

21st Century Cyber CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

126 Wallace Ave.
Downingtown, PA 19335
(484)875-5400

Federal Accountability Designation:	none
Schoolwide Status:	Not Provided
CEO:	Kim McCully
Date of Local Chartering School Board/PDE Approval:	7/1/2011
Length of Charter:	5 Years
Opening Date:	9/1/2001
Grade Level:	6-12
Hours of Operation:	8 AM - 4 PM
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	56
Student/Teacher Ratio:	18:1
Student Waiting List:	0
Attendance Rate/Percentage:	99.10 %
Enrollment:	964
Per Pupil Subsidy:	12,312.61
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	10.70 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	118

Student Profile

Group	Student Count
American Indian/Alaskan Native	3.00
Asian/Pacific Islander	18.00
Black (Non-Hispanic)	85.00
Hispanic	63.00
White (Non-Hispanic)	743.00
Multicultural	43.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	0.00	0.00	180.00	180.00
Instructional Hours	0.00	0.00	0.00	0.00	990.00	990.00

Planning Process

21CCCS Administrative Staff has initiated a group of team leaders who are responsible for the collection of data for all sections of this plan. Each team leader then selected his own sub-committee to complete their section. We have allotted two and a half months to collect, revise, and finalize the Charter School Plan. The team leaders and sub-committees communicate via email, instant chats, and meetings to complete the report. By the completion of the 21CCCS Charter School Plan, the Director, principal, clerical staff, teachers, guidance counselors, parent representative, local business and community representatives will have had a roll in the process of developing our Charter School School Plan.

Mission Statement

The 21st Century Cyber Charter School (21CCCS) mission is to:

Provide students, for whom an asynchronous environment is an appropriate educational setting and attend our school at least half-time, with an individualized learning program utilizing the latest information and communications technology. The basis for all learning plans is to maximize student achievement of the Pennsylvania Academic Standards, while developing higher order thinking and complex problem-solving skills. The 21st Century Cyber Charter School will assure students master essential content and skills, while preparing them for their future goals.

Vision Statement

We provide students, families, teachers, and staff a world-class, individualized, asynchronous, online, "out of the box" educational experience, while achieving balanced growth and providing customers, both internal and external, with outstanding service.

Shared Values

21CCCS serves the students and families of Pennsylvania by ensuring highly-trained instructors and staff use rigorous, online middle and high school curriculum to help students achieve a well-respected transcript and diploma. Not all students learn best in an online learning environment or are motivated for full-time online asynchronous learning but, for those who are, 21CCCS offers the best asynchronous online learning environment available, which drives enrollment, decreases student and teacher turnover, and makes 21CCCS the school of choice for asynchronous online learning in Pennsylvania.

Educational Community

As a cyber-based learning environment, the 21st Century Cyber Charter School (21CCCS) does not reflect the traditional learning communities of bricks-and-mortar school. In 1999 the Executive Directors of the Intermediate Units of Bucks, Chester, Delaware, and Montgomery counties saw the need for a cyber school to serve their students. Therefore, we offer learning opportunities for students across the commonwealth of Pennsylvania, in grades 6-12, who are motivated to learn in an online, asynchronous environment. We are an online learning community that is not restricted to descriptors such as “rural” or “urban.” We serve nearly 1000 students of varied backgrounds and learning needs. There is also not a dominant economic status of our students.

Our fiscal growth has been dependent upon our enrollment growth. We have continued to grow at a rate of 10% over the past five years. We have also continued to increase teaching staff in order to accommodate increased enrollments and to expand class offerings and related services. The administrative team has expanded the role of teaching assistants, which allows teachers to service more students. In addition, as enrollments have increased, so has the demand for special education services. We have continued to make it a priority when recruiting to source either dually certified or documented experience working with special education populations. The intent is to assist in bridging the gap from increased student enrollment for special education.

Our learning model offers students opportunities to engage in the greater 21CCCS community. Through various community outreach events and field trips, students are welcomed to embrace a variety of learning opportunities across the state. Such community events have included trips to iFly in King of Prussia, various hiking trips in Pennsylvania State Parks, the Rock-n-Roll Hall of Fame in Cleveland, Ohio, tour of Washington D.C., the Tyler Arboretum in Media, and the Marion Anderson Recreation Center in Philadelphia to name a few. At these events, students are invited to engage with members of their community, as well as with other students, teachers, and school staff members. Many NHS and NJHS members are also asked to engage with their communities to provide philanthropic services to those in need.

Board of Trustees

Name	Office	Address	Phone	Email
Gemma Baldon	Member	555 Marwood Road Philadelphia, PA 19120	267-679-5550	gembaldon@gmail.com
Stephen Butz	Member	1560 Delmar Drive Folcroft, PA 19032	610-522-4300	sbutz@sedelco.org
Maria Edelberg	Member	200 Yale Avenue - Morton, PA	610-938-9000 Ext 2051	medelberg@dciu.org

		19070		
John George	Member	2 West Lafayette Street - Norristown, PA 19401	610-539-8550	jgeorge@mciu.org
David Goodin	Member	857 South Lewis Road Royersford, PA 19468	610-705-6220	dgood@spring-ford.net
Mark Hoffman	Member	705 North Shady Retreat Road Doylestown, PA 18901	215-348-2940 X1101	mhoffman@bucksiu.org
Samuel Lee	Member	3000 Donallen Drive Bensalem, PA 19020	215-750-2800	slee@bensalemsd.org
Peter Mango	Vice President	Parent Representative	610-563-0981	pjmango@me.com
Joseph O'Brien	Member	455 Boot Road - Downingtown, PA 19335	484-237-5010	JoeO@cciu.org
Jacqueline Rattigan	Member	1200 North 5th Street Perkasie, PA 18944	215-257-5011	jrattigan@pennridge.org
Heather Saboori	President	71 Sycamore Drive - Reading, PA 19606	610-779-7627	parentsasaboori@21cccs.org
John Sanville	Member	740 Unionville Road Kennett Square, PA 19382	610-347-0970	sanville@ucfsd.net
John Toleno	Member	435 Crossfield Road King of Prussia, PA 19406	610-205-6403	jtolen@umasd.org
James Wigo	Member	308 North	610-627-6001	jwigo@rtmsd.org

		Olive Street Media, PA 19063		
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Board of Trustees Professional Development

Given the background, expertise, and continual training completed by the Board in their primary positions, little professional development is necessary. When a topic or concern specific to the cyber environment arises, the CEO arranges any necessary professional development to ensure the Board is adequately informed. The school solicitor attends school board meetings, keeping the members abreast of information regarding cyber charter law. Board members are also provided the opportunity to attend the iNACOL Blended and Online Learning Symposium held by the International Association for K-12 Online Learning.

Governance and Management

Due to the unique make-up of the Board of Trustees for the 21CCCS, the three parents, eight Superintendents, and the four IU Executive Directors have a productive, efficient, and positive working relationship with PDE.

Student Enrollment

The admission process is designed to educate families on the rigor of the asynchronous environment as potential cyber school candidates. 21CCCS will not discriminate in its admission or any other policies on the basis of race, color, national origin, sex, or handicap. Students enroll in 21CCCS at specific times of the year to correspond with the approved school calendar. Should 21CCCS receive more applicants than there are available spaces, a waiting list and lottery system will be initiated. In recent years, this has not been required. Throughout the enrollment process, all student information is cross-referenced with multiple sources to ensure accuracy. The information provided from the student's parent/guardian is compared to information received from the student's previous school, copies of the birth certificate, and proof of residency. In addition, the home school district given by the parent is cross-checked against the home address, using U.S. Census data to ensure accuracy of billing. The enrollment process starts with an initial inquiry, which is typically completed online. 21CCCS enrollment advisors then speak with the family by phone or in person to discuss the school, the child, and the placement of the child in an online school environment. Following this communication, the students are given access to 21CCCS's sample classes, which contain actual lessons from current 21CCCS classes. This provides families an opportunity to experience the look and feel of an online class. If following review of the sample class, a family wants to enroll their child, the registrar provides access to a secure online form, which allows the family to enter all necessary data needed to generate the enrollment paperwork. Once the form is submitted, 21CCCS emails the enrollment packet to the parent or guardian for required signatures. Once the packet is completed and returned, along with the required documentation such as proof of residency, the

student is enrolled for the next start date, and enrollment notification forms are sent to the local school district. All information is then filed securely.

Students are required to follow the PA Department of Health's mandated immunization, health screening, physical examination, and dental requirements pertaining to their grade level each and every year. If an immunization record is not submitted at enrollment or an immunization exemption letter is not received, the student will become provisional for up to five days from their start date. If at this time the immunization requirement is not met, the student will become expelled until the requirement is satisfied. Students have up to one year to submit the other necessary medical documentation and may be at risk for expulsion if these requirements are not satisfied in the appropriate time frame as well.

If an individual chooses not to visit their private practitioner, the school nurse is available full-time through appointment to set up school health screenings at our Downingtown location. All health forms are reviewed and stored with the school nurse.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- Parent Communication.pdf
- Parent communication-open house.pdf
- Parent Communication-Enroll Dates.pdf
- Parent Communication-Day in the life.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the	Number of Students Retained
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	the School Year			Year	
20152016	766	902	0	Not suited to online learning, unmotivated, desires more social interaction	525
20142015	816	798	0	Not suited to online learning, unmotivated, desires more social interaction	467
20132014	816	765	0	Not suited to online learning, unmotivated, desires more social interaction	426
20122013	774	736	0	Not suited to online learning, unmotivated, desires more social interaction	427
20112012	797	691	0	Not suited to online learning, unmotivated, desires more social interaction	353
20162017	877	1044	0	Not suited to online learning, unmotivated, desires more social	679

				interaction	
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Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
20152016							62	142	165	248	237	202	141
20142015							19	95	130	217	199	188	238
20132014							24	54	109	211	169	191	305
20122013							49	99	113	196	163	200	137
20112012							49	78	109	171	173	174	153
20162017							84	161	218	279	263	251	173

Stakeholder Involvement

Name	Role
Stefanie Christy	Ed Specialist - Other
Lucinda Currie	Ed Specialist - Other
Brian Danahy	Community Representative
Michael Doyle	Community Representative
Laura Elder	Middle School Teacher - Regular Education
Meredith Engel	Ed Specialist - Other
Monica Frank	Administrator
Monica Frank	Building Principal
Christopher Garrity	Business Representative
Dr. Nancy Giagnacova	Special Education Director/Specialist
Heather Gowton	Ed Specialist - Instructional Technology
Estella Greco	High School Teacher - Special Education
Estella Greco	Elementary School Teacher - Regular Education
Kathleen Groff	Student Curriculum Director/Specialist
Robert Konick	Parent
Stephanie Konick	Parent
Erika Laidlaw	Instructional Coach/Mentor Librarian
Stephanie Leskinen	High School Teacher - Regular Education
Judy Lion	Middle School Teacher - Regular Education
Pete Mango	Business Representative
Sanna McCoy	Student Services Director/Specialist
Kim McCully	Administrator
Dr. Teresa McSweeney	Building Principal
Heather Messenger	Ed Specialist - School Counselor

Joe Michener	High School Teacher - Regular Education
Lauren Michener	High School Teacher - Regular Education
Trisha Miller	Middle School Teacher - Regular Education
Trisha Miller	Elementary School Teacher - Regular Education
Benjamin Ruby	Administrator
Emily Shank	Ed Specialist - Other
Matt Smith	High School Teacher - Special Education
Megan Stellfox	Ed Specialist - Other
Megan Tarr	Ed Specialist - School Nurse
Shala Walton	Parent
John Wilson	High School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School serves only grades 6th through 12th.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies,	Non Existent	Non Existent

Science and Technical Subjects		
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School serves only grades 6th through 12th.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

World Language	Accomplished	Accomplished
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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School is continuously updating and improving classes. Part of this process involves completely re-writing current classes to create new ones. The goal of this process is to align all classes more closely to the PA and Common Core Standards, improve academic content, and meet the needs of our varied learning styles. The first step of this process involves the creation of a curriculum map, which outlines the content and necessary standards of each class. Once a class is completed, teachers align the standards to their instruction in live classes throughout the year.

English Learners (EL's) receive support via certified English Language Development (ELD) teachers whom are also core content area staff. 21CCCS's model is to have the ELD teachers work with their regular education colleagues to implement special programs and assistive supports through targeted software, modified instruction, and cyclical student/teacher meetings. Some of our assistive software includes BrainPop, IXL, Discovery Kids, United Streaming and others.

Many courses have moved from the Developing column to Accomplished as they have been revised due to the embedding of PA Common core standards initiative started a few years back. We have spent the last few years mapping and aligning all of our classes to the PA Core. 21CCCS offers Intro to Spanish as an in-house options for our students. Additional World Language classes are offered through third party providers to give students more variety in their choices between world language classes. These classes are aligned to Pennsylvania and PA Core standards.

The Interpersonal Skills and School Climate Standards were marked as developing for mapping and developing for alignment. The guidance counselors at 21st Century Cyber Charter School have created and implemented lessons concerning the topics of interpersonal skills and school climate. They are working to more tightly align their courses to the PA Core standards.

The alternate academic content for math and reading are marked as Needs Improvement and is a focus for our Special Education department over the next few years. We have been working on establishing a solid Tier 3 support system aligned to those standards. The school intent is to customize a learning environment that meets each student's needs and optimizes their academic experience based on common core curriculum standards. For students who are not identified as needing Tier 3 interventions, accommodations and modifications are made for individual students as necessary as they work through the challenging curriculum of the regular classes.

We are actively increasing our Technology Education offerings over the next few years. We plan to offer three new Technology Education classes at the Middle School level in the 2017/18 school year.

Lastly, The American School Council Association for Students was identified as non-existent because it is not offered at this time.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished

Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

21st Century Cyber Charter School is continuously updating and improving classes. Part of this process involves completely re-writing current classes to create new ones. The goal of this process is to align all classes more closely to the PA and Common Core Standards, improve academic content, and meet the needs of our varied learning styles. The first step of this process involves the creation of a curriculum map, which outlines the content and necessary standards of each class. Once a class is completed, teachers align the standards to their instruction in live classes throughout the year.

English Language Proficiency (ELP) students receive support via certified English as a Second Language (ESL) teachers whom are also core content area staff. 21CCCS's model is to have the ESL teachers work with their regular education colleagues to implement special programs and assistive supports through targeted software, modified instruction, and cyclical student/teacher meetings. Some of our assistive software includes BrainPop, IXL, Discovery Kids, United Streaming and others.

Many courses have moved from the Developing column to Accomplished as they have been revised due to the embedding of PA Common core standards initiative started a few years back. Also completed, during the 2015-2016 school year, was a comprehensive action to codify and harvest the mapped course work to the PA Common Core standards. Those maps are housed in a school-wide database.

21st Century Cyber Charter School has incorporated the literacy standards for reading, writing, and speaking in every course that has been developed in the past three years. These reading, writing, and speaking standards are aligned to our assessments. Continuing development over summer 2017 will be reflected in coursework commenced in the 2017-2018 school year.

21CCCS offers Spanish I-III, Mandarin Chinese I-II, German I, and French I as in-house options for our students. Additional World Language classes are offered through third party providers to

give students more variety in their choices between world language classes. These classes are aligned to Pennsylvania and PA Core standards.

The Interpersonal Skills and School Climate Standards were marked as developing for mapping and developing for alignment. The guidance counselors at 21st Century Cyber Charter School have created and implemented lessons concerning the topics of interpersonal skills and school climate. They are working to more tightly align their courses to the PA Core standards.

The alternate academic content for math and reading are marked as Developing for High School and we expect will soon be moved to Achieved. We have been working on establishing an aligned and solid Tier 3 support system aligned to those standards. The school intent is to customize a learning environment that meets each student's needs and optimizes their academic experience based on common core curriculum standards. For students who are not identified as needing Tier 3 interventions, accommodations and modifications are made for individual students as necessary as they work through the challenging curriculum of the regular classes.

We are actively expanding our Technology Education offerings for High School and expect new classes to be added in the 2018/19 school year.

Lastly, The American School Council Association for Students was identified as non-existent because it is not offered at this time.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

At this time the 21st Century Cyber Charter School Team has not modified or adapted any existing academic standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

We serve grades 6-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

We serve grades 6-12

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

We serve grades 6-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

We serve grades 6-12

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Weekly, 21st Century Cyber Charter School employees send lesson plans to their principal and content area Department Head. The principal and Department Head then review and provide feedback to improve instruction. In each lesson plan (we have attached a sample for your perusal), there are a number of items that must be present. First, the objectives for the day's lesson are intrinsically important to the plan. The objectives outline what we would like the students to be able to do by the end of the lesson. We also provide the materials (links, kits, books, etc.) and activities to be completed so the students can work on their objectives independently or within small groups. Each lesson plan also has a list of the standards and anchors covered that will help the teacher and student to achieve the desired goal(s). Each lesson lasts for approximately 60 minutes. The intent is to have the lessons begin and end in that amount of time. Traditionally the lessons are broken up with 10-15 minutes of instruction and 40 minutes of direct activity. Each lesson also follows the designed curriculum created in Moodle (our learning management system). The curriculum is reviewed and evaluated to ensure that it follows PA Core standards. Further, it is horizontally and vertically aligned with said standards. The school model is based on Mastery (80% of the grade) and students are able to resubmit tasks until they achieve mastery on all assignments for the class. Our instructional units, arranged and organized within Moodle, are checked for best possible comprehension.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not Applicable – All characteristics are embraced.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Weekly, 21st Century Cyber Charter School employees send lesson plans to their principal and content area Department Head. The principal and Department Head then review and provide feedback to improve instruction. In each lesson plan (we have attached a sample for your perusal), there are a number of items that must be present. First, the objectives for the day's lesson are intrinsically important to the plan. The objectives outline what we would like the students to be able to do by the end of the lesson. We also provide the materials (links, kits, books, etc.) and activities to be completed so the students can work on their objectives independently or within small groups. Each lesson plan also has a list of the standards and anchors covered that will help the teacher and student to achieve the desired goal(s). Each lesson lasts for approximately 60 minutes. The intent is to have the lessons begin and end in that amount of time. Traditionally the lessons are broken up with 10-15 minutes of instruction and 40 minutes of direct activity. Each lesson also follows the designed curriculum created in Moodle (our learning management system). The curriculum is reviewed and evaluated to ensure that it follows PA Core standards. Further, it is horizontally and vertically aligned with said standards. The school model is based on Mastery (80% of the grade) and students are able to resubmit tasks until they achieve mastery on all assignments for the class. Our instructional units, arranged and organized within Moodle, are checked for best possible comprehension.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not Applicable - All characteristics are embraced.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Modification and Accommodations are very important at 21st Century. Many times throughout the year, the Special Education department focuses on how we can modify and accommodate for a wide variety of learners. We do this in a number of ways.

It should be noted that 21CCCS has an adequate cohort of students whom have either an IEP or 504. Modification to the curriculum may include the creation of new assignments or modification of current assignments to meet the goals established within a student’s IEP or 504. This allows the student the time to focus on the standards in the course without worrying about “excess” or repetitive work.

Secondly, when the courses are designed in Moodle, the teacher ensures assessments are varied for different types of learners. Because of this, we have quizzes, projects, forums, and targeted assignments that use a wide variety of methodologies. A few examples are diagnostic software, specific Virtual Office areas, and scheduled student/teacher meeting times. Students are allowed to submit their content in a variety of ways so long as the standards and objectives of the assignments are still being met.

What makes 21CCCS unique is our usage of Virtual Offices, colloquially known as VO’s. Students have access to VO’s from 8 a.m.-8 p.m. The spirit of the VO’s is to allow student’s access to their teachers and potentially work one-on-one. This accommodates students who may be full-time athletes, as well as those who work better in smaller settings.

Lastly, we have direct instruction sessions. Direct instruction sessions are hour-long sessions offered once a week that bring struggling students in for one-on-one work. These sessions allow students to feel accomplished in class and provide the teacher extra time to teach a given standard.

Rigorous curriculum is key to our school. Every class is made “in-house” and checked by multiple parties for streamlining, accuracy, and content. If it fails to meet the rigor of PA Standards, Common Core, and/or vertical/horizontal mapping, the teacher is told to revise. We modify the content to make sure it works online – the students learn many different ways of showing that they learned the information. We accommodate these learners by allowing them to work at their own pace, and, when they need help, working with their specific strengths and weaknesses to guide them to perform to the best of their ability.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Classroom Observations:

At least two formal observations are conducted for every teacher by the division principal on an annual basis. New teachers are observed more frequently during their first two years at 21CCCS. Observations are often conducted by watching the recording of a lesson rather than through live observation. This practice enables the administrator to pay full attention to each lesson and provide critical, accurate feedback.

Annual Evaluations:

The principal meets with every teacher at the end of each semester to complete a more in-depth evaluation. Teachers are evaluated in five domains. These include: (1) Instructional Planning and Preparation for Online Learning Environment, (2) Instructional Practices for Online Learning Environment, (3) Case Manager Responsibilities, and (4) Professional Responsibilities. This evaluation takes into account different modalities of instructional delivery including, but not limited to, teaching and interaction occurring in the Live Classes, Virtual Offices, group sessions, direct instruction sessions, field trips, community days, and updates within Moodle, our Learning Management System.

Lesson Plan Review:

All lesson plans are required to be submitted (in writing) to the principal by Thursday at 4pm.

The lesson template is the same for all subject areas and includes sections for subject specific, PA Core Standards, objectives, hook, 15-minute lesson, 15-minute student activity, reteaching, and lesson wrap up. Lesson plans are also reviewed by Department Heads

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

All strategies were selected.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was
21st Century Cyber Charter School is a school for 6th through 12 grade students only.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was
21st Century Cyber Charter School is a school for 6th through 12 grade students only.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Structured grouping practices are used at various times throughout the year for remediation, special education progress monitoring, and to prepare for standardized testing. Some teachers will offer work sessions targeted towards a certain group of students. These sessions focus on one or two techniques to help the student to more easily access the curriculum. However, these practices are not used continuously or not implemented across the entire student population.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Structured grouping practices are used at various times throughout the year for remediation, special education progress monitoring, and to prepare for standardized testing. Some teachers will offer work sessions targeted towards a certain group of students. These sessions focus on one or two techniques to help the student to more easily access the curriculum. However, these practices are not used continuously or not implemented across the entire student population.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

21st Century Cyber Charter School partners with web based teacher recruitment tools such as PA REAP, Pa-Educator, and TalentEd to harvest, sort, screen, electronic application submitted by candidates. The candidates participate in three rounds from paper screening, an initial interview, and lastly as second interview. This three-step process has allowed current 21CCCS teaching and administrative staff to successfully vet and source high quality online educators. New teachers are hired when the mandated student-to-teacher ratio indicates a new teacher is needed, or when staff indicates that a new hire is needed in order to adequately meet the students' needs.

With regard to how the teachers are assigned to at-risk students, every student in the school is assigned a "Academic Advisor" who monitors the student's work, pays attention to his/her particular needs, and communicates regularly with the student and his/her parent(s) or guardian(s). The process by which a student should be assigned to a particular Learning Coach is determined on a case-by-case basis, based on the student's needs. For example, students in the special education program are paired with a Academic Advisor who is certified in special education. Sometimes that teacher will be the student's learning coach as well as his/her special

education caseworker.

In addition to the Academic Advisor system, teachers are assigned to teach specific courses based on their students' past performances and the teacher's ability to work with different populations of students. Co-teachers are assigned to courses based on students' needs and course enrollment numbers.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	23.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	64.00	64.00	64.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X		X		X
Economics		X				
Environment and Ecology		X		X		
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical		X				

Education						
History		X				
Science and Technology and Engineering Education		X			X	X
Alternate Academic Content Standards for Math		X		X		
Alternate Academic Content Standards for Reading		X		X		
World Language		X				

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department

does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Students are assessed after an individual lesson			X	X
Students are assessed after completing an entire chapter			X	X
Students are assessed after completing a unit			X	X
Students are assessed after completing 2 quarters of work			X	X
Students are assessed after completing 4 quarters of work			X	X
Midterm and Final Exams			X	X
Research Projects			X	X
PSSA			X	
Keystone				X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Study Island in Math			X	X
Study Island in Reading			X	X
Study Island in Biology				X
Goal Objective Progress Monitoring (Special Ed)			X	X
Unit Assessments			X	X
iReady in Math and Reading			X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Study Island			X	X
Raps 360 (replaced FLRT) (Special Ed)			X	X
Direct Instruction (student displays mastery individually) (Special Ed)			X	X
Individualize Graphic Organizers (Special Ed)			X	X
Class discussions			X	X
Exit Tickets			X	X
Quiz			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
Study Island in Math			X	X
Study Island in Reading			X	X
Study Island in Biology				X
Course-specific Knowledge Checks			X	X
iReady in Math and Reading			X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review			X	X
Building Supervisor Review			X	X
Department Supervisor Review			X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review			X	X

Provide brief explanation of your process for reviewing assessments.

When curriculum is being developed, several individuals review the assessments that are written for new development. Co-writer(s) review for content, readability and clarity of instruction. Principal(s) reviews for standards alignment, scope and sequence as defined by curriculum map, and rigor. The Instructional Systems Design team reviews for overall design and accessibility, and edits for organization and consistency. Teachers then “pilot” the course with students and address any inconsistencies or inaccuracies in content or mechanics.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Study Island data and other diagnostic tools – Members of assessed content areas meet to use data from Study Island to form remediation groups and determine individual tutoring candidates. Departmental teams look at Study Island data in conjunction with other student data (test scores, attendance) to determine individualized actions. The results of this comprehensive review are used by Special Educators and grade level teams to determine what, if any, actions are needed moving forward. Then findings are posted in the Student Information System (SIS). Graphs of growth are sent to students and parents. This is also discussed with the student’s Academic Advisor

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Students struggling to display mastery are placed into remediation groups based on performance on specific content. Some students are also offered different course paths, dependent upon teacher input and a review of historical achievement information. Live classes are modified to address weaknesses and enrich strengths. Work sessions and direct instruction sessions are set up to target specific areas of concern and group interaction is encouraged to help improve understanding.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.			X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.			X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.			X	X
Instructional practices modified or adapted to increase student mastery.			X	X

Provide brief explanation of the process for incorporating selected strategies.

Courses are developed and modified to incorporate new and proven strategies. Lesson plans reflect the use of instructional strategies and new strategies are presented during staff meetings, department meetings, or on professional development days. New strategies are also presented via an online teacher resource page and “Roundtable” email conference. Co-teaching is utilized as frequently as possible to allow for strategic targeting with specific students.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports			X	X
Website			X	X
Meetings with Community, Families and School Board			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases			X	X
School Calendar			X	X
Student Handbook			X	X

Provide brief explanation of the process for incorporating selected strategies.

The school continues to use social media, the school website, newsletters, school calendar, and email/phone/mail to share data with families and the community.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Students, parents, and the public have access to course descriptions and syllabi via our public website. Students and parents have access to the lessons for each quarter. Parents are encouraged to review the course materials prior to their student completing the lessons.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement			X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct			X	X
Comprehensive School Safety and Violence Prevention Plans				
Purchase of Security-related Technology			X	X
Student, Staff and Visitor Identification Systems			X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students			X	X
Internet Web-based System for the Management of Student Discipline			X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

As 21CCCS is a cyber school where students do not come on site on a daily basis, some aspects of the safe and supportive schools strategies do not apply. A few examples are the employment of a School Resource Officer, a Peer Helper Program, and many aspects of the SWPBS program. 21CCCS does utilize a modified program to highlight cyber-bullying and the introduction of positive behavior plans. Moving forward, 21CCCS will continue to adapt and embrace best practices to support the students and their families in a virtual setting.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling			X	X
Attendance Monitoring			X	X
Behavior Management Programs			X	X
Bullying Prevention			X	X
Career Awareness				
Career Development/Planning				
Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization			X	X
Emergency and Disaster Preparedness				
Guidance Curriculum				
Health and Wellness Curriculum			X	X
Health Screenings			X	X
Individual Student Planning			X	X
Nutrition			X	X
Orientation/Transition			X	X
RTII/MTSS				
Wellness/Health Appraisal			X	X

Explanation of developmental services:

The 21CCCS Counseling Team provides supportive interventions and awareness programs that address academic, career, and personal/social development of all students. 21CCCS counselors provide the opportunity to develop a foundation that allows students to identify and explore individual abilities and interests. 21CCCS counselors facilitate a support system that promotes academic and personal achievement and fosters the skills necessary for students to grow and contribute as productive members of a global society. In tandem with the guidance team, the Health and PE teachers strive to produce a comprehensive health and wellness program where all students can embrace the content and meet the challenges in a safe and supportive environment. A plan to enhance our Career Awareness and Career Development efforts will be included in this plan.

A plan to initiate a RTI program, specifically Tier II, will be included in this plan.

Students are required to follow the PA Department of Health’s mandated immunization, health screening, physical examination, and dental requirements pertaining to their grade level. If an individual chooses not to visit his/her private Practitioner, the school nurse is available by appointment to set up school health screenings at our Downingtown location.

Results of growth screenings are sent home at the end of the school year via mail, containing information on Body Mass Index and indicating if the student is at risk for “becoming over-weight,” “overweight,” or “under-weight.” It further explains the indications of an increased Body Mass and refers students to their family doctor if necessary.

21CCCS has a Bullying Policy that is in the Student Handbook. It is provided to each family every year.

Proper nutrition is addressed in the Middle School Health curriculum as well as the High School Health course.

We do not have a Disaster & Emergency Preparedness plans as we do not have students in our

school building. Although, it should be noted we have evacuation plans for our teaching and office staff.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications			X	X
Administration of Medication				
Assessment of Academic Skills/Aptitude for Learning			X	X
Assessment/Progress Monitoring			X	X
Casework			X	X
Crisis Response/Management/Intervention			X	X
Individual Counseling			X	X
Intervention for Actual or Potential Health Problems				
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation			X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

21CCCS Special Services Department works closely with families to ensure appropriate educational programs and services for each child. In order to stay connected, the department provides monthly Parent Training Sessions on a variety of topics. Sessions are hosted live at different community outreach locations and virtually for those who cannot attend. Recordings of the sessions are posted on the Exceptional Learners Parent Resource Website and sent via email to families. The 21CCCS Special Services Department is governed by state and federal laws and adheres to the Individuals with Disabilities Education Act (IDEA) in order to allow the student a Free Appropriate and Public Education (FAPE). These determinations are made through the IEP team where educational programming is put into place to ensure a child receives an education in the least restrictive environment. The parent is an integral part of the IEP team and is kept apprised of any and all changes. Lastly, related services (occupational therapy, physical therapy and speech language pathology) are provided by various agencies throughout the Commonwealth.

When the school nurse finds an abnormality during an in school screening (i.e. vision, hearing, or scoliosis), a written referral form will be sent home to the parent/guardian via mail. It is then the parent/guardians responsibility to schedule an appointment with their child's private practitioner for further evaluation. Once completed, the referral form is expected to be returned to the school nurse. After the referral is sent home, the school nurse follows up with the family several times to assure compliance.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management			X	X
Community Liaison				
Community Services Coordination (Internal or External)			X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)			X	X
Home/Family Communication			X	X
Managing Chronic Health Problems			X	X
Managing IEP and 504 Plans			X	X
Referral to Community Agencies			X	X
Staff Development			X	X
Strengthening Relationships Between School Personnel, Parents and Communities			X	X
System Support			X	X
Truancy Coordination			X	X

Explanation of consultation and coordination services:

21CCCS provides a comprehensive Parents Resource web page that highlights in house and external training opportunities, current newsletters, county, state and federal agency resource web links, software, and a whole host of informational pages related to outside agency and other supportive services.

21CCCS employs an Academic Advisor/Advisee Program. The Academic Advisor's primary role is to foster a strong connection between the student, their family and the school. This individual serves as that student's "go-to" person, from whom he/she can receive consistent communication and support throughout the year.

An Emergency Medical Care Form is distributed with the school enrollment packet and returned to the school nurse upon enrollment. It includes emergency contacts, physician information, medical and /or psychiatric diagnoses, and whether or not the student may require emergency medication during standardized testing, a 21CCCS field trip, community outreach, or event. If the student may require emergency medication, there is an Authorization to Carry Emergency Medication Form to be completed with details of medication administration and any allergies the student has. This is also submitted to the school nurse upon re-enrollment.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports			X	X

Website			X	X
Meetings with Community, Families and Board of Directors			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases			X	X
School Calendar			X	X
Student Handbook			X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings			X	X
Individual Screening Results			X	X
Letters to Parents/Guardians			X	X
Website			X	X
Meetings with Community, Families and Board of Directors			X	X
Newsletters			X	X
School Calendar			X	X
Student Handbook			X	X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	NA
May Charter School students possess any prescription or non-prescription medication?	NA
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	NA
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills	NA

held at least once a month?	
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

Description of the responsibilities of the Charter School nurse(s)

The School Nurse works the same schedule as a teacher and is available five days a week. The School Nurse in a cyber school fulfills the duties of a brick-and-mortar school nurse, with the exception that the students are not physically in the building at all times. The School Nurse performs duties of a certified school nurse, such as meeting state mandates, maintaining immunization and health records, providing healthcare to staff, and performing health screenings. The School Nurse is available to perform student health screenings at both the school office and many 21CCCS events. The School Nurse is also responsible for communicating with parents, students, and staff regarding any epidemics or other health related information. Finally, the school nurse is responsible for completing the Commonwealth of Pennsylvania School Immunization Law Report (SILR) and the School Health Annual Reimbursement Request System Report (SHARRS). Medications are not dispensed in school, but students have the right to carry their emergency medication to testing, field trips, and other 21CCCS events, with the completion of the Authorization to Carry Emergency Medication Form. The school nurse is a vital member of the school team that collaborates with school staff members, parents and community members to keep students safe and healthy, allowing them to work to the best of their ability.

Food Service Program

Describe unique features of the Charter School meal program

N/A => We are a cyber school

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

We implement a number of procedures designed to help us keep our staff and visitors safe. All school visitors have to be buzzed into the school through a locked door. Once in the building, all visitors must wear badges, and the same is true for all employees. All visitors must also sign in and out of our visitors log with the front desk receptionist. We keep clearances on file for any adult that may come in contact with our visiting children, including our contracted janitor worker. Each staff member has an emergency action plan that includes emergency contact info. Our school has a safety committee that meets quarterly. We conduct fire drills on months when students are on-site. 21st Century Cyber Charter School has a facilities coordinator who works together with the Downingtown Police Department's Safety Liaison Office in planning out safety

plan and responses to situations that may occur on location. First Aid and CPR (including an AED) materials are available at the Downingtown location. These safety items are brought on all field trips/ community outreach events. Many staff members are trained in First Aid and CPR (including AED).

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- 2016-Policy-Indemnity 16-17 21st Century Cyber Charter Scho.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

N/A => We are a cyber school

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

Our School Code of Conduct speaks to appropriate behaviors expected in our online learning environment. The Code of Conduct follows a progressive punitive philosophy.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Not Applicable

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Special educators and regular education team members interface informally to discuss solutions and potential outcomes for students whom are receiving related and outside services. This is accomplished through department and grade level meetings.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

N/A – We are a cyber charter school

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

N/A => We are a cyber school

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

N/A => We are a cyber school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

We only service grades 6-12.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

We only service grades 6-12.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent

Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

We only service grades 6-12.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

We only service grades 6-12.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Comprehensive annual reviews are completed of all curricular materials and courses to ensure continued alignment and successful accomplishment of PA Core Standards. If a course, supplemental material, and/or assessment are found to be deficient, that specific need area is scheduled for revision or supportive materials are sourced.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics were checked.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Comprehensive annual reviews are completed of all curricular materials and courses to ensure continued alignment and successful accomplishment of PA Core Standards. If a course, supplemental material, and/or assessment are found to be deficient, that specific need area is scheduled for revision or supportive materials are sourced.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics were checked.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

There is no elementary program in this school.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable

Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

There is no elementary program in this school.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of

	district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in

	50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Teachers have access to and use the SAS portal as a resource for their instruction and delivery of content. With the recently updated content in SAS, it has become a more useful tool for finding practice questions and lesson resources for online educators. Teachers also use SAS to locate the standards for the classes they are teaching. During course development and while differentiating instruction, teachers are encouraged to continue to look at SAS as new resources are added.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district

	classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Teachers have access to and use the SAS portal as a resource for their instruction and delivery of content. With the recently updated content in SAS, it has become a more useful tool for finding practice questions and lesson resources for online educators. Teachers also use SAS to locate the standards for the classes they are teaching. During course development and while differentiating instruction, teachers are encouraged to continue to look at SAS as new resources are added.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

In order to maintain steady cash flows, 21CCCS bills school districts on a monthly basis. Subsidy deductions, as allowed by PDE, are requested multiple times throughout the school year. Parents are billed timely for any unreturned computer equipment and books.

21CCCS maintains checking accounts at DNB First. The money market account was rolled into the general fund account because the school is developing an investment plan to maximize returns. New investments will be identified in the late summer.

As part of the purchasing procedures put in place by the 21CCCS Board, purchases over \$4,000 require additional pre-approval by the CEO, and those in excess of \$10,000 and any long-term lease commitments are voted on by the Board of Trustees. All purchases are presented in an Expenditure Report to the Board for approval at each meeting.

A number of years ago Herbein + Company, Inc., independent auditors, recommended that 21CCCS set aside in its fund balance in an amount equal to 3 months of expenditures (approximately \$1,500,000). 21CCCS has designated \$1,400,000 for this purpose under a program stabilization classification as of June 30, 2016. This marks the compliance with the recommendation and will add to this balance once the June 30, 2016 reporting has been finalized and the fund balances have been updated.

In accordance with GASB Statements No. 54 Fund Balance Reporting and Governmental Fund Type Definitions, the following fund balance classifications for June 30, 2015 were approved at the May 12, 2015 Board meeting:

- Future Building Fund
- Future Capital Equipment/Software/Furniture
- Future Curriculum Development
- New Initiatives
- Future Program Stabilization

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

21CCCS utilizes CSIU's Financial Accounting software in conjunction with the Chart of Accounts mandated by the PA LECS Comptroller's Office for budgeting, accounting, and financial reporting. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated January 12, 2016 presented by Herbein & Company Inc. There is no change to the accounting system.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.			X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.			X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.			X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.			X	X
Empowers educators to work effectively with parents and community partners.			X	X

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
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.			X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.			X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.			X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			X	X
Instructs the leader in managing resources for effective results.			X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The 21st Century Cyber Charter School has maintained a strong focus on curriculum, state standards, and the PA Common Core in professional development activities. Professional Development has included: SAS courses, modifying assignments for special education students, live class skills and strategies, and family engagement and interaction. Administrators and lead teachers take a strong role in professional development for the staff, from presenting the information to working with teachers after the development to ensure they are incorporating the strategies into their classroom. Administrators also attend leadership conferences frequently.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/23/2016 This is done annually and new staff receive this during the on-boarding process

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
12/23/2015 New staff receive this during the on-boarding process

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/28/2016

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The 21st Century Cyber Charter School uses CDT and other harvested data to discover where individual students and classes needs gaps are displayed. In general staff are given specific tasks to complete based on the professional development theme, with deadlines and specific criteria. After a professional development activity, the staff is then surveyed to better understand the effectiveness of the program. Professional development is continued throughout the year, and supported by principal observations, lead teacher communication, and mentor observations for those in the mentee program. For example, our department meeting times each have made connections to the skills they will need in the classroom, such as instructional strategies, student motivation, and feedback. These skills are evaluated within the bi-annual teacher evaluations. 21st Century Cyber School is a state-approved provider of professional development and currently we have not use any outside providers.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

21st Century Cyber Charter School Inductees go through an intensive two-year mentoring program. At the end of the program, inductees submit a portfolio demonstrating a evidence of all 4 of Danielson's domains. The program begins with a three-day training for all new teachers at the beginning of the year. This training addresses the necessary skills needed to become a successful online educator. Topics covered during the training include: an introduction to the Standards Aligned System website, expectation of lesson plans and standards, and daily procedures. The inductees meet bi-monthly as a group to discuss information relevant to 21CCCS. Agenda items include: the school's initiatives, policies, procedures, and strategies for classroom management in a online setting, working with challenging students, strategies for working with the exceptional learner, bullying, engaging lessons, differentiation, and changes in assessments. Inductees are assigned a mentor who works with them throughout the two-year program ensuring they have the tools necessary to meet the needs of all learners and are creating lesson plans that are aligned with PA, Keystone, and PA Common Core standards. Mentors formally observe inductees twice a year and informally observe inductees on an ongoing basis. During the mentoring program, inductees are taught how to navigate through the SAS website for standards, resources, and materials. Inductees meet with our guidance counselor to discuss mandate reporting procedures and the protocol for working with students in crisis. The nature of our setting allows for ongoing

collaboration of colleagues throughout the day. Inductees are strategically seated to allow for ongoing support and develop of a sense of camaraderie. By the end of our two-year mentoring program, our inductees have the tools necessary to be effective online educators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

As part of 21st Century Cyber Charter Schools mentoring program, inductees are assigned a mentor. The mentor observes the inductee both formally and informally several times a year as well as the program supervisor and principal. The mentor, principal, and mentor program

supervisor meet to discuss the observations, identify needs, and create a plan to address those needs. All inductees have access to 21CCCS PSSA and Keystone data. Inductees teaching a testing subject go through the data with the lead teacher throughout the year, assuring the instruction to students is addressing the needs. Students are given the Classroom Diagnostic Tool several times a year. Mentors go over the results with Inductees to ensure they understand the data. Inductees assess students on a ongoing basis through formal and informal assessment. Formal assessments include exams, webquests, and essays and informal assessments include "exit tickets," small group work, and practice assignments during Live Class. Weekly lesson plans are submitted to a Lead Teacher and Principal. Feedback is given to the Inductee on a ongoing basis. The mentor also works with the inductee on creating engaging lesson plans and discusses a variety of instructional activities and models. Inductees are given a survey several times a year to continue to improve the program. Information from second year inductees is used to make changes to the first year program. A survey of those who complete the program is used to improve the second year program. An inductee finishes the program when he/she successfully completes a portfolio and gives a presentation showing the growth made in the first two years of online teaching.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies were selected.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

21st Century Cyber Charter School is invested in our mentoring program and continually evaluates the program and mentors to ensure the program is effective. Unless circumstances prevent otherwise, all mentors have Master's degrees and have taught for at least three years

and must have a good evaluation. All mentors have the same grade level teaching certificate, but may not have the same content area certification. Mentors are assigned inductees based on the mentors expertise and the inductees needs. Mentors meet with the program supervisor and principal at the beginning of the year to discuss the objectives of the mentoring program, go over the standards, and discuss the portfolio. The Program Supervisor meets informally with the mentors ongoing throughout the year. The Program Supervisor and Principal meet formally with the mentor twice a year. An inductee's mentor may be changed at any time if deemed necessary by the Program Supervisor and Principal to ensure the inductee's needs as a new teacher are being met. Mentors and inductees meet for one hour weekly outside of normal work hours.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All strategies were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X		X		
Best Instructional Practices	X		X			
Safe and Supportive Schools		X			X	
Standards		X		X		
Curriculum	X	X			X	
Instruction	X		X			
Accommodations and Adaptations for diverse learners				X	X	
Data informed decision making			X	X		
Materials and Resources for Instruction			X		X	

If necessary, provide further explanation.

All new teachers of 21st Century Cyber Charter School participate in a three day orientation prior to the date when all teachers return to school. During this orientation, all above topics are introduced and touched upon but are not focused on until later. The timeline for topics addressed is during our bi-monthly meetings with the Inductees. Mentors may go over topics earlier and more often based on the inductee's needs. Inductees teaching a tested subjected will focus on standards with mentors early in the school year as well as basing instruction on data. An inductee working with our exceptional learner population will focus on accommodations and modifications with the mentor much earlier. The topics may also be addressed during professional development days and faculty meetings.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Mentoring Program Supervisor and Principal meet informally throughout the year to discuss the program. Mentors are required to keep detail records of meetings and the progress of inductees in our School's Informational System Database. The Program Supervisor and Principal formally meet with the mentors individually, twice a year. Changes are made if necessary based on the need of the inductee. Inductees complete a survey twice a year reflecting on the induction program. The results of the surveys are discussed by the Mentoring Program Supervisor and Principal and adjustments to the program are made as necessary to continually provide support and guidance to all inductees.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of 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 (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))

- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))

- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

6th grade PSSA ELA scores improved 9% over last year's score

Accomplishment #2:

6th grade PSSA Math scores improved 9% over last year's score

Accomplishment #3:

7th grade PSSA Math scores improved 13% over last year's score

Accomplishment #4:

7th grade PSSA ELA scores higher than state average

Accomplishment #5:

8th grade PSSA Science Scores higher than state average

Accomplishment #6:

6th, 7th, 8th, PSSA ELA proficiency percent higher than state average

Accomplishment #7:

Value added data growth corresponds with new course development process (rigor, alignment of instruction to standards, and assessment anchors)

Accomplishment #8:

9th grade transition program to improve cohort graduation rate

Accomplishment #9:

Continue to maintain the status of the highest achieving cyber charter school in PA for the past several years.

Charter School Concerns

Concern #1:

Lack of fully implemented, systematic RTI process

Concern #2:

Lack of College & Career Readiness curriculum for students grades 6-12.

Concern #3:

Lack of Technology Education for students 6-12.

Concern #4:

8th grade PSSA Math scores (13% proficient or above)

Concern #5:

7th grade PSSA Math scores (30% proficient or above)

Concern #6:

6th grade PSSA Math scores (31% proficient or above)

Concern #7:

Keystone Biology scores (27% proficient or above)

Concern #8:

Keystone Alg 1 scores (31% proficient or above)

Concern #9:

Lack of a Schoolwide Enrichment Model (SEM)

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #2 (*Guiding Question #0*) Lack of Technology Education instruction

Aligned Concerns:

Lack of Technology Education for students 6-12.

Systemic Challenge #3 (*Guiding Question #0*) Lack of College and Career Readiness instruction

Aligned Concerns:

Lack of College & Career Readiness curriculum for students grades 6-12.

Systemic Challenge #4 (*Guiding Question #0*) Need for improved math scores

Aligned Concerns:

6th grade PSSA Math scores (31% proficient or above)

7th grade PSSA Math scores (30% proficient or above)

8th grade PSSA Math scores (13% proficient or above)

Keystone Alg 1 scores (31% proficient or above)

Systemic Challenge #5 (*Guiding Question #0*) Need for an systemic academic support system for struggling students

Aligned Concerns:

Lack of fully implemented, systematic RTI process

Systemic Challenge #6 (*Guiding Question #0*) Need for improved biology scores

Aligned Concerns:

Keystone Biology scores (27% proficient or above)

Systemic Challenge #7 (*Guiding Question #0*) Need for school-wide enrichment model

Aligned Concerns:

Lack of a Schoolwide Enrichment Model (SEM)

Systemic Challenge #8 (*Guiding Question #0*) Need for a Positive Behavior Intervention System (PBIS)

Charter School Level Plan

Action Plans

Goal #1: Create a systematic approach to RTI, specifically Tier II, that addresses struggling students' academic needs

Related Challenges:

- Need for an systemic academic support system for struggling students

Indicators of Effectiveness:

Type: Annual

Data Source: iReady

Specific Targets: - 10% annual increase from previous year of students achieving proficiency on state standardized tests.

- 10% annual increase from previous year of students achieving proficiency on state standardized tests. Participation from students; support from parents; individual student improvement of Keystone and PSSA scores; individual student improvement of Study Island scores across multiple years

-10% decrease in course failures

Strategies:

Create a Tier II Intervention for Stuggling Students

Description:

Common Assessment within Subject

WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Substantial Professional Development

The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Assessment, Instruction

Response to Instruction and Intervention (RtII)

Description:

The Pennsylvania Department of Education strongly endorses the RtII model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support needs of all students. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/RtIIAnIntro.pdf/528272716/RtIIAnIntro.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implement a Systemic RTI Model focused upon Tier II Interventions

Description:

Description:

Recruit a team of staff members to establish, implement, and evaluate the Tier II program.

Start Date: 9/2018 **End Date:** 6/2021

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Tier II Implementation Plan***Description:**

Principal creates a process/protocol for Tier II implementation, including: the universal screening procedure, a method for collecting and analyzing data, the determination of standard interventions for all students with recognition of inclusive practices, establishing criteria for individualized improvement and diverse learner understanding. Some areas the screening procedure will highlight the following, emphasis on Autism awareness and a deeper review of students who maybe English Learners (EDL) students. With regards to EL students, the screening procedure will focus on language acquisition and literacy.

Start Date: 9/2018 **End Date:** 6/2021

Program Area(s): Student Services

Supported Strategies:

- Common Assessment within Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Determining At-Risk Students***Description:**

Using iReady and class data, the RTI team will determine which students would benefit from additional assignments within iReady.

Start Date: 9/2018 **End Date:** 6/2021

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

RTI Professional Development

Description:

Provide professional development to all staff to educate them about what RTI is and how the process will work in our school.

Start Date: 9/2018 **End Date:** 10/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

RTI Implementation

Description:

Teacher begins implementing RTI process with the help of the RTI team

Start Date: 9/2018 **End Date:** 6/2021

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*RTI Implementation Monitoring***Description:**

RTI Team monitors implementation of the Tier II process and solves any persistent problems.

Start Date: 9/2018 **End Date:** 10/2021

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Monitoring Individual Student***Description:**

Principal and teachers regarding individual students in order to review the effectiveness of interventions previously implemented. Principal and teachers will review data warehouse.

Start Date: 9/2018 **End Date:** 6/2021

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Documentation of Student Progress***Description:**

iReady and quarterly Study Island data results are kept in the Student Information System so that all teachers have access to them.

Start Date: 9/2018 **End Date:** 6/2021

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Yearly RTI Analysis and Reflection***Description:**

The RTI Team will review the effectiveness of the team and how it functioned itself and within the school. The team will also review yearly progress against targets and implement changes to reach targets, if necessary.

Start Date: 9/2018 **End Date:** 6/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start Date: 9/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Student Services, Educational Technology

Supported Strategies:

- Create a Tier II Intervention for Stuggling Students

Goal #2: Implement a school-wide enrichment model

Related Challenges:

- Need for school-wide enrichment model

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher and Parent Evaluation Tool

Specific Targets: Decrease the number of overall course failures by 10%.

Strategies:

Differentiating Instruction

Description:

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

School-wide enrichment model

Description:

Provide training through the University of Connecticut's program to our School-wide Enrichment Coordinator and then begin identifying interest inventories for students that can be utilized by regular ed teachers to further individualize and differentiate instruction for both gifted and non-gifted students.

Start Date: 9/2/2018 **End Date:** 6/10/2021

Program Area(s): Gifted Education

Supported Strategies:

- Differentiating Instruction

Goal #3: Increase College & Career Readiness Education: Implement required Guidance quarter-long courses in grades 6,7, and 8, as well as a semester-long course in grade 11. Implement Naviance into the courses.

Related Challenges:

- Lack of College and Career Readiness instruction

Indicators of Effectiveness:

Type: Annual

Data Source: Course success rate & college readiness

Specific Targets: Course success rate of at least 75%

Increase in college acceptance by 10%

Strategies:

Career and Technical Education Programs

Description:

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers.

(Source: [Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training](#) and [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) Resource:

<http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Increase College and Career Instruction

Description:

Implement required College and Career Classes in grades 6,7,8, and 11. Utilize Naviance in courses.

Start Date: 8/24/2017 **End Date:** 6/1/2021

Program Area(s): Student Services

Supported Strategies:

- Career and Technical Education Programs

Goal #4: Increase Technology Education for students in grades 6-12 by adding quarter-long courses in grades 6-8 and increase elective offerings at the HS level. Utilize resources from Project Lead the Way.

Related Challenges:

- Lack of Technology Education instruction

Indicators of Effectiveness:

Type: Annual

Data Source: -Success rate in new courses to be required in middle school and made available in high school

Specific Targets: -Number of students selecting Tech Ed electives in HS and pursuing technology-based careers and college majors.

Strategies:

Technical Education Programs

Description:

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers.

(Source: [Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training](#) and [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) Resource:

<http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Increase Technology Education for Students

Description:

Require students in grades 6-8 and 11 to take a Guide class based upon College and Career Readiness standards utilizing Project Lead the Way curriculum. Obtain training for Tech Ed teacher.

Start Date: 6/22/2017 **End Date:** 6/10/2021

Program Area(s): Professional Education

Supported Strategies:

- Technical Education Programs

Goal #5: Develop a PBIS for middle school students

Related Challenges:

- Need for a Positive Behavior Intervention System (PBIS)

Indicators of Effectiveness:

Type: Annual

Data Source: Course failure rates

Attendance rates

Specific Targets: Decrease course failure by 10%

Increase attendance by 10%

Strategies:

Positive Behavioral Interventions and Supports

Description:

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:***Develop PBIS for Middle School Students*****Description:**

Appoint a School Counselor to head this initiative and form a team of middle school teachers and the MS Principal. Fully develop the program and roll out to teachers, students, and parents.

Start Date: 8/14/2018 **End Date:** 6/11/2021

Program Area(s): Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports