Professional Learning Meeting Agenda – 1/12

- MEVA Mission and Vision Review.
- SY-2025/2026 Assessment Calendar.
- SY-2025/2026 ESEA Comprehensive Needs Assessment.
- Win over the student initiative.
- Reminders.
- Advisory Committee Update.
- Leveled Learning Targets.
- Other and next Professional Learning (PL) Meeting on Monday, January 26th, 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)	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 (8th 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

SY-2025/2026 ESEA Comprehensive Needs Assessment

- MEVA conducts an ESEA Comprehensive Needs Assessment each school year.
- We will begin the process after our Winter NWEA MAP Growth data is available.
- We factor in other data such as the Panorama School Climate Survey, Maine Through Year, and i-Ready results to determine MEVA's largest needs.
- We develop a plan and set goals to monitor our progress.

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

SET Semester 1 Timeline Reminders:

- **1/9 *(Sem 1)* : *Suggested*** student due date for completing and turning in work.

- **1/15 (*Sem 1*): *HARD DEADLINE* - *Last day to submit final grades to Operations via email.*** Teacher's *final day* to complete and submit grading for all students by COB.

- **Don't forget! Set your Grade Schemes to the MEVA default –** *Directions and screenshots on how to do this reside in the SET Training.*

- ***Full Training Guide Available in Vector Due Jan 9th https://meva-me.safeschools.com/***

NWEA, Semester 2 & New Enrollment Reminders

- NWEA
  - For ***all current and new*** students,
    - Tuesday, Jan 13th - Thursday, 15th & makeups on Friday, 16th. Questions relating to NWEA contact cogrady@mainevirtualacademy.org
- Semester 2
  - Friday, Jan 16th Semester begins.
    - Set course/student schedules before this date, so that students will see courses on their calendars.
- New Students
  - Tuesday, Jan 6th at 12pm & 6pm - New student orientations.
  - Monday, Jan 12th - First day of school!

New Students, What to Expect Their First Week?

View Expanded Schedule/Info - First Week at MEVA

Monday, January 12th – First Day:

8:30am - Brightspace Exploration Day

Join Zoom Meeting
https://mainevirtual-org.zoom.us/j/81950122086

Meeting ID: 819 5012 2086

Advisory Program 2nd Committee Meeting update

The Committee reviewed and changed:

- The title of the mission statement to purpose statement
- Student Survey Questions on Advisory
- Next meeting will be on January 22

Moving Forward: What Comes Next?

Design Based Research:

1. **Purpose** of Advisory (Write Statement)
1. **Data Collection:** Survey students and teachers to create a learner analysis
1. Write **learner analysis** to understand the "why" behind these numbers
1. **Empathy Maps & Persona**: Centers the Learner
1. **Instructional Problem:** What is the problem we want to address. Content and Design
1. **Research** successful virtual advisory models to support the instructional Problem
1. **Brainstorm** possible advisory models based on research
1. Design a **prototype** of the program sharing with Stakeholders for feedback
1. **Test and Evaluate** - Implement program - Collect Data from Program
1. **Survey** again and make adjustments (repeat steps 2-8 in the spring semester)

Leveled Learning Targets

January 12, 2026

Firm Goal

Educators will be able to design and implement leveled learning targets that deconstruct standards into tiered, student-accessible “I can” statements that support differentiated instruction and formative assessment.

Rationale

- **Make learning transparent -** Student understand what they’re learning, why it matters, and what success looks like at each stage
- **Enable precision in differentiation -** You can meet students where they are while maintaining access to grade-level content
- **Support formative assessment -** Clear progression levels provide specific checkpoints for monitoring student growth
- **Build student agency -** When students can self-assess against clear targets, they become active participants in their learning
- **Address foundational gaps strategically -** You can identify and teach prerequisite skills without losing sight of the core standard

Success Criteria

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

- **Articulate** the purpose and key characteristics of leveled learning targets (standards-based, student-friendly, measurable, specific)
- **Distinguish** between the three target levels: foundational prerequisite (Levels 1-2), core standard (Level 3), and extensions (Level 4)
- **Apply** Bloom's Taxonomy to appropriately sequence learning intentions from simple to complex
- **Deconstruct** a grade-level standard to identify the foundational skills students need and meaningful extension opportunities
- **Develop** a complete leveled learning target framework for a standard from your content area, including both learning intentions and success criteria
- **Adapt** learning targets for students working below, at, and above grade level while maintaining standards alignment
- **Design** instructional pathways using leveled targets to address foundational skill gaps without lowering expectations

What are leveled learning targets?

Leveled learning targets are a framework for breaking down educational standards into a series of specific, student-friendly “I can” statements that progress from foundational to complex.

Components of Leveled Learning Targets

Level 1 and 2

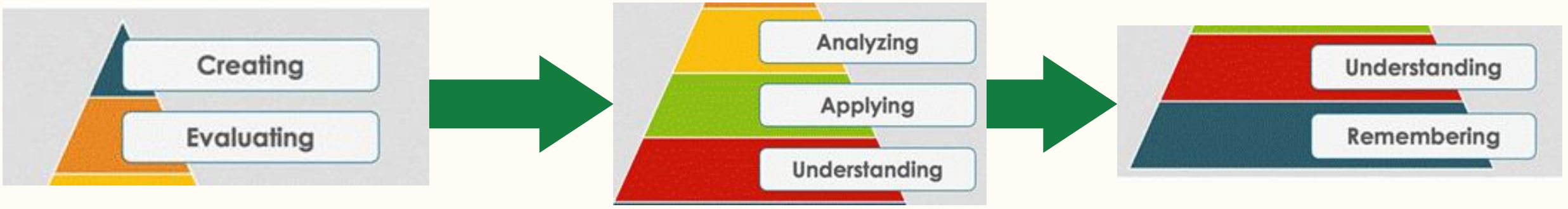
The prerequisite knowledge and skills students need to master to reach Level 3. These are often simpler concepts or foundational skills.

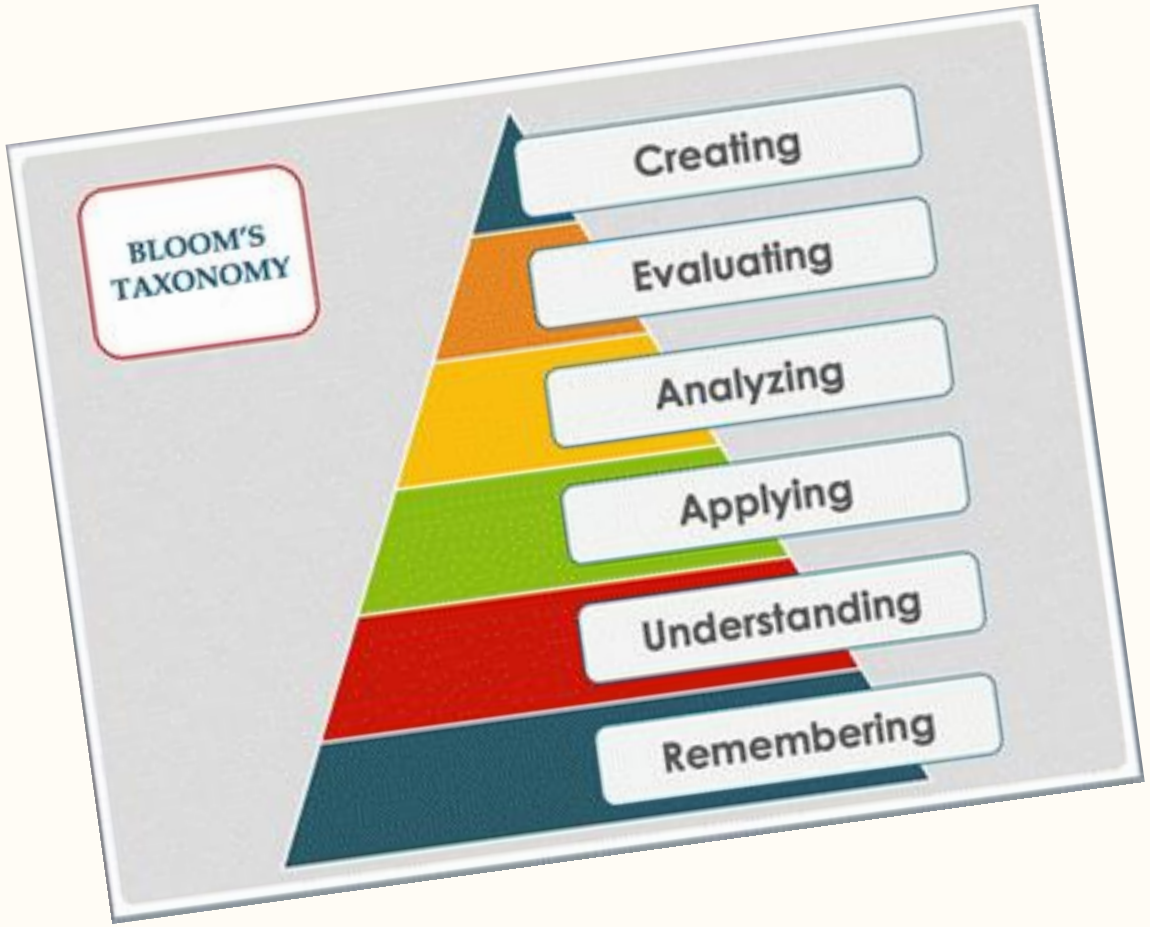
Level 3

The core learning goal or standard that students will be able to achieve by the end of the lesson or unit.

Level 4

The extension of the core learning goal. This level represents a deeper understanding or application of the concept that goes beyond the initial standard.





Key Characteristics

- **Standards-based:** They are directly derived from state or national standards
- **Student-friendly:** They are written from the student's perspective, often starting with "I can …"
- **Measurable:** They use clear, assessable verbs like "identify," "compare," or "analyze."
- **Specific:** They are focused on a particular lesson or context and identify the intended learning, not just a task.
- **Clear expectations:** They define what success looks like, which helps students understand the learning and can be used for self-assessment.

How Leveled Learning Targets are Used

- **To guide instruction:** They help teachers deconstruct complex standards into manageable steps for daily lessons.
- **To inform assessment:** They provide clear benchmarks for formative and summative assessments.
- **To involve students:** They make learning transparent for students, helping them understand what they are supposed to learn and track their own progress.

Let's Look at an Example

Standard:
HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

Why am I learning this?
So I can understand how astronomical evidence supports the Big Bang theory.
So I can define light spectra, motion of distant galaxies, and composition of matter.
So I can describe the composition of matter in the universe.
So I can construct an explanation of scientific theory based on observable evidence.
So I can describe the expansion of the known universe from a single point.
So I can define a scientific theory vs. scientific law vs. everyday understanding of theory.

Learning Intention(s) What am I learning?	**Success Criteria** How will I know that I have learned it?
I am learning to understand the difference between scientific theory, scientific law, and conversational understanding of theory. I am learning to define factors that astronomers use to describe the known universe, including light spectra, ... I am learning to understand how astronomical evidence supports the Big Bang Theory. I am learning to describe the composition of the matter found in known universe.	I can compare/contrast scientific theory, scientific law, and conversational understanding of theory. I can formulate an argument based on astronomical evidence that explains the Big Bang Theory. I can construct an evidence-based explanation of the Big Bing Theory. I can define factors that astronomers use to describe the known universe, including light spectra ... I can describe the composition of the matter found in the known universe.

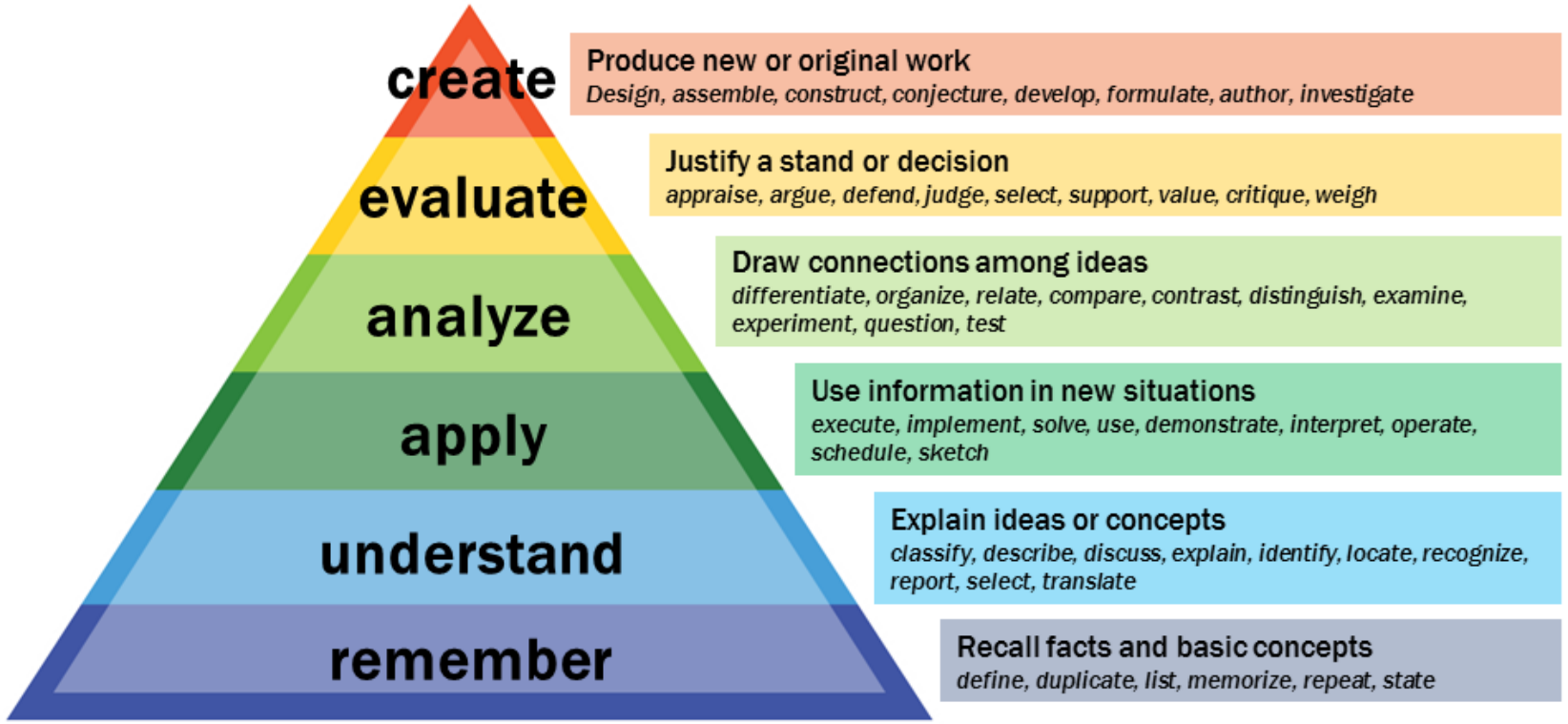
Let's Try Our Own

Standard:
MLR: Reading.3.6-8: Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

Why am I learning this?

Learning Intention(s) What am I learning?	**Success Criteria** How will I know that I have learned it?

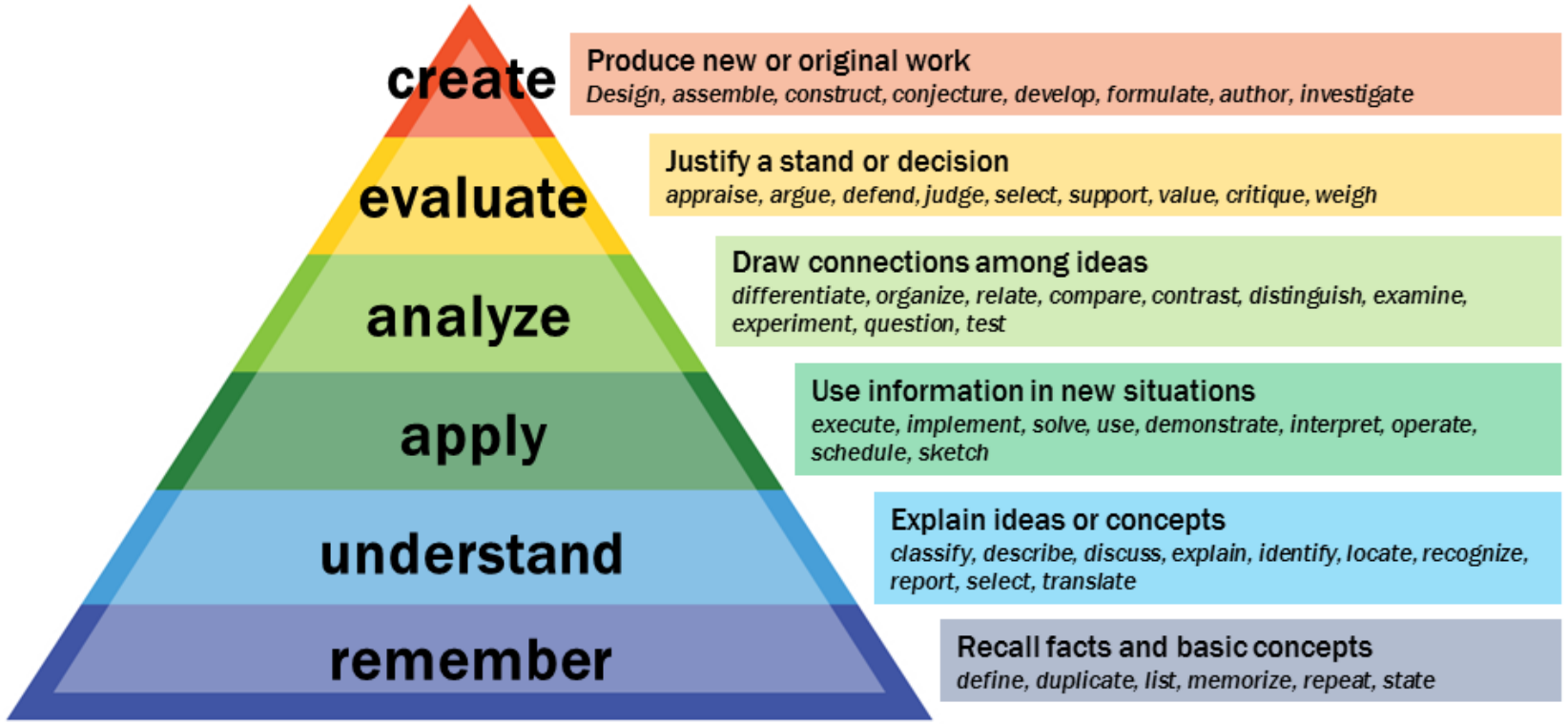
Bloom's Taxonomy



Try One Yourself

Standard: **Why am I learning this?**	
Learning Intention(s) What am I learning?	**Success Criteria** How will I know that I have learned it?

Bloom's Taxonomy



Now What?

How do we use this in practice with students who are missing foundational skills?

- **Prioritize foundational skills:** Focus on the most essential concepts that form the basis for **current** learning.

- **Break down learning targets:** Divide a complex goal into smaller, achievable steps. For example, instead of one target, have three: “I can identify the main idea,” “I can find evidence for the main idea,” and “I can explain the main idea using evidence.”

- **Formulate different targets:** Write distinct learning targets for students at different levels. A target for students struggling with the foundational skill might be, “I can identify a character in a story,” while a more advanced student’s target could be, “I can analyze a character’s motivations.”

Other

- Other topics and/or questions?
- **Martin Luther King, Jr. Day is January 19th**. Please cancel all your live sessions.
- Next Professional Learning (PL) Meeting on **Monday, January 26th, 3:00 pm**.
- **Febuary 13th – 20th is students'/teachers' vacation**. Please cancel all 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 collegues, your students, and their families.