

Professional Learning Meeting Agenda – 2/2

- MEVA Mission and Vision Review.
- SY-2025/2026 ESEA Comprehensive Needs Assessment and Continuous School Improvement Plan.
- SY-2025/2026 Panorama School Climate Survey Action Plan Reminder/Review.
- Win over the student initiative.
- Progress Monitoring: Comprehensive Needs.
- Progress Monitoring: Advisory.
- Advisory Committee Update.
- Other and next Professional Learning (PL) Meetings on Monday, February 9th and 24th for data review (on the shared drive). We will reconvene on March 2nd via Zoom at 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.

SY-2025/2026 ESEA Comprehensive Needs Assessment

- MEVA conducts an ESEA Comprehensive Needs Assessment each school year.
- We have started the process now that 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 will refine our plan and set goals to monitor our progress.

MEVA's Needs – ESSA Dashboard

TSI Student Groups and Indicators Flagged for Three Consecutive Years					
Student Group	Chronic Absenteeism	Progress ELA	Academic Achievement ELA	Progress Math	Academic Achievement Math
	ES	ES	ES	ES	ES
Economically Disadvantaged	⊗	✓	⊗	✓	⊗
Students with Disabilities	⊗	⊗	⊗	⊗	✓
White	⊗	✓	⊗	⊗	⊗

Key Components to MEVA's Continuous School Improvement Plan

- **Multi-Tiered System of Supports (MTSS) informed by assessments and teachers' observations:**
<https://resources.finalsite.net/images/v1763144389/mevak12com/esyuv8uvb1qmsztueyfy/MEVAAcademicPlan11142025.pdf>.
- **Curriculum Maps:** <https://mva-5033.chalk.com/public> **and Review Cycle:**
<https://resources.finalsite.net/images/v1765973129/mevak12com/peggcvyfjobaotg6hgtq/ApprovedCurriculumReviewPlanCycle12162025.pdf>.
- **Professional Learning:**
<https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-professional-learning-pl-meeting-materials>.

SY-2025/2026 Panorama Survey Action Plan

- Target **Rigorous Expectations (Students)**: Overall, how high are teachers' expectations of you?
- **Action Plan (Students): Have a healthy competition in class.** From Panorama Playbook "Creating a competition around issues such as homework completion, note-taking, or talking during class is an effective way to motivate students to change behavior for the better. This move works to establish routines and increase engagement in what might otherwise be less-exciting activities."
- Target **School Climate (Teachers)**: On most days how enthusiastic are students about being at school?
- **Action Plan (Teachers): Increase training on how to encourage student engagement in the virtual setting.**
- Target **Feedback and Coaching (Teachers)**: How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation processes at your school?
- **Action Plan (Teachers): Increase teacher/peer observations and feedback through peer observations and presentations at department meetings.**
- Target **Professional Learning (Teachers)**: Through working at your school, how many new strategies for your job have you learned?
- **Action Plan (Teachers): Increase targeted professional learning/training at weekly Professional Learning (PL) Meetings (formerly Process Improvement 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.

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](#)

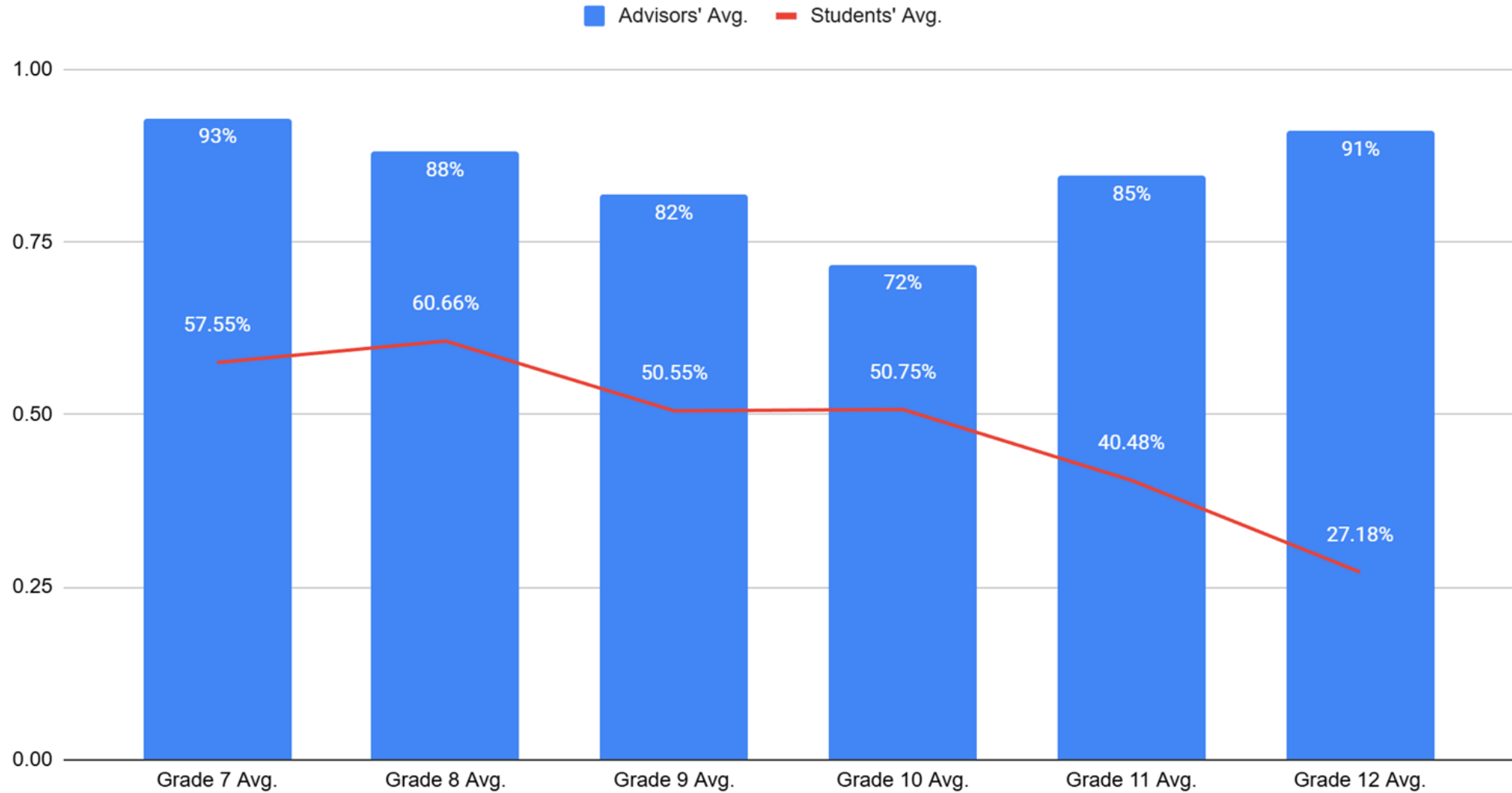
Data Review

1. Advisory Participation & Passing Rates
1. ILP Completion, Postsecondary Goals, & Goal for this Year
1. ESSA Dashboard - Subgroup Data Needs

Advisory Participation

Advisors' Avg. and Students' Avg.

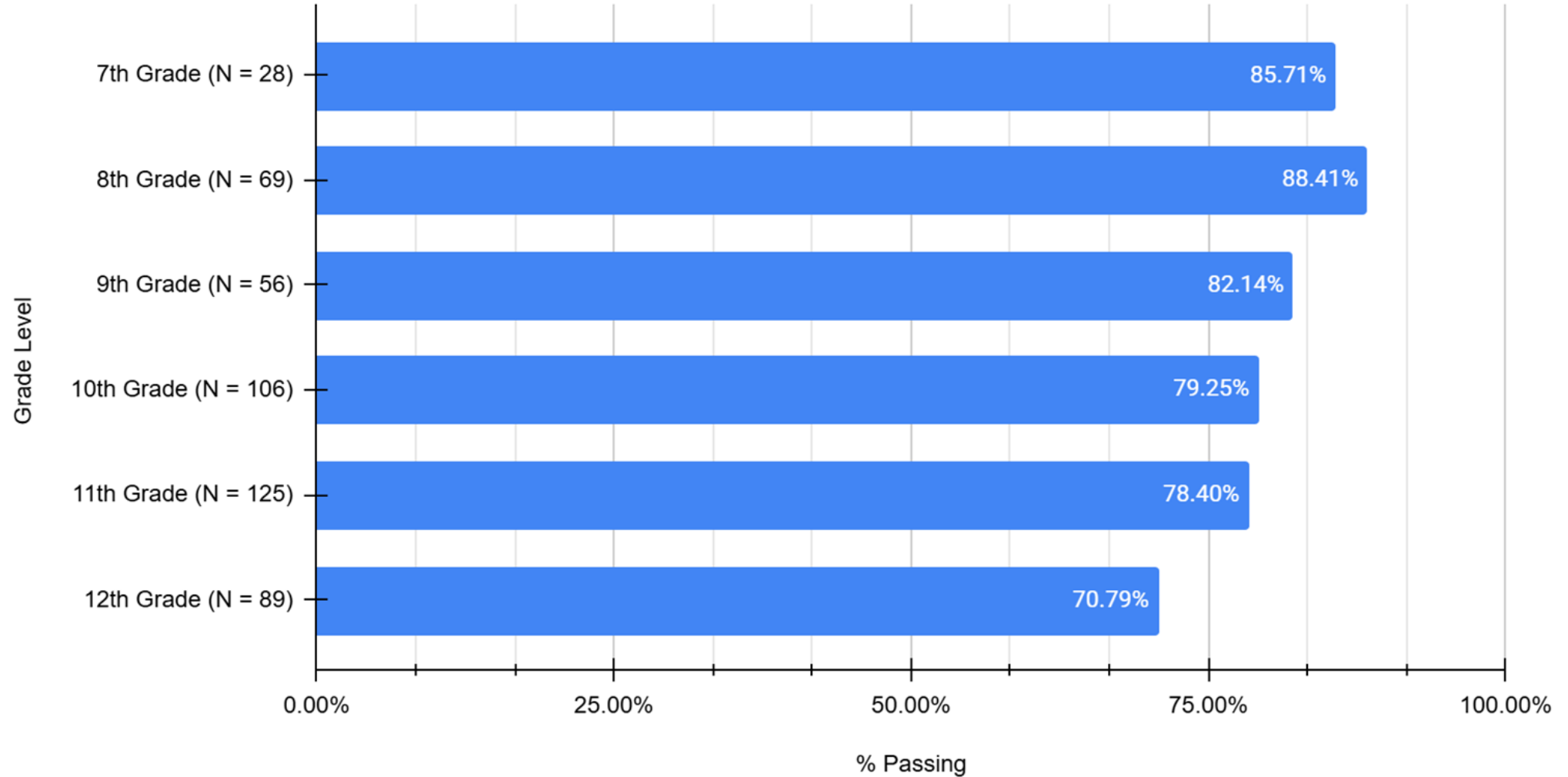
Avg. Aug. - Jan.



Advisory Passing Rates

Passing Rates

After Jan. 2026



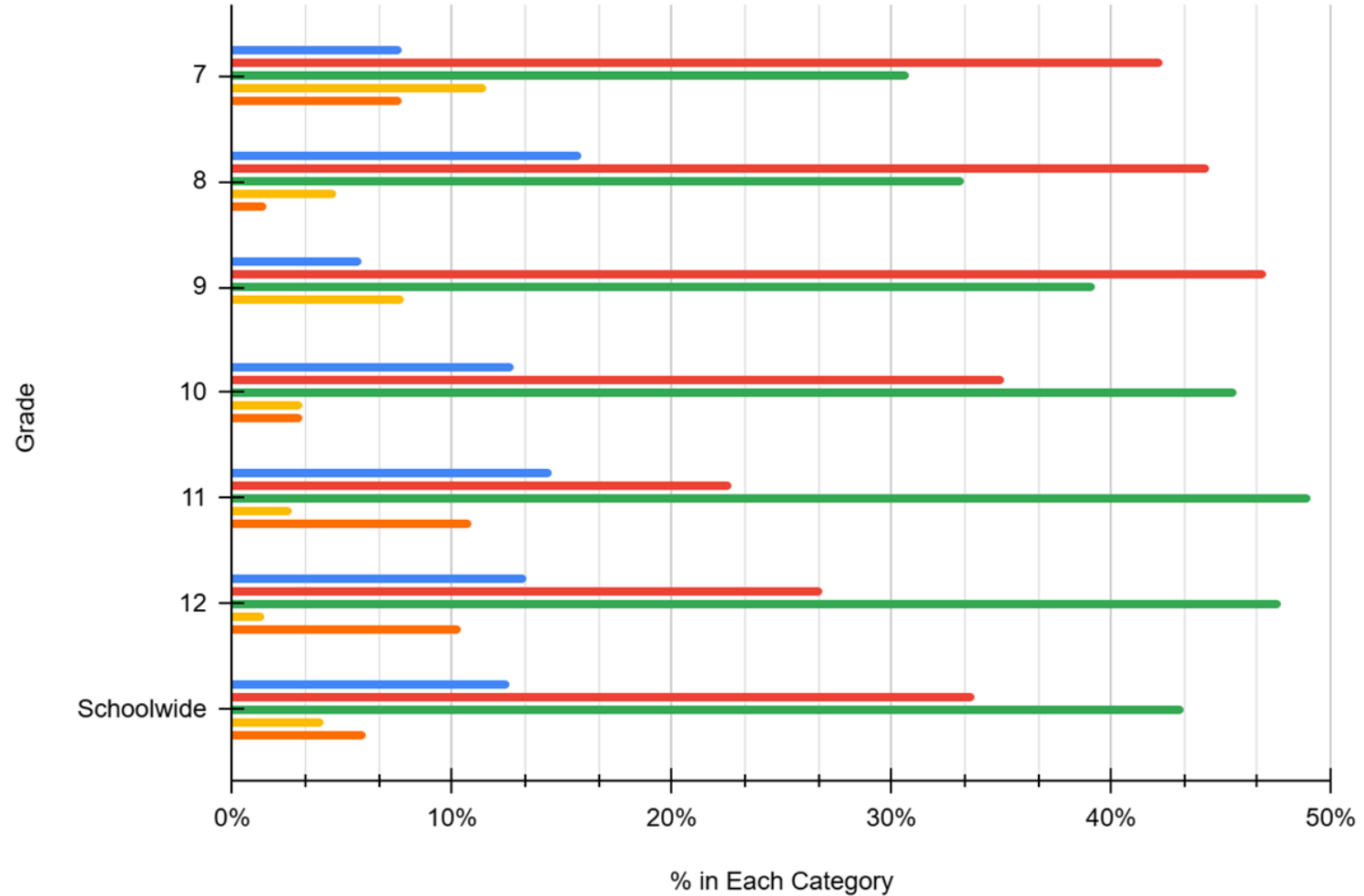
Questions:

1. Questions for Students:
 - a. What prevents them from attending?
 - b. What prompts them to complete the work though they're not attending?
2. Questions for Advisors:
 - a. What prevents them from attending?

ILP Data - Completion Rates & Postsecondary Goals

Postsecondary Goals

- Learn a Trade
- Unsure
- Attend College
- Join the Military
- Join the Workforce

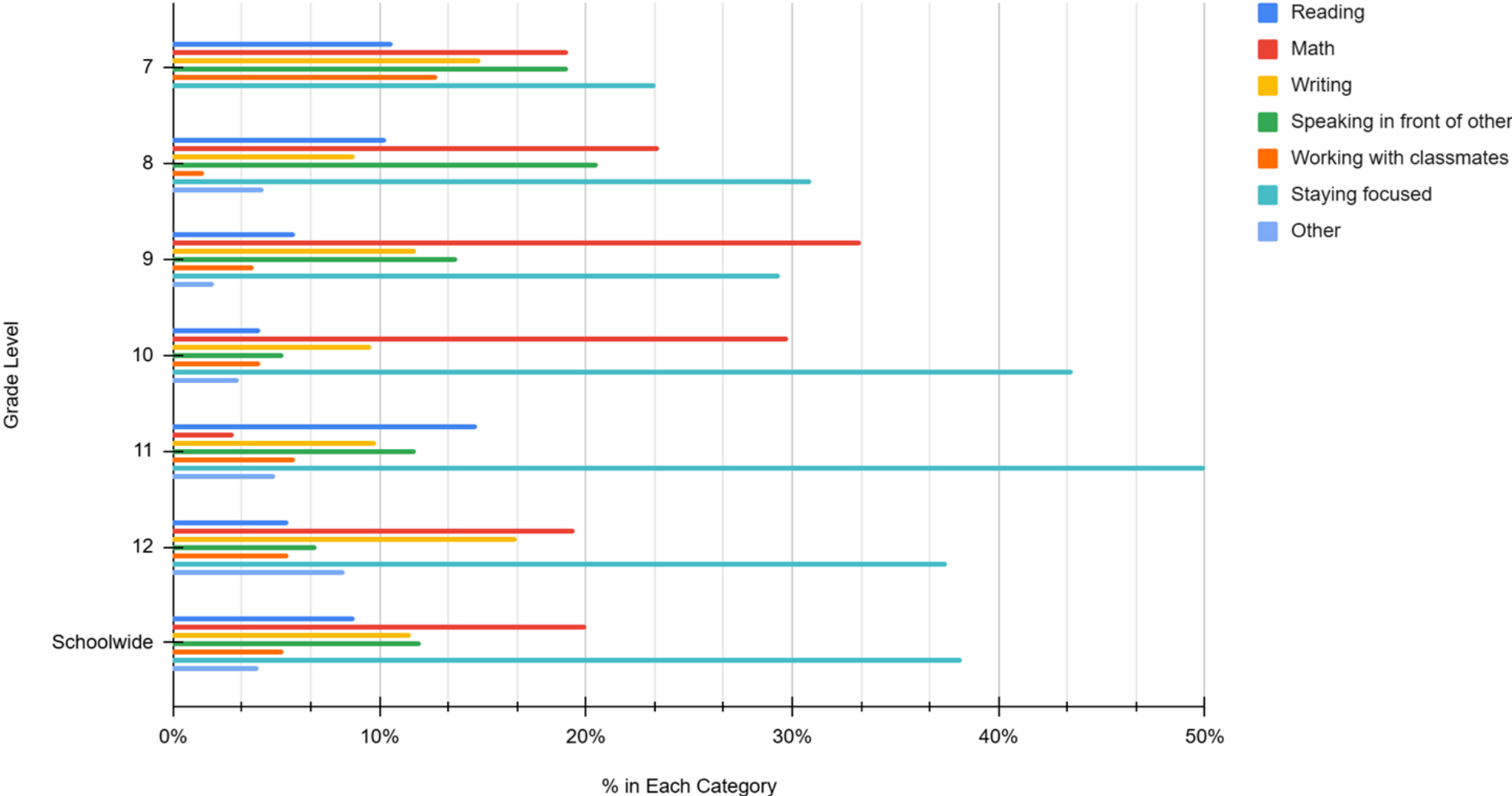


	% Completed
7th Grade (n = 28)	93%
8th Grade (n = 69)	91%
9th Grade (n = 56)	91%
10th Grade (n = 106)	89%
11th Grade (n = 125)	88%
12th Grade (n = 89)	75%
Schoolwide (n = 473)	87%

ILP Data - Goal for the Year

Goal for the Year

By Grade Level



CNA - ESSA Dashboard Data - TSI Identification

TSI

TSI Identified (2024-2025)
Yes

Student Group	TSI Student Groups and Indicators Flagged for Three Consecutive Years				
	Chronic Absenteeism	Progress ELA	Academic Achievement ELA	Progress Math	Academic Achievement Math
	ES	ES	ES	ES	ES
Economically Disadvantaged	⊘	✓	⊘	✓	⊘
Students with Disabilities	⊘	⊘	⊘	⊘	✓
White	⊘	✓	⊘	⊘	⊘

TSI: Any school with one or more of the same student population(s) consistently experiencing challenges (over 3 years) in the same indicators. For MEVA all of these indicators are focused in the Middle School (ES).

- Progress in ELA: Economically Disadvantaged & White
- Progress in Math: Economically Disadvantaged
- Academic Achievement Math: Students with Disabilities

Progress Scores

	ELA Progress				Math Progress			
	Elementary				Elementary			
	Score				Score			
	2020	2023	2024	2025	2020	2023	2024	2025
All Students	133.3	95.2	65.1	83.7	87.5	103.2	64.0	77.5
Economically Disadvantaged		97.0	54.6	89.2		97.0	50.3	74.4
Students with Disabilities		100.0	111.7	132.2		100.0	83.6	84.3
White	140.9	94.6	63.0	87.2	95.5	100.0	70.0	78.5

It is unclear how the DOE calculates these progress scores. I reached out for clarification, but have not heard back yet. I went through our current data to try to see where we could better serve these students to hopefully show improvement.

Progress Scores

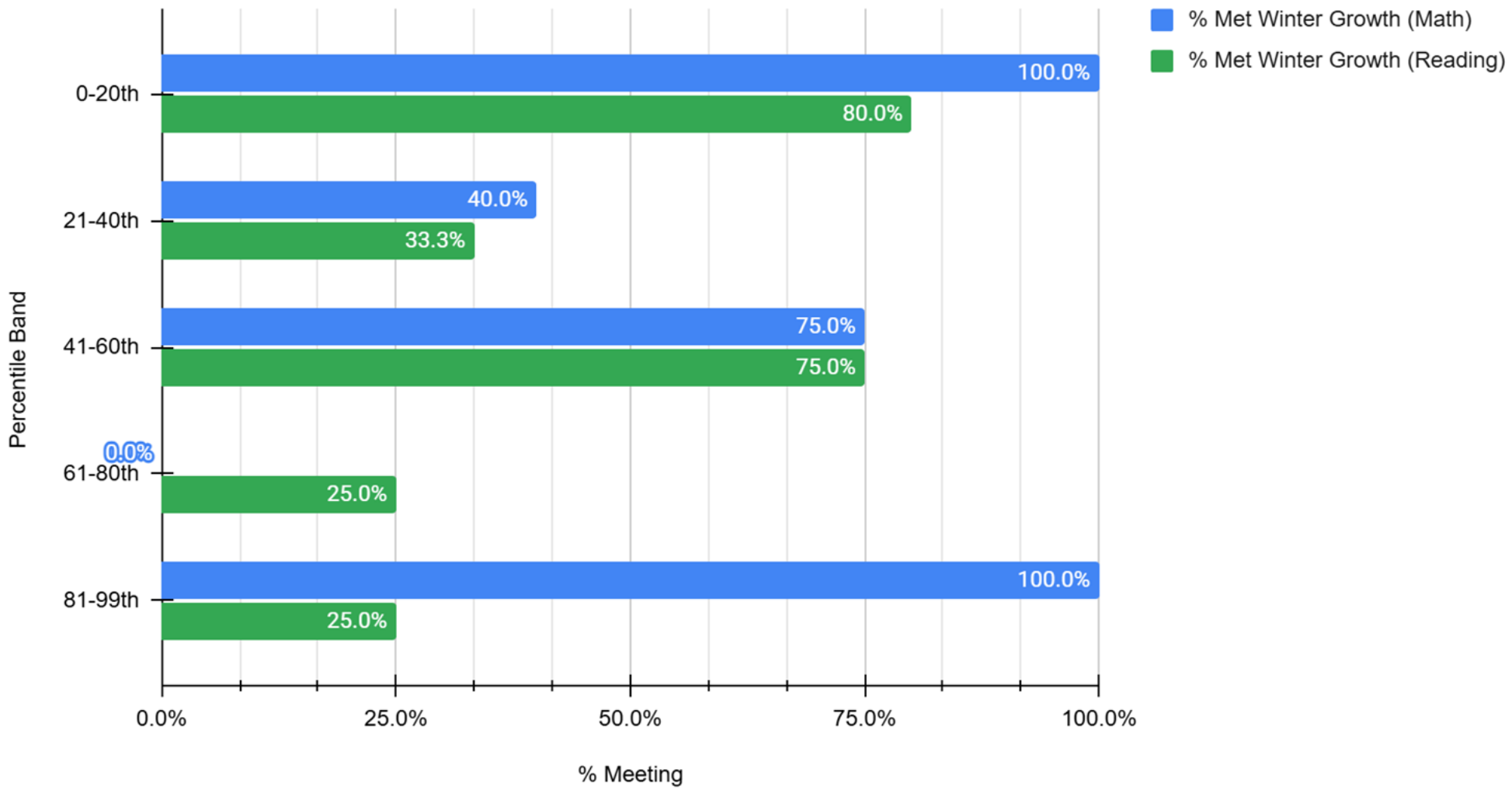
ELA & Math Growth		
	MS Total #	% of ED
Economically Disadvantaged (n = 29)	97	29.90%
Economically Disadvantaged (n = 5) Returning 8th Graders Only	97	5.15%

ELA Growth
White (n = 94)
White (n = 33) - Returning 8th Graders Only

Progress in Math & ELA for Economically Disadvantaged

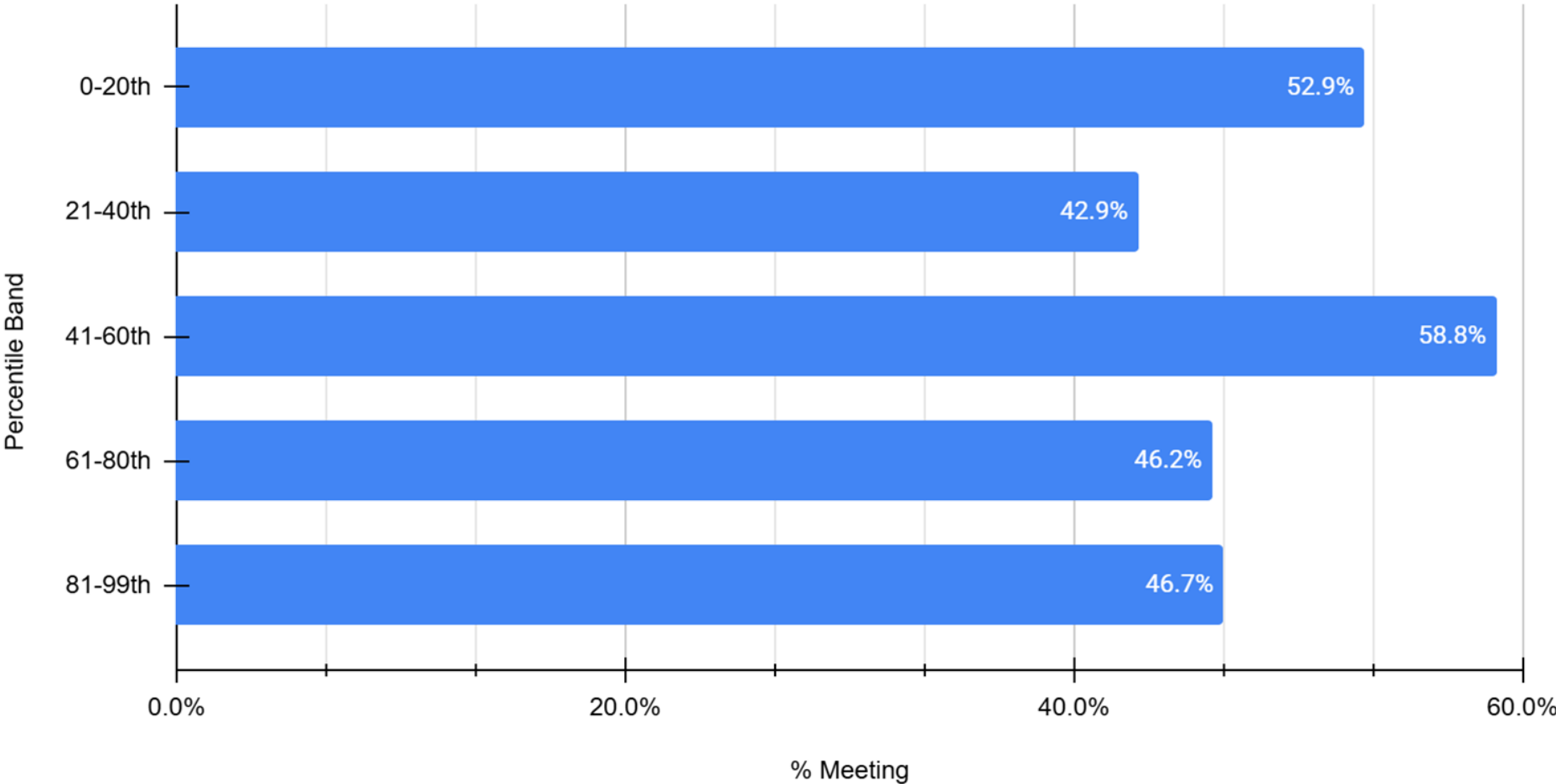
% Meeting Winter Growth

By Percentile Band and Content



Progress in ELA for White Students

% Meeting Winter Growth
By Percentile Band



CNA - ESSA Dashboard Data - Achievement Goals

English Language Arts

		Student Group	Baseline Year	Baseline Proficiency Rate	2024 Goal	2024 Goal (Accelerating)	2025 Goal	2025 Goal (Accelerating)	2026 Goal	2026 Goal (Accelerating)	2027 Goal	2027 Goal (Accelerating)
Grade Level	Elementary	All Students	2023	48.84%	49.43%		50.01%		50.60%		51.19%	
		Economically Disadvantaged	2023	45.76%	46.39%	47.03%	47.03%	47.66%	47.66%	48.29%	48.29%	48.92%
		Students with Disabilities	2023	17.39%	18.43%	19.47%	19.47%	20.50%	20.50%	21.54%	21.54%	22.58%
		White	2023	50.00%	50.57%		51.14%		51.71%		52.29%	
	High School	All Students	2023	66.28%	66.62%		66.96%		67.30%		67.63%	
		Economically Disadvantaged	2023	61.82%	62.22%	62.62%	62.62%	63.03%	63.03%	63.43%	63.43%	63.83%
		Hispanic/Latino	2023	63.64%	64.01%		64.39%		64.77%		65.14%	
		Students with Disabilities	2023	41.18%	41.87%	42.57%	42.57%	43.27%	43.27%	43.97%	43.97%	44.66%
		White	2023	66.67%	67.00%		67.33%		67.67%		68.00%	

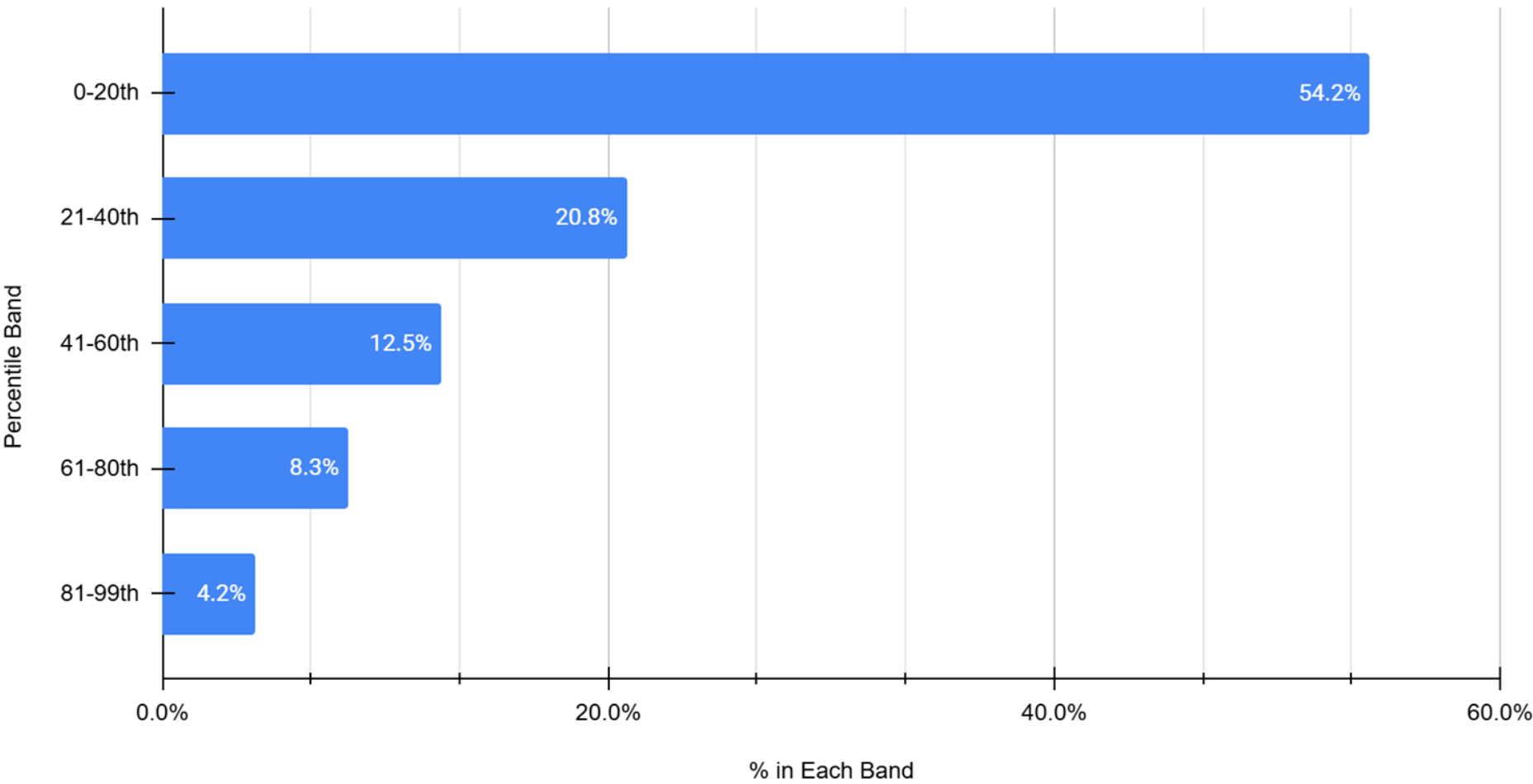
CNA - ESSA Dashboard Data - Achievement Goals

Mathematics

		Student Group	Baseline Year	Baseline Proficiency Rate	2024 Goal	2024 Goal (Accelerating)	2025 Goal	2025 Goal (Accelerating)	2026 Goal	2026 Goal (Accelerating)	2027 Goal	2027 Goal (Accelerating)
Grade Level	Elementary	All Students	2023	25.29%	26.21%		27.14%		28.06%		28.99%	
		Economically Disadvantaged	2023	20.34%	21.33%	22.33%	22.33%	23.32%	23.32%	24.32%	24.32%	25.31%
		Students with Disabilities	2023	8.70%	9.86%	11.02%	11.02%	12.18%	12.18%	13.34%	13.34%	14.50%
		White	2023	28.99%	29.86%		30.73%		31.60%		32.47%	
	High School	All Students	2023	32.56%	33.38%		34.20%		35.02%		35.84%	
		Economically Disadvantaged	2023	27.27%	28.17%	29.06%	29.06%	29.96%	29.96%	30.86%	30.86%	31.75%
		Hispanic/Latino	2023	36.36%	37.13%		37.90%		38.66%		39.43%	
		Students with Disabilities	2023	17.65%	18.68%	19.71%	19.71%	20.75%	20.75%	21.78%	21.78%	22.82%
		White	2023	31.94%	32.77%		33.60%		34.43%		35.26%	

Math Achievement - Students with Disabilities

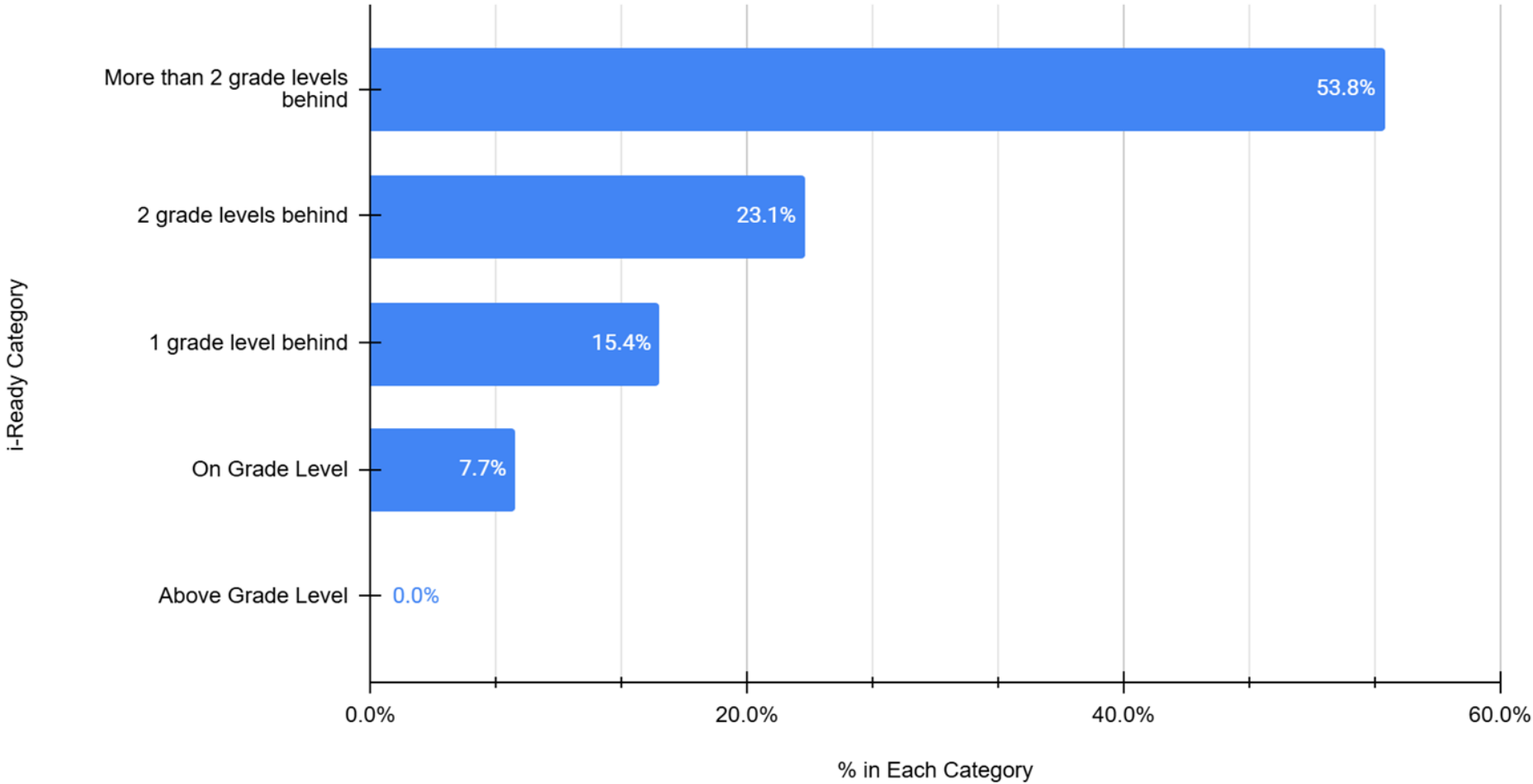
Math Achievement - Students with Disabilities
By Percentile Band



Math Achievement - Students with Disabilities

Math Achievement - Students with Disabilities

i-Ready Data



CNA - ESSA Dashboard Takeaways

- Focus on the Middle School students, as a whole, will reap benefits for the individual subgroups that are lagging
- For Students with Disabilities, ensuring that they are appropriately placed and challenged to reach their full potential
- Encouraging all Middle School students to attend AND actively engage with FOX Time



Advisory
Committee
Update
2-2-26

🌟 Advisory Mission Statement (DRAFT)

The mission of Advisory is to cultivate a supportive, engaged learning environment where students develop academic ownership, strengthen social-emotional and executive functioning skills, and actively participate in their educational journey. Advisory serves as a space where students can monitor their academic progress, collaborate with peers, set and reflect on individual learning goals, and develop skills that extend beyond the classroom.

🏠 Advisory Vision Statement (DRAFT)

Our vision is that Advisory becomes a consistent, student-centered learning community where each learner is known, supported, and empowered to thrive. Advisory will provide opportunities for students to:

- ◆ **Engage** meaningfully with peers, teachers, and relevant content
- ◆ Strengthen 21st-century competencies such as **self-direction**, collaboration, communication, and problem-solving
- ◆ Build social-emotional awareness and identify personal strengths and needs
- ◆ **Receive direct support in planning, tracking progress, and updating ILPs**
- ◆ Explore real-life skills that prepare them for postsecondary pathways
- ◆ Take ownership of **discussions**, interests, and learning priorities

Through Advisory, students will develop confidence, belonging, and agency while actively shaping their academic and personal futures.

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)



Agenda:

- Review survey questions
 - [7th-8th](#)
 - [9th-10th](#)
 - [11th-12th](#)
 - [Advisory Teacher](#)
- Surveys to be sent out February 9

Next Meeting: February 12, 3:00pm

Other

- Other topics and/or questions?
- Other and next Professional Learning (PL) Meetings on Monday, February 9th and 24th for data review (on the shared drive). We will reconvene on March 2nd via Zoom at 3:00 pm.
- **February 13th – 20th is students'/teachers' vacation.** Please cancel all your live sessions.
- **Presidents Day, February 16th, is a holiday for all MEVA faculty.**
- 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/essaesserlaul-resources/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