Professional Learning Meeting #8/27 – November 2nd

- Mission and Vision.
- Seeking Feedback on MEVA's Strategic Goals/Priorities.
- Two Professional Practice Requests.
- Progress Monitoring: Advisory Update – Dr. Christina O'Grady.
- Professional Learning: Using i-Ready data to inform instruction – Dr. Christina O'Grady.
- Positive classroom environment – Lila Theriault.
- Other and next PL Meeting on November 9th.

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

Strategic Goals/Priorities : Seeking Feedback.

- **GOAL 1: ACHIEVE OUR MISSION AND VISION as measured by the Maine Charter School Commission's annual monitoring performance measure.**
- **GOAL 2: MEET/EXCEED OUR CHARTER CONTRACT PERFORMANCE MEASURES as measured by the Maine Charter School Commission's annual monitoring process.**
- **GOAL 3: GRADUATE STUDENTS WHO ARE COLLEGE AND/OR CAREER READY as measured by the Accuplacer math and reading Maine Charter School Commission's annual monitoring performance measure.**
- **GOAL 4: DELIVER THE BEST POSSIBLE SERVICE AND SUPPORT TO OUR STUDENTS AND FAMILIES as measured by the spring Panorama School Climate Survey Maine Charter School Commission's annual monitoring performance measures.**

Two Professional Practice Requests

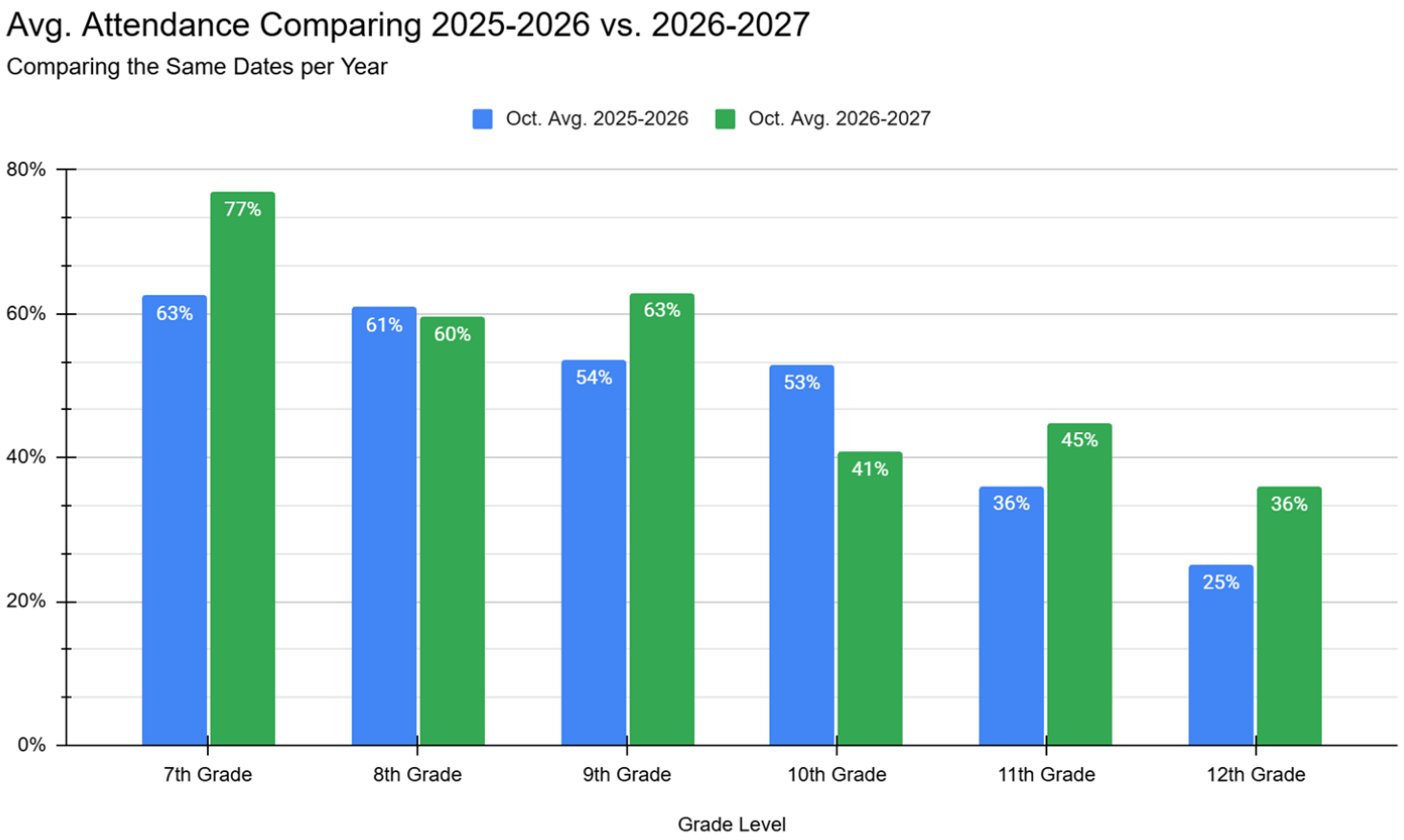
- All courses, including self-paced, ready to go on day one of the new semesters.
- Weekly grading – applies to all courses.

Advisory Update

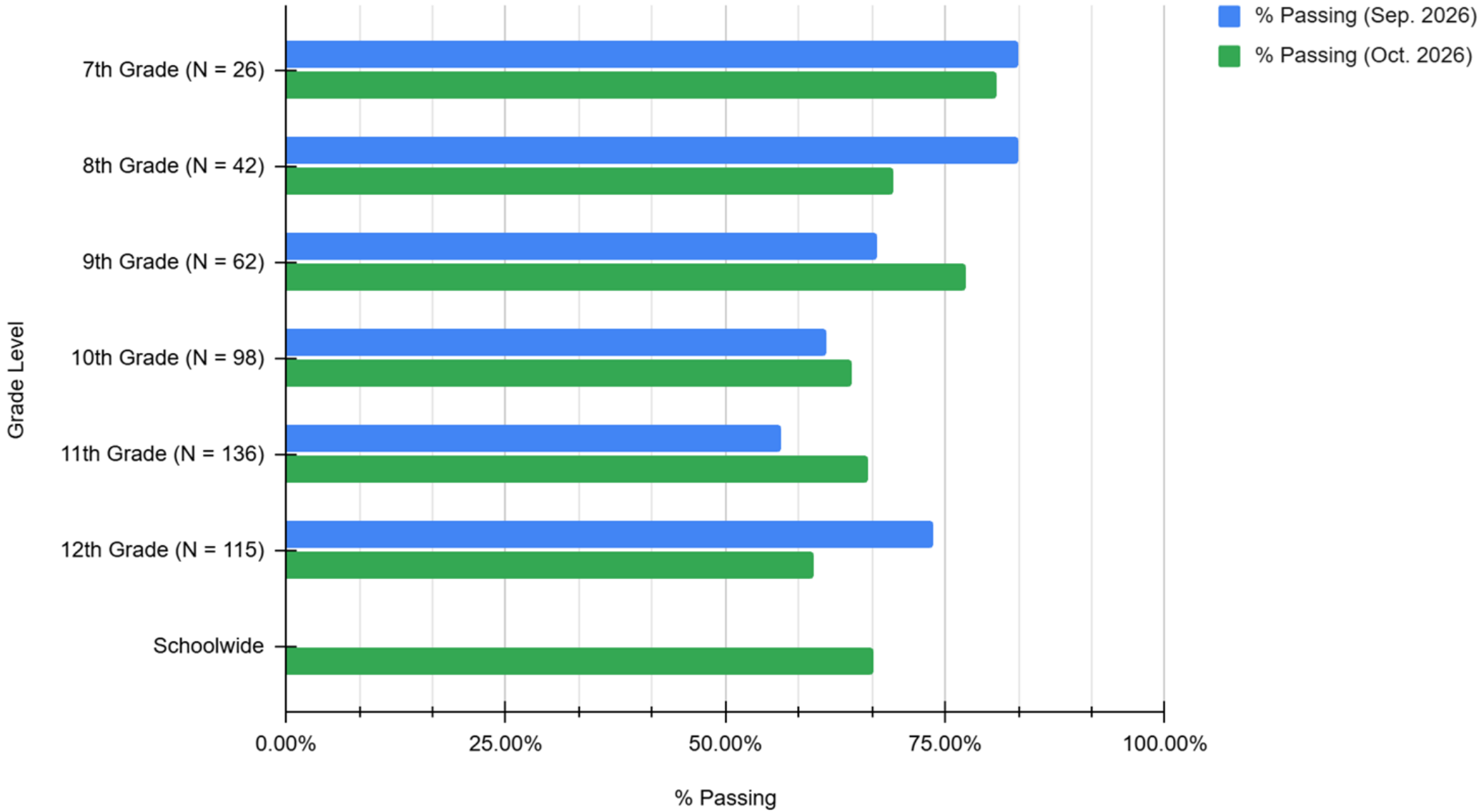
November 2, 2026

Advisors & Students’ Avg. Attendance in Oct.

	Advisors' Avg.	Students' Avg.
Grade 7 Avg.	75%	79.64%
Grade 8 Avg.	100%	71.38%
Grade 9 Avg.	98%	68.01%
Grade 10 Avg.	92%	49.97%
Grade 11 Avg.	81%	53.51%
Grade 12 Avg.	96%	41.56%



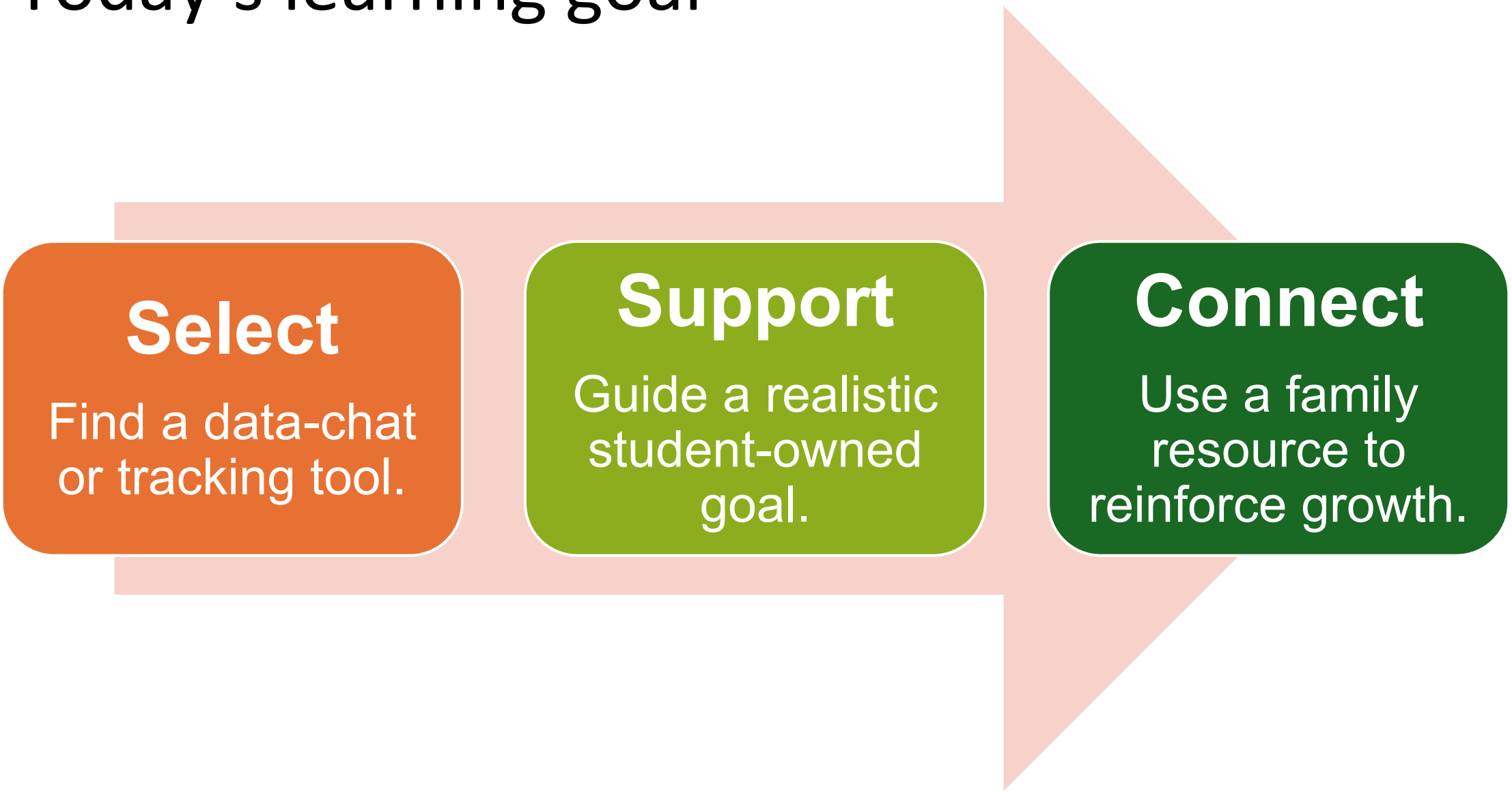
Passing Rates



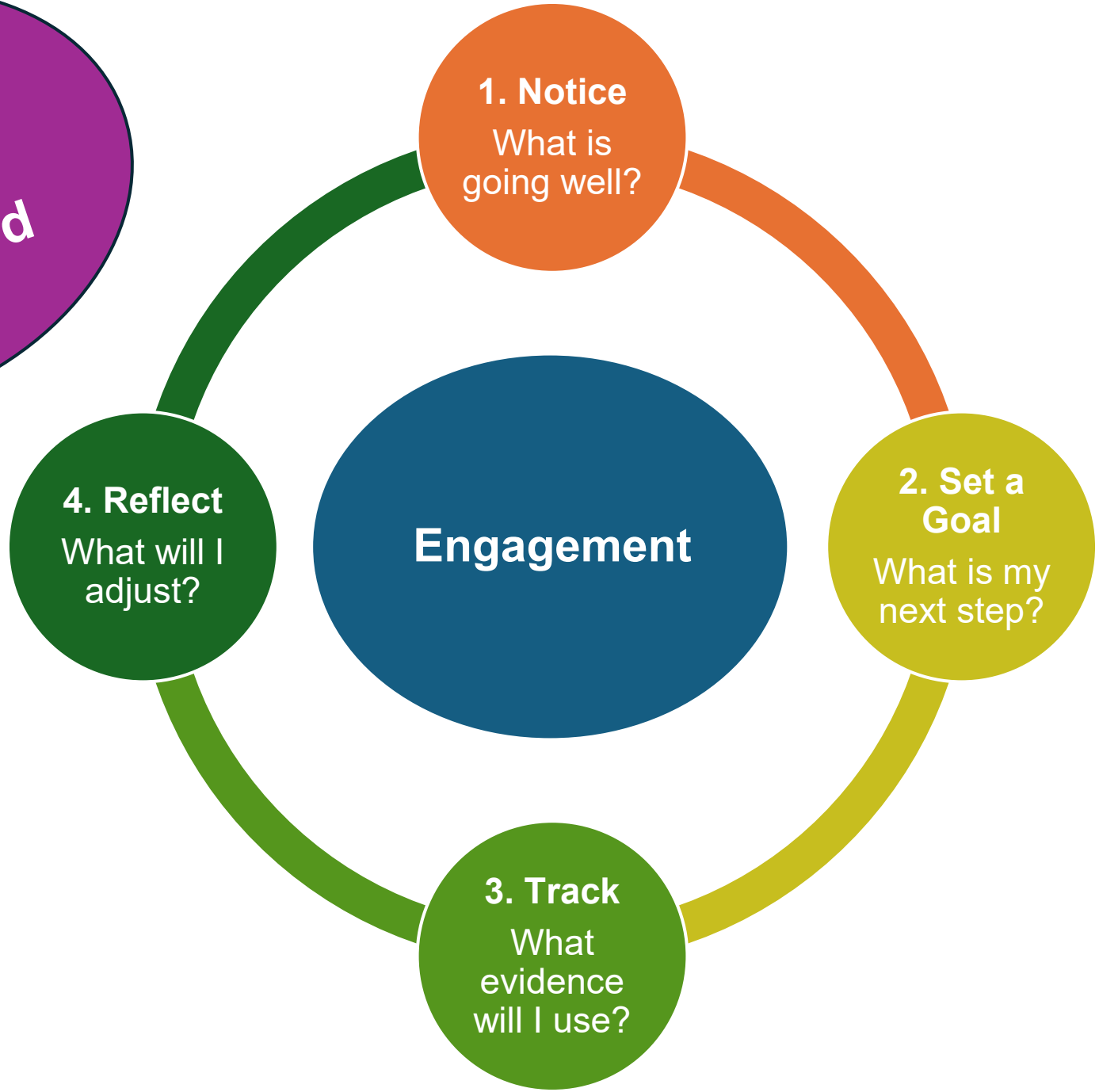
Series 3: Engagement & Goal Setting

Today's Goal: Educators will explore i-Ready resources and strategies to increase student engagement, support meaningful goal setting, and empower students to take ownership of their learning through progress monitoring, reflection, and family involvement.

Today’s learning goal



Engagement is a cycle – not a reward



What makes a goal worth setting?

Specific

Name a skill, habit, or process

Reachable

Short-term and moderately challenging.

Student-Owned

Describe an action the learner can take.

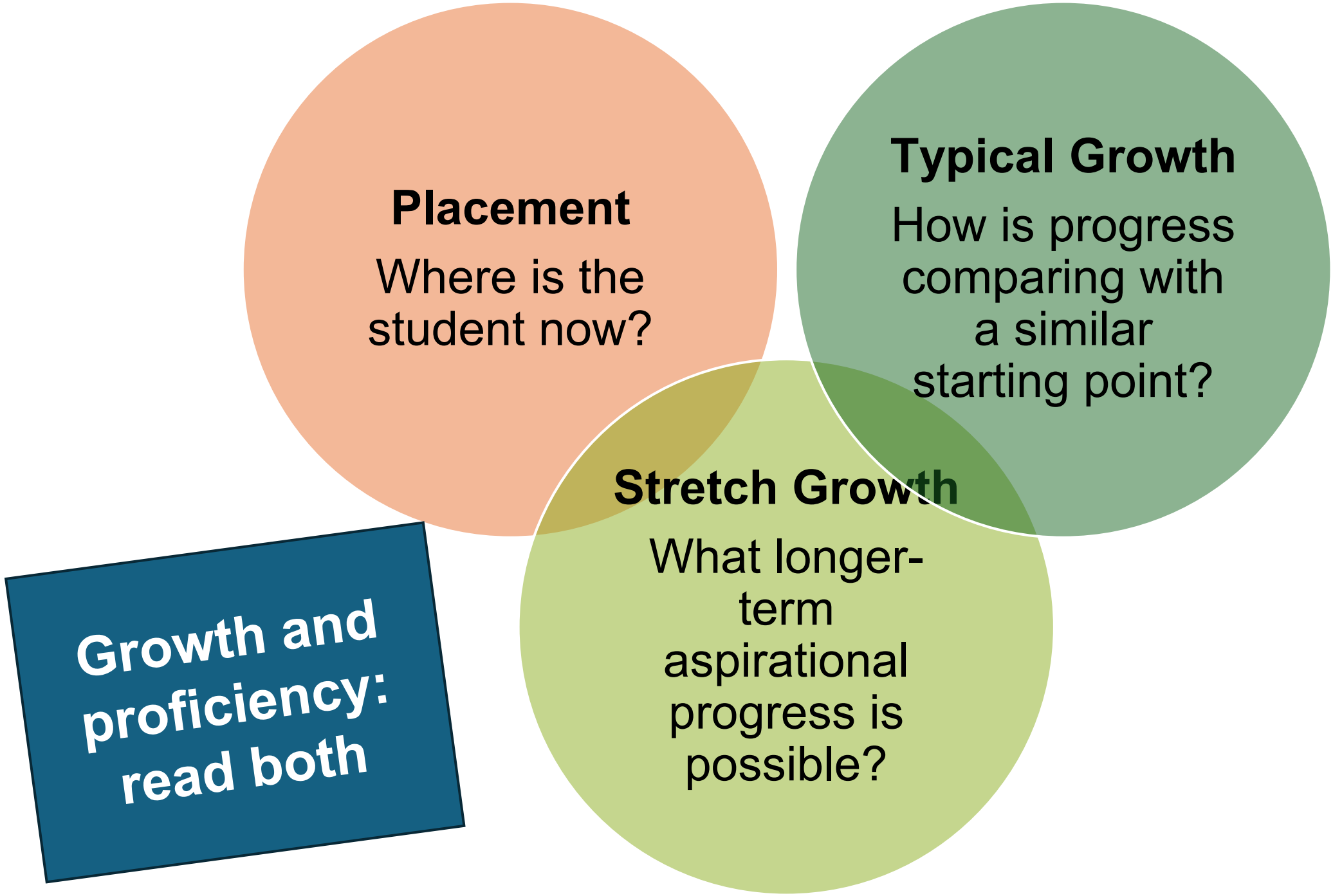
Turn a vague wish into a goal

Before

“I want a higher reading score.”

After

“I will reread and find text evidence before answering.”


Placement
Where is the student now?
Typical Growth
How is progress comparing with a similar starting point?
Stretch Growth
What longer-term aspirational progress is possible?
Growth and proficiency: read both

Subject

Math

i-Ready Inform Assessment

i-Ready Inform 1 (09/03/26)

Key

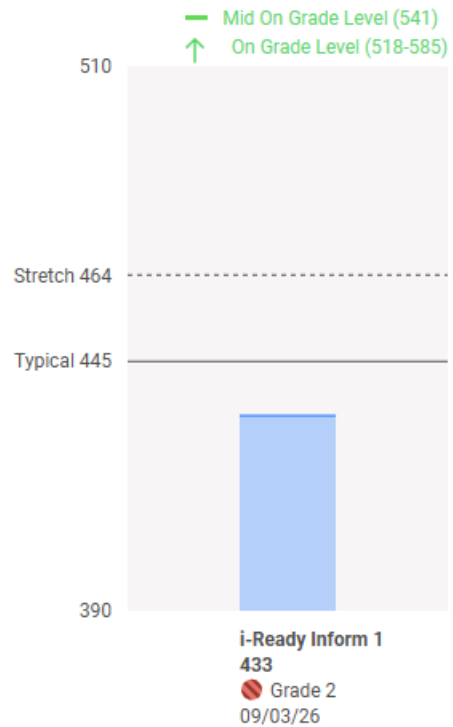
i-Ready Inform 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline i-Ready Inform.

Stretch Growth®

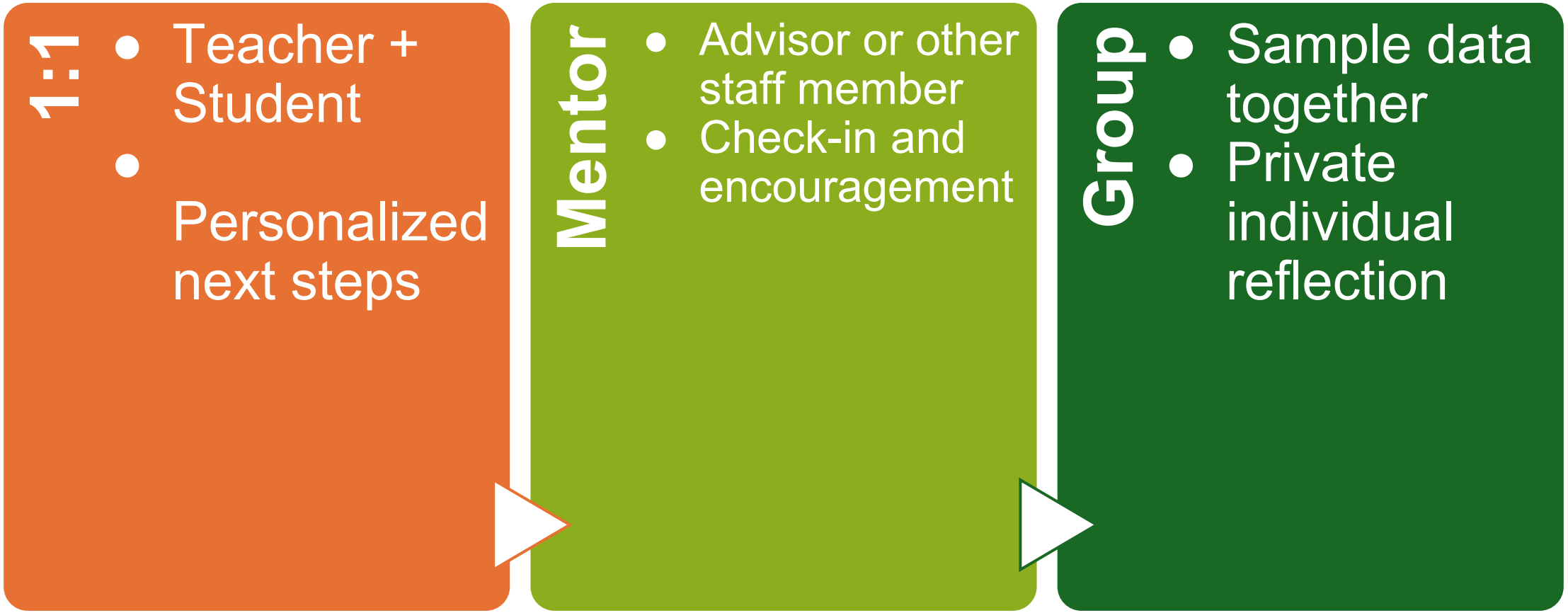
Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.



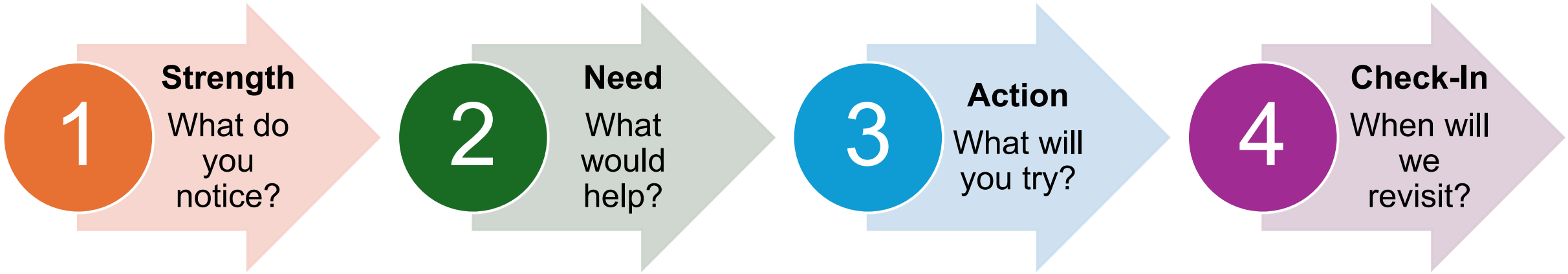
This i-Ready Inform is considered the baseline and is used to establish Growth Measures for this student.

Overall Math	Grade 2 (433) Standard Error +/- 8	
Domain	Placement	Can Do & Next Steps
Number and Operations	Grade 2	
Algebra and Algebraic Thinking	Grade 3	
Measurement and Data	Grade 2	
Geometry	Grade 4	

Student Data Chats: choose your format



A four-question data chat



Student trackers: pick one, not all

Tracker

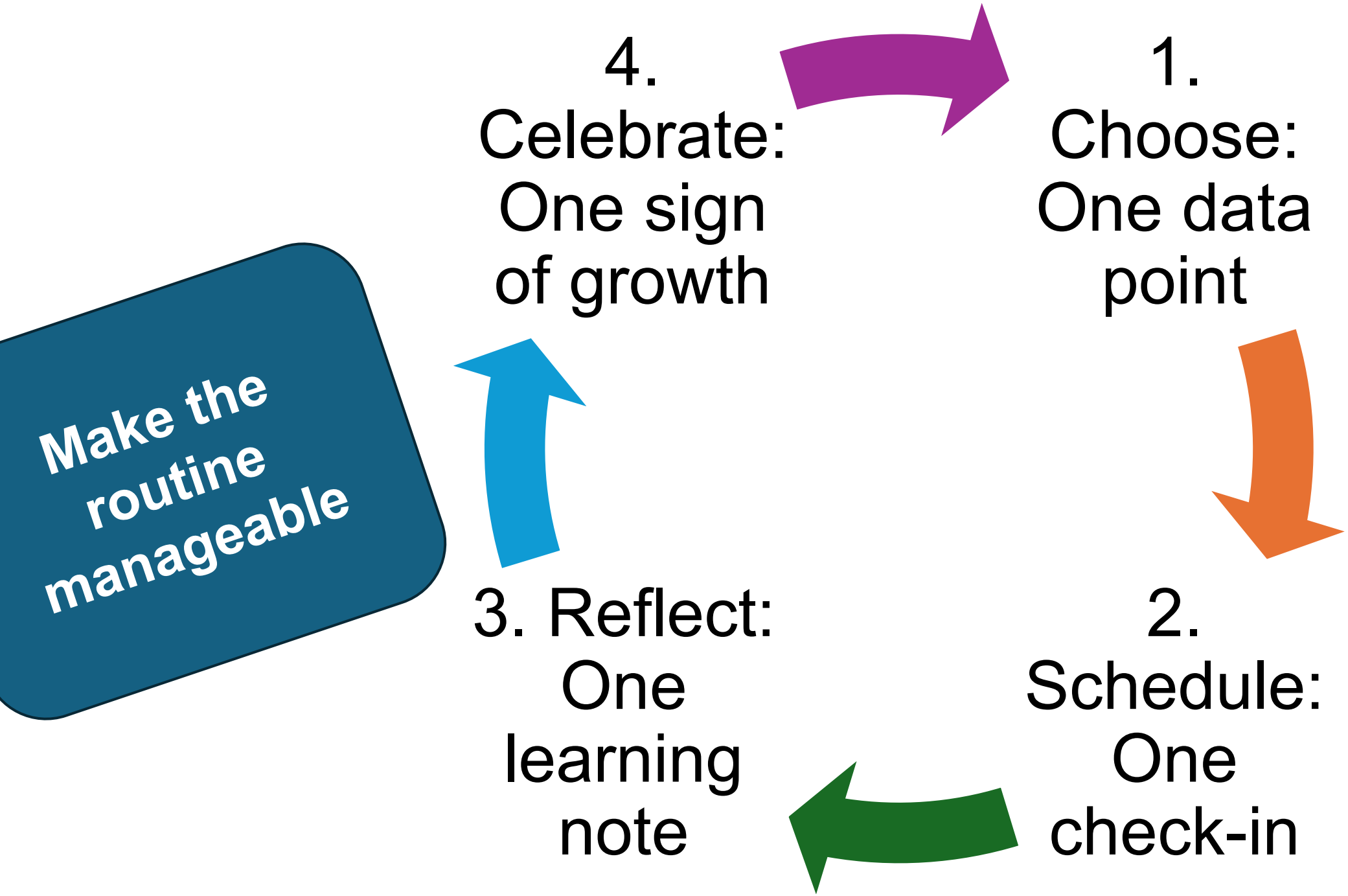
Record lesson activity and learning.

Pledge

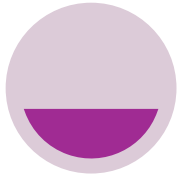
Name habits that support effort.

Reflection

Explain learning, questions, and next steps

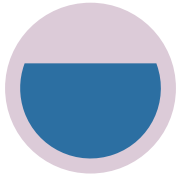

1.
Choose:
One data
point
2.
Schedule:
One
check-in
3. Reflect:
One
learning
note
4.
Celebrate:
One sign
of growth
Make the
routine
manageable

Families are partners in the conversation



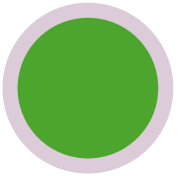
Explain

Family guide + results reference



Discuss

Family Data Chats conversation guide



Reinforce

Optional at-home progress tracker

Which family resource should I send?

What does it mean?

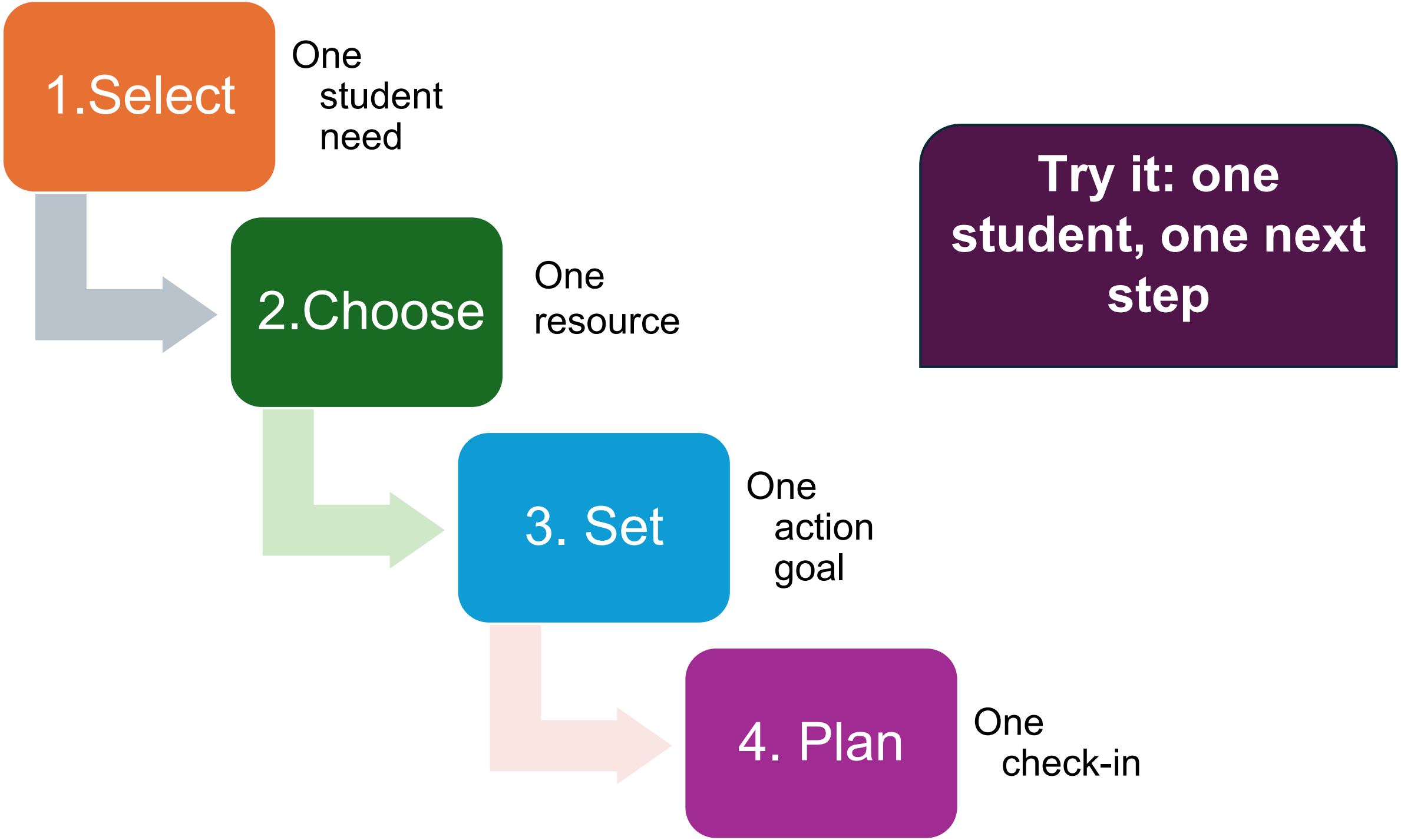
Results reference sheet

What do we do next?

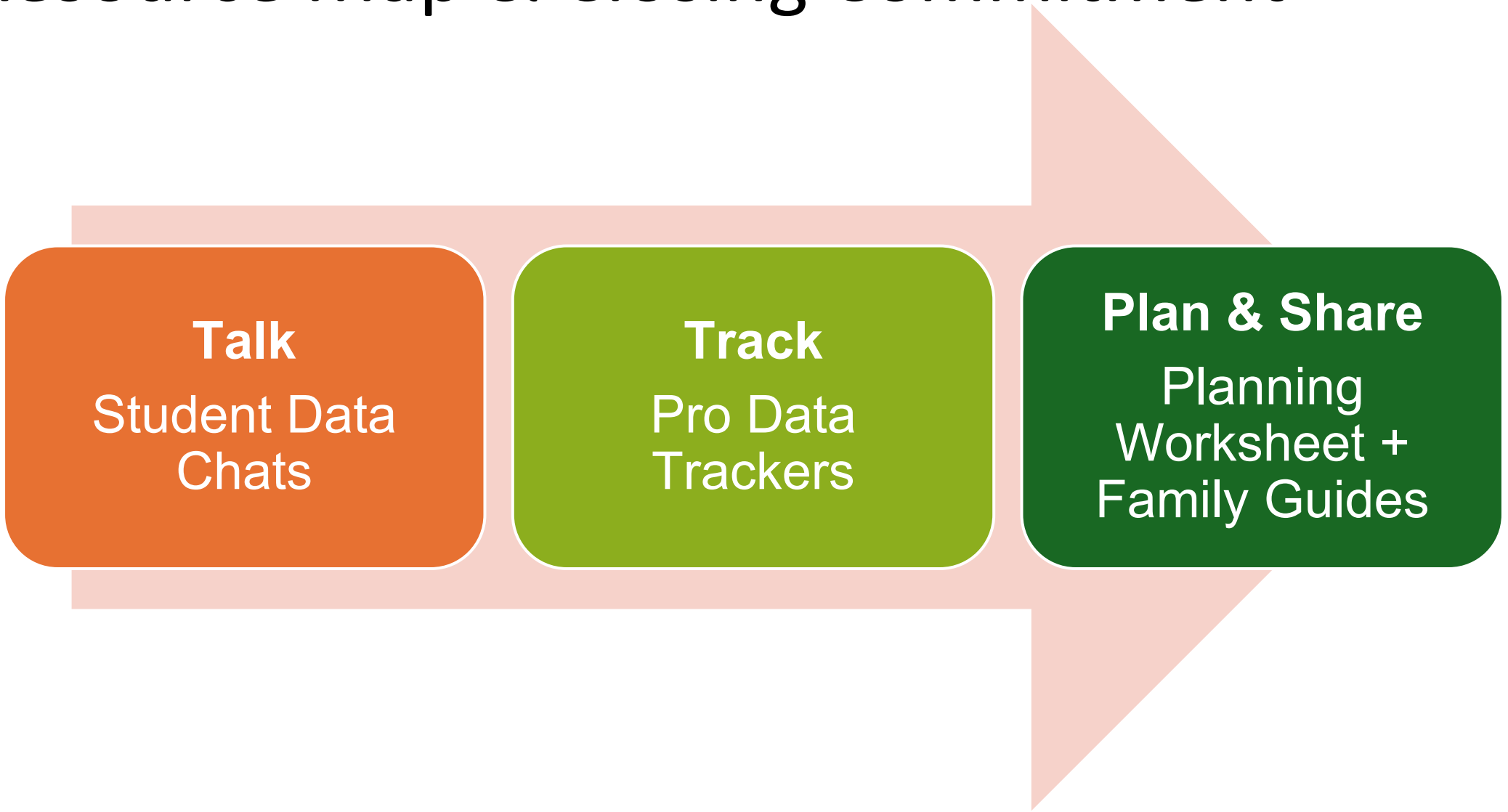
Family Data Chats

How does i-Ready work?

Guide for Families


1.Select
One student need
2.Choose
One resource
3. Set
One action goal
4. Plan
One check-in
Try it: one student, one next step

Resource Map & Closing Commitment



Placement Levels

Mathematics - Overall Placements

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 7	508-530 531-564 565-574	575-585	586-598	599-800		
Grade 8	493-517	518-540 541-574 575-585	586-598	599-610	611-800	
Grade 9	493-502	503-514	515-555 556-585 586-598	599-610	611-629	630-800
Grade 10	493-502	503-514	515-555	556-585 586-598 599-610	611-629	630-800
Grade 11	493-502	503-514	515-540	541-563	564-589 590-610 611-629	630-800
Grade 12	493-502	503-514	515-540	541-548	549-571	572-601 602-629 630-800

Placement Levels

Reading - Overall Placements						
	Grade 7	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Grade 7	609-631 632-653 654-669	670-684	685-703	704-800		
Grade 8	594-619	620-641 642-669 670-684	685-703	704-723	724-800	
Grade 9	594-604	605-639	640-660 661-684 685-703	704-723	724-735	736-800
Grade 10	594-604	605-624	625-651	652-672 673-703 704-723	724-735	736-800
Grade 11	594-604	605-624	625-636	637-659	660-691 692-723 724-735	736-800
Grade 12	594-604	605-624	625-636	637-644	645-667	668-703 704-735 736-800

Positive Classroom Environment

The first priority in creating a positive classroom environment and limiting problem behaviors is to develop positive relationships. That's absolutely essential.

Establish expectations

Both teachers and students should know what to expect. Building relationships and communicating expectations must be tended to daily. Both are critically important. We have to constantly build relationships and communicate expectations.

What happens when things go off the tracks a little?

How do you address those moments when it's not working well?

Set a Positive Tone

1. *"I will never intentionally disrespect you."*

I want kids to know I intend to show them respect. The implied message is I also expect you to show me respect.

2. *"I believe in you."*

Kids can't hear this enough. It's important to establish positive intentions.

3. *"I won't give up on you."*

If a child feels you don't accept him or her, you aren't going to get their trust. Sometimes I even say, "I don't approve of what you did, but I will always accept you and be here to help you."

4. *"Let's work together to solve this."*

All of the problem-solving in working through an issue shouldn't come from the teacher. It's not me vs. you. It's us vs. the problem.

Address the Issue

5. *"I was puzzled when you..."*

Approach the situation with a sense of curiosity instead of approaching it with judgment, frustration, or anger.

6. *"What do we do here when...."*

Remind the student of the expectations. "What do we do here when it's time for bell work?" Then work with the student to verbalize the expectations.

7. "What should you have done differently?"

How did your behavior not meet the expectation? Help the student think through what behavior would have been acceptable in the situation.

8. *"How did you intend for that to make _____ feel?"*

I often will use this to hold kids accountable if they do something disrespectful to me or someone else. "When you roll your eyes at me when I'm talking with you, how do you intend for that to make me feel? I care about you, and I feel sad or disappointed when you do that."

9. *"How did you feel at the time?"*

I also want kids to know I care how they are feeling and that feelings can be strong and make us want to do things we shouldn't do. But we are still responsible for our actions.

10. *"That seemed upsetting to you."*

Paraphrasing is important. Again, validate how the student is feeling but help them know they are still responsible for their actions.

11. *"I hear what you are saying. I'm listening."*

If you want to help de escalate a situation, make sure the person is feeling heard. Not feeling heard is a sure way to keep the two side apart.

12. *"Is it possible that...?"*

Help introduce new possibilities to the situation. Kids, and adults for that matter, can get locked into seeing a situation from only one perspective.

Decide on a Path Forward

13. *"What should you do when _____?"*

This questions can be helpful to brainstorm how the student could respond to certain triggers.

14. *"What will you do next time?"*

It's very important to get a plan that is future-focused. Too often, behavior is handled by just giving consequences. Punishments focus on the past. We want to build toward better future decisions, too.

15. *"When will you do it?"*

It's just another question to be very intentional about planning for next time. Looking for things like, "I'll do it the first time I'm asked."

16. *"What do you need to do now to make this right?"*

This question is very important. There may need to be an apology. There may need to be some other action right now to address the problem.

17. *"Would you like to _____ or _____?"*

Choices are really good for providing some agency while also limiting behavior to acceptable options.

18. *"Can I count on you to do that?"*

This question is very important. After I discuss with a student the path forward, I will follow up with this one. I want to make sure they are fully committed to our agreement.

19. *"Okay, but in case you don't, what do you think are fair consequences?"*

The student also needs to consider there will be consequences if the agreement is broken.

Reflect on the Conversation

20. *"What's your understanding of what we decided together?"*

This question requires students to provide a summary of what was decided.

21. *"Do you feel that you've been treated fairly?"*

Students may not always be happy when we are finished dealing with an issue, but I want them to feel they have been treated with fairness and respect. If they leave feeling disrespected, it is not going to help them be ready to make changes in their behaviors.

Citation

Dr. David Geurin is an educator, author, and school administrator with over 25 years of experience in K-12 education

https://www.davidgeurin.com/2017/10/21-phrases-to-use-in-dealing-with.html

Recognition: Named the 2017 National Digital Principal of the Year by the National Association of Secondary School Principals (NASSP) and led Bolivar High School to earn a National Blue Ribbon Award in 2013

Author: Wrote the education and leadership book *Future Driven: Will Your Students Thrive in an Unpredictable World?* (2017).

Other

- Other and our next Professional Learning (PL) Meeting is on Monday, November 9th 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

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%.