VISION FOR LEARNING

Achievement House Cyber Charter School students will experience an improved individual outcome, measured by academic achievement, in a personalized and rich learning environment that prepares them for success in a technology-driven world.

STEERING COMMITTEE

Name	Position	Building/Group
Angela Alderfer	Science Teacher	Achievement House Cyber Charte
Anna Berzins	Special Education Teacher	Achievement House Cyber Charte
Arthur Forwood	Health and PE Teacher	Achievement House Cyber Charte
Brittanie Strachko	PIMS Director	Achievement House Cyber Charte
Declan Frensh	English Teacher	Achievement House Cyber Charte
Donald Asplen	CEO	Achievement House Cyber Charte
Gage Sims	Student	Achievement House Cyber Charter School
James Flick	Math Teacher	Achievement House Cyber Charter School
Kris Botes	Guidance Counselor/Parent	Achievement House Cyber Charte
Neal Thomas	Principal	Achievement House Cyber Charte
Nick Rotoli	School Improvement Facilitator	PDE

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Protocols for collaboration and evaluation of instructional effectiveness focus on planning and delivering grade-level, standards-aligned instruction.	Essential Practices 1: Focus on Continuous Improvement of Instruction Career Standards Benchmark Career Standards Benchmark
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice.	Essential Practices 4: Foster Quality Professional Learning Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Development	Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop professional development	2020-06-22 - 2020-11-30	Principal/Curriculum Coordinator	TBD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
sessions for microteaching to be given during fall semester			
Teachers complete on microteaching session self-review (100% of teachers will complete and submit)	2020-08-31 - 2020-11-13	Principal/Curriculum Coordinator	Template for microteaching
Teachers complete 1 additional microteaching self-review and meet with Principal to discuss both sessions.	2020-11-16 - 2021-01-18	Principal/Teachers	Template for microteaching
Teachers implement 1-2 microteaching reviews to improve instruction in a single unit. Showing formative assessment data was utilized.	2021-01-25 - 2021-03-31	Principal/Teachers	Template for data collection and strategies utilized

Anticipated Outcome

85-100% of students will demonstrate mastery or 20% of growth on a specific unit

Monitoring/Evaluation

Professional development opportunities in the first semester will lead to implementation of strategies to improve student growth. Monitoring will occur each quarter of the school year to ensure microteaching strategies are implemented to meet those needs.

Evidence-based Strategy

Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Development	By June 30, 2021, 90-100% of students participating in "priority" (ELA, Math and Science) courses undergoing refined standards alignment will demonstrate an average of 2 points growth using NWEA MAP measure.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a timeline to measure student learning;	2020-06-22 - 2020-08-24	School Leadership	
Implement the following to measure student gains in RIT scores.	2020-08-31 - 2021-06-14	School Leadership	
Analyze and evaluate data.	2020-08-31 - 2021-06-14	School Leadership	
PD developed for focus on the planning and delivery of grade-level standards-aligned instructional strategies Review the standards to which they will align objectives, assessment items, and curriculum. Engage in a process of: • Prioritizing: Identify the most critical learning standards for the grade level or course from among the full set of relevant standards; • Unpacking: Identify the explicit and implicit	2020-08-31 - 2021-06-04	Curriculum Coordinator	Pre-service, in-service and department level meetings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
domain skills for those learning standards at the grade and course level; and • Powering: Identify the essential skills from among the domain skills			

Anticipated Outcome

90-100% of students participating in "priority" (ELA, Math and Science) courses

Monitoring/Evaluation

Collect feedback on progress towards goal by September 30th, December 30th, March 30th and June 30th.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Develop professional development sessions for microteaching to be given during fall semester	06/22/2020 - 11/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Teachers complete on microteaching session self-review (100% of teachers will complete and submit)	08/31/2020 - 11/13/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Teachers complete 1 additional microteaching self-review and meet with Principal to discuss both sessions.	11/16/2020 - 01/18/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Teachers implement 1-2 microteaching reviews to improve instruction in a single unit. Showing formative assessment data was utilized.	01/25/2021 - 03/31/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 90-100% of students participating in "priority" (ELA, Math and Science) courses undergoing refined standards alignment will demonstrate an average of 2 points growth using NWEA MAP measure. (Curriculum Development)	Curriculum	PD developed for focus on the planning and delivery of grade-level standards-aligned instructional strategies Review the standards to which they will align objectives, assessment items, and curriculum. Engage in a process of: • Prioritizing: Identify the most critical learning standards for the grade level or course from among the full set of relevant standards; • Unpacking: Identify the explicit and implicit domain skills for those learning standards at the grade and course level; and • Powering: Identify the essential skills from among the domain skills	08/31/2020 - 06/04/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

School Board Minutes or Affirmation Statement   ;

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

_____

Building Principal Signature

_____

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

EP#11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

EP#6. Foster a culture of high expectations for success for all students, educators, families, and community members

When AHCCS is compared to other districts/LEAs in PA with similar student groups (IEP learner % between 20-40, ESL learner % between 0-10, and ED % between 55-70), you rank 9/53 in ELA growth.

When plotting Achievement House's ELA growth against a group of other cyber charters, Out of 8 schools, we had the second highest evidence rate of growth in 2019

Evidence that the group met the standard for PA Academic Growth in the lowest quintile in both PSSA and Keystone results.

Met the standard for PA Academic growth in 8th grade Science in 2019 and 3 year average.

Moderate evidence that the group exceeded the standard for PA Academic Growth for quintile 3 in 8th grade PSSA.

Evidence that the group met the standard

Challenges

2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based.

18. Monitor and evaluate the impact of professional learning on staff practices and student learning.

When AHCCS is compared to other district/LEAs with similar student groups we rank 52/53 in achievement levels in ELA.

Moderate evidence that the group did not meet the standard for PA Academic Growth in quintiles 2-4.

Did not meet the standard for PA Academic Growth in Biology Keystone.

Moderate evidence that the group did not meet the standard for PA Academic Growth in Biology Keystone quintile 3 and 4 as well as 8th grade PSSA quintile 2.

9.8% behind the statewide average in percentage of career standards benchmark. Should increase in year 2 with full implementation and opportunities within courses to complete.

Four-year cohort graduation rate for students identifying as Hispanic is 25.9%.

Economically disadvantaged students had a decrease in performance in ELA measures from previous year.

Strengths

for PA Academic Growth in quintile 1 and 2 for Biology Keystone as well as quintile 1 and 4 for 8th grade PSSA

AHCCS offers career readiness opportunities for students in specific career courses in each grade level and across subjects in all subject areas.

Four year cohort graduation rate is showing growth and is a focus of our SSIP (State systemic improvement plan with PaTTAN)

Students with disabilities showed an increase in performance from the previous year in ELA progress measures.

Students with disabilities showed an increase in performance from the previous year in Math progress measures.

Students with disabilities showed an increase in performance which met or exceeded interim targets from the previous year in Science progress measures.

Economically disadvantaged students had a increase in performance in Science measures from previous year.

Our biggest asset is our community and support. We'll continue to build within our school culture. Our teachers are committed to continual improvement and growth for student success.

Our PD was monitored and adjusted well this year with new implementation of best practices. We will continue to keep that as a goal moving forward.

Challenges

Economically disadvantaged students had a decrease in performance in Math measures from previous year.

Continue to build professional development opportunities for teachers based on professional learning designs.

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based.		✔
18. Monitor and evaluate the impact of professional learning on staff practices and student learning.		✔

ADDENDUM B: ACTION PLAN

Action Plan: Professional Development

Action Steps	Anticipated Start/Completion Date
Develop professional development sessions for microteaching to be given during fall semester	06/22/2020 - 11/30/2020

Monitoring/Evaluation	Anticipated Output
Professional development opportunities in the first semester will lead to implementation of strategies to improve student growth. Monitoring will occur each quarter of the school year to ensure microteaching strategies are implemented to meet those needs.	85-100% of students will demonstrate mastery or 20% of growth on a specific unit

Material/Resources/Supports Needed	PD Step
TBD	yes

Action Steps	Anticipated Start/Completion Date
Teachers complete on microteaching session self-review (100% of teachers will complete and submit)	08/31/2020 - 11/13/2020

Monitoring/Evaluation	Anticipated Output
Professional development opportunities in the first semester will lead to implementation of strategies to improve student growth. Monitoring will occur each quarter of the school year to ensure microteaching strategies are implemented to meet those needs.	85-100% of students will demonstrate mastery or 20% of growth on a specific unit

Material/Resources/Supports Needed	PD Step
Template for microteaching	yes

Action Steps	Anticipated Start/Completion Date
Teachers complete 1 additional microteaching self-review and meet with Principal to discuss both sessions.	11/16/2020 - 01/18/2021

Monitoring/Evaluation	Anticipated Output
Professional development opportunities in the first semester will lead to implementation of strategies to improve student growth. Monitoring will occur each quarter of the school year to ensure microteaching strategies are implemented to meet those needs.	85-100% of students will demonstrate mastery or 20% of growth on a specific unit

Material/Resources/Supports Needed	PD Step
Template for microteaching	yes

Action Steps	Anticipated Start/Completion Date
Teachers implement 1-2 microteaching reviews to improve instruction in a single unit. Showing formative assessment data was utilized.	01/25/2021 - 03/31/2021

Monitoring/Evaluation	Anticipated Output
Professional development opportunities in the first semester will lead to implementation of strategies to improve student growth. Monitoring will occur each quarter of the school year to ensure microteaching strategies are implemented to meet those needs.	85-100% of students will demonstrate mastery or 20% of growth on a specific unit

Material/Resources/Supports Needed	PD Step
Template for data collection and strategies utilized	yes

Action Plan: Curriculum

Action Steps	Anticipated Start/Completion Date
Develop a timeline to measure student learning;	06/22/2020 - 08/24/2020

Monitoring/Evaluation	Anticipated Output
Collect feedback on progress towards goal by September 30th, December 30th, March 30th and June 30th.	90-100% of students participating in "priority" (ELA, Math and Science) courses

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Implement the following to measure student gains in RIT scores.	08/31/2020 - 06/14/2021

Monitoring/Evaluation	Anticipated Output
Collect feedback on progress towards goal by September 30th, December 30th, March 30th and June 30th.	90-100% of students participating in "priority" (ELA, Math and Science) courses

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Analyze and evaluate data.	08/31/2020 - 06/14/2021

Monitoring/Evaluation	Anticipated Output
Collect feedback on progress towards goal by September 30th, December 30th, March 30th and June 30th.	90-100% of students participating in "priority" (ELA, Math and Science) courses

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
PD developed for focus on the planning and delivery of grade-level standards-aligned instructional strategies Review the standards to which they will align objectives, assessment items, and curriculum. Engage in a process of: • Prioritizing: Identify the most critical learning standards for the grade level or course from among the full set of relevant standards; • Unpacking: Identify the explicit and implicit domain skills for those learning standards at the grade and course level; and • Powering: Identify the essential skills from among the domain skills	08/31/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Collect feedback on progress towards goal by September 30th, December 30th, March 30th and June 30th.	90-100% of students participating in "priority" (ELA, Math and Science) courses

Material/Resources/Supports Needed	PD Step
Pre-service, in-service and department level meetings	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Develop professional development sessions for microteaching to be given during fall semester	06/22/2020 - 11/30/2020
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Teachers complete on microteaching session self-review (100% of teachers will complete and submit)	08/31/2020 - 11/13/2020
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Teachers complete 1 additional microteaching self-review and meet with Principal to discuss both sessions.	11/16/2020 - 01/18/2021
Professional learning opportunities lead to teacher development in effective instructional strategies which improve practice. (Professional Development)	Professional Development	Teachers implement 1-2 microteaching reviews to improve instruction in a single unit. Showing formative assessment data was utilized.	01/25/2021 - 03/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 90-100% of students participating in "priority" (ELA, Math and Science) courses undergoing refined standards alignment will demonstrate an average of 2 points growth using NWEA MAP measure. (Curriculum Development)	Curriculum	PD developed for focus on the planning and delivery of grade-level standards-aligned instructional strategies Review the standards to which they will align objectives, assessment items, and curriculum. Engage in a process of: • Prioritizing: Identify the most critical learning standards for the grade level or course from among the full set of relevant standards; • Unpacking: Identify the explicit and implicit domain skills for those learning standards at the grade and course level; and • Powering: Identify the essential skills from among the domain skills	08/31/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Microteaching	Teachers	Microteaching and other Hattie strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of templates and meetings with Principal	08/24/2020 - 01/18/2021	Principal/Curriculum Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquistion for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post plan for public review	Posted new plan	Online - on public site	All stakeholders	June 2020
Share new plan with staff	Share new plan priorities, goals and action steps	Faculty meeting	All staff	June 10