Process Improvement Meeting Agenda – 9/23

- MEVA Mission and Vision.
- MEVA Charter Contract Renewal Progress.
- Win over the student initiative.
- State Testing Update – Stephanie Emery.
- Vector State Compliance Training Update – Stephanie Emery.
- Literacy Grant Presentation – Nicole Taylor.
- Progress Monitoring: Fall ’24 NWEA Results – Christina O’Grady.
- Evidence-Based Practice, Teacher Efficacy: Peer Observations and SMART Goals – Don Fournier and Lena Vitagliano.
- Other and next Process Improvement Meeting on Monday, September 30th, 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 Charter Contract Renewal Progress.

- MEVA is making steady progress towards our expected quinquennial charter contract renewal – thanks to everyone's efforts.
- Our next event is the public hearing, scheduled for Thursday, 9/26, 1:00 – 2:30 pm, via Zoom. Our stakeholders, including you, will have an opportunity to speak.
- Let me know by email if you would like the Zoom link.
- MEVA's Four-Year Performance Report and SY-2023/2024 Annual Monitoring Report are strong.
- We are addressing our needs – math proficiency and reading growth – as articulated in our two strategic goals, as follows:

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.

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.

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 (8th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	**7th & 8th Graders -** Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina) **9th Graders** for Fall 2024 - August 26-30, 2024 (3 pm with Christina) **10th. Grader -** August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina) **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.	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"*

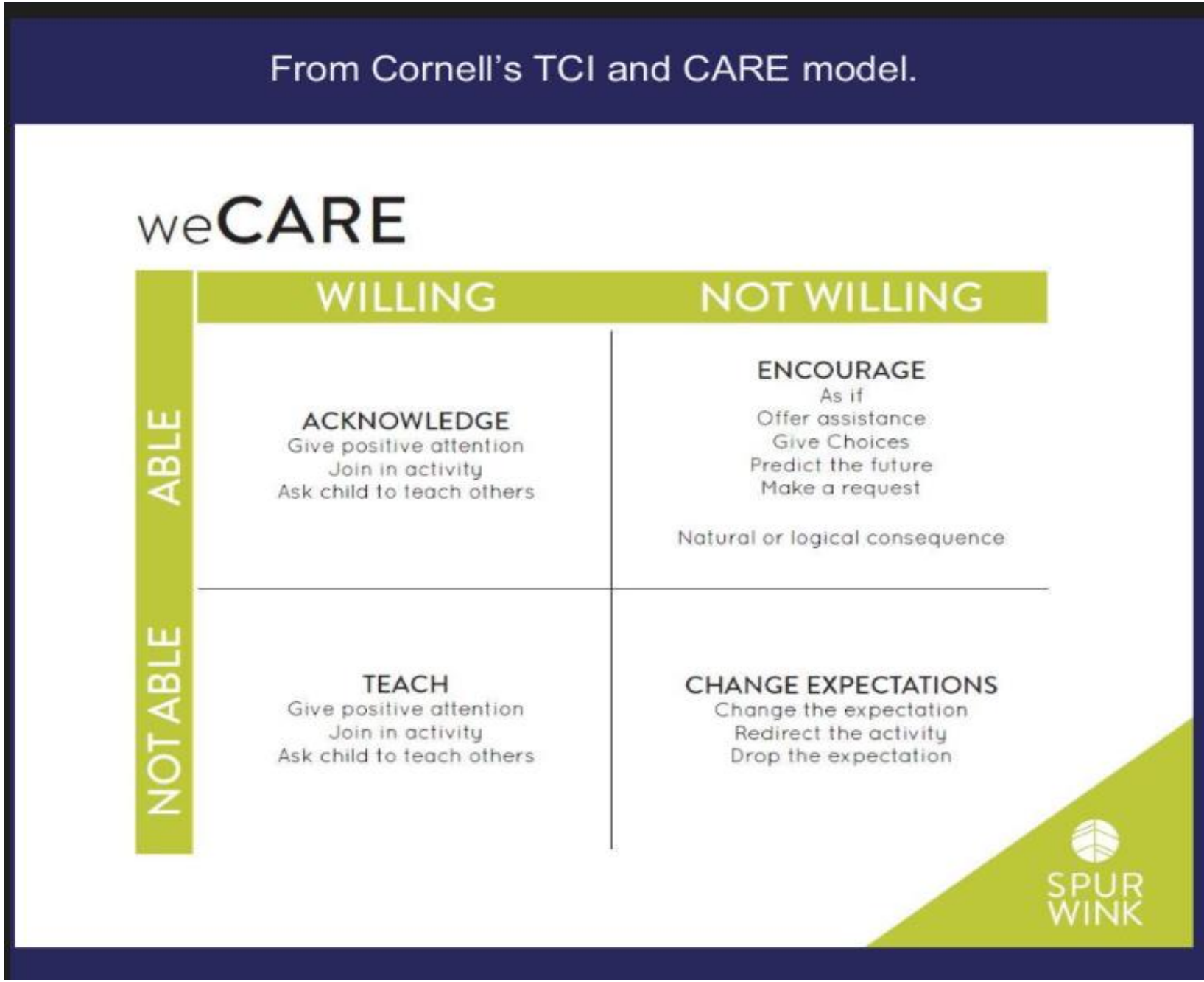
Communication

- **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.



State Assessment Updates:

- Travel Team – Calling all volunteers! We need 2 more spots filled for Southern Maine. Please reach out if you are able to help. This team makes it possible for MEVA to reach participation expectations. Without it, we would not meet our targets. Travel team has scheduling flexibility, you and a team member have more control over dates/times you are able to go test.

- Testing Kits - will be ready for pick up on Oct 4th at the MEVA Suite. No lunches this time around.

- 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 – Reminder that Coordinators will be observing sites randomly this year. This is a best practice that is recommended by the DOE. The focus of these observations are related to test security, and site set up.
- **State Assessment Trainings – Are mandatory and will be released in Vector Training *tomorrow*. You will be required to complete the test security agreement linked within the module. This agreement covers all testing windows this year.**
- It is imperative that you read through all the state manuals and MEVA materials to gain a full understanding of the expectations to secure and set up a test site. The manuals also provide full insight in how to administer testing.

Training Reminder

Vector Training Link:
https://meva-me.safeschools.com/

Trainings due : Sept 30th for priority compliances & Dec 31st for the misc. additional trainings.

- 1st Round of MEVA swag drawings to come in late 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!
  - 52 Completers! YAYYYYYY!!!!!
  - There are 6 who are above 50% complete with their trainings! KEEP UP THE GOOD WORK!
  - State Assessment Trainings Release Tomorrow. Due by Oct 4th.

Literacy in Middle School Math

Align ELA-Literacy Standards with Math Objectives

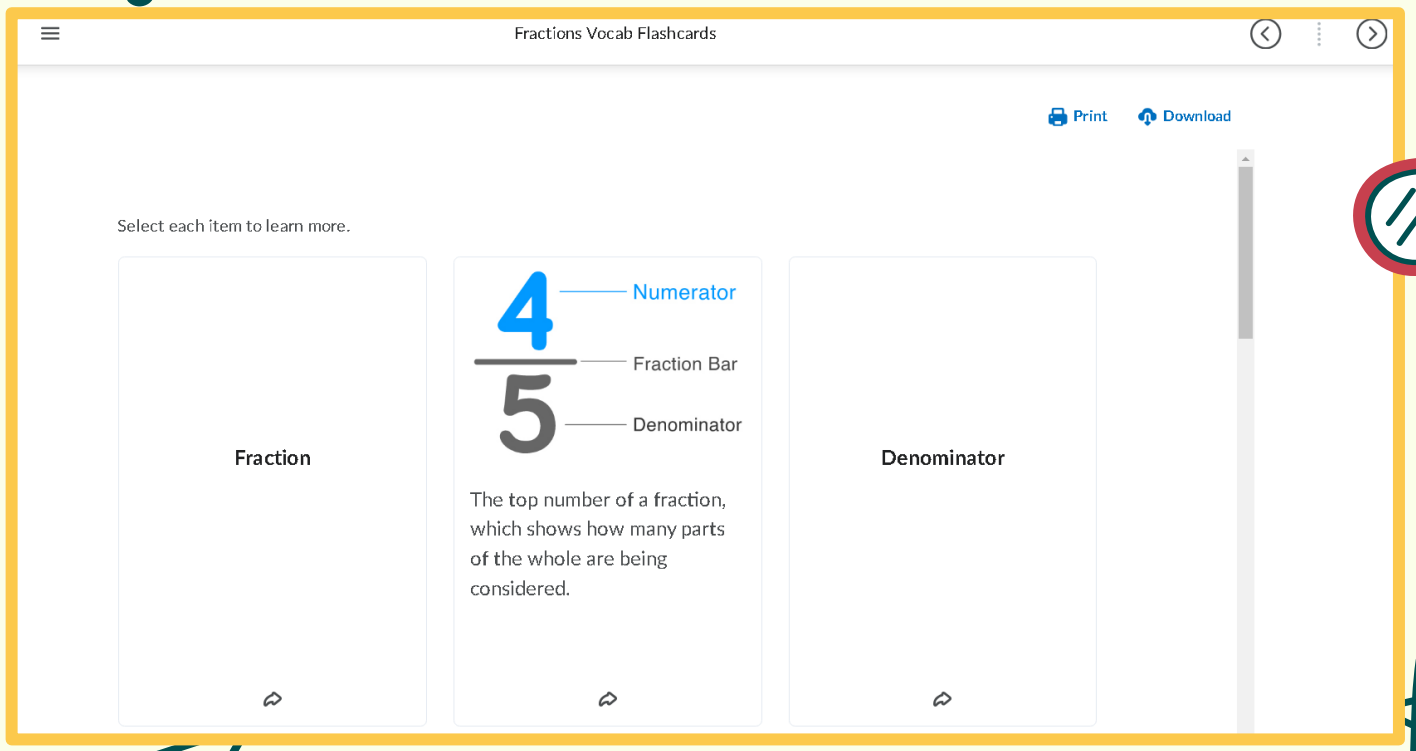
Standard:CCSS.ELA-Literacy.RI 7.4 & 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Why am I learning this?
To unserstand and interpret language in mathmatical text, focus on the meaning of words and phrases, including the figurative, connotative, and technical aspects.

GenZ: Figuring out what words and phrases mean in a text, including deeper meanings and stuff. And then, like, thinking about how a specific word choice affects the overall meaning and vibe of the text.

Learning Intention(s) (level 1 and 2) What am I learning?	**Success Criteria (level 3 and 4)** How will I know that I have learned it?
-I am learning to recognize and understand technical vocabulary used in mathematics, such as "sum," "product," "difference," and "quotient." -I am learning to interpret figurative and connotative language in mathematical contexts, such as understanding metaphors or analogies used to explain concepts. -I am learning to analyze how specific word choices in mathematical problems affect their meaning and the strategies needed to solve them. -I am learning to recognize words that have different meanings in mathematical contexts, such as "table" or "function." -I am learning to analyze and translate word problems into mathematical equations or expressions by understanding the	-I can accurately define and use technical mathematical vocabulary in my work and explanations. -I can correctly solve problems that require understanding specific mathematical terms. -I can identify and explain figurative language or analogies used in mathematical explanations. -I can use figurative language to describe mathematical concepts to others. -I can explain how different word choices in a problem statement affect its interpretation. -I can choose appropriate strategies to solve problems based on the specific wording. -I can identify words that have different meanings in math and explain their mathematical definitions.

Math Vocabulary Flash Cards



Written Response Review

Write and explain the steps to solving this equation:

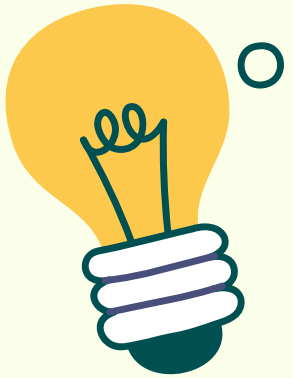
$$\frac{7.41 \times 10^{-1}}{2.6 \times 10^{7}}$$

When would using scientific notation be useful?

How can you tell if a number in scientific notation is large or small?

A bacteria population is growing at a rate of 1.2×10^4 bacteria per hour. How many bacteria would there be after 5 hours?

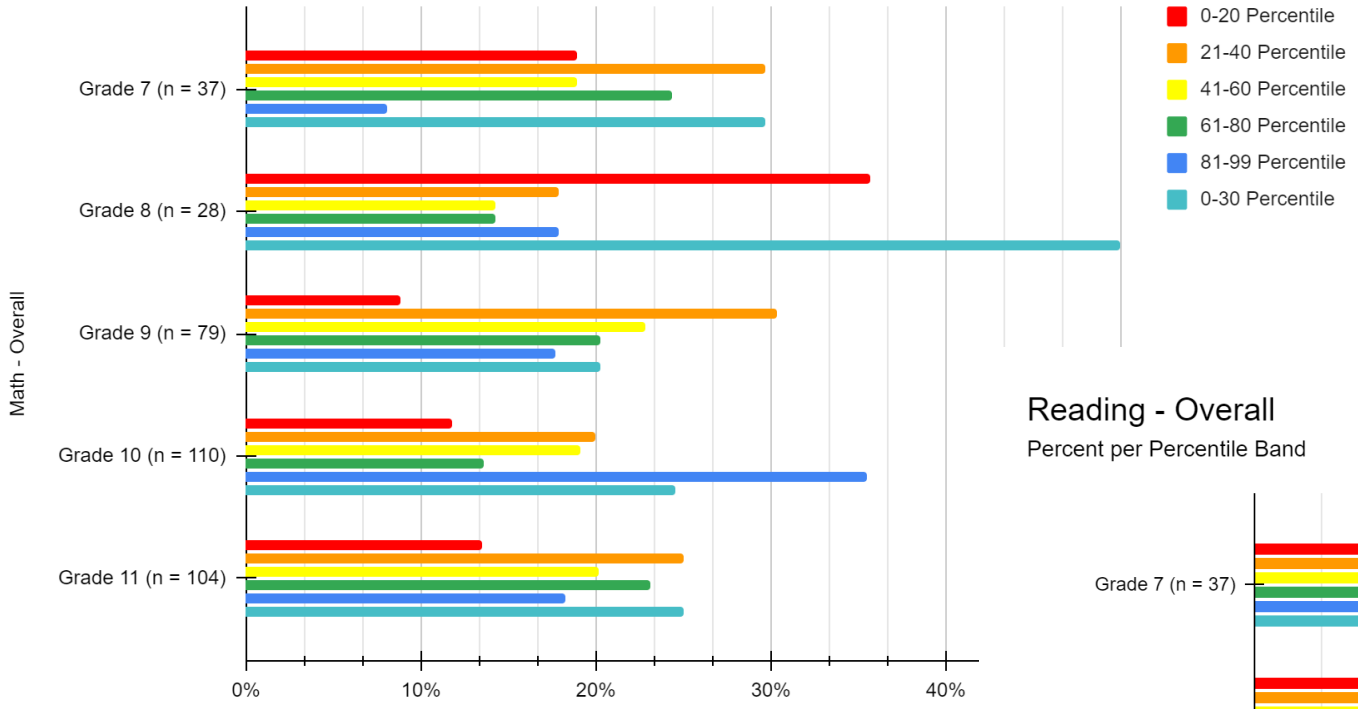
More



- Crossword activities with math vocabulary
- Essay questions in unit assessments
- End of the year entrepreneur/job project
  - Job description
  - Applicable 8th grade math concepts
  - A mathematical problem related to job

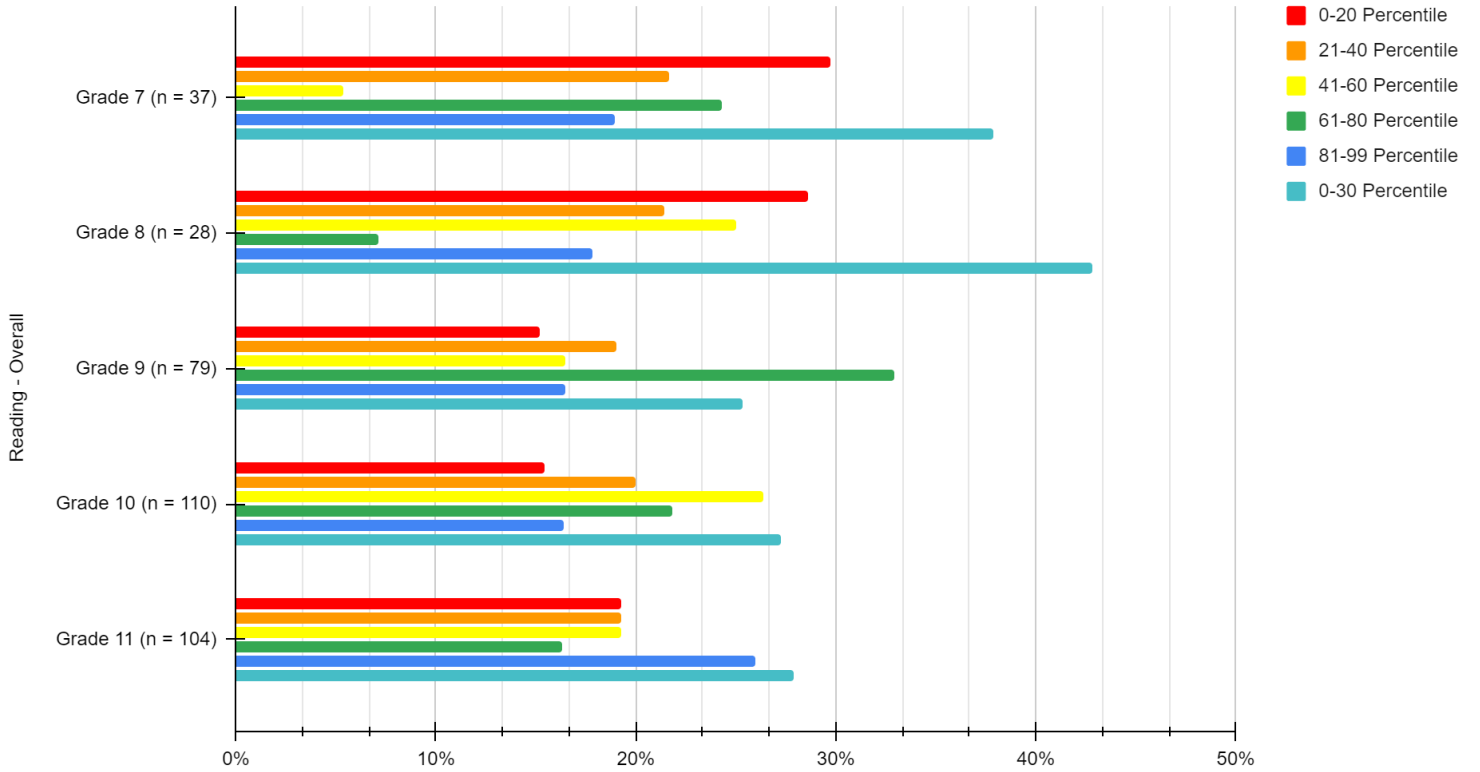
Math - Overall

Percent per Percentile Band



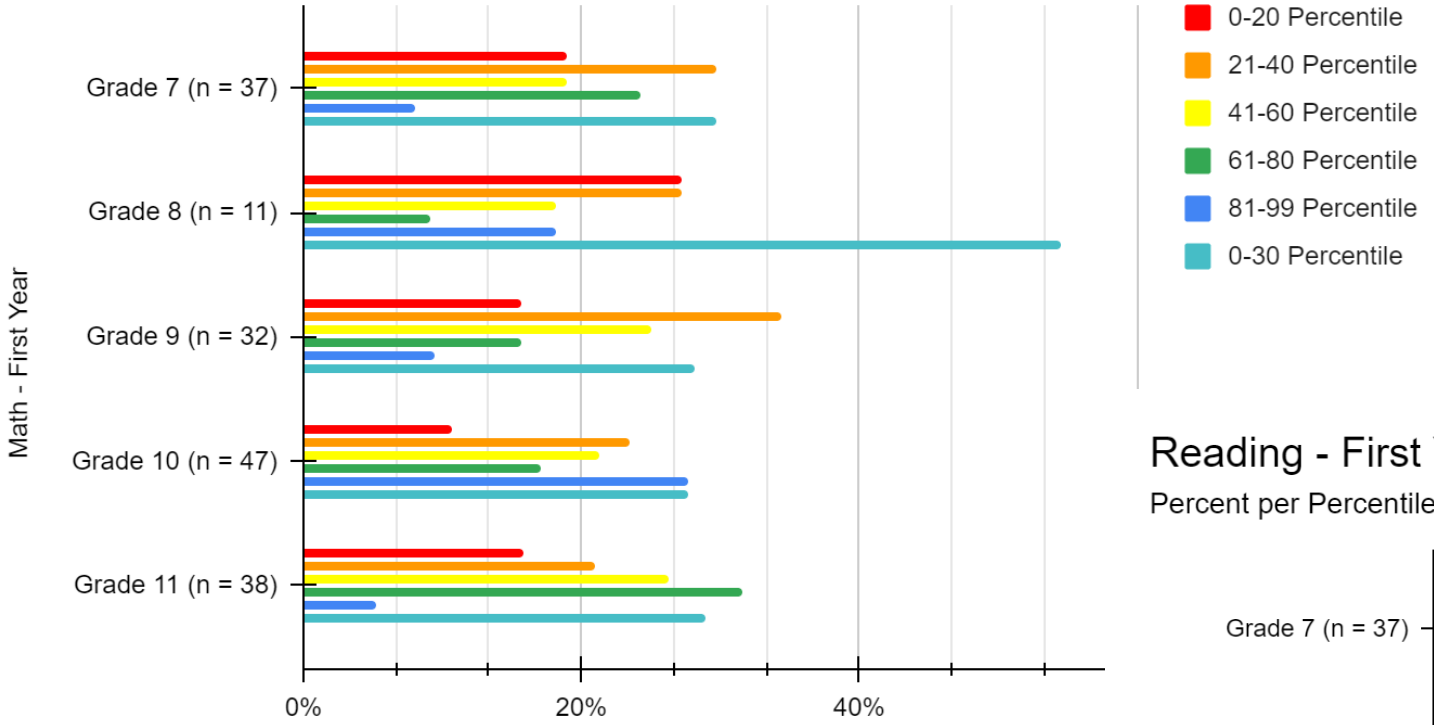
Reading - Overall

Percent per Percentile Band



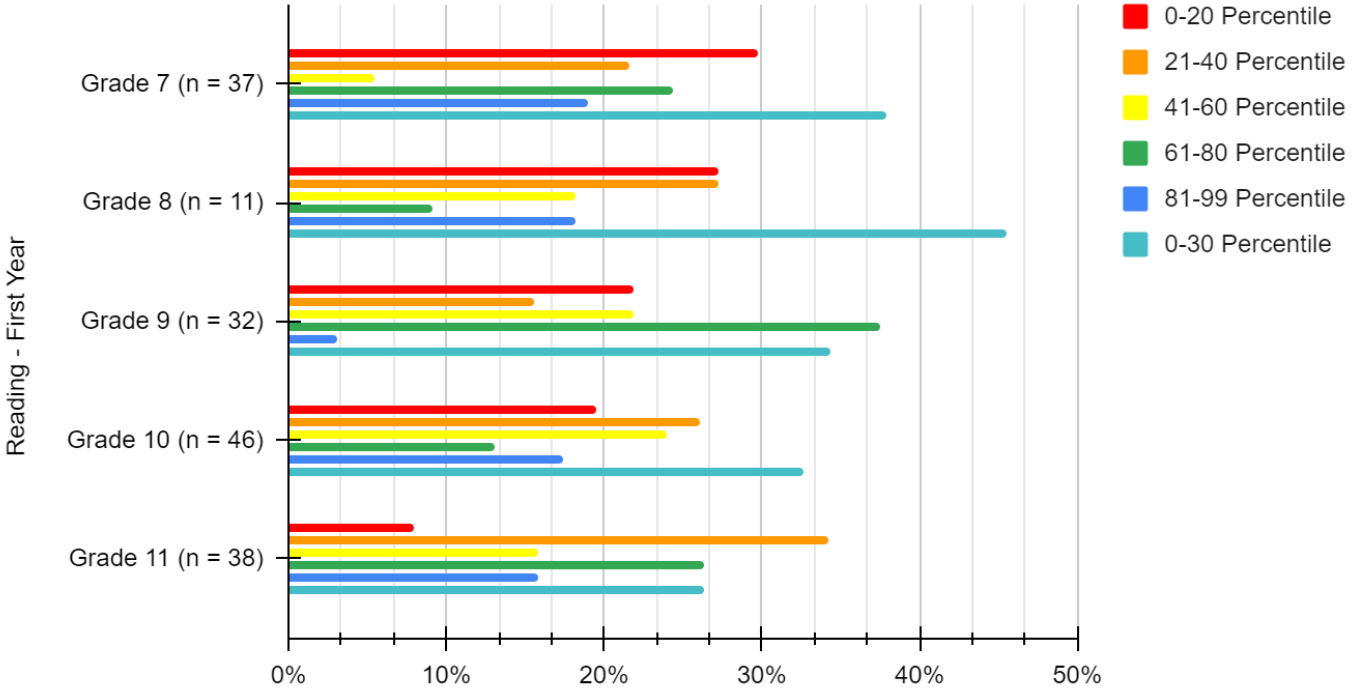
Math - First Year Students

Percent per Percentile Band



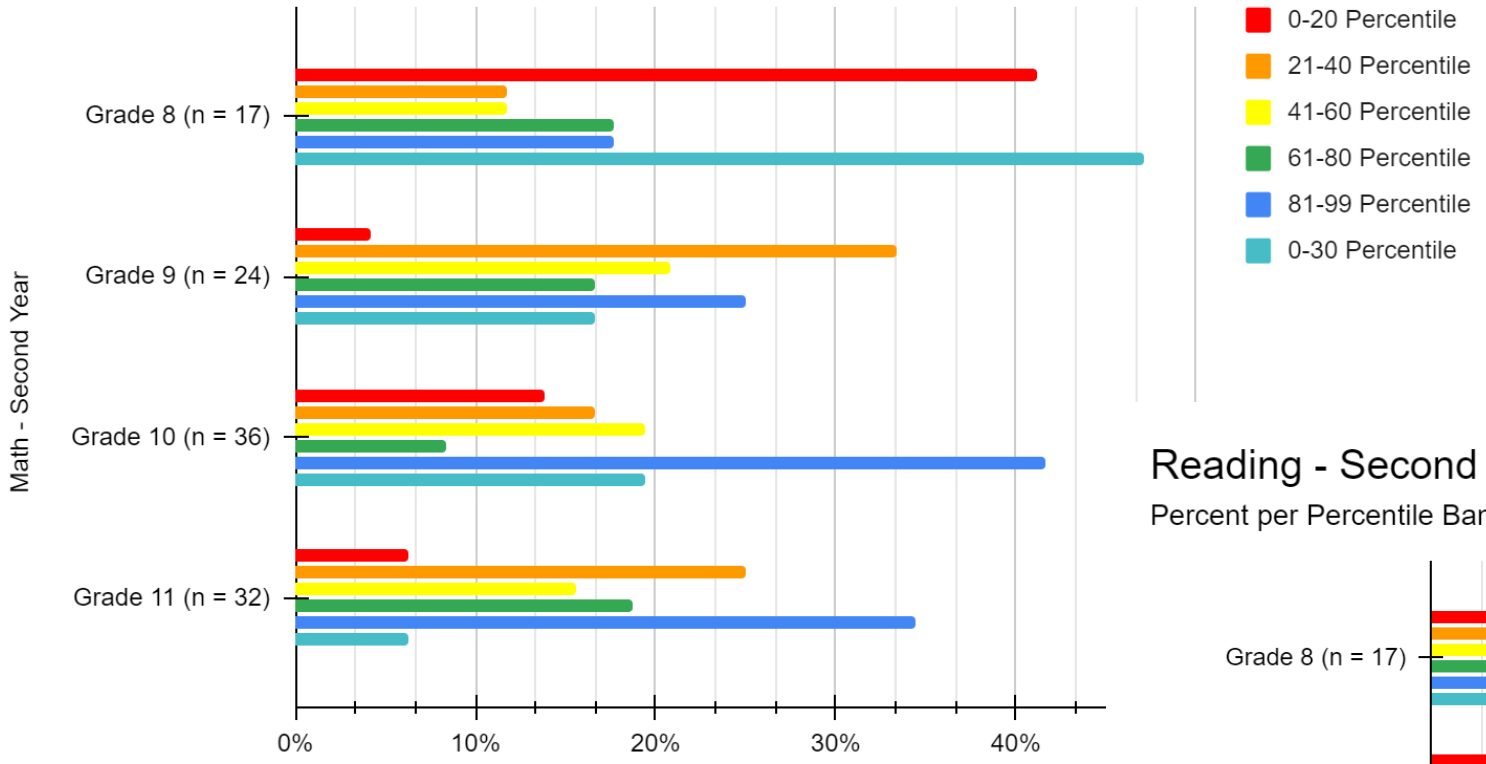
Reading - First Year Students

Percent per Percentile Band



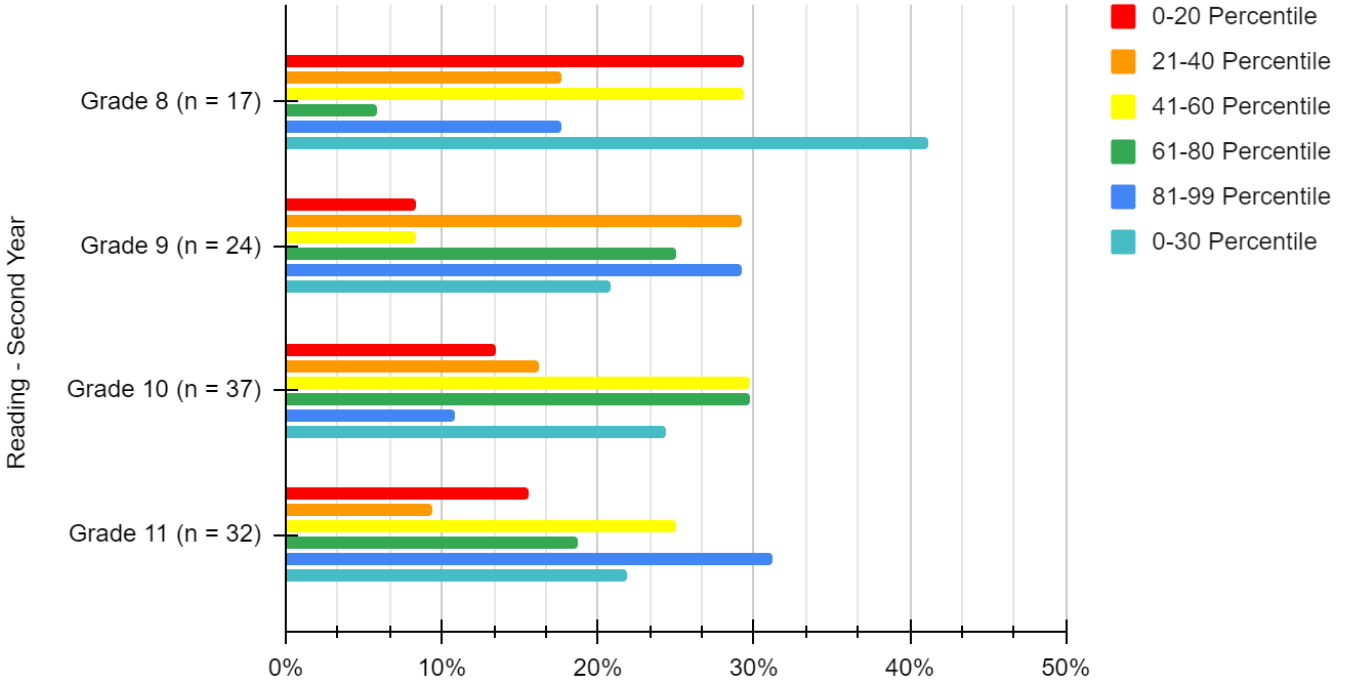
Math - Second Year Students

Percent per Percentile Band



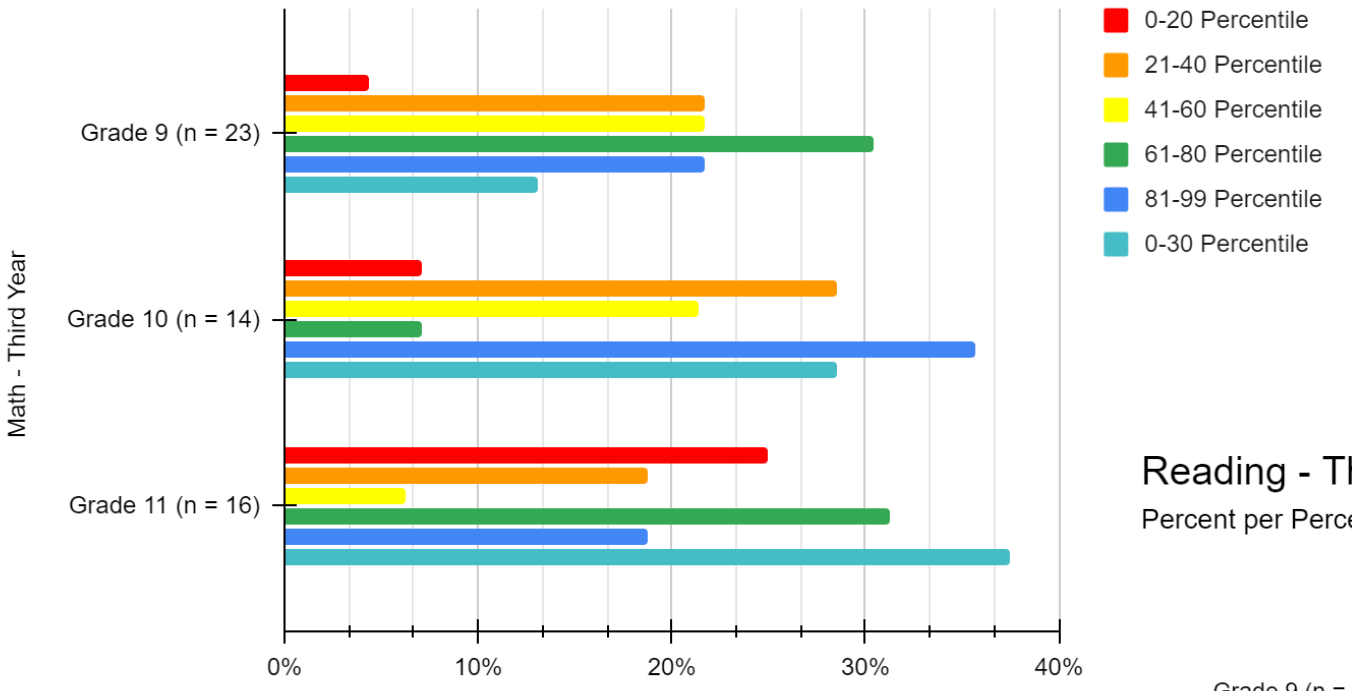
Reading - Second Year Students

Percent per Percentile Band



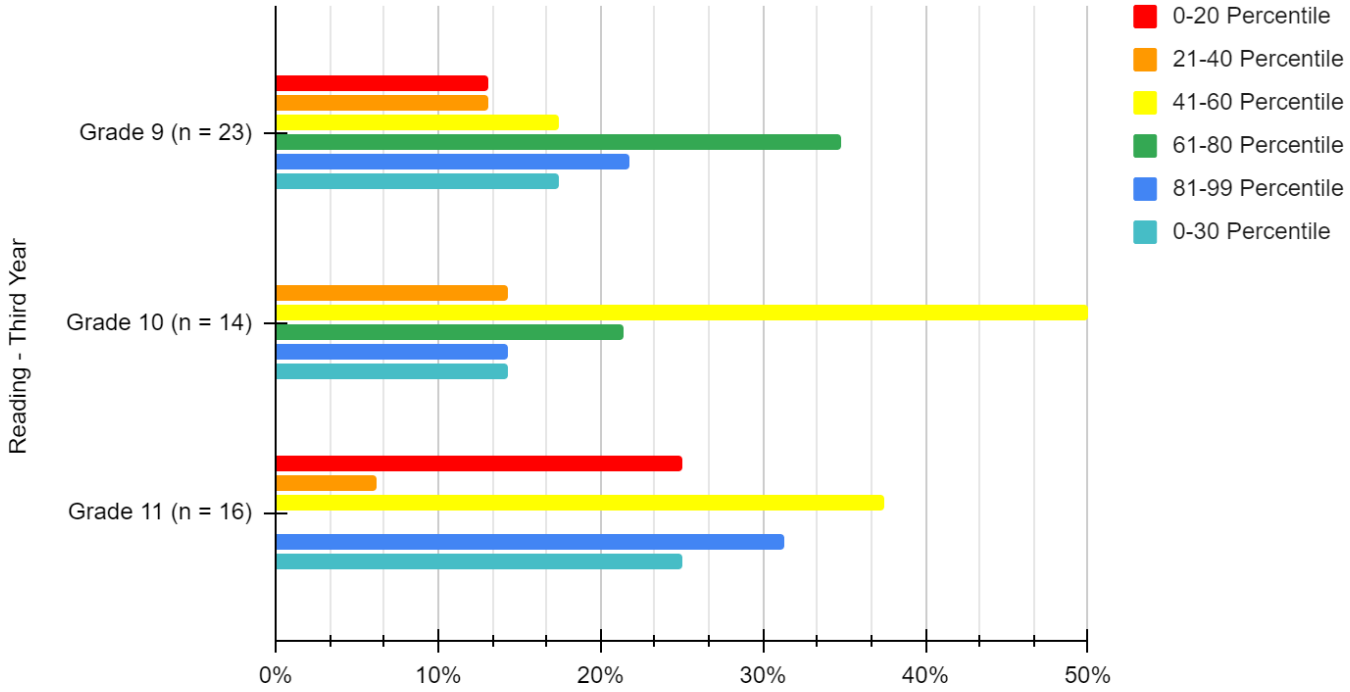
Math - Third Year Students

Percent per Percentile Band



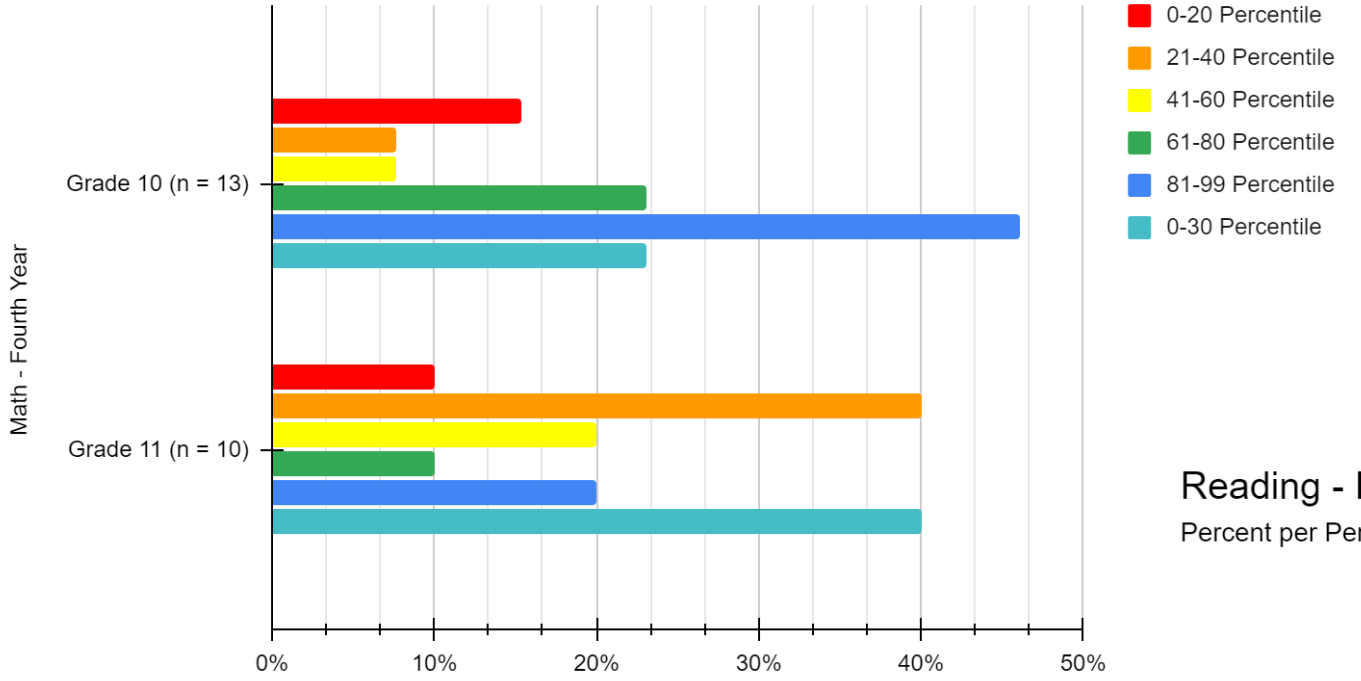
Reading - Third Year Students

Percent per Percentile Band



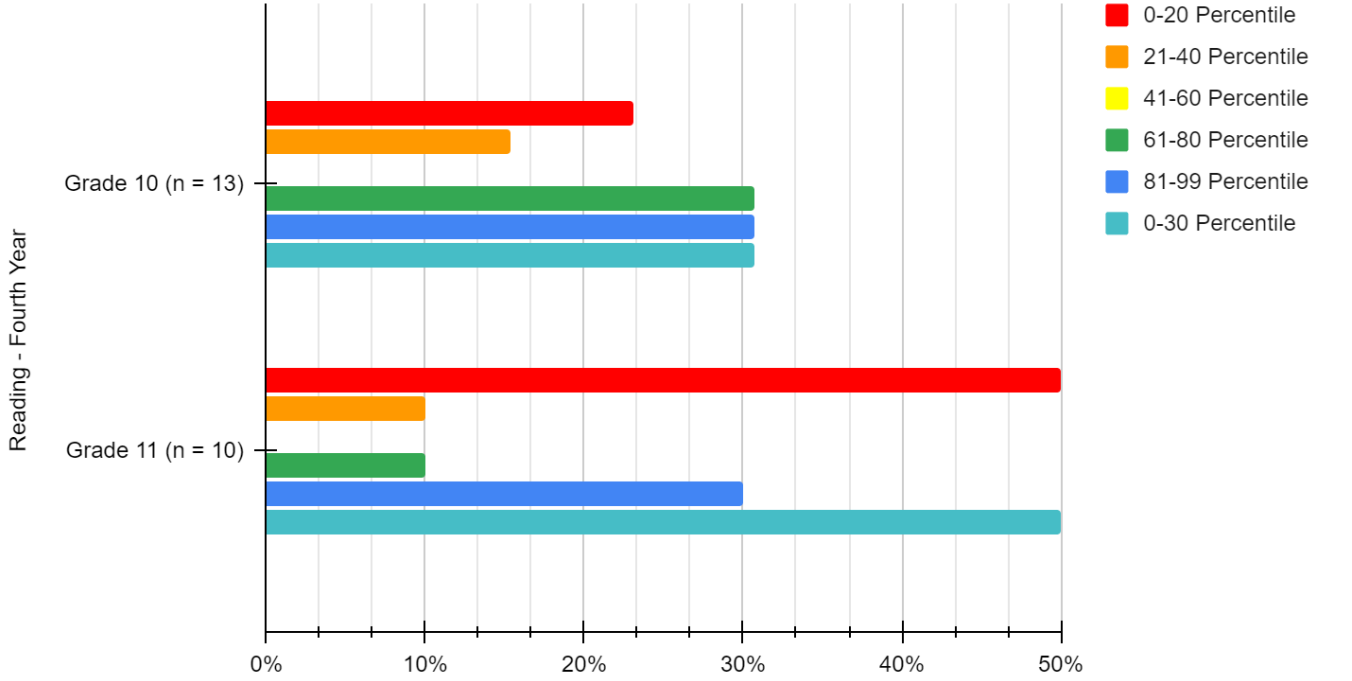
Math - Fourth Year Students

Percent per Percentile Band



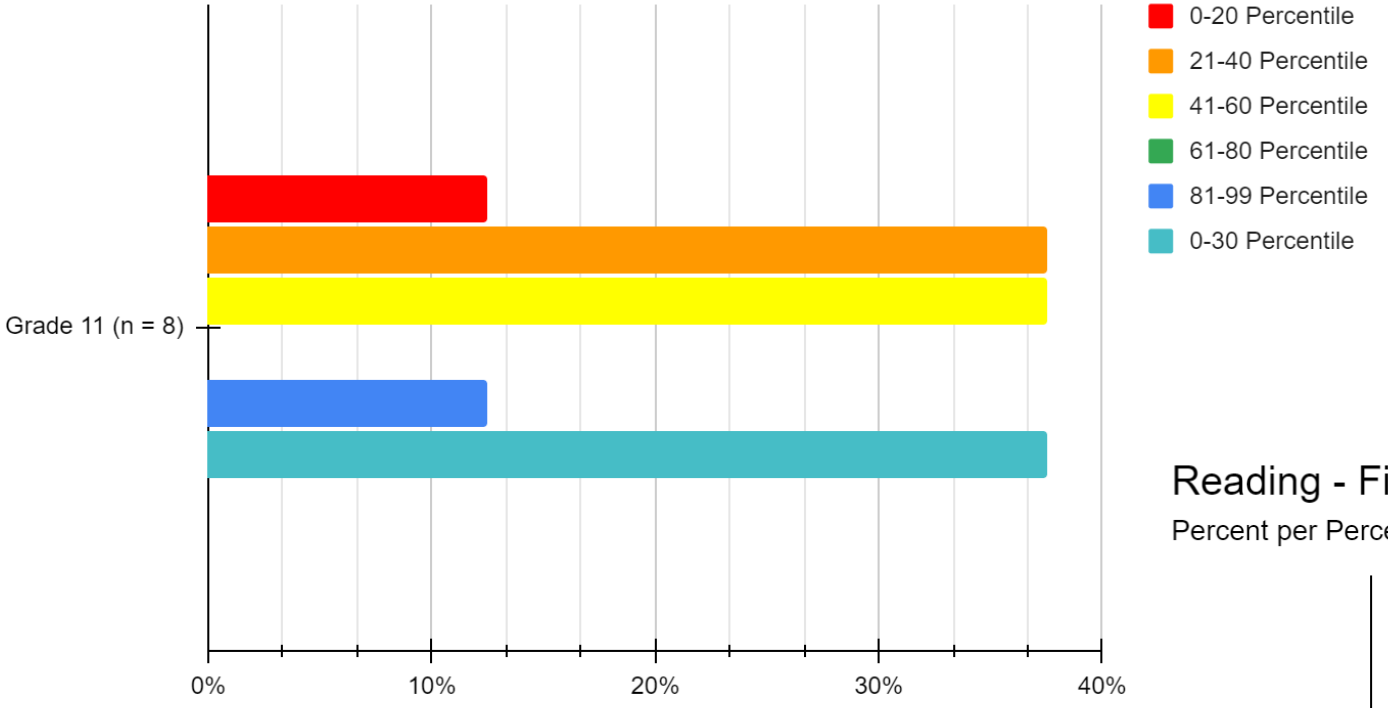
Reading - Fourth Year Students

Percent per Percentile Band



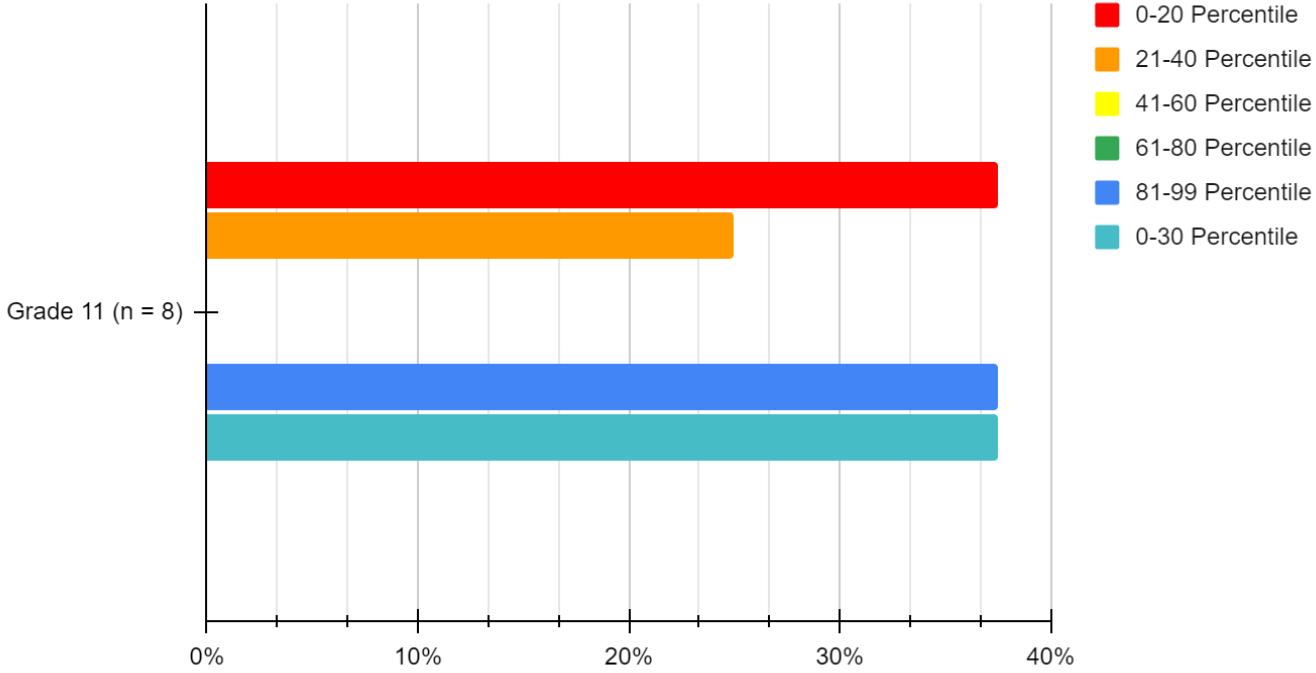
Math - Fifth Year Students

Percent per Percentile Band



Reading - Fifth Year Students

Percent per Percentile Band

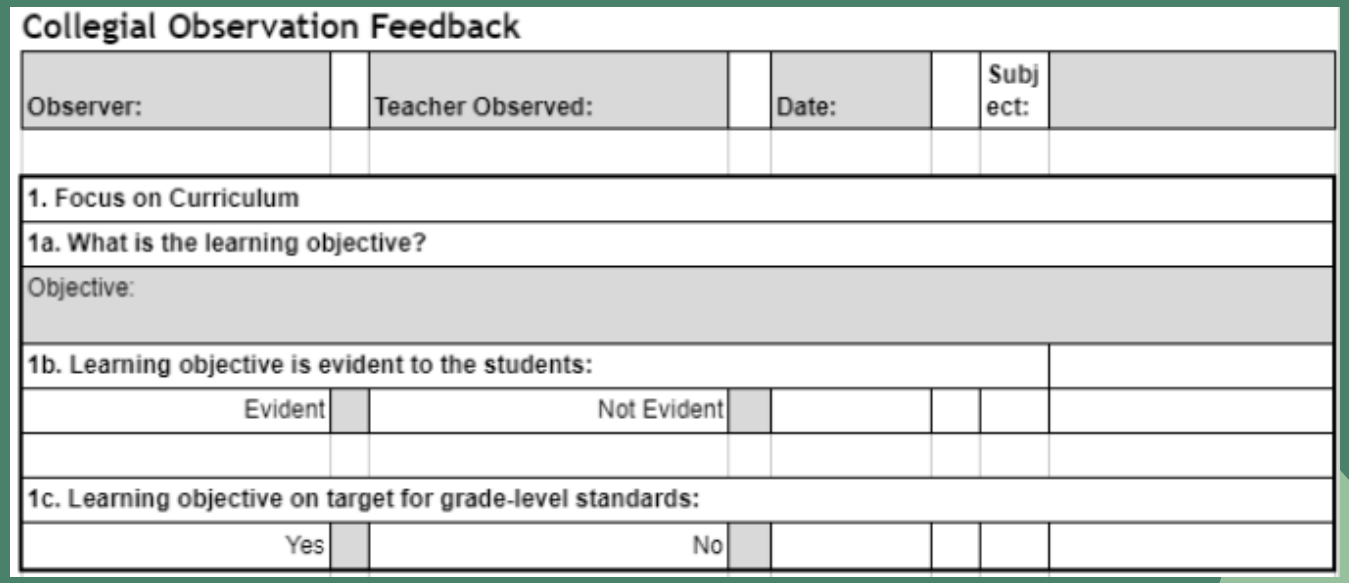


Collective Teacher Efficacy - Part 2

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?

Peer/Collegial Observations



Collegial Observation Feedback

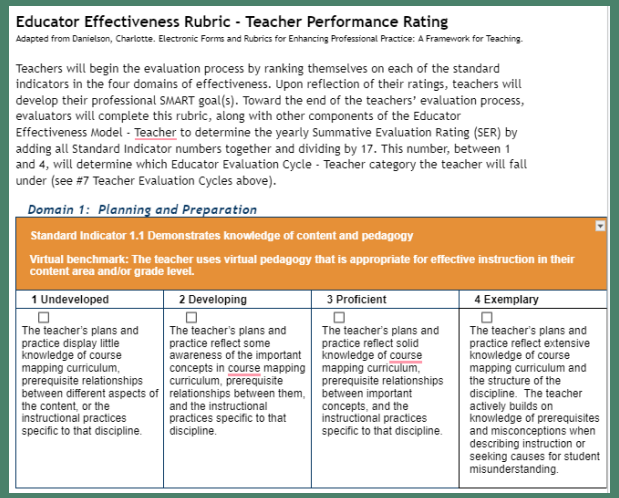
Observer:		Teacher Observed:		Date:		Subject:	

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					

- Optional and highly encouraged component of MEVA's teacher effectiveness plan
- Builds on teacher efficacy model
- Allows for collegial sharing
- Creates a shared vision of quality instruction in the virtual environment

Rubric Reflection and Smart Goal Development

In your individualized Google Folder - where the color-coded scheduled was placed - you will also find the Educator Effectiveness document as well as each of the forms & templates separated out for you.
~Please use the Rubric to self-assess.



Educator Effectiveness Rubric - Teacher Performance Rating

Adapted from Danielson, Charlotte. Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching.

Teachers will begin the evaluation process by ranking themselves on each of the standard indicators in the four domains of effectiveness. Upon reflection of their ratings, teachers will develop their professional SMART goal(s). Toward the end of the teachers' evaluation process, evaluators will complete this rubric, along with other components of the Educator Effectiveness Model - Teacher to determine the yearly Summative Evaluation Rating (SER) by adding all Standard Indicator numbers together and dividing by 17. This number, between 1 and 4, will determine which Educator Evaluation Cycle - Teacher category the teacher will fall under (see #7 Teacher Evaluation Cycles above).

Domain 1: Planning and Preparation

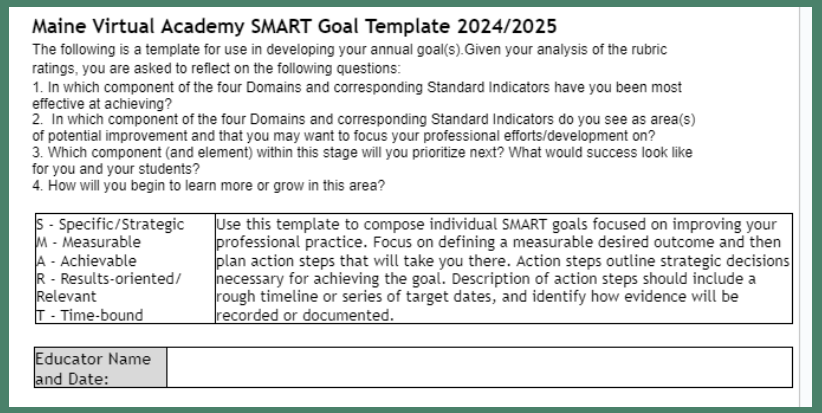
Standard Indicator 1.1 Demonstrates knowledge of content and pedagogy

Virtual benchmark: The teacher uses virtual pedagogy that is appropriate for effective instruction in their content area and/or grade level.

1 Undeveloped	2 Developing	3 Proficient	4 Exemplary
☐ The teacher's plans and practice display little knowledge of course mapping curriculum, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	☐ The teacher's plans and practice reflect some awareness of the important concepts in course mapping curriculum, prerequisite relationships between them, and the instructional practices specific to that discipline.	☐ The teacher's plans and practice reflect solid knowledge of course mapping curriculum, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	☐ The teacher's plans and practice reflect extensive knowledge of course mapping curriculum and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

By September 30th

Draft SMART goal(s) submitted by October 18th and finalized collaboratively by October 30th



Maine Virtual Academy SMART Goal Template 2024/2025

The following is a template for use in developing your annual goal(s).Given your analysis of the rubric ratings, you are asked to reflect on the following questions:

1. In which component of the four Domains and corresponding Standard Indicators have you been most effective at achieving?
2. In which component of the four Domains and corresponding Standard Indicators do you see as area(s) of potential improvement and that you may want to focus your professional efforts/development on?
3. Which component (and element) within this stage will you prioritize next? What would success look like for you and your students?
4. How will you begin to learn more or grow in this area?

S - Specific/Strategic M - Measurable A - Achievable R - Results-oriented/ Relevant T - Time-bound	Use this template to compose individual SMART goals focused on improving your professional practice. Focus on defining a measurable desired outcome and then plan action steps that will take you there. Action steps outline strategic decisions necessary for achieving the goal. Description of action steps should include a rough timeline or series of target dates, and identify how evidence will be recorded or documented.

Educator Name and Date:	

~Then reflect on the results to draft a SMART GOAL(s) that align with the MEVA mission/vision and MCSC performance framework.

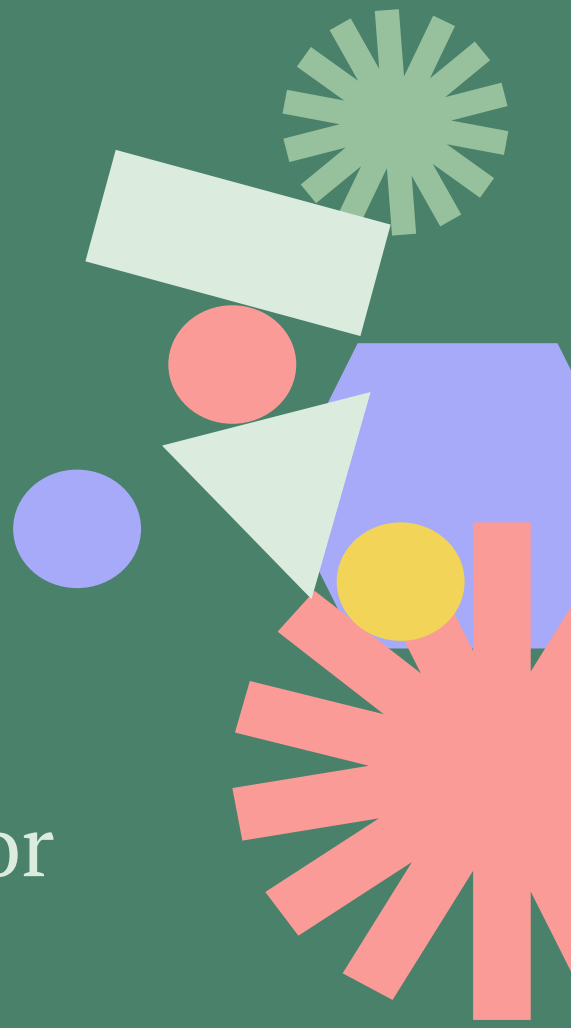
Smart Goals-questions to ponder:

~What do you want to achieve?

~How will you accomplish the goal?

~How will you know your goal has been met?

~How will you know whether or not it has impacted instruction and student achievement or helped improve your professional practice?



Final Thoughts....

This is a continuous, back-and-forth process where we regularly reflect on our teaching practices, set goals for our own professional growth, create a plan to reach those goals, and check in on our progress throughout the year. We also take time to reflect on how achieving those goals has actually improved our practices. The whole process—self-assessment, goal setting, and professional development—happens throughout the year, all aimed at making us better teachers and helping our students succeed.

Thanks

Questions

Comments

Insights???

CREDITS: This presentation template was created by **Slidesgo**, and includes icons by **Flaticon**, infographics & images by **Freepik** and content by **Eliana Delacour**

Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, September 30th, 3:00 pm**.
- Indigenous Peoples' Day is **Monday, October 14th**. Please cancel your live sessions to suit. This is a schoolwide holiday for all faculty.
- 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 collegues, your students, and their families.