

Professional Learning Meeting #7/27 – October 26th

- Mission and Vision.
- Why the i-Ready Assessment?
- Reminder: Performance Framework for Academic Growth and Proficiency.
- State Testing Update – Stephanie Emery.
- Professional Learning: Using i-Ready data to inform instruction – Dr. Christina O’Grady.
- Research-Based Practices: Behavior as Communication – Lila Theriault.
- Other and next PL Meeting on November 2nd.

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

Why the i-Ready Assessment?

- i-Ready is a criterion-referenced assessment of math and reading that we administer to grades 7-11, virtually, three times during the school year, fall, winter, and spring.
- i-Ready measures students' growth/stretch-growth to grade-level proficiency.
- i-Ready data will propel MEVA toward successful outcomes by charting where students are currently and what they need to learn to attain proficiency in math and reading.

Reminder: Performance Framework for Academic Growth and Proficiency

- **GROWTH:** At least forty-five percent (45%) of students in grades 7 & 8 attain their target fall-to-spring growth on NWEA math and reading.
- **PROFICIENCY:** The percentage of students in grades 7, 8 & 10 meeting/exceeding expectations is within five percent (5%) of the state averages in math and reading.
- **SUBGROUPS:** Same growth and proficiency performance measures for all subgroups, IEP, Economically Disadvantaged, Male, and Female.

MTY Final Numbers

Thank you all for a great Fall assessment season!

Overall Fall Participation: 93%

Grade Level ▼	OPT OUT	READY_TO_TEST	SUBMITTED	Grand Total	Final % Tested
7	2		24	26	92%
8	2		40	42	95%
HS	4	3	88	95	93%
Grand Total	8	3	152	163	93%

Series 2: i-Ready Pro: From Online Lessons to Instructional Action

Today's Goal: Develop a foundational understanding of i-Ready Pro's Personalized Instruction features, reports, and instructional resources, how to use these tools to monitor student progress, identify learning needs, and provide targeted instructional support.

Three Questions to Guide Our Work

1.

What is i-Ready Pro and how are lessons chosen

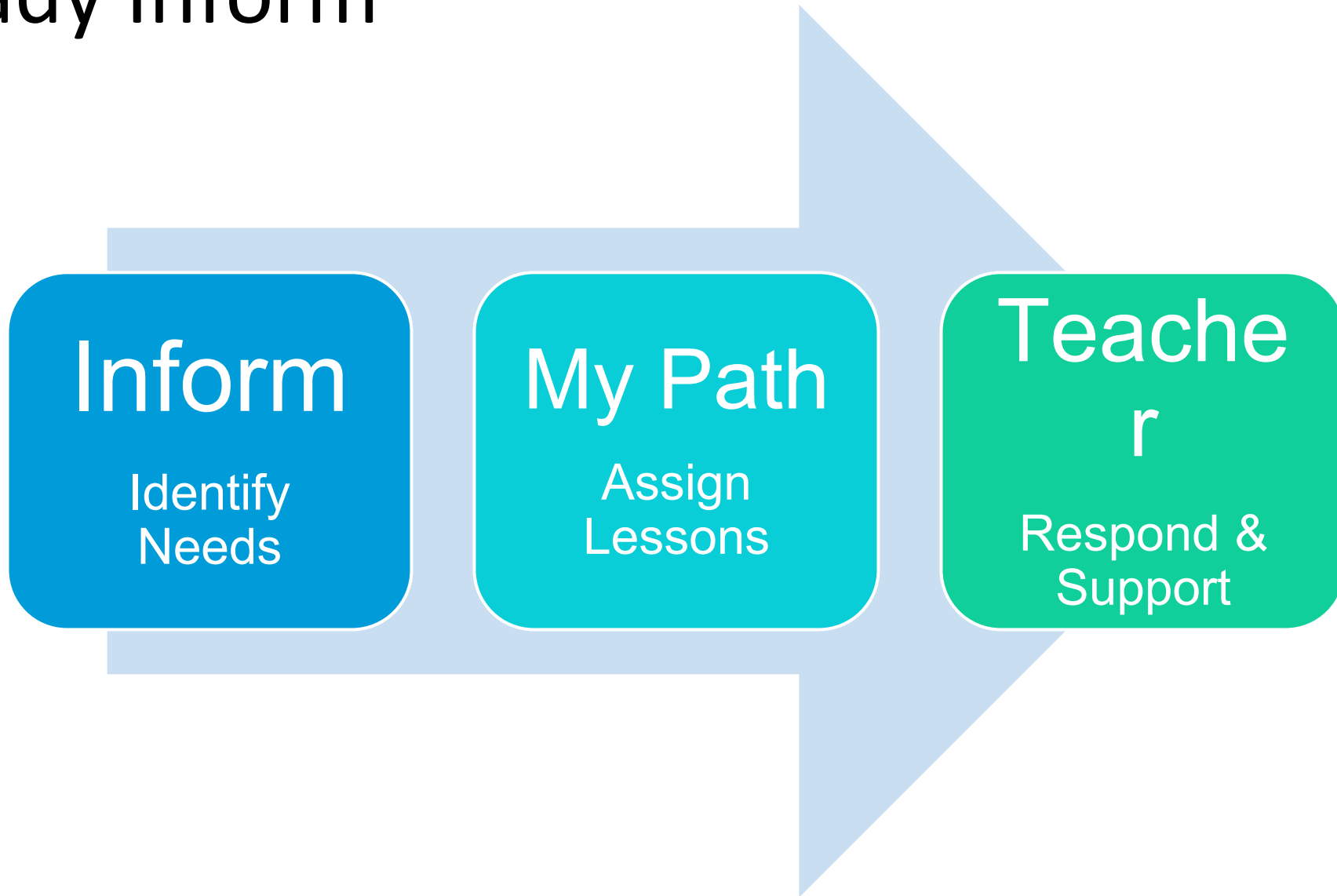
2.

Where do I look to see progress and respond?

3.

Which resources help me teach the missing skill

i-Ready Inform



Essential vs. Elevate

Essential builds access. Elevate extends learning.

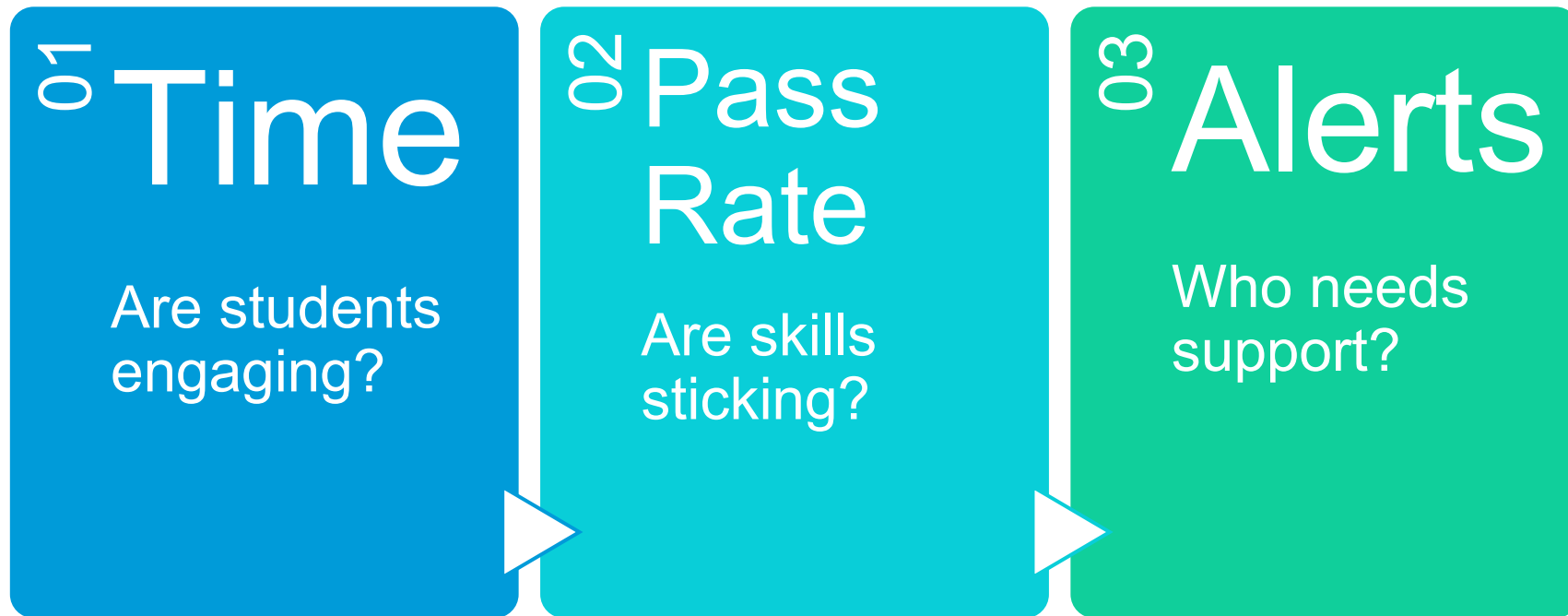
Essential
**Build prerequisite
skills**

Foundation

Elevate
**Access grade-level
work**

Acceleration

Personalized Instruction Summary (Class)



Personalized Instruction Summary (Student)

Current &
Past
Lessons:

What
happened?

Upcoming
Lessons:

What comes
next?

Lesson-
level
Patterns:

Which skill
needs support?



Quality & Consistency Matter

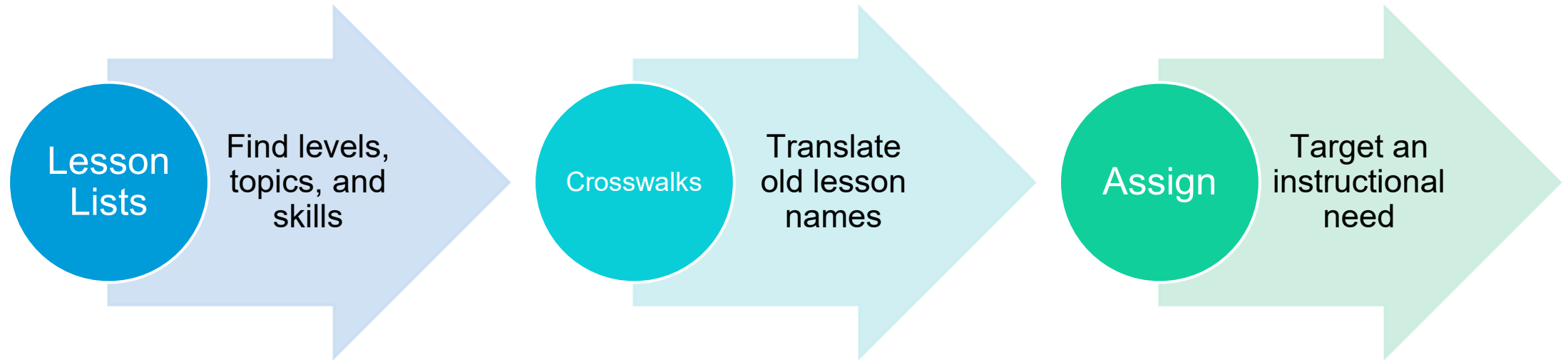
30-49

Min/Subject/Week

70%+

Lessons Passed (YTD)

Use the lesson lists and crosswalks

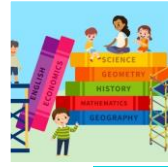


Teacher-led supports for prerequisite skills



Tools for Instruction

Targeted
downloadable
lessons



Tools for Scaffolding Comprehension

Differentiated
reading
support



Address a Specific Need

Use them
to
address a
specific
need,
then
return to
grade -
level
learning.

What changes for Grades 9-12?

Inform Results show overall and domain placements.

High school growth reporting does not display built-in Typical/Stretch Growth.

Math reports can use Traditional or Integrated Pathways.

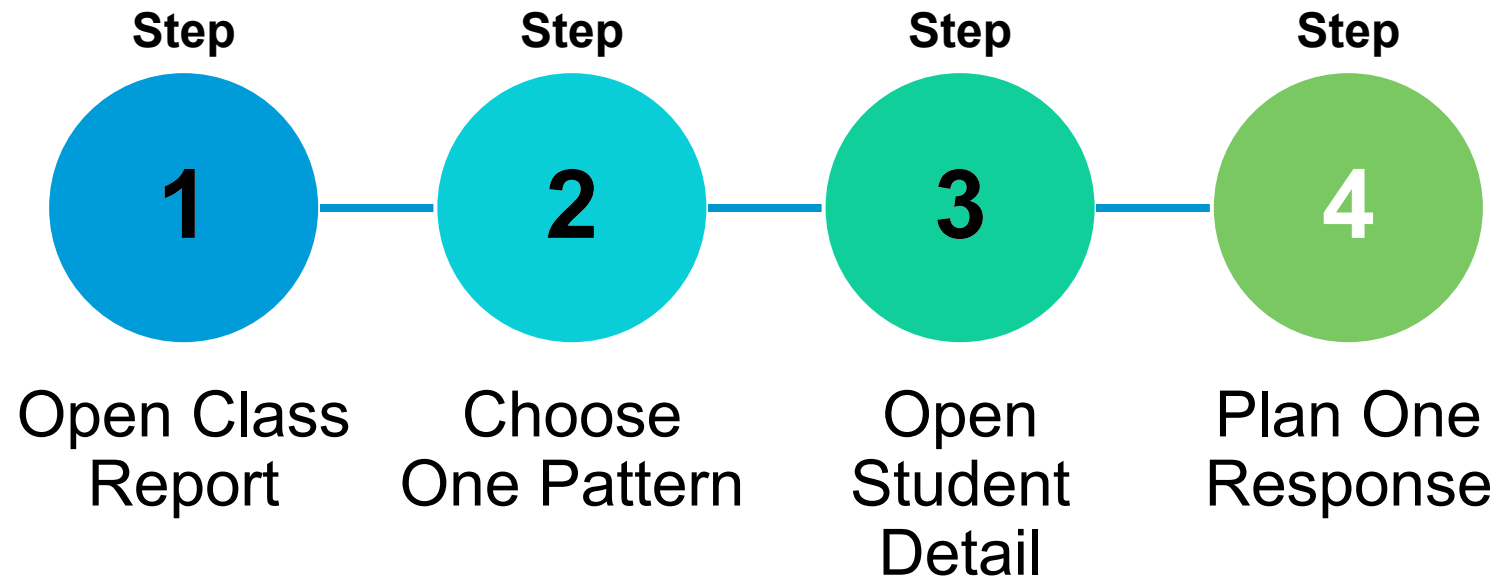
Motivate progress without reducing it to points

XP rewards completing, passing, and retrying i-Ready Pro lessons.

Students see XP on their dashboard
– not in teacher reports

Pair recognition with specific skill-based feedback

One report. One student. One next step.



Use the right document for the right question

Monitoring:

Class + Student
report reference
sheets; Teacher
Guidance

Instruction:

Essential/Elevate
lesson lists;
Reading/Math
crosswalks

High school intervention:

Features,
placements,
growth, norms

Engagement & Planning:

XP
FAQ; sample
schedules;
student action
plan

Start small. Monitor regularly. Respond intentionally.

Your next step:

- Identify one instructional need and one support.

Questions

- Bring one question or pattern to the next collaborative discussion.



Behavior as Communication

What might “rude” be saying?

All behavior sends a message

- A student rolling their eyes
 - A teen with head on desk — tired or avoiding a task
 - Both are communicating something
- Even unaware, people send messages through behavior every day.

In a virtual class

- Camera off — shy, distracted, or unsafe space
- Not responding in chat — confused or overwhelmed
- Leaving the call early — tired or needs help

Problem behavior always has a reason

- Behavior communicates unmet needs
- Students may lack words
- Actions can replace explanations
- Ask: “What is this behavior communicating?”

Four functions: S.E.A.T.S.

- S — Sensory: meet an internal need
- E — Escape: avoid a difficult situation
- A — Attention: get a social response
- T — Tangibles: gain an item or activity

Spot the function

A student seems “rude”: speaks over the teacher and refuses work. Which S.E.A.T.S. function best fits?

Choose one function and explain what need the behavior may communicate.

Support works better than punishment

- Punishment may stop behavior briefly
- Support addresses the unmet need
- Teach a safer replacement skill
- Practice asking, waiting, or taking breaks

"Rude" is a label, not a description

- Subjective: meanings differ
- Unmeasurable: intent stays hidden
- Unclear: observers cannot count
- Operational definition: exact, observable actions

Replace labels with actions

Observable examples

- Defiance → refuses within 10 seconds
- Disrespect → shouts or name-calls
- Interrupting → speaks over others

Use the Stranger Test

- Could a substitute count it?
- Name exactly what happened
- Example: spoke over teacher three times

Write what an observer can count

Rewrite: "The student was rude." Include exact action, context, and frequency.

Would a substitute know exactly what to track? Rewrite it until the answer is yes.

Other

- Other and our next Professional Learning (PL) Meeting is on Monday, November 2nd 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 colleagues, 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 (8 th Grade) Makeup Window: May 20-21, 2027
MSAA			<i>Tentative</i> March 9 - April 24, 2027
WIDA		<i>Tentative</i> January 5 - March 10, 2027	
ACCUPLACER	September 15, 16, 17, 2026, with makeup	Ongoing	Ongoing

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%.