

Profile and Plan Essentials

LEA Type		AUN
Charter School		123460001
Address 1		
630 Park Avenue		
Address 2		
City	State	Zip Code
King of Prussia	PA	19406
Chief School Administrator		Chief School Administrator Email
Dr Debra Heath-Thornton		dheath@pavcsk12.org
Single Point of Contact Name		
Dr. Shaikha BuAli		
Single Point of Contact Email		
sbuali@pavcs.us		
Single Point of Contact Phone Number		Single Point of Contact Extension
4846807840		
Principal Name		
Mr. Steve Schutt		
Principal Email		
sschutt@pavcsk12.org		
Principal Phone Number		Principal Extension
(484) 680-7770		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Shaikha BuAli		sbuali@pavcsk12.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shaikha BuAli	Chief School Administrator	Administrator K-12	sbuali@pavcs.us
Dr. Debra Heath-Thornton	Chief School Administrator	Administrator K-12	dheath@pavcs.us
Steve Schutt	Principal	Administrator K-4	sschutt@pavcs.us
Maureen Weinberger	District Level Leaders	Administrator K-12	mweinberger@pavcs.us
Maria Ramola	Other	Community Representative	mramola@mckennalawllc.com
Heather Brandt	Teacher	Elementary Teacher	hbrandt@pavcs.us
Jacob Grantz	Teacher	Middle School Teacher	jgrantz@pavcs.us
Laura Matjasic	District Level Leaders	Director of Career Services, K-12	lmatjasic@pavcs.us
Rick Verga	Principal	Administrator 5-8	rverga@pavcs.us
Diana Perney	Principal	Administrator K-12	dperney@pavcs.us
Bernadette Mathis	Education Specialist	School Counselor	bmathis@pavcs.us
Julie Pufko	Other	Community Representative	jpufko@pavcs.us
Jennifer Brodhag	District Level Leaders	Community Representative	jbrodhag@pavcs.us
Jason Fitzpatrick	Principal	Administrator K-12	jfitzpatrick@pavcs.us
Doug Wessels	District Level Leaders	Administrator	dwessels@pavcs.us
Chris Gilligan	Data Analyst	Director of Data and Assessment	cgilligan@pavcs.us
Patrick Matusz	Teacher	High School Teacher	pmatusz@pavcs.us
Heather Byers	Parent	Parent: Middle School Teacher	hbyers@pavcs.us
Damon Key	District Level Leaders	Director of Student Records	dkey@pavcs.us
Yamara Nolen	Other	Engagement Coordinator and Project Manager	ynolen@pavcs.us
Tamara Bacon	Teacher	High School Teacher	tbacon@pavcs.us
Melissa Alcaro	Principal	High School Assistant Principal	malcaro@pavcs.us
Kinet Becker	District Level Leaders	Director of Special Education	kbecker@pavcs.us
Jaqueline Sieber	Teacher	Elementary Teacher	jsieber@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, July 2020 and again in May 2025 for another five years covering the period from July 1, 2025 to June 30, 2030. 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 department and "cutting-edge" research-based online curriculum. Although PA Virtual operates in a virtual environment, it uses technology to facilitate the school's full and robust teaching and learning environment. The school uses the Blackboard Learning Management System (www.blackboard.com), Blackboard 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. At PA Virtual, we believe 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 that 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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

2024–25 Future Ready PA Index data show that 32.0% of the All Student Group scored Proficient or Advanced in English Language Arts/Literature. This result did not meet the applicable interim goal/improvement target and was 17.9 percentage points below the statewide average of 49.9%. The overall result demonstrates a significant need to strengthen core, standards-aligned ELA instruction; routinely use formative and benchmark data to identify skill gaps; and provide targeted intervention and progress monitoring for students who are not yet meeting grade-level expectations.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Asian students demonstrated the highest ELA/Literature proficiency among reported ESSA student subgroups, with 52.2% scoring proficient or advanced. This is 20.2 percentage points above the All Student Group rate of 32.0%, indicating a relative area of strength within the school's overall achievement data.
White	White students demonstrated an ELA/Literature proficiency rate of 39.7%, exceeding the All Student Group rate of 32.0% by 7.7 percentage points. While continued improvement in overall proficiency remains necessary, this subgroup represents a relative strength compared with schoolwide performance.

Challenges

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Although Asian students demonstrate the highest proficiency rate among reported subgroups at 52.2%, nearly half of students in the subgroup are not yet demonstrating proficiency. Continued attention to ELA/Literature achievement is needed to increase the percentage of students meeting or exceeding grade-level expectations.
African-American/Black	African American students demonstrate an ELA/Literature proficiency rate of 21.6%, which is 10.4 percentage points below the All Student Group rate of 32.0%. This achievement gap indicates a need for targeted instructional supports and continued monitoring of student progress.
Hispanic	Hispanic students demonstrate an ELA/Literature proficiency rate of 24.2%, which is 7.8 percentage points below the All Student Group rate of 32.0%. The data indicate a need for targeted supports designed to improve literacy achievement and reduce the achievement gap.
White	Although White students outperform the All Student Group, the subgroup proficiency rate of 39.7% indicates that a majority of students are not yet demonstrating proficiency in ELA/Literature. Continued improvement in core instruction and student supports is needed.
Multi-Racial (not Hispanic)	Students identifying as two or more races demonstrate a proficiency rate of 32.9%, generally consistent with the All Student Group rate of 32.0%. However, approximately two-thirds of students in this subgroup are not yet proficient, indicating a continued need to improve ELA/Literature achievement.
Economically Disadvantaged	Economically Disadvantaged students demonstrate an ELA/Literature proficiency rate of 26.4%, 5.6 percentage points below the All Student Group rate. The data indicate a need to strengthen

	instructional supports and address barriers that may contribute to differences in academic achievement.
English Learners	English Learners demonstrate an ELA/Literature proficiency rate of 21.6%, 10.4 percentage points below the All Student Group rate. This achievement gap indicates a need for continued integration of language development and content-area literacy supports to increase access to grade-level ELA/Literature instruction.
Students with Disabilities	Students with Disabilities demonstrate the lowest reported ELA/Literature proficiency rate at 15.7%, 16.3 percentage points below the All Student Group rate. This represents a significant achievement gap and indicates a need to strengthen specially designed instruction, access to grade-level content, and targeted literacy interventions.
Combined Ethnicity	The Combined Ethnicity subgroup demonstrates an ELA/Literature proficiency rate of 24.2%, 7.8 percentage points below the All Student Group rate. The data indicate a persistent achievement gap and a need for targeted instructional supports to increase proficiency.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra. The percentage of students scoring Proficient or Advanced was 14.6%, which is 27.1 percentage points below the statewide average of 41.7%. Mathematics achievement represents a significant area of need and indicates the need for strengthened standards-aligned core instruction, targeted intervention and support, and ongoing use of student performance data to identify skill gaps and monitor progress toward proficiency.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Asian students demonstrated the highest Mathematics/Algebra 1 proficiency rate among reported ESSA student subgroups, with 41.3% scoring Proficient or Advanced. This is 26.7 percentage points above the All Student Group rate of 14.6% and is comparable to the statewide average of 41.7%. This represents a relative area of strength within the school's mathematics achievement data.
White	White students demonstrated a Mathematics/Algebra 1 proficiency rate of 19.4%, exceeding the All Student Group rate of 14.6% by 4.8 percentage points. While overall mathematics proficiency remains an area requiring improvement, the subgroup's performance represents a relative strength compared with schoolwide achievement.
African-American/Black	Although Mathematics/Algebra 1 proficiency for African American/Black students remains low at 7.1%, this subgroup demonstrated an increase in performance from the previous year. This positive year-over-year movement represents an area of progress and provides evidence of improvement upon which continued instructional supports can build.
Multi-Racial (not Hispanic)	Students identifying as two or more races demonstrated an increase in Mathematics/Algebra 1 performance from the previous year. While the current proficiency rate of 12.9% remains below the All Student Group rate of 14.6%, the positive year-over-year movement represents an area of progress to be sustained and strengthened.

Challenges

ESSA Student Subgroups	Indicator
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Asian (not Hispanic)	Although Asian students demonstrated the highest Mathematics/Algebra 1 proficiency rate among reported subgroups at 41.3%, performance decreased from the previous year. Continued attention is needed to reverse the year-over-year decline and increase the percentage of students demonstrating proficiency.
African-American/Black	Black students demonstrated a Mathematics/Algebra 1 proficiency rate of 7.1%, which is 7.5 percentage points below the All Student Group rate of 14.6%. Although performance increased from the previous year, the significant proficiency gap indicates a continued need for targeted mathematics supports and intervention.
Hispanic	Hispanic students demonstrated a Mathematics/Algebra 1 proficiency rate of 9.3%, 5.3 percentage points below the All Student Group rate. Performance also decreased from the previous year, indicating a need for targeted instructional supports to improve mathematics achievement and address the achievement gap.
White	White students demonstrated a Mathematics/Algebra 1 proficiency rate of 19.4%, exceeding the All Student Group rate of 14.6%. However, overall proficiency remains low and performance decreased from the previous year, indicating a continued need to improve mathematics achievement.
Multi-Racial (not Hispanic)	Students identifying as two or more races demonstrated a Mathematics/Algebra 1 proficiency rate of 12.9%, slightly below the All Student Group rate of 14.6%. Although performance increased from the previous year, overall proficiency remains an area of need requiring continued instructional support.
Economically Disadvantaged	Economically Disadvantaged students demonstrated a Mathematics/Algebra 1 proficiency rate of 10.6%, 4.0 percentage points below the All Student Group rate. The subgroup is not meeting the statewide goal/interim target, indicating a continued need for targeted mathematics instruction, intervention, and progress monitoring.
English Learners	English Learners demonstrated a Mathematics/Algebra 1 proficiency rate of 13.5%, slightly below the All Student Group rate of 14.6%, and performance decreased from the previous year. The data indicate a need for continued integration of language supports with standards-aligned mathematics instruction.
Students with Disabilities	Students with Disabilities demonstrated the lowest reported Mathematics/Algebra 1 proficiency rate at 4.9%, 9.7 percentage points below the All Student Group rate. Performance also decreased from the previous year, indicating a significant achievement gap and a need to strengthen specially designed instruction, targeted intervention, and access to grade-level mathematics content.
Combined Ethnicity	The Combined Ethnicity subgroup demonstrated a Mathematics/Algebra 1 proficiency rate of 8.8%, 5.8 percentage points below the All Student Group rate. Although performance increased from the previous year, the proficiency gap indicates a continued need for targeted mathematics supports.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group met the statewide standard for academic growth in English Language Arts/Literature, earning an Academic Growth Score of 79.0. This exceeds both the statewide average growth score of 75.4 and the statewide growth standard of 70.0. These results indicate that students are demonstrating meaningful academic progress in ELA/Literature, even as overall proficiency remains an area for continued improvement.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black students earned an Academic Growth Score of 77.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. This represents a meaningful area of strength in ELA/Literature academic growth.
Hispanic	Hispanic students earned an Academic Growth Score of 72.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. The data demonstrate positive academic growth despite continued need to improve overall proficiency.
White	White students earned an Academic Growth Score of 79.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. This indicates strong positive growth in ELA/Literature.
Multi-Racial (not Hispanic)	Students identifying as two or more races earned an Academic Growth Score of 79.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. This represents a significant area of strength in ELA/Literature growth.
Economically Disadvantaged	Economically Disadvantaged students earned an Academic Growth Score of 77.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. The results demonstrate positive academic growth for this subgroup.
Students with Disabilities	Students with Disabilities earned an Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. This positive growth is particularly notable given the subgroup's lower ELA/Literature proficiency rate and demonstrates progress toward improved academic outcomes.
Combined Ethnicity	The Combined Ethnicity subgroup earned an Academic Growth Score of 77.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year, demonstrating positive ELA/Literature academic growth.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students met the statewide growth standard and improved from the previous year; however, the Academic Growth Score of 72.0 is below the statewide average of 75.4. Continued attention is needed to accelerate growth and support improved proficiency outcomes.
Students with Disabilities	Students with Disabilities met the statewide growth standard and improved from the previous year; however, their Academic Growth Score of 74.0 is below the statewide average of 75.4 and below the All Student Group score of 79.0. Continued attention is needed to accelerate growth and support progress toward closing the proficiency gap.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the statewide academic growth standard in Mathematics/Algebra. The Academic Growth Score of 50.0 is 20.0 points below the statewide growth standard of 70.0 and 24.9 points below the statewide average growth score of 74.9. These results indicate that mathematics achievement is not demonstrating sufficient growth and represents a significant area of need requiring strengthened standards-aligned instruction, targeted intervention, and ongoing progress monitoring.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities earned a Mathematics/Algebra 1 Academic Growth Score of 71.0, meeting the statewide growth standard of 70.0 and demonstrating increased performance from the previous year. This represents a significant area of strength, particularly when considered alongside the subgroup's low mathematics proficiency rate, and indicates that students are demonstrating positive academic growth.
Multi-Racial (not Hispanic)	Students identifying as two or more races earned a Mathematics/Algebra 1 Academic Growth Score of 65.0 and demonstrated increased performance from the previous year. Although the subgroup remains below the statewide growth standard of 70.0, the positive year-over-year movement represents an area of progress upon which continued instructional supports can build.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black students earned an Academic Growth Score of 50.0, 20 points below the statewide growth standard of 70.0. Performance also decreased from the previous year, indicating a significant need to accelerate mathematics growth through targeted instructional supports and intervention.
Hispanic	Hispanic students earned an Academic Growth Score of 50.0, 20 points below the statewide growth standard of 70.0, and performance decreased from the previous year. The data indicate a significant need for targeted supports to accelerate mathematics growth.
White	White students earned an Academic Growth Score of 50.0, 20 points below the statewide growth standard of 70.0, and performance decreased from the previous year. These results indicate a need to strengthen mathematics instruction and intervention to accelerate student growth.
Multi-Racial (not Hispanic)	Students identifying as two or more races earned an Academic Growth Score of 65.0, five points below the statewide growth standard of 70.0. Although performance increased from the previous year, additional growth is needed for the subgroup to meet the statewide standard.
Economically Disadvantaged	Economically Disadvantaged students earned an Academic Growth Score of 50.0, 20 points below the statewide growth standard of 70.0. Performance decreased from the previous year, indicating a need for targeted mathematics supports and intervention to accelerate growth.
Combined Ethnicity	The Combined Ethnicity subgroup earned an Academic Growth Score of 50.0, 20 points below the statewide growth standard of 70.0. The subgroup is not meeting expected mathematics growth, indicating a continued need for targeted instructional supports and progress monitoring.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the interim goal/improvement target for English Language Growth and Attainment. The percentage of students meeting the indicator was 19.7%, which is 12.7 percentage points below the statewide average of 32.4%. Performance also decreased from the previous year. These results indicate a significant need to strengthen supports for English language development and attainment and to closely monitor student progress toward language proficiency.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	English Learners demonstrated the highest reportable subgroup rate for English Language Growth and Attainment at 19.7%, consistent with the All Student Group rate. While performance remains below the statewide average and decreased from the previous year, this represents a relative strength compared with other reportable student subgroups.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students demonstrated an English Language Growth and Attainment rate of 12.1%, below both the All Student Group rate of 19.7% and the statewide average of 32.4%. Performance decreased from the previous year, indicating a significant need for targeted supports to improve English language growth and attainment.
Economically Disadvantaged	Economically Disadvantaged students demonstrated an English Language Growth and Attainment rate of 16.3%, below the All Student Group rate of 19.7% and the statewide average of 32.4%. Performance decreased from the previous year, indicating a continued need for targeted language-development supports and progress monitoring.
English Learners	English Learners demonstrated an English Language Growth and Attainment rate of 19.7%, 12.7 percentage points below the statewide average of 32.4%. Performance also decreased from the previous year, indicating a significant need to strengthen language-development instruction and supports designed to accelerate progress toward English proficiency.
Combined Ethnicity	The Combined Ethnicity subgroup demonstrated an English Language Growth and Attainment rate of 11.4%, below both the All Student Group rate of 19.7% and the statewide average of 32.4%. Performance decreased from the previous year, indicating a significant need for targeted supports to improve English language growth and attainment.

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group demonstrated a Regular Attendance rate of 88.1%, exceeding the statewide average of 79.6% by 8.5 percentage points and meeting the applicable performance standard for this indicator. Regular attendance represents an area of strength for the school, while continued monitoring and attendance supports are needed to sustain and further improve student engagement.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Asian students demonstrated the highest Regular Attendance rate among reported subgroups at 94.0%, approximately meeting the statewide performance standard of 94.1%. Attendance also increased from the previous year, representing a significant area of strength.
American Indian or Alaskan Native	American Indian/Alaskan Native students demonstrated a Regular Attendance rate of 91.3%, exceeding both the All Student Group rate of 88.1% and the statewide average of 79.6%. Attendance also increased from the previous year, representing a positive area of performance.

Hispanic	Hispanic students demonstrated a Regular Attendance rate of 87.4% and increased performance from the previous year. Although the subgroup rate remains slightly below the All Student Group rate of 88.1%, the positive year-over-year trend represents an area of progress.
Economically Disadvantaged	Economically Disadvantaged students demonstrated a Regular Attendance rate of 85.6%, exceeding the statewide average of 79.6%, and attendance increased from the previous year. The positive year-over-year trend represents an area of strength upon which continued attendance supports can build.

Challenges

ESSA Student Subgroups	Indicator
American Indian or Alaskan Native	Although attendance increased from the previous year and exceeds the All Student Group rate, the subgroup's Regular Attendance rate of 91.3% remains below the statewide performance benchmark of 94.1%. Continued monitoring is needed to sustain improvement.
African-American/Black	African-American/Black students demonstrated a Regular Attendance rate of 83.2%, 4.9 percentage points below the All Student Group rate of 88.1%. Attendance also decreased from the previous year, indicating a need to identify and address barriers to regular attendance.
Hispanic	Hispanic students demonstrated a Regular Attendance rate of 87.4%, slightly below the All Student Group rate of 88.1%. Although attendance improved from the previous year, continued attention is needed to sustain progress and further increase regular attendance.
White	White students demonstrated a Regular Attendance rate of 90.7%, exceeding the All Student Group rate; however, attendance decreased from the previous year. Continued monitoring is needed to reverse the negative year-over-year trend and sustain strong attendance.
Multi-Racial (not Hispanic)	Students identifying as two or more races demonstrated a Regular Attendance rate of 87.0%, slightly below the All Student Group rate of 88.1%, and attendance decreased from the previous year. The negative trend indicates a need for continued monitoring and targeted attendance supports as appropriate.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group met the performance standard for the Career Standards Benchmark, with 95.1% of students meeting the benchmark. This exceeds the statewide average of 91.5% by 3.6 percentage points. Performance also increased from the previous year, indicating strong and improving implementation of career readiness activities and student attainment of Career Education and Work Standards.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black students demonstrated a Career Standards Benchmark attainment rate of 95.6%, exceeding both the All Student Group rate of 95.1% and the statewide average of 91.5%. Performance also increased from the previous year, representing a strong area of career readiness achievement.
Hispanic	Hispanic students demonstrated a Career Standards Benchmark attainment rate of 94.6%, exceeding the statewide average of 91.5%. Performance also increased from the previous year, demonstrating positive and improving career readiness outcomes.

White	White students demonstrated a Career Standards Benchmark attainment rate of 94.9%, exceeding the statewide average of 91.5%. Performance also increased from the previous year, representing an area of strength.
Multi-Racial (not Hispanic)	Students identifying as two or more races demonstrated a Career Standards Benchmark attainment rate of 95.5%, exceeding both the All Student Group rate of 95.1% and the statewide average of 91.5%. This represents a strong area of career readiness performance.
Economically Disadvantaged	Economically Disadvantaged students demonstrated a Career Standards Benchmark attainment rate of 94.9%, exceeding the statewide average of 91.5%. Performance also increased from the previous year, indicating strong and improving career readiness outcomes for this subgroup.
English Learners	English Learners demonstrated a Career Standards Benchmark attainment rate of 95.5%, exceeding both the All Student Group rate of 95.1% and the statewide average of 91.5%. This represents a significant area of strength for the subgroup.
Students with Disabilities	Students with Disabilities demonstrated a Career Standards Benchmark attainment rate of 93.1%, exceeding the statewide average of 91.5%. Performance also increased from the previous year, demonstrating positive career readiness outcomes for this subgroup.
Combined Ethnicity	The Combined Ethnicity subgroup demonstrated a Career Standards Benchmark attainment rate of 95.3%, exceeding both the All Student Group rate of 95.1% and the statewide average of 91.5%. Performance also increased from the previous year, representing an area of strength.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities demonstrate a Career Standards Benchmark attainment rate of 93.1%, exceeding the statewide average and improving from the previous year. However, the subgroup trails the All Student Group by 2.0 percentage points, indicating an opportunity to further reduce the attainment gap.

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the interim goal/improvement target for the Four-Year Cohort Graduation Rate. The graduation rate of 82.5% is 5.5 percentage points below the statewide average of 88.0%, and performance decreased from the previous year. These results indicate a need to strengthen systems for identifying students at risk of not graduating on time and providing timely academic, engagement, and credit-recovery supports to increase successful four-year completion.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students demonstrated a Four-Year Cohort Graduation Rate of 93.3%, exceeding the All Student Group rate of 82.5%, the statewide average of 88.0%, and the statewide 2033 goal of 92.4%. Performance also increased from the previous year, representing a significant area of strength in graduation outcomes.
African-American/Black	African-American/Black students demonstrated a Four-Year Cohort Graduation Rate of 84.4%, exceeding the All Student Group rate of 82.5% and increasing from the previous year. Although the subgroup remains below the statewide average, the positive year-over-year trend represents an area of progress upon which continued supports can build.

Combined Ethnicity	The Combined Ethnicity subgroup demonstrated a Four-Year Cohort Graduation Rate of 86.0%, exceeding the All Student Group rate of 82.5% and increasing from the previous year. The positive year-over-year trend represents an area of progress, although continued improvement is needed to reach the statewide average.
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Challenges

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black students demonstrated a Four-Year Cohort Graduation Rate of 84.4%, below the statewide average of 88.0%. Although performance increased from the previous year and exceeds the All Student Group rate, continued improvement is needed to close the gap with statewide outcomes.
White	White students demonstrated a Four-Year Cohort Graduation Rate of 80.5%, below both the All Student Group rate of 82.5% and statewide average of 88.0%. Performance also decreased from the previous year, indicating a need for targeted supports to improve on-time graduation.
Economically Disadvantaged	Economically Disadvantaged students demonstrated a Four-Year Cohort Graduation Rate of 77.6%, 4.9 percentage points below the All Student Group rate and 10.4 percentage points below the statewide average. Performance also decreased from the previous year, indicating a significant need to identify and address barriers to successful on-time graduation.
Students with Disabilities	Students with Disabilities demonstrated a Four-Year Cohort Graduation Rate of 80.0%, 2.5 percentage points below the All Student Group rate and 8.0 percentage points below the statewide average. Performance decreased from the previous year, indicating a need for targeted supports to improve on-track status and four-year graduation outcomes.
Combined Ethnicity	The Combined Ethnicity subgroup demonstrated a Four-Year Cohort Graduation Rate of 86.0%, exceeding the All Student Group rate but remaining 2.0 percentage points below the statewide average. Although performance increased from the previous year, continued improvement is needed to close the remaining gap.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Asian students demonstrated the highest ELA/Literature proficiency among reported ESSA student subgroups, with 52.2% scoring proficient or advanced. This is 20.2 percentage points above the All Student Group rate of 32.0%, indicating a relative area of strength within the school's overall achievement data.
Asian students demonstrated the highest Mathematics/Algebra 1 proficiency rate among reported ESSA student subgroups, with 41.3% scoring Proficient or Advanced. This is 26.7 percentage points above the All Student Group rate of 14.6% and is comparable to the statewide average of 41.7%. This represents a relative area of strength within the school's mathematics achievement data.
The All Student Group met the statewide standard for academic growth in English Language Arts/Literature, earning an Academic Growth Score of 79.0. This exceeds both the statewide average growth score of 75.4 and the statewide growth standard of 70.0. These results indicate that students are demonstrating meaningful academic progress in ELA/Literature, even as overall proficiency remains an area for continued improvement.
Students with Disabilities earned an Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. This positive growth is particularly notable given the subgroup's lower ELA/Literature proficiency rate and demonstrates progress toward improved academic outcomes.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

2024–25 Future Ready PA Index data show that 32.0% of the All Student Group scored Proficient or Advanced in English Language Arts/Literature. This result did not meet the applicable interim goal/improvement target and was 17.9 percentage points below the statewide average of 49.9%. The overall result demonstrates a significant need to strengthen core, standards-aligned ELA instruction; routinely use formative and benchmark data to identify skill gaps; and provide targeted intervention and progress monitoring for students who are not yet meeting grade-level expectations.

Economically Disadvantaged students demonstrate an ELA/Literature proficiency rate of 26.4%, 5.6 percentage points below the All Student Group rate. The data indicate a need to strengthen instructional supports and address barriers that may contribute to differences in academic achievement.

English Learners demonstrate an ELA/Literature proficiency rate of 21.6%, 10.4 percentage points below the All Student Group rate. This achievement gap indicates a need for continued integration of language development and content-area literacy supports to increase access to grade-level ELA/Literature instruction.

Students with Disabilities demonstrate the lowest reported ELA/Literature proficiency rate at 15.7%, 16.3 percentage points below the All Student Group rate. This represents a significant achievement gap and indicates a need to strengthen specially designed instruction, access to grade-level content, and targeted literacy interventions.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading Growth, Grades 3–12, Fall/Winter/Spring 2024–25	MAP Reading data demonstrate variable growth across grade levels, with a general pattern of stronger growth in the secondary grades. At the spring assessment window, approximately 21–29% of students in Grades 3–6 performed at or above the 50th growth percentile, compared with approximately 31–45% in Grades 7–12. Grade 11 demonstrated the strongest spring growth distribution, with approximately 45% of students at or above the 50th growth percentile. Early-grade results indicate a greater area of need; approximately 41% of Grade 3 students performed below the 25th growth percentile in spring. These results indicate a need for continued attention to early-grade literacy growth while identifying secondary ELA practices that may be contributing to comparatively stronger growth outcomes.

English Language Arts Summary

Strengths

English Language Arts growth is a relative strength. Future Ready PA Index data indicate that ELA growth is stronger than achievement outcomes, demonstrating that students are making academic progress even when proficiency remains a challenge.
Local MAP Reading data demonstrate stronger growth patterns in the secondary grades, with the percentage of students meeting or exceeding the 50th growth percentile generally higher in Grades 8–12 than in earlier grades. These results provide an opportunity to identify effective secondary instructional practices that may be leveraged across grade bands.
PA Virtual has access to multiple sources of ELA performance data, including state assessment results and local benchmark data, allowing staff to monitor both achievement and growth and identify grade-level patterns requiring instructional response.

Challenges

ELA achievement remains a significant area of need. State assessment performance indicates that proficiency outcomes remain below desired levels despite evidence of student growth, demonstrating a need to translate academic growth into increased numbers of students reaching grade-level proficiency.
MAP Reading data reveal substantial variation in student growth across grade levels, with elementary and middle grades generally demonstrating lower percentages of students meeting or exceeding the 50th growth percentile than upper grades. Improving growth in these earlier grades is necessary to reduce persistent achievement gaps as students progress through the school.
Across multiple grade levels, a substantial proportion of students fall within the lower MAP growth bands. Strengthening differentiated instruction, targeted intervention, and progress monitoring for students demonstrating limited growth represents an important opportunity for improving overall ELA outcomes.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Mathematics Growth, Grades 3–12, Fall/Winter/Spring 2024–25	MAP Mathematics data demonstrate variable growth across grade levels during the 2024–25 school year, with stronger growth generally evident in the secondary grades. At the spring assessment window, approximately 24–40% of students in Grades 3–7 performed at or above the 50th growth percentile, compared with approximately 42–47% of students in Grades 8–12. Grade 11 demonstrated the strongest spring growth distribution at approximately 47% at or above the 50th growth percentile, while Grade 6 demonstrated the greatest area of concern at approximately 24%. These results indicate that mathematics growth remains an area

	of need, particularly in the elementary and middle grades, while stronger growth patterns in the upper grades may provide opportunities to identify and leverage effective instructional practices.
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Mathematics Summary

Strengths

MAP Math data demonstrate academic growth across grade levels, with average scores generally increasing from fall to spring. This indicates that students are progressing in mathematics over the course of the school year even when achievement and growth outcomes vary by grade.
Several secondary grade levels demonstrate comparatively strong mathematics growth, with substantial percentages of students performing in the upper MAP growth bands. These results provide an opportunity to identify instructional practices contributing to stronger growth and leverage those practices across grade levels.
Average MAP Math scores generally track near national mean scores across grade levels, providing evidence that students are demonstrating mathematics performance comparable to national norms in several grades while continuing to make measurable academic progress.

Challenges

Mathematics achievement remains an area of need. Although MAP data demonstrate student growth, state assessment outcomes indicate that a substantial proportion of students are not yet reaching grade-level proficiency. Increasing the extent to which student growth translates into proficiency is a priority.
MAP Math data demonstrate considerable variation in growth across grade levels. Earlier grades generally show larger concentrations of students in the lowest growth bands, while stronger growth is evident in several upper grades. Addressing these inconsistencies is necessary to establish stronger mathematics outcomes across the K–12 continuum.
A substantial percentage of students across multiple grade levels demonstrate mathematics growth below the 50th percentile, including students within the lowest MAP growth bands. Strengthening differentiated instruction, targeted intervention, and progress monitoring for students demonstrating limited growth represents an important opportunity for improving mathematics achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAP Growth – General Science, 2024–2025, Grades 5–10 (Fall, Winter, and Spring administrations)	MAP General Science data demonstrate generally positive growth in average scores across Grades 5–10, with spring average scores generally at or above the national mean. Growth outcomes vary considerably by grade and administration. Spring results show comparatively stronger growth in Grades 7, 9, and 10, while Grades 5, 6, and 8 demonstrate larger concentrations of students in the lower growth bands. Grades 11–12 were not included in the growth analysis because nearly all students lacked MAP growth targets.

Science, Technology, and Engineering Education Summary

Strengths

MAP General Science average scores generally meet or exceed national mean scores by the spring administration across Grades 5–10, indicating comparatively strong overall science performance.
MAP General Science results demonstrate positive academic growth across multiple grade levels, with particularly strong spring growth patterns evident in several secondary grades.
Grades 7, 9, and 10 demonstrate comparatively strong spring growth distributions, with substantial percentages of students performing in the upper MAP growth bands. These results provide an opportunity to identify and leverage effective instructional practices across other grade levels.

Challenges

Science growth is inconsistent across grade levels. While several grades demonstrate strong growth outcomes, other grades continue to have substantial concentrations of students performing below the 50th growth percentile, indicating a need for more consistent instructional outcomes across the secondary science program.

MAP General Science results indicate comparatively weaker growth patterns in Grades 5, 6, and 8, where larger proportions of students remain in the lowest growth bands. Targeted instructional support in these grades may improve overall science achievement and growth.

MAP General Science growth data are limited in Grades 11–12 because nearly all students lack established growth targets. This limits the school's ability to use MAP as a measure of science growth across the full secondary grade span and highlights the need to use additional measures when evaluating upper-grade science performance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Educator reporting 5th Grade	96% of students have completed the required number of artifacts for 5th grade.
Career Educator reporting 8th Grade	97% of students have completed the required number of artifacts for 8th grade.
Career Educator reporting 11th Grade	95% 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 statewide performance 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.

5th grade artifact completion decreased from the previous year though it still did exceed the statewide average.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready PA Index – English Learner subgroup performance in ELA and Mathematics	English Learners demonstrate performance below interim targets in identified academic measures. Results indicate a continued need for targeted academic and language-development supports to improve access to grade-level content and increase achievement.
2024–2025 WIDA ACCESS for ELLs District/School Roster (DSR)	Among English Learners with reportable ACCESS scores, the average Overall English language proficiency level was 3.35. Listening was the strongest language domain (average PL 4.87), followed by Reading (3.69), while Writing (3.02) and Speaking (3.03) represented the greatest areas of need. Approximately 22% of students attained an Overall proficiency level of 4.0 or higher. Results indicate a continued need for explicit support in productive language skills, particularly academic writing and speaking, while leveraging students' comparatively stronger receptive language skills.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready PA Index – Students with Disabilities subgroup performance in ELA and Mathematics	Students with Disabilities demonstrate persistent achievement gaps in ELA and mathematics and do not meet identified interim targets. Results indicate a continued need for differentiated core instruction, specially designed instruction, targeted intervention, and progress monitoring to increase access to grade-level standards and improve achievement.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready PA Index – Economically Disadvantaged subgroup performance in ELA and Mathematics	Economically Disadvantaged students demonstrate achievement below identified interim targets, with persistent gaps evident in academic performance. Continued attention to equitable access to rigorous instruction, targeted academic supports, and intervention is needed to improve outcomes for this student group.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	Future Ready PA Index data are insufficient for several academic indicators due to the small number of students in this subgroup. Where reportable data are available, Regular Attendance is comparatively strong at 91.3% and improved from the previous year. The school will continue to monitor student-level and local data to ensure academic and engagement needs are identified despite limitations in publicly reportable subgroup data.

Asian	Asian students demonstrate comparatively strong academic achievement, including the highest reported subgroup proficiency rates in ELA/Literature (52.2%) and Mathematics/Algebra 1 (41.3%). Math performance is approximately consistent with the statewide average. Regular Attendance is also strong at 94.0%. Although these outcomes represent relative strengths, continued monitoring is warranted, particularly where year-over-year academic performance has declined.
Black	Black students demonstrate achievement gaps in both ELA/Literature and Mathematics/Algebra 1, with proficiency rates of 21.6% and 7.1%, respectively. ELA academic growth exceeds the statewide growth standard, and Math proficiency improved from the previous year, indicating evidence of progress despite continued achievement needs. Regular Attendance (83.2%) is below the All Student Group and declined from the previous year, while the Four-Year Cohort Graduation Rate (84.4%) improved and exceeds the All Student Group rate.
Hawaiian/Pacific Islander	Future Ready PA Index data are insufficient across multiple indicators due to the small number of students in this subgroup. Available data do not support reliable conclusions regarding subgroup-level academic performance or outcomes. The school will continue to monitor student-level and local data to identify individual needs and ensure equitable access to instructional and support services.
Hispanic	Hispanic students demonstrate achievement below the All Student Group in ELA/Literature (24.2%) and Mathematics/Algebra 1 (9.3%). ELA academic growth meets the statewide growth standard and improved from the previous year; however, Math performance and growth remain areas of need. A significant strength is the Four-Year Cohort Graduation Rate of 93.3%, which exceeds both the statewide average and statewide 2033 goal and improved
White	White students demonstrate ELA/Literature and Mathematics/Algebra 1 proficiency rates above the All Student Group; however, overall proficiency remains below desired levels and performance declined from the previous year in both subjects. ELA academic growth is a strength at 79.0, while Math growth remains an area of concern. The Four-Year Cohort Graduation Rate of 80.5% is below both the All Student Group and statewide average and declined from the previous year, indicating an additional area for continued attention.
2 or More Races	Students identifying as Two or More Races demonstrate ELA/Literature proficiency generally consistent with the All Student Group and strong ELA academic growth. Mathematics proficiency remains low, although both Math proficiency and academic growth improved from the previous year. Regular Attendance is slightly below the All Student Group and declined from the previous year. Continued monitoring is needed to sustain positive academic growth while improving proficiency and attendance outcomes.

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.

Several student groups demonstrate positive academic growth despite persistent proficiency gaps. Students with Disabilities meet the statewide academic growth standard in both ELA/Literature and Mathematics/Algebra 1, while Black and Hispanic students demonstrate positive ELA growth. These outcomes indicate that students are making academic progress even when achievement gaps remain.
Career Standards Benchmark attainment represents a broad equity strength, with consistently high performance across reportable student groups. Black, Hispanic, Economically Disadvantaged, English Learner, and Students with Disabilities subgroups all exceed the statewide average, indicating strong access to and attainment of career readiness opportunities across student populations.

Several student groups demonstrate areas of notable success that can be examined and leveraged, including strong ELA and mathematics achievement among Asian students, a Four-Year Cohort Graduation Rate of 93.3% among Hispanic students, and improving graduation outcomes among Black students. These areas of success provide opportunities to identify practices and supports associated with positive subgroup outcomes.

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.

Significant achievement gaps persist across multiple student groups, particularly Students with Disabilities, English Learners, Economically Disadvantaged students, and several racial/ethnic subgroups. Mathematics represents the most significant academic concern, with low proficiency and insufficient growth evident across the school and particularly low achievement among several historically underperforming student groups.

English Learners demonstrate continued needs in both academic achievement and English language development. Future Ready PA Index results indicate low ELA and mathematics proficiency and low English Language Growth and Attainment, while ACCESS data identify Writing and Speaking as the weakest language domains. These findings indicate a need to strengthen language-development supports that increase students' access to grade-level academic content.

Equity gaps are also evident in graduation and attendance outcomes. Economically Disadvantaged students and Students with Disabilities demonstrate Four-Year Cohort Graduation Rates below the All Student Group and statewide average, while Black students demonstrate a Regular Attendance rate below the All Student Group with a negative year-over-year trend. These findings indicate a need for continued attention to barriers affecting engagement and successful on-time graduation for specific student populations.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	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	Operational

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?

>

A Virtual uses a variety of diagnostic, formative, interim, and summative assessment data to monitor student learning and inform instructional decision-making. Multiple data sources are used to identify achievement trends, areas of need, and differences in performance among student groups. This established data-analysis process can be leveraged to strengthen collaborative instructional planning and support coordinated, evidence-based responses to identified student needs.

A Virtual has established processes for identifying and responding to individual student learning needs through ongoing review of academic, engagement, and other student data. These processes support differentiated instruction, targeted interventions, and additional supports for students demonstrating academic or other needs. This strength can be leveraged to further develop consistent schoolwide systems of academic, behavioral, and engagement support for all students.

PA Virtual uses multiple sources of student and program data to identify professional learning needs and inform supports for educators. Professional learning can therefore be targeted to identified instructional and student needs rather than implemented in isolation. This existing practice provides a foundation for strengthening collaborative planning, expanding evidence-based instructional and student-support practices, and building staff capacity to address persistent achievement gaps.

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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Strengthening systematic, collaborative instructional planning processes would support more consistent implementation of coordinated, aligned, and evidence-based instructional practices. Increased collaboration around student performance data and effective instructional strategies could support efforts to address persistent achievement gaps, particularly in mathematics and among identified student groups.

Continued development of an evidence-based schoolwide system of positive behavioral interventions and supports would strengthen the LEA's ability to proactively address student engagement, behavior, and attendance needs through consistent prevention and intervention practices.

Expanding partnerships with businesses, community organizations, and other agencies would increase opportunities to connect students and families with academic, career, social-emotional, and other supports. The PA Virtual's statewide cyber setting presents unique challenges in establishing consistent local partnerships across the geographically dispersed student population.

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
Asian students demonstrated the highest ELA/Literature proficiency among reported ESSA student subgroups, with 52.2% scoring proficient or advanced. This is 20.2 percentage points above the All Student Group rate of 32.0%, indicating a relative area of strength within the school's overall achievement data.	False
Asian students demonstrated the highest Mathematics/Algebra 1 proficiency rate among reported ESSA student subgroups, with 41.3% scoring Proficient or Advanced. This is 26.7 percentage points above the All Student Group rate of 14.6% and is comparable to the statewide average of 41.7%. This represents a relative area of strength within the school's mathematics achievement data.	False
The All Student Group met the statewide standard for academic growth in English Language Arts/Literature, earning an Academic Growth Score of 79.0. This exceeds both the statewide average growth score of 75.4 and the statewide growth standard of 70.0. These results indicate that students are demonstrating meaningful academic progress in ELA/Literature, even as overall proficiency remains an area for continued improvement.	True
Students with Disabilities earned an Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0 and increasing from the previous year. This positive growth is particularly notable given the subgroup's lower ELA/Literature proficiency rate and demonstrates progress toward improved academic outcomes.	False
Students with Disabilities earned a Mathematics/Algebra 1 Academic Growth Score of 71.0, meeting the statewide growth standard of 70.0 and demonstrating increased performance from the previous year. This represents a significant area of strength, particularly when considered alongside the subgroup's low mathematics proficiency rate, and indicates that students are demonstrating positive academic growth.	False
The All Student Group demonstrated a Regular Attendance rate of 88.1%, exceeding the statewide average of 79.6% by 8.5 percentage points and meeting the applicable performance standard for this indicator. Regular attendance represents an area of strength for the school, while continued monitoring and attendance supports are needed to sustain and further improve student engagement.	False
The All Student Group met the performance standard for the Career Standards Benchmark, with 95.1% of students meeting the benchmark. This exceeds the statewide average of 91.5% by 3.6 percentage points. Performance also increased from the previous year, indicating strong and improving implementation of career readiness activities and student attainment of Career Education and Work Standards.	True
Hispanic students demonstrated a Four-Year Cohort Graduation Rate of 93.3%, exceeding the All Student Group rate of 82.5%, the statewide average of 88.0%, and the statewide 2033 goal of 92.4%. Performance also increased from the previous year, representing a significant area of strength in graduation outcomes.	False
English Language Arts growth is a relative strength. Future Ready PA Index data indicate that ELA growth is stronger than achievement outcomes, demonstrating that students are making academic progress even when proficiency remains a challenge.	False
Local MAP Reading data demonstrate stronger growth patterns in the secondary grades, with the percentage of students meeting or exceeding the 50th growth percentile generally higher	False

in Grades 8–12 than in earlier grades. These results provide an opportunity to identify effective secondary instructional practices that may be leveraged across grade bands.	
PA Virtual has access to multiple sources of ELA performance data, including state assessment results and local benchmark data, allowing staff to monitor both achievement and growth and identify grade-level patterns requiring instructional response.	False
MAP Math data demonstrate academic growth across grade levels, with average scores generally increasing from fall to spring. This indicates that students are progressing in mathematics over the course of the school year even when achievement and growth outcomes vary by grade.	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 statewide performance standard.	False
Several secondary grade levels demonstrate comparatively strong mathematics growth, with substantial percentages of students performing in the upper MAP growth bands. These results provide an opportunity to identify instructional practices contributing to stronger growth and leverage those practices across grade levels.	False
Average MAP Math scores generally track near national mean scores across grade levels, providing evidence that students are demonstrating mathematics performance comparable to national norms in several grades while continuing to make measurable academic progress.	False
MAP General Science average scores generally meet or exceed national mean scores by the spring administration across Grades 5–10, indicating comparatively strong overall science performance.	False
MAP General Science results demonstrate positive academic growth across multiple grade levels, with particularly strong spring growth patterns evident in several secondary grades.	False
Grades 7, 9, and 10 demonstrate comparatively strong spring growth distributions, with substantial percentages of students performing in the upper MAP growth bands. These results provide an opportunity to identify and leverage effective instructional practices across other grade levels.	False
Several student groups demonstrate positive academic growth despite persistent proficiency gaps. Students with Disabilities meet the statewide academic growth standard in both ELA/Literature and Mathematics/Algebra 1, while Black and Hispanic students demonstrate positive ELA growth. These outcomes indicate that students are making academic progress even when achievement gaps remain.	False
Career Standards Benchmark attainment represents a broad equity strength, with consistently high performance across reportable student groups. Black, Hispanic, Economically Disadvantaged, English Learner, and Students with Disabilities subgroups all exceed the statewide average, indicating strong access to and attainment of career readiness opportunities across student populations.	False
Several student groups demonstrate areas of notable success that can be examined and leveraged, including strong ELA and mathematics achievement among Asian students, a Four-Year Cohort Graduation Rate of 93.3% among Hispanic students, and improving graduation outcomes among Black students. These areas of success provide opportunities to identify practices and supports associated with positive subgroup outcomes.	False
A Virtual uses a variety of diagnostic, formative, interim, and summative assessment data to monitor student learning and inform instructional decision-making. Multiple data sources are used to identify achievement trends, areas of need, and differences in performance among student groups. This established data-analysis process can be leveraged to strengthen collaborative instructional planning and support coordinated, evidence-based responses to identified student needs.	False

A Virtual has established processes for identifying and responding to individual student learning needs through ongoing review of academic, engagement, and other student data. These processes support differentiated instruction, targeted interventions, and additional supports for students demonstrating academic or other needs. This strength can be leveraged to further develop consistent schoolwide systems of academic, behavioral, and engagement support for all students.	False
PA Virtual uses multiple sources of student and program data to identify professional learning needs and inform supports for educators. Professional learning can therefore be targeted to identified instructional and student needs rather than implemented in isolation. This existing practice provides a foundation for strengthening collaborative planning, expanding evidence-based instructional and student-support practices, and building staff capacity to address persistent achievement gaps.	False

Challenges

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

Strength	Check for Consideration in Plan
2024–25 Future Ready PA Index data show that 32.0% of the All Student Group scored Proficient or Advanced in English Language Arts/Literature. This result did not meet the applicable interim goal/improvement target and was 17.9 percentage points below the statewide average of 49.9%. The overall result demonstrates a significant need to strengthen core, standards-aligned ELA instruction; routinely use formative and benchmark data to identify skill gaps; and provide targeted intervention and progress monitoring for students who are not yet meeting grade-level expectations.	True
Economically Disadvantaged students demonstrate an ELA/Literature proficiency rate of 26.4%, 5.6 percentage points below the All Student Group rate. The data indicate a need to strengthen instructional supports and address barriers that may contribute to differences in academic achievement.	False
English Learners demonstrate an ELA/Literature proficiency rate of 21.6%, 10.4 percentage points below the All Student Group rate. This achievement gap indicates a need for continued integration of language development and content-area literacy supports to increase access to grade-level ELA/Literature instruction.	False
Students with Disabilities demonstrate the lowest reported ELA/Literature proficiency rate at 15.7%, 16.3 percentage points below the All Student Group rate. This represents a significant achievement gap and indicates a need to strengthen specially designed instruction, access to grade-level content, and targeted literacy interventions.	False
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra. The percentage of students scoring Proficient or Advanced was 14.6%, which is 27.1 percentage points below the statewide average of 41.7%. Mathematics achievement represents a significant area of need and indicates the need for strengthened standards-aligned core instruction, targeted intervention and support, and ongoing use of student performance data to identify skill gaps and monitor progress toward proficiency.	True
Students with Disabilities demonstrated the lowest reported Mathematics/Algebra 1 proficiency rate at 4.9%, 9.7 percentage points below the All Student Group rate. Performance also decreased from the previous year, indicating a significant achievement gap and a need to strengthen specially designed instruction, targeted intervention, and access to grade-level mathematics content.	False

Hispanic students demonstrated a Mathematics/Algebra 1 proficiency rate of 9.3%, 5.3 percentage points below the All Student Group rate. Performance also decreased from the previous year, indicating a need for targeted instructional supports to improve mathematics achievement and address the achievement gap.	False
Students with Disabilities met the statewide growth standard and improved from the previous year; however, their Academic Growth Score of 74.0 is below the statewide average of 75.4 and below the All Student Group score of 79.0. Continued attention is needed to accelerate growth and support progress toward closing the proficiency gap.	False
The All Student Group did not meet the statewide academic growth standard in Mathematics/Algebra. The Academic Growth Score of 50.0 is 20.0 points below the statewide growth standard of 70.0 and 24.9 points below the statewide average growth score of 74.9. These results indicate that mathematics achievement is not demonstrating sufficient growth and represents a significant area of need requiring strengthened standards-aligned instruction, targeted intervention, and ongoing progress monitoring.	False
Economically Disadvantaged students earned an Academic Growth Score of 50.0, 20 points below the statewide growth standard of 70.0. Performance decreased from the previous year, indicating a need for targeted mathematics supports and intervention to accelerate growth.	False
The All Student Group did not meet the interim goal/improvement target for English Language Growth and Attainment. The percentage of students meeting the indicator was 19.7%, which is 12.7 percentage points below the statewide average of 32.4%. Performance also decreased from the previous year. These results indicate a significant need to strengthen supports for English language development and attainment and to closely monitor student progress toward language proficiency.	True
English Learners demonstrated an English Language Growth and Attainment rate of 19.7%, 12.7 percentage points below the statewide average of 32.4%. Performance also decreased from the previous year, indicating a significant need to strengthen language-development instruction and supports designed to accelerate progress toward English proficiency.	False
African-American/Black students demonstrated a Regular Attendance rate of 83.2%, 4.9 percentage points below the All Student Group rate of 88.1%. Attendance also decreased from the previous year, indicating a need to identify and address barriers to regular attendance.	False
The All Student Group did not meet the interim goal/improvement target for the Four-Year Cohort Graduation Rate. The graduation rate of 82.5% is 5.5 percentage points below the statewide average of 88.0%, and performance decreased from the previous year. These results indicate a need to strengthen systems for identifying students at risk of not graduating on time and providing timely academic, engagement, and credit-recovery supports to increase successful four-year completion.	False
Economically Disadvantaged students demonstrated a Four-Year Cohort Graduation Rate of 77.6%, 4.9 percentage points below the All Student Group rate and 10.4 percentage points below the statewide average. Performance also decreased from the previous year, indicating a significant need to identify and address barriers to successful on-time graduation.	False
Students with Disabilities demonstrated a Four-Year Cohort Graduation Rate of 80.0%, 2.5 percentage points below the All Student Group rate and 8.0 percentage points below the statewide average. Performance decreased from the previous year, indicating a need for targeted supports to improve on-track status and four-year graduation outcomes.	False
ELA achievement remains a significant area of need. State assessment performance indicates that proficiency outcomes remain below desired levels despite evidence of student growth, demonstrating a need to translate academic growth into increased numbers of students reaching grade-level proficiency.	False

MAP Reading data reveal substantial variation in student growth across grade levels, with elementary and middle grades generally demonstrating lower percentages of students meeting or exceeding the 50th growth percentile than upper grades. Improving growth in these earlier grades is necessary to reduce persistent achievement gaps as students progress through the school.	False
Across multiple grade levels, a substantial proportion of students fall within the lower MAP growth bands. Strengthening differentiated instruction, targeted intervention, and progress monitoring for students demonstrating limited growth represents an important opportunity for improving overall ELA outcomes.	False
Mathematics achievement remains an area of need. Although MAP data demonstrate student growth, state assessment outcomes indicate that a substantial proportion of students are not yet reaching grade-level proficiency. Increasing the extent to which student growth translates into proficiency is a priority.	False
MAP Math data demonstrate considerable variation in growth across grade levels. Earlier grades generally show larger concentrations of students in the lowest growth bands, while stronger growth is evident in several upper grades. Addressing these inconsistencies is necessary to establish stronger mathematics outcomes across the K–12 continuum.	False
A substantial percentage of students across multiple grade levels demonstrate mathematics growth below the 50th percentile, including students within the lowest MAP growth bands. Strengthening differentiated instruction, targeted intervention, and progress monitoring for students demonstrating limited growth represents an important opportunity for improving mathematics achievement.	False
Science growth is inconsistent across grade levels. While several grades demonstrate strong growth outcomes, other grades continue to have substantial concentrations of students performing below the 50th growth percentile, indicating a need for more consistent instructional outcomes across the secondary science program.	False
MAP General Science results indicate comparatively weaker growth patterns in Grades 5, 6, and 8, where larger proportions of students remain in the lowest growth bands. Targeted instructional support in these grades may improve overall science achievement and growth.	False
MAP General Science growth data are limited in Grades 11–12 because nearly all students lack established growth targets. This limits the school's ability to use MAP as a measure of science growth across the full secondary grade span and highlights the need to use additional measures when evaluating upper-grade science performance.	False
Significant achievement gaps persist across multiple student groups, particularly Students with Disabilities, English Learners, Economically Disadvantaged students, and several racial/ethnic subgroups. Mathematics represents the most significant academic concern, with low proficiency and insufficient growth evident across the school and particularly low achievement among several historically underperforming student groups.	False
English Learners demonstrate continued needs in both academic achievement and English language development. Future Ready PA Index results indicate low ELA and mathematics proficiency and low English Language Growth and Attainment, while ACCESS data identify Writing and Speaking as the weakest language domains. These findings indicate a need to strengthen language-development supports that increase students' access to grade-level academic content.	False
Equity gaps are also evident in graduation and attendance outcomes. Economically Disadvantaged students and Students with Disabilities demonstrate Four-Year Cohort Graduation Rates below the All Student Group and statewide average, while Black students demonstrate a Regular Attendance rate below the All Student Group with a negative year-over-year trend. These findings indicate a need for continued attention to barriers affecting engagement and successful on-time graduation for specific student populations.	False

5th grade artifact completion decreased from the previous year though it still did exceed the statewide average.	False
Strengthening systematic, collaborative instructional planning processes would support more consistent implementation of coordinated, aligned, and evidence-based instructional practices. Increased collaboration around student performance data and effective instructional strategies could support efforts to address persistent achievement gaps, particularly in mathematics and among identified student groups.	False
Continued development of an evidence-based schoolwide system of positive behavioral interventions and supports would strengthen the LEA's ability to proactively address student engagement, behavior, and attendance needs through consistent prevention and intervention practices.	False
Expanding partnerships with businesses, community organizations, and other agencies would increase opportunities to connect students and families with academic, career, social-emotional, and other supports. The PA Virtual's statewide cyber setting presents unique challenges in establishing consistent local partnerships across the geographically dispersed student population.	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
2024–25 Future Ready PA Index data show that 32.0% of the All Student Group scored Proficient or Advanced in English Language Arts/Literature. This result did not meet the applicable interim goal/improvement target and was 17.9 percentage points below the statewide average of 49.9%. The overall result demonstrates a significant need to strengthen core, standards-aligned ELA instruction; routinely use formative and benchmark data to identify skill gaps; and provide targeted intervention and progress monitoring for students who are not yet meeting grade-level expectations.	PA Virtual continues to work to determine root causes of the initial decline in achievement - Pandemic, student turnover, testing participation, parent engagement. PA Virtual needs to continually review standardized assessment data along with local assessment data to ensure alignment with PA standards and rigor. We need to continue 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
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra. The percentage of students scoring Proficient or Advanced was 14.6%, which is 27.1 percentage points below the statewide average of 41.7%. Mathematics achievement represents a significant area of need and indicates the need for strengthened standards-aligned core instruction, targeted intervention and support, and ongoing use of student performance data to identify skill gaps and monitor progress toward proficiency.	PA Virtual continues to work to determine root causes of the initial decline in achievement - Pandemic, student turnover, testing participation, parent engagement. PA Virtual needs to continually review standardized assessment data along with local assessment data to ensure alignment with PA standards and rigor. We need to continue 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
The All Student Group did not meet the interim goal/improvement target for English Language Growth and Attainment. The percentage of students meeting the indicator was 19.7%, which is 12.7 percentage points below the statewide average of 32.4%. Performance also decreased from the previous year. These results indicate a significant need to strengthen supports for English language development and attainment and to closely monitor student progress toward language proficiency.	PA Virtual continues to work to determine root causes of the initial decline in achievement - Pandemic, student turnover, testing participation, parent engagement. PA Virtual needs to continually review standardized assessment data along with local assessment data to ensure alignment with PA standards and rigor. We need to continue 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

Analyzing Strengths

Analyzing Strengths	Discussion Points
The All Student Group met the statewide standard for academic growth in English Language Arts/Literature, earning an Academic Growth Score of 79.0. This exceeds both the statewide average growth score of 75.4 and the statewide growth standard of 70.0. These results indicate that students are demonstrating meaningful academic	PA Virtual will examine the instructional, intervention, and progress-monitoring practices contributing to strong ELA academic growth and identify opportunities to implement successful practices more consistently across grade levels and student groups. These existing strengths can be leveraged to address the continuing proficiency

progress in ELA/Literature, even as overall proficiency remains an area for continued improvement.	gap by maintaining effective growth practices while increasing the intensity and targeting of support for students who remain below grade-level expectations.
The All Student Group met the performance standard for the Career Standards Benchmark, with 95.1% of students meeting the benchmark. This exceeds the statewide average of 91.5% by 3.6 percentage points. Performance also increased from the previous year, indicating strong and improving implementation of career readiness activities and student attainment of Career Education and Work Standards.	PA Virtual's strong and improving performance on the Career Standards Benchmark suggests that established systems for implementing, communicating, and monitoring career-readiness activities are effectively reaching students. The team will consider which elements of these systems, including clearly defined expectations, progress monitoring, student outreach, and coordinated implementation, could be leveraged to strengthen consistency and student engagement in other priority areas.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	PA Virtual will strengthen systematic, collaborative instructional planning and data-informed instructional practices to ensure consistent implementation of standards-aligned ELA instruction, timely identification of skill gaps, and targeted support for students not yet meeting grade-level expectations.
	PA Virtual will strengthen systematic, collaborative instructional planning and the ongoing use of student performance data to ensure consistent implementation of standards-aligned mathematics instruction, identify specific skill gaps, and provide timely, targeted intervention and progress monitoring.
	PA Virtual will strengthen systematic, data-informed processes for supporting English Learners by using language proficiency and academic performance data to guide instructional planning, target language development supports, and regularly monitor individual student progress toward English language proficiency.

Goal Setting

Priority: PA Virtual will strengthen systematic, collaborative instructional planning and data-informed instructional practices to ensure consistent implementation of standards-aligned ELA instruction, timely identification of skill gaps, and targeted support for students not yet meeting grade-level expectations.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.			
Measurable Goal Nickname (35 Character Max)			
Increase PVAAS scores in ELA			
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
PA Virtual will identify students and student subgroups demonstrating achievement gaps through analysis of available assessment and performance data and implement targeted interventions based on identified needs.	PA Virtual will monitor student and subgroup progress using formative, benchmark, and intervention data; evaluate the effectiveness of targeted interventions; and adjust instructional supports for students not demonstrating expected progress.	PA Virtual will analyze midyear student and subgroup performance data to determine progress toward closing achievement gaps and will intensify or adjust targeted interventions, professional learning, and family engagement strategies based on identified needs.	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.

Priority: PA Virtual will strengthen systematic, collaborative instructional planning and the ongoing use of student performance data to ensure consistent implementation of standards-aligned mathematics instruction, identify specific skill gaps, and provide timely, targeted intervention and progress monitoring.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.			
Measurable Goal Nickname (35 Character Max)			
Increase PVAAS scores 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
PA Virtual will identify students and student subgroups demonstrating achievement gaps through analysis of available assessment and performance data and implement targeted interventions based on identified needs.	PA Virtual will monitor student and subgroup progress using formative, benchmark, and intervention data; evaluate the effectiveness of targeted interventions; and adjust instructional supports for students not demonstrating expected progress.	PA Virtual will analyze midyear student and subgroup performance data to determine progress toward closing achievement gaps and will intensify or adjust targeted interventions, professional learning, and family engagement strategies based on identified needs.	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.

Priority: PA Virtual will strengthen systematic, data-informed processes for supporting English Learners by using language proficiency and academic performance data to guide instructional planning, target language development supports, and regularly monitor individual student progress toward English language proficiency.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–27 school year, PA Virtual will increase the percentage of English Learners meeting the English Language Growth and Attainment measure from the 2024–25 baseline of 19.7% to at least 25%, as measured by the Future Ready PA Index, through systematic use of language proficiency and academic performance data to guide instructional planning, targeted language-development supports, and ongoing progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
English Learner Growth			
Target Year 1	Target Year 2	Target Year 3	

Not established – English Language Growth and Attainment was not identified as a priority in Year 1 of the current Comprehensive Plan cycle.	Not established – English Language Growth and Attainment was not identified as a priority in Year 2 of the current Comprehensive Plan cycle.	By the end of the 2026–27 school year, PA Virtual will increase the percentage of English Learners meeting the English Language Growth and Attainment measure from the 2024–25 baseline of 19.7% to at least 25%, as measured by the Future Ready PA Index, through systematic use of language proficiency and academic performance data to guide instructional planning, targeted language-development supports, and ongoing progress monitoring.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline language proficiency and academic performance data for 100% of identified English Learners and identify students requiring targeted language-development supports.	Review progress-monitoring and academic performance data for 100% of identified English Learners and document instructional adjustments and targeted supports for students not demonstrating expected progress.	Conduct a midyear review of English Learner progress and implementation of targeted language-development supports, with documented instructional adjustments based on available language proficiency and academic performance data.	By the end of the 2026–27 school year, PA Virtual will increase the percentage of English Learners meeting the English Language Growth and Attainment measure from the 2024–25 baseline of 19.7% to at least 25%, as measured by the Future Ready PA Index, through systematic use of language proficiency and academic performance data to guide instructional planning, targeted language-development supports, and ongoing progress monitoring.

Action Plan

Measurable Goals

Increase PVAAS scores in ELA	Increase PVAAS scores in Mathematics
English Learner Growth	

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

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

Action Step		Anticipated Start 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.		2026-08-24	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers, Benchmark data, PVAAS, PSSA, NWEA Map	No	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.		2026-10-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers; Learning A-Z; IXL; Nearpod	No	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.		2026-10-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers; Learning A-Z; IXL; Nearpd	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Drop in Tutoring will be made available for all middle school students.		2026-10-02	2027-05-21
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.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Parent Education and Engagement.	Volunteer systems; Parent training materials	No	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:
PA Virtual will increase PVAAS scores for all subgroups, including Economically Disadvantaged, by implementing targeted interventions for students, ongoing professional development for staff, and engaging families to close achievement gaps.

Action Step		Anticipated Start 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.		2026-08-24	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers, Benchmark/benchmark data, PVAAS, PSSA, NWEA Map	No	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.		2026-10-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Academic Support Teachers; 1st in Math; IXL; Gizmo; Nearpod	No	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		2026-10-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Principal	Academic Support Teachers; 1st in Math; IXL; Gizmo; Nearpod	No	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.		2026-10-02	2027-05-21
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.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Parent Education and Engagement.	Volunteer systems; Parent training materials	No	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:
By the end of the 2026–27 school year, PA Virtual will increase the percentage of English Learners meeting the English Language Growth and Attainment measure from the 2024–25 baseline of 19.7% to at least 25%, as measured by the Future Ready PA Index, through systematic use of language proficiency and academic performance data to guide instructional planning, targeted language-development supports, and ongoing progress monitoring.

Action Step		Anticipated Start Date	Anticipated Completion Date
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Action Plan For: Comprehensive English Learner Support and ELD Program Implementation

Measurable Goals:

- By the end of the 2026–27 school year, PA Virtual will increase the percentage of English Learners meeting the English Language Growth and Attainment measure from the 2024–25 baseline of 19.7% to at least 25%, as measured by the Future Ready PA Index, through systematic use of language proficiency and academic performance data to guide instructional planning, targeted language-development supports, and ongoing progress monitoring.

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish and maintain a coordinated ELD service-delivery process to ensure identified English Learners receive appropriate, consistent direct language-development instruction based on English proficiency levels and individual student needs. The ELD Program Support Teacher will support coordination of service delivery, review implementation, and assist ELL teachers in addressing identified instructional needs.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Program Support Specialist	ELD Program Support Specialist; WIDA ELD Standards Framework; student language proficiency data; instructional resources; student schedules/service plans	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Coordinate annual ACCESS for ELLs administration and systematically analyze ACCESS, WIDA Screener, local assessment, course-performance, and other available student data to identify language-development needs, monitor individual EL progress, and inform instructional planning and supports.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Program Support Specialist	ELD Program Support Specialist; ACCESS/WIDA reports; local assessment data; academic performance data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide and coordinate ongoing professional learning and collaborative support for ELL teachers focused on effective ELD instruction, WIDA standards, use of language-proficiency data, differentiation, and evidence-based practices for supporting English Learners		2026-08-13	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Program Support Specialist	ELD Program Support Specialist; WIDA resources; professional learning materials; student data; collaborative planning time	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen EL family engagement through proactive relationship-building, accessible communication, and individualized outreach to ensure families and learning coaches		2026-07-01	2027-06-30

understand instructional programming, language-development services, assessment requirements, available supports, and opportunities to participate in their student's education.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELD Program Support Specialist	ELD Program Support Specialist; Translation/interpretation services; multilingual resources; family communication tools	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PA Virtual will establish a more coordinated and consistent system of support for English Learners that strengthens timely identification and placement, delivery of direct ELD instruction, progress monitoring, assessment coordination, family engagement, and staff capacity to support multilingual learners. ELL teachers and schoolwide staff will have increased access to professional learning and program support, and student language-proficiency and academic data will be routinely used to identify needs, adjust supports, and monitor progress toward English language proficiency.	ELL Coordinator, ELD Program Specialist, ELL teachers, and any relevant staff will review program implementation and student data quarterly, with individual student progress and service needs monitored on an ongoing basis. The team will review WIDA Screener and ACCESS results, student language-proficiency data, local assessment and academic performance data, ELD service-delivery information, screening and enrollment records, professional development participation. Findings will be used to evaluate implementation, identify students or student groups requiring additional support, adjust ELD services and instructional practices, and monitor progress toward the English Language Growth measurable goal.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- Evidence-based teaching and data-driven grouping in ELA - Evidence-based teaching and data-driven grouping in Math	Academic Support Teachers supporting students in grades K-8 to bridge gaps and improve achievement outcomes on standardized tests	606218	
Instruction	- Evidence-based teaching and data-driven grouping in ELA - Evidence-based teaching and data-driven grouping in Math	Benefits for Title I funded staff	421248	
Instruction	Evidence-based teaching and data-driven grouping in Math	1st in Math for Middle School	2975	
Instruction	Evidence-based teaching and data-driven grouping in ELA	Reading Rewards - Voyager Sopris Learning for Middle School	2286	
Instruction	- Evidence-based teaching and data-driven grouping in ELA - Evidence-based teaching and data-driven grouping in Math	No Red Ink for Middle School	4000	
Instruction	Evidence-based teaching and data-driven grouping in ELA	Ed Puzzle for Middle School	4485	

	Evidence-based teaching and data-driven grouping in Math			
Instruction	Evidence-based teaching and data-driven grouping in ELA	Learning A-Z for K thru 5	39165	
Instruction	- Evidence-based teaching and data-driven grouping in ELA - Evidence-based teaching and data-driven grouping in Math	Homework Help Tutors for Middle School	16200	
Instruction	- Evidence-based teaching and data-driven grouping in ELA - Evidence-based teaching and data-driven grouping in Math	IXL for Math, ELA, Science	54689	
Instruction	Evidence-based teaching and data-driven grouping in Math	Gizmos Science classroom for MS and HS	7290	
Instruction	Comprehensive English Learner Support and ELD Program Implementation	English Learner Program Specialist	10000	
Other Expenditures	- Evidence-based teaching and data-driven grouping in ELA - Evidence-based teaching and data-driven grouping in Math - Structured Data Review Cycle - Comprehensive English Learner Support and	Director of Parent Education and Engagement	82000	

	ELD Program Implementation			
Total Expenditures				1250556

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Comprehensive English Learner Support and ELD Program Implementation	Provide and coordinate ongoing professional learning and collaborative support for ELL teachers focused on effective ELD instruction, WIDA standards, use of language-proficiency data, differentiation, and evidence-based practices for supporting English Learners

Comprehensive EL Support and ELD Program Implementation

Action Step		
Provide and coordinate ongoing professional learning and collaborative support for ELL teachers focused on effective ELD instruction, WIDA standards, use of language-proficiency data, differentiation, and evidence-based practices for supporting English Learners		
Audience		
ELL teachers, ELD Program Support Specialist, ELL Coordinator, and other instructional staff directly involved in the delivery and coordination of English language development services.		
Topics to be Included		
Effective English language development instruction; implementation of the WIDA ELD Standards Framework; interpretation and instructional use of WIDA Screener and ACCESS data; differentiation based on English language proficiency levels; evidence-based strategies for multilingual learners; integration of language and content learning; progress monitoring; identification of individual student needs; and collaborative review of student language-proficiency and academic performance data.		
Evidence of Learning		
Evidence of learning will include application of professional learning to instructional planning and ELD service delivery; teacher use of WIDA standards and language-proficiency data to differentiate instruction; collaborative review of student work and performance data; documentation of instructional adjustments based on identified student needs; and participant feedback/reflection following professional learning activities.		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELD Program Support Specialist	2026-08-13	2027-05-28

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing through the school year
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial schoolwide professional development with follow-up provided throughout the school year as needed.
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families	

This Step Meets the Requirements of State Required Trainings

Communications Activities

Stakeholder Communication for Evidence-based teaching and data-driven grouping in ELA and Math					
Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline 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. - Identified students will participate in Academic Support classes based on NWEA MAP outcomes and related data points. - Academic Support Teachers will conduct guided reading intervention using supplemental materials and software such as IXL and Learning A-Z. - Academic Support Teachers will conduct guided specialized math intervention using supplemental materials and software such as IXL and 1st in Math	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	08/24/2026	10/02/2026

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	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Drop in Tutoring will be made available for all middle school students.	Middle School Parents and Students	Academic support in academic areas of evidenced need, individualized by student.	Middle School Principal	10/02/2026	06/04/2027

Communications

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

Parent and Family Education and Engagement

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline 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.	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	08/24/2026	06/04/2027

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

Comprehensive EL Program Support and Program Implementation

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Strengthen EL family engagement through proactive relationship-building, accessible communication, and individualized outreach to ensure families and learning coaches understand instructional programming, language-development services, assessment requirements, available supports, and opportunities to participate in their student's education.	Parents, guardians, and learning coaches of English Learners, including families whose primary language is not English.	ELD programming and available student supports; WIDA screening and annual ACCESS assessment requirements; student language development and academic progress; school procedures and available resources; and information regarding translation, interpretation, and other language-access supports.	ELL Program Support Specialist	08/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Other	Ongoing throughout the school year, with outreach at enrollment, during assessment windows, following review of student progress, and as individual student or family needs arise.

Approvals & Signatures

Uploaded Files
affirmation_statement_compschool.pdf

Chief School Administrator	Date
Dr. Debra Heath-Thornton	2026-08-25
Building Principal Signature	Date
Steven A. Schutt	2026-08-19
School Improvement Facilitator Signature	Date
Dr. Shaikha BuAli	2026-08-25