

Professional Learning Meeting Agenda – 8/25

- MEVA Mission and Vision.
- Introduction to MEVA's Performance Framework.
- Panorama School Climate Survey.
- Win over the student initiative – Stephanie Emery.
- Annual Compliance Training – Stephanie Emery.
- Introduction to the MEVA Guidance Department.
- Professional Learning Book Study – Dr. Christina O'Grady.
- Professional Learning Brightspace Design – Nicole Hart.
- Other and next Process Improvement Meeting on Monday, September 8th, 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

MEVA's Performance Framework

- As a public charter school, MEVA has a performance framework that measures our progress and outcomes in key areas.
- These include Student Achievement; School Climate and Family Engagement; Organizational Sustainability; Financial Management and Viability; School Mission and Student Persistence; and School Customization.
- SY-2025/2026 is the first year in MEVA's renewal cycle, since our founding in 2015.
- The MEVA faculty works towards meeting/exceeding our performance measures each school year.

Spring '25 Panorama School Climate Survey Results

- A complete set of Panorama School Climate Survey Results was sent to you via email.
- Overall, MEVA's Spring '25 Panorama School Climate Survey Results exceeded expectations in the family, teacher, and staff groups.
- Our student group is meeting expectations but showing a growth opportunity in their perception of rigorous expectations.
- Let's dig into the student results for Rigorous Expectations.

Spring '25 Panorama School Climate Family Survey Results

Results from 3/3 required scales on the Family Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).

***For results in all categories, the following criteria were chosen: Non-urban, All School level, and Medium FRPL%.*

Required Scales	%, %ile Compared to Like Schools Nationally
School Climate	86%, 99th percentile
Safety	94%, 99th percentile
School Fit	73%, 90th percentile

Number of Families	411
Number of Responses	218
Participation Percentage	53%

Spring '25 Panorama School Climate Teacher Survey Results

Results from 4/4 required scales on the Teacher Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).

Required Scales	%, %ile Compared to Like Schools Nationally
School Climate	69%, 80th percentile
Leadership	66%, 70th percentile
Professional Learning	70%, 90th percentile
Feedback and Coaching	67%, 90th percentile

Number of Responses	51
Participation Percentage	100%

Spring '25 Panorama School Climate Staff Survey Results

Results from 4/4 required scales on the Staff Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).

Required Scales	%, %ile Compared to Like Schools Nationally
School Climate	74%, 90th percentile
Leadership	88%, 99th percentile
Professional Learning	76%, 99th percentile
Feedback and Coaching	88%, 99th percentile

Number of Responses	10
Participation Percentage	100%

Spring '25 Panorama School Climate Student Survey Results

2.3 School Climate: Panorama School Climate Survey - Student Results

Results from 4/4 required scales on the FamilyStudent Panorama School Climate Survey will be 50% or higher when compared to like schools (%FRL, grade band, urban/rural).

Required Scales	%, %ile Compared to Like Schools Nationally
School Climate	74%, 99th percentile
Safety	93%, 99th percentile
Rigorous Expectations	69%, 40th percentile
Teacher-Student Relationships	73%, 90th percentile

Number of Responses	383
Participation Percentage	82.7%

Spring '25 Panorama School Climate Survey: Rigorous Expectations - Students

School Rigorous Expectations

Your average

69%

383 responses

Change

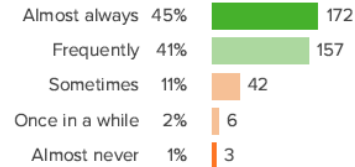
▼ 2

since last survey

District average: **69%** Maine Virtual Academy

How did people respond?

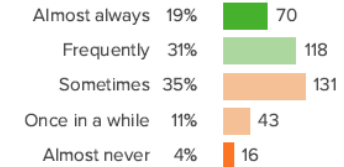
Q.1: How often do your teachers take time to make sure you understand the material?



▼ 2 from last survey

Favorable: **87%**

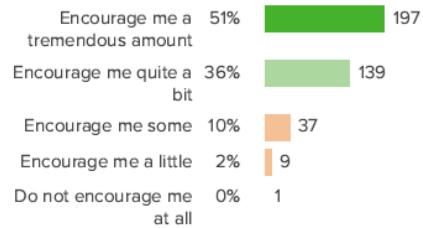
Q.2: How often do your teachers make you explain your answers?



▲ 2 from last survey

Favorable: **50%**

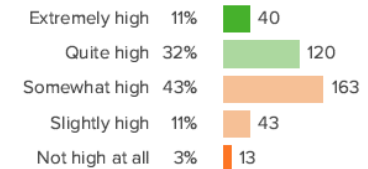
Q.3: How much do your teachers encourage you to do your best?



▼ 6 from last survey

Favorable: **88%**

Q.4: Overall, how high are your teachers' expectations of you?



▼ 2 from last survey

Favorable: **42%**

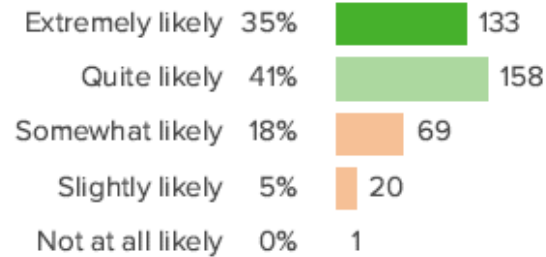
Spring '25
Panorama
School Climate
Survey: Rigorous
Expectations –
Students
(continued)



Maine Virtual Academy

"Spring 2025 School Climate Surveys Panorama Student Survey , Grades 6-12"

Q.5: When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?



▼ **3** from last survey

Favorable: **76%**

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](#)



Compliance Trainings

Vector Training Link:

<https://meva-me.safeschools.com/>



- Reminder; overdue trainings must be completed as soon as possible, before the training modules close out.
- We will continue our MEVA swag drawings, for those who completed trainings within the due dates.
- Thanks to the 96% who completed 100% of their Vector trainings!
- Drawing will take place later in September.

YOU ARE CHAMPS!



INTRODUCTION TO MEVA SCHOOL COUNSELING SERVICES

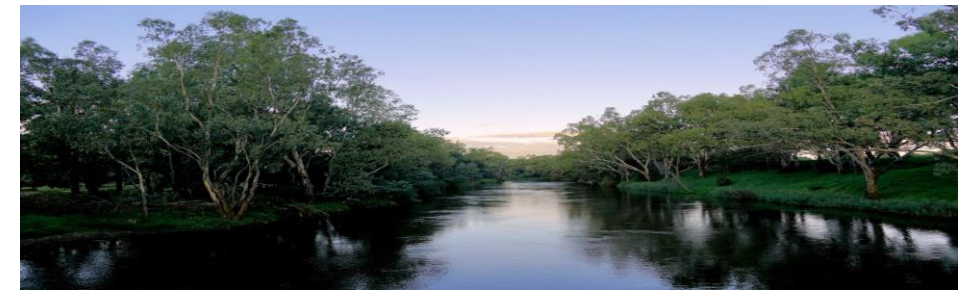
MEVA SCHOOL COUNSELORS

Dan Pierce- Grades 7-10

Heather Tyler- Grades 11 & 12



WHAT WE DO AT MEVA



- Provide students with resources to support academic success, the making of sound personal decisions and planning for post-secondary education and careers.
- Confer with parents, guardians, teachers, and counselors to improve student behavior and performance.
- Participate in meetings of IEP teams and 504 plan teams.
- Develop students' course loads and academic transcripts, monitoring their progress towards graduation, and addressing credit deficiencies.
- Attend and participate in faculty meetings, education conferences, and teacher training workshops.
- Help students find and explore Career-Technical-Education (CTE) pathways via the MEVA Career Readiness Program/Work-Study and other venues.
- Work collaboratively with teaching staff and families to create and maintain Individualized Learning Plans (ILP).
- Encourage students to complete the FAFSA, apply for the Mitchell Scholarship, and pursue other scholarships.

WHAT (ELSE) WE DO AT MEVA

- Serve as school liaison to DHHS, the court system, and other agencies interfacing with students.
- Promote and help to maintain a positive school climate.
- Observe student behavior to counsel them on how to enhance personal growth and maturity.
- Meet with students individually and within groups to support their goals through counseling.



Book Study

- Dr. Christina O'Grady.

Engaging Professional Learning

Session 1: Belonging Through a Culture of Dignity

Poll

- A. Intrinsic Motivation
- B. Extrinsic Motivation
- C. A sense of belonging
- D. Being able to do the academic work
- E. Connection to a teacher

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Belonging Research

A study with **9,500+ students** found that students who received a belonging intervention were more engaged and active long-term compared to those who did not.

Interventions centered on belonging foster lasting motivation and resilience.



Open Ended Question

Ready? Enter your answer here

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Belonging Through a Culture of Dignity

This professional learning journey is based on the work of **Floyd Cobb & John Krownapple**. We will explore ways to build belonging through dignity. Additional resources include ***10 to 25: The Science of Motivating Young People*** by David Yeager, PhD.

Bring your lived experiences and perspectives, acknowledging that biases exist, while keeping an open mind.

The Current State of Equity in Education

- Many initiatives exist nationwide (e.g., culturally responsive and sustaining pedagogy)
- Schools still struggle to implement equity that truly reshapes student experiences
- Institutions often remain in a cycle of *equity dysfunction*

What's Missing?

- Belonging: Feeling appreciated, validated, accepted, and treated fairly
- Dignity: Recognition of each person's inherent worth and value
- These concepts seem simple but have transformative power when deeply explored



Collaborate Board

^ Instructions

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Overcoming Dignity Distortions



Open Ended Question

Ready? Enter your answer here

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The Promise

By centering inclusion, belonging, and dignity in educational practice, we can help schools fulfill democracy's promise and break the cycle of equity dysfunction.

The Belonging Intervention

Storytelling that supports belonging should include these elements:

- Normalize that struggle is part of learning
- Provide an example of positive change
- Show actions students can take
- Demonstrate how small steps create a snowball effect



Open Ended Question

Ready? Enter your answer here

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Homework

1. Craft a short story for your students using the four elements of belonging storytelling
2. Share that story in class, ensuring accessibility (visuals, audio, and text support)
3. Be ready to reflect on how students responded

Brightspace Design

- Nicole Hart.

Other

- Other topics and/or questions?
- Labor Day is **Monday, September 1st**. Please cancel your live sessions.
- Next Process Improvement Meeting on **Monday, September 8th, 3:00 pm.**
- MEVA virtual high school graduation on **Friday, June 5th at 2:00 pm.** MEVA virtual eighth grade recognition ceremony on **Friday, June 12th at 11:00 am.**
- Looking ahead, the Last Day of School is **June 12th**.
- PL Meeting Materials are posted at:
<https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-professional-learning-pl-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.