

Pennsylvania Cyber CS

Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

652 Midland Ave
Midland, PA 15059
(724)643-1180

Phase:	Improvement Revision 2018-2019
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Yes
CEO Name:	Brian Hayden
CEO E-mail address:	brian.hayden@pacyber.org

Planning Committee

Name	Role
Aaron Bovalino	Administrator
Chad Francis	Administrator
Alan Fritz	Administrator
Justin Lindner	Administrator
Russ Russell	Administrator
Jennifer Shoaf	Administrator
Sean Wisniewski	Administrator
Jerald Barris	Building Principal
Shawn Lanious	Building Principal
Kevin Romasco	Building Principal
Sean Snowden	Building Principal
Fran Komara	Business Representative
Sheryl Monac	Business Representative
Joelyn Shank	Business Representative
Jim Eimiller	Community Representative
Anthony Branchetti	Ed Specialist - Other
Dana Craker	Ed Specialist - Other
Cheryl Roknich	Ed Specialist - Other
Paul Pupi	Ed Specialist - School Counselor
Dana Marquis	Ed Specialist - School Nurse
Jennifer Blum	Elementary School Teacher - Regular Education
Jackie Marker	Elementary School Teacher - Regular Education
Allison Duran	High School Teacher - Regular Education

Mark Perich	High School Teacher - Regular Education
Mike Shoaf	High School Teacher - Special Education
Michael Lewis	Intermediate Unit Staff Member
Amy Nyeholt	Middle School Teacher - Regular Education
Sandra Fouch	Parent
Kelly Ruzzi	Parent
Christine Crow	Student Curriculum Director/Specialist
Patricia Fawcett	Student Curriculum Director/Specialist

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** The School Improvement Plan contains Action Plans that address identified weaknesses in the management and instruction within the school identified through a school level needs assessment.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** The district has identified whole-school meaningful interventions directly associated with the school's highest priority needs.
- **Assurance 5:** The school improvement plan covers a one-year period.
- **Assurance 6:** The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment

- High Levels of Community and Parent Involvement
- **Assurance 7:** Schools must implement evidence-based interventions associated with the two or three highest priority systemic challenges identified through the needs assessment.
- **Assurance 8:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Assurance 9:** Establish specific annual, measurable targets for continuous and substantial progress at the school level and for each student group for whom an achievement gap is observed.
- **Assurance 10:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- Yearly letter to parents
- Regular Title 1 meetings

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

PA Cyber conducts a thorough needs assessment through the Comprehensive Planning process that includes state assessment data, SPP data, family engagement data, and attendance data. The assistance PA Cyber provides is considered high quality because the collection and review of the relevant data enables stakeholders to complete the Schoolwide Plan, Comprehensive Plan and the School Improvement Plan. As a result, the planning process drives the action plan, goals, and budgeting.

Provider	Meeting Date	Type of Assistance
CAIU	4/6/2017	Professional Development Webinar regarding changes to School Improvement Plan and the Schoolwide Planning Section
PA Cyber	3/9/2017	Review of new SW section in Comp Plan, assistance from Aaron Bovalino
PA Cyber	3/23/2017	School Level Plan/School Improvement Plan, Profile, Federal Programs Section, Needs Assessment - assistance from Aaron Bovalino and the School Improvement Team
PA Cyber	3/31/2017	Additional discussion of the Schoolwide Plan with staff and parent
PA Cyber	4/26/2017	Follow up review/discussion of previous meetings and completed the Coordination of Programs.

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

We have analyzed student assessment data from state and local assessments to validate selection of academic support programs. Teachers are provided benchmark assessment data to identify student needs. PLC's meet to determine and discuss strategies and common assessment questions.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes

Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Increase in SAT/ACT College Ready Benchmark

Accomplishment #2:

Increase in AP, IBD, or College Credit

Accomplishment #3:

Increase in PSAT/Plan Participation

Accomplishment #4:

Overall increase in growth for Keystone literature

Accomplishment #5:

Overall Increase in Growth for PSSA Science both 4th and 8th grades

Accomplishment #6:

Met Growth Standard in:

- Quintile 1: 6th grade Math
- Quintile 5: 7th grade Math
- Quintile 1, 2, 3, 4: 7th grade ELA
- Quintile 1: 6th grade ELA

Accomplishment #7:

Exceeded Growth Standard in:

- Quintiles 1-4: Keystone Literature
- Quintile 1: 8th grade ELA

Accomplishment #8:

Met or Exceeded Growth Standard in all quintiles for 4th and 8th Grade PSSA Science

Accomplishment #9:

Hispanic and Economically Disadvantaged subgroups exceed the state average in 4th and 8th grade science

Accomplishment #10:

3rd Grade PSSA ELA, meets or exceeds state average in Black/African American, Multi-Racial and Asian subgroups. 3rd Grade math 11.1% increase in proficient & Advanced. 3rd Grade ELA 12.3% increase in proficient and advanced. Creation of Coding and Digital Citizenship 3-5 Academy.

School Concerns**Concern #1:**

According to the annual Parent Involvement Survey, 25% of parents indicated that they are in regular communication with all of their child's teachers.

Concern #2:

According to the annual Parent Involvement Survey, 53% of parents know their child's teachers.

Concern #3:

Keystone Algebra I and Biology is approximately 20% below the state average

Concern #4:

PSSA ELA is approximately 20% below the state average in grades 4 and 5

Concern #5:

PSSA Math in all grade levels is approximately 20% below the state average

Concern #6:

Decrease in Growth in Math and ELA overall for Advanced students

Concern #7:

Decrease in Growth PSSA ELA and Math

Concern #8:

Decrease in Growth for Keystone Algebra I and Biology.

Concern #9:

PA Cyber does not have a comprehensive school wide Positive Behavioral Support System.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Decrease in Growth for Keystone Algebra I and Biology.

Decrease in Growth PSSA ELA and Math

Decrease in Growth in Math and ELA overall for Advanced students

PSSA Math in all grade levels is approximately 20% below the state average

PSSA ELA is approximately 20% below the state average in grades 4 and 5

Keystone Algebra I and Biology is approximately 20% below the state average

Systemic Challenge #2 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

PA Cyber does not have a comprehensive school wide Positive Behavioral Support System.

Improvement Plan

Action Plans

Goal #1: Develop and implement grade and subject specific professional learning plans focused on a set of purposeful, planned actions and the support system necessary to achieve the identified goals. These effective professional learning programs are ongoing, coherent, and linked to student achievement.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Development Plan Student and Educator Outcomes and Objectives

Specific Targets: Designed to answer the following questions such as: Are the program activities being implemented as planned? Are resources adequate to implement the program as planned? To what degree are planned changes occurring in implementation that may influence achievement of the program's goals? What adjustments are needed in the program's actions to address unanticipated challenges and increase the likelihood of achieving the intended goals?

Type: Annual

Data Source: Evaluation of Professional Learning Tool

Specific Targets: Answers questions such as the following: Has the learning achieved the intended results? What changes for educators have resulted from the professional learning? What changes for students have resulted from the professional learning? What changes in PA Cyber have resulted from the professional learning?

Strategies:

Data utilized in Professional Learning

Description:

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data will offer a balanced and more comprehensive analysis of student, educator, and system performance while planning for professional learning. However, data alone do little to inform decision making and increase effectiveness.

Thorough analysis and ongoing use will be essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Learning Designs

Description:

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

The planning process will integrate theories, research, and models of human learning into the planning and design of professional learning so that it contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change,

educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Outcomes of Professional Learning

Description:

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Analyze Student Learning Needs

Description:

As the first step, professional learning planning requires careful and thorough analysis of student data to identify specific areas of focus. This means that adopted content standards, as well as current data about student academic and behavioral performance, are used to identify the specific content focus of professional learning. This analysis will help guide decisions about the content of professional learning. Grade level and subject specific "Areas of Focus" will be the supporting document that will serve as evidence that the implementation step has been implemented.

Start Date: 7/1/2018 **End Date:** 9/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Data utilized in Professional Learning
- Outcomes of Professional Learning

Identify Characteristics of PA Cyber, individual academies, and educators.

Description:

In step two, professional learning planners use what they know about students, educators, and the context in which educator learning occurs to inform decisions about professional learning. When the staff development department, Evaluators, and members of each academy know as much about the context, as well as about the student and adult learners, professional learning can be more intentionally responsive to those characteristics.

The Educator and Context Characteristics Tool provides a detailed list of context and educators attributes to consider in this step thus providing evidence that will indicate that implementation step has been implemented.

Start Date: 7/2/2018 **End Date:** 9/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Data utilized in Professional Learning

Develop Improvement Goals and Student Outcomes

Description:

In step three planners of professional learning set explicit goals for professional learning to achieve intended outcomes. These goals also inform decisions about the design of professional learning, its implementation, and its evaluation. The goals define what students will learn as a result of educators'

professional learning. The goal for professional learning will be stated in terms of student achievement.

The "SMART Goal Diagram" tool will identify result goals, indicators, measures, targets, and student achievement goals. This tool will provide evidence that will indicate the implementation step has been implemented.

Start Date: 7/2/2018 **End Date:** 9/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Outcomes of Professional Learning

Identify Educator Needs and Goals

Description:

In step four, professional learning planners use data about educators and the goals for student learning to identify educator learning needs and objectives. Educator data will emerge from performance evaluation information, observations, self-analysis and reflection, and student achievement.

An assessment survey (Act 48 Survey) is used as the traditional tool to evaluate what teachers want in terms of professional development systems and plans. Traditionally, this data includes a needs assessment survey that asks educators to identify what they want to learn. We found that this common practice may misconstrue wants with needs. Wants may not reflect what educators need to learn to address the identified student learning goals. However, we do take this feedback into consideration when designing the professional learning system.

Arguably, this is the most important step as the objectives for professional learning are the changes educators make as a result of their learning.

PA Cyber believes that student learning increases when educators, first, acquire knowledge, attitudes, skills, aspirations, and behaviors or practices aligned with what students are expected to know and be able to do; then, they apply that learning. The "Educator Learning Goals Tool" outlines goal, type of change that is expected to occur, educator learning objectives, and expected achievement of educator and student learning over time. This tool will serve as evidence that will indicate the implementation step has been implemented.

Start Date: 1/15/2018 **End Date:** 9/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Data utilized in Professional Learning
- Outcomes of Professional Learning

Study Research and Evidence for Guidance About Professional Learning

Description:

After establishing educator learning objectives, in step 5, planners spend time examining research and evidence about professional learning to inform decisions about content and design of educator learning.

To increase the likelihood of success, planners want to integrate into the professional learning plan actions that are grounded in evidence and research rather than relying on long-standing, comfortable practices.

In this step, stakeholders come together to share ideas and suggestions about the best learning designs. At this time, planners use what they know to identify the appropriate learning designs. Then, they use formative feedback and data to adjust and adapt learning designs so that they achieve the intended outcomes. As mentioned in the previous step, we do facilitate and support learners to suggest learning designs of their choice. This gives a degree of "choice and voice" to educators in their professional development.

The "Professional Development Blueprint" is used to select professional learning designs according to student and educator outcomes. By settings criteria for selecting learning designs, this tool provides evidence that will indicate the implementation step has been implemented.

Start Date: 1/16/2017 **End Date:** 7/31/2018

Program Area(s): Professional Education

Supported Strategies:

- Learning Designs

Plan Professional learning Implementation and Evaluation

Description:

In step 6, planning includes the actual strategic approach to professional learning; attention to long-term view of learning, continuous differentiated support for implementation, and formative and summative assessments of the application and impact of professional learning.

A "Logic Model Map" is used to map and predict the intended changes that occur over time from outputs to short and long term outcomes for educators and results for students.

The "Evaluation of Professional Learning Tool" allows planners to identify important baseline data to collect that may be necessary for measuring the professional learning's impact. This tool also helps planners set expectations for implementation and identify visible indicators of progress along the way so that both the leaders and learners can assess progress. Stakeholders who develop the professional learning plan considers how to evaluate the effectiveness of professional learning and will be asked to identify indicators of success that evaluators and observers will use.

Both tools are designed to provide evidence that will indicate this implementation step has been implemented.

Start Date: 1/16/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Data utilized in Professional Learning
- Learning Designs
- Outcomes of Professional Learning

Implement, Evaluate, and Sustain Professional Learning

Description:

Step seven includes two critical processes; implementation, assessment and monitoring and evaluation. Implementation focuses on ensuring that learners are able to implement their learning. This means that they feel confident and competent to enter into early-stage implementation, and have the commitment to sustain implementation until they develop expertise. Both learners and those who support them make time to identify and address

barriers and celebrate successes. The continuous focus on implementation and refinement leads to high levels of success.

The process of assessment and monitoring, with formative evaluation, includes gathering evidence about the frequency and quality of implementation, providing continuous feedback, and adjusting support to refine practice. Evaluation includes summative judgment about the effectiveness and results of the professional learning. Evaluation measures achievement of goals, but also provides valuable information for improving future professional learning design, implementation, and evaluation. These steps provide evidence that will indicate implementation step has been implemented.

Start Date: 7/3/2017 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Data utilized in Professional Learning
- Learning Designs
- Outcomes of Professional Learning

Language Essentials for Teachers of Reading and Spelling

Description:

LETRS is the critical bridge between research and practice, providing practical knowledge to teachers at all grade levels as it addresses all essential components of reading. Each course is designed to give educators the tools they need to be confident teacher leaders who seek deep understanding and reflection as they prepare for the challenging work of making literacy a reality for every student.

Start Date: 9/3/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data utilized in Professional Learning
- Learning Designs
- Outcomes of Professional Learning

Micro-Credentials

Description:

In order to achieve the goal of implementing the best learning design, a special emphasis will be placed on digital collaboration, facilitation, and Micro-credentials. Research states that the most effective type of collaboration in terms of closing the learning-doing gap is a strong focused relationship in which educators are accountable to themselves and each other while focusing on a common topic for making changes in the classroom.

It is our goal to use a digital collaboration platform and professional facilitation to foster educator's commitment to improvement in an atmosphere of mutual support and responsibility. Once the digital collaboration platform and facilitation structure is in place, micro-credentials will be the learning design that offers PA Cyber educators the best opportunity to focus on a discrete skill related to their professional practice, student needs, and PA Cyber's Strategic Plan, Improvement Plan, Comprehensive Plan, and Unit Engagement Plan goals.

It is our hopes that the Micro-credentials learning design will provide the flexibility to foster digital collaboration and close the gap between learning and doing. In order for this effort to take root and achieve its intended outcome, PA Cyber's CEO, CAO, DCAO, Academic Department Leadership, and professional learning planners must co-operate to help develop capacity, advocate, and create the support system necessary for success. Sean Wisniewski and I believe that BloomBoard and Digital Promise integrates theories, research, and models of adult learning to achieve the intended outcomes of collaboration and competency based professional learning.

Timeframe:

Fall 2017 – Initiative Preparations

- Work with BloomBoard to develop a plan to prepare for micro-credential implantation at PA Cyber

Spring 2018 – 1st Pilot (50 teachers)

- 1 Micro-Credential – *TBD (Component 3B focused)*

- Facilitated in collaboration with BloomBoard
- Possible National cohort participation in “Effective Communication with Students & Stakeholders Using Google Suite” micro-credential

2018-19 School Year – **2nd Pilot** (100 Teachers)

- 2 Micro-credentials (1 in the Fall & 1 in the Spring)
- Areas of Focus: TBD
- Facilitated in collaboration with BloomBoard

2019-20 School Year

- Implementation School wide

Start Date: 1/15/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data utilized in Professional Learning
- Learning Designs
- Outcomes of Professional Learning

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Develop and implement grade and subject specific professional learning plans focused on a set of purposeful, planned actions and the support system necessary to achieve the identified goals. These effective professional learning programs are ongoing, coherent, and linked to student achievement.	Strategy #1: Data utilized in Professional Learning Strategy #2: Outcomes of Professional Learning
-----------------------------	--	---

Start	End	Title	Description					Type	App.
7/1/2018	9/14/2018	Analyze Student Learning Needs	As the first step, professional learning planning requires careful and thorough analysis of student data to identify specific areas of focus. This means that adopted content standards, as well as current data about student academic and behavioral performance, are used to identify the specific content focus of professional learning. This analysis will help guide decisions about the content of professional learning. Grade level and subject specific "Areas of Focus" will be the supporting document that will serve as evidence that the implementation step has been implemented.					School Entity	Yes
		Person Responsible Director of Staff Development	SH 1.0	S 2	EP 10	Provider PA Cyber			

Knowledge

Planners of professional learning set explicit goals for professional learning to achieve intended outcomes.

These goals also inform decisions about the design of professional learning, its implementation, and its evaluation. The goals define what students will learn as a result of educators' professional learning. The goal for professional learning will be stated in terms of student achievement.

The "SMART Goal Diagram" tool will identify result goals, indicators, measures, targets, and student achievement goals. This tool will provide evidence that will indicate the implementation step has been completed.

Supportive Research

Professional development is a primary means of improving teacher effectiveness at PA Cyber. Professional learning plans identify student-learning goals and identify what educators learn to achieve those goals. Learning Forward's Professional Learning Standards is the basis for the research that guides the professional development planning cycle.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

- interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Participant Roles	Principals / Asst. Principals Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed: **Develop and implement grade and subject specific professional learning plans focused on a set of purposeful, planned actions and the support system necessary to achieve the identified goals. These effective professional learning programs are ongoing, coherent, and linked to student achievement.**

Strategy #1: Outcomes of Professional Learning

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/2/2018	9/14/2018	Develop Improvement Goals and Student Outcomes	<p>In step three planners of professional learning set explicit goals for professional learning to achieve intended outcomes. These goals also inform decisions about the design of professional learning, its implementation, and its evaluation. The goals define what students will learn as a result of educators' professional learning. The goal for professional learning will be stated in terms of student achievement.</p> <p>The "SMART Goal Diagram" tool will identify result goals, indicators, measures, targets, and student achievement goals. This tool will provide evidence that will indicate the implementation step has been implemented.</p>	Director of Staff Development, Academic Leadership, Educators, and Evaluators	1.0	2	15	PA Cyber	School Entity	Yes

Knowledge

In step four, professional learning planners use data about PA Cyber educators and the goals for student learning to identify educator learning needs and objectives. Educator data will emerge from performance evaluation information, observations, self-analysis and reflection, and student achievement.

An assessment survey (Act 48 Survey) is used as the traditional tool to evaluate what teachers want in terms of professional development design and plans. Traditionally, this data includes a needs assessment survey that

asks educators to identify what they want to learn. Sean and I found that this common practice might misconstrue wants with needs. Wants may not reflect what educators need to learn to address the identified student learning goals. However, we do consider this feedback when designing the professional learning system.

Arguably, this is the most important step as the objectives for professional learning are the changes educators make as a result of their learning.

Based on Learning Forward’s research and empirical evidence, Sean and I believe that student-learning increases when educators, first, acquire knowledge, attitudes, skills, aspirations, and behaviors or practices aligned with what students are expected to know and be able to do; then, they apply that learning. The “Educator Learning Goals Tool” outlines goal, type of change that is expected to occur, educator learning objectives, and expected achievement of educator and student learning over time. This tool will serve as evidence that will indicate the implementation step has been completed.

Supportive Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation		
Participant Roles	Principals / Asst. Principals Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed: Develop and implement grade and subject specific professional learning plans focused on a set of purposeful, planned actions and **Strategy #1: Learning Designs**

the support system necessary to achieve the identified goals. These effective professional learning programs are ongoing, coherent, and linked to student achievement.

Start	End	Title	Description	Provider	Type	App.
1/16/2017	7/31/2018	Study Research and Evidence for Guidance About Professional Learning	<p>After establishing educator learning objectives, in step 5, planners spend time examining research and evidence about professional learning to inform decisions about content and design of educator learning.</p> <p>To increase the likelihood of success, planners want to integrate into the professional learning plan actions that are grounded in evidence and research rather than relying on long-standing, comfortable practices.</p> <p>In this step, stakeholders come together to share ideas and suggestions about the best learning designs. At this time, planners use what they know to identify the appropriate learning designs. Then, they use formative feedback and data to adjust and adapt learning designs so that they achieve the intended outcomes. As mentioned in the previous step, we do facilitate and support learners to suggest learning designs of their choice. This gives a degree of "choice and voice" to educators in their professional development.</p> <p>The "Professional Development Blueprint" is used to select professional learning designs according to student and educator outcomes. By settings criteria for selecting learning designs, this tool provides evidence that will indicate the implementation step has been implemented.</p>	<p>Person Responsible Director of Staff Development, Academy Leadership, Educators, and</p> <p>SH 1.0</p> <p>S 4</p> <p>EP 2</p> <p>Provider Learning Forward</p>	<p>Type Non-profit Organization</p>	<p>App. No</p>

Evaluators

Knowledge

Planners of professional development use what they know to identify the appropriate learning designs. Then, they use formative feedback and data to adjust and adapt learning designs so that they achieve the intended outcomes. Most importantly, planners, leaders, and other facilitate and support learners to select and use learning designs of their choice, because they ultimately are responsible for implementing the professional learning. Giving choice and voice to educators in their professional learning designs empowers educators, respects their professionalism, and provides autonomy.

Supportive Research

Process: Selecting the design that works with the context and content is a chapter from Powerful Designs for Professional Learning (Easton, ed. 2008) that offers overviews of 21 professional learning designs. The book guides professional learning planners, facilitators, and participants in implementing each learning design. There is no absolutely right learning design; however, there are learning designs that are more appropriate than others in given circumstances.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Online-Asynchronous

Training Format

Participant Roles

Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

			Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting	Evaluation Methods	Each session ends with a short summary and assessment of the knowledge gain.

LEA Goals Addressed: Develop and implement grade and subject specific professional learning plans focused on a set of purposeful, planned actions and the support system necessary to achieve the identified goals. These effective professional learning programs are ongoing, coherent, and linked to student achievement.

Strategy #1: Data utilized in Professional Learning
Strategy #2: Learning Designs
Strategy #3: Outcomes of Professional Learning

Start	End	Title	Description	Provider	Type	App.
9/3/2018	6/30/2021	Language Essentials for Teachers of Reading and Spelling	LETRS is the critical bridge between research and practice, providing practical knowledge to teachers at all grade levels as it addresses all essential components of reading. Each course is designed to give educators the tools they need to be confident teacher leaders who seek deep understanding and reflection as they prepare for the challenging work of making literacy a reality for every student.	Beaver Valley Intermediate Unit	IU	Yes
		Person Responsible Shawn Lanious	SH 6.0	S 12	EP 10	

Knowledge

Deepens educator knowledge– includes the “what”, “why”, and “how” of literacy instruction.

Works with educators to develop a roadmap for meeting the PA Core Standards.

Sharpens educators ability to diagnose why students are struggling and how to provide proven intervention.

Provides real-world professional development that is relevant, timely, and actionable.

Focuses on raising preK-12 literacy achievement for all learners.

The Challenge of Learning to Read

The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness

Spellography for Teachers: How English Spelling Works

The Mighty Word: Building Vocabulary and Oral Language

Getting Up to Speed: Developing Fluency

Digging for Meaning: Teaching Text Comprehension

Teaching Phonics, Words Study, and the Alphabetic Principle

Assessment for Prevention and Early Intervention

Teaching Beginning Spelling and Writing

Reading Big Words: Syllabication and Advanced Decoding

Supportive Research

Writing: A Road to Reading Comprehension

Using Assessment to Guide Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
--------------------------	---	---------------------	---

Middle (grades 6-8)

High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Participant survey

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Pennsylvania Cyber CS has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Pennsylvania Cyber CS for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

Implemented professional learning plans that focus on the program of educator learning starting with desired student outcomes. These plans are a set of purposeful, planned actions and the support system necessary to achieve the identified goals. The plans are ongoing, coherent, and linked to student achievement. PA Cyber is building a comprehensive professional learning system that establishes the overall infrastructure and operations that support effective professional learning through this planning process. Third grade math has experienced a 11.1% increase in proficient and advanced students and a 12.3% increase in proficient and advanced students in ELA.

Describe the continuing areas of concern from past the year.

Work still needs to be done in the area of instruction. Professional development needs to continue to focus on educators using questioning and discussion techniques effectively. Also, professional learning efforts need to focus on engaging student in learning.

Describe the initiatives that have been revised.

The professional development planning has been revised by adding a micro-credentials as an additional learning design option for instructional staff's professional learning. Micro-credentials are competency based and integrates theories, research and models of human learning to achieve its intended outcomes.

2016-2017 Improvement Evaluation

Describe the success from the past year.

The vision for student growth and continuous improvement is understood and supported by the entire school community. Overall increase in growth for Keystone literature. Met Growth Standard in:

- Quintile 1: 5th & 6th grade Math
 - Quintile 4&5: 7th grade Math
 - Quintile 5: 4th & 7th grade ELA
 - Quintile 2 & 3: 5th grade ELA
 - Quintile 1: 6th grade ELA
-

Describe the continuing areas of concern from the past year.

Keystone Algebra I and Biology is approximately 20% below the state average. PSSA Math in all grade levels is approximately 20% below the state average. PSSA ELA is approximately 20% below the state average in grades 4 and 5.

Describe the initiatives that have been revised.

All educators, including the principal, systematically use standards-aligned assessment results (including benchmark assessments) to monitor student achievement throughout the school year.

Professional development is collaboratively and systematically planned and aligned with the school's goals and PDE's requirements.

2015-2016 Improvement Evaluation**Describe the success from the past year.**

There is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with Pennsylvania Framework for Teaching. There is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Describe the continuing areas of concern from the past year.

The vision for student growth and continuous improvement is not understood and supported by the entire school community. The improvement plan is not understood and supported by the entire school community. The principal and all other educators do not implement a consistent positive behavioral support system that includes a response team for the implementation of positive and proactive supports and interventions.

Describe the initiatives that have been revised.

PA Cyber is in the exploratory stages of creating an Instructional Coaching Model. Instructional coaching is a proven, job-embedded professional development strategy whereby a highly skilled educator works with other educators in a collegial and collaborative manner to raise instructional practice. This personalized, on-going, classroom-based approach fosters teacher growth and provides consistent support as teachers work to improve their knowledge, skills, and techniques within a culture of collective responsibility for student achievement.

If developed, PA Cyber will seek a partnership with the Pennsylvania Institute for Instructional Coaching.

2014-2015 Improvement Evaluation**Describe the success from the first year plan.**

An induction program and professional development program was created according to the Pennsylvania Department of Education's Guidelines and implemented during the 2014-2015 school year. The essential elements of the mentoring/induction program and professional

development programs are documented within the Induction Handbook Professional Development Handbook and are available for review upon request by staff, students, and PDE.

Describe the continuing areas of concern from the first year plan.

The vision for student growth and continuous improvement is understood and supported by the entire school community. The improvement plan is understood and supported by the entire school community.

Describe the initiatives that have been revised.

Implement locally developed interventions that provide ongoing mechanisms for family and community engagement.