

Pennsylvania Cyber CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

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

Federal Accountability Designation:	Focus
Schoolwide Status:	Yes
CEO:	Brian Hayden
Date of Local Chartering School Board/PDE Approval:	9/30/2010
Length of Charter:	Five Years
Opening Date:	9/16/2010
Grade Level:	K-12
Hours of Operation:	8am - 4pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	338
Student/Teacher Ratio:	25:1
Student Waiting List:	0
Attendance Rate/Percentage:	98.30 %
Enrollment:	9761
Per Pupil Subsidy:	Varies by sending school district
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	32.30 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	1671

Student Profile

Group	Student Count
American Indian/Alaskan Native	14.00
Asian/Pacific Islander	176.00
Black (Non-Hispanic)	965.00
Hispanic	372.00
White (Non-Hispanic)	7669.00
Multicultural	565.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	180.00	180.00	180.00	180.00
Instructional Hours	0.00	0.00	900.00	900.00	990.00	990.00

Planning Process

PA Cyber believes comprehensive planning is a continuous process used to ensure all students are achieving at high levels. The process used to develop our plan is outlined in the Comprehensive Planning Guidance Tool. The process is reflective in nature focusing on systemic analysis through the four grade spans; Elementary Education-Primary Level, Elementary Education-Intermediate level, Middle Level Education, and High School Level Education.

The Charter School Level Planning Team's goal is to ensure that appropriate systemic change will not only be identified, but also implemented. Key staff members and representatives from every stakeholder group should participate in some capacity to ensure that multiple perspectives are considered and that staff and stakeholders support the plan.

The Charter School Level Planning Team will meet online via Collaborate as well as on-site.

December 2016: CSLPT will review/revise the Charter School Profile, Core Foundations, Assurances, and Needs Assessment: Analyze Data.

January - March 2017: CSLPT will Review School Improvement Plan, Needs Assessment: Analyze Systems, Build Charter School Plan

April - May 2017: CSLPT will communicate Charter School Plan with staff.

June - August 2017: CSLPT will review/revise Charter School Plan. Submit Charter Annual Report (August 1st). School Improvement Plan resubmission (Focus) June 30.

September - October 2017: CSLPT will present plan to Board of Trustees, post plan for 28-day public review, and submit for Board approval.

November 2017: Final submission of Plan.

July 1, 2018: Implement year 1 of Charter School Plan

Mission Statement

Empower all students and families to become active participants in their own learning and equip them with skills for the future. We achieve this through engaging content, delivered by innovative teaching in a culture of caring.

Vision Statement

Inspire today's learners to be tomorrow's thinkers.

Shared Values

The school's beliefs are represented by our core values which provide direction to all employees. This is represented by the mnemonic device ISPIE which stands for Integrity, Service, Professionalism, Innovation, and Excellence. These core values have become an integral part of the school culture. We believe all students can achieve the highest levels of academic success if given the correct environment, encouragement and resources.

Educational Community

Midland Borough is located on the north banks of the Ohio River in Beaver County, which is situated on the Pennsylvania-Ohio border. Midland is approximately 35 miles northwest of Pittsburgh and 10 miles east of East Liverpool Ohio. For thousands of years, Native Americans thrived in Beaver County including the area which is now Midland. The fertile land was excellent for farming, and the woods contained boundless game for hunting. Prior to 1905 the area where Midland now stands was inhabited by settlers who moved into the area from Virginia. The early settlers who settled on the banks of the Ohio River were of Scottish, English and German descent. Many became farmers, raising beef and dairy cattle, sheep, and crops including wheat and corn. The town of Midland started when a man by the name of T.K. Miller purchased 1000 acres of farmland. Mr. Miller represented an industrialist combine headquartered in Pittsburgh who was looking for a site to build a blast furnace to produce iron.

By 1906 the Midland Steel Company of Midland, Pennsylvania had begun operations. Interestingly, although it was named Midland Steel Company, it produced only iron. There are two theories of how the company and town got their name. The first is that it is located "mid" way between Pittsburgh and Wheeling, WV on the Ohio River; the second is that it was named after a steel producing region in England known as "Midlands". The town of Midland developed to support the workers who came to work in the new steel mill. Houses were built, stores and shops were opened, and churches and a school grew out of what once was four family farms.

In 1911, the Midland Steel Company was bought by the Crucible Steel Company of Pittsburgh to produce iron for its other plants. One reason Crucible Steel found the Midland plant desirable was because it was located directly on the Ohio River, which was needed to transport coal from the coal mines to mill. At the time, Crucible Steel was the largest producer of specialty steel in the United States. During World War II, President Franklin Roosevelt honored Crucible Steel and the people of Midland for their "Extraordinary

Effort" by presenting them the Navy "E" award, the first time in history that the award was given to anyone outside of the US Navy. The flag flew high above the Crucible plant as evidence to the community that it had served its country well. During those years, Crucible's blast furnace was producing over 1,000 tons of iron a day.

In 1956, Crucible Steel greatly expanded its stainless steel producing capability and upgraded all facets of its plant. These were good times, and Midland prospered and grew as a result. In 1968, Colt Industries bought the Crucible Steel Company and continued expansion until it was a completely integrated manufacturing unit, from producing iron to turning out finished stainless steel products. It was the largest integrated stainless steel producing plant in the country and perhaps the world that once employed 4,500 steelworkers. However, much to the dismay of Midland residence, Colt Industries closed the plant on October 15, 1982, after breaking off sales negotiations for the mill with another specialty steel maker.

In 1983, LTV Corporation bought the Crucible Steel Plant from Colt Industries. The plant was renamed LTV Specialty Steel Products Company, and it continued to manufacture stainless steel. In 1986, the business was sold to a team of J&L senior managers who renamed the business J&L Specialty Products Corporation. In a span of 18 years, the magnificent iron and steel producing facility changed ownership no less than four times: Crucible Steel, Colt Industries, LTV Corp, and J&L Specialty Products. With each change in ownership, employment fell. The relationship between the steel mill and the town of Midland was one in which the borough and townspeople did as well as the steel mill. If the mill did well, the people did well. If the mill did poorly, the people did poorly.

What was once the source of several thousand well-paying jobs was eventually reduced to an employer of around 500 people. It was a mass exodus, not only from Midland but from Beaver County and adjacent areas as well; people emigrated as quickly as they immigrated in the early 1900's. At one point in the early 1980's, Beaver County had the highest unemployment rate in the nation. When the steel companies and workers left not only did they take their families and belongings, they took their local tax dollars as well. People weren't working so there was no money to buy houses and, in many cases, food. The price of property and houses fell in an effort to sell more of them. However, when they were sold for lower amounts, it resulted in less property tax being collected, and since few people were working, little wage tax was being paid. Property taxes and wage taxes were a major funding source not only for the towns but for the school districts as well.

In 1985, the school board voted to close Lincoln Jr-Sr High School. With only 150 students in these grades the school district could no longer afford to operate the school. Midland had only 420 students in grades K through 12, making it the third smallest school district in the state. After a failed attempt at merging with neighboring Western Beaver School District in 1985, the Midland School Board joined a handful of other school districts in Pennsylvania by entering into a tuition agreement with a nearby school district. Midland School Board entered into a 5 year tuition agreement with Beaver Area School District. The tuition agreement would be in effect for the school years 1985 through 1995. Midland would bus their 9th through 12th grade students to Beaver High School 11 miles south of Midland.

The Beaver School District decided not to renew a second tuition agreement with the Midland school board. Although many people in Beaver were in favor of the first tuition agreement with Midland, it was apparent that support was waning in both communities to extend the agreement. Several theories exist as to why a new agreement was not offered. Some teachers and residents disliked the former superintendent who made the original deal with Midland. Some Beaver residents believed the district would grow because of the opening of the new Pittsburgh International Airport and wanted to be sure room was available for students who would take advantage of the academic opportunity that was available. This might require construction of new, larger schools. And lastly, some residents believed Midland was not paying a reasonable amount of tuition to offset the cost of wear and tear on the school facilities. Midland was paying \$200,000.00 total tuition a year. In 2015 a tuition agreement was once again executed allowing Midland 9-12 students the opportunity to attend Beaver Area High School (*As of 2015, graduating eight grade students of Neel Elementary School within the Midland Borough School District can choose several options to complete their high school requirements. Choices include The Lincoln Park Performing Arts Charter School, located in Midland, PA, The Pennsylvania Cyber Charter School and the Beaver Area School District located in Beaver, PA.*

After the initial tuition agreement ended with Beaver, Midland approached all the neighboring school districts concerning a tuition agreement. Because of the troubles Beaver had encountered, the only positive response they received was from the ailing East Liverpool School District. The two boards developed a 5-year agreement beginning in the 1993-94 school year, thus making Midland students the only students in the state of Pennsylvania to earn their high school diplomas in another state.

Through perseverance and determination, the leaders of Midland did not give up on their town and children. Today, Midland stands on the brink of a complete and astounding revitalization. In 1997, a new charter school law in Pennsylvania created a fresh opportunity for the community of Midland. The next year, Midland received a \$25,000 state grant to put together a plan to address the educational crisis in its community. As a result, The Western Pennsylvania Cyber Charter School was created and started accepting students in the fall of 2000. Utilizing a truly cutting-edge approach, PA Cyber forged an innovative union of modern technology and proven academic methodologies to deliver high-quality educational choices to students and families

The success of PA Cyber has also spawned a visionary plan to transform the town into a thriving education- and arts-based community filled with parks, thriving businesses, and the \$23.5 million Lincoln Park Performing Arts Center. Ginny Mancini, widow of the late, great composer Henry (who grew up in the nearby steel town of Aliquippa) was so impressed with what was taking place in Midland that she gave her family's blessing for the arts education outreach program at Lincoln Park to be named the Henry Mancini Arts Academy. The Mancini Academy is a pioneering organization committed to expanding and enhancing arts education opportunities for students in the tri-state region by developing innovative programs that connect great teaching artists with students who desire to learn from them. Amazingly, construction of the performing arts center has been paid off and the facility opened June 1, 2006. The

Pittsburgh Symphony Orchestra played the inaugural concert at Lincoln Park under the direction of Sir Andrew Davis and featuring internationally-acclaimed pianist Lang Lang.

The Center is now home to the Lincoln Park Performing Arts Charter School, which opened in the fall of 2006. The Grable Foundation of Pittsburgh has awarded the Lincoln Park Performing Arts Charter School a major grant for developing an innovative curriculum that combines a high-quality education in the traditional academic subjects, intensive training in an artistic area of interest (music, drama, musical theatre, dance, media, and creative writing), and a broad-based exposure to all of the arts through a unique interdisciplinary core curriculum. The arts opportunities for students and the community have continually increased. Enrollment at the school has more than doubled, and the school has made AYP (Adequate Yearly Progress) in each year of its operation.

Midland Avenue has also gone through major renovations. The \$2 million dollar Midland Streetscape Project was started in 2009 to revive the downtown business district, enhance the quality of life of its citizens, attract companies and industries, enhance revitalization efforts, enhance the environment, and promote positive interactions with the people in the area. Dominion Gas helped replace the existing steel gas line with plastic pipe. Water lines were replaced and electrical wires were moved from the front of Midland Avenue buildings to the back. The sidewalks were redone with exposed aggregate concrete and have new curbs and handicap access. Twenty-six Celebration Maple trees were planted because the root system of this type of tree doesn't cause sidewalks to buckle. New nostalgic lamp poles featuring triple luminaries are reminiscent of Midland in the 1920s. Tree and lamp post areas are also equipped with electrical receptacles for holiday lighting. Five hundred feet of new fencing and decorative trash receptacles also beautify the street.

Midland is proud of its people and their traditions. The Midland 4th of July parade is one of the largest in the area and attracts thousands of onlookers every year. New businesses are opening and many homes are being renovated by new owners. One of the biggest accomplishments is the fact that Midland is returning to the thriving community that it once was.

Profile of the School:

The Borough of Midland was an economic and cultural powerhouse through most of the 20th century, thanks to its vibrant steel industry. Like many similar communities, Midland suffered a devastating decline beginning in the late 1970s and culminating with the closure of the Crucible Steel Mill in 1982.

Midland's influence as a hub of industrial and cultural progress seemed to diminish overnight and the community faced an economic and educational crisis. The community's population dropped quickly as people moved out of the area to search for new jobs; Midland's tax base fell dramatically which, combined with declining enrollment (Midland had only 420 students in grades K through 12 making it the third smallest school district in the state), forced city officials to shut down Midland's public high school in 1986. Not only were the doors closed on the high school that day, they were closed on a long and proud tradition. This school was once held in high esteem for its academic and sports achievements.

In the ensuing years, there was a great sense of anxiety among high school students and their families. In 1990, the community of East Liverpool, Ohio, which is approximately 10 miles from Midland, agreed to educate the high school students from Midland for the next 20 years. The development was a great relief to the students, families and community leaders in Midland but raised concerns in Harrisburg and throughout the state because Pennsylvania tax dollars were now being sent to Ohio to educate Pennsylvanians.

In 1997, a new charter school law in Pennsylvania created a new opportunity for the community of Midland. Governor Ridge's staff encouraged Midland school officials and community members, to consider the possibilities of using the charter school law in tandem with computers to create another option for the district's high school students. Using a blueprint first established in Florida, the Ridge administration garnered the support of Midland schools board and a small but dedicated group of volunteers. The next year, Midland received a \$25,000 state grant to put together a plan to address the educational crisis in its community. The Western Pennsylvania Cyber Charter School was created and started accepting students in the fall of 2000 as the state's first K-12 online public school. Hoping to attract a maximum of 50 students, the new school's team of 7 part-time employees was stunned when more than 500 students sought to enroll in that first year. Utilizing a truly cutting-edge approach, PA Cyber forged an innovative union of modern technology and proven academic methodologies to deliver high-quality educational choices to students and families.

Today, the Pennsylvania Cyber Charter School, also known as PA Cyber (the "Western" was dropped in 2004), educates more than 11,000 students and is recognized as a leader in online K-12 education. In 2010, the Pennsylvania Department of Education renewed PA Cyber's Charter for another 5 years. Over the 10 years of the school's success, they have made AYP and out-scored other Pennsylvania public schools on the Collage Boards. The school has pioneered a variety of digital learning applications, including the "virtual classroom" a real-time learning model in which a teacher delivers media-rich instruction to a class made up of students from diverse locations and backgrounds, and led the development of a comprehensive curriculum created specifically for online learning.

The investment of the \$25,000 planning grant provided by the state has created a school with a budget over \$100 million.

Board of Trustees

Name	Office	Address	Phone	Email
Casie Colalella	Secretary	652 Midland Avenue Midland, PA 15059	724-643-1180	Casie.colalella@pacyber.org
Tom Dorsey	Vice President	72 West Marshall Road Lansdowne, PA 19050	215-518-1313	tom.dorsey@pacyber.org
Edward Elder	President	130 Patton Drive Aliquippa, PA 15001	724-378-8972	edward.elder@pacyber.org
Judy Garbinski	Member	3925 4th Avenue Beaver Falls, PA 15010	724-843-4747	judy.garbinski@pacyber.org
Brian Hayden	CEO	652 Midland Avenue, Midland, PA 15059	412-908-2326	brian.hayden@pacyber.org
Jayne Lingenfelder	Member	251 Baltimore Street Hanover, PA 17331	717-646-9039	jayne.lingenfelder@pacyber.org
Matthew Schulte	Treasurer	652 Midland Avenue Midland, PA 15059	724-643-1180	matthew.schulte@pacyber.org
Philip Tridico	Member	897 Virginia Avenue Midland, PA 15059	724-643-1626	phil.tridico@pacyber.org

Board of Trustees Professional Development

PA Cyber recognizes that appropriate professional development is an essential element of effective leadership. Professional development opportunities for board members address; PA State Funding Model, Budget Development, Taxation (traditional), Boards Role in Financial Operations, Charter School Finance, The Public Officials and Employee Ethics Act, Sunshine Law, and Every Student Succeeds Act.

Governance and Management

PA Cyber Board of Trustees coordinates the governance and management of the school by encouraging the efforts of all stakeholders to accomplish desired goals and objectives through planning, organizing, staffing, leading, directing and managing resources (human, financial and technological).

To promote student growth and achievement PA Cyber Board of Trustees advocates for a thorough and efficient system of public education by; allocating resources in a manner designed to facilitate student achievement consistent with PA Cyber's goals and plans, ensuring strong management of the school system by hiring, setting goals and evaluating Administration, and employing qualified staff to meet student and program needs.

PA Cyber Board of Trustees model responsible governance and leadership by: adopting a plan to stay current with changing needs and requirements through professional development opportunities, leading with respect and taking full responsibility for board activity and behavior, complying with board policy and all applicable local, state and federal laws and regulations, operating as a collective board in making decisions, and planning to participate in board retreats as necessary.

PA Cyber Board of Trustees governs through policy by; seeking input from stakeholders and following an established procedure for consideration, regularly reviewing and, as necessary, revising and adopting board policy, delegating CEO responsibility for implementation of board policy, ensuring access to adopted board policy, and purposefully linking its actions to applicable board policies.

Pa Cyber Board of Trustees ensures effective planning occurs by; adopting and implementing a collaborative strategic planning process, including regular reviews (Comprehensive Planning), setting annual goals that are aligned to the strategic plan, linking board actions to the strategic plan, adopting a financial plan that considers short term and long term needs, adopting professional development plans for board and staff, adopting induction plans for board and staff, adopting a plan to ensure evaluation of student growth and achievement using relevant student data, and adopting a plan for curriculum review and development.

The Board of Trustees is working closely with the Department to ensure transparency and accountability through regular communications between the CEO and the appropriate Department representatives. Future meetings will be scheduled as necessary.

Student Enrollment

PA Cyber has developed administrative policies and procedures that ensure full compliance with all laws pertaining to enrollment. PA Cyber admits students throughout the year, but the majority of students enroll between March and August for the academic year that begins on August 31, 2016. A series of enrollment events are held across the state during these months and are posted on PA Cyber's website. The parent or guardian of every student must attend a face-to-face meeting to complete the enrollment process. When the program's capacity is reached, applicants' names are placed on a waiting list, where names are chosen via a lottery as spaces become available. Once enrolled, students do not need to reapply for subsequent years. Priority is given to siblings of current students and to residents of the Midland Borough School District.

Beginners are children entering the lowest grade of the primary school. A child is eligible for admission to kindergarten (K-4) if he/she has attained the age of 4 years on or before August 30 of the entering year. The child must also meet the admissions policy for entry age of the school district of residence to be eligible for admission to PA Cyber. A child is eligible for admission to kindergarten (K-5) if he/she has attained the age of 5 years on or before August 30 of the entering year. The child must also meet the admissions policy for entry age of the school district of residence to be eligible for admission to PA Cyber.

A child may enter first grade of the entering year if he/she has attained the age of 6 years on or before August 30 of the entering year.

PA Cyber shall require that each child who registers for entrance to school exhibit his/her birth certificate or similar documentation as proof of age and birth date.

PA Cyber shall also require that each child who registers for entrance to school provide a certificate of required immunizations or immunization exemption.

PA Cyber shall require valid proof of residency to prove the student lives within the Commonwealth of Pennsylvania.

PA Cyber shall require parent/guardian to complete Home Language Survey.

PA Cyber require parent/guardian to complete the Parent Registration Statement affirming whether a pupil was previously or presently suspended or expelled for an action of offense involving a weapon, alcohol or drugs, or willful infliction of injury to another person or for any act of violence committed on school property.

Parent Communication

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

Files uploaded:

- Parent Communication.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2009	7874	8024	0	cyber education is not the best fit for learning style, socialization, moved out of Pennsylvania	6540
2010	8539	8916	0	cyber education is not the best fit for learning style, socialization, moved out of Pennsylvania	6995
2011	9651	9995	0	cyber education is not the best fit for learning style,	8015

				socialization, moved out of Pennsylvania	
2012	10559	10982	0	cyber education is not the best fit for learning style, socialization, moved out of Pennsylvania	8800
2013	10434	11104	0	cyber education is not the best fit for learning style, socialization, moved out of Pennsylvania	9010
2014	10382	9887	0	Truancy, Educational Team Decision- student not meeting expectations, Socialization, Need more structure	7810
2015	8696	9251	0	Truancy, Educational Team Decision- student not meeting expectations, Socialization, Need more structure	7308
2016	9837	10080	0	Truancy, Educational Team Decision-	8042

				student not meeting expectations, Socialization, Needs more structure	
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Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2001	22	19	17	32	28	38	40	58	52	61	59	60	19
2002	36	58	62	52	92	79	100	99	122	138	136	100	72
2003	39	61	49	76	84	88	114	122	145	172	177	149	81
2004	56	72	79	90	81	115	135	178	269	256	263	290	203
2005	77	95	113	117	141	127	188	235	286	483	443	379	373
2006	154	128	165	183	213	222	246	330	400	541	644	567	492
2007	164	222	191	227	269	303	341	457	533	704	819	833	740
2008	196	242	289	307	342	384	523	622	732	1000	1032	1012	997
2009	258	231	261	321	371	428	477	659	683	1014	970	1016	1013
2010	295	279	273	344	396	449	543	640	777	1011	1063	1048	1217
2011	337	370	322	349	411	496	574	685	784	1143	1159	1224	1431
2012	418	377	416	379	414	524	608	737	923	1175	1181	1315	1539
2013	442	399	430	416	432	477	663	777	958	1131	1299	1443	1560
2014	376	429	444	477	515	522	615	905	1046	1335	1415	1592	1894
2015	276	394	382	428	458	512	609	803	975	1345	1361	1432	1661
2016	445	407	418	440	468	503	629	835	993	1270	1358	1489	1705

Stakeholder Involvement

Name	Role
Jerald Barris	Building Principal
Jennifer Blum	Elementary School Teacher - Regular Education
Aaron Bovalino	Administrator
Dana Craker	Ed Specialist - Other
Allison Duran	Middle School Teacher - Regular Education
Jim Eimiller	Community Representative
Sandra Fouch	Parent
Alan Fritz	Administrator
Fran Komara	Community Representative

Shawn Lanious	Building Principal
Mike Lewis	Intermediate Unit Staff Member
Justin Lindner	Administrator
Jackie Marker	Elementary School Teacher - Regular Education
Dana Marquis	Ed Specialist - School Nurse
Sheryl Monac	Business Representative
Amy Nyeholt	Middle School Teacher - Regular Education
Mark Perich	High School Teacher - Regular Education
Paul Pupi	Ed Specialist - School Counselor
Cheryl Roknich	Community Representative
Kevin Romasco	Building Principal
Richard Russell	Administrator
Kelly Ruzzi	Parent
Joeyln Shank	Business Representative
Mike Shoaf	High School Teacher - Special Education
Jennifer Shoaf	Administrator
Sean Snowden	Building Principal
Sean Wisniewski	Administrator
Eric Woelfel	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

PA Cyber completed curriculum maps for all blended and virtual core and elective courses. These maps are aligned to all PA Core and PA Academic standards. Multiple standards have been integrated across subjects as necessary. We continue to refine these curriculum maps to accurately reflect the instruction of curriculum as it is changed and modified through teacher reflection and collaboration.

We currently do not have curriculum maps to show the alignment of the Alternate Academic Content Standards for Math and Reading, as we do not currently have specific course offerings

that address these standards. These standards are met on an individual basis through the modifications made by our special education staff in the regular classroom, or in an appropriate outside placement, dependent on the student's IEP.

Elementary Education-Intermediate Level

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

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

PA Cyber completed curriculum maps for all blended and virtual core and elective courses. These maps are aligned to all PA Core and PA Academic standards. Multiple standards have been integrated across subjects as necessary. We continue to refine these curriculum maps to accurately reflect the instruction of curriculum as it is changed and modified through teacher reflection and collaboration.

We currently do not have curriculum maps to show the alignment of the Alternate Academic Content Standards for Math and Reading, as we do not currently have specific course offerings that address these standards. These standards are met on an individual basis through the modifications made by our special education staff in the regular classroom, or in an appropriate outside placement, dependent on the student's IEP.

Middle Level

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

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

PA Cyber completed curriculum maps for blended and virtual core and elective courses. These maps are aligned to all PA Core and PA Academic standards. Multiple standards have been integrated across subjects as necessary. We continue to refine these curriculum maps to accurately reflect the instruction of curriculum as it is changed and modified through teacher reflection and collaboration.

We currently do not have curriculum maps to show the alignment of the Alternate Academic Content Standards for Math and Reading, although we do offer a middle school Life Skills program for students that qualify based on IEP goals. This program does address these standards and unique needs for these learners. A goal for the upcoming years is to develop these curriculum maps to reflect the current courses and alignment in the Life Skills program.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished

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

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

PA Cyber completed curriculum mapping all blended and virtual core and elective courses. These maps are aligned to all PA Core and PA Academic standards. Multiple standards have been integrated across subjects as necessary. We continue to refine these curriculum maps to accurately reflect the instruction of curriculum as it is changed and modified through teacher reflection and collaboration.

We currently do not have curriculum maps to show the alignment of the Alternate Academic Content Standards for Math and Reading, although we do offer a middle school Life Skills program for students that qualify based on IEP goals. This program does address these standards and unique needs for these learners. A goal for the upcoming years is to develop these curriculum maps to reflect the current courses and alignment in the Life Skills program.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers**None.***Middle Level***Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers**None.***High School Level***Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers**None.*

Explanation for any standards checked:

On the primary level, PA Cyber has implemented the PA Core Standards in Mathematics and English Language Arts. Our staff has received intense training on the updated standards and has been provided with many resources to unpack and understand the standards. In addition to a more in-depth understanding of the standards, teachers have also received training on Depths of Knowledge and improving questioning strategies.

PA Cyber has also focused on the English Language Proficiency Standards with the addition of live, real-time ESL courses to meet the needs of our growing English Language Learner populations. In addition, ESL teachers push in to core content courses and collaborate with classroom teachers to improve instruction for ELLs. Workshops and resource materials pertaining to the English Language Proficiency Standards have also been offered to our teachers.

On the intermediate level, PA Cyber has implemented the PA Core Standards in Mathematics and English Language Arts. Our staff has received intense training on the updated standards and has been provided with many resources to unpack and understand the standards. In addition to a more in-depth understanding of the standards, teachers have also received training on Depths of Knowledge and improving questioning strategies.

PA Cyber has also focused on the English Language Proficiency Standards with the addition of live, real-time ESL courses to meet the needs of our growing English Language Learner populations. In addition, ESL teachers push in to core content courses and collaborate with classroom teachers to improve instruction for ELLs. Workshops and resource materials pertaining to the English Language Proficiency Standards have also been offered to our teachers.

On the middle school level, PA Cyber has implemented the PA Core Standards in Mathematics and English Language Arts. Our staff has received intense training on the updated standards and

has been provided with many resources to unpack and understand the standards. In addition to a more in-depth understanding of the standards, teachers have also received training on Depths of Knowledge and improving questioning strategies.

PA Cyber has also focused on the English Language Proficiency Standards with the addition of live, real-time ESL courses to meet the needs of our growing English Language Learner populations. In addition, ESL teachers push in to core content courses and collaborate with classroom teachers to improve instruction for ELLs. Workshops and resource materials pertaining to the English Language Proficiency Standards have also been offered to our teachers. On the high school level, PA Cyber has implemented the PA Core Standards in Mathematics and English Language Arts. Our staff has received intense training on the updated standards and has been provided with many resources to unpack and understand the standards. In addition to a more in-depth understanding of the standards, teachers have also received training on Depths of Knowledge and improving questioning strategies.

PA Cyber has also focused on the English Language Proficiency Standards with the addition of live, real-time ESL courses to meet the needs of our growing English Language Learner populations. In addition, ESL teachers push in to core content courses and collaborate with classroom teachers to improve instruction for ELLs. Workshops and resource materials pertaining to the English Language Proficiency Standards have also been offered to our teachers.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

PA Cyber has completed basic curriculum maps of our primary elementary curriculum to ensure alignment to all PA Core and PA Academic Standards. These maps continue to be a work in progress as we reflect on good instructional strategies and developmentally appropriate curricula. Objectives for each course across all content areas can be found within our curriculum maps, as well as in teachers' daily lesson plans. This helps make teachers, students, and families aware of the goals for each instructional day. Objectives are also written out in the guide books that are provided to our elementary parents to assist them in appropriately instructing and guiding their student.

Each course is set to have 180 days of instruction and include the minimum 900 hours of instruction. Each day has been developed with this time frame as a guide. All virtual and blended live lessons are designed for students to achieve the objectives that are determined by the academic standards, as well as data from diagnostic and benchmark assessments. The blended curriculum is designed to allow students to move at their own pace in order for them to master the material as needed. Both the blended and virtual courses offer built-in tutoring and office hours to ensure students are successfully mastering the learning objectives established throughout each course.

The ultimate goal of every lesson is for the student to master the established objectives prior to proceeding to the next lesson. Formative and summative assessments are embedded within each course. These assessments help our teachers understand each child's strengths and areas of need. In daily instruction, our teachers use diagnostic pretests, review games, quizzes, classroom observations, conversations with parents, and other performance tasks to better understand each student's proficiency and mastery level. Summative assessments, such as unit exams and standardized test scores are also utilized.

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

N/A

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

PA Cyber has completed basic curriculum maps of our primary elementary curriculum to ensure alignment to all PA Core and PA Academic Standards. These maps continue to be a work in progress as we reflect on good instructional strategies and developmentally appropriate curricula. Objectives for each course across all content areas can be found within our curriculum maps, as well as in teachers' daily lesson plans. This helps make teachers, students, and families aware of the goals for each instructional day. Objectives are also written out in the guide books that are provided to our elementary parents to assist them in appropriately instructing and guiding their student.

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blended live lessons are designed for students to achieve the objectives that are determined by the academic standards, as well as data from diagnostic and benchmark assessments. The blended curriculum is designed to allow students to move at their own pace in order for them to master the material as needed. Both the blended and virtual courses offer built-in tutoring and office hours to ensure students are successfully mastering the learning objectives established throughout each course.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

PA Cyber has completed basic curriculum maps of our middle and high school curriculum to ensure alignment to all PA Core and PA Academic Standards. These maps continue to be a work in progress as we reflect on good instructional strategies and developmentally appropriate curricula. Objectives for each course across all content areas can be found within our curriculum maps, as well as in teachers' daily lesson plans. This helps make teachers, students, and families aware of the goals for each instructional day. Objectives are also written out in the guide books that are provided to our elementary parents to assist them in appropriately instructing and guiding their student.

Each course is set to have 180 days of instruction and include the minimum 990 hours of instruction. Each day has been developed with this time frame as a guide. All virtual and blended live lessons are designed for students to achieve the objectives that are determined by the academic standards, as well as data from diagnostic and benchmark assessments. The

blended curriculum is designed to allow students to move at their own pace in order for then to master the material as needed. Both the blended and virtual courses offer built-in tutoring and office hours to ensure students are successfully mastering the learning objectives established throughout each course.

The ultimate goal of every lesson is for the student to master the established objectives prior to proceeding to the next lesson. Formative and summative assessments are embedded within each course. These assessments help our teachers understand each child's strengths and areas of need. In daily instruction, our teachers use diagnostic pretests, review games, quizzes, classroom observations, conversations with parents, and other performance tasks to better understand each student's proficiency and mastery level. Summative assessments, such as unit exams and standardized test scores are also utilized.

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

PA Cyber has completed basic curriculum maps of our middle and high school curriculum to ensure alignment to all PA Core and PA Academic Standards. These maps continue to be a work in progress as we reflect on good instructional strategies and developmentally appropriate curricula. Objectives for each course across all content areas can be found within our curriculum maps, as well as in teachers' daily lesson plans. This helps make teachers, students, and families aware of the goals for each instructional day. Objectives are also written out in the guide books that are provided to our elementary parents to assist them in appropriately instructing and guiding their student.

Each course is set to have 180 days of instruction and include the minimum 990 hours of instruction. Each day has been developed with this time frame as a guide. All virtual and blended live lessons are designed for students to achieve the objectives that are determined by the academic standards, as well as data from diagnostic and benchmark assessments. The blended curriculum is designed to allow students to move at their own pace in order for then to master the material as needed. Both the blended and virtual courses offer built-in tutoring and

office hours to ensure students are successfully mastering the learning objectives established throughout each course.

The ultimate goal of every lesson is for the student to master the established objectives prior to proceeding to the next lesson. Formative and summative assessments are embedded within each course. These assessments help our teachers understand each child's strengths and areas of need. In daily instruction, our teachers use diagnostic pretests, review games, quizzes, classroom observations, conversations with parents, and other performance tasks to better understand each student's proficiency and mastery level. Summative assessments, such as unit exams and standardized test scores are also utilized.

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

N/A

Modification and Accommodations

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

PA Cyber make a conscientious effort to include modifications and accommodations to our planned instruction in order to meet the needs of all students. Our asynchronous and blended courses offer enrichment and reinforcement activities in almost every lesson. Curriculum and assessments are adapted by our teachers, in conjunction with our Gifted Facilitators, as needed based on a student's IEP, GIEP, or 504 Plan in order to best meet the individual needs of the student while providing a rigorous curriculum and adhering to the standards for the grade level and/or class.

Differentiated instruction occurs in the live blended and virtual sessions for all students. We offer a number of co-taught sections of courses across all grade and content areas in blended and virtual classrooms to provide for student accommodations during live instruction. Lesson content and assessments are able to be adapted in the virtual setting, while ensuring students have access to the planned instruction.

For students that qualify based on the IEP goals, PA Cyber also offers learning support sections of language arts and mathematics. In addition, PA Cyber has also established a middle and high school life skills program to meet the specific needs of students who qualify based on their IEP. Due to the fact that we are an online and students do most of their learning through the use of technology, we have a technology specialist who is able to work with individual students and their families to provide the required technology needed according to their individual education plan. We continue to strive to meet the needs of all PA Cyber students in each of our modes of instruction.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

Formal classroom observations focused on instruction are completed for all classroom instructors according to Act 82 (Educator Effectiveness). All appropriate 82-1 documentation is completed via PAETEP. Informal walk throughs focused on instruction are conducted by administrators and department supervisors. Mentor teachers conduct peer evaluations and provide support and coaching. Peer evaluation and discussion of best practices occurs in monthly department meetings. Coaching is currently provided by reading specialists in the elementary department. We plan to expand the coaching process with the addition of math coaches for all grade levels.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used	Full

to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

Student achievement data is broken down by classroom teacher and is utilized when determining instructor course assignment. Data is used to ensure that quality teachers instruct learners who are below proficiency or at risk of not graduating. Specific programming is in place to address the needs of students who require graduation assistance. Potential hires are evaluated with student achievement in mind and undergo a rigorous hiring process.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	31.00	31.00	31.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit	60.00	60.00	60.00

(Numerical Answer)			
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Local Assessments

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

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or

more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone			X	X
PASA		X	X	X
End of Course Grades	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
iReady Reading	X			
iReady Math	X			
Study Island		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Course Grades	X	X	X	X
Class assignments	X	X	X	X
Triumph Learning	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
iReady Reading	X	X	X	X
iReady Math	X	X	X	X
Easy CBM	X	X		
DORA				X
DOMA Pre-Algebra				X
DOMA Algebra				X
ADAM		X		
Easy CBm	X	X		
Scholastic Reading	X	X	X	X
Scholastic Math	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review	X	X	X	X
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X

Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review		X	X	X

Provide brief explanation of your process for reviewing assessments.

Our self-paced Lincoln Interactive is a fully accredited early kindergarten through twelve grade curriculum. External reviews of content and assessments take place. ***All of our courses are subject to a three-tier audit process through the University of Pittsburgh's Tri-State Study Council. The audit process evaluates the quality of the content, collects and analyzes student feedback, and studies student achievement and performance.***

The Lincoln Interactive curriculum is also reviewed and accredited by AdvancEd. PA Cyber's Virtual Classroom mirrors the Lincoln Interactive curriculum and aligns itself with Pennsylvania Core Standards. In order to make sure that our courses are continually updated and aligned, our teachers map their courses in terms of content, essential questions, assessments, and resources.

In addition to our external reviews, our Principals, Academic Deans, Curriculum Directors, and Curriculum Coordinators take part in reviewing student assessments to ensure that teachers are developing varied assessment types that reach a wide range of learning abilities and are differentiated to include various learning styles.

Our goal is to begin having teachers conduct more peer reviews in order provide them a chance to share best practices with their colleagues. Also, while teachers have the ability in participate in professional learning community reviews on their own, a bigger emphasis will be placed upon the usefulness and importance of this tool and teachers will be encouraged to participate in professional development opportunities such as this.

Development and Validation of Local Assessments

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

PA Cyber's Data Team has chosen to collect and review the local universal screening data for students each year. This allows the team to complete a more detailed comparison to the results of PSSA & Keystone assessments by grade level.

Collection and Dissemination

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

Nine years ago PA Cyber assembled a data team to collect, analyze and disseminate assessment data to administrators, staff, parents and the public. This team is comprised of department members in state reporting, data analysis, assessment, academic intervention products, the school improvement team, and each grade-level academy. Each year the data team collects, analyzes and prepares graphs, charts for the purpose to inform. This performance data is initially

shared with all staff during the annual school-wide in-service each August prior to the first day of school. Next, the data is described in greater detail with curriculum developers, and individually provided to virtual and blended classroom teachers for their active roster. Throughout the school year the data is continually used to make data-driven decisions for school improvement and comprehensive planning; in addition to, charter renewal activities

Data Informed Instruction

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

A three-tiered process, Response to Intervention and Instruction, allows PA Cyber educators to identify and address academic and behavioral difficulties to avoid student failure. A component of Tier 1 provides all student access to high quality curriculum, instruction, academic and behavioral support in the general classroom. If a student is unable to perform at grade level, additional targeted academic supports are implemented in Tier 2 or 3.

Students in grades K-11 are universally screened in math and reading using Curriculum Associates® i-Ready®, Edmentum™ Study Island® benchmark or Houghton Mifflin Harcourt™ easyCBM™. Grades K-2 screen three times per year where students in grades 3-11 twice a year. In addition to state assessments, Academic Advisors along with virtual and blended classroom teachers review teacher and PA Standard reports to develop a collaborative plan with parents. This plan describes the frequency and duration of the adaptive math or reading instructional support product to improve student proficiency. The parent acts as the facilitator of the math or reading instructional support product and is responsible to engage their student on a pre-determined schedule to insure the fidelity of the program. A virtual or blended classroom teacher is expected to progress monitor the supplementary instructional supports and communicate student progress to the parent. Follow-up universal screening results provide interim assessment data to the parent, teacher and Academic Advisor to adjust the academic instructional support plan.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient	X	X	X	X

mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Universal screening assessments, Curriculum Associates® i-Ready®, Edmentum™ Study Island® benchmark or Houghton Mifflin Harcourt™ easyCBM™, results are provided to instructional staff at each instance of the assessment. All instructional staff have access to their students' results through online reports upon completion. Annually, parent and staff receive student results in a School Report and individual student results.

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

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Academic Advisors at PA Cyber provide guidance, support and supervision to students and their families to serve as the key communicators of school information. Specifically, the Data and Assessment Department distributes information about summative assessments to the public by conducting parent meetings online, or physically in a regional location across the state of Pennsylvania. The purpose of this meeting is to review previous summative assessment results, select curriculum and interventions, and schedule specific dates, times and testing locations for the PSSA, Keystone and PASA tests. All or a portion of the information that is conveyed to parents verbally and electronically by the Academic Advisor is also included

through PA Cyber’s website, course catalog, school newsletters, school calendar, student handbook and MySchool.

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

Printing and release of the Course Planning Guides is done prior to receiving the PSSA and Keystone exam results. Also, exact statewide locations are not finalized in time to include in the Course Planning Guides. PA Cyber plans to add an electronic Course Planning Guide supplement on the PA Cyber website and student portal, MySchool, that includes summative assessment information to the public.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

All fields are selected.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X

Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

All students identified as special education receive the accommodations and modifications that are outlined in their IEP.

Assessment of Academic Skills / Aptitude for learning is completed throughout the year as well as more intensively during a reevaluation for students receiving special education services.

All students complete school wide assessments. Additional emphasis is placed on progress

monitoring for our special education students. PA Cyber utilizes both the Scholastic and Easy CBM progress monitoring tools.

If a student requires counseling for any reason, it is reflected in the related services section of the IEP. PA Cyber provides this services to our students through a variety of contracted providers.

PA Cyber follows the federal regulations regarding special education evaluations.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

IEPs and 504 plans are managed by certified special education teachers. These teachers create, modify, track and implement the special education documents.

Special education teachers as well as other certified special education staff work with community agencies to assist in provided necessary services to students. PA Cyber contracts with community agencies across the state to meet this need.

Staff at PA Cyber is affording numerous opportunities for staff development. In Service days are scheduled into the calendar to ensure that training is set aside for all staff. Additionally, staff is always able to take advantage of local trainings offered through the Beaver Valley Intermediate Unit as well as PATTAN.

Communication of Educational Opportunities

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

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

Communication of Student Health Needs

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

Health and Safety

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

Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

:

- Maintain all student health records
- Perform yearly height, weight, vision, hearing, and scoliosis on students
- Review student records upon enrollment
- Conduct continuing education classes for staff and faculty
- Assure compliance to School Health Policies and Procedures (Use of Medication Policy, Possession/Use of Self Administered Emergency Medications, etc...)
- Provide first aid to students and staff as necessary
- Educate students and staff in safety and wellness and promote good safety and health practices in the school
- Ensure that reports required by the school district; PA Department of Health, Division of School Health; and PA Department of Education are properly prepared and forwarded
- Attend workshops/seminars to keep current on school health issues and requirements
- Perform any additional duties deemed necessary by the director of pupil services.

Food Service Program

Describe unique features of the Charter School meal program

Brick and Mortar Charters Only

Safety and Security

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

PA Cyber has established a Safety Team (a resource provided through the services agreement with Lincoln Learning Solutions) that meets on a monthly basis to discuss and address safety concerns school-wide. The mission of the Safety Team is to preserve and protect students, staff, visitors, property, and efficacy of PA Cyber. An Emergency Situations and Traumatic Events Safety Plan is tailored to each PA Cyber facility. The Safety Plan is communicated to all new hires during their onboarding process. This plan is in the possession of every building manager and supervisor. It clearly maps out procedures and guidelines to follow based upon specific emergency situations. Also, each facility has an emergency evacuation plan posted containing information to egress from the building and meeting points to assemble for the accountability of employees in the event of an emergency evacuation.

One of the goals of the Safety Team is to ensure that all PA Cyber employees are trained in the latest cardiopulmonary resuscitation (CPR) techniques and Automated External Defibrillator (AED) techniques. Another goal is to train the staff on the use of various safety equipment and tools. Ongoing safety tips are periodically communicated with staff via email, in large- and small-group meetings and in-service events. PA Cyber also follows the standards outlined in the Occupational Safety and Health Administration (OSHA) 29 CFR 1910 General Industry to ensure compliance.

All PA Cyber facilities have undergone local building and fire inspections. All occupancy permits have been obtained, and regulations fulfilled, as required by local ordinances. Facilities are also in compliance with all federal, state, and local health and safety laws and regulations.

The Safety Team conducts periodic announced and unannounced fire drills. After a fire drill, the respective building manager or supervisor is responsible for completing a fire drill log that details the date, time, location, evacuation time, participants, and number of children (if applicable) that evacuated the building.

Photo ID badges are required to be worn by staff when on duty, whether the employees are local or working in the field. The use of swipe entry and receptionist push-button entry systems is in place at the school's facilities throughout the state. In addition to swipe entry, all facilities are equipped with an intercom system enabling PA Cyber receptionists to identify visitors before permitting access into a building.

To ensure building safety and provide and maintain a safe working environment, all PA Cyber employees must sign in and sign out when entering and leaving a building. Employees must sign in immediately upon entry of building recording the exact time of entry. Employee must sign out immediately prior to exiting recording the exact time of exit. Employees are required to provide a signature at the end of each week to certify that the times listed are accurate. Records of all sign in sheets are maintained in the Human Resources Office and are shared with supervisors weekly.

PA Cyber facilities are open on school days between 8 AM and 4 PM. Per the school's visitor policy, if a parent, student, or guest would like to see a specific staff member, they should make an appointment to assure that the person they want to see will be available in the building when they arrive.

The following guidelines govern visitations:

- Visitors must sign in at the reception desk, show proper photo identification, and obtain a visitor's badge
- Visitors must be escorted by staff members at all times

- Visitors must sign out at the reception desk before they leave the location
- For the safety and security of staff and students, PA Cyber does not permit parents, guardians, siblings, relatives, or others to wait within the buildings during program activities
- The school has the authority to deny access or remove individuals from an activity or school location when the individual disrupts the learning environment or lacks a valid/legal purpose for being present. Repeat offenders may be permanently barred.

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Workers Compensation Policy 16-17.pdf
- Travel and Accident Policy 16-17 Endorsement Attached.PDF
- Property Policy 16-17.pdf
- Flood Policy 16-17.pdf
- Crime Policy 2016-2017.pdf
- Educators Legal Liability Policy 16-17.pdf

Transportation

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

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Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

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

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Students and parents of students are contacted by telephone every 4-6 weeks by their Academic Advisor. This contact includes a review of a student's academic progress which is impacted by their course and classroom attendance, course schedule, state assessments, promotion and graduation requirements. The Academic Advisor serves the family by connecting them to appropriate staff, academic resources and communicates with teachers.

Classroom teachers [*Virtual Classroom or Blended*] prepare their students for state-wide testing through the administration of a local math and reading benchmark or diagnostic assessment up to three times each year. [*Edmentum's Study Island benchmark, CDT, Let's Go Learn's ADAM, DORA, DOMA Pre-Algebra or DOMA Algebra*] Student results and other sources of data such as, course grades, teacher input, state testing and classroom observations are used to determine a recommendation for a classroom or academic intervention product. The protocol is determined by the Academy Data Team and its teachers. The work of the classroom teacher will insure the fidelity of each intervention whether classroom lead or product based. The classroom teacher regularly reviews the impact on their classroom instruction and individual student progress. In a routine contact, parents and teachers may alter the frequency or duration of the protocol to

improve results.

Beyond the RtII model, a student may be referred for testing to determine if special education services are required. Through the IAT [*Intervention Assistance Team*] process, input from classroom teachers [Virtual Classroom or Blended], school psychologists, parents/guardians, and special education staff develop individualized education plans [IEP] and 504 plans that are written to incorporate any and all accommodations to be implemented within each respective class.

Community and Parent Engagement

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

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Community Coordination

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

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

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Preschool Agency Coordination

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

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

Students who receive Early Intervention (EI) services often have Transition Meetings with the local school district, usually at age 3 before the student becomes school aged. The Transition

Meeting reviews the student's needs and determines the recommended supports and services inside and outside of the school building for school-aged students.

Since PA Cyber only enrolls students once they are school-aged students, the Transition meeting is typically held prior to their enrollment at PA Cyber. However - PA Cyber does utilize EIP and Transition Plan data to help make decisions in addition to school-age Evaluation Reports (ER).

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

PA Cyber has developed a curriculum map for our elementary blended and virtual classroom courses to ensure alignment to the PA Core and PA Academic Standards. We continue to collaborate with our curriculum provider, Lincoln Learning Solutions, to prove an effective educational program and well-executed curriculum with a solid instructional foundation.

We supply our elementary students with quality instructional materials including workbooks, software, lab materials, and supply kits that include items needed for students to gain a developmentally appropriate understanding of concepts. These materials also allow our young learners to create projects and complete required activities. Some of these materials may include, but are not limited to, math manipulatives such as unifix cubes, a magnetic calendar, play money, construction paper, crayons, paint, a globe, soil, etc.

Blended and virtual classroom teachers are provided the core content from Lincoln Learning Solutions. Our teachers have the ability to modify and supplement as needed for their diverse classroom of students. All students and teachers receive the necessary materials and resources for each class at the beginning of each school year. Teachers, along with Academic Advisors and other support staff, help guide students and their families to school resources and interventions, along with outside resources to assist with overall student achievement.

Both the blended and virtual modes of instruction allow for differentiation to occur in the learning process. Virtual and blended classroom teachers provide structure through live classroom sessions, while meeting individual student needs through office hours, one-on-one meetings, phone calls to families, and adhering to all 504, IEP, and GIEP accommodations. In addition, our blended classroom students have the ability to work through the curriculum at their own pace so students can speed up or slow down

in order for each student to grasp and retain information prior to moving ahead in the curriculum.

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

N/A

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

PA Cyber has developed a curriculum map for our elementary blended and virtual classroom courses to ensure alignment to the PA Core and PA Academic Standards. We continue to collaborate with our curriculum provider, Lincoln Learning Solutions, to prove an effective educational program and well-executed curriculum with a solid instructional foundation. We supply our elementary students with quality instructional materials including workbooks, software, lab materials, and supply kits that include items needed for students to gain a developmentally appropriate understanding of concepts. These materials also allow our young learners to create projects and complete required activities. Some of these materials may include, but are not limited to, math manipulatives such as unifix cubes, a magnetic calendar, play money, construction paper, crayons, paint, a globe, soil, etc. Blended and virtual classroom teachers are provided the core content from Lincoln Learning Solutions. Our teachers have the ability to modify and supplement as needed for their diverse classroom of students. All students and teachers receive the necessary materials and resources for each class at the beginning of each school year. Teachers, along with Academic Advisors and other support staff, help guide students and their families to school resources and interventions, along with outside resources to assist with overall student achievement.

Both the blended and virtual modes of instruction allow for differentiation to occur in the learning process. Virtual and blended classroom teachers provide structure through live classroom sessions, while meeting individual student needs through office hours, one-on-one meetings, phone calls to families, and adhering to all 504, IEP, and GIEP accommodations. In addition, our blended classroom students have the ability to work through the curriculum at their own pace so students can speed up or slow down in order for each student to grasp and retain information prior to moving ahead in the curriculum.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

PA Cyber has developed a curriculum map for our middle school and high school blended and virtual classroom courses to ensure alignment to the PA Core and PA Academic Standards. We continue to collaborate with our curriculum provider, Lincoln Learning Solutions, to prove an effective educational program and well-executed curriculum with a solid instructional foundation.

We supply our middle and high school students with quality instructional materials including textbooks, CDs, appropriate software, lab materials, online textbooks, and calculators. Blended and virtual classroom teachers are provided the core content from Lincoln Learning Solutions. Our teachers have the ability to modify and supplement as needed for their diverse classroom of students. All students and teachers receive the necessary materials and resources for each class at the beginning of each school year. Teachers, along with Academic Advisors and other support staff, help guide students and their families to school resources and interventions, along with outside resources to assist with overall student achievement.

Both the blended and virtual modes of instruction allow for differentiation to occur in the learning process. Virtual and blended classroom teachers provide structure through live classroom sessions, while meeting individual student needs through office hours, one-on-one meetings, phone calls to families, and adhering to all 504, IEP, and GIEP accommodations. In addition, our blended classroom students have the ability to work through the curriculum at their own pace so students can speed up or slow down in order for each student to grasp and retain information prior to moving ahead in the curriculum.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

PA Cyber has developed a curriculum map for our middle school and high school blended and virtual classroom courses to ensure alignment to the PA Core and PA Academic Standards. We continue to collaborate with our curriculum provider, Lincoln Learning Solutions, to prove an effective educational program and well-executed curriculum with a solid instructional foundation.

We supply our middle and high school students with quality instructional materials including textbooks, CDs, appropriate software, lab materials, online textbooks, and calculators.

Blended and virtual classroom teachers are provided the core content from Lincoln Learning Solutions. Our teachers have the ability to modify and supplement as needed for their diverse classroom of students. All students and teachers receive the necessary materials and resources for each class at the beginning of each school year. Teachers, along with Academic Advisors and other support staff, help guide students and their families to school resources and interventions, along with outside resources to assist with overall student achievement.

Both the blended and virtual modes of instruction allow for differentiation to occur in the learning process. Virtual and blended classroom teachers provide structure through live classroom sessions, while meeting individual student needs through office hours, one-on-one meetings, phone calls to families, and adhering to all 504, IEP, and GIEP accommodations. In addition, our blended classroom students have the ability to work through the curriculum at their own pace so students can speed up or slow down in order for each student to grasp and retain information prior to moving ahead in the curriculum.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district

	classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in

	50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The areas marked <50% pertains to our asynchronous curriculum and areas of blended curriculum not instructed by a live K-2 Teacher. We will be reviewing these courses, which do meet the PA Core Standards, and work on incorporating materials into these courses from the Materials & Resources section of the PDE SAS website. Also we are in the process of expanding VC instruction to 1st and Kindergarten.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

.Each area marked <50% pertains to our asynchronous curriculum. We will be reviewing these courses, which do meet the PA Core Standards, and work on incorporating materials into these courses from the Materials & Resources section of the PDE SAS website.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of

	district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in

	less than 50% of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

For categories marked as <50%, we are in the process of reviewing the asynchronous courses that meet these standards, and are working to incorporate the Materials and Resources section of the PDE SAS website into the appropriate courses. In the Virtual and Blended courses, teachers have begun incorporating activities, lesson plans, and materials from the Materials and Resources section of the PDE SAS Website. Classroom teachers are encouraged to use these materials in their everyday lessons.

High School Level

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

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

Further explanation for columns selected "

For categories marked as <50%, we are in the process of reviewing the asynchronous courses that meet these standards, and are working to incorporate the Materials and Resources section of the PDE SAS website into the appropriate courses. In the Virtual and Blended courses, teachers have begun incorporating activities, lesson plans, and materials from the Materials and Resources section of the PDE SAS Website. Classroom teachers are encouraged to use these materials in their everyday lessons.

Fiscal Solvency Policies

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

The PA Cyber Charter School (PA Cyber) has been and continues to be financially solvent with sufficient payments received for educational services provided by Pennsylvania LEA's. PA Cyber purchases student computers, curriculum, and books in a cost effective method in addition to a Line of Credit has been provided by a financial institution cash flow to assist with deficits at the beginning of each school year due to the high accounts receivable balances due from the LEA's that have not been timely received. Final payments to PA Cyber for prior year services (accounts receivable) are not received until September of the following fiscal year and some later than that. PA Cyber has also segregated financial responsibilities to minimize the occurrence of fraud. Finally, PA Cyber has developed board policies with respect to fund balance.

Accounting Systems

Explain what accounting system the charter school uses.

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

The PA Cyber Charter School uses the accrual method of accounting utilizing the CSIU (Central Susquehanna Intermediate Unit) accounting software that is fully compliant with State of PA/PDE, GASB and GAAP reporting requirements.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on	X	X	X	X

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

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

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

The Director and Assistant Director of Professional Development and Staff Certification works closely with the Professional Development Committee to revise the Professional Development Plan according to Pennsylvania's Act 48 Professional Education Plan Guidelines. The committee, along with the Director and Assistant Director of Professional Development and Staff Certification assure that the plan is reviewed annually and revised if characteristics listed above are not being met. The review includes evaluation of goals, activities, delivery system, and attainment of the competencies for each activity. Use of the five levels of evaluation of professional development will also be used and include: student outcomes, participants' use of new knowledge and skills, participants' learning, participant reaction, and organization support and change. Professional development activities and topics are aligned to the Danielson Framework.

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

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/15/2013 Follow-up meetings occurred on 10/16/2013 and 10/17/2013
11/7/2013 Follow-up meetings occurred on 11/14/2013 and 11/19/2013
5/29/2015
The LEA plans to conduct the required training on approximately:
10/8/2018 Designated In-Service Day

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

Questions
The LEA has conducted the training on:
11/11/2015
2/15/2016
11/11/2016
The LEA plans to conduct the training on approximately:
11/10/2017

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

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

Unchecked answers

None.

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

PA Cyber created a Professional Development and Staff Certification Department as well as a Professional Development Committee to address professional development needs. In order to further our educational goals and comply with the law, all Act 48 development will be aligned to the specific needs of students who our educators are serving. PA Cyber's Student Achievement Department provides student data resulting from formative, summative and benchmark assessment data. Data driven decisions are made to organize and implement professional development programs for school personnel at all stages of their careers. PA Cyber's plan includes strategies for all classroom teachers to enhance their content area knowledge (aligned to Danielson Framework for Teaching) and pedagogical skills, with particular attention to the needs of diverse learners who are below proficient or below grade-level. The plan also assures all Act 48 activity for school administrators meet the Pennsylvania Inspired Leadership standards. The plan requires all school counselors to participate in content-specific professional development applicable to their assigned level of work. Education specialists, other than school counselors, will participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.

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

Unchecked answers

None.

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

The Pennsylvania Cyber Charter School understands the need for a high quality induction program. It is also our belief that a comprehensive Educator Induction Plan is the essential first step to facilitate entry into the education profession and teaching to high standards. In addition, it is recognized that an approved induction plan is required by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code. The Induction Coordinator, Induction Committee and Induction Team will collaborate to include induction activities that focus on teaching diverse learners in inclusive settings. The plan will integrate induction activities that focus on the six identified elements of Pennsylvania's Standards Aligned System: Standard; Assessments; Curriculum Framework; Instruction; Materials and Resources and Safe and Supportive Schools. Specific training will be incorporated into the plan to provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching. Another goal of the plan is to provide experienced mentors as outlined by PDE guidelines to create a culture of support and professional collaboration among new and veteran teachers.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

None.

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

Needs assessment data will be collected using valid indicators of student knowledge and skills such as: (1) PSSA and Keystone Exam data, Classroom Diagnostic Tools data, Pennsylvania Value-Added Assessment System (PVAAS) and eMetric data, and data from other standardized tests, benchmark assessments, or locally developed and validated assessments. Ongoing student achievement data analysis will provide teachers with focused educational activities aimed at improving student achievement. (2) Data on instructional models will provide new teachers with information on educational initiatives at the local, state and national levels. (3) Knowledge of Charlotte Danielson's Framework for Teaching including planning and preparation, classroom environment, instruction, and professional responsibilities. Domains 1 and 4 cover aspects of the teaching profession that occur outside of the classroom, while Domains 2 and 3 cover aspects that are directly observable in classroom teaching. (4) Information collected from previous educator induction programs (e.g., program evaluations and second-year teacher interviews).

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

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Each year, PA Cyber asks for interested teachers and educational specialists to complete a mentor teacher application. The application includes: their name, grade level/subject area they currently teach, years of teaching/educational specialist experience, and an opportunity for the applicant to explain why they would like to mentor. Once the application is submitted, the Director and Assistant Director of Professional Development and Staff Certification work with the applicant's Principal to decide on whether or not the applicant meets the criteria outlines in PA Cyber Education Induction Plan. If the applicant does meet the criteria and there is a need for a mentor in that applicants grade level/subject area, the applicant will be offered the mentoring opportunity.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Coordinator will work with the Induction Council to assure the Induction program will be evaluated twice annually and revised as needed. The evaluation will include input from all of the participants related to the achievement of the program goals, objectives, and competencies. Both the mentor and inductee will fill out an end-of-year reflection on the program and submit with their portfolio.

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to: survey of participants (new teachers, mentors, principals, and other members of the educator induction committee) to determine levels of satisfaction and to understand the strengths and weakness of the program, analysis of activities and resources used in the program, and aligned program evaluation instruments that provide quantitative and qualitative data (survey/questionnaires, individual and group interviews, and observations tools) to determine the impact of participating teachers and their students. The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

The cyber charter school has verified the following Assurances:

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

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

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

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

Federal Programs

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

Charter 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: 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

Accomplishment #7:

Exceeded Growth Standard in:

- Quintiles 1-5: Keystone Literature
- Quintile 5: 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.

Charter 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 #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

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

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

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

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

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

Decrease in Growth in Math and ELA overall for Advanced students

Decrease in Growth PSSA ELA and Math

Decrease in Growth for Keystone Algebra I and Biology.

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

Charter School Level Plan

Action Plans

Goal #1: Develop 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 in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

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: Standards, Assessment, Curriculum Framework, 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: 1/15/2018 **End Date:** 4/30/2021

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

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

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: 1/15/2017 **End Date:** 8/31/2021

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:** 7/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Learning Designs

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, Special Education

Supported Strategies:

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

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:** 6/30/2021

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:** 6/30/2021

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:

- Learning Designs

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	Develop 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
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Start	End	Title	Description	Provider	Type	App.
1/15/2018	4/30/2021	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.	PA Cyber	School Entity	Yes
		Person Responsible Director/Assistant Director of Staff Development		SH 1	S 2	EP 10

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:

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.

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 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

1/15/2018	6/30/2021	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>				
Person Responsible Director of Staff Development, Academic Leadership, Educators, and Evaluators	SH 1	S 2	EP 15	Provider PA Cyber	Type School Entity	App. No	

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.

Knowledge

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.

Supportive Research

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.

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.

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 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: Learning Designs

Start End Title Description

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.		
	Person Responsible	SH	S	EP	Provider		Type	App.
	Shawn Lanious	6	12	10	Beaver Valley Intermediate Unit		IU	Yes

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.

Supportive Research

- 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
- Writing: A Road to Reading Comprehension
- Using Assessment to Guide Instruction

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</p>

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.

Training Format	Series of Workshops		
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	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Edward Elder on 11/21/2017

President, Board of Trustees

Affirmed by Brian Hayden on 11/21/2017

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Pennsylvania Cyber CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

Affirmed by Edward Elder on 11/21/2017

President, Board of Trustees

Affirmed by Brian Hayden on 11/21/2017

Superintendent/Chief Executive Officer