

# Professional Learning Meeting Agenda – 9/15

- MEVA Mission and Vision.
- Introduction to MEVA's Performance Framework (Continued).
- NWEA MAP Growth Targets.
- Thriving Pulse Check Survey #1 Launch.
- Win over the student initiative.
- Help Desk Update – Nicole Hart.
- Reminders – Dr. Christina O'Grady.
- Professional Learning Book Study – Dr. Christina O'Grady.
- Special Education Update – Lena Vitagliano.
- Other and next Process Improvement Meeting on Monday, September 22<sup>nd</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

# SY2025/2026 Updated Assessment Calendar

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 16, 17, 18, 2025 (Makeup Day - September 19, 2025)	January 13, 14, 15, 2026 (Makeup Day - January 16, 2026)	April 28, 29, 30, 2026 (Makeup Day - May 1, 2026)
MEA (ELA & Math)	October 6-17, 2025	NA	April 6-17, 2026
MEA (Science)	NA	NA	April 6-17, 2026 (HS)  May 11-22, 2026 (8 <sup>th</sup> Grade)
ACCUPLACER	September 16, 17, 18, 2025, with makeup days scheduled throughout the year	Ongoing	Ongoing
i-Ready Diagnostic	<b>ALL 7<sup>th</sup> - 11<sup>th</sup> grade students will complete math &amp; Reading.</b> August 25 - September 9, 2025, during Math & English classes, with makeups held during FOX Time and HelpDesk	January 13-15, 2026  (For mid-year enrollees only)	May 26-29, 2026, during Math & English classes, with makeups held during FOX Time and HelpDesk

# 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 third renewal cycle**, since our founding in 2015.
- The MEVA faculty works towards meeting/exceeding our performance measures each school year.

# NWEA MAP Growth Targets

- **Middle School (grades 7 & 8):** At least forty-five percent (45%) of students attain their growth targets in math, reading, and language usage.
- **Whole School (grades 7-11):** The whole school median conditional growth percentile is at least 50<sup>th</sup> for each interval: fall to, winter; winter to spring; and fall to spring, in math, reading, and language usage.

# Thriving Pulse Check Surveys

- The MEVA faculty participates in a Thriving Pulse Check Survey three times during the school year: September, February, and May.
- We appreciate your effort to complete them.
- We will share the results at future Professional Learning meetings.

# 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.

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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 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](#)



# WELCOMING Fox Mentors & Fox Tutors!

## Fox Mentors:

Students leaders who help build community in HelpDesk.

- Must have been a MEVA student for at least **1 year**
- Complete *Fox Mentor Training* plus *Fox Tutor Training*
- Focus on below: communication, positivity, and no questions with co-host tools



## Fox Tutors:

Student leaders who support academics

- Must be **passing their class**
- Able to communicate ideas effectively
- Complete *Fox Tutor Training* to support peers academically and with co-host tools



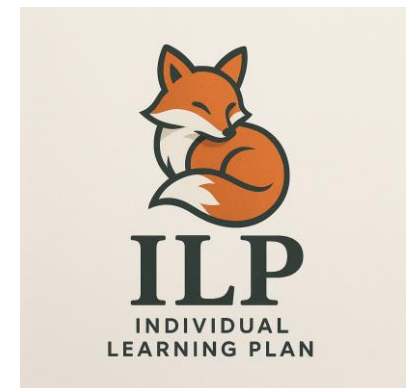
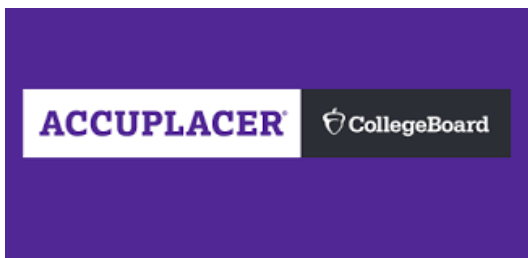
# Changes to the Assessment Plan

- MEA (Maine Through Year): Now in April instead of May
- 8<sup>th</sup> Grade Science ONLY in May
- i-Ready is now the end of May

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# NWEA & ACCUPLACER Reminders

- Please review the vector NWEA & ACCUPLACER training and be sure to sign off on the Google form acknowledging that you reviewed it, can access the resources, and let me know if you have any questions.
- Once students have completed either their NWEA or ACCUPLACER, please have them complete their i-Ready diagnostics and ILP Survey (if applicable)



# Beyond Diversity

Moving Toward True Inclusion

# Understanding Different Perspectives

## Neurological Models of Adolescent Competence

### Incompetence Model

### Competence Model

- Brain “under construction”
- Poor impulse control
- Limited reasoning
- Need for protection

**Result:** Restrictive policies

- Adaptive specialization
- Enhanced learning
- Flexible thinking
- Social sophistication

**Result:** Gradual autonomy

# Understanding the Difference



## Diversity

### The Representation

- Who is in the room
- Demographic composition
- Numbers and statistics
- Physical presence
- Access to spaces



## Inclusion

### The Experience

- Who has voice and influence
- Quality of participation
- Sense of belonging
- Psychological safety
- Opportunity for authentic contribution



# Time to Climb



## How to Edit

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# Inclusion

Being inclusive is a matter of access that promotes community and belonging while honoring individuals' live experiences.

## Key Elements of Inclusion

- **Meaningful Access:** Real opportunities to participate and contribute
- **Community Building:** Creating connections and shared purpose
- **Belonging:** Feeling valued and accepted as you are
- **Honor Lived Experiences:** Recognizing and valuing what people bring
- **Authentic Participation:** Being able to show up as your true self

# Overcoming Barriers

## Common Barriers to Inclusion

### Individual Level

- ▶ Unconscious bias
- ▶ Lack of awareness
- ▶ Fear of saying the wrong thing
- ▶ Assumptions about others

### System Level

- ▶ Policies that exclude
- ▶ Lack of representation in leadership
- ▶ Inflexible structures
- ▶ Cultural norms that favor some groups

## Strategies for Change

- ▶ Listen to and center marginalized voices
- ▶ Examine and change policies that create barriers
- ▶ Provide ongoing education and support
- ▶ Create multiple pathways for participation
- ▶ Measure inclusion, not just diversity



# Open Ended Question

Ready? Enter your answer here

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# Path to True Inclusion

## Key Principles

- **Diversity is the starting point, not the destination** - Getting different people involved is just the beginning
- **Asset-based approaches** - Honor and build upon what people bring rather than focusing on deficits
- **True inclusion requires belonging** - People need to feel they can be authentic and valued
- **Intersectionality matters** - Consider multiple, overlapping identities and experiences
- **Systemic change is essential** - Individual efforts must be supported by institutional transformation

# The Bridge to Belonging



## Inclusion as the Bridge

Inclusion serves as the critical bridge between diversity and belonging. Without it, diversity efforts remain surface-level, and true belonging remains elusive.

### The Journey

#### DIVERSITY

Different people  
present

#### INCLUSION

Everyone can participate  
authentically

#### BELONGING

Everyone feels valued  
and accepted

# Your Next Steps

## Homework: Examine Your Environment

### Self-Assessment Questions

1. **Who has voice here?** Look around your classroom, workplace, or organization. Who speaks up? Who gets listened to? Who makes decisions?
2. **Who feels they can be authentic?** Can people bring their whole selves to work/school? Do they need to hide parts of who they are?
3. **What would need to change for everyone to truly belong?** What barriers exist? What could be different?

**Your honest assessment:**

# Special Education Update

1. Lena Vitagliano will provide a special education update.

# Other

- Other topics and/or questions?
- Next Professional Learning (PL) Meeting on **Monday, September 22<sup>nd</sup>, 3:00 pm.**
- Indigenous Peoples' Day is **Monday, October 13<sup>th</sup>.** Please cancel your live sessions.
- MEVA virtual high school graduation on **Friday, June 5<sup>th</sup> at 2:00 pm.** MEVA virtual eighth grade recognition ceremony on **Friday, June 12<sup>th</sup> at 11:00 am.**
- Looking ahead, the Last Day of School is **June 12<sup>th</sup>.**
- 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.