

## **21ST CENTURY CYBER CS**

1245 Wrights Lane

ATSI non-Title 1 Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

21st Century Cyber Charter School is committed to providing a student-focused cyber education in an encouraging, flexible and innovative environment where students and families are engaged in a community with caring and dedicated educators. At 21st Century Cyber Charter School, we develop our Pennsylvania-certified educators to deliver an online, rigorous, mastery-based, standards-aligned curriculum to prepare students to be productive, contributing members of society.

### **VISION STATEMENT**

21st Century Cyber Charter School strives to be a premier school with successful students, engaged families, and passionate educators working together to reach our full potential.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students are expected to uphold a high level of academic integrity by displaying academic ethical behavior. This means they are expected to complete and produce works of their own individual effort. Students are expected to attend school regularly and follow the 21CCCS Board policies and school rules, respect for the rights of other teachers, other students, administrators, and all others who are involved in the educational process. It is the responsibility of the student to be aware of all policies, rules, and procedures for student behavior. Students are expected to complete asynchronous assignments on a weekly basis. Live labs are held at least on a weekly basis for all classes. Live labs are made available to students to access if they need to revisit a lesson. Virtual Offices are available for students to seek additional support from their teacher or support staff. Students may be invited to tutoring.

### **STAFF**

Instruction is formal teaching and learning to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade-level standards. Teachers assess the learning of their students and make adjustments to instruction based upon student progress. Staff engages in meaningful professional learning and development offerings to help themselves grow in the areas of curriculum, instruction, and assessment. Additionally, our staff strives to support our students both socially and emotionally.

### **ADMINISTRATION**

The administration is expected to support the entire learning community to bring necessary resources to students and teachers to support curriculum, instruction, and assessment through teaching and learning. Additionally, it is expected that the administration communicates effectively with all stakeholders with updates and changes which occur at the school level.

### **PARENTS**

Students should see their parents/guardians as their greatest cheerleaders. Parents/Guardians control the environment. They support setting

the pace, building a physical space intended for learning, and continue to encourage in the absence of daily face-to-face interaction. The roles of a parent and teacher are different. While a teacher or instructor serves as a guiding force in subject matter, parents know when to lean in and lean out of their student's experience. They are not meant to serve as the homeschooler in conjunction with online course leaders. Instead, they offer support to the learning structure and reinforce the goals that can be accomplished in and out of school with education. Accessibility is important. Online learning affords students their own pace and exploration and heightened accessibility to their instructors. However, a student, especially those at younger ages, can't diagnose issues they are having in the online learning environment. Setting a monitoring schedule or allowing check-ins can keep a parent up to date and knowledgeable when their input might be necessary. By designating an area of the home for learning, parents can also keep an eye on progress and learning styles. Noting behaviors, opportunities and barriers, allow parents to adapt or adjust the standard as necessary to create the ideal path for their child or children.

## **COMMUNITY**

Community in online courses promotes active learning by provoking the students to participate and learn together. Learning is a social act by itself. We learn through contact and discourse with another person more competent in the field. Speech and conversation with one another generate knowledge negotiated and subjected to endless talk. As we also learn through an inner conversation with ourselves. Online collaborative activities allow all participants to expose their ideas and create an interactive canvas of diverse reactions and feedback. Online Collaborative Learning helps us explore ways to think, innovate, develop problem-solving skills, and seek conceptual understanding. Online collaborative learning engages students in higher-order thinking skills, such as critical and creative thinking, analysis, synthesis, planning, monitoring, and evaluation.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Brian Cote	Administrator	21st Century Cyber Charter School
Nancy Giagnacova	Administrator	21st Century Cyber Charter School
Monica Frank	Administrator	21st Century Cyber Charter School
Erika Laidlaw	Administrator	21st Century Cyber Charter School
Lauren Michener	Other	21st Century Cyber Charter School
Matt Kinsch	Teacher	21st Century Cyber Charter School
Nicole Sendeki	Alumni	21st Century Cyber Charter School
Joe Michener	Department Head/Teacher	21st Century Cyber Charter School
Jessica Hammond	Department Head/Teacher	21st Century Cyber Charter School
Sanna McCoy	Counselor/SAP Manager	21st Century Cyber Charter School
Casey Regina	Administrator	21st Century Cyber Charter School
Mrs. Heather Saboori	Parent	21st Century Cyber Charter School
Mr. Peter Mango	Community Member	21st Century Cyber Charter School

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>A formalized multi-tiered system of support needs to be implemented. A system to document and track this data needs to be created in the student information system. Specific supports and interventions need to be identified based on the various tired levels. Time needs to be allotted to allow teachers to meet and discuss individual students and set goals to help them succeed. Meeting protocols need to be established. A true PBIS program needs to be put into place to promote positive behaviors in our school environment. A focus on the whole child, including social and emotional learning, needs to be incorporated into the curriculum.</p>	Social emotional learning
<p>The school will provide opportunities to engage families to support student learning.</p>	Parent and family engagement Parent and family engagement
<p>An early indicator system is needed to identify at-risk students. A system needs to be developed to identify students sooner who may need additional supports or interventions based on a particular list of criteria. This need may include academic, behavioral, and/or social/emotional supports.</p>	Graduation rate

## ACTION PLAN AND STEPS

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## Evidence-based Strategy

Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get>

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Graduation Rate

The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Create an Early Warning Indicator Team (EWI).

2021-08-16 -  
2022-06-01

Leadership  
Team

Teachers who will serve on the team.

The Early Warning Indicator Team (EWI) will meet to develop a way to track the EWI's in the student information system. Additional factors will be considered including the role of all school staff in identifying at-risk students and to help keep them on track for graduation.

2021-08-16 -  
2021-11-01

Principals

-Scheduled EWI Team meetings  
-Agendas

Work with the school database team to create in the student information system the EWI system created by the EWI team in order to identify students using early warning indicators.

2021-11-08 -  
2022-03-31

Principals

-EWI system created by the team  
-Scheduled meetings to meet with the database support team  
-Agendas

Pilot the EWI system. Gather data and feedback to make necessary adjustments.

2021-04-01 -  
2021-06-01

Principals

-EWI system needs to be in the SIS  
-Select teachers for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			the pilot -Develop surveys and evaluations to collect feedback

**Anticipated Outcome**  
 Complete a system of indicators and thresholds for early indicators related to academics, behavior, and course performance that staff members can use for early identification of at-risk students.

**Monitoring/Evaluation**  
 EWI Team will meet bi-weekly A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

**Evidence-based Strategy**  
 MTSS - Center on Multi-Tiered System of Supports

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to

Goal Nickname	Measurable Goal Statement (Smart Goal)			
prevention and monitoring of student growth.				
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Complete a needs assessment.	2021-07-01 - 2021-08-13	Leadership Team	Needs assessment template	
Form a School Leadership Team for MTSS development and support. Discuss and make decisions regarding necessary components of MTSS across all tiers with a focus on academics. Distinguish what each tier should look like and the supports available. Create a tracking and documentation process within the student information system. Provide staff training and ongoing support to implement the tiered system with fidelity in regards to student interventions and the data collection process.	2021-08-16 - 2021-10-29	Leadership Team	Teachers who will serve on the team.	
MTSS team will convene bi-weekly to use school and state data to review individual student and trends as they relate to academics, attendance, discipline, and other factors. Create a tracking and documentation process within the student information system. Provide staff training and on-going support to implement the tiered system with fidelity in regards to student interventions and the data collection process.	2021-11-01 - 2022-01-31	Principals	-Scheduled MTSS Team meetings -Agendas	
Finalize the tracking and documentation process within the student information system.	2022-01-31 - 2022-03-28	Principals	Scheduled meetings with database team -Agendas	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Pilot the tracking and documentation process within the student information system. Gather data and feedback to make necessary adjustments.	2022-03-29 - 2022-06-01	Principals	-Select teachers for the pilot -Develop surveys and evaluations to collect feedback

**Anticipated Outcome**

Creation and implementation of a systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

**Monitoring/Evaluation**

-MTSS Team will meet bi-weekly -A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

**Evidence-based Strategy**

Family engagement is a critical component of school success for students. The toolkit is comprised of two parts: Part I focuses on the comprehensive planning that goes into the development of a family engagement initiative, and Part II focuses on the early implementation process. Appended are: (1) Profiles of "Family Engagement for High School Success" pilot sites; (2) Checklists for planning and implementing family engagement initiative. (DeSpain, S., Conderman, G., & Gerzel-Short, L. (2018) Fostering Family Engagement in Middle and Secondary Schools, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91:6, 236-242, DOI: 10.1080/00098655.2018.1524743 and Weiss, H., Lopez, E., Rosenberg, H, Brosi, E., and Lee, D. (2011) The Family Engagement for High School Success Toolkit: Planning and Implementing an Initiative to Support the Pathway to Graduation for At-Risk Students. Harvard Family

Research Project.)

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Engagement - Events

A total of 24-28 school events will be offered at various locations and virtually throughout the state to increase parent and family engagement to support student learning.

Engagement - Social Awareness and School Engagement (SASE)

Hold monthly themes and activities centering around social awareness, school engagement, and social-emotional to support and increase student and family engagement.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Create a list of engagement opportunities to meet a wide range of student interest and at various locations throughout the state.

2021-08-16 -  
2021-09-30

Assistant  
Principal

-Pin map of the state -Field  
Trip Coordinator -  
Adventure Club  
Coordinators -Outreach  
Coordinator

Create a calendar mapping out the engagement events throughout the year.

2021-08-16 -  
2021-09-30

Assistant  
Principal

-Pin map of the state -Field  
Trip Coordinator -  
Adventure Club  
Coordinators -Outreach  
Coordinator

Hire a stipend position as the SASE coordinator.

2021-07-01 -

Principals

Human Resources support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop an annual activity schedule of monthly social awareness, school engagement, and social-emotional themes and activities. A total of 3-5 virtual events will be planned and offered to increase student and family engagement to support student learning.	2021-08-16 - 2021-09-17	Principals	-SASE Coordinator - Calendar

**Anticipated Outcome**  
 -Increase in student engagement -Increase in Family engagement

**Monitoring/Evaluation**  
 -Attendance at events -Feedback from student/family

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	Create an Early Warning Indicator Team (EWI).	08/16/2021 - 06/01/2022

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The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	The Early Warning Indicator Team (EWI) will meet to develop a way to track the EWI's in the student information system. Additional factors will be considered including the role of all school staff in identifying at-risk students and to help keep them on track for graduation.	08/16/2021 - 11/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	<p>MTSS - Center on Multi-Tiered System of Supports</p>	<p>Form a School Leadership Team for MTSS development and support. Discuss and make decisions regarding necessary components of MTSS across all tiers with a focus on academics. Distinguish what each tier should look like and the supports available. Create a tracking and documentation process within the student</p>	<p>08/16/2021 - 10/29/2021</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
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information system. Provide staff training and ongoing support to implement the tiered system with fidelity in regards to student interventions and the data collection process.

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**Measurable Goals****Action Plan  
Name****Professional  
Development Step****Anticipated  
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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

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School Board Minutes or Affirmation Statement

2021-05-11

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Our curriculum is developed in-house and aligned to the Pennsylvania State Standards.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based. Utilizing PLCs to discuss curriculum, instruction, and assessment.

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Each course is designed with flexible pathways allowing us to meet the needs of individual students.

Align curricular materials and lesson plans to the PA Standards.

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

### Challenges

Implement evidence-based strategies to engage families to support learning.

Weekly enrollments make it challenging to determine present skill levels of students who come to 21CCCCS, and mastery of state standards. We often do not receive records from the sending schools even after multiple requests.

Lack of an existing early indicator system to identify students earlier who may need additional academic, behavioral, and/or social/emotional supports.

Lack of an existing early indicator system to identify students earlier who may need additional academic, behavioral, and/or social/emotional supports.

Lack of a formalized systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

Lack of a formalized systemic process containing academic,

## Strengths

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Foster a culture of high expectations for success for all students, educators, families, and community members.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school emotionally, intellectually, and physically.

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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. Utilizing PLCs to discuss curriculum, instruction, and assessment.

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Our curriculum is developed in-house and aligned to the Pennsylvania State Standards and the Next Generation Science Standards.

Use systematic, collaborative planning processes to ensure

## Challenges

behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

Implement evidence-based strategies to engage families to support learning.

Weekly enrollments make it challenging to determine present skill levels and mastery of state standards.

Implement evidence-based strategies to engage families to support learning.

Implement a multi-tiered system of supports for academics and behavior.

Implement evidence-based strategies to engage families to support learning.

Weekly enrollments make it challenging to determine the present skill levels of students who come to 21CCCS, and mastery of state standards. We often do not receive records from the sending schools even after multiple requests.

Due to the pandemic, our enrollment increased by 98% from the 2019-2020 school year to the 2020-2021 school year.

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## Strengths

instruction is coordinated, aligned, and evidence based. Utilizing PLCs to discuss curriculum, instruction, and assessment.

Implementation of new middle school inquiry-based curriculum.

Implementation of a quarter 4 benchmark using LinkIt benchmarks.

Increase in ELA growth for the past two years

### Regular Attendance

Implementation of new middle school inquiry-based curriculum.

Implementation of a new middle school technology education curriculum. Including Google Be Internet Awesome and Apple, Everyone Can Code courses.

Collectively shape the vision for continuous improvement of teaching and learning.

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## Challenges

Four-year cohort All student group did not meet interim goal/improvement target

Mathematics/Algebra All student group did not meet interim goals/improvement target

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Lack of a formalized systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

Difficulty receiving forms back from families who may be considered economically disadvantaged. Many families do not complete the Free and Reduced Lunch form since we are a cyber school and do not offer lunch.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Mathematics/Algebra All student group did not meet interim goals/improvement target

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## Most Notable Observations/Patterns

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Our school is faced with the realization and challenge that we inherit students who have been falling behind in their home school or district for several years before coming to our school. Our school owns this student as not on track for graduating on time. This is not only a problem for our school but many others as well. The method used for PVAAS Roster Verification for State testing should be used for the graduation rate and cohort graduation. Strengths: 1. Our curriculum is developed in-house and aligned to the Pennsylvania State Standards. Align curricular materials and lesson plans to the PA Standards. - Currently have five content developers who collaborate with teachers and the Instructional Systems Design team to create an engaging curriculum housed in our learning management system. - Utilize Moodle and failure data to assess and make data-driven decisions to make curriculum. 2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. Utilizing PLCs to discuss curriculum, instruction, and assessment. - Creating teacher and class schedules to provide optimal learning environments for our students. - Providing time to collaborate and analyze IXL and Benchmark results. - Utilizing Linkit Data as our data warehouse to assist teachers in making data-driven decisions. 3. Foster a culture of high expectations for success for all students, educators, families, and community members. - As a school, all employees help to create an environment that encourages all students to engage in our rigorous curriculum, set goals, and continue to challenge themselves. 4. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school emotionally, intellectually, and physically. - Established monthly community forums for students and parents. - The Eagle Pride Program continues at the middle school level to promote positive behaviors. - Home visits are conducted in an effort to increase parent and student outreach. - 21st Century has a Student Assistance Program (SAP) team that works with families and students. - Parents and students are invited to come to the school for support with academics or tech support. - The school offers numerous in-person and virtual school events throughout the year to provide more social interactions for our students. - 21st Century participates in various community programs, including outreach days, 5K races, parades, and community days. Challenges: 1. Due to the pandemic, our enrollment increased by 98% from the 2019-2020 school year to the 2020-2021 school year. - Increased teacher loads and class sizes. - Academic Advisor caseloads increased. - Required the need to hire additional temporary staff, including teachers, teaching assistants, adjuncts, and other school support positions. - Increase in the onboarding process. - Weekly enrollment numbers were higher, creating a strain on operations. - Supporting students to make a smooth transition to the cyber environment. 2. Four-year cohort All student group did not meet interim goal/improvement target. - Transient population due to weekly enrollments. - Decrease in-home visits due to the pandemic. - Many at-risk students attend our school as a last

### **Most Notable Observations/Patterns**

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resort 3. Implement evidence-based strategies to engage families to support learning. - Due to the pandemic, we had a decrease in conducting home visits. - SAP (Student Assistance Program) is working on ways to increase parent permission. - Lack of student and parent engagement with the school. 4. Implement a multi-tiered system of supports for academics and behavior. - Lack of a formalized systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis. - Inadequate staffing to support a multi-tiered system effectively. - Lack of a positive behavior support program at the high school level. 5. Lack of an existing early indicator system to identify students earlier who may need additional academic, behavioral, and/or social/emotional supports. - Lacking process to identify students who need additional supports sooner.

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Challenges	Discussion Point	Priority for Planning
Four-year cohort All student group did not meet interim goal/improvement target	- Transient population due to weekly enrollments. - Decrease in-home visits due to the pandemic. - Many at-risk students attend our school as a last resort.	
Implement a multi-tiered system of supports for academics and behavior.	- Lack of a formalized systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis. - Inadequate staffing to support a multi-tiered system effectively. - Lack of a positive behavior support program at the high school level.	
Implement evidence-based strategies to engage families to support learning.	- Due to the pandemic, we had a decrease in conducting home visits. - SAP (Student Assistance Program) is working on ways to increase parent permission. - Lack of student and parent engagement with the school.	
Due to the pandemic, our enrollment increased by 98% from the 2019-2020 school year to the 2020-2021 school year.	- Increased teacher loads and class sizes. - Academic Advisor caseloads increased. - Required the need to hire additional temporary staff, including teachers, teaching assistants, adjuncts, and other school support positions. - Increase in the onboarding process. - Weekly enrollment numbers were higher, creating a strain on operations. - Supporting students to make a smooth transition to the cyber environment.	
Lack of an existing early indicator system to identify students earlier who may need additional academic, behavioral, and/or social/emotional supports.	- Lacking process to identify students who need additional supports sooner.	

## ADDENDUM B: ACTION PLAN

Action Plan: Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get>

Action Steps	Anticipated Start/Completion Date
Create an Early Warning Indicator Team (EWI).	08/16/2021 - 06/01/2022

  

Monitoring/Evaluation	Anticipated Output
EWI Team will meet bi-weekly A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan	Complete a system of indicators and thresholds for early indicators related to academics, behavior, and course performance that staff members can use for early identification of at-risk students.

  

Material/Resources/Supports Needed	PD Step	Comm Step
Teachers who will serve on the team.	yes	yes

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**Action Steps****Anticipated Start/Completion Date**

The Early Warning Indicator Team (EWI) will meet to develop a way to track the EWI's in the student information system. Additional factors will be considered including the role of all school staff in identifying at-risk students and to help keep them on track for graduation.

08/16/2021 - 11/01/2021

**Monitoring/Evaluation****Anticipated Output**

EWI Team will meet bi-weekly A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Complete a system of indicators and thresholds for early indicators related to academics, behavior, and course performance that staff members can use for early identification of at-risk students.

**Material/Resources/Supports Needed****PD Step****Comm Step**

-Scheduled EWI Team meetings -Agendas

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Work with the school database team to create in the student information system the EWI system created by the EWI team in order to identify students using early warning indicators.

11/08/2021 - 03/31/2022

**Monitoring/Evaluation****Anticipated Output**

EWI Team will meet bi-weekly A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Complete a system of indicators and thresholds for early indicators related to academics, behavior, and course performance that staff members can use for early identification of at-risk students.

**Material/Resources/Supports Needed****PD Step****Comm Step**

-EWI system created by the team -Scheduled meetings to meet with the database support team -Agendas

no

yes



**Action Steps****Anticipated Start/Completion Date**

Pilot the EWI system. Gather data and feedback to make necessary adjustments.

04/01/2021 - 06/01/2021

**Monitoring/Evaluation****Anticipated Output**

EWI Team will meet bi-weekly A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Complete a system of indicators and thresholds for early indicators related to academics, behavior, and course performance that staff members can use for early identification of at-risk students.

**Material/Resources/Supports Needed****PD Step****Comm Step**

-EWI system needs to be in the SIS -Select teachers for the pilot -Develop surveys and evaluations to collect feedback

yes

yes

**Action Plan: MTSS - Center on Multi-Tiered System of Supports**

**Action Steps****Anticipated Start/Completion Date**

Complete a needs assessment.

07/01/2021 - 08/13/2021

**Monitoring/Evaluation****Anticipated Output**

-MTSS Team will meet bi-weekly -A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Creation and implementation of a systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Needs assessment template

no

yes



**Action Steps****Anticipated Start/Completion Date**

Form a School Leadership Team for MTSS development and support. Discuss and make decisions regarding necessary components of MTSS across all tiers with a focus on academics. Distinguish what each tier should look like and the supports available. Create a tracking and documentation process within the student information system. Provide staff training and ongoing support to implement the tiered system with fidelity in regards to student interventions and the data collection process.

08/16/2021 - 10/29/2021

**Monitoring/Evaluation****Anticipated Output**

-MTSS Team will meet bi-weekly -A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Creation and implementation of a systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Teachers who will serve on the team.

yes

yes



**Action Steps****Anticipated Start/Completion Date**

MTSS team will convene bi-weekly to use school and state data to review individual student and trends as they relate to academics, attendance, discipline, and other factors. Create a tracking and documentation process within the student information system. Provide staff training and on-going support to implement the tiered system with fidelity in regards to student interventions and the data collection process.

11/01/2021 - 01/31/2022

**Monitoring/Evaluation****Anticipated Output**

-MTSS Team will meet bi-weekly -A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Creation and implementation of a systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

**Material/Resources/Supports Needed****PD Step****Comm Step**

-Scheduled MTSS Team meetings -Agendas

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Finalize the tracking and documentation process within the student information system.

01/31/2022 - 03/28/2022

**Monitoring/Evaluation****Anticipated Output**

-MTSS Team will meet bi-weekly -A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan

Creation and implementation of a systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Scheduled meetings with database team -Agendas

no

yes



Action Steps	Anticipated Start/Completion Date
Pilot the tracking and documentation process within the student information system. Gather data and feedback to make necessary adjustments.	03/29/2022 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
-MTSS Team will meet bi-weekly -A-TSI team will meet bi-weekly Quarterly monitoring as required for the A-TSI plan	Creation and implementation of a systemic process containing academic, behavior, and social-emotional components. Inclusive of screening, assessment measures, interventions, progress monitoring, data collection, and analysis.

Material/Resources/Supports Needed	PD Step	Comm Step
-Select teachers for the pilot -Develop surveys and evaluations to collect feedback	yes	yes

**Action Plan:** Family engagement is a critical component of school success for students. The toolkit is comprised of two parts: Part I focuses on the comprehensive planning that goes into the development of a family engagement initiative, and Part II focuses on the early implementation process. Appended are: (1) Profiles of "Family Engagement for High School Success" pilot sites; (2) Checklists for planning and implementing family engagement initiative. (DeSpain, S., Conderman, G., & Gerzel-Short, L. (2018) Fostering Family Engagement in Middle and Secondary Schools, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91:6, 236-242, DOI: 10.1080/00098655.2018.1524743 and Weiss, H., Lopez, E., Rosenberg, H, Brosi, E., and Lee, D. (2011) The Family Engagement for High School Success Toolkit: Planning and Implementing an Initiative to Support the Pathway to Graduation for At-Risk Students. Harvard

**Family Research Project.)**

**Action Steps**

**Anticipated Start/Completion Date**

Create a list of engagement opportunities to meet a wide range of student interest and at various locations throughout the state.

08/16/2021 - 09/30/2021

**Monitoring/Evaluation**

**Anticipated Output**

-Attendance at events -Feedback from student/family

-Increase in student engagement -Increase in Family engagement

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

-Pin map of the state -Field Trip Coordinator -Adventure Club Coordinators -Outreach Coordinator

no

yes



**Action Steps****Anticipated Start/Completion Date**

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Create a calendar mapping out the engagement events throughout the year.

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08/16/2021 - 09/30/2021

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**Monitoring/Evaluation****Anticipated Output**

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-Attendance at events -Feedback from student/family

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-Increase in student engagement -Increase in Family engagement

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**Material/Resources/Supports Needed****PD Step****Comm Step**

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-Pin map of the state -Field Trip Coordinator -Adventure Club Coordinators -Outreach Coordinator

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no

yes

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**Action Steps****Anticipated Start/Completion Date**

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Hire a stipend position as the SASE coordinator.

07/01/2021 - 08/16/2021

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**Monitoring/Evaluation****Anticipated Output**

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-Attendance at events -Feedback from student/family

-Increase in student engagement -Increase in Family engagement

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**Material/Resources/Supports Needed****PD Step****Comm Step**

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Human Resources support

no

yes

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**Action Steps****Anticipated Start/Completion Date**

Develop an annual activity schedule of monthly social awareness, school engagement, and social-emotional themes and activities. A total of 3-5 virtual events will be planned and offered to increase student and family engagement to support student learning.

08/16/2021 - 09/17/2021

**Monitoring/Evaluation****Anticipated Output**

-Attendance at events -Feedback from student/family

-Increase in student engagement -Increase in Family engagement

**Material/Resources/Supports Needed****PD Step****Comm Step**

-SASE Coordinator -Calendar

no

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	Create an Early Warning Indicator Team (EWI).	08/16/2021 - 06/01/2022
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	The Early Warning Indicator Team (EWI) will meet to develop a way to track the EWI's in the student information system. Additional factors will be considered	08/16/2021 - 11/01/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	monitoring-system-helps-get	including the role of all school staff in identifying at-risk students and to help keep them on track for graduation.	
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	Pilot the EWI system. Gather data and feedback to make necessary adjustments.	04/01/2021 - 06/01/2021
Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the	MTSS - Center on Multi-Tiered System of Supports	Form a School Leadership Team for MTSS development and support. Discuss and make	08/16/2021 - 10/29/2021

**Measurable Goals**

**Action Plan Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

district's shift to prevention and monitoring of student growth.  
(MTSS )

decisions regarding necessary components of MTSS across all tiers with a focus on academics. Distinguish what each tier should look like and the supports available. Create a tracking and documentation process within the student information system. Provide staff training and ongoing support to implement the tiered system with fidelity in regards to student interventions and the data collection

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	<p>MTSS - Center on Multi-Tiered System of Supports</p>	<p>process.</p> <p>MTSS team will convene bi-weekly to use school and state data to review individual student and trends as they relate to academics, attendance, discipline, and other factors. Create a tracking and documentation process within the student information system. Provide staff training and on-going support to implement the tiered system with fidelity in regards</p>	<p>11/01/2021 - 01/31/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		to student interventions and the data collection process.	
Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )	MTSS - Center on Multi-Tiered System of Supports	Pilot the tracking and documentation process within the student information system. Gather data and feedback to make necessary adjustments.	03/29/2022 - 06/01/2022

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Early Warning Indicator Training	Teachers, Teaching Assistants, Counselors, Nurses, Home and School Liaison and identified staff	Purpose and need Explain the system and how to use it Expectations and buy-in

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of system Identification of students	08/16/2021 - 06/01/2022	Principals

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Training	Teachers, Teaching Assistants, Counselors, Nurses, Home and School Liaison and identified staff	Understanding MTSS Purpose and need Expectations and buy-in Understanding everyone's role Explain the system and how to use it

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Identification of students Demonstration of interventions based on the various tiers Team Meetings Individual student success	08/16/2021 - 06/01/2022	Principals

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	Create an Early Warning Indicator Team (EWI).	2021-08-16 - 2022-06-01
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	The Early Warning Indicator Team (EWI) will meet to develop a way to track the EWI's in the student information system. Additional factors will be considered	2021-08-16 - 2021-11-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	monitoring-system-helps-get	including the role of all school staff in identifying at-risk students and to help keep them on track for graduation.	
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a>	Work with the school database team to create in the student information system the EWI system created by the EWI team in order to identify students using early warning indicators.	2021-11-08 - 2022-03-31
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and	Pilot the EWI system. Gather data and feedback to make necessary adjustments.	2021-04-01 - 2021-06-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	<p>Monitoring System Helps Get Students on Path to Graduation. <a href="https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get">https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get</a></p>		
<p>Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	<p>MTSS - Center on Multi-Tiered System of Supports</p>	<p>Complete a needs assessment.</p>	<p>2021-07-01 - 2021-08-13</p>
<p>Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	<p>MTSS - Center on Multi-Tiered System of Supports</p>	<p>Form a School Leadership Team for MTSS development and support. Discuss and make decisions regarding necessary</p>	<p>2021-08-16 - 2021-10-29</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		<p>components of MTSS across all tiers with a focus on academics. Distinguish what each tier should look like and the supports available. Create a tracking and documentation process within the student information system. Provide staff training and ongoing support to implement the tiered system with fidelity in regards to student interventions and the data collection process.</p>	
Ensure Educational Excellence for Each and Every Student: By May	MTSS - Center on Multi-Tiered	MTSS team will	2021-11-01 -

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	System of Supports	<p>convene bi-weekly to use school and state data to review individual student and trends as they relate to academics, attendance, discipline, and other factors. Create a tracking and documentation process within the student information system. Provide staff training and on-going support to implement the tiered system with fidelity in regards to student interventions and the data collection</p>	2022-01-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	<p>MTSS - Center on Multi-Tiered System of Supports</p>	<p>process. Finalize the tracking and documentation process within the student information system.</p>	<p>2022-01-31 - 2022-03-28</p>
<p>Ensure Educational Excellence for Each and Every Student: By May 31, 2022, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the district's shift to prevention and monitoring of student growth. (MTSS )</p>	<p>MTSS - Center on Multi-Tiered System of Supports</p>	<p>Pilot the tracking and documentation process within the student information system. Gather data and feedback to make necessary adjustments.</p>	<p>2022-03-29 - 2022-06-01</p>
<p>A total of 24-28 school events will be offered at various locations and virtually throughout the state to increase parent and family engagement to support student learning. (Engagement - Events)</p>	<p>Family engagement is a critical component of school success for students. The toolkit is</p>	<p>Create a list of engagement opportunities to</p>	<p>2021-08-16 - 2021-09-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Hold monthly themes and activities centering around social awareness, school engagement, and social-emotional to support and increase student and family engagement. (Engagement - Social Awareness and School Engagement (SASE))</p>	<p>comprised of two parts: Part I focuses on the comprehensive planning that goes into the development of a family engagement initiative, and Part II focuses on the early implementation process. Appended are: (1) Profiles of "Family Engagement for High School Success" pilot sites; (2) Checklists for planning and implementing family engagement initiative. (DeSpain, S., Conderman, G., &amp; Gerzel-Short, L. (2018) Fostering Family Engagement in Middle and Secondary Schools, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91:6, 236-242, DOI: 10.1080/00098655.2018.1524743 and Weiss, H., Lopez, E., Rosenberg, H, Brosi, E., and Lee, D. (2011) The Family Engagement for High School Success Toolkit: Planning and Implementing an</p>	<p>meet a wide range of student interest and at various locations throughout the state.</p>	

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>A total of 24-28 school events will be offered at various locations and virtually throughout the state to increase parent and family engagement to support student learning. (Engagement - Events)</p>	<p>Initiative to Support the Pathway to Graduation for At-Risk Students. Harvard Family Research Project.)</p>	<p>Create a calendar mapping out the engagement events throughout the year.</p>	<p>2021-08-16 - 2021-09-30</p>
<p>Hold monthly themes and activities centering around social awareness, school engagement, and social-emotional to support and increase student and family engagement. (Engagement - Social Awareness and School Engagement (SASE))</p>	<p>Family engagement is a critical component of school success for students. The toolkit is comprised of two parts: Part I focuses on the comprehensive planning that goes into the development of a family engagement initiative, and Part II focuses on the early implementation process. Appended are: (1) Profiles of "Family Engagement for High School Success" pilot sites; (2) Checklists for planning and implementing family engagement initiative. (DeSpain, S., Conderman, G., &amp; Gerzel-Short, L. (2018) Fostering Family Engagement in Middle and Secondary Schools, The Clearing House: A Journal of Educational</p>	<p>Create a calendar mapping out the engagement events throughout the year.</p>	<p>2021-08-16 - 2021-09-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Hold monthly themes and activities centering around social awareness, school engagement, and social-emotional to support and increase student and family engagement. (Engagement - Social Awareness and School Engagement (SASE))</p> <p>A total of 24-28 school events will be offered at various locations and virtually throughout the state to increase parent and family engagement to support student learning. (Engagement - Events)</p>	<p>Strategies, Issues and Ideas, 91:6, 236-242, DOI: 10.1080/00098655.2018.1524743 and Weiss, H., Lopez, E., Rosenberg, H, Brosi, E., and Lee, D. (2011) The Family Engagement for High School Success Toolkit: Planning and Implementing an Initiative to Support the Pathway to Graduation for At-Risk Students. Harvard Family Research Project.)</p> <p>Family engagement is a critical component of school success for students. The toolkit is comprised of two parts: Part I focuses on the comprehensive planning that goes into the development of a family engagement initiative, and Part II focuses on the early implementation process. Appended are: (1) Profiles of "Family Engagement for High School Success" pilot sites; (2)</p>	<p>Hire a stipend position as the SASE coordinator.</p>	<p>2021-07-01 - 2021-08-16</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	<p>Checklists for planning and implementing family engagement initiative. (DeSpain, S., Conderman, G., &amp; Gerzel-Short, L. (2018) Fostering Family Engagement in Middle and Secondary Schools, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91:6, 236-242, DOI: 10.1080/00098655.2018.1524743 and Weiss, H., Lopez, E., Rosenberg, H, Brosi, E., and Lee, D. (2011) The Family Engagement for High School Success Toolkit: Planning and Implementing an Initiative to Support the Pathway to Graduation for At-Risk Students. Harvard Family Research Project.)</p>		
<p>A total of 24-28 school events will be offered at various locations and virtually throughout the state to increase parent and family engagement to support student learning. (Engagement - Events)</p>	<p>Family engagement is a critical component of school success for students. The toolkit is</p>	<p>Develop an annual activity schedule of</p>	<p>2021-08-16 - 2021-09-17</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Hold monthly themes and activities centering around social awareness, school engagement, and social-emotional to support and increase student and family engagement. (Engagement - Social Awareness and School Engagement (SASE))</p>	<p>comprised of two parts: Part I focuses on the comprehensive planning that goes into the development of a family engagement initiative, and Part II focuses on the early implementation process. Appended are: (1) Profiles of "Family Engagement for High School Success" pilot sites; (2) Checklists for planning and implementing family engagement initiative. (DeSpain, S., Conderman, G., &amp; Gerzel-Short, L. (2018) Fostering Family Engagement in Middle and Secondary Schools, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91:6, 236-242, DOI: 10.1080/00098655.2018.1524743 and Weiss, H., Lopez, E., Rosenberg, H, Brosi, E., and Lee, D. (2011) The Family Engagement for High School Success Toolkit: Planning and Implementing an</p>	<p>monthly social awareness, school engagement, and social-emotional themes and activities. A total of 3-5 virtual events will be planned and offered to increase student and family engagement to support student learning.</p>	

**Measurable Goals**

**Action Plan Name**

**Communication  
Step**

**Anticipated  
Timeline**

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Initiative to Support the Pathway  
to Graduation for At-Risk  
Students. Harvard Family  
Research Project.)

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication to staff	Teachers, Teaching Assistants, Counselors, Nurses, Home and School Liaison and identified staff	Purpose and need Explain the system and how to use it Expectations and buy-in
Anticipated Timeframe	Frequency	Delivery Method
08/16/2021 - 06/01/2022	As needed during scheduled professional development days, faculty meetings, and bi-weekly team meets	Presentation Other
Lead Person/Position		
Principals		

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

