



Academic Plan

Maine Virtual Academy

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Academic Plan

Mission and Vision Statements	2
Mission Statement	2
Vision Statement	2
Strategic Goals	3
1. MEVA Strategic Goals - 2023/2024 Baseline:	3
Reading Growth	3
Math Proficiency	3
Assessment Plan	4
1. Northwest Evaluation Association’s benchmark assessment (Measure of Academic Growth [MAP])	4
2. College Board’s ACCUPLACER	4
3. Maine Through Year Assessment	4
4. iReady Algebra Readiness Diagnostic	5
Instructional Practices	5
1. Instructional Practices	5
A. Consistency	5
B. 21st Century Student	5
C. Alignment: Standards, Learning Objectives, Content, and Assessments	6
D. Accessible Content	6
2. Curriculum Mapping	6
A. Curriculum Map Approval Process:	7
B. Standards Alignment	7
3. Courses Offered	7
A. Advisory Curriculum	7
B. Project-Based Learning	8
Support Tools	8
1. Multi-Tiered System of Support (MTSS)	8
2. Universal Accommodations	8
3. Asynchronous/Self-Paced	9
Appendix	10
1. 2024-2025 Weekly Schedule	10
2. 2024-2025 School Calendar	10
3. MEVA Instructional Levels	10
NWEA - Test Percentile	10
4. MEVA Grading Policy	10
Grading Scale:	10
Grading Policy:	11
5. 21st Century Skills are	11

Mission and Vision Statements

Mission Statement

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.

Vision Statement

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 post-secondary career training opportunities.

Strategic Goals

1. MEVA Strategic Goals - 2023/2024 Baseline:

Reading Growth

Indicator	Description	2023-24 Performance BASELINE	Short-term Goal for SY 2024-25 NEXT YEAR	Long-term Goal SY 2028-29 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 measures in reading, with five out of five (5/5) subgroups achieving the 45% threshold for SY-2028/2029.

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	Partially Meet (Approaching) performance measure in math proficiency, with three out of three (3/3) grade levels achieving within	Meet performance measure in math, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state

		averages): Grade 7 - 26% (-12%) Grade 8 - 21% (-18%) Grade 10 - 24% (-18%); and Overall - 24% (-16%).	fifteen percent (-15%) of the applicable state averages, by next year, for all students assessed.	averages by SY 2028/2029, for all students assessed.
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Assessment Plan

1. Northwest Evaluation Association’s benchmark assessment (Measure of Academic Growth [MAP])

Maine Virtual Academy (MEVA) administers the NWEA MAP Growth assessment three times a year: in the fall, winter, and spring. Following the opening date, mainstream testing days will occur on Tuesday, Wednesday, and Thursday. The order of assessments will be math, reading, and language usage for grades 7-11. NWEA testing concludes by the final day of the testing window or at an earlier date. We aim for 95% overall participation.

[Assessment Plan 2024-2025](#)

2. College Board’s ACCUPLACER

MEVA administers the College Board’s ACCUPLACER in Quantitative Reasoning, Algebra, Statistics, and Reading to all graduating students. Students complete the test in the fall and can retake it if they do not meet the cut scores set by the Maine Charter School Commission of 239 in Reading and 226 in Quantitative Reasoning, Algebra, and Statistics.

[Assessment Plan 2024-2025](#)

3. Maine Through Year Assessment

MEVA administers the Maine Through Year Assessment to all students in grades seven, eight, and second year of high school per the state of Maine

guidelines. Students complete the assessment in person in the fall and the spring.

4. iReady Algebra Readiness Diagnostic

MEVA administers the iReady Algebra Readiness Diagnostic to all 7th through 11th-grade students twice a year, in the fall and spring. For students identified for MTSS, this diagnostic will be administered three times: in the fall, winter, and spring.

5. iReady Reading Diagnostic

Starting in the Spring of 2025, MEVA will administer the iReady Reading Diagnostic to all 7th through 11th-grade students twice a year, in the fall and spring. For students identified for MTSS, this diagnostic will be administered three times a year: fall, winter, and spring.

Instructional Practices

1. Instructional Practices

MEVA has developed an [Online Teacher Best Practices Guide](#) to help our teachers navigate teaching and learning in a virtual environment. Each student will be provided courses required to meet graduation requirements. Each core course at MEVA is worth a minimum of 0.5 credits per semester. Each core course will follow the curriculum maps approved by the MEVA School Board. Each student will have access to the MEVA HelpDesk for additional support in their courses.

A. Consistency

Consistency is critical within and across courses. Consistency in your department's courses' format, consistency in your courses' lessons, and consistency in your course content will help students build confidence in engaging with their learning. Consistency and ease of access are two of the most important features of an online course.

B. 21st Century Student

MEVA strives to improve students' 21st-century skills. The online courses MEVA provides enable students to engage in a digital world, apply critical thinking skills, improve problem-solving skills, and increase digital literacy. Your course should include elements of these skills. Engaging students in complex, real-world applications of the content knowledge and providing constructive, timely feedback builds the skills necessary for students to succeed after high school.

C. Alignment: Standards, Learning Objectives, Content, and Assessments

Each course starts with a curriculum map in Chalk. The map is standards-aligned. Math, Language Arts, Social Studies, Art, and Health/PE classes align with the Maine Learning Results. Science classes are aligned to the Next Generation Science standards. Each map is reviewed yearly for accuracy and any changes that need to be made. If a map needs to be edited, the curriculum map approval process must be followed. Each objective, content, activity, and assessment should be aligned with standards. Aligning the course to standards lets students know what they are expected to learn.

D. Accessible Content

Each course needs to be accessible to a screen reader. The platform has accessibility tools to help you create content that meets accessibility standards. Additionally, courses must be accessible so students can easily navigate them and understand their expectations.

2. Curriculum Mapping

Each course starts with a [Chalk](#) curriculum map that is standards-aligned. Math, Language Arts, Social Studies, Art, and Health/PE classes align with the Maine Learning Results, and science classes align with the Next Generation Science standards. Currently, all core content curriculum maps are undergoing board approval. Once the map is board-approved, any changes must follow the approval process outlined below.

Each map is reviewed yearly for accuracy and any changes that need to be made. If a map needs to be edited, the curriculum map approval process must be followed. Students in MEVA's self-contained RISE program will be placed in individual course shells (Math, ELA, Social Studies, and Science). Additional courses, such

as reading strategies, life skills, and academic resources, may also be added. Students in MEVA's ASPIRE program will be placed into the self-paced social studies and science courses to access a curriculum mapped and aligned to grade-level standards. Some accommodations may be developed and provided by the special education case manager. The teacher of record will report grades for the self-paced course.

A. Curriculum Map Approval Process:

1. Complete the Curriculum Map Approval form: name of the course, the reason for the changes, unit(s) that will be affected, impact on the standards covered in the course, and any additional information.
2. The Curriculum Coordinator emails the Academic Administrator about the request.
3. The Academic Administrator reviews the changes with the teachers, notates the form, and approves the changes.
4. The Curriculum Coordinator verifies any necessary information related to standards, notates the form, and approves the changes.
5. The Head of School is the final approval.
6. Once the change is approved, the Curriculum Coordinator will let the teacher know.
7. The teacher can change their content and curriculum maps.

B. Standards Alignment

Each course, assessment, assignment, and quiz must be aligned with content standards. Teachers needing help with standards alignment can contact the Curriculum Coordinator. Course standards are analyzed horizontally across a grade band and vertically within a department to ensure that MEVA students are exposed to a rigorous curriculum.

3. Courses Offered

MEVA offers the following [courses](#).

A. Advisory Curriculum

MEVA has developed an advisory curriculum that allows students to develop relevant skills as 21st-century skills.

[2023-2024 Advisory Implementation Plan](#)

B. Project-Based Learning

MEVA has developed a project-based learning curriculum that aligns with the Maine Learning Results, Common Core State Standards, and Next Generation Science Standards. The curriculum coordinator approves projects based on students' needs and interests, designed to meet individual students' academic and graduation needs.

C. Self-Paced Courses

MEVA offers a variety of self-paced courses. The self-paced courses will run from the first to the last day of school. Each self-paced course is divided into the corresponding semesters (A for the fall and B for the spring). Both semesters' worth of self-paced courses will be available at the start of the school year to accommodate students with credit recovery needs. Self-paced students who may need continuance through the summer will be evaluated on a case-by-case basis by the Head of School and placed in the alternative Project-Based Learning path. General education teachers will monitor student's progress through the self-paced courses regularly to ensure they will complete the course by the last day of school. Students making minimal progress and appearing unengaged should be referred immediately to the engagement team for further support.

Support Tools

1. Multi-Tiered System of Support (MTSS)

MEVA strives to meet the needs of every student. One way that MEVA accomplishes this goal is through an MTSS process. The MTSS process is available for all students in the 0-40th percentile in math or reading on the NWEA.

[MTSS Progress Monitoring Manual 2024-2025](#)

2. Universal Accommodations

MEVA offers the following Universal Accommodations to all students.

1. Extra time: No late penalty
2. Retake quizzes/assignments with the best grade reported in the grade book
3. Step-by-Step Formats for Written Assignments and Projects/Chunking
4. Work-To-Do Widget provides students with a visual of past due assignments and upcoming assignments
5. Substitute Teachers
6. Student-Centered Lessons/Differentiation/Co-Teaching Model
7. Multi-Modal Features
8. Multiple Ways to Accomplish Lesson Objectives
9. Positive Reinforcement for Live Class Attendance
10. Positive Communication with Students and Learning Coaches
11. Grade Frequently (Weekly)
12. Identify Barriers to Students' Success/Rapid Intervention Form

3. Asynchronous/Self-Paced

Students at MEVA come with different needs and plans for their individualized learning experience. Each course should have an asynchronous/self-paced option. Each live session is recorded and made available for students to watch at their convenience. The goal is for every lesson to have a pre-recorded video highlighting the lesson's primary focus. The recording allows students to work through the course at their own pace.

Appendix

1. [2024-2025 Weekly Schedule](#)

2. [2024-2025 School Calendar](#)

3. MEVA Instructional Levels

NWEA - Test Percentile

Below Basic: Urgent Intervention (MTSS): 0-20th Percentile

Basic: Intervention (21-30th): 21-40th Percentile

Proficient: On Watch: 41-80th Percentile

Advanced: Mastered: 81-99th Percentile

4. MEVA Grading Policy

Grading Scale:

A	(4.0)	(93-100%)
A-	(3.7)	(90-92%)
B+	(3.3)	(87-89%)
B	(3.0)	(83-86%)
B-	(2.7)	(80-82%)
C+	(2.3)	(77-79%)
C	(2.0)	(73-76%)
C-	(1.7)	(70-72%)
D+	(1.3)	(67-69%)
D	(1.0)	(63-66%)
D-	(0.7)	(60-62%)

*** The passing cut score is 60% unless the Head of School grants permission.**

Grading Policy:

Maine Virtual Academy (MEVA) implemented an optional new grading policy on August 28, 2023, designed to foster consistency across departments and course formats while promoting a growth mindset and 21st-century thinking skills among students. Under this policy, teachers will establish their grade book at the beginning of each semester, initially entering zeros for all assignments. As students complete their work throughout the semester, new grades replace these zeros, allowing students to effectively “build their grades.” The standard passing score is

60% for all courses, with exceptions granted only through explicit permission from the Head of School.

Teachers are expected to actively support students in understanding this system by demonstrating how to access and view grades in the grade book, explaining how to calculate points needed for passing, and helping identify priority assignments for completion. While teachers are encouraged to adopt this new approach during the 2023-2024 academic year implementation period, they can continue using traditional grading methods. This flexibility ensures that teachers can choose the most effective approach for their courses while supporting MEVA's institutional goals of developing student agency and consistent evaluation standards across both live and self-paced courses. Teachers must set their grade book schemes to "Percentage" and ensure students can see their grades in whichever grading policy they adopt.

5. 21st Century Skills are

- a. Critical Thinking
- b. Creativity
- c. Collaboration
- d. Communication
- e. Information Literacy
- f. Media Literacy
- g. Technology Literacy
- h. Flexibility
- i. Leadership
- j. Initiative
- k. Productivity
- l. Social Skills