

Process Improvement Meeting Agenda – 9/9

- MEVA Mission and Vision.
- MEVA Strategic Goals – Reading Growth and Math Proficiency.
- Progress Monitoring and Evidence-Based Practices to support MEVA Strategic Goals – Reading Growth and Math Proficiency.
- Updated MEVA SY-2024/2025 Assessment Calendar.
- Win over the student initiative.
- Compliance (Vector) Training Update – Stephanie Emery.
- State testing Update – Stephanie Emery.
- Literacy Grant Presentation – Jason Iannone.
- Evidence-Based Practice: Activating Prior Knowledge – Christina O’Grady.
- NWEA Refresher/Reminder – Christina O’Grady.
- Progress Monitoring: Individual Learning Plans (ILPs) and Advisory Groups – Christina O’Grady.
- Professional Opportunities – Christina O’Grady.
- Help Desk Update – Nicole Hart.
- Evidence-Based Practice: Collective Teacher Efficacy - Don Fournier and Lena Vitagliano.
- Guidance Update: Student Suicide Prevention – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, September 16th, 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

MEVA Strategic Goals – Reading Growth

Reading Growth.

Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-2029 FIVE YEARS
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 (Updated) – Math Proficiency

Math Proficiency.



Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-29 FIVE YEARS
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	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 – 26% (-16%); 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.

Strategic Goals Narrative

- MEVA's two strategic goals address our needs within the MCSC performance framework.
- We have excellent prospects for realizing the short-term measures by spring '25.
- As you can see from the baseline-data we are extremely close to where we want to be.
- We believe that **you, our faculty**, can make positive outcomes happen for our students.
- We have **the best** faculty here at MEVA!

Progress Monitoring on MEVA's Strategic Goals

- NWEA MAP Growth.
- iReady Algebra **and Reading**.
- Maine Through Year (MTY).
- Classroom formative data.
- Classroom observations and teacher instructional coaching.

Evidence-Based Practices to Support MEVA's Strategic Goals

- Literacy Grant. What does literacy growth look like across the curriculum? Teacher Efficacy (Effect Size 1.57).
- Course placement.
- Class size.
- MTSS.
- Instructional Coaching.
- Training.
- Data Analysis and Curriculum Maps.

MEVA's Primary Flywheel

- MEVA's primary flywheel, or what propels our economic engine and mission focus, is our relentless attention to the experience of our students, their families, and our faculty.
- MEVA prioritizes people (our stakeholders) over everything else.
- We promote "Win Over the Student!" at every juncture.
- We believe that our faculty are "the best" and can accomplish our school's goals.

Updated Assessment Calendar 2024-2025

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	NA	May 12-23, 2025
MEA (Science)	NA	NA	April 7-17, 2025 (HS) May 12-23, 2025 (8 th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	<p>7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)</p> <p>9th Graders for Fall 2024 - August 26-30, 2024 (3 pm with Christina)</p> <p>10th Grader - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)</p> <p>Reading This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits.</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

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

- 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

- **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](#)

From Cornell's TCI and CARE model.

weCARE

	WILLING	NOT WILLING
ABLE	ACKNOWLEDGE Give positive attention Join in activity Ask child to teach others	ENCOURAGE As if Offer assistance Give Choices Predict the future Make a request Natural or logical consequence
NOT ABLE	TEACH Give positive attention Join in activity Ask child to teach others	CHANGE EXPECTATIONS Change the expectation Redirect the activity Drop the expectation



Training Reminder

Vector Training Link:

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



- Prioritize mandatory trainings when working in Vector.
- MEVA swag drawings to come in October. Individuals who complete trainings within the due dates will have their names drawn.
- Thanks to the individuals who completed 100% of their Vector trainings already!! YOU ARE CHAMPS!
 - We are up to 43 completers! YOU ARE AMAZING!!!
 - There are 9 who are above 50% complete with their trainings!
 - Try to complete compliance trainings before State Assessment trainings deploy in a couple weeks.



State Assessment Updates:

- ▶ Check your email for your Proctor Assignments via DocuSign
- ▶ Travel Team – Calling all volunteers! We need more help for this team - Link: [Travel Proctor Task Force Survey](#)
 - ▶ This team makes it possible for MEVA to reach participation expectations. Without it, we would not meet our targets.
- ▶ Testing Kits - will be ready for pick up on Oct 4th at the MEVA Suite.
- ▶ Site Rosters/Attendance Workbook – will be available very soon, keep your eyes out for a shared google doc email.
- ▶ Remember to be an “Active” and observant Proctor. We need to ensure students are doing their best and not racing through and potentially rapid guessing. Moving around the room does help make them aware that they are being observed.
- ▶ Testing Site Observations – This year testing sites will be observed at various locations as part of a recommended best practice.
- ▶ State Assessment Trainings – Are mandatory and will be released in Vector Training very soon.



What I Did On My Summer Vacation

Reading Grant Work



Standards Work For:

- ❖ Language
- ❖ Reading/Literature
- ❖ Speaking and Listening
- ❖ Writing
- ❖ Reading: Informational Text
- ❖ History/Social Studies



All standards found here: <https://www.thecorestandards.org/ELA-Literacy/> (way easier to navigate than the Maine DOE site)

Each standard broken down as such:

-Why Am I (the student) Learning This?

-Learning Intention: What Am I Learning?

-Success Criteria: How Will I Know That I Have Learned it?

-Classroom Implementation: How Can The Instructor/Teacher Help Me?

Standard: CCSS.ELA-LITERACY.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Why am I learning this? So I can understand POVs and experiences from countries and cultures other than my own So I can appreciate literature from anywhere, not just the United States So I can analyze another culture's POV or experiences with an unbiased eye			
Learning Intention(s) What am I learning?	Success Criteria How will I know that I have learned it?	Classroom Implementation How can the instructor/teacher help me?	
To expand my reading repertoire beyond United States authors To analyze POVs and cultures outside the US with an objective eye To understand the meaning behind international cultures/POVs	I can read text from an international author with the same understanding and gusto as I would a US author I can read about an international experience not my own and both learn about it and appreciate it I can successfully research a culture/POV I know little about and utilize this research in my textual analysis	Introduce us to a sizable amount of international literature Take us on virtual tours of international experiences mentioned in our readings Engage us in writing exercises about international cultures/POVs mentioned in the readings	

Activating Prior Knowledge



Learning Intention

To understand and apply effective strategies for activating students' prior knowledge in the classroom.



Success Criteria

- Define prior knowledge and explain its importance in the learning process
- Identify at least three strategies to activate students' prior knowledge

Prior Knowledge

Prior knowledge refers to what a learner already knows before learning new information. That is, it's the information and education context already present before new instruction. Prior knowledge is important as it serves as a foundational building block for new knowledge. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction (Virginia Tech, 2022).

Strategies to integrate with prior knowledge has an effect size of 0.93 (Hattie, 2024).

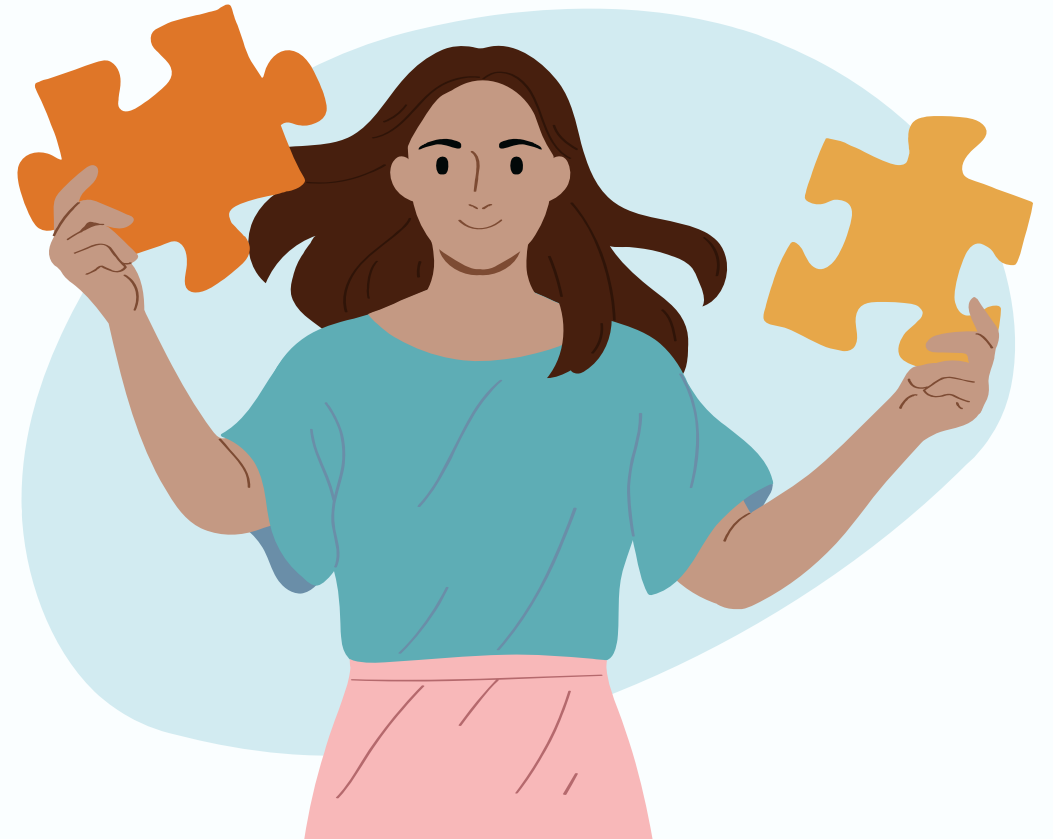


Strategies to Activate Prior Knowledge

There are many strategies you can use to activate a learner's prior knowledge. Here are a few examples:

- Advance and Graphic Organizers
- Anticipation Guide
- Case Study or Problem-Solving
- Forecasting
- Opening Question
- Power Previewing
- Worksheets

Let's take a look at a few of them. How would you integrate them into your online classroom?



Strategy Examples

Strategy	Example
Advance organizer	Visual organizational tools (K-W-L, Venn Diagram, Compare/Contrast Chart)
Anticipation Guide	Series of statements that students note their opinion on (Agree/Disagree/Why chart)
Case Study or Problem-Solving	Brief case studies used to activate prior knowledge - focus the mindset for the topic
Forecasting	Students make a prediction based on information they already know

Learning Intention

To understand and apply effective strategies for activating students' prior knowledge in the classroom.



Success Criteria

- Define prior knowledge and explain its importance in the learning process
- Identify at least three strategies to activate students' prior knowledge

Self-evaluate: How are you feeling about the success criteria?

Resources

Hattie. (2024). *Hattie Effect Size List - 256 influences related to achievement*. VISIBLE LEARNING. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Virginia Tech. (2022, December 5). *Activating prior knowledge*. Center for Excellence in Teaching and Learning | Virginia Tech. <https://teaching.vt.edu/teachingresources/adjustinginstruction/priorknowledge.html>



Thanks!

Do you have any questions?

cogrady@mainevirtualacademy.org

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NWEA Reminders



NWEA Reminders



Attendance

There have been some shifts to groups, please check the tracker! Use attendance to ensure students are coming into each testing session.



Makeups

Grade level makeups should be completed each afternoon for students who missed the morning session.



Questions

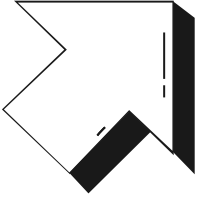
Please reach out with any questions.

Thank you

Do you have any questions?
cograde@mainevirtualacademy.org

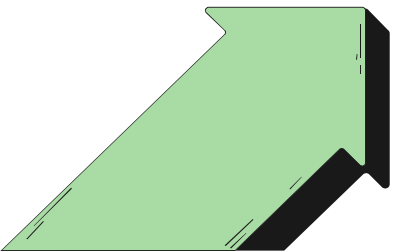
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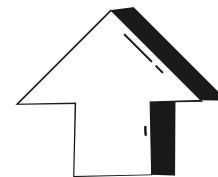
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Progress Monitoring: ILPs and Advisory Groups

As of 9/5/24



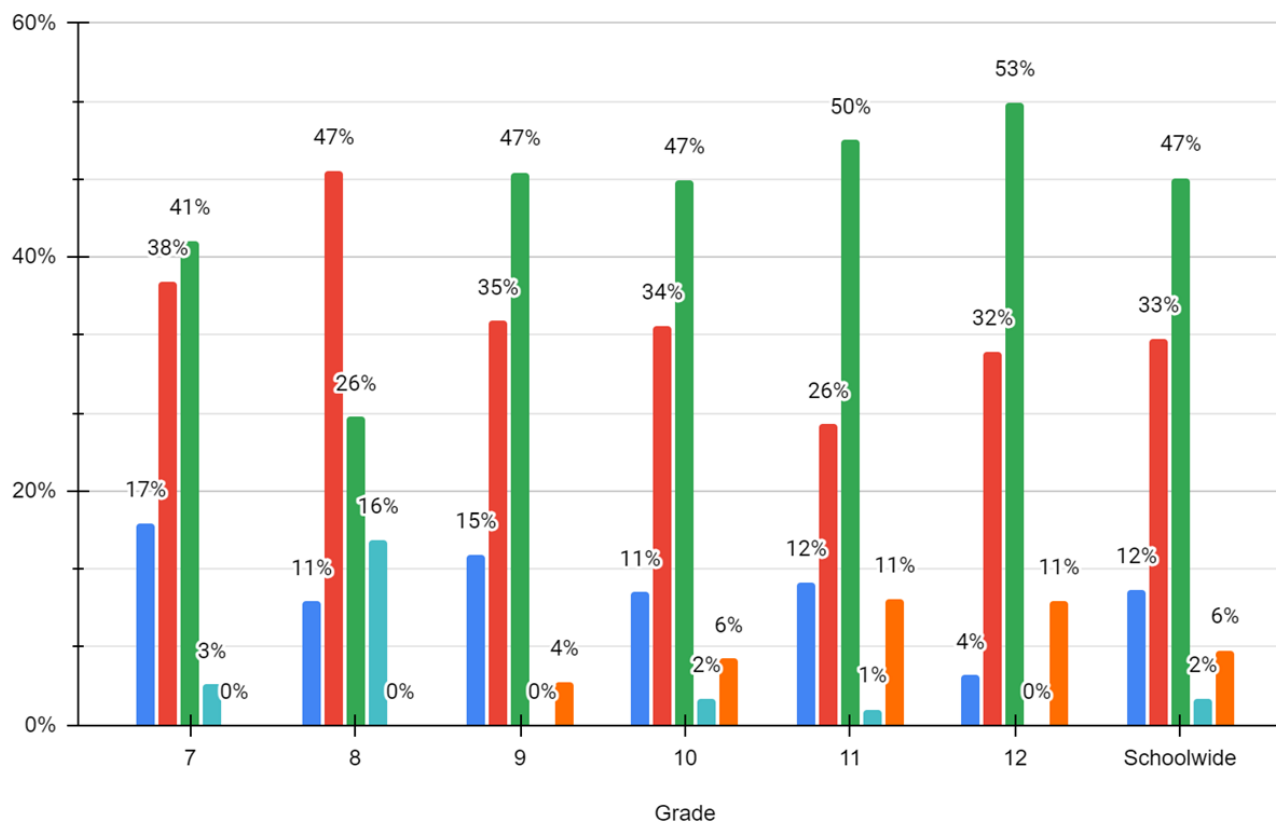


ILP Data

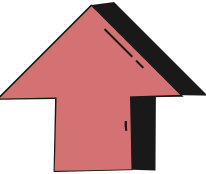
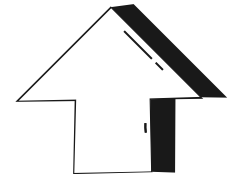
	<i>n Value</i>	Total # Completed	% Completed
7th Grade	36	29	81%
8th Grade	30	19	63%
9th Grade	84	55	65%
10th Grade	121	88	73%
11th Grade	116	74	64%
12th Grade	82	46	56%
Schoolwide	469	311	66%

Postsecondary Goals

By Grade Levels

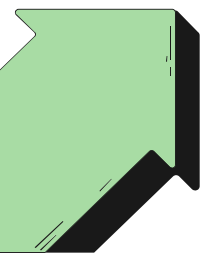
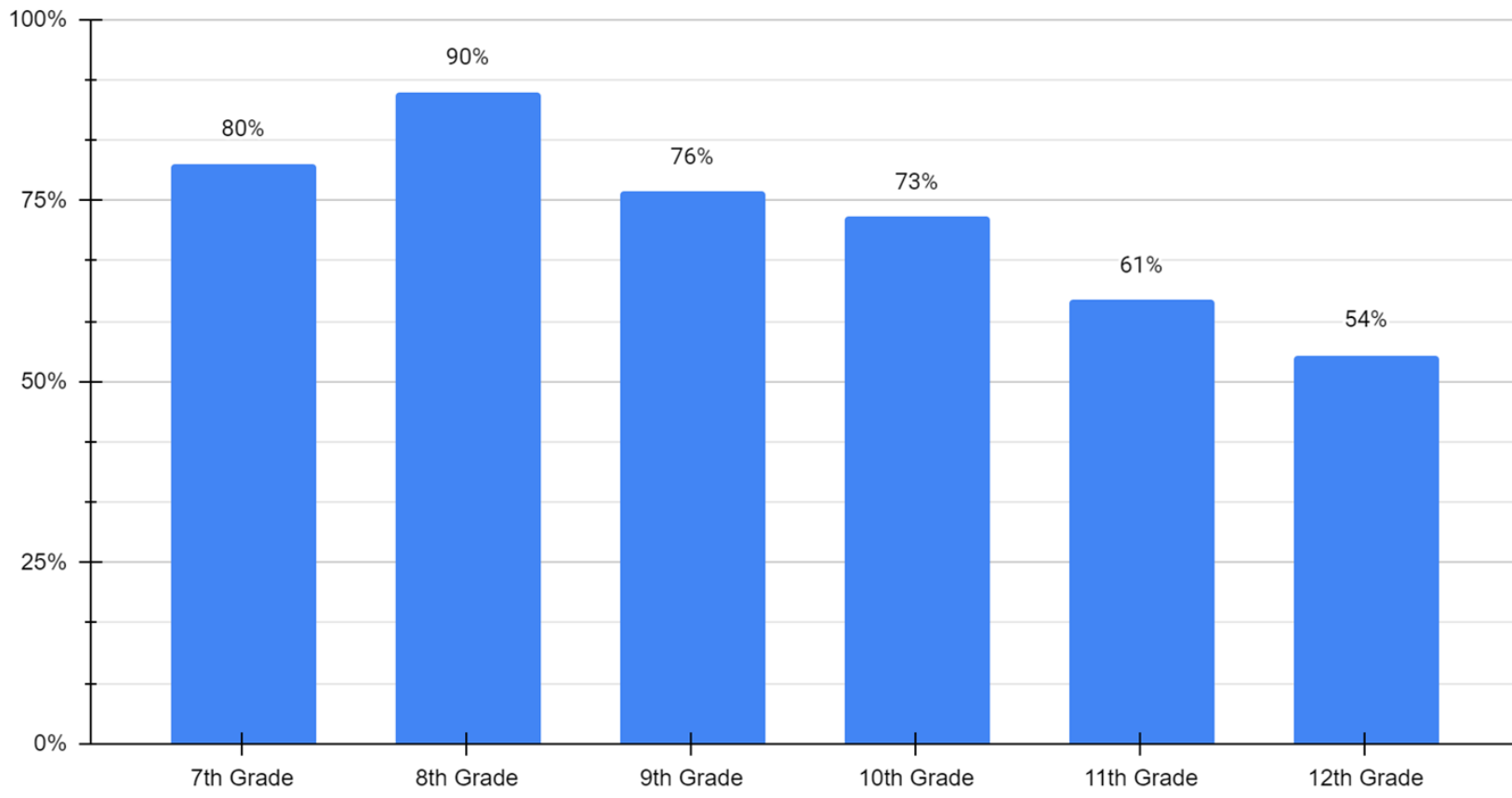


- Learn a Trade
- Unsure
- Attend College
- Join the Military
- Join the Workforce

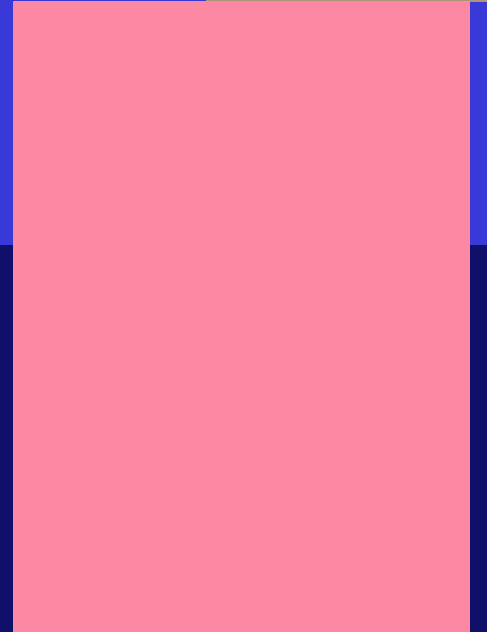
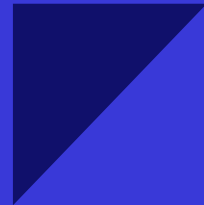
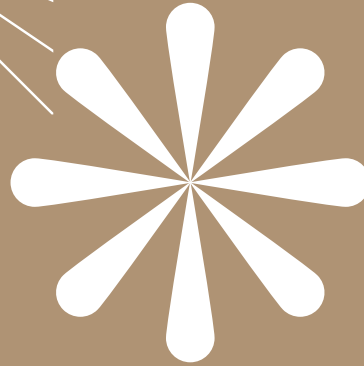
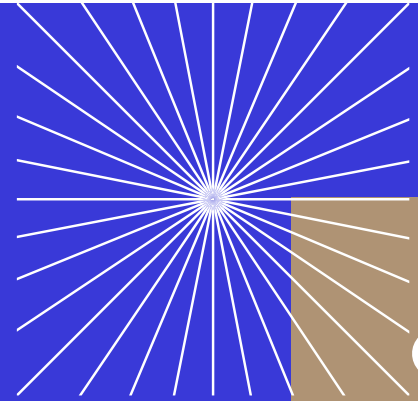
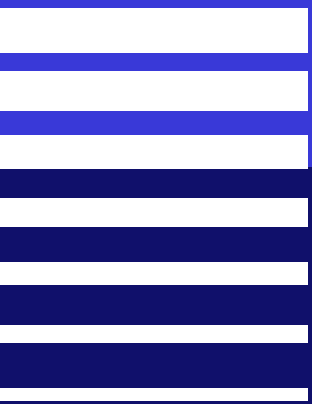


Advisory Attendance Data

Attendance Data
By Grade Levels



Professional Opportunities



Optional Opportunities

01

Reading Task
Force

02

Math Task
Force

03

Book Study



HelpDesk Update!

HIGHLIGHTS from the first 2 weeks!

WE HAVE HAD...

120 Students engage with HelpDesk whether joining us in LIVE session or completing one of the asynch activities available in HelpDesk.

100 Students attend at least one live session in the first 2 weeks of School

28 Students attended a live session each week

86 Students attended HelpDesk at least 10% of the time.

20 Students participated in Activities but did not attend HelpDesk.

**Thank you to
all of the
teachers who
have come to
HelpDesk!**

HelpDesk KUDOS!

Eleanor to Everyone 11:20 AM



The atmosphere at Help Desk is so nice



Jykira (Kira) to Everyone 11:20 AM



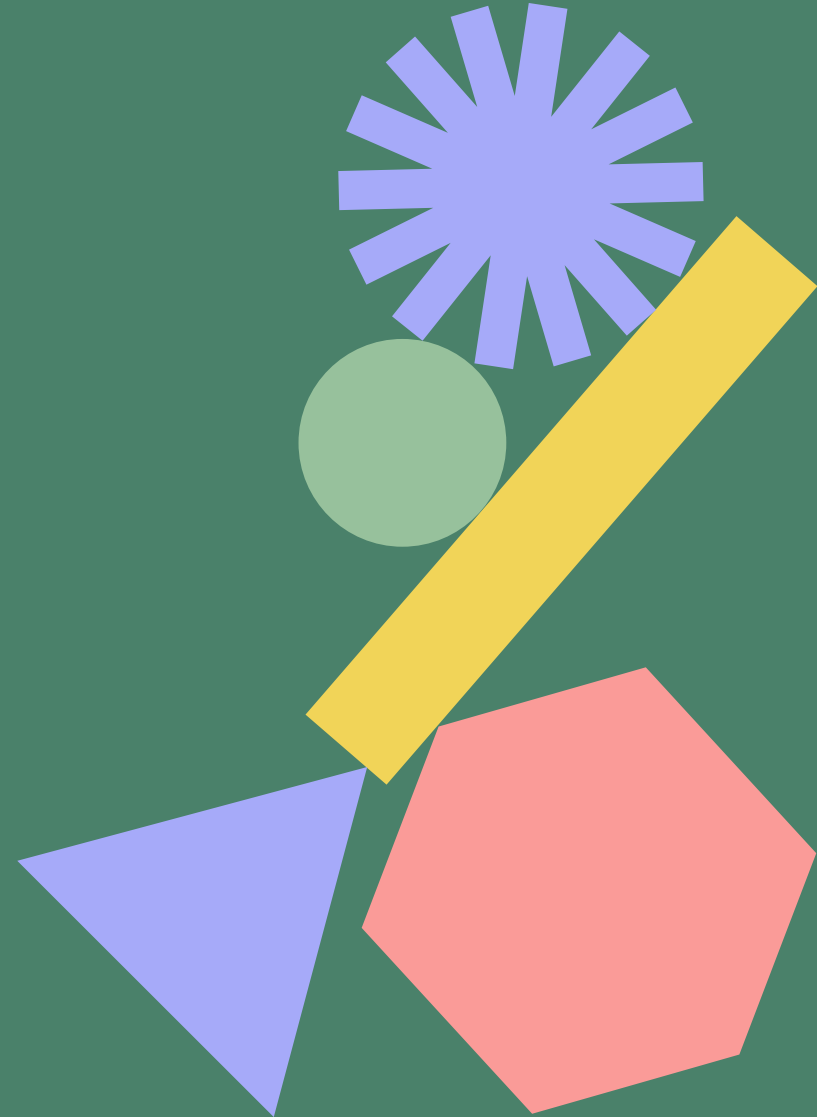
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Collective Teacher Efficacy...



~Defined~

Teachers shared belief that
through collective action,
they can positively influence
student outcomes, including
impacting those who are
**disengaged and/or
disadvantaged.**



Collective Teacher Efficacy

What is Collective Teacher Efficacy (CTE)?

Collective Teacher Efficacy is the perception of a group of educators about their ability to positively affect student learning.

Why is CTE Important?

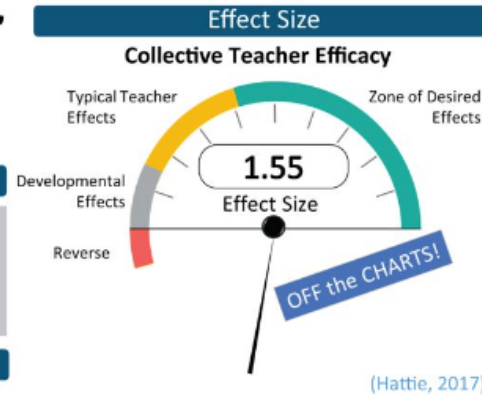
- Improves student performance
- Builds educator confidence for addressing the needs of all students
- Enhances parent-teacher relationships
- Fosters teacher commitment

Brinson, D. & Steiner, L. (2007)

When CTE is high in schools, teachers

- find new ways to tackle difficult challenges,
- have high expectations for improving instruction and student learning,
- are open to new ideas,
- are willing to experiment,
- are resilient,
- work collaboratively, and
- welcome parent participation.

Brinson, D. & Steiner, L. (2007)



When CTE is low in schools, teachers

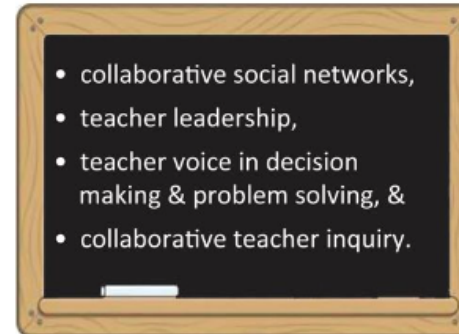
- extend less effort,
- give up more easily,
- perform at lower levels,
- experience burnout more often,
- feel isolated, and
- experience more uncertainty.

Brinson, D. & Steiner, L. (2007)



CTE capacity is built through

- collaborative social networks,
- teacher leadership,
- teacher voice in decision making & problem solving, &
- collaborative teacher inquiry.



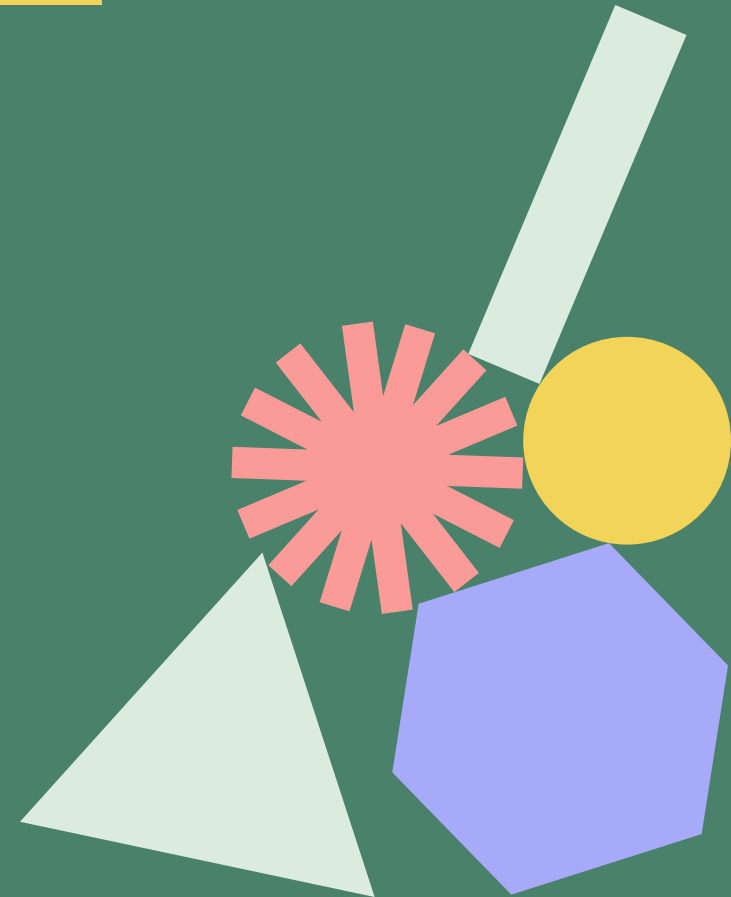
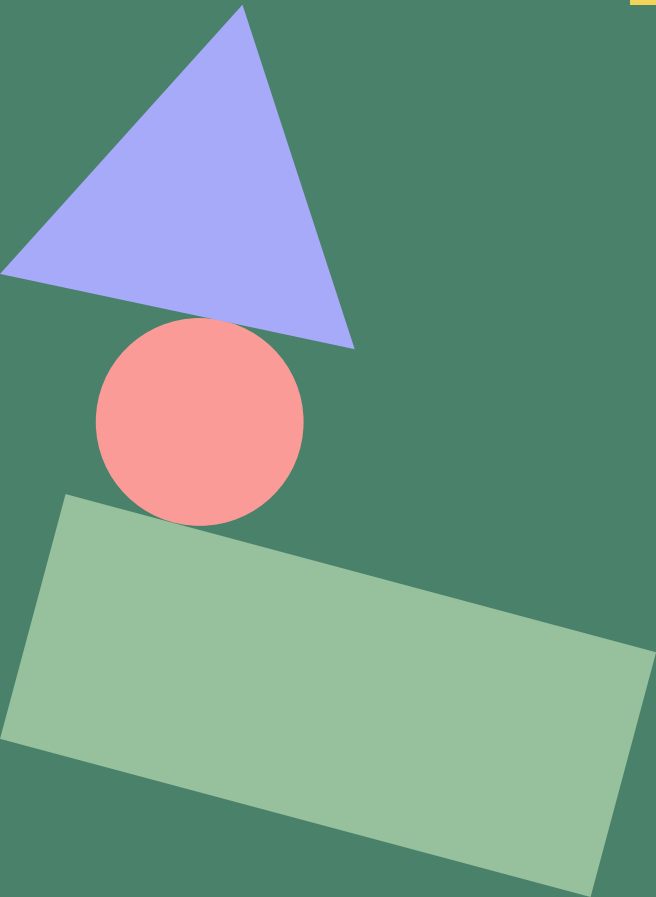
Video - Building Collective Teacher Efficacy

Kasey Kiehl

May 6, 2022



[YouTube Link](#)





Discussion Questions....



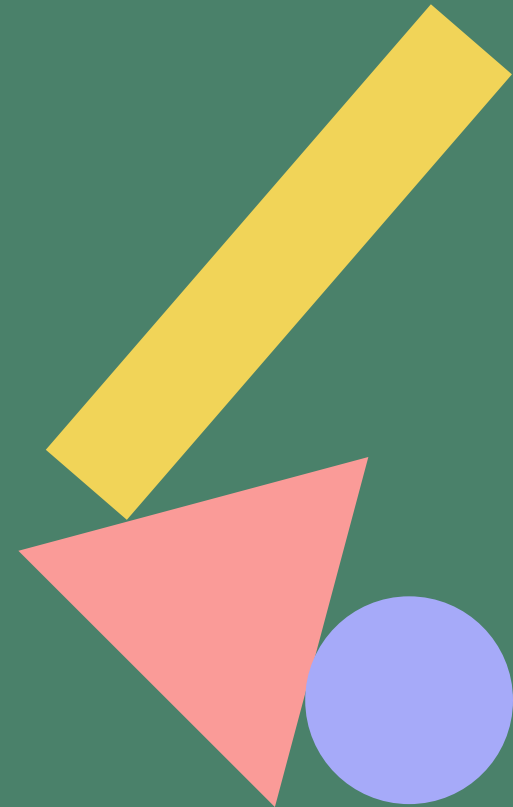
From your perspective, what does Collective Teacher Efficacy look like **now** at MEVA?
What **could** Collective Teacher Efficacy look like at MEVA?
How do we get there?
- What are 3 actionable steps?

Recommendations

1

Meetings: Grade level, Department and PI

- ~Establishing norms and a common vision of learner success.
- ~Sharing feedback on instructional strategies; what is working well - what challenges are surfacing?
- ~Celebrating achievements!
- ~Setting common student learning goals that can be addressed across all content areas
- ~Sharing knowledge about curriculum to ensure articulation of standards and scaffolding of skills.
- ~Communicating regularly and recording meeting notes to maintain continuity of practice.
- ~Reviewing and evaluating student work together as a team.



Recommendations:

2



Recommendations:

3

Next PI Topic:

Peer/Collegial Observations

Collegial Observation Feedback									
Observer:		Teacher Observed:		Date:		Subject:			
1. Focus on Curriculum									
1a. What is the learning objective?									
Objective:									
1b. Learning objective is evident to the students:									
Evident		Not Evident							
1c. Learning objective on target for grade-level standards:									
Yes		No							





Thanks

Questions

Comments

Insights???

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Guidance Update 9/9/24 Student Suicide Prevention

- Suicide is the second leading cause of death for 10-14 year olds and the third leading cause of death for 14-18 year olds (CDC).
- One in 10 HS students reported attempting suicide within the last year (CDC).
- Approximately 17% of students express suicidal ideation, with approximately 14% completing their plans for suicide (CDC).

What does this mean for MEVA staff?

- Kids express suicidal ideation in various ways in school...it can come up in a writing prompt, in a conversation with a teacher, in a chat with a friend, etc.
- Notify Heather and Dan **IMMEDIATELY** of **ANY** concern!
 - Please include both Heather and Dan in the email. If you do not get an immediate response call/text Dan or Heather. We drop everything to attend to these situations.
- This is crucial...even if the student has asked you not to tell anyone, even if you are unsure, even if the student tells you they have already told their parent....notify us no matter what. **If you have a student in a session with you and they say something concerning, do not release them, contact us immediately so that we can connect with them.**

Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, September 16th, 3:00 pm.**
- MEVA **virtual** high school graduation on **Friday, June 6th at 2:00 pm.** MEVA **virtual** eighth grade recognition ceremony on **Friday, June 13th at 11:00 am.**
- Looking ahead, the Last Day of School is **June 13th.**
- 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.