

Process Improvement Meeting Agenda – 10/28

- MEVA Mission and Vision.
- MEVA's Strategic Goals: Math Proficiency and Reading Growth.
- Win over the student.
- ASSESSMENT, Maine Through Year (MTY): Fall '24 State Testing Update – Stephanie Emery.
- ASSESSMENT, Progress Monitoring: SY-2024/2025 Accuplacer Results – Dr. Christina O'Grady.
- SUPPORT, Evidence-Based Practices, MTSS at MEVA:– Dr. Christina O'Grady.
- INSTRUCTION, Evidence-Based Practices, Engaging Students with Data : – Dr. Christina O'Grady.
- INSTRUCTION, Evidence-Based Practices, Learner Variability and Learner Progressions – Lena Vitagliano.
- Teacher/Support Teacher Professional Development Plans, Learn to Use the HTML Tool to Improve Student Engagement – Don Fournier.
- Guidance Update – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, November 4th, 3:00 pm.

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.

Individualized

- It is important to note that MEVA's continuous cycle of Assessment, Instruction, and Support is an individualized process.
- The process may look different for each learner.

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

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.

Linking to Evidence-Based Practices and Progress Monitoring

- MEVA is focusing on data-driven, evidence-based practices that improve student outcomes.
- We are committed to presenting progress monitoring on a weekly basis.
- Win over the student efforts fuel our continuous cycle of ASSESSMENT, INSTRUCTION, and SUPPORT.
- The entire MEVA faculty is working to accomplish the goals of the school.

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

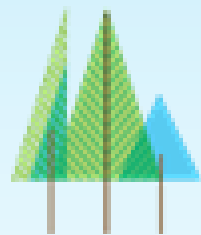
- **Ask why?** – Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords**; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** – Understand their 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.

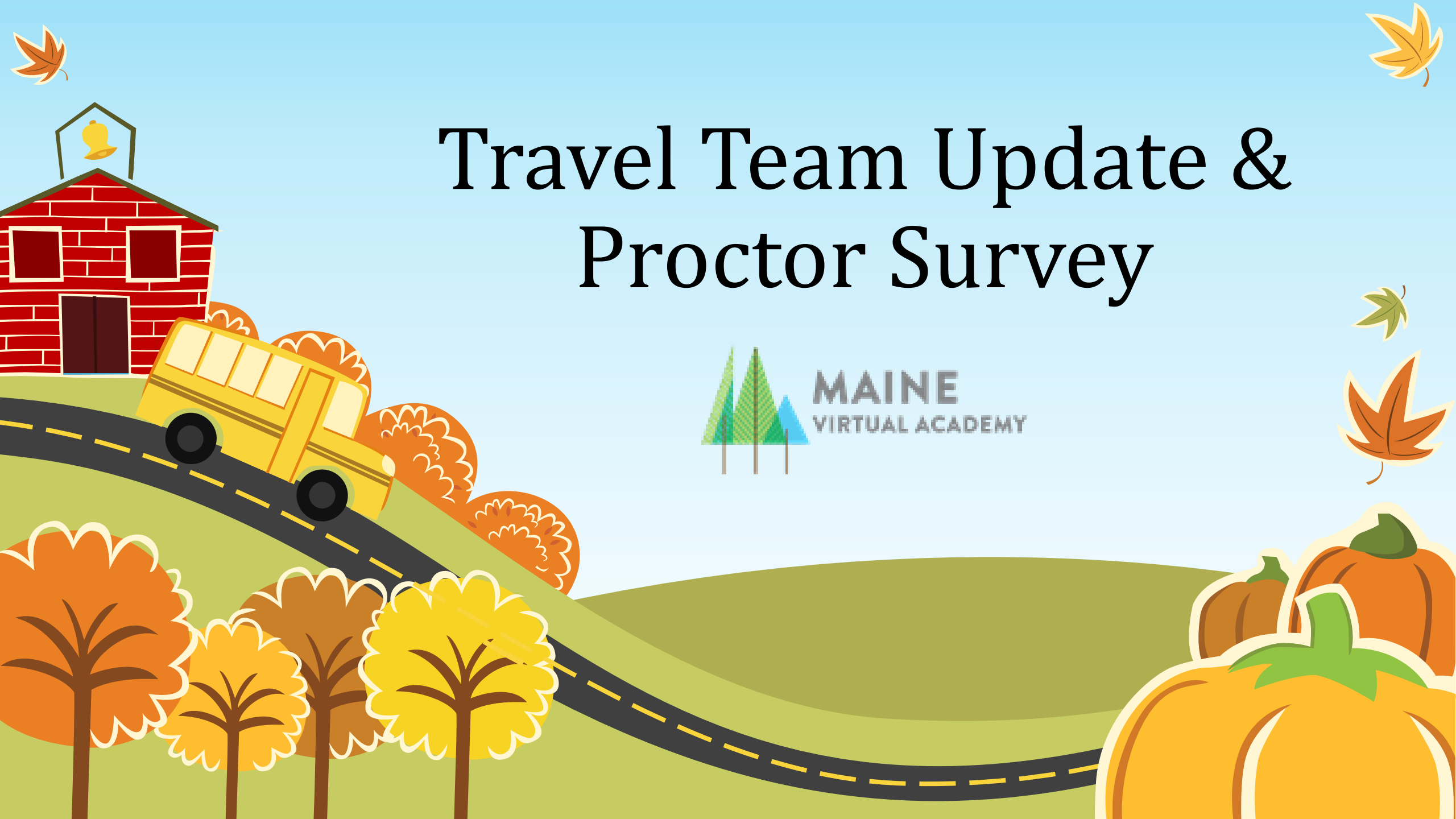
weCARE

	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

Travel Team Update & Proctor Survey



MAINE
VIRTUAL ACADEMY





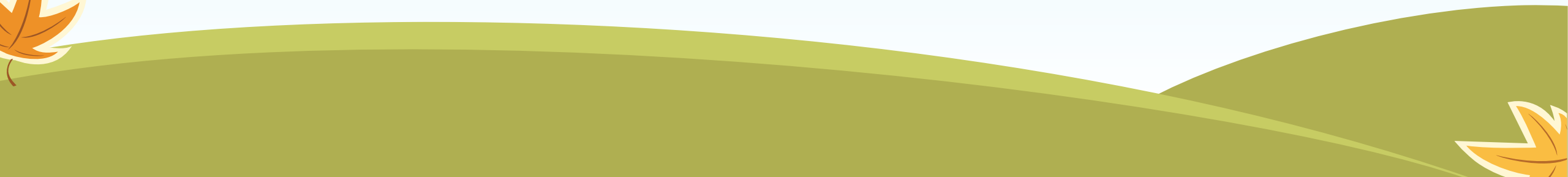




Fall 24-25 Travel Team

- Travel team tested a total of 26 students
 - Of the 177 students who *participated* in testing, 15% needed our travel team accommodation.
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Fall 23-24 SY Comparison

- *Travel Team tested 30 Students in Total.*
 - *Out of 169 participants, Approximately 18% needed travel team support.*
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We Need Your Feedback!




If you haven't done so already, please complete the
[Proctor Survey](#)



(ANY staff member can complete this form if you have helped in some way.)

This information helps Coordinators greatly.





Proctors/Support Proctors/Travel Team, Office Team, & Coordinator Team!

Virtual schools are harshly scrutinized and pressured the hardest in the Charter & DOE world. It is because of YOU that we are demonstrating consistent growth and perseverance.

We are beginning to see a positive shift in various perspectives and mindsets out there!

THANK YOU ALL for your willingness, your time, and your collaboration.

Your dedication to MEVA and the Students, rings loud and clear!

It is all because of **YOU**, that MEVA can succeed in meeting State testing expectations year over year!

Cheers to a successful Fall Assessment!

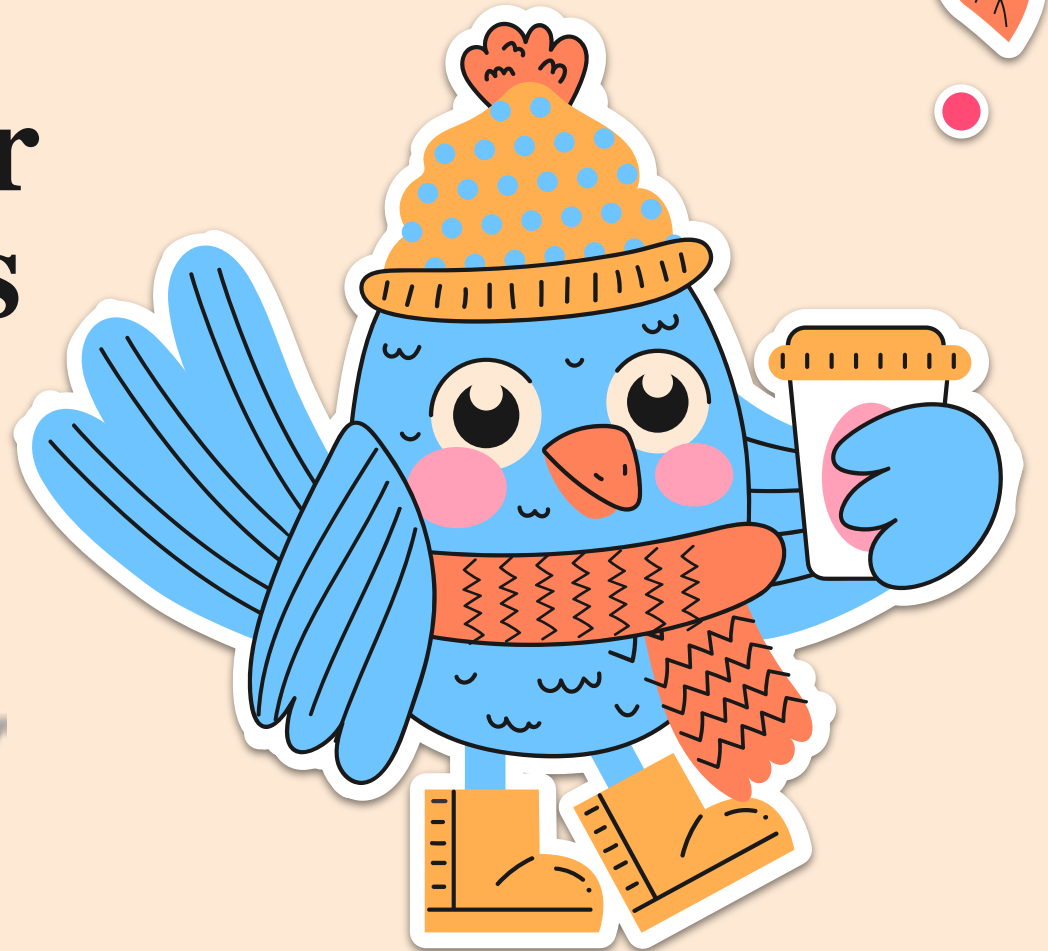




Maine Through Year Participation Results



MAINE
VIRTUAL ACADEMY



Overall Results

MTY Overall	Seventh Grade	Eighth Grade	Tenth Grade	Total
Opt Out	0	2	6	8
Travel	1	2	23	26
Grand Total	38/38	28/30	111/117	177/185
Grade Level %	100%	93.33%	94.87%	95.68%*

*Reading tested one less student,

176/185 = 95.14%

Subgroup Results

MTY Overall	Female	Male	Total
Opt Out	1	6	7
Total Tested	97	80	177
Grand Total <small>*Reading tested one less student, 176/185 = 95.14%</small>	97/98	80/86	177/185
Level %	98.98%	93.02%	95.68%

Subgroup Results

MTY Overall	Students with IEP	Students without IEP	Total
Opt Out	4	4	8
Total Tested	55	122	177
Grand Total	55/59 <small>*Reading tested one less student, 54/55 = 95.14%</small>	122/126	185
Level %	93.22%*	96.90%	95.68%

Subgroup Results

MTY Overall	Students with 504	Students without 504	Total
Opt Out	1	7	8
Total Tested	15	162	177
Grand Total	15/16	162/169	185
Level %	93.75%	95.86%	95.68%

* Reading tested one less student, 162/169 = 95.14%

Subgroup Results

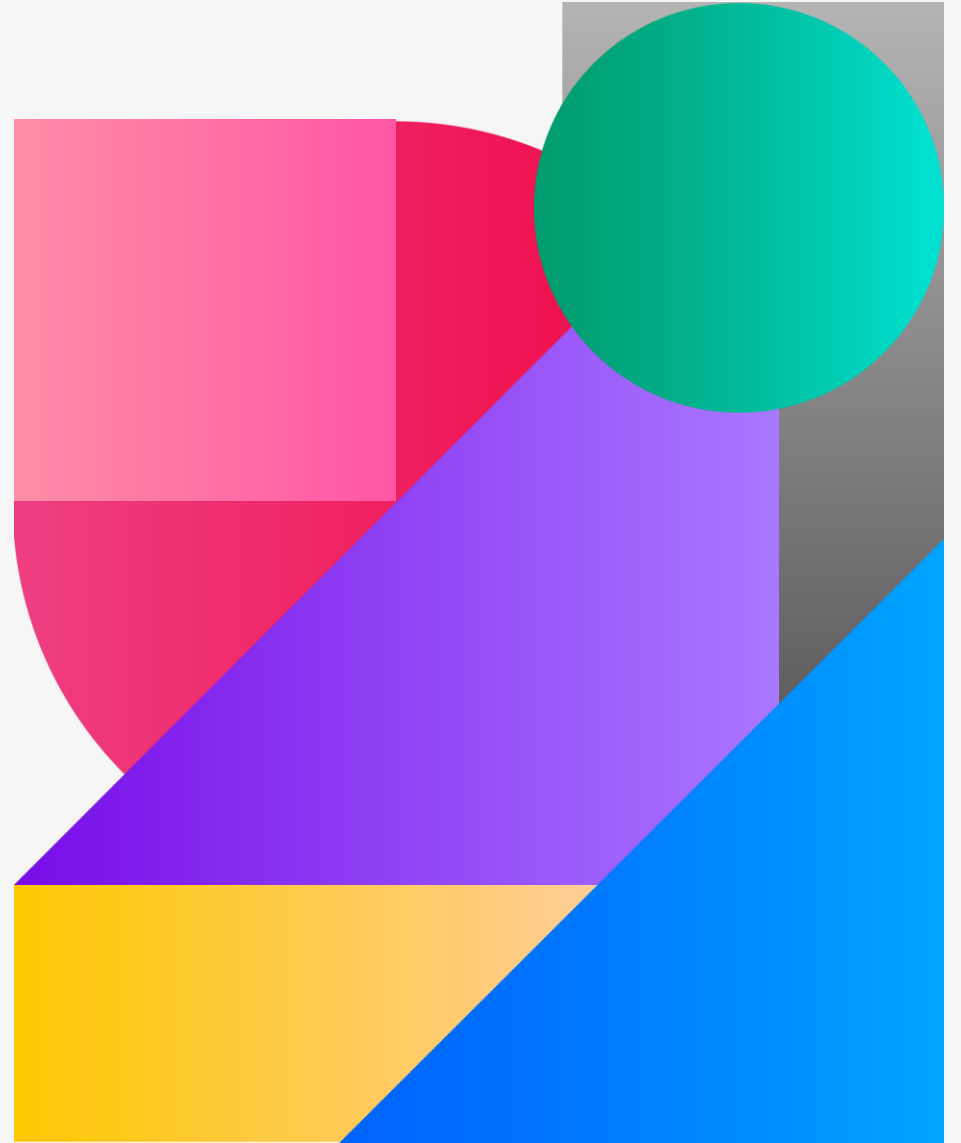
MTY Overall	Students with FRL	Students without FRL	Total
Opt Out	0	8	8
Total Tested	23	154	177
Grand Total	23/23	154/162	185
Level %	100%	95.06%	95.68%

*Reading tested one less student, 153/162 = 95.14%

ACCUPLACER

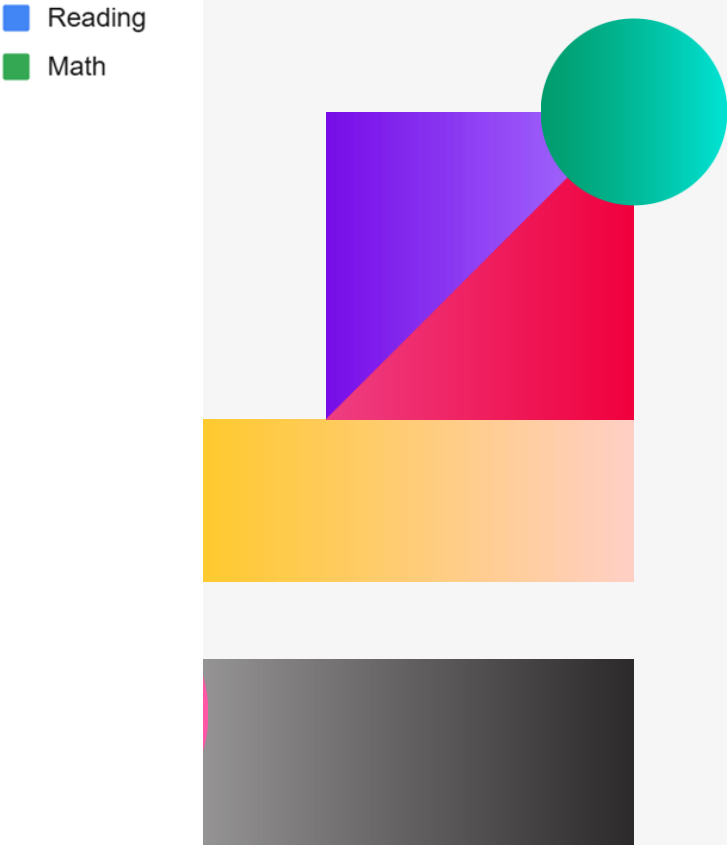
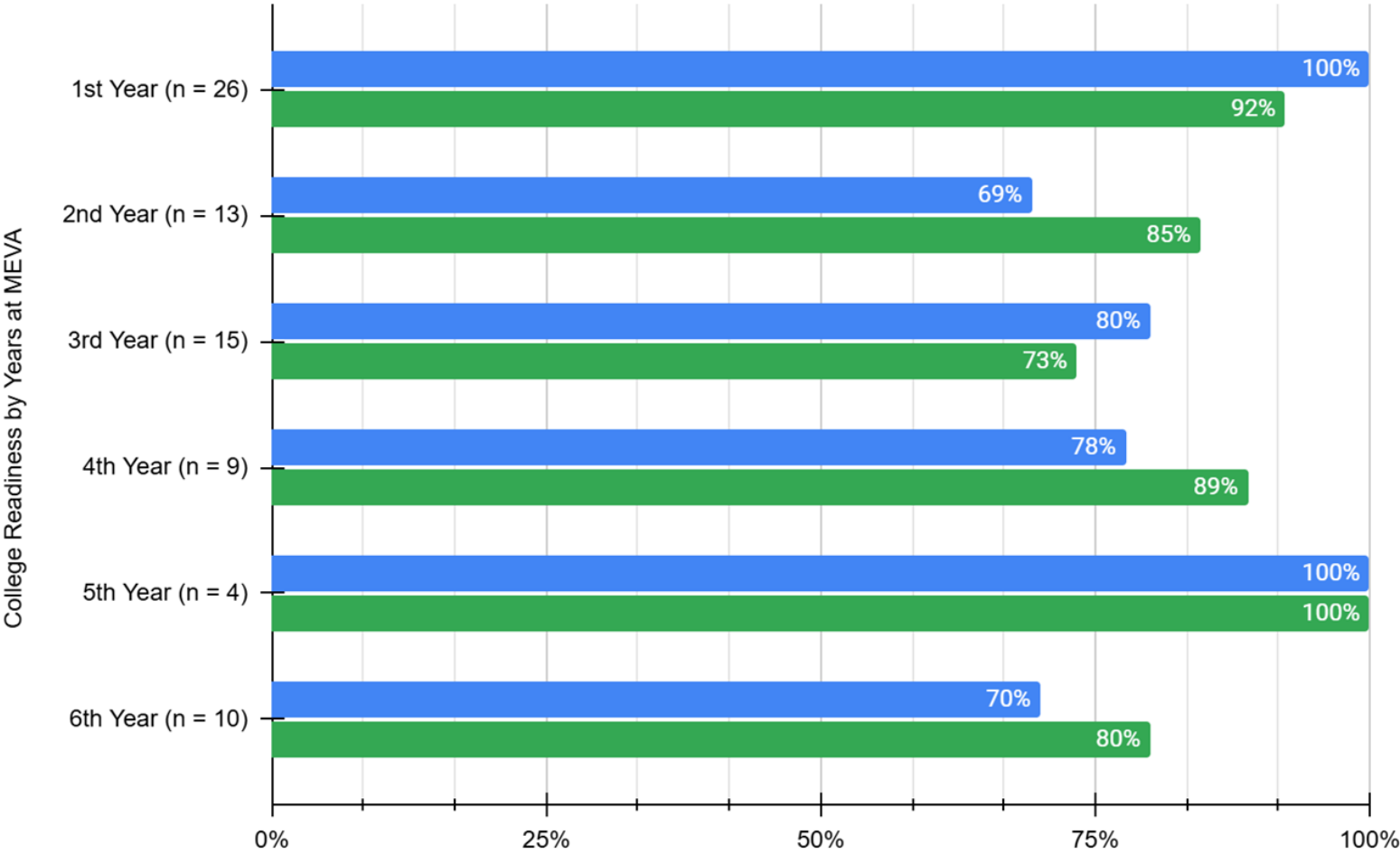
Subgroup Data

October 25, 2024

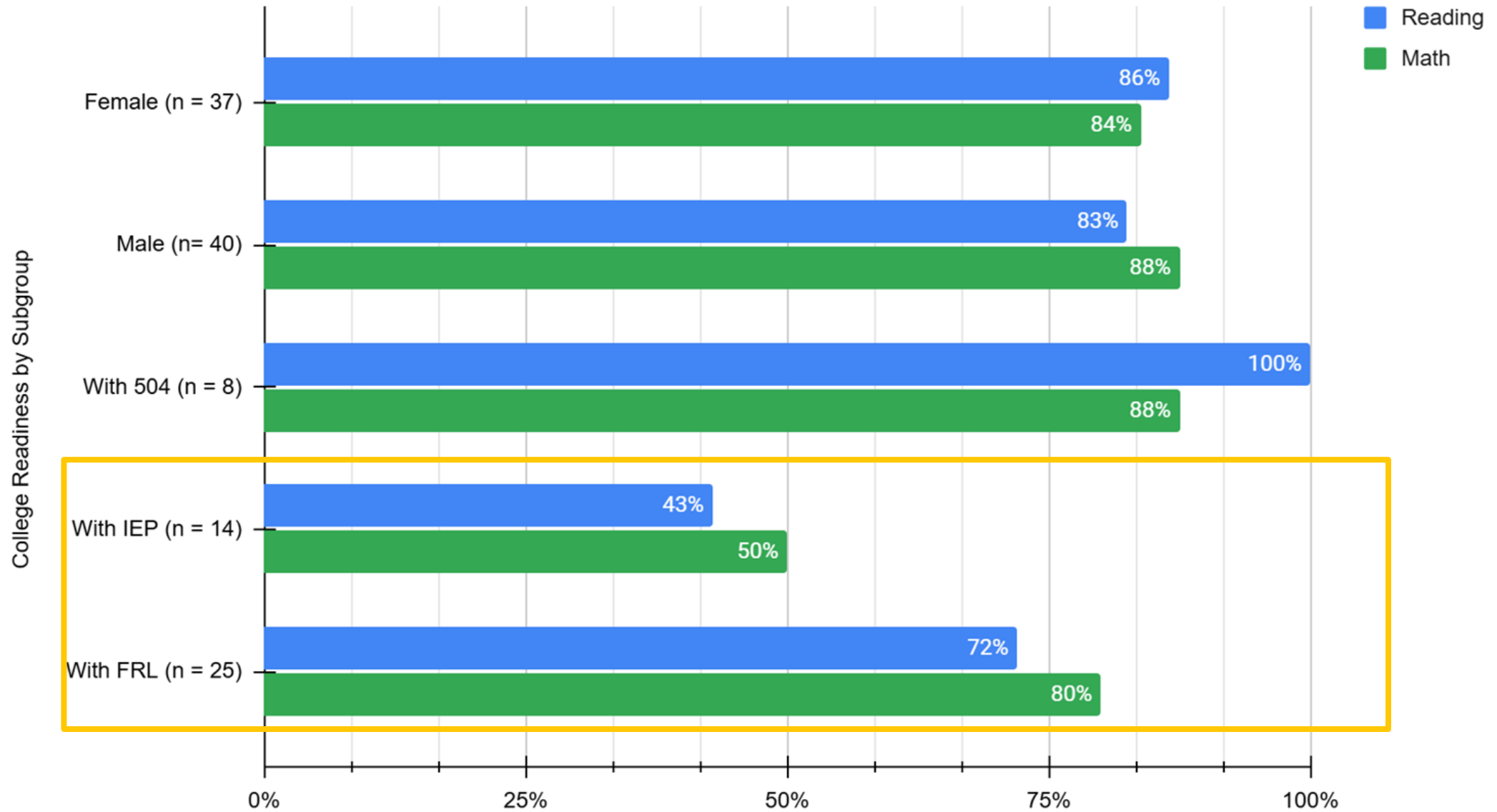


Overall - 91 Seniors		
	Completed	College Ready
Reading	85%	84%
Math	85%	84%

College Readiness by Years at MEVA



College Readiness by Subgroup



MTSS at MEVA

- Different than other schools because of the unique needs of our students.
- Multi-faceted approach, which requires the participation of all members of the educational staff.
- The following slide breaks down the three general areas of intervention, roles and responsibilities for each, and the data collection expected.
- The 2024-2025 Comprehensive Assessment spreadsheet is kept up-to-date with the current status of each student's assessments, including NWEA, MTY, i-Ready Math & Reading, ACCUPLACER, and ILP.

Targeted Small Groups (Interventionist Work)

Work on below grade level skill gaps using i-Ready and other intervention tools, may not directly relate to coursework.

Records data within the MTSS Interventionist data collection tools.

Build a personal connection with the students.

MTSS Intervention Work in the Classroom

Work on skill gaps relevant to their coursework to help them be successful in the course.

Records data within the MTSS Daily Planning spreadsheet (at least weekly).

Build a personal connection with the students.

SDI Intervention Work

Work on identified skill gaps on IEPs related to IEP goals, may also relate to coursework.

Records data within the SE model of data collection.

Build a personal connection with the students.

Communication Plan for MTSS

Physical letter mailed to parent/guardian explaining the program.

Separate emails to parent/guardian and student explaining enrollment in the small group(s).

Bi-weekly communication with parent/guardian and student about progress in the small group.

Monthly communication with parent/guardian and student about progress overall with MTSS.

Monthly communication with faculty about progress overall with MTSS.

*All communications with families are noted in Infinite Campus and tagged as "Response to Intervention."



Engaging Students with Data

October 28, 2024

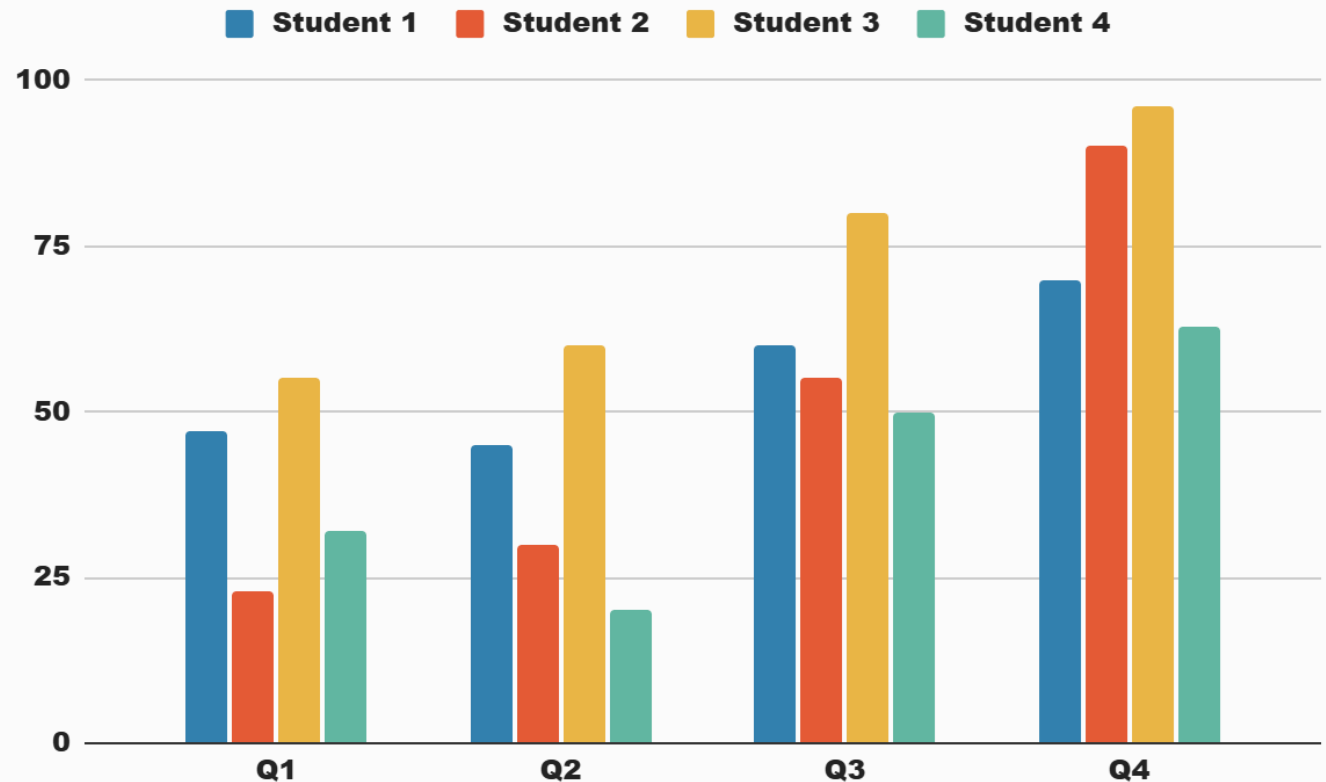


Research shows that when students actively engage with their own academic data and set specific goals, they demonstrate increased motivation and improved academic outcomes (Zimmerman & Schunk, 2011).



Why Student Data Engagement Matters

- Students who regularly monitor their progress are 2-3 times more likely to reach their academic goals (Hattie, 2009)
- Self-regulated learning strategies improve academic achievement by 0.52 effect size (Visible Learning Meta-Analysis)
- Data literacy builds student agency and ownership of learning (Heritage & Heritage, 2013)



Strategies for Implementation



Make Data Accessible and Meaningful

- Create visual representations of data (graphs, charts)
- Use student-friendly language
- Establish clear benchmarks
- Connect data to real-world implications



Structured Data Conferences

- Schedule regular one-on-one meetings
- Guide students through data interpretation
- Focus on growth patterns
- Document insights and reflections



SMART Goal Setting Framework

- Specific: Target exact areas for improvement
- Measurable: Use quantifiable metrics
- Achievable: Set realistic expectations
- Relevant: Connect to student interests
- Time-bound: Establish clear deadlines

Measuring Impact

- Student engagement levels
- Goal achievement rates
- Academic growth
- Student self-efficacy



References

Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement

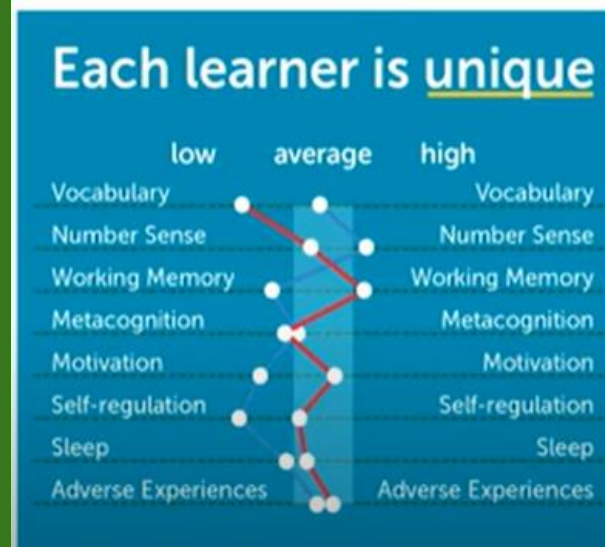
Heritage, M., & Heritage, J. (2013). Teacher questioning: The epicenter of instruction and assessment

Wise, A. F., & Jung, Y. (2019). Teaching with Analytics: Towards a Situated Model of Instructional Decision-Making

Zimmerman, B. J., & Schunk, D. H. (2011). Handbook of self-regulation of learning and performance

Learner Variability and Learning Progressions

What is Learner Variability?



Learner variability is the recognition that each student has a unique set of strengths and challenges across a whole child framework that are interconnected and vary according to context.

Digital Promise

- Adapting instruction to meet different student needs
- Providing varying levels of support
- Personalizing elements of lessons
- Creating responsive assessments

This applies to all Learners



Addressing Learner Variability via Learning Progressions

- A tool to identify multiple access points for learning for all students
- Breaks down standards into levels of complexity
- Helps teachers plan proactively rather than reactively
- Demonstrates the interconnectedness of factors

Digital Promise Learner Viability Project - free tool:

<https://lvp.digitalpromiseglobal.org/>

When two introverts meet
and ironically act like
extroverts with each other



Example

- Beginning: Define key terms (protagonist, antagonist, conflict, plot)
- Developing: Identify these elements in a text
- Approaching: Explain characterization methods
- Applying: Connect characters to major themes
- Extending: Analyze how characters develop complex themes

CONTEXT MATTERS- Learning Styles fail
to consider context

Benefits

- Demystifies what full proficiency looks like
- Recognizes that there are levels of proficiency
- Shows skills needed to **build up** to mastery
- Helps identify gaps in background knowledge
- Encourages students to track their own progress



Creating Lessons that consider Universal Design, Learner Variability and Learning Progression

- Phase 1: Identify assumed background knowledge
- Phase 2: Pre-assess to solidify student background knowledge
- Phase 3: Determine new concepts to be learned
- Phase 4: Plan how students will apply new content
- Phase 5: Make connections to other content areas
- Phase 6: Assess using various methods and provide feedback



Uses.....

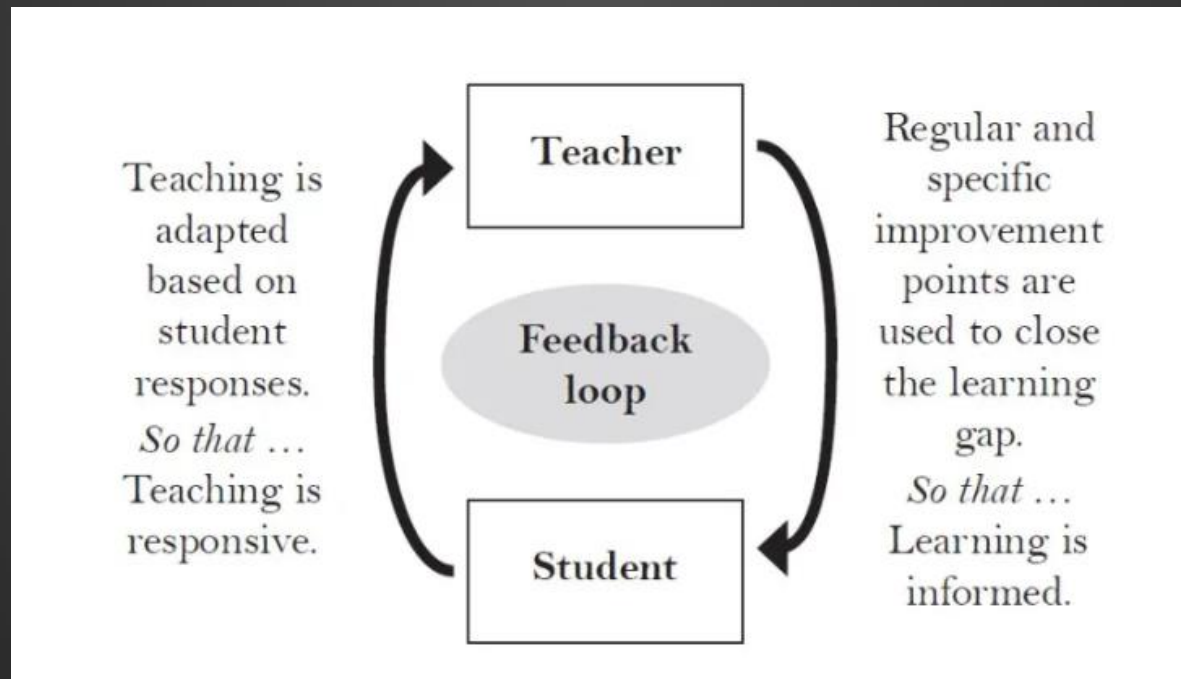
- Teacher uses it to anticipate learner variability needs
- Students use it like a map to guide their learning
- Helps package resources and supports for students
- Can be used as daily learning targets

Begin Implementing

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- Introduce progressions at start of unit
- Use diagnostic or self-assessments to determine starting points
- Revisit after each assessment to track growth
- Use during independent work time

Shortening the Feedback Loop is a key piece to maintaining learner engagement and participation with their learning progression.



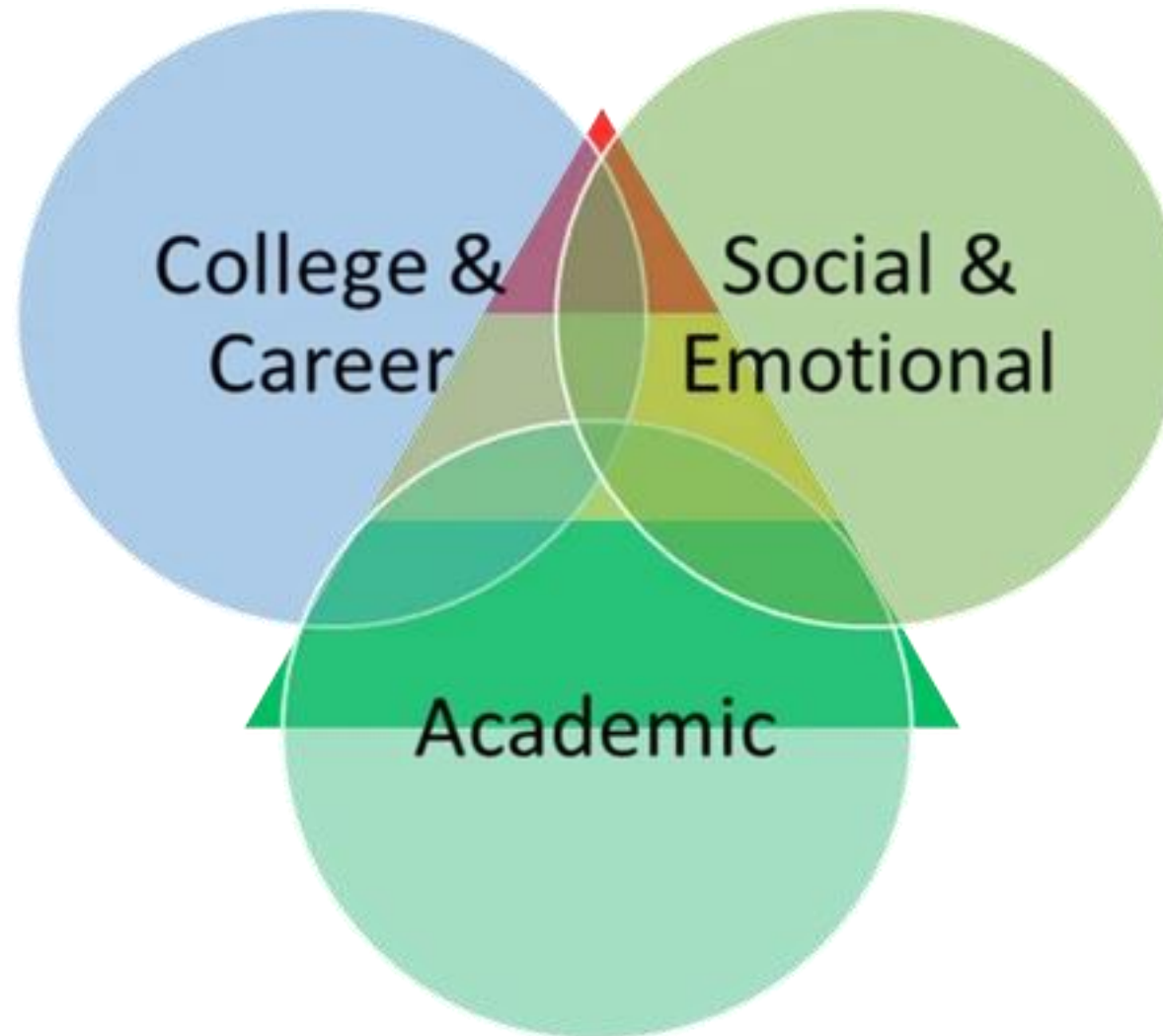
Insights.....Questions.....Feedback



Brightspace PD Sharing Session
Tuesday - 3:00 pm

Learn to use the HTML
editor to improve student
engagement.

School Counseling Domains



**Dan: 7-9th grade
207-861-1431**

**Heather: 10-12th grade
207-613-6196**

Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, November 4th, 3:00 pm.** **Veterans Day is Monday, November 11th, and Thanksgiving Break is Wednesday, November 27th through Friday, 29th.** *All MEVA faculty are off for these well-deserved holidays.*
- 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.