**Pennsylvania Virtual CS**
TSI Title 1 Comprehensive Plan | 2024 - 2027

# Profile and Plan Essentials

|  |  |
| --- | --- |
| **LEA Type** | AUN |
| Charter School (Cyber) | 123460001 |
| **Address 1** |
| 630 Park Ave |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| King of Prussia | PA | 19406 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Dr. Debra Heath-Thornton | dheath@pavcsk12.org |
| **Single Point of Contact Name** |
| Dr. Shaikha BuAli |
| **Single Point of Contact Email** |
| sbuali@pavcsk12.org |
| **Single Point of Contact Phone Number** | **Single Point of Contact Extension** |
| 484-680-7840 |  |
| **Principal Name** |
| Ms. Laura Matjasic |
| **Principal Email** |
| lMatjasic@pavcsk12.org |
| **Principal Phone Number** | **Principal Extension** |
| 484-680-7893 |  |
| **School Improvement Facilitator Name** | **School Improvement Facilitator Email** |
| Dr. Shaikha BuAli | sbuali@pavcsk12.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Dr. Shaikha BuAli  | Chief Academic Officer  | Administrator K-12  | sbuali@pavcs.us  |
| Dr. Debra Heath-Thornton  | Chief Executive Officer  | Administrator K-12  | dheath@pavcs.us  |
| Steve Schutt  | Principal (K-4)  | Administrator K-4  | sschutt@pavcs.us  |
| Maureen Weinberger  | Director of Curriculum, Instruction, and Federal Programs  | Administrator K-12  | mweinberger@pavcs.us  |
| Maria Ramola  | Attorney  | Community Representative  | MRamola@mckennalawllc.com  |
| Heather Brandt  | Teacher  | Elementary Teacher K-2  | hbrandt@pavcs.us  |
| Jacob Grantz  | Teacher  | Middle School Teacher 5-8  | jgrantz@pavcs.us  |
| Laura Matjasic  | Administrator  | Director of Career Services, K-12  | lmatjasic@pavcs.us  |
| Rick Verga  | Middle School Principal  | Administrator 5-8  | rverga@pavcs.us  |
| Diana Perney  | Principal  | Administrator K-12  | dperney@pavcs.us  |
| Bernadette Mathis  | School Counselor  | Educational Specialist  | bmathis@pavcs.us  |
| Julie Pufko  | Executive Assistant  | Community  | jpufko@pavcs.us  |
| Jennifer Brodhag  | Director of Parent Education & Engagement  | Community  | jbrodhag@pavcs.us  |
| Jason Fitzpatrick  | Principal  | Administrator  | jfitzpatrick@pavcs.us  |
| Vicki Andrews  | Administrator  | Director of Equity & Belonging  | vandrews@pavcs.us  |
| Doug Wessels  | District Level Leaders  | Administrator  | dwessels@pavcs.us  |
| Chris Gilligan  | District Level Leaders  | Director of Data and Assessment  | cgilligan@pavcs.us  |
| Patrick Matusz  | Teacher  | High School Teacher 9-12  | pmatusz@pavcs.us  |
| Heather Byers  | Parent  | Parent; Middle School Teacher 5-8  | hbyers@pavcs.us  |
| Tamara Bacon  | Teacher  | High School Teacher 9-12  | tbacon@pavcs.us  |
| Jaqueline Sieber  | Teacher  | Elementary Teacher 3-4  | jsieber@pavcs.us  |
| Kinet Becker  | Administrator  | Director of Special Education  | kbecker@pavcs.us  |
| Yamara Nolen  | Other  | Engagement Coordinator and Project Manager for the CEO's Office  | ynolen@pavcs.us  |
| Damon Key  | Administrator  | Director of Student Records  | dkey@pavcs.us  |
| Melissa Alcaro  | Administrator  | Assistant Principal of Onboarding and Professional Development  | malcaro@pavcs.us  |

# LEA Profile

The Pennsylvania Virtual Charter School (PA Virtual), a public school in Pennsylvania, was chartered and began operation on September 4, 2001.  The school's original charter was granted by the Norristown Area School District. The Pennsylvania Department of Education renewed the school’s charter in May 2006, July 2011 and again on July 2020 for another five years covering the period from July 1, 2020 to June 30, 2025 Pennsylvania Virtual Charter School is a pioneering choice in public education. At the heart of our educational program is our "Diamond Model of Partnership". This partnership is a dynamic 4-pronged collaborative relationship between a parent (Learning Coach), a highly-qualified PA-certified teacher(s), a family support coordinator and "cutting-edge" research-based online curriculum. Although PA Virtual operates in a virtual environment, it uses technology to facilitate the school’s full and robust teaching and learning environment. The school uses the Blackboard Learning Management System (www.blackboard.com), Blackboard Ultra and Jigsaw Interactive to connect students and parents (or other caring adults) to synchronous and asynchronous instruction, assessments, and co-curricular learning experiences.  In addition to academic instruction, the school leverages technology and various forms of social media to build community, connecting students and PA Virtual families to each other, their teachers and family support coordinators, and school staff.  The ultimate aim of PA Virtual is to provide students with a rich and rigorous learning environment, which motivates them to become fully engaged in the learning process. Our goal is for students to build a solid base of knowledge in all core subjects, build on these basic skills and proficiencies to develop their analytical and communications skills, and then utilize and apply their acquired knowledge in their daily lives. Our school believes this type of learning environment will ultimately create life-long learners. In addition, our goal is to develop students’ competencies and skills necessary for responsible citizenship as a result of their participation in educational activities which promote a sense of community and service.

# Mission and Vision

**Mission**

To provide Pennsylvania public K-12 students a superior cyber charter option, continuously improving by using innovative technologies, well-rounded curricula, and individualized educational delivery in safe learning environments. PA Virtual seeks to equip our students with excellent academic education, social skills, and character development for their lives as productive 21st-century citizens.

**Vision**

PA Virtual strives to be a recognized leader nationwide for strategic thinking, innovation, and quality in all areas of K-12 cyber education, serving as a respected exemplar for other cyber schools.

# Educational Values

**Students**

Students need to be actively engaged in the learning process. Students log in to school and attend classes regularly, on time, and for the entire school day.

**Staff**

Individualized and customized educational programs providing student-centered individual attention and support based upon each student's gifts and needs. Effective and efficient use of cutting edge technology, serving as a model for others in the design and delivery of cyber education. Rigorous, well-rounded curricula that enable and inspire students to realize their potential during and after their K-12 education experience, whether this is in the workplace, military, higher education, trade school, or elsewhere. Open communications with administration, parents, learning coaches and students.

**Administration**

Empirically measured excellence in student academic achievement. Fiscal accountability and full legal and regulatory compliance. Programs that encourage and facilitate the cultivation of educational partnerships among individual students and their parents, faculty, administration, and communities. Programs that provide engaging, innovative opportunities for extra-curricular activities for the cultivation of students' moral character and social, emotional, physical, and mental development. Insistence upon both organizational and personal integrity to promote trust, respect, transparency, and honesty. Commitment to the highest standards in governance and leadership development throughout the organization. Open communications internally and externally with all constituencies. Engaging, effective, and ethical marketing. Efficiency and effectiveness of operations. A workplace culture that nurtures consensus, trust, and recognition as a top employer.

**Parents**

Parents have the responsibility to ensure that their children who are enrolled in the Charter School log in to school and attend classes regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees. As a Learning Coach, parents actively participate in their student’s education by partnering with teachers and support staff to ensure daily progress and academic achievement. Each student enrolled must have a primary responsible adult to support what is being monitored in school. Parents have the responsibility to assist the School and their children in achieving their academic potential, including serving as learning coach, or appointing a responsible adult to fulfill learning coach obligations, ensuring two-way communication with the school, planning a time and place for completing homework, ensuring the completion of assignments, and providing the necessary supervision while their children complete assignments.

**Community**

Communication among parents, teachers, administrators, staff, students, and volunteers is a key ingredient in enabling student learning and development. The school community’s purpose and goals are the central topic of communication. Students benefit when their parents are familiar with the parents of their schoolmates. Teachers understand their students better when they know their families, and parents become more fully engaged in their children’s learning when they know their teachers.

**Other (Optional)**

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **True** 3 | **True** 4 | **True** 5 | **True** 6 |
| **True** 7 | **True** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 |

## Review of the School(s) Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| State Assessment Measure - Meeting Annual Academic Growth Expectations | All Student Group Met academic growth expectations in ELA, exceeded in Biology |
| On Track Measures | All Student Group Met Interim Goal/Improvement Target in English Language Attainment, All Student Group Met Performance Standard in English Language Attainment |
| College and Career Measures | All Student Group Met Performance Standard, All Student Group Met Interim Goal/Improvement Target |
| Regular Attendance | All Student Group Met Performance Standard All Subgroups Met Performance Standard |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| State Assessment Measures | All Student Group Did Not Meet Interim Goal/Improvement Target for proficiency in Math, ELA, Science |
| Meeting Annual Academic Growth Expectations | All Student Group Did Not Meet the Standard Demonstrating Growth in Math |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Hispanic | **Comments/Notable Observations**Hispanic subgroup exceeded Annual Academic Growth Expectations in ELA
 |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Multi-Racial (not Hispanic), White | **Comments/Notable Observations**White and Combined Ethnicity subgroups met the Annual Academic Growth Expectations in ELA |
| **Indicator**On-Track Measures**ESSA Student Subgroups**African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**All counted subgroups met Interim Goal/Improvement Target English Language Growth and Attainment |

### Challenges

|  |  |
| --- | --- |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**No counted subgroup met the interim goal improvement target for proficiency in ELA/Literature |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**No counted subgroup met the interim goal improvement target for proficiency in Mathematics/Algebra
 |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**African-American/Black | **Comments/Notable Observations**Subgroup did not meet the interim goal improvement target for proficiency in Science Biology though improved over previous year. |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Hispanic, White | **Comments/Notable Observations**Subgroup did not meet the interim goal improvement target for proficiency in Science/Biology and went down from previous year. |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**Subgroup did not meet the interim goal improvement target for proficiency in Science Biology |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**Subgroup did not meet the interim goal improvement target for proficiency in Science Biology and decreased from the previous year. |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Multi-Racial (not Hispanic) | **Comments/Notable Observations**Subgroup did not meet the interim goal improvement target for proficiency in Science Biology though improved over previous year. |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**African-American/Black | **Comments/Notable Observations**Subgroup did not meet the standard demonstrating growth in Mathematics/Algebra and decreased from the previous year. |
| **Indicator**State Assessment Measures**ESSA Student Subgroups**Multi-Racial (not Hispanic), White, Economically Disadvantaged | **Comments/Notable Observations**Subgroup did not meet the standard demonstrating growth in Mathematics/Algebra though increased from the previous year. |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Attendance Rate: Student Orientation, Diamond Model of Partnership, Family Support, SIS codification of students being present and responsive in classes along with the Academic Probation process (SAIP) and attendance policies/procedures, School/Student/Parent communication upgrades (texting and robocalls) |
| College and Career Measures: addition of dedicated Career Educators in HS and ES/MS Counselors who addressed the collection of CEW artifacts more cohesively; use of career-focused curriculum in all buildings; structured instructional time allotted for attainment of career artifacts |
| Often meets or exceeds growth standards in tested subjects: programmatic changes to include prep courses, remediation/enrichment and applied courses; new sequencing of pre-trigger courses for skill acquisition needed for trigger courses; targeted academic support; staffing refinements for courses of tested subjects |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| 3 thru 8th grade Math and ELA PSSA scores fell significantly post-2020. While there has been slight improvement year over year since, students are still not meeting pre-Pandemic performance levels, nor meeting school interim performance targets. (All student group) |
| Participation rate fell significantly post-2020. While slowly recovering, participation rate is still too low to draw reliable conclusions about student performance and the resulting penalty directly and negatively impacts proficiency rates reported in Future Ready PA Index (All student group) |
| Year over year scores are inconsistent in identified subgroups in Math, ELA, and Science |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP RIT | Average RIT scores for all students are higher for students enrolled at PA Virtual for longer in year one administration. (see pivot fall 2023) RIT = NWEA scale  |
| NWEA MAP Achievement | 55% of students demonstrated average to high achievement on the spring 2024 administered MAP Growth Assessment |
| NWEA MAP growth | 43% of students demonstrated average to high growth on the spring 2024 administered MAP Growth Assessment |
| Fastbridge | 43% of students demonstrated average to high growth on the spring 2024 administered Fastbridge Assessment |

## English Language Arts Summary

### Strengths

|  |
| --- |
| 92% of students in grades 3-12 participated in the NWEA MAP assessments resulting in more rigorous data |
| 20% of students demonstrate High growth on the spring 2024 administered MAP Growth Assessment |

### Challenges

|  |
| --- |
| Final NWEA MAP assessment indicated only 43% of students demonstrated average to high growth over the course of 23/24 SY |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP Achievement | 56% of students demonstrated average to high achievement on the spring 2024 administered MAP Growth Assessment |
| NWEA MAP growth | 51% of students demonstrated average to high growth on the spring 2024 administered MAP Growth Assessment |
| FastBridge  | 63% of students demonstrated average to high growth on the spring 2024 administered Fastbridge Assessment |

## Mathematics Summary

### Strengths

|  |
| --- |
| 91% of students in grades 3-12 participated in the NWEA MAP assessments resulting in more rigorous data |
| 25% of students demonstrate High achievement on the spring 2024 administered MAP Growth Assessment |
| 20% of students demonstrate High growth on the spring 2024 administered MAP Growth Assessment |

### Challenges

|  |
| --- |
| Only 51% of students demonstrated average to high growth on the spring 2024 administered MAP Growth Assessment |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP Achievement | 56% of students demonstrated average to high achievement on the spring 2024 administered MAP Growth Assessment |
| NWEA MAP growth | 53% of students demonstrated average to high growth on the spring 2024 administered MAP Growth Assessment |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| 25% of students demonstrate High achievement on the spring 2024 administered MAP Growth Assessment |
| 27% of students demonstrate High growth on the spring 2024 administered MAP Growth Assessment |

### Challenges

|  |
| --- |
| 67% of students in grades 3-12 participated in the NWEA MAP assessments as opposed to 92% in ELA and 91% in Math |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| CareerZone 5th Grade | 99% (2023-2024) of students have completed the required number of artifacts for 5th grade. |
| CareerZone 8th Grade | 90% (2023-2024) of students have completed the required number of artifacts for 8th grade. |
| Naviance - High School  | 92% (2023-2024) of students have completed the required number of artifacts for 11th grade.  |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

**Partnering Institution**

Temple University

**Agreement Type**

Dual Credit

**Program/Course Area**

College of Education and Human Development

**Uploaded Files**

Updated\_Temple\_PA Virtual\_MOU\_2024\_58732fe2.pdf

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| The teaching and learning staff continues to engage students in college and career exploration at all grade levels. As a result, a majority of students have been completing assignments and submitting needed artifacts, exceeding the state average and approaching the state standard. |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| At the emerging level for this component, industry-based learning is below state average at 23% and state standard of 30.7%. In rigorous courses of study, we are at 22.8% as opposed to the state average of 54.9%; industry-based assessment is at 0% while the state average is 5.5%. |

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

**True** This student group is not a focus in this plan.

## Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| PA Future Ready Index | In the 2022-2023 school year, 27% of economically disadvantaged students scored proficient or advanced in ELA, a decrease of 19% pre-pandemic (46%) |
| PA Future Ready Index | In the 2022-2023 school year, 9.7% of economically disadvantaged students scored proficient or advanced in Mathematics, a decrease of 10.8% pre-pandemic (20.5%) |
| PA Future Ready Index | In the 2022-2023 school year, 34.9% of economically disadvantaged students scored proficient or advanced in Science/Biology, a decrease of 23.4% pre-pandemic (58.3%) |
| PA Future Ready Index | In the 2022-2023 school year, 65.8% of economically disadvantaged students met the growth standard in ELA as opposed to 95.8% in the 2020-2021 school year. |
| PA Future Ready Index | In the 2022-2023 school year, 59.7% of economically disadvantaged students met the growth standard in Math as opposed to 97.2% in the 2020-2021 school year. |
| PA Future Ready Index | In the 2022-2023 school year, 78.7% of economically disadvantaged students met the growth standard in Science as opposed to 85% in the 2020-2021 school year. |

## Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Economically disadvantaged students have shown growth in previous years. A review of pre-pandemic data and strategies as well as the incorporation of NWEA MAP data monitoring can help build an improvement plan for this subgroup.  |
|  |
|  |
|  |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Achievement scores significantly decreased in all tested subjects for the economically disadvantaged subgroup from 2020-2021 to 2022-2023 |
| A significant deficit was evidenced in meeting growth expectations in both Math and ELA in the economically disadvantaged subgroup. |
|  |
|  |
|  |

# Supplemental LEA Plans

|  |  |
| --- | --- |
| Programs and Plans | Comments/Notable Observations |
| Special Education Plan | NA  |
| Title 1 Program |  |
| Student Services | NA  |
| K-12 Guidance Plan (339 Plan) | NA |
| Technology Plan | NA  |
| English Language Development Programs | NA  |
| Professional Development |  |

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Continue to provide professional learning opportunities to meet statewide development goals and expectations. |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| PA Virtual provides a safe and supportive learning environment through robust parent learning and engagement opportunities. |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Identify professional learning needs through analysis of a variety of data |
| Increased ability to collect and analyze data through the use of upgraded data retention software |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |
| Improve opportunities to partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| Continuously monitor implementation of the school improvement plan and adjust as needed |
| Prioritize consistent collaboration and planning among general education teachers, special education teachers, academic support teachers, and ELL teachers. |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Attendance Rate: Student Orientation, Diamond Model of Partnership, Family Support, SIS codification of students being present and responsive in classes along with the Academic Probation process (SAIP) and attendance policies/procedures, School/Student/Parent communication upgrades (texting and robocalls) | True |
| College and Career Measures: addition of dedicated Career Educators in HS and ES/MS Counselors who addressed the collection of CEW artifacts more cohesively; use of career-focused curriculum in all buildings; structured instructional time allotted for attainment of career artifacts | False |
| Often meets or exceeds growth standards in tested subjects: programmatic changes to include prep courses, remediation/enrichment and applied courses; new sequencing of pre-trigger courses for skill acquisition needed for trigger courses; targeted academic support; staffing refinements for courses of tested subjects | False |
| 92% of students in grades 3-12 participated in the NWEA MAP assessments resulting in more rigorous data | True |
| 20% of students demonstrate High growth on the spring 2024 administered MAP Growth Assessment | False |
| 91% of students in grades 3-12 participated in the NWEA MAP assessments resulting in more rigorous data | True |
| 25% of students demonstrate High achievement on the spring 2024 administered MAP Growth Assessment | False |
| 20% of students demonstrate High growth on the spring 2024 administered MAP Growth Assessment | False |
| 25% of students demonstrate High achievement on the spring 2024 administered MAP Growth Assessment | False |
| The teaching and learning staff continues to engage students in college and career exploration at all grade levels. As a result, a majority of students have been completing assignments and submitting needed artifacts, exceeding the state average and approaching the state standard. | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices  | False |
| Economically disadvantaged students have shown growth in previous years. A review of pre-pandemic data and strategies as well as the incorporation of NWEA MAP data monitoring can help build an improvement plan for this subgroup.  | True |
| Identify professional learning needs through analysis of a variety of data | True |
| Increased ability to collect and analyze data through the use of upgraded data retention software | False |
| PA Virtual provides a safe and supportive learning environment through robust parent learning and engagement opportunities. | True |
| 27% of students demonstrate High growth on the spring 2024 administered MAP Growth Assessment | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| 3 thru 8th grade Math and ELA PSSA scores fell significantly post-2020. While there has been slight improvement year over year since, students are still not meeting pre-Pandemic performance levels, nor meeting school interim performance targets. (All student group) | True |
| Participation rate fell significantly post-2020. While slowly recovering, participation rate is still too low to draw reliable conclusions about student performance and the resulting penalty directly and negatively impacts proficiency rates reported in Future Ready PA Index (All student group) | True |
| Year over year scores are inconsistent in identified subgroups in Math, ELA, and Science | False |
| Final NWEA MAP assessment indicated only 43% of students demonstrated average to high growth over the course of 23/24 SY | False |
| Only 51% of students demonstrated average to high growth on the spring 2024 administered MAP Growth Assessment | False |
| At the emerging level for this component, industry-based learning is below state average at 23% and state standard of 30.7%. In rigorous courses of study, we are at 22.8% as opposed to the state average of 54.9%; industry-based assessment is at 0% while the state average is 5.5%. | False |
| Achievement scores significantly decreased in all tested subjects for the economically disadvantaged subgroup from 2020-2021 to 2022-2023 | True |
| A significant deficit was evidenced in meeting growth expectations in both Math and ELA in the economically disadvantaged subgroup. | True |
| Continuously monitor implementation of the school improvement plan and adjust as needed  | True |
| 67% of students in grades 3-12 participated in the NWEA MAP assessments as opposed to 92% in ELA and 91% in Math | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports  | True |
| Year over year scores are inconsistent in identified subgroups in Math, ELA, and Science | False |
| Improve opportunities to partner with local businesses, community organizations, and other agencies to meet the needs of the school | False |
| Prioritize consistent collaboration and planning among general education teachers, special education teachers, academic support teachers, and ELL teachers. | False |
| Continue to provide professional learning opportunities to meet statewide development goals and expectations. | True |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports  | PA Virtual will utilize teachers, administrators, Family Support Coordinators, School Counselors, Professional Learning. and the Parent Ambassador program to develop an evidenced-based system of schoolwide positive behavior interventions and support. | False |
| 3 thru 8th grade Math and ELA PSSA scores fell significantly post-2020. While there has been slight improvement year over year since, students are still not meeting pre-Pandemic performance levels, nor meeting school interim performance targets. (All student group) | We need to determine root causes of the initial decline - Pandemic, student turnover, testing participation, parent engagement. PA Virtual needs to review the standardized assessment data along with local assessment data to ensure alignment with PA Standards. We need to evaluate teacher professional development needs and walkthrough data to ensure we are providing appropriate staff development to improve instruction and overall student achievement. | True |
| Participation rate fell significantly post-2020. While slowly recovering, participation rate is still too low to draw reliable conclusions about student performance and the resulting penalty directly and negatively impacts proficiency rates reported in Future Ready PA Index (All student group) | PA Virtual instituted a travel stipend to support families with financial concerns regarding travel to testing but also needs to further educate learning coaches on the importance of state testing for measuring student progress and school performance, highlighting the benefits of testing and identifying areas where students need additional support and resources.
We need to emphasize the role of participation in state testing for maintaining school accreditation and funding, and provide learning coaches with strategies to motivate and prepare students for state testing.
We need to continually communicate the connection between high participation rates and improved proficiency. | False |
| Achievement scores significantly decreased in all tested subjects for the economically disadvantaged subgroup from 2020-2021 to 2022-2023 | With an emphasis on understanding the specific needs of economically disadvantaged students, we need to determine root causes of the initial decline - Pandemic, student turnover, testing participation, parent engagement. PA Virtual needs to review the standardized assessment data along with local assessment data to ensure alignment with PA Standards. We need to evaluate teacher professional development needs and walkthrough data to ensure we are providing appropriate staff development to improve instruction and overall student achievement. | False |
| A significant deficit was evidenced in meeting growth expectations in both Math and ELA in the economically disadvantaged subgroup. | Despite decreased achievement scores, PA Virtual has seen growth in all tested subjects. However, a deficit was identified with economically disadvantaged students. There was historical inconsistency with their growth and achievement scores. PA Virtual needs to review data specific to this subgroup in the context of attendance, local assessment, compliancy, and benchmarking data to determine root causes for this result. | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed  | In previous plans, data was reviewed in a timeline that did not result in the ability to quickly adjust strategies and goals. An emphasis needs to be placed on all stakeholders participating in sharing data results and identifying any critical needs that can be addressed through the Improvement/Comprehensive/Title I plans. | True |
| Continue to provide professional learning opportunities to meet statewide development goals and expectations. | There are several components of the Professional Development Plan that need to be indicated in the Comp Plan - some fall under there own professional learning category while others, such as Structured Literacy are also impactful in improving ELA scores.  | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| PA Virtual provides a safe and supportive learning environment through robust parent learning and engagement opportunities. | PA Virtual can leverage its Parent Learning and Engagement opportunities to further build school community in order to effect identified challenges such as testing participation. |
| Attendance Rate: Student Orientation, Diamond Model of Partnership, Family Support, SIS codification of students being present and responsive in classes along with the Academic Probation process (SAIP) and attendance policies/procedures, School/Student/Parent communication upgrades (texting and robocalls) | Parents need to understand why attending state testing is important. What are the implications for the school of not testing? Over time, and with a concerted effort, the school community has improved general school and class engagement as parents understand the importance of attendance. We need to leverage that same emphasis on understanding the accountability for state testing. |
| 92% of students in grades 3-12 participated in the NWEA MAP assessments resulting in more rigorous data | Knowing that participation in benchmarking is high, teachers and administrators can use the results confidently in evaluating instruction, and quickly make any necessary changes to ensure an appropriate learning plan for each individual student. |
| 91% of students in grades 3-12 participated in the NWEA MAP assessments resulting in more rigorous data | Knowing that participation in benchmarking is high, teachers and administrators can use the results confidently in evaluating instruction, and quickly make any necessary changes to ensure an appropriate learning plan for each individual student. |
| The teaching and learning staff continues to engage students in college and career exploration at all grade levels. As a result, a majority of students have been completing assignments and submitting needed artifacts, exceeding the state average and approaching the state standard. | Utilize the sense of engagement that has been developed for this component to improve the other college and career readiness elements. Utilize the buy-in for this component to effect other areas of the school - specifically attendance for state testing as a graduation requirement. |
| Economically disadvantaged students have shown growth in previous years. A review of pre-pandemic data and strategies as well as the incorporation of NWEA MAP data monitoring can help build an improvement plan for this subgroup. | This is not fully a strength but reviewing previously successful strategies may help determine action steps toward improvement for this and all subgroups. |
| Identify professional learning needs through analysis of a variety of data | Using teacher evals along with induction surveys and teacher needs assessments, Professional Development is being tailored to the needs of the instructional staff in an effort to improve instruction and student achievement outcomes. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | PA Virtual will utilize NWEA MAP and Fastbridge systems to collect and monitor student data to address student needs and adjust learning plans to ensure growth aligned with standardized assessment outcomes with an emphasis on Economically Disadvantaged students. |
|  | PA Virtual will convene quarterly meetings with all necessary staff and stakeholders to review data as it aligns to the school improvement plans, review progress towards goals, document outcomes of action steps, and adjust as needed, utilizing professional development to address identified deficits. |
|  | PA Virtual will implement a schoolwide professional learning plan that meets all state professional learning requirements. |

# Goal Setting

## Priority: PA Virtual will convene quarterly meetings with all necessary staff and stakeholders to review data as it aligns to the school improvement plans, review progress towards goals, document outcomes of action steps, and adjust as needed, utilizing professional development to address identified deficits.

|  |
| --- |
| **Outcome Category** |
| Professional learning  |
| **Measurable Goal Statement (Smart Goal)** |
| At least 95% of educators will participate Professional Ethics training sessions focusing on responsibility to the profession, responsibility to students, responsibility to the school, responsibility to colleagues, and professional competence every three years.

 |
| **Measurable Goal Nickname (35 Character Max)** |
| Professional Ethics |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| Reivew of 23-24 Professional Ethics training. | Based on review data, plan Professional Ethics training for 27-28 training. | At least 95% of educators will participate Professional Ethics training sessions focusing on responsibility to the profession, responsibility to students, responsibility to the school, responsibility to colleagues, and professional competence every three years.

 |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Begin review of 23-24 training. | Continue review of 23-24 training. | Continue review of 23-24 training. | Reivew of 23-24 Professional Ethics training. |

|  |
| --- |
| **Outcome Category** |
| Professional learning  |
| **Measurable Goal Statement (Smart Goal)** |
| Provide at least 1-hour of annual training for all staff on trauma-informed care, covering signs of trauma in students, best practices for trauma-informed approaches, recognizing and addressing secondary trauma in employees, relevant school policies, connecting students with services, and integrating trauma knowledge to promote student resiliency. |
| **Measurable Goal Nickname (35 Character Max)** |
| Trauma Informed Care |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| Provide an hour of trauma informed training. | Provide an hour of trauma informed training. | Provide at least 1-hour of annual training for all staff on trauma-informed care, covering signs of trauma in students, best practices for trauma-informed approaches, recognizing and addressing secondary trauma in employees, relevant school policies, connecting students with services, and integrating trauma knowledge to promote student resiliency. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Explore resources for trauma informed training | Choose a resource for trauma informed training. | Develop trauma informed training. | Provide an hour of trauma informed training. |

|  |
| --- |
| **Outcome Category** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 30th of each year of the current Comprehensive Plan, PA Virtual will conduct four quarterly school improvement review meetings with majority attendance from identified key stakeholders, resulting in:
1. A comprehensive review of data aligned with school improvement plans
2. Documented progress towards at least 90% of established goals
3. Written outcomes for all action steps
4. Implementation of at least one targeted professional development sessions per quarter based on identified deficits |
| **Measurable Goal Nickname (35 Character Max)** |
| Quarterly SIP Meetings |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| By June 30, 2025 PA Virtual will conduct four quarterly school improvement review meetings with majority attendance from identified key stakeholders | By June 30, 2026 PA Virtual will conduct four quarterly school improvement review meetings with majority attendance from identified key stakeholders | By June 30th of each year of the current Comprehensive Plan, PA Virtual will conduct four quarterly school improvement review meetings with majority attendance from identified key stakeholders, resulting in:
1. A comprehensive review of data aligned with school improvement plans
2. Documented progress towards at least 90% of established goals
3. Written outcomes for all action steps
4. Implementation of at least one targeted professional development sessions per quarter based on identified deficits |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By November 1, 2024, PA Virtual will conduct one school improvement review meeting with majority attendance from identified key stakeholders | By January 24, 2025, PA Virtual will conduct its second school improvement review meeting with majority attendance from identified key stakeholders | By April 4, 2025, PA Virtual will conduct its third school improvement review meeting with majority attendance from identified key stakeholders | By June 30, 2025, PA Virtual will conduct its fourth school improvement review meeting with majority attendance from identified key stakeholders |

## Priority: PA Virtual will utilize NWEA MAP and Fastbridge systems to collect and monitor student data to address student needs and adjust learning plans to ensure growth aligned with standardized assessment outcomes with an emphasis on Economically Disadvantaged students.

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps. |
| **Measurable Goal Nickname (35 Character Max)** |
| Increase PVAAS scores |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| Identify struggling areas and implement tailored interventions, such as additional instruction and small-group learning.
Provide teachers with ongoing training on effective instructional strategies and data analysis, especially for diverse student groups. Ensure that teachers are able to use data to effectively adjust instruction and interventions. | Ongoing implementation of year 1 goals. Review and adjust accordingly. | PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 1. 95% of students will complete benchmark assessment and begin to receive targeted interventions.
2. Identify teacher needs and develop individualized professional learning path to improve instruction as evidenced through classroom observation and student data. | 1. Incorporate ongoing data meetings with appropriate staff to ensure effective understanding of data and it's utilization to drive instruction.
2. 95% of students will complete the NWEA Map Winter Benchmark.
3. Continue Professional Development for teaching staff in accordance with PD Plan | Continuing Quarter 1 and 2 strategies. Review and adjust accordingly. | Identify struggling areas and implement tailored interventions, like additional instruction and small-group learning.
Provide teachers with ongoing training on effective instructional strategies and data analysis, especially for diverse student groups. Teams will use data to adjust instruction and interventions. |

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps. |
| **Measurable Goal Nickname (35 Character Max)** |
| Increase PVAAS scores |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| Identify struggling areas and implement tailored interventions, such as additional instruction and small-group learning.
Provide teachers with ongoing training on effective instructional strategies and data analysis, especially for diverse student groups. Ensure that teachers are able to use data to effectively adjust instruction and interventions. | Ongoing implementation of year 1 goals. Review and adjust accordingly. | PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 1. 95% of students will complete benchmark assessment and begin to receive targeted interventions.
2. Identify teacher needs and develop individualized professional learning path to improve instruction as evidenced through classroom observation and student data. | 1. Incorporate ongoing data meetings with appropriate staff to ensure effective understanding of data and it's utilization to drive instruction.
2. 95% of students will completed the NWEA Map Winter Benchmark.
3. Continue Professional Development for teaching staff in accordance with PD Plan | Continuing Quarter 1 and 2 strategies. Review and adjust accordingly. | Identify struggling areas and implement tailored interventions, like additional instruction and small-group learning.
Provide teachers with ongoing training on effective instructional strategies and data analysis, especially for diverse student groups. Teams will use data to adjust instruction and interventions. |

## Priority: PA Virtual will implement a schoolwide professional learning plan that meets all state professional learning requirements.

|  |
| --- |
| **Outcome Category** |
| Professional learning  |
| **Measurable Goal Statement (Smart Goal)** |
| Conduct targeted professional development sessions and provide resources to improve educators' structured literacy proficiency in support of the school's ELA goals. |
| **Measurable Goal Nickname (35 Character Max)** |
| Structured Literacy |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| Review Structured Literacy course work completed in the 23-24 school year. | Based on course work review, develop Structured Literacy professional development. | Conduct targeted professional development sessions and provide resources to improve educators' structured literacy proficiency in support of the school's ELA goals. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Begin review of Structured Literacy course work. | Continue review of Structured Literacy course work. | Begin data analysis from review. | Review Structured Literacy course work completed in the 23-24 school year. |

|  |
| --- |
| **Outcome Category** |
| Professional learning  |
| **Measurable Goal Statement (Smart Goal)** |
| Implement annual professional development for educators focused on equity, enhancing their awareness and proficiency in culturally relevant practices, teaching diverse learners, and cultural awareness. |
| **Measurable Goal Nickname (35 Character Max)** |
| Culturally Relevant and Sustaining Education and Teaching Diverse Learners |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |  |
| Continue professional development in the SAS PD Center and in PLCs | Continue professional development in the SAS PD Center and in PLCs. | Implement annual professional development for educators focused on equity, enhancing their awareness and proficiency in culturally relevant practices, teaching diverse learners, and cultural awareness. |  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Review CRE courses in the SAS PD center. | Assign CRE course from the SAS PD center. | Share best practices based on the SAS CRE course. | Continue professional development in the SAS PD Center and in PLCs |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Professional Ethics | Trauma Informed Care |
| Quarterly SIP Meetings |  Increase PVAAS scores  |
|  Increase PVAAS scores  | Structured Literacy |
| Culturally Relevant and Sustaining Education and Teaching Diverse Learners |

## Action Plan For: Professional Ethics

|  |
| --- |
| **Measurable Goals:** |
| * At least 95% of educators will participate Professional Ethics training sessions focusing on responsibility to the profession, responsibility to students, responsibility to the school, responsibility to colleagues, and professional competence every three years.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Educators and staff will attend trainings on the standards of behavior, values, and principles outlined in the Pennsylvania Model Code of Ethics for Educators. Training will occur every three years.  | 2024-08-12 | 2027-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal of Onboarding and Professional Development | Educators Professional Ethics and Code of Conduct Toolkit (provided by PDE)
SAS | Yes  | Yes  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| greater than 95% of educators and staff will participate in training and implement training into their professional practice. | 1. Principal of Onboarding and Professional development will review exit tickets a the end of each related session. This data will be shared with principals.
2. Program Principals will conduct quarterly classroom observations
3. Program Principals will complete annual staff evaluations |

## Action Plan For: Culturally Relevant and Sustaining Education and Teaching Diverse Learners

|  |
| --- |
| **Measurable Goals:** |
| * Implement annual professional development for educators focused on equity, enhancing their awareness and proficiency in culturally relevant practices, teaching diverse learners, and cultural awareness.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement annual professional development for educators focused on equity, enhancing educator awareness and proficiency in culturally relevant practices, cultural awareness and teaching diverse learners. | 2024-08-12 | 2027-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal of Onboarding and Professional Development | Gale Libriay
SAS
Linked in Learning
Frontline
additional resources | Yes  | Yes  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| greater than 95% of the educators will particpate in training and implement strategies and resources in the professional practice | 1. Principal of Onboarding and Professional development will review exit tickets a the end of each related session. This data will be shared with principals.
2. Program Principals will conduct quarterly classroom observations
3. Program Principals will complete annual staff evaluations |

## Action Plan For: Structured Literacy

|  |
| --- |
| **Measurable Goals:** |
| * Conduct targeted professional development sessions and provide resources to improve educators' structured literacy proficiency in support of the school's ELA goals.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Conduct targeted professional development sessions and provide resources to improve educators' structured literacy proficiency in support of the school's ELA goals. | 2024-08-12 | 2027-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal of Onboarding and Professional Development | SAS
additional resources | Yes  | Yes  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| greater than 95% of the educations will participate in the training and will implement strategies into their professional practice | 1. Principal of Onboarding and Professional development will review exit tickets a the end of each related session. This data will be shared with principals.
2. Program Principals will conduct quarterly classroom observations
3. Program Principals will complete annual staff evaluations |

## Action Plan For: Increase PVAAS Scores

|  |
| --- |
| **Measurable Goals:** |
| * PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Students will complete the NWEA MAP  | 2024-09-23 | 2024-06-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Program Principals | NWEA Map system | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Provide Professional Development for staff on effective instructional strategies and data analysis | 2024-08-19 | 2024-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Program Principals | To be determined by the learning plans developed from the needs assessment.  | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Increase the school-wide PVAAS growth measure in tested subjects by implementing a comprehensive MTSS framework by targeting assessment anchors and eligible content, applying tiered interventions, making data-driven decisions, and implementing professional development for staff. | 2024-09-30 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Program Assistant Principals | Academic Support Teachers
Learning AZ
1st in Math
Gizmos
IXL Learning Plan | Yes  | Yes  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Students will be appropriately identified for targeted interventions in accordance with the MTSS process. | Assistant Principals will conduct quarterly data meetings with relevant staff to discuss student data. |

## Action Plan For: Trauma Informed Care

|  |
| --- |
| **Measurable Goals:** |
| * Provide at least 1-hour of annual training for all staff on trauma-informed care, covering signs of trauma in students, best practices for trauma-informed approaches, recognizing and addressing secondary trauma in employees, relevant school policies, connecting students with services, and integrating trauma knowledge to promote student resiliency.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| To provide annual training for all staff on trauma-informed care, equipping them to recognize and address student trauma, employ best practices, mitigate secondary trauma, understand relevant policies, connect students with services, and foster student resiliency. | 2024-08-12 | 2027-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Principal of Onborading and Professional Development | School Nurses
School Counselors
Linked In Learning
Frontline
SAS Toolkit | Yes  | Yes  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| greater than 95% of the educators will particpate in training and implement strategies and resources in the professional practice | 1. Principal of Onboarding and Professional development will review exit tickets a the end of each related session. This data will be shared with principals.
2. Program Principals will conduct quarterly classroom observations
3. Program Principals will complete annual staff evaluations
4. Assistant Principal of Student Services will conduct weekly virtual SAP meetings with SAP and ESAP teams to review referrals. |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction  | * Increase PVAAS Scores
 | Academic Support teachers supporting students in grades K-12 bridging academic gaps and improving achievement outcomes on standardized tests. | 903000 |
| Instruction  | * Increase PVAAS Scores
 | Benefits for Academic Support teachers | 446604 |
| Instruction  | * Increase PVAAS Scores
 | 1st in Math for Middle School | 3230 |
| Instruction  | * Increase PVAAS Scores
 | Gizmos interactive math and science virtual labs | 5925 |
| Instruction  | * Increase PVAAS Scores
 | Learning A-Z for Elementary School | 49712 |
| Other Expenditures  | * Increase PVAAS Scores
 | Parent Involvement required | 15000 |
| Total Expenditures | 1423471 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Professional Ethics | Educators and staff will attend trainings on the standards of behavior, values, and principles outlined in the Pennsylvania Model Code of Ethics for Educators. Training will occur every three years.  |
| Culturally Relevant and Sustaining Education and Teaching Diverse Learners | Implement annual professional development for educators focused on equity, enhancing educator awareness and proficiency in culturally relevant practices, cultural awareness and teaching diverse learners. |
| Structured Literacy | Conduct targeted professional development sessions and provide resources to improve educators' structured literacy proficiency in support of the school's ELA goals. |
| Increase PVAAS Scores | Students will complete the NWEA MAP  |
| Increase PVAAS Scores | Provide Professional Development for staff on effective instructional strategies and data analysis |
| Increase PVAAS Scores | Increase the school-wide PVAAS growth measure in tested subjects by implementing a comprehensive MTSS framework by targeting assessment anchors and eligible content, applying tiered interventions, making data-driven decisions, and implementing professional development for staff. |
| Trauma Informed Care | To provide annual training for all staff on trauma-informed care, equipping them to recognize and address student trauma, employ best practices, mitigate secondary trauma, understand relevant policies, connect students with services, and foster student resiliency. |

## Structured Literacy

|  |
| --- |
| **Action Step** |
| * Conduct targeted professional development sessions and provide resources to improve educators' structured literacy proficiency in support of the school's ELA goals.
 |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | Every three years |
| **Observation and Practice Framework Met in this Plan** |
| * 3b: Using Questioning and Discussion Techniques
* 1a: Demonstrating Knowledge of Content and Pedagogy
* 4a: Reflecting on Teaching
* 1c: Setting Instructional Outcomes
* 3d: Using Assessment in Instruction
* 1d: Demonstrating Knowledge of Resources
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Trauma Informed Care Training

|  |
| --- |
| **Action Step** |
| * To provide annual training for all staff on trauma-informed care, equipping them to recognize and address student trauma, employ best practices, mitigate secondary trauma, understand relevant policies, connect students with services, and foster student resiliency.
 |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | Annually |
| **Observation and Practice Framework Met in this Plan** |
| * 1d: Demonstrating Knowledge of Resources
* 1b: Demonstrating Knowledge of Students
* 2a: Creating an Environment of Respect and Rapport
 |
| **This Step Meets the Requirements of State Required Trainings** |
| At Least 1-hour of Trauma-informed Care Training for All Staff  |

## Professional Ethics

|  |
| --- |
| **Action Step** |
| * Educators and staff will attend trainings on the standards of behavior, values, and principles outlined in the Pennsylvania Model Code of Ethics for Educators. Training will occur every three years.
 |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | Annually |
| **Observation and Practice Framework Met in this Plan** |
| * 4d: Participating in a Professional Community
* 4e: Growing and Developing Professionally
* 4f: Showing Professionalism
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Professional Ethics  |

## Culturally Relevant and Sustaining Education and Teaching Diverse Learners

|  |
| --- |
| **Action Step** |
| * Implement annual professional development for educators focused on equity, enhancing educator awareness and proficiency in culturally relevant practices, cultural awareness and teaching diverse learners.
 |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | yearly |
| **Observation and Practice Framework Met in this Plan** |
| * 2b: Establishing a Culture for Learning
* 2a: Creating an Environment of Respect and Rapport
* 1b: Demonstrating Knowledge of Students
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## Review of NWEA Map Implementation

|  |
| --- |
| **Action Step** |
| * Students will complete the NWEA MAP
 |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | Prior to benchmark assessment and ongoing as needed |
| **Observation and Practice Framework Met in this Plan** |
| * 1d: Demonstrating Knowledge of Resources
* 1c: Setting Instructional Outcomes
* 4e: Growing and Developing Professionally
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## Overview and Implementation of MTSS

|  |
| --- |
| **Action Step** |
| * Increase the school-wide PVAAS growth measure in tested subjects by implementing a comprehensive MTSS framework by targeting assessment anchors and eligible content, applying tiered interventions, making data-driven decisions, and implementing professional development for staff.
 |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | Monthly/Quarterly |
| **Observation and Practice Framework Met in this Plan** |
| * 4e: Growing and Developing Professionally
* 4b: Maintaining Accurate Records
* 1d: Demonstrating Knowledge of Resources
* 3d: Using Assessment in Instruction
* 1b: Demonstrating Knowledge of Students
* 1c: Setting Instructional Outcomes
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

# Communications Activities

|  |
| --- |
| Informing Students and Parents |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Students will complete the NWEA MAP
 | Students and Parents | Introduction to NWEA and how it will be used to impact student learning and achievement.
Assessment results sent to parents | Program Principals | 08/28/2023 | 09/09/2023 |
| **Communications** |
| **Type of Communication** | **Frequency** |
| Email | Back to school email with follow up posting and quarterly.  |
| Other | Upon completion of benchmark window, parents will receive score reports |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * TSI\_Title\_1\_School\_Plan\_affirmation-PA Virtual.pdf
 |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
|  |  |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |