

# Process Improvement Meeting Agenda – 2/12

- MEVA Mission and Vision.
- Comprehensive Needs Assessment.
- Win over the student initiative.
- Spring '24 Panorama Survey Timeline and SY-2023/2024 Action Plan Progress Monitoring.
- School Climate Needs and Strategies – Christina O'Grady.
- MTSS instructional strategies: Metacognition – Nick Sherwood and Jan White.
- Guidance Update – Heather Tyler and Dan Pierce.
- **Reminder: Thriving Pulse Check Survey this week.**
- February Break is **Friday, 16<sup>th</sup> through 23<sup>rd</sup>**. Please cancel all your live sessions.
- Other and next Process Improvement Meeting on **Monday, February 25<sup>th</sup>, 3:00 pm.**

# MEVA 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

# Annual Comprehensive Needs Assessment

- MEVA reviews its overarching needs in math, literacy, and school climate on an annual basis.
- The process culminates with updating our Comprehensive Needs Assessment (CNA) document and preparing the ESEA grant application.
- In previous years ESEA funds have been channeled to provide supplementary instruction.
- We may draw from data shared at our process improvement meetings and factor in the spring 2023 state assessment results.



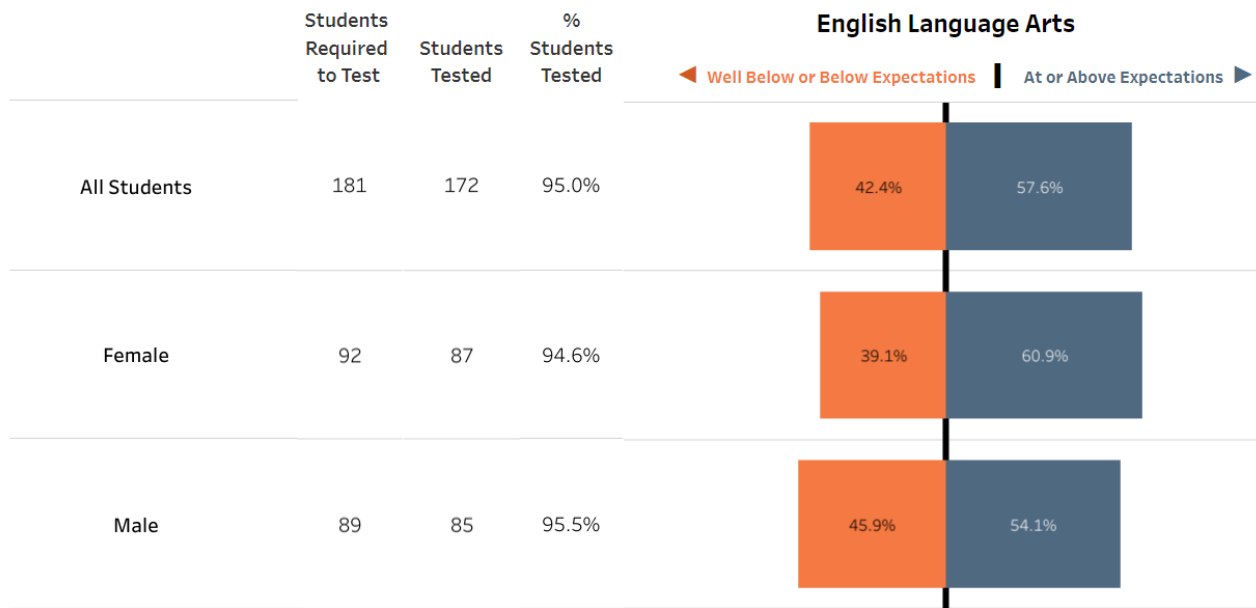
Spring 2023  
State  
Assessment  
Results

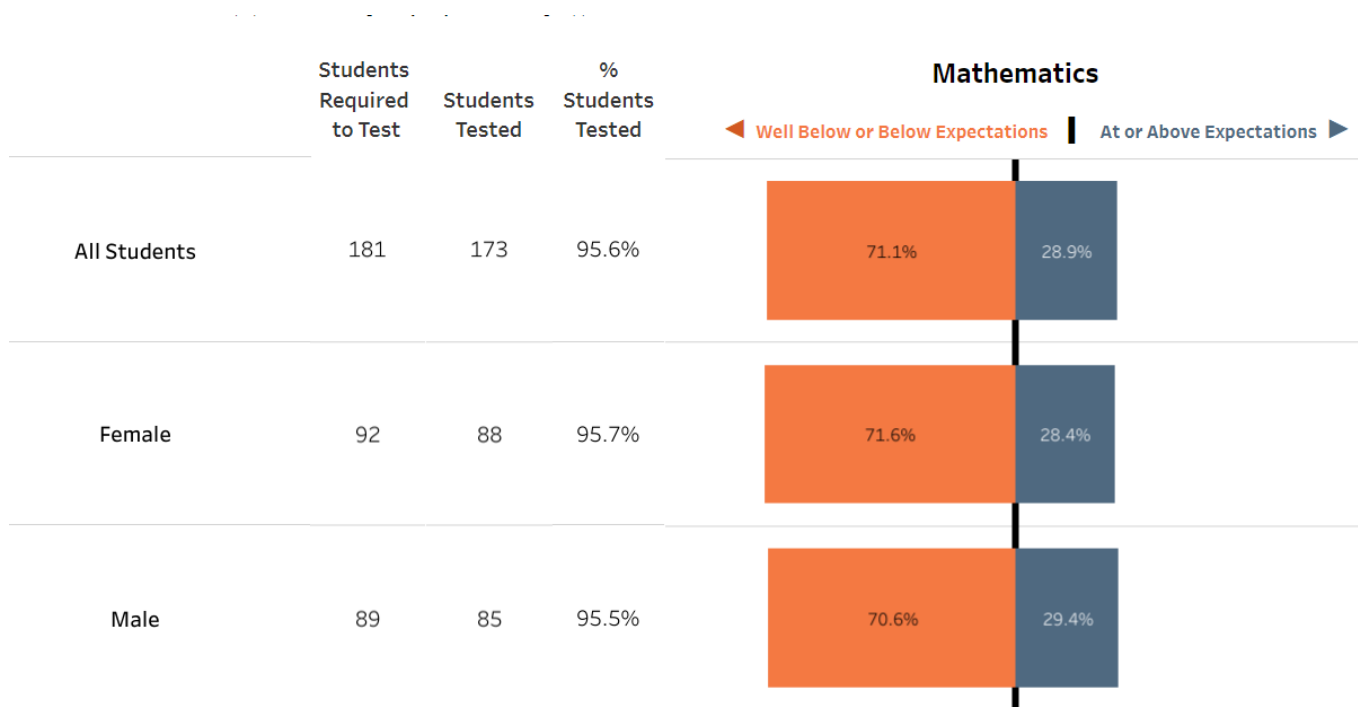
Spring 2023 Through-Year Assessment, ELA

| Grade      | Total Number of Students | Number of Students Assessed | Percentage of Students Assessed | Percentage of Students "At State Expectation" | Percentage of Students "Above State Expectation" |
|------------|--------------------------|-----------------------------|---------------------------------|-----------------------------------------------|--------------------------------------------------|
| Grade 7    | 35                       | 35                          | 100%                            | 37%                                           | 15%                                              |
| Grade 8    | 52                       | 50                          | 96%                             | 40%                                           | 6%                                               |
| Grade 10   | 91                       | 85                          | 93%                             | 49%                                           | 12%                                              |
| Schoolwide | 178                      | 170                         | 96%                             | 44%                                           | 11%                                              |

Spring 2023 Through-Year Assessment, Math

| Grade      | Total Number of Students | Number of Students Assessed | Percentage of Students Assessed | Percentage of Students "At State Expectation" | Percentage of Students "Above State Expectation" |
|------------|--------------------------|-----------------------------|---------------------------------|-----------------------------------------------|--------------------------------------------------|
| Grade 7    | 35                       | 35                          | 100%                            | 29%                                           | 3%                                               |
| Grade 8    | 52                       | 50                          | 96%                             | 15%                                           | 4%                                               |
| Grade 10   | 91                       | 85                          | 93%                             | 27%                                           | 2%                                               |
| Schoolwide | 178                      | 170                         | 96%                             | 24%                                           | 3%                                               |





**Maine Through Year**  
**Instructional Areas of Strength and Need**

Changes Implemented School Year 2023-2024:

- A more rigorous MTSS approach with a focus on first ensuring that every student is placed in the appropriate course for their needs. Interventions being utilized to provide students with an opportunity to fill their skill gaps in mathematics and reading.
- A comprehensive analysis of the Mathematics 7-10 Tier 1 curriculum, identifying that the standards/criterion identified as assessed on the Maine Through Year, are being taught and assessed in the classroom.

# Maine Through Year

## Instructional Areas of Strength and Need

### Methodology Used:

The Maine Through Year has a RIT component for each instructional area. The average RIT scores was calculated for each grade level, the lowest average RIT was identified as the area of need, and the highest average RIT was identified as the area of strength. If the average RIT for two or more areas were the same, both areas were included for that grade level.

### Mathematics Instructional Areas:

**Statistics and Probability** assesses mathematical skills related to chance and data.

**Operations and Algebraic Thinking** assesses generalizing arithmetic and representing patterns.

**The Real and Complex Number System** assesses mathematical skills related to numbers and integers.

**Geometry** assesses mathematical skills related to points, lines, surfaces, and dimensional analysis.

### Reading Instructional Areas:

**Vocabulary** assesses knowledge of words.

**Informational text** assesses analysis and understanding of nonfiction text.

**Literary text** assesses analysis and understanding of fictional text.

| Mathematics            |                                        |                                                                         |
|------------------------|----------------------------------------|-------------------------------------------------------------------------|
|                        | Strength                               | Need                                                                    |
| 7 <sup>th</sup> Grade  | Statistics and Probability             | Operations and Algebraic Thinking                                       |
| 8 <sup>th</sup> Grade  | Geometry<br>Statistics and Probability | Operations and Algebraic Thinking<br>The Real and Complex Number System |
| 10 <sup>th</sup> Grade | Statistics and Probability             | Operations and Algebraic Thinking<br>The Real and Complex Number System |

| Reading                |                                               |                                     |
|------------------------|-----------------------------------------------|-------------------------------------|
|                        | Strength                                      | Need                                |
| 7 <sup>th</sup> Grade  | Vocabulary, Informational Text, Literary Text |                                     |
| 8 <sup>th</sup> Grade  | Vocabulary                                    | Informational Text                  |
| 10 <sup>th</sup> Grade | Vocabulary                                    | Informational Text<br>Literary Text |

# MCSC Performance – Proficiency

- We are extremely proud of our 95% participation rate on the in-person math and reading 2023 Maine Through Year Assessment.
- We are well-positioned to attain our proficiency outcomes.
- We need two years of data to understand this new instrument.
- Faculty should review the state's proficiency expectations at their department meetings.
- The achievement level explorer below will help teachers look at grade level expectations for grades 7, 8, and 9-12: <https://ald-explorer.nwea.org/display-skills>.

# Winter '24 NWEA MAP Growth Participation

| Winter 2023-2024 |        |         |          |  |                            |        |         |          |
|------------------|--------|---------|----------|--|----------------------------|--------|---------|----------|
|                  | Math   | Reading | Language |  |                            | Math   | Reading | Language |
| 7th Grade        | 96.3%  | 96.3%   | 96.3%    |  | 7th Grade                  | 96.3%  | 96.3%   | 96.3%    |
| 8th Grade        | 100.0% | 100.0%  | 98.6%    |  | 8th Grade                  | 100.0% | 100.0%  | 98.6%    |
| 9th Grade        | 97.7%  | 96.6%   | 96.6%    |  | 7th & 8th Grade Cumulative | 98.97% | 98.97%  | 97.94%   |
| 10th Grade       | 97.7%  | 96.6%   | 95.5%    |  |                            |        |         |          |
| 11th Grade       | 97.3%  | 94.6%   | 95.5%    |  |                            |        |         |          |
| Schoolwide       | 97.9%  | 96.6%   | 96.4%    |  | 10th Grade                 | 97.7%  | 96.6%   | 95.5%    |
|                  |        |         |          |  | Cumulative %               | 98.2%  | 98.0%   | 97.1%    |

Winter 2024 – January 20, 2024

MEVA's Custom MAP Growth Performance Measure – Median Growth Percentile (%ile)

Exceeds 66<sup>th</sup> %ile or higher.

Meets 50<sup>th</sup> – 65<sup>th</sup> %ile.

Approaches 35<sup>th</sup> – 49<sup>th</sup> %ile.

Does Not Meet 34<sup>th</sup> %ile or lower.

| Grade   | Math %ile                     | Reading %ile                  | Language %ile                      |
|---------|-------------------------------|-------------------------------|------------------------------------|
| 7       | 49 <sup>th</sup>              | 54 <sup>th</sup>              | 65 <sup>th</sup>                   |
| 8       | 62 <sup>nd</sup>              | 34 <sup>th</sup>              | 47 <sup>th</sup>                   |
| 9       | 78 <sup>th</sup>              | 66 <sup>th</sup>              | 52 <sup>nd</sup>                   |
| 10      | 42 <sup>nd</sup>              | 62 <sup>nd</sup>              | 49 <sup>th</sup>                   |
| 11      | 45 <sup>th</sup>              | 55 <sup>th</sup>              | 45 <sup>th</sup>                   |
| Overall | 54 <sup>th</sup> %ile (Meets) | 54 <sup>th</sup> %ile (Meets) | 49 <sup>th</sup> %ile (Approaches) |

Winter 2024 – January 20, 2024

MCSC MAP Growth Performance Measure – Percentage Reaching Projected RIT Target

Exceeds 55<sup>th</sup> % or higher.

Meets 45<sup>th</sup> – 54.9 %.

Approaches 35 – 44.9 %.

Does Not Meet 34.9% or lower.

| Grade   | Math %          | Reading %     | Language %    |
|---------|-----------------|---------------|---------------|
| 7       | 57              | 57            | 55            |
| 8       | 64              | 45            | 48            |
| Overall | 61.8% (Exceeds) | 48.3% (Meets) | 49.4% (Meets) |

### Middle School Subgroups

| Program                    | Math % | Reading % | Language % |
|----------------------------|--------|-----------|------------|
| Special Education          | 45.8%  | 45.8%     | 29.2%      |
| Section 504                | 60.9%  | 34.8%     | 52.4%      |
| Economically Disadvantaged | 61.9%  | 47.6%     | 48.8%      |
| Female                     | 64.2%  | 50.9%     | 50.0%      |
| Male                       | 58.3%  | 44.4%     | 48.6%      |

# MCSC Performance – NWEA MAP Growth

- We are trending towards meeting our NWEA MAP growth performance measures.
- NWEA MAP Growth is a strength of our school at all grade levels and in all subject areas (i.e., math, reading, and language usage).
- This is thanks to the dedicated efforts of our entire faculty.
- Well done everyone!

Accuplacer Results, December 15, 2023 – All Students

| Subgroup                       | College-Ready Reading              | College-Ready Math                    |
|--------------------------------|------------------------------------|---------------------------------------|
| With 504 Plan                  | 24/31 = 77.4%                      | 26/31 = 83.9%                         |
| Without 504 Plan               | 69/80 = 86.25%                     | 67/78 = 85.9%                         |
| Delta                          | Meets – Subgroup is Above 75%      | Meets – Subgroup is Above 75%         |
|                                |                                    |                                       |
| Special Education (SE)         | 21/28 = 75.0%                      | 17/27 = 63.0%                         |
| Non-SE                         | 72/83 = 86.7%                      | 76/82 = 92.7%                         |
| Delta                          | Meets – Subgroup is Above 75%      | Does Not Meet – Subgroup is Below 75% |
|                                |                                    |                                       |
| Male                           | 40/45 = 88.9%                      | 40/45 = 88.9%                         |
| Female                         | 53/66 = 80.3%                      | 53/64 = 82.8%                         |
| Delta                          | Meets – Each Subgroup is Above 75% | Meets – Each Subgroup is Above 75%    |
|                                |                                    |                                       |
| Economically Disadvantaged     | 26/32 = 81.25%                     | 30/32 = 93.75%                        |
| Non-Economically Disadvantaged | 67/79 = 84.8%                      | 63/77 = 81.8%                         |
| Delta                          | Meets – Subgroup is Above 75%      | Meets – Subgroup is Above 75%         |
|                                |                                    |                                       |
| Total                          | 93/111 = 83.7% (Meets)             | 93/109 = 85.3% (Meets)                |

# 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

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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 an intervention form*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- Link to the form: [23-24 Rapid Intervention Form \(RIF\)](#)

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                                       |

# Post 10/1 Retention

- As of today, MEVA's post 10/1 retention stands at 98.4%.
- We are trending towards exceeding our MCSC performance measure and improving our outcomes from prior years.
- Well done everyone!

# MCSC Performance Measures – School Climate

- MEVA is leveraging family outreach, student advisory groups, and faculty collaboration to meet our school climate performance measures.
- MEVA has a solid plan to facilitate the Spring '24 Panorama School Climate Survey between March 25<sup>th</sup> – April 11<sup>th</sup>.

# New SY-2023/2024 Panorama Survey Action Plan

1. *Target School Fit: How well do the activities offered at your child's school match his/her interests?*

➤ **Action Plan (Families):** Individual Learning Plans (ILPs).

2. *Target School Engagement: When you are not in school how often do you talk about ideas from your classes?*

➤ **Action Plan (Students):** Classroom Discussion and extension activities.

3. *Target Feedback and Coaching: How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation processes at your school?*

➤ **Action Plan (Teachers):** Increase teacher/peer observations and feedback. Review teacher evaluation processes; seek faculty input on professional development.

4. *Target Feedback and Coaching: How much feedback do you receive on your work? How much do you learn from the evaluation processes at your school?*

➤ **Action Plan (Staff):** Increase staff observations and feedback. Review evaluation processes; seek faculty input on professional development.

# Individual Learning Plans (ILPs)

**Specific Learning Goal to Meet Each Student's Needs:** The student will develop career readiness skills through experiential opportunities.

➤ What do you do or want to do with your time?

**Career Readiness Experiences/Opportunities:** Employment, internships, virtual job shadowing, volunteering activities, clubs and organizations, portfolio projects, and Career Planning, Early College and AP4ME courses.

➤ What can MEVA offer you to match your interests?

# ILP

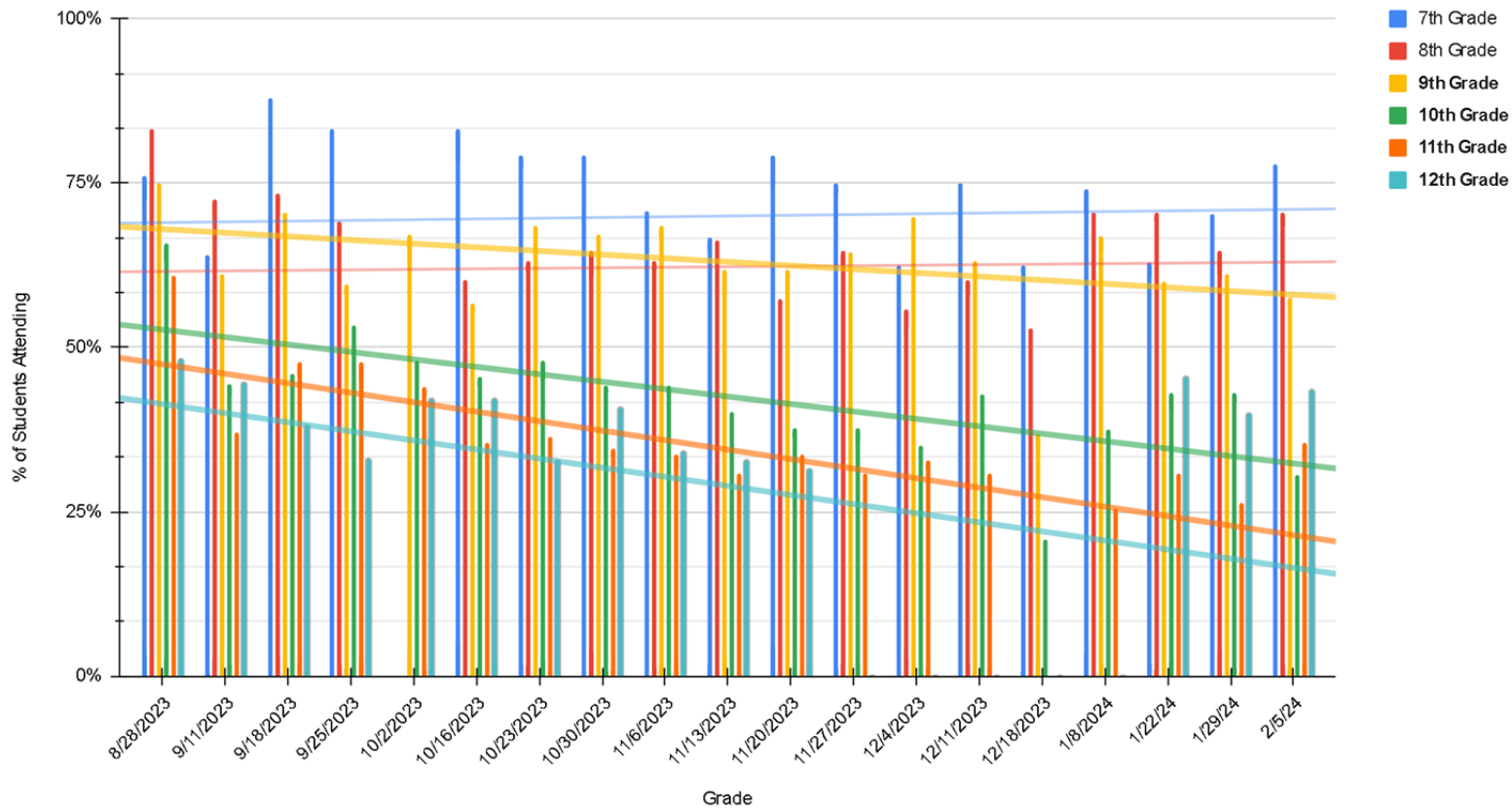
Every student has been asked to complete a Student Interest Survey (Individual Learning Plan). The results below reflect the percentage of students who have completed the ILP at each grade level. \*The numbers reflect the current number of students enrolled in each grade level.

|            | <i>n</i> Value | Total #<br>Completed | % Completed |
|------------|----------------|----------------------|-------------|
| 7th Grade  | 27             | 19                   | 70%         |
| 8th Grade  | 71             | 61                   | 86%         |
| 9th Grade  | 87             | 71                   | 82%         |
| 10th Grade | 89             | 68                   | 76%         |
| 11th Grade | 113            | 94                   | 83%         |
| 12th Grade | 55             | 49                   | 89%         |
| Schoolwide | 442            | 362                  | 82%         |



# Advisory Attendance

8/28/23-2/5/24



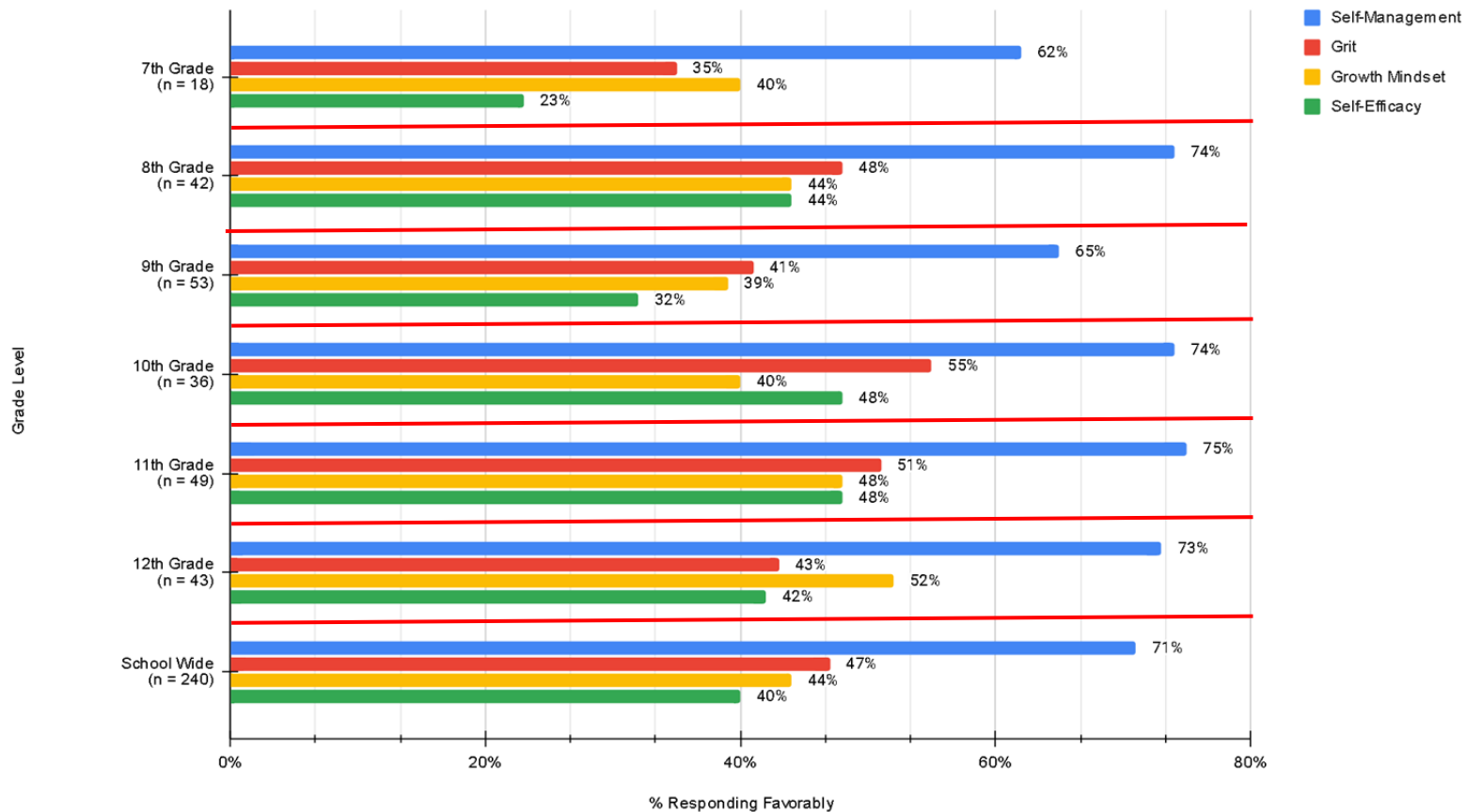
# Advisory Attendance



Key takeaways from the graph:

- Attendance in the Middle School and staying relatively stable throughout the school year.
- The High School is showing a drop in attendance as the school year progresses (12<sup>th</sup> grade is skewed because they had several weeks where they met in Zoom and that attendance is not reflected here).

## SEL Survey Results



# SEL Survey

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Key takeaways from the SEL Survey:

- 7<sup>th</sup> Grade - their biggest area of need is in self-efficacy
- 8<sup>th</sup> Grade - their biggest area of need is growth mindset and self-efficacy
- 9<sup>th</sup> Grade - their biggest area of need is self-efficacy
- 10<sup>th</sup> Grade - their biggest area of need is growth mindset
- 11<sup>th</sup> Grade - their biggest area of need is growth mindset and self-efficacy
- 12<sup>th</sup> Grade - their biggest area of need is grit and self-efficacy
- School wide the biggest area of need is self-efficacy



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# Suggested Area of Focus

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## Self-Efficacy

An individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments.



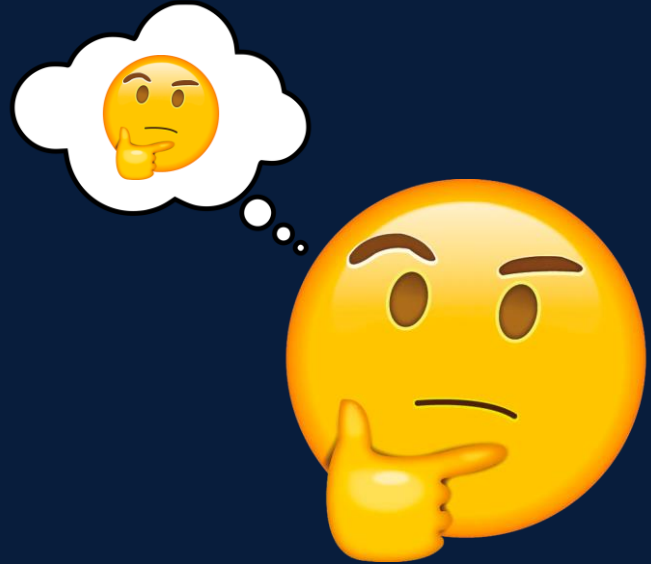
John Hattie's research shows that self-efficacy has an effect size of .63 which indicates that a student's self-efficacy has a positive impact on their academic outcomes.

# Metacognition

MTSS Intervention Strategy

## metacognition

a term used to describe higher order thinking, which involves conscious awareness of and control over cognitive processes used in learning



# Metacognition

Meaning



**to simplify:**

“learning how to learn”

also

“thinking about thinking”

# Metacognition

Practices

## Practices

Being aware of:

- one's own memory and learning limitations
- the learning tasks that one can actually complete in a given duration
- effective and ineffective learning processes



# Metacognition

Practices

## Practices

Planning a successful learning strategy for a certain task

Applying efficient learning strategies to comprehend and learn new information

Monitoring one's own understanding and knowledge

Using effective strategies to retrieve information stored from the past

*When knowledge is applied carefully and purposefully to make sure an objective is achieved, it is referred to as **metacognitive knowledge**.*

# Metacognition

Strategy

## Plan/Organize

Prior to starting a task:

- Establish objectives
- Arrange the order of the content
- Select strategies



## Monitor

While performing a task:

- Check your understanding
- Examine your productivity



## Evaluate

Following task completion:

- Evaluate your performance on the task.
- Assess how effectively you applied the learning strategies
- Decide what needs to be changed next

# Metacognition

Strategy: Guiding Questions for Students

## Plan/Organize

Prior to starting a task:

- What am I supposed to learn?
- What background information will I need for this task?



## Monitor

While performing a task:

- How am I doing?
- Am I moving in the right direction?
- How should I continue?



## Evaluate

Following task completion:

- How did I do?
- What knowledge did I acquire?
- Were my results expected?

# Metacognition

Application in the Classroom



## Application in the Classroom

Use a **gradual release of responsibility** approach

### Incorporate **self-evaluation**

- Prior knowledge (what they already know)
- Areas of improvement (what they don't know)
- Goals (what they want to master)
- Action plan (what they will do to improve)

# Metacognition

Application in the Classroom



## Application in the Classroom

Engage in **visualization**

- Helps develop executive functioning skills

Include **project management**

**Permit mistakes and encourage risk-taking**

# Metacognition

## Advantages

### Advantages

Helps student realize their strengths and weaknesses

Students become capable of:

- Acknowledging one's own ability and gaps in knowledge
- Determine ways to increase understanding or extend abilities



# Metacognition

## Advantages

### Advantages

Knowing their strengths and weaknesses allows them to:

- Actively monitor their learning methods
- Evaluate their readiness for certain assignments and performances

Changes the fixed vs. growth mentality on student learning capacity



# Metacognition

## Advantages

### Advantages

Increases student ownership over their own education

Greater positivity regarding education and learning

Improved academic and behavioral performance



# Metacognition

## Advantages

### Advantages

Increased ability to differentiate between right and wrong behavior

Allows one to consider different perspectives and broadens knowledge and understanding

Increased capacity for self-regulation



# Metacognition

Conclusion



## Conclusion

**Metacognition** describes higher order thinking, which involves conscious awareness of and control over cognitive processes used in learning.

Procedure consists of:

- Planning
- Monitoring
- Evaluation

Expands one's knowledge, builds their personality, and broadens their outlook

# Metacognition

## References

### References

Centre for Innovation and Excellence in Learning. *Ten Metacognitive Teaching Strategies*. Vancouver Island University. Retrieved from [https://ciel.viu.ca/sites/default/files/ten\\_metacognitive\\_teaching\\_strategies.docx](https://ciel.viu.ca/sites/default/files/ten_metacognitive_teaching_strategies.docx)

McGuire, S.Y. and McGuire, S. (2016). *Teach Students How to Learn: Strategies You Can Incorporate in Any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, Virginia: Stylus Publishing, LLC.

# Guidance Update 2/12/2024

- If you have students who have not done ANY work this semester, please notify Dan/Heather and always include Mehry.
- Dan still has some time slots open throughout the week to meet with grade 7-9 students, send your students of concern his way!
- Staff: If you have any requests for things you'd like for us to present on at future PI meetings, please let us know.

# Reminder: Thriving Pulse Check Survey

- All MEVA faculty will complete the Thriving Pulse Check Survey this week.
- The survey link is emailed from Stride Talent Development.
- We are expecting the release tomorrow morning, Tuesday, 13<sup>th</sup>.
- Once we see it, we will alert the faculty.

# Other

- Other topics and/or questions?
- For Semester-2, enter/update your daily schedule on your Google calendars and don't forget to add 'lunch'!
- February Break is Friday, 16<sup>th</sup> through 23<sup>rd</sup>. Please cancel all your live sessions.
- Next Process Improvement Meeting on Monday, February 25<sup>th</sup>, 3:00 pm.
- MEVA virtual high school graduation on Friday, June 7<sup>th</sup>, 2:00 pm, and virtual eighth grade recognition ceremony on Friday, June 14<sup>th</sup>, 11:00 am.

# MEVA Academic Assessment Calendar

2023-2024 School Year

|                                                                 |                                                |
|-----------------------------------------------------------------|------------------------------------------------|
| <b>NWEA (Fall): Math, Reading, &amp; Language Usage</b>         | Grades 7-11, September 12-14                   |
| <b>I-Ready (Fall): Algebra Readiness</b>                        | Grade 9, August 28 - September 29              |
| <b>ACCUPLACER (Fall): Math &amp; Reading</b>                    | Graduating Students, Grade 12, September 12-14 |
| <b>MEAs (Fall): In-Person, Math &amp; Reading</b>               | Grades 7, 8, & 10, October 2-27                |
| <b>NWEA (Winter): Math, Reading, &amp; Language Usage</b>       | Grades 7-11, January 9-11                      |
| <b>I-Ready (Winter): Algebra Readiness</b>                      | Grade 9, January 15 - February 16              |
| <b>NWEA (Spring): Math, Reading, &amp; Language Usage</b>       | Grades 7-11, April 30 - May 2                  |
| <b>I-Ready (Spring): Algebra Readiness</b>                      | Grade 9, May 1-31                              |
| <b>MEAs (Spring): In-Person, Math &amp; Reading and Science</b> | Grades 7, 8, 10, & 11, May 2024                |