

## Process Improvement Meeting Agenda – 3/3

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA Thriving Pulse Check Survey #2 Results.
- MEVA Win over the student.
- SUPPORT: Peer Tutoring and Help Desk Discussion Board – Nicole Hart.
- SUPPORT: Movement Committee Update – Stephanie Martitz.
- ASSESSMENT: Progress Monitoring Case Studies – Dr. Christina O’Grady.
- INSTRUCTION: Teaching in Zoom Training – Nicole Hart and Don Fournier.
- Other and next Process Improvement Meeting on Monday, March 10<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

# 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>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><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.</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<br><b>BASELINE</b>  | Short term Goal for SY 2024-25<br><b>NEXT YEAR</b>  | Long Term Goal SY 2028-2029<br><b>FIVE YEARS</b>   |
|-----------|---|---|---|--|
| 1.4a      | Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th | MEVA reported the following subgroup performance:<br>Students on IEPS: 36%<br>Students on 504s: 44%<br>F+R Lunch: 43%<br>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<br><b>BASELINE</b>   | Short term Goal for SY 2024-25<br><b>NEXT YEAR</b>  | Long Term Goal SY 2028-29<br><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):<br>Grade 7 – 26% (-12%); Grade 8 – 21% (-18%);<br><b>Grade 10 – 26% (-16%);</b> and<br>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. |

SCHOOL GROUP  
MEVA

STRIDE CAREER PREP  
Non-SCP

SCHOOL YEAR  
SY24-25

SUBJECT  
All

SURVEY NUMBER  
2

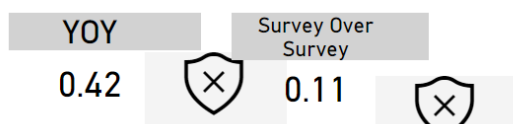
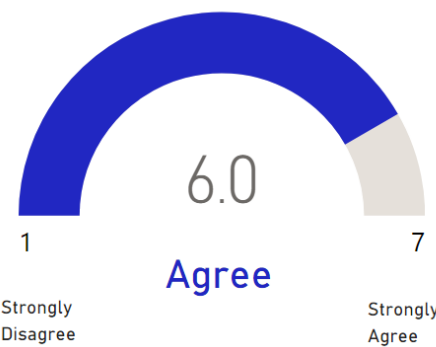
GRADE  
All

RESPONDENT ROLE  
All

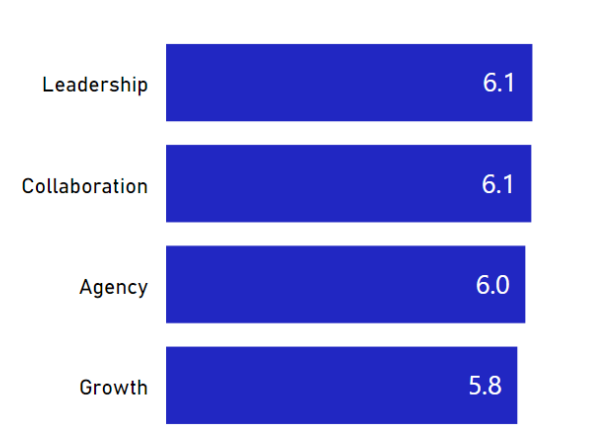
NPS  
All

### Thriving Elements

#### Overall Thriving Score



#### Element Scores



#### Strengths

Statements with highest average agreement

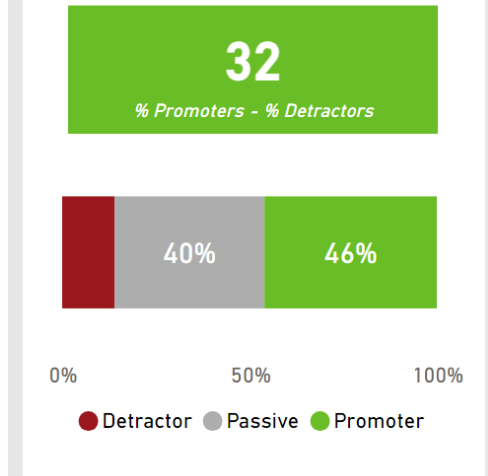
- I have control over how my daily work is done.
- I receive useful and timely feedback at work from my managers/supervisors.

#### Opportunities

Statements with lowest average agreement

- I am deeply satisfied with my job.
- I can see clear opportunities for professional growth and greater impact across the organization.

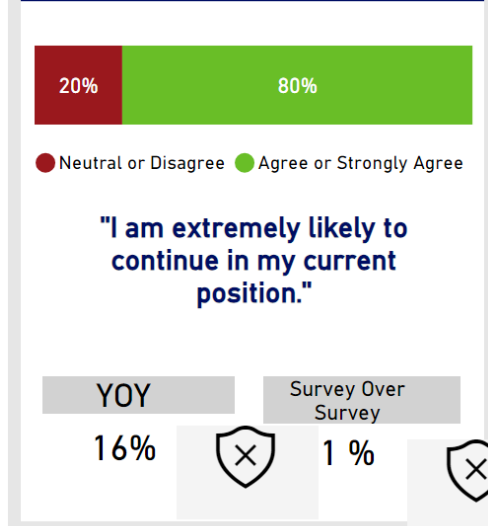
### Net Promoter Score



### Active Filters

School Group = MEVA  
Stride Career Prep = Non-SCP  
School Year = SY24-25  
Survey Number = 2

### Likelihood to Continue



### Completion Overview

#### Survey Timeline

**February 10, 2025**  
Survey Open Date





**February 18, 2025**  
Survey Close Date

#### Survey Participation

**50**  
# Started Surveys

**48**  
# Completed Surveys

| Statement  | Average Score | # Respondents | Survey Over Survey | Year Over Year |
|--|---------------|---------------|--------------------|----------------|
| I have control over how my daily work is done.                             | 6.3           | 49            | 0.41               | 0.77           |
| I receive useful and timely feedback at work from my managers/supervisors. | 6.2           | 49            | 0.17               | 0.49           |
| I am comfortable being myself at work and am treated with respect.         | 6.2           | 49            | 0.15               | 0.32           |
| My colleagues and I collaborate to work towards measured outcomes.         | 6.2           | 49            | 0.22               | 0.30           |
| My work allows me to develop new knowledge and skills.                     | 6.1           | 49            | 0.09               | 0.22           |
| My current skill set is honored and valued at work.                        | 6.0           | 49            | 0.11               | 0.63           |
| My work is valued by my coworkers.   | 6.0           | 49            | -0.05              | -0.02          |
| I am happy with how much input I have in decisions that affect my work.    | 6.0           | 49            | 0.12               | 0.57           |

| Statement   | Average Score   | # Respondents | Survey Over Survey | Year Over Year |
|---|---|---------------|--------------------|----------------|
| I have control over how my daily work is done.  |  6.3   | 49            | 0.41               | 0.77           |
| I receive useful and timely feedback at work from my managers/supervisors.                                  |  6.2   | 49            | 0.17               | 0.49           |
| I am comfortable being myself at work and am treated with respect.  | 6.2   | 49            | 0.15               | 0.32           |
| My colleagues and I collaborate to work towards measured outcomes.  | 6.2   | 49            | 0.22               | 0.30           |
| My work allows me to develop new knowledge and skills.  | 6.1   | 49            | 0.09               | 0.22           |
| My current skill set is honored and valued at work.   | 6.0   | 49            | 0.11               | 0.63           |
| My work is valued by my coworkers.  | 6.0   | 49            | -0.05              | -0.02          |
| I am happy with how much input I have in decisions that affect my work.                                     | 6.0   | 49            | 0.12               | 0.57           |
| I can solve problems at work without having to ask for permission.  | 6.0   | 49            | 0.24               | 0.27           |
| My collaborative work with colleagues allows me to develop new knowledge and skills.                        | 6.0   | 49            | -0.01              | 0.33           |
| I believe my leaders are actively working to improve my work experience.                                    | 5.9   | 49            |                    |                |
| I am encouraged to grow in my career and supported through professional development and/or program options. | 5.9   | 49            | -0.01              | 0.39           |
| I can achieve a healthy integration between my work and my life outside of work.                            | 5.9   | 49            | 0.11               | 0.40           |
| I am deeply satisfied with my job.  |  5.7 | 49            | 0.12               | 0.53           |
| I can see clear opportunities for professional growth and greater impact across the organization.           |  5.5 | 49            | 0.01               | 0.47           |
| I believe my leaders are actively working to improve my experience.   |   |               |                    |                |

## Definitions

| Metric                   | Definition   |
|--------------------------|--|
| # Respondents            | Number of individuals answering at least one of the selected statements or one of the statements related to the selected thriving element. If an individual answered at least one of the three statements related to a thriving element, the individual will count as one respondent.  |
| # Statements             | Number of statements included in the thriving element.   |
| Agency                   | Capacity-building opportunities to develop new knowledge, create healthy workflows, and innovative solutions.  |
| Average on 1-7 Scale     | Average of responses if a response of strongly agree is assigned to 7, agree to 6, somewhat agree to 5, neither agree nor disagree to 4, somewhat disagree to 3, disagree to 2, strongly disagree to 1.  |
| Collaboration            | Value being communicated between colleagues while promoting development of new skills and intentionally measured outcomes.   |
| Completed                | Number of respondents who answered every question for their respondent type on the Thriving Pulse Check before the survey closed.  |
| Detractor                | A rating of 0 to 6 on a scale from 0 (Not at All Likely) to 10 (Extremely Likely).   |
| Element Score            | The average of the numeric responses for the statements related to the Thriving Element. A higher number means more respondents agreed with the statements.  |
| Growth                   | Being supported to grow professionally and personally.   |
| Leadership               | Healthy, two-way communication from key stakeholders, and transparency that deepens the level of trust and sense of personal value.  |
| Net Promoter Score (NPS) | Net Promoter Score (NPS) measures customer experience and loyalty derived from the likelihood to recommend questions. The more likely the customer (in this case, the staff member) is to recommend the school, the higher the Net Promoter Score, and the more likely the customer is to be loyal to the school (in this case, remain working at the school). The 11-point scale ranges from 0 to 10: 9-10 are promoters, 7-8 are neutral, and 0-6 are detractors. To calculate the Net Promoter Score, take the % Promoters (9 or 10 ratings) and subtract the % Detractors (0 or 6 ratings). Net Promoter Scores are typically reported as a whole number, so multiply the % by 100. (NPS is a Registered Trademark of Bain & Company). |
| Passive                  | A rating of 7 to 8 on a scale from 0 (Not at All Likely) to 10 (Extremely Likely).   |

# 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><br>Give positive attention<br>Join in activity<br>Ask child to teach others | <b>ENCOURAGE</b><br>As if<br>Offer assistance<br>Give Choices<br>Predict the future<br>Make a request<br><br>Natural or logical consequence |
| NOT ABLE | <b>TEACH</b><br>Give positive attention<br>Join in activity<br>Ask child to teach others       | <b>CHANGE EXPECTATIONS</b><br>Change the expectation<br>Redirect the activity<br>Drop the expectation                                       |

# Enhance Your Online Teaching with Zoom!

Join us for a **Zoom Follow UP Session** on **March 4th at 3 PM** to explore features that can improve your virtual classroom experience!

## Why Attend or Watch the Recording?

- ✓ Track student participation, attendance & engagement
- ✓ Using the Whiteboard to guide class
- ✓ Discover AI reports & automated transcripts
- ✓ Master the Zoom whiteboard for interactive lessons
- ✓ Attendance and Polling Reports
- ✓ Explore Zoom's potential as a Bongo alternative

Don't miss out—unlock the full potential of Zoom for your classes!



# HelpDesk is GROWING!

## Connect with your Peers Discussion

👤 This discussion board is a place where you can connect, chat, and share thoughts with your classmates since emailing each other isn't an option. Feel free to talk about anything school-appropriate—whether it's about classes, hobbies, events, or just checking in with friends!

### 📌 Guidelines for Posting:

- ✅ Keep it **respectful and appropriate**—treat others the way you want to be treated.
- ✅ You may share personal contact information, but remember that **everyone in the school** can see what you post.
- ✅ All posts will be **approved by Ms. Hart** before they are visible to everyone.
- ✅ Stay on topic—this is a **free chat**, but it should remain **school-appropriate**.
- ✅ No spamming, bullying, or inappropriate language.

💬 We welcome relevant and respectful discussion, but rudeness and personal attacks will not be tolerated.

Go ahead and start chatting! Drop a comment, ask a question, or start a conversation. Let's keep this space fun and friendly! 😊

## # Students posting

HS - 15 Students/49 Interactions

MS-2 Students/7 Interactions

Intelligent agent will run the first of each month reminding students of the guidelines for posting.

## Peer Tutoring

Students are asking how to be a peer Tutor at HelpDesk!

If you have student(s) in one of your classes that would like to peer tutor they must:

1. Be passing all of their classes
2. Have an email sent by you to me ([nhart@mainevirtualacademy.org](mailto:nhart@mainevirtualacademy.org)) to confirm that they are approved to tutor and what classes they can tutor for.



# Movement Committee

## 10 Benefits of Movement for Online Learners

Enhanced energy levels

Development of healthy habits

Reduced eye strain

Improved focus and concentration

Using a test group to work on piloting this program



# MTSS Progress Monitoring

Case Studies

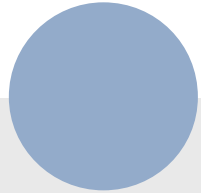
Student A

Student B

Student C

Student D

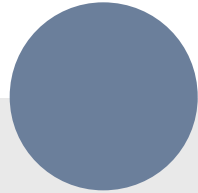
# Case Study Infographics



Student

A  
MS student showed a 44% growth from fall to winter in i-Ready Math

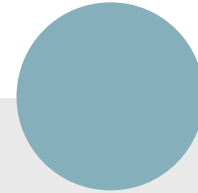
i-Ready



Student

B  
HS Student +104 points in Reading and +61 in Math

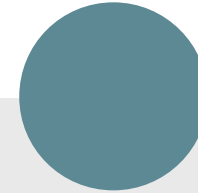
Data



Student

C  
HS Student - first diagnostic, baseline data review

Baseline



Student

D  
MS Student with 6% growth in Reading

Lower Results

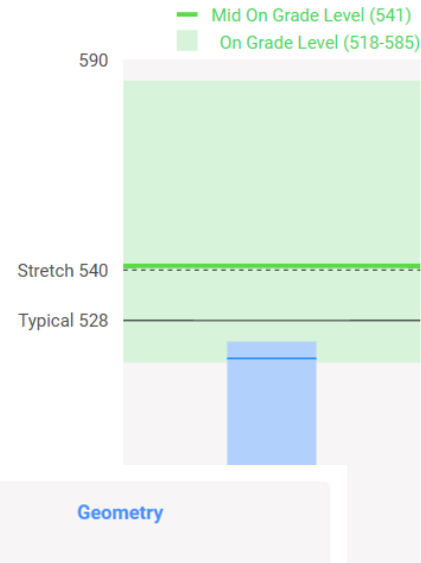
# Case Study Data

Student A

## Diagnostic 2

**Typical Growth**  
 Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

**Stretch Growth®**  
 Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who



| Overall Math                   |             | ● Early 8 (523)<br>Standard Error +/- 6 |
|--------------------------------|-------------|---|
| Domain                         | Placement ⓘ | Can Do & Next Steps                     |
| Number and Operations          | ● Early 8   | ↓                                       |
| Algebra and Algebraic Thinking | ● Grade 7   | ↓                                       |
| Measurement and Data           | ● Early 8   | ↓                                       |
| Geometry                       | ● Early 8   | ↓                                       |

**Number and Operations**

● Early 8  
529

**Algebra and Algebraic Thinking**

● Grade 7  
506

**Measurement and Data**

● Early 8  
523

**Geometry**

● Early 8  
536

## Developmental Analysis

At placement levels 6-8 this domain addresses ratios and proportional relationships, expressions, equations and inequalities, and functions. Test results indicate that Julian would likely benefit from practice using variables to write equations and inequalities for real-world problems, solving the equations and inequalities, and graphing their solutions.

## Can Do ⓘ

### Ratios and Proportional Relationships

Use proportions to solve real-world and mathematical problems.

**Standards**

## Next Steps & Resources for Instruction ⓘ

### Ratios and Proportional Relationships

- + [Review using ratio reasoning to convert measurement units.](#)
- + [Compute unit rates associated with ratios of fractions.](#)

# Case Study Data

Student B

## Placement by Domain

Test results indicate that Tanner would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Tanner's math abilities across domains.

### Number and Operations

Grade 5  
467

### Algebra and Algebraic Thinking

Grade 2  
424

### Measurement and Data

Grade 4  
455

### Geometry

Grade 4  
456

## Placement by Domain

Test results indicate that Tanner has strong math skills in all the tested domains. Tanner would benefit from opportunities to further develop these strengths through assignments that introduce more advanced concepts and skills and that promote connecting concepts across domains to solve challenging non-routine problems.

### Algebra and Algebraic Thinking

Early Algebra 1  
516

### Geometry

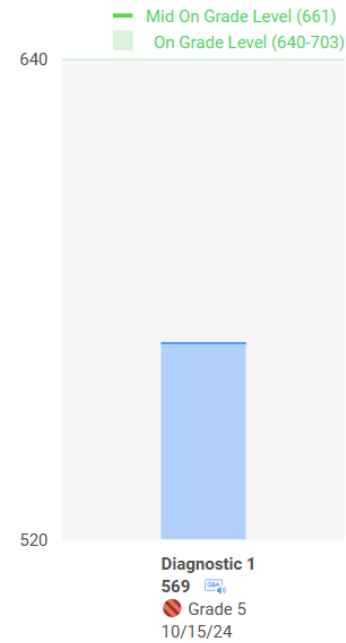
Grade 8  
508

# Case Study Data

Student B

Subject: Reading | Diagnostic: Diagnostic 1 (10/15/24)

Diagnostic 1

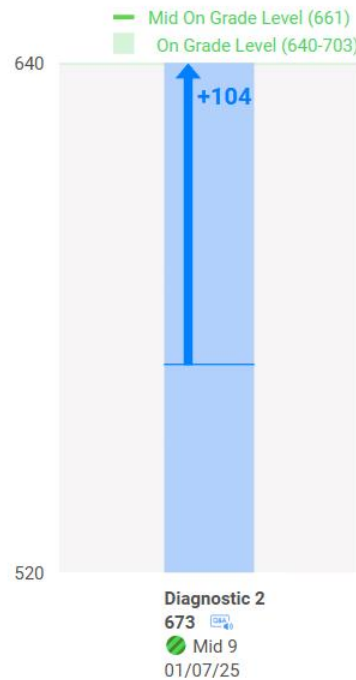


| Overall Reading                   |           |  |
|-----------------------------------|-----------|--|
|                                   |           | Grade 5 (569)<br>Standard Error +/- 11 |
| Domain                            | Placement | Can Do & Next Steps                    |
| Vocabulary                        | Grade 5   | ↓                                      |
| Comprehension: Literature         | Grade 4   | ↓                                      |
| Comprehension: Informational Text | Grade 6   | ↓                                      |

Show Comprehension: Overall  ⓘ

| Overall Reading                   |           |                                      |
|-----------------------------------|-----------|--------------------------------------|
|                                   |           | Mid 9 (673)<br>Standard Error +/- 11 |
| Domain                            | Placement | Can Do & Next Steps                  |
| Vocabulary                        | Grade 12  | ↓                                    |
| Comprehension: Literature         | Grade 8   | ↓                                    |
| Comprehension: Informational Text | Early 9   | ↓                                    |

Show Comprehension: Overall  ⓘ



Diagnostic 2

# Case Study Data

## Diagnostic 1

Student C

**Vocabulary**

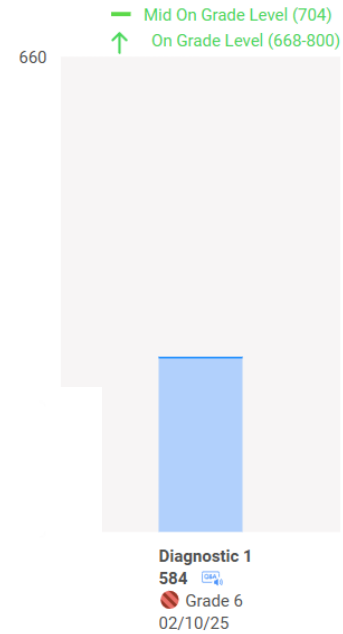
Grade 8  
609

**Comprehension: Literature**

Grade 6  
584

### Comprehension: Informational Text

Grade 4  
564



| Overall Reading                   |           | Grade 6 (584)<br>Standard Error +/- 11 |
|-----------------------------------|-----------|--|
| Domain                            | Placement | Can Do & Next Steps                    |
| Vocabulary                        | Grade 8   | ↓                                      |
| Comprehension: Literature         | Grade 6   | ↓                                      |
| Comprehension: Informational Text | Grade 4   | ↓                                      |

Show Comprehension: Overall  ⓘ

### Developmental Analysis

This domain addresses Jacob's understanding of informational text. Results indicate that Jacob would likely benefit from instruction in Grade 4 informational skills and strategies such as citing textual evidence to support inferences and interpreting an author's use of language. Teach a variety of informational genres, including biographies, autobiographies, reference sources, and opinion essays.

### Can Do ⓘ

|  |
|--|
| <p><b>Identify sequence of events in informational text.</b></p> <p>Identify sequence of events in Grade 3 informational text.</p> <p><a href="#">Standards</a></p>                              |
| <p><b>Compare and contrast within an informational text.</b></p> <p>Compare or contrast people, events, or information within a Grade 3 informational text.</p> <p><a href="#">Standards</a></p> |

### Next Steps & Resources for Instruction ⓘ

- + [Extend understanding of making inferences.](#)
- + [Teach citing textual evidence. Explain that when readers make a point about a text in discussion or in writing,...](#)
- + [Build knowledge of author's purpose and perspective.](#)
- + [Provide practice with interpreting an author's use of language. Choose examples of informational text with viv...](#)
- + [Develop understanding of main idea.](#)

This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

# Case Study Data

## Placement by Domain

Results indicate that Georgia is decoding accurately, but the Vocabulary score suggests that substantial gaps in word knowledge are making it very hard to read for meaning. Instruction in word meanings and word-learning strategies will support Georgia's continued growth in overall Comprehension. Taken together, this information places Georgia in Instructional Grouping Profile 3.

[Phonological Awareness](#) ⓘ

🌐 Not Assessed

[Phonics](#) ⓘ

🟢 Surpassed Level

[High-Frequency Words](#) ⓘ

🟢 Surpassed Level

[Vocabulary](#)

🔴 Grade 5  
571

[Comprehension: Literature](#)

🔴 Grade 5  
575

[Comprehension: Informational Text](#)

🔴 Grade 2  
498

## Placement by Domain

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[Phonological Awareness](#) ⓘ

🌐 Not Assessed

[Phonics](#) ⓘ

🟢 Surpassed Level

[High-Frequency Words](#) ⓘ

🟢 Surpassed Level

[Vocabulary](#)

🔴 Grade 4  
565

[Comprehension: Literature](#)

🔴 Grade 4  
549

[Comprehension: Informational Text](#)

🔴 Grade 3  
538

# Teaching in Zoom Training

- Nicole Hart and Don Fournier.

# Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, March 10<sup>th</sup>, 3:00 pm.**
- **March Weekend is Thursday, 20<sup>th</sup> & Friday, 21<sup>st</sup>. April Break is Friday, 18<sup>th</sup> to 25<sup>th</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.