

# Process Improvement Meeting Agenda – 11/4

- MEVA Mission and Vision.
- MEVA Schoolwide Projects Fueled by our efforts to Win Over the Student.
- ASSESSMENT: Progress Monitoring, Fall '24 Maine Through Year Data and Proficiency Projections.
- MEVA Win over the student.
- INSTRUCTION: Reading Fiction, One of the Brain's Best Workouts – Holly Russell.
- SUPPORT: Help Desk Update – Nicole Hart.
- SUPPORT: Progress Monitoring, MTSS at MEVA: Monthly Update – Dr. Christina O'Grady.
- SUPPORT: Advisory Update – Dr. Christina O'Grady.
- INSTRUCTION: Evidence-Based Practices, Course Reviews and Curriculum Mapping – Dr. Christina O'Grady.
- INSTRUCTION: Effective Digital Course Design, A Guide for Educators – Don Fournier.
- Other and next Process Improvement Meeting on Monday, November 18<sup>th</sup>, 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.

# Operationalizing our Mission and Vision

- We have the best teachers, support teachers, and staff at MEVA.
- Working together, we can fully operationalize our Mission and Vision.
- We have organized our efforts into well-maintained projects, which provide the structure we need to accomplish our goals.
- What we do consistently over time make the biggest difference in our outcomes.

## MEVA Schoolwide Projects Fueled by our efforts to Win Over the Student

<b>Projects</b>	<b>Focus</b>
Schoolwide Assessment Calendar	ASSESSMENT
Curriculum Mapping	INSTRUCTION
Course Design Feedback	INSTRUCTION
Teacher/Support Teacher Feedback	INSTRUCTION
Professional Development	INSTRUCTION
Multi-Tiered System of Supports (MTSS)	SUPPORT
Help Desk	SUPPORT
Grade-Level Advisory Groups	SUPPORT
Special Education Continuum of Services	SUPPORT

# 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 Strategic Goals – Reading Growth

## Reading Growth.

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

# MEVA Strategic Goals (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.

Maine Through Year Math Proficiency Projection – Fall '24

Math proficiency projection based on % of students < 60<sup>th</sup> percentile.

Math								
	Total # Students	Total Projected At	% Projected At (61st-80th)	Total Projected Above	% Projected Above (81st-99th)	% Proj. At & Above	MTY 2024	Difference
7th Grade	38	8	21.05%	2	5.26%	26.32%	38.00%	-11.68%
8th Grade	28	5	17.86%	1	3.57%	21.43%	39.00%	-17.57%
High School	110	13	11.82%	16	14.55%	26.36%	42.00%	-15.64%



# Fall '24 I-Ready Math Proficiency Projection

Math										
	Total # Students	Total # Tested	% Tested	Total Projected At	% Projected At (61st-80th)	Total Projected Above	% Projected Above (81st-99th)	% Proj. At & Above	MTY 2024	Difference
7th Grade	38	31	81.58%	17	44.74%	0	0.00%	44.74%	38.00%	6.74%
8th Grade	28	18	64.29%	7	25.00%	0	0.00%	25.00%	39.00%	-14.00%
High School	110	90	81.82%	30	27.27%	6	5.45%	32.73%	42.00%	-9.27%

# 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!

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

# 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](#)

# Reading Fiction: One of the Brain's Best Workouts

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- Complete an [Anticipation Guide](#) (5 mins)
- Watch the opening of Rita Carter's "Why Reading Matters" (2 mins)
  - (award-winning science and medical journalist/author)
- Discussion of key points from her TED Talk (3 mins)

# “Why Reading Matters,” by Rita Carter

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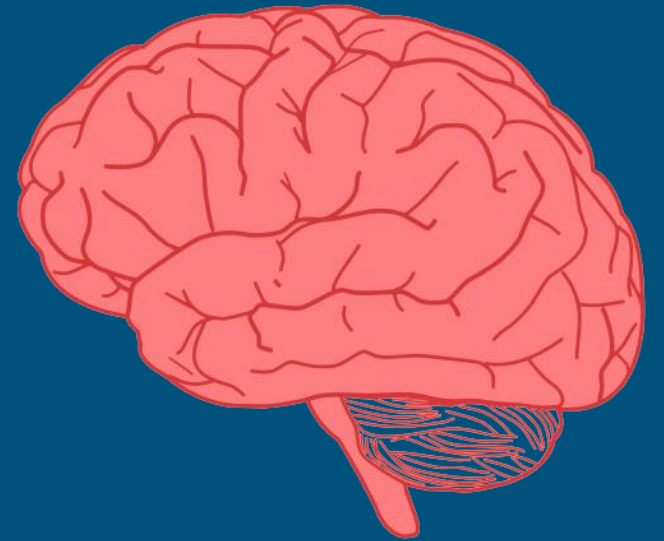
“The important thing about reading is that you’re not just learning what’s going on in that person’s head, you, too, are experiencing it.”

Rita Carter



**“Your brain needs a workout as much as your body and reading [or listening to] fiction seems to be one of the best workouts you can get.”**

Rita Carter



“The more you force yourself, through books, to take other people’s perspectives – to sympathize, to empathize with other people – the more empathetic a society we will have.”

Rita Carter

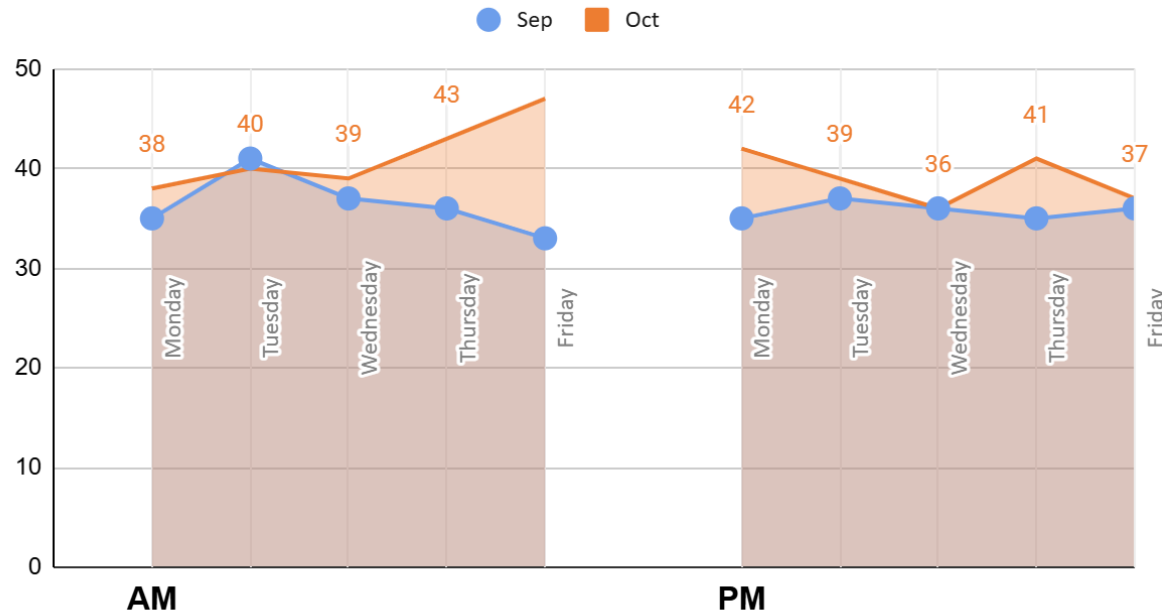
“The best arguments in the world won't change a person's mind. The only thing that can do that is a good story.”

-Richard Powers, *The Overstory*

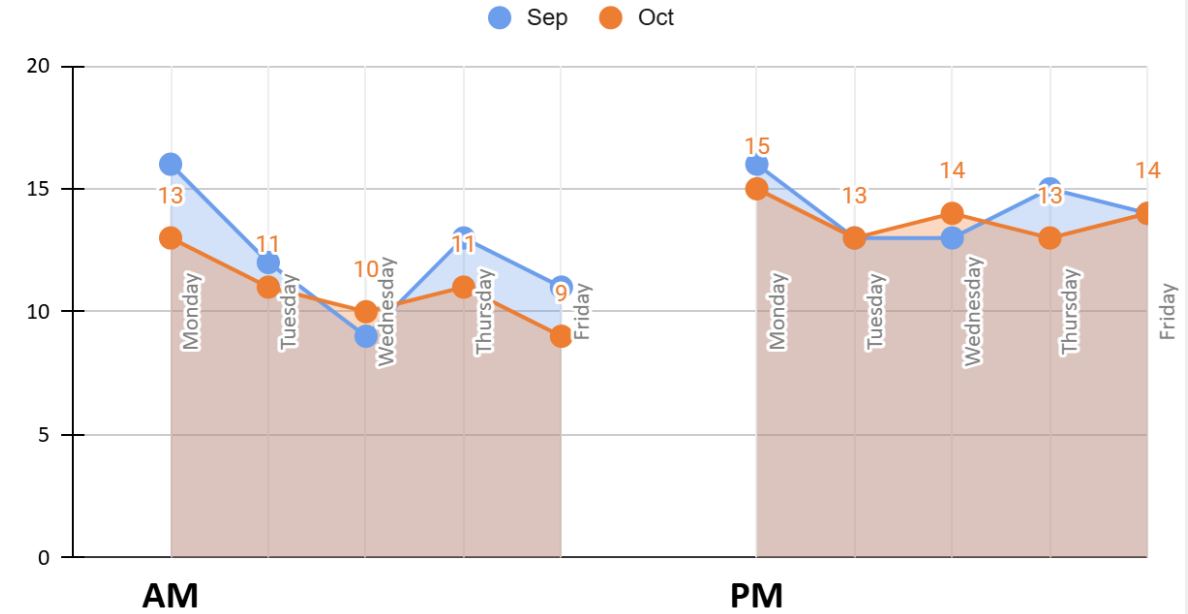


# HelpDesk Student Attendance

Average Amount of Time at HelpDesk



Average number of Students at HelpDesk



NOTE\* AM includes only HS; PM includes Both MS & HS



# HelpDesk Data!

## WE HAVE HAD...

104 Students engaged with HelpDesk by joining us in a LIVE Session

81 HS Students

23 MS Students

42 Students attend at least **ONE** live session in September

44 Students attend **TWO** or more live session in September

18 Students attended **ONE** live session each week (5 Weeks)

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

## Attendance by Grade Level

7th - 13/37 - 35.13%

8th - 10/24 - 41.66%

9th - 22/71 - 30.98%

10th - 31/113 - 27.43%

11th - 18/111 - 16.21%

12th - 10/76 - 13.15%

## HelpDesk KUDOS!

Jykira (Kira) to You (direct message) 2:11 PM



Considering I'm here everyday,  
helpdesk actually has improved my  
grades

Kira was very far behind at one point this semester and has officially caught up in all of her classes!



Congratulations, to the HS students below for taking control of their education by attending and working at HelpDesk at least once a week in the month of OCTOBER!



### HelpDesk Frequent Attenders!

Abigail T  
Addison W  
Addison S  
Alex A-R  
Chloe B  
Christian L  
Declan B  
Eleanor S


Elias D  
Emeline C  
Emersyn W  
Erik M  
Georgia D  
Jasny S  
Josiah D

Juniper S  
Jykira C  
Kaelyn S  
Kylie H  
Libby M  
Madalyn T  
Megan R

Mitchell G  
Nakeena G  
Noah P  
Peyton M  
Shawn P-B  
Mills T  
Wyatt R





The background features a watercolor illustration of various autumn leaves and mushrooms. In the top left, there are green leaves. In the top center, a dark red leaf. In the top right, a brown leaf and a sprig of small yellow leaves. On the left side, a cluster of mushrooms with white caps and yellow spots, and brown stems, surrounded by yellow leaves. On the right side, a large yellow leaf. At the bottom, there are more green and brown leaves.

# Progress Monitoring

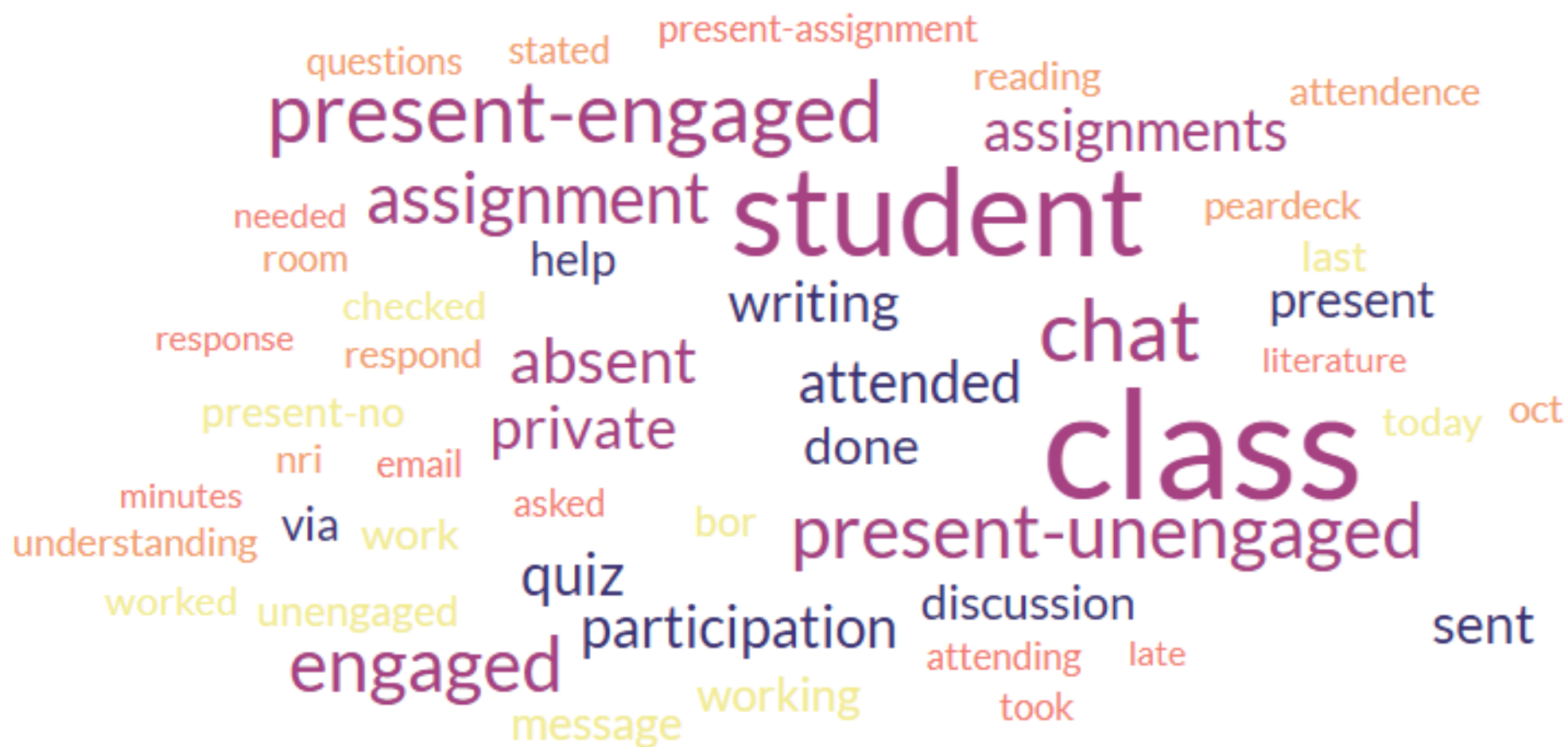
November 4, 2024



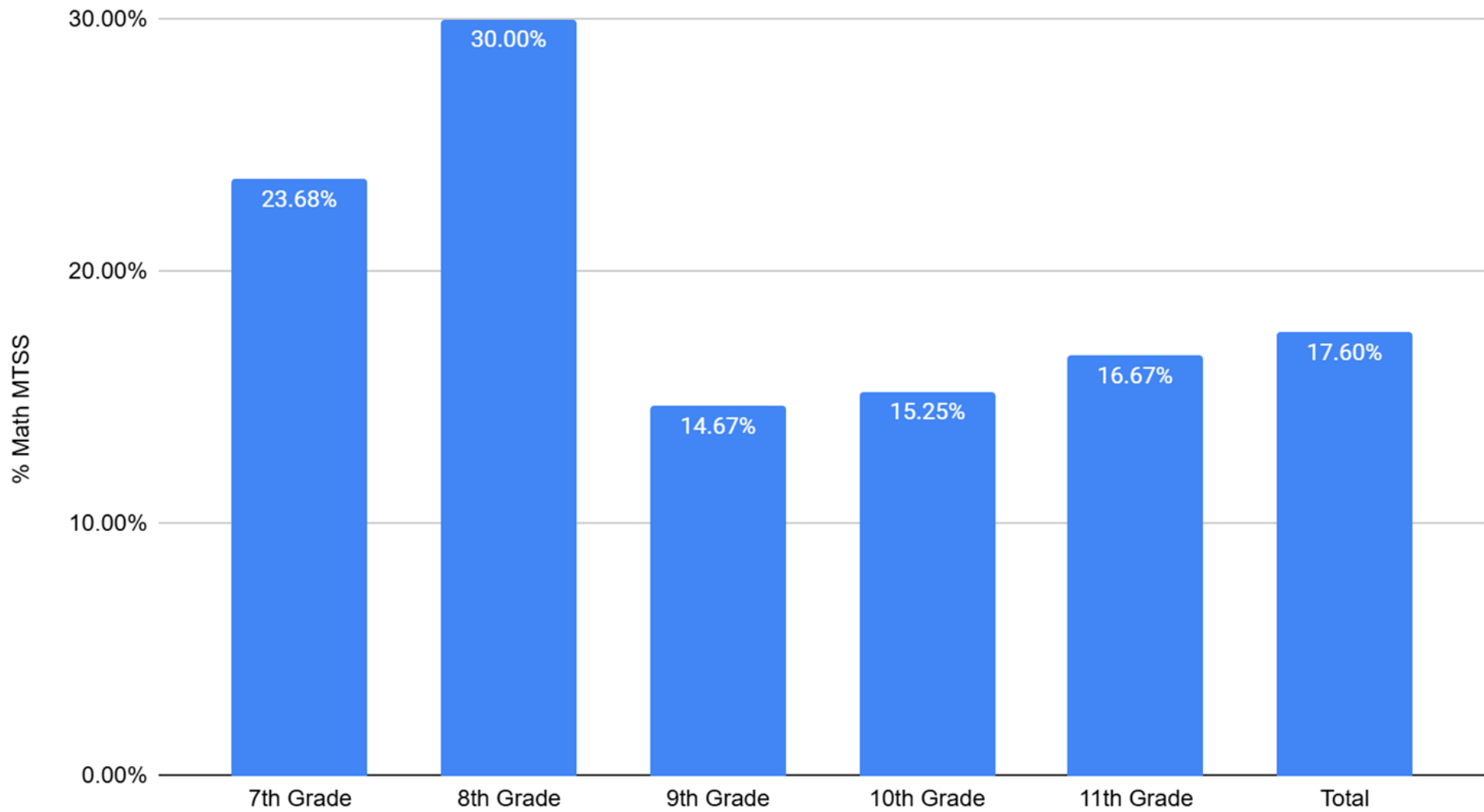
# MTSS Progress

The month of October was the start of implementation of the MTSS program for the 2024-2025 school year. Thank you to everyone who has been consistently supplying qualitative data for the report.

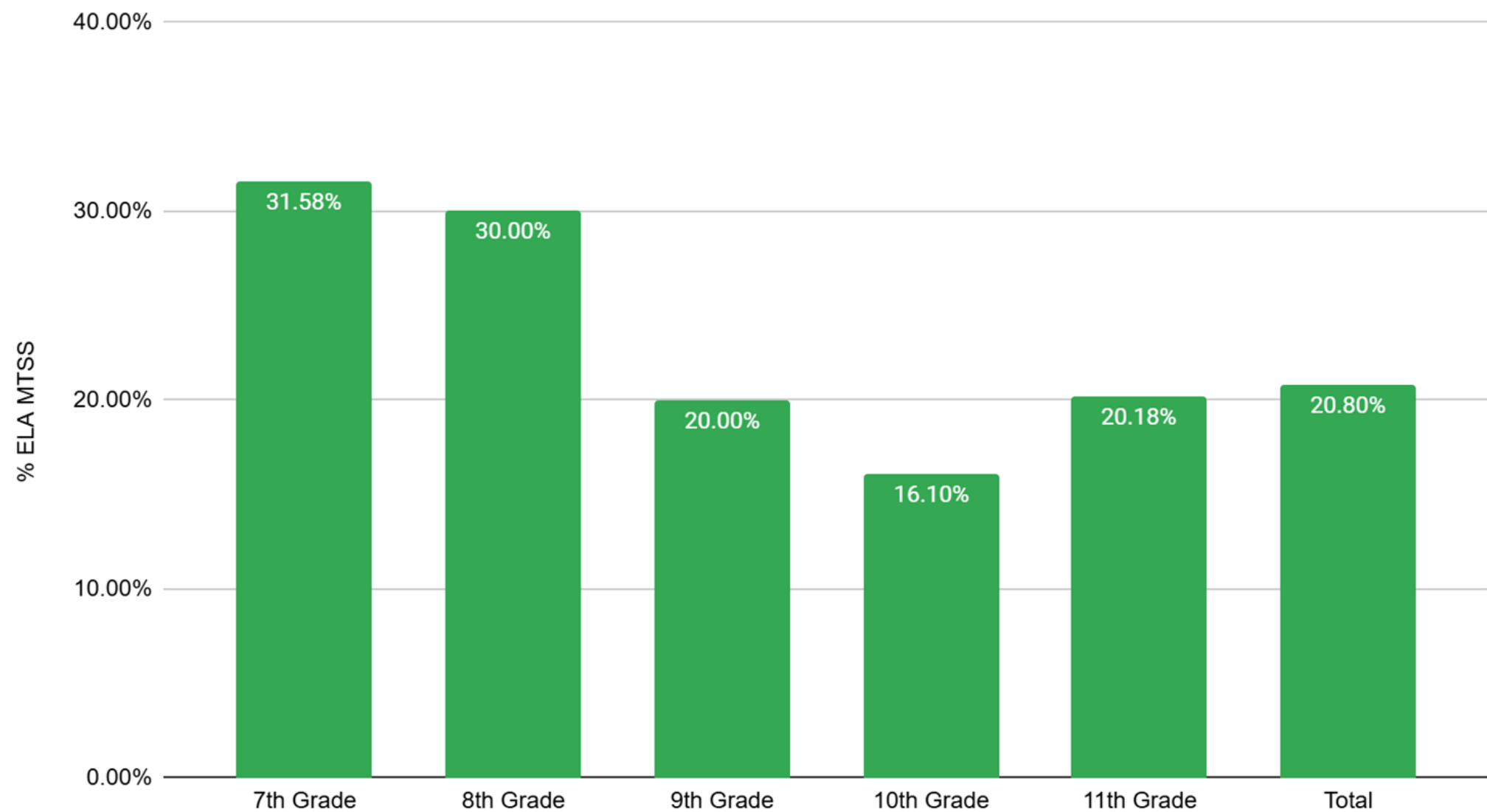




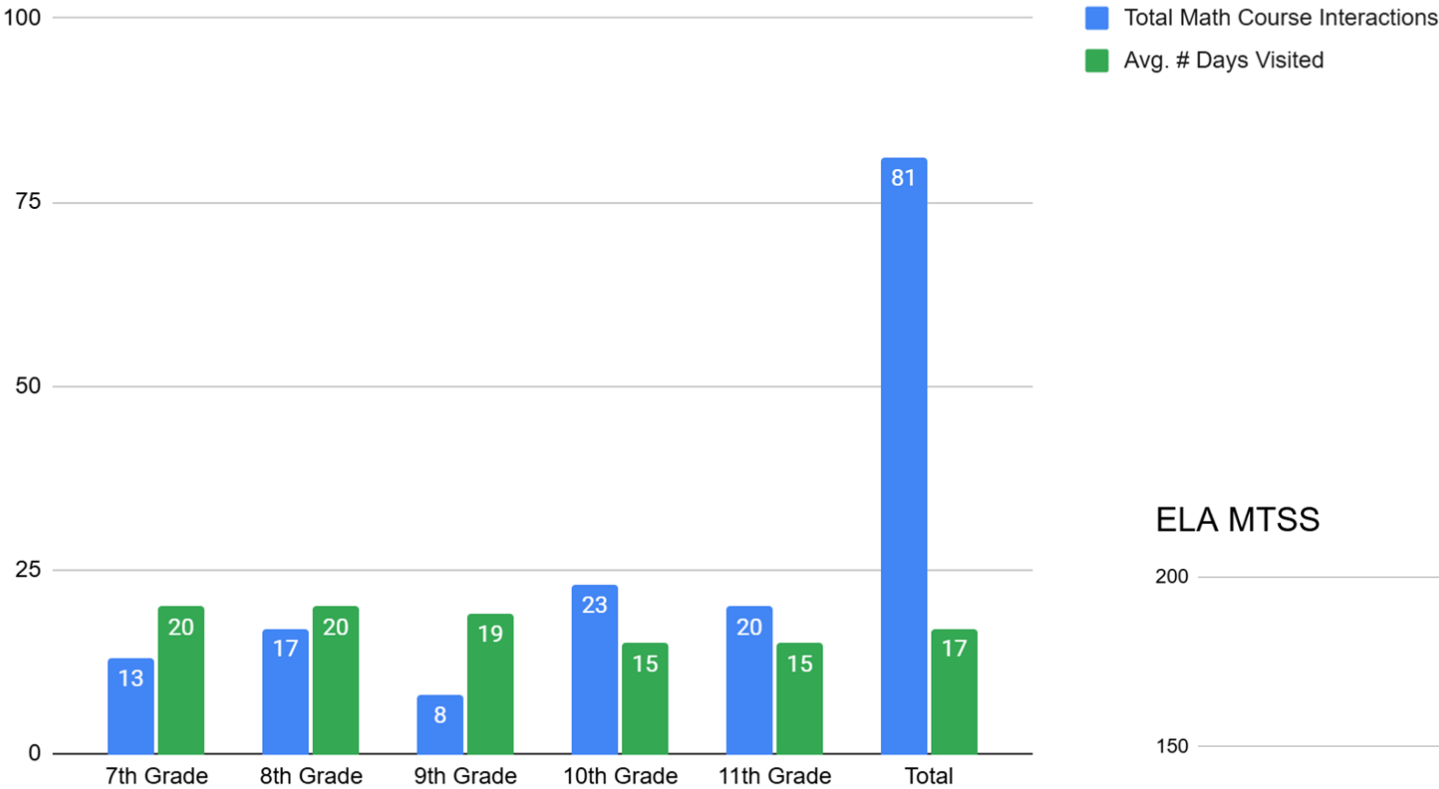
## % Math MTSS



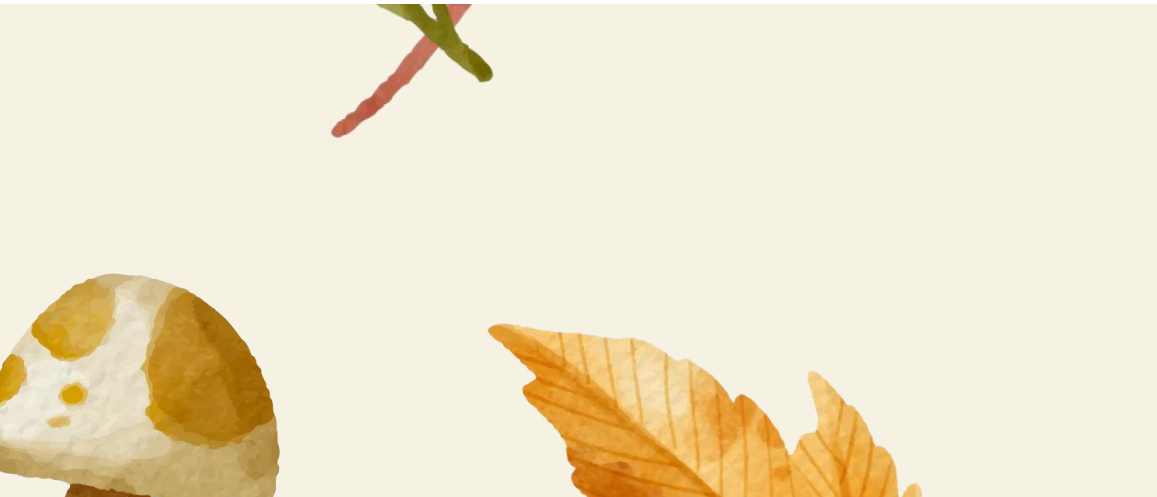
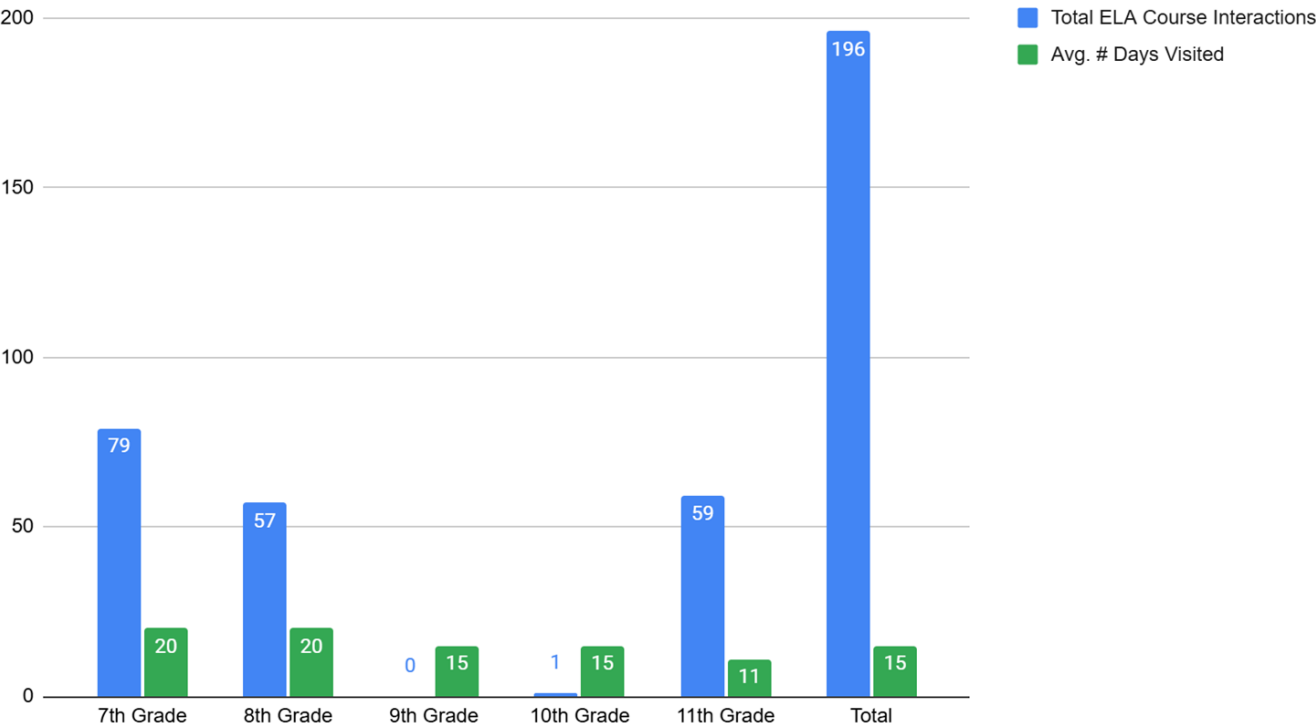
## % ELA MTSS



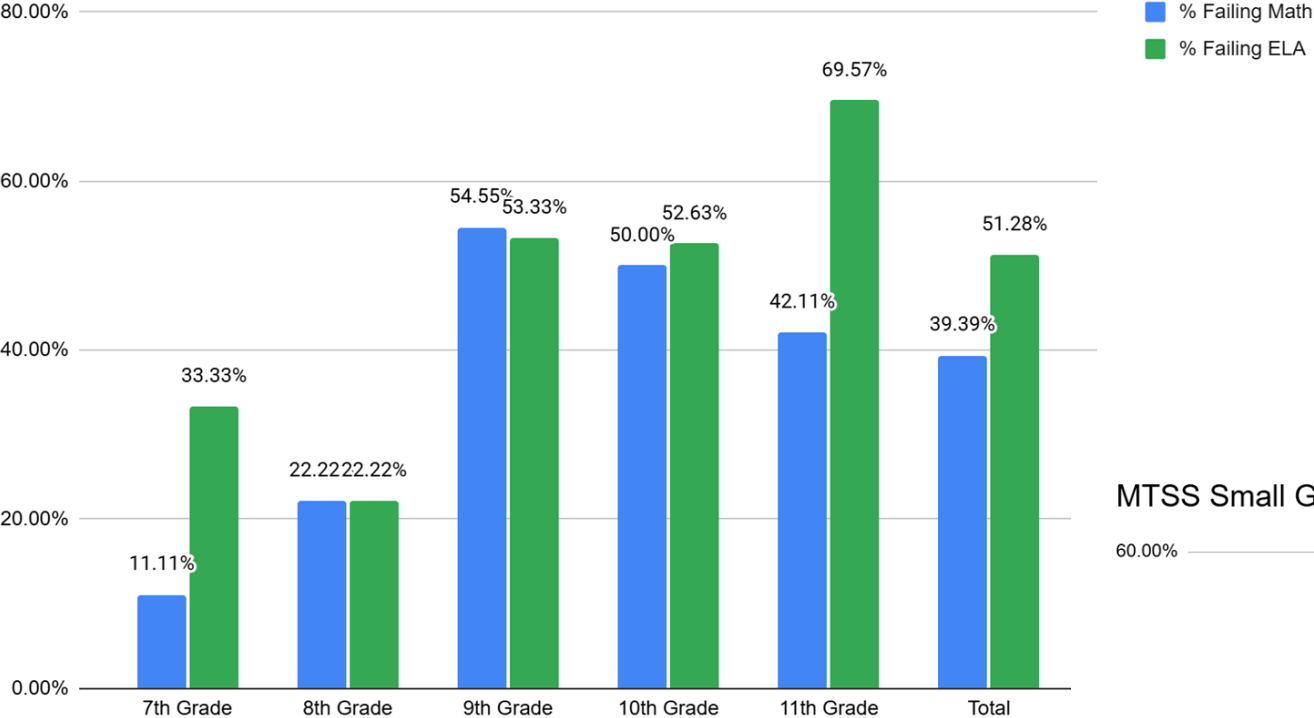
# Math MTSS



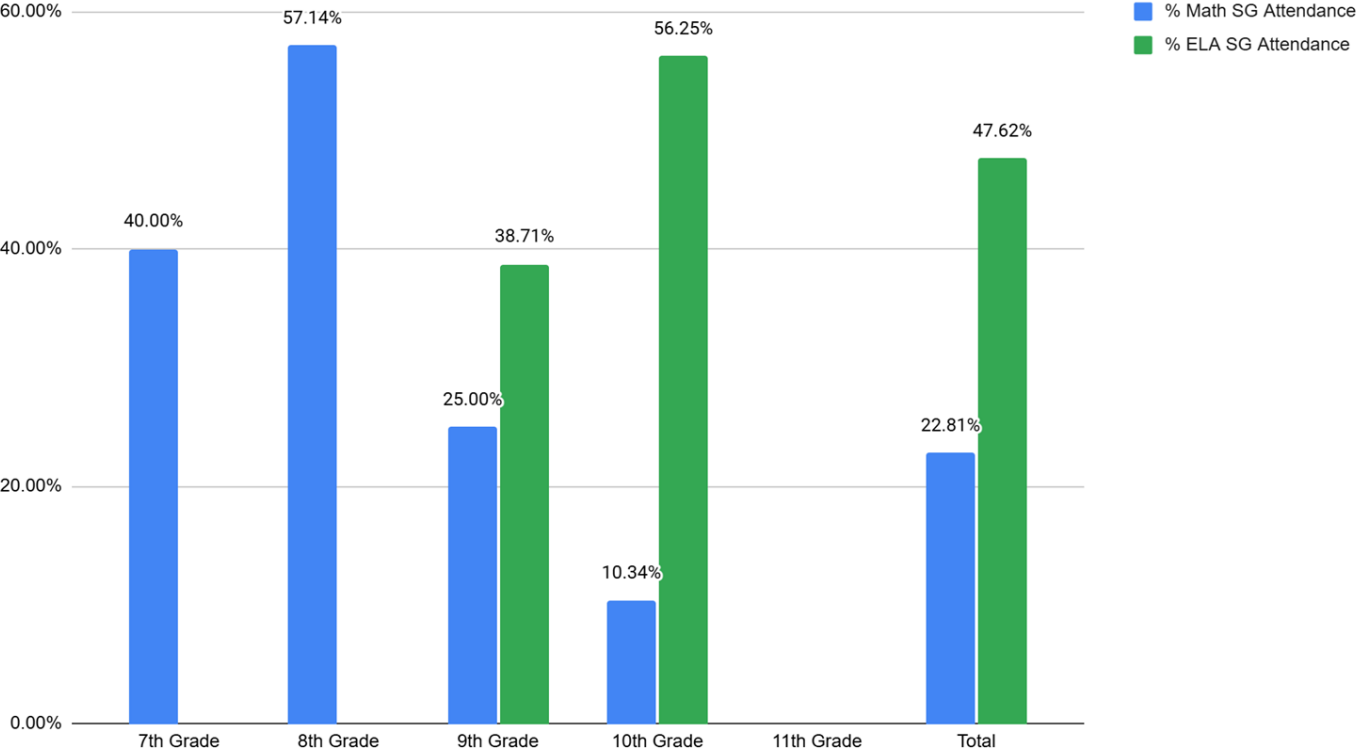
# ELA MTSS



MTSS Failing Courses

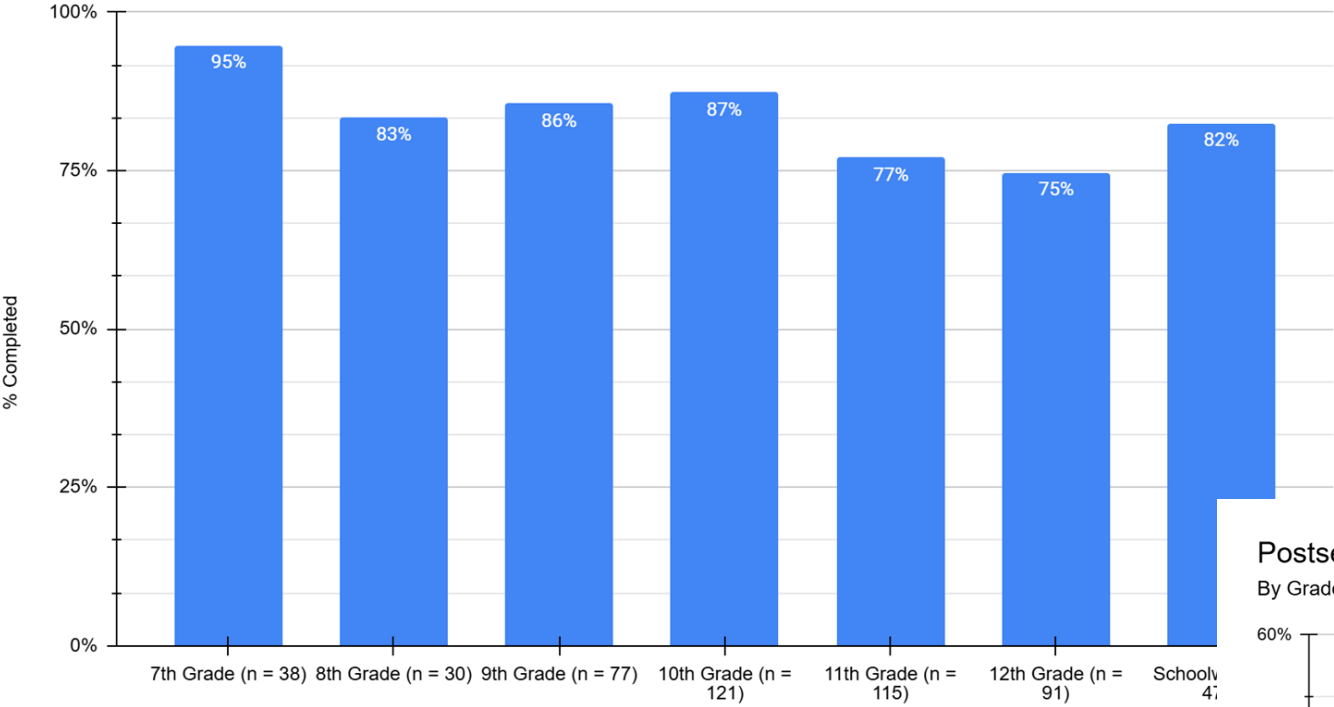


MTSS Small Group Attendance



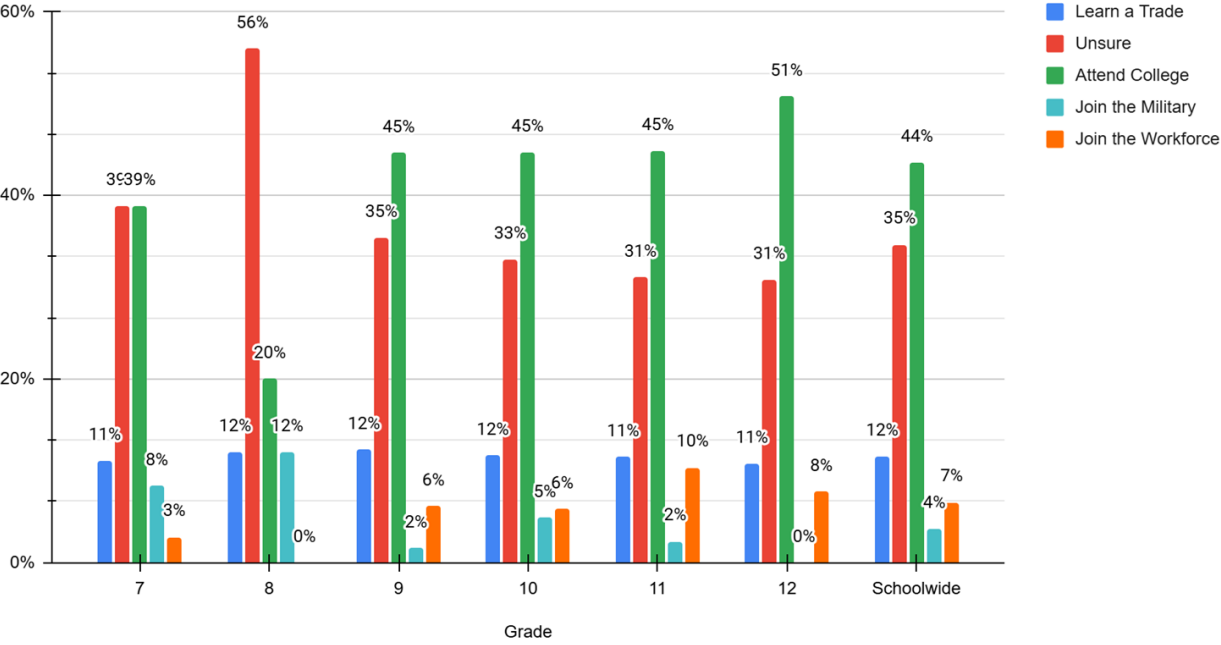


ILPs Completed  
by Grade Level



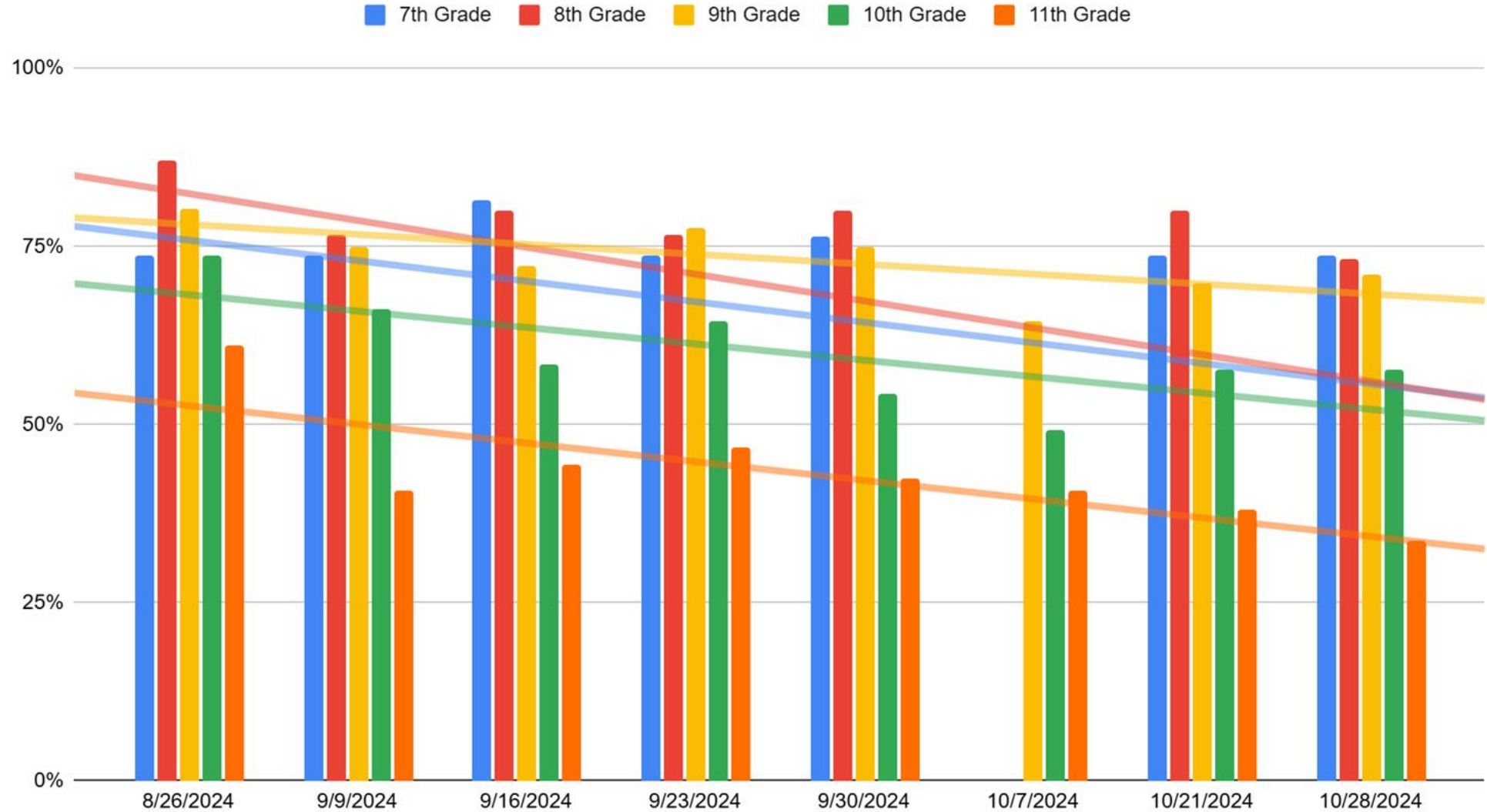
# ILP Data

Postsecondary Goals  
By Grade Levels



# Advisory Attendance

## Overall Attendance

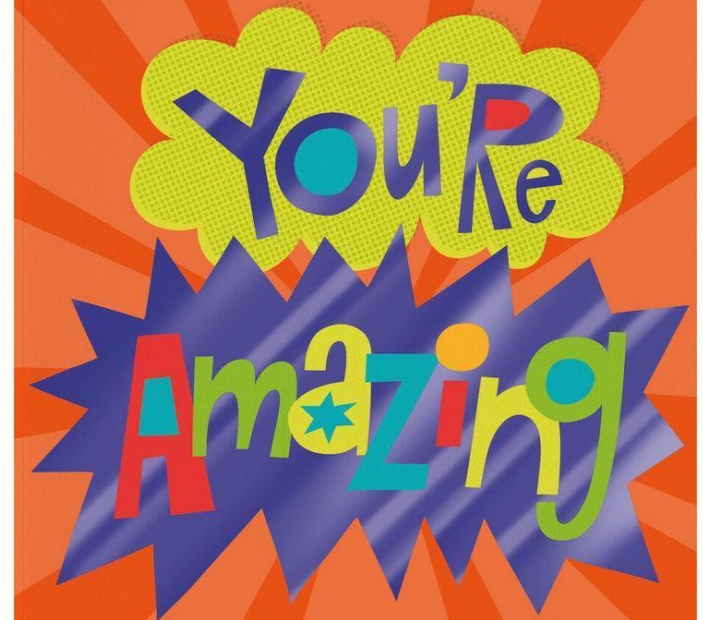




# Course Review

The Course Review was completed over the last two weeks.

- Overall, I am so impressed with all of the work that has been completed over the last several years to improve the courses!
- The review is based on the rubric, which is found in Don's presentation and in the Educator Effectiveness model.
- An individual communication will be sent to all teachers by COB Friday, 11/8/24 with feedback, suggestions, etc.
- The focus was on course navigation and curriculum map/standards alignment.

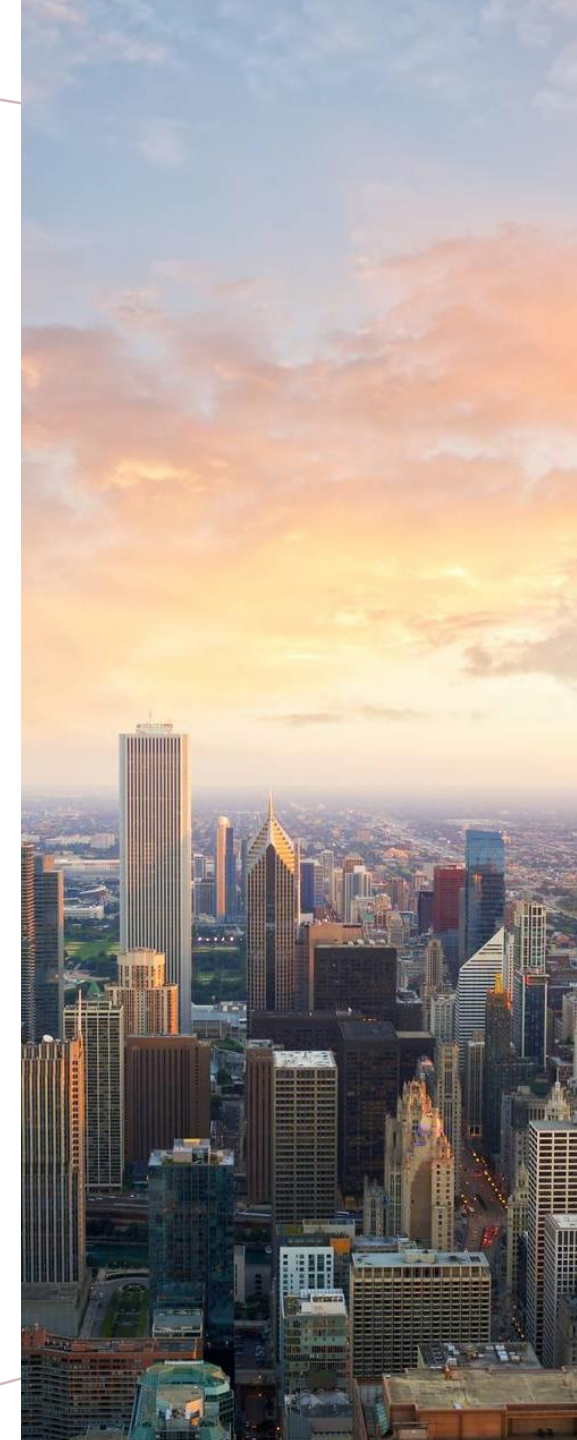


*EFFECTIVE  
DIGITAL COURSE  
DESIGN: A GUIDE  
FOR EDUCATORS*



## Introduction to Course Shell Review

- Annual review of course shells to enhance student learning experience.
- Focus on content quality, curriculum mapping, accessibility, and consistency.
- Why is this important? Think about how a well-structured course can impact your students' learning.





# *FLOW OF INFORMATION & NAVIGATION*

IMPORTANCE OF INTUITIVE COURSE NAVIGATION FOR STUDENT SUCCESS.

CRITERIA FOR EVALUATION:

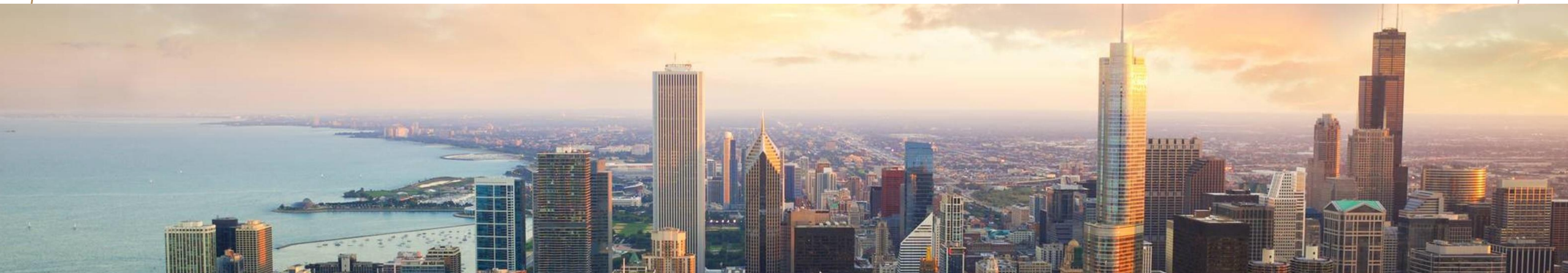
LEVEL 1: DIFFICULT TO NAVIGATE, CONTENT AND RESOURCES HARD TO FIND.

LEVEL 2: NAVIGATION REQUIRES EFFORT, RESOURCES NOT EASILY ACCESSIBLE.

LEVEL 3: SOME GUIDANCE NEEDED, MINOR DIFFICULTIES IN ACCESSING RESOURCES.

LEVEL 4: EASY NAVIGATION, ALL CONTENT AND RESOURCES READILY AVAILABLE.

HOW DO YOU PREFER TO NAVIGATE YOUR COURSES? SHARE YOUR THOUGHTS.



# *COURSE SHELL DESIGN & ENGAGEMENT*

THE IMPACT OF VISUAL APPEAL AND ORGANIZATION ON STUDENT ENGAGEMENT.

## EVALUATION POINTS:

Level 1: Unappealing, lacks essential widgets and teacher info.

Level 2: Basic design, unclear announcements, teacher info present.

Level 3: Somewhat appealing, some expectations provided, "Meet the Teacher" present.

Level 4: Visually appealing, clear info, "Work To Do" and "Meet the Teacher" widgets included.

WHAT DESIGN ELEMENTS MAKE A COURSE SHELL INVITING TO YOU?





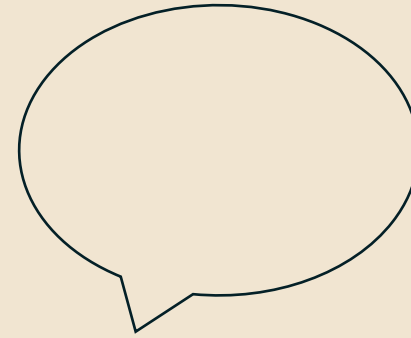


# *ASSESSMENTS & ACCESSIBILITY*

- Ensuring assessments are easily located and grades are visible.
- Accessibility for diverse learning needs.
- Evaluation criteria:
  - Level 1: Assignments/grades not visible, no accessibility tools.
  - Level 2: Difficulty in locating assignments/grades, limited accessibility tools.
  - Level 3: Some effort needed to find assignments/grades, some accessibility tools.
  - Level 4: Assignments/grades easily found, full range of accessibility tools.
- Discuss how accessibility tools have helped or could help in your learning.

# *STANDARDS ALIGNMENT & INSTRUCTIONAL PRACTICES*

- Aligning course content with educational standards.
- Structuring live sessions for maximum engagement and positive learning environment.
- Evaluation aspects:
  - Level 1: No standards alignment, unstructured live sessions.
  - Level 2: Minimal standards alignment, live sessions lack engagement.
  - Level 3: Partial standards alignment, live sessions somewhat engaging.
  - Level 4: Full standards alignment, live sessions well-structured and engaging.
- Reflect on a live session that you found engaging. What made it so?



*COMMENTS & QUESTIONS*

??

*THANK YOU*



# Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, November 18<sup>th</sup>, 3:00 pm.** **Veterans Day is Monday, November 11<sup>th</sup>, and Thanksgiving Break is Wednesday, November 27<sup>th</sup> through Friday, 29<sup>th</sup>.** *All MEVA faculty are off for these well-deserved holidays.*
- 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.