



Social Engagement Plan

Maine Virtual Academy

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Social Engagement 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
Individual Learning Plans	4
Synchronous Class Sessions	5
Grade-Level Advisory Groups	6
Weekly Virtual Clubs	6
Monthly Newsletter	7
In-Person Academic and Social Interaction	7
MEVA Meets	7
Work Study Opportunities	8
External Community-Based Opportunities	8
Appendix	10
1. 2024-2025 Weekly Schedule	10
2. 2024-2025 School Calendar	10
3. 2024-2025 Community-Based Opportunities	10
4. 21st Century Skills are	10

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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Individual Learning Plans

MEVA strives to provide learning opportunities designed to meet individual students' unique needs. Every student is given a *Student Interest Survey* at the start of their enrollment (fall and winter). They are then sent the survey each week throughout the school year until it is completed. The survey includes the following questions, which allow MEVA to develop a learning plan that meets their needs and interests.

1. Tell us your name: (this allows a student to provide a preferred or nickname)
2. What is your grade level?
3. What do you do or want to do with your time?
 - a. Specific Learning Goal to Meet Each Student's Needs: The student will develop career readiness skills through experiential opportunities. This question helps us to identify what you enjoy doing. For this question, think about if you could spend your day doing whatever you wanted to do - what would that be?
4. What can MEVA offer you to match your interests?
 - a. Career Readiness Experiences/Opportunities: Employment, internships, virtual job shadowing, volunteering activities, clubs and organizations, portfolio projects, and Career Planning, Early College, and AP4ME courses. This question helps us to identify ways that we can encourage you to pursue your interests and include them in your academic plan. For this question, you do not need to know what MEVA already offers, but rather what would you like to see MEVA offer that would spark your interest.
5. What are your postsecondary plans?
 - a. Attend college

- b. Learn a trade
 - c. Join the military
 - d. Join the workforce
 - e. Unsure
6. What is your ideal career when you graduate?

Once students complete the survey, the MEVA staff can develop a plan that meets their graduation requirements and postsecondary goals. The plan may include work-study, community-based, or project-based learning opportunities.

Synchronous Class Sessions

Live synchronous class sessions form the foundational backbone of social engagement in a virtual charter school, providing consistent, structured opportunities for real-time interaction between students and teachers. These sessions go beyond traditional instruction by incorporating collaborative activities, group discussions, and interactive projects, encouraging peer-to-peer communication and relationship building. Teachers can strategically design their synchronous time to include breakout room discussions, student-led presentations, group problem-solving exercises, and informal check-ins that help students develop comfort with virtual social interaction and build connections with their classmates.

The predictable rhythm of regular synchronous sessions helps establish a sense of community and shared experience among students who might otherwise feel isolated in their online learning journey. Students develop the confidence to participate actively in online social settings through thoughtfully planned activities like virtual morning meetings (Morning Assembly with Mr. Fournier), collaborative study groups (HelpDesk), and peer review sessions. These live sessions also serve as a gateway to other social engagement opportunities, as teachers can use this time to promote upcoming club activities or celebrate students' involvement in community initiatives. The relationships formed during synchronous classes often extend into other virtual social spaces, creating a network of peer support that enhances the overall virtual school experience.

Grade-Level Advisory Groups

Every MEVA student is enrolled in a grade-level advisory group. This group meets once weekly and allows students to develop 21st-century thinking skills, engage in peer-to-peer interactions, and get to know their grade-level advisors.

The Grade-Level Advisory Program is a cornerstone of our virtual charter school's commitment to student engagement, social-emotional development, and academic success. This program creates meaningful connections between students and faculty while fostering community in our digital learning environment.

Our social connection initiatives encompass regular ice-breaker activities and team-building exercises, complemented by student-led discussion groups focused on shared interests. The social-emotional learning component features weekly activities aligned with CASEL competencies, incorporating mindfulness and stress-management techniques. Students develop conflict resolution strategies and digital citizenship skills while focusing on online communication. The program emphasizes identity development and self-awareness exercises to support personal growth.

Weekly Virtual Clubs

Along with the weekly grade-level advisory groups, MEVA offers an array of virtual clubs that meet weekly. Virtual clubs are a cornerstone of social engagement in online education, providing students with structured opportunities to connect beyond the academic classroom. These digital gathering spaces allow students to pursue shared interests—from birds/animals to chess and math—while developing meaningful peer relationships. Unlike standard class interactions, virtual clubs create an informal environment where students can take leadership roles, collaborate on passion projects, and engage in organic conversations, helping combat the isolation that sometimes accompanies online learning.

The flexible nature of virtual clubs makes them particularly effective for virtual schools. Students can participate from any location, allowing for a diverse membership from different backgrounds. Club meetings are scheduled for after school at 3:00 p.m. This consistent social interaction helps build a strong school community and gives students a sense of belonging, even though they may never meet their peers in person.

Monthly Newsletter

A monthly newsletter serves as a vital communication hub that weaves together students' diverse social experiences and achievements across the virtual school community. This digital publication highlights student participation in clubs, community activities, and the digital school, creating a shared narrative that helps students, families, and staff feel connected to the broader school community. By featuring student spotlights, upcoming events, and photos, the newsletter transforms individual experiences into collective moments that strengthen school culture and encourage greater participation in social opportunities.

The newsletter also functions as a strategic tool for promoting social engagement by showcasing the variety of ways students can get involved and connect with their peers. Each edition might include announcements about upcoming events and tips for making the most of virtual school opportunities. This regular celebration of student involvement helps normalize social participation within the virtual school environment. It provides concrete examples of how students can balance online academics with meaningful social connections.

In-Person Academic and Social Interaction

In-person academic and social interaction opportunities provide essential complementary experiences for virtual public school students, creating a well-rounded educational journey that combines the flexibility of online learning with the irreplaceable benefits of face-to-face connections. These interactions allow students to develop crucial interpersonal skills, such as reading social cues, practicing real-time communication, and building meaningful relationships with peers with similar interests and experiences. These opportunities at MEVA include but are not limited to:

- In-person State Testing
- Attending sporting events
- MEVA Meets

MEVA Meets

MEVA Meets is an innovative blended learning initiative for students enrolled in a virtual public charter school. This program offers structured in-person support sessions at a physical office location, creating a hybrid educational experience that

combines the flexibility of online learning with the benefits of face-to-face interaction.

Work Study Opportunities

Work-study opportunities within a virtual charter school environment create unique pathways for students to gain real-world experience while fostering meaningful social connections with professionals and peers. These programs combine remote and in-person elements, allowing students to engage with local businesses, nonprofits, and community organizations while maintaining the flexibility of their online education. Students might participate in in-person work and online education, all while developing crucial workplace communication skills and professional relationships.

The social engagement aspects of work-study programs extend beyond the immediate workplace environment. Students can share their experiences with classmates through virtual mentoring sessions, career panels, and peer discussion groups. Regular check-ins with guidance counselors create a supportive community where students can discuss challenges, celebrate successes, and learn from each other's experiences. These interactions help students build confidence in professional settings while strengthening their connection to the school community. Students see how their academic learning applies to real-world situations and can share these insights with their peers.

The work-study program includes several surveys to prepare students for the workplace. These surveys are completed with the student's guidance counselor.

1. [Student Mock Interview](#)
2. [MEVA Job Survey - I have HAD a job](#)
3. [MEVA Job Survey - I have NOT had a job](#)
4. [MEVA Job Interest Survey](#)

Additionally, students can earn credit toward graduation by working. For every 60 hours, they earn 0.5 elective credit hours. To document their hours worked, students complete the External Credit Form.

External Community-Based Opportunities

These community-based opportunities are natural bridges between students' online academic experience and their local environment, helping them develop a sense of

Social Engagement Plan



place and purpose within their immediate community. Students might participate in regular service projects, join local chapters of national organizations, attend workshops at community centers, or engage in environmental initiatives specific to their area. The school can facilitate these connections by maintaining an updated database of local opportunities, coordinating group sign-ups for popular events, and creating virtual reflection spaces where students can share their experiences and inspire others to participate in similar activities. This virtual and physical engagement blend helps students build well-rounded social networks while developing important civic engagement skills.

Appendix

1. [2024-2025 Weekly Schedule](#)
2. [2024-2025 School Calendar](#)
3. **2024-2025 Community-Based Opportunities**
4. **21st Century Skills:**
 - 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