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			
Laura Afshari			
Principal Email			
lafshari@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-4	hbrandt@pavcs.us
Jacob Grantz	Teacher	Middle School Teacher 5-8	jgrantz@pavcs.us
Rebekah Hallberg	Parent	Parent	rhallberg@pavcs.us
Jennifer Blizman	Teacher	High School Teacher 9-12	jblizman@pavs.us
Laura Afshari	High School Principal	Administrator 9-12	lafshari@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
Victor Valentine	Board Member	Board of Trustees	vicdvalentine@gmail.com
Brenda Sachleben	Board Trustee	Board of Trustees	sachlebenj654p@pavcs.us
Julie Pufko	Executive Assistant	Community	jpufko@pavcs.us
Jennifer Brodhag	Director of Parent Education & Engagement	Community	jbrodhag@pavcs.us
Sarah Hallberg	Student	Student	hallbergs354@pavcs.us
Jason Fitzpatrick	Principal	Administrator	jfitzpatrick@pavcs.us
Vicki Andrews-Gilmore	Other	Director of DE&I	vandrewsgilmore@pavcs.us
Doug Wessels	District Level Leaders	Administrator	dwessels@pavcs.us
Chris Gilligan	District Level Leaders	Director of Data and Assessment	cgilligan@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 Measures	All Student Group Exceeds the Standard Demonstrating Growth in Science/Biology
On Track Measures	All Student Group Meets Interim Goal/Improvement Target in English Language Growth and Attainment
Regular Attendance	All Student Group Exceeds Performance Standard for Regular Attendance

Challenges

Indicator	Comments/Notable Observations
State Assessment Measures	All Student Group Did Not Meet Interim Goal/Improvement Target in ELA, Math, and Science/Biology
Meeting Annual Academic Growth Expectations	All Student Group Did Not Meet the Standard Demonstrating Growth in ELA and Math
Industry-based Learning	All Student Group performance is 3.5% versus statewide average of 28.8% for Industry-Based Learning.

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

Strengths

Indicator State Assessment Measures **ESSA Student Subgroups** African-American/Black, Hispanic	**Comments/Notable Observations** Black and Hispanic Subgroups met or exceeded the Interim Target in Science/Biology (21-22)
Indicator On Track Measures **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantaged Subgroup met or exceeded the Interim Target for English Language Growth and Attainment (21-22)
Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Multiple ESSA Student Subgroups met or exceeded the Interim Target for Regular Attendance (21-22)

Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Indicator State Assessment Measures **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Multiple ESSA Student Group Did Not Meet Interim Goal/Improvement Target in ELA, Math, and Science/Biology
Indicator Meeting Annual Academic Growth Expectations **ESSA Student Subgroups** African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All Student Group Did Not Meet the Standard Demonstrating Growth in ELA and Math
Indicator Industry-based Learning **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All Student Group performance is 3.5% versus statewide average of 28.8% for Industry-Based Learning.

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.

All Student Group Exceeds Performance Standard for Regular Attendance
Black and Hispanic Subgroups met or exceeded the Interim Target in Science/Biology (21-22)
Economically Disadvantaged Subgroup met or exceeded the Interim Target for English Language Growth and Attainment (21-22)

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.

All Student Group Did Not Meet Interim Goal/Improvement Target in ELA, Math, and Science/Biology
All Student Group performance is 3.5% versus statewide average of 28.8% for Industry-Based Learning.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Sapphire SIS Gradebook	Student Information System (SIS) where teachers record student academic progress. Provides an indication of student ability based on classroom instruction and grades earned on classroom assignments.
Classroom Diagnostic Tool (CDT)	The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content areas (Literacy, Mathematics, Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment.
FastBridge	FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions.

English Language Arts Summary

Strengths

A survey of teacher gradebooks indicates that the majority of students have recorded a passing score (69 out of 100 point scale) for their ELA class in the 2022-23 school year. Student grades, for classroom assignments and assessments indicate that students perform in a satisfactory manner and their classroom gradebook performance far surpasses their performance in the ELA PSSA exam. This is an indication that a majority of students connect with and grasp the content provided in class by their respective ELA teachers. This is also an indicator that students understand grade level content
The CDT is a more accurate predictor of validity for PSSA performance and provided overall insight to teachers about the effectiveness of their teaching methods and curriculum. It helps to identify groups of students deficient in certain subjects/reporting categories and served as a data point when making academic placement decisions.
Fastbridge is adaptive, more efficient for teachers, and will integrate with the Student Information system.

Challenges

A big challenge for the school lies in the disconnect between student performance on standardized tests versus their academic performance as measured by the grades recorded by their ELA teachers for classroom assignments and assessments. It appears that classroom grades earned do not correlate to future PSSA performance because many more students score on a proficient level (>69%) in classroom assignments as compared to PSSA proficiency.
CDT can be long and involved for certain age groups which can result in frustration. This then can impact the validity of assessment outcomes. Additionally, not all results provided the level of specificity that teaching staff needed to easily adjust instruction.
Fastbridge is adaptive and as such will change the amount of questions which can frustrate students. Additionally, there is an increased need to scrutinize and monitor for outside influence as not all components of the assessment are given one:one.

Mathematics

Data	Comments/Notable Observations
Sapphire SIS Gradebook	Student Information System (SIS) where teachers record student academic progress. Provides an indication of student ability based

Classroom Diagnostic Tool (CDT)	The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content areas (Literacy,
FastBridge	FastBridge math assessments combine research-based Computer Adaptive Tests (CAT) for universal screening and Curriculum-Based Measures (CBM) for progress monitoring to deliver accurate, actionable data.

Mathematics Summary

Strengths

A survey of teacher gradebooks indicates that the majority of students have recorded a passing score (69 out of 100 point scale) for their ELA class in the 2022-23 school year. Student grades, for classroom assignments and assessments indicate students perform in a satisfactory manner and their gradebook performance far surpasses their performance in the Mathematics PSSA exam. This is an indication that a majority of students connect with and grasp the content provided in class by their respective Mathematics teachers. It is also an indicator that a majority of students understand grade level mathematics content.
The CDT is a more accurate predictor of validity for PSSA performance and provided overall insight to teachers about the effectiveness of their teaching methods and curriculum. It helps to identify groups of students deficient in certain subjects/reporting categories and served as a data point when making academic placement decisions.
Fastbridge is adaptive, more efficient for teachers, and will integrate with the Student Information system.

Challenges

A big challenge for the school lies in the disconnect between student performance on standardized tests versus their academic performance as measured by the grades recorded by their Mathematics teachers for classroom assignments and assessments. It appears that classroom grades earned do not correlate to future PSSA performance because many more students score on a proficient level (>69%) in classroom assignments as compared to PSSA proficiency.
CDT can be long and involved for certain age groups which can result in frustration. This then can impact the validity of assessment outcomes. Additionally, not all results provided the level of specificity that teaching staff needed to easily adjust instruction.
Fastbridge is adaptive and as such will change the amount of questions which can frustrate students. Additionally, there is an increased need to scrutinize and monitor for outside influence as the assessment is not given one:one.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA/Biology Keystone	For the 2021-2022 school year, the All Student Group exceeded the Standard Demonstrating Growth.

Science, Technology, and Engineering Education Summary

Strengths

Science is an academic area in which students at PA Virtual have performed at or near PDE prescribed annual performance goals.

Challenges

Student participation in Standardized testing continues to be a challenge.

The challenge for Science education at PA Virtual, will be to ensure continued improvement of student performance so that students continue to meet annual state goals and targets.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA CareerZone - Elementary School	On average, greater thank 96% (2021-2022) of students have completed required number of artifacts at the Elementary School level.
PA CareerZone - Middle School	On average, 91% (2021-2022) of students have completed the required number of artifacts at the Middle School level.
Naviance - High School	92% (2021-2022) 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

Temple MOU.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 has been able to engage students in college and career exploration at all required grade levels. As a result, a majority of students have been completing assignments and submitting needed artifacts.

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.

> Many times, students do not interpret college and career readiness as a necessary component of their education because college and career readiness is perceived as an activity that is far off in the future. As a result, it is challenging to convince these students to engage in career exploration.
>
> Follow up to ensure that students stay on track in submission of required artifacts is a challenge in a virtual environment. As a result, school counselors and career educators need to dedicate significant time to following up with students to complete and turn in required artifacts.

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 2021-2022 school year, 30.2% of students scored proficient or advanced in ELA, a decrease of 15.8%
PA Future Ready Index	In the 2021-2022 school year, 10.9% of students scored proficient or advanced in Mathematics, a decrease of 9.6%
PA Future Ready Index	In the 2021-2022 school year, 34.7% of students scored proficient or advanced in Science/Biology, a decrease of 23.6%

Student Groups by Race/Ethnicity
False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	In the 2021-2022 school year, 24.4% of students scored proficient or advanced in ELA and only 6% proficient or advanced in Mathematics
Hispanic	In the 2021-2022 school year, 24.6% of students scored proficient or advanced in ELA and only 9.5% proficient or advanced in Mathematics

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.

African American students have shown an increase in the number of students scoring proficient or advanced in ELA at the 3rd, 6th, 7th, and 8th grade levels in 2022.
Hispanic students have shown an increase in the number of students scoring proficient or advanced in ELA at the 6th, and 8th grade levels in 2022.
African American students have shown an increase in the number of students scoring proficient or advanced in Math at the 6th and 8th grade levels as well as in the Keystone Algebra assessment in 2022.
Hispanic students have shown an increase in the number of students scoring proficient or advanced in Math at the 5th, 6th and 8th grade levels in 2022.

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.

African American students scored lower than their white counterparts at each grade level in Math, ELA, and Science in 2022.
Hispanic students scored lower than their white counterparts at each grade level in Math, ELA, and Science in 2022. Except for 8th grade Math with Hispanic students scoring 30% proficient or advanced compared to the White subgroup at 25.3%.

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

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.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging

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?

Implement evidence-based strategies to engage families to support learning
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

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
Provide frequent, timely, and systematic feedback and support on instructional practices
Continuously monitor implementation of the school improvement plan and adjust as needed

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
All Student Group Exceeds Performance Standard for Regular Attendance	False
Black and Hispanic Subgroups met or exceeded the Interim Target in Science/Biology (21-22)	True
Economically Disadvantaged Subgroup met or exceeded the Interim Target for English Language Growth and Attainment (21-22)	True
A survey of teacher gradebooks indicates that the majority of students have recorded a passing score (69 out of 100 point scale) for their ELA class in the 2022-23 school year. Student grades, for classroom assignments and assessments indicate that students perform in a satisfactory manner and their classroom gradebook performance far surpasses their performance in the ELA PSSA exam. This is an indication that a majority of students connect with and grasp the content provided in class by their respective ELA teachers. This is also an indicator that students understand grade level content	False
The CDT is a more accurate predictor of validity for PSSA performance and provided overall insight to teachers about the effectiveness of their teaching methods and curriculum. It helps to identify groups of students deficient in certain subjects/reporting categories and served as a data point when making academic placement decisions.	False
Implement evidence-based strategies to engage families to support learning	True
Fastbridge is adaptive, more efficient for teachers, and will integrate with the Student Information system.	False
A survey of teacher gradebooks indicates that the majority of students have recorded a passing score (69 out of 100 point scale) for their ELA class in the 2022-23 school year. Student grades, for classroom assignments and assessments indicate students perform in a satisfactory manner and their gradebook performance far surpasses their performance in the Mathematics PSSA exam. This is an indication that a majority of students connect with and grasp the content provided in class by their respective Mathematics teachers. It is also an indicator that a majority of students understand grade level mathematics content.	False
The CDT is a more accurate predictor of validity for PSSA performance and provided overall insight to teachers about the effectiveness of their teaching methods and curriculum. It helps to identify groups of students deficient in certain subjects/reporting categories and served as a data point when making academic placement decisions.	False
Fastbridge is adaptive, more efficient for teachers, and will integrate with the Student Information system.	False
Science is an academic area in which students at PA Virtual have performed at or near PDE prescribed annual performance goals.	False
The teaching and learning staff has been able to engage students in college and career exploration at all required grade levels. As a result, a majority of students have been completing assignments and submitting needed artifacts.	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
African American students have shown an increase in the number of students scoring proficient or advanced in ELA at the 3rd, 6th, 7th, and 8th grade levels in 2022.	True
Hispanic students have shown an increase in the number of students scoring proficient or advanced in ELA at the 6th, and 8th grade levels in 2022.	True
African American students have shown an increase in the number of students scoring proficient or advanced in Math at the 6th and 8th grade levels as well as in the Keystone Algebra assessment in 2022.	False
Hispanic students have shown an increase in the number of students scoring proficient or advanced in Math at the 5th, 6th and 8th grade levels in 2022.	False
Identify professional learning needs through analysis of a variety of data	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
All Student Group Did Not Meet Interim Goal/Improvement Target in ELA, Math, and Science/Biology	True
All Student Group performance is 3.5% versus statewide average of 28.8% for Industry-Based Learning.	False
A big challenge for the school lies in the disconnect between student performance on standardized tests versus their academic performance as measured by the grades recorded by their ELA teachers for classroom assignments and assessments. It appears that classroom grades earned do not correlate to future PSSA performance because many more students score on a proficient level (>69%) in classroom assignments as compared to PSSA proficiency.	False
CDT can be long and involved for certain age groups which can result in frustration. This then can impact the validity of assessment outcomes. Additionally, not all results provided the level of specificity that teaching staff needed to easily adjust instruction.	False
Fastbridge is adaptive and as such will change the amount of questions which can frustrate students. Additionally, there is an increased need to scrutinize and monitor for outside influence as not all components of the assessment are given one:one.	False
CDT can be long and involved for certain age groups which can result in frustration. This then can impact the validity of assessment outcomes. Additionally, not all results provided the level of specificity that teaching staff needed to easily adjust instruction.	False
Fastbridge is adaptive and as such will change the amount of questions which can frustrate students. Additionally, there is an increased need to scrutinize and monitor for outside influence as the assessment is not given one:one.	False
The challenge for Science education at PA Virtual, will be to ensure continued improvement of student performance so that students continue to meet annual state goals and targets.	False

Many times, students do not interpret college and career readiness as a necessary component of their education because college and career readiness is perceived as an activity that is far off in the future. As a result, it is challenging to convince these students to engage in career exploration.	False
Follow up to ensure that students stay on track in submission of required artifacts is a challenge in a virtual environment. As a result, school counselors and career educators need to dedicate significant time to following up with students to complete and turn in required artifacts.	False
African American students scored lower than their white counterparts at each grade level in Math, ELA, and Science in 2022.	True
Hispanic students scored lower than their white counterparts at each grade level in Math, ELA, and Science in 2022. Except for 8th grade Math with Hispanic students scoring 30% proficient or advanced compared to the White subgroup at 25.3%.	True
A big challenge for the school lies in the disconnect between student performance on standardized tests versus their academic performance as measured by the grades recorded by their Mathematics teachers for classroom assignments and assessments. It appears that classroom grades earned do not correlate to future PSSA performance because many more students score on a proficient level (>69%) in classroom assignments as compared to PSSA proficiency.	False
Student participation in Standardized testing continues to be a challenge.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False

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
All Student Group Did Not Meet Interim Goal/Improvement Target in ELA, Math, and Science/Biology	Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps. Oftentimes, minimizing the gap requires resources over a multiyear improvement period. Unfortunately, student turnover at PA Virtual is high. The high student turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement in a short time span. Additionally, administrators and teaching staff need to ensure that classroom assignments and assessments mirror the intensity, scope, and sequence of content tested in state standardized assessments.	True
African American students scored lower than their white counterparts at each grade level in Math, ELA, and Science in 2022.	Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps. Oftentimes, minimizing the gap requires resources over a multiyear improvement period. Unfortunately, student turnover at PA Virtual is high. The high student turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement in a short time span. Additionally, administrators and teaching staff need to ensure that classroom assignments and assessments mirror the intensity, scope, and sequence of content tested in state standardized assessments.	True
Hispanic students scored lower than their white counterparts at each grade level in Math, ELA, and Science in 2022. Except for 8th grade Math with Hispanic students scoring 30% proficient or advanced compared to the White subgroup at 25.3%.	Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps. Oftentimes, minimizing the gap requires resources over a multiyear improvement period. Unfortunately, student turnover at PA Virtual is high. The high student turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement in a short time span. Additionally, administrators and teaching staff need to ensure that classroom assignments and assessments mirror the intensity, scope, and sequence of content tested in state standardized assessments.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implement evidence-based strategies to engage families to support learning	Establish effective channels of communication between teachers, parents, and students. Regular updates on academic progress and activities can keep families informed and engaged. Additionally,

	PA Virtual will provide parents with tools and resources to actively engage in their child's education. This includes Parent Ambassador led workshops on effective parenting, communication skills, and navigating the school systems. By implementing these evidence-based strategies, PA Virtual will continue to create a supportive and engaged learning environment for students, leading to improved achievement outcomes.
Black and Hispanic Subgroups met or exceeded the Interim Target in Science/Biology (21-22)	Small gains in student subgroup achievement data can serve as a foundation for driving greater achievement gains across the board if teaching staff is supported in tailoring teaching methods, resources, and support to better cater to student learning styles and requirements. Providing professional development opportunities for teachers to enhance their skills in catering to diverse learning needs will assist in this task. This can include training on differentiated instruction, culturally responsive teaching, and inclusive classroom practices. Administrators and teaching staff will use data to inform instructional decisions and regularly assess student progress and adjust teaching methods based on real-time feedback to ensure continuous improvement. The gains made by subgroups can serve as benchmarks for future growth and help set achievable goals for the entire student population.
Economically Disadvantaged Subgroup met or exceeded the Interim Target for English Language Growth and Attainment (21-22)	Small gains in student subgroup achievement data can serve as a foundation for driving greater achievement gains across the board if teaching staff is supported in tailoring teaching methods, resources, and support to better cater to student learning styles and requirements. Providing professional development opportunities for teachers to enhance their skills in catering to diverse learning needs will assist in this task. This can include training on differentiated instruction, culturally responsive teaching, and inclusive classroom practices. Administrators and teaching staff will use data to inform instructional decisions and regularly assess student progress and adjust teaching methods based on real-time feedback to ensure continuous improvement. The gains made by subgroups can serve as benchmarks for future growth and help set achievable goals for the entire student population.
African American students have shown an increase in the number of students scoring proficient or advanced in ELA at the 3rd, 6th, 7th, and 8th grade levels in 2022.	Small gains in student subgroup achievement data can serve as a foundation for driving greater achievement gains across the board if teaching staff is supported in tailoring teaching methods, resources, and support to better cater to student learning styles and requirements. Providing professional development opportunities for teachers to enhance their skills in catering to diverse learning needs will assist in this task. This can include training on differentiated instruction, culturally responsive teaching, and inclusive classroom practices. Administrators and teaching staff will use data to inform instructional decisions and regularly assess student progress and adjust teaching methods based on real-time feedback to ensure continuous improvement. The gains made by subgroups can serve as benchmarks for future growth and help set achievable goals for the entire student population.
Hispanic students have shown an increase in the number of students scoring proficient or advanced in ELA at the 6th, and 8th grade levels in 2022.	Small gains in student subgroup achievement data can serve as a foundation for driving greater achievement gains across the board if teaching staff is supported in tailoring teaching methods, resources, and support to better cater to student learning styles and requirements. Providing

	professional development opportunities for teachers to enhance their skills in catering to diverse learning needs will assist in this task. This can include training on differentiated instruction, culturally responsive teaching, and inclusive classroom practices. Administrators and teaching staff will use data to inform instructional decisions and regularly assess student progress and adjust teaching methods based on real-time feedback to ensure continuous improvement. The gains made by subgroups can serve as benchmarks for future growth and help set achievable goals for the entire student population.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Administrators and teaching staff will re-purpose instructional resources so as to maximize impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly.
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Goal Setting

Priority: Administrators and teaching staff will re-purpose instructional resources so as to maximize impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.			
Measurable Goal Nickname (35 Character Max)			
ELA - PSSA Performance Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Hire additional Academic Support Teachers. Create data reporting structure. Identify academic areas of focus.	Review data reporting structure Review Academic Support Teacher efficacy Review PSSA/Keystone exam performance	Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop interim improvement targets based on diagnostic data to include student placement in appropriate academic support resource by October 1, 2023.	By December 31, 2023, 50% of students will be meeting the attendance and work completion requirements of their specific academic support class.	By December 31, 2023, 75% of students will be meeting the attendance and work completion requirements of their specific academic support class.	Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.			
Measurable Goal Nickname (35 Character Max)			
Math - PSSA Performance Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Hire additional Academic Support Teachers. Create data	Review data reporting structure Review Academic Support	Improve Mathematics PSSA performance in order to meet prescribed interim goal of	

reporting structure. Identify academic areas of focus.	Teacher efficacy Review PSSA/Keystone exam performance	increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop interim improvement targets based on diagnostic data to include student placement in appropriate academic support resource by October 1, 2023.	By December 31, 2023, 50% of students will be meeting the attendance and work completion requirements of their specific academic support class.	By December 31, 2023, 75% of students will be meeting the attendance and work completion requirements of their specific academic support class.	Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Priority: Administrators and teaching staff will re-purpose instructional resources so as to maximize impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.			
Measurable Goal Nickname (35 Character Max)			
ELA - PSSA Performance Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Hire additional Academic Support Teachers. Create data reporting structure. Identify academic areas of focus.	Review data reporting structure Review Academic Support Teacher efficacy Review PSSA/Keystone exam performance.	Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop interim improvement targets based on diagnostic data to include student placement in appropriate academic support resource by October 1, 2023.	By December 31, 2023, 50% of students will be meeting the attendance and work completion requirements of their specific academic support class.	By December 31, 2023, 75% of students will be meeting the attendance and work completion requirements of their specific academic support class.	Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.			
Measurable Goal Nickname (35 Character Max)			
Math - PSSA Performance Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Hire additional Academic Support Teachers. Create data reporting structure. Identify academic areas of focus.	Review data reporting structure Review Academic Support Teacher efficacy Review PSSA/Keystone exam performance.	Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop interim improvement targets based on diagnostic data to include student placement in appropriate academic support resource by October 1, 2023.	By December 31, 2023, 50% of students will be meeting the attendance and work completion requirements of their specific academic support class.	By December 31, 2023, 75% of students will be meeting the attendance and work completion requirements of their specific academic support class.	Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Priority: Administrators and teaching staff will re-purpose instructional resources so as to maximize impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.			
Measurable Goal Nickname (35 Character Max)			
ELA - PSSA Performance Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Hire additional Academic Support Teachers. Create data reporting structure. Identify academic areas of focus.	Review data reporting structure Review Academic Support Teacher efficacy Review PSSA/Keystone exam performance.	Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging	

		research-based academic tutoring techniques and assessment strategies.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop interim improvement targets based on diagnostic data to include student placement in appropriate academic support resource by October 1, 2023.	By December 31, 2023, 50% of students will be meeting the attendance and work completion requirements of their specific academic support class.	By December 31, 2023, 75% of students will be meeting the attendance and work completion requirements of their specific academic support class.	Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.			
Measurable Goal Nickname (35 Character Max)			
Math - PSSA Performance Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
Hire additional Academic Support Teachers. Create data reporting structure. Identify academic areas of focus.	Review data reporting structure Review Academic Support Teacher efficacy Review PSSA/Keystone exam performance.	Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop interim improvement targets based on diagnostic data to include student placement in appropriate academic support resource by October 1, 2023.	By December 31, 2023, 50% of students will be meeting the attendance and work completion requirements of their specific academic support class.	By December 31, 2023, 75% of students will be meeting the attendance and work completion requirements of their specific academic support class.	Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Action Plan

Measurable Goals

ELA - PSSA Performance Improvement	Math - PSSA Performance Improvement
ELA - PSSA Performance Improvement	Math - PSSA Performance Improvement
ELA - PSSA Performance Improvement	Math - PSSA Performance Improvement

Action Plan For: Performance Improvement

Measurable Goals:
- Improve ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.
- Improve Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques and assessment strategies.

Action Step			Anticipated Start/Completion Date	
Implement NWEA's MAP computerized adaptive tests - Measure of Academic Progress			2023-08-28	2023-09-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Principals	NWEA MAP funded through Title grant money.		Yes	Yes
Action Step			**Anticipated Start/Completion Date**	
Identified Students will participate in Academic Support Classes based on NWEA Maps outcomes and related data points			2023-10-01	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Program Assistant Principals	Academic Support teachers to facilitate small group remediation in Math and ELA funded through Title I		Yes	Yes
Action Step			**Anticipated Start/Completion Date**	
Identified Students will participate in small group reading classes			2023-09-11	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**

Program Assistant Principals	Academic support teachers providing reading remediation for students in grades 5 and 6 funded through Title I	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Drop in Tutoring support will be made available for all middle school students		2023-09-25	2024-05-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Middle School Principal	Academic support teachers providing small group support	No	Yes

Action Step		Anticipated Start/Completion Date	
Teachers will be provided instruction on data-based decision making		2023-10-01	2024-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Assistant Principals	Training from IXL, Nearpod, NWEA Maps, Instructional Coaches - Formative assessment to drive instructions	Yes	No

Action Step		Anticipated Start/Completion Date	
ELA Academic Support teachers will be trained on teaching literacy skills		2023-10-01	2024-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Assistant Principals	Structured Literacy Course on Frontline; PSSA areas of focus braking down the parts of ELA reproting categories ; Instructional Coach attended Keystone State Literacy Association Conference (Pennsylvania Literacy Starts Here)	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
75% of students will be meeting attendance and work completion requirements for the academic support classes as indicated by the diagnostic and related data points.	Principals will review data with teachers and assistant principals during scheduled data meetings and, at a minimum, quarterly with the academic leadership team.

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	• Performance Improvement	Academic Support teachers supporting students in Math and Reading K-8	800000
Instruction	• Performance Improvement	Benefits for Academic Support teachers	478843
Instruction	• Performance Improvement	1st in Math for Middle School	4200
Instruction	• Performance Improvement	Gizmo interactive math and science virtual labs	10000
Instruction	• Performance Improvement	Learning A-Z for Elementary School	40000
Other Expenditures	• Performance Improvement	Parent Involvement required	13466
Total Expenditures			1346509

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Performance Improvement	Implement NWEA's MAP computerized adaptive tests - Measure of Academic Progress
Performance Improvement	Identified Students will participate in Academic Support Classes based on NWEA Maps outcomes and related data points
Performance Improvement	Identified Students will participate in small group reading classes
Performance Improvement	Teachers will be provided instruction on data-based decision making
Performance Improvement	ELA Academic Support teachers will be trained on teaching literacy skills

NWEA MAP Training

Action Step		
• Implement NWEA's MAP computerized adaptive tests - Measure of Academic Progress		
Audience		
Teachers and administrators		
Topics to be Included		
Implementing the NWEA MAP tool and integrating it with the student information system as well as it's role in the MTSS process.		
Evidence of Learning		
Exit Ticket		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Onboarding and Professional Development	2023-08-14	2023-08-30

Learning Format

Type of Activities	Frequency
Other	1 time for all teaching and administrative staff; ongoing as needed.
Observation and Practice Framework Met in this Plan	
• 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
• Implement NWEA's MAP computerized adaptive tests - Measure of Academic Progress • Identified Students will participate in Academic Support Classes based on NWEA Maps outcomes and related data points • Identified Students will participate in small group reading classes • Drop in Tutoring support will be made available for all middle school students	Students and Parents	Introduction to NWEA and how it will be used to impact student learning and achievement. Description of Academic Support classes; eligibility, what to expect Notification of any necessary schedule changes to accommodate additional classes	Program Principals	08/28/2023	05/31/2024

Communications

Type of Communication	Frequency
Email	Once in back to school email with follow up posting, then ongoing as needed as students are identified.

Approvals & Signatures

Uploaded Files
• TSI_Title_1_School_Plan_affirmation-PA Virtual.pdf

Chief School Administrator	Date
Dr. Debra Heath-Thornton	2023-10-25
Building Principal Signature	**Date**
Laura Afshari	2023-10-24
School Improvement Facilitator Signature	**Date**
Dr. Shaikha BuAli	2023-10-24