

Process Improvement Meeting Agenda – 3/24

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA Panorama School Climate Survey Targets.
- MEVA Meets Follow Up.
- MEVA Win over the student.
- MEVA State Testing Update – Stephanie Emery.
- INSTRUCTION: Curriculum Mapping Update – Dr. Christina O’Grady.
- SUPPORT: MTSS Update – Dr. Christina O’Grady.
- INSTRUCTION: Empowering Students: Understanding and Implementing Student Agency – Don Fournier.
- SUPPORT: Guidance Update – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, March 31st, 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) May 12-23, 2025 (8 th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	<p>7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)</p> <p>9th Graders for Fall 2024 - August 26-30, 2024 (3 pm with Christina)</p> <p>10th Grader - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)</p> <p>Reading This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits.</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

MEVA Strategic Goals – 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.

Panorama School Climate Survey - 2025

- Students, Families, and Faculty.
- Launch, Monday, March 24th.
- Targets are 75% of students; 35% of families; and 100% of faculty.
- There are 411 families at MEVA. We need at least 144 families to complete it to hit the participation target.
- Your faculty survey will arrive in your inboxes directly from Panorama. We will alert you when it is released – likely within the next day or so.

MEVA Meets Follow Up

- We has a positive outcome to our first MEVA meets on March 19th.
- Many thanks to Dr. O'Grady for being on duty.
- Our next MEVA Meets is on Wednesday, April 23rd.
- We will schedule one every month.

Win Over the Student!

Thoughtful and consistent communication is the foundation on building successful rapport with our families and students.

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

Without our Students there would be no MEVA!

Win Over & Rapport

- **Win Over**: is a proactive approach/mindset. Win “back” is more reactive and is also needed in some cases, like in progress withdrawals as an example.
- **Rapport Definition**:
 - The Merriam-Webster Dictionary defines Rapport as; *a friendly, harmonious relationship especially: a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.*
- **Google Dictionary - Examples of Further Meaning**;
 - 1. Rapport is a good sense of understanding and trust.
 - 2. A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Example, *"she was able to establish a good rapport with the children"*

Communication

- In ALL Cases;
 - Communication should always exhibit compassion, empathy and kindness.
 - Be an effective communicator, timely and responsive.
 - Exhibit a willingness to help and serve our families well.
 - Never forget to share the vast opportunities we have at MEVA to support our students!

Withdrawal Mitigation Process

- **Ask why?** - Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** - Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- **Advocate for MEVA’s programs** - Share information on our clubs, self-paced options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- **Document, document, document** - your mitigation efforts in contact logs within Infinite Campus, then *submit a “Rapid Response” form below*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [24-25 Rapid Response \(Intervention\) Form](#)

From Cornell's TCI and CARE model.

weCARE

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

State Assessment Updates:

- ▶ Proctor Assignments – Please complete your DocuSign with your assignments. Some individuals have to redo due to minor changes. It is coming from Gina Davis.
 - ▶ Testing window **April 7th through 17th** for MEA Science (11th Grade)
 - ▶ **MTY/Science - May 12th through 23rd** & **Travel Team** please be available the **full month of May to test at your convenience.** (MTY 7th & 10th full month available, 8th grade is only available to test 12th – 23rd)
- ▶ Travel Team – Calling all volunteers! We always need support in this area. Link: [Travel Proctor Task Force Survey](#)
- ▶ Testing Kits - will be ready for pick up on April 4th at the MEVA suite south wing.
- ▶ State Assessment Trainings – Are mandatory and will be released This week.
- ▶ Science Rosters – Will be released this week.

Curriculum Review



- 9th Grade maps have been approved by the board! Nicely done 9th Grade teachers!
- 10th Grade maps (English Foundations II, Geometry, Biology, & Personal Finance) are scheduled to be reviewed by the Curriculum Advisory Committee on 3/25.
- 11th Grade maps (American Literature, Algebra II, Chemistry, & U.S. History) are scheduled to be reviewed by the Curriculum Advisory Committee on 4/29. Teachers please have the maps ready for review by 4/17.
- 12th Grade maps (World Literature, PreCalculus, Physics, & Modern World History) are scheduled to be reviewed by the Curriculum Advisory Committee on 4/29. Teachers please have the maps ready for review by 4/17. *Note: PreCalculus, Physics, & Modern World History have been added to this list

A vibrant watercolor-style illustration of a spring landscape. The scene features a lush green field in the foreground filled with various colorful flowers, including red and yellow blossoms. In the middle ground, there is a dense line of dark green evergreen trees. To the left, a tree is in full bloom with bright pink cherry blossoms. To the right, a tree with green and yellow leaves stands prominently. The sky is a soft, pale blue with several small blue birds in flight and scattered pink petals or leaves falling from the trees. The overall atmosphere is bright and cheerful, representing the month of March.

MTSS Progress Monitoring

Mid-March Update

Changes for 2nd Semester

- Expanded to include students in the 0-40th percentile. The only exemptions are students who qualify for MSAA.
- Started small groups for students in 11th & 12th grade (12th is for students who need remediation for the ACCUPLACER).
- Attendance has been better with starting small groups right at the start of the semester.
- Dedicated mini-lessons each week for Math and Reading (accessed through Nearpod).
- Format for small groups:
 - Start with weekly mini-lesson (10-20 minutes)
 - Students work in i-Ready for the remaining time

- Note: students do not start showing in the minutes of i-Ready until after they completed the diagnostic, which can account for the increase in minutes per month.
- Student choices include the Nearpod for Math and/or ELA OR 45 minutes in i-Ready Math and/or ELA

Challenges

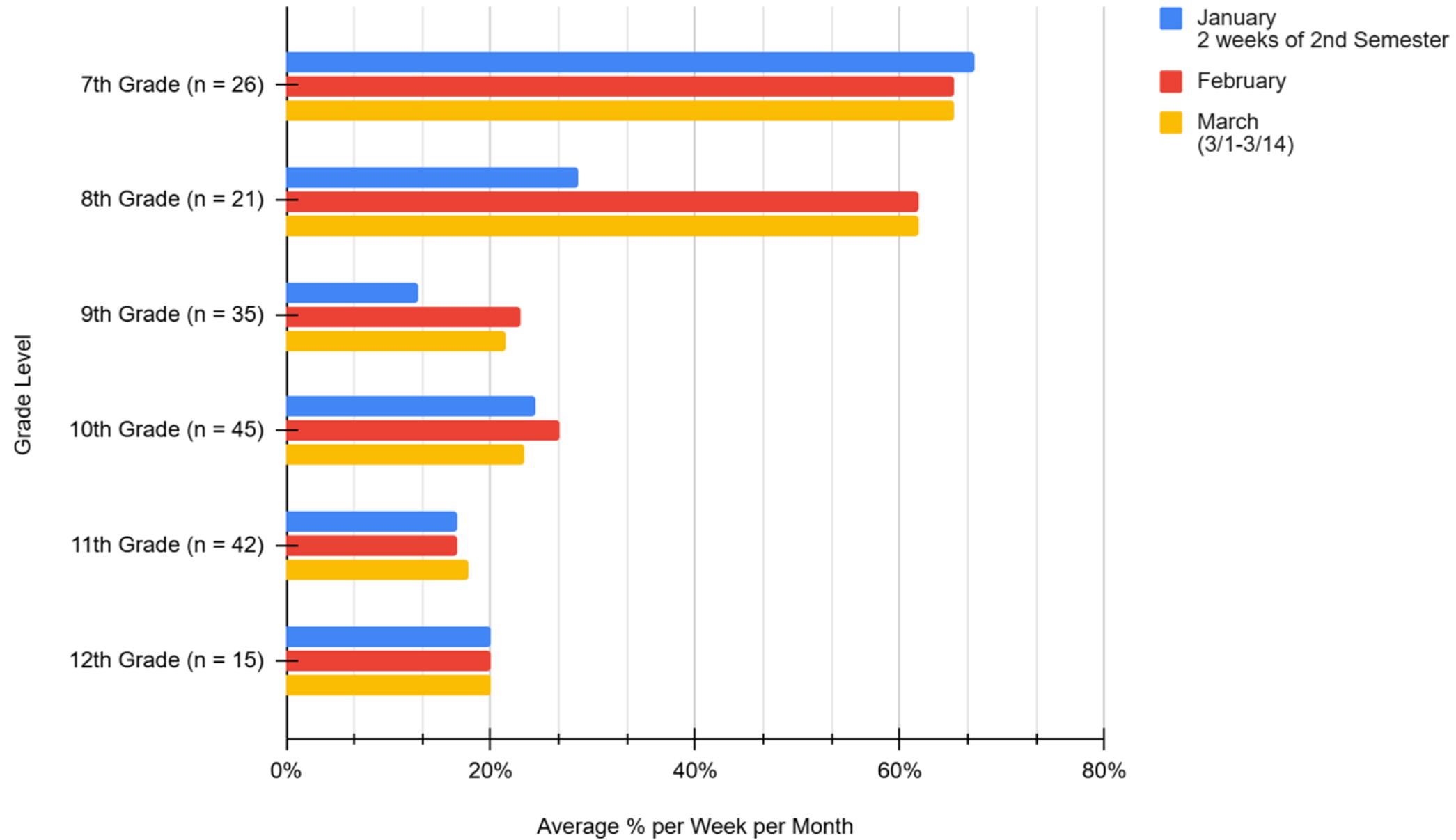
- Dr. O'Grady had a leave of absence when the new semester's small groups started which caused some student to not have small groups until after February break.
- Students coming into sessions and not responding.
- Conflicts on schedules, though schedules were checked originally, changes can occur and small groups need to be rearranged.

MTSS Attendance Data

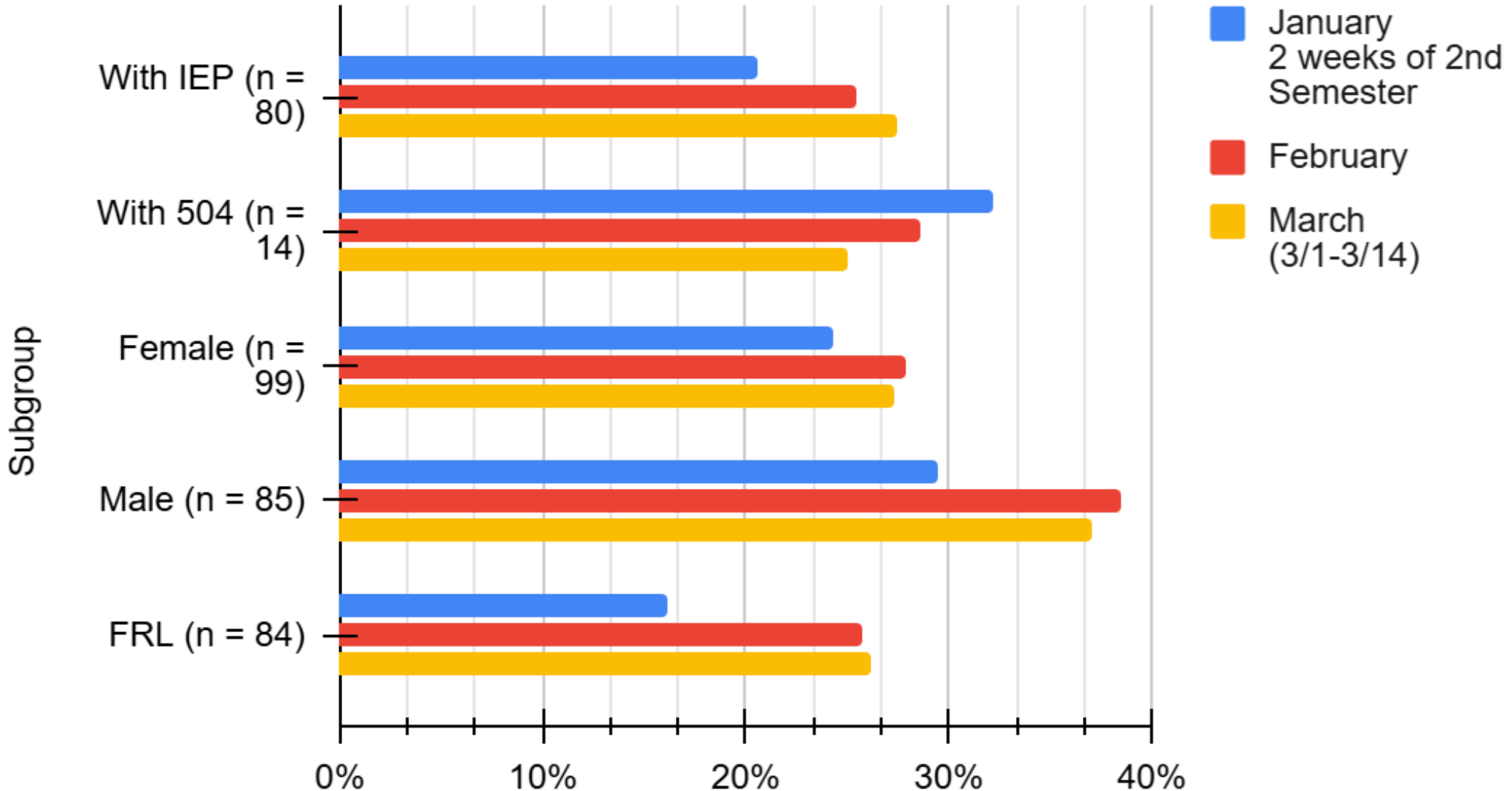
Calculated by:

1. Count how many students attended one session each week for the month.
2. Calculated the average number per week.
3. Divided the average by the total number per grade level to obtain the percentage.

Attendance Data (MTSS Students Only)



Attendance Data (by Subgroup)



Average % per Week per Month

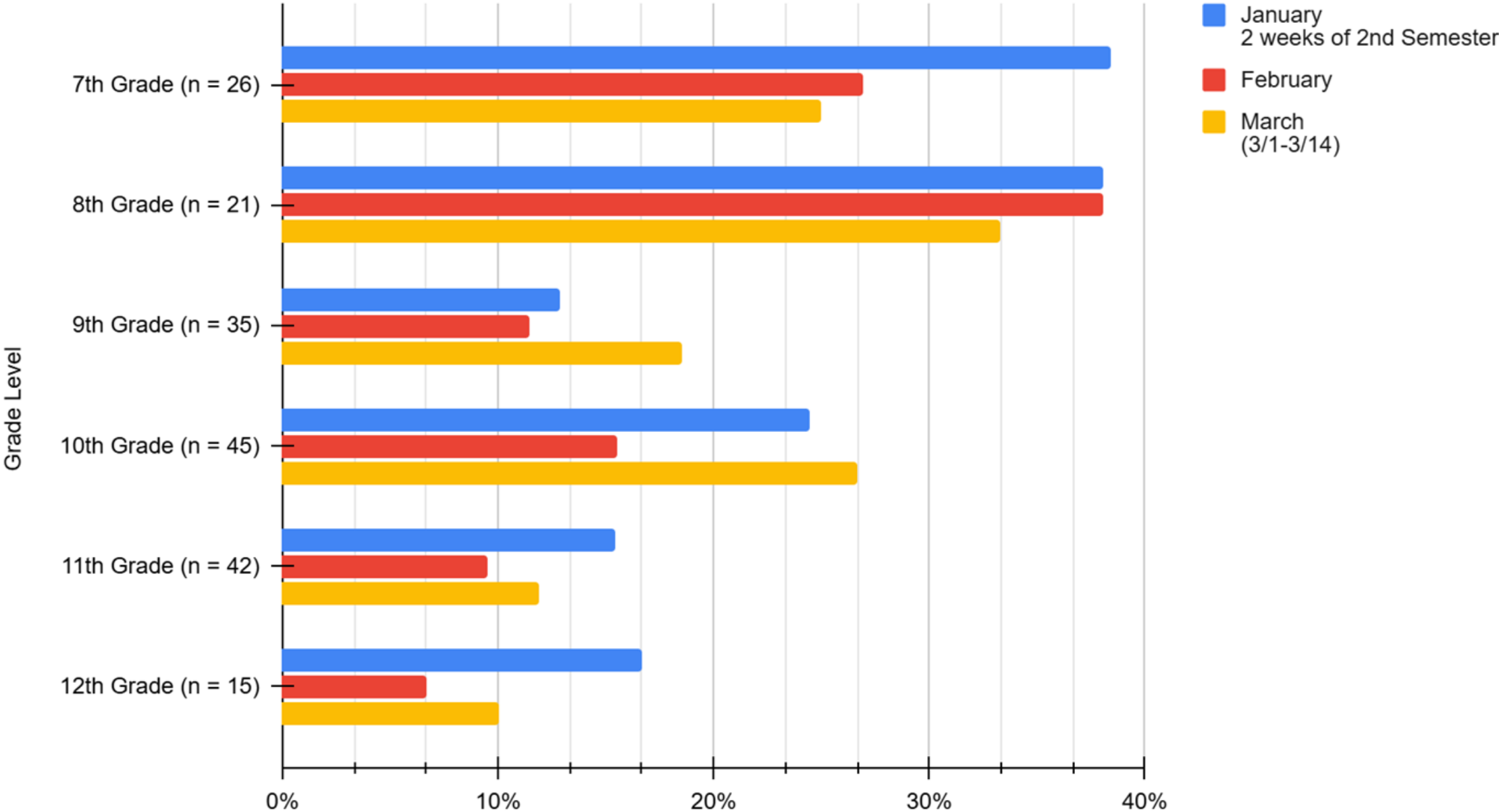


Work Completed Data

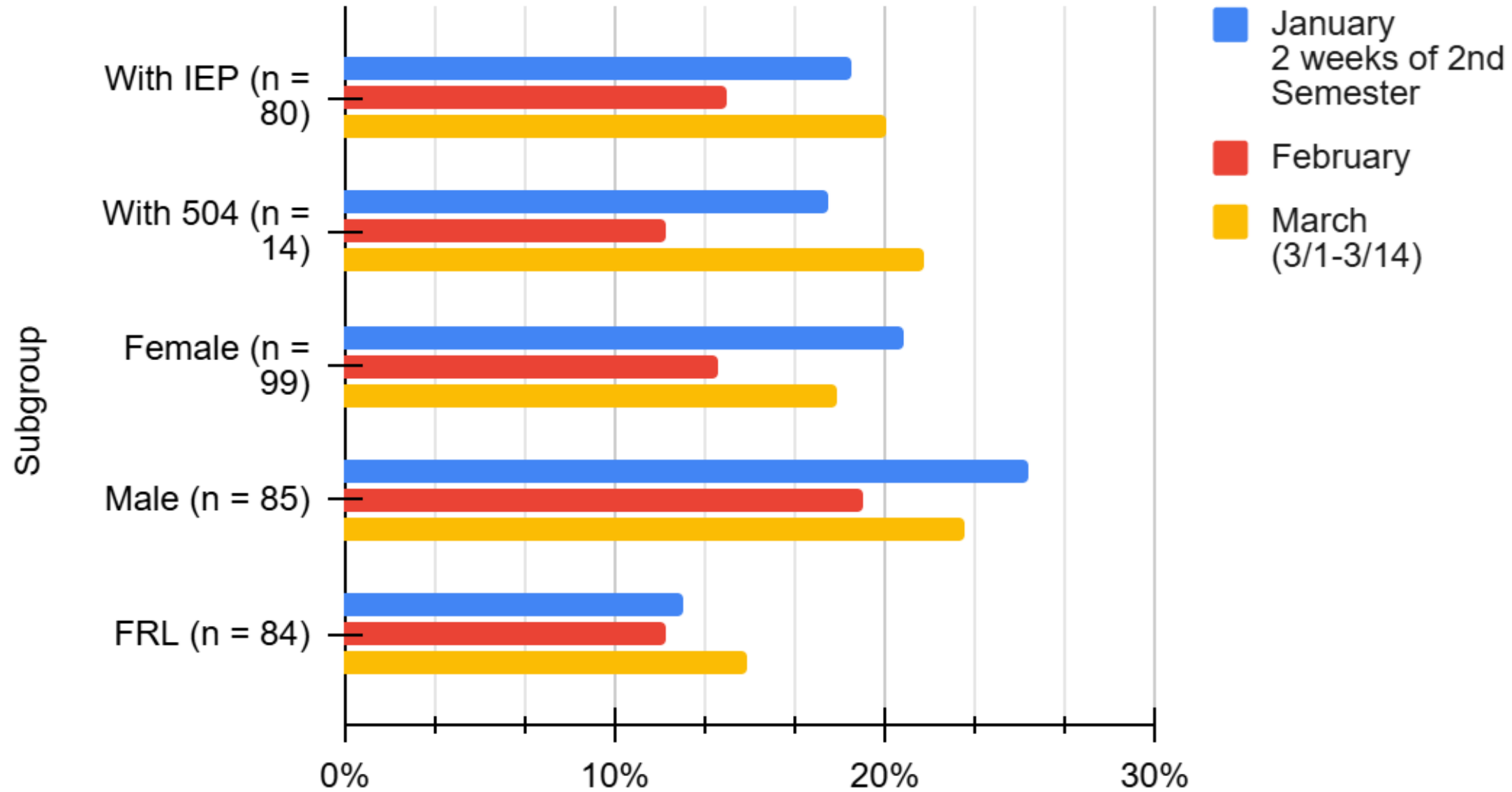
Calculated by:

1. Count how many students completed one assignment each week for the month.
2. Calculated the average number per week.
3. Divided the average by the total number per grade level to obtain the percentage.

Average Weekly Work Completed

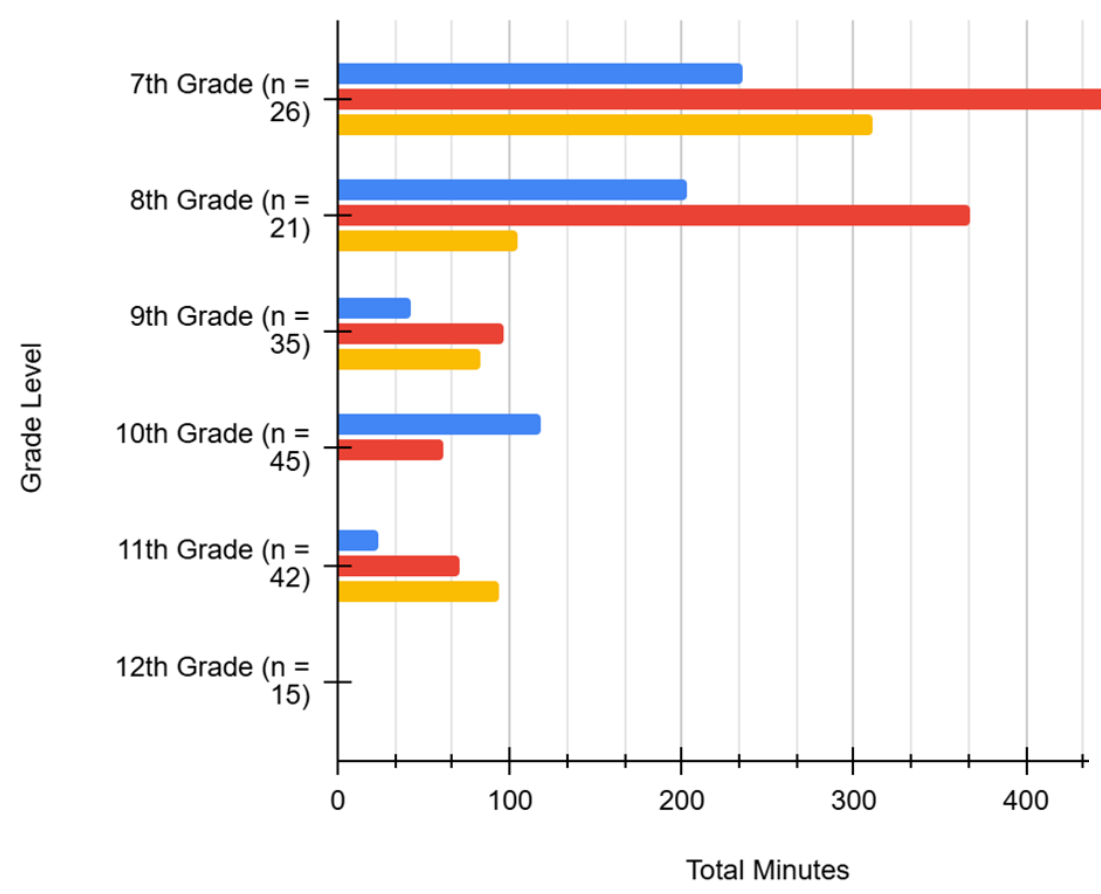


Average Weekly Work Completed (by Subgroup)



Total Minutes in i-Ready

Reading

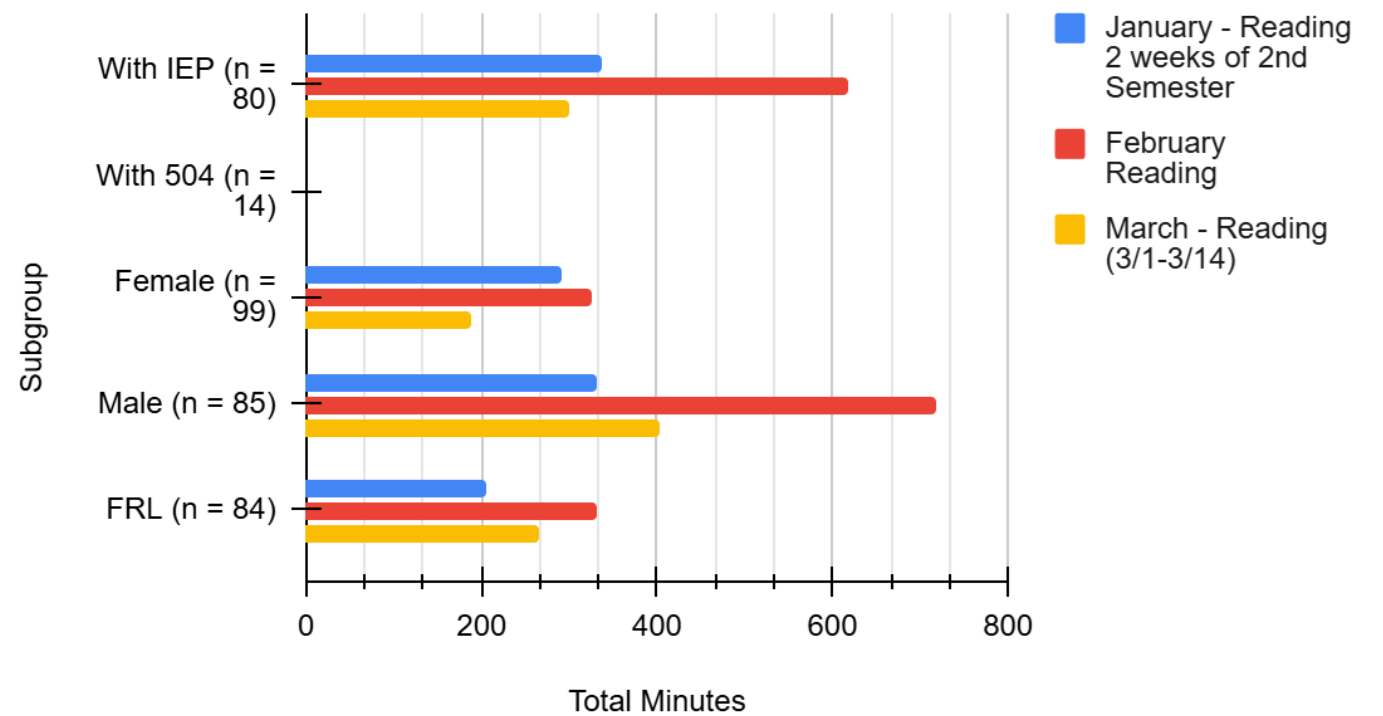


- January - Reading
2 weeks of 2nd Semester
- February Reading
- March - Reading
(3/1-3/14)



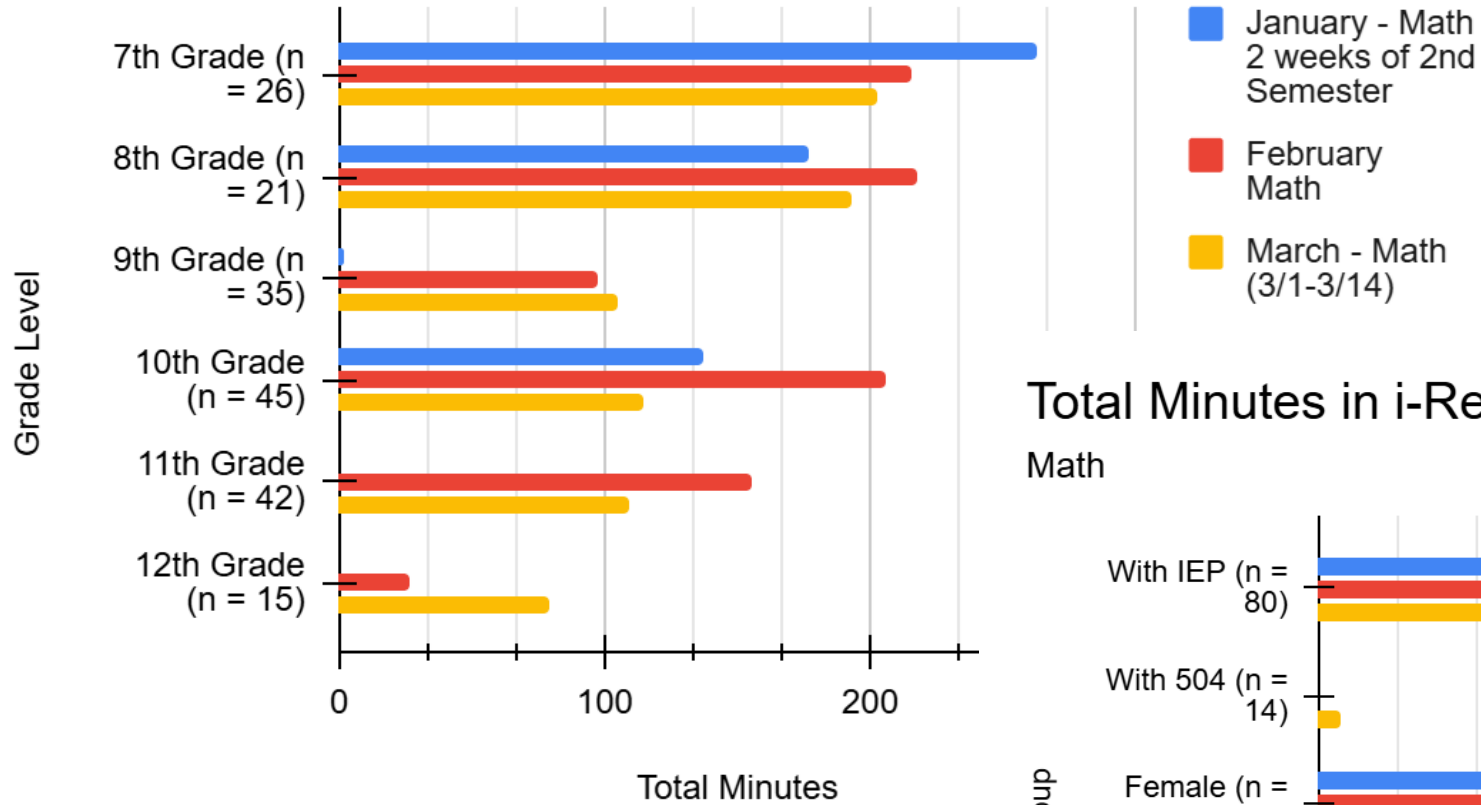
Total Minutes in i-Ready (by Subgroup)

Reading



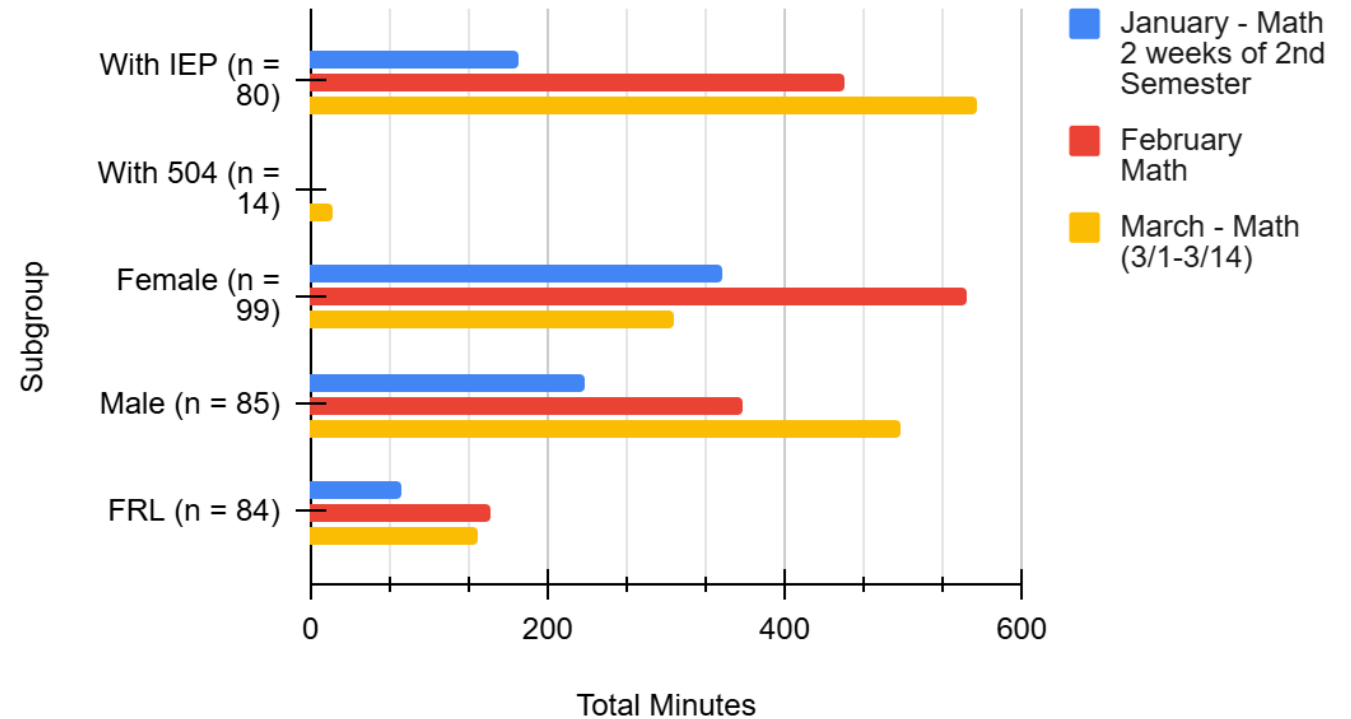
Total Minutes in i-Ready

Math



Total Minutes in i-Ready (by Subgroup)

Math



Takeaways

- Students in Grades 7 & 8 show the strongest engagement.
- Engagement has increased as the semester progresses.
- What you can do to help:
 - Encourage students to attend all of the scheduled FOX Times
 - Talk positively about the program and the benefits of engaging to build their skills

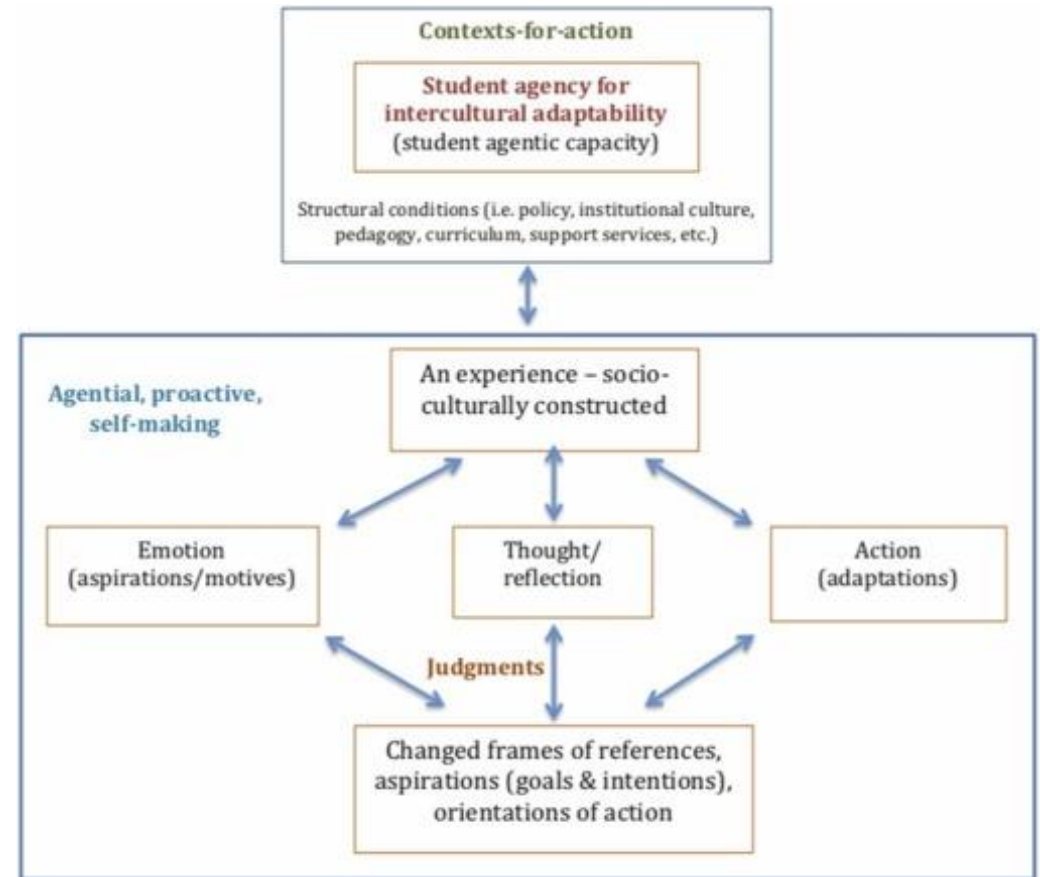




Empowering Students: Understanding and Implementing Student Agency

What is Student Agency?

- Learning through meaningful and relevant activities
- Driven by student interests and often self-initiated
- Guided appropriately by teachers
- Gives students voice and choice in their learning



Key Components of Student Agency

- Student voice in learning process
- Choice in learning activities
- Increased interest and motivation
- Personalized learning pathways

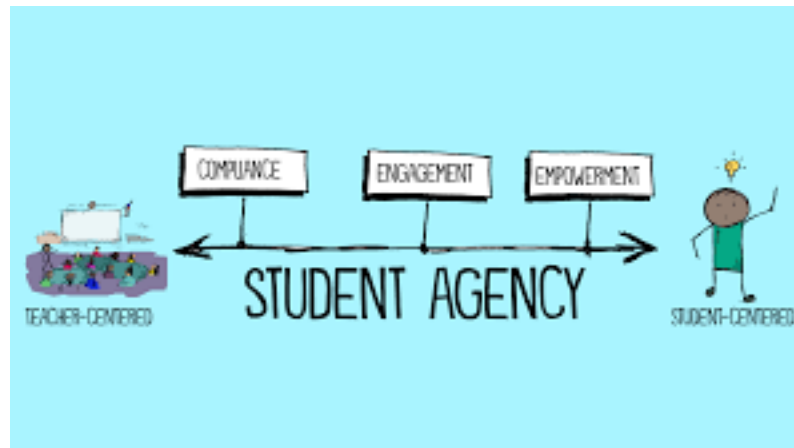
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**Student agency is
ownership.**

- Kelsha Rember
Education Week Teacher

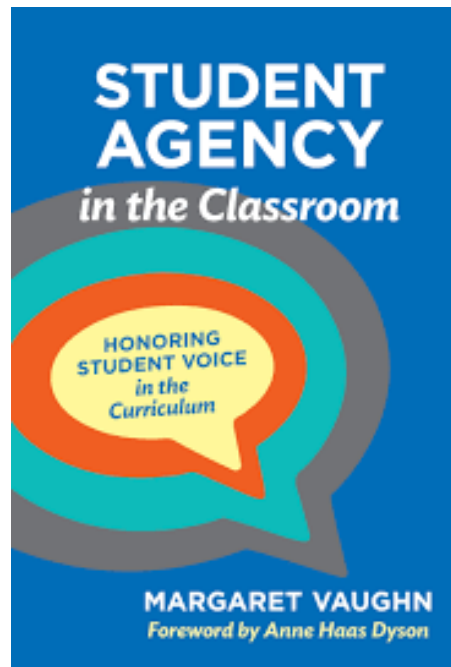
Student Agency in Schools

- Part of US Department of Education's personalized learning definition
- Empowers students to influence their learning progression (mastery)
- Encourages student initiative
- Enhances cognitive control and motivation



Implementing Student Agency in the Classroom

- Teacher as a guide, like an agent for an actor or athlete
- Increased student voice and self-direction
- Balance between student choice and teacher expertise
- Integration of student input in lesson planning



The Teacher's Role in Student Agency



"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

- Provide guidance and support
- Offer appropriate choices and multiple/leveled activities, assignments, and assessments
- Ensure students can engage independently and make progress toward mastery
- Give continuous and mindful feedback

Impact of Student Agency

- Increased student investment in their own growth
- Better understanding of learning goals
- More meaningful and motivating feedback
- Enhanced sense of control over learning



What Student Agency is NOT

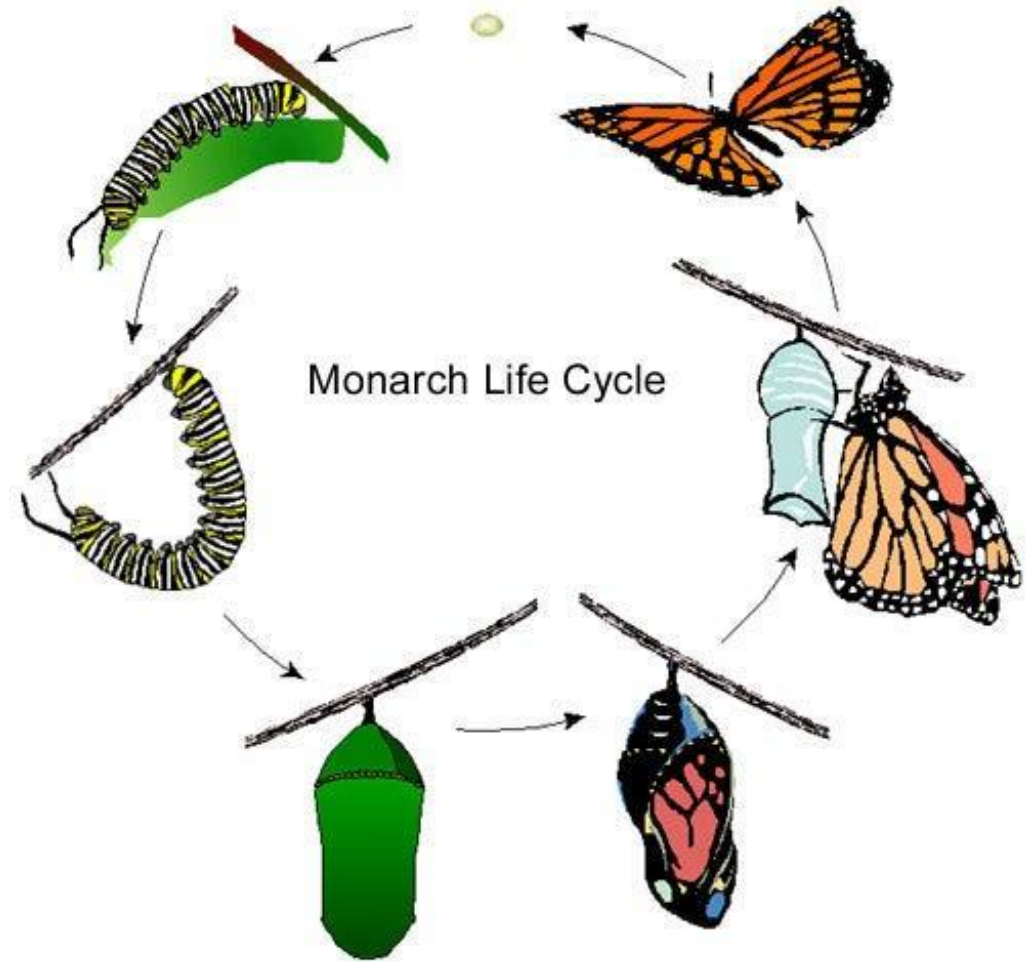
- Not a complete free-for-all for students
- Not lacking accountability
- Not a replacement for expert teaching and targeted intervention

****It still requires course-correction, reflection and guidance****

Myths of Student Agency	
Agency is not lack of control & structure	Student choice should be encouraged, but within set expectations. Supervision and guidance are still needed in the classroom.
Agency is not about less work for teachers	Teachers must be more intentional in their instruction to provide meaningful learning opportunities and ongoing feedback.
Agency is not about working independently all the time	Students can demonstrate agency through independent tasks, group activities, collaborative projects, discussions. Agency can be individual or collaborative.
Agency is not defined by time alone	Student agency is not guaranteed by extending a unit of study. Ensure that the unit engages, challenges, and motivates students.
Agency is not exclusive	Regardless of academic or personal progress, student agency can benefit all. Creating a safe and inclusive environment is essential.

Example: Ms. Martitz's Butterfly Project

- Students given three project options:
- 1. Create a Google Map of monarch migration
- 2. Keep an illustrated record of monarch development
- 3. Produce a blog post on butterfly environmental protection debate
- Students choose based on their interests
- Demonstrates mastery through personalized learning





Questions/Comments?



REMINDER

Guidance Update



Please remember to keep the Guidance Department in the loop with any student concerns you may have.

This is especially important with the in person testing where many of you will have eyes and ears on students.

If a concern arises in a virtual session with a student it is very important that you keep the student in the session until a guidance counselor is present.

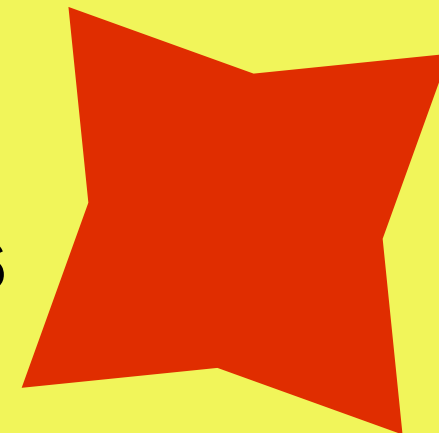
Dan Pierce 7-9

Cell:207-861-1431

Heather Tyler 10-12

Cell: 207-613-6196

*If it is an emergency and you don't get us, call the other one!!



Examples:

“I’m just done”

“I don’t want to live”

“I haven’t eaten in days”

“Can I tell you a secret?”

“I’m tired all the time”

“I don’t like myself”

“Nothing matters”

“I don’t have any friends”



Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, March 31st, 3:00 pm.**
- **April Break is Friday, 18th to 25th.** 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 colleagues, your students, and their families.