

# Process Improvement Meeting Agenda – 12/2

- MEVA Mission and Vision.
- MEVA Rewards: Recognize students' achievements.
- MEVA Assessment Calendar and Strategic Goals (Reading Growth and Math Proficiency).
- MEVA Win over the student.
- MEVA Semester End Transition (SET) – Stephanie Emery.
- SUPPORT: Reading Challenge – Kim Pasternack.
- SUPPORT: Help Desk Update – Nicole Hart.
- SUPPORT: Advisory/ILP Update – Christina O'Grady.
- ASSESSMENT: ESSA Dashboard State Assessment Data, including participation – Christina O'Grady.
- INSTRUCTION/PROGRESS MONITORING: Project-Based Learning Resources – Christina O'Grady.
- INSTRUCTION/SUPPORT: Connecting Classroom Learning to the Real World – Lena Vitagliano.
- Other and next Process Improvement Meeting on Monday, December 9<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

# Recognize Students' Achievements

- Please take the opportunity to recognize your students' achievements within your classes and practices.
- Some teachers have designed their own venues for celebrating students' accomplishments.
- We will snail-mail congratulatory postcards to specific students upon your request.
- Send your lists to Nicole Safford.
- Thank you for your efforts!



# MAINE VIRTUAL ACADEMY

Your dedication and commitment to your studies at Maine Virtual Academy truly shine through. . . Keep up the great work, and remember that your efforts are not only recognized but also greatly appreciated. We are excited to see all the wonderful places your hard work will take you in the future!



"You're off to great places! Today is your day! Your  
mountain is waiting, so get on your way!" —Dr.  
Seuss

# 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.

# 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

# Closing Semester 1 Timeline:



- › **1/10 (Sem 1) : *Suggested*** student due date for completing and turning in work. Keep in mind 1/16 is the absolute LAST day of the semester – no extensions. Teachers can determine final due dates within this timeframe. Keep in mind gradebooks also close on the 16<sup>th</sup>.
- › **1/16 (Sem 1): HARD DEADLINE - Last day to submit final grades to Operations via email**. Teacher's *final day* to complete and submit grading for all students by COB. Ensure that your grade scheme is set to the *MEVA Default* before closing grades. Then enter your final grades into your gradebook and export/download them by this date.
- › **Gradebook Exports: Must have the following selections ONLY! In your gradebook export settings please select the following;**
  - 1. Student ID (Org Defined ID) & Username
  - 2. Last/First Name of the Student
  - 3. Final Calculated & Adjusted Final Grade, prior to exporting to CSV.
  - 4. Please check your downloads to ensure FINAL letter grades are present, not percentages, points, or individual assignment grades before sending.

Full Training is Now Available in Vector: [SET Training](#)

# Reading Challenge

Win a  
**FREE BOOK**  
of YOUR choice

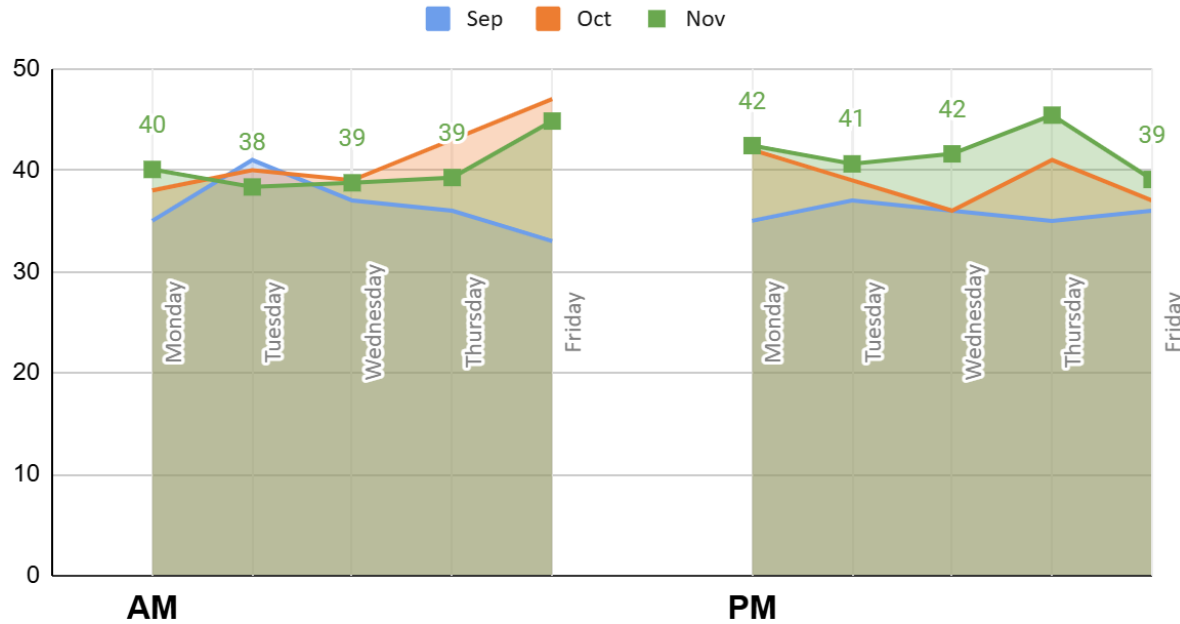
1st, 2nd, and 3rd  
Place will get TWO  
FREE assignments



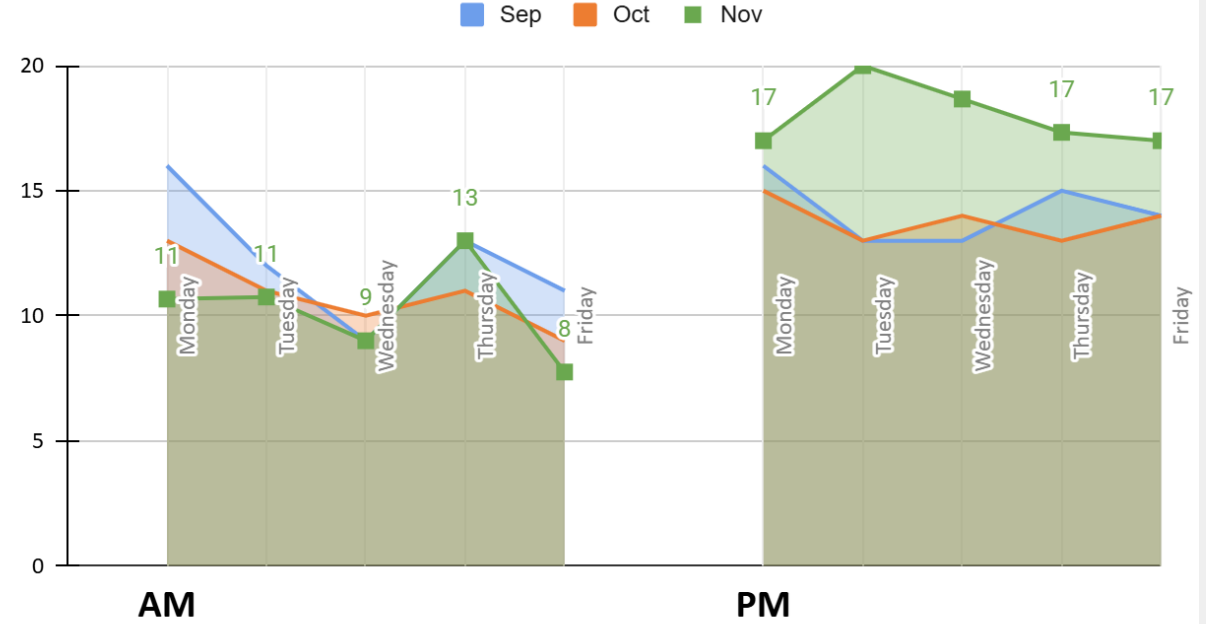


# HelpDesk Student Attendance

Average Amount of Time at HelpDesk



Average number of Students at HelpDesk



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



# HelpDesk Data!

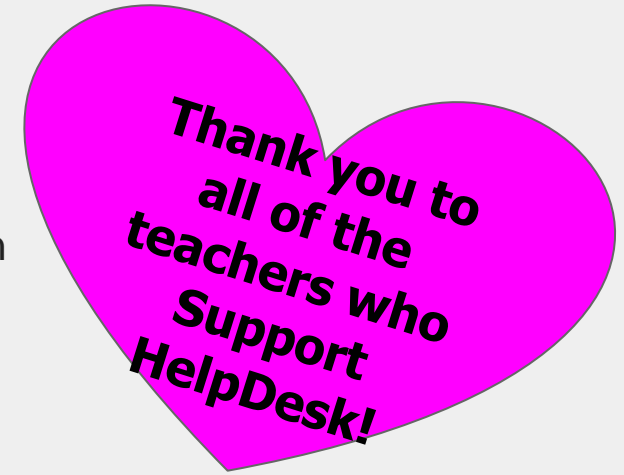
## WE HAVE HAD...

**100** Students engaged with HelpDesk by joining us in a LIVE Session  
74/369 (20%) HS Students  
26/62 (42%) MS Students

33 Students attend at least **ONE** live session in NOVEMBER

67 Students attend **TWO** or more live session in NOVEMBER

24 Students attended **ONE** live session **EACH WEEK** (4 Weeks)



## Student Attendance by Grade Level

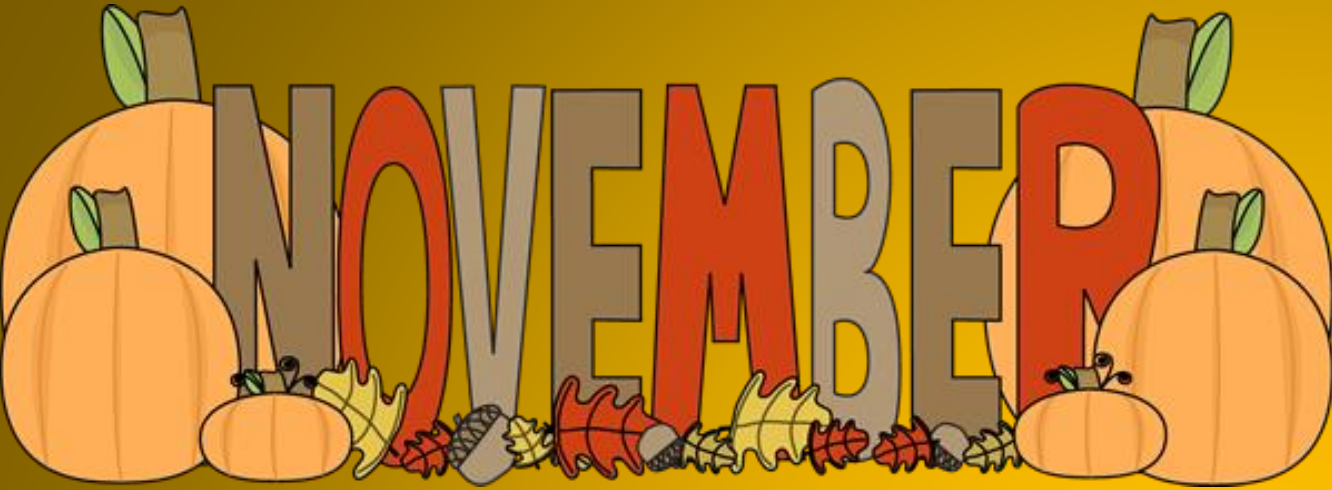
7th - 19/37 - 35.13%  
8th - 7/24 - 41.66%  
9th - 18/71 - 30.98%  
10th - 26/113 - 27.43%  
11th - 20/111 - 16.21%  
12th - 9/76 - 13.15%

## HelpDesk KUDOS!

sweet hopkins to Everyone 2:02 PM

SH

my entire time at meva I've never been to a helpdesk because at brick and mortar it was miserable, this is lowkey so fun here though



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 **NOVEMBER!**



HelpDesk Frequent Attenders!

- |           |           |            |         |
|-----------|-----------|------------|---------|
| Abigail T | Emeline C | Libby M    | Tim M   |
| Addison S | Erik M    | Logan S    | River T |
| Andrew M  | Georgia D | Logan B    | Wyatt R |
| Angus S   | Josiah D  | Megan R    |         |
| Declan B  | Juniper S | Mitchell G |         |
| Eleanor S | Jykira C  | Nakeena S  |         |
| Elias D   | Kaylee M  | Remy M     |         |



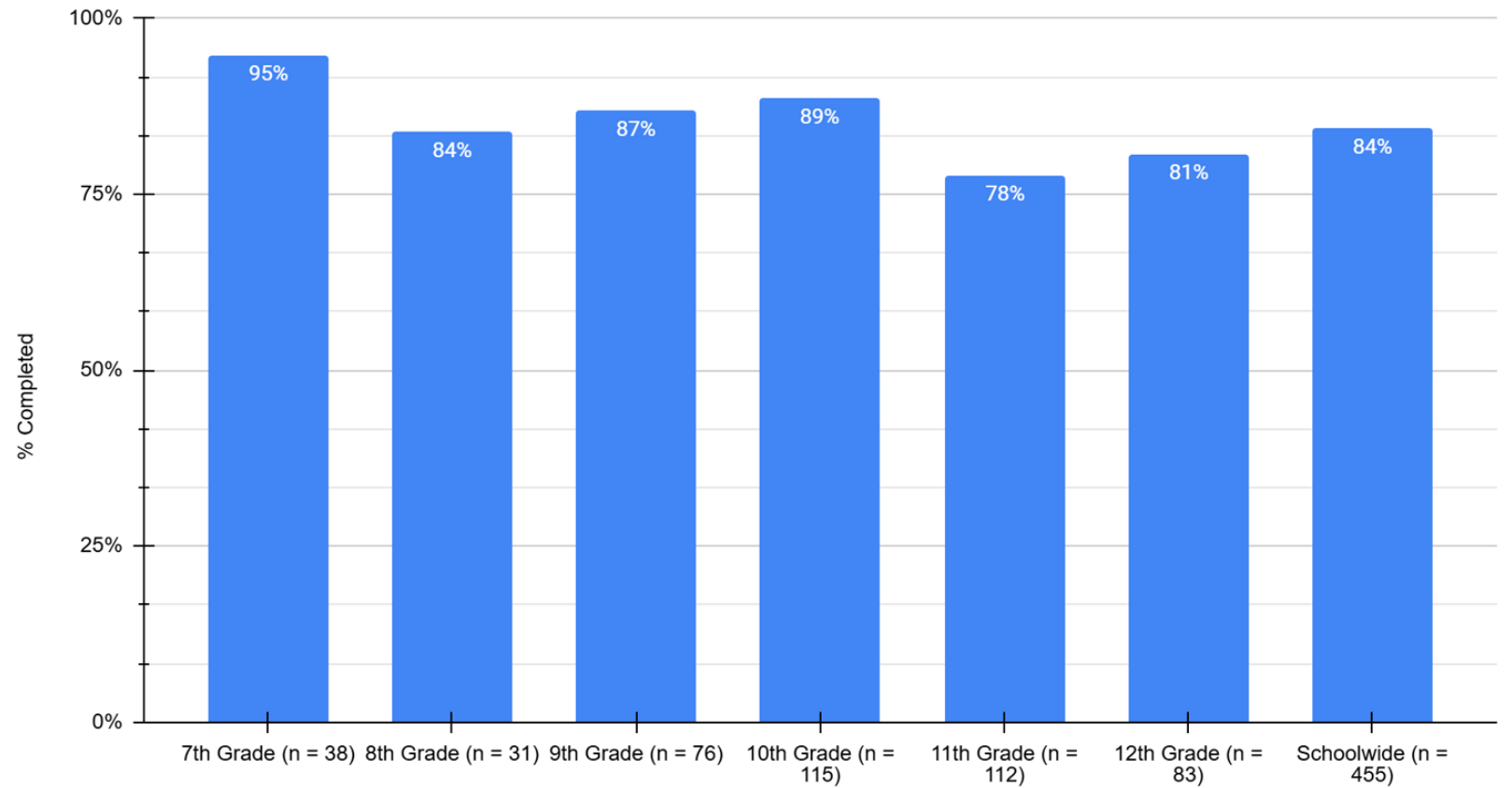


December 2,  
2024



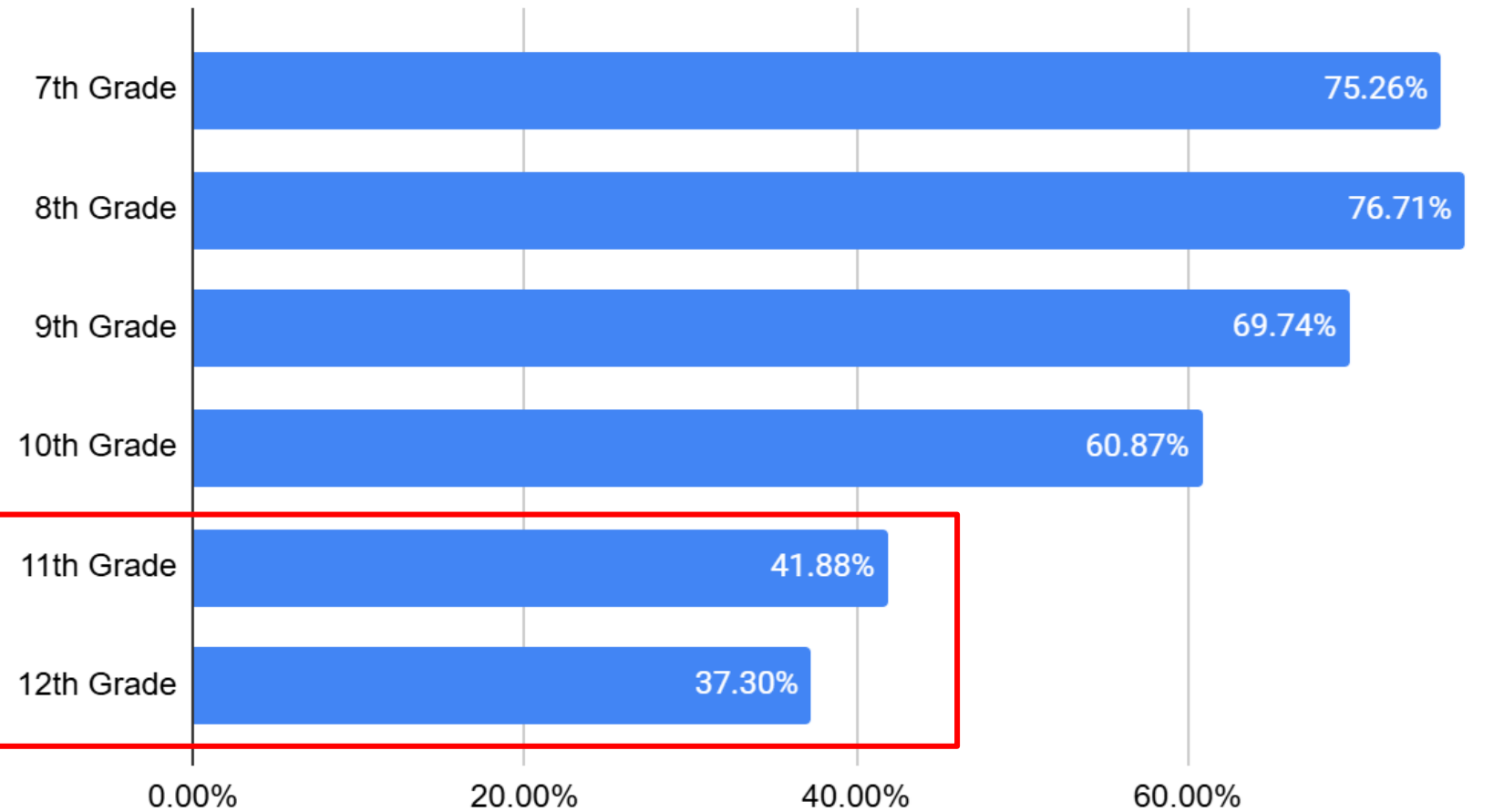
# ILP

ILPs Completed  
by Grade Level



# Advisory Attendance

## Avg. Student Attendance



# Project-Based Learning

- This is often used for students who want a different approach to learning, are unengaged, or are interested in a particular area (or a combination of all).
- PBL can be interdisciplinary or can be specific to your discipline.
- PBL has also been used as a way for students who are credit-deficient to earn additional credits toward graduation.



# Steps I Take . . .



## Interest

I try to find out what the student is interested in: ILP, asking them, teacher input



## Credit(s)

I think find out what credit(s) they are hoping to earn from the project



## AI

I use AI to generate ideas for me, that I adapt. I use Claude and Brisk. As I build the project in Brightspace, I find and build additional resources, e.g. videos, worksheets, quizzes, etc.



## **\*\*Caution\*\***

With anything AI-generated, you need to ensure that you are vetting the information.

\*If you would like more information specific to how to use various AI tools (Claude, ChatGPT, Brisk, etc.) I would be happy to set up an additional training.

I typically generate the outline from an AI bot (Claude, ChatGPT) and then flesh it out further and adapt to the student's level through Brisk.

# Project-Based Learning Course Shell



Project Based Learning 24-25 O'Grady



Christina O'Grady



Course Home

Calendar

Content

Assessment ▾

Class Tools ▾

My Progress

Discussions

More ▾



+ New Unit



Visible if **conditions** are met



Add Existing

Create New



▶ Interdisciplinary Hip-Hop Project

▶ Building Dreams: Virtual Construction Project

▶ Medical Mathematics: Understanding Patient Vital

▶ Hamilton Projects

## Interdisciplinary Hip-Hop Project



### Project Introduction

In this project, students create their own hip-hop album while exploring the science of sound, mathematics of rhythm, cultural impact of hip-hop, literary devices in lyrics, and visual art in album design.

# Questions

If you have questions about building projects for your students, please reach out. I would be happy to help you create something for your students!





# ESSA Dashboard State Assessment Data



# Participation Percentages

**96.3%**

**ELA Elementary**

Excellent participation!



**92.5%**

**ELA & Math  
High School**

Slightly lower than the  
95%

**97.5%**

**Math Elementary**

Excellent!



# Positives!!

## ELA High School

65.8% - All Students (Met)  
61.1% - SES (Accelerating)  
89.5% - Students with  
Disabilities (Accelerating)

### Chronic Absenteeism

2.3% Overall  
Excelling!

### Graduation Rate

100.0% Overall  
Excelling!



# Room to Improve

## ELA Elementary

49.4% - Overall (Not Met)  
45.3% - SES (Not Met)  
20.0% - Students with Disabilities (Not Met)  
50.0% - White (Not Met)



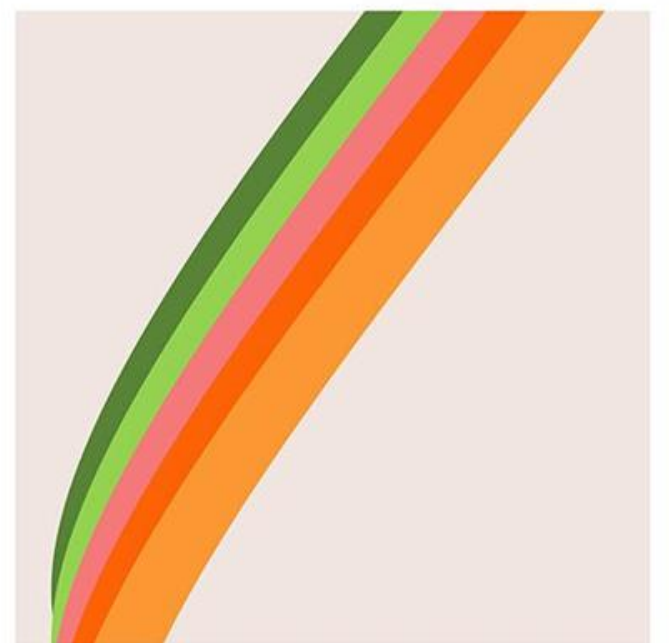
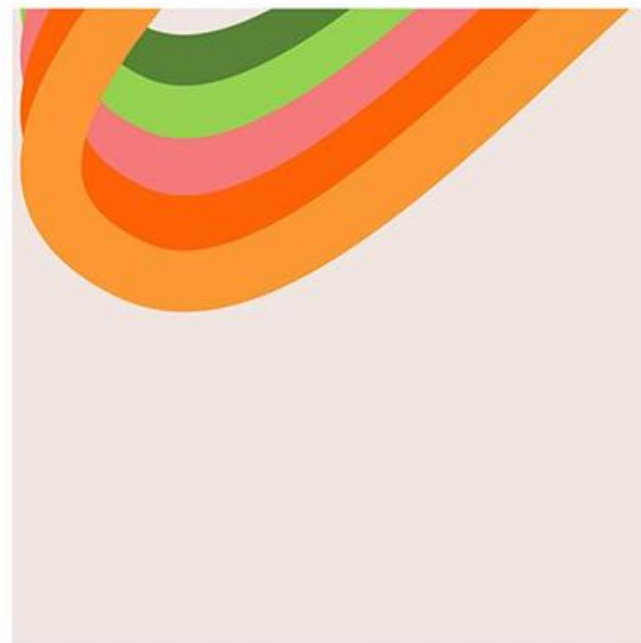
## Math Elementary

25.6% - Overall (Not Met)  
18.9% - SES (Not Met)  
10.0% - Students with Disabilities (Not Met)  
29.5% - White (Not Met)

## Math High School

34.2% - Overall (Not Met)  
29.5% - SES (Not Met)  
16.6% - Students with Disabilities (Not Met)  
32.6% - White (Not Met)

*Connecting  
Classroom  
Learning to  
the Real  
World:  
Empowering  
Teens*



# The Power of Real-World Connections

- ~Engagement
- ~Academic achievement
- ~Confidence
- ~Self-esteem
- ~Emotional investment
- ~Preparation for life beyond high school
- ~Career exploration
- ~Community connections
- ~Builds character and communication skills



# The Teen Brain: Wired for Big Questions



- Teens are biologically primed to think about big ideas
- Brain scans show increased coordination between reflective and focused thinking
- Classrooms should tap into teens' desire to consider broader purposes

What "big questions" are you, as an educator curious about?

How can you incorporate these into your classroom.

In what ways can you engage your students in asking and sharing their “big questions” and how can you tap into this interest?

# Role-Playing for Deeper Understanding

Examples:

**Sales pitch**

**Negotiation**

**Job interview**

**Doctor-patient consultation**

**Nurse interaction**

**Emergency room scenario**

**Tech support call**

**Software presentation**

**Cybersecurity breach response**

**Art gallery opening**

**Design pitch**

**Music performance review**

**Industry-specific challenges**

**Ethical dilemmas**

**Professional communication**

**Shark Tank pitch**

**Teacher role-play**

What type of role-playing could be incorporated into your lessons?

How could role-playing help your learners understand complex topics?

# Connecting Learning to Future Goals

- Have students engage in brief writing exercises that request them to link current learning to future careers

Students who did this activity:

- Found deeper motivation to learn
- Persisted through challenging tasks
- Earned higher grades

But first, as an educator you need to be clear on what connections you see between the courses you teach, your content and units of instruction and how it is relevant to the present and future?



# Imagining Your Future Self

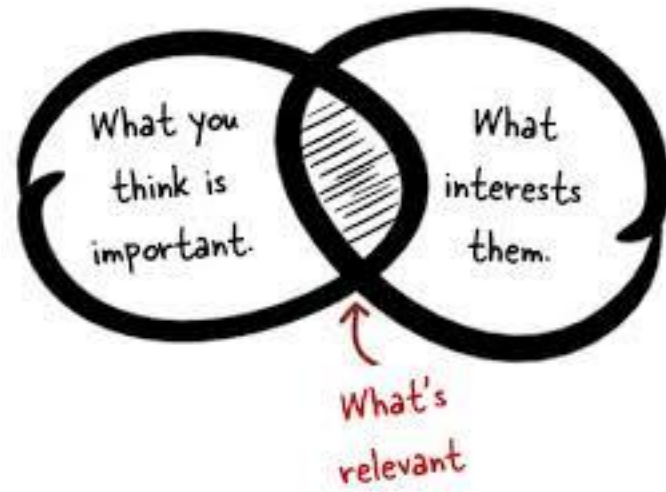
- "Future Goals Gala" activity:  
Imagine yourself 10 - 30 years from now
- Students create evidence of their future accomplishments
- Teachers use this info to personalize lessons



What do you as an educator hope to achieve in 10-30 years?

Ask your students this same question - you may be surprised at their responses!

# Making Daily Lessons Relevant



- Regular summaries + real-world connections = improved grades and interest
- Students wrote or drew how lessons applied to daily life or future plans
  - Struggling students made the biggest gains

Exit ticket: How could you connect today's lesson to your life?

# *Bringing the Community into the Classroom*

- Guest speakers help students see real-world applications
- Examples:
  - Bankers discussing probability in finance and then pose a question or challenge for students to ponder
  - Doctors explaining biology concepts in patient care and question how can patient care be improved
  - Arborist can share the importance of trees and possible challenges with the growing loss of this natural resource
  - Invite community leaders to discuss local concerns and have students develop solutions and present these

What local experts would you like to hear from, whom might you call on? Ask your students this same question.

# *Real-world connections through Project-Based Learning*

- ❑ Project-based learning involves real-world projects and student-directed activities to develop knowledge and skills.
- ❑ Learners choose a meaningful real-world issue (often called "passion projects").
- ❑ This choice engages students from the start of the process.
- ❑ Projects are long-term, lasting weeks, months, or even an entire semester or school year.
- ❑ Students may work on projects independently or in small groups.

# *Real-world connections through Project-Based Learning*

Project-based learning not only builds knowledge and skills but also requires advanced skills such as critical thinking, collaboration, communication, and problem-solving.

As students work on their hands-on projects, they explore the topic more deeply and make personal connections to what they're learning. PBL closely resembles the work adults do in their jobs, particularly since students often collaborate with people outside their school community.

The final outcomes of their projects are shared with a public audience and can have real-world impact.

# Key Takeaways: Learning with Purpose

- Connect classroom concepts to real-world issues
- Think about how the content within each of the units of instruction applies to the future of the learners
- Engage with big questions and ideas
- Have learners reflect on how they can make a positive impact



What's one way you'll try to make the learning more meaningful?

# Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, December 9<sup>th</sup>, 3:00 pm. Winter Break is Monday, December 23<sup>rd</sup> through Wednesday, January 1<sup>st</sup>.** Please cancel your live class sessions to suit.
- 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.