
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Monday, February 14, 2011)

Entity: Pennsylvania Virtual CS
Address: 1 West Main St
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Pennsylvania Virtual CS

Date of Local Chartering School Board/PDE Approval: Original: February 12, 2001 Renewal: July 1, 2006 and July 27, 2011

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

Grade Level: K-12 **Hours of Operation:** 8:00 am - 4:00 pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 114

Student/Teacher Ratio: 45:1 Regular Education, 27:1 Special Education **Student Waiting List:** 0

Attendance Rate/Percentage: est. 97%

Summary Data Part II

Enrollment: 3414 - as of October 3, 2011 **Per Pupil Subsidy:** Varies by School District

Student Profile

American Indian/Alaskan Native:	25
Asian/Pacific Islander:	Asian - 49, Native Hawaiian/Pacific Islander - 5
Black (Non-Hispanic):	431
Hispanic:	103
White (Non-Hispanic):	2659
Multicultural:	142

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
37%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 505

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 (PA Virtual), 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 and again in July 2011 for another five years covering the period from July 1, 2011 to June 30, 2016.

In SY 2011-2012, its eleventh year of operation, PA Virtual provided personalized education for 3,414 students in Kindergarten through twelfth grades. These students come from diverse ethnic, racial, and socio-economic backgrounds from across Pennsylvania. This school year, PA Virtual had students enrolled from 414 of the 500 school districts in the Commonwealth. The schools FTE for this year totaled 2,949 for general education and 470 for special education. Although the 2010-2011 Cohort Graduation rate is 66.22%, if you just look at the Class of 2012 the school had a graduating class of 204 students, which is an 88% 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 collaborative relationship between a parent (Learning Coach), a highly-qualified, PA-certified teacher(s), 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 highly-qualified, PA-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 highly-qualified, PA-certified teacher, a family support coordinator (FSC) is assigned to each family. The FSCs' primary focus is to develop programs which foster social development, record and monitor attendance, assist the family with any non-academic issues implement programs to achieve the school's nonacademic goals as specified in the charter and plan and implement educational and social outings for the students assigned to the FSCs geographic area.

A key component of PA Virtual's Diamond Model of 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 PA Virtual 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 Blackboard Collaborate to connect students and parents (or other caring adults) to synchronous and asynchronous instruction, assessments, and co-curricular learning experiences. In addition to academic instruction, the school leverages technology and various forms of social media to build community, connecting students and PA Virtual families to each other, their teachers and family support coordinators, and school staff. 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 PA Virtual is to provide students with a rich and rigorous learning environment, which motivates them to become fully engaged in the learning process. Our goal is for students to build a solid base of knowledge in all core subjects, build on these basic skills and proficiencies to develop their analytical and communications skills, and then utilize and apply their acquired knowledge in their daily lives. Our school believes this type of learning environment will ultimately create life-long learners. In addition, our goal is to develop students' competencies and skills necessary for responsible citizenship as a result of their participation in educational activities which promote a sense of community and service.

Mission

The mission of the Pennsylvania Virtual Charter School (PA Virtual) 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

PA Virtual 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. PA Virtual cherishes honesty and openness, group contributions and shared recognition.

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

1. At the heart of our core philosophy is the belief that all young people can achieve academic success if they are provided with rigorous instruction, high 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, the absolute necessity of parental engagement and partnership in the education of their children is another essential kernel of the core philosophy of PA Virtual.
3. The PA Virtual community believes the content and the quality and rigor of the curriculum matters and these directly affect students' academic performance and achievement. Consequently, PA Virtual partners with 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.
5. PA Virtual believes that the partnership among certified instructional staff, skilled family support professionals, other School personnel, and engaged parent partners is essential in designing and implementing effective teaching and learning that results in academic and social growth for each student.

The ultimate purpose of PA Virtual 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 curriculum of the Pennsylvania Virtual Charter School meets and often exceeds the requirements of Title 22 Pa. Code Ch. 4. With the adoption of the Common Core Standards in June, 2010 by the Department of Education PA Virtual is working to ensure that all students will meet or exceed the newly adopted grade level standards, which reflect and enhance the previous standards of Chapter 4. PA Virtual utilizes the research-based mastery curriculum developed by K¹², Inc. Although the K¹², Inc. curriculum is the primary curriculum used to educate PA Virtual students, PA Virtual uses alternative curriculum when the K¹², Inc. curriculum does not meet the academic needs of a student or allow the school to provide FAPE and to meet the educational needs of its students. K¹², Inc. 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, Inc., curriculum course objectives with Pennsylvania content standards can be found in *Standards of Alignment*.

In addition to the K¹², Inc. curriculum, the PA Virtual High School program also utilizes Holt, Prentice-Hall and the PowerSpeak (foreign language) curriculum. The High School curriculum providers provide an alignment document which teachers utilize when planning instruction.

The academic standards for the Pennsylvania Virtual Charter School are consistent with and mirror the academic standards as contained in 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. This review is done annually and ensures that the students are meeting the grade-level standards. With the adoption of the Common Core standards for school year 2012-2013, the school will be completing a comprehensive review of the standards in place by the school and ensure that we are meeting the common core standards mandated by the Department of Education.

Curriculum Highlights

The K¹², Inc. curriculum encompasses much more on-line learning. PA Virtual 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 work and Socratic conversations with teachers also promote in-depth and inquiry-based teaching and learning.

Science

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.

Language Arts

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. 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.

Math

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 ensure 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.

History

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.

Music

The music program is set up as a successive series of learning. With the use of the **Solfège** method which is: a pedagogical solmization technique for the teaching of sight-singing in

which each note of the score is sung to a special syllable, the student learns to “hear” the music and replicate the tones. The music lessons also help students learn about and appreciate music, from singing and dancing, to learning about rhythm and playing the recorder.

Career Education

The guidance team has developed a comprehensive K-12 guidance program aligned with the American School Counselor Association (ASCA) national model, as well as Pennsylvania Academic Standards for Career Education and Work. Thus, career exploration begins with elementary students and continues through a student’s senior year in high school.

At the elementary and intermediate levels, in addition to the career standards established by the Pennsylvania model, all students are invited to explore different learning styles and their interests as they begin to identify their own learning style and their strengths. As part of this exploration, students are invited to attend assemblies that present speakers who share information about their careers. These sessions are typically offered a few times a year and each offering focuses on a different career cluster. In addition, in order to captivate the younger audience, the guidance team occasionally hosts more interactive career programs encouraging our younger students to ask questions, use their analytical and problem-solving skills and begin recognizing their own connections with different careers. In these early stages of career and self-exploration, the guidance team introduces students to setting Specific, Measurable, Attainable, Realistic and Timely goals (S.M.A.R.T. Goals).

The Middle School students begin transitioning into planning ahead for high school as well as post-secondary life. Middle School students further explore career clusters and begin honing in on their strengths and specific areas of interest. The guidance counselor works with Middle School students to complete interest and ability inventories, and help students recognize important areas to consider as they begin making decisions about their future. By the end of their middle school careers, students are looking at how their choices today will affect their plans for tomorrow.

Middle and High School students are provided with the opportunity to interact with individuals working in careers of interest through the Career Speaker Series program. At different times throughout the school year, various career clusters are highlighted and panelists are invited to share their career experiences.

At the high school level, career and post-secondary career exploration takes on a more structured approach. In addition to identifying personal strengths and interests, students are encouraged to focus on their skills as related to specific careers. The guidance team utilizes career exploration software to work with students as they complete inventories to determine their individual interests, abilities, and learning styles. Through these research-based online programs, inventory data matches students to potential career areas and provides examples of fields within those careers. Additionally, the student learns about the credentials and schooling/ training necessary to prepare for each field.

Eleventh and twelfth grade students are required to participate in PDE mandated Graduation Project courses. These courses provide students with an opportunity to explore careers, interview individuals in different fields and set up a practical learning experience within their community as they shadow someone in a career field of their choice. Students can also complete a research project or develop their own initiative, such as coordinating a children’s clothing drive. This project is culminated through a paper and presentation to peers and staff members. The guidance team also assists high school students with developing resumes as

well as applications for college, trade schools, military training, jobs and financial aid support. The culminating project is presented in a comprehensive written format and a final presentation to stakeholders within the school takes place during the senior year.

In conclusion, through the PA Virtual Diamond Model of Partnership, students are also encouraged, at all ages, to get involved with their communities and volunteer within their local community. Ultimately, PA Virtual aims to assist in the development of our graduates as caring and concerned citizens who are complex thinkers, effective communicators, problem solvers, and cooperative and collaborative contributors to the workforce and the community. Using Career Cruising and Keys to Work, students complete self-interest inventories and explore career options that assist with developing a program that will meet their needs.

Assessment

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 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. Middle School teachers provide daily 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. 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).

PA Virtual 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.

At PA Virtual, a student's learning journey begins with an initial diagnostic assessment in math and reading using the I-Ready universal screening. The diagnostic assessment allows the placement teachers to determine according to the skill level where the student should be placed within the curriculum. The placement test is derived from and intrinsically tied to the curriculum. 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 allows 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.

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, math, science, art, music and history lessons are followed by a brief assessment ensuring that mastery of the lesson objective has been 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.

Portfolio Assessments/Lesson Assignments

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 work samples to the teacher. These work samples are developed from the curriculum. The work samples provide the teacher with an opportunity to see 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.

Academic Support Programs

While PA Virtual 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 with the use of the I-Ready assessment, which allows for 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 Language Arts intervention specialist provides additional support for all students with deficits in reading and English skills. In addition, as necessary, students are referred to the RTII team to move into a more strategic tiered level of the RTII initiative. 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 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 High School program also offers Learning Support classes taught by Special Education teachers for students with IEPs. The Elementary program offers an inclusion model for students with IEPs. Both regular education and special education teachers work with the students twice a month through conferencing. Targeted skills sessions are also provided for those students who are identified through the I-Ready to have such challenges. The Elementary, Intermediate and Middle School programs offer the SOAR program for accelerated learners, which provide these students with enrichment activities and events.

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

PA Virtual 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.

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. Using the PA state standards creates these lessons. In the Elementary Program, some virtual lessons are conducted one on one with teacher and student or

through monthly synchronous instruction with a group of peers and one teacher. Teachers use various teaching 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).

As evidenced by the chart listed below the school meets or exceeds the expectations of Chapter 4 of the school code in regard to the Common Core Curriculum standards by providing the following subjects at the various grade levels and the recommended age appropriate levels determined by the department of education.

Course Requirements by Grade (K-8)

Grade	Math	Language Arts/English	Phonics	Science	History	Art	Music	Physical Education/Health	Technology
K	x	x	x	x	x	x	x	x	x
1	x	x	x	x	x	x	x	x	x
2	x	x		x	x	x	x	x	x
3	x	x		x	x	x	x	x	x
4	x	x		x	x	x	x	x	x
5	x	x		x	x	x	x	x	x
6	x	x		x	x	x	x	x	x
7	x	x		x	x	x	x	x	x
8	x	x		x	x	x	x	x	x

Course Requirements by Grade (High School)

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	

Response to Intervention

RtII is an early intervening strategy in Pennsylvania. It is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. As such, it forms the assessment and instructional framework to organize and implement PA's Standards-aligned System (SAS) to improve student achievement and its school improvement process. RtII allows educators to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities. The overarching goal of RtII is to improve student achievement using research based interventions matched to the instructional need and level of the student.

RtII provides all students with standards-aligned concepts and competencies, data-driven instruction and the additional support needed to achieve strong academic results.

Core Characteristics of RtII

- Standards-aligned instruction: All students receive high quality, research-based instruction in the general education standards-aligned system.
- Universal screening: All students are screened to determine academic and behavior status against grade-level benchmarks.
- Shared ownership: All staff (general education teachers, special education teachers, Title I, ESL) assumes an active role in students' assessment and instruction in the standards-aligned system.
- Data-Based Decision Making: A public, objective, and normative framework is used to analyze student performance data and to guide school decisions on instructional changes, choices of interventions, and appropriate rates of progress.
- Progress Monitoring: Continuous progress monitoring of student performance and use of progress monitoring data to determine intervention effectiveness and drive instructional adjustments, and to identify/measure student progress toward instructional and grade-level goals.
- Benchmark and Outcome Assessment: Student progress is assessed periodically throughout the year, and at the end of the year against grade level benchmarks and standards.
- Tiered Intervention and Service Delivery System: Some students receive increasing intense levels of targeted scientifically, research-based interventions dependent upon student need. Instruction is differentiated to meet learner needs and consists of:
 - Research-based Interventions: Implementation of research-validated interventions with proven effectiveness based on assessed skill area and level of need.
 - Flexible grouping: Students move among flexible instructional groups based on need and skill mastery.
 - Fidelity of Implementation: Teachers deliver curriculum and program content and use instructional strategies in the same way that they were designed to be used and delivered.
- Parental Engagement: Parents receive information regarding:
 - Their child's needs,
 - A description of the specific intervention and who is delivering instruction,
 - Clearly stated intervention goals and academic progress expected for their child,
 - The amount of time spent in each tier to determine whether the intervention is

- Achieving the results expected
- Regular progress or lack of progress reports, and
- The right to request a special education evaluation at any time

Pennsylvania Virtual Charter School has embraced the Response to Intervention and Instruction initiative and provides to its students a comprehensive, researched based initiative that meets the needs of the student at the point of need in their academic/behavioral level. At present all students are considered to be at tier one of the initiative receiving instruction and interventions as necessary as guided by the use of the Diagnostic Online Math Assessment and the Diagnostic Online Reading Assessment (universal screening) that is completed quarterly. If a student is found to be in need of more intensive interventions the necessary interventions/ monitoring is provided to the student as they move through the tiers. Parents, teachers, students and administrators are a part of the RTII team, which allows the full educational perspective of the student to be realized. All interventions are researched based and fidelity of both instruction and intervention are charted. As evidenced through the supporting documents PA Virtual provides a full RTII initiative to all of our students.

Strengths and Challenges

The School's 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 PA Virtual achieve parity in education and level the instructional field in ways that are unparalleled in the traditional face to face learning environment.

The commitment of the Board of Trustees to keep all stakeholders informed and provide 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 are encouraged to participate in Board meetings via the electronic conferencing tool Blackboard Collaborate or via a toll free conference line. Board meeting minutes, school budget, Charter and Renewal documents and Annual reports are easily accessible on the school's website under "Governance".

Parental involvement and engagement is another major strength of our school. In partnership with the Board of Trustees and school leadership, PA Virtual parents help identify priorities of the school and set school policies. 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 Learning 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. The role of the Parent Ambassadors is to ensure that 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 PA Virtual is the school's comprehensive Family and Student Support Department, which received the 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 department was also awarded the 2010 Nicholas Cericola Memorial Award from the Family Involvement Conference and the 2011 Promising Practices Award from the Character Education Partnership for demonstrating excellence in supporting students and parents. Additionally, the Title 1 Program of the school was identified as an exemplary program in the 2012 report of the Pennsylvania Department of Education auditor.

The programs and services of this department ensure the school's compliance with and implementation of Chapter 12 regulations. The Dean of Family Support Services provides leadership and oversight for the department. The Family and Student Support Services Department provides the following programs and services to students and their families.

- 1) Academic Support Programs
 - a. Title I Program
 - b. Step-Up Program
 - c. SLAM Tutoring Program
 - d. Co-Curricular & Collaborative Learning Program
 - e. SOAR Program (for advanced learners)
- 2) Academic and Social Development Support Programs
 - a. K-12 Guidance Counseling
 - b. Student Assistance Program
- 3) Parent Support Programs
 - a. Parent Ambassador Program
- 4) Student Support and Compliance Programs
 - a. Student Support
 - i. Family Support Coordinators
 - b. Pupil Health and Wellness

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. PA Virtual holds the distinction of being the only cyber school in the Commonwealth which offers such comprehensive student support services.

The first 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, PA Virtual usually administers the entire assessment over three 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 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 second challenge is tracking and predicting student achievement in the face of significant student attrition. Each year our school has a turnover of 1500 students. The constant turnover in the student body makes any comparative analysis of students very difficult. Even when studies are conducted it is difficult to make generalizations regarding effective pedagogies, instructional practices and interventions due to the constantly changing demographic composition of the student body. However, even with this challenge, assessment data suggests that the longer students are enrolled in PA Virtual, the more their achievement gaps decrease and their performance on external assessments increase.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Initiatives for SY 2010-2016

The Five Year Strategic Plan was developed in SY 2009 — 2010. The plan was based on the reports from the School Improvement Teams and Executive and Senior Leadership Teams. The year-long planning process involved a series of assessment meetings with the Executive and Senior Leadership Teams. The purpose of these meetings was to assess the school's performance to goals and targets and to identify possible strategic foci for 2010-2016. The Board of Trustees gave input into the plan at their Annual Board Retreats in March and July.

The actual plan was developed Strategic and Budget Planning Committee comprised of 68 administrators, principals, assistant principals, support staff, teachers and parents. The Executive and Senior Leadership Teams monitor progress of the plan to goals and performance benchmarks by reviewing monthly data reports and metrics developed by the Data department; student achievement data; enrollment and retention data; and financial reports. The Executive Leadership Team (CEO, CFO, Senior Academic Administrator, Dean of Students, Executive Director of Communications, Executive Director Data and Systems Analyst) submits bimonthly reports to the Board of Trustees. The Executive Leadership Team presents annual reports to the Board of Trustees at the Board's Annual Retreat in July.

The Strategic Planning Committee identified the following Strategic Initiatives for 2010-2016.

Short Term Initiatives (2010-2011)

1. Charter Renewal
2. Make AYP
3. Develop the Structure to Support a Prescriptive Model
4. Professional Development
5. Prof. Learning Communities
6. PA Virtual Foundation

7. Diagnostic Tool
8. Video Skills Bank
9. Synchronous Opportunities
10. Structure for 9-11(including Graduation Project)
11. Staff Grant Program
12. Acquisition of a new facility for the administrative offices

PA Virtual accomplished nine out of 12 of the strategic foci for SY 2010 — 2011. All items with the exception of (6) the establishment of PA Virtual Foundation; (8) the development of a Video Skills Bank and (12)

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
10. Develop a Blueprint for Literacy Teaching and Learning

With the exception of item (1) the implementation of full synchronous opportunity for all students, PA Virtual has completed all of the midterm strategic a year earlier than projected. Additionally, item (12) from 2010 — 2011 goals, the acquisition of a new facility for the administrative offices has been completed. While the school has increased synchronous opportunities for students, there is still more work to be done in this area. The further development and implementation of synchronous opportunities will be continued in SY 2012-2013.

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

In SY 2012 — 2013, PA Virtual will continue the implementation of the plan and assessment of the plan to performance targets 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	Appointed By
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		Category	
Anderson, Corbin	Director of Instructional Technology	Administrator	Chief Executive Officer
Barnett, Joanne	CEO	Administrator	Board of Trustees
Bartholomew, Becky	Master Teacher of Placement & Orientation	Administrator	Chief Executive Officer
Bausher, Kelly	Elementary Lead Teacher	Elementary School Teacher	Chief Executive Officer
Bazilian, Heidi	High School Lead Teacher	Secondary School Teacher	Chief Executive Officer
Becker, Kinet	Master Teacher, Special Education Placement	Special Education Teacher	Chief Executive Officer
Bell, Kathie	Lead Family Support Coordinator	Other	Chief Executive Officer
Billups, Jason	Executive Director of Data & Systems	Administrator	Chief Executive Officer
Bradley, Joseph	Director of Special Education	Administrator	Chief Executive Officer
Bridges, Kevin	Senior Director of Data Analytics & Records, PA Virtual	Administrator	Chief Executive Officer
Brodhag, Jennifer	Parent Ambassador	Parent	Master Teacher, Training
Cannistraci, Eileen	Elementary School Principal	Administrator	Chief Executive Officer
Capuano, Tom	Academic Compliance Specialist	Administrator	Chief Executive Officer
Casarella, Kim	Title I Professional Development Specialist	Administrator	Chief Executive Officer
DellaPenna, Jennifer	Intermediate Lead Teacher	Elementary School Teacher	Chief Executive Officer
Delling, Sue	Assistant Principal, High School	Administrator	Chief Executive Officer
Dubbs, Meg	Director of Creative Services	Administrator	Chief Executive Officer
Eastman, Jennifer	Director of Title 1	Administrator	Chief Executive Officer
Fitzpatrick, Jason	Senior Director of Student Support and Compliance	Administrator	Chief Executive Officer
Flor, Barb	Guidance Counselor	Ed Specialist - School Counselor	Chief Executive Officer
Gilligan, Chris	Middle School Principal	Administrator	Chief Executive Officer
Gooslin, Kristen	Director of Operations	Administrator	Chief Executive Officer
Graham, Dr. Mark	Secretary/Treasurer, PA Virtual BOT	Board Member	Board of Trustees
Guiangulio, Heidi	Assistant Director of Enrollment	Administrator	Chief Executive

			Officer
Hair, Linda	Assistant Director of Enrollment	Administrator	Chief Executive Officer
Haley, Kimberly	Parent Ambassador	Parent	Chief Executive Officer
Hardy, Nichole	Project Manager, Title I	Administrator	Chief Executive Officer
Harris, Michael	Special Education Supervisor, PA Virtual	Administrator	Chief Executive Officer
Jaszcar, Julie	Assistant Director of Special Education	Administrator	Chief Executive Officer
Jenkins, Alvina	Assistant Director of Human Resources, PA Virtual	Administrator	Chief Executive Officer
Jones, Kim	Enrichment Program Manager	Administrator	Chief Executive Officer
Kauffman, Toni	Director of Community Relations	Administrator	Chief Executive Officer
Kelliher, Julie	Elementary Lead Teacher	Elementary School Teacher	Chief Executive Officer
Kello, Michael	PA Virtual Parent and Board President	Parent	Board of Trustees
Key, Damon	Registrar	Administrator	Chief Executive Officer
Kilbert, Taryn	Director of High School Experiential Learning	Secondary School Teacher	Chief Executive Officer
Klukaszewski, Renea	Project Manager, Academics	Administrator	Chief Executive Officer
Kozar, Bridget	Intermediate Principal, 5th/6th Grade	Administrator	Chief Executive Officer
Kozar, Shirley	Middle School Lead Teacher/ 7/8 History Teacher	Middle School Teacher	Chief Executive Officer
Krystofolski, Lisa	Master Teacher, Special Education	Special Education Teacher	Chief Executive Officer
Leheny, Brandee	Assistant Director of Enrollment	Administrator	Chief Executive Officer
Lucia, Jen	Special Education Supervisor, PA Virtual	Administrator	Chief Executive Officer
Marra, Dana	Project Manager, CEO Office	Administrator	Chief Executive Officer
Mazzarini, Cheryl	Project Manager, Family Support	Administrator	Chief Executive Officer
McElvenny, John	PA Virtual BOT	Board Member	Board of Trustees
McGarvey, Michelle	Guidance Counselor	Ed Specialist - School Counselor	Chief Executive Officer
Moore, Mary Ellen	Language Arts Interventions Specialist	Elementary School Teacher	Chief Executive Officer
Morrison, Melinda	PA Virtual BOT	Board Member	Board of

			Trustees
Park, Tara	Intermediate School Teacher	Elementary School Teacher	Chief Executive Officer
Parrilla, Jose	CFO	Administrator	Chief Executive Officer
Peduzzi, Lisa	Lead Elementary Teacher	Elementary School Teacher	Master Teacher, Training
Perney, Diana	High School Principal	Administrator	Chief Executive Officer
Phelps, Christine	Director of SOAR	Administrator	Chief Executive Officer
Popovski, Laura	Guidance Counselor	Ed Specialist - School Counselor	Master Teacher, Training
Posney, Darla	Dean of Curriculum and Instruction	Administrator	Chief Executive Officer
Rogers, Craig	Finance Analyst, PA Virtual	Other	Chief Executive Officer
Santangelo, Beth	Parent Ambassador	Parent	Master Teacher, Training
Scarpato, Kathleen	Master Teacher, Training	Administrator	Chief Executive Officer
Schaefer, Bonnie	PA Virtual BOT and Parent	Parent	Board of Trustees
Schick, Krista	Middle School Guidance Counselor, PA Virtual	Ed Specialist - School Counselor	Chief Executive Officer
Sharp, Beth	SAP/504 Coordinator	Administrator	Chief Executive Officer
Shearn, Lisa	Guidance Counselor	Ed Specialist - School Counselor	Chief Executive Officer
Shedd, Jamie	Assistant Director of Enrollment	Administrator	Chief Executive Officer
Squire, Kevin	Web Systems Specialist, PA Virtual	Other	Chief Executive Officer
Szafranski, Jill	Assistant Principal, Elementary School	Administrator	Chief Executive Officer
Tancredi, Debbie	Director of Pupil Health	Ed Specialist - School Nurse	Master Teacher, Training
Tate, Sherri	Senior Director of Human Resources	Administrator	Chief Executive Officer
Verga, Michelle	Master Teacher - Co-curricular Learning	Administrator	Chief Executive Officer
Verga, Richard	Assistant Principal, 7th/8th Grade	Administrator	Chief Executive Officer
Wasil, Andrea	High School Lead Teacher	Secondary School Teacher	Chief Executive Officer
Waskiewicz, Dr. Rhonda	PA Virtual BOT	Board Member	Board of Trustees
Weinberger,	Middle School Assistant Principal	Middle School	Chief Executive

Maureen		Teacher	Officer
Wessels, Douglas	Interim Senior Director of Enrollment	Administrator	Chief Executive Officer
York, Kris	Project Manager, Pupil Health	Administrator	Chief Executive Officer

Goals, Strategies and Activities

Goal: CREATING A COMMUNITY OF LEARNERS

Description: To utilize expertise and resources of stakeholders to enhance learning, achievement and development.

Strategy: Collaboration I

Description: To build an effective partnership between all staff members in all school departments and programs.

Activity: Collaboration I--Activity I

Description: Allow access to student PLP to all school staff to add input to keep all staff informed of student needs, concerns, and academic information.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 8/1/2012 Finish: 6/28/2013	-

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	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to learn how to access and input information for students using an online system to help communicate the skills of their students.	Collaboration among staff members will help build a unique partnership that will have information about each student available in order to assist the needs of each child.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with
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parents and
community
partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • 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"> • Review of PLPs

Status: In Progress — Upcoming

Activity: Collaboration I-Activity II

Description: Provide opportunities for the academic team and family support to work together to develop educational outings to address family needs.

Person Responsible	Timeline for Implementation	Resources
Fitzpatrick, Jason	Start: 9/1/2010 Finish: 6/29/2012	-

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	30
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
PAVCS provides academic outing	The Family Support Coordinators	<i>For classroom teachers,</i>

for our students that ties into the curriculum completed each year. The Family Support Coordinators and teachers will work together in order to discuss upcoming outing opportunities that will build strong communication skills of our staff.

and teachers will work during the Professional Learning Communities to discuss outing opportunities and how we can work together to implement an educational outing.

school counselors and education specialists:

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

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
<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"> • Outing participation (We will evaluate the outing after it occurs to measure attendance, participation, and any follow up information collected regarding the outing.)

Status: Complete

Activity: Collaboration I-Activity III

Description: Provide opportunities that will allow co-curricular understanding of academics services and family support services.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/1/2010 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	10	180
Organization or Institution Name		Provider's Department of Education Approval Status

Pennsylvania Virtual Charter School

- School Entity

Approved

Knowledge and Skills

PAVCS has a Diamond Model of Partnership so in order to keep communication open and strong we need to allow time for academic staff and family support staff to meet with each other and discuss any changes or additions to each program.

Research and Best Practices

During the Professional Learning Communities, the staff members will be able to discuss their programs and share information regarding students so we can work together to assist the students in their needs.

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:

- 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

- Journaling and reflecting

Evaluation Methods

- Reflections (Staff will be able to reflect on the information that has been gathered to demonstrate an understanding of all program areas.)

Status: Complete

Strategy: Collaboration II

Description: To build effective partnerships between families and PAVCS

Activity: Collaboration II--Activity III

Description: Maintain regular contact with families pertaining to school communications, classroom information, family support information, and individual student information so at stakeholders have a clear, concise understanding of the various roles parents, teachers, family support, and students hold at PAVCS.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/1/2010 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	20	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
Maintaining communication with families in regards to each student's needs will happen during instructional or synchronous classes. Information will be collected that will assist in the evaluating student progress.	Parental involved for each student will benefit their educational careers; therefore, instructional sessions and synchronous classes will assist in this open communication model.	<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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- 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 peers
- Creating lessons to meet varied student learning styles

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: Complete

Activity: Collaboration II-Activity I

Description: Provide town hall sessions for PA Virtual families when new programs or initiatives are implemented.

Person Responsible

Barnett, Joanne

Timeline for Implementation

Start: 9/1/2010
Finish: 8/31/2012

Resources

-

Professional Development Activity Information**Number of Hours Per Session**

1.00

Total Number of Sessions Per School Year

3

Estimated Number of Participants Per Year

150

Organization or Institution Name

Pennsylvania Virtual Charter School

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

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

Practices

The town hall meetings will occur when pertinent information regarding the PAVCS school community and how any new information will affect our school.

The sessions will be important in regards to letting our students, learning coaches, and staff are aware of any information about the PAVCS school community.

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.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

- attendance

Evaluation Methods

- Participant survey

Status: In Progress — Overdue

Activity: Collaboration II-Activity II

Description: Require new families to attend the New Family Orientation on Blackboard to further understanding of school practices and resources available at PAVCS.

Person Responsible

Posney, Darla

Timeline for Implementation

Start: 7/1/2010
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	120	500
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
The New Parent Orientations are an effective way to give out vital information to our learning coaches so they are aware of the skills needed to make each student succeed daily. The knowledge learning coaches collect will give them the assistance needed to understanding our virtual model of education.	The content within the New Parent Orientations is specific to the Pennsylvania Virtual Charter School regarding the curriculum, compliancy policies, academic programs, and academic support information. It will help guide each learning coach throughout the whole year.	<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"> 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
<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: Complete

Strategy: Communication III

Description: Increase our knowledge and embrace the many different communication tools accessible to our unique environment.

Activity: Collaboration III-Activity I

Description: Provide Parent Learning Opportunities to disseminate information regarding the use of Blackboard, Elluminate, and Study Island.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/14/2009 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	72	500
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	• School Entity	Approved

Knowledge and Skills

The Parent Learning Opportunities are provided for learning coaches to acquire information regarding academic or support topics that will build their understanding of curriculum and instructional strategies. Also provided will be support through Blackboard as another way to support the learning coaches with pertinent information.

Research and Best Practices Designed to Accomplish

The Parent Learning Opportunities will discuss curriculum such as instruction of math, the writing process, and reading strategies. These sessions and Blackboard support will give the learning coaches the tools needed to develop a student's knowledge base.

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:

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

emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Other educational specialists

Follow-up Activities

- Journaling and reflecting

Evaluation Methods

- Participant survey

Status: Complete

Activity: Collaboration III-Activity II

Description: Require new families to complete the enrollment process to form an understanding of technologies, policies, and procedures.

Person Responsible	Timeline for Implementation	Resources
Wessels, Douglas	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
4.00	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 Research and Best Practices Designed to Accomplish

The enrollment team meets with new families on a daily basis to give pertinent information regarding the virtual charter school model. The information given lets the families make an informed decision so they are aware of all policies and procedures prior to enrolling.	The enrollment team shares information in a face-to-face model, holds a check list of information needed prior to enrollment, and involves the families in this decision so they are aware of the virtual model of education.	<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:

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Other educational specialists

Follow-up Activities

- Enrollment

Evaluation Methods

- Participant survey
- Chart (Once families complete the chart with appropriate forms, enrollment can proceed and the enrollment will be complete.)

Status: Complete

Strategy: Communication IV

Description: Develop a peer-mentoring program to encourage students to share their own experiences within the school.

Activity: Collaboration IV-Activity I

Description: Develop a system to enable a peer-mentoring program to students to enhance their educational experiences.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/1/2010 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	40	200
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Virtual Charter School	• School Entity	Approved

Knowledge and Skills

A peer mentoring program would benefit the students at PA Virtual. The students in this program would be new students to our school but also students that tend to struggle in various areas of their academics.

Research and Best Practices Designed to Accomplish

The development of this program will start at a pilot level to work out any challenges the mentors/mentees may incur during the beginning stages of this program.

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:

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

Educator Groups Which Will Participate in this Activity

Role

- School counselors
- Other educational specialists

Grade Level

- High school (grades 9-12)

Follow-up Activities

- Lesson modeling with mentoring

Evaluation Methods

- Participant survey

Status: Complete

Strategy: Communication V

Description: Create an environment for parents and students to feel they are part of and have a voice in the school community.

Activity: Collaboration V-Activity I

Description: Develop a Parent Ambassador Blackboard course to mainstream information to families through the parent ambassadors and receive information from PAVCS families to ensure consistent communication.

Person Responsible**Timeline for****Resources**

Status: Complete

Strategy: Communication VI

Description: Provide opportunities that connect academic and social learning.

Activity: Collaboration VI-Activity I

Description: Facilitate interaction between teachers, families, students, and especially FSCs to incorporate specific timing of outings with students and in which enhances curriculum.

Person Responsible	Timeline for Implementation	Resources
Fitzpatrick, Jason	Start: 8/16/2010 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	10
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
Establishing the expected standard outcomes of each outing. The role of the teacher in the outing will occur during this activity to help build a community of professional staff members.	Tracking student attendance and comparing to recent student standardize test performance will allow for reflection of educational outing.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Empowers educators to work effectively with <u>parents and community partners</u>.

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"> 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 Tracking (Tracking the attendance will assist in academic outings.)

Status: Complete

Activity: Collaboration VI-Activity II

Description: Provide co-curricular activities to further develop a student's academic, social, and emotional growth.

Person Responsible	Timeline for Implementation	Resources
Verga, Michelle	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	900	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
The academic and support staff will	The academic and support staff	<i>For classroom teachers,</i>

provide novel discussions, writing sessions, drama sessions, and year book committees as a few sessions that are held on a daily basis so academic staff can build the community of students at PA Virtual.

will develop a relationships with the students involved in these co-curricular activities. The development of this relationship will assist in the PA Virtual community to enhance the instruction of our students.

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:

- 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
- Other educational specialists

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• Review of written reports summarizing instructional activity |
|---|---|

Status: Complete

Strategy: Community of Learners II - Professional Inquiry

Description: Teachers will be provided a weekly thirty minute opportunity to reflect on professional practice.

Activity: Community of Learners II-Activity I

Description: Provide opportunities for all PA Virtual staff to attend workshops, conferences, and trainings to improve their educational knowledge base.

Person Responsible	Timeline for Implementation	Resources
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Barnett, Joanne	Start: 8/3/2009 Finish: 8/31/2012	-
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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	20	100
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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	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will be able to attend workshops such as PATTAN and conferences with themes that give staff information regarding their specific programs. These professional developments activities will build a teacher's knowledge basis because they will bring back information that will be useful in their instructional sessions.	The content within the workshops and conferences will vary as the academic and support staff have different needs and they will wait for information in their grade specific programs.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

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

Status: Complete

Activity: Community of Learners II-Activity II

Description: After attendance to various workshops, conferences, or trainings will increase knowledge in applicable skills to be shared with the rest of the staff.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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	20	100
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
As academic and support staff return from workshops or	The PAVCS staff will benefit as a whole when we have a	<i>For classroom teachers, school counselors and education</i>

conferences, they will relay the information gained during these sessions to share the knowledge of the various topics that are covered.

select few from the academic and support staff. These staff members will bring information back to give staff members information needed to support their skills to benefit our students.

specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

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

- peers
- Training staff

Status: Complete

Activity: Community of Learners II-Activity III

Description: Provide time necessary for all PA Virtual staff to reflect on information that is disseminated during weekly teacher inquiry sessions in program specific areas.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 10/1/2009 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	40	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
Staff members will need to reflect on information that is given during weekly professional developments. Reflection time will assist staff with having time to understand the information given and plan on the implementation of strategies discussed.	Given time to reflect on educational strategies will benefit the teachers because of the focus given towards specific strategies and careful consideration of the implementation of these strategies.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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"> • 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 • Analysis of student work, with administrator and/or peers 	

Status: Complete

Strategy: Community of Learners III - Professional Learning Community

Description: Teachers will have the opportunity to share and reflect on practices through the use of an electronic repository and discussion board.

Activity: Community of Learners III-Activity I

Description: Identify areas of skill which PA Virtual staff will gain practical knowledge to apply in their educational tasks.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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	9	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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Identifying the areas in which will benefit our teachers' practical knowledge basis will occur during our Professional Learning Communities. These communities will give teachers a strong support dedicated to development of skills to assist students in their learning.	The Professional Learning Community is a mixture of all grade areas so teachers can develop an understanding of the various systems we utilize and help teachers move to a more practical understanding given from their peers.	<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:

- 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 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

specialists

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"> Reflection (Teachers will have time to reflect on the information covered during the professional learning community meetings.)

Status: Complete

Strategy: Training within staff

Description: PAVCS administration will be able to access database identify staff with needed content area skills.

Activity: Training within Staff II-Activity I

Description: Create a database that contains all certifications of professional staff. This database will be used during the beginning stages of planning staff trainings. We will use the knowledge of our staff to train others in content at PA Virtual.

Person Responsible	Timeline for Implementation	Resources
Tate, Sherri	Start: 9/1/2010 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	9	20
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
PA Virtual has many staff members with extended certifications and we will begin to utilize their strengths within our community. The academic and support staff members will benefit from learning within our community and will build their skills in the programs.	Using the strategy of empowering a staff, we want to involve the members of our community. We want the members of our staff to instruct us on their content, but also demonstrate their understanding on an area. They will then become the expert go to person	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or

for needs of our students in their specific content area.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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">• 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• Analysis of student work, with | <ul style="list-style-type: none">• Participant survey |
|--|--|

administrator and/or
peers

Status: In Progress — Overdue

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: Curriculum Mapping

Description: Introduce the strategy of curriculum mapping to gain insight on gaps and repetition within our curriculum to ensure a smooth transition from each grade level to the next.

Activity: Curriculum Mapping

Description: Create a curriculum map that displays all content areas taught at each grade level that correlates with the state standards to ensure a solid foundation in all core content areas.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

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: The RTI process and procedures will be reviewed and evaluated.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 8/17/2009	-
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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	12	187
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

<p>This professional development topic will focus on the understanding, development, and implementation of the Response to Instruction and Intervention process. Each year we will discuss any changes regarding RTII.</p>	<p>RTII as a state-wide initiative must be implemented. Research-based practices, along with the School's policies and procedures will be reviewed and initiated.</p>	<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
<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"> • 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 • DORA/DOMA Data |
|---|--|

Status: Complete

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

Description: Due to implementing the strategies of a detailed school improvement plan for the past year, students with an IEP have made AYP performance targets in math but not in reading on the PSSAs. Data shows that in most cases collaboration between general education and special education teachers is inconsistent. A need exists to implement a co-teaching inclusion model.

Strategy: Engagement

Description: Improve collaboration among parents, students, general education teachers and special education teachers to create an environment conducive to elevating student achievement.

Activity: Improve Collaboration to Enhance Learning and Improve Student Achievement

Description: Provide the school community with a basic overview of the responsibilities of and services provided by each program.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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	5	187
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 so they can refer 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 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
<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 PA Virtual)

Status: Complete

Strategy: Support of Students with an IEP

Description: Students with disabilities need more rigorous structured guided practice directed by the PA Virtual teacher and closer monitoring of their specially designed instruction

Activity: Support of Students with an IEP - Activity I

Description: Special Education Department needs to be re-aligned so as to provide more support to the students needing specially designed instruction.

Person Responsible Timeline for Implementation Resources

Bradley, Joseph	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Support of Students with an IEP - Activity II

Description: Collaboration model needs to be developed so as to encourage more collaboration between the general education teacher and the special education teacher.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 8/31/2012	-
	Finish: 8/31/2012	

Status: Not Started — Overdue

Activity: Support of Students with an IEP - Activity III

Description: A plan for implementation of professional development will be developed for all relevant staff to increase understanding of the specific specially-designed instruction needed by the students.

Person Responsible	Timeline for Implementation	Resources
Bradley, Joseph	Start: 8/31/2011	-

Finish: 8/31/2011

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<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.

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"> 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"> Analysis of student work, with administrator and/or peers Lesson modeling with mentoring 	<ul style="list-style-type: none"> Student PSSA data Participant survey i-Ready Data (All students will experience one year's growth at year's end.) IEP Targets (Increase of 3-5% of meeting the prescribed IEP targets during progress monitoring.)

Status: Not Started — Overdue

Activity: Support of Students with an IEP - Activity IV

Description: Closer monitoring of i-Ready assessments and tracking of progress to goals. The Dean of Curriculum and Instruction will provide training and oversight to the i-Ready implementation plan and also to tracking of progress to goals.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/30/2011 Finish: 9/30/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PA Virtual	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<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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- 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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- I-Ready Data (All students will experience one year's growth at year's end)

Status: In Progress — Overdue

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 and Strategies for 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 toward goals and elevate achievement.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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
2.00	10	187
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
Train staff on the interpretation of data and how this will assist them in writing goals and strategies for each student. The Personal Learning Plan for each student gives teachers an understanding of	Analysis of the data and creation of a prescriptive approach to strengths and challenges will allow for differentiated instruction for each student.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Provides educators with a variety of

the strengths and weaknesses in any academic, social, or emotional area.

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"> • 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 • 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 • DORA/DOMA Data

Status: Complete

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: Engagement

Description: Improve collaboration among parents, students, general education teachers and special education teachers to create an environment conducive to elevating 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 Student Support Services plan.

Person Responsible	Timeline for Implementation	Resources
None Selected	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	187
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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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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</u>
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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	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 — Overdue

Goal: MATH

Description: Students who fall into the sub-groups of Black, Hispanic, and Economically-Disadvantaged are not making the necessary gains to reach the minimum standards in Math. To assist these students with meeting the expected growth these sub-groups require increased targeted instruction in the area of Math. Increase all student group performance in math by at

least 5%. Increase performance of African American students, Latino/Hispanic, and students with an IEP by at least 10%.

Strategy: Increased Targeted Instruction in Math

Description: There is strong observable evidence that all students must have access to a challenging, standards based curriculum. To that point PA Virtual utilizes one standard curriculum that has been aligned to the state standards. All students have access to that curriculum and also to highly-qualified teachers in the area of Math. Increased practice will occur with all students so as to ensure that they are practicing those math skills that have been targeted by the teacher.

Activity: Increased Targeted Instruction in Math - Activity I

Description: Teachers will put into place a 10 minute review of basic math skills at the start of all instructional sessions.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/30/2011	-
	Finish: 9/30/2011	

Status: Complete

Activity: Increased Targeted Instruction in Math - Activity II

Description: Teachers will utilize the i-Ready to hone in on the student's challenges in math and prepare a plan for each student to address remediation of those skills.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/30/2011	-
	Finish: 9/30/2011	

Status: Complete

Activity: Increased Targeted Instruction in Math - Activity III

Description: Math Word of the Day will be utilized to ensure the development of numeracy/basic math vocabulary with all students by all teachers.

Person Responsible Timeline for Implementation Resources

Posney, Darla Start: 9/30/2011 -
 Finish: 9/30/2011

Status: Complete

Strategy: PSSA Math Achievement

Description: Analyze PSSA scores by drilling down to the individual student and individual teacher level. Provide professional development for teachers based on the results of the analysis. Teacher will conduct periodic review of student performance on course progress and diagnostic tools to assess achievement toward meeting state performance standards.

Activity: Study Island

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

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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
1.00	12	187
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
Study Island is a web-based tool that is used to assess students throughout the school year. The benchmarks create an individual path for students to demonstrate the strengths and weaknesses according to the PA standards. Data from the benchmark assessments and daily reports will increase the teacher's understanding of each student's 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.

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: Complete

***Goal:* MONITORING AND MANAGING LEARNING**

Description: Professional Staff will become more effective in monitoring and managing student learning in a virtual setting.

***Strategy:* Monitoring and managing Learning I**

Description: Teachers are responsible for ensuring their students are mastering grade level PA state standards through their progress on the OLS, submission of portfolio assignments, and daily HS assignments

Activity: Managing and Monitoring Learning I

Description: Utilize the personal learning plans to monitor a student's attendance, OLS progress, portfolio assignments, and HS daily assignments.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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	Research and Best Practices	Designed to Accomplish
Providing an understanding of how to use the personal learning plans to maintain records of the OLS, conferences, portfolio assignments, and class attendance will assist in the management of data for each student.	Using data to build a pathway for students will help individualize their learning and a management for that data will assist in this manner.	<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"> 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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-

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"> Review of participant lesson plans Review of written reports summarizing instructional activity

Status: Complete

Strategy: Monitoring and Managing Learning IV

Description: Professional development will be provided to PA Virtual professional staff to support their understanding of all levels of education support and services

Activity: Managing and monitoring learners IV

Description: Create a schedule in which Family Support Services personal will attend various weekly inquiry sessions and disseminate information regarding their support so all professional staff has an understanding of the concept, design, and delivery of each support at PAVCS.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/4/2009 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	40	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
Family Support staff members will be on a weekly professional development to understand the various academic programs of PAVCS. During this time the staff the Family Support staff can discuss information about their programs and give updates as needed.	Giving teachers the tools needed to understand all areas of PAVCS will develop a stronger community within to share information outside of our PAVCS community.	<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>.

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"> • Reflections 	<ul style="list-style-type: none"> • Participant survey

Status: Complete

Strategy: Monitoring and Managing Learning V

Description: Professional development provided to PAVCS professional staff will support their understanding of state and federal mandates.

Activity: Managing and Monitoring Learners V

Description: Align the curriculum with PA state standards and find any areas that may not meet the needs of our students. Once aligned ensure that all academic staff has the state standards available and implement them during their instructional time with students.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/1/2010 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

10.00	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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PA Virtua will align the curriculum to the state standards to find where there may be gaps. Because of this alignment we will develop a plan that will include the teachers to assist in filling in the gaps.

Curriculum mapping will help with the alignment of our curriculum to the PA state standards so teachers are aware of the content they are instructing.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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"> • 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"> Alig.of Instruction 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data

Status: In Progress — Overdue

Strategy: Monitoring and Managing Learning VI

Description: PAVCS professional staff will collaborate and share responsibility for all learners.

Activity: Managing and Monitoring Learners VI-Activity I

Description: Through the use of personal learning plans, all professional staff will share information regarding each student to enhance their educational experience.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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	Research and Best Practices	Designed to Accomplish
The Personal Learning Plans are created for each student and demonstrating how to maintain records within these plans will assist all staff members to understand the student academically, socially, and	Having an understanding of the whole student will help teachers know how to differentiate their lessons to reach all 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

emotionally.

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.
- 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

Follow-up Activities

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

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

Status: Complete

Activity: Managing and Monitoring Learners VI-Activity II

Description: Ensure monthly conferences are held between the regular education teachers and the special education teachers to review all pertinent information regarding students with IEPs.

Person Responsible	Timeline for Implementation	Resources
Bradley, Joseph	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	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Monthly conferences need to be held between special education and regular education teachers to review the specific goals for students with an IEP. During these calls, the teachers will formulate an understanding of the child's needs and how they can differentiate to assist in their learning.	Maintaining open communication between the regular education and special education teacher gives the students a strong team to effectively teach them according to their needs. The special education and regular education teacher will hold discussions to assist in instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • 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 the knowledge and skills to think and plan

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • 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 • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring 	<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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: In Progress — Overdue

Goal: NEEDS OF DIVERSE LEARNERS

Description: Teachers will recognize individual differences in students and adjust instructional practices accordingly.

Strategy: Needs of Diverse Learners II

Description: Provide access to resources to assist staff when working with our diverse families.

Activity: Needs of Diverse Learners I

Description: Provide diversity training each year to develop an understanding and appreciation for all cultures.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/1/2010 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	250
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
All professional staff will build their background knowledge of all cultures and develop an appreciation for these same cultures.	Diversity training is required by PDE.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership</i></p>

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• Superintendent / asst. superintendents• 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

- Journaling and reflecting

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Strategy: Needs of Diverse Learners III

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

Activity: Needs of Diverse Learners II-Activity I

Description: Create a staff toolbox of resources on working with diverse families

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 12/3/2010 Finish: 8/31/2012	-

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions	Estimated Number of Participants
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Session	Per School Year	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
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The teacher tool box of information will be an online resource for teachers to access when they are researching the aspects of working with diverse families.

The information will be researched based so the accuracy within the content will assist teachers in working with any family.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

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"> Journaling and reflecting 	<ul style="list-style-type: none"> PL (Each staff member is responsible for their professional learning and this resource will assist in this learning.)

Status: Not Started — Overdue

Activity: Needs of Diverse Learners II-Activity II

Description: Conduct monthly review of case studies during program weekly inquiry sessions within program specific content or grade teams.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 9/1/2010 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	Research and Best Practices	Designed to Accomplish
Reviewing specific cases within each program will give teachers an opportunity to share ideas and best practices to assist with these students.	During the Professional Learning Community meetings, the teams will review case studies and how this information will help with teachers within their specific programs.	<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.

For school and district

administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

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">• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Review of written reports summarizing instructional activity

Status: Complete

Goal: READING

Description: Students who fall into the sub-groups of Black, Hispanic, and Economically-Disadvantaged are not making the necessary gains to reach the minimum standards in Reading. To assist these students with meeting the expected growth these sub-groups require increased targeted instruction in the area of Reading.

Strategy: Increased Targeted Instruction in Reading

Description: There is strong observable evidence that all students must have access to a challenging, standards based curriculum. To that point PA Virtual utilizes one standard curriculum that has been aligned to the state standards. All students have access to that curriculum and also to highly-qualified teachers in the area of Reading/English. Increased practice will occur with all students so as to ensure that they are practicing those reading/English skills that have been targeted by the teacher.

Activity: Increased Targeted Instruction in Reading - Activity I

Description: Teachers will put into place a 10 minute review of one of the 5 areas of reading daily at the start of all instructional sessions.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/30/2011	-
	Finish: 9/30/2011	

Status: Complete

Activity: Increased Targeted Instruction in Reading - Activity II

Description: Teachers will utilize the i-Ready to hone in on the student's challenges in Reading/English and prepare a plan for each student to address remediation of those skills.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/30/2011	-
	Finish: 9/30/2011	

Status: Complete

Activity: Increased Targeted Instruction in Reading - Activity III

Description: Vocabulary Word of the Day will be utilized to ensure the development of age appropriate vocabulary with all students by all teachers.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/30/2011	-
	Finish: 9/30/2011	

Status: Complete

Activity: Increased Targeted Instruction in Reading - Activity IV

Description: Student achievement will be monitored as a part of our Response to Intervention and Instruction initiative and recommendations will be made for the students who are not making adequate progress to be referred to the various academic support programs which include Title One, Step-Up, Co-Collaborative Learning , Reading Specialist or SLAM (Science, Language Arts, Math) tutoring. Programs principals will ensure that correct recommendations are being made and that follow up is occurring with families as needed. Student achievement will be monitored by the program principals as to the status of all tiers of the RTII initiative.

Person Responsible Timeline for Implementation Resources

Posney, Darla	Start: 9/30/2011	-
	Finish: 9/30/2011	

Status: Complete

Goal: TECHNOLOGY

Description: To leverage technology tools to enhance instruction, learning and student achievement.

Strategy: Technology I

Description: Comprehensive and targeted training will be ongoing for all staff to provide updated/or advanced features for current technology utilized through PAVCS.

Activity: Technology I- Activity I

Description: Provide Parent Learning Opportunities in the technologies that are utilized by all stakeholders of PA Virtual.

Person Responsible	Timeline for Implementation	Resources
Scarpato, Kathleen	Start: 9/7/2010 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	40	500

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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The Parent Learning Opportunities will provide information regarding all technology systems utilized at PAVCS. During the PLOs, the learning coaches will learn how these systems are needed to optimize a student's education.	The Parent Learning Opportunities will use content such as Math and Language Arts strategies to integrate the use of each system.	<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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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 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
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Participant survey

Status: In Progress — Overdue

Activity: Technology I-Activity II

Description: Provide resources to assist students in the use of various technologies utilized by PA Virtual to ensure these technologies will not interrupt their learning by enhance their educational experience.

Person Responsible	Timeline for Implementation	Resources
Scarpato, Kathleen	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	500

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
A PAVCS Blackboard Bootcamp has been created so students can view how to use Blackboard. Elluminate is used for instructional sessions and teachers will show students how to use this system.	We need to provide students will the skills to use the technologies we utilize so they do not impede their learning.	<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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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 • 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"> • Conferences 	<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

- Participant survey

Status: In Progress — Overdue

Activity: Technology I-Activity III

Description: Provide resources for all professional staff to ensure their understanding of the technologies utilized by PA Virtual which will develop their educational skills.

Person Responsible	Timeline for Implementation	Resources
Scarpato, Kathleen	Start: 9/1/2010 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	Research and Best Practices	Designed to Accomplish
A PAVCS Blackboard Bootcamp has been created so students can view how to use Blackboard. Elluminate is used for instructional sessions and teachers will show students how to use this system. We will also discuss new operating systems staff will use on their computers.	We need to provide professional staff with the skills to use the technologies we utilize so they do not impede their instruction.	<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. • 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 the knowledge

and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- 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"> • 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 • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans • PLC (Within the Professional Learning Communities, the staff will demonstrate their understanding of their technologies.)

Status: In Progress — Overdue

Strategy: Technology II

Description: To standardized technology applications, programs, processes and tools being utilized by all professional staff.

Activity: Technology II-Activity I

Description: Construct a technology survey to collect data regarding the use of various technologies at PA Virtual.

Person Responsible	Timeline for Implementation	Resources
Scarpato, Kathleen	Start: 5/27/2011 Finish: 8/31/2012	\$700.00

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	250

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
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A technology survey would give a benchmark of the skills our professional staff obtain and show the areas in which we need to build.	A survey will collect the data needed to demonstrate areas of weakness.	<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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Overdue

Activity: Technology II-Activity II

Description: Develop a standardized system of implementation once a new technology system is introduced to all stakeholders at PA Virtual.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	Start: 3/21/2011 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	250
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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Once a new system is introduced a time frame of how the system can be utilized will be put into place to assist all stake holders on the power of this new technology and why it is needed.	A standardized system of implementation will give stake holders of PAVCS the time frame of how each new system works and how they can use this system.	<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.
- 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
 - Superintendent / asst. superintendents

- School counselors
- Other educational specialists

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 — Overdue

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

Description: Analyze assessment anchors and identify achievement gaps for all students. Document and monitor skill deficiencies on each student's PLP along with prescriptive action steps to address the skill deficiencies.

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 and Strategies for 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 toward goals and elevate achievement.

Person Responsible	Timeline for Implementation	Resources
Posney, Darla	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
2.00	10	187

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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Train staff on the interpretation of data and how this will assist them in writing goals and strategies for each student. The Personal Learning Plan for each student gives teachers an understanding of the strengths and weaknesses in any academic, social, or emotional area.	Analysis of the data and creation of a prescriptive approach to strengths and challenges will allow for differentiated instruction for each student.	<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 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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<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,
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- 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
- DORA/DOMA Data

Status: Complete

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachment

- 2011-2012 School Improvement Plan - Assurance of Quality & Accountability/Signature Page

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

The Pennsylvania Virtual Charter School (PA Virtual) utilizes the K¹², Inc. curriculum for the K to 8 program exclusively. For the high school program, PA Virtual 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, PA Virtual 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 annually 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 PA Virtual, 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, Inc. curriculum course objectives with Pennsylvania content standards are available from PA Virtual upon request.

Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. How is your school using the Pennsylvania content standards to form curriculum?

The curriculum of the Pennsylvania Virtual Charter School (PA Virtual) meets and often exceeds the Pennsylvania state standards. K¹², Inc. is the curriculum provider for PA Virtual 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 monitor the effectiveness of the curriculum in relationship to student performance on PSSA and local tests. 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, Blackboard Collaborate. 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. 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).

PA Virtual 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 PA Virtual, a student's learning journey begins with an initial diagnostic assessment in Math and Reading. The diagnostic assessment allows the placement teachers to determine according to the skill level where the student should be placed within the curriculum. This diagnostic assessment is derived from and intrinsically tied to the curriculum. 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. These assessments 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.

i-Ready Universal Screening (Grades K-8)

At PA Virtual, a student's learning journey begins with the universal screening, the i-Ready. 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, the I-Ready Assessment is used to determine the initial placement of a student in a course in grades K-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 initiative. This universal screening is also administered quarterly to all students is an adaptive test that gives a clear picture of the student's strengths and challenges in Math and Reading. The assessments provide the teacher the ability to instruct the student utilizing data that assesses the strengths/challenges of the student in the areas of math and reading. This universal screening helps drive the instructional path of the student and will be a driving force in the creation of the student's personalized learning plan

Classroom Diagnostic Tool (Grades 9-12)

The Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The questions are delivered online using a computer adaptive format. To be truly diagnostic, the diagnostic assessments need to provide a measure of a number of significant, high-priority skills, concepts, or bodies of knowledge, such as the Eligible Content. It also needs to include enough questions for each assessed Eligible Content in order to give teachers a reasonably accurate snapshot to determine student mastery of each skill or concept. Administered at different times during the school year and end of school year, information from the CDT can be used to provide teachers with an assessment of the total student learning at a given point in or over time. It is recommended the CDT be administered three times per year with 5-6 weeks between each administration. The CDT for the same content area can only be administered a maximum of five times per school year. Currently all students in the high school take the CDT 3 times per year as to ascertain the continued growth of the student in regard to the eligible content for math, English, science and history. The assessments do guide the necessary intervention plans for each student.

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.

PA Virtual 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 PA Virtual 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 Blackboard Collaborate. The Elementary, Intermediate and Middle School programs offer the SOAR (Supporting Our Advanced Learners to Reach Their Potential) program for accelerated learners, which provide these students with enrichment activities and events.

PA Virtual 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 PA Virtual to improve educational opportunities for our educationally deprived students. Title I programs are designed to help PA Virtual's lowest performing students meet the state content and performance standards in reading, language arts and mathematics.

PA Virtual 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 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, PA Virtual 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 and parents 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 parent, 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

- Teacher Induction Plan Approval Letter
- Professional Development Approval Email 2011

English Language Learners

At present, the Pennsylvania Virtual Charter School does not have any ELL/ESL students. However, should any ELL/ESL students be identified in the future, PA Virtual is prepared to facilitate and provide a quality program in accordance with the Board of Trustee's *English as a Second Language/Bilingual Program Policy*. The policy outlines the Board's philosophy to provide a quality educational program to all students, the Charter School shall provide an appropriately planned instructional program for identified students whose dominant language is not English ("English as Second Language students").

The purpose of the program shall be to increase the English language proficiency of English as Second Language students so they can attain the state academic standards within the ESL program setting as well as within the regular classroom environment, to provide equal opportunities for English as Second Language students to participate in school activities, and to provide the cultural, social and emotional supports for English as Second Language students to adapt to this new cultural setting.

The *English as a Second Language/Bilingual Program Policy* was developed in accordance with 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. Implement and monitor the Board approved policy concerning the educational program for the ELL/ESL students.
2. Continue to monitor the distribution of the Home Language Survey to all currently enrolled and newly enrolled students.
3. Continue professional development in accordance with the professional development plan to all teachers and staff.

4. Utilize the survey assessment instrument and provide professional development to appropriate staff in assessment procedures to determine English language proficiency levels according to the recommendations of PDE.
5. Provide ongoing professional development 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 *English as Second Language-Bilingual Programs Policy* was approved by the PA Virtual Board of Trustees and outlines in detail the components of the Pennsylvania Virtual Charter School ELL/ESL plan and the necessary action steps that Pennsylvania Virtual Charter School has taken to create an exemplary program.

Overview and Goals of the ESL Program

(For a detailed outline of the program goals and objectives; the enrollment procedures; identification and placement of ESL students, exit criteria and assessment of ESL students see the English as a Second Language/Bilingual Program Policy)

The goals of the Charter School's ESL Program are to assist the ESL students in using English, per the No Child Left Behind Act, 20 U.S.C.A. § 6812,:

1. to communicate in social settings;
2. to achieve academically in all content areas; and
3. in socially and culturally appropriate ways.

The Principal or his or her designee shall implement and supervise the ESL Program, and further ensure that the ESL Program meets the legal requirements for ESL program compliance. The Principal or his or her designee, in conjunction with appropriate certified ESL teachers, shall develop and disseminate written procedures regarding the ESL Program. The procedures shall include, but will not be limited to, the following:

1. Detailed program goals;
2. Student enrollment procedures (i.e., Home Language Survey);
3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting;
4. Accommodations for ESL students in the general education classroom;
5. Grading policies; and
6. List of resources, including support agencies and interpreters.

No Child Left Behind Act, 20 U.S.C.A. § 6826. The ESL Program shall include daily instruction for ESL students, supporting the ESL Program's goals, and will receive curriculum aligned with Pennsylvania standards. 22 Pa. Code. § 4.26. Language instruction shall correspond to each ESL student's English proficiency level, which shall include both direct language instruction and adaptation of instruction in all content classes. The exact hours of direct language instruction will be determined based on each ESL student's needs. All ESL instruction shall be part of each ESL student's daily schedule, and will not interfere with or prohibit each ESL student's instruction in all grade level content classes.

ESL students will be placed in all appropriate grade level content classes. Each ESL student will receive instruction in all content areas, as other students in the class. Each ESL student will receive additional supplemental support and instruction from ESL teachers periodically for Language Arts class and for necessary content area classes. An ESL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help each ESL student achieve academic success in the classroom. During the initial period of language acquisition and development, the Charter School may grade the ESL student on a pass/fail basis. The Pennsylvania English Language Proficiency Standards shall be incorporated in both ESL instruction and grade level content classes.

English Language Learners - Attachment

- English as Second Language-Bilingual Programs Policy

Graduation Requirements

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 at 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
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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 2011-2012 school year, Pennsylvania Virtual Charter School (PA Virtual) 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. PA Virtual 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. PA Virtual has utilized SRA Corrective Reading, Susan Barton Reading Remediation, Compass Learning, Failure Free Reading, 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 Autistic Support, Itinerant or Supplemental Emotional Support and Direct Instruction in Learning Support Classes or Life Skills Support Classes at the Itinerant, Supplemental Level, or Full Time Level. All of the PA Virtual special education teachers are Pennsylvania certified in special education and meet highly qualified teacher standards in the subject areas they teach. PA Virtual 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 Instruction & Intervention team (RTII). PA Virtual has implemented RTII 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 RTII. Each August, regular education teachers receive intensive training and professional development that includes Child Find responsibilities, Instructional Support, and Special Education Procedures. PA Virtual is building upon and improving our Response to Intervention Program. Layers of support are available prior to referral, including RTII 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.

PA Virtual 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 PA Virtual 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. The IEP, allows PA Virtual to modify the workload 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.

PA Virtual provides related services on an as-needed basis through contractors servicing the entire commonwealth. 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. PA Virtual 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.

PA Virtual complies with applicable state and federal regulations regarding LRE programs and services, including Chapter 711 of Title 22 of the Pennsylvania Code, IDEA 2004 and its implementing regulations at 34 C.F.R. §§ 300.114 and 300.115 and Section 504 of the Rehabilitation Act and its implementing regulations at 34 C.F.R. § 104.34.

PA Virtual, to the maximum extent appropriate, ensures that children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. PA Virtual provides a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements includes but is not limited to: instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate to provide FAPE for a student. Home instruction as a distinct alternative placement option under the federal regulations shall not be confused with placement in the cyber charter school's regular education class or special class in the online school. In accordance with IDEA 2004, in making LRE determinations, IEP teams at PA Virtual consider what supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in the student's IEP. IEP teams further consider what benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class. IEP teams similarly consider what potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services. IEP teams also consider to what extent, if any, the student will participate with non-disabled peers in extracurricular activities or other nonacademic activities.

PA Virtual provides training opportunities to its employees regarding inclusion and makes opportunities available for students to interact with nondisabled peers as appropriate under applicable regulations. PA Virtual also supports participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation).

LRE Programs

PA Virtual provides a free appropriate public education (FAPE) in the student's least restrictive environment. At PA Virtual this is achieved through well-documented evaluations of our students' strengths, needs and aspirations with input from all team members.

At PA Virtual, student's parents are part of any group that makes decisions on the educational placement of their child. Teams give adequate consideration to placement of the student in the general education classroom with supplementary aids and services, prior to considering removal from the general education classroom. Teams discuss the extent, if any, to which the student will not participate with students without disabilities in the regular education class, and the extent, if any, to which the student will not participate with students without disabilities in the regular education curriculum.

PA Virtual considers supplementary aids and services as aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. Supplementary aids and services include modification to the general curriculum to ensure that a student with a disability is not removed from education in age-appropriate regular education classrooms solely because of needed modification in the general curriculum.

Special education students at the Itinerant Level of Support (those students who receive special education supports and services provided by special education personnel for 20 percent or less of the school day) receive specially designed instruction and modifications to their general education curriculum. All IEP Goals are progress monitored and consultation with IEP team members, including but not limited to Related Service Providers (Speech, Occupational Therapy, Physical Therapy, etc.) occurs on a regular basis and as required by the student's IEP. The Special Education Teacher also consults with the general education teachers to assess progress in the general education curriculum and insure the IEP is being implemented with all shareholders in the students' team. Students at the Itinerant Level may or may not participate in learning support classes. This is determined by the level of need and determination of the students' IEP Team and then explained in the NOREP provided to parents with the procedural safeguards notice.

Special education students at the Supplemental Level of Support (those students who receive services provided by special education personnel for more than 20% of the day but less than 80% of the school day) receive more direct time in special education. These students typically receive more direct special education time through learning support classes or life skill classes and may have related services contributing to time outside of the general education classroom. These students do have access to general education curriculum all or a portion of their school day as appropriate pursuant to their

IEPs. Students in the supplemental level of services have been determined to require this level of service through their teams and as delineated in their NOREPs.

Special education students at the Full Time Level of Support (those students who receive supports and services provided by special education personnel for 80% or more of the school day) attend programs outside of the school as determined by their IEP teams. PA Virtual remains responsible for their IEPs as LEA and Students in the full time level of services have been determined to require this level of service through their IEP teams and as delineated in their NOREPs.

Types of special education supports available include as needed: Autistic Support; Blind-Visually Impaired Support; Deaf and Hard of Hearing Support; Emotional Support; Learning Support; Life Skills Support; Multiple Disabilities Support; Physical Support and Speech and Language Support.

A snapshot of LRE Programs is below. Kindly direct any questions regarding this chart to the Director of Special Education:

LRE Programs as of 2/20/12	Itinerant	Supplemental	Full Time
Learning Support	280	21	1
Emotional Support	29	1	1
Deaf/HI Support	4	-	-
B/VI Support	3	-	-
Speech and Language	83	-	-
Physical Support	2	-	-
Autistic Support	44	14	1
Life Skills Support	-	31	-
Multiple Disabilities	3	1	1

Programming and Specially Designed Instruction

PA Virtual provides specially designed instruction aimed at moving each student forward based on their strengths and needs. To accomplish this goal, various methods and materials have been adopted by the school to address the individualized nature with which our students learn appropriately.

Students with documented needs in core academic areas are provided with Special Education Teachers to ensure modifications to the general education curriculum are implemented with prescriptive specially designed instruction including, text to speech programs, graphic organizers, manipulatives, etc. Students requiring supplemental strategies can be prescribed, but are not limited to research based programs. We have

utilized programs such as Barton Reading and Spelling Program (Orton-Gilliamham-based Reading Methodology), Compass Learning Odyssey, Touch Mathematics, SRA Reading and Mathematics, Edmark Reading Series, and other research based program, etc. in order to meet student needs. No singular program or series is required for all students and IEP teams consider appropriate research based programs on a case by case basis, taking into account student needs.

Students may also require more direct instruction from a Special Education Teacher in a small group setting and are involved in various Learning Support Classrooms to access curriculum outside of the general education classroom through the use of Elluminate and adaptations to the Online Classroom.

In conjunction with documented functional and adaptive skill needs, students may be placed in the Life Skills program. Students within this placement are instructed with the State Alternative Standards. Research based, peer- reviewed materials are implemented to ensure progress in their IEP Goal areas.

PA Virtual also has specially designed instruction and programming to address our students with social and behavioral needs. Students with identified needs might be involved with Certified Social Workers, Social Skills Therapy, social stories, etc. as determined needed by their IEP teams. Students with Autism eligibility have access to appropriate programs that might include by way of example a social interest small group which is facilitated by a Special Education Teacher.

Students participate in the educational outings sponsored by the school. Special Education Teachers will accompany these students, to the extent appropriate, to monitor community-based related IEP Goals and provide direct instruction and feedback on their performance at these times.

Several of our students have a Positive Behavior Support Plan resulting from a Functional Behavior Assessment indicating that their behavior interfered with their learning.

These are only examples of some of the programs and support services at PA Virtual.

Due to the unique nature of PA Virtual special education teachers work in conjunction with students' learning coaches. IEP teams consider the need for additional supports for our special education students within the regular education classroom when necessary to ensure FAPE to a student.

Our parents are contacted on a regular basis to review their child's progress and implementation of specially designed instruction. In addition, Parent Learning Sessions are consistently scheduled to review components of specially designed instruction.

PA Virtual is cognizant of educating the whole child and all their areas of need through educationally sound and innovative practices to provide a free appropriate education to students in their least restrictive environment.

Special Education - Attachment

- Special Education Policy Manual 2011-2012

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stacy DeStefano	1.00	IEP Case Manager	PA Virtual	86	Gr K-4
Karla Mulrine	1.00	Learning Support/Other	PA Virtual	0	Supports DeStefano Caseload
Zoe McCully	0.5	Learning Support/Other	PA Virtual	0	Supports DeStefano and Barto Caseloads
Melissa Barto	1.00	IEP Case Manager	PA Virtual	104	Gr 5-8
Lindsey Wosiak	1.0	Learning Support/Other	PA Virtual	0	Supports Barto Caseload
John Zenefski	1.00	IEP Case Manager	PA Virtual	90	Gr 7-12
Meg Dorbolo	1.00	Learning Support/Other	PA Virtual	0	Supports Zenefski Caseload
Marie Donnelly	0.5	Learning Support/Other	PA Virtual	0	supports Zenefski and Boyd Caseloads
Irvin Boyd	1.00	IEP Case Manager	PA Virtual	80	Gr 7-12
Nina Cimino	1.00	Learning Support/Other	PA Virtual	0	Supports Boyd Caseload
Diane	1.00	Social Studies Teacher	PA	0	Gr 7-12

Eversmeyer		Virtual		
Desireah Osborne	1.00 Math Teacher	PA Virtual	0	Gr 7-12
Johnna Kinney	1.00 English Teacher	PA Virtual	0	Gr 7-12
Karyn Raman	1.00 Speech & Language Support	PA Virtual	84	Gr K-12
Mitz Zook	1.00 Autistic/Learning Support	PA Virtual	20	Gr 5-8
Stacy McGowan	1.00 Life Skills Support/Other	PA Virtual	14	Gr 5-9
Katie Daily	1.00 Life Skills/Autistic Support	PA Virtual	13	Gr 9-12
Lisa Krystofolski	0.90 Autistic/Learning Support	PA Virtual	19	Gr 9-12
Tracey Vioral	1.00 Life Skills Support/Other	PA Virtual	12	Gr K-4

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Central PA Autistic Spectrum Disorder Academy	1.00	Autistic Support	1374 Shawville Hwy, Ste#2, Woodland, PA 16001	1	None
Carbon-Lehigh IU #21	1.00	Multiple Disabilities Support	Springhouse Middle School, 1210 Springhouse Rd, Allentown, PA 18104	1	None

Special Education Program Profile - Chart III

Title	Location	FTE
Assistant Director of Special Education	PAVCS - Offsite	1.00
Case Manager	PAVCS - Norristown	1.00
Case Manager	PAVCS - Norristown	1.00
Case Manager	PAVCS - Norristown	1.00
Director of Special Education	PAVCS - Offsite	1.00
Manager of Related Services & Case Management	PAVCS - Norristown	1.00
Master Teacher	PAVCS - Offsite	0.10
Personal Care Aide	PAVCS - Offsite	1.00
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

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
A Total Approach	Psych-Ed, SLP, OT, Social Skills	As needed
AERI Behavioral Health Services/Autism Education & Research Institute	Social Worker	As needed
Allied Therapy Partners, LLC	Psych-Ed, SLP, OT, Social Skills, PT, Vision	As needed
Amy Germick	Music	As needed
AOT, Inc.	OT, PT	As needed
Aspire Pediatric Therapy, LLC	SLP, OT	As needed
Beth Pfeiffer, PhD, OTR/L, BCP	OT, PT	As needed
Blast IU #17	SLP, OT, PT, Social Skills	As needed
Bucks Co. IU #22	OT, PT	As needed
CAMCO Physical & Occupational Therapy	OT, PT	As needed
Capital Area IU #15	SLP	As needed
Carol Walck & Associates, Inc.	SLP	As needed
Catapult Learning Inc	OT, PT, SLP, Psych-ed, Social Skills	As needed
Center for Pediatric Therapy	OT, PT	As needed
Central Susquehanna IU #16	OT, AT, TOHI, TOVI	As needed
Cindra Mowen	OT, PT	As needed
Clarity Service Group/Rplus. LLC	Psych-Ed	As needed
COLLAGE OT Programs	Social Skills	As needed
Dr Arnold Bierman, O.D.	Vision	As needed
Easter Seals of Eastern PA	PT	As needed
Easter Seals of Southeastern PA	AT, OT, SLP, PT	As needed
Ellingsen & Associates, Inc.	SLP, Social Skills	As needed
Expressive Therapy Concepts	Music	As needed
Heather M Stauffer, MS, OTR/L	OT	As needed
Holy Redeemer Pediatric Rehabilitation	OT	As needed
Jacqueline Hoxie	OT	As needed
John Adams	SLP	As needed
JR Language Translation Services Inc	Interpreter	As needed
K-12 Therapy Services	Psych-Ed	As needed
Kidswork Therapy Center	Social Skills	As needed
Lancaster Lebanon IU #13	SLP, OT, PT	As needed
Medley & Mesaric Therapy Associates	SLP	As needed
Memorial Hospital Pediatric Clinic	PT	As needed
Montgomery County IU #23	Vision	As needed
Next Step Therapy dba Glenn Den Enterprises	OT	As needed

NWHS of PA, Inc - Whitney	SLP, OT	As needed
Oxford Consulting Services, Inc.	OT, PT, SLP, Psych-ed	As needed
Pediatric Therapy Assoc. York	SLP	As needed
Pediatric Therapy Specialists	SLP	As needed
Pocono Speech Center	SLP	As needed
Sandra Tomarello	SLP	As needed
Sayegh Pediatric Therapy Services PC	OT, PT, SLP, Social Skills	As needed
Schreiber Pediatric Rehab	OT, PT	As needed
Schuylkill IU #29	TOHI	As needed
Speech Care Inc	SLP	As needed
Staffing Plus, Inc	Social Worker, Interpreter, TOVI	As needed
Stepping Stone Speech Language & Learning	AT, SLP	As needed
Susan M. Hammond, M.S., CCC-SLP	SLP	As needed
Team Work Wins	Social Skills	As needed
The Hope Learning Center	OT, SLP	As needed
TheraPlay, Inc.	OT	As needed
Therapy Bridges, LLC	SLP, OT, Social Skills	As needed
Therapy Source	SLP, Social Skills, Social Worker	As needed
Therapy Works for Kids, LLC	OT	As needed
UCP of NE PA - AT Resource Ctr	AT	As needed
US Healthcare Services, LLC	SLP, PT	As needed
Wesley Spectrum Family & Child Development Center	Social Skills	As needed
Yardley Speech & Language	SLP	As needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading/Summative	No	No	No	Yes	Yes	Yes
PSSA Math/Summative	No	No	No	Yes	Yes	Yes
Curriculum-Based Assessments Math/Formative	Yes	Yes	Yes	Yes	Yes	Yes
Curriculum-Based Assessments Reading/Formative	Yes	Yes	Yes	Yes	Yes	Yes
PASA Reading/Summative	No	No	No	Yes	Yes	Yes
PASA Math/Summative	No	No	No	Yes	Yes	Yes
Curriculum-Based Measures (CBM) in Math/Formative	Yes	Yes	Yes	Yes	Yes	No
i-Ready Universal Screening/Formative	Yes	Yes	Yes	Yes	Yes	Yes
Dynamic Indicators of Basic Early Literacy Skills	Yes	Yes	Yes	Yes	Yes	No
PSSA Science/Summative	No	No	No	No	Yes	No
PSSA Writing/Summative	No	No	No	No	No	Yes

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						
Curriculum-Based Assessments Reading/Formative	Yes						
PASA Reading/Summative	Yes	Yes	Yes	No	No	Yes	No
PASA Math/Summative	Yes	Yes	Yes	No	No	Yes	No
i-Ready Universal Screening/Formative	Yes	Yes	Yes	No	No	No	No
Classroom Diagnostic Tool (CDT)/Formative	No	No	No	Yes	Yes	Yes	Yes
PSSA Science/Summative	No	No	Yes	No	No	Yes	No
PSSA Writing/Summative	No	No	Yes	No	No	Yes	No

Student Assessment

Analysis of 2011 PSSA Results

In 2011, 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, 67% of our 3rd-8th and 11th graders had to score proficient or advanced in math, and 72% had to score proficient or advanced in reading.

School Wide PSSA Scores

Reading	2007	2008	2009	2010	2011
School Wide	67%	68%	69%	70%	72%
Math	2007	2008	2009	2010	2011
School Wide	60%	60%	60%	64%	66%

School wide, PA Virtual reached the AYP Target in both Reading and Math in the previous five years. In 2011, there was a 1% increase in Overall Reading scores and a 5.5% increase in Overall Math scores from the previous year

2011 PSSA Scores by Grades

2011 PSSA Reading Scores

Grades	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient	State % at or above Proficient
3	14	9	51	27	78%	77%
4	15	22	36	28	64%	73%
5	21	22	44	13	57%	67%

6	13	17	29	41	70%	69%
7	5	17	35	43	78%	76%
8	8	13	21	59	80%	82%
11	14	19	34	34	68%	69%

2011 PSSA Math Scores

Grades	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient	State % at or above Proficient
3	8	19	44	31	75%	83%
4	14	14	36	36	72%	85%
5	15	24	33	28	61%	76%
6	18	11	30	40	70%	79%
7	16	13	24	47	71%	79%
8	24	22	30	34	64%	77%
11	29	33	25	14	39%	61%

In 2011, PA Virtual met or exceeded the Reading AYP target of 72% Proficient or Above in Reading in all grades except 4th, 5th, 6th and 11th.

In Math, PA Virtual met or exceeded the AYP target of 68% in all grades except 5th and 11th grade.

Historical Comparative Analysis of Scores

Percentage of students at or above Proficient on the 2011 PSSA

Reading	2003	2004	2005	2006	2007	2008	2009	2010	2011	% change from first year tested
Grade 3	55%	56%	69%	68%	74%	76%	73%	71%	78%	23%
Grade 4	n/a	n/a	n/a	71%	69%	71%	72%	73%	64%	-7%
Grade 5	59%	51%	62%	55%	58%	59%	63%	54%	57%	-2%
Grade 6	n/a	n/a	n/a	67%	64%	66%	65%	68%	70%	3%
Grade 7	n/a	n/a	n/a	76%	65%	63%	73%	73%	78%	2%
Grade 8	n/a	n/a	60%	67%	73%	80%	77%	82%	80%	20%
Grade 11	n/a	n/a	n/a	n/a	n/a	61%	64%	66%	68%	7%
Math	2003	2004	2005	2006	2007	2008	2009	2010	2011	% change from first year tested
Grade 3	51%	35%	69%	73%	69%	70%	74%	72%	75%	24%
Grade 4	n/a	n/a	n/a	71%	71%	77%	73%	79%	72%	1%
Grade 5	41%	40%	50%	47%	58%	55%	59%	58%	61%	20%
Grade 6	n/a	n/a	n/a	62%	58%	60%	61%	68%	70%	18%
Grade 7	n/a	n/a	n/a	58%	54%	57%	64%	66%	71%	13%
Grade 8	n/a	n/a	49%	46%	47%	52%	54%	61%	64%	15%
Grade 11	n/a	n/a	n/a	n/a	n/a	36%	31%	40%	39%	3%

The chart above represents the historical data concerning PA Virtual's scores over the course of the past nine years. On average, PA Virtual has increased the % at or above proficient by 6% in Reading and 10% in Math in the last 9 years. **2011 PSSA Scores by Student Group**

2011 PSSA Math Scores

Student Group	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient
White	16	15	31	38	69%
Black/African American	31	27	27	15	42%
Latino/Hispanic	41	14	33	12	45%
Multi-racial/ethnic	19	13	32	26	58%
IEP	29	19	29	13	42%
Economically Disadvantaged	24	17	29	30	59%

2011 PSSA Reading Scores

Student Group	% Below Basic	% Basic	% Proficient	% Advanced	% at or above Proficient
White	11	15	37	38	75%
Black/African American	22	23	31	23	54%
Latino/Hispanic	25	19	36	21	57%
Multi-racial/ethnic	9	21	34	26	60%
IEP	30	25	24	22	46%
Economically Disadvantaged	15	20	34	30	64%

In 2011, only the White sub-group made the AYP Target. In 2011, in Reading, only the White sub-group made the AYP Target

School-wide PSSA Subgroup Data

As evidenced by the scores of our African American and IEP sub-groups we are not making the necessary gains within these sub-groups in both math and reading. This is our greatest area of concern at the present time.

Subgroup Information — READING					
African American					
	Total	Below Basic	Basic	Proficient	Advanced
Elementary School	70	18 (26%)	17 (24%)	23 (33%)	11 (16%)
Intermediate School	59	22 (37%)	14	17 (29%)	6 (8%)

			(24%)		
Middle School	74	10 (14%)	13 (18%)	20 (27%)	31 (42%)
High School	25	5 (20%)	8 (32%)	9 (36%)	3 (12%)
Subgroup Information — READING					
IEP					
	Total	Below Basic	Basic	Proficient	Advanced
Elementary School	72	27 (38%)	16 (22%)	18 (25%)	11 (15%)
Intermediate School	190	41 (22%)	46 (24%)	69 (36%)	33 (17%)
Middle School	88	14 (16%)	26 (30%)	22 (25%)	26 (29%)
High School	29	9 (31%)	6 (21%)	9 (31%)	5 (17%)

Subgroup Information — MATH					
African American					
	Total	Below Basic	Basic	Proficient	Advanced
Elementary School	70	18 (26%)	16 (23%)	26 (37%)	9 (13%)
Intermediate School	59	21 (36%)	17 (29%)	13 (22%)	8 (14%)
Middle School	74	16 (22%)	24 (32%)	15 (20%)	19 (26%)
High School	25	18 (72%)	5 (20%)	2 (8%)	0 (0%)

Subgroup Information — MATH					
IEP					
	Total	Below Basic	Basic	Proficient	Advanced
Elementary School	72	15 (21%)	21 (29%)	24 (33%)	12 (17%)
Intermediate School	191	41 (21%)	46 (24%)	55 (29%)	53 (28%)
Middle School	88	23 (26%)	32 (36%)	18 (20%)	15 (17%)
High School	29	14 (48%)	10 (34%)	4 (14%)	1 (3%)

Analysis of 2011-2012 i-Ready Data (grades K-8)

The i-Ready is an adaptive assessment that charts a student's strengths and weaknesses in math and reading. The assessment is used to develop skills based learning paths for the student in both math and reading and also helps chart progress over time for the student, the program and the school. Through the use of the i-Ready, which is correlated to the Pennsylvania State System of Assessment (PSSA), a detailed plan can be developed that in tandem with the chosen curriculum of the school can move students ahead in both math and reading. The i-Ready assists the teacher and the support staff to determine what skills student doesn't understand and most importantly reasons behind the lack of understanding. It also allows the program

principal to assess the major gaps and/or deficits of the various grade levels so that remediation can take place.

i-Ready Math

According to the results of the i-Ready comparison of benchmark assessments each grade level has made some progress in the area of mathematics with the greatest growth at the elementary level. At the elementary level 41.6% of the students grew at least one grade level according to the i-Ready. At the 5-8 level 18% of the students grew at least one grade level. Overall 59% % of the school population grew one grade level or more in mathematics. For the most part it appears that while there is growth at all levels there is still much needed work in the area of mathematics especially at the intermediate and middle school level. The greatest area of concern is our 8th grade students who are making minimal growth in mathematics. It is necessary in light of these results to take a closer look at what is being taught in the upper grades in math and also in how the curriculum is sequenced.

When looking at the specific areas assessed in mathematics (overall math, numbers and operations, Algebra/Algebraic thinking, measurement/data and geometry) PA Virtual students as a whole score the highest in numbers and operations and the lowest in algebra/algebraic thinking. It appears from this data that while our students have a strong grasp on the mechanics of mathematics they are challenged in the area of actual abstract thinking. Measurement/Data and Geometry are more consistent across the programs which indicates that the instruction is consistent in these particular areas. It appears that the focus must be on raising the overall math scores of all students through a targeted approach to meeting the deficits found in the individual students.

i-Ready Reading

According to the results of the i-Ready comparison of benchmark assessments each grade level has made progress in the area of reading with the greatest growth at intermediate/middle school level. At the elementary level students 77% of the students grew at least one grade level. At the 5-8 level 61% of the students made at least one year's growth in Reading. Overall, 72% of the students grew at least one year in Reading. It can be concluded that Reading appears to be a relative strength according to these results. The greatest area of concern is with our students in grades 4-8 who have made growth but still have deficits that need to be accounted for. It is necessary to look at how our instruction does move students from simply decoding words to actually reading for understanding.

When looking at the specific areas of reading assessed (overall reading, phonological awareness, phonics, high frequency words, vocabulary, comprehension of literature and comprehension of informational text) comprehension of informational text is the area of greatest concern. A more diligent approach to providing students with lessons that deal with information text is necessary. Another area of concern is in the area of vocabulary which is consistently across the programs an area of concern. A more structured approach to vocabulary development in all subject areas may indeed help in this area. An area of strength for all is in the area of phonics which does indicate that our students can decode words. It is in the move from decoding to or the reading to learn that we must make some adjustments.

Analysis of 2011-2012 CDT Data (grades 9-12)

The 2011-2012 school year is the first time the High School Program utilized the Classroom Diagnostic Tools (CDT). It is administered at different times during the school year. The information from the CDT provides teachers with a baseline and growth in a specific content area. The assessments guide the necessary interventions needed for each student's PLP and RTII strategies. The results of the first testing window are attached. Note that this is the first time the students have participated in this online assessment.

The English assessment given was the literature assessment. The overall reading results of 41% of the students working at or above grade level is lower than the PSSA scores (64% of the students are advanced and proficient). After reviewing the CDT data, student work, and the PSSA data, no patterns were found for the delta between the scores. However, the areas of weakness are the same—anchors R11.A.2: Understand nonfiction appropriate to grade level and R11.B.1: Understand components within and between texts.

The CDT assessment results are used to drive instruction. For example, all content area teachers incorporate nonfiction reading into their courses. This reading includes reading charts, graphs, along with interpreting the written text.

CDT Literature Scores

Grade Level	Total Number of Students Tested	Advanced Number of Students	Advanced Percentage	Proficient Number of Students	Proficient Percentage	Basic Number of Students	Basic Percentage
9	181	3	2%	98	54%	80	44%
10	256	5	2%	128	50%	123	48%
11	147	1	1%	62	42%	84	57%
Total	584						

The overall Math results of 38% of the students working at or above grade level fall in line with the PSSA scores (37% of the students are advance or proficient). The areas of weakness are the same—anchors M11.B2: Apply appropriate techniques, tools, and formulas to determine measurements and M11.D.2: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

The CDT assessment results are used to drive instruction. For example, one component of anchor M11.D.2 is solving expressions and equations. Math teachers have incorporated review and remedial work to strengthen this area. Teachers begin class with a problem of the day. The daily problem focuses on solving expressions and equations. The CDT results also focus the instruction on the PSSA Math class that all 11th grade students attend.

CDT Math Scores

Grade Level	Total Number of Students Tested	Advanced Number of Students	Advanced Percentage	Proficient Number of Students	Proficient Percentage	Basic Number of Students	Basic Percentage
9	228	12	5%	76	33%	140	61%
10	175	8	5%	57	32%	110	63%
11	188	11	6%	56	30%	121	64%
Total	584						

Summary

PA Virtual 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.

In light of the results from the 2010-2011 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 continue to increase the target to a minimum 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 should PA Virtual continue to be looked at as one school.

Ongoing assessment is key to the success of any student. At PA Virtual 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 i-Ready benchmark assessments quarterly to further assess the student's success in mastering the lessons key to success. The i-Ready benchmark assessments also inform the daily instruction and assist the teacher in the creation of the student's personal learning plan.

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 PA Virtual. 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.

Strategies and Interventions

As a school community, PA Virtual has implemented various initiatives to ensure that all students are being provided interventions and instruction that prove effective in increasing their academic performance. The process of identifying those students at-risk for failure begins when school starts through our Response to Intervention and Instruction (RTII) initiative for every PA Virtual student and continues throughout their entire academic career at PA Virtual. RTII is used to enable early identification and intervention for students at academic or behavioral risk. The goal of RTII is to improve student achievement using research based interventions matched to the instructional level of the student. This process not only allows for early intervention but also develops more valid procedures for identifying students with disabilities. Monitoring student response to a sequence of progressively more intense interventions assists in averting failure and offers data that may guide eligibility decisions for learning disabilities.

The RTII initiative utilizes data from the local assessments, the i-Ready diagnostic test and also the PSSAs. All students are assessed with a universal screening assessment to identify areas of strengths and/or weaknesses in Reading and Math. Personal Learning Plans (PLPs) are then created to allow for a prescriptive approach to learning for each student. Students that are not making reasonable progress using a standards aligned curriculum, flexible grouping and the support of the general education teacher would be considered at risk for failure. As the school year progresses, students are monitored closely to determine if more or less intervention is necessary. Students are monitored through frequent unit assessments, mid-unit assessments and a semester assessment by the academic support program teachers and general education teachers.

RTII uses a three-tiered system to ensure that students are receiving the necessary support to assist with their academic development:

Tier 1: Tier 1 indicates students least at-risk for failure. All students are placed in Tier 1 of the RTII process, since that all students receive standards aligned instruction. However, some Tier 1 students may still need additional support for skill reinforcement without requiring placement in a more rigorous RTII tier. These students would be urged to participate in Academic Support programs such as SLAM/Tutoring or synchronous novel and composition sessions in the Co-Curricular and Collaborative Learning program.

Tier 2: Students that need more targeted support would be placed in Tier 2 and receive more intensive interventions in addition to the continued supports given to all Tier 1 students. At the Tier 2 level, students work with their teacher, lead teacher, learning coach, and support teachers to determine what intervention(s) may be beneficial. The overall goal of Tier 2 interventions is to eliminate misunderstandings through precise explanations and the use of carefully sequenced and integrated instruction. Students may also receive additional support from the Language Arts Intervention Specialists and Math Specialist in the form of group class sessions focused on drill, practice and cumulative review. Further, these students may be referred to one of our Academic Support programs within the Family Support Department to focus on Reading, Language Arts and/or Math in individual or small group settings. The support teacher(s), general education teacher and parent work together to ensure interventions are supporting the student's needs.

Tier 3: Tier 3 of RTII provides intensive interventions that are provided in small group or one-to-one instructional sessions. If a student continues to struggle with the current interventions, the RTII team may refer the student for evaluation. Students in Tier 3 are referred to our Step Up and/or Title 1 program for additional Reading and Math Support in an individual and small group setting. The RTII team consists of the student's teacher, the student's parent, lead teacher, a school psychologist, and guidance counselor, if appropriate. It is the responsibility of the team to determine if the student should be referred for further evaluations for special education services.

2011-2012 RTIII Data

Entered Total Enrollment	Tier 1	Tier 2 (continued use of research based	Tier 3 (Title One	Referred for Evaluation	Moved to SASH (non- compliant students)
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			leveraged strategies)	Step Up , Tutoring)		
Elementary	1198	890	250	58	37	75
Intermediate	612	385	155	72	14	27
Middle School	646	400	178	68	10	15
High School	1087	870	101	35	3	78

An integral part of the prescriptive approach to each student in the RTII process is our Family Support Department and, specifically, our Academic Support Programs. This department began in 2006 to address Chapter 12 mandates to strengthen the academic and social developmental success of our students. As part of Chapter 12, PA Virtual has implemented five academic support programs, including Title One, Step-Up, Co-Curricular and Collaborative Learning, Tutoring and SOAR. While our SOAR program is dedicated to our advanced learners, the other academic programs focus on our at-risk population.

Title One: Students that participate in Title One demonstrate significant academic gaps and are considered the most at-risk in their academic goals in relation to their peers. The primary focus of Title One is to support students in bridging their academic, assist in restoring them to their age appropriate grade level and finally exiting them from the service. As a targeted assistance program, Title One teachers are assigned to students to provide small group instruction in Math and English throughout the week. Students participating in Title 1 receive intensive instruction using Compass Learning Odyssey, an additional math and reading curriculum. Teachers are able to monitor progress through assessments given after each topic section within the Compass Learning curriculum.

Academic performance data for Title I show that of 134 students taking the PSSA test in math, 2% (3) scored advanced, 16% (22) scored proficient, 29% (39) scored basic, and 52% (70) scored below basic. Of the 135 students who took the reading PSSA test, 4% (5) scored advanced, 16% (21) scored proficient, 28% (38) scored basic, and 53% (71) scored below basic. The chart below summarizes participation since 2006.

Program	Title 1
2006-2007	273
2007-2008	192

2008-2009	225
2009-2010	199
2010-2011	162
2011-2012	122

Step Up: The Step-Up Program provides additional educational support to students in the areas of Math and/or Language Arts. Based upon academic data, standardized testing scores, teacher recommendation and learning coach consultation, students are placed in the Step-Up Program where they receive intensive small group instruction to close academic gaps, reinforce concepts, practice skills and boost confidence. Students who qualify for Step-Up may not be as at-risk as those in our Title One program, but still have significant academic gaps to be minimized. Students participate in both Step-Up and Title One when appropriate.

Academic performance data for Step-Up show that of 181 students taking the PSSA test in math, 7% (13) scored advanced, 21% (38) scored proficient, 28% (51) scored basic, and 44% (79) scored below basic. Of the 181 students taking the reading PSSA test, 11% (20) scored advanced, 31% (56) scored proficient, 33% (60) scored basic, and 25% (45) scored below basic. The chart below summarizes participation since 2006.

Program	Step Up
2006-2007	97
2007-2008	202
2008-2009	177
2009-2010	272
2010-2011	274
2011-2012	165

S.L.A.M.: The S.L.A.M. (Science, Language Arts and Math) Tutoring Program began in 2008 and is dedicated to minimizing academic gaps through extended services, and face to face interactions. This program offers three components including Summer

Enrichment opportunities, Mandatory tutoring and Drop-In tutoring options. The SLAM program assists students who need occasional help as well as those students who are mandated to receive tutoring services based on their PLP.

A review of 2010-11 PSSA data shows that 35% of students in the summer enrichment program scored Proficient/Advanced in Mathematics and 50% of students scored Proficient/Advanced in Reading. With further review 66% of the students enrolled in mandatory tutoring scored Proficient/Advanced in Mathematics and 49% scored Proficient /Advanced in Reading. The chart below summarizes participation since 2008.

Program	SLAM
2006-2007	NA
2007-2008	NA
2008-2009	Summer: 28
2009-2010	Summer: 24 Mandatory Tutoring: 16 Drop In Tutoring: 158
2010-2011	Summer: 27 Mandatory Tutoring: 35 Drop In Tutoring: 89
2011-2012	Summer: 25 Mandatory Tutoring: 57 Drop In Tutoring: 175

Co-Curricular and Collaborative Learning: The Co-Curricular and Collaborative Learning (CCL) program supports students throughout the entire PA Virtual community by developing activities that enhance and enrich all students' educational experiences and further develop their academics, creativity, and social skills through an atmosphere of fun and learning. Novel discussions and Creative Compositions are two essential services provided by CCL.

In the 2007-2008 school year, 38% of returning students* advanced one level on the PSSA. The 2008-2009 data indicates that 24% of returning students to Novel discussions (Grades 3-8) advanced one level on the PSSA. Moreover, the 2009-2010 data indicated that 35% of students returning to the novel discussions advanced one level. Finally, in the 2010-2011 school year, 27% of those students returning to novel discussions advanced one level on the PSSA. Additionally, the historic data indicates that 52% of Grade 5 return students to the composition sessions reached proficiency while 54% of Grade 8 students reached proficiency. The continued effort to engage

students in meaningful reading and writing activities has a positive effect on the PSSA scores. The chart below summarizes participation since 2006.

*Returning students is defined as the number of students who have participated at least two years. It excludes Grade 3 as well as students who have previous historical data that indicates they are at the advanced level.

Program	CCL
2006-2007	Novels: 384
2007-2008	Novels: 386, Compositions: 253
2008-2009	Novels: 385, Compositions: 194
2009-2010	Novels: 543, Compositions: 323
2010-2011	Novels: 520, Compositions: 415
2011-2012	Novels: 491, Compositions: 455

SOAR

The SOAR program offers academic support to students demonstrating advanced learning potential. SOAR teachers provide academic and social support and they identify resources to help advanced learners in reach their full intellectual and social potential. SOAR develops training for teachers, parents, and learning coaches to support the needs of advanced learners, and offers opportunities for advanced learners to interact and socialize with their peers. Students are identified through test scores, advanced grade level placement, previous identification as "gifted," teacher recommendations, motivation, and the interest profile. Each month in SOAR the students are offered the choice of participating in one of two Elluminate sessions for grades 1st through 8th grade. Sessions are focused on themes developed at the start of the year. The sessions are related to the K12 curriculum and provide enrichment in varying subject areas, depending on the theme decided by the teacher.

Academic performance data demonstrates that this group of students showed 77% (59) of the SOAR students were proficient in Writing and 22% (17) demonstrated basic performance. 83% (157) of the students demonstrated advanced performance in Math while 17% (32) of the SOAR students showed proficient performance in Math. Finally, SOAR continues to streamline programs and services in an effort to tailor the educational and reading portion of the PSSA's, 72% (137) demonstrated advanced while 28% (53) demonstrated proficient instructional track/experience for each student. The chart below summarizes participation since 2006.

Program	SOAR
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2006-2007	NA
2007-2008	311
2008-2009	637
2009-2010	453
2010-2011	274
2011-2012	190

In addition to our Academic Support Programs, an academic compliancy intervention entitled SASH (Student Achievement Success Handbook) is in place to support the RTII initiative an academic compliancy intervention. SASH provides positive interventions to students who struggle with academic compliance in the area of submitting assignments, attending online sessions, and in-school attendance at the various assigned interventions as per the student's plan. SASH is positive in its approach with the student and through the use of the positive hopes to transform the negative behaviors that impede learning. If during the RTII process or Child Find procedures, it is discovered that the low performance is due to non-compliancy and or behavior issues, the Academic Compliance Specialist will join the team to address the compliancy and behavioral issues. PA Virtual complies with applicable state and federal regulations regarding positive behavior support for students, including those provisions regarding positive behavior support included in Chapter 711 of Title 22 of the Pennsylvania Code.

2011-2012 SASH Totals

	Stage 3	Stage 4	Stage 5	Stage 6	Stage Total	Cases Resolve	Percent Resolved
Elementary	26	20	15	12	73	17	22%
Intermediate	12	8	5	0	24	9	27%
Middle School	29	22	6	5	62	23	35%
High School	30	7	6	5	118	75	63%

Other Strategies

- Standards-aligned instruction with supplemental academic programs in small group instructional sessions which may include specialized materials.
- Minimum of twice monthly progress monitoring
- Use of Standard Protocol interventions.
- Use of supplemental instructional materials for specific skill development by the academic supplemental program.
- Small, intensive, flexible groups.
- Additional tutoring provided by specialists as part of the school day.
- Minimum of weekly progress monitoring
- Instructional changes based on data-based decision making.
- PA Virtual uses an inclusive model to the extent consistent with Chapter 711 of Title 22 of the Pennsylvania Code, and understanding that there is a continuum of program and placement options available to meet the needs of individual students. PA Virtual meets the needs of individual students with a variety of services, adaptations and modifications of the general education curriculum, and when appropriate, supplemental and/or alternative curriculum. Itinerant or supplemental learning support, itinerant or supplemental emotional support, and direct synchronous instruction in learning support classes, life skills support classes at the itinerant or supplemental level are also utilized to provide support to special education students. Students with IEPs are assigned special education teachers who meet with students on a regular basis to support student success as dictated by the students' IEPs and individual needs. Special education and general education teachers collaborate to implement the specially designed instruction. Students may also use the full complement of related services available to meet individual needs pursuant to Chapter 711 of Title 22 of the Pennsylvania Code (including but not limited to: physical therapy, occupational therapy, speech and language therapy based upon each student's specific needs).

Student Supports Summary

	Elementary	Intermediate	Middle School	High School
Special Needs	IEP with SDI, Itinerant, LS, LSS	IEP with SDI, Itinerant, LS, LSS	IEP with SDI, Itinerant, LS, LSS,	IEP with SDI, Itinerant, LS, LSS
LEP	RTTI, ELL Programming	RTII, ELL Programming	RTII, ELL Programming	RTII,ELL Programming
At-Risk of Failing	RTII, Title I Math, Step-Up Math & English II, SASH; Mandatory SLAM Tutoring	RTII, Title I Math, Step-Up Math & English, SASH, Mandatory SLAM Tutoring	RTII, Title I Math, Step-Up Math & English, Mandatory SLAM Tutoring	RTII, Title I Math, Step-Up Math & English, Mandatory SLAM Tutoring
Not making progress	synchronous classes, office hours in Elluminate, SLAM Tutoring	synchronous classes, office hours in Elluminate, SLAM tutoring	synchronous classes, office hours in Elluminate, SLAM Tutoring	synchronous classes, office hours in Elluminate, SLAM Tutoring

It is a tenet of Pennsylvania Virtual Charter School that all students will learn and achieve no matter the academic barriers. It is precisely because of this that the Response to Intervention and Instruction initiative has been refined at the school so as to provide those layers of intervention that a student may need at various times

throughout their academic career. This tiered system closely follows the Department of Education proposed model and works to provide data-driven interventions to all students.

Student Assessment - Attachment

- Examples of Local Aggregate Data

Teacher Evaluation

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

The Pennsylvania Virtual Charter School utilizes a modified version of *the Framework for Teaching* developed by Charlotte Danielson to evaluate teachers and measure their effectiveness. The modification of the Danielson model was necessary due to the fact that the Framework was designed for a traditional face-to-face school/classroom and not a teaching and learning environment where teachers and students are separated by geography and they connect to and attend school via the Internet. Although the *Framework* required modification to use in our virtual school setting, PA Virtual chose it for three primary reasons. (1) The Danielson model uses a researched-based set of components of instruction. (2) The *Framework* uses levels of performance rubrics. (3) The *Framework* provides for continuity and a continuous thread between mentoring, coaching, reflective practice, professional development and assessment of teaching and learning effectiveness. The use of the Danielson instrument has provided the School with detailed instructional practice data, which has allowed us to monitor, improve, develop, and identify best practices. The current tool allows us to know our teachers in all areas, especially those that impact the student and teacher in the online realm of learning. In the SY 2011- 2012, the evaluation form was further refined to include more of a focus on incorporating data to drive student achievement.

While the Danielson Framework identifies four domains: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction and (4) Professional Responsibilities, the Dean of Curriculum and Instruction, Program Principals, Assistant Principals, and the Director and Assistant Director of Special Education worked together to adapt the Framework to meet the specific and unique teaching and learning needs of a virtual charter school. The work resulted in the addition of two domains and the modification of the responsibilities associated with each domain. Below are the six specific domains which teachers are evaluated:

1. *Planning and Preparation*: This domain assesses the teachers' knowledge of content and pedagogy, the State Standards and Benchmarks, student and learning coach and resources.

2. *Communication*: This domain assesses the teachers' knowledge of the operations of the school, use of appropriate communication channels and level of communication with students and learning coaches.
3. *Instruction & Student Achievement*: This domain assesses the teachers' ability to provide valuable feedback to students and learning coaches, demonstrate flexibility and responsiveness, manage and promote student achievement and use data to set and monitor instructional goals.
4. *Virtual Classroom Environment*: This domain assesses the teachers' ability to create an environment of respect and rapport, manage virtual classroom procedures, organize virtual space and demonstrate knowledge of technology.
5. *Administrative Duties*: This domain assesses the teachers' ability to manage compliancy issues, assist students and parents with orientation to the school and keep student academic data up-to-date.
6. *Professional Responsibilities*: This domain assesses the teachers' contribution to the school community, professional development growth, professionalism and reflection 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. Additionally, teachers are engaged in the inquiry process throughout the year, when they are required to submit formal written reflections on aspects of their practice. The CEO, Dean of Curriculum and Instruction, Dean of Student Support, Principals and Master Teacher for Professional Development review these reflections.

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 Dean of Curriculum & Instruction are directly responsible for the observations and the formative and summative evaluations of the academic 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.

Ongoing training for those individuals evaluating teachers is an important part of any professional development plan. At PA Virtual the persons who are charged with evaluating teachers are trained not only how to evaluate the overall performance of a teacher but to look critically at the teacher's knowledge and application of the areas of special education and also in instructional techniques. CEO, Deans, Principals and Assistant Principals all have taken a special education administration course through the University of Phoenix to ensure that they know what to look for in both a general education and special education teacher's instructional practices. They have also attended Special Education trainings at the various PaTTan offices across the Commonwealth. Principals/Special Education Directors have received professional development in progressive performance assessment process through various trainings with the Director of Human Resources. All principals are a part of the Professional Inspired Leaders cohort that is directly related to the various trainings provided directly

by the Department of Education. Special Education administrators have attended the annual Special Education retreat provided by the Department of Special Education.

Professional Development/Professional Learning

To assist its teachers to become fully developed as a teacher in a virtual learning environment and ensure student success, PA Virtual has instituted a comprehensive and continuous professional development plan for all instructional staff. The professional development plan is based on proven research based strategies that improve teaching and learning and ensure student success and achievement. In further support of the development of the teacher as a professional PA Virtual employs a full time Master Teacher of Training who guides all areas of the professional development plan and also the Teacher Induction Program. The Master Teacher is charged with providing trainings and sessions necessary to keep the teachers and staff at PA Virtual on the cutting edge of technology and sound educational practices. It is through this commitment to its staff that PA Virtual assists and assures that the individual is developing as a professional.

Professional development at PA Virtual begins with a formal yearlong Induction program for all new instructional hires. The Induction Plan provides newly hired teaching 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 PA Virtual 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.

The annual School Improvement plans drive professional development at PA Virtual. The comprehensive school improvement plan for each program identifies the strategies and initiatives that are necessary to meet the specific identified needs of the students. Through this process necessary initiatives have been determined at the school level and the individual program level. Over the course of the school's initial charter and the subsequent renewal teachers and staff have received trainings on diversity, creating a school culture, building a mission and vision, special education issues and increasing student achievement for all. In the development of the new professional development plan submitted to the Department of Education five central initiatives have been determined as the core components of the 2010-2013 plan. These initiatives: Differentiated Instruction, Co-Teaching, Project Based-Learning, Professional Learning Communities, Curriculum Mapping and Literacy will become central to all that we do during the upcoming years.

A tiered system of professional development is key to the development of a strong teaching staff. All teachers upon employment at Pennsylvania Virtual Charter School enter a robust teacher induction program. This allows for all teachers, be they a teacher new to the teaching profession or an experienced educator, the opportunity to develop their online teaching skills. Each year these "rookies" to the online realm return to a

strategically-planned two week professional development geared just for teachers with fewer than three years experience at PA Virtual. During these weeks the focus is on the development and honing of online skills and the management of the classroom in the virtual world. Professional development then continues for all staff at PA Virtual at the three-day professional development retreat in which all teachers are together in a central location. Individuals who are experts in their field in regard to the chosen initiatives are featured speakers at the retreat. Teachers then learn from the “masters” and are able to ask questions, assimilate information and process how this will impact the students in their classes with the assistance of the learned scholar. Each week thereafter one hour on Wednesdays and two hours on Friday are devoted to common professional development time in which the same themes are utilized at all program areas. One week out of the month is spent in a professional learning community with cross-program groups led by experienced PA Virtual administrators who have expertise in leading professional learning communities. Various topics are explored and teachers are challenged to read, reflect and review the topics. Teachers are also encouraged to “become the presenters” and share best practices in regard to what is working within their own classrooms in regard to the initiatives. Through the professional inquiry model teachers are charged to construct meaning from their own experiences and build upon their own frame of reference. A “Best Practices” professional development days are held through out the year. Practitioners share with other practitioners the various ways the chosen initiatives are being facilitated across the school. This collaborative inquiry and conversation allows for peer to peer teaching and interaction. Each staff member is also encouraged to apply for an *Innovation in Teaching and Learning Grants* that are funded through the school. These grants encourage teachers/staff to collaborate with their peers, engage in action research to bring new and innovative ideas in virtual teaching to and learning to the forefront and to pilot initiatives with support from the entire school community. Teachers are supported to attend conferences and professional learning opportunities provided by external groups. A year-end professional development day is held to wrap up the year and review the initiatives for the year, their successes and challenges and finally to provide the required summer reading and assignment for all of the teaching staff that will keep the teachers engaged and learning over their summer hiatus. An annual professional learning survey is given each June to assess the impact of all the professional learning initiatives throughout the year.

School wide Professional Development Initiatives for the 2011-2012 School Year

Month	Topic	Strategy	Activity	Assignment	Readings Resources
August	Literacy	Define and explain literacy across the curriculum.	PD meeting via Elluminate with Dr. Joanne Barnett Sept. 2, 2012	Staff was to create goals to implement during the school year in utilizing an emerging technology in their current positions.	Because Digital Literacy Matter Introduction Chapter
September	Digital Literacy	Identify research based strategies for implementation in the virtual classroom	Sept. 9, 2012 Overview of Standards Based Education PD Session (Darla Posney) The principals and directors will continue the discussion to further understand how Standards Based Education affects instructional	Read chapter 4 as a reference for PLC discussions during the PLC meeting time.	Because Digital Literacy Matter Chapter 4 Standards and Assessment for Digital Writing

			<p>practices at your grade level.</p> <p>Sept. 30, 2011 Maria Weir leads us to differentiating between creditable and non-creditable websites. She is also going to show us how she implements this strategy for research and digital writing.</p> <p>During the second half of PD, staff moved into program groups to continue building an understanding for digital literacy and tools used to improve our 21st century skills.</p> <p>PLC: Sept. 23, 2011</p>		
October	Assessment	Evaluate how teachers are assessing their students	<p>October 7, 2011 PD session to introduce Writing Project</p> <p>PLC: October 28, 2011</p>	<ol style="list-style-type: none"> 1. Create project 2. Create assessment piece 3. Complete a reflection piece on the collaboration of the project creation <p>Teachers will work in groups to create writing projects for students to complete on October 20, 2011. Teachers can upload their projects into NCTE website</p>	<p>National Writing Project http://www.nwpa.org</p> <p>Because Digital Literacy Matters Chapter 4 Standards and Assessment for Digital Writing</p>
November	Numeracy	Modeling Math Journals and incorporate Math in the writing process.	<p>November 4, 2011</p> <p>Numeracy: Working and Living in the 21st Century (Darla Posney)</p>	<p>Read articles listed in resources prior to complete reflection.</p> <p>Reflection: Create a GLOG that somehow showcases something from the discussion/presentation that a teacher wanted to relate creatively to our parents or students</p> <p>Reflection due: November 14, 2011</p>	<p>Numeracy: The New Literacy for Data-Drenched Society Lynn Arthur Steinkamp</p>
December	Numeracy	Modeling Math Journals and incorporate Math in the	<p>PLC: December 9, 2011</p>		<p>Because Digital Writing Matters Chapter 1: The Landscape of</p>

		writing process.			Digital Writing
January	Writing Literacy	Explore the writing process in the Information Age	<p>PD Session: January 3, 2012 Darla Posney begins session with introduction of assessment and then</p> <p>Staff moved into breakout rooms with their programs in Elluminate to examine assessment tool</p> <p>PLC: January 27, 2012</p>	Professional Development Reflection: A Literacy Assessment	Because Digital Writing Matters Chapter 3 Ecologies for Digital Writing
February	Reading Literacy	Integrate reciprocal teaching: predicting, questioning, clarifying, and summarizing into teaching and learning strategies.	<p>February 3, 2012 Reading Specialist: Mary Ellen Moore, Heather Brandt, Teresa McHugh, Stacy Nichols and Kerry Reagle presented information about the 5 big ideas in reading</p> <ul style="list-style-type: none"> • Phonemic Awareness • Fluency • Vocabulary • Comprehension • Alphabetic Principle <p>February 17, 2012: Showcase of the reflections</p>	Reflection: Create a glog, video, wordle, etc to be used in classes that demonstrate the strategy of explicit vocabulary instruction.	Because Digital Writing Matters Chapter 2: Revising the Writing Process
March	Virtual PD	Read articles and use Glogster, discussion board to respond and reflect			
April	Virtual PD	Read articles and use Glogster, discussion board to respond and reflect			
May/June	Pulling it all together	What have we done, where do we need to go, and how will we get there— Creating our literacy	June 22, 2012: PD: Promising Practices that showcased resources/instructional strategies/ and tools that teachers are implementing.	Teachers created glogs that shares the information and then teachers had to go into their glog accounts and view glogs from other teachers. The teachers had to	Glogster

		blueprint.		comment on at least 10 glogs. The idea was for teachers to view how other colleagues are using glogster and various strategies that are available to all.
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Teacher Evaluation - Attachment

- Teacher Performance Appraisal Rubric

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Current Board of Trustees Members

Name	Position
Michael Kello	President
Melinda Morrison	Vice President
Dr. Mark Graham	Secretary/Treasurer
Bonnie Schaefer	Trustee
John McElvenny	Trustee
Dr. Rhonda Waskiewicz	Trustee

Board of Trustees Changes during the 2011-2012 School Year

1. Michael Kello was reelected to the PA Virtual Board for an additional 5 year term at the September 26, 2011 Annual Board of Trustees Meeting.
2. At the September 26, 2011 Annual Board of Trustees Meeting the Board elected the following as Officers for the Pennsylvania Virtual Charter School's Board of Trustees:
President: Mike Kello
Vice President: Melinda Morrison
Secretary/Treasurer: Mark Graham
3. Dr. Rhonda Waskiewicz was appointed to the PA Virtual Board for a 5 year term at the September 26, 2011 Annual Board of Trustees Meeting.
4. Sheldon Thorpe and Diego Hagino resigned from the Board in 2011.

School Administration Leadership Changes during the 2011-2012 School Year

The following were changes made to the PA Virtual Leadership:

1. Executive Director of Communications
Last Date of Employment 9/2/11 - resignation
2. Dean of Family Support Services
Last Date of Employment 1/19/12 — employee deceased

Board of Trustees

Name of Trustee	Office (if any)
Bonnie Schaefer	none
John McElvenny	none
Dr. Mark Graham	Secretary/Treasurer
Michael Kello	President
Dr. Rhonda Waskiewicz	none
Melinda Morrison	Vice-President

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 PA Virtual 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 Board retreats 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.

Annual Spring Board of Trustees Retreat Agenda

Friday, March 23 — Saturday, March 24, 2012

Attendees: Melinda Morrison, Michael Kello, Rhonda Waskiewicz, Mark Graham, Bonnie Schaefer

- General State of the School — *Joanne Barnett, CEO*
- The Orange Book: The Financial Picture — *Jose Parrilla, CFO*

- Legal Updates — *Kevin McKenna, Latsha, Davis and McKenna Law Offices*
- Updates and Goals for SY 2012 — 2013 — *PA Virtual Executive Leadership Team*
- Facilities Acquisition Update — *Jose Parrilla, CFO*
- Preliminary Budget for SY 2012 — 2013 — *Jose Parrilla, CFO*
- Board Development — *Joanne Barnett, CEO*

Annual Summer Board of Trustees Retreat Agenda

Friday, July 27 — Saturday, July 28, 2012

Attendees: Michael Kello, Rhonda Waskiewicz, Bonnie Schaefer

- Climate Across the State — *Kevin McKenna, Latsha, Davis and McKenna Law Offices*
- The State of the School — *Joanne Barnett, CEO*
- Financial State — *Jose Parrilla, CFO*
- Program Reports
 - Sapphire Implementation Update — *Jason Billups, Executive Director of Data and Systems*
 - Academics — *Darla Posney, Dean of Curriculum and Instruction*
 - Elementary — *Eileen Cannistraci, Elementary Program Principal*
 - Intermediate — *Bridget Kozar, Intermediate Program Principal*
 - Middle School — *Chris Gilligan, Middle School Program Principal*
 - High School — *Diana Perney, High School Program Principal*
 - Special Education — *Julie Jaszcar, Assistant Director of Special Education*
- Board Development — *Joanne Barnett, CEO*
- New Board Member Orientation — *Joanne Barnett, CEO*
- Transition Planning — *Joanne Barnett, CEO*

Coordination of the Governance and Management of the School

The PA Virtual 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 Board provides oversight for PA Virtual and acts in trust for the tax payers of the Commonwealth of Pennsylvania. The role of the Board of Trustees is to (1) develop policies to ensure the School operates in compliance with applicable local, state, and federal laws; (2) set goals for and monitor student achievement; (3) provide fiduciary oversight of the School's administration and accounting of public funds; and (4) administer and monitor all contracts.

The Board meets regularly to receive reports from the school's administrative staff, approve policies, take action on personnel matters, review and approve financial reports and contracts, approve invoices for payment, and take action on other items which require the approval of the Board. In compliance with the Sunshine Law, Board meetings are advertised in a local newspaper, the School's Academic Calendar, the PA Virtual website, and Blackboard. Board meetings are open to the public and members of the PA Virtual community are encouraged to attend. The minutes for Board meetings are available on the PA Virtual website in the *About Us: Accountability and School Charter* section or by writing the Administrative Office in Norristown.

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 Report prior to each meeting. The report contains the Meeting Agenda, Minutes of the prior meeting, reports from the Executive and Senior Leadership, 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 Executive and Senior Leadership Teams. The Executive Leadership Team includes the CEO, CFO, Dean of Curriculum and Instruction, Executive Director of School Communications, Executive Director of Data and Systems and Dean of Family Support Services. The Senior Leadership Team includes the Senior Director of Human Resources, Director of Operations, Senior Assistant Director of Enrollment, Program Principals, Director of Special Education and Director of Technology.

The Board works with and ensures that PA Virtual 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.

Attachment: Board Meeting Schedule

2011-2012 School Year Board of Trustees Meeting Calendar

July 23, 2011, 2:00p.m. — Special Call Meeting
August 23rd, 2011 at 6:30pm — Special Call Meeting
September 26th, 2011 at 6:30pm
November 28th, 2011 at 6:30pm
January 30th, 2012 at 6:30pm
February 5th, 2012 at 4:00pm — Special Call Meeting
March 26th, 2012 at 6:30pm
May 21st, 2012 at 6:30pm
June 4th, 2012 at 6:30pm — Meeting Canceled
June 25th, 2012 at 6:30pm

The Meetings are held via Elluminate

(<https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42>) and via toll free conference line (1-888-394-8197 Passcode: 447703#).

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule 2010-2011

Community and Parent Engagement

PA Virtual values the role its parents play in its Diamond Model of Partnership. In order for the partnership to have true value we engage in two-way communication through periodic surveys of our families, students, and the PA Virtual community. PA Virtual uses a variety of methods to make survey results public including but not limited to posting information on Blackboard, holding Town Hall meetings, and distribution to parents when appropriate.

At PA Virtual, parents are not an item on the school's agenda. In partnership with the Board of Trustees and school leadership, PA Virtual parents help formulate, direct and carry out the school's 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 learning coaches, our parents participate in school committees, school wide planning, and serve on the Board of Trustees.

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 Blackboard Collaborate or via a toll free conference line. The Board uses the synchronous tool Blackboard Collaborate to encourage and facilitate parent participation at Board meetings.

The Board has implemented the following strategies to promote community and parent engagement:

- Board meeting minutes, school budget, Charter and Renewal documents, and Annual Reports are easily accessible on the school's website under "Accountability and School Charter".
- The Board hired a full time Executive Director of Communications to ensure all stakeholders are continuously informed.
- PA Virtual By-Laws require that the Board be comprised of PA Virtual parents.
- The Board committee structure provides an opportunity for parents to serve on Board committees.
- A Board email address where members of the community are able to contact the board is posted on the school's website.
- The Board is provided with a copy of the annual parent satisfaction survey for review. The most recent survey was administered in May 2012.
- 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. The role of the Parent Ambassadors is to ensure that 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. The Director of the Parent Ambassador program is a part of the school's Executive and Senior Leadership team.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

PA Virtual continues to research various philanthropies and foundations to solicit funding support. In addition, the Board of Trustees directed the school to form its own foundation. PA Virtual's 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, as deemed necessary by management, has secured a line of credit for operating cash flow purposes, and uses this line when operating needs dictate. The credit line is repaid when subsidies are received by either the Pennsylvania Department of Education or the Resident School District.

Accounting System

PA Virtual uses Sage Peachtree Premium Accounting 2012 Multi-User Edition as its accounting system. Sage Peachtree Premium is an easy-to-use solution that provides access for 5 licensed, named users to manage day-to-day accounting while also providing tools to handle more strategic business management needs. Based on real, double-entry accounting principles, it helps reduce errors and deter fraud with screen-level security and clear audit trails. The accounting system provides for:

- check writing
- invoicing
- purchasing
- bank reconciliation
- project tracking
- advanced budgeting
- complex inventory and project needs
- custom reporting tools
- advanced analysis tools
- ability to archive company data

The Chart of Accounts, employed by the school's accounting system, was designed to ensure compliance with the Pennsylvania Department of Education Chart of Accounts. The chart of accounts follows PDE's general ledger account convention 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 Statements of Revenues, Expenditures & Fund Balances 2011-2012

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

PA Virtual's independent external auditor is:
Barbacane Thornton & Company
3411 Silverside Road
Wilmington, DE 19810

Last audit conducted as of December 7, 2011

Auditor Opinion: Unqualified

Findings: None

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

- Annual Financial Audit Report 2011

Citations and follow-up actions for any State Audit Report

In addition to your school's annual audit performed by the firm of your choice, was any state audit report received during the current school year?

There was no PA State Auditor audit conducted for the 2011 — 2012 school year.

If so, in the narrative, list citations and follow-up actions.

N/A

If your school did not receive a state audit report during the current school year, has it ever been audited by the State?

PA Virtual was last audited by the Pennsylvania State Auditor General in March of 2008, with a PA Auditor General's Performance Audit issued December of 2008. That audit report noted one (1) audit finding and one (1) audit observation.

If so, when and what were the citations and follow-up actions?

Finding: Board Members failed to file of filed late Statements of Financial Interest in violation of the Public Official and Employee Ethics Act.

Resolution: School management provided a response to the finding and took corrective action.

The School adopted a policy setting forth consequences for Board members that fail to file their Statements of Financial Interest in a timely manner. The policy is below:

1. Board members will be informed of the legal obligation to file annual Statements of Financial Interest with the CEO's Project Manager by May 1st of each year.
2. Board members will receive Statement of Financial Interest forms with a letter in January of each year.
3. The Board President will remind the Board members of their legal responsibility to file at the annual Board Retreat in March.

4. The Project Manager to the CEO will send reminder letters, emails and call any Board members whose form is not received by April 1st.
5. Any Board member who does not submit the form by the legal May 1st filing deadline will be suspended from the Board until such form is filed.

Observation: Unmonitored vendor system access and logical access control weaknesses. School management provided a response to the observation and each weakness observed.

Resolution: The observation of the Auditor General was further broken down into 7 specific weaknesses related to system and logical access. The resolutions to each item are addressed below:

1. *PA Virtual does not have evidence to support they are generating or reviewing monitoring reports of user remote access and activity on the system.*
Answer: PA Virtual has developed a system where it records and monitors remote access activity every thirty days. Because of the volume of data captured, these logs are purged on an annual basis.
2. *PA Virtual does not have adequate compensating controls that would mitigate the information technology weaknesses and would support that PA Virtual would be alerted to unauthorized changes.*
Answer: PA Virtual maintains a proprietary system for invoicing tuition which contains Child Accounting Data. This proprietary system is under strict PA Virtual control (no vendor access). It is forwarded to the PA Virtual PIMS coordinator, who compares it to the vendor provided child accounting information, prior to submission to PDE. This process is the school's compensating control.
3. *The vendor has unlimited remote access into the PA Virtual system.*
Answer: Vendors now access PA Virtual's network system by permission. A log is kept of these instances documenting date of access, PA Virtual employee granting access, reason for access and resolution.
4. *PA Virtual's Acceptable Use Policy does not include provisions for accountability and authentication.*
Answer: PA Virtual's Acceptable Use Policy now provides for employees and students to change their passwords on a regular basis.
5. *PA Virtual has certain weaknesses in logical access controls.*
Answer: PA Virtual now implements a system where employees use passwords that include alphanumeric and special characters.
6. *PA Virtual does not maintain the server with membership/attendance data in a restricted/secure area.*
Answer: This weakness was resolved in 2009 when physical access to PA Virtual's server room was restricted by pass key.
7. *PA Virtual has certain weaknesses in environmental controls in the room that contains the server that houses all of PA Virtual's data.*
Answer: This weakness was resolved in 2009 when climate control was introduced to the server room.

SECTION VII. FACILITY RESPONSIBILITIES

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

Facilities

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 Philadelphia area, in order to meet with students and families.

1. Administrative Office
1 W. Main Street Suite 400
Norristown, PA 19401
2. Regional Center — Philadelphia
5301 Overbrook Avenue
Philadelphia, PA, 19131-1452
3. Regional Center — Lancaster/York (*free of charge/No lease*)
126 East Market Street
Hellam, PA 17406

On March 24, 2008, the Board of Trustees of the Pennsylvania Virtual Charter School approved a motion to set aside financial resources for “capital purchases or improvements.” Since then, the school has been conducting an intensive analysis in order to determine its future facility needs. As a result of the analysis, school management determined that the purchase of property to house its administrative functions was in the best interest of the school community and of the Commonwealth taxpayers. In the Spring of 2012, PA Virtual purchased a new administrative building located at 600 Park Avenue, King of Prussia, PA. Currently, school management is managing the public bid process for renovation of the recently purchased administrative office building. That process is set to conclude on August 6, 2012. Once construction bidders have been selected and announced renovation will begin. It is anticipated that renovation construction will be completed in the November 2012 time frame with occupancy to occur shortly thereafter. The cost to purchase the building was \$2,750,000 and the estimated cost for renovation is \$1,500,000. PA Virtual will experience a cost savings by no longer having to pay the monthly lease amount.

Equipment

At the school's inception, student computer needs were met by outsourcing this function to K12 Inc. This enabled the school to ensure it met its charter mandate of supplying students with technology equipment. 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 to sixty months.

Future Facility Plans and Other Capital Needs

As indicated in the 2010 Charter Renewal Application, PA Virtual was looking to relocate its administrative offices given the financial difficulties being experienced by the owner of 1 West Main Street (current location of administrative office), and the fact that the current office lease was set to expire. In the Spring of 2012, PA Virtual purchased a new administrative building located at 600 Park Avenue, King of Prussia, PA. It is anticipated that renovation construction will be completed in the November 2012 time frame with occupancy to occur shortly thereafter.

PA Virtual is also currently looking into additional Regional Centers in the Philadelphia, Pittsburgh, and Harrisburg areas for the 12-13 School Year.

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 parent directives for providing health and immunization records, are contained in the PA Virtual Student Handbook.

Learning about healthy habits and staying safe is 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 statewide PA Virtual Health Screening sites. Students are invited to school wide Blackboard Collaborate sessions offering health information such as Red Ribbon Week- Tobacco Awareness, Dental Health Month, Mental Health Month, Wellness-Nutrition & Physical Activity and Summer Safety. Parents are also invited to attend Parent Learning Sessions (PLS) to learn ways of supporting the healthy growth and development of their children. Examples include lessons on child development, puberty and proper use of over-the-counter medications. Additionally, parents are encouraged to provide health and safety lessons for their child. If requested, 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 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 children. If parents need guidance with fire safety instruction or how to run a fire drill, teachers provide lesson suggestions and general assistance.

PA Virtual has adopted several policies and procedures in order to promote school safety and positive school climate. The Student and Staff Handbooks outline expectations and responsibilities of students, staff and parents so everyone has an opportunity to work in a safe and comfortable environment. The *Agreement for Use of Instructional Property* articulates the guidelines for proper use of school issued

equipment, internet safety and the consequences of disrespecting the policy. The *Anti-Bullying Policy* addresses the expectations of how students, staff and parents should demonstrate respect within the community and how incidents of bullying will be reported and addressed. This policy also incorporates aspects of internet safety and cyber bullying.

Other policies that are in place to promote safe schools and positive school climate include the *Acceptable Use Policy*, *Dropout Prevention Policy*, the *Drug and Alcohol Policy*, the *Influenza H1N1 Policy*, the *Pregnancy Prevention and Intervention Policy*, and the *SAP Substance Abuse Policy*. Each of these policies contributes to the safety and well-being of students by establishing clear guidelines for supporting students and outlining clear expectations and responsibilities of PA Virtual students and staff.

Additionally, the school *Crisis Manual* includes the *Mandated Reporter Policy*, and serves as a valuable staff resource designed to keep students and staff safe in any and all emergency and potentially harmful situations. Furthermore, Student Assistance Program teams and a Comprehensive K-12 Guidance Program are in place to promote and enhance school safety and school climate for the PA Virtual learning community.

Aside from the policies and staff teams that are in place to ensure a safe learning environment and a positive school climate, PA Virtual has also engaged in *Memorandum of Understanding/Mutual Aid Agreements (MOU's)* with four different Law Enforcement Authorities in the state. These agreements are in place to ensure the safety of students and staff at facilities utilized by the school when hosting school-sponsored face-to-face events.

The PA Virtual Board of Trustees recently approved a Wellness Policy (see attached). PA Virtual is proud to support the HealthierUS initiative from which the Chapter 12 requirements arose. New this school year, the PA Virtual School Nurses piloted nrgBalance, a Penn State/Hershey Medical health initiative. The team presented materials to “make healthy easy” for over 80 students at face-to-face sites. Topics included the USDA’s new dietary guidelines “My Plate” as well as Apple Crunch and Go for the Greens events.

PA Virtual teachers monitor 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.

PA Virtual maintains health records for all students. During each student’s enrollment, physical examinations, dental examinations, and current immunization records are requested. 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 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 PA Virtual mass screening sites. If preferred, parents may submit mandated screening results from the student's private physician. During the 2011-2012 school year, more than 60 screening sites were offered to parents for mandated screenings. Each site is staffed with at least one PA Virtual Certified School Nurse. Most sites also have an administrative assistant or RN/LPN with school screening experience. All students who attend are offered free screenings for height, weight, BMI, hearing, vision and scoliosis as mandated for their grade levels. If a student does not pass a screening per PA Department of Health regulations, referrals with follow up information for enrollment to health care insurance and/or local health care providers are issued to the parent. 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. In addition, each school screening site offers a variety of health education materials for parents and students to take home. PA Virtual Charter School plans to continue to enhance these annual mass screening sites.

Instruction Regarding Life Threatening and Communicable Diseases

While the High School program provides instruction on Life Threatening and Communicable Diseases, PA Virtual has also developed a more comprehensive approach to this particular tenet of the school code for grades K-8. The following measures have been implemented for K-8 during the 2011-2012 School Year:

1. All teachers in grades K-8 received appropriate training in HIV/AIDS instruction during the Fall semester. Additionally, K-8 staff also devoted time during Professional development sessions in November 2011 and February 2012 to discuss and develop age appropriate lessons for AIDS/HIV awareness and instruction.
2. In April 2012, a letter was sent to all families informing them of the addition of AIDS/HIV lessons as part of the required curriculum. Families were invited to attend Parent Information Sessions with the Dean of Curriculum and Instruction to discuss the upcoming lessons for each grade level and to view the content that would be covered. Parents had opportunity to opt out of having their child attend the lessons.
3. In May 2012, instruction regarding Life Threatening and Communicable Diseases took place in grades K-8.

4. **Lesson Content:**

Grades K-6: General basics of disease prevention: washing hands, proper hygiene when sneezing or coughing, and cleaning and bandaging cuts. Students also learn not to touch other people's blood, and to ask adults for help when someone is bleeding.

Grades 7-8: Activities focus on how to resist negative peer pressure and "choose companions who share your beliefs, values, and interests." Lesson includes drug-related HIV transmission. Students are told to stay away from alcohol and other drugs, and never to share needles or other sharp objects that can transmit blood from one person to another. Sexual transmission of HIV is introduced, and students are urged to abstain from sexual contact. Abstinence from sexual intercourse is emphasized as the only 100% effective way to prevent infection. Students are advised on how to cope with pressure not only from peers, but also from older adolescents who may attempt to coerce them into risky behaviors.

PA Virtual's Pupil Health Department continues to network with various health resources across the Commonwealth. Mobile Dentist/Smile Pennsylvania and Sight for Students Programs continue to serve as valuable resources for 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. The Pupil Health Department has also maintained a partnership with Public Citizens for Children & Youth, Philadelphia. This non-profit group has been very helpful assisting uninsured PA Virtual families obtain health insurance coverage.

PA Department of Health's Request for Reimbursement and Report of School Health Services is presently being completed for the 2011-2012 school year. This report will be submitted to the PA Department of Health's School Health Services Department by the deadline, September 30, 2012. Last year's report and PA Department of Health correspondence re: 2010-2011 reimbursement is available upon request. Proof of submission is attached.

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

- 2010-2011 PA DOH Reimbursement Report
- Wellness Policy

Current School Insurance Coverage Policies and Programs

The school's insurance coverages are as follows:

Commercial Property
General Liability
Professional Liability (to include sexual misconduct)
Hired & Non-Owned Auto Liability
Workers' Compensation

Commercial Umbrella
Employee Dishonesty
Student Accident

Current School Insurance Coverage Policies and Programs - Attachments

- Insurance Summary 11-12
- ACORD 11-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The professional teaching staff includes teachers and lead teachers. Throughout the course of the 11-12 School Year, 115 professional certificated teaching staff have been employed at PA Virtual (114 staff at the end of the school year).

The professional certificated administrative staff at PA Virtual includes the Dean of Curriculum and Instruction, Principals, Assistant Principals, Special Education Directors and Supervisors and Academic Support Directors and Supervisors, Guidance Counselors, School Nurses, Placement Teachers, Master Teachers, and Academic Specialists. Throughout the course of the 11-12 School Year, 49 professional certificated administrative staff have been employed at PA Virtual (45 at the end of the school year).

The professional non-certificated administrative staff at PA Virtual includes Officers, Executive Directors, Directors, and Managers that serve in a supervisory non-certified role. This includes the CEO, CFO and departmental heads in Data, HR, Operations, Technology, Enrollment, etc. Throughout the course of the 11-12 School Year, 15 professional non-certificated staff have been employed at PA Virtual (11 at the end of the school year).

In addition, there are numerous non-certified staff in support roles at PA Virtual to include administrative assistants, project managers, coordinators, analysts, registrars, etc. They are comprised of the non-supervisory and non-certified roles/positions at the school. Throughout the course of the 11-12 School Year, 59 support staff have been employed at PA Virtual (54 at the end of the school year).

Personnel Numbers	End of 11-12	Returning for 12-13
Teaching Staff	114	114
Certified Administrative Staff	45	45
Non-Certified Administrative Staff (No-Certificated Admin and Support Staff)	65 (11 Admin + 54 Support)	65
TOTAL	224	224

PA Virtual staff consists of experienced teachers, administrators, and support staff. Aside from the 2010-2011 school year when extenuating factors caused a reduction in staff, we continue to retain approximately 95% of staff from year to year. During the course of the 2011-2012 school year, 11 staff had resigned, 2 were terminated for performance, and 1 was deceased and therefore 14 staff members did not end the school year with the school. PA Virtual staff is committed to educating students and find PA Virtual a school that they are able to commit to and remain with from year to year.

Quality of Teaching and Other Staff - Attachments

- PDE-414 2011-2012
- PIMS Professional Staff ACS November 2011

Student Enrollment

- PA Virtual Charter School enrolls students according to Act 22, Act 88, the Pennsylvania School Code and subsequent Basic Education Circulars that outline the requirements for enrolling students in a cyber charter school. The Board of Trustees of PA Virtual recognizes that all resident children in Pennsylvania qualify for admission to PA Virtual. As such in accordance with all applicable federal, state and local statutes the Board has approved the enrollment policies and procedures outlines below:
- Students enrolling in PA Virtual must meet the state regulated age and residency requirements.
- As a cyber charter school, PA Virtual shall not discriminate in its admission policies or practices on the basis of intellectual ability, or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.
- As a cyber charter school, PA Virtual may limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as mathematics, science or the arts.
- As a cyber charter school, PA Virtual may establish reasonable criteria to evaluate prospective students, which shall be outlined in the Charter.
- If more students apply to PA Virtual than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by PA Virtual. However, PA Virtual may give preference in enrollment to a child of a parent who has actively participated in the development of the cyber charter school and to siblings of students presently enrolled in PA Virtual.
- Children from across the Commonwealth of Pennsylvania may enroll on a space-available basis, and the student's district of residence shall permit the student to attend PA Virtual.
- PA Virtual will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to PA Virtual.

- Applications for student slots must be submitted by a deadline that will be established and made known by PA Virtual.
- If more students submit applications than can be accommodated by the school's capacity—class, grade, etc., a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families.
- All students whose enrollment forms were filed by the enrollment deadline will be separated by grade. A lottery will only be held for a particular grade level if more applications are received than can be accommodated for that grade level. Priority for available spaces shall be:
 1. Students whose parents actively participated in the development of PA Virtual.
 2. Students who have at least one sibling currently enrolled in PA Virtual.
 3. Students who do not fall into paragraphs 1 or 2.
- Within one week after the lottery has been held, a mailing will be sent to all applicants regardless of their status. This status letter will indicate either that the student has been enrolled or that the student has been placed on the waiting list and the student's place on the waiting list.
- The lottery will be conducted at a public board meeting and will be presided over by the President of the Board of Trustees or another member of the Board of Trustees designated for that purpose.
- A waiting list will be maintained in the order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received.
- Students are allowed to withdraw from PA Virtual at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at another school. The district of residence will be notified by PA Virtual when a student withdraws.
- No tests will be administered to students in order to determine eligibility for admission.
- Students who have been expelled from another school because their behavior reflected concerns for their personal safety, or for the safety of others, will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

Admissions Procedures

Students 5 years of age prior to September 1 are eligible for the kindergarten program, and students 6 years of age before September 1 are eligible for first grade. The purpose of the PA Virtual enrollment process is to provide support and information to prospective students and their families during enrollment. During a mandatory face-to-face enrollment conference, families are provided with information regarding our School and programs. They have an opportunity to meet with members of our enrollment, academic, and family support departments. A regionally located Assistant Director of Enrollment (ADE) and their respective Enrollment Specialist along with a highly qualified, PA-certified Enrollment Placement Teacher (EPT) will guide prospective families through the enrollment process in order to ensure appropriate instructional placement and academic success.

1. Applicant completes and submits the online enrollment form. Tutorial videos explaining the enrollment process and directions for completing the application form are available for applicants.
2. Once the application form has been submitted, a regionally assigned member of the Enrollment Team will contact prospective applicants to review and verify all information within the application.
3. The enrollment representative requests that the parent/guardian submits copies of the following documents:
 - Proof of Age (Birth Certificate)
 - Proof of Immunizations
 - Proof of Residence (Driver's License or Government Issued Photo ID is preferred, other acceptable documents include: Entire Mortgage Statement, Lease Agreement, recent Home Utility Bill)
 - *Documents not required for admission but collected to assist families:*
 - Child's most recent Report Card with attendance and discipline record
 - Special Education documents, if applicable
 - 504 Plan, if applicable
4. Once all documents are collected, the Enrollment Placement Teachers (EPTs) contact each family and discuss any academic questions, explain each academic program, and schedule the Face-to-Face Enrollment Conference at a site in the geographic area where the student resides.
5. Parent/Guardian completes the Face-to-Face Enrollment Conference with Assistant Directors of Enrollment. At the Face-to-Face Conference, parents have the opportunity to meet with other school personnel including: School Principals, Family Support Personnel, Teachers and Parent Ambassadors.
 - All original documents (Birth Certificate, Proof of Residence, Report Card, etc.) are verified for authenticity. Photo Identification of Parent/Guardian is required.
 - All enrollment documents are reviewed and verified:
 - Charter School Enrollment Notification Form
 - Home Language Survey
 - Notification of Offense/Parental Registration Statement
 - Agreement for Use of Instructional Property

- Family Educational Rights and Privacy Act
- Release of Information
- Release of Student Records
- Enrollment Acceptance Form
- Parent/Guardian officially enrolls student and is provided with an official enrollment date/anticipated date of attendance and an official withdraw date from current school (if applicable).
- Parent/Guardian is provided with login and attendance procedures
- Parent/Guardian is provided with new parent orientation schedule

6. Applicants who received prior special education services can submit copies of their special education documentation. *(PA Virtual will not require special education records as a precondition to enrollment and will not delay a student's admission for lack of this information. 24 P.S. 13-1301-13-1306; Pa. Code 11.11(b); and 22 Pa. Code 711.7.)*

Lottery Procedure

To date, applications for enrollment have not exceeded the available slots for enrollment. Therefore, PA Virtual has never had to utilize a lottery. In the event, the situation should occur in the future, PA Virtual would use the lottery plan as outlined below:

- If more students apply to PA Virtual than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by PA Virtual. However, PA Virtual may give preference in enrollment to a child of a parent who has actively participated in the development of the cyber charter school and to siblings of students presently enrolled in PA Virtual.
- Children from across the Commonwealth of Pennsylvania may enroll on a space-available basis, and the student's district of residence shall permit the student to attend PA Virtual.
- PA Virtual will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to PA Virtual.
- Applications for student slots must be submitted by a deadline that will be established and made known by PA Virtual.

- If more students submit applications than can be accommodated by the school's capacity—class, grade, etc., a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families.
- All students whose enrollment forms were filed by the enrollment deadline will be separated by grade. A lottery will only be held for a particular grade level if more applications are received than can be accommodated for that grade level. Priority for available spaces shall be:
 1. Students whose parents actively participated in the development of PA Virtual.
 2. Students who have at least one sibling currently enrolled in PA Virtual.
 3. Students who do not fall into paragraphs 1 or 2.
- Within one week after the lottery has been held, a mailing will be sent to all applicants regardless of their status. This status letter will indicate either that the student has been enrolled or that the student has been placed on the waiting list and the student's place on the waiting list.
- The lottery will be conducted at a public board meeting and will be presided over by the President of the Board of Trustees or another member of the Board of Trustees designated for that purpose.
- A waiting list will be maintained in the order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received.

Please refer to the attached PA Virtual Board of Trustees approved policies for more detailed information:

Dual Enrollment Policy

Special Education Student Enrollment Policy

Admissions Policy

Enrollment History

Grade	Enrolled Students as of October 1, 2011	# of Withdrawn Students 2011-2012 SY	# Students Who Enrolled During 2011-2012 SY	Enrolled Students at Conclusion of 2011-2012 SY
K	137	73	48	134
1	223	72	42	230
2	212	93	30	211
3	249	106	35	238
4	273	108	39	269
5	301	121	27	294
6	316	131	45	312
7	299	141	68	311
8	326	157	81	342
9	294	136	63	301
10	285	101	59	281

11	275	96	50	263
12	224	56	13	206
TOTAL	3,414	1,391	600	3,392

At the conclusion of the SY 2011-2012 PA Virtual had 3,392 students. When compared to our projected enrollment of 3,600 stated in our charter, PA Virtual is down 208 students or 6%. PA Virtual had 1,386 new enrollments and 1,391 withdrawals, of which 566 withdrew, during the 11-12 school year. Of the 1,391 students withdrawn; 469 transferred to brick and mortar public school, 156 transitioned to home schooling, 110 transferred to a private school and 102 transferred to another Cyber Charter School. There were 117 students who were withdrawn for non-compliance/truancy issues. As of June 18, 2012 there were 2,710 students who completed the 2011-2012 school year who registered to return to PA Virtual in the fall, which represents an 85% retention rate. Our retention rate is 3% lower than our rate at the same point in time the previous school year, 88%.

There are a variety of reasons as to why students withdrew during the 11-12 school year. The economy continues to be a factor. In many instances the Learning 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. PA Virtual was not a good fit for some families or students because the student wouldn't cooperate with the Parent/Learning Coach, the student wanted to return to a brick and mortar school to be with friends, the family traveled too much, the parent did not have enough time support the student in daily instruction, or because the parent did not want to comply with school policies. A few families withdrew because the student, parent or a relative had health issues.

Student Enrollment - Attachments

- PA Virtual Dual Enrollment Policy
- PA Virtual Admissions Policy
- PA Virtual Special Education Enrollment Policy

Transportation

As a virtual charter school, students have no need for daily transportation to a building. Therefore, PA Virtual 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, PA Virtual 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 PA Virtual 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

PA Virtual does not participate in the Free and Reduced Lunch Program due to the virtual nature of the school.

Student Conduct

The Pennsylvania Department of Education stipulates that schools strategically integrate student services and supports with effective practices toward successful student academic achievement. As outlined in § 12.2, of the Chapter 12 plan related to student responsibilities, PA Virtual, with consultation from the Board of Trustees, has developed a Student Handbook and Student Code of Conduct. The purpose of the Student Code of Conduct is to define the rights and responsibilities of students, the standards for acceptable conduct of students, and the consequences for failure to meet those standards. The purpose of the Code of Conduct is to ensure a safe environment in which students can learn and thrive individually and as members of a larger community.

The Board of Trustees and staff of PA Virtual believe it is important that parents and students understand and adhere to all policies. As such, parents and students are provided with an electronic copy of the Student Code of Conduct and Student Handbook at the start of each school year. A link to the Student Code of Conduct and Student Handbook is sent to enrolled families via their school e-mail with an endorsement link included. Parents/students are required to review the handbook and complete the endorsement link which indicates their receipt and review of the handbook. Any families that do not fill out the endorsement link are sent a second e-mail concerning the failure to acknowledge receipt and review. If after the two e-mail attempts the family is still non-responsive the program principals and teachers follow up during their phone conversations with the families to ensure that the family did indeed receive the handbook. At present 85% of the families from 2011-2012 completed the needed endorsement link to acknowledge receipt of the handbook. The program principals continue to follow-up with the families that have not acknowledged receipt and review of the Student Code of Conduct and Student Handbook through e-mails and phone calls. A list is maintained of those families that have not acknowledged receipt and review. The Student Code of Conduct and Student Handbook is also posted in the Learning Coach organization of our Blackboard management system so it is readily available for all families.

The school adheres to due process procedures when a student is suspended and follows the process of a 10 day hearing timeline in regard to any possible expulsions. During the 2011-2012 School Year PA Virtual only had one (1) suspension and zero (0) expulsions.

In the event that a student fails to follow the Student Code of Conduct and is found to be in violation of an infraction that may result in suspension the process outlined below is utilized:

- The program principal is made aware of the infraction by the teacher.

- The program principal investigates the infraction and in turn arranges a meeting with the parent and student to discuss the inappropriate behavior.
- The program principal determines if the infraction requires a suspension and the length as outlined in the Student Code of Conduct.
- A confirmation letter is sent to the parent of the student indicating the infraction, the action taken in regard to the infraction and also the number of days if applicable regarding the suspension.

In the event that a student fails to follow the Student Code of Conduct and is found to be in violation of a more serious offense, as defined by the Student Code of Conduct, that may result in expulsion the process outlined below is utilized:

- An immediate serious incident report is filed with the program principal and the appropriate Dean.
- The Dean reviews the events and within 24 hours of the report holds a meeting with the program principal, the parent and the student.
- After reviewing the facts the Dean makes a decision in regard to whether this incident involves only a suspension or indeed qualifies for a disciplinary hearing that could lead to an expulsion.
- In the case of a special education student, a Manifest Determination is immediately within 3 days is held and then if found that the acts were not related to the student's disability the process for expulsion hearing is implemented.
- The Dean informs the CEO of the gravity of the situation and begins to collect documentation to forward to the school's attorney and the Board Hearing Officer.
- The family and student are informed via a phone call that a disciplinary hearing/expulsion hearing will be held within 10 school days.
- A letter from the school's attorney is sent to the family/student to indicate date, place and time of the hearing.
- The parent/student is advised that if they wish they may secure their own counsel.
- A formal hearing is held with the Board Hearing Officer, the school attorney, the Dean and any relevant witnesses.
- After the hearing a formal decision is made and the parent/student is notified by the Dean of Curriculum and Instruction via mail and phone call the results of the hearing and the recommended course of action.
- If alternate placement is recommended, PA Virtual will assist the parent in identifying an appropriate educational facility.

Student Conduct - Attachment

- Student Code of Conduct 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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
2011 - 2012 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 A. Jones Barnett **Title:** Dr.
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: Michael Kello **Title:** Mr.
Phone: 610-275-8500 **Fax:** 610-275-1719
E-mail: bot@pavcsk12.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Joseph 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 - Attachment

- Annual Report Signature Page 11-12