

21ST CENTURY CYBER CS

1245 Wrights Lane

ATSI non-Title 1 Comprehensive Plan | 2021 - 2024

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

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
	2021-08-16		
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

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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	Create an Early Warning Indicator Team (EWI).	08/16/2021 - 06/01/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	Pilot the EWI system. Gather data and feedback to make necessary adjustments.	04/01/2021 - 06/01/2021

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
Timeline**

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
Timeline**

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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.

School Board Minutes or Affirmation Statement

2021-05-11

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

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.

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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.

Lack of a formalized systemic process containing academic,

Strengths

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.

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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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.

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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.

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.

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

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.

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.

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Most Notable Observations/Patterns

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

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.

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

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**

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

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**

Hire a stipend position as the SASE coordinator.

07/01/2021 - 08/16/2021

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**

Human Resources support

no

yes

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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	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. https://www.air.org/news/press-release/new-study-shows-early-warning-intervention-and-monitoring-system-helps-get	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
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	<p data-bbox="1126 252 1518 284">monitoring-system-helps-get</p> <p data-bbox="1126 619 1576 1114">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</p>	<p data-bbox="1615 252 1861 571">including the role of all school staff in identifying at-risk students and to help keep them on track for graduation.</p> <p data-bbox="1615 619 1861 1161">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.</p>	2021-11-08 - 2022-03-31
The graduation rate for 21CCCS will be increased to 69% for the 2021-2022 school year. (Graduation Rate)	<p data-bbox="1126 1217 1576 1433">Early Warning Intervention and Monitoring System - American Institutes for Research. (2017, April 26). New Study Shows Early Warning Intervention and</p>	<p data-bbox="1615 1217 1861 1433">Pilot the EWI system. Gather data and feedback to make necessary adjustments.</p>	2021-04-01 - 2021-06-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	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		
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	Complete a needs assessment.	2021-07-01 - 2021-08-13
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	Form a School Leadership Team for MTSS development and support. Discuss and make decisions regarding necessary	2021-08-16 - 2021-10-29

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>	<p>System of Supports</p>	<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>	<p>2022-01-31</p>

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., & 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., & 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., & 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., & 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**

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

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		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline



21ST CENTURY CYBER CS

1245 Wrights Lane

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	6-8, 9-12	6-8, 9-12
PA-Core Mathematics	6-8, 9-12	6-8, 9-12
Science and Technology	6-8, 9-12	6-8, 9-12
Environment and Ecology	6-8, 9-12	6-8, 9-12
Civics and Government	6-8, 9-12	6-8, 9-12
Economics	6-8, 9-12	6-8, 9-12
Geography	6-8, 9-12	6-8, 9-12
History	6-8, 9-12	6-8, 9-12
Arts and Humanities	6-8, 9-12	6-8, 9-12
Health, Safety, and Physical Education	6-8, 9-12	6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

6-8, 9-12

Career Education and Work

6-8, 9-12

6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

-
1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. School leadership ensures access to tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection. Guiding Questions To Ensure Effective, Standards-Aligned Curriculum and Assessment Is it clear what all students should learn, know, and be able to do by grade-level and content area? Are all of our schools effectively using standards-aligned curriculum and assessments? How do we know? Where are there gaps? How do we ensure educators implement curriculum and assessments effectively? What tools, resources, and supports do we offer? How do we ensure all school leaders and teachers have access to high-quality curricular materials and standards-aligned assessment data? To what extent do our schools regularly gather and assess data to understand student learning of the grade-level and content-area standards?

2. List resources, supports or models that are used in developing and aligning curriculum.

Universal Design Model for Curriculum Planning and Lesson Planning Robert Marzano's 9 High Yield Instructional Strategies Data Analysis Process: Data Analysis Questions: Initial Noticings: What important observations seem to “pop out” from the data? Surprising observations? Unexpected observations? What confirms what you already know? What challenges what you thought? What results concern you the most? What questions or topics seem most difficult for students? Which students are showing mastery and which are not? How did various groups (e.g. gender, race, ELD students. etc.) perform? Does the percentage of time spent teaching the goal areas match the percentage of items represented in the assessment? Should it? What trends do you notice in the data across classes? Across buildings? Was the written curriculum followed with fidelity? Were students assessed in similar ways in comparison to other teachers or buildings? Specific Findings: What student strengths and weaknesses does this data highlight? What are some contributing factors to the success or lack of student understanding? On which standards/objectives do students need enrichment? Reteaching? Was student performance related to differences in instructional approach and/or time spent teaching the concepts or skills? Is there another instructional approach that may have elicited different results? What instructional strategies can be implemented that are most effective for targeted groups of students? How could the instruction be differentiated? Does student performance on any specific standard(s) influence the ability to access others? Additional Supports: Which individual students had results that were inconsistent with past performance? Are there other questions or sources of data that can be used to triangulate and affirm these results? How did students who already receive sustained academic intervention perform on this assessment? Are any students now in need of sustained academic intervention based on this assessment? Is this something that would benefit from being shared with a PLC/Grade-level team or another building for additional information or ideas? What are your next steps?

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

All written curriculum is developed by our content level teams which include teachers (general education and special education), school counselors, content developers, instructional course designers, technology staff). All curriculum is stored on a shared drive for all to use. Lessons are loaded into our moodle courses where any teacher may access standards-aligned lessons and curriculum.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

No

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

Curriculum Cycle Plan The curriculum management plan ensures the following four components: Curriculum Design A documented

curriculum management plan includes the philosophical framework for the design of the curriculum and describes the timing, scope, and procedures for curriculum review. Curriculum Delivery A documented curriculum management plan provides direction for curriculum delivery and implementation. The plan identifies best practices and effective instructional strategies aligned to learning outcomes. Also, a strong curriculum management plan includes a comprehensive staff development program linked to curriculum design and delivery. Curriculum Monitoring A documented curriculum management plan presents procedures for monitoring curriculum delivery in order to determine whether the approved curriculum is implemented consistently in classrooms. Curriculum Evaluation A documented curriculum management plan specifies assessment procedures and programs to determine curriculum effectiveness. It describes the approaches by which assessment data will be used to strengthen curriculum and instruction for improved student achievement. A multi-year curriculum development cycle process should be organized by a master schedule which allows for systematic research, evaluations, revisions, implementation, and refinement. Each instructional program should be scheduled on a five-year program review cycle, allowing for a balanced student and staff introduction of new materials and long-range budgetary planning and funding. The development of an effective curriculum is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program to designing an improved program, to implementing the new program, and back to evaluating the revised program. This process is carried out in a planned and systematic manner. Years 1 and 2 may be combined, depending on the amount of writing and revisions that must be done. Years 4 and 5, Refinement, Documentation, and Evaluation, include the continuing development of appropriate instructional strategies and activities. Most evaluation and revision work is done at the beginning of the cycle, with three years of implementation. Curriculum evaluators should be composed of teachers, administrators, and curriculum director. The five-year cycle is defined as follows: Year 1: Review and Analysis Research, review and evaluate existing curriculum Conduct an assessment of needs regarding content, strategies, and evaluation by the student, teacher, parent, and administrator surveys Data consultation to assess student learning needs including results of standardized and locally developed tests, report cards, portfolios, and other evidence of student achievements Resources availability assessment for curriculum development and implementation Federal and state regulation complicity review. Are there any mandates required by PDE that we must do? Prioritize curriculum needs and timeline specification for curriculum development Current field research review and recommendations of professional organizations Summarize strengths and weaknesses of current curriculum Order sample materials from two or three publishers whose materials most closely match the envisioned curriculum Consider using open source curriculums Examples: Math Vision Project and Open Up Resources At the end of Year 1, the following documents should be produced: Philosophy, mission, goal statements Written recommendations as to where the existing curriculum is weak Evaluation of existing program course Content description Written development objectives (in matrix form) Written evaluations of textbooks designed for teachers to use as evaluation

guides during the following school year

Year 2: Program Development Write new curriculum Rewrite or develop performance objectives and necessary alignment documents to show correspondence with state objectives, testing, measurement methods, and instructional strategies and materials Revise and rewrite New curriculum and recommended materials are circulated, and feedback is gathered and tabulated When this phase is complete, a recommendation for new textbooks and materials is made Develop and purchase instructional materials Field test materials and curriculum

Year 3: Implementation Department Heads will be trained in Moodle by ISD. Department heads will train department teams. Training sessions will occur over the summer to prepare for the fall of the following year. Implement new curriculum and materials In-service is conducted to ensure that teachers understand the new curriculum and implement the materials into actual classroom practice. Feedback is gathered from teachers to evaluate new materials. Instructional strategies may be developed that support implementation. Launch actual curriculum program

Year 4: Practice and Documentation Refine and modify Teacher and parent surveys or other data collection methods may be begun in preparation for the Evaluation Year.

Year 5: Evaluation Program and curriculum update evaluation Identify achievement of materials, activities, assessments, and current student work Program effectiveness and impact evaluation Develop program strength, weakness, and needs perception data Identify and evaluate resources, materials, or objective preferences that are not working effectively Document teacher evaluation of assessments, performance tasks, student work, lessons, and instructional practices related to the curricula Evaluate ongoing grade-level and course criterion-referenced exam data Evaluate course enrollments (by level in middle and high schools) Evaluate PSSA, Keystone, SAT, and AP results

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

21st Century Cyber Charter School Curriculum Development Process Mission Statement: Committed to excellence and continuous improvement, the 21st Century Cyber Charter School strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

21st Century Cyber Charter School Curriculum Development Process Philosophy Statement: 21st Century Cyber Charter School will offer a transformative interdisciplinary curriculum that is student-- driven and fosters innovation and positive risk--taking. It transcends Standards, is inquiry-based, and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness, and uses culturally responsive teaching and learning practices. This dynamic, adaptable curriculum provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. The subject material is relevant to the world our

children will enter college, a career, and as adults. Innovation is the rule and not the exception. Why do we need to do this? For learning to be relevant and reflective of the world we live in today, we need to draw upon and maximize the opportunities that the world affords. Instead of rigid standards, we should be talking about limitless possibilities. Instead of individual, isolated subjects, we should be thinking about interconnected systems. The next great advances – and the solutions to our most pressing challenges – won't come from a textbook; they'll come from a generation that understands the people, places, and systems around them and thoughtfully, passionately embraces the pursuit of knowledge. What is the big idea? We will develop a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. How will we know we have moved the school forward? A revised and expanded curriculum that is vertically and horizontally aligned and a schedule that supports this Expanded curricular experiences outside of the school building and the school day Students with well-developed skills Excellent global awareness and cultural competency for each student Strong teamwork and complex problem-solving skills for each student; students' transfer of knowledge to novel situations. Rationale and Purpose for a Curriculum Management Plan: The function of the 21st Century Cyber Charter School is to produce increased student learning over time. This requires the School to design, implement and assess a robust and rigorous grades 6-12 curriculum strongly rooted in the PA Common Core Standards and other nationally and internationally recognized standards of learning and performance. To meet that end, the school system must have a curriculum management plan that becomes the guiding force for instructional and assessment practices throughout the School to ensure excellence and equity for all students. In essence, a curriculum brings alignment to the written (intended), taught (implemented), and assessed (achieved) curriculum. The greater the alignment between these three curricula promotes a greater chance of systemic student achievement and learning outcomes for the 21st Century Cyber Charter School. 21st Century Cyber Charter School is committed to the continuous improvement of the teaching and learning process is the development of a comprehensive curriculum management plan. The importance of such a plan is that it provides the alignment and congruence of standards, quality, and consistency of instruction, clear expectations. The management plan details the process of curriculum development, the format of curricular documents, and the assessments used to measure student learning of the curriculum, and the materials and resources to deliver the curriculum effectively.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Establishing a Culture for Learning

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Managing Classroom Procedures

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Managing Student Behavior

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Organizing Physical Space

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

Communicating with Students

K-2 Not Applicable

3-5 Not Applicable

6-8 Distinguished

9-12 Distinguished

Using Questioning and Discussion Techniques

K-2 Not Applicable

3-5 Not Applicable

6-8 Proficient

9-12 Proficient

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

Observations and Evaluation Methods	Yes/No
Formal Observation	Yes
Walkthrough Observation	Yes
Peer Observation	Yes
Instructional Coaching	Yes
Lesson Plan Review	Yes
Self-Directed Plan	Yes
Collaborative Project	Yes
Annual Evaluation	Yes
Engaging Students in Learning	Yes
Using Assessment in Instruction	Yes
Demonstrating Flexibility and Responsiveness	Yes
Action Research	Yes

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.

21st CCCS instructional administrators create a schedule to complete a walkthrough for every teacher each quarter for a total of four walkthroughs a year. Schedules are also created for informal and formal observations. Through our evaluation process, teachers participate in peer observations every three years and create a self-directed plan every three years. All instructional staff complete a self-evaluation and receive a supervisor evaluation at the end of each year.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

EDUCATION AREAS OF CERTIFICATION

Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2		
3-5		
6-8		
9-12		

Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2		
3-5		

Grade Levels	Metric Used	Performance Measure(s)
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6-8		
-----	--	--

9-12		
------	--	--

English Language Arts/Reading

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
-----	--	--

3-5		
-----	--	--

6-8		
-----	--	--

9-12		
------	--	--

Mathematics

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
-----	--	--

3-5		
-----	--	--

Grade Levels

Metric Used

Performance Measure(s)

6-8

9-12

Biology, Environment, and Ecology

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

6-8

9-12

Health, Safety, and Physical Education

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

Grade Levels	Metric Used	Performance Measure(s)
---------------------	--------------------	-------------------------------

6-8		
-----	--	--

9-12		
------	--	--

Science And Technology

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
-----	--	--

3-5		
-----	--	--

6-8		
-----	--	--

9-12		
------	--	--

English Language Proficiency

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
-----	--	--

3-5		
-----	--	--

Grade Levels	Metric Used	Performance Measure(s)
6-8		
9-12		

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?

We do not have SLOs as a cyber charter school.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

No

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment					Type of Assessment
IXL					Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12	
Completed during orientation	No	No	Yes	Yes	
Assessment					Type of Assessment
LinkIt Benchmarks					Benchmark
Frequency or Date Given	K-2	3-5	6-8	9-12	
Quarterly	No	No	Yes	Yes	
Assessment					Type of Assessment
Lesson Quizzes and Mixed Practice Assignments					Formative
Frequency or Date Given	K-2	3-5	6-8	9-12	
Daily	No	No	Yes	Yes	

Assessment Tests and Exams				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12
End of Units	No		Yes		Yes

Assessment PSSA - Grades 6-8 ELA, Mathematics, Science				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12
Annually	No	No	Yes		No

Assessment Keystone Exams - Grades 9-12 Algebra 1, Biology, Literature				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12
Annually	No	No	No		Yes

Assessment AP Exams				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12
Annually	No	No	No		Yes

Assessment SAT				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12

Annually	No	No	No	Yes
Assessment PSAT			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	No	No	Yes
Assessment ACT			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annually				Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Historical benchmark data is used to make curricular decisions based on trends we see over time. This is an indicator of whether it is a curriculum issue, a teacher concern, or lesson design. Diagnostic assessments help our teachers know where the student is coming in at a particular instructional level. We use this information to inform instructional decisions for student who may be below or above grade-level standards.

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Superintendent/Chief Executive Officer

Date

21ST CENTURY CYBER CS

1245 Wrights Lane

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Students and parents can find information regarding gifted education in the handbook. In addition, it is advertised in the newspaper.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. Teachers use multiple sources of data (benchmarks, PSSA's/Keystone's, class performance) to determine if a student should be referred to the gifted program. Teachers also use data from school wide enrichment program to make recommendations for gifted testing.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

A certified school psychologist will conduct a comprehensive mentally gifted evaluation that may include, but is not limited to: Cognitive Ability tests, National normed individualized, standardized achievement assessment tests, Gifted Rating Scales, Work samples, Curriculum-based assessments, Performance-based skills as demonstrated in portfolios, competitions or other demonstrations of skills, teacher observations and parent input. All of the information will be compiled into a Gifted Written Report (GWR). The final report will be presented to the school team and parents within 60 calendar days of the date the Permission to Evaluate form was received by the school district. If the student is found eligible for gifted services, a GIEP meeting will be scheduled within 30 days.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

Students in the gifted program have regularly scheduled meeting with a GIEP teacher to review enrichment projects in correlation with GIEP meetings. Students participate in a gifted seminar course. Access to field trips and other events posted in student events as well as field trips available only to students in the gifted program. Participation in extracurricular competitions such as National History Day, Scholastic Art and Writing Awards, Science Fairs, etc with entry fees covered and meetings with GIEP teacher for revisions and feedback.

Superintendent/Chief Executive Officer

Date

21ST CENTURY CYBER CS

1245 Wrights Lane

Induction Plan (Chapter 49) | 2021 - 2024

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

Cyber Charter School

124150002

1245 Wrights Lane , West Chester, Pennsylvania 19380

Brian Cote

bcote@21cccs.org

484-875-5482 Ext. 5482

Brian Cote (Approved Authorized Signer - Board Meeting September 8 , 2020)

bcote@21cccs.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Brian Cote	Director of Curriculum, Instruction & Assessment	Chair	Administration Personnel
Nancy Giagnacova	Director of Special Education	Co-Chair	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Monica Frank	High School Principal	Co-Chair	Administration Personnel
Erika Laidlaw	Middle School Principal	Co-Chair	Administration Personnel
Casey Regina	Acting Assistant Principal	Co-Chair	Administration Personnel
Jessica Hammond	Department Head/Teacher	Participant	Administration Personnel
Lauren Michener	Learning Coach/SAP Team Member	Participant	Administration Personnel
Joe Michener	Department Head/Teacher	Other	Administration Personnel
Peter Mango	Board Member/Community Member	Other	Administration Personnel
Heather Saboori	Board Member/Parent	Other	Administration Personnel
Nicole Sendeck	Alumni	Other	Administration Personnel
Matt Kinsch	Teacher	Other	Administration Personnel
Sanna McCoy	School Counselor	Other	School Board of Directors

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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

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

MENTORS

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

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

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

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 mentor's expertise and the inductee's 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 year one inductees meet for a half-hour weekly and year two inductees meet for a half-hour bi-weekly.

NEEDS ASSESSMENT

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

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

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

As part of 21st Century Cyber Charter Schools mentoring program, inductees are assigned a mentor. The mentor observes the inductee each year as well as the program supervisor and principal. All inductees have access to 21CCCS PSSA and Keystone data. Inductees teaching a testing subject go through the data throughout the year, assuring the instruction to students is addressing the needs. Students are given a benchmark several times a year. Mentors go over the results with Inductees to ensure they understand the data. Inductees assess students on an ongoing basis through formal and informal assessments. Formal assessments include exams and essays. A variety of informal assessments include "exit tickets," small group work, and practice assignments, and a variety of other assessments. Weekly lesson plans are submitted to the department head and principal. Feedback is given to the Inductee on an 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. Inductees who have previously completed an induction program at a previous school completes one year of our program. Inductees who have not completed a previous program complete a two-year program. Information from second-year inductees is used to make changes to the first-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 year or two years of online teaching.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching	Year 1 Fall, Year 2 Fall
2b: Establishing a Culture for Learning	
4f: Showing Professionalism	

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Spring, Year 1 Winter
4b: Maintaining Accurate Records	
3e: Demonstrating Flexibility and Responsiveness	
1f: Designing Student Assessments	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 2a: Creating and Environment of Respect and Rapport 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4f: Showing Professionalism 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3a: Communicating with Students 4a: Reflecting on Teaching	Year 1 Fall, Year 2 Winter, Year 2 Fall, Year 1 Winter, Year 2 Spring, Year 1 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning 4c: Communicating with Families 2a: Creating and Environment of Respect and Rapport 3a: Communicating with Students 2d: Managing Student Behavior 2c: Managing Classroom Procedures	Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter
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STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter
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Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
1c: Setting Instructional Outcomes
3e: Demonstrating Flexibility and Responsiveness
1e: Designing Coherent Instruction
4a: Reflecting on Teaching
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning

Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
3e: Demonstrating Flexibility and

Year 1 Fall, Year 2 Winter, Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 2 Spring

Selected Danielson Framework(s)**Timeline**

Responsiveness

4b: Maintaining Accurate Records

4f: Showing Professionalism

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3a: Communicating with Students

1c: Setting Instructional Outcomes

2a: Creating and Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 2 Winter, Year 2 Fall

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter

3a: Communicating with Students

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

2a: Creating and Environment of Respect and Rapport

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of
Content and Pedagogy

1d: Demonstrating Knowledge of
Resources

Year 1 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 2 Spring

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2a: Creating and Environment of
Respect and Rapport

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

Year 1 Spring, Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 2 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4f: Showing Professionalism

Year 2 Fall, Year 1 Spring, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

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 detailed records of meetings and the progress of inductees in our School's Informational System Database. The Program Supervisor and Principals 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 Principals and adjustments to the program are made as necessary to continually provide support and guidance to all inductees.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

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

Brian L. Cote

Educator Induction Plan Coordinator

05/25/2021

Date

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

Brian L. Cote

Superintendent/Chief Executive Officer

05/25/2021

Date

21ST CENTURY CYBER CS

1245 Wrights Lane

Professional Development Plan (Act 48) | 2021 - 2024

ACT 48

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

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

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Cyber Charter School
124150002
1245 Wrights Lane, West Chester, Pennsylvania 19380

Brian Cote
bcote@21cccs.org
484-875-5400 X 5482

Brian Cote (Approved Authorized Signer - Board Meeting September 8 , 2020)
bcote@21cccs.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Brian Cote	Director of Curriculum, Instruction & Assessment	Brian Cote	Administration Personnel
Nancy Giagnacova	Director of Special Education	Nancy Giagnacova	Administration Personnel
Monica Frank	High School Principal	Monica Frank	Administration Personnel
Erika Laidlaw	Middle School Principal	Erika Laidlaw	Administration Personnel
Casey Regina	Assistant Principal	Casey Regina	Administration Personnel
Joe Michener	Department Head/Teacher	Joe Michener	Administration Personnel

Name	Title	Committee Role	Appointed By
Jessica Hammond	Department Head/Teacher	Jessica Hammond	Administration Personnel
Lauren Michener	Learning Coach/SAP Team Member	Lauren Michener	Administration Personnel
Sanna McCoy	School Counselor	Sanna McCoy	Administration Personnel
Nicole Sendeki	Alumni	Nicole Sendeki	Administration Personnel
Heather Saboori	Board Member/Parent	Heather Saboori	Administration Personnel
Peter Mango	Board Member/Community Member	Peter Mango	Administration Personnel
Matt Kinsch	Teacher	Matt Kinsch	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets to discuss professional learning needs and topics. During monthly department meetings, department heads discuss many topics. The Instructional team meets weekly to discuss many topics including professional development.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EARLY WARNING INDICATOR TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
	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	Use of system Identification of students
Lead Person/Position		Anticipated Timeline	
Principals		08/16/2021 - 06/01/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly and as needed		

MTSS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
	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	Identification of students Demonstration of interventions based on the various tiers Team Meetings Individual student success
Lead Person/Position		Anticipated Timeline	
Principals		08/16/2021 - 06/01/2022	

LEARNING FORMAT

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

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

IMPROVING LANGUAGE AND LITERACY ACQUISITION OF ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Middle and High School Teachers	Professional development will be provided on how to identify reading/comprehension levels of their courses in Moodle and tailor instruction to meet the needs of various learners.	Professional development will be provided on how to identify reading/comprehension levels of their courses in Moodle and tailor instruction to meet the needs of various learners. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Lead Person/Position		Anticipated Timeline
Principals		07/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 sessions	1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	

TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
Middle and High	Training will be provided	Training will be provided to teachers on how to modify assignments to best meet the needs of exceptional learners. Increases the educator's teaching skills based on research on effective practice, with attention given

Audience	Topics to be Included	Evidence of Learning
School Teachers	to teachers on how to modify assignments to best meet the needs of exceptional learners.	to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Lead Person/Position		Anticipated Timeline
Director of Special Education		07/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	5 sessions	1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning	
		4e: Growing and Developing Professionally	
		1b: Demonstrating Knowledge of Students	
		2d: Managing Student Behavior	
		3d: Using Assessment in Instruction	
		1d: Demonstrating Knowledge of Resources	
		3a: Communicating with Students	
		3e: Demonstrating Flexibility and Responsiveness	

TEACHERS WILL CREATE ENGAGING LESSONS FOLLOWING THE ESTABLISHED CURRICULUM REVIEW CYCLE.

Audience	Topics to be Included	Evidence of Learning
21st Century Cyber Charter School teachers	Engaging lesson strategies	Increase in student engagement. Increase in enrollment. Increase in student retention rates.

Lead Person/Position	Anticipated Timeline
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LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Weekly	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

1. Participants' Reactions Did they like it? Was their time well spent? Did the material make sense? How Will Information Be Used? To improve program design and delivery 2. Participants' Learning Did participants acquire the intended knowledge and skills? How Will Information Be Used? To improve program content, format, and organization 3. Organization Support & Change Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures? How Will Information Be Used? To document and improve organizational support To inform future change efforts 4. Participants' Use of New Knowledge and Skills Did participants effectively apply the new knowledge and skills? How Will Information Be Used? To document and improve the implementation of program content 5. Student Learning Outcomes What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? How Will Information Be Used? To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson:

Date

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

Superintendent or Chief Administrative Officer:

Date

21ST CENTURY CYBER CS

1245 Wrights Lane

Student Services Assurances (Chapter 12) | 2021 - 2024

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Cyber Charter School

124150002

1245 Wrights Lane , West Chester, Pennsylvania 19380

Nancy Giagnacova

ngiagnacova@21cccs.org

4848755400 Ext. 5453

Brian Cote (Approved Authorized Signer - Board Meeting September 8 , 2020)

bcote@21cccs.org

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

No

Safety and Violence Prevention Curricula

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
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))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

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\(d\)](#))

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#))

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#))

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date