
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Pennsylvania Virtual CS
Address: 1 West Main St
Suite 400
Norristown, PA 19401

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Pennsylvania Virtual CS

Date of Local Chartering School Board/PDE Approval: Original: February 12, 2001 Renewal: July 1, 2006

Length of Charter: 5 Years **Opening Date:** September 1, 2001

Grade Level: K-11 **Hours of Operation:** 8:00 am - 4:00 pm

Percentage of Certified Staff: 98% **Total Instructional Staff:** 165

Student/Teacher Ratio: 32.3:1 Regular Education, 28:1 Special Education **Student Waiting List:** none

Attendance Rate/Percentage: est. 90%

Summary Data Part II

Enrollment: 3691- as of October 1, 2009 **Per Pupil Subsidy:** Varies by School District

Student Profile

American Indian/Alaskan Native:	29
Asian/Pacific Islander:	38
Black (Non-Hispanic):	421
Hispanic:	124
White (Non-Hispanic):	2938
Multicultural:	141

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
28

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 400

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	182	182	182	182
Instructional Hours	0	0	900	900	990	990	900/990

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Pennsylvania Virtual Charter School (PAVCS), a public school in Pennsylvania, opened its doors on September 4, 2001. Our original charter was granted by the Norristown Area School District. The school's charter was renewed in May 2006 for another five years covering the period from July 1, 2006 to June 30, 2011. Thus, this Annual Report covers a review of the programs and activities during the school's ninth year of operation.

In SY 2009-2010, its ninth year of operation, PAVCS provided personalized education for 3745 students in Kindergarten through twelfth grades. These students come from diverse ethnic, racial, and socio-economic backgrounds from across Pennsylvania. This school year, PAVCS had students enrolled from 430 of the 500 school districts in the Commonwealth. The schools FTE for this year totaled 3244.15 for general education and 343.95 for special education. This year the school had a graduating class of 146 students, which is a 96% graduation rate.

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 relationship between a parent (learning coach), a certified teacher, a family support coordinator and K¹², Inc. (www.k12.com), the school's primary curriculum provider. The Learning Coach (parent or another adult) makes a commitment to ensure the child is logging onto the Online School (OLS), entering daily attendance, participating in online direct synchronous instruction sessions, and completing assignments as given. In conjunction with the parent, the

certified teacher identifies a student's learning objectives, develops a student's Personal Learning Plan (PLP), and ensures the implementation of the goals and objectives of a student's PLP. The teacher also develops and directs synchronous and asynchronous instruction, authenticates learning and monitors and assesses a student's academic performance and achievement. In addition to a certified teacher, a family support coordinator (FSC) is assigned to each family and the FSCs' primary focus is to develop programs which foster social development, record and monitor attendance, assist the family with any non-academic issues and implement programs to achieve the school's non-academic goals as specified in the charter.

A key component of the Diamond Model of the PAVCS educational partnership is the excellent research-based curriculum developed by K¹², Inc. K¹² serves as the primary curriculum provider but other curricula are used when the K¹² curriculum does not meet the educational and instructional needs of a student. The K¹² curriculum uses a mastery based and spiral approach to knowledge acquisition and learning. Students explore and learn the "big ideas." They encounter key concepts at greater depth throughout the curriculum and year over year. The design and delivery of curriculum, scope and sequence for each subject, and each lesson promote and ensure student mastery and retention of the concepts encountered and learned. Since the curriculum is aligned to Pennsylvania content standards, it supports our students in attaining proficiency in prescribed state standards in each subject for each grade.

Although PAVCS operates in a virtual environment, our 21st century school uses technology to facilitate our school's full and robust teaching and learning environment. The school uses the Blackboard Learning Management System (www.blackboard.com) and Elluminate (www.illuminate.com) 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 other students and PAVCS families to each other, their teachers and family support coordinators and other school staff. Each student who enrolls in Pennsylvania Virtual Charter School receives a computer system from the school—including a laptop computer, printer, ink and other necessary hardware—and a reimbursement for Internet connection.

The ultimate aim of PAVCS 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, and then to build on these basic skills and proficiencies to develop their analytical and communications skills. Our school believes this type of learning environment will ultimately create life-long learners. In addition, our goal is to develop students' competencies and skills necessary for responsible citizenship as a result of their participation in educational activities which promote a sense of community and service..

Mission

The mission of the Pennsylvania Virtual Charter School (PAVCS) is to provide Pennsylvania students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential.

Vision

PAVCS will serve as an example of how a school's parents, students and teachers can reach their goal of achieving an excellent education through the effective use of technology. In concept, design, and delivery, the school will be a national model of innovation and excellence.

Shared Values

The core philosophy of the Pennsylvania Virtual Charter School is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Our school community values open communications, conversation, consistency, and keeping children first. PAVCS cherishes honesty and openness, group contributions and shared recognition.

Four guiding principles govern the core philosophy of the Pennsylvania Virtual Charter School.

- (1) At the heart of the core philosophy is the belief that all young people can achieve academic success if they are provided rigorous instruction, high achievement standards, informed guidance and individual attention.
- (2) Numerous studies have demonstrated that when parents become active and informed partners in their children's education, test scores rise, drop-out rates and apathy decline, and the active pursuit of learning becomes a compelling focus for each family. Therefore, parental engagement and partnership in the education of their children is an absolute necessity for success at PAVCS.
- (3) The PAVCS community believes the content and the quality and rigor of the curriculum matters and these directly affect students' academic performance and achievement. Consequently, PAVCS utilizes the K¹², Inc. curriculum to ensure continuity and consistency in the curriculum content.
- (4) Technology can be leveraged to be a powerful tool to support an effective education. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

The ultimate purpose of PAVCS is to be a high performing, caring, collaborative and connected learning community where ALL students will learn and achieve, be proficient in state standards, master the basics in all core subjects, and ultimately develop the skills to become responsible, participatory and productive members of their communities.

Academic Standards

The academic standards for the Pennsylvania Virtual Charter School are consistent with and mirror the academic standards as contained section 4.12 of the Public School Code. The Senior Academic Administrator, Program Principals, Program Assistant Principals, Master Teachers and the Director of Special Education are responsible for reviewing each standard, the implementation of each standard and then measuring students' attainment of the standard at grades 3, 5, 8 and 12.

Strengths and Challenges

PAVCS' strengths are found in the diamond model of partnership, the continuity of instruction through the use of one primary curriculum and the personalized learning plan to drive

differentiated instruction. These strengths help PAVCS achieve parity in education and level the instructional field in ways that are unparalleled in the traditional face to face learning environment.

The Board of Trustees commitment to keeping all stakeholders informed and providing on-going opportunities to have voice is a definite strength of the school. Every member of the school community and the public are able to attend and encouraged to participate in Board meetings via the electronic conferencing tool Elluminate or via a toll free conference line. Board agendas and minutes, school budget, Charter and Renewal documents and Annual reports are easily accessible on the school's website under "Governance" and are also posted on Blackboard.

Parental involvement and engagement is another major strength of our school. In partnership with the Board of Trustees and school leadership, PAVCS parents help formulate, direct and carry out the schools priorities. Our model of instruction and educational partnership could not be implemented without our dedicated and committed parents. The school keeps parents informed through announcements and calendars on Blackboard, the school's learning management system, weekly, electronic news briefs and periodic town hall meetings. In addition to serving as academic coaches, our parents participate in school committees, school wide planning and serve on the Board of Trustees. To further foster parental involvement in the school, the Board of Trustees approved the funding for a Parent Ambassador Program. Through this program, three parent "ambassadors" are paid employees and members of the staff. Their primary purposes are to ensure the parent voice and perspective is always present by mobilizing an active group of parent volunteers; serve as a link to parents; and design activities which will foster and increase parent engagement with the school.

An additional strength of PAVCS is the school's comprehensive family and student support department, which received accolades this year from the Pennsylvania Department of Education, as the school received the 2010 Award of Excellence in Student Services from the Pennsylvania Association of Pupil Services Administrators, in coordination with Pennsylvania Department of Education at the Fifth Annual Student Services Symposium. The programs and services of this department ensure the school's compliance with and implementation of Chapter 12 regulations. The Family and Student Support Services Department provides the following programs and services: full guidance department and services; supplemental programs for at-risk students and advanced learners; guidance and character education; student assistance programs; Title I; pupil health services; attendance and truancy monitoring; student records; and community and co-curricular learning initiatives. A Dean of Family Support Services provides leadership and coordination for the department. She is assisted by a full time staff which includes: three Guidance Counselors; Family Support Coordinators; Director of Student Support, Records and Compliance; School Psychologist; Title I Director; Director of Pupil Health, two School Nurses; Step Up Director; SOAR Director; two Registrars and a Master Teacher of Co-Curricular Learning. In addition to these traditional support services positions, PAVCS has 14 Family Support Coordinators. These coordinators are assigned geographically. They are responsible for handling all of a family's non-academic issues as well as planning monthly activities which will accomplish the non-academic goals of our charter.

The implementation of the Family and Student Support Department is one of the major factors responsible for an increase in the school's retention from 68% to 90% during the past three years. A detailed description of the Family Support Program is contained in the Student Support Services Strategic Plan, which can be found on the PDE e-Strategic Planning website. PAVCS holds the distinction of being the only cyber school in the Commonwealth which offers such comprehensive student support services.

Improving student performance and achievement, the school's final noteworthy strength is its greatest accomplishment. Data from both internal and external assessments strongly documents PAVCS' ability to improve the academic achievement of its students. According to the data, the school is having tremendous success with closing the academic deficiencies of students. The

data shows that the longer most students are enrolled in the school, their achievement gaps decrease and their performance on external assessment increases.

The school faces three major constant and persistent challenges. Significant student attrition each year makes any comparative year to year analysis of student data very difficult. Even when such a study is conducted it is almost impossible to identify any trends due to the constantly changing demographic composition of the student body from year to year.

The second challenge the school faces is trying to ensure testing environments for the PSSA which foster maximum student performance. The PSSA testing administration guidelines were created without any thoughts to the logistical challenges for cyber schools. Since cyber charter schools do not have "school buildings," they must acquire testing facilities from across the state. In the case of our school, this requires renting 38 separate facilities to administer the PSSA math and reading assessments and acquiring additional facilities for the writing and science assessments. Due to the distances our students must travel to take the assessments, PAVCS usually administers the entire assessment over two days, rather than spreading the assessment over a week as most traditional school districts do. The consequences and impact of the less than optimal testing environment on student performance may be significant. Our students are forced to take the PSSA in strange surroundings, in a shorter span of time with unfamiliar people and expected to perform at maximum levels. Data suggests the environment may be having some impact on cyber charter schools students' performance. The effects of the testing environment on student performance, and how to account for the environment when assessing cyber charter school students on PSSA warrants further study.

The third challenge is providing continuity and consistency of instruction for students with non-compliant parents. These are parents who "school hop" from the district of residence to the cyber charter school and between cyber school to cyber school. An examination of the records of these students reveals a pattern of two or three schools within one year. Students in this category often possess significant academic deficiencies. It is almost impossible to address and eradicate the gaps, because the child is never in one school long enough for any real progress to be made.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

YEAR ONE: 2007 - 2008 Developing a Three Year Strategic Plan

Peter Drucker states, "the primary tasks of strategic management are to understand the environment, define organizational goals, identify options, make decisions and evaluate actual performance." The strategic planning process consists of six identifiable stages: environmental scanning, evaluation of issues, forecasting, goal setting, implementation and monitoring. (Renfro and Morrison, 1984). During SY 2008 — 2009, stakeholders of the Pennsylvania Virtual Charter School engaged in the process of devising a three-year strategic plan. What follows in this report are the results of this of this process.

The planning process began December 4, 2007. The CEO met with members of the SLT to outline the objectives, calendar, planning and budgeting model. Below are the seven questions which the strategic planning discussions were to address and answer:

1. What do you want PAVCS/program to be in three years?
2. Where is PAVCS/program now?

3. What is the delta between here and there?
4. What will it take to get from here to there?
5. What resources are required?
6. What are the priorities and timeline for implementation?
7. How will performance be assessed?

In order to incorporate the voices and perspectives of as many stakeholder groups as a possible, a school wide day of planning was held January 2, 2008. Each major program area of the school convened a committee comprised of staff, parents and teachers. The groups discussed and crafted responses to the seven strategic planning questions. Each group then submitted their preliminary program strategic plan.

The program strategic plans were reviewed in a two day face to face meeting of school leaders. Below are the five three year strategic foci which emerged from these discussions.

1. Demonstrate excellence in education in a K-12 comprehensive school providing online learning
2. Ensure student achievement, quality and success
3. Improve Community-School Engagement and Partnerships
4. Value People and Create a Supportive Work Environment
5. Improve Core Processes, and Develop and Managing Resources

Once the foci were established, the leaders were given the task to develop a goal/action sheet for each priority and assign the priority to its appropriate foci. The goal/actions were submitted and distributed to the group. The group met again in February to establish funding priorities for the next three years. These priorities will provide the basis for funding decisions for the next three years. From the funding priorities the actual budget for SY 08-09 was developed. The budget has been presented to teachers and staff, posted for public review, and approved by the PAVCS Board of Trustees.

While the strategic planning process was time consuming and tedious, the end result was well worth the effort. PAVCS has a tool for organizing our present on the basis of our projections of our desired future. Our community has a road map to lead us from we are now to where we would like to be in three years. The outcome is that we now have an instrument which sets the parameters for reflective, purposeful and data driven strategic thinking. The ability to think and manage strategically during the next three years will allow PAVCS to weigh its possibilities and decide from a range of alternatives the choice between the institution, its resources and its ever changing environment.

YEAR TWO: 2008 - 2009 Monitoring of Performance to Plan and Adjustments

The Three Year Strategic Plan was reviewed and approved by the Board of Trustees and has now become the three year blueprint for the school. The Executive Leadership Team (CEO, CFO, Senior Academic Administrator, Dean of Students, Executive Director of Communications and Executive Director for Student Development and Enrollment) provide the Board of Trustees with written status reports of progress of performance to plan and benchmarks at every Board meeting. Additionally, the Board met with the CEO and CFO at its March Board retreat to set specific school wide performance targets for SY 09 - 10 based on the goals of the plan and the results from various data sources. At its July retreat the Board of Trustees, monitored the actual performance to the performance targets which were established in March. The results of this analysis and the work of the Strategic Planning Committee helped the Board to set the specific goals and performance targets for SY 2009 - 2010.

YEAR Three: 2009 - 2010 Monitoring of Performance to Plan and Establishing Strategic Goals for 2010 - 2016

The Three Year Strategic Plan was reviewed and approved by the Board of Trustees and has now become the three year blueprint for the school. The Executive Leadership Team (CEO, CFO, Senior Academic Administrator, Dean of Students, Executive Director of Communications and Executive Director for Student Development and Enrollment) provide the Board of Trustees with written status reports of progress of performance to plan and benchmarks at every Board meeting. Additionally, the Board met with the CEO, CFO, Dean of Students, Senior Academic Administrator, and Executive Director of Communications at its March Board retreat to review the three year Historical Analysis of the 2007 — 2010 strategic plan and review the strategic plan and performance targets for the 2010 — 2016 Strategic Plan. The results of this analysis and the work of the Strategic Planning Committee helped the Board to set the specific goals and performance targets for SY 2010 - 2015.

The Strategic Planning Process

I. Data Analysis

School Improvement Teams (SIP) — Program Specific Teams monitored three year goals to performance as stated in the SIP

Executive and Senior Leadership Teams conducted Three Year Historical Analysis to assess:

- Performance to projected goals and benchmarks
- Accomplishments
- Challenges
- So what --- now what?
- The Analysis centered on the following four questions:
 - Did we do what we said we were going to do?
 - How well did we do it?
 - Did we do the right things?
 - What do we need to do next?

Overview of Performance to Three Year Strategic Goals for 2007 — 2010

1. Completed 75% - 80% of identified three year goals and strategic initiatives
2. Varied from area to area — *performance benchmarks not always clearly identified*
3. Sometimes — varying levels of effectiveness and efficiency
4. Rethink our approach and how we do what we do

II. Strategic Initiatives for SY 2010 -2016

From the reports from the School Improvement Teams and Executive and Senior Leadership Teams the Strategic Planning Committee identified the Strategic Initiatives for 2010 — 2016.

Short Term Initiatives (2010 — 2011)

1. Charter Renewal
2. Make AYP
3. Structure
4. Professional Development
5. Prof. Learning Communities
6. PAVCS Foundation
7. Diagnostic Tool
8. Video Skills Bank
9. Synchronous Opportunities
10. Structure for 9-11(including Graduation Project)
11. Staff Grant Program
12. Facility Acquisition

Mid Term Strategic Initiatives (2011 — 2013)

1. Full Synchronous Opportunity
2. Eighth Grade Scholars Program
3. High School Honors Program
4. Implement Co-Teaching, Project Based Learning, Curriculum Mapping
5. Increase regional and national recognition
6. Implement four year graduation program
7. Integrated SIS and LMS
8. Expand Staff Grant Program
9. Compensation Revision

Long Term Initiatives (2014 — 2016)

1. Assess strategic initiatives and make adjustments
2. Continue effective initiatives
3. Discontinue ineffective initiatives
4. Begin process for Middle States Accreditation
5. Blueprint for strategic planning
6. Curriculum decisions
7. All records — electronic
8. Charter renewal
9. SES Provider

The implementation of the plan and assessment of the plan to performance targets will be assessed monthly, quarterly and annually by the School Improvement Teams, the Executive and Senior Leadership Teams and the Planning and Budget Committee and Strategic Planning Committee.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adrienne Scurry	Dean of Family Support	Administrator	Chief Executive Officer
Barnett, Joanne	CEO	Administrator	Board of Trustees
Bartholomew, Becky	Master Teacher of Placement & Orientation	Administrator	Master Teacher, Training
Bazilian, Heidi	High School Lead Teacher	Secondary School Teacher	Chief Executive Officer
Bonnie Schaefer	President, PAVCS BOT and PAVCS Parent	Board Member	President of the Board of Trustees
Bradley, Joe	Director of Special Education	Administrator	CEO/Administrator
Bridget Kozar	Assistant Principal, 5th/6th Grade	Administrator	Chief Executive Officer
Capuano, Tom	Elementary Lead Teacher	Elementary School Teacher	Chief Executive Officer
Chris Gilligan	Middle School Principal	Administrator	Chief Executive Officer
Christine Petrozza	Director of SOAR	Administrator	Chief Executive Officer
Colleen Nelson	Executive Director of Student Development and Enrollment Services	Administrator	Chief Executive Officer

Darla Posney	Senior Academic Administrator, PAVCS	Administrator	Chief Executive Officer
Diana Perney	High School Principal	Administrator	Chief Executive Officer
Eileen Cannistraci	Elementary School Principal	Administrator	Chief Executive Officer
Fitzpatrick, Jason	Master Teacher, Curriculum & Instruction	Administrator	Chief Executive Officer
Ginger Ragland	Director of Step-Up	Administrator	Chief Executive Officer
Jennifer Eastman	Director of Title 1	Administrator	Chief Executive Officer
Jill Szafranski	Assistant Principal, Elementary School	Administrator	Chief Executive Officer
Joanne Barnett	CEO	Administrator	President of the Board of Trustees
Joe Lyons	Executive Director of Communications	Administrator	Chief Executive Officer
John McElvenny	Vice President, PAVCS BOT	Board Member	President of the Board of Trustees
Jose Parrilla	CFO	Administrator	Chief Executive Officer
Julie Jaszcar	Special Education Supervisor	Administrator	Chief Executive Officer
Kauffman, Toni	Director of Community Relations	Administrator	Chief Executive Officer
Kelli Houser	Master Teacher, Testing	Administrator	Chief Executive Officer
Kozar, Shirley	Middle School Lead Teacher/ 7/8 History Teacher	Middle School Teacher	Master Teacher, Training
Leheny, Brandee	Assistant Director of Enrollment	Administrator	Chief Executive Officer
Mark Graham	Secretary/Treasurer, PAVCS BOT	Board Member	President of the Board of Trustees
Maureen Weinberger	Middle School Lead Teacher	Middle School Teacher	Chief Executive Officer
McGarvey, Michelle	Guidance Counselor	Ed Specialist - School Counselor	Master Teacher, Training
McNeil, Angela	Guidance Counselor	Ed Specialist - School Counselor	Master Teacher, Training
McWilliams, Crystal	Elementary Lead Teacher	Elementary School Teacher	Master Teacher, Training
Melinda Morrison	PAVCS Trustee	Board Member	President of the Board of Trustees
Michael Rublesky	Director of Technology	Administrator	Chief Executive Officer
Michelle Verga	Master Teacher - Co-curricular Learning	Administrator	Chief Executive Officer
Mike Kello	PAVCS Parent and Trustee	Parent	President of the Board of Trustees
Mitchell, Dione	Guidance Counselor	Ed Specialist - School Counselor	Master Teacher, Training
Moore, Mary	Master Lead Teacher	Elementary School	Chief Executive Officer

Ellen		Teacher	
Peduzzi, Lisa	Lead Elementary Teacher	Elementary School Teacher	Master Teacher, Training
Perney, Diana	High School Prinicipal	Administrator	Master Teacher, Training
Popovski, Laura	Guidance Counselor	Ed Specialist - School Counselor	Master Teacher, Training
Rhoads, Kelly	Guidance Counselor	Ed Specialist - School Counselor	Master Teacher, Training
Richard Verga	Assistant Principal, 7th/8th Grade	Administrator	Chief Executive Officer
Santangelo, Beth	Parent Ambassador	Parent	Master Teacher, Training
Scarpato, Kathleen	Master Teacher, Training	Administrator	Chief Executive Officer
Sheldon Thorpe	PAVCS Parent and Trustee	Parent	President of the Board of Trustees
Sue Delling	Assistant Principal, High School	Administrator	Chief Executive Officer
Tancredi, Debbie	Director of Pupil Health	Ed Specialist - School Nurse	Master Teacher, Training
Tate, Sherri	Director of Human Resources	Other	Master Teacher, Training
Wasil, Andrea	High School Lead Teacher	Secondary School Teacher	Chief Executive Officer
Wessels, Douglas	Assistant Director of Enrollment	Administrator	Chief Executive Officer

Goals, Strategies and Activities

Goal: Curriculum, Instruction and Assessment

Description: Instructional staff will demonstrate understanding and application of content area including but not limited to, scope and sequence, curriculum content, state standards, and the developmental aspects of the child.

Strategy: Elevate Student Learning by Improving Instruction

Description: Provide teachers with training in instructional strategies that will enhance learning and improve student achievement

Activity: Using RTI to elevate student achievement and support students

Description: Provide professional development on the RTI process

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	1	180
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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This professional development topic will focus on the understanding, developing, and implementing the Response to Intervention process. Each year we will discuss any changes regarding RTI.	Teachers need to be aware of how RTI is implemented in our school and through a professional development, we will instruct staff on the needs and benefits to all of our students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data

Status: In Progress — Upcoming

Strategy: Engagement

Description: Develop connections with parents (academic coaches) that foster improve student achievement

Activity: Using RTI to elevate student achievement and support students

Description: Provide professional development on the RTI process

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This professional development topic will focus on the understanding, developing, and implementing the Response to Intervention process. Each year we will discuss any changes regarding RTI.	Teachers need to be aware of how RTI is implemented in our school and through a professional development, we will instruct staff on the needs and benefits to all of our students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective

practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Classroom student assessment data

Status: In Progress — Upcoming

Strategy: Supporting Students

Description: Give staff access to appropriate training, assistance and best practices in student support services.

Activity: Using RTI to elevate student achievement and support students

Description: Provide professional development on the RTI process

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This professional development topic will focus on the understanding, developing, and implementing the Response to Intervention process. Each year we will discuss any changes regarding RTI.	Teachers need to be aware of how RTI is implemented in our school and through a professional development, we will instruct staff on the needs and benefits to all of our students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u>

for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

Status: In Progress — Upcoming

Strategy: Use of data in instruction

Description: Student achievement is described and discussed throughout the school in terms of state, school and individual student data.

Activity: Using Data to Set and Monitor Goals of the Personal Learning Plans

Description: Provide a list of all the data sources and assessments for all staff. Provide on going training for how to use data to write a prescriptive PLP for students and then use the data to monitor student progress to goals and elevate achievement.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 9/1/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	180
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills

Training staff on how to interpret data will help them in writing goals for each student. The Personal Learning Plan for each student gives teachers and understanding of their strengths and weaknesses in any academic, social, or emotional area.

Research and Best Practices Designed to Accomplish

The Personal Learning Plan will help all teachers reach the needs of the student through collaboration because they will all be able to read data to make informed decisions.

For classroom teachers, school counselors and education specialists:

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional

peers

activity

Status: In Progress — Upcoming

Goal: ENHANCE SCHOOLWIDE COLLABORATION TO SUPPORT LEARNING AND IMPROVE STUDENT ACHIEVEMENT OF STUDENTS WITH AN IEP.

Description: In spite of implementing the strategies of a detailed school improvement plan for the past three years, students with an IEP have not made AYP performance targets in math and reading on the PSSAs. Even more significantly, a comparison of the 2007-08 assessment results with the 2008-09 results show this group did not make any performance gains. Data shows that in most cases collaboration between regular education and special education teachers is inconsistent. There exists a need to implement a co-teaching inclusion model.

Strategy: Engagement

Description: Develop connections with parents (academic coaches) that foster improve student achievement

Activity: Improve Collaboration to Enhance Learning and Improve Student Achievement

Description: Provide staff with a basic overview of the responsibilities, programs, services each department and program in the school

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
We will provide an overview of the academic and support programs to give all staff members an understanding of each academic program and what support programs we have for the student needs.	The content with in these trainings will build the knowledge of staff about all programs and they can refer and students to programs that will support their needs.	<p data-bbox="1047 237 1339 331"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="1096 367 1356 556" style="list-style-type: none"> <li data-bbox="1096 367 1356 556">• Empowers educators to work effectively with <u>parents and community partners</u>. <p data-bbox="1047 588 1347 709"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="1096 745 1364 932" style="list-style-type: none"> <li data-bbox="1096 745 1364 932">• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul data-bbox="284 1060 641 1220" style="list-style-type: none"> <li data-bbox="284 1060 641 1094">• Classroom teachers <li data-bbox="284 1094 641 1127">• Principals / asst. principals <li data-bbox="284 1127 641 1161">• School counselors <li data-bbox="284 1161 641 1220">• Other educational specialists 	<ul data-bbox="706 1060 1031 1251" style="list-style-type: none"> <li data-bbox="706 1060 1031 1127">• Early childhood (preK-grade 3) <li data-bbox="706 1127 1031 1161">• Middle (grades 6-8) <li data-bbox="706 1161 1031 1194">• Elementary (grades 2-5) <li data-bbox="706 1194 1031 1251">• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul data-bbox="284 1333 641 1524" style="list-style-type: none"> <li data-bbox="284 1333 641 1524">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul data-bbox="706 1333 1323 1402" style="list-style-type: none"> <li data-bbox="706 1333 1323 1402">• Reflections (Demonstrate an understanding of all programs of PAVCS)

Status: In Progress — Upcoming

Strategy: Supporting Students

Description: Give staff access to appropriate training, assistance and best practices in student support services.

Activity: Improve Collaboration to Enhance Learning and Improve Student Achievement

Description: Provide staff with a basic overview of the responsibilities, programs, services each department and program in the school

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
We will provide an overview of the academic and support programs to give all staff members an understanding of each academic program and what support programs we have for the student needs.	The content with in these trainings will build the knowledge of staff about all programs and they can refer and students to programs that will support their needs.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

specialists

- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- Reflections (Demonstrate an understanding of all programs of PAVCS)

Status: In Progress — Upcoming

Strategy: Teacher Practice

Description: Provide opportunities for the collection and dissemination of research based best practices.

Activity: Improve Collaboration to Enhance Learning and Improve Student Achievement

Description: Provide staff with a basic overview of the responsibilities, programs, services each department and program in the school

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none">• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
We will provide an overview of the academic and support programs to give all staff members an understanding of each academic program and what support programs we have for the student needs.	The content within these trainings will build the knowledge of staff about all programs and they can refer and students to programs that will support their needs.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Empowers educators to work effectively with

parents and
community
partners.

*For school and district
administrators, and other
educators seeking
leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<ul style="list-style-type: none">• Reflections (Demonstrate an understanding of all programs of PAVCS)

Status: In Progress — Upcoming

Strategy: Use of data in instruction

Description: Student achievement is described and discussed throughout the school in terms of state, school and individual student data.

Activity: Using Data to Set and Monitor Goals of the Personal Learning Plans

Description: Provide a list of all the data sources and assessments for all staff. Provide on going training for how to use data to write a prescriptive PLP for students and then use the data to monitor student progress to goals and elevate achievement.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 9/1/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	10	180
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Training staff on how to interpret data will help them in writing goals for each student. The Personal Learning Plan for each student gives teachers and understanding of their strengths and weaknesses in any academic, social, or emotional area.	The Personal Learning Plan will help all teachers reach the needs of the student through collaboration because they will all be able to read data to make informed decisions.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5)

- School counselors
- Other educational specialists
- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity |
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Status: In Progress — Upcoming

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Use of data in instruction

Description: Student achievement is described and discussed throughout the school in terms of state, school and individual student data.

Activity: Using Data to Set and Monitor Goals of the Personal Learning Plans

Description: Provide a list of all the data sources and assessments for all staff. Provide on going training for how to use data to write a prescriptive PLP for students and then use the data to monitor student progress to goals and elevate achievement.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 9/1/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	10	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pennsylvania Virtual Charter School

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Training staff on how to interpret data will help them in writing goals for each student. The Personal Learning Plan for each student gives teachers and understanding of their strengths and weaknesses in any academic, social, or emotional area.

The Personal Learning Plan will help all teachers reach the needs of the student through collaboration because they will all be able to read data to make informed decisions.

For classroom teachers, school counselors and education specialists:

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
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- Team development and sharing of content-area lesson implementation

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

- outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Goal: INCREASE SCHOOLWIDE AWARENESS AND UTILIZATION OF CHAPTER 12 TO ENHANCE STUDENT SUPPORT AND IMPROVE STUDENT ACHIEVEMENT

Description: Develop professional development and on-going processes to make school aware of how to utilize the student support initiatives under Chapter 12 to enhance student support and ultimately improve student achievement.

Strategy: Collaboration

Description: Utilize professional learning teams

Activity: Overview of How Chapter 12 Can Support Learning and Elevate Achievement

Description: Provide all staff with a copy of PAVCS Student Support Services Plan. Have principals in conjunction with Family Support personnel provide on-going training in implementing Student Support Services plan.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pennsylvania Virtual Charter School

- School Entity

Approved

Knowledge and Skills

Providing the staff with the Family Support Program Plan will give teachers the tools needed to support the needs of their students and will know what programs to refer them to.

Research and Best Practices

Building the knowledge of all staff regarding the Family Support Program will develop a community of support for all students as we collaborate and work toward building the skills of each student.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

Strategy: Engagement

Description: Develop connections with parents (academic coaches) that foster improve student achievement

Activity: Overview of How Chapter 12 Can Support Learning and Elevate Achievement

Description: Provide all staff with a copy of PAVCS Student Support Services Plan. Have principals in conjunction with Family Support personnel provide on-going training in implementing Studnet Support Services plan.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Providing the staff with the Family Support Program Plan will give teachers the tools needed to support the needs of their students and will know what programs to refer them to.	Building the knowledge of all staff regarding the Family Support Program will develop a community of support for all students as we collaborate and work toward building the skills of each student.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to

- access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Strategy: Staff Professional Development

Description: Provide opportunities for staff to participate in researched base professional development.

Activity: Overview of How Chapter 12 Can Support Learning and Elevate Achievement

Description: Provide all staff with a copy of PAVCS Student Support Services Plan. Have principals in conjunction with Family Support personnel provide on-going training in implementing Student Support Services plan.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 8/17/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Providing the staff with the Family Support Program Plan will give teachers the tools needed to support the needs of their students and will know what programs to refer them to.</p>	<p>Building the knowledge of all staff regarding the Family Support Program will develop a community of support for all students as we collaborate and work toward building the skills of each student.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Participant survey

Status: In Progress — Upcoming

Goal: Math

Description: Increase all students group performance in math by at least 5%. Increase performance of Black Students, Lat/Hispanic and students with an IEP by at least 10%.

Strategy: PSSA Math Achievement

Description: Analyze both aggregate and disaggregate results of students PSSA scores --- drill down to the individual student and individual teacher level. Provide professional development for teachers based on the results of the analysis. Have teachers turn in Study Island benchmark test analysis which will identify students' gaps and deficiencies. Teacher will conduct weekly review of students' weekly performance on Study Island to assess students progress in meeting the state performance standards.

Activity: Study Island

Description: All students will take Study Island Benchmark test and spend 30 minutes a day doing Study Island lesson.

Person Responsible	Timeline for Implementation	Resources
Darla Posney	Start: 8/31/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.50	180	900
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	• School Entity	Approved

Knowledge and Skills

Study Island is a web-based tool that we use to assess students three times a year. These benchmarks create an individual path for students to demonstrate their strengths and weaknesses according to the PA standards. Using the data from the benchmark assessments and the daily use will build the teacher's understanding of each students' needs and strengthens.

Research and Best Practices

Using data to build a pathway for students will help individualize their learning and Study Island will assist in this manner.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Study Island

Description: All students will take Study Island Benchmark Math assessment and then spend 30 minutes a day completing Study Island math lessons.

Person Responsible	Timeline for Implementation	Resources
Darla Posney	Start: 9/1/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.50	180	900
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Study Island is a web-based tool that we use to assess students three times a year. These benchmarks create an individual path for students to demonstrate their strengths and weaknesses according to the PA standards. Using the data from the benchmark assessments and the daily use will build the teacher's understanding of each students' needs and strengthens.	Using data to build a pathway for students will help individualize their learning and Study Island will assist in this manner.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader

in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Goal: Needs of Diverse Learners

Description: Recognize individual differences in students and adjust their practice accordingly.

Strategy: Needs of Diverse Learners III

Description: Develop systems for professional staff to work collaboratively to enhance learning for all diverse learners.

Activity: Using RTI to elevate student achievement and support students

Description: Provide professional development on the RTI process

Person Responsible

PAVCS Administration

Timeline for Implementation

Start: 8/17/2009
Finish: 8/31/2012

Resources

-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This professional development topic will focus on the understanding, developing, and implementing the Response to Intervention process. Each year we will discuss any changes regarding RTI.	Teachers need to be aware of how RTI is implemented in our school and through a professional development, we will instruct staff on the needs and benefits to all of our students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-

- School counselors 12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

Status: In Progress — Upcoming

Goal: USE DATA TO IMPROVE INSTRUCTION, STUDENT LEARNING AND ACHIEVEMENT

Description: Analyze assessment anchors and identify achievement gaps for all students record skill deficiencies on each student's PLP with prescriptive action steps to cure the skill deficiencies (critical path, RTI, Skills Attainment Intensive Enrichment Support,).

Strategy: Staff Professional Development

Description: Provide opportunities for staff to participate in researched base professional development.

Activity: Using Data to Set and Monitor Goals of the Personal Learning Plans

Description: Provide a list of all the data sources and assessments for all staff. Provide on going training for how to use data to write a prescriptive PLP for students and then use the data to monitor student progress to goals and elevate achievement.

Person Responsible	Timeline for Implementation	Resources
PAVCS Administration	Start: 9/1/2009 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills **Research and Best Practices** **Designed to Accomplish**

Training staff on how to interpret data will help them in writing goals for each student. The Personal Learning Plan for each student gives teachers and understanding of their strengths and weaknesses in any academic, social, or emotional area.

The Personal Learning Plan will help all teachers reach the needs of the student through collaboration because they will all be able to read data to make informed decisions.

For classroom teachers, school counselors and education specialists:

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA

- Analysis of student work, with administrator and/or peers
- Classroom student assessment data
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

PAVCS met with Kendall Glouner and Arthur Mitchell at the Montgomery County IU (23) in December 2009 to review and submit our SIP.

Statement of Quality Assurance - Attachment

- SIP Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

What curriculum does your charter school utilize?

The Pennsylvania Virtual Charter School (PAVCS) utilizes the K¹², Inc. curriculum for the K to 8 program exclusively. For the high school program, PAVCS uses K¹², Inc, Holt, Prentice Hall and PowerSpeak. When the K¹², Inc curriculum does not meet the academic needs of a student or allow the school to provide FAPE, PAVCS uses an alternate curriculum. The curriculum is selected on the basis of the student's educational needs. All curricula whether primary or supplemental are reviewed to ensure they are aligned with state content standards and meet the needs of the student population.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

K¹², Inc., the school's curriculum supplier for PAVCS, has created a matrix that matches the curriculum to the Pennsylvania content standards. All state content standards are presented at or before the state mandated grade level. The matrix course overviews and side-by-side charts by grade and content areas of the identification of K12 curriculum course objectives with Pennsylvania content standards are available from PAVCS upon request. (see attached curriculum alignments)

How is your school using the Pennsylvania content standards to form curriculum?

The curriculum of the Pennsylvania Virtual Charter School (PAVCS) meets and often exceeds the Pennsylvania state standards. K¹², Inc. is the curriculum provider for PAVCS and experts in their field have provided guidance in curriculum development. Overseeing the development of all K¹², Inc. curriculum is John Holdren, K¹² Senior Vice President of Content and Curriculum. John Holdren was the former Vice President and Director of Research and Publications at the Core Knowledge Foundation, and a co-editor of the Core Knowledge Series (*What Your First [Second, etc.] Grader Needs to Know*). Experts at K¹², Inc., oversee the development of the curriculum and monitors the effectiveness of the curriculum in relationship to student performance on PSSA and local tests. Along with providing K¹², Inc. created courses for grades K-12, K¹², Inc. also provides approved third party vendors for the high school program. These vendors are Class.com, Virtual Sage and PowerSpeak International. All teachers utilize the Pennsylvania Standards and the curriculum alignments when planning instruction..

The school employs many mechanisms for the purposes of self-assessment and evaluation to ensure that students are meeting and mastering state standards. The online and offline assessments are mastery-based for students in the K to 4 program. Twice a year, these elementary students receive narrative progress reports and standards based checklists. Students in grades 5 through 12 receive traditional letter grades. The curriculum's cognitive approach is to build a foundation of knowledge and skills from which students can develop higher order thinking, reasoning and analytical skills. It is a "building blocks" approach.

All teachers provide synchronous standards-based lessons via the web-based learning tool, Elluminate. Teachers create and present lessons through the "Adopt an Anchor" approach, thus ensuring that Reading and Math standards and assessment anchors are addressed often and across the curriculum. In addition, all students in grades K-11 participate in standards-based math and reading practice using Study Island, a web-based PSSA practice program. Data regarding student growth in the various standards are used to target instruction to individual students and are charted on the student's Personal Learning Plan (PLP)

PAVCS participates in the Pennsylvania System of School Assessments (PSSA). This assessment provides the school with objective data on individual student's strengths and weaknesses relative to the state content standards. This data, collected longitudinally, provides the school with the ability to identify and examine patterns of improvement or decline in students' achievement and performance levels on PSSA.

How is the curriculum organized to meet the developmental and academic needs of students?

At PAVCS, a student's learning journey begins with a placement test. The placement test is derived from and intrinsically tied to the curriculum. Students take an initial placement test when they enroll in the school. The results of the placement test provide the basis for subject and grade level placement of the student. The nature and flexibility of the K¹², Inc. curriculum and the Online School allow us to place students according to their academic needs and skill level. In our school, students do not progress to more challenging material until they have achieved a level of mastery of current material. In tandem with the placement test, students in grades 3-11 take the Study Island benchmark tests to determine at what level they are (advanced, proficient, basic or below basic) according to the state standards for math and reading. These tests help in gearing the instruction to the individual student.

Detailed accountability and assessment systems are included as an integral component of the curriculum. Online and offline assessments are designed to evaluate student comprehension of each lesson and unit. Along with the online and offline assessments, real time classes in the virtual classroom also provide opportunities for accountability and assessment. Data from our regular testing program is available immediately to students, parents, teachers, and administrators. Results from external standardized testing are an integral aspect of the school's accountability procedures. Data from the assessments are collected and regularly analyzed and reported to parents, teachers, the school administration, and the Board of Trustees. The data from online and offline assessments as well as external assessments are used to develop a Personalized Learning Plan which defines the instructional and learning goals for each student. Only after demonstrating mastery of material does a student proceed with more advanced work. With this kind of accountability and built-in transparency, there are no surprises about student work as well as achievement, and we have "early warning signals" when a child is beginning to fall behind so our teachers can intervene proactively.

Lesson Assessments

In the Elementary, Intermediate and Middle School Program, math, science, art, music and history lessons are followed by a brief assessment to ensure that objectives are being met. In language arts, there are assessments after every grammar, usage, mechanics and composition lesson. Guided reading has lesson assessments for every unit. Spelling and phonics offer assessments after every fifth lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advised. In the High School Program, teachers provide synchronous (real time) instruction on a daily basis. In these classes, teachers build in activities to assess student learning during each class. Teachers also provide off line graded assignments to gauge learning.

Unit and Semester Assessments

In many subjects, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and

at the end of a year's worth of content for many subjects. Teachers and parents use the results of the unit and semester assessments to guide review or additional practice.

Study Island

Students in grades K-11 participate in Study Island, a web-based, interactive, independent site where students practice their mathematics and reading skills and prepare for state testing (PSSA). The tool provides teachers with detailed and ongoing reports regarding individual and group levels of proficiency with regard to Math and Reading standards. Such data enables teachers and parents to target instruction according to identified needs of individual students or groups of students. Extensive professional development has been provided to the teachers so as to allow for maximum utilization of the reports to maximize student achievement.

Portfolio Assessments

Teachers develop, collect, and evaluate curriculum-based assessments in Math, Language Arts, History, and Science in order to determine to what degree students are mastering concepts and skills and attaining academic standards. In the elementary program, grade K-4 students provide portfolio assessments to the teacher. These portfolio assessments are developed and tied to the curriculum. The portfolio assessments provide the teacher with an opportunity to determine if the student has mastered and can apply the concepts which were taught in the lesson. By the time the child reaches fifth grade the number of portfolio assignments and the frequency which they are due increases. In fifth grade students receive letter grades and detailed teacher feedback on portfolio assignments. Portfolio assignments in fifth grade are designed to help students transition to middle school. Middle school and high school require graded portfolio assignments for every subject. The assignments are completed and submitted electronically to the teacher. The teacher reviews the assignment and provides the student with written and verbal feedback.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Our curriculum encompasses much more than computer lessons. Students read books; do hands-on work; perform science experiments; use manipulatives and workbooks to master mathematics; draw, paint, create art projects; and participate in hands-on music lessons. Inquiry, experience, discovery and higher order thinking are at the center of our curriculum. Additionally, educational outings supplement day-to-day instruction. Student portfolio work and Socratic conversations with teachers also promote in-depth and inquiry-based teaching and learning.

The Language Arts program helps students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. In addition, teachers design and present inquiry-based synchronous lessons based on Lexile-ranged novels. These lessons are presented to small groups of

learners throughout the school year and focus on the teacher as facilitator to small student-group, inquiry-based discussions of texts. Teachers also design and present synchronous lessons targeting instruction to composition and the writing process.

The math program balances mastery of fundamental skills with critical thinking and problem solving. The elementary math program emphasizes an active, multi-sensory approach to ensure that children understand the concrete realities that underline mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate children and help illustrate concepts, while challenge problems help develop critical-thinking skills. The middle school math program transitions students from elementary to high school by honing in on a complete understanding and mastery of algebraic functions and concepts. Teachers design instruction around the data provided from assessments and standardized test scores. This data informs instruction while teachers design individual learning objectives for students in their class. The high school math program builds on the middle school program and provides the students with the necessary tools to meet their post secondary goals.

The science program balances hands-on experience with systematic study of scientific terms and concepts. At all levels students perform many experiments to help them understand scientific principles and receive guided instruction in important scientific concepts. Exploration of the life, earth and physical sciences in each grade nurtures curiosity, analytical skills and an appreciation of how the world is shaped by ongoing scientific and technological advances.

The history program, with integrated topics in Geography and Civics, opens students' minds and imaginations to far off lands, distant times, and diverse people. The program emphasizes the story in history—a story that includes not only great men and women, but also everyday people. In kindergarten, children go on a world tour of the seven continents and are provided an overview of American history through a series of biographies of famous Americans. The history program in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. In 5th-7th grades students explore major themes and an in-depth study of American History from the arrival of the first people in America through the Civil War on toward recent times. Eighth graders begin a journey through World History with a focus on the development of civilization across a twelve-thousand year span, from the Ice Age to the Middle Ages. The High School history program continues the journey began in middle school. It goes deeper into the story of civilization and provides opportunities to study American government and enter into a debate of current issues.

Following the time lines in the history lessons, art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, such as painting, drawing and molding with clay, through self-directed projects. The music program is set up as a successive series of programs. The lessons help students learn about and appreciate music, from singing and dancing, to learning about rhythm and playing the recorder.

PAVCS embraces promising new approaches which emphasize the use of media in innovative ways. In many places, our approach is a combination of tried-and-true lessons fused to a technologically innovative delivery system, fully aligned to the state's expectations.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

While PAVCS allows students to move at a pace appropriate for their academic need, teachers carefully monitor progress daily and develop academic plans for students who are behind in the core curriculum. The identification of At-Risk students begins in the placement process and the development of the student's initial PLP by the placement teacher. Once the student is identified as at-risk the teacher is notified. At Risk students are identified through indicators of daily performance, academic achievement on state mandated and standardized tests, and teacher observation. Academic learning plans are developed to assist the student to attain academic excellence. Teachers employ alternative strategies to supplement instruction when needed. A math specialist and a language arts specialist offer additional support for all students. In addition, as necessary, students are referred to the instructional support team to begin Response to Instruction and Intervention (RTII). Teachers began to utilize the Dynamic Indicators of Early Literacy Skills benchmarks for students in kindergarten and first grade to further monitor literacy skills. All students in grades kindergarten to 4th grade are assessed quarterly on the necessary skills to promote success at the elementary level. The High School program provides a unique blended model of synchronous and asynchronous instruction. For struggling students daily synchronous instruction provides the structure necessary to promote academic success. These classes enable the teachers to provide differentiated instruction. Accelerated students have the option to work asynchronously. This gives these students the opportunity to delve deeper into their interest areas. However, accelerated students are not limited to the asynchronous program; they can attend the synchronous classes. The Middle School and High School programs also offer Learning Support classes taught by Special Education teachers for students with IEPs. The Elementary and Intermediate programs offer an inclusion model for students with IEPs. Both regular education and special education teachers work with the students twice a month through specific skill based lessons via Elluminate. The Elementary, Intermediate and Middle School programs offer the SOAR (Supporting Our Advanced Learners to Reach Their Potential) program for accelerated learners which provides these students with enrichment activities and events.

PAVCS offers Title I services to our lowest-performing students. The Title I program is a federally funded supplemental education program that provides financial assistance to PAVCS to improve educational opportunities for our educationally deprived students. Title I programs are designed to help PAVCS' lowest performing students meet the state content and performance standards in reading, language arts and mathematics.

PAVCS offers Step-Up, a school-funded program to support the needs of lower-performing students. The purpose of the Step-Up program is to identify students who are academically disadvantaged and provide intensive academic intervention. Additionally, Step-Up inspires students through providing hands-on learning experiences and increased opportunities for student success. We believe that the involvement of parents and guardians in the daily educational process increases success in all areas of assessment, such as the Online School and PA standardized testing. Additionally, PAVCS offers summer, drop-in and mandatory tutoring programs throughout the school year to meet the needs of students.

What types of teaching strategies are used to actively engage students in the learning process?

A unique partnership between the parent (or responsible adult), teacher and student, in conjunction with a comprehensive curriculum and detailed instructional system ensures attainment of standards. Internet-based curricula and various communication tools help

teachers, parents and other responsible adults provide a rigorous, individualized educational program. Students also learn through time-tested tools of education: textbooks, workbooks, projects and other activities. The unique ability to meet the individual needs of students is a positive aspect of the school. Teachers with the support of parents or other caring adults work closely in the delivery of instruction. Additionally, lessons are developed with each learning style in mind. All lessons have activities that meet the needs of visual, auditory and tactile learners. Multi-sensory and multi-media activities enrich the program and motivate student learning. A variety of materials accompany the lessons; such as a phonics tile system; math workbook and manipulatives; maps; science supplies; art prints; music cds; and numerous classic reading books and stories. Students are actively engaged throughout each lesson and unit of study. The virtual classrooms also promote this unique partnership between the responsible adult, teacher, and student. Teachers conduct lessons in their virtual classrooms. These lessons are created by using the PA state standards. In the Elementary, Intermediate and Middle School Programs, some virtual lessons are conducted one on one with the teacher and student or through monthly synchronous instruction with a group of peers and one teacher. Co-teaching is an integral part of all program areas and assures that student needs are being met. Teachers use various strategies to engage the students in the lesson, and tap into critical thinking skills through effective questioning. In the High School program, the subject certified teachers provide daily synchronous instruction in the virtual classroom. During class the teachers utilize best practices to actively engage students. These practices include, but are not limited to group discussions, group projects, discussion boards, Socratic discussions, and journaling (English and math).

Teacher Induction

As prescribed in "Induction Plan Guidelines" public charter schools are required to submit an Induction Plan Summary to the Pennsylvania Department of Education, Division of Professional Education and Planning.

The Pennsylvania Virtual Charter School has developed a model Induction Plan that provides newly-hired professionals with the information and skills needed for teaching and student-success in the virtual classroom. The Induction Plan promotes the mission of the school, while at the same time providing practical experiences related to virtual classroom management, student support services, the K¹², Inc curriculum, state mandated testing, assessment, and managing a new role in the education of children enrolled in a virtual school setting. The year-long plan shares the history of the school, the individuals that comprise the student population, and the philosophy upon which the school's curriculum was founded. Additionally, the induction program emphasizes what makes Pennsylvania Virtual Charter School and its students unique. Upon completion of the induction program, new teachers receive a certificate of completion that enables them to pursue permanent professional certification. This induction program strengthens the instructional practices of the teachers and ensures that all teachers provide students with an environment conducive to sound learning practices.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Professional Development Plan
- Induction Plan
- Teacher Induction Plan Approval Letter
- PAVCS English Alignment with PA Standards

- PAVCS Math Alignment with PA Standards
- PAVCS Science Alignment with PA Standards
- PAVCS Social Studies Alignment with PA Standards

English Language Learners

In accordance with the Board of Trustee's philosophy to provide a quality educational program for all students, the Pennsylvania Virtual Charter School provides an appropriately planned quality instructional program for all identified students whose dominant language is not English. The purpose of this program is to increase the English language proficiency of eligible students. At present Pennsylvania Virtual Charter School has no ELL/ESL students but are prepared to facilitate and provide a quality program to any students enrolled and found to be in need of such programming.

The Pennsylvania Virtual Charter School will utilize the guidelines set forth by the Pennsylvania Department of Education. The plan includes the following action items which will be implemented by the ELL/ESL coordinator.

1. Maintain the board approved policy concerning the educational program for the ELL/ESL students
2. Continue to monitor the Home Language Survey which has been disseminated to all students and continues to be disseminated upon enrollment to new students
3. Continue professional development in accordance with the professional development plan to all teachers and staff
4. Utilize the survey assessment instrument and train appropriate staff in assessment procedures to determine English language proficiency levels according to the recommendations of PDE
5. Provide ongoing training for principals, enrollment team members, and placement team members on the proper procedures for enrolling ELL/ESL students
6. Complete the PDE 3044 program narrative in conjunction with the Board approved policy.

The attachment outlines in detail the components of the Pennsylvania Virtual Charter School ELL/ESL plan and the necessary action steps that Pennsylvania Virtual Charter School have taken to create an exemplary program.

English Language Learners - Attachment

- ELL Narrative 2009-2010

Graduation Requirements

Describe (where applicable) how the charter school's curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements, as set forth by the school Board of Trustees. Reference Chapter 4 under Section 4.24 of 22 Pa. Code (relating to high school graduation requirements). See web page <http://www.pde.state.pa.us/stateboard>., select Regulations to see Chapter 4 under Section 4.24 of 22 Pa. Code.

Pennsylvania Virtual Charter School launched its high school program with the implementation of ninth grade in September of 2005. Although the original charter application indicated the high school program would begin in September, 2004 with the addition of grades 9-12, after careful consideration of recommendations from K12 Inc, the Pennsylvania Virtual Charter School Board

of Trustees voted to delay the start of the high school program for one year in order to fully evaluate the best way to implement the program. The Board of Trustees determined that high school program should begin with ninth grade and add an additional grade each subsequent year. Pennsylvania Virtual Charter School offered grades K-12 in school year 2008-2009. Below are the high school promotion and graduation requirements adopted by the Pennsylvania Virtual Charter School Board of Trustees.

Each high school student is required to complete a minimum of 990 instructional hours. Additionally, students must make satisfactory progress in each course by obtaining a passing grade.

Grade 10: In order for a student to be classified as a tenth grade student, a student must have earned at least four (4) credits including one (1) credit in English and one (1) credit in Math

Grade 11: In order for a student to be classified as an eleventh grade student, a student must have earned at least ten (10) credits including two (2) credits in English and two (2) credits in Math

Grade 12: In order for a student to be classified as a twelfth grade student, a student must earn at least fourteen (14) standard units of credit which include three (3) credits in English and three (3) credits in Math and must be able to complete the requirements listed below for graduation the following June.

Minimum High School Graduation Requirements:

Course of Study	Number of Units/Credits
English	4
Math	4
History/Social Studies	3
Science	3
Foreign Language	2 of the same language
Humanities/Fine Arts	1
Physical Education	1
Health	.5
School Approved Electives	2
Graduation Project	.5
TOTAL UNITS/CREDITS	21
A Graduation Project is Required of ALL Students	

Special Education

During the 2009-2010 school year, Pennsylvania Virtual Charter School (PAVCS) continued to use the K¹² Inc. curriculum for Kindergarten through 8th grade students. This is a mastery-based program curriculum provided in hard copy textbooks, workbooks, and literature with lesson plans and other materials provided through the On-Line School (OLS). The high school students used a combination of Holt, K12, and other curricula with a traditional grading system.

Inherent in the K to 8th grade mastery-based program is self-paced instruction based on the student's instructional levels in math and language arts as determined by a placement test taken upon enrolling in the school. Daily lessons and frequent assessments of material recently taught are built into the curriculum. Mastery is the goal. Students with special needs may have the curriculum modified or adapted as necessary, but whenever appropriate, students with IEPs are served within the Least Restrictive Environment of regular education in an inclusion model. Students in special education receive services from both a regular education teacher and a special education teacher. The curriculum is aligned with and meets or exceeds Pennsylvania standards. PAVCS meets the needs of individual students with a continuum of services, adaptations and modifications of the regular education curriculum, and when appropriate, supplemental and/or alternative curriculum. PAVCS has utilized SRA Corrective Reading, Susan Barton Reading Remediation, Compass Learning, Study Island, Edmark, Touch Math, and other alternative and supplemental curriculum as needed. The continuum of services includes Itinerant or Supplemental Learning Support, Itinerant or Supplemental Emotional Support, and Direct Instruction in Learning Support Classes or Life Skills Support Classes at the Itinerant or Supplemental Level. All of the PAVCS special education teachers are Pennsylvania certified in special education and meet highly qualified teacher standards in the subject areas they teach. PAVCS special education and regular education teachers provide additional supports through live (synchronous) classes, virtual tutoring, and virtual office hours.

Teachers are actively involved in student achievement, developing individual learning plans and adapting and modifying the curriculum when necessary. Unidentified students who appear to be at risk for any reason are referred to the Response to Intervention team (RTI). PAVCS has implemented RTI for the past three years and is strengthening its support for students in regular education to prevent unnecessary identification of students for special education programming. Students who do not respond to strategies provided by the team may be referred for evaluation. See attached Policies and Procedures for Child Find and RTI. Each August, regular education teachers receive intensive training and professional development that includes Child Find responsibilities, Instructional Support, and Special Education Procedures. PAVCS is building upon and improving our Response to Intervention Program. Layers of support are available prior to referral, including RTI strategies, the Step Up Program for at-risk learners, Title I services, 504 Plans, and individualized Personal Learning Plans developed by certified teachers for each student.

PAVCS leverages technology as a tool to equal the playing field for students with disabilities. Each student receives a laptop computer, Internet reimbursement, and a printer. Students use text-to-speech/speech-to-text programs, digital recordings available on the Internet, web tours, interactive software and web-based applications for review and study, and much more. In addition, the following specially designed instruction list represents some of the many SDI that may be incorporated into the IEP of a student with special needs:

Advance organizers, self-paced instruction, oral responses, behavior charts, behavior modification plan, picture schedule, books on tape, chunking information, communication board, edible incentives, extended time, flash cards, frequent breaks, graphic organizers, kinesthetic activities to reinforce learning, modeling of desired behaviors, multi-sensory teaching strategies, hand-over-hand instruction, pocket card with personal information, positive feedback, posted schedule, re-state instructions, repetition of instructions, read aloud to student, reduced assignment requirements, schedule cards, sensory integration techniques, modified spelling lists, sign language communication, substitution stories, social stories, supplemental resources, support with note-taking, tangible rewards, tape recorder, test modifications, use of a timer, use of an outline, use of a calculator, use of dictation, use of dictionary, use of spellchecker, use of familiar names across curriculum, use of highlighter, use of manipulatives, use of number line, use of mnemonic strategies, use of keyboard/computer for writing, visual aids, visual cue cards, visual schedule, written instructions, oral instructions, review and repetition, hands-on assignments, re-word lesson assessments, and rate and fluency charts.

Pennsylvania Virtual Charter School provides its special education students with many unique ways to progress that are not available in a typical brick and mortar setting. In a sense, every Pennsylvania Virtual Charter School child's education is an individualized education plan. The unique parent-student-teacher partnership and technology allow this to happen. Technology replaces outdated methods for delivering individualized instruction while freeing up the teachers to provide personalized support for students who need one on one attention or additional time and support. Each student receives the individualized support of the academic coach (usually a parent), as well.

Inherent in the Pennsylvania Virtual Charter School program are a multitude of adaptations and modifications. A student who needs support in reading can receive extra support and extra time without missing any of his other classes. There are a variety of ways the student accesses extra support: his or her academic coach, teacher conferences, teacher office hours, drop-in tutoring, interactive software, and assistive technology are just a few.

Multi-modal instruction becomes the norm in a Pennsylvania Virtual Charter School classroom. When students research subjects, they are not limited to the school library, but can use field trip experiences, museum visits, Internet sites, and a multitude of other resources. With advance planning, students can get credit for a variety of real-world enrichment and educational experiences that were not necessarily designed into the curriculum.

Pennsylvania Virtual Charter School's program works for students with medical disabilities that require frequent hospital stays or rehabilitation at home. With a laptop computer, these children can take their school to the hospital. Although the PAVCS program is self-paced, students must meet the required total of 990 hours for secondary students and 900 for elementary students. If a student missed a week of school due to illness, he or she could easily make it up on weekends or an hour at a time by adding on to the length of the school day. Some students require, instead, a reduction in expectations due to physical or psychological factors that interfere with the amount of time they can function academically. With an IEP, it is a simple matter to adjust the workload to modify or accommodate in these situations.

Students with ADHD benefit in a number of ways from Pennsylvania Virtual Charter School's unique design. First, these students are removed from environments that are frequently over-stimulating and fraught with perils for the impulsive natures exhibited by many students with ADHD. This reduces the number of times students are reprimanded or disciplined for behaviors that are often beyond their control. The benefits for these students' self esteem are clear. Additionally, while their new classrooms usually have greatly reduced stimuli in the environment, they enjoy the exciting and attention-grabbing experiences in the interactive classrooms, and the individualized attention of a parent or other responsible adult to keep them on track and focused.

Pennsylvania Virtual Charter School's special education teachers work closely with families to monitor the behaviors and progress of students. Special education and regular education teachers visit homes, and stay in touch constantly through email, Elluminate teaching sessions and office hours, and telephone calls. They provide support with behavioral issues, academic issues, compliance issues, and curricular issues. They confer with each other and suggest curriculum laddering techniques and accommodations for special needs. They create specially designed instruction, and recommend and order assistive technology and stimulating educational software to supplement the curriculum. Quarterly reports are prepared by the special education teachers indicating progress toward annual goals and objectives. If progress monitoring indicates that progress toward a goal is unsatisfactory, another intervention is implemented.

PAVCS provides related services on an as-needed basis through contractors based all over the state (see chart of providers). The school has a Related Services Coordinator who contracts and oversees the large base of providers, making referrals as the need arises. Physical Therapy, Occupational Therapy, and Speech and Language Therapy are some of the services provided

regularly. At the current time, many of these providers are individual contractors for private providers, but the school has built relationships with many Intermediate Units and some School Districts across Pennsylvania.

In addition to all of the above, the school administration provides frequent professional development to update special education teachers on changes in the law and to review policies and procedures. PAVCS has placed an emphasis on Progress Monitoring and trains all newly hired teachers in Progress Monitoring. The goal of the administration is to maintain a team of highly professional, experienced special educators of the highest caliber. All of our Special Education Teachers are PA certified in Special Education and Highly Qualified in the subject area they teach.

Special Education - Attachment

- Sped Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Desireah Osborne	1.00	Learning Support	PAVCS	18	High School
Diane Eversmeyer	1.00	Itin. Learning Support/Other	PAVCS	22	High School
Irvin Boyd	1.00	Learning Support	PAVCS	24	High School
Jennifer Lucia	0.00	Other Support	PAVCS	5	-
JoAnn Pistorius	1.00	Itin. Learning Support/Other	PAVCS	32	-
John Zenefski	1.00	Learning Support/Other	PAVCS	26	High School
Johnna Kinney	1.00	Learning Support/Other	PAVCS	26	-
Karla Mulrine	1.00	Itin. Learning Support/Other	PAVCS	32	-
Karyn Raman	1.00	Speech & Language Support	PAVCS	60	-
Katie Daily	1.00	Life Skills	PAVCS	20	High School
Lindsey Wosiak	1.00	Learning Support/Other	PAVCS	25	MS/HS
Lisa Krystofolski	0.13	Learning Support/Other	PAVCS	9	-
Meg Dorbolo	1.00	Learning Support/Other	PAVCS	25	-
Mitz Zook	1.00	Itin. Learning Support/Other	PAVCS	32	-
Nina Cimino	1.00	Itin. Learning support/Other	PAVCS	27	High School
Stacy DeStefano	1.00	Itin. Learning Support/Other	PAVCS	31	-
Stacy McGowan	1.00	Life Skills	PAVCS	15	-
Tracey Vioral	1.00	Itin. Learning Support/Other	PAVCS	26	-

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Central PA Autistic Spectrum Disorder	1.00	Autistic Support	1374 Shawville Hwy, Ste#2, Woodland, PA	1	None

Special Education Program Profile - Chart III

Title	Location	FTE
Case Manager	PAVCS - Norristown	1.00
Case Manager	PAVCS - Norristown	1.00
Case Manager	PAVCS - Norristown	1.00
Director of Special Education	PAVCS - Norristown	1.00
Master Teacher	PAVCS - Offsite	0.87
Project Manager	PAVCS - Norristown	1.00
School Psychologist	PAVCS - Offsite	1.00
School Psychologist	PAVCS - Offsite	1.00
Special Education Supervisor	PAVCS - Offsite	1.00
Special Education Supervisor	PAVCS - Offsite	1.00
Transition Coordinator	PAVCS - Offsite	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Amy Germick	Music	As needed
AOT, Inc.	OT	As needed
Appalachia IU #8	Hearing	As needed
Audiological & Speech Ass. Inc.	SLP	As needed
Beth Pfeiffer, PhD, OTR/L, BCP	OT	As needed
Blast IU #17	OT, PT, SLP, Social Skills, Vision, Psych-ed	As needed
CAMCO Physical & Occupational Therapy	OT, PT	As needed
Capital Area IU #15	SLP, Social Skills	As needed
Carbon-Lehigh IU #21	SLP, Vision	As needed
Carol Walck & Associates, Inc.	SLP, Social Skills	As needed
Catapult Learning Inc	OT, SLP, Psych-ed, Social Skills	As needed
Center for Pediatric Therapy	OT, PT, SLP, Social Skills	As needed
Charles Cole Memorial Hospital	OT	As needed
Chester County IU #24	Vision, O&M	As needed
COLLAGE OT Program	Social Skills	As needed
Crossroads Speech & Hearing	SLP	As needed
Dr Adam Berman	Social Skills	As needed
Easter Seals of Eastern PA, Berks Division	PT, Psych-ed	As needed
Easter Seals of Southeastern PA	AT, OT, SLP, Transition	As needed

Easter Seals Society of Western PA	Transition	As needed
Ellingsen & Associates, Inc.	SLP, Social Skills	As needed
Emily S. van Eeden , OTR/L	OT	As needed
Expressive Therapy Concepts	Music	As needed
Hands on Healing PT	PT	As needed
Heather M Stauffer, MS, OTR/L	OT	As needed
Jacqueline Hoxie	OT	As needed
Kids Work	OT	As needed
Lancaster Lebanon IU #13	OT, PT, Vision	As needed
Lifesteps, Inc.	SLP	As needed
Medley & Mesaric Therapy Associates	SLP	As needed
Michelina McAnulty	SLP	As needed
Northwest Tri-County IU #5	AT, OT	As needed
Northwestern Human Services	OT, SLP, Social Skills	As needed
Oxford Consulting Services, Inc.	Hearing, OT, PT, SLP, Psych-ed	As needed
Pediatric Therapy Specialists	SLP	As needed
Pocono Speech Center	SLP	As needed
Sandra Tomarello	SLP	As needed
Sayegh Pediatric Therapy Services PC	PT, SLP	As needed
Schreiber Pediatric Rehab	OT, PT	As needed
Speech Care Inc	SLP	As needed
Stepping Stone Speech Language & Learning	AT, SLP	As needed
Strawberry Fields	OT, SLP	As needed
The Davis Center	Audiology	As needed
The Hope Learning Center	OT, SLP	As needed
Therapeutic Specialist, Inc.	OT	As needed
TheraPlay, Inc.	SLP	As needed
Therapy Solutions	SLP	As needed
Therapy Source	AT, OT, SLP, Social Skills, Psych-ed	As needed
UCP of NE PA - AT Resource Ctr	AT	As needed
Therapy Works for Kids, LLC	OT	As needed
Wesley Spectrum Family & Child Development Center	Social Skills	As needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading and Math/Standardized test/Summative	No	No	No	Yes	Yes	Yes
DIBELS/benchmark testing/Formative	Yes	Yes	Yes	Yes	Yes	Yes

Study Island Reading and Math/Formative	Yes	Yes	Yes	Yes	Yes	Yes
Curriculum-based Assessments Reading and Math/Formative	Yes	Yes	Yes	Yes	Yes	Yes
PSSA Writing/Summative	No	No	No	No	No	Yes
PSSA Science Standardized test/Summative	No	No	No	No	Yes	No
Terra Nova Standardized Achievement Test/Summative	No	No	No	Yes	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading/Summative	Yes	Yes	Yes	No	No	Yes	No
PSSA Math/Summative	Yes	Yes	Yes	No	No	Yes	No
Curriculum-Based Assessments Math/Formative	Yes	Yes	Yes	Yes	Yes	Yes	No
Curriculum-Based Assessments Reading/Formative	Yes	Yes	Yes	Yes	Yes	Yes	No
Study Island Math/Formative	Yes	Yes	Yes	Yes	Yes	Yes	No
Study Island Reading/Formative	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

In order to monitor continuous progress and growth, Pennsylvania Virtual Charter School utilizes many forms of assessment to assure that student achievement and attainment are being met. These multifaceted assessments are used to develop annual achievement goals. These assessments impact the instruction and assist in the development of the Personalized Learning Plan (PLP) utilized to guide and monitor instruction for each student enrolled at PAVCS. Teachers and administrators analyze data to develop the School Improvement Plan (SIP), which guides the instructional program for the school year. The results from all assessments provide benchmark information for measurement of the annual measurable goals and targets.

The Annual Pennsylvania System of School Assessment (PSSA)

PAVCS, as required by law, participates in the state testing system, which uses standards-based, criterion-referenced assessments to measure a student's attainment of the Pennsylvania academic standards while also determining the degree to which the school programs enable students to attain proficiency of the standards. PAVCS students participate in the PSSA Writing, Reading, Math and Science and other assessments as mandated by state law and outlined in the PSSA Assessment Calendar provided by the Pennsylvania Department of Education. Individual student scores are used to assist teachers in identifying students who may need additional educational opportunities, and school scores provide information for curriculum and instruction improvement discussions and planning. PAVCS utilizes disaggregated scores to modify and target instruction to specific demographic groups participating in the academic program.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Research indicates that the development of pre-reading and early reading skills is critical in the early grade and increases the likelihood of academic achievement in later years. Currently, students in grades K-6 are regularly screened with the DIBELS assessment.

Placement Assessments

Initial placement assessments in reading and math are required to determine the child's current level of competence so he/she can begin the curriculum at the appropriate place. A team of teachers trained in placement procedures evaluate the scores on the placement exam. To determine appropriate academic placement in math and language arts, an initial screening test developed by PAVCS is used for grades K-2 and benchmark scores utilizing the Study Island assessment program is used in grades 3-8. Also included in this process is an extensive placement interview with reference to previous school work, previous report cards and any other additional records available from the student. This process is designed to ascertain the student's instructional level for math and language arts. If a student scores two or more grade levels below their age-appropriate grade in math or language arts, the student is marked as "at-risk". This allows the teacher assigned to the student to immediately address the weaknesses and develop a remediation plan which may include referral to one of the school's programs for "at-risk" students: Step-Up or Title One. Students found to be at risk are also immediately referred to the school's comprehensive Response to Intervention program.

Lesson Assessments

In the areas of math, science, art, music and history, nearly every lesson is followed by a brief assessment. In language arts, assessments follow every Grammar, Usage and Mechanics (GUM) and composition lesson. Guided readings have lesson assessments after every unit while spelling and phonics offer assessments after every fifth lesson. These assessments show whether the student has achieved the objectives for that lesson or whether review is necessary. These formative assessments provide immediate feedback to the parents, teachers and students allowing the ability to address the academically advanced as well as the academically challenged student.

Unit and Semester Assessments

In many subjects, the student is presented with an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives from the unit. There are similar semester assessments, with equivalent purposes, at first semester's end and at the end of the year. Teachers, students, and learning partners use the results of the semester and unit assessments to guide review and additional practice.

Portfolio Assignments

In the core content areas (Math, Language Arts, Science and History) students submit work assignments to their assigned PAVCS teacher throughout the school year. In all grades, PAVCS teachers evaluate the quality of work submitted and provide feedback for improvement to the student. In fifth through tenth grade, teachers assign letter grades based on a point scale developed for each submitted assignment. The assignments are designed to allow teachers to determine academic growth, mastery of concepts and skills, and achievement of state academic standards. The assignments also provide opportunities for further teacher-student interaction, discussion and instruction. Students are permitted opportunities to improve the work to demonstrate mastery and resubmit for further evaluation.

Study Island Benchmark Testing

Students participate in four intermittent Study Island benchmark tests in order to provide teachers with a snapshot of a student's progress in relation to the Pennsylvania Assessment Anchors at a given point in time, thus giving an accurate predictor of PSSA scores if taken today. Teachers use the diagnostic information provided by Study Island reporting features to identify standards in which students are not meeting proficiency standards and to direct the instruction to the areas of need.

Surveys of Students, Parents and Teachers

As an additional level of accountability, students, parents and teachers are asked to provide feedback on the school's program, its operation, co-curricular activities, policies and general feedback about their educational experience. PAVCS continually strives to improve and to ensure student achievement and attainment so comments from our families and staff are valued and respected. It is through this partnership and open communication that PAVCS improves its programming.

The chart above represents the historical data concerning PAVCS' scores over the course of the past six years. It reveals that overall for the most part PAVCS scores have remained consistent at all grade levels.

Analysis of 2009 PSSA Results

In 2009, PAVCS' Annual Yearly Progress (AYP) was determined by the performance of our third, fourth, fifth, sixth, seventh, eighth and eleventh grade students who took the PSSA. In order to meet AYP thresholds, 56% of our 3rd-8th and 11th graders had to score proficient or advanced in math, and 63% had to score proficient or advanced in reading. This data was obtained from the Pennsylvania School Report. The report indicates that percentages may not add up to 100% due to rounding.

2009 PSSA Scores by Grade

2009 PSSA Reading Scores

Grade	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient	State % at or above Proficient
3 (303)	17%	11%	45%	28%	73%	77%
4 (283)	14%	14%	36%	36%	72%	73%
5 (320)	19%	18%	46%	17%	63%	64%
6 (278)	19%	16%	30%	35%	65%	68%
7 (286)	12%	15%	29%	44%	73%	71%
8 (272)	13%	11%	27%	50%	77%	81%
11 (185)	17%	19%	31%	32%	64%	65%

2009 PSSA Math Scores

Grade	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient	State % at or above Proficient
3 (303)	11%	15%	40%	38%	74%	82%
4 (283)	16%	12%	33%	40%	73%	82%
5 (320)	18%	23%	32%	27%	59%	74%
6 (278)	23%	16%	27%	34%	61%	76%
7 (287)	19%	18%	29%	35%	64%	75%
8 (272)	28%	19%	24%	30%	54%	71%
11 (185)	43%	26%	21%	11%	31%	56%

In 2009, PAVCS met or exceeded the AYP target in Reading in all grades. This was a great accomplishment for PAVCS and is evidence of the schools continued improvement in student performance.

In Math, PAVCS met or exceeded the AYP target in all grades except 8th and 11th grade. Although the 11th grade students did not meet the AYP target in Math, the percentage of students who scored at or above proficient increased from the previous year by 3%. In 8th grade, despite having a small decrease from the previous year, PAVCS has shown significant gains in 8th grade in the last 5 years — up 17% from 2005 (see Historical Comparative Analysis below). This is further evidence of the schools continued improvement in student performance.

Historical Comparative Analysis of Scores

Percentage of students at or above Proficient on the 2009 PSSA

Reading	2003	2004	2005	2006	2007	2008	2009	% change from first year tested
Grade 3	55%	56%	69%	68%	74%	76%	73%	+18%
Grade 4	n/a	n/a	n/a	71%	69%	71%	72%	+1%
Grade 5	59%	51%	62%	55%	58%	59%	63%	+4%
Grade 6	n/a	n/a	n/a	67%	64%	66%	65%	-2%
Grade 7	n/a	n/a	n/a	76%	65%	63%	73%	-3%
Grade 8	n/a	n/a	60%	67%	73%	80%	77%	+17%
Grade 11	n/a	n/a	n/a	n/a	n/a	61%	64%	+3%
Math	2003	2004	2005	2006	2007	2008	2009	% change from first year tested
Grade 3	51%	35%	69%	73%	69%	70%	74%	+23%
Grade 4	n/a	n/a	n/a	71%	71%	77%	73%	+2%
Grade 5	41%	40%	50%	47%	58%	55%	59%	+18%
Grade 6	n/a	n/a	n/a	62%	58%	60%	61%	-1%
Grade 7	n/a	n/a	n/a	58%	54%	57%	64%	+6%
Grade 8	n/a	n/a	49%	46%	47%	52%	54%	+5%
Grade 11	n/a	n/a	n/a	n/a	n/a	36%	31%	-5%

The chart above represents the historical data concerning PAVCS' scores over the course of the past seven years. On average, PAVCS has increased the % at or above proficient by 5% in Reading and 7% in Math in the last 7 years. Some

of the groups have made huge leaps in student performance (over 15% increase): 3rd and 8th grade Reading as well as 3rd and 5th grade Math.

School Wide PSSA Scores

Reading	2007	2008	2009
School Wide	67%	68%	69%
Math	2007	2008	2009
School Wide	60%	60%	60%

School wide, PAVCS reached the AYP Target in both Reading and Math in 2007, 2008 and 2009.

2009 PSSA Scores by Student Group

Student Group	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient	State % at or above Proficient
White (1,574)	18%	17%	30%	34%	65%	79%
Black/African American (218)	38%	19%	30%	12%	43%	51%
Latino/Hispanic (52)	31%	31%	23%	15%	39%	55%
Asian/Pacific Islander (17)*	12%	18%	47%	24%	71%	89%
American Indian/Native American (24)*	25%	33%	29%	13%	42%	66%
Multi-racial/ethnic (39)*	31%	15%	23%	31%	54%	65%
IEP (198)	50%	19%	19%	13%	31%	39%
Economically Disadvantaged (470)	25%	20%	29%	26%	54%	58%

2009 PSSA Math Scores

**The following subgroups were not included in the determination of AYP status in 2009 since fewer than 40 students tested: Asian/Pacific Islander, American Indian/Native American, Multi-racial/ethnic.*

2009 PSSA Reading Scores	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient	State % at or above Proficient
Student Group						
White (1,573)	13%	14%	36%	37%	73%	78%
Black/African American (218)	31%	18%	32%	19%	51%	49%
Latino/Hispanic (52)	23%	29%	23%	25%	48%	49%
Asian/Pacific Islander (17)*	12%	18%	35%	35%	71%	82%
American Indian/Native American (24)*	29%	17%	33%	21%	54%	65%
Multi-racial/ethnic (39)*	15%	13%	39%	33%	72%	63%
IEP (197)	47%	19%	24%	10%	34%	33%
Economically Disadvantaged (470)	19%	17%	37%	27%	64%	54%

In 2009, four of PAVCS' subgroups did not meet the required threshold levels in Math: African-American, Latino, IEP and Economically Disadvantaged. The African American subgroup was determined to have met AYP target due to Safe Harbor stipulation and the Latino subgroup was determined to have met the AYP target due to the Growth Model formula. The Economically Disadvantaged was also considered to have reached the target due to the Confidence Interval formula.

In Reading, three of PAVCS' subgroups did not meet the required threshold levels: African-American, Latino and IEP. The African American and Latino subgroups were determined to have met AYP target due to the Growth Model formula.

The results show that in 2009, PAVCS did not make AYP due to missing only 2 out of the 27 targets. The previous year, PAVCS only missed 2 out of the 25 targets.

It is worth noting, that although the African American subgroup was below the 56% threshold in Math, the number of students performing at or above proficient increased by 7% from 2008. This subgroup has been making solid gains each year. In Reading, while not as large as they were in Math, the African American subgroup has shown gains over the last three years.

% At or Above Proficient

Math	2007	2008	2009
African American	33%	36%	43%
Reading	2007	2008	2009
African American	41%	51%	51%

Comments

Currently PAVCS is evaluated as an individual School rather than as a district. This includes students who tested in grades 3 through 11, for a total of 1,574 participants in the Math test and 1,573 participants in the Reading test. In 2009 there were only 50 other individual schools in the Commonwealth of Pennsylvania that had 1,000 or more participants, only 4 had 1,500 or more and 3 out of the 4 were Cyber Charter Schools. We believe it would be fair for PAVCS to be evaluated as a School District and that each Program is evaluated as an individual school. We have provided data for the PAVCS Elementary School — participants in grades 3 and 4.

2009 Elementary School PSSA Scores

School	Elementary Grade 3 &4	MATH at or above Proficient	% READING at or above Proficient	%
White (491)		74%	76%	
Black/African American (58)		60%	48%	
Latino/Hispanic (9)		56%	22%	
Asian/Pacific Islander (8)		63%	50%	
American Indian/Native American (6)		67%	67%	
Multi-racial/ethnic (14)		64%	71%	
IEP (60)		43%	42%	
Economically Disadvantaged		66%	69%	

PAVCS will continue to identify students requiring more targeted assistance using our Title I and Step-Up programs and couple this with the implementation of the strategies identified in the Student Achievement Improvement Plan to improve student performance. We should continue to see more improved results on the 2010 PSSA.

In light of the results from the 2008-2009 PSSA results the school community has determined that more emphasis must be placed on Reading with the continued emphasis on developing the math skills. It has also become apparent that with the PSSA targets increasing in 2011-2012 it is necessary to increase the target increase in the year 2009-2010 and 2010-2011 to 5% growth in both areas for all students. Without this consistent growth our students will not be able to meet the necessary targets in 2011-2012 if we continue to be looked at as one school.

Ongoing assessment is key to the success of any student. At Pennsylvania Virtual Charter school all lessons in math and language arts have an immediate assessment to determine mastery of the objective. This helps to gear the instruction and ensure that ongoing and consistent mastery of goals is taking place for each student. Aside from the daily assessments which gear the daily instruction, all students in grades 3-11 take the Study Island benchmark assessments quarterly to further assess the student's success in mastering the lessons key to success. The Study Island benchmark tests also inform the daily instruction and assist the teacher in the creation of the student's personal learning plan. In light of the use of these tests and the data that has been gathered Pennsylvania Virtual Charter school will implement in the 2010-2011 school year the use of the DORA (diagnostic online reading assessment) and the DOMA (diagnostic online math assessment) to further inform instruction and begin to develop cohort groups wherein students missing key skills are placed on a path of remediation through their personal learning plan. Decision making as to the success of the curriculum and its components will also be informed by these assessments and they will allow for the use of a strong curriculum map to meet key skills.

At all levels teachers work one on one with the students to hone and develop their skills. The observation of a student in the synchronous environment and the monitoring of the skills attained in that environment are a key component of the instructional/achievement plan at PAVCS. Portfolio assessments are reviewed monthly for all students and recommendations made from those key pieces. Through the use of the Elluminate classroom teachers can and do survey students daily on the attainment of key skills and gear the next day's lesson to ensure that all students are mastering those key skills. The Online School measures daily progress/mastery and allows the teacher the opportunity to view what distinct items within a lesson have not been mastered for review the next day. In math a critical piece to the attainment of skills is the daily skills update that draws from items mastered months ago, weeks ago and then recently to ensure that the student has mastered and retained those key skills. All of these items along with the student's personal learning plan gear the instruction and help chart mastery of skills.

An analysis of the various assessment scores and a plan to adjust instruction based on the scores has been developed to address the overall weaknesses within the school. The School Improvement Plan is a comprehensive plan to ensure student achievement and attainment. This comprehensive plan addresses specific goals that will enable the school to meet the Adequate Yearly Progress (AYP) as detailed by the Pennsylvania Department of Education. This plan not only addresses student achievement and attainment but also professional development for teachers and parent involvement to ensure annual growth.

The curriculum utilized at Pennsylvania Virtual Charter School is a mastery program that offers frequent assessment. The assessments referenced in this report are built into the curriculum parallel to the instruction provided either by asynchronous or synchronous instruction. Emphasis is placed on distributed review and spiral instruction. This ensures that the instructional objectives are not only being met but retained by the student.

Students who are at-risk for failure are identified by evaluating course placement levels, standardized assessment scores, additional data from previous school placements and other means as described in this report. Once identified, these students are monitored closely. The teachers develop academic goals to address the at-risk areas and modify the instructional plan for these students. This plan becomes a part of the student's personalized learning plan. (PLP) Strategies utilized can include increased time spent on core courses, frequent conferences with teachers, mandatory Elluminate sessions, referral to the math specialist or various other techniques. Documentation of these strategies in the student's PLP allows for close progress monitoring.

In addition, students who are identified as "at-risk" are offered instructional services via two PAVCS programs, Title I and Step Up. PAVCS offers Title I

services to lower-performing students. The Title I program is a federally funded, supplemental education program that provides financial assistance to PAVCS to improve educational opportunities for our educationally deprived students. Title I programs are designed to help PAVCS' lowest performing students meet the state content and performance standards in reading, language arts and mathematics.

PAVCS offers Step-Up, a school-funded program to support the needs of lower-performing students. The purpose of the Step-Up program is to identify students who are academically disadvantaged and provide intensive academic intervention. Additionally, Step-Up inspires students through providing hands-on learning experiences and increased opportunities for student success. We believe that the involvement of parents and guardians in the daily educational process increases success in all areas of assessment, such as the Online School and PA standardized testing.

Student Assessment - Attachments

- 2008-09 Terra Nova Summary
- DIBELS Summary
- DIBELS - Kindergarten
- DIBELS - 1st Grade
- DIBELS - 2nd Grade

Teacher Evaluation

a) List the main features of the school's teacher evaluation plan

Pennsylvania Virtual Charter School's teacher evaluation is based on the Charlotte Danielson Model of Evaluation which encourages continuous improvement of the teaching staff. Teachers are evaluated in four specific domains:

1. *Knowledge of the Curriculum:* This domain includes state standards, testing blueprints, state standard anchors and knowledge of the Pennsylvania State System of Assessment
2. *Instruction and Achievement:* This domain includes communication with students and parents, feedback to students and parents, flexibility in instruction, student achievement, student progress, test preparation, monitoring of personal learning plan goals, clarity and balance
3. *Virtual Classroom Environment:* This domain includes creation of an environment of respect and rapport, administrative duties, management of student compliance and truancy, management of student/parent conferences, general classroom organization, illuminate(virtual classroom skills) and technology skills.
4. *Professional Responsibilities:* This domain includes teacher certification, highly qualified teacher status, contributions to the virtual environment, growth and development professionally,

professionalism and reflections on teaching.

New teachers receive formative evaluations three times per year and experienced teachers are evaluated twice per year to provide constructive feedback on instructional goals and practices. In addition to the formative evaluations teachers participate in summative face to face evaluations at the end of each school year.

b.) List the entities/individuals who are responsible for teacher and staff evaluation

Principals, Assistant Principals, Special Education Director, Assistant Special Education Director and the Senior Academic Administrator are directly responsible for the observations and the formative and summative evaluations of the staff.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of that charter school and support student success

The Pennsylvania Virtual Charter School Senior Leadership Team meets weekly to review best practices in virtual education. Quarterly face to face leadership meetings are also held to update and continue looking at the school and the best practices to maintain student achievement and attainment. Members keep abreast of new reforms through professional organizations and research. Members are offered the opportunity to attend conferences and seminars through PaTTan, the PA Coalition of Charter Schools and other PA sponsored workshops recommended by the Pennsylvania Department of Education.

Teacher Evaluation - Attachments

- Teacher Evaluation Rubric - Elementary School
- Teacher Evaluation Rubric-Intermediate School
- Teacher Evaluation Rubric - Middle School
- Teacher Evaluation Rubric - High School
- Teacher Evaluation Rubric - Special Education

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2009-2010, the Board elected Diego Hagino as a new member, and continues to actively search for new members of the Board of Trustees. John McElvenney is remaining in his post until a new member is elected.

<u>Name</u>	<u>Position</u>	<u>Date Elected to Board</u>	<u>Expiration of Term</u>
Bonnie Schaefer	Trustee	04-10-02	5 yrs — 04-10-2012
John McElvenney	Trustee	11-24-08	5 yrs — 11-24-2013
Mark Graham	Trustee	09-19-05	5 yrs — 09-19-2010
Sheldon Thorpe	President	11-21-05	5 yrs — 11-21-2010
Mike Kello	Vice President	11-20-06	5 yrs — 11-20-2006
Melinda Morrison	Secretary/Treasurer	06-02-08	5 yrs - 06-02-2013

Board of Trustees

Name of Trustee Office (if any)

Bonnie Schaefer none

John McElvenny none

Mark Graham none

Mike Kello Vice-President

Sheldon Thorpe President

Melinda Morrison Secretary/Treasurer

Diego Hagino Trustee

Professional Development (Governance)

The Board is knowledgeable of and adheres to the Sunshine Law requirements for public notification of meetings, parameter of Executive Sessions, public meetings, quorum rules, and posting of minutes. The dates, times and place of the Board Meetings are listed on the school calendar which is posted on the school's website (www.pavcsk12.org) and every parent receives a copy of this calendar. Meetings are also advertised in the newspaper of general circulation for the Norristown Area School District. Reminders of upcoming Board meeting are posted on the PAVCS website (www.pavcsk12.org) and for the internal school community on Blackboard, (pavcs.blackboard.com).

Board professional development begins with the recruitment of prospective members for the Board. Each prospective Board receives a packet which contains material about the school and a copy of the PDE PowerPoint entitled "The Legal Obligations of a Charter School Board." The Board holds two Board retreat in March and July of each year. These retreats begin on Friday and continue throughout the day Saturday. The retreats give the Board members an opportunity to assess the progress of school goals/foci to performance targets as identified in the school's three year strategic plan and school improvement plan. Secondly, the retreats provide the Board with an opportunity to receive professional development. Topics for previous Board professional development has included: The Legal Obligations of a Charter School Board - Kevin McKenna, Esq.; The Seven Habits of a Successful Charter School Board - Brien Carpenter.

Coordination of the Governance and Management of the School

The PAVCS Board of Trustees operates in accordance with the Pennsylvania Nonprofit Corporations Law, 15 Pa. C.S. §§ 5101 et. seq. and the Pennsylvania Sunshine Act, 65 Pa. C.S. §§ 701 et. seq. The PAVCS Board of Trustees meets regularly to receive reports from the school's administrative staff, approve policies, take action on personnel matters, financial reports contracts, approve invoices for payment, take action on requests for educational leave and take action on other items which require the approval of the Board.

The Board utilizes a committee structure. Items for Board action are presented to the appropriate committee utilizing an Executive Summary. The Executive Summary identifies the item for action; gives an overview of the issues, provides the background information and supporting documentation. Once the appropriate committee has reviewed, the item is referred to the full Board with a recommendation to approve or not approve the action.

The entire Board receives a Board packet prior to the meeting. The packet contains the Meeting Agenda, Minutes of the prior meeting, all reports, and Executive Summaries of action items. The Board is fully knowledgeable of the day to day operations of the school through the reports submitted by the senior administrative leadership team which includes the CEO, CFO, Principals, Director of High School, Director of Special Education, Operations Administrator, and Director of Communications.

The Board works with and ensures PAVCS complies with all PDE policies and procedures by reviewing and ensuring the timely submission of all required reports to PDE, reading and addressing the comments and recommendations from any PDE visits to the school. Additionally, the Board President reviews and signs all documents which require the president's signature.

Coordination of the Governance and Management of the School - Attachment

- 2009-2010 Board of Trustees Meeting Calendar

Community and Parent Engagement

The Board of Trustees commitment to keeping all stakeholders informed and providing stakeholders with on-going opportunities to have voice is a definite strength of the school. Every member of the school community and the public are able to attend and encouraged to participate in Board meetings via the electronic conferencing tool Elluminate or via a toll free conference line. Board agendas and minutes, school budget, Charter and Renewal documents and Annual reports are easily accessible on the school's website under "Governance" and are also posted on Blackboard. The Board hired a full time Executive Director of Communications to ensure all stakeholders are continuously informed.

Parents serve on the Board of Trustees. The Board uses the synchronous tool Elluminate to encourage and facilitate parent participation at Board meetings. The Board committee structure provides an opportunity for parents to serve on Board committees. There is an email address where members of the community are able to contact the board. They also review annual parent satisfaction surveys.

At PAVCS, parents are not an item on the school's agenda. In partnership with the Board of Trustees and school leadership, PAVCS parents help formulate, direct and carry out the schools priorities. Our model of instruction and educational partnership could not be implemented without our dedicated and committed parents. The school keeps parents informs through announcements and calendars on Blackboard, the school's learning management system, weekly, electronic news briefs and periodic town hall meetings. In addition to serving as academic coaches, our parents participate in school committees, school wide planning and serve on the Board of Trustees. The Board of Trustees approved the funding for a Parent Ambassador Program. Through this program, three parent "ambassadors" are paid employees and members of the staff. Their primary purposes are to ensure the parent voice and perspective is always present; serve as a link to parents; and design activities which will foster and increase parent engagement with the school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

We continue to research various philanthropies and foundations to solicit. In addition, the Board of Trustees directed the school to form its own foundation. PAVCS' foundation was formed to specifically "support the health, welfare and educational interests of the Pennsylvania Virtual Charter School." Since the foundation is in its infancy, it has no fundraising results to report.

Fiscal Solvency Policies

The annual budget, as required by state regulation and approved by the Board of Trustees, is the vehicle used to maintain fiscal solvency. The budget is prepared in accordance with GAAP and contains a reserve provision in order to maintain fiscal solvency. In addition the school has secured a line of credit for operating cash flow purposes, and draws down on this line of credit when necessary. The credit line is repaid when subsidies are received from either the Pennsylvania Department of Education or directly by the Resident School District.

Accounting System

The PAVCS accounting system is formulated using the accrual basis and is in compliance with Generally Accepted Accounting Principles. Moreover, the Chart of Accounts was designed to ensure compliance with the Pennsylvania Chart of Accounts where each account number is made up of a combination of dimensions and each dimension describes one way of classifying financial activity.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures, & Fund Balances

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

PAVCS' independent external auditor is:

Barbacane Thornton & Company

3411 Silverside Road

Wilmington, DE 19810

Last audit conducted as of February 4, 2010

The independent audit for each school year is conducted in October of the next school and the final report is issued in the following Spring. The report for SY 2008 - 2009 was conducted in October 2009. The final report was issued in

February 2010 and it contained no findings. The independent audit for SY 2009-2010 will be conducted in October 2010.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- 2008 Independent Audit - Draft

Citations and follow-up actions for any State Audit Report

There was no PA State Auditor audit conducted for the 2009 — 2010 school year.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The virtual nature of the charter school negates the acquisition of facilities for instruction. However, the school needs to maintain an administrative office and furnish it appropriately. Currently, the school leases its administrative office and maintains two additional sites, one in the Lancaster area and one in the Pittsburgh area, in order to meet with students and families.

In years past, the school outsourced its student computer needs, through K12, Inc., in order to ensure its student computer expenditures were cost effective. Beginning in 2008, the school analyzed the cost of outsourcing versus bringing that service “in-house.” The analysis demonstrated that while there was an advantage to outsourcing in the school’s early years, the school was poised to save money by taking over the student computer fulfillment process. In August of 2009, the school began to provide its students with state of the art Lenovo laptops. The school will continue to do this for the foreseeable future because it continues to be more cost effective than outright outsourcing and it will enable the school to better meet the computing needs of its students by ensuring that computer equipment is “refreshed” and replaced every forty-eight months.

Future Facility Plans and Other Capital Needs

The school is currently undergoing an intensive analysis to determine its future facility needs.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Information regarding health and safety requirements as well as the responsibility of parents to provide health and immunization records are contained in the Pennsylvania Virtual Charter School Parent Handbook.

Learning about healthy habits and staying safe are an important learning experience for all students. Health Education Resources are offered to parents via Blackboard postings, the Pupil Health Brochure and mini-health fairs at PAVCS Health Screening sites. Students are invited to school wide Elluminate sessions offering health information such as Red Ribbon Week- Tobacco Awareness, Mental Health Month, Wellness-Nutrition & Physical activity and Summer Safety. Parents are also encouraged to provide health and safety lessons for their child. At their request, teachers assist parents with the development of these lessons.

An important part of health and safety education is instruction in fire safety. The Pennsylvania public school code requires all students to receive fire safety instruction and participate in monthly fire drills; this regulation applies to the date and time of each month's fire drill. In addition, parents also provide fire safety information to their child. If parents need help with fire safety instruction or with how to run a fire drill, teachers provide lesson suggestions and general assistance.

PAVCS teachers check student health and safety activities and hours during biweekly conference calls. A maximum of 25 health and safety education hours may be counted towards a child's total hours of instruction for the year. A Certified Health Education & Physical Activity teacher is employed to guide high school curriculum.

PAVCS maintains health records for all students. During each student's enrollment, physical and dental examinations are requested, as well as current immunization records. Immunization records are reviewed by a school nurse to comply with PA Dept. of Health mandates. Health histories with emergency information are collected from parents annually so that complete health and emergency contact information is on file. Original medical records are requested for transferring students and released for withdrawn students per PA Department of Health guidelines. All medical records are maintained by Certified School Nurses at the Norristown Office.

In addition to enrollment requirements, grade level mandates are enforced annually. Physical examinations are submitted for grades K or 1, 6 and 11. Dental examinations are submitted for grades K or 1, 3 and 7. Immunization records are reviewed and parents are notified of new immunization mandates as students' grade levels change.

Mandated Health screenings are performed statewide at PAVCS mass screening sites or if preferred, parents may submit mandated screening results from the student's private physician. During the 2009-2010 school year, more than 55 screening sites were offered to parents for mandated screenings. Each site was staffed with at least one PAVCS Certified School Nurse and most also have an administrative assistant, or RN/LPN with school screening experience. All students who attended are offered free screenings for height, weight, BMI, hearing, vision and scoliosis as mandated for their grade level. Referrals are made for students not passing per PA Department of Health regulations with follow up information for enrollment to health care insurance and/or local health care providers. Students who do not pass their vision screening and do not have vision insurance coverage, are referred to the National Association of School Nurses' Sight For Student Program. Pennsylvania Virtual Charter School plans to continue and expand these annual mass screening sites. In addition, each PAVCS Health Screen site offers a variety of health education materials for parents and students to take home with them.

PAVCS' Pupil Health Department continues to be involved with varied health resources. Mobile Dentist/Smile Pennsylvania and Sight For Students Programs have been accessed and offered to families in need. Involvement with PA Health Alert Network (PAHAN), Pa Statewide Immunization Information System and Phila.gov Kids Registry has provided valuable information to our Pupil Health Director. We have also continued our partnership with Public Citizens for Children & Youth, Philadelphia. This non-profit group has been very helpful assisting uninsured PAVCS families apply for insurance.

PA Department of Health's Request for Reimbursement and Report of School Health Services is presently being completed for the 2009-2010 school year. It will be submitted to the PA Dept.of Health's School Health Services Department by the deadline, September 30, 2010. Last year's report and PA Department of Health correspondence re: 2008-2009 reimbursement is available upon request. Proof of submission is attached.

PAVCS has not developed a Wellness Policy since it does not participate in the National School Lunch or School Breakfast Programs. The school does support the HealthierUS initiative from which the Chapter 12 requirements arose. PAVCS Health Screening sites provide free preventative screenings, as well as mini health fairs offering educational information that encourages students and families to be physically activity, eat a nutritious diet and make healthy choices.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- 2008-2009 PA DOH Reimbursement Report

Current School Insurance Coverage Policies and Programs

The school's insurance coverage is as follows:

Commercial Property

General Liability

Professional Liability

Hired & Non-Owned Auto Liability

Workers' Compensation

Commercial Umbrella

Employee Dishonesty

Student Accident

Current School Insurance Coverage Policies and Programs - Attachments

- Accord 2009
- Listing of Insurance Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Pennsylvania Virtual Charter School ended the 09-10 school year with 121 teachers. Of the 121 teachers, 119 are returning for the 10-11 school year. PAVCS had 39 certified administrators in the 09-10 School Year, we will be beginning the 10-11 school year with 40 certified administrators. PAVCS ended the 09-10 school year with 63 non-certified administrative staff, with 64 non-certified administrative staff returning for 2010-2011

Personnel Numbers	End of 09-10	Returning for 10-11
Teaching Staff	121	119
Certified Administrative Staff	39	40
Non-Certified Administrative Staff (Support)	63	64

Quality of Teaching and Other Staff - Attachments

- PDE-414 2009-2010
- Staff PIMS 2009-2010

Student Enrollment

A) PAVCS has open enrollment and does not have any specific admission requirements. As a public school we accept students without regard to race, ethnicity, gender, religion, family income, national origin, or disability. Students are enrolled after they have completed the required enrollment forms and provided proof of age, immunization, residency, and parents certify that either the parent or another adult will be available to support the student in daily instruction. Enrollment notification utilizing the Department of Education Charter School Student Enrollment Notification Form is provided to the resident district in a timely manner and in accordance with all requirements of the charter school legislation and any applicable state regulations. As a public school, PAVCS complies with all laws establishing minimum age for public school attendance. PAVCS admits all eligible students who choose to attend, space permitting. Students 5 years of age before September 1 are eligible for the kindergarten

program, and students 6 years of age before September 1 are eligible for first grade. Enrollment instructions are available on our website at www.pavcsk12.org.

As of October 1, 2009, PAVCS had 3,691 enrolled students. The initial enrollments, by grade, are as follows:

Grade	Enrolled Students
K	187
1	222
2	278
3	325
4	326
5	340
6	349
7	322
8	336
9	341
10	262
11	261
12	142
Total	3,691

At the conclusion of the 2008-2009 school year PAVCS had 3,645 enrolled students.

Grade	Enrolled Students
K	174
1	220
2	283
3	312
4	322
5	323
6	342
7	323
8	337
9	351
10	280
11	234
12	144
Total	3,645

PAVCS had 1,486 withdrawals and 1517 new enrollments, 370 of which withdrew, during the 09-10 school year. There were 36 students who were withdrawn for non-compliance/truancy issues. There are currently 2927 students who completed the 2009-2010 school year who are enrolled to return to PAVCS in the fall.

B) There are a variety of reasons as to why students withdrew during the 08-09 school year. The economy was a big factor this year. In many instances the academic coach had to return to work as a two family income was necessary in these difficult times. Some families moved out of state

because the parent's job caused them to relocate and some students moved so they could live with another parent or relative. PAVCS was not a good fit for some families or students because the student wouldn't cooperate with the academic coach, the student wanted to return to a brick and mortar school to be with friends, the family traveled too much, the parent didn't have enough time to teach, or because the parent did not want to comply with school policies. Some withdrawals occurred because the parent had to return to work leaving no choice but to send the student back to a brick and mortar school. A few families withdrew because the student, parent or a relative had health issues. We also had our first graduating class this year.

There are currently no supporting documents selected for this section.

Transportation

As a virtual charter school, students have no need for daily transportation to a building. Therefore, PAVCS does not maintain a transportation program. Upon application for enrollment, parents are informed that if they choose to enroll, they will be responsible for any transportation to PSSA regional testing sites and to optional outings and events.

Parents of special education students have the same requirements as parents of regular education students (to provide transportation to the PSSA regional testing sites and to optional outings and events). However, when special needs arise and transportation is required as per the student's IEP, PAVCS makes arrangements with the appropriate IU or other agency in that student's area. Given the virtual nature of the school and the fact that PAVCS has students in every county from nearly every school district in the state, it is not feasible to have advance arrangements in anticipation of all transportation needs. Each situation, therefore, is arranged individually.

Food Service Program

Since PAVCS is a virtual school, we do not participate in the Free and Reduced Lunch Program.

Student Conduct

a.) As stated in the Pennsylvania Virtual Charter School's Student Code of Conduct, "Pennsylvania Virtual Charter School has high expectations for all students. In order for a student to reach his/her potential, the school environment, the On Line School, on-line school sponsored discussion groups, outings, test sites, other school related activities, should be safe, orderly, and encourage the fullest possible educational development of each student. PAVCS will not tolerate any actions from the student that in any way interferes with the delivery of educational services, jeopardizes the health, safety, and well-being of any member of the school family, or threaten the integrity and stability of the school itself." Any violations of the School Policy are handled in accordance with the prescribed procedures as outlined in the Student Code of Conduct.

b.) PAVCS had no 3 students involved in 3 suspension incidents, and no expulsions in the 2009-2010 School Year.

Student Conduct - Attachment

- Student Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Pennsylvania Virtual CS within Montgomery County IU 23 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Pennsylvania Virtual CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Joanne Barnett **Title:** Mrs.
Phone: 610-275-8500 **Fax:** 610-275-1719
E-mail: jbarnett@pavcsk12.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Sheldon Thorpe **Title:** Mr.
Phone: 610-275-8500 **Fax:** 610-275-1719
E-mail: sheldon.thorpe@grahampackaging.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Joe Bradley **Title:** Mr.
Phone: 610-275-8500 **Fax:** 610-275-1719
E-mail: jbradley@pavcsk12.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- State Audit Report Findings
- Signature Page