

Professional Learning Meeting Agenda – 10/6

- MEVA Mission and Vision Review.
- Operationalizing the MEVA Mission and Vision.
- Win over the student initiative.
- State Testing Update – Stephanie Emery.
- Help Desk Update – Nicole Hart.
- NWEA Grade Report Summary – Dr. Christina O’Grady.
- Reminders – Dr. Christina O’Grady.
- Book Study – Dr. Christina O’Grady.
- Other and next Professional Learning (PL) Meeting on Monday, October 20th, 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.



2026 Best Charter High Schools in Maine

The 2026 Best Charter High Schools ranking is based on rigorous analysis of key statistics and millions of reviews from students and parents using data from the U.S. Department of Education. Ranking factors include state test scores, college readiness, graduation rates, teacher quality, and charter school ratings. SAT/ACT scores have been removed from this year's rankings to reflect a general de-emphasis on test scores in the college admissions process. [Read more on how this ranking was calculated.](#)

[Where Niche Grades come from](#) and [how Niche calculates rankings.](#)

Best schools


Most diverse


Best teachers


College prep

Largest


Niche standout schools

More 

 View on Map

Maine 

Includes Hig... 

Public, Charter 


1-7 of 7 results

Search type

Schools

Districts

Maine Virtual Academy

 Augusta, ME · Online School · 7-12 · ★★★★★ 25 reviews

Freshman: I've been a MEVA student since 7th grade. I've had learning issues, and that's one of the reasons I switched to online schooling. By far, MEVA is the b ... [Read 25 reviews](#)



Operationalizing the MEVA Mission and Vision

- MEVA operationalizes our mission and vision by facilitating a continuous cycle of **assessment, instruction, and support**.
- We are aiming for excellence and consistency as we accomplish our:
 - **Assessment Calendar,**
 - **Curriculum Maps, and**
 - **Muti-Tiered System of Supports (MTSS).**

Thank you to the MEVA faculty!

- We believe that we have the BEST faculty at MEVA.
- We thank you for your dedication.

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](#)

Fall Testing Update 10/06/25

Overall strong testing attendance on Day 1!

AM Sessions:

- 100% Attendance – Saco & Auburn
- 1 RS each for; PI, Bangor, Augusta
- 2 RS for Farmington

PM Sessions:

- 100% Attendance – Auburn, Farmington, Saco
- 3 RS for Bangor
- 1 RS for PI
- 2 RS for Augusta

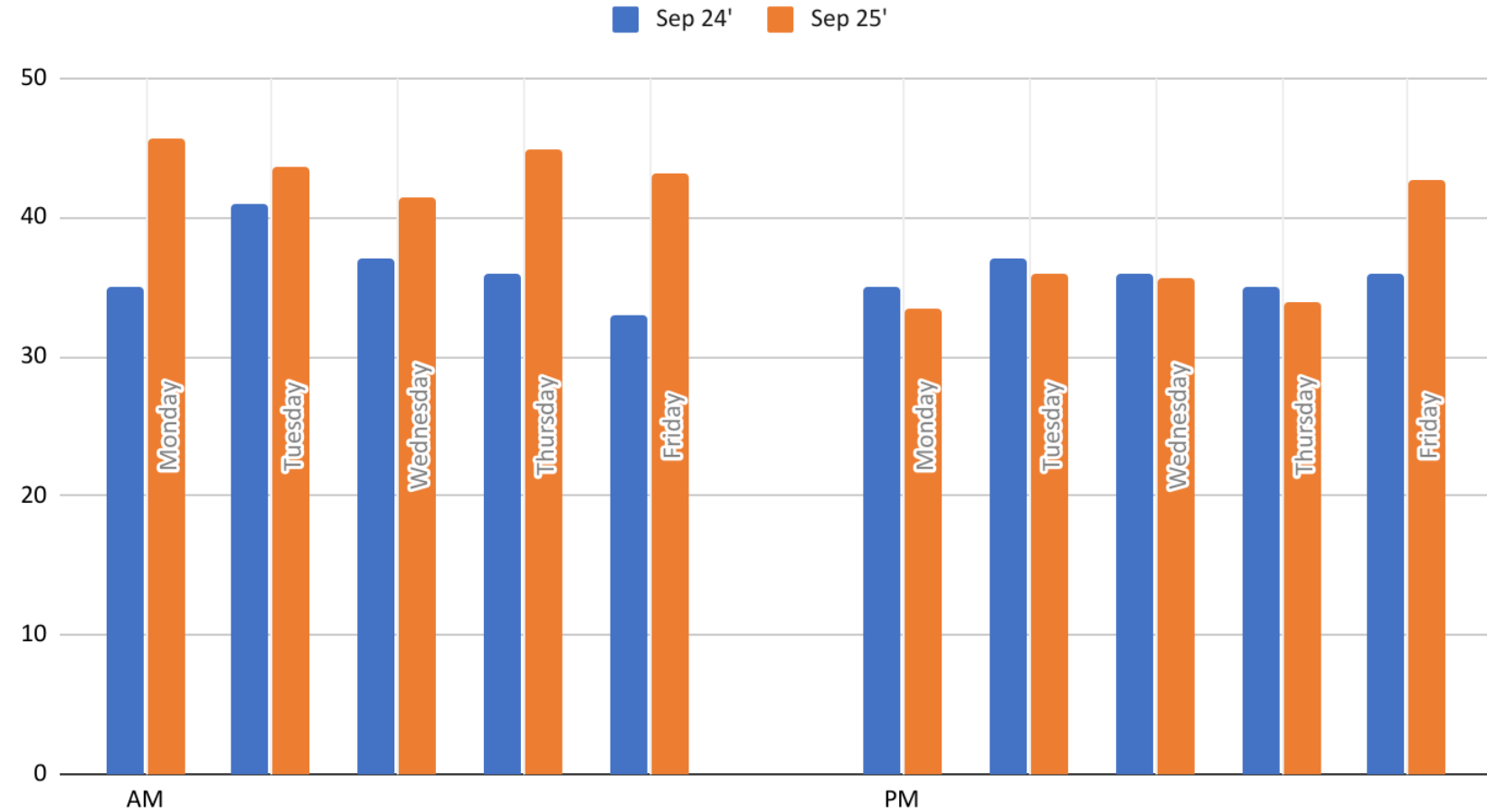
Reminders:

- Please continue to log attendance in the testing workbook as students arrive, so that Office Team can help support the rescheduling efforts.
- Please provide student's testing breaks, it is recommended to break after an hour of testing at a time. Sample schedule in the workbook.
- Returning Testing Kits;
 - Neatly pack up your test kits with the appropriate amount of equipment in each box.
 - Test Sites – return everything immediately following the final day of your testing location. Put kits back in the same place under your sign in the south wing.
 - Travel Proctors – Return equipment once you have completed all your assignments and/or no later than 10/24, unless you have special approval by Dr. Browne and Stephanie Emery.

HelpDesk Student Attendance



Average Amount of Time at HelpDesk

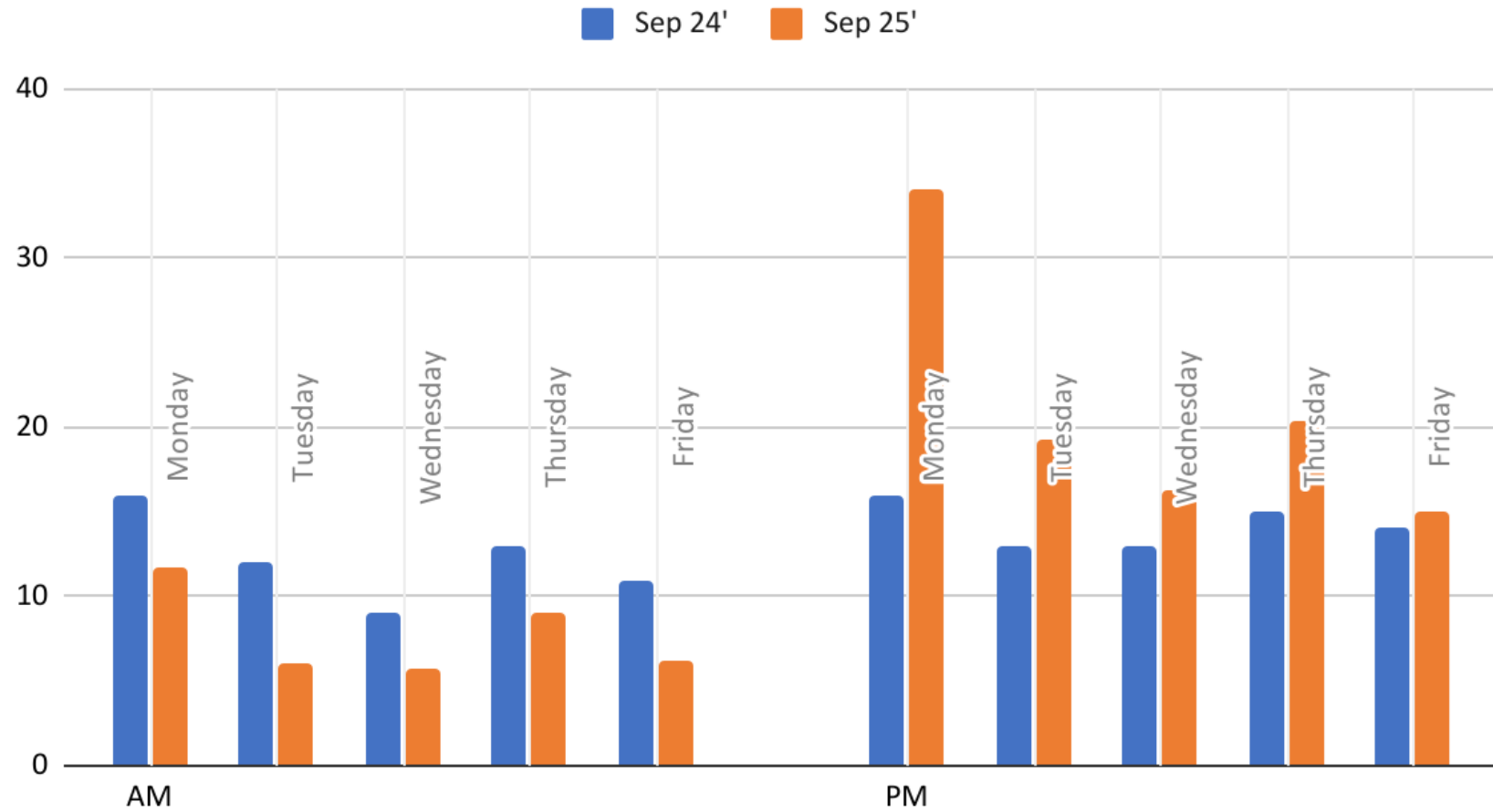


NOTE* AM includes only HS; PM includes Both MS & HS

HelpDesk Student Attendance



Average number of Students at HelpDesk



NOTE* AM includes only HS; PM includes Both MS & HS



HelpDesk Engagement – September



September Student Attendance by Grade Level

7th - 22/24 - 92%

8th - 25/69 - 36%

9th - 31/63 - 49%

10th - 24/104 - 23%

11th - 23/127 - 18%

12th - 22/113 - 19%



HelpDesk Engagement – September

Overall Participation

- ✓ 147/500 students (30%) joined at least one LIVE HelpDesk session
 - 100/407 HS students (25%)
 - 47/93 MS students (51%)

By Level of Engagement

- 📅 64 students attended **one** live session in September
- 🔄 83 students attended **two or more** live sessions
- 🌟 **Frequent Attenders: 36 students** attended **one live session every week** (all 4 weeks!) (GPA 5-10% Higher)



HelpDesk KUDOS!

🎉 **Carla Hamilton is at it again!**

She's offering students **credit for attending HelpDesk and working on English**—what an awesome way to motivate and support learners.

👏 Thank you for promoting HelpDesk and making it a place where students can grow. Great job, Carla! 🌟



Other Things Happening at HelpDesk!

🌟 Student Leadership & Support

- **Student Tutor Training Program** – preparing students to support peers academically (6 students have completed training 3 more are working on it.)
- **Fox Mentors** – building belonging & community connections (6 students)
- **Fox Academic Tutors** – peer-to-peer academic support (6 students)
- **NHS Tutors** – National Honor Society students offering support (1 student)

✍️ Writing Support

- **Writing Center** – reopening this year to strengthen peer writing

📖 Community & Engagement

- **Prodigy Math and English Time** - Hosted by Joselyn & Sully
 - Mondays at 2:00 PM in BOR 2
- **HelpDesk Story Nook: Read-Aloud Time**
“*Curl up, tune in, and let the story begin.*” – Hosted by Kira
 - First book: *I Survived the Black Death*
 - Mondays at 2:00 PM in BOR 1

💬 Community Discussions (MS & HS)

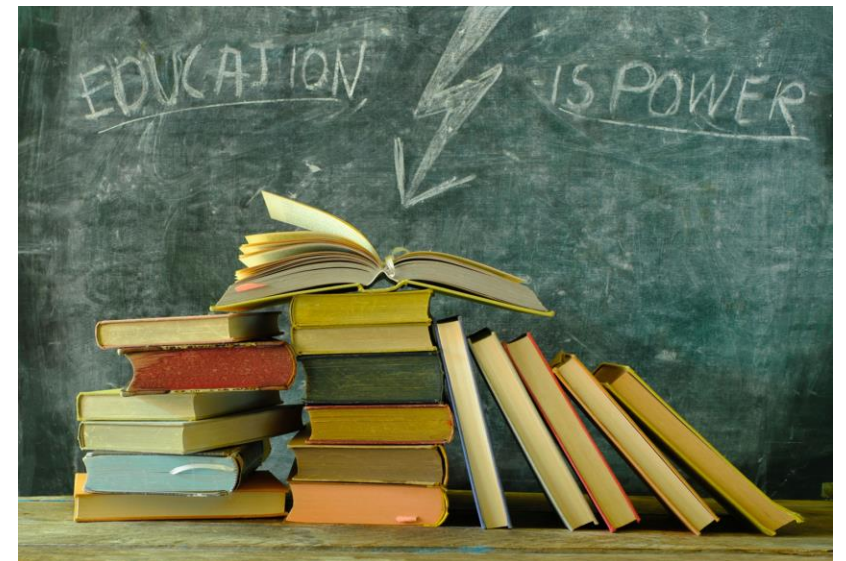
- 💬 Introductions – 66 students | 242 interactions
- 🍎 MEVA Food Network – 6 students | 11 interactions
- 📖 Book Reviews & Suggestions – 9 students | 11 interactions
- 🐾 Pet Parade – 20 students | 37 interactions

Strengths & Weaknesses - By Grade Level – Fall '25 NWEA MAP

Fall 2025-26		
Mathematics		
	Strength	Weakness
7th Grade	Geometric Reasoning	Algebraic Reasoning
8th Grade	Quantitative Reasoning	Algebraic Reasoning
9th Grade	Quantitative Reasoning	Statistical Reasoning
10th Grade	Statistical Reasoning	Geometric Reasoning
11th Grade	Statistical Reasoning	Algebraic Reasoning
Reading		
	Strength	Weakness
7th Grade	Key Ideas & Details	Craft & Structure
8th Grade	Vocabulary Acquisition & Use	Key Ideas & Details
9th Grade	Key Ideas & Details	Craft & Structure
10th Grade	Vocabulary Acquisition & Use	Craft & Structure
11th Grade	Vocabulary Acquisition & Use	Key Ideas & Details
Language Usage		
	Strength	Weakness
7th Grade	Language: Understand, Edit for Mechanics	Writing: Write, Revise Texts for Purpose and Audience
8th Grade	Language: Understand, Edit for Mechanics	Language: Understand, Edit for Grammar, Usage
9th Grade	Language: Understand, Edit for Mechanics	Writing: Write, Revise Texts for Purpose and Audience
10th Grade	Language: Understand, Edit for Grammar, Usage	Writing: Write, Revise Texts for Purpose and Audience
11th Grade	Language: Understand, Edit for Mechanics	Writing: Write, Revise Texts for Purpose and Audience

Curriculum Map Review

- The Curriculum Advisory Committee will be meeting on October 16th to do the first review of the following maps:
 - Oceanography
 - Spanish 1
 - Early/Late Medieval History
- If you have any questions related to preparing your maps for review, please let me know.



Assessment Calendar

- With moving the MEA - Math & ELA to April, the window for Spring NWEAs is shifting to the first week in May

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)	May 5, 6, 7, 2026 (Makeup Day - May 8, 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 th Grade)
ACCUPLACER	September 16, 17, 18, 2025, with makeup days scheduled throughout the year	Ongoing	Ongoing
i-Ready Diagnostic	ALL 7th - 11th-grade students will complete math & Reading. 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

Beyond Strategies

Building a Sustainable Culture of Dignity

Session Overview: This presentation explores how to move beyond individual interventions toward creating organizational cultures that sustain dignity for all members.

Learning Objectives

By the end of this session, you will be able to:

- Distinguish between strategy-focused and culture-focused approaches to dignity
- Identify the three levels where dignity culture operates in organizations
- Explain how adult culture influences student experiences of belonging
- Apply the Included Matrix framework to analyze organizational inclusion
- Design actionable steps to assess and strengthen dignity culture in your context

Reflection: Share Your Experience



Reflect on your previous work:

- Which option did you choose to explore last time?
- What did you discover through that experience?
- What surprised you or challenged your assumptions?

Discussion Option: Share in small groups, pairs, or use your preferred method of processing (journaling, visual mapping, voice recording).

Key Terms

Strategy-Focused Approach

Individual programs or interventions designed to address specific issues, often implemented as separate initiatives without systematic integration

Culture-Focused Approach

Comprehensive transformation of organizational values, practices, and structures to embed dignity into the everyday DNA of how the organization operates.

Dignity Culture

An organizational environment where every person's inherent worth is recognized, protected, and honored through policies, practices, and interpersonal interactions.

Two Approaches Compared

Strategy-Focused Approach

Culture-Focused Approach

Quick fixes and “magic bullets”

Sustainable systemic change

Short-term thinking

Long-term commitment

Example: A strategy-focused approach might implement a single anti-bullying assembly. A culture-focused approach would examine and redesign communication patterns, power dynamics, conflict resolution systems, and accountability structures across the entire organization.



Open Ended Question

Ready? Enter your answer here

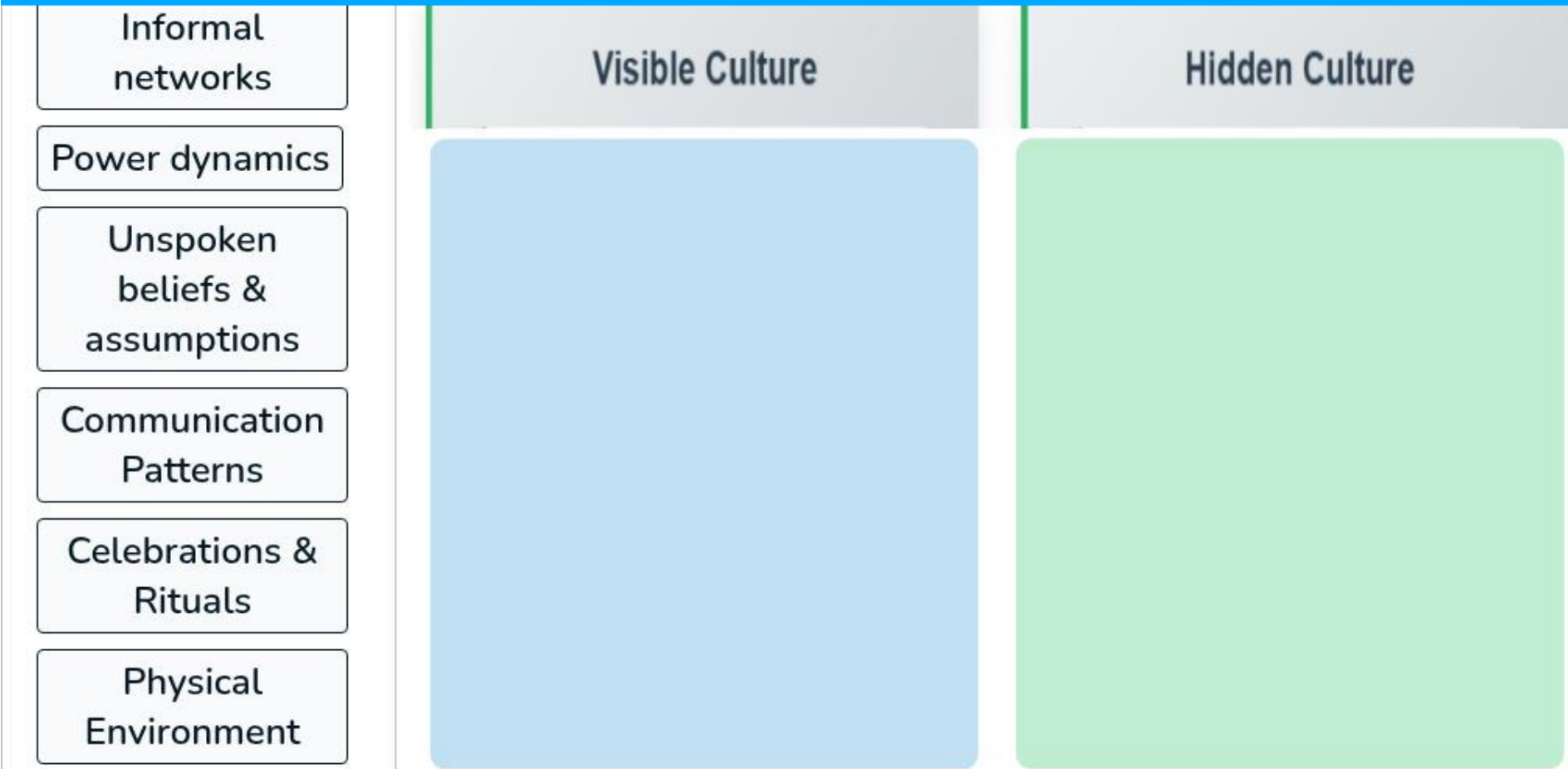
How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



Drag & Drop



How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



Three Levels of Dignity Culture

1. Interpersonal Level

Individual relationships and daily interactions that honor dignity in one-on-one encounters. This includes how people speak to each other, resolve conflicts, and show respect in everyday moments.

2. Institutional Level

Organizational policies, procedures, and systems that embed dignity into the structure. This includes hiring practices, discipline policies, resource allocation, and decision-making processes.

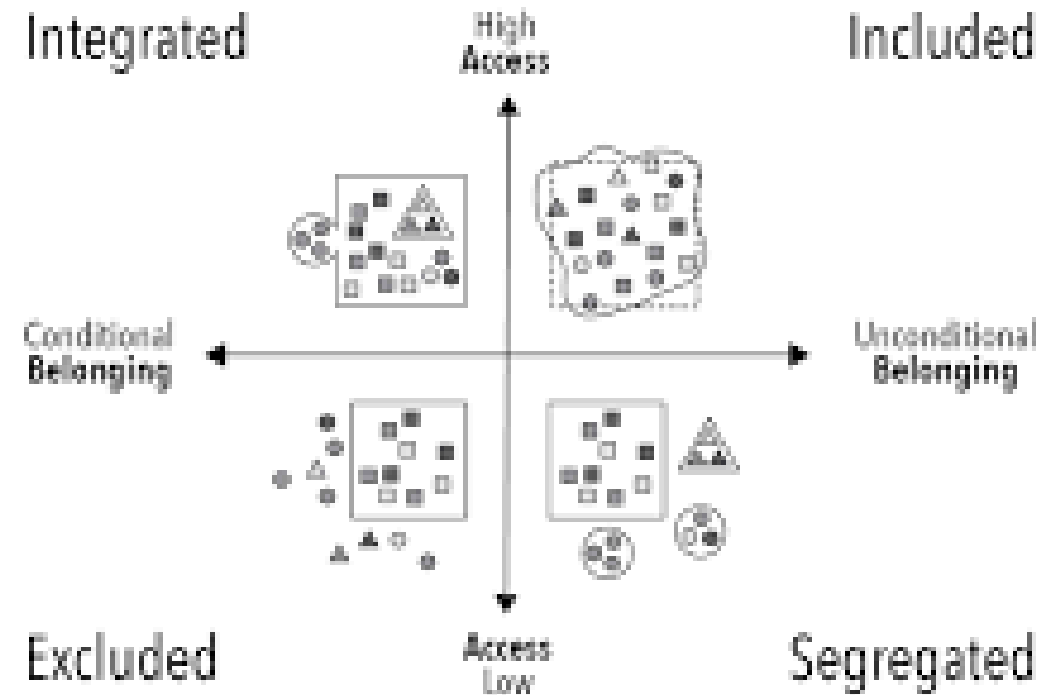
3. Instructional Level

Teaching practice, curriculum design, and learning environments that center dignity and belonging. This includes pedagogical approaches, assessment methods, and how learning spaces are structured.

The Included Matrix Framework

This framework helps us analyze organizational inclusion across two dimensions:

Figure 4.3 Included Matrix



Four States of Inclusion

Integrated

Access: Low

Belonging: Conditional

People have limited access to spaces and must conform to dominant norms to be accepted. Often invisible in decision-making.

Included

Access: High

Belonging: Unconditional

Full physical participation AND genuine psychological belonging. People can be their authentic selves and fully contribute. This is the goal.

Excluded

Access: Low

Belonging: Conditional

Minimal physical access and no sense of belonging. People are outside the community in both physical and psychological ways.

Segregated

Access: High

Belonging: Conditional

Physical presence but psychological separation. People are in the space but must hide parts of themselves or feel unwelcome.

How Adult Culture Drives Student Experience

Healthy Adult Culture

- Psychological safety for risk-taking
- Collaborative problem-solving
- Honest, respectful dialogue
- Shared accountability for outcomes
- Celebration of diverse perspectives

Impact on Students

- Consistent dignity across all interactions
- Coherent message about belonging
- Modeling of respectful relationships
- Seamless support systems
- Authentic community feeling

Key Principle: Students cannot experience what adults do not model. The quality of adult relationships and culture directly shapes student experiences of dignity and belonging.

Application Activity: Choose Your Approach

Option 1: Story Collection

Gather stories from students about times they felt they truly belonged versus times they felt excluded. Look for patterns in cultural elements that contributed to each experience.

Option 2: Observation Protocol

Spend time observing interactions in different spaces. Document examples of the three levels (interpersonal, institutional, instructional) and how they support or undermine dignity.

Option 3: Self-Assessment

Reflect on your own sense of belonging compared to what students might experience. Use the Included Matrix to map where you and different student groups fall on the access and belonging dimensions.

Option 4: Document Analysis

Review existing policies, procedures, or curriculum materials. Identify where dignity is explicitly embedded versus where it's absent. Propose specific revisions.

Key Takeaways

Bottom Line Up Front: Building a sustainable culture of dignity requires moving beyond individual strategies to transform organizational DNA at interpersonal, institutional, and instructional levels simultaneously.

- **Transformation requires all three levels:** interpersonal, institutional, and instructional approaches must work together
- **Adult culture directly impacts student experience:** students cannot experience dignity that adults do not model
- **Sustainable change takes time and intentional effort:** quick fixes won't create lasting transformation
- **Regular assessment and adjustment are essential:** use frameworks like the Included Matrix to continuously evaluate progress

Other

- Other topics and/or questions?
- Next Professional Learning (PL) Meeting on **Monday, October 20th, 3:00 pm.**
- Indigenous Peoples' Day is **Monday, October 13th**. Please cancel your live sessions.
- 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.

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)	May 5, 6, 7, 2026 (Makeup Day - May 8, 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 th Grade)
ACCUPLACER	September 16, 17, 18, 2025, with makeup days scheduled throughout the year	Ongoing	Ongoing
i-Ready Diagnostic	ALL 7th - 11th-grade students will complete math & Reading. 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