**PENNSYLVANIA VIRTUAL CS**

630 Park Avenue

TSI Title 1 School Plan | 2021 - 2024

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## MISSION STATEMENT

To provide Pennsylvania public K-12 students a superior cyber charter option, continuously improving by using innovative technologies, well-rounded curricula, and individualized educational delivery in safe learning environments. PA Virtual seeks to equip our students with excellent academic education, social skills, and character development for their lives as productive 21st-century citizens.

## VISION STATEMENT

PA Virtual strives to be a recognized leader nationwide for strategic thinking, innovation, and quality in all areas of K-12 cyber education, serving as a respected exemplar for other cyber schools.

# EDUCATIONAL VALUE STATEMENTS

### STUDENTS

Students need to be actively engaged in the learning process. Students log in to school and attend classes regularly, on time, and for the entire school day.

### STAFF

Individualized and customized educational programs providing student-centered individual attention and support based upon each student's gifts and needs. Effective and efficient use of cutting edge technology, serving as a model for others in the design and delivery of cyber education. Rigorous, well-rounded curricula that enable and inspire students to realize their potential during and after their K-12 education experience, whether this is in the workplace, military, higher education, trade school, or elsewhere. Open communications with administration, parents, learning coaches and students.

### ADMINISTRATION

Empirically measured excellence in student academic achievement. Fiscal accountability and full legal and regulatory compliance. Programs that encourage and facilitate the cultivation of educational partnerships among individual students and their parents, faculty, administration, and communities. Programs that provide engaging, innovative opportunities for extra-curricular activities for the cultivation of students' moral character and social, emotional, physical, and mental development. Insistence upon both organizational and personal integrity to promote trust, respect, transparency, and honesty. Commitment to the highest standards in governance and leadership development throughout the organization. Open communications internally and externally with all constituencies. Engaging, effective, and ethical marketing. Efficiency and effectiveness of operations. A workplace culture that nurtures consensus, trust, and recognition as a top employer.

### PARENTS

Parents have the responsibility to ensure that their children who are enrolled in the Charter School log in to school and attend classes regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees. As a Learning Coach, parents actively participate in their student's education by partnering with teachers and support staff to ensure daily progress and academic achievement. Each student enrolled must have a primary responsible adult to support what is being monitored in school. Parents have the responsibility to assist the School and their children in achieving their academic potential, including serving as learning coach, or appointing a responsible adult to fulfill learning coach obligations, ensuring two-way communication with the school, planning a time and place for completing homework, ensuring the completion of assignments, and providing the necessary supervision while their children complete assignments.

## COMMUNITY

Communication among parents, teachers, administrators, staff, students, and volunteers is a key ingredient in enabling student learning and development. The school community's purpose and goals are the central topic of communication. Students benefit when their parents are familiar with the parents of their schoolmates. Teachers understand their students better when they know their families, and parents become more fully engaged in their children's learning when they know their teachers.

## STEERING COMMITTEE

| Name | Position | Building/Group |
|------|----------|----------------|
| Dr. Jose Parrilla | Chief Academic Officer | Administrator K-12 |
| Dr. John Chandler | Chief Executive Officer | Administrator K-12 |
| Steve Schutt | Principal (K-4) | Administrator K-4 |
| Maureen Weinberger | Director of Curriculum, Instruction, and Federal Programs | Administrator K-12 |
| Maria Ramola | Attorney | Community Representative |
| Heather Brandt | Teacher | Elementary Teacher K-4 |
| Jacob Grantz | Teacher | Middle School Teacher 5-8 |
| Rebekah Hallberg | Parent | Parent |
| Jennifer Blizman | Teacher | High School Teacher 9-12 |
| Dr. Shaikha BuAli | High School Principal | Administrator 9-12 |
| Rick Verga | Middle School Principal | Administrator 5-8 |
| Diana Perney | Director of Professional Development & Onboarding | Administrator K-12 |
| Bernadette Mathis | School Counselor | Educational Specialist |
| Johnna Kohl | Special Education Teacher | Special Education |
| Alison Diflorio | Diversity/Equity/Inclusion Consultant | Business Representative |
| Victor Valentine | Parent | Parent |

| Name | Position | Building/Group |
|---|---|---|
| Brenda Sachleben | Board Trustee | Board of Trustees |
| Layla Koon | Student | Student |
| Julie Pufko | Executive Assistant | Community |
| Jennifer Brodhag | Director of Parent Education & Engagement | Parent |

## ESTABLISHED PRIORITIES

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

## ACTION PLAN AND STEPS

| Evidence-based Strategy |
| --- |
| ELA Tutoring Outcome Criteria |

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| --- | --- |
| ELA - PSSA Performance Improvement (emphasis on Hispanic students) | Improve student ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
| --- | --- | --- | --- |
| Create detailed list of outcomes tutors in program will be evaluated on | 2021-07-01 - 2021-08-31 | CAO | N/A |

| Anticipated Outcome |
| --- |
| Programmatic criteria list to be used to evaluate tutor efficacy |

### Monitoring/Evaluation

Programmatic checklist

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| Improve student ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on Hispanic students)) | ELA Tutoring Outcome Criteria | Create detailed list of outcomes tutors in program will be evaluated on | 07/01/2021 - 08/31/2021 |

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

**Assurance of Quality and Accountability**

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

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

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

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

We hereby affirm and assure that this plan:

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

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

| | |
|---|---|
| School Board Minutes or Affirmation Statement | 2020-08-12; |

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

| | | |
|---|---|---|
| Superintendent/Chief Executive Officer | John Chandler | 2020-09-25 |

| | | |
|---|---|---|
| School Improvement Facilitator Signature | Jose E. Parrilla | 2020-09-28 |
| Building Principal Signature | Richard Verga | 2020-09-25 |

# ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

## Strengths

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

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

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

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. PA Virtual established three initiatives that we believe will help with student achievement. PA Virtual developed a

## Challenges

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

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

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

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

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

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

## Strengths

process whereby teachers monitor student academic progress in Study Island and use that information and data to inform instructional design with the goal for meeting or exceeding state standards on the PSSA and Keystone Exam.

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

Use multiple professional learning designs to support the learning needs of staff.

Hispanic student grades, for classroom assignments and assessments, indicate that students perform in a satisfactory manner and their gradebook performance far surpasses their performance in the 2019 ELA PSSA exam. This is an indication that a majority (70.4%) of Hispanic students connect with and grasp the content provided in-class by their respective ELA teachers. This is also an indicator that this student group's standardized test performance may not be an accurate representation of the level of learning accomplished by this sub-group of students.

The teaching and learning staff has been able to engage students in college and career exploration at all required grade levels. As a result, a majority of students have been completing assignments and recording needed artifacts.

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

Based on a 2018-19 survey of student

## Challenges

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

Many times students do not interpret college and career readiness as a necessary component of their education because college and career readiness is perceived as an activity that is far off in the future. As a result, it is challenging to convince these students to engage in career exploration.

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

The teaching staff has faced two major challenges as it relates to integrating Study Island into classroom practice. First, analysis of SI performance data, specifically the timing and amount of sessions completed by students, indicates that once students have demonstrated mastery of an academic topic they move on to the next topic to be mastered. Unfortunately, this means students have not spent enough time "reviewing" content already mastered. Second, and anecdotally, quite a few parents object to their children participating in, and completing, academic content that is not a directly aligned, or that is interpreted to be an "offshoot" of the online curriculum offered by the school. As a result, many students do not complete any substantive work in Study Island, making the task of

## Strengths

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

A survey of teacher gradebooks indicates that the majority of students (84%) have recorded a passing score (69 out of 100 point scale) for their ELA class in the 2018-19 school year (n = 651 of 772). Student grades, for classroom assignments and assessments indicate that students perform in a satisfactory manner and their classroom gradebook performance far surpasses their performance in the ELA PSSA exam. This is an indication that a majority of students connect with and grasp the content provided in-class by their respective ELA teachers. This is also an indicator that students understand grade level content.

Based on a 2018-19 survey of student performance in Study Island (SI), it appears that student performance in "practice" mode is much higher than student performance in the Mathematics portion of

## Challenges

assessing student readiness for standardized testing extremely difficult.

A big challenge for the school lies in the disconnect between student performance on standardized tests versus their academic performance as measured by the grades recorded by their teachers for classroom assignments and assessments. It appears that classroom grades earned do not correlate to future PSSA performance, because many more students score on a proficient level (> 69%) in classroom assignments as compared to PSSA proficiency.

As it relates to Mathematics, the teaching staff has faced two major challenges as it relates to integrating Study Island into classroom practice. First, analysis of SI performance data, specifically the timing and amount of sessions completed by students, indicates that once students have demonstrated mastery of an academic topic they move on to the next topic to be mastered. Unfortunately, this means students have not spent enough time "reviewing" content already mastered. Second, quite a few parents object to their students participating in and completing academic content that is not a directly aligned with the online curriculum offered by the school. As a result, many students do not complete any substantive work in Study Island, making the task of assessing student readiness for standardized testing extremely difficult.

A big challenge for the school lies in the disconnect between student performance on Mathematics standardized tests versus

## Strengths

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

A survey of teacher gradebooks indicates that the majority of students (79.4%) have recorded a passing score (69 out of 100 point scale) for their Mathematics classroom performance in the 2018-19 school year (n = 620 of 781). Student grades, for classroom assignments and assessments indicate that students perform in a satisfactory manner and their gradebook performance far surpasses their performance in the Mathematics PSSA exam. This is an indication that a majority of students connect with and grasp the content provided in-class by their respective Mathematics teachers. It is also an indicator that a majority of students understand grade level mathematics content.

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

## Challenges

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

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

PSSA student participation testing.

**Most Notable Observations/Patterns**

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

| Challenges | Discussion Point | Priority for Planning |
|---|---|---|
| As it relates to Mathematics, the teaching staff has faced two major challenges as it relates to integrating Study Island into classroom practice. First, analysis of SI performance data, specifically the timing and amount of sessions completed by students, indicates that once students have demonstrated mastery of an academic topic they move on to the next topic to be mastered. Unfortunately, this means students have not spent enough time | | |

| Challenges | Discussion Point | Priority for Planning |
|---|---|---|
| "reviewing" content already mastered. Second, quite a few parents object to their students participating in and completing academic content that is not a directly aligned with the online curriculum offered by the school. As a result, many students do not complete any substantive work in Study Island, making the task of assessing student readiness for standardized testing extremely difficult. | | |
| A big challenge for the school lies in the disconnect between student performance on Mathematics standardized tests versus their academic performance as measured by the grades recorded by their teachers for Mathematics classroom assignments and assessments. The challenge is for the teaching staff to better align and sequence instructions so that student performance in academic classroom assignments correlate better to performance on standardized tests. | Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps in Mathematics. Oftentimes, minimizing the gap requires resources over a multi-year improvement period. Unfortunately, student turnover at PA Virtual is high. The high student turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement in a short time span. | ✔ |
| The challenge is for the teaching staff to help African American students improve their ELA performance, on standardized tests, so that future performance better represents and reflects the learning that occurs in classroom instruction. | Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps. | ✔ |

| Challenges | Discussion Point | Priority for Planning |
|---|---|---|
| | Oftentimes, minimizing the gap requires resources over a multi-year improvement period. Unfortunately, student turnover at PA Virtual is high. The high student turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement in a short time span. | |
| The challenge is for the teaching staff to help Hispanic students improve their ELA performance, on standardized tests, so that: 1. The ELA performance gap is limited 2. Future performance better represents and reflects the learning that occurs in classroom instruction. | Currently, school administrators direct many of its instructional resources to students with the most significant academic gaps. Oftentimes, minimizing the gap requires resources over a multi-year improvement period. Unfortunately, student turnover at PA Virtual is high. The high student turnover rate makes it very challenging for administrators and staff to implement educational strategies that improve student performance and achievement in a short time span. | ✔ |

## ADDENDUM B: ACTION PLAN

**Action Plan: ELA Tutoring Outcome Criteria**

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Create detailed list of outcomes tutors in program will be evaluated on | 07/01/2021 - 08/31/2021 |

| Monitoring/Evaluation | Anticipated Output |
| --- | --- |
| Programmatic checklist | Programmatic criteria list to be used to evaluate tutor efficacy |

| Material/Resources/Supports Needed | PD Step | Comm Step |
| --- | --- | --- |
| N/A | yes | yes |

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| Improve student ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on Hispanic students)) | ELA Tutoring Outcome Criteria | Create detailed list of outcomes tutors in program will be evaluated on | 07/01/2021 - 08/31/2021 |

## PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|---|---|
| Item Analysis Review | Small learning community principals | PSSA Item analysis review |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|---|---|
| Email response from principals | 07/01/2021 - 08/31/2021 | CAO |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| | |

## ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
| --- | --- | --- | --- |
| Improve student ELA PSSA performance in order to meet prescribed interim goal of increased annual proficiency of 2.5% per academic school year, by leveraging research-based academic tutoring techniques as found in: Educational Outcomes of Tutoring: A Meta-analysis of Findings, American Educational Research Journal, Summer 1982, Vol. 19, No. 2, Pp. 237-248 Evidence That Tutoring Works, Department of Education, Washington, DC, 2001 Infographic: The Impact of Expert Tutoring on Academic Achievement, CollegeXpress, Oct 8, 2019 (ELA - PSSA Performance Improvement (emphasis on Hispanic students)) | ELA Tutoring Outcome Criteria | Create detailed list of outcomes tutors in program will be evaluated on | 2021-07-01 - 2021-08-31 |

# COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|---|---|---|
| ELA Tutoring Program | Small learning community principals | Rational for program, details of the tutoring plan, how efficacy will be measured, process for programmatic adjustment(s). |

| Anticipated Timeframe | Frequency | Delivery Method |
|---|---|---|
| 07/01/2021 - 08/31/2021 | Once | Memorandum |

| Lead Person/Position |
|---|
| CAO |

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|---|---|---|---|
| Post the following plans on the PA Virtual website: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | The following are available for public review and inspection: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | Post on website | Public and school community | September 15, 2020 - October 16, 2020 |
| Review various plans with PA Virtual staff as needed and appropriate | Review as needed and appropriate: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | Staff PD or staff meetings | PA Virtual Staff | October 15, 2020 - June 15, 2021 |
| Post the following plans on the PA Virtual Blackboard site: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | The following are available for public review and inspection: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | Post in Blackboard where most school announcements occur. | Parents, students, and staff | September 15, 2020 - October 16, 2020 |
| Provide the following to the Board of | PA Virtual Board of Trustees becomes | Provide to Board in | Board of Trustees | August 10 - October |

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|---|---|---|---|
| Trustees: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | aware of the various plans contents, asks questions and/or provides feedback, and approves plans for submission. | advance of board meeting and place plan discussion and approval on agenda | | 17, 2020 |
| Place the following plans at the Upper Merion Public Library for public inspection and comment: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | The following are available for public review and inspection: Comprehensive Plan including the Title 1 School Improvement Plan, Induction Plan (Chapter 49), and Professional Development Plan (Act 48). | Place a physical copy in the appropriate area of the public library | Public | September 15 - October 16, 2020 |

# Induction Plan (Chapter 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity"s governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

# Profile and Plan Essentials

Charter School (Cyber)

123460001

630 Park Avenue , King of Prussia, PA 19406

Diana Perney

dperney@pavcs.us

484-680-7888 Ext.

Dr. John Chandler

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# Induction Plan Committee Participants

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

## Steering Committee

| Name | Title | Committee Role | Chosen/Appointed by |
|------|-------|----------------|---------------------|
| Dr. John Chandler | Chief Executive Officer | Administrative (K-12) | Administration Personnel |
| Dr. Jose Parrilla | Chief Academic Officer | Administrative (K-12) | Administration Personnel |
| Diana Perney | Director of Onboarding and Professional Development | Administrative/Chairperson (K-12) | Administration Personnel |
| Maureen Weinberger | Director of Federal Programs | Administrative (K-12) | Administration Personnel |
| Chris Gilligan | Director of Data and Assessment | Administrative (K-12) | Administration Personnel |

| Name | Title | Committee Role | Chosen/Appointed by |
|------|-------|----------------|---------------------|
| Dr. Shaikah BuAli | High School Principal | Administrative (9-12) | Administration Personnel |
| Richard Verga | Middle School Principal | Administrative (5-8) | Administration Personnel |
| Steven Schutt | Elementary Principal | Administrative (K-4) | Administration Personnel |
| Melissa Alcaro | Asst. Director of Onboarding and Professional Development | Asst. Chariperson/Administrative (K-12) | Administration Personnel |
| Maria Ramola | Attorney | Community Representative | School Board of Directors |
| Heather Brandt | Teacher | Teacher (K-4) | Teacher |
| Layla Koon | Student | Student | Administration Personnel |
| Jacob Grantz | Teacher | Participant (5-8) | Teacher |
| Julie Pufko | Executive Assistant | Community Representative | Administration Personnel |
| Bernadette Mathis | Counselor | Education Specialist | Education Specialist |
| Jennifer Blizman | Teacher | Teacher (9-12) | Teacher |
| Johnna Kohl | Special Ed Teacher | Special Education Teacher | Teacher |
| Victor Valentine | Board Trustee | Parent | School Board of Directors |
| Alison Diflorio | Diversity Consultant | Business Representative | School Board of Directors |

| Name | Title | Committee Role | Chosen/Appointed by |
| --- | --- | --- | --- |
| Rebekah Hallberg | Parent | Parent Representative | Administration Personnel |
| Brenda Sachleben | Board Trustee | Board Of Trustees | School Board of Directors |
| Jennifer Brodhag | Director Parent Education & Engagement | Parent/Administrative (K-12) | Administration Personnel |

# Educator Induction Plan (EIP) (22 Pa Code, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

| Plan requirements | Yes/No |
|---|---|
| Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16 🔗) | Yes |
| Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16 🔗) | Yes |
| Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16 🔗) | Yes |
| Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16 🔗) | Yes |
| Does the induction plan:<br><br>a. Assess the needs of inductees? | Yes |
| b. Describe how the program will be structured? | Yes |
| c. Describe what content will be included, along with the delivery format and timeframe? | Yes |

## Mentors

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

| Characteristics used by LEA | Yes/No |
| --- | --- |
| Pool of possible mentors is comprised of teachers with outstanding work performance. | Yes |
| Potential mentors have similar certifications and teaching assignments. | Yes |
| Potential mentors must model continuous learning and reflection. | Yes |
| Potential mentors must have knowledge of LEA policies, procedures, and resources. | Yes |
| Potential mentors must have demonstrated ability to work effectively with students and other adults. | Yes |
| Potential mentors must be willing to accept additional responsibility. | Yes |
| Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development). | Yes |
| Mentors and inductees must have compatible schedules so that they can meet regularly. | Yes |
| Other, please specify below | No |

### Other

### Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Once the potential number of new teachers is determined and the grade levels, PA Virtual HR department advertise for mentors. All applicants are interviewed. Interview questions include previous experience, knowledge of content/grade level area, and knowledge of the LEA. After applicants are offered positions and the offers are accepted, the mentors are place in a mentoring pool. As they wait for their match, mentors complete mentor training. This training is differentiated based on the experience of the mentor. A brand new mentor receives a more in depth training compared to a veteran mentor.

## Needs Assessment

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

| Characteristics used by LEA | Yes/No |
| --- | --- |
| Observations of inductee instructional practice by a coach or mentor to identify needs. | Yes |
| Multiple observations of inductee instructional practice by building supervisor to identify needs. | Yes |
| Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs. | Yes |
| Standardized student assessment data | Yes |
| Classroom assessment data (Formative & Summative) | Yes |
| Inductee survey (local, intermediate units and national level) | Yes |
| Review of inductee lesson plans | Yes |
| Review of written reports summarizing instructional activity | Yes |
| Submission of Inductee Portfolio | Yes |
| Knowledge of successful research-based instructional models | Yes |
| Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews). | Yes |
| Other, please specify below | No |

**Other**

**Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:**
- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

Mentors are hired, trained, and placed in a mentoring pool. While waiting for a match, mentors

complete training. As new teachers are hired, mentors and mentees are matched based on content area and grade level (Elementary with Elementary; Middle math with Middle math; High English with High English). The Onboarding team hosts a meet and greet to introduce the Mentors and Mentees and set the program expectations. Mentors and Mentees are expected to meet a minimum of one hour a week for one year. The year is not the school year; rather it is the calendar year. So if a teacher gets hired March 1, 2020 the mentoring year is from March 1, 2020 to February 29, 2021. After each meeting, both the Mentors and the Mentees submit a mentoring log that documents what was discussed, action items, remaining questions, etc. These are reviewed on a monthly basis by the Onboarding Team. Based on these logs, the Onboarding Team holds quarterly meetings to provide additional training, clarification, or information. The Onboarding team informally reaches out to the Mentors and Mentees each month as a check in, "how is it going"; "do you need any help". At the end of the Mentoring year, the Mentee receives a certificate of completion. However, this is not the end of the training. After completing Induction, teachers become Rookie Teachers and continue with an additional 10 days of professional development for two more years. The topics during these additional training days are based on self reported needs and feedback from principals. Topics include but are not limited to: topics from the Danielson Framework, tech skills such as Microsoft products, sharing best practices, and peer observations. Rookie teachers continue their personal professional develop and submit work logs documenting that professional development. Year two Rookie Teachers need to submit an additional 15 hours of professional development and year three Rookie teachers need to submit an additional 10 hours of professional development. At the end of the third year of training, the Rookie Teachers graduate to Veteran Teachers and receive a certificate of completion.

# Educator Induction Plan Topic Areas

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

## Code of Professional Practice and Conduct for Educators

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 4e: Growing and Developing Professionally | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Assessments and Progress Monitoring

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 3d: Using Assessment in Instruction | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Instructional Practices

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 3c: Engaging Students in Learning | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Safe and Supportive Schools

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 3e: Demonstrating Flexibility and | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, |

| Selected Danielson Framework(s) | Timeline |
|---|---|
| Responsiveness | Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Standards/Curriculum

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

| Selected Danielson Framework(s) | Timeline |
|---|---|
| 1a: Demonstrating Knowledge of Content and Pedagogy | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Technology Instruction

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

| Selected Danielson Framework(s) | Timeline |
|---|---|
| 4e: Growing and Developing Professionally | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Progress Reports and Parent-Teacher Conferencing

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

| Selected Danielson Framework(s) | Timeline |
|---|---|
| 4b: Maintaining Accurate Records | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Accommodations and Adaptations for diverse learners

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

| Selected Danielson Framework(s) | Timeline |
|---|---|
| | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 |

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 1c: Setting Instructional Outcomes | Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Data informed decision making

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 4b: Maintaining Accurate Records | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Materials and Resources for Instruction

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 1d: Demonstrating Knowledge of Resources | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Classroom and student management

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| 2b: Establishing a Culture for Learning | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

## Parental and/or community involvement

| Selected Danielson Framework(s) | Timeline |
| --- | --- |
| | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 |

| Selected Danielson Framework(s) | Timeline |
|---|---|
| 4c: Communicating with Families | Summer, Year 2 Fall, Year 2 Winter, Year 2 Spring, Year 2 Summer, Year 3 Fall, Year 3 Winter, Year 3 Spring, Year 3 Summer |

# Evaluation and Monitoring

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
b. Analysis of activities and resources used in the program
c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

## Evaluation and Monitoring

A survey is deployed for teachers to self report on their strengths and weaknesses. A different survey is deployed to the principals to report on teacher strengths and weaknesses. This data is gathered and analyzed to develop a training plan for teachers. Depending on the need the plan can be large group, small group, or individual plans. This training occurs in formal sessions and in independent work. The bulk of this training occurs during a 10 day Summer Training. New and Rookie Teachers come back to school 10 days before Veteran Teachers. Surveys are deployed through out the year to evaluate the program and at the end of the year. This data is gathered and changes are made accordingly. Teacher work is monitored through the submission of logs, interviews with mentors and mentees, and observations.

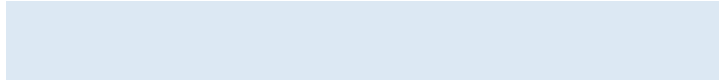# Documentation of Participation and Completion

Identify the methods used to record inductee participation and program completion.

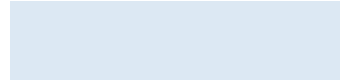| Participation | Completion |
|---|---|
| Mentor documents his/her inductee's involvement in the program. | Yes |
| A designated administrator receives, evaluates, and archives all mentor records. | Yes |
| School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program. | Yes |
| Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification. | Yes |
| Confirm that all first-year teachers are required to participate in the induction program. | Yes |

**If "No" is selected please explain what individuals were not included in the Induction Program and why.**

## Educator Induction Plan Statement Of Assurance

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.
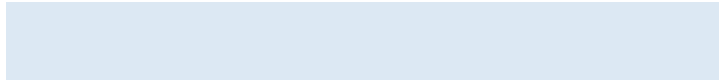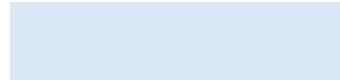
**Educator Induction Plan Coordinator**

**Date**

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

**Superintendent/Chief Executive Officer**

**Date**

# Act 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a.  Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.

b.  Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.

c.  Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.

d.  Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

e.  Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.

f.  Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g.  A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional

education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

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

# Profile and Plan Essentials

Charter School (Cyber)

123460001

630 Park Avenue, King of Prussia, PA 19406

Diana Perney

dperney@pavcs.us

484-680-7888

Dr. John Chandler

jchandler@pavcsk12.org

# Steering Committee

| Name | Title | Committee Role | Appointed By |
|------|-------|----------------|--------------|
| Dr. John Chandler | Chief Executive OfficerCEO | Dr. John Chandler | School Board of Directors |
| Dr. Jose Parrilla | Chief Academic Officer | Dr. Jose Parrilla | School Board of Directors |
| Diana Perney | Director of Onboarding and Professional Development | Diana Perney | Administration Personnel |
| Melissa Alcaro | Asst Director of Onboarding and Professional Development | Melissa Alcaro | Administration Personnel |
| Steven Schutt | Elementary Principal | Steven Schutt | Administration Personnel |
| Richard Verga | Middle School Principal | Richard Verga | Administration Personnel |
| Dr. Shaikah BuAli | High School Principal | Dr. Shaikah BuAli | Administration Personnel |
| Maureen Weinberger | Director of Curriculum, Instruction, and Federal Programs | Maureen Weinberger | Administration Personnel |
| Thomas Gilligan | Director of Data and Assessment | Thomas Gilligan | Administration Personnel |

| Name | Title | Committee Role | Appointed By |
|---|---|---|---|
| Maria Ramola | Attorney | Maria Ramola | School Board of Directors |
| Heather Brandt | Teacher | Heather Brandt | Teacher |
| Brenda Sachleben | Board Trustee | Brenda Sachleben | School Board of Directors |
| Johnna Kohl | Special Education Teacher | Johnna Kohl | Teacher |
| Alison Diflorio | Diversity Consultant | Alison Diflorio | School Board of Directors |
| Bernadette Mathis | School Counselor | Bernadette Mathis | Education Specialist |
| Jacob Grantz | Teacher | Jacob Grantz | Teacher |
| Jennifer Blizman | Teacher | Jennifer Blizman | Teacher |
| Layla Koon | Student | Layla Koon | Administration Personnel |
| Rebekah Hallberg | Parent | Rebekah Hallberg | School Board of Directors |
| Victor Valentine | Board Trustee | Victor Valentine | School Board of Directors |
| Julie Pufko | Executive Assistant | Julie Pufko | Administration Personnel |
| Jennifer Brodhag | Director of Parent Education & Engagement | Jennifer Brodhag | Administration Personnel |

**Describe how many times the committee meets in a given year, any subcommittees that are formed and any other relevant information regarding the function of the committee.**

The entire steering committee meets once a year as a review of the Professional Education Plan and to make any necessary changes. The subcommittee which consists of the Chief Academic Officer, the Director of On boarding and Professional Development, Assistant Director of On

boarding and Professional Development, and Principals meet periodically to review the plan and make any changes. Other stakeholders are invited to attend these meetings as needed.

# Professional Education Plan ⓘ

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

**Steps to Complete this Section:**

1. Check a response to each question.

**Fields with asterisks (*) are required.**

| | Yes | No |
|---|---|---|
| Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4) * | ● | ○ |
| Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19) * | ● | ○ |
| Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1) * | ● | ○ |
| Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1) * | ● | ○ |
| Was the professional education plan approved by the professional education committee and the board of the school entity? (Section 1205.1(b), 22 Pa. Code 49.17(a)) * | ● | ○ |
| Does the professional development plan align with educator needs? (Act 48, Section 2) * | ● | ○ |
| Do the implementation steps cover at least a three year implementation horizon? (Section 1205.1(a), 22 Pa. Code(a)) * | ● | ○ |

# Action Plans Steps from Comprehensive Plan

## Item Analysis Review

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| | Small learning community principals | PSSA Item analysis review | Email response from principals |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| CAO | 07/01/2021 - 08/31/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Conference | Once | | |

# Other Professional Development Activities

## Mandated Reporting

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Staff | Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania | Certificate of Completion |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Diana Perney/Director of Onboarding and Professional Development | 05/01/2021 - 06/30/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Course(s) | Once every five years | | |

## Suicide Awareness

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Staff | This course raises awareness and covers best practices for reporting a student who you believe may be considering suicide. | Certificate of Completion |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Diana Perney/Director of Onboarding and Professional Development | 08/26/2020 - 06/30/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Professional Learning Community (PLC) | Annual | | |

## Blood Borne Pathogens

| Audience | Topics to be Included | Evidence of Learning |
|----------|----------------------|----------------------|
| All Staff | Staff learn how to minimize their risk of exposure to blood borne pathogens and fulfill the yearly training requirements for OSHA standards. | Certificate of Completion |

| Lead Person/Position | Anticipated Timeline |
|----------------------|----------------------|
| Diana Perney, Director of Onboarding and Professional Development | 08/12/2020 - 06/30/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|-----------------------------------------------|-------------------------------------------------------------|
| Professional Learning Community (PLC) | Annual | | |

## English Language Learners

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Staff | This professional development raises awareness of the requirements for identifying and supporting students in need of EL services | Exit Ticket |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Maureen Weinberger, Director of Curriculum, Instruction, and Federal Programs | 08/19/2020 - 06/30/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Professional Learning Community (PLC) | Annual | | |

## Homelessness

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| All Staff | This professional development raises awareness of the requirements for identifying and supporting students who are Homeless. | Exit Ticket |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Maureen Weinberger, Director of Curriculum, Instruction, and Federal Programs | 08/19/2020 - 06/30/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Professional Learning Community (PLC) | Annual | | |

## Trauma Informed Training

| Audience | Topics to be Included | Evidence of Learning |
| --- | --- | --- |
| All Staff | Identifying and working with students who have experienced trauma | certificate of completion |

| Lead Person/Position | Anticipated Timeline |
| --- | --- |
| Diana Perney/Director of Onboarding and Professional Development | 08/12/2020 - 06/30/2021 |

## Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
| --- | --- | --- | --- |
| Professional Learning Community (PLC) | Annual | | |

# Evaluation and Review

**Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.**

The Professional Education Plan is reviewed yearly by triangulating data. The first piece of data is the participants feedback via a survey and by demonstrating the use of new knowledge and skills through classroom instruction. The second piece of data is the principals providing feedback based on the participants use of the the new knowledge and skills. Principals pull data from informal walk throughs, formal observations, and observation conferences. The third piece of data comes from student outcomes. These outcomes are classroom performance, local assessment performance, and state assessment performance. Finally, taking these three data sources, the organization analyzes the data and sets goals. Then the Professional Education Plan is developed to support the needs identified.

## Professional Education Plan Assurances

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

**Professional Education Committee Chairperson:**      **Date**

---

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

**Superintendent or Chief Administrative Officer:**      **Date**