

**Pennsylvania Virtual CS**

TSI Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School (Cyber)		123460001
<b>Address 1</b>		
630 Park Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
King of Prussia	PA	19406
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Debra Heath-Thornton		dheath@pavcsk12.org
<b>Single Point of Contact Name</b>		
Dr. Shaikha BuAli		
<b>Single Point of Contact Email</b>		
sbuali@pavcsk12.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
484-680-7840		
<b>Principal Name</b>		
Mr. Steve Schutt		
<b>Principal Email</b>		
sschutt@pavcsk12.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
484-680-7770		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
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	sshutt@pavcs.us
Maureen Weinberger	Director of Curriculum, Instruction, and Federal Programs	Administrator K-12	mweinberger@pavcs.us
Maria Ramola	Attorney	Community Representative	MRamola@mckennalawllc.com
Heather Brandt	Teacher	Elementary Teacher K-2	hbrandt@pavcs.us
Jacob Grantz	Teacher	Middle School Teacher 5-8	jgrantz@pavcs.us
Laura Matjasic	Administrator	Director of Career Services, K-12	lmatjasic@pavcs.us
Rick Verga	Middle School Principal	Administrator 5-8	rverga@pavcs.us
Diana Perney	Principal	Administrator K-12	dperney@pavcs.us
Bernadette Mathis	School Counselor	Educational Specialist	bmathis@pavcs.us
Julie Pufko	Executive Assistant	Community	jpufko@pavcs.us
Jennifer Brodhag	Director of Parent Education & Engagement	Community	jbrodhag@pavcs.us
Jason Fitzpatrick	Principal	Administrator	jfitzpatrick@pavcs.us
Vicki Andrews	Administrator	Director of Equity & Belonging	vandrews@pavcs.us
Doug Wessels	District Level Leaders	Administrator	dwessels@pavcs.us
Chris Gilligan	District Level Leaders	Director of Data and Assessment	cgilligan@pavcs.us
Patrick Matusz	Teacher	High School Teacher 9-12	pmatusz@pavcs.us
Heather Byers	Parent	Parent; Middle School Teacher 5-8	hbyers@pavcs.us
Tamara Bacon	Teacher	High School Teacher 9-12	tbacon@pavcs.us
Jaqueline Sieber	Teacher	Elementary Teacher 3-4	jsieber@pavcs.us
Kinet Becker	Administrator	Director of Special Education	kbecker@pavcs.us
Yamara Nolen	Other	Engagement Coordinator and Project Manager for the CEO's Office	ynolen@pavcs.us
Damon Key	Administrator	Director of Student Records	dkey@pavcs.us
Melissa Alcaro	Administrator	Assistant Principal of Onboarding and Professional Development	malcaro@pavcs.us

## LEA Profile

The Pennsylvania Virtual Charter School (PA Virtual), a public school in Pennsylvania, was chartered and began operation on September 4, 2001. The school's original charter was granted by the Norristown Area School District. The Pennsylvania Department of Education renewed the school's charter in May 2006, July 2011 and again on July 2020 for another five years covering the period from July 1, 2020 to June 30, 2025 Pennsylvania Virtual Charter School is a pioneering choice in public education. At the heart of our educational program is our "Diamond Model of Partnership". This partnership is a dynamic 4-pronged collaborative relationship between a parent (Learning Coach), a highly-qualified PA-certified teacher(s), a family support coordinator and "cutting-edge" research-based online curriculum. Although PA Virtual operates in a virtual environment, it uses technology to facilitate the school's full and robust teaching and learning environment. The school uses the Blackboard Learning Management System ([www.blackboard.com](http://www.blackboard.com)), Blackboard is used 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	

## Proficient or Advanced in English Language Arts/Literature

### Review of the School(s) Level Performance

#### Strengths

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

#### Challenges

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

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

<b>Indicator</b> State Assessment Measures <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> Hispanic subgroup exceeded Annual Academic Growth Expectations in ELA
<b>Indicator</b> State Assessment Measures <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> White and Combined Ethnicity subgroups met the Annual Academic Growth Expectations in ELA
<b>Indicator</b> On-Track Measures <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> All counted subgroups met Interim Goal/Improvement Target English Language Growth and Attainment

#### Challenges

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

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

## Summary

### Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

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

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

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

### English Language Arts

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

### English Language Arts Summary

#### Strengths

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

#### Challenges

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

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

### Mathematics Summary

#### Strengths

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

#### Challenges

Only 51% of students demonstrated average to high growth on the spring 2024 administered MAP Growth Assessment
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### Science, Technology, and Engineering Education

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

## Science, Technology, and Engineering Education Summary

### Strengths

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

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

### Career Readiness

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

### Career and Technical Education (CTE) Programs

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

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

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

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

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

### Articulation Agreements

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

### Partnering Institution

Temple University

### Agreement Type

Dual Credit

### Program/Course Area

College of Education and Human Development

### Uploaded Files

Signed\_Temple\_PA Virtual\_MOU\_2024.pdf

## Summary

### Strengths

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

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

### Challenges

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

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

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index	School Year 24-25 ELA data indicated 21.6% Proficient or Advanced which is significantly below the statewide average of 49.9%.
PA Future Ready Index	School Year 24-25 Math data indicated 13.5% Proficient or Advanced which is significantly below the statewide average of 41.7%.
PA Future Ready Index	19.7% of English Learners met the growth and attainment standard, below the state average of 32.4% for School Year 24-25.
PA Future Ready Index	Regular attendance rate for English Learners was 86.8%, above the statewide average of 79.6%

### Students with Disabilities

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

Data	Comments/Notable Observations
PA Future Ready Index	School Year 24-25 ELA data indicated 15.7% Proficient or Advanced which is significantly below the statewide average of 49.9%.
PA Future Ready Index	The Students with Disabilities subgroup had an Academic Growth in ELA score of 74, slightly above the statewide growth standard of 70.
PA Future Ready Index	School Year 24-25 Math data indicated 4.9% Proficient or Advanced which is significantly below the statewide average of 41.7%.
PA Future Ready Index	Regular attendance rate for Students with Disabilities was 85.7%, above the statewide average of 79.6%

### Students Considered Economically Disadvantaged

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

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

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
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Asian	In ELA, 52.2% of students in this subgroup were proficient or advanced, slightly above the statewide average of 49.9%, with 13.0% achieving advanced levels, surpassing the statewide average of 12.2%.
Asian	In Math, 41.3% of students in this subgroup were proficient or advanced, slightly below the statewide average of 41.7%, but 17.4% achieved advanced levels, exceeding the statewide average of 16.3%.
Asian	The regular attendance rate for this subgroup was 94.0%, significantly higher than the statewide average of 79.6%.
Black	In ELA, 21.6% of students in this subgroup were proficient or advanced, well below the statewide average of 49.9% in School Year 24-25.
Black	In Math, 7.1% of students in this subgroup were proficient or advanced, well below the statewide average of 41.7% in School Year 24-25.
Black	This subgroup had an ELA Academic Growth Score of 77, exceeding the statewide average growth score of 75 for School Year 24-25.
Hispanic	In ELA, 24.2% of students in this subgroup were proficient or advanced, well below the 49.9% statewide average for School Year 24-25.
Hispanic	In Math, 9.3% of students in this subgroup were proficient or advanced, well below the 41.7% statewide average for School Year 24-25.
Hispanic	This subgroup had an ELA Academic Growth Score of 72, meeting the Statewide Growth Standard of 70 for School Year 24-25.
White	In ELA, 39.7% of students in this subgroup were proficient or advanced, below the statewide average of 49.9% in School Year 24-25.
White	In Math, 19.4% of students in this subgroup were proficient or advanced, well below the statewide average of 41.7% in School Year 24-25.
White	This subgroup had an ELA Academic Growth Score of 79, exceeding the Statewide Growth Standard of 70 for School Year 24-25.
2 or More Races	In ELA, 32.9% of students in this subgroup were proficient or advanced, this was above the schoolwide average of 32%, but below the statewide average of 49.9% in School Year 24-25.
2 or More Races	In Math, 12.9% of students in this subgroup were proficient or advanced, well below the statewide average of 41.7% in School Year 24-25.
2 or More Races	This subgroup had an ELA Academic Growth Score of 79, equal to the All Student Group and exceeding the Statewide Average Growth Score of 75 for School Year 24-25.

## Summary

### Strengths

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

Economically disadvantaged students have shown growth in previous years.
A review of pre-pandemic data and strategies as well as the incorporation of NWEA MAP data monitoring can help build an improvement plan for economically disadvantaged subgroup.
Multiple subgroups met or exceeded the Statewide Average Growth Score for English Language Arts.

### Challenges

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

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

## Supplemental LEA Plans

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

### Strengths

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

### Challenges

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

Continue to provide professional learning opportunities to meet statewide development goals and expectations.
Continue to provide professional development in alignment with school needs.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

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

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

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

## Challenges

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

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

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

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

## 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.

Students across subgroups continue to not meet pre-Pandemic academic achievement levels and are falling short in meeting interim school performance targets.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

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

	development to improve instruction and overall student achievement.	
A significant deficit was evidenced in meeting growth expectations in both Math and ELA in the economically disadvantaged subgroup.	Despite decreased achievement scores, PA Virtual has seen growth in all tested subjects. However, a deficit was identified with economically disadvantaged students. There was historical inconsistency with their growth and achievement scores. PA Virtual needs to review data specific to this subgroup in the context of attendance, local assessment, compliancy, and benchmarking data to determine root causes for this result.	False

## Analyzing Strengths

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

## Priority Challenges

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

## Goal Setting

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

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

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Increase PVAAS scores in Mathematics			

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

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

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

		Documented progress towards at least 90% of established goals 3. Written outcomes for all action steps 4. Implementation of at least one targeted professional development sessions per quarter based on identified deficits	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By October 31, 2025, PA Virtual will conduct one school improvement review meeting with majority attendance from identified key stakeholders	By January 23, 2026, PA Virtual will conduct its second school improvement review meeting with majority attendance from identified key stakeholders	By April 10, 2026, PA Virtual will conduct its third school improvement review meeting with majority attendance from identified key stakeholders	By June 30, 2026 PA Virtual will conduct four quarterly school improvement review meetings with majority attendance from identified key stakeholders

## Action Plan

### Measurable Goals

Increase PVAAS scores in ELA	Increase PVAAS scores in Mathematics
Quarterly SIP Meetings	

### Action Plan For: Evidence-based teaching and data-driven grouping in ELA

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze benchmark and formative data to form flexible groups with direct instructional support with an intervention specialist with staff role of Academic Support Teacher.		2025-08-25	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers, Benchmark data, PVAAS, PSSA, NWEA Map	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points.		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers; Learning A-Z; IXL; Nearpod	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Academic Support Teachers will conduct guided reading intervention using supplemental materials and software such as IXL and Learning A-Z.		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers; Learning A-Z; IXL; Nearpd	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Drop in Tutoring will be made available for all middle school students.		2025-10-01	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Middle School Principal	Tutors funded through Title I	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent Education and Engagement team will develop and provide ongoing parent learning sessions aligned to schoolwide goals that include supporting literacy at home, navigating online learning, understanding assessment, and provide mentoring to families as needed to promote student success.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Parent Education and Engagement.	Volunteer systems; Parent training materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
75% of identified students will demonstrate an increase in Math proficiency as evidenced by 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.

### Action Plan For: Evidence-based teaching and data-driven grouping in Math

Measurable Goals:
<ul style="list-style-type: none"> <li>PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze benchmark and formative data to form flexible groups with direct instructional support with an intervention specialist with staff role of Academic Support Teacher.		2025-08-25	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers, Benchmark/benchmark data, PVAAS, PSSA, NWEA Map	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points.		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers; 1st in Math; IXL; Gizmo; Nearpod	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Academic Support Teachers will conduct guided specialized math intervention using supplemental materials and software such as IXL and 1st in Math		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Principal	Academic Support Teachers; 1st in Math; IXL; Gizmo; Nearpod	Yes	Yes
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Action Step		Anticipated Start Date	Anticipated Completion Date
Drop in Tutoring will be made available for all middle school students.		2025-11-01	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Middle School Principal	Tutors funded through Title I	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent Education and Engagement team will develop and provide ongoing parent learning sessions aligned to schoolwide goals that include supporting literacy at home, navigating online learning, understanding assessment, and provide mentoring to families as needed to promote student success.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Parent Education and Engagement.	Volunteer systems; Parent training materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
75% of identified students will demonstrate an increase in Math proficiency as evidenced by 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.

### Action Plan For: Structured Data Review Cycle

Measurable Goals:
<ul style="list-style-type: none"> <li>By June 30th of each year of the current Comprehensive Plan, PA Virtual will conduct four quarterly school improvement review meetings with majority attendance from identified key stakeholders, resulting in: 1. A comprehensive review of data aligned with school improvement plans 2. Documented progress towards at least 90% of established goals 3. Written outcomes for all action steps 4. Implementation of at least one targeted professional development sessions per quarter based on identified deficits</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
The Comprehensive Planning Committee will conduct structured quarterly data review and implementation/monitoring meetings using a standardized agenda and PDSA-cycle protocol to evaluate the effectiveness of the schoolwide Plan, analyze subgroup performance data, and make timely adjustment to improve outcomes.		2025-11-03	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Instruction, and Federal Programs	Schoolwide Plan Monitoring Dashboard; Access to benchmark, attendance, and subgroup data; Standardized PDSA template; Quarterly meeting calendar	Yes	Yes

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Career Educator will collaborate with the Comprehensive Planning Committee to provide data and updates on K-12 career education programing, including career exploration benchmarks, internship placements, job-shadowing opportunities, dual enrollment career pathways, and postsecondary transition data.		2025-11-03	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principal, Student Advancement and Development	Career Readiness framework; Career pathways data	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Structured, quarterly review of plan implementation that allows for improved stakeholder engagement and timely, data-based plan adjustments.	Director of CIFP will complete dashboard monitoring and provide a narrative summary quarterly for Executive Leadership Team review. Narrative and relative data points will be included in CIFP department board reporting.

## 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Academic Support teachers supporting students in grades K-12 bridging academic gaps and improving achievement outcomes on standardized tests.	650797	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Benefits for Title I funded Academic Support Staff	500000	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	1st in Math for Middle school	3400	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Learning A-Z for Grades K-5	52814	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Gizmo interactive math and science virtual labs - Explore Learning for MS and HS	7290	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Nearpod	9540	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and</li> </ul>	Ed Puzzle Science for Middle School	1000	

	data-driven grouping in ELA			
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Career Educator	57150	
Instruction	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> </ul>	Homework Help Tutors	16200	
Other Expenditures	<ul style="list-style-type: none"> <li>Evidence-based teaching and data-driven grouping in ELA</li> <li>Evidence-based teaching and data-driven grouping in Math</li> <li>Structured Data Review Cycle</li> </ul>	Director of Parent Education and Engagement	66208	
Total Expenditures				1364399

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Evidence-based teaching and data-driven grouping in ELA	Analyze benchmark and formative data to form flexible groups with direct instructional support with an intervention specialist with staff role of Academic Support Teacher.
Evidence-based teaching and data-driven grouping in ELA	Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points.
Evidence-based teaching and data-driven grouping in ELA	Academic Support Teachers will conduct guided reading intervention using supplemental materials and software such as IXL and Learning A-Z.
Evidence-based teaching and data-driven grouping in ELA	Parent Education and Engagement team will develop and provide ongoing parent learning sessions aligned to schoolwide goals that include supporting literacy at home, navigating online learning, understanding assessment, and provide mentoring to families as needed to promote student success.
Evidence-based teaching and data-driven grouping in Math	Analyze benchmark and formative data to form flexible groups with direct instructional support with an intervention specialist with staff role of Academic Support Teacher.
Evidence-based teaching and data-driven grouping in Math	Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points.
Evidence-based teaching and data-driven grouping in Math	Academic Support Teachers will conduct guided specialized math intervention using supplemental materials and software such as IXL and 1st in Math
Evidence-based teaching and data-driven grouping in Math	Parent Education and Engagement team will develop and provide ongoing parent learning sessions aligned to schoolwide goals that include supporting literacy at home, navigating online learning, understanding assessment, and provide mentoring to families as needed to promote student success.
Structured Data Review Cycle	The Comprehensive Planning Committee will conduct structured quarterly data review and implementation/monitoring meetings using a standardized agenda and PDSA-cycle protocol to evaluate the effectiveness of the schoolwide Plan, analyze subgroup performance data, and make timely adjustment to improve outcomes.
Structured Data Review Cycle	Career Educator will collaborate with the Comprehensive Planning Committee to provide data and updates on K-12 career education programming, including career exploration benchmarks, internship placements, job-shadowing opportunities, dual enrollment career pathways, and postsecondary transition data.

### Provide PD on evidence-based teaching and data-driven grouping

Action Step
<ul style="list-style-type: none"> <li>Analyze benchmark and formative data to form flexible groups with direct instructional support with an intervention specialist with staff role of Academic Support Teacher.</li> </ul>

<ul style="list-style-type: none"> <li>Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points.</li> </ul>		
<b>Audience</b>		
Teachers and Administrators		
<b>Topics to be Included</b>		
Understanding data from benchmark assessments and integrating it with the student information system as well as it's role in the MTSS process.		
<b>Evidence of Learning</b>		
Exit Ticket		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal of Onboarding and Professional Development	2025-09-01	2025-10-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	Initial training and ongoing as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Structured Data Review Cycle

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The Comprehensive Planning Committee will conduct structured quarterly data review and implementation/monitoring meetings using a standardized agenda and PDSA-cycle protocol to evaluate the effectiveness of the schoolwide Plan, analyze subgroup performance data, and make timely adjustment to improve outcomes.</li> <li>Career Educator will collaborate with the Comprehensive Planning Committee to provide data and updates on K-12 career education programing, including career exploration benchmarks, internship placements, job-shadowing opportunities, dual enrollment career pathways, and postsecondary transition data.</li> </ul>		
<b>Audience</b>		
Comprehensive Planning Committee		
<b>Topics to be Included</b>		
Structured data-review protocols; Interpretation of subgroup performance data; Career readiness indicators; Root cause analysis using benchmark, attendance, and course data; Alignment of interventions to evidence-based strategies; Parent and family engagement data review		
<b>Evidence of Learning</b>		
Completed PDSA Cycle forms; Meeting minutes documenting data analysis; Updated Schoolwide Plan monitoring dashboard; Adjusted action steps recorded after each quarterly review; Artifact submissions from Career Educator team and Parent Education and Engagement team.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum, Instruction, and Federal Programs	2025-11-03	2026-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4a: Reflecting on Teaching</li> <li>4b: Maintaining Accurate Records</li> </ul>	

- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

**This Step Meets the Requirements of State Required Trainings**

## Communications Activities

Stakeholder Communication for Evidenced-based teaching and data-driven grouping in ELA and Math					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Analyze benchmark and formative data to form flexible groups with direct instructional support with an intervention specialist with staff role of Academic Support Teacher.</li> <li>Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points.</li> <li>Academic Support Teachers will conduct guided reading intervention using supplemental materials and software such as IXL and Learning A-Z.</li> <li>Academic Support Teachers will conduct guided specialized math intervention using supplemental materials and software such as IXL and 1st in Math</li> </ul>	Students and parents	Introduction to benchmark assessments and how they will be used to impact student learning and achievement. Assessment results will be sent to parent email.	Principals	08/25/2025	09/29/2025

## Communications

Type of Communication	Frequency
Email	Back to school email with follow up posting and ongoing as needed.
Email	Upon completion of benchmark window, parents will receive score reports.

### Drop In Tutoring

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Drop in Tutoring will be made available for all middle school students.</li> </ul>	Middle School Parents and Students	Academic support in academic areas of evidenced need - individualized by student.	Middle School Principal	10/01/2025	06/05/2026

### Communications

Type of Communication	Frequency
Other	Middle School website posting available at all times
Email	Monthly email sent to students identified as needing additional academy support

## Parent and Family Education and Engagement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Parent Education and Engagement team will develop and provide ongoing parent learning sessions aligned to schoolwide goals that include supporting literacy at home, navigating online learning, understanding assessment, and provide mentoring to families as needed to promote student success.</li> </ul>	Parents, Guardians, Learning Coaches	Themes to include but are not limited to: Learning Coach Fundamentals, Supporting Our Students, Implementing Academic Skills, Preparing for State Testing	Director of Parent Education and Engagement	08/25/2025	06/05/2026

## Communications

Type of Communication	Frequency
Other	Parent Ambassador Program Website available at all times which includes information and access for all events, new family handbook of important resources
Other	Parent Ambassador Google Calendar of events available to all Parents/Guardians/Learning Coaches at all times
Newsletter	Weekly PA Virtual Newsletter includes Parent Lunch and Learn sessions, New Family 15 sessions, related Parent Ambassador Program events
Email	Day of session/event emails with Title, Description, and Link to session sent to Parents/Guardians/Learning Coaches
Other	Parent Ambassador slide sent to all teachers to include in classroom Morning Announcements

### Structured Data Review Cycle

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The Comprehensive Planning Committee will conduct structured quarterly data review and implementation/monitoring meetings using a standardized agenda and PDSA-cycle protocol to evaluate the effectiveness of the schoolwide Plan, analyze subgroup performance data, and make timely adjustment to improve outcomes.</li> </ul>	Comprehensive Planning Committee	PDSA (Plan-Do-Study-Act) cycle protocol	Director of Curriculum, Instruction, and Federal Programs	11/03/2025	01/30/2026

### Communications

Type of Communication	Frequency
Presentation	Initial training and updates as needed for reminders or team member changes.

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>TSI Title 1 School Plan 2025-26 _ Carl W. Schwartz Chair _ Affirmation Statement 093025.docx.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Dr. Debra Heath-Thornton	2025-12-03
<b>Building Principal Signature</b>	<b>Date</b>
Steven A. Schutt	2025-12-03
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Shaikha BuAli	2025-12-03