

PENNSYLVANIA VIRTUAL CS

630 Park Avenue

TSI Title 1 School Plan | 2022 - 2023

MISSION STATEMENT

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 STATEMENT

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 VALUE STATEMENTS

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.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Shaikha BuAli	Chief Academic Officer	Administrator K-12
Dr. David Weitzel	Chief Executive Officer	Administrator K-12
Steve Schutt	Principal (K-4)	Administrator K-4
Maureen Weinberger	Director of Curriculum, Instruction, and Federal Programs	Administrator K-12
Maria Ramola	Attorney	Community Representative
Heather Brandt	Teacher	Elementary Teacher K-4
Jacob Grantz	Teacher	Middle School Teacher 5-8
Rebekah Hallberg	Parent	Parent
Jennifer Blizman	Teacher	High School Teacher 9-12
Laura Afshari	High School Principal	Administrator 9-12
Rick Verga	Middle School Principal	Administrator 5-8
Diana Perney	Director of Professional Development & Onboarding	Administrator K-12
Bernadette Mathis	School Counselor	Educational Specialist

Name	Position	Building/Group
Victor Valentine	Board Member	Board of Trustees
Brenda Sachleben	Board Trustee	Board of Trustees
Julie Pufko	Executive Assistant	Community
Jennifer Brodhag	Director of Parent Education & Engagement	Community
Dr. Debra Heath-Thornton	Other	Administrator K-12
Sarah Hallberg	Student	Student

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Administrators and teaching staff will re-purpose instructional resources so as to maximize its impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly. As it relates to ELA performance, and emphasizing African American student performance, students will be assigned tutoring support based on learning gaps as identified in an ELA PSSA Item Analysis.	English Language Arts
Administrators and teaching staff will re-purpose instructional resources so as to maximize its impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly. As it relates to Mathematics performance, students will be assigned tutoring support based on learning gaps as identified in an Mathematics PSSA Item Analysis.	English Language Arts
Administrators and teaching staff will re-purpose instructional resources so as to maximize its impact. This means grouping students based on PSSA performance and providing learning support to maximize student growth accordingly. As it relates to ELA performance, and emphasizing Hispanics student performance, students will be assigned tutoring support based on learning gaps as identified in a Mathematics PSSA Item Analysis.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Performance Improvement
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA - PSSA Performance Improvement (emphasis on African American students)	Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019
ELA - PSSA Performance Improvement (emphasis on Hispanic students)	Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019
Mathematics - PSSA Performance Improvement	Improve student Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 3.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement topical assessment via Classroom Diagnostic Test	2022-08-29 - 2022-09-30	Principals	Classroom Diagnostic Tool (CDT)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assign students to appropriate remedial classes, pre-trigger courses, tutoring, etc. based on CDT data.	2022-08-29 - 2022-09-30	Principals	Classroom Diagnostic Tool (CDT)

Anticipated Outcome

75% of students will be meeting attendance requirement for Academic Support (remedial classes, pre-trigger courses, tutoring, etc.) and will have shown improvement gains of at least 2.5% in the content area of support

Monitoring/Evaluation

Principals will review CDT report and related data with teachers and assistant principals during scheduled data meetings.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on African American students))</p>	Performance Improvement	Implement topical assessment via Classroom Diagnostic Test	08/29/2022 - 09/30/2022
<p>Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on Hispanic students))</p>			
<p>Improve student Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 3.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal,</p>			

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (Mathematics - PSSA Performance Improvement)

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

2022-08-29

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Dr. David Weitzel

2022-08-30

School Improvement Facilitator Signature

Dr. Shaikha BuAli

2022-08-25

Building Principal Signature

Richard J. Verga

2022-08-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Regular Attendance - All Student Group exceeded Performance Standard two consecutive years (2019-95%; 2018-92.7%).

Mathematics/Algebra - All Student Group demonstrated increase in performance (24.5%) from the previous year (22.4%).

Science/Biology - All Student Group demonstrated increase in performance (50.8%) from the previous year (45.2%) and exceeded the Standard Demonstrating Growth two consecutive years (2019-85%; 2018-88.3%).

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. PA Virtual established three initiatives that we believe will help with student achievement. PA Virtual developed a process whereby teachers monitor student academic progress in Study Island and use that information and data to inform instructional design with the goal for meeting or exceeding state standards on the PSSA and Keystone Exam.

Identify professional learning needs through analysis of a variety of data.

Use multiple professional learning designs to support the learning

Challenges

PVAAS - English Language Arts/Literature - The White student group exhibited a decrease in performance from the previous year and did not meet interim target goals for growth.

PVAAS - Mathematics/Algebra - The White student group exhibited a decrease in performance from the previous year and did not meet interim target goals for growth.

Collectively shape the vision for continuous improvement of teaching and learning; ensure consistency of process where classroom content continues to be tracked and sequenced so as to ensure ample coverage of the eligible content through all grade levels.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Provide frequent, timely, and systematic feedback and support on instructional practices.

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

Strengths

needs of staff.

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 recording needed artifacts.

The school's integration of college and career exploration in regular classroom instruction has been positively received by students and contributed to the high level of student engagement in this area.

African American student grades, for classroom assignments and assessments, indicate that students perform in a satisfactory manner and their gradebook performance far surpasses their performance in the 2019 ELA PSSA exam. This is an indication that a majority (85.7%) of African American students connect with and grasp the content provided in-class by their respective ELA teachers. This is also an indicator that this student group's standardized test performance may not be an accurate representation of the level of learning accomplished by this sub-group of students.

Hispanic student grades, for classroom assignments and assessments, indicate that students perform in a satisfactory manner and their gradebook performance far surpasses their performance in the 2019 ELA PSSA exam. This is an indication

Challenges

engage in career exploration.

Because some students do not perceive the importance of college and career readiness, follow-up to ensure student stay on track is a challenge, particularly in a virtual learning environment. As a result, school counselors spend an inordinate amount of time following up with students to complete and turn in required artifacts.

The challenge is for the teaching staff to help African American students improve their ELA performance, on standardized tests, so that future performance better represents and reflects the learning that occurs in classroom instruction.

The challenge is for the teaching staff to help Hispanic students improve their ELA performance, on standardized tests, so that: 1. The ELA performance gap is limited 2. Future performance better represents and reflects the learning that occurs in classroom instruction.

The teaching staff has faced two major challenges as it relates to integrating Study Island into classroom practice. First, analysis of SI performance data, specifically the timing and amount of sessions completed by students, indicates that once students have demonstrated mastery of an academic topic they move on to the next topic to be mastered. Unfortunately, this means students have not spent enough time "reviewing" content already

Strengths

that a majority (70.4%) of Hispanic students connect with and grasp the content provided in-class by their respective ELA teachers. This is also an indicator that this student group's standardized test performance may not be an accurate representation of the level of learning accomplished by this subgroup of students.

Based on a 2018-19 survey of student performance in Study Island (SI), it appears that student performance in practice mode is slightly higher than student performance in the ELA PSSA exam. The survey utilized, included only the SI performance of students who completed assignments. This survey indicates that, on a 100% scale, 57.4% of students (n = 579 of 1,009) who completed assignments scored at a Proficient level (> 69%) as compared to student performance in the ELA PSSA exam (55.9% - PDE School Summary Report). This is an indicator that continued usage, by teachers, to integrate standardized-formatted content in classroom instruction and assignments may help student learning and also provide a performance boost to PSSA student performance in the long term.

A survey of teacher gradebooks indicates that the majority of students (84%) have recorded a passing score (69 out of 100 point scale) for their ELA class in the 2018-19 school year (n = 651 of 772). Student grades, for classroom assignments and assessments indicate that students perform in a satisfactory manner and their classroom gradebook performance far surpasses their

Challenges

mastered. Second, and anecdotally, quite a few parents object to their children participating in, and completing, academic content that is not directly aligned, or that is interpreted to be an "offshoot" of the online curriculum offered by the school. As a result, many students do not complete any substantive work in Study Island, making the task of assessing student readiness for standardized testing extremely difficult.

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 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.

As it relates to Mathematics, the teaching staff has faced two major challenges as it relates to integrating Study Island into classroom practice. First, analysis of SI performance data, specifically the timing and amount of sessions completed by students, indicates that once students have demonstrated mastery of an academic topic they move on to the next topic to be mastered. Unfortunately, this means students have not spent enough time "reviewing" content already mastered. Second, quite a few parents object to their students participating in and

Strengths

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.

Based on a 2018-19 survey of student performance in Study Island (SI), it appears that student performance in "practice" mode is much higher than student performance in the Mathematics portion of the PSSA exam. The survey utilized, included only the SI performance of students who completed assignments. This survey indicates that on a 100 point scale, 50.1% of students (n = 319 of 653) who completed assignments scored at a Proficient level (> 69%) as compared to student performance in the Mathematics PSSA exam (24.0% - PDE School Summary Report). This is an indicator that continued usage, by teachers, to integrate standardized formatted content in classroom instruction and assignments may provide a performance boost to PSSA student performance in the long term.

A survey of teacher gradebooks indicates that the majority of students (79.4%) have recorded a passing score (69 out of 100 point scale) for their Mathematics classroom performance in the 2018-19 school year (n = 620 of 781). Student grades, for classroom assignments and assessments indicate that 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

Challenges

completing academic content that is not a directly aligned with the online curriculum offered by the school. As a result, many students do not complete any substantive work in Study Island, making the task of assessing student readiness for standardized testing extremely difficult.

A big challenge for the school lies in the disconnect between student performance on Mathematics standardized tests versus their academic performance as measured by the grades recorded by their teachers for Mathematics classroom assignments and assessments. The challenge is for the teaching staff to better align and sequence instructions so that student performance in academic classroom assignments correlate better to performance on standardized tests.

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

PSSA student participation testing.

Strengths

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.

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

Most Notable Observations/Patterns

The team (administrators and teaching staff) has observed the apparent lack of correlation between student grades, as recorded in teacher gradebooks, and student performance on standardized tests. While school administrators have not collected any tangible evidence that explains this phenomena, anecdotally, administrators and teaching staff have theorized a number of reasons. First, and as a result of the content that needs to be covered for any given subject, instruction follows a predetermined sequence. As a result of time constraints, not much time is available to review previously learned concepts. Therefore, oftentimes students have to rely on memory to answer standardized exam questions that deal with academic topics that were covered early in the school year. Without constant topic review, students tend to suffer from recency effects (the tendency to remember the most recently presented information best). As it relates to performance gaps of sub-groups, in addition to the recency effect noted above, the school's academic support strategy has been to provide the most support to the students demonstrating the most significant academic deficiencies. This strategy forces the school to use most of its instructional resources on students with the most significant academic gaps. Oftentimes, minimizing the gap requires resources over a multi-year improvement period. Another observation, noted by the team, but not necessarily reflected in this plan is the high turnover (churn) rate of students in the cyber-school. Historically, the turnover rate at PA Virtual is approximately 33%. In other words, school administrators have documented that approximately 1/3 of the student population, in any given school year, is new to the school. This high-turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement over the long-term, because every churn forces the academic staff to grapple with the needs of a student population, in one year, that are very different to the needs of the student population the following year.

Challenges

Discussion Point

Priority for Planning

As it relates to Mathematics, the teaching staff has faced two major challenges as it relates to integrating Study Island into classroom practice. First, analysis of SI performance data, specifically the timing and amount of sessions completed by students, indicates that once students have

Challenges**Discussion Point****Priority for Planning**

demonstrated mastery of an academic topic they move on to the next topic to be mastered. Unfortunately, this means students have not spent enough time "reviewing" content already mastered. Second, quite a few parents object to their students participating in and completing academic content that is not directly aligned with the online curriculum offered by the school. As a result, many students do not complete any substantive work in Study Island, making the task of assessing student readiness for standardized testing extremely difficult.

A big challenge for the school lies in the disconnect between student performance on Mathematics standardized tests versus their academic performance as measured by the grades recorded by their teachers for Mathematics classroom assignments and assessments. The challenge is for the teaching staff to better align and sequence instructions so that student performance in academic classroom assignments correlate better to performance on standardized tests.

Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps in Mathematics. Oftentimes, minimizing the gap requires resources over a multi-year 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.

The challenge is for the teaching staff to help African American students improve their ELA performance, on standardized tests, so that future performance better represents and reflects the learning that occurs in classroom instruction.

Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps. Oftentimes, minimizing

Challenges**Discussion Point****Priority for Planning**

The challenge is for the teaching staff to help Hispanic students improve their ELA performance, on standardized tests, so that: 1. The ELA performance gap is limited 2. Future performance better represents and reflects the learning that occurs in classroom instruction.

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 multi-year 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.

ADDENDUM B: ACTION PLAN

Action Plan: Performance Improvement

Action Steps	Anticipated Start/Completion Date	
Implement topical assessment via Classroom Diagnostic Test	08/29/2022 - 09/30/2022	
Monitoring/Evaluation	Anticipated Output	
Principals will review CDT report and related data with teachers and assistant principals during scheduled data meetings.	75% of students will be meeting attendance requirement for Academic Support (remedial classes, pre-trigger courses, tutoring, etc.) and will have shown improvement gains of at least 2.5% in the content area of support	
Material/Resources/Supports Needed	PD Step	Comm Step
Classroom Diagnostic Tool (CDT)	yes	yes

Action Steps**Anticipated Start/Completion Date**

Assign students to appropriate remedial classes, pre-trigger courses, tutoring, etc. based on CDT data.

08/29/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Principals will review CDT report and related data with teachers and assistant principals during scheduled data meetings.

75% of students will be meeting attendance requirement for Academic Support (remedial classes, pre-trigger courses, tutoring, etc.) and will have shown improvement gains of at least 2.5% in the content area of support

Material/Resources/Supports Needed**PD Step****Comm Step**

Classroom Diagnostic Tool (CDT)

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on African American students))</p>	Performance Improvement	Implement topical assessment via Classroom Diagnostic Test	08/29/2022 - 09/30/2022
<p>Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on Hispanic students))</p>			
<p>Improve student Mathematics PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 3.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal,</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (Mathematics - PSSA Performance Improvement)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CDT Training	Any new teacher not previously trained in implementing CDT	Implementing Classroom Diagnostic Tool

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit ticket	08/08/2022 - 08/19/2022	Director of Onboarding & Professional Development

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on African American students))</p>	<p>Performance Improvement</p>	<p>Implement topical assessment via Classroom Diagnostic Test</p>	<p>2022-08-29 - 2022-09-30</p>
<p>Improve student 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 as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on Hispanic students))</p>			
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Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (Mathematics - PSSA Performance Improvement)

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Informing Students and Parents	Students and Parents	Purpose of Classroom Diagnostic Tool How the resulting data will be used Who to contact for questions or concerns
Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 09/02/2022	Once in back to school email with follow up posting	Email
Lead Person/Position		
Program Principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post the plan on the PA Virtual website	Public Notices & Information	Post on PA Virtual Website	Public, staff, community	Post Immediately after submission
