

PENNSYLVANIA CYBER CS

652 Midland Ave

CSI School Plan | 2022 - 2023

Steering Committee

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LEA Profile

The Pennsylvania Cyber Charter School (PA Cyber) is a public online cyber charter school serving over 10,000 Pennsylvania students in grades kindergarten through twelfth grade, including special education students. Completing work from home, PA Cyber students are offered three content delivery modes through the synchronous, asynchronous and blended classrooms, respectively.

Synchronous Instruction in the Virtual Classroom (VC)-Offered in grades 2-12, VC classes provide teacher-instructed daily live lessons in the virtual environment following the traditional school calendar.

Synchronous/Asynchronous Instruction in the Blended Classroom (BC)-Offered in grades K-12, BC classes provide self-paced coursework (maintained pace required) with once a week live session.

Asynchronous Instruction in the Asynchronous Classroom (AC)-offered for identified elective courses with posted work completed without a live component.

PA Cyber utilizes an academic structure integrating a continuum of learning across grade-based academies (Grades K-5, Grades 6-8, and Grades 9-12). The elements of the continuum emphasize the following:

- Grades K-2/*Learning to Read*
- Grades 3-5/*Reading to Learn*
- Grades 6-8/*Learning to Think*
- Grades 9-12/*Learning to Live*

In addition, PA Cyber students are assigned academic advisors who assist not only with student scheduling, but also who serve as liaisons with families, teachers, and administrators. The School also employs a wide variety of support staff including school counselors, school psychologists and Title I coaches, and academic intervention specialists (AIS's) etc.

Mission and Vision

Mission

Empower all students and families to be 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

PA Cyber students will engage in critical thinking practices in the teaching and learning environment that inspire an achievement mindset focusing on persistence to graduation, which aligns with the School's overall vision to inspire today's learners to be tomorrow's thinkers.

Educational Value Statements

Students

Students are supported appropriately to successfully complete required coursework and promote to the next grade and graduate on time.

Staff

Staff is supported to employ varied research-based teaching strategies to meet students' academic and social/emotional needs.

Administration

Administrative leaders provide direction and support regarding effective processes and procedures for staff to meet the needs of all students and families

Parents

Parents are provided with appropriate guidance and effective technical support as they participate as educational partners for student success.

Community

Community engagement is integrated into the teaching and learning experience providing varied opportunities to support student and family enrichment and development.

Other (Optional)

Quantitative and qualitative data are integrated as part of an informed process for commendations and improvement.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
ELA performance—all subgroups of students increased their proficiency from the previous year on the PSSA/Keystone	No
PVAAS—not yet populated	No
ELA performance—our Asian, Black, multi-racial, ED and ELL students increased their proficiency significantly from the previous year on the PSSA/Keystone	No
Exact Path and Study Island diagnostic and benchmark exams do not necessarily correlate to performance on the state assessments; however, the data is used to place students in academic supports.	No
English Language Learners improved from the previous year in ELA and math proficiency as well as improved in English Language Attainment	No
Students with disabilities improved from the previous year in ELA, mathematics and science as well as improved regular attendance, career benchmarks and 4 year cohort graduation rate	No
All groups increased proficiency in ELA	No
Economically disadvantaged subgroup has improved from the previous year in ELA, mathematics and science proficiency as well as improved in regular attendance, career benchmarks and 4 year cohort graduation rate	No
Percent proficient/advanced in Science/Biology-- all student groups improved, yet PA Cyber is not meeting goals or interim targets and is below the state average.	No
Exact Path and Study Island diagnostic and benchmark exams do not necessarily correlate to performance on the state assessments; however, the data is used to place students in academic supports.	No
Percent Regular Attendance--all students--Met performance standards (83.9 to 87.4) For the 2020-2021 SY we were higher than the state average	No
4 Year Cohort Graduation rate--Increased from the previous year (49.5 to 52.3)	No
Career Readiness Skills Continuum was used to develop courses for students in grades: 2, 5, 8 and 11.	No
Regular attendance--Met and increased performance standards for attendance in the all student group (83.9 to 87.4) and exceed the state	No

average	
Intervention Processes are in place including relevant changes based on internal review are completed for the 2021-2022 school year.	Yes
Current stakeholders are all aware of the School Improvement Plan (SIP) and/or actively working within the Plan as decision-making for graduation rate improvements remains the key focus	Yes
Robust teamwork is a key strength for PA Cyber	Yes
Financial support for the SIP provides for the interventions and for the data collection	No
Math performance—all students and student groups (except Hispanic) increased their proficiency from the previous year on the PSSA/Keystone	No
PVAAS—not yet available	No
Exact Path and Study Island diagnostic and benchmark exams do not necessarily correlate to performance on the state assessments; however, the data is used to place students in academic supports.	No
5 Year Cohort Graduation rate--Increased from the previous year (56.5 to 58.9)	No
In addition to the required meetings through the SIP process, we leveraged other established teams and committees to focus on the priorities identified within the SIP plan and assisted in monitoring the progress.	Yes

Challenges

Challenge	Consideration In Plan
4 Year Cohort Graduation rate--While the 4 year cohort graduation rate increased, PA Cyber is not meeting interim goals and improvement targets.	Yes
5 Year Cohort Graduation rate--While the 5 year cohort graduation rate increased, PA Cyber is not meeting interim goals and improvement targets.	Yes
Career Standards Benchmark—no student group met the career standard benchmark in FRI.	No
High school graduation—no student group is meeting the interim goal for 4-year graduation.	No

Percent proficient/advanced in Math/Algebra I-- all student groups improved, yet PA Cyber is not meeting goals or interim targets and is below the state average.	No
Percent proficient/advanced in Math-- Hispanic subgroup- did not meet interim goals and decreased from 15.2 to 14.0..	No
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Yes
Implement a multi-tiered system of supports for academics and behavior	Yes
Implement evidence based strategies to engage families to support learning	Yes
Percent proficient/advanced in ELA-- all student groups improved, yet PA Cyber is not meeting goals or interim targets and is below the state average.	No
PVAAS—not yet populated	No
No student subgroup is meeting the proficiency standard in ELA.	No
No student subgroup is meeting the proficiency standard in math.	No
No subgroup is meeting the graduation interim goal.	No
Science performance—no student group is meeting the interim goal	No

Most Notable Observations/Patterns

- Emergence of a system within PA Cyber that ensures the organizational structure, processes, materials, equipment, and human and fiscal resources align with the school's goals for student growth, increased graduation rates, and continuous school improvement.
- Data is used by all educators, including the principal, to guide and justify the allocation and alignment of resources.
- The principal, academic leadership, and executive team allocate funding to provide the resources needed to implement aligned standards, curriculum, instruction, and assessments.
- The principal, academic intervention specialist, academic advisors, and all teachers ensure that materials and resources are aligned and supportive of academic standards and progress from one grade level to the next with additional focus on the 9-12 academy.
- The principal, academic intervention specialist, academic advisors, and all teachers ensure that current telecommunication services, hardware, software, and other services are adequately and appropriately used to implement education and to communicate with students and their families.
- Processes are in place to identify and update the supplementary aids and services needed for achievement growth and school improvement.
- The principal and all teachers ensure the availability of appropriate resources for students who require additional academic supports beyond the normal school day and/or school year.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Intervention Processes are in place including relevant changes based on internal review are completed for the 2021-2022 school year.	Identify methods to maintain commendations and improvements for intervention processes move ahead for the new academic school year
Current stakeholders are all aware of the School Improvement Plan (SIP) and/or actively working within the Plan as decision-making for graduation rate improvements remains the key focus	Update all new stakeholders regarding the SIP and identify current and future decisions affecting the Plan
Robust teamwork is a key strength for PA Cyber	Consider feedback to sustain team efforts as data are revealed and shared
In addition to the required meetings through the SIP process, we leveraged other established teams and committees to focus on the priorities identified within the SIP plan and assisted in monitoring the progress.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
4 Year Cohort Graduation rate--While the 4 year cohort graduation rate increased, PA Cyber is not meeting interim goals and improvement targets.		No	
5 Year Cohort Graduation rate--While the 5 year cohort graduation rate increased, PA Cyber is not meeting interim		No	

goals and improvement targets.			
Implement an evidence-based system of schoolwide positive behavior interventions and supports		No	
Implement a multi-tiered system of supports for academics and behavior	Providing effective and sustainable professional learning opportunities that enable integration across all departments must be a key consideration for an evidence-based system schoolwide implementation.	Yes	If PA Cyber effectively collects, analyzes and responds to student data regarding academics and behavior, then PA Cyber staff will be able to implement an aligned tiered system of support including evidence based strategies/interventions to address targeted students needs, and student barriers will be remediated to ensure they meet their growth targets.
Implement evidence based strategies to engage families to support learning	Defining clear expectations to safeguard an evidence-based system's data interoperability that enables data systems to communicate with each other so all stakeholders can optimize contextual data in response to student needs and informing family communication.	Yes	If PA Cyber identifies each student's unique learning needs and learning plan, then staff will be able to effectively engage with families regarding those plans and, in turn, increase family engagement to support student learning toward timely graduation.

Goal Setting

Priority: If PA Cyber effectively collects, analyzes and responds to student data regarding academics and behavior, then PA Cyber staff will be able to implement an aligned tiered system of support including evidence based strategies/interventions to address targeted students needs, and student barriers will be remediated to ensure they meet their growth targets.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Graduation rate	2024-2025 Seventy-three percent (73%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	Graduation: 4/5 Year Cohort Students	2022-2023 Sixty-seven percent (67%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	2023-2024 Seventy percent (70%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	2024-2025 Seventy-three percent (73%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	Sixty-seven percent (67%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	Sixty-seven percent (67%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	Sixty-seven percent (67%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.	Sixty-seven percent (67%) of students in the 4th and 5th year cohorts will meet grade level requirements and graduate by the end of the school year through a multi-tiered system of support.
Professional learning	2024-2025 Eighty-percent (80%) of PA Cyber teachers in the 2024-2025 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	Highly Effective Instruction	2022-2023 Sixty percent (60%) of PA Cyber teachers in the 2022-2023 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	2023-2024 Seventy percent (70%) of PA Cyber teachers in the 2023-2024 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	2024-2025 Eighty-percent (80%) of PA Cyber teachers in the 2024-2025 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	Sixty percent (60%) of PA Cyber teachers in the 2022-2023 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	Sixty percent (60%) of PA Cyber teachers in the 2022-2023 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	Sixty percent (60%) of PA Cyber teachers in the 2022-2023 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.	Sixty percent (60%) of PA Cyber teachers in the 2022-2023 school year will complete training in highly effective instruction aligned with research-based best practices and MTSS core classroom instruction.

Priority: If PA Cyber identifies each student’s unique learning needs and learning plan, then staff will be able to effectively engage with families regarding those plans and, in turn, increase family engagement to support student learning toward timely graduation.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Graduation rate	2024-2025 Outcome Seventy-three percent (73%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Grade Level Promotion	2022-2023 Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	2023-2024 Seventy percent (70%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	2024-2025 Outcome Seventy-three percent (73%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.
Graduation rate	2024-2025 Outcome Seventy three percent (73%) of second-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Grade Level Promotion	2022-2023 Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	2023-2024 Sixty-seven percent (67%) of third-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	2024-2025 Outcome Seventy three percent (73%) of second-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of second-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of second-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of second-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.	Sixty-seven percent (67%) of second-year cohort students will meet grade level requirements by the end of the academic year and promote through evidence-based strategies that engage families.
Graduation rate	2024-2025 Outcome Seventy three percent (73%) of first-year cohort students will meet grade level requirements by the end of the	Grade Level Promotion	2022-2023 Sixty-seven percent (67%) of first-year cohort students will meet grade level requirements by the end of the	2023-2024 Seventy percent (70%) of first-year cohort students will meet grade level requirements by the end of the	2024-2025 Outcome Seventy three percent (73%) of first-year cohort students will meet grade level requirements by the end of the	Sixty-seven percent (67%) of first-year cohort students will meet grade level requirements by the end of the academic year	Sixty-seven percent (67%) of first-year cohort students will meet grade level requirements by the end of the academic year	Sixty-seven percent (67%) of first-year cohort students will meet grade level requirements by the end of the academic year	Sixty-seven percent (67%) of first-year cohort students will meet grade level requirements by the end of the academic year

	academic year and promote through evidence-based strategies that engage families.		academic year and promote through evidence-based strategies that engage families.	academic year and promote through evidence-based strategies that engage families.	academic year and promote through evidence-based strategies that engage families.	and promote through evidence-based strategies that engage families.	and promote through evidence-based strategies that engage families.	and promote through evidence-based strategies that engage families.	and promote through evidence-based strategies that engage families.
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Action Plan

Action Plan for: Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems (ESSA TIER 3)

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Graduation: 4/5 Year Cohort Students Grade Level Promotion 		PA Cyber anticipates the output of a formalized MTSS software platform that discerns tiers of supports/interventions which will assist in: <ul style="list-style-type: none"> tracking student progress. differentiating student needs. informing staff/teachers on best practices. improving tiered support with fidelity across all academies. 		MTSS- CAO/DCAO, Director of Data and Assessment, Academy Leadership, Academic Advising Leadership, Academic Intervention Specialists, and Teachers MTSS-Data <ul style="list-style-type: none"> Data will be extracted from the MTSS platform analytics dashboard. Data will be reviewed and compiled for schoolwide intake by department(s) for review and comment. Student data and outcomes will be tracked through MTSS analytics and the Student Information System (SIS)-GENIUS®. Staff/teacher impact for MTSS will be tracked via an informational survey emailed each semester to determine the effectiveness of the new MTSS platform as a formal mechanism for tiered supports. 		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide staff/teacher training for edInsight® MTSS Platform	07/18/2022	12/20/2022	CAO	edInsight® MTSS Platform ACCESS Training Materials Scenario Examples	Yes	Yes
Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions.	07/15/2022	06/09/2023	Academy Principals Assistant Principals Special Education Supervisors	--edInsight® MTSS Platform --ACCESS --Title I funds are used for the salaries and benefits of teachers and staff to provide additional instruction, support, monitoring, and review of student progress	Yes	Yes
Identify current PA Cyber interventions and develop an intervention catalog for Tier 2-Tier 3 supports to embed in the MTSS platform.	06/06/2022	06/01/2023	Academy Leadership CAO	--edInsight® MTSS Platform --Federally funded intervention products used to support student needs --Federally funded Title I coaches are used to support Tier 3 students --Federally funded supports are used for students experiencing homelessness	Yes	Yes
Track student graduation outcome data for SY 2022 aligned	07/11/2022	06/30/2023	CAO/Director of Data and Assessment	--edInsight® MTSS Platform --PA Cyber 9-12 MTSS Menu of Academic and Behavioral	No	No

to assigned academic and behavioral supports/interventions to assess student impact and inform a formalized MTSS for SY 2023-2024.				Supports --Intervention Log Data --Federally funded expenses to provide families with supplemental supports/materials to assist students in finding success		
Schedule students in the 4th or 5th year cohort into all required credits/courses for graduation; distribute an identified list of any students who cannot be scheduled into all required credits/courses to high school principals, CAO, and director of academic advisors (NOTE: This is an ongoing process for all newly enrolled students in the 4th and 5th year cohort).	07/18/2022	10/28/2022	Director of Academic Advisors/High School Principals	Student lists/Graduation requirement check sheets. Parent Square® Ring Central Communication Modes Interventions/Supports edInsight MTSS Platform	No	No

Action Plan for: Monitor classroom instruction research-based best practices integrating the work of Silver Strong & Associates in tandem with identifying and implementing appropriate tiered interventions utilizing the edInsight® MTSS for academics and behaviors (ESSA TIER 3).

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Highly Effective Instruction 		PA Cyber anticipates the output for schoolwide integration of research-based best practices and MTSS integration that discerns best teaching/learning practices along with tiers of supports/interventions which will assist to: <ul style="list-style-type: none"> increase achievement. increase student engagement. differentiate student needs. inform staff/teachers on current research. improve the teaching and learning environment. improve tiered support with fidelity across all academies. foster collaboration among and between all stakeholders. 		CAO/DCAO, Director of Data and Assessment, Academy Leadership, Academic Advising Leadership, Academic Intervention Specialists, and Teachers Data <ul style="list-style-type: none"> Data will be extracted from the MTSS platform analytics dashboard. Data will be reviewed and compiled for schoolwide intake by department(s) for review and comment. Student data and outcomes will be tracked through MTSS analytics and the Student Information System (SIS)-GENIUS®. Data will be compiled from PA – ETEP focused on best practices integration. Staff/teacher impact for best practices will be tracked via a survey emailed each semester to not only determine the effectiveness of teaching/learning strategies, but also to create a repository for “Research-based Best Practices in Teaching and Learning available for schoolwide teacher access. Data Quantified “walkthrough” observation and formal evaluation evidence documented by developmental and checklist rubrics. Reported and documented evidence submitted by classroom teachers Assigned interventions in MTSS that show student growth Identified outcomes indicating progress or success by changing educator practice leading to increases in student achievement. Data Quantified “walkthrough” observation and formal evaluation evidence documented by developmental and checklist rubrics. Reported and documented evidence submitted by classroom teachers Assigned interventions in MTSS that show student growth Identified outcomes indicating progress or success by changing educator practice leading to increases in student achievement. 		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
During the 2022-2023 SY, teachers will participate in professional development (Silver, Strong, & Associates- Four Cornerstones for Effective Teaching), with a resolute	07/18/2022	06/13/2023	CAO	--edInsight® --PA-ETEP --Silver Strong& Associates-The Instructional Designer’s Toolbox	Yes	No

focus intended to improve and track student engagement strategies through PA-ETP's Danielson Teacher Evaluation Framework-DOMAINS 1,3, and the SATE (Student Assessment of Teacher Effectiveness).						
During the 2022-2023 SY, teachers will participate in professional student engagement learning communities by academy/content areas, utilizing the book, The Four Cornerstones of Effective Teaching (Silver, Strong, & Associates) and, in turn, integrate best-practice strategies as evidenced by observations, lesson plans, walk-throughs, and SATE (Student Assessment of Teacher Effectiveness).	09/08/2022	06/13/2023	CAO Principals Assistant Principals Curriculum Coordinators Special Education Supervisors	PLC Best Practices Silver Strong& Associates-The Instructional Designer's Toolbox Best Practices in Teaching and Learning Repository	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems (ESSA TIER 3)</p>	<ul style="list-style-type: none"> • Provide staff/teacher training for edInsight® MTSS Platform • Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions. • Identify current PA Cyber interventions and develop an intervention catalog for Tier 2-Tier 3 supports to embed in the MTSS platform.
<p>Monitor classroom instruction research-based best practices integrating the work of Silver Strong & Associates in tandem with identifying and implementing appropriate tiered interventions utilizing the edInsight® MTSS for academics and behaviors (ESSA TIER 3).</p>	<ul style="list-style-type: none"> • During the 2022-2023 SY, teachers will participate in professional development (Silver, Strong, & Associates-Four Cornerstones for Effective Teaching), with a resolute focus intended to improve and track student engagement strategies through PA-ETP’s Danielson Teacher Evaluation Framework-DOMAINS 1,3, and the SATE (Student Assessment of Teacher Effectiveness). • During the 2022-2023 SY, teachers will participate in professional student engagement learning communities by academy/content areas, utilizing the book, The Four Cornerstones of Effective Teaching (Silver, Strong, & Associates) and, in turn, integrate best-practice strategies as evidenced by observations, lesson plans, walk-throughs, and SATE (Student Assessment of Teacher Effectiveness).

Professional Development Activities

Train K-12 Faculty, Staff, and Academic Advisors on the PA Cyber MTSS-edInsight® System which includes: >Student data and performance analysis. >Curriculum/lesson plan enhancements. >Assessment processes. >Targeted interventions with RTI/MTSS. >Instructional practices to address new standards.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide staff/teacher training for edInsight® MTSS Platform Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions. During the 2022-2023 SY, teachers will participate in professional development (Silver, Strong, & Associates-Four Cornerstones for Effective Teaching), with a resolute focus intended to improve and track student engagement strategies through PA-ETP's Danielson Teacher Evaluation Framework-DOMAINS 1,3, and the SATE (Student Assessment of Teacher Effectiveness). 	PA Cyber Instructional Staff	>Student data and performance analysis >Curriculum/lesson plan enhancements >Assessment processes >Targeted interventions with RTI/MTSS >Instructional practices to conquer new standards.	Monitor MTSS staff/teacher usage. Classroom walkthrough data, informal/formal observations evidenced in PA Etep	CAO, Academic Leadership Team, Director of Data and Assessment	10/03/2022	06/13/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Initial in-service training then review in monthly academy meetings	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in an Inclusive Setting

Professional Learning Community (PLC) Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> During the 2022-2023 SY, teachers will participate in professional student engagement learning communities by academy/content areas, utilizing the book, <i>The Four Cornerstones of Effective Teaching</i> (Silver, Strong, & Associates) and, in turn, integrate best-practice strategies as evidenced by observations, lesson plans, walk-throughs, and SATE (Student Assessment of Teacher Effectiveness). 	PA Cyber Instructional Staff and Academic Administration	<ul style="list-style-type: none"> >Defining and analyzing the guiding purpose of a PLC (the shift from teaching to learning). >Engaging in best-practices in teaching and learning research as the PLC target. >Building effective strategies to create a collaborative culture. >Creating guidelines and protocols for PLC work including a timeframe. >Establish SMART goals for the PLC. 	PLC notes, classroom walkthrough data, PA Etep	Principals/Assistant Principals	08/15/2022	06/09/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	One per quarter	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 	Teaching Diverse Learners in an Inclusive Setting
Book study	One per semester	<ul style="list-style-type: none"> 4a: Reflecting on Teaching 	Teaching Diverse Learners

			in an Inclusive Setting
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Communications Action Steps

Evidence-based Strategy	Action Steps
Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems (ESSA TIER 3)	<ul style="list-style-type: none">• Provide staff/teacher training for edInsight® MTSS Platform• Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions.• Identify current PA Cyber interventions and develop an intervention catalog for Tier 2-Tier 3 supports to embed in the MTSS platform.

Communications Activities

Inform the schoolwide community about the MTSS Implementation for K-12 as part of the school improvement plan

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide staff/teacher training for edInsight® MTSS Platform 	PA Cyber Teachers, Staff, Parents, and Students	The adoption of the edInsight MTSS as a significant tool to monitor and improve stakeholder decision-making schoolwide in supporting all students' needs	CAO	07/18/2022	06/09/2023

Communications

Type of Communication	Frequency
Email	One per semester
Posting on district website	One time
Other	One time post on social media
Presentation	One time presentation to school board of directors

Create a detailed announcement for the 2022-2023 School Improvement Plan (SIP)

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide staff/teacher training for edInsight® MTSS Platform Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions. Identify current PA Cyber interventions and develop an intervention catalog for Tier 2-Tier 3 supports to embed in the MTSS platform. 	PA Cyber Teachers and Staff	Implementation of a multi-tiered systems of supports (MTSS) for behavior and academics (edInsight Platform), adoption of two best-practices in teaching and learning resources in support of teachers (Silver & Strong Associates--The Thoughtful Classroom), and creation of PLC's by academy in support of teaching/learning resources	CAO and Academy Leadership	07/20/2022	12/20/2022

Communications

Type of Communication	Frequency
Email	One time
Presentation	One time in-service presentation
Email	one time--CAO video

Create ongoing SIP update messages, specifically related to MTSS progress, PLC work, and Teaching and Learning Best Practices

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Provide staff/teacher training for edInsight® MTSS Platform • Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions. • Identify current PA Cyber interventions and develop an intervention catalog for Tier 2-Tier 3 supports to embed in the MTSS platform. 	PA Cyber Teachers, Staff, Parents, and Students	SIP updates will serve as progress monitoring reports to gauge the impact of PA Cyber's goals and action plans implemented.	CAO and Academy Leadership	10/10/2022	06/09/2023

Communications

Type of Communication	Frequency
Email	Ongoing
Posting on district website	One time
Presentation	Ongoing
Other	Ongoing messages through Parent Square

Create a tool to share the MTSS Tiered Interventions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish edInsight® MTSS Intervention Teams by Academy (K-5, 6-8, 9-12) to monitor and review implementation with fidelity: engagement in problem solving, analysis of system data, evaluation of instructional practices and interventions. Identify current PA Cyber interventions and develop an intervention catalog for Tier 2-Tier 3 supports to embed in the MTSS platform. 	PA Cyber Teachers and Staff	This will guide teachers and staff in selecting the appropriate interventions for identified students to support their academic progress.	CAO and Academy Leadership	07/11/2022	06/30/2023
Communications					
Type of Communication			Frequency		
Webinar			Ongoing updates		