

# Harrisburg Virtual Learning Academy Update

*Presented by: Melissa Floyd, HVLA Director*

**Act 141 Committee Meeting  
1/9/25**



# What is HVLA?

- The Harrisburg Virtual Learning Academy (HVLA) is the Harrisburg School District's online learning option.
- HVLA was born as a post-pandemic solution to the mass exodus of students who refused to return to in-person learning.
- It is ever-changing to best meet the needs of students and families.
- It is a program, not a school.
- It is available to all students of the Harrisburg School District from grades K-12.
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## What is HVLA? continued....

- K-8 is completely synchronous with live lessons every day via zoom. (with the exception of PE)
- For students in grades 9-12, core classes are synchronous and electives are asynchronous.
- Project Days-Students in K-8 have in-person time each month to work collaboratively with peers, take assessments, attend field trips or have community based activities.





# HVLA Structure

## 24-25 School Year

- **K-8 (Traditional HVLA Model)**
- **9-12 (New Model)**
  - All 9-12 students are taught by John Harris teachers who have an HVLA period embedded in their schedule.
  - All 9-12 core classes are taught live via zoom.
  - All 9-12 electives are taught asynchronously via Edgenuity by Teachers of Record (TORs)
  - HVLA 9-12 students use the same John Harris supports as in-person students (Administrators, Counselors, Social Workers, etc.)

# Current Enrollment

**Elementary: 62**

**Middle: 106**

**High: 158**

**Total: 326**

# Current Staffing

Classroom Teachers - 15  
Instructional Coach - 1 (shared with the district)  
Social Worker - 1  
ELD Teacher 1 ½ (shared with another building)  
Sp. Ed. K-8 - 1  
Sp. Ed. 9-12 - 1  
School Psychologist (shared with another building)  
Family Engagement Specialist - 1  
Program Manager - 1  
Office Secretary - 1  
Director (Principal) -1

HVLA currently does not have....

Counselor

Assistant Principal (not allocated)

School Nurse (not allocated)

Reading Specialist

Math Interventionist

ESS Clinician (not allocated)

PA Counseling (not allocated)

Check and Connect (not allocated)

# Instructional Focus

G.L.E.A.M

Engaging Students Virtually

Personalized Learning

Student Collaboration

## Instructional Model

**Synchronous** and **Asynchronous** Instruction  
Models that are consistently changing and  
adapting to meet the needs of students.

# Instructional Concerns

The current K-6 curriculum was not designed for online learning, which poses significant challenges for effective virtual instruction. For example:

- Eureka Math lacks online resources entirely
- Open Court offers some online materials, but their quality and usefulness are limited.
- There is no Social Studies program in place for 4th and 5th grades.
- Savvas Science and ELA are adequate but unremarkable, offering little to elevate the online learning experience.
- Many assessments are created from scratch since we can't administer paper and pencil tests.



# Professional Development

Professional Development provided by the district is usually geared towards in-person learning.

- HVLA requests that professional development that is offered by the district should include a virtual component that specifically addresses virtual instruction.
- HVLA continues to seed outside resources to grow and develop virtual instructional practices.
  - Virtual Collaborative
  - Lancaster IU13 Conference
  - Pete and C Technology Conference

# In a perfect world.....

- We desire programs specifically designed for online education, rather than adapting in-person curricula to fit a virtual format.
- The district-provided Google Classroom resources are appreciated but not designed for virtual instruction.
- Teachers are dedicating an extra 10 hours per week to fill gaps, adapt resources, and make the curriculum functional in an online setting. This is neither sustainable nor efficient.

# **We are working with District Leadership to.....**

- **Develop resources that are inherently online-first.**
- **Improve district-provided tools for virtual instruction.**
- **Offer more effective digital assessment solutions.**

**We believe that by addressing these challenges, we can create a more equitable and efficient learning environment for both students and teachers.**

# Data







# Attendance MP1

**K-5      89.68%**

**6-8      88.32%**

**9-12    33.92%**

**Total HVLA**

**Attendance 70.64%**



# **Interventions for Attendance**

- **Teacher contacts parent via Talking Points, phone and/or email.**
- **Social Worker visits the home**
- **Truancy is pursued by each building.**
- **HVLA staff supports the buildings through consistent communication regarding truant students.**



# STAR Data

# READING

Grade	Below Basic	Basic	Proficient	Advanced
3 <sup>rd</sup>	46%	33%	17%	4%
4 <sup>th</sup>	31%	38%	0%	31%
5 <sup>th</sup>	63%	12%	12%	22%
6 <sup>th</sup>	52%	40%	0%	8%
7 <sup>th</sup>	19%	51%	15%	16%
8 <sup>th</sup>	57%	19%	10%	14%

# STAR Data

# MATH

Grade	Below Basic	Basic	Proficient	Advanced
3 <sup>rd</sup>	83%	8%	0%	8%
4 <sup>th</sup>	88%	6%	6%	0%
5 <sup>th</sup>	78%	22%	0%	0%
6 <sup>th</sup>	96%	4%	0%	13%
7 <sup>th</sup>	74%	13%	0%	13%
8 <sup>th</sup>	83%	14%	0%	3%

# Discipline Data

2 Admin referrals resulting in parent conferences.





# 7C Survey

# EdElements

The 7Cs framework **captures essential elements of instructional practice.**

Research has shown that better survey results on the **7Cs components predict higher scholar achievement, engagement and motivation**, as well as success skills and mindsets.

**Care**  
**Confer**  
**Captive**  
**Clarify**  
**Consolidate**  
**Challenge**  
**Classroom Management**



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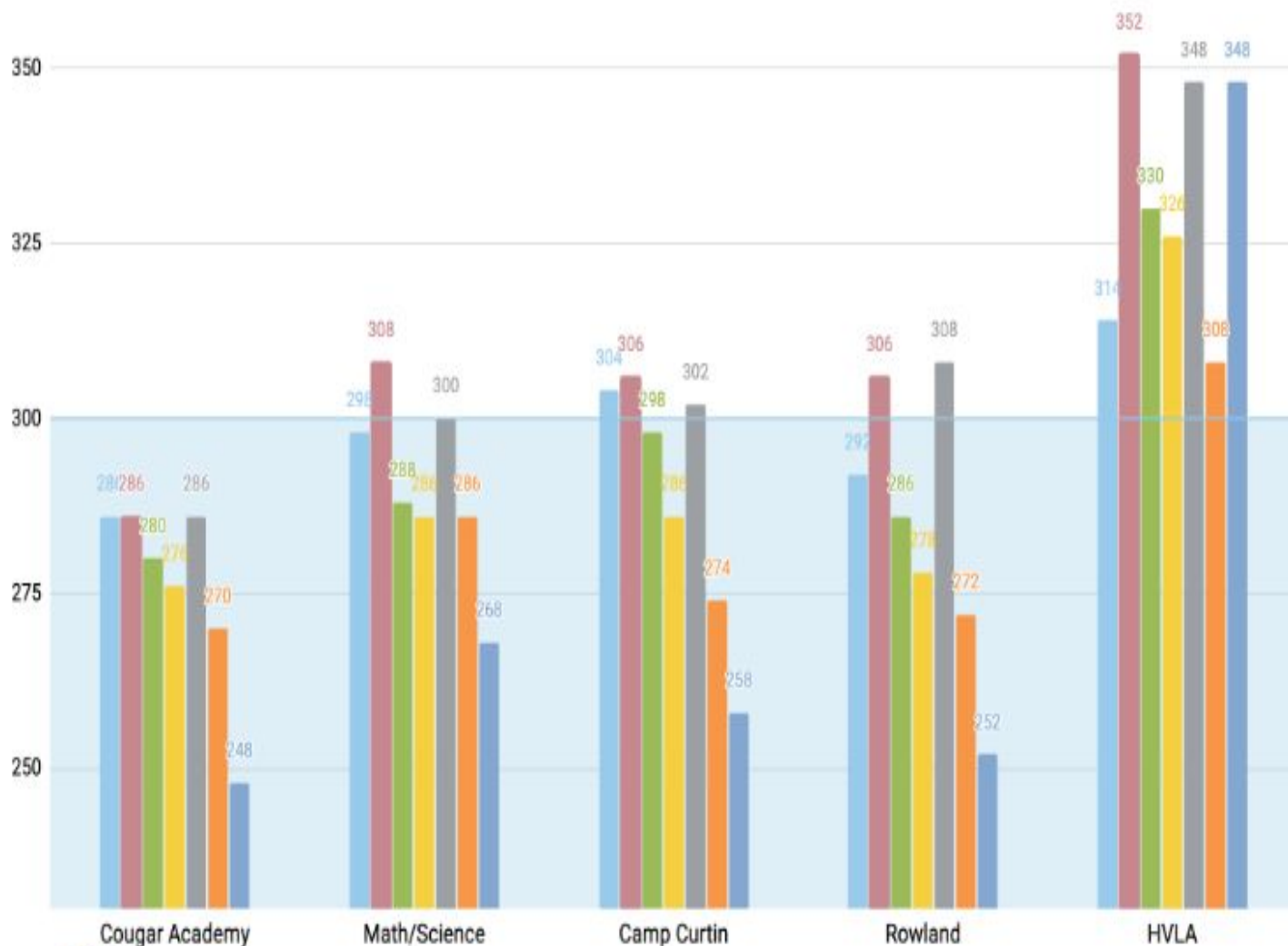
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	Personal Support		Curricular Support			Academic Press	
Construct	<b>Care</b> Show concern for students' emotional and academic well-being	<b>Confer</b> Encourage and value students' ideas and views	<b>Captivate</b> Spark and maintain student interest in learning	<b>Clarify</b> Help students understand content and resolve confusion	<b>Consolidate</b> Help students integrate and synthesize key ideas	<b>Challenge</b> Insist that students persevere and do their best work	<b>Classroom Management</b> Foster orderly, respectful, and on-task classroom behavior
Indicators	Building relationships  Addressing learning needs	Respecting perspectives  Promoting discussion  Inviting input	Designing stimulating lessons  Facilitate active participation	Explaining clearly  Check for understanding  Providing constructive feedback	Reviewing and summarizing  Connecting ideas	Pressing for rigorous thinking  Pressing for quality work  Pressing for persistence	Managing activities  Managing behaviors

# Summary statistics | Overview of Middle School

## Middle School

Care Confer Captivate Clarify Consolidate Challenge Classroom Management Benchmark



- Confer is a strong point for schools

- Consolidate is another strong point for all schools

- Classroom management scores are a focus point

- Scores are relatively even across key areas, pointing to a balanced foundation that supports equitable focus.

Thank you!