# Process Improvement Meeting Agenda – 1/13

- MEVA Mission and Vision.
- MEVA Assessment Calendar and Strategic Goals (Reading Growth and Math Proficiency).
- MEVA HR tips and tricks.
- MEVA Win over the student.
- SUPPORT: Help Desk Update – Nicole Hart.
- SUPPORT: Grade-level Advisory and ILP Update – Christina O'Grady.
- INSTRUCTION: Motivating Students to Get Started with Structured Conversations and Interviews – Christina O'Grady.
- INSTRUCTION: Student Engagement Presentation – Lena Vitagliano and Don Fournier.
- SUPPORT: Overview of Social Engagement Plan – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, January 27th, 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

# 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)<br><br>May 12-23, 2025 (8th Grade) |
| **ACCUPLACER** | September 10, 11, & 12, 2024, with makeup days scheduled throughout the year | Ongoing | Ongoing |
| **IReady** | **7th & 8th Graders -** Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)<br><br>**9th Graders** for Fall 2024 - August 26-30, 2024 (3 pm with Christina)<br><br>**10th. Grader -** August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)<br><br>**Reading**<br>This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits. | January 16-24, 2025 (For mid-year enrollees only) | April 29, 30, and May 1, 2025, after NWEA testing |

# 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. |

# 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 HR – Tips and Tricks.

- Maintain a Paychex flex account and retain your email.
- Annual tax forms are already posted in Paychex Flex. However, you will also receive this info via post.
- Keep your home/mailing address up to date with the MEVA office.
- Utilize your DocuSign accounts to obtain the needed signatures on reimbursement forms, before submitting to HR.

# 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"*

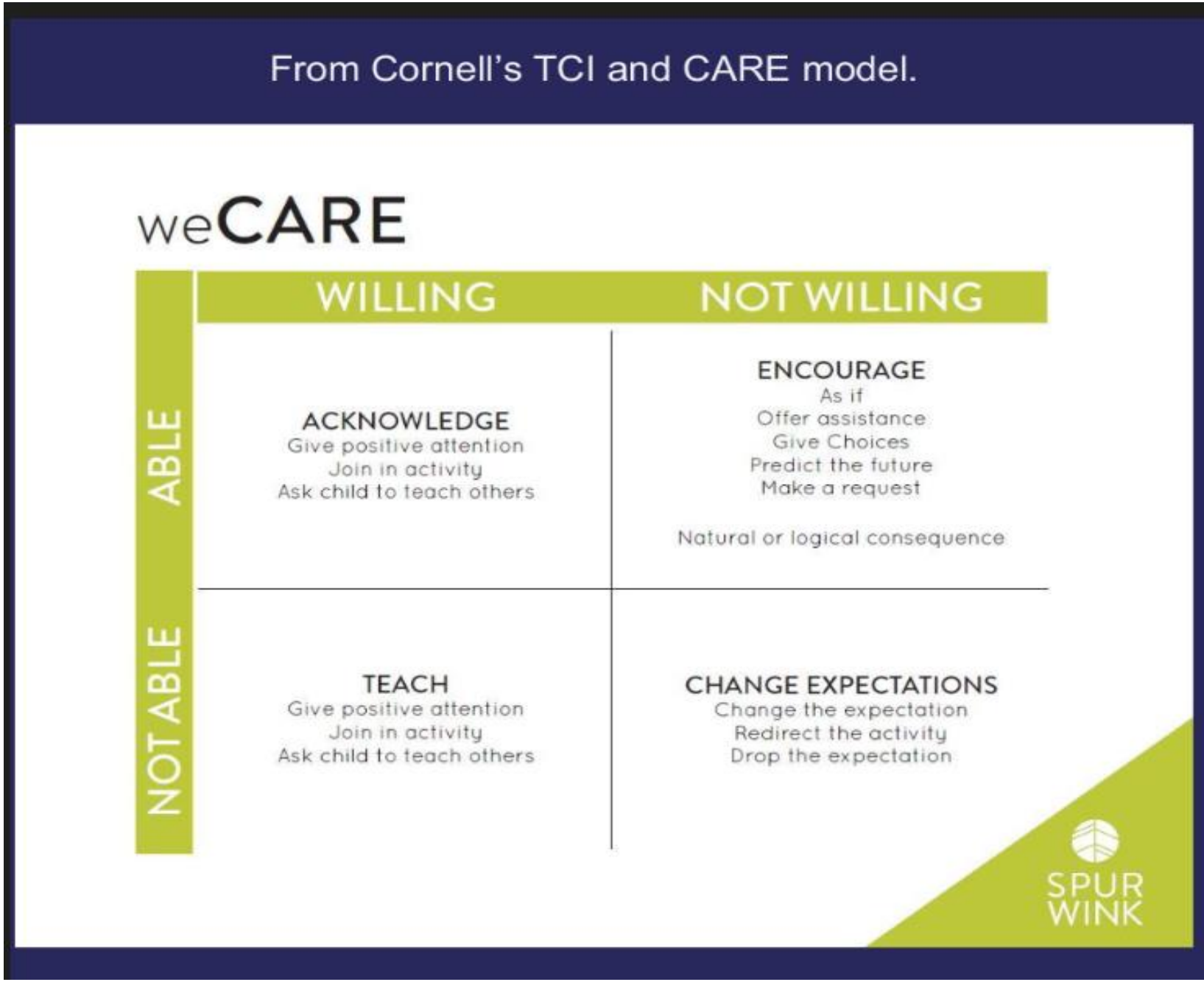
# Communication

- **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!

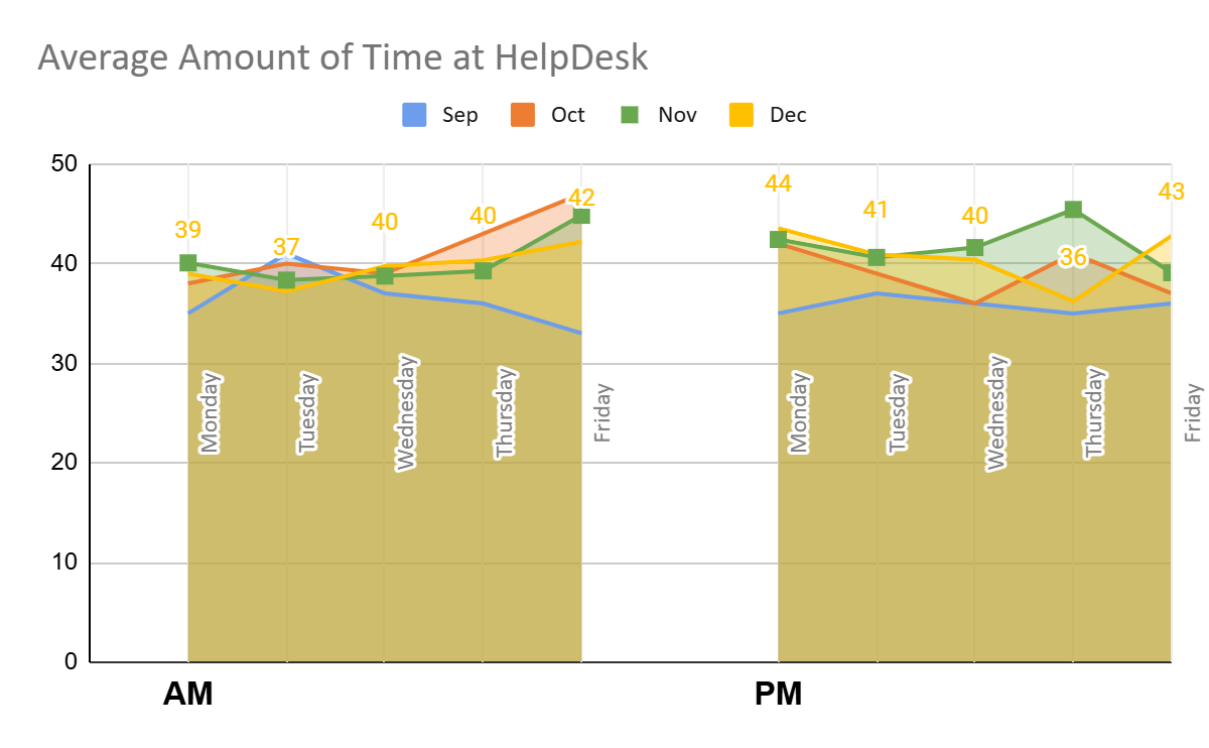
# Withdrawal Mitigation Process

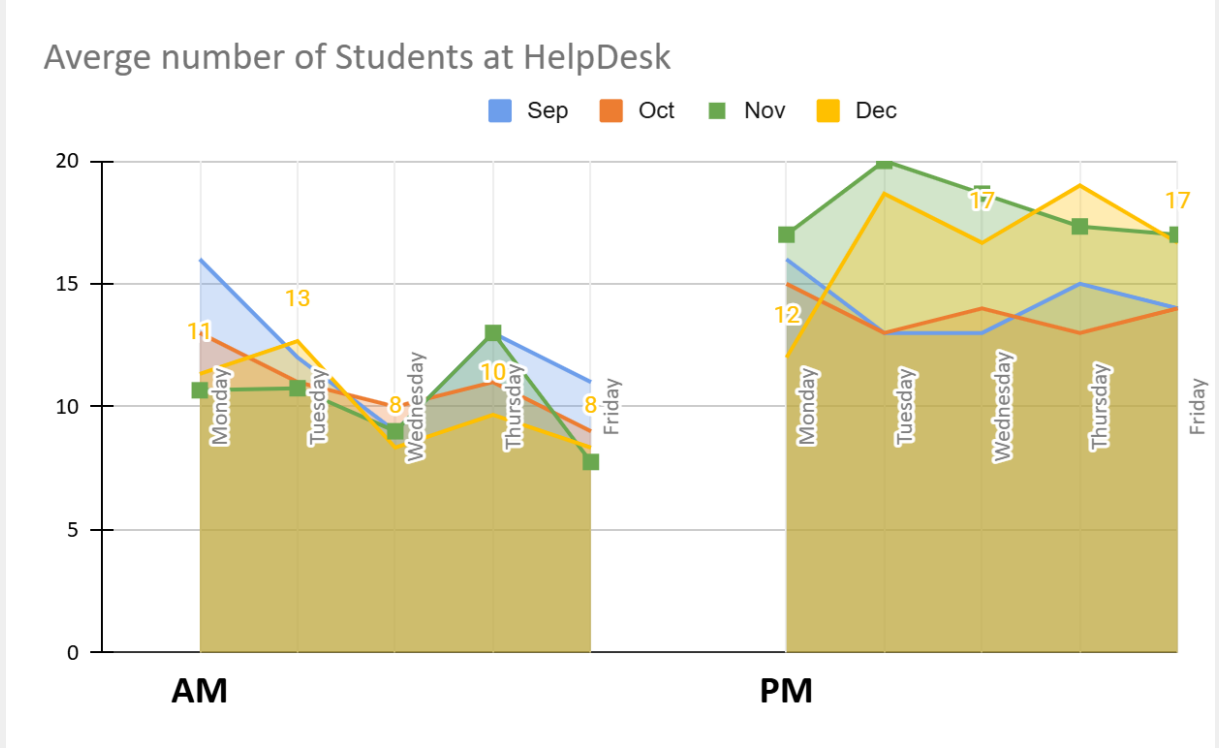
- **Ask why?** – Use phrases like, "*Before* you withdraw, tell me about your reason. There may be something we can do for you."
- **Listen for keywords**; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** – Understand their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



# HelpDesk Student Attendance




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

# HelpDesk Data!

**WE HAVE HAD…**

93 Students engaged with HelpDesk by joining us in a LIVE Session
74/369 (34%) HS Students
26/62 (20%) MS Students

43 Students attend at least **ONE** live session in DECEMBER

26 Students attend **TWO** or more live session in DECEMBER

37 Students attended **ONE** live session **EACH WEEK** (3 Weeks)

Thank you to all of the teachers who Support at HelpDesk!

**Point of Interest - How to use the gradebook to see if a student has been to HelpDesk**

## Student Attendance by Grade Level

7th - 13/37 - 35.14%
8th - 8/25 - 32.00%
9th - 19/71 - 26.76%
10th - 21/110 - 19.09%
11th - 20/110 - 18.18%
12th - 12/76 - 15.79%

## HelpDesk KUDOS!

I incentivized HelpDesk by awarding extra credit during finals week for students to attend our community "study hall" times to ensure that they were allocating their time to make up their work in a supportive environment. It helped my students to stay focused and motivated. I was able to provide an attendance list to Nicole for sessions that I could not attend live. I promote HelpDesk every day by using the slides provided. It proved to be an effective strategy and one that I will utilize again!
~Carla Hamilton, 12th Grade English Teacher

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

## HelpDesk Frequent Attenders!

| | | | | |
|---|---|---|---|---|
| Abigail T | Chloe B | Josiah D | Logan B | Sophia M |
| Addison S | Declan B | Juniper S | Logan S | Sweet H |
| Addison W | Eleanor S | Jykira C | Madalyn T | Timothy M |
| Alecxander A | Elias D | Katheryn T | Megan R | Willow M |
| Andrew M | Emeline C | Kayla P | Mitchell G | Wyatt R |
| Angus S | Emersyn W | Kaylee M | Peyton M | |
| Braeden G | Emma H | Kylie H | Robert B | |
| Caleb S | Jonathan S | Labby M | River T | |

# Assessment Strategy: Student Interviews

January 13, 2025

# Student Interviews

There has been a lot of conversation in the last decade about using student interviews/conversations to assess student learning. We may see in an IEP that a student is allowed to give oral responses. However, student interviews as an assessment tool, goes beyond that.

Here are some things to ponder/explore as we try to reach all students - especially those who “are stuck in the mud.”

# Be Prepared

**Prepare for the conversation, know the expectations, and criteria for showing understanding.**

**Document the conversation and the student's understanding. This can be done as simply as using chat to communicate with the student and capturing a screenshot of the conversation.**

# When to Use

- An unengaged student, allow them to earn credit, to motivate them
- A student who struggles with writing or organizing their thoughts “on paper”
- Be strategic when using this tool

I would love to hear what you have already done with student conversations/interviews for assessment, or how you can envision using this in the future!

# Additional Resources


Gardner, B. M. (2019, December 9). *Using interviews to assess and mentor students*. Faculty Focus | Higher Ed Teaching & Learning. https://www.facultyfocus.com/articles/educational-assessment/using-student-interviews-to-assess-and-mentor-students/

Miller, A. (2018, November 8). *3 tips for using conversations for assessment*. Edutopia. https://www.edutopia.org/article/3-tips-using-conversations-assessment/

https://teachlikeachampion.org/blog/chat-for-understanding-sadie-mccleary-uses-the-chat-to-assess-student-mastery/

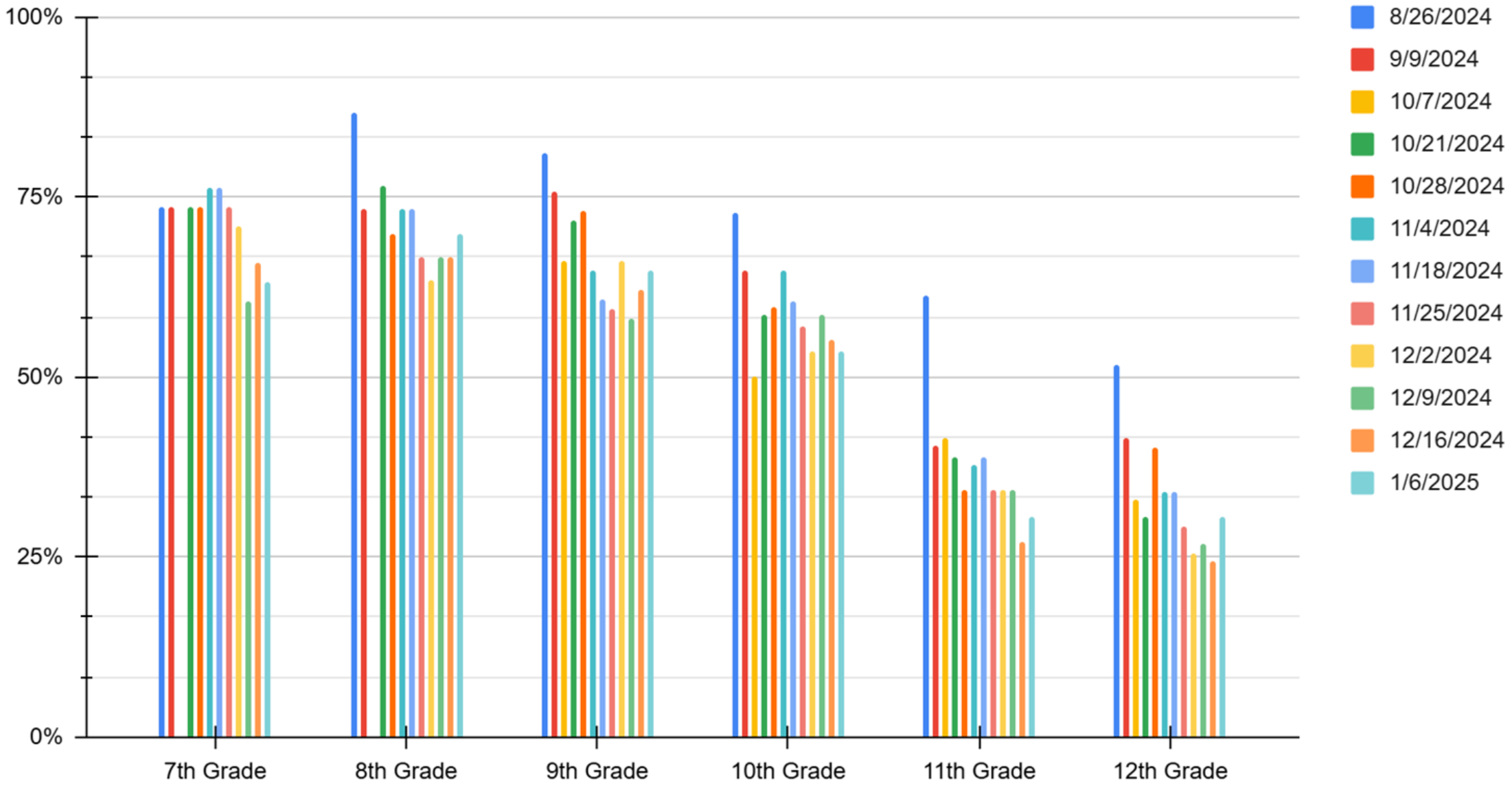
Ahmad, D. Z., Redman, J., S., jas, & Bhattacharjee, A. (2024, April 21). *What do you do if you need to assess student learning during an interview?*. Assessing Student Learning in Interviews: Key Strategies.

# Advisory Update

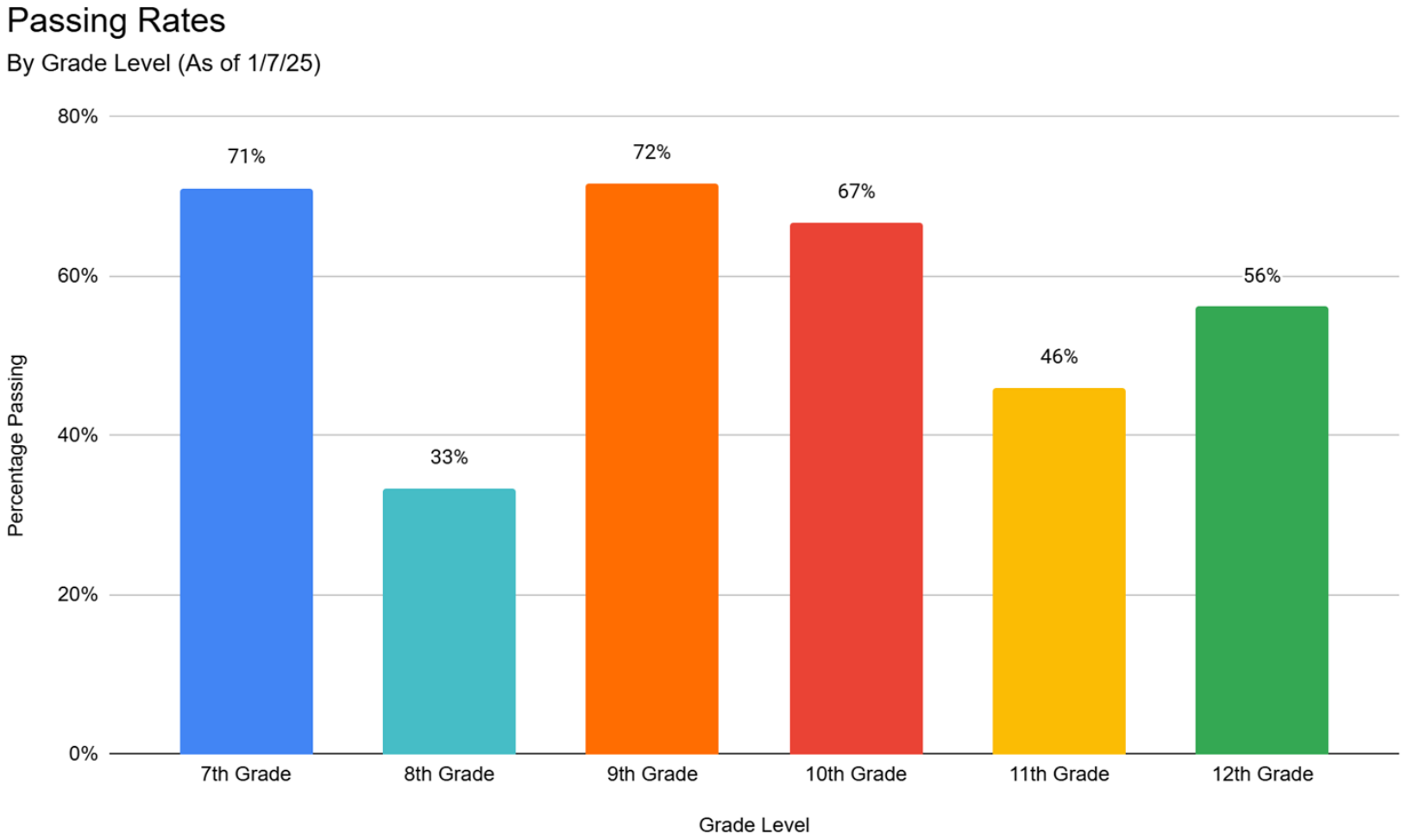
Mid-Year (-ish) Update

# Attendance Data

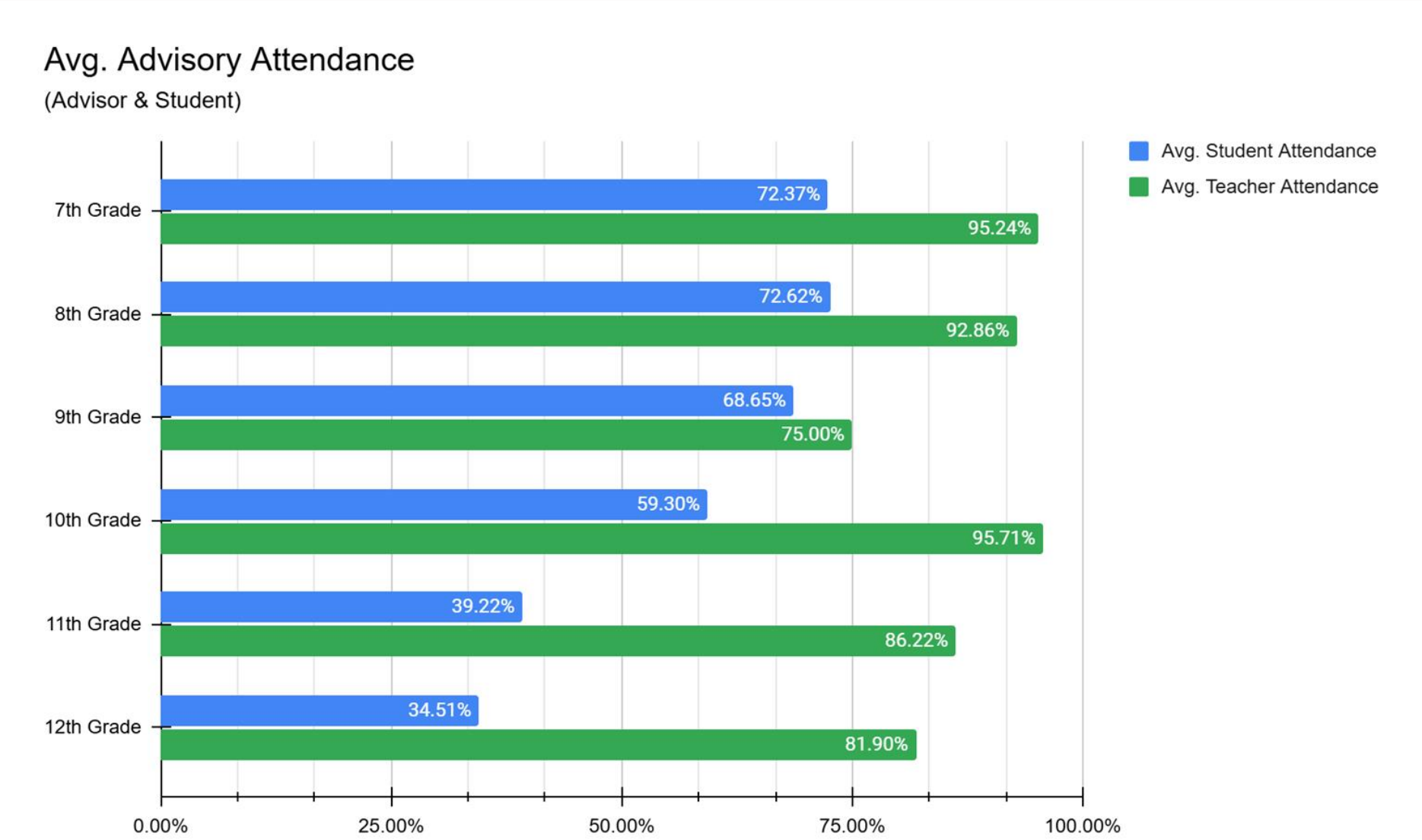
## By Grade Levels



# Advisory Passing Rates for Advisory Course

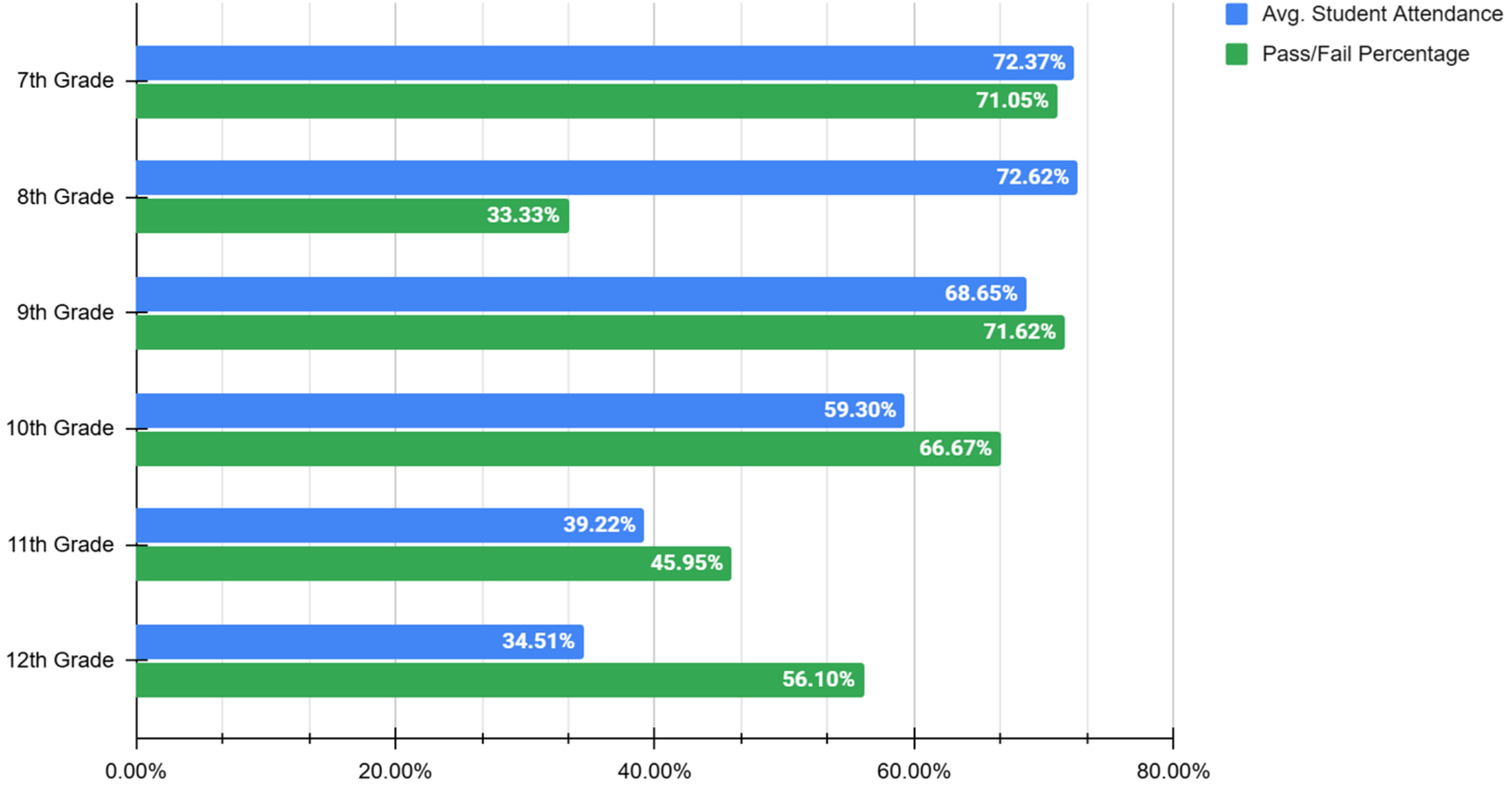


# Avg. Advisory Attendance (Students & Advisors)



# Mid-Year Data

Avg. Student Attendance vs. Pass/Fail %



# Questions/Thoughts from the Data

- How can we improve attendance in advisory?
- What is it about the curriculum that entices students to engage, even though they don't attend? How can we use this to engage students in other academic coursework?
- What thoughts/questions did you come up with after looking at the data?

# ILP Update

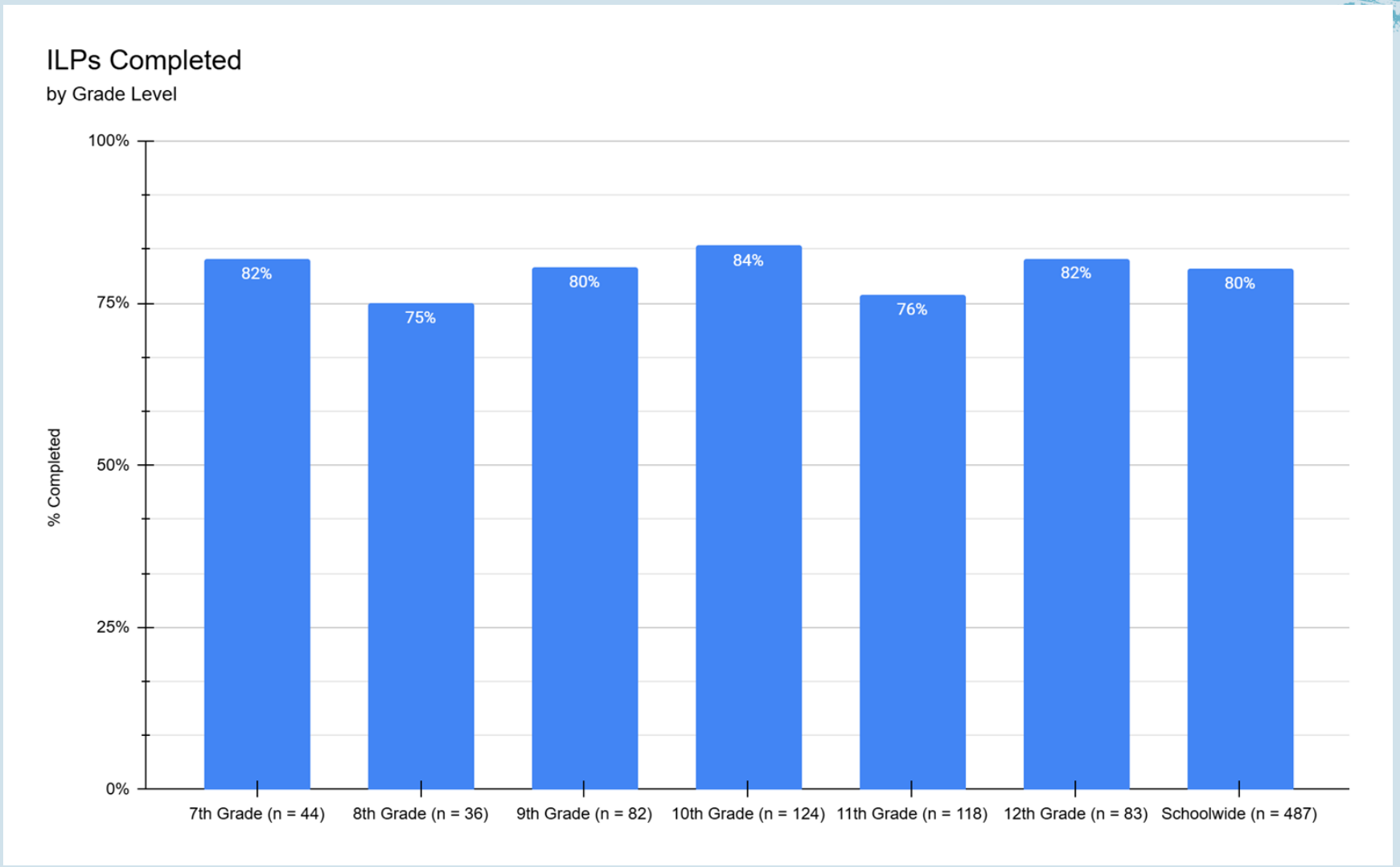
Mid-Year (ish)

# By the Numbers

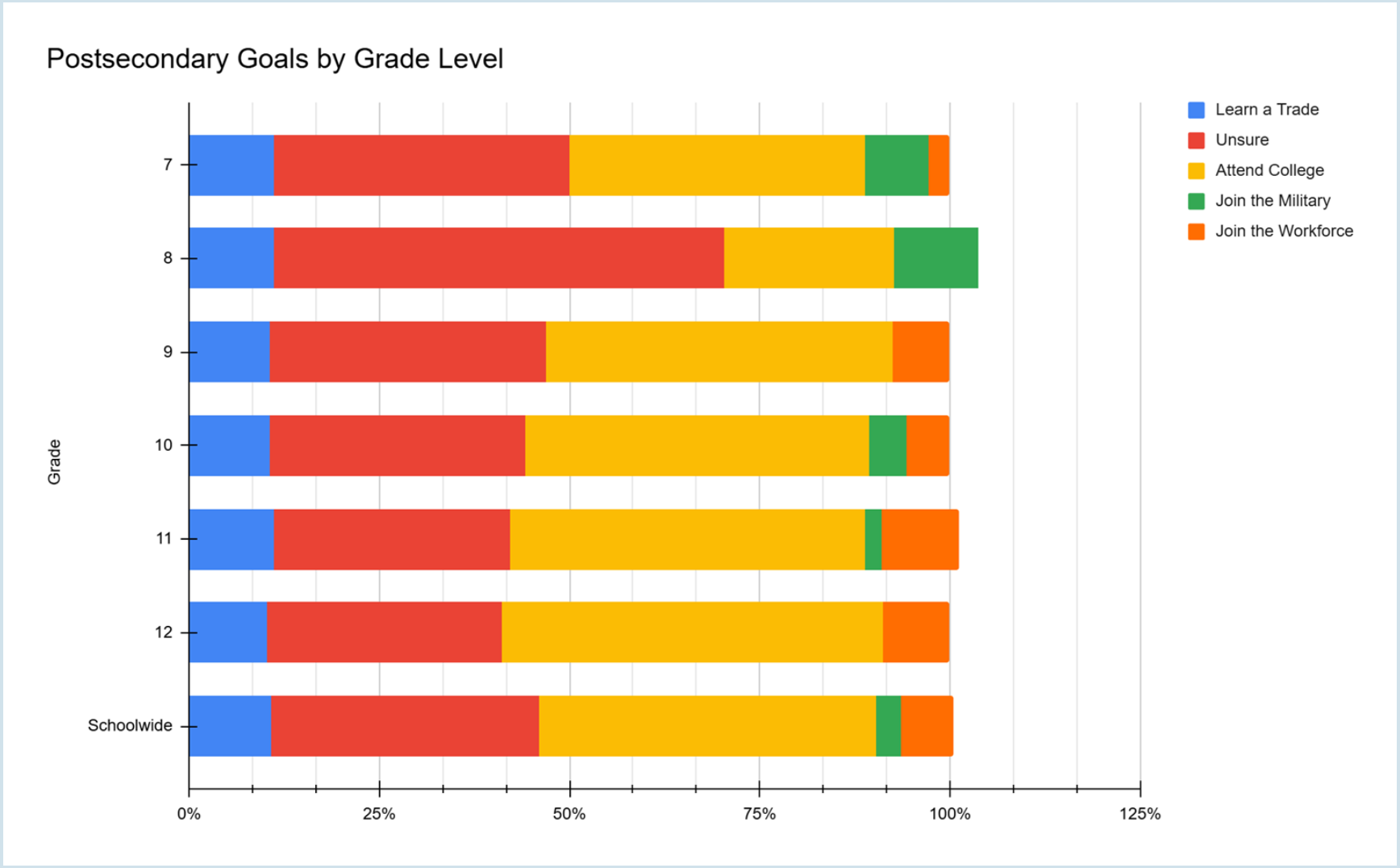
| | *n Value* | Total # Completed | # New (1/13/25) | % Completed |
|---|---|---|---|---|
| 7th Grade | 44 | 36 | 6 | 82% |
| 8th Grade | 36 | 27 | 6 | 75% |
| 9th Grade | 82 | 66 | 8 | 80% |
| 10th Grade | 124 | 104 | 11 | 84% |
| 11th Grade | 118 | 90 | 6 | 76% |
| 12th Grade | 83 | 68 | 0 | 82% |
| Schoolwide | 487 | 391 | 37 | 80% |

| | % Completed |
|---|---|
| 7th Grade (n = 44) | 82% |
| 8th Grade (n = 36) | 75% |
| 9th Grade (n = 82) | 80% |
| 10th Grade (n = 124) | 84% |
| 11th Grade (n = 118) | 76% |
| 12th Grade (n = 83) | 82% |
| Schoolwide (n = 487) | 80% |

# ILPs Completed



# Postsecondary Goals



# What you can do to help

- Have students complete during NWEAs
- Have students complete during advisory
- Have a conversation with the student and complete the survey with them

# List of Students by Grade Level

## 7th Grade

A Bubar
A Arana Dunton (NEW)
A Oxton-Oneal (NEW)
B. Haley (NEW)
H. Beaudoin (NEW)
I Bishop (NEW)
L. Tripp
X. McDonald (NEW)

## 8th Grade

B. Coyle (NEW)
B. Lapointe
C. Reay (NEW)
E. Withee (NEW)
M. Ordway
O. Willy (NEW)
S. Powers-Burns
S. Willy (NEW)
Z. Burhoe (NEW)

## 9th Grade

A Smith
A White
A Mckellar (NEW)
A Thistlewaite
C. McNeff
D. Dubay
E. Buzzell (NEW)
I Peterson (NEW)
J. Lambert (NEW)
K. Gray
K. Flint (NEW)
K. Woodman (NEW)
M. Atwater (NEW)
N. Simonds
N. Lorom
P. Cote (NEW)

## 10th Grade

A Solomon
A Savard
A Padgett (NEW)
A Wolf
B Burnell
C Tomasco (NEW)
E Decatur (NEW)
H Knight (NEW)
I Hamilton
J Pete (NEW)
J Socobasin (NEW)
K McNeill (NEW)
M. Hughes
M. Allen
N. Sterling
N. Audet (NEW)
O. Ross (NEW)
R. Childress
S. Chambers (NEW)
S. Labobe (NEW)

## 11th Grade

A Phillips
A Albee
A Gerry (NEW)
A Reay
A Hansen
A Robbins
A Schaefer
B McGowan (NEW)
C Hopper
G Flohr
G Kaplan (NEW)
J Chiott
J Whitney
J DiTucci
J Gray
J Kear (NEW)
J Krzysztofiak
K Mudgett (NEW)
K Chretien
L Albert
L Stasulis
N Atwood (NEW)
P. Hardy
R. Messier
S. Deprey
S Beltran
T. Cherniske
W Gold

## 12th Grade

A Brown
A Carroll
E Dennis
G Chadwick
H Ward
J Guerrette
J Fuller
J Groomes
L Mantsch
L Maunsell
M Hutchinson
M LeBlanc
R Wheeler
R Houghton
S Silva

# Student Engagement .....

In the online environment

.....

may be all in relationships and knowing your learner

The one-on-one relationships that you have with your students, and the trust, respect, and consideration that you show towards them during every instructional session comprise the core of an energized classroom -- one geared toward promoting an enriched, meaningful, and dynamic learning experience.

A growing body of research has shown the vast benefits of strong student-teacher relationships.

One study published in 2019 found that every additional positive relationship with a teacher is associated with greater engagement from the student.

The researchers who led the study discovered that the more subjects in which there were positive teacher-student relationships, the more students' engagement at school increased.

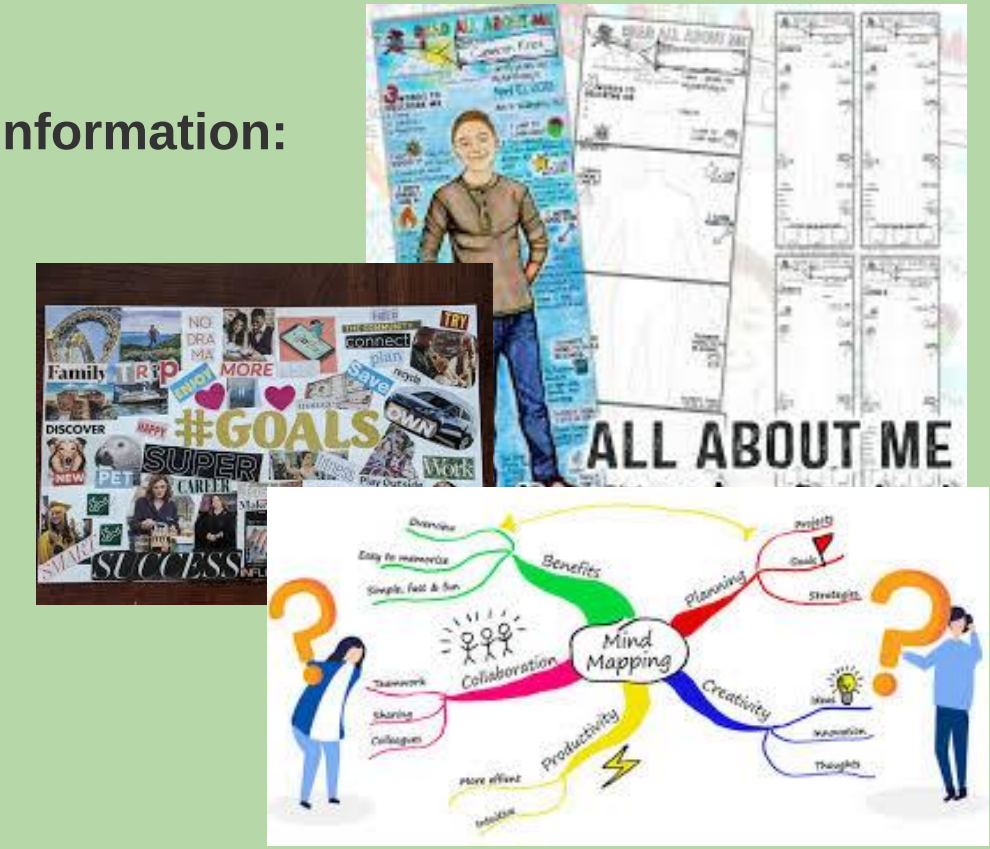
**Some approaches for building a good relationship with learners, and injecting and maintaining confidence in them, are:**

- Review every student's profile and be familiar with their biographical data; especially means of establishing contact with them.
- Identify students with special or specific learning needs and develop an action plan to meet their needs.
- If there are students living in the same vicinity, within reasonable traveling distance, encourage these students to participate in face-to-face discussions or to gather together in the virtual environment to work together.
- Send a welcome message to all students. Attach your biography to this message.
- Send a personalized message to each student. Identify any aspect of the student's biographical sketch you believe is safe to discuss. Send your personal comments. Remind them of your virtual office hours.
- Be sensitive to concerns learners express and questions they raise, and be consistent in the manner in which you provide timely feedback.
- Create a system through the course shell which all students as well as yourself  can engage in asynchronous discussions on topics not related to the course. This is a general discussion forum.

One of the most effective ways to begin building an e-learning community is to ask students to post a short biography of themselves. This should be their first assignment, to be completed by end of Day One. Students should also be encouraged to read the biographies of all other students. They should also be advised that they are free to engage in face-to-face discussions with students who live or work within their locale.

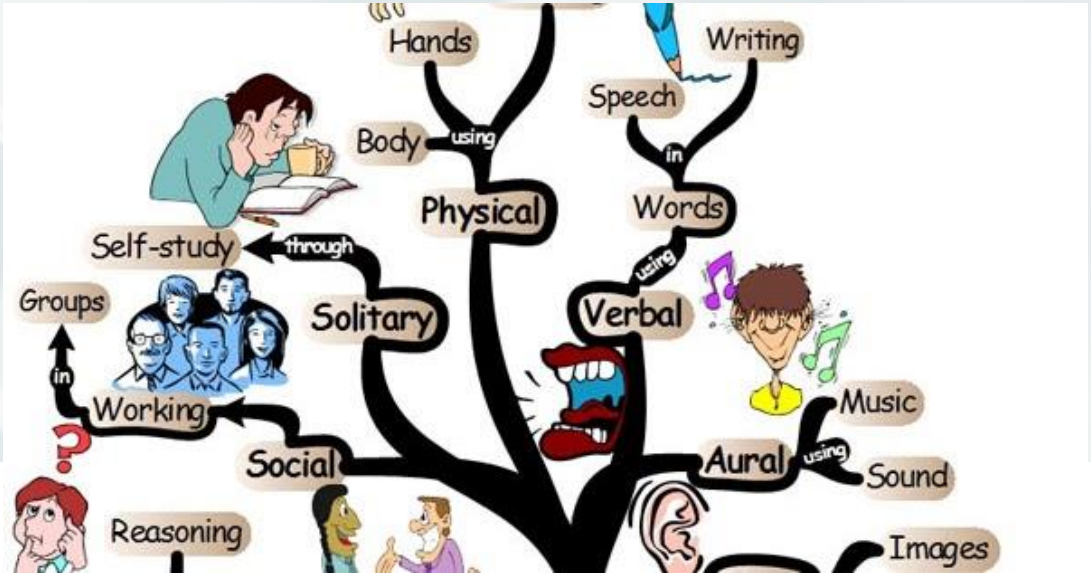
**In the biography, students can include the following information:**

- The name by which they prefer to be addressed.
- Their academic background.
- Their employment history and current occupation.
- Their reasons for taking the course.
- Their expectations of you.
- Any special interests and hobbies.



Bergquist and Phillips (1975)
propose that students exhibit various styles in how they approach learning. They remind us that a particular student does not necessarily have a single style; he or she may have more than one style, but each in varying degrees. Bergquist and Phillips describe the following 6 categories - the first three describe the learners who are more challenging to engage.

Avoidant
Competitive
Dependent
Collaborative
Participant
Independent



**Competitive students:**

- The goal of students belonging to this category is to outperform other students.
- They feel they must compete with other students for the instructor's attention, and, in particular, for high grades.
- They view the learning experience as a win-lose situation in which they must always win.
- Their competitive behavior can drive away other students from participating with them because of the win-lose nature of their interaction.

**Dependent students:**

- Demonstrate little intellectual curiosity as they are looking for the teacher to lead them.
- Complete only required learning activities.
- Regard the instructor and peers as sources of structure and support.
- Look to authority figures for guidelines on what to do -- must be told what to do.
- Are unlikely to initiate discussions or do not have much that is original to say.

**Avoidant students:**

- Lack confidence in themselves
- Do not possess the baseline skill and knowledge to appropriately or safely engage with the content or with their peers
- Do not communicate with other students or the instructor by choice as they may be introverted, have a social disability, have past experiences that impact their willingness to try
- Could be overwhelmed by, or just dis-interested in, the learning activities included in the course.

# Some suggestions for initiating and managing synchron discussions are:

~Provide learners, well in advance, with the information they will be required to prepare for the session.

~Visually display expectations and resources

~Allow adequate preparation time so that learners can reflect on the topics and issues of the session, formulate questions, and gather the information they will need to make an intelligent and meaningful contribution.

~Schedule enough sessions to accommodate the varied learners while incorporating extension activities for those learners who are ready to move on.

# Synchronous Engagement Strategies

~Restrict the total time for the session to a maximum of 30 minutes and inform learners of the duration of the session well ahead of time.

~Remember to allot time for socializing at the beginning and parting remarks at the end of the session.

~Personalize your responses by using learners' preferred way of being addressed to preface your replies.

~Control the pace of your text chat by maintaining a continual flow of information between you and the participants.

~Segment long responses and present one segment at a time. This way, participants will know that you are in the process of composing your reply to their questions.

# Importance of Feedback

In a *traditional* classroom setting, learners benefit from immediate verbal feedback as well as non-verbal feedback in the form of body language such as smiles, nods, confused looks, frowns, etc. Providing feedback in an e-learning environment is just as crucial and requires the teacher to be creative, curious, and diligent in how they respond and offer insights.  Some guidelines for providing feedback, in general:

- Provide feedback on a timely basis.
- Word your feedback messages in such a way that they build confidence within learners and encourage them to continue to pursue the objectives of the course.
- When your feedback includes challenges or area of needed improvement, choose the correct tone and wording to avoid damaging the learner's dignity. Be constructive and positive.
- Use digital tools, bitmoji, emoji, etc
- Offer to meet 1:1 - have regular availability

You should also seek feedback from students on a regular basis. Solicit student feedback about how the course is progressing. Are they getting out of the course what they want? Are there some things you are doing that they do not like? Do they have suggestions for improving the learner experience.

The End

# Student Social Engagement at MEVA

MEVA Guidance Counselors

Dan Pierce, Grades 7-9

Heather Tyler, Grades 10-12

# Some *great options at MEVA*

| Morning Assembly | Advisory |
| --- | --- |
| Whole school morning announcements, fun facts, etc.<br><br>Community-building time for all students.<br><br>The chat is open throughout assembly for students to comment, interact, etc. | More options for small group interactions<br>.<br><br>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 | Clubs |
| --- | --- |
| Students are able to work together in small groups.<br><br>Students talk together about questions they have with one another and work through problems together. | ASL<br>Animal/Bird Club<br>Anime<br>Art/Photography<br>Book/Reading<br>Chess<br>Gaming<br>National Honor Society<br>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!
- MEVA Community Resource Guide (In Development)

- REMINDER: Please fill out the Social/Community Opportunities survey!

  https://docs.google.com/forms/d/e/1FAIpQLSfuZur_EC2TpOB_i5ZVe0wetaxjZM2fsl0iv2cNgKzTndo16A/viewform

  We are working to develop a resource list by county of in person community opportunities for grades 7-12.

- MEVA Social Engagement Plan:

  https://docs.google.com/document/d/1-KxVTexmagfqV_wKsThQJc1S8WArr

# Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, January 27th, 3:00 pm.**
- **MLK Holiday is Monday, January 20th. February Break is 14th through the 23rd.** Please cancel your live class sessions to suit.
- MEVA **virtual** high school graduation on **Friday, June 6th at 2:00 pm**. MEVA **virtual** eighth grade recognition ceremony on **Friday, June 13th at 11:00 am**.
- Looking ahead, the Last Day of School is **June 13th**.
- PI Meeting Materials are posted at: https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-process-improvement-meeting-materials
- Thank you for all that you do to support your collegues, your students, and their families.