Professional Learning Meeting #6/27 – October 19th

- Mission and Vision.
- Reminder: Panorama School Climate Survey Action Plan.
- Reminder: School Customized Performance Measure.
- State Testing Update – Stephanie Emery.
- Progress Monitoring: Individual Learning Plans (ILPs) – Dr. Christina O'Grady.
- Professional Learning: Using i-Ready data to inform instruction.
- Research-Based Practices: Communications for Self-Paced Courses – Don Fournier.
- Other and next PL Meeting on October 26th.

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-2026/2027 Panorama Survey Action Plan

- *Target Rigorous Expectations (Students): Overall, how high are teachers' expectations of you?*

➢ **Action (Students): Reinforce the 'rigorous expectations' messaging to students.**

- *Target Teacher-Student Relationships (Students): How strong the social connection is between teachers and students within and beyond the school.*

➢ **Action (Students): Promote grade-level advisory groups as venues to meet your teachers and peers.**

- *Target School Fit (Family): How well do the activities offered at your child's school match his/her interests?*

➢ **Action (Family): Link Individual Learning Plans (ILPs) to school activities and projects.**

- *Target Leadership (Teachers): When the school makes important decisions, how much input do teachers have?*

➢ **Action (Teachers): Send surveys to teachers in advance of making important decisions, to gather feedback, as appropriate. Discuss outcomes at Professional Learning (PL) meetings.**

New Customized Performance Measure

Proposed new customized performance measures for Maine Virtual Academy (MEVA): Effective for SY-2026/2027 and beyond, two new goals, which would (if approved) replace all prior goals.

To promote an engaging virtual school experience, MEVA will annually, incrementally, improve:

1. School Rigorous Expectations.
2. School Teacher-Student Relationships.

As measured by the 'percent favorable' on the Panorama Student Survey, administered each spring. (The previous spring results serve as baselines.)

Exceeding – *Increase* of greater than 5%.

Meeting – *Increase* of 1% to 5%.

Approaching – *Decrease* of 0% to 5%.

Not Meeting – *Decrease* of more than 5%.

MTY Update

- **All testing kits MUST be returned, if they haven't been already.**
  - Travel team – please return equipment by Friday!
- **<u>Fall MTY Participation:</u>** *(Minus MSAA – Not testing until winter)*
- *8 opt out limit*

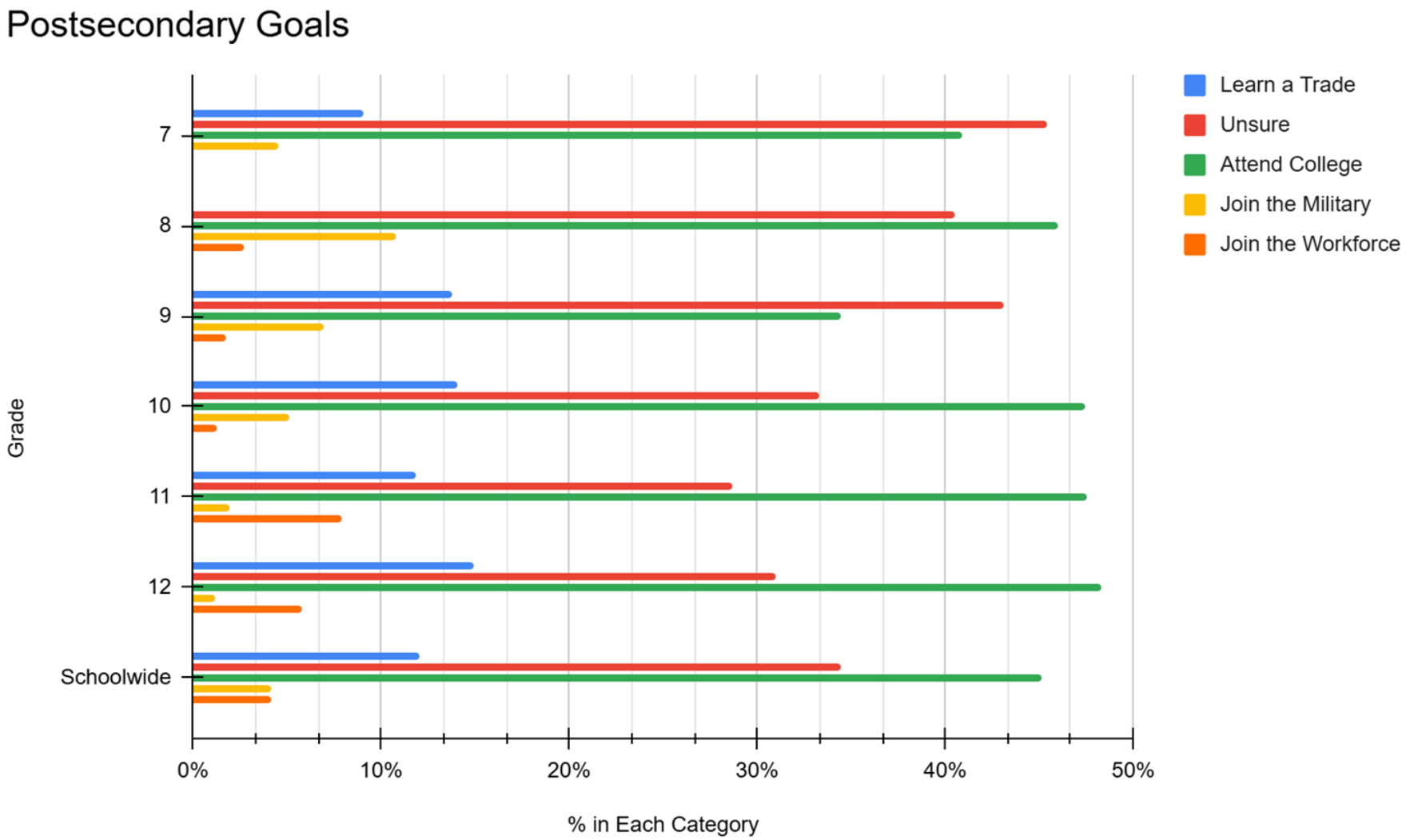
Grade	OPT OUTS	Not Tested	M & R Completed	Grand Total	% Tested
7	2		24	26	92%
8		3	39	42	93%
HS	4	7	85	96	89%
Grand Total	6	10	148	164	90%
		+ 10	158	164	96%

ILP Update

October, 2026

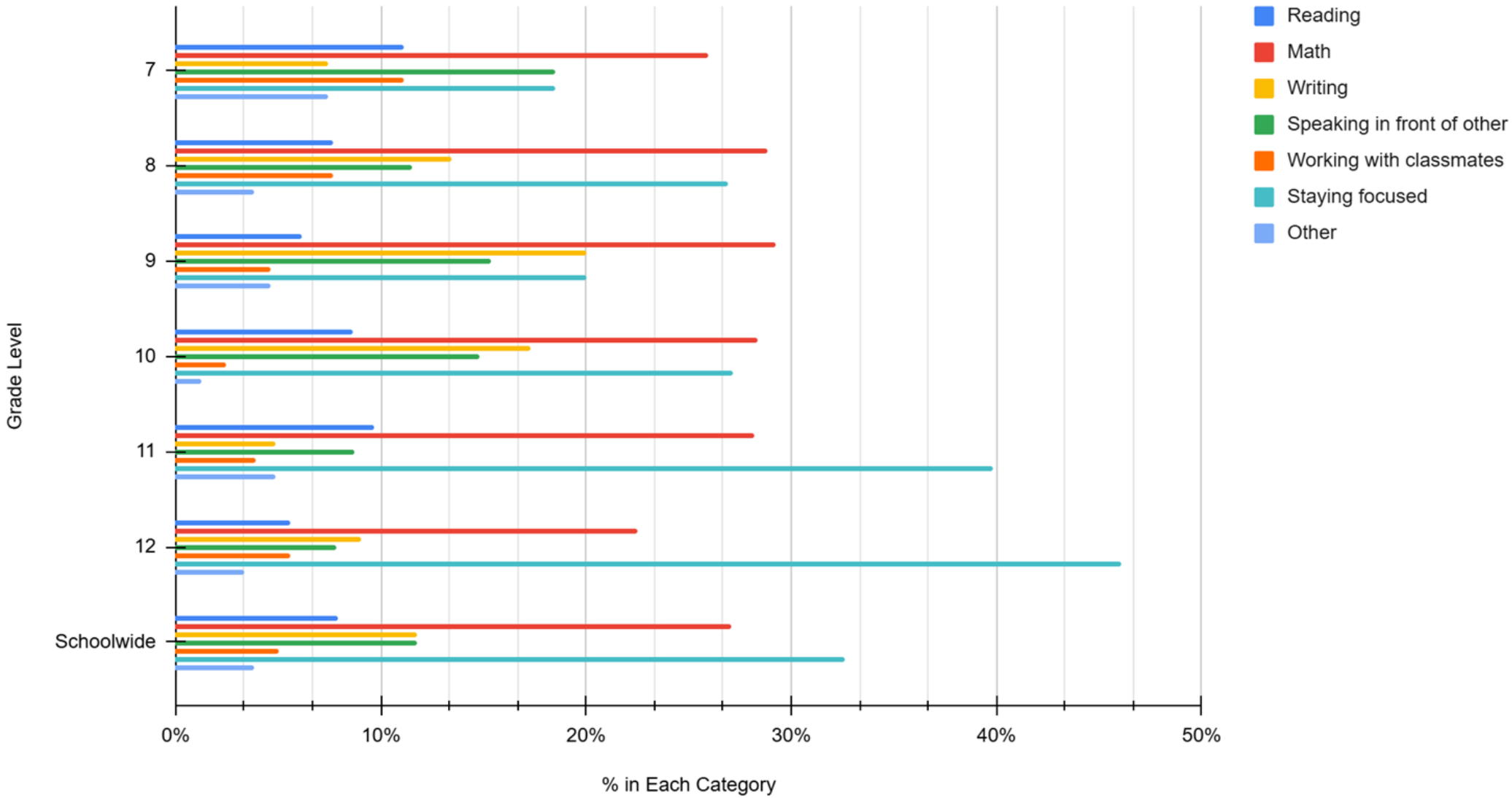
As of 10/16/26

	% Completed
7th Grade (n = 26)	85%
8th Grade (n = 43)	86%
9th Grade (n = 62)	94%
10th Grade (n = 100)	78%
11th Grade (n = 137)	74%
12th Grade (n = 119)	73%
Schoolwide (n = 487)	79%



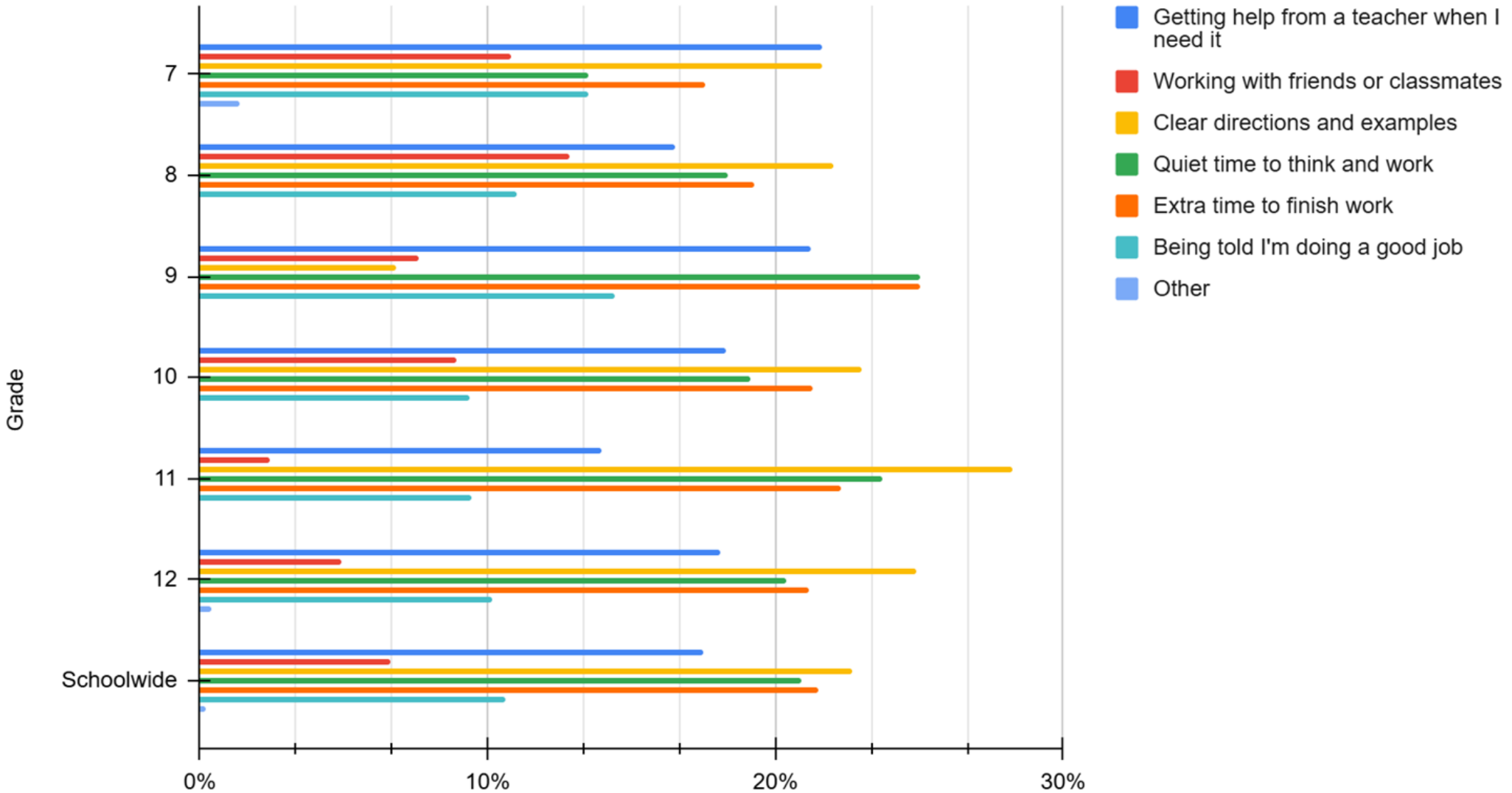
Goal for the Year

By Grade Level

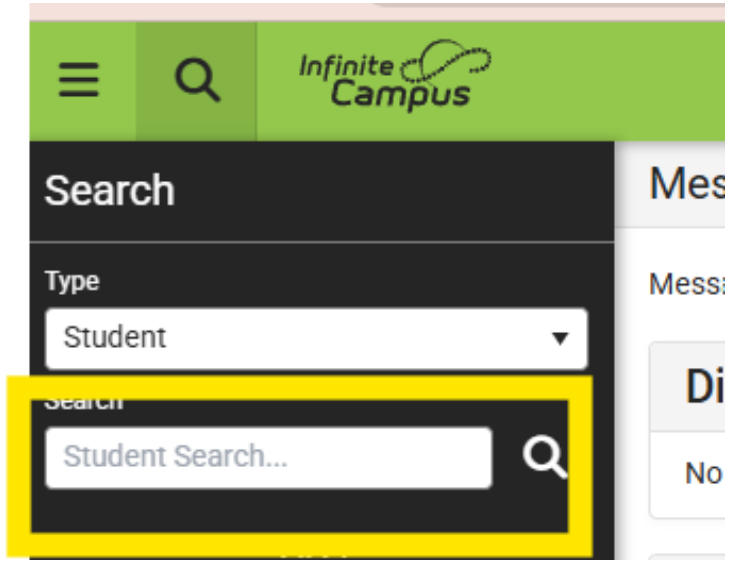


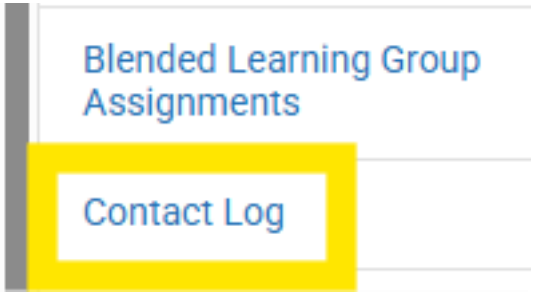
What Makes You Feel Confident

By Grade Level



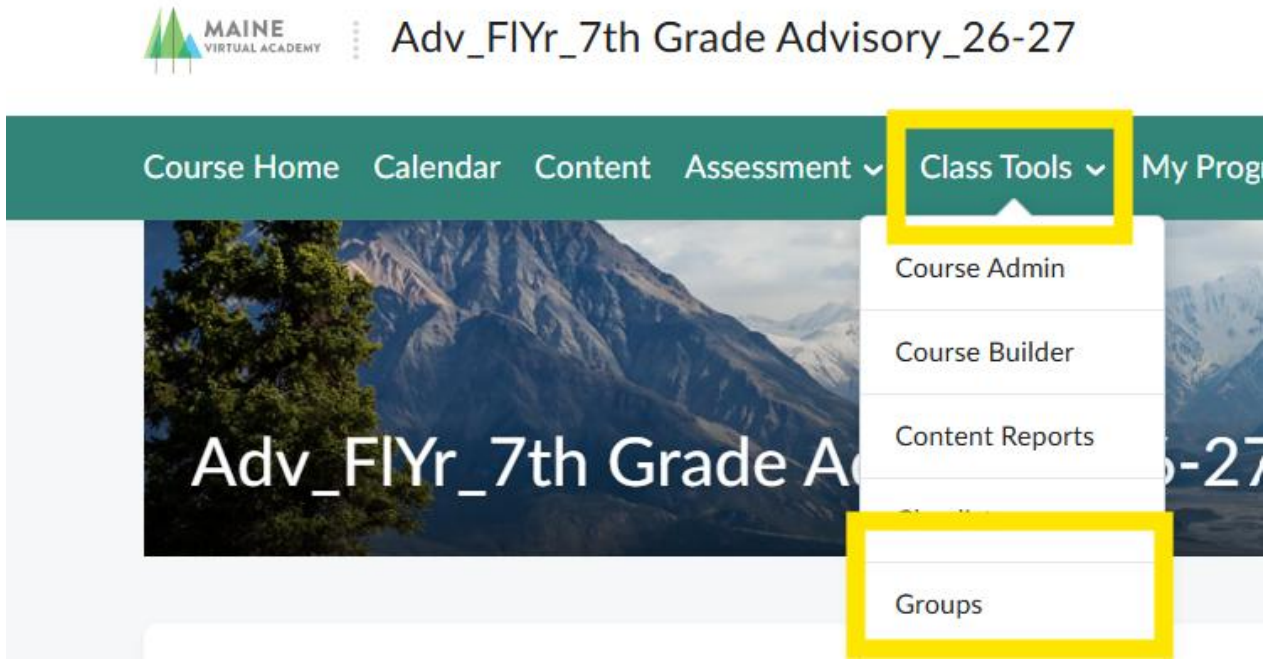
Responses for each student are recorded in Infinite Campus:

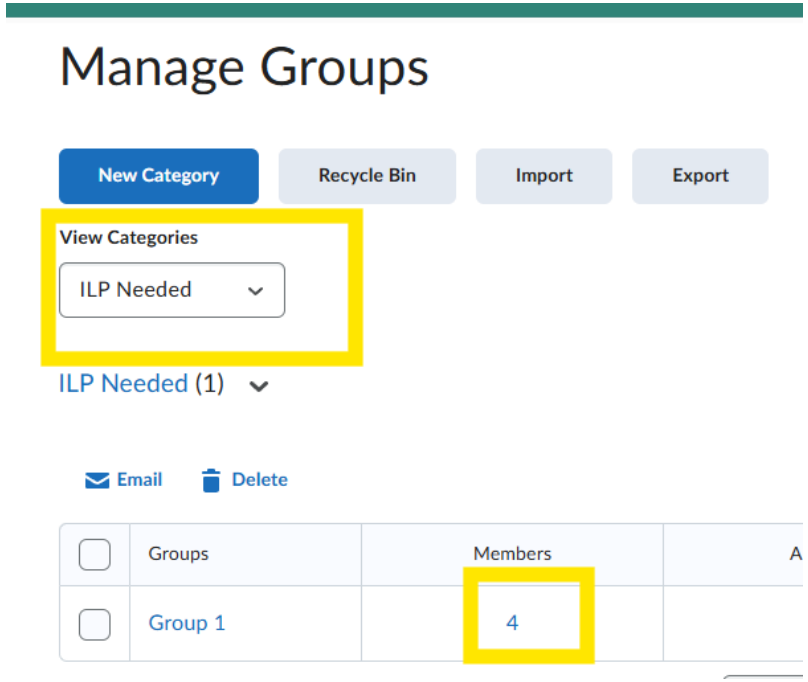




Contacted About	Module	Contacted By	Contacted	Contact Type	Date/Time	Details
[redacted]	PLP	O'Grady, Christina	[redacted]		10/07/2026 08:02 AM	1. What do you do or want to do with your time? I would do a mountain hike with friends, go swimming, then skateboard. 2. What can MEVA offer you to match your interests? Internships, alternative career paths, shadowing, clubs. 3. What are your postsec...

To see who is missing in each grade level navigate to the advisory course shell:





Group Members - Group 1

Group 1

Learner	Username	Org Defined ID
[redacted]		11796586
		11882251
		11806705
		6351663

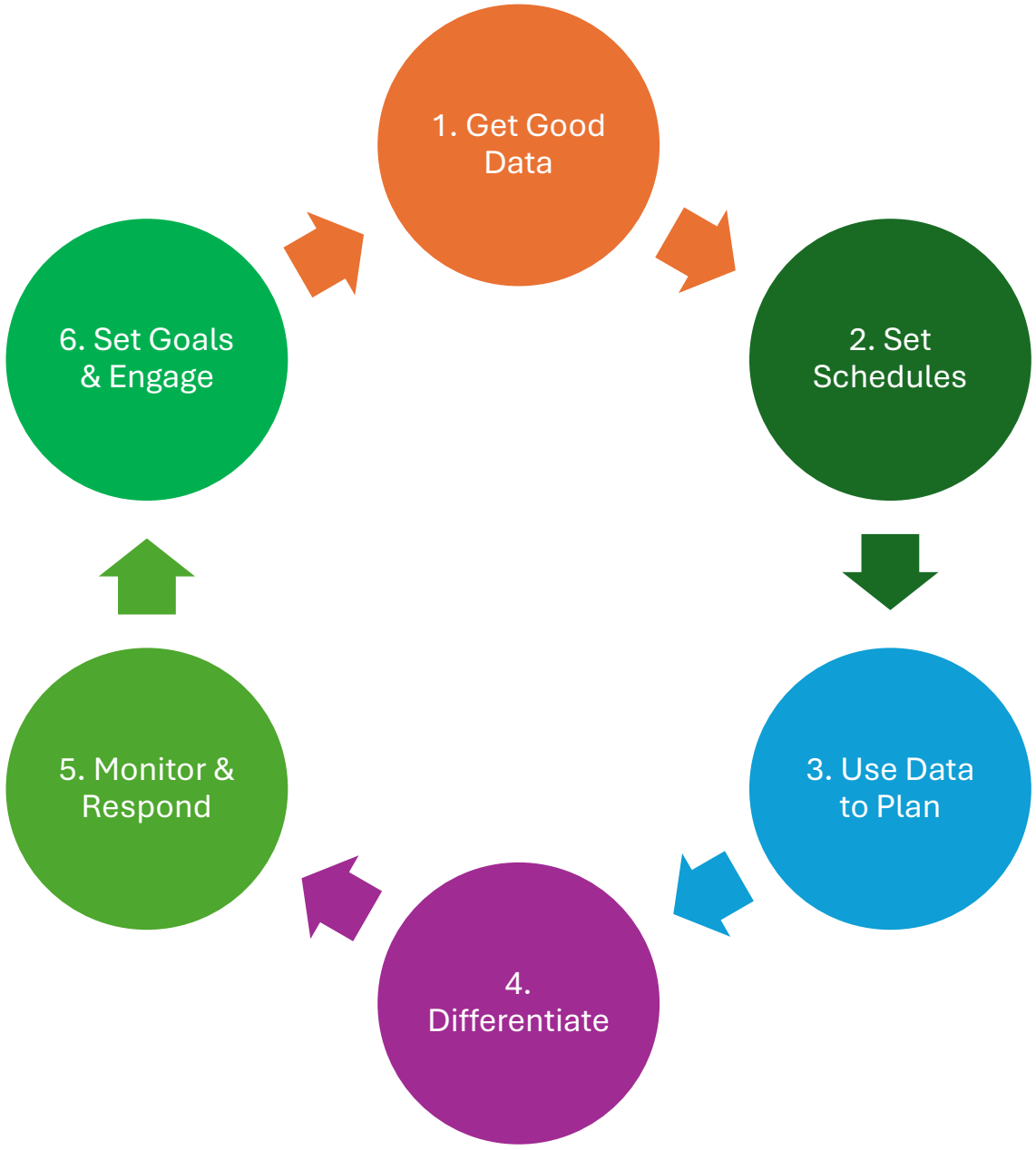
200 per page

Series 1: Getting Started with i-Ready

Today's Goal: Leave with a simple, shared routine for using i-Ready as an assessment & instructional support – not "one more program."

The i-Ready Cycle

Think of these as a loop – not a checklist you finish once.



First: Get Good Data

What Students Experience

- Questions get harder after correct responses and easier after incorrect responses.
- Students may see content above or below grade level.
- The test is designed to be challenging.

What Teachers Should Say

- “You will see questions you do not know.”
- “Do your best and move on.”
- “Challenge is expected; it does not mean you are failing.

What Teachers Should Do

- Prepare and motivate students, actively proctor, and track completion. Reliable decisions begin with reliable assessment administration.

Important: A student’s score is not simply the percent of questions answered correctly.

After Inform: Move From Score to Action

Where are Students Now?

Inform Results

See overall and domain placements to identify strengths, needs, and starting points for instruction.

What matters for grade-level work?

Grade-Level Planning

Connect current skills to upcoming grade-level work and anticipate where scaffolds may be needed.

Who has similar needs?

Instructional Grouping

Identify students with similar instructional priorities to support flexible small-group planning.

Are students growing?

Inform Growth

Track progress toward Typical and Stretch Growth goals across assessment windows.

Personalized Instruction: Protect Productive Time

30-49

Minutes per subject/week

+≥70% lesson quizzes passed

In a large K-8 study, students meeting this usage guidance exceeded Typical Growth and had higher median growth than lower-use/lower-pass-rate peers.

For classroom practice

The teacher-actions guide recommends allowing about 45 minutes per subject per week for Personalized Instruction within a schedule that also includes whole-class/small-group instruction, student engagement, and teacher planning/monitoring.

Do not chase minutes alone: the research brief explicitly notes that quality of time is as important as quantity.

Weekly Teacher Routine

The point of monitoring is not compliance. It is to identify when a student needs a change in support.

Student Ownership: Goals & Data Chats

Set a Clear Goal

Use a goal students can understand. Make it visible and revisit it.

Track Progress

Routinely look at progress rather than waiting for the next testing window.

Talk about the data

Use regular data chats to connect effort, lesson performance, growth, and next steps.

Stretch Growth is described as ambitious but attainable and is designed to put students on a path toward proficiency or advanced proficiency.

Learning Games: Purposeful Practice, Not Filler

How they adapt

Game availability is based on chronological grade. Within most games, difficulty can adjust based on the most recent Math Inform performance or prior game performance. Adaptivity provides challenge, scaffolding, and feedback.

Middle school examples

Hungry Fish: rational-number operations

Bounce: negative rational numbers & absolute value

Match: ratios & rational-number operations

Use with intention

Use games to target a skill or provide fluency practice – not as a substitute for teacher-led instruction or Personalized Instruction expectations.

Why use the data?

Personalized Instruction

The 2018-19 K-8 study reported higher median Typical Growth for students who met the studied usage guidance (30-49 minutes +≥70% quiz pass rate) than peers with 10-29 minutes +<70% pass rate.

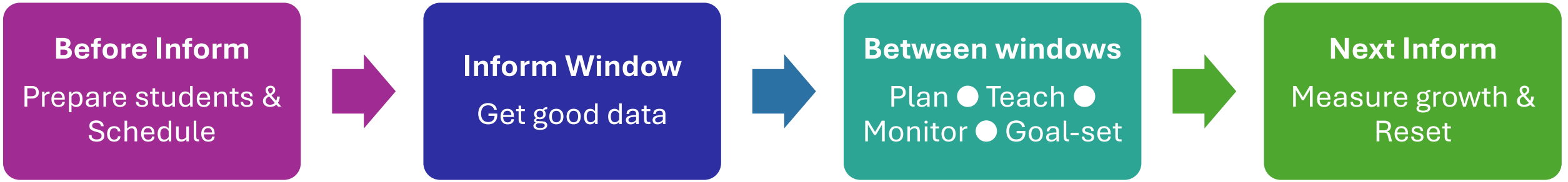
Reading: 154% vs 104% average growth
Math: 120% vs 89%

Inform & State Assessments

A 2026 Curriculum Associates brief reports strong correlations between spring i-Ready Inform and state/SBA summative assessments across 44 states; reported correlations exceed the .70 benchmark described as “strong” in the brief.

Use evidence to support implementation – not to imply that one score tells the whole story.

What this looks like across the year



The teacher guides place 12-18 weeks between Inform windows and calls for at least 12 weeks between students' assessment starts.

Our “first moves” after today

1. **Protect the scheduled Personalized Instruction time**
2. Open the key reports and identify one instructional priority
3. Check Time-on-Task, Alerts, and performance weekly
4. Use a brief student goal/data conversation to make progress visible

Discussion & Questions

1. What part of the teacher cycle feels clearest?
2. Where do you need a walkthrough or practice?
3. What is one routine we should make consistent across the school?

Source Documents Used

All content in the deck is grounded in the linked Curriculum Associates resources

- Top Teacher Actions Overview/Your Year with i-Ready (2026)
- FAQ: How does i-Ready Inform Work? (2026)
- i-Ready Personalized Instruction is Proven to Work (2026)
- i-Ready Inform Correlations (2026)
- Learning Games Skills Alignment (2026)
- Meet the Games (2025)
- Top Leader Actions Overview/Your Year at a Glance (2026)

Speaker notes on each slide identify the specific document(s) and page(s) used.

Communications for Self-Paced Courses

- Don Fournier.

Other

- Other and our next Professional Learning (PL) Meeting is on Monday, October 26th via Zoom at 3:00 pm.
- **Veterans Day** is Wednesday, November 11th. Please cancel your live sessions.
- MEVA virtual high school graduation on **Friday, June 4th at 2:00 pm**. MEVA virtual eighth grade recognition ceremony on **Friday, June 11th at 11:00 am**.
- Looking ahead, the Last Day of School is **June 11th**.
- 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.

Assessment Calendar 2026-27

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA MAP (virtual) **Math & Reading**	September 15, 16, 17, 2026 (Makeup Day - September 18, 2026) **Grades 9 & 11 ONLY**	January 12, 13, 14, 2027 (Makeup Day - January 15, 2027) **Grades 7-11**	May 4, 5, 6, 2027 (Makeup Day - May 7, 2027) **Grades 9 & 11 ONLY**
Maine Through Year **(ELA & Math)**	October 5-23, 2026 **Grades 7, 8, & 10**	NA	April 12-16, 2027 **Grades 7, 8, & 10**
MEA (Science)	NA	NA	April 1-13, 2027 (HS) Makeup Window: April 14-16, 2027 (HS) May 10-19, 2027 (8th Grade) Makeup Window: May 20-21, 2027
MSAA			***Tentative*** March 9 - April 24, 2027
WIDA		***Tentative*** January 5 - March 10, 2027	
ACCUPLACER	September 15, 16, 17, 2026, with makeup	Ongoing	Ongoing