion Questions
- Ways for students to explain their understanding of the concepts they will be learning in Geometry.
- Open response questions within Exams, worksheets and discussion questions.

## Question 9 (3 points)

Explain in 3-5 steps how to find the area of the following non-right triangle.



Paragraph

**B**

*I*

U

*A*

≡

≡

≡

≡

+

...

≡

# In August 2024...

Went through NWEA scores for upcoming 10th students. Looking for areas where students need to grow/achieve.

Found common standards:

L.4.3.a: Use sentence-level context as a clue to the meaning of a word or phrase

-Academic and Content Vocabulary

R.6.6-8: Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

Analyzes implicit relationships between ideas in informational text

Analyzes implicit relationships between ideas in literary nonfiction

Compares or contrasts details/ideas described in informational text

Compares or contrasts details/ideas/individuals described in literary nonfiction

Makes inferences from literary nonfiction

# Headed into the fall

- Continue to analyze responses to discuss questions, worksheets, exams, etc from students.
- Develop alternative discussion questions or modify exam questions in part 2 of the exams.
- Work with fellow colleagues to continue to enhance literacy skills for my current students. (Use of MTSS.)
- Nearpod - adding in questions/reflection and chances for students while I use think time



# Panorama Survey Results

2023-2024



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## Student Data

Areas of growth



**03**

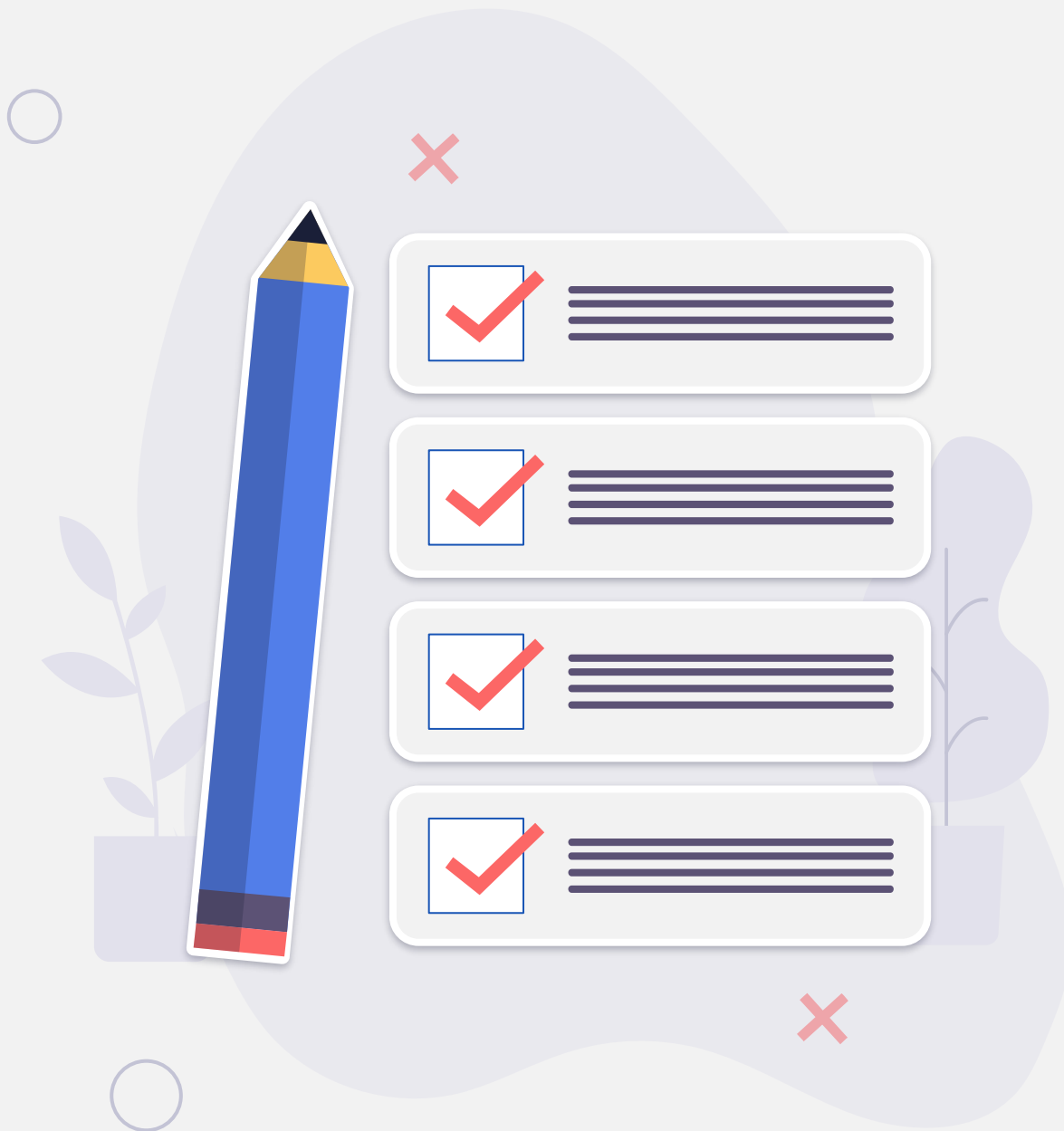
## Family Data

Areas of growth

**04**

## Teacher Data

Areas of growth



## Overview

The Panorama Survey is a confidential tool administered each spring to all students, families, teachers, and staff.

Student questions are grouped in four categories: school safety, school climate, teacher-student relationships, and school rigorous expectations.

Family questions are grouped in three categories: school safety, school climate, and school fit.

Teacher questions are grouped in four categories: school leadership, feedback and coaching, professional learning, and school climate.





01

# Student Data



## Overall for the Four Categories

	School Safety	School Climate	Teacher-Student Relationship	Rigorous Expectations
Overall	93%	76%	75%	71%
Highest Grade	10 <sup>th</sup> & 12 <sup>th</sup> (96%)	12 <sup>th</sup> Grade (85%)	12 <sup>th</sup> Grade (85%)	12 <sup>th</sup> Grade (78%)
Lowest Grade	7 <sup>th</sup> Grade (81%)	7 <sup>th</sup> Grade (69%)	9 <sup>th</sup> Grade (70%)	9 <sup>th</sup> Grade (62%)
Area of	Discipline	Behavior	Teachers	Teachers

## Key Takeaways



### 7<sup>th</sup> Grade

Focus on 7<sup>th</sup> Grade students to ensure that they are engaged and understand the MEVA culture and climate.



### Collaboration

Encouraging collaboration among students in classes and advisory.



### Expectations

Requiring students to explain their answers (effect size of 0.79) and increasing the rigorous expectations for all students (effect size of 0.43)





02

# Family Data



# Overall for the Three Categories

	School Safety	School Climate	School Fit
Overall	93%	82%	70%
Highest Response	Not worrying about drugs	Teacher to Student Respect	Being a good fit
Lowest Response	Bullying	Motivating lessons	Matching activities to child's

# Key Takeaways



## Perception

Reinforcing that the survey is asking specifically about MEVA and not the community brick-and-mortar school.



## Activities

Improving the ILP response rate and informing families about the activities that MEVA provides for their students.



## Instructional Practices

Move from “sage on the stage” approach to a student-led classroom.





03

# Teacher Data



## Overall for the Four Categories

	School Leadership	School Climate	Professional Learning	Feedback and Coaching
Overall	65%	66%	71%	62%
Highest Response	Positive Tone	Teacher - Student Respect	Supportive of growth	Useful feedback
Lowest Response	Important Decisions	Students' enthusiasm	Explore new ideas	Feedback process



## Key Takeaways



### Professional Learning

Ensuring everyone is aware of the ability to design professional learning opportunities that support their professional goals.



### Feedback

Ensuring everyone has a full understanding of the teacher effectiveness evaluation process and they are provided an opportunity to receive and give feedback.



### Effectiveness

Recognizing that important decisions may have teacher/staff input, but that some decisions will need to be made without consensus.



# SY 2024-2025 Panorama Survey Action Plan

## School Fit

*How well do the activities offered at your child's school match his/her interests?*

➤ **Action Plan**  
**(Families): Individual Learning Plans (ILPs)**

## Rigorous Expectations

*Overall, how high are teachers' expectations of you?*

➤ **Action Plan**  
**(Students): Have a healthy competition in class.** From Panorama Playbook "Creating a competition around issues such as homework completion, note-taking, or talking during class is an effective way to motivate students to change behavior for the better. This move works to establish routines and increase engagement in what otherwise be less exciting activities."

## Feedback and Coaching

*How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation process at your school?*

➤ **Action Plan**  
**(Teachers): Increase teacher/peer observations and feedback. Implement newly developed teacher evaluation plan.**

## School Climate

*On most days how enthusiastic are the students about being in school?*

➤ **Action Plan (Staff):**  
**Refine daily/weekly/monthly school-home communications to promote student participation and engagement.**

# Tutoring

August 19, 2024

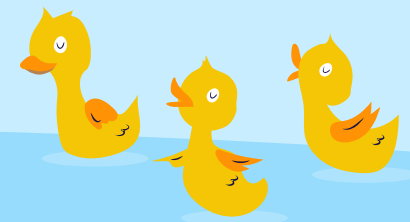
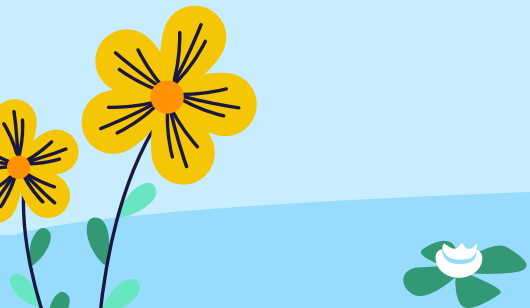




# Introduction

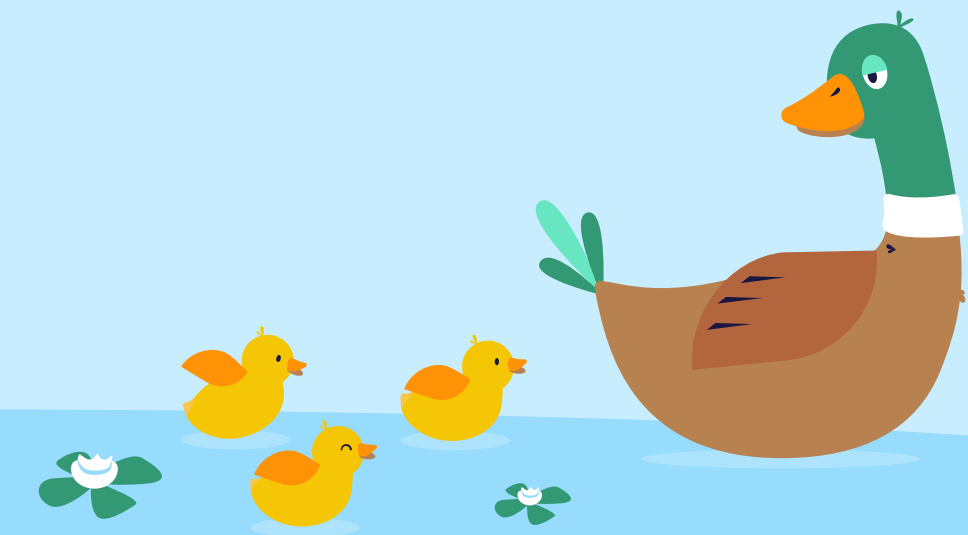
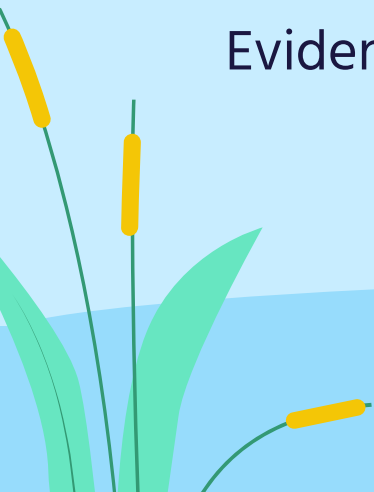
Tutoring has an effect size of ranging from 0.48-0.53 (Corwin Visible Learning Plus, 2023). These effect sizes indicate that students who are tutored are likely to have more than a year's worth of growth due to the impact of tutoring.

At MEVA, we have some teachers who develop peer tutors within their classes. We also have other teachers who have taken on the role of tutor with some of their students. When working 1-to-1 with a student or a small group of students, you could be classified as a "tutor."



# 01

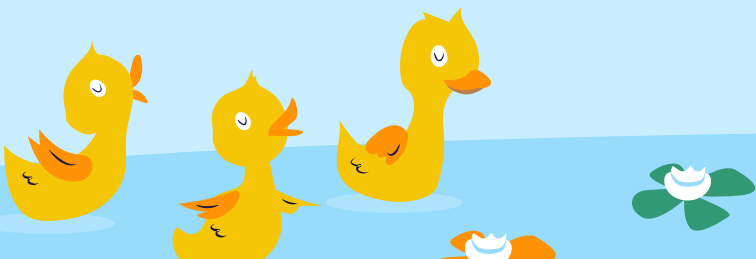
Evidence-Based Practices



# Evidence-Based

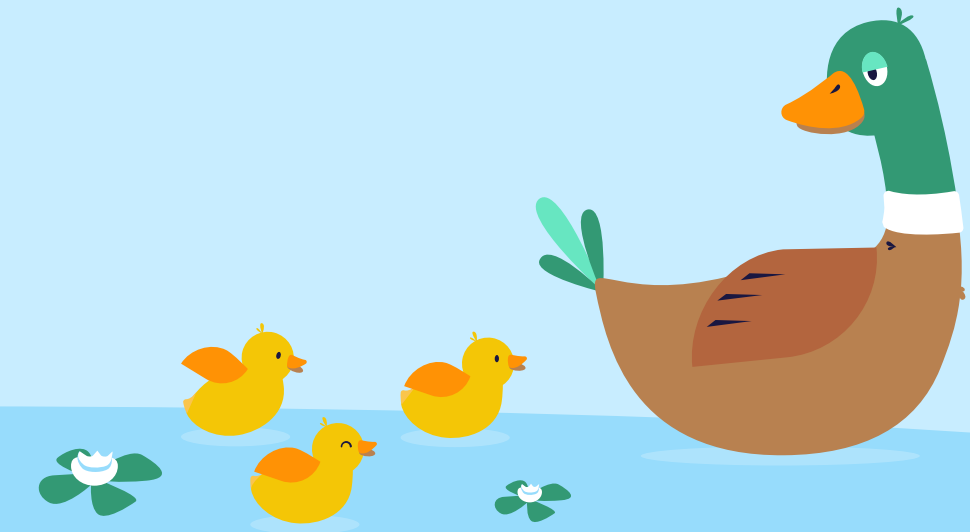
According to the EdResearch for Recovery brief, tutoring has the following benefits:

1. Meaningfully increase learning for a wide variety of K-12 students
2. More effective as the number of sessions per week increases
3. “Vacation Academy” programs have positive results
4. If using non-teacher tutors, intensive training should be provided
5. Fewer studies evaluate tutoring initiative in middle and high school. At these grade levels, there is greater evidence of success in math outcomes compared to reading outcomes.
6. Tutoring programs that effectively use data are more likely to be successful.
7. Frequent assessments of learning allow tutors to personalize instruction based on individual students’ needs.
8. Tutoring programs that pair a student with a consistent tutor for the duration of the program may provide better learning environments.
9. Remediation, or giving students simpler, previous grade-level materials, had been found to result only in students falling further behind the grade-level materials. Tutors should address missed concepts and skills that are most critical to accessing the upcoming content.



02

Tutoring at MEVA



# Successful High-Impact Tutoring

## Components



### Frequent & Consistent

At least 2-3 sessions per week, for 30 minutes.



### Relationships

Well-trained, consistent tutors 1:1, face-to-face, or small group



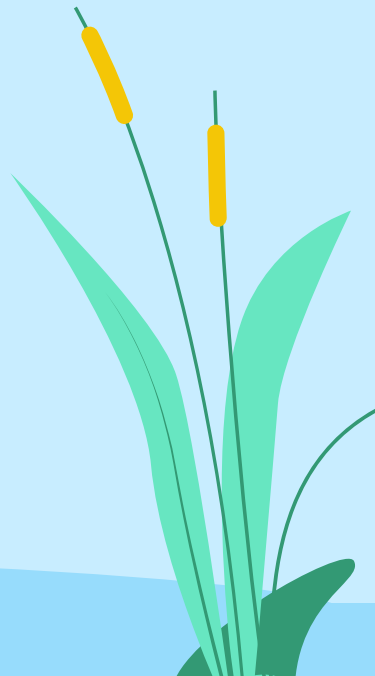
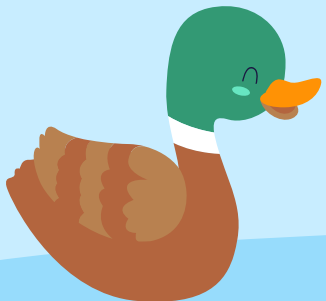
### High-Quality Instructional Materials

Aligned to standards and based on research



### Data & Progress Monitoring

Informed instruction and impact measurement of the program





# Core Principles



**Personalization**



**Intensity**



**Formative Assessment**



**Scaffolding**



**Feedback and Reinforcement**



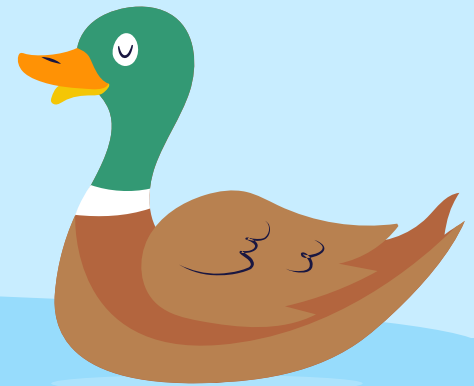
How will you continue or become involved in tutoring this school year?

# Thanks!

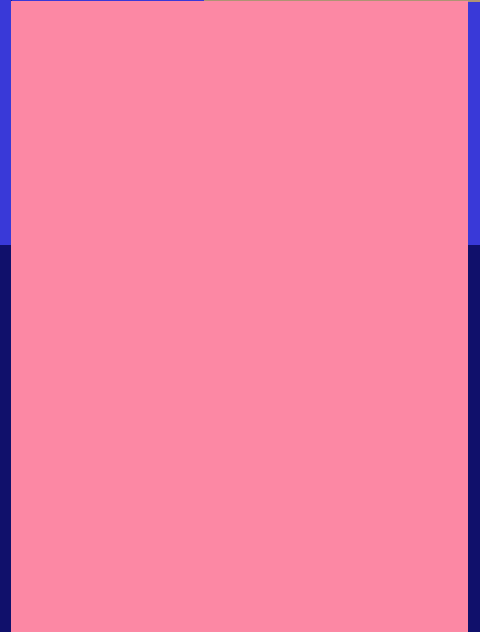
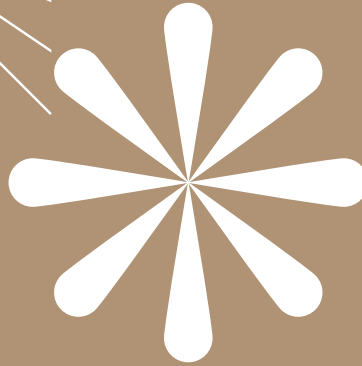
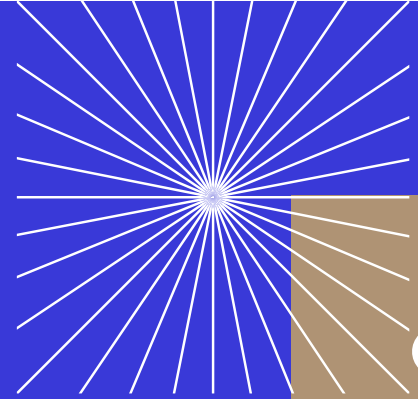
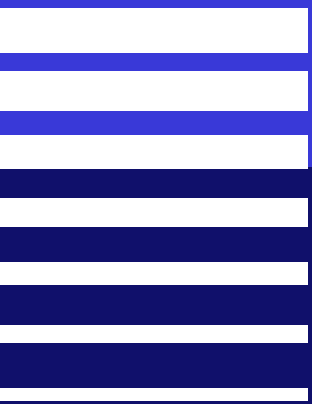
**Do you have any questions?**

COGrady@mainevirtualacademy.org

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# Professional Opportunities



# Optional Opportunities

## 01

Reading Task  
Force

## 02

Math Task  
Force

## 03

Book Study

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# Classroom Video Sharing Tips and Tricks

— Best Practices —

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## When using YouTube videos:

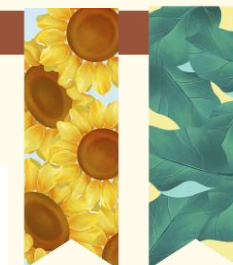
- Use the [VideoLink](#) ad-scrubber generator to show videos without ads when showing during your lesson
- Post the VideoLink prominently on your course homepage as a reference for students and parents
- Use this work-around from Nic T: you can put a dash between the t and u in the URL to make the video ad free for your content.
- Here is a [video](#) with steps: Utilize EdPuzzle Videos when possible as they are pre-scrubbed
- Other?

# Special Education Reminders

- Lena Vitagliano will present special education reminders.



## Draft SY-2024/2025 Assessment Calendar



Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)	January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025)	**April 29, 30, May 1, 2025 (Makeup Day - May 2, 2025)
MEA (ELA & Math)	October 7-25, 2024 (tentative)	NA	May 15-30, 2025
MEA (Science)	NA	NA	April 2-17, 2025 (HS)  May 12-23, 2025 (8th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	7 <sup>th</sup> & 8 <sup>th</sup> Graders - Standards Mastery assessment, August 26-30, 2024 8 <sup>th</sup> Graders for Fall 2024 - June 3-7, 2024 9 <sup>th</sup> Graders for Fall 2024 - throughout the summer and August 26-30, 2024 10 <sup>th</sup> Grader (new only) for Fall 2024 - diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills	January 16-24, 2025 (For mid-year enrollees only)	May 1-June 6, 2025

# Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, August 26<sup>th</sup>, 3:00 pm.**
- MEVA virtual high school graduation on **Friday, June 6<sup>th</sup> at 2:00 pm.** MEVA virtual eighth grade recognition ceremony on **Friday, June 13<sup>th</sup> at 11:00 am.**
- Looking ahead, the Last Day of School is **June 13<sup>th</sup>.**
- PI Meeting Materials are posted at:  
<https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-process-improvement-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.