

# Process Improvement Meeting Agenda – 9/30

- MEVA Mission and Vision.
- Strategic Goals: Math Proficiency and Reading Growth.
- Planning: Charter Contract Renewal.
- Win over the student initiative.
- State Testing Update – Stephanie Emery.
- Literacy Grant Presentation – Anthony Barletta.
- Progress Monitoring: Fall '24 NWEA Subgroups – Dr. Christina O'Grady.
- Progress Monitoring: Accuplacer Data – Dr. Christina O'Grady.
- Progress Monitoring: MTSS Process – Dr. Christina O'Grady.
- Evidence-Based Practice, Teacher Efficacy: Teacher Effectiveness Model – Don Fournier and Lena Vitagliano.
- Virtual Peer Social Interaction Opportunities – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, October 7<sup>th</sup>, 3:00 pm.  
We recognize that some of you will be involved in state testing, but you may access the materials and recording.

# 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 (Updated) – 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%); <b>Grade 10 – 26% (-16%);</b> 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 <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.

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

# MEVA Charter Contract Renewal

- Thank you again to everyone who participated in the focus groups and public hearing.
- The decision about MEVA's quinquennial charter contract renewal will occur at the business meeting on October 8th.
- We are incredibly appreciative of all your efforts to provide highly personalized virtual education to our students and support to their families.
- We begin working towards our next charter contract renewal immediately. Our next cycle is SY2025/2026 – SY2029/2030.

# 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](#)

From Cornell's TCI and CARE model.

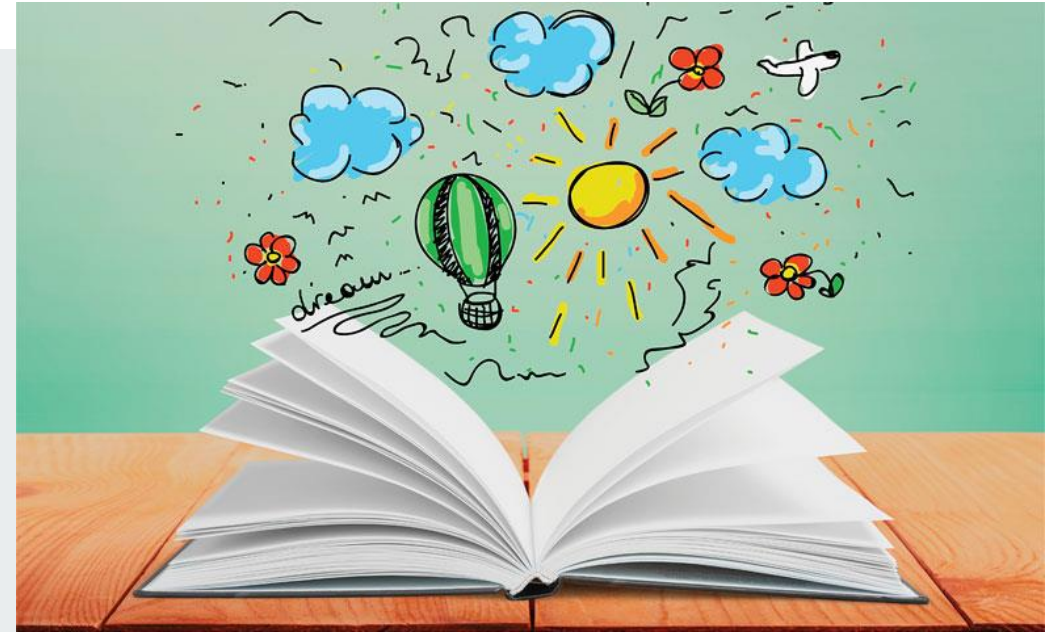
## weCARE

	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

# State Assessment Updates:

- ▶ Proctors with Adjusted test site assignments will receive a revised docuSign this week. See final Proctor list in the faculty wide email on 9.24. (Both Site/Travel Teams)
- ▶ Proctor Trainings in Vector **MUST be completed** by this Friday, Oct. 4<sup>th</sup>. ALL staff who have a hand in testing, must complete the test security agreement housed within the training module. Training completion updates to come via email this week.
- ▶ Testing Kits - will be ready for pick up on Oct 4<sup>th</sup> at the MEVA Suite. Test site teams please coordinate who will pick up and drop off your kits.
- ▶ Site Rosters/Attendance Workbook – is being shared out to everyone tomorrow. keep your eyes out for a shared google doc email.
- ▶ We are experiencing lots of movement with student testing assignments. If you are missing a paper test code, it will be housed in the test code tab. You can also pull this info directly from the MTY platform – Please refer to your manuals.

# Literacy Grant Work



My work during the Literacy Grant encompassed two parts:

By: Anthony Barletta

Writing/Literacy Standards Work

Promoting Literacy in Biology through Vocabulary

# Grant Work: Early On



During the first meeting of the Literacy grant we discussed our goals for the grant as well as things we already were doing in our courses that promote literacy

What does this look like in Biology?

- Biology is a language in itself,
- VOCAB VOCAB VOCAB: teaching Biology related vocabulary involves breaking down the words to get to their roots. Often by discussing the latin or greek origins of the words.
- Guided notes: short answer questions based on textbook readings. This is my number one most frequent assignment type in my classes and it require students to directly pull scientific information from text

# Grant Work: Breaking Down related Standards

Based on our general needs in Math/Science courses, Melissa Dubovik and I then broke down two standards that we felt most related to our content and skills OUR math and science students would need revolving literacy skills

**Standard:**

**CCSS.ELA-Literacy.RL.9-10.1:**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Why am I learning this?**

So that I can gather accurate information based of a non-fiction passage.  
So that I can I identify textual evidence relative to the theme of the passage.  
So that I can recognize when an author is making an inference.

**Learning Intention(s)**

What am I learning?

I am learning how to pull evidence from non-fiction text  
I am learning how and when an author makes an inference  
I am learning how to identify the overall theme/topic of a non-fiction text

**Success Criteria**

How will I know that I have learned it?

I can describe the overall theme/topic of a non-fiction text  
I can formulate an opinion of my own based on the inferences I identify in non-fiction text  
I can utilize textual evidence to support an arugment or analysis of non-fiction text  
I can identify textual evidence in a non-fiction text  
I can create an analysis of the non-fiction text



# Grant Work: Breaking Down related Standards



**Standard:**

**MLR Writing 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 that I can compose writing that is organized and coherent.  
So that I can accurately describe the purpose of the content.  
So that I can explain a specific concept to a targeted audience.

Learning Intention(s) What am I learning?	Success Criteria How will I know that I have learned it?
I am learning how to write in an organized and coherent style. I am learning how to write an in-depth explanation of concept/topic. I am learning how to adapt my writing style based on my targeted audience. I am learning how to consistently show my understanding of a concept/topic through writing.	I can write an organized and coherent response to a prompt. I can develop a written response based on factual knowledge of a concept/topic. I can adapt my writing style based on my targeted audience. I can identify an organized and coherent written responses.



# Grant Work: Creator+ and Vocab Lists



As the summer progressed, I began to focus on how I can improve literacy with Biology related Vocab in my courses.

So I began using the Creator+ tool in Brightspace to create accordion elements that students can use for Lesson vocabulary ( I also experimented with the Flip Cards)

Students in my class have always had access to our CK-12 textbook glossary (as most vocabulary words are hyperlinked in the readings with definitions attached)

BUT I wanted students to have a quicker and easier way to access any/all relevant vocabulary from each lesson without having to open up the readings/glossary and search for them

# Accordion Vocab Lists



Here is a list of all the relevant vocabulary terms related to Lesson 1: All About Cells

Select each item to learn more.

Here is an example of what this looks like for one of our recent lessons

Microscope	▼
A microscope is an instrument used to magnify small objects that cannot be seen by the naked eye, allowing for the observation of cells and other tiny structures. Microscopes are essential for studying the microscopic world in biology.	
Cell	▶
Cell Membrane	▶
Cytoplasm	▶

The background features several abstract blue watercolor elements. In the top left, there are two overlapping, soft-edged watercolor blobs. On the right side, there are several thin, curved, parallel lines that resemble a stylized wave or a series of concentric arcs. In the bottom left corner, there is a cluster of small, dark blue dots of varying sizes, some of which are slightly blurred, giving a sense of movement or a splash. The overall aesthetic is clean, modern, and artistic, using a monochromatic blue palette on a white background.

# NWEA Subgroup Data

September 30, 2024

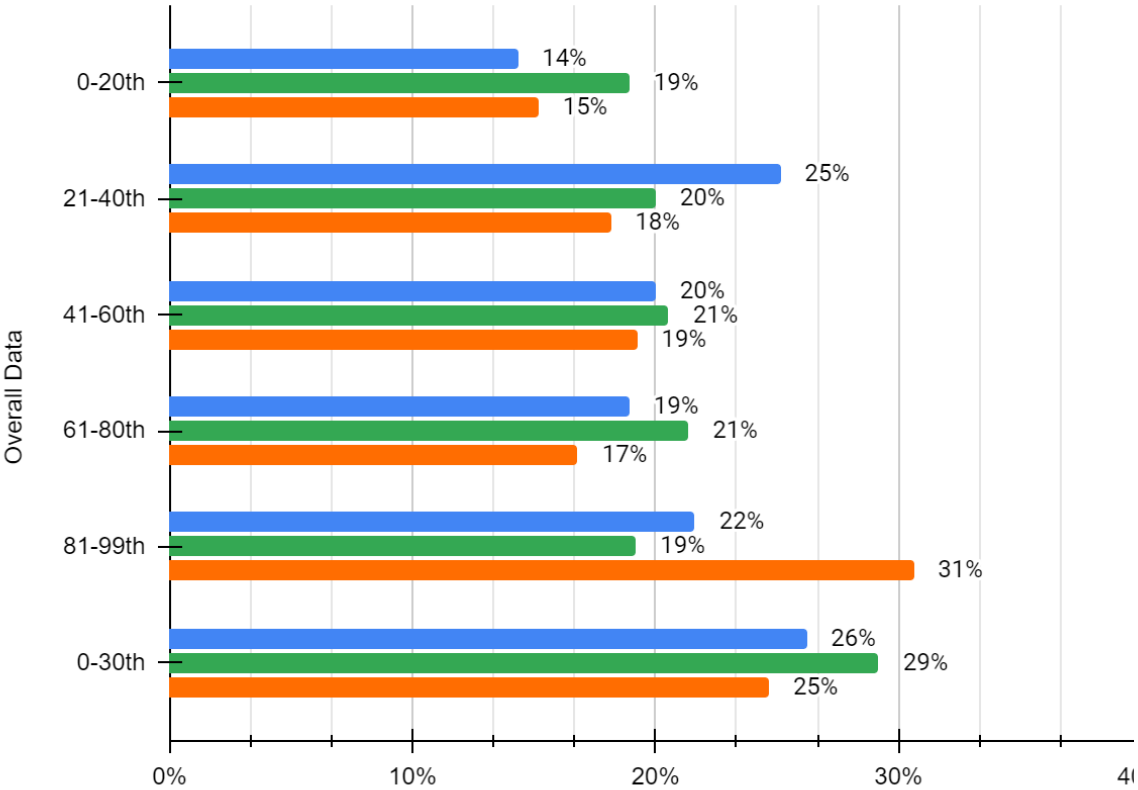


# Participation



Final Participation Numbers										
	Total Students on Roster	Prelim # Math	Prelim % Math	% SE Complete	Prelim # Reading	Prelim % Reading	% SE Complete	Prelim # Language	Prelim % Language	% SE Complete
7th Grade	38	38	100.00%	100.00%	38	100.00%	100.00%	38	100.00%	100.00%
8th Grade	31	30	96.77%	100.00%	30	96.77%	100.00%	30	96.77%	100.00%
9th Grade	81	80	98.77%	95.00%	80	98.77%	95.00%	80	98.77%	95.00%
10th Grade	122	114	93.44%	84.62%	114	93.44%	84.62%	114	93.44%	84.62%
11th Grade	116	110	94.83%	84.21%	110	94.83%	84.21%	109	93.97%	84.21%
Schoolwide	388	372	95.88%	89.22%	372	95.88%	89.22%	371	95.62%	89.22%

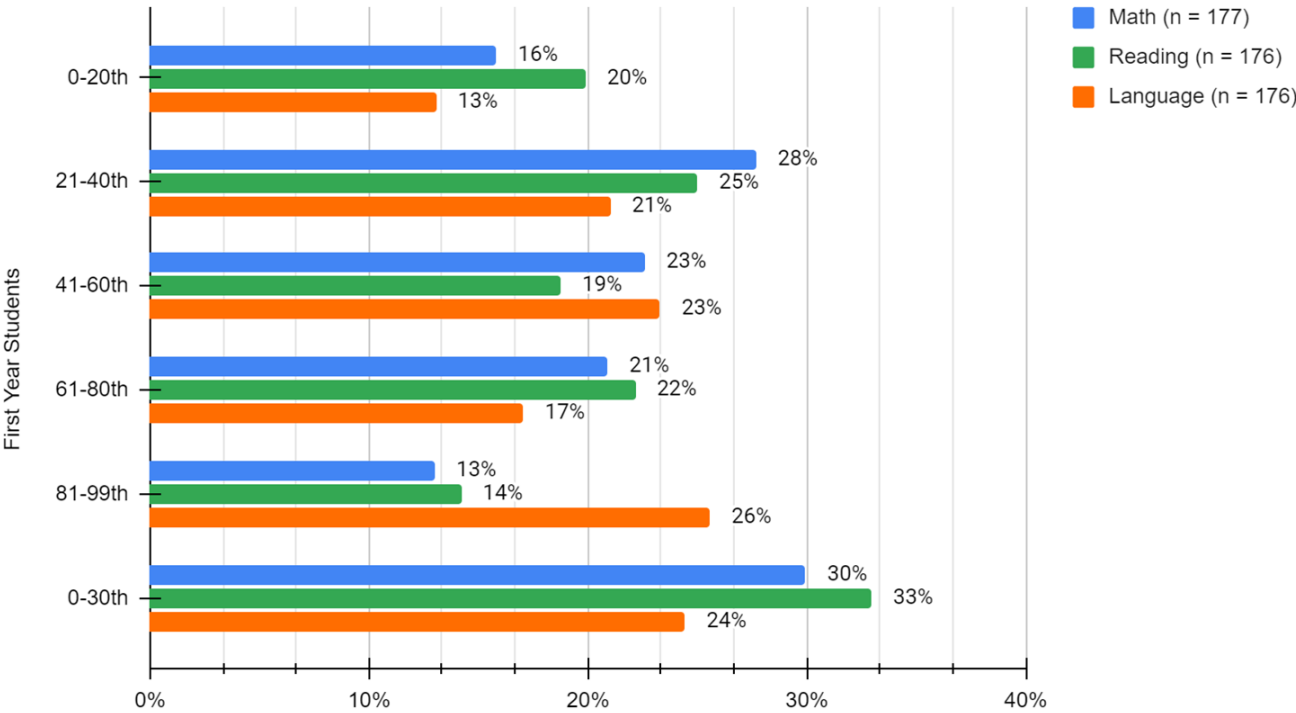
Overall Data



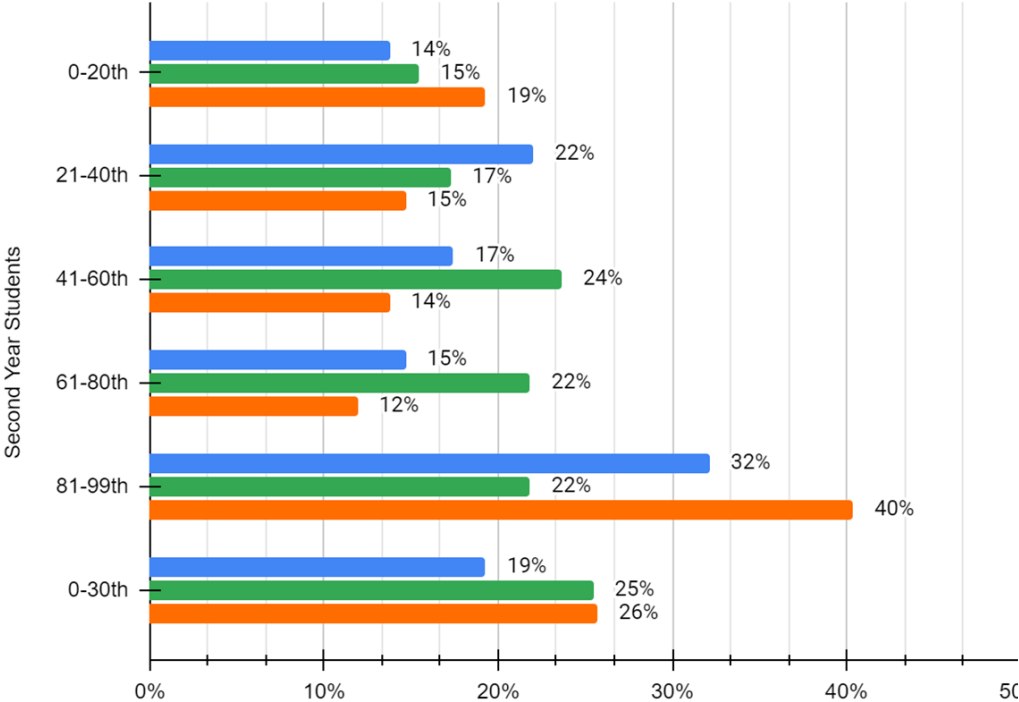
# Year-by-Year

Math (n = 370)  
Reading (n = 370)  
Language (n = 369)

First Year Students



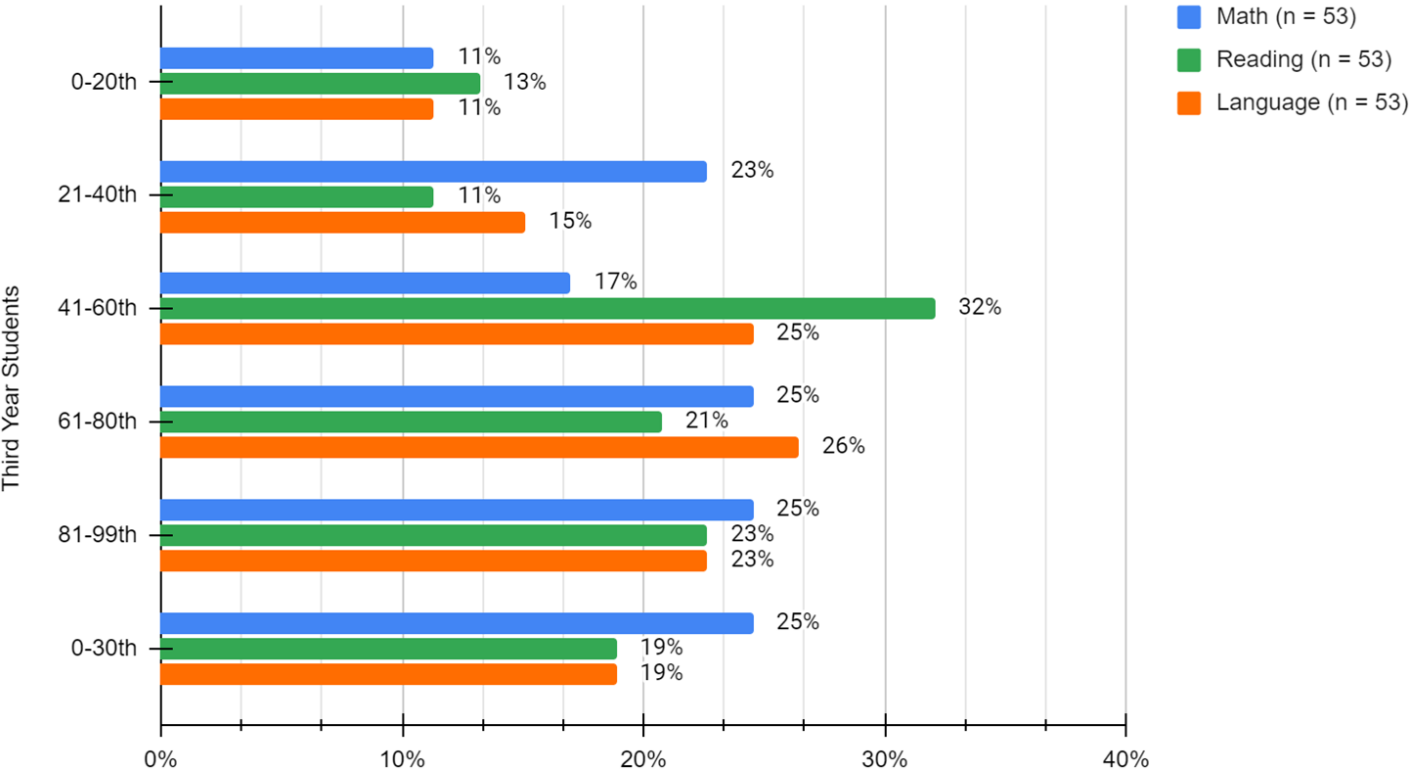
Second Year Students



Math (n = 109)  
Reading (n = 110)  
Language (n = 109)

# Year-by-Year

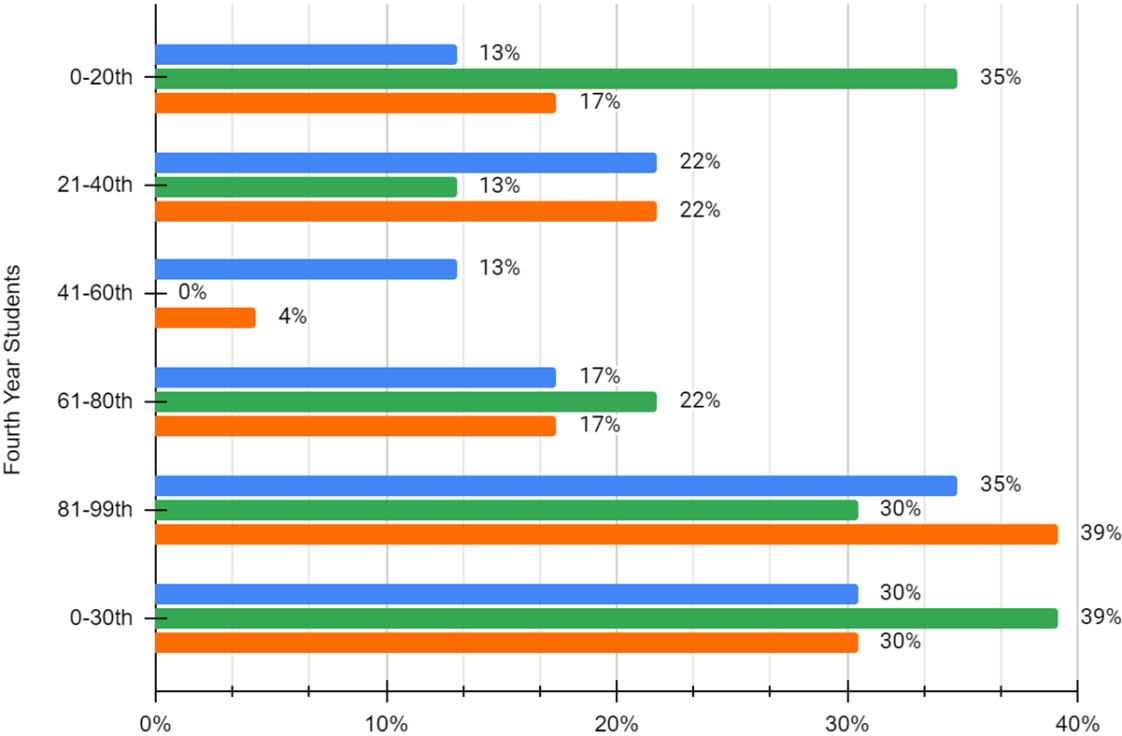
Third Year Students



Math (n = 53)  
Reading (n = 53)  
Language (n = 53)



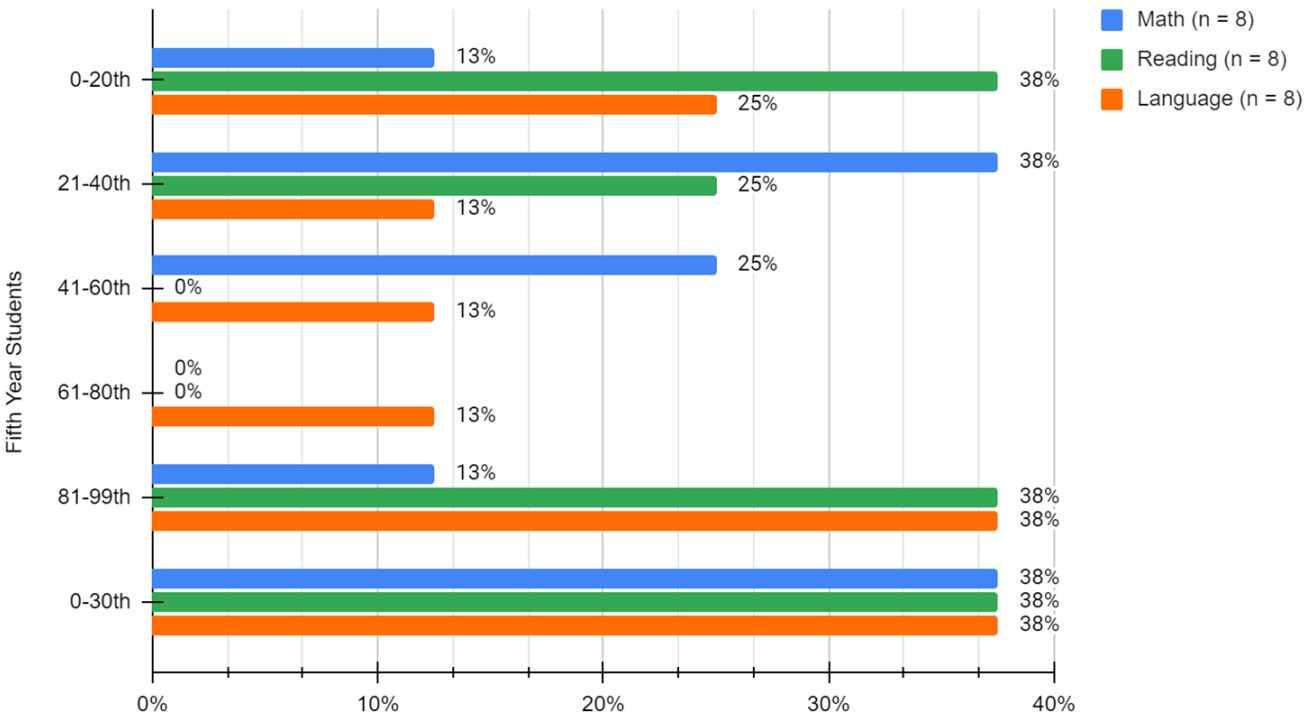
Fourth Year Students



Math (n = 23)  
Reading (n = 23)  
Language (n = 23)

# Year-by-Year

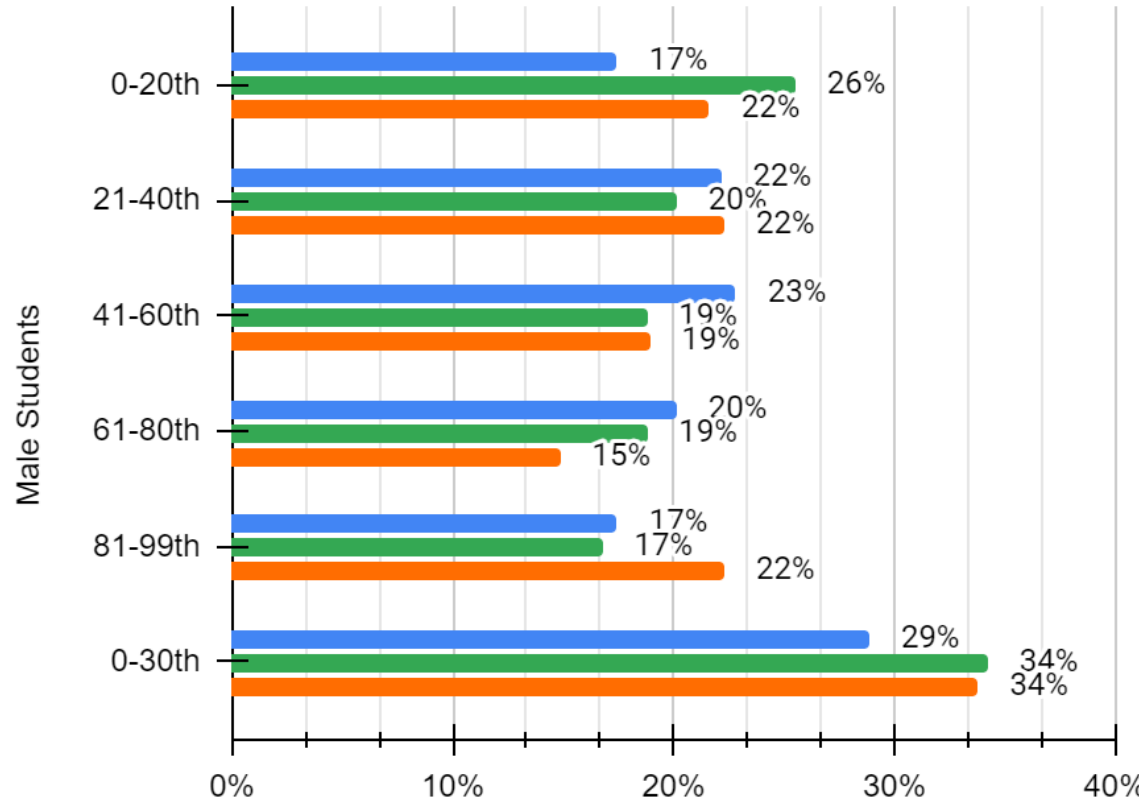
Fifth Year Students



Math (n = 8)  
Reading (n = 8)  
Language (n = 8)



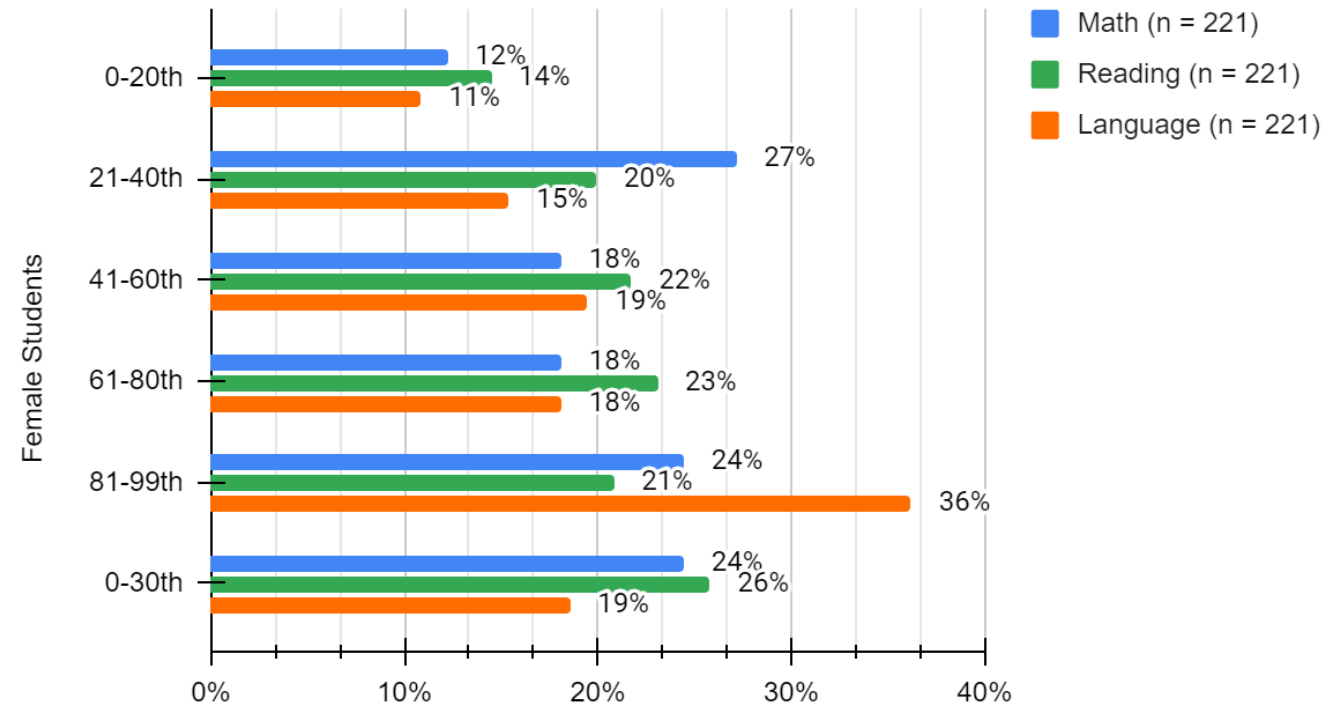
## Male Students



- Math (n = 149)
- Reading (n = 149)
- Language (n = 148)

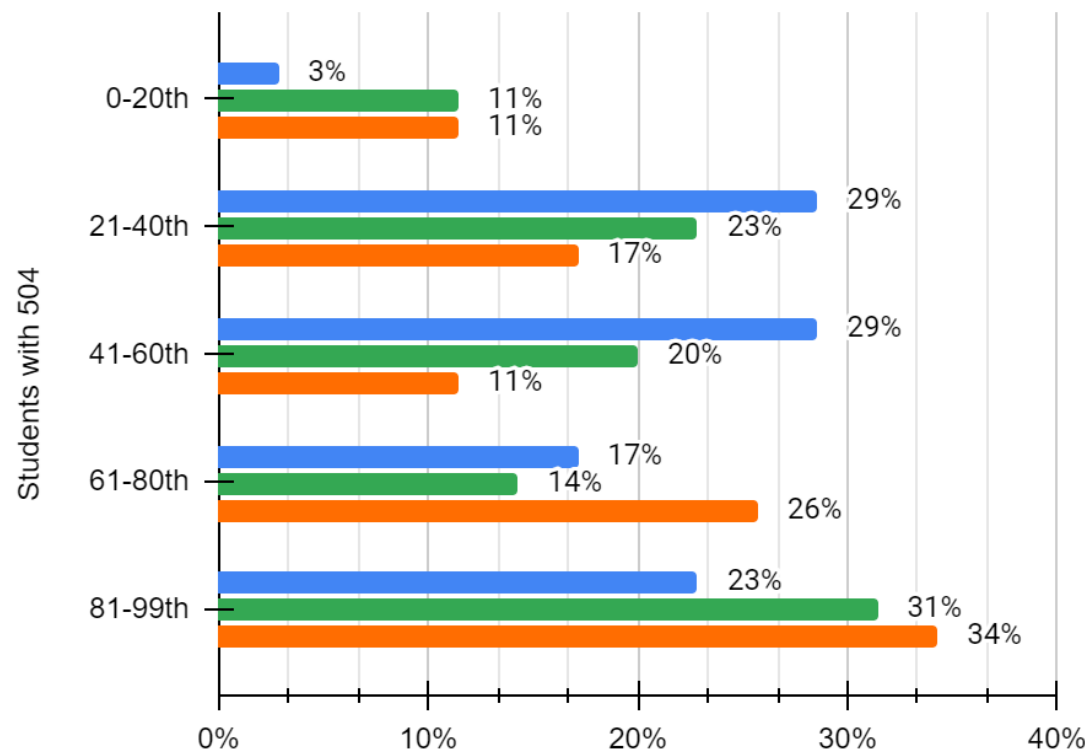
## Subgroup Data

## Female Students



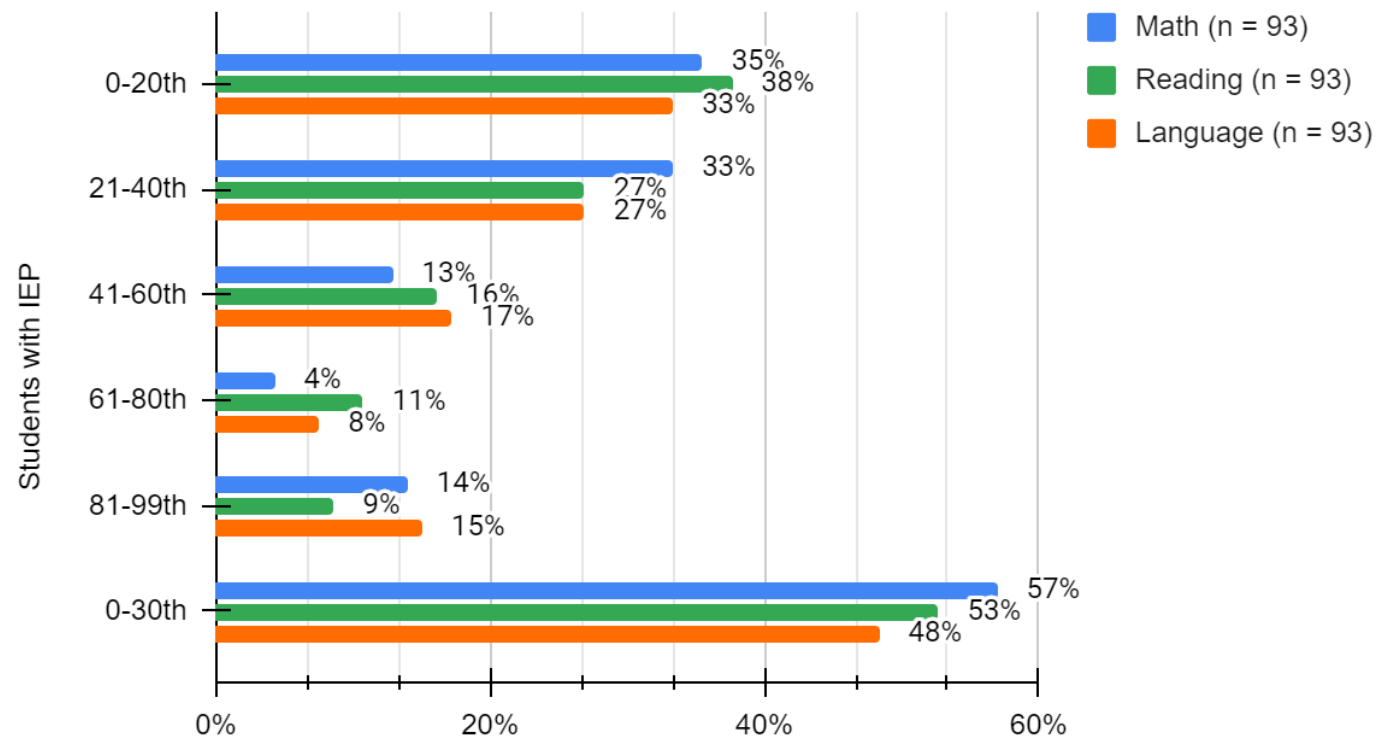


## Students with 504



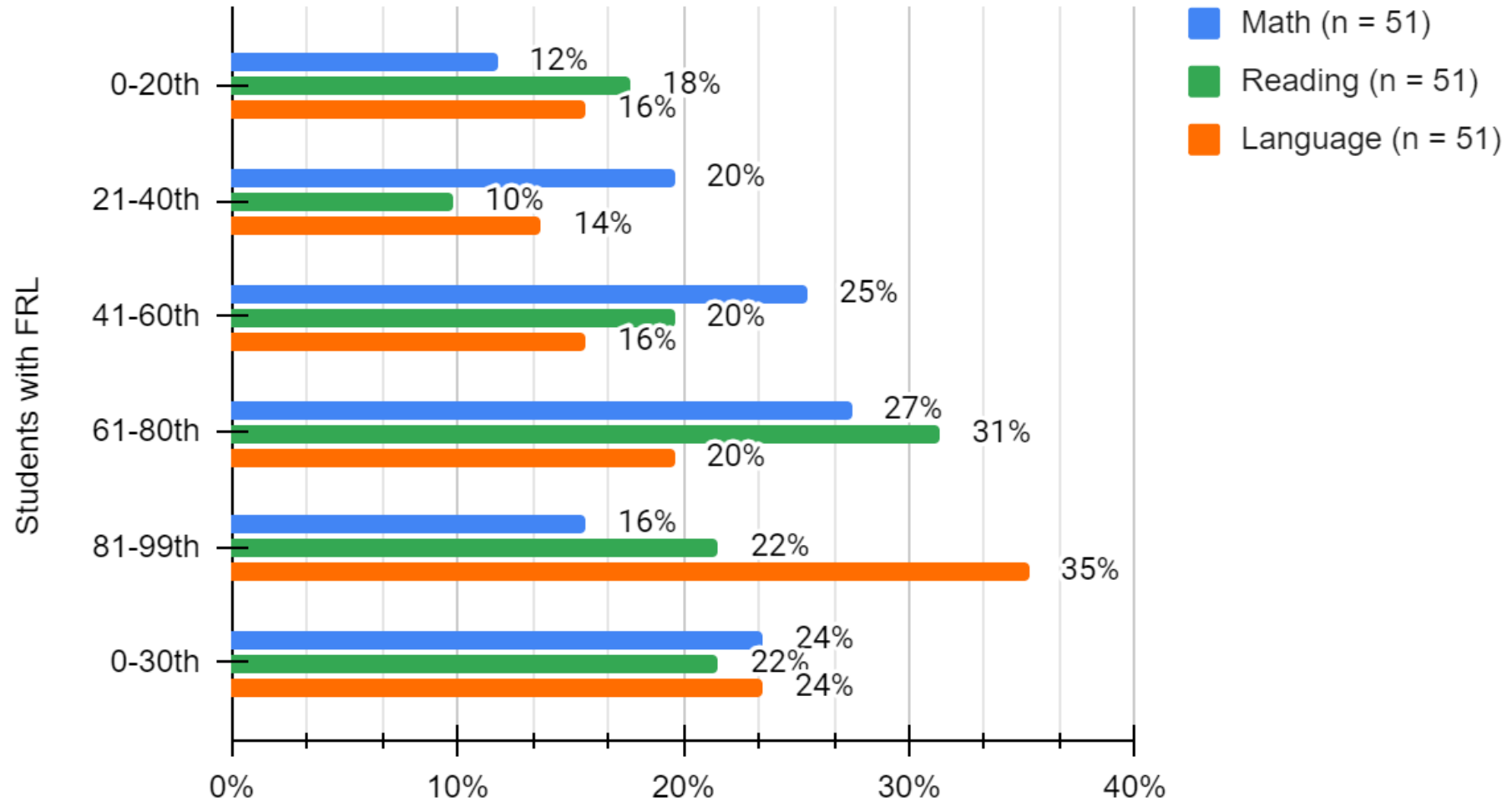
## Subgroup Data

## Students with IEP



# Subgroup Data

## Students with FRL



# ACCUPLACER

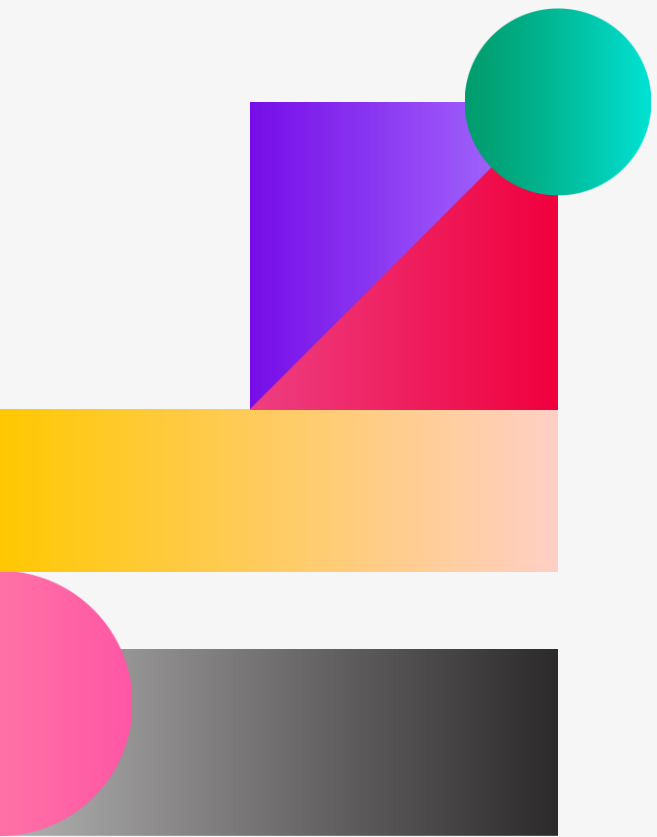
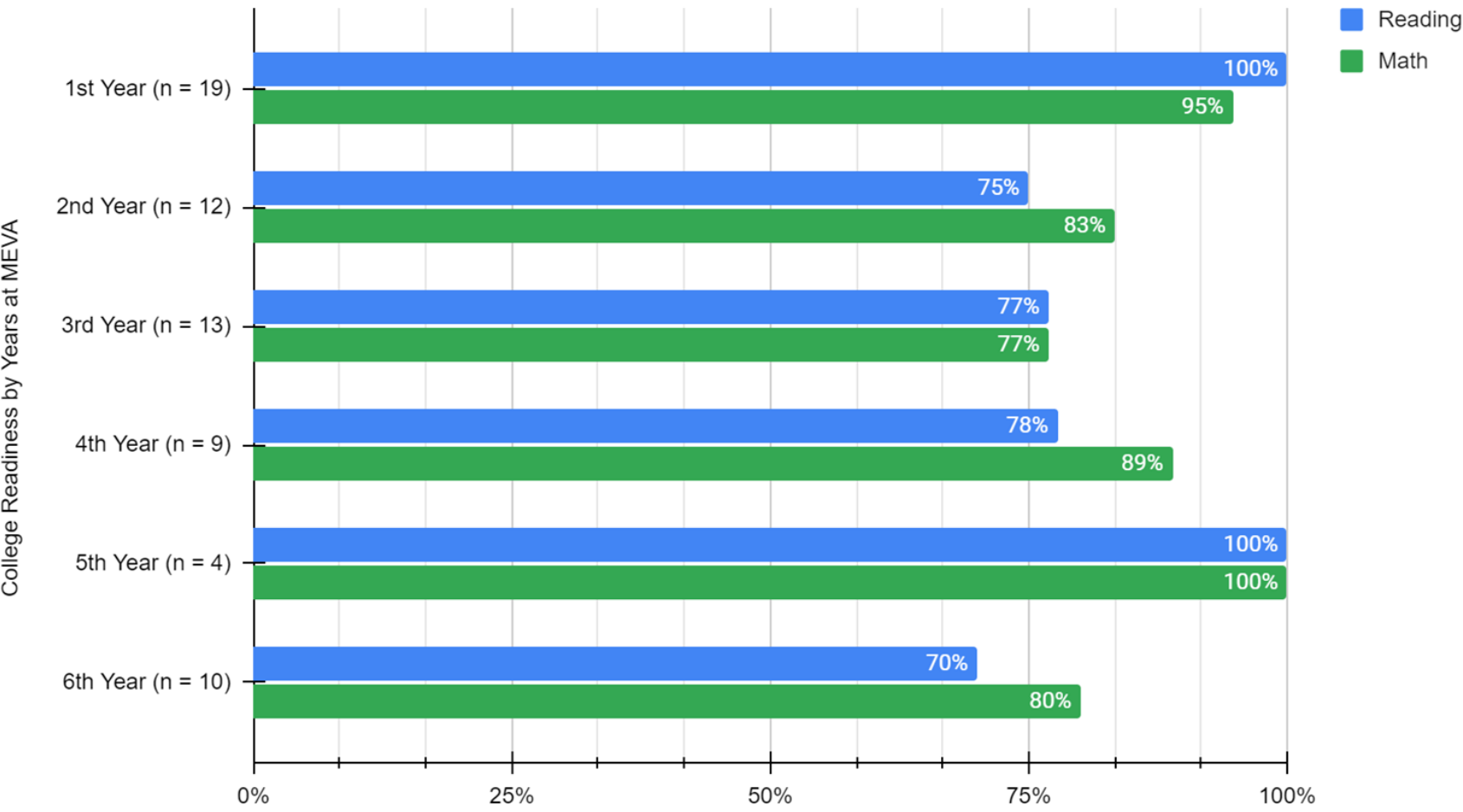
## Subgroup Data

September 30, 2024

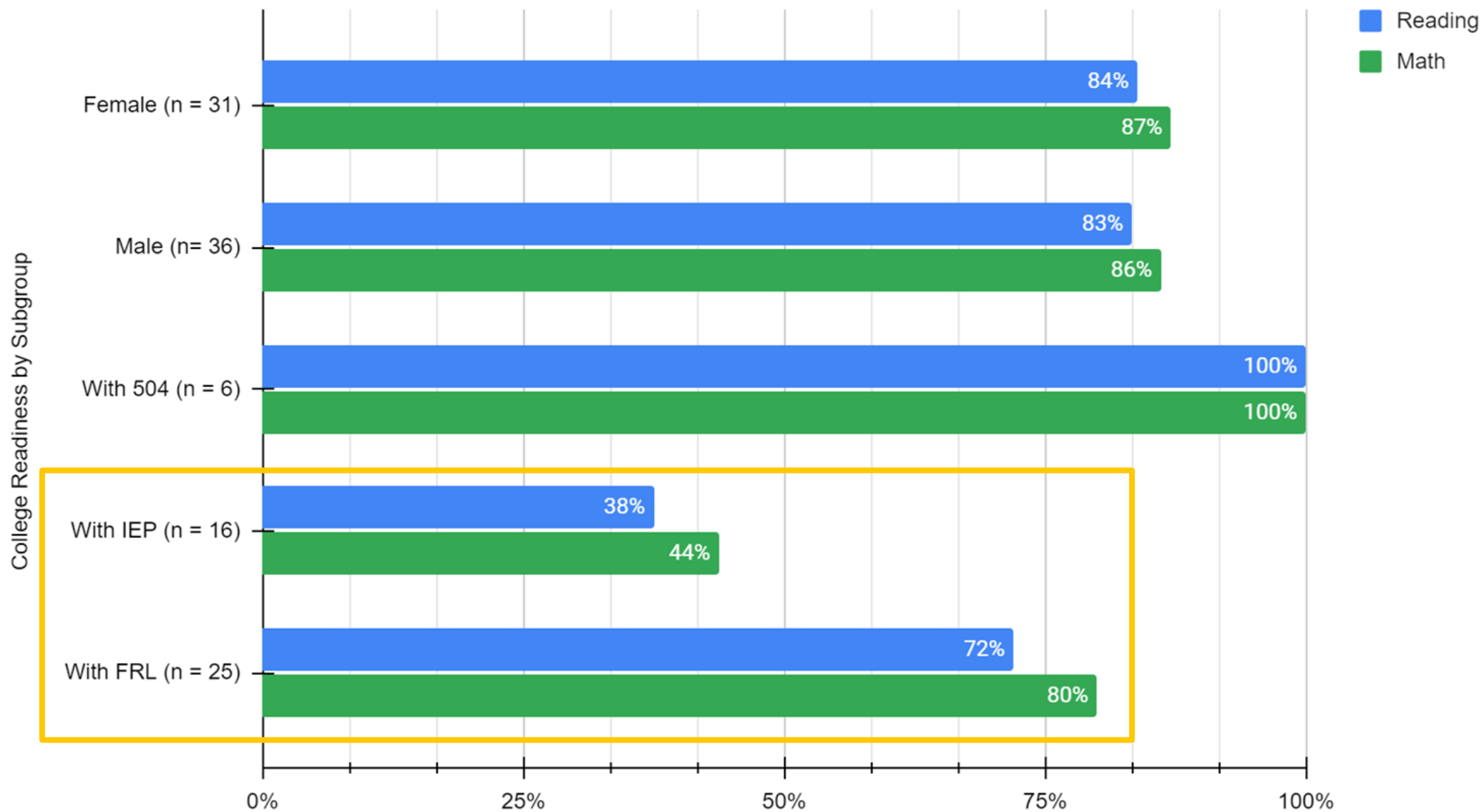


Overall - 91 Seniors		
	Completed	College Ready
Reading	74%	71%
Math	84%	88%

College Readiness by Years at MEVA



## College Readiness by Subgroup





The background of the slide is a light cream color with a subtle, fine-grained texture. Scattered around the central text are several autumn leaves in shades of orange, yellow, and red, along with small, delicate yellow flowers. The leaves are of various shapes and sizes, some showing detailed vein patterns. The flowers are small and five-petaled. The overall composition is clean and aesthetically pleasing, with the decorative elements framing the central text.

# MTSS

## Progress Monitoring

*Tier 2 Students*

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September 30, 2024



The background of the slide is a light gray, textured surface. Scattered across this surface are several autumn leaves in shades of orange, yellow, and red. Some leaves are large and detailed, showing veins and serrated edges, while others are smaller and more delicate. Interspersed among the leaves are small, five-petaled yellow flowers with dark centers. The overall composition is artistic and seasonal.

# Identification

How are they identified?





Students who are in the 0–30<sup>th</sup> percentile in Math and/or Reading NWEA scores are identified as Tier 2 MTSS.





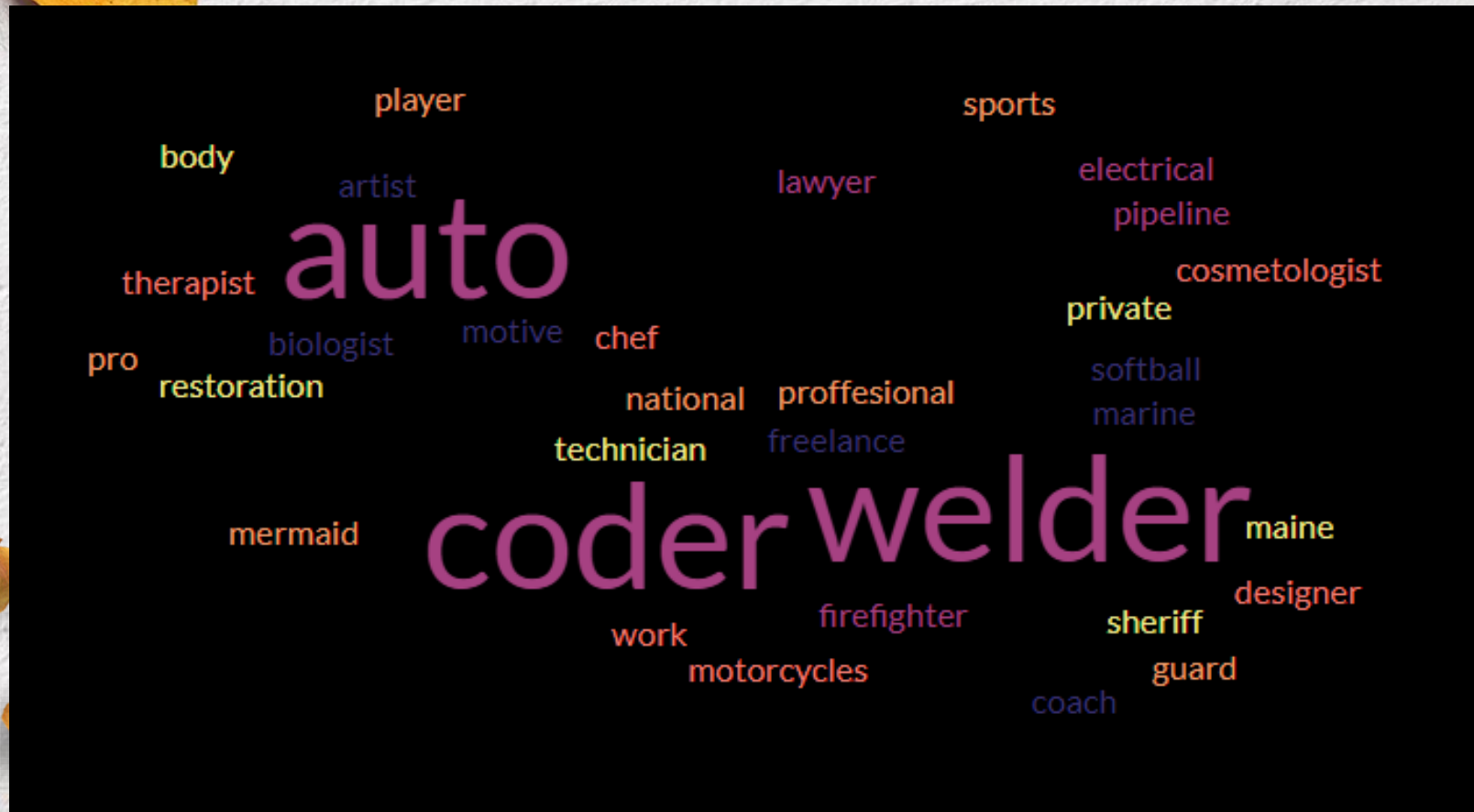
The background is a light gray, textured surface. Scattered around the text are several autumn leaves in shades of orange, yellow, and red, along with small, five-petaled yellow flowers. The leaves are of various shapes and sizes, some showing detailed vein patterns. The flowers are small and delicate, adding a touch of softness to the composition.

# Who are these Students?

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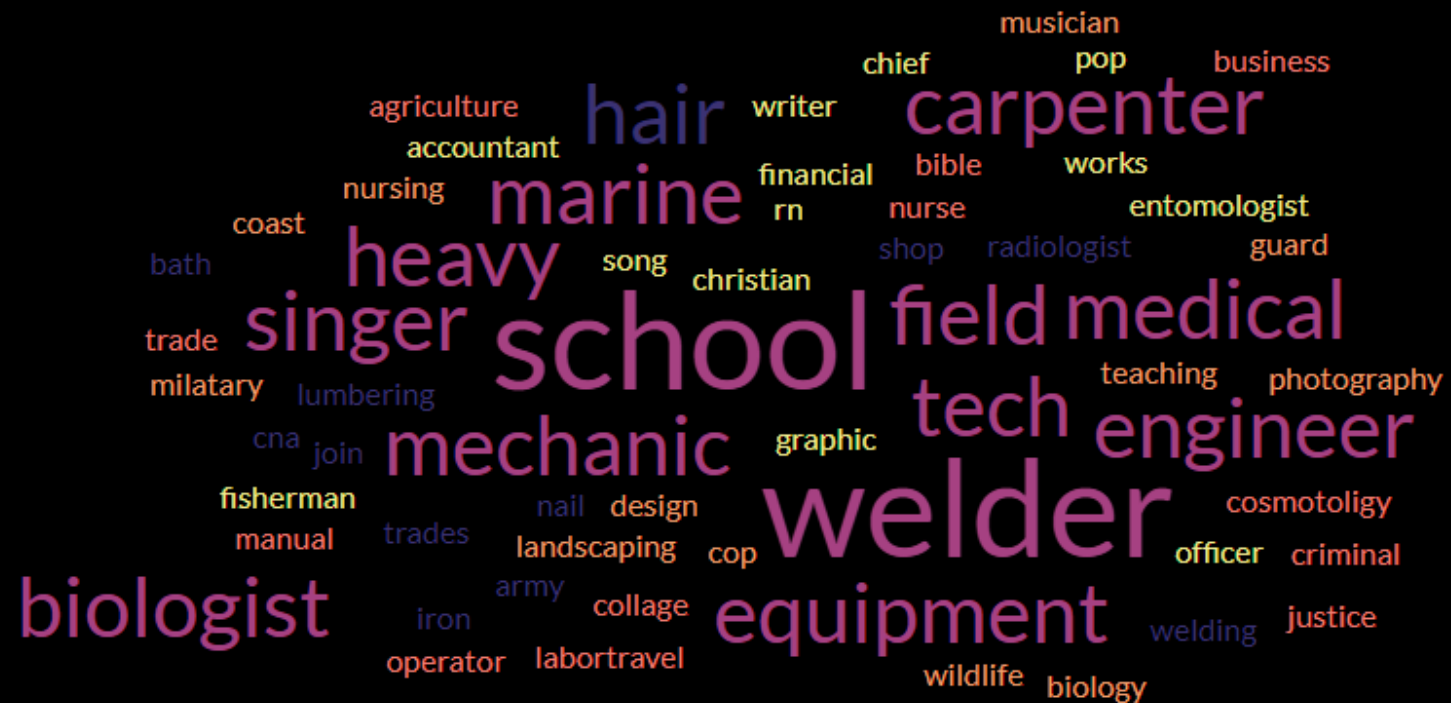


# MS Students





# HS Students



A word cloud on a black rectangular background, surrounded by autumn leaves and small yellow flowers. The words represent various career paths, with 'school', 'welder', 'mechanic', 'engineer', 'biologist', and 'equipment' being the most prominent. Other visible words include 'carpenter', 'marine', 'heavy', 'singer', 'field medical', 'tech', 'musician', 'business', 'pop', 'chief', 'writer', 'agriculture', 'accountant', 'nursing', 'coast', 'bath', 'trade', 'military', 'lumbering', 'cna', 'join', 'fisherman', 'manual', 'trades', 'nail', 'design', 'landscaping', 'cop', 'army', 'collage', 'operator', 'labortravel', 'wildlife', 'biology', 'welding', 'justice', 'officer', 'criminal', 'cosmotology', 'teaching', 'photography', 'guard', 'entomologist', 'radiologist', 'shop', 'nurse', 'bible', 'financial', 'rn', 'christian', 'song', 'works', and 'guard'.

musician  
business  
pop  
chief  
writer  
carpenter  
agriculture  
accountant  
nursing  
coast  
bath  
trade  
military  
lumbering  
cna  
join  
fisherman  
manual  
trades  
nail  
design  
landscaping  
cop  
army  
collage  
operator  
labortravel  
wildlife  
biology  
welding  
justice  
officer  
cosmotology  
teaching  
photography  
guard  
entomologist  
radiologist  
shop  
nurse  
bible  
financial  
rn  
christian  
song  
works  
heavy  
marine  
school  
field medical  
tech  
engineer  
welder  
equipment  
biologist  
mechanic



## Data

**Overall: 22.2% Students**

**7<sup>th</sup> Grade: 44.7%**  
**8<sup>th</sup> Grade: 38.7%**  
**9<sup>th</sup> Grade: 21.0%**  
**10<sup>th</sup> Grade: 25.4%**  
**11<sup>th</sup> Grade: 25.6%**

**Students with IEPs**

**Overall: 37.4% Students**

**7<sup>th</sup> Grade: 17.6%**  
**8<sup>th</sup> Grade: 58.3%**  
**9<sup>th</sup> Grade: 47.1%**  
**10<sup>th</sup> Grade: 45.2%**  
**11<sup>th</sup> Grade: 26.7%**

**Overall (Male): 53.3%**

**Overall (Female): 46.7%**

**Overall (504): 1.9%**

**Overall (FRL): 10.3%**



The slide features a decorative border of autumn leaves in shades of orange, yellow, and red, interspersed with small, light-colored flowers. The background is a light, textured surface.

## The Process

1. Approved course changes have been made
2. LC/Guardians have been mailed a letter letting them know their students' status on MTSS Tier 2
3. Students have been enrolled in FOX Rewards

## Your Responsibility

1. Work with your assigned students
2. The students should be working on the content and skills assigned in the FOX Rewards shell (this provides the quantitative data)
3. Complete the Daily Planner & MTSS Notes document when you work with students





## Daily Planner &amp; MTSS Notes



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*“Know thy impact.”*


*...the greatest effects on student LEARNing occur when the TEACHers become **LEARNers** of their own TEACHing and...*




*...when students become their **own TEACHers**.*

**John Hattie**

*– Visible Learning (2009, p. 22)*



# Next Steps in the Educator Effectiveness Model (EEM)



A Step-By-Step Guide





# EEM Process

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1. Access your personal folder in the Google Shared Files< 1 Faculty Schedules & Eval Docs< (your name)
2. Make a copy of the Educator Effectiveness Rubric, the Smart Goal Template, and Collegial Observation Feedback form, changing “copy of” to your name.
3. Fill out the Educator Effectiveness Rubric and self score.
4. Review the Smart Goal Checklist
5. Use EE Rubric and SG checklist to write at least 1 Smart Goal on the Smart Goal Template

\*\*\*Remember to always make a copy with your name in the title when using these documents as a template.

# Virtual Peer Interaction Activities at MEVA

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MEVA Guidance Counselors

Dan Pierce, Grades 7-9

Heather Tyler, Grades 10-12

# Some *great options* at MEVA

## Morning Assembly

Whole school morning announcements, fun facts, etc.

Community-building time for all students.

The chat is open throughout assembly for students to comment, interact, etc.

## Advisory

More options for small group interactions

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Gives students time with the advisory teachers and students to focus on important topics (career exploration, post-secondary skills, 21st century thinking skills, citizenship, etc) and dig deeper into positive interactions with peers and staff at MEVA.

# More *great options* at MEVA

## Help Desk

Students are able to work together in small groups.

Students talk together about questions they have with one another and work through problems together.

## Clubs

ASL  
Animal/Bird Club  
Anime  
Art/Photography  
Book/Reading  
Chess  
Gaming  
National Honor Society  
Prodigy

# community *opportunities*

- Students at MEVA may access local school opportunities that are not offered at MEVA:
  - Band and Chorus, Sports, etc.
- High School students are able to attend local CTE programs while also attending MEVA.
- Students are able to log external credit hours for MEVA credit beginning the summer prior to 9th grade. This encourages kids to get out there in the community. We award credit for activities such as working, volunteering, playing sports, and many more!

# Next Steps

Develop a form for the learning coaches of 7th grade students to get information about the transition from elementary school to (virtual) middle school.

Develop a resource list by county of in person community opportunities for grades 7-12.

Develop a Virtual Lunchroom.



# Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, October 7<sup>th</sup>, 3:00 pm**. We recognize that some of you will be involved in state testing, but you may access the materials and recording.
- Indigenous Peoples' Day is **Monday, October 14<sup>th</sup>**. Please cancel your live sessions to suit. This is a schoolwide holiday for all faculty.
- 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.