

Pennsylvania Distance Learning CS

Improvement Plan

07/01/2014 - 06/30/2018

Improvement Revision 2017-2018

Updates for 2017-2018 School Year.

School Profile

Demographics

2100 Corporate Drive
Suite 500
Wexford, PA 15090
(724)933-7300

Phase:	Improvement Revision 2017-2018 Upates
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Yes
CEO Name:	Patricia Rossetti
CEO E-mail address:	patricia.rossetti@padistance.org

Planning Committee

Name	Role
Darla Posney	Administrator
Patricia Rossetti	Administrator
John Marous	Board Member
Darla Posney	Building Principal
John Paul Pascasio	Business Representative
Ryan Schumm	Business Representative
Pamela Irvin	Community Representative
Joe Walton	Community Representative
Nicholas Kocuba	Ed Specialist - Instructional Technology
Mandy Rauenzahn	Ed Specialist - School Counselor
Eleanor Stachelek	Elementary School Teacher - Regular Education
Alyssa Swantner	Elementary School Teacher - Special Education
Coleen Brennen	High School Teacher - Regular Education
Kelly Crooks	High School Teacher - Regular Education
Brian Stamford	Intermediate Unit Staff Member
Katie Devlin	Middle School Teacher - Regular Education
Jeffrey Korber	Middle School Teacher - Regular Education
Ann Bowers	Parent
Janine Planer	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication

- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented, and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- School web site
- District web page
- Board meeting presentations
- Short Message Systems (email blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

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

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

The LEA has a targeted Title I program with the following schoolwide technical assistance for all students, parents, and staff:

1. On-site help desk that is available during regular school Business hours, Monday-Friday from 7:30 a.m. – 4:00 p.m.

2. Online technical support through email at support@padistance.org or online ticketing through support.padistance.org, available 24 hours, 7 days a week. Emails and tickets are responded to within 24 hours.

3. Regularly scheduled “Technology Office Hours” for parents and students to log in to as needed via Google Hangout. These sessions are staff by our instructional technology coaches and Director of Technology, and are held Monday, Wednesday, and Friday from 11:00 am – 12:00 pm.

4. System and program needs surveys are conducted throughout the year to determine individual and group training needs.

Technical support considered high quality as it is provided by two technicians, and two computer engineers. The Director of Technology and Teacher Technology Coaches are certified Google Certified Educators. The team is responsible for testing and creating training for all software programs and hardware used by the school community.

Provider	Meeting Date	Type of Assistance
Acellus: International Academy of Science	8/15/2017	New course software training for teachers
Director of Technology and Teacher Technology Coaches	8/10/2017	New Staff: System and software training
Director of Technology and Technology Coaches	8/30/2017	On-going - Regularly scheduled “Technology Office Hours” for parents and students to log in to as needed via Google Hangout. These sessions are staff by our instructional technology coaches and Director of

		Technology, and are held Monday, Wednesday, and Friday from 11:00 am – 12:00 pm.
Online Technical Support	7/3/2017	On-going online technical support through email at support@padistance.org or online ticketing through support.padistance.org, available 24 hours, 7 days a week. Emails and tickets are responded to within 24 hours.
On-site Help Desk: 2 Technicians	7/3/2017	On-going - On-site help desk that is available during regular school Business hours, Monday-Friday from 7:30 a.m. – 4:00 p.m.
School Personnel: Orientation Coaches	8/30/2017	Start of School Orientation: System and Equipment Use

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.

Teachers are testing coaches at the start of school, at mid-year, and at the end of the year. The role of the teacher is to provide instruction on how to take the exams, as well as how to understand the results. Teachers implement MTSS-RTII support within core instructional program or refer for higher tiers of support. Classroom/course curriculum is implemented at the teacher level following the school-wide content area curriculum map under the direction of the Principal. The LMS allows for individualization and small grouping to occur for asynchronous as directed by the teacher.

Teachers create annual Student Learning Objective (SLO) goals. The goals are reviewed by the Principal, monitored by the teacher, and reviewed for outcomes annually. The SLOs are typically based on the previous year's assessment data, current year's benchmark assessment data, and/or classroom pretest.

Teachers are members of 504 and IEP teams. Providing expertise in the areas of content area eligible content, and standards. Monitoring and reporting progress bi-weekly with quarterly grade reports, and annual meetings. Curriculum maps and instructional materials are reviewed annually by individuals, then within departments, and finally to administration for recommendations for the following school year.

Teachers serve on the Comprehensive Plan, School Improvement Plan, and Professional Development Plan committees. Review of available data, and input on strategies for implementation all have high degrees of teacher input.

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).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Individuals with Disabilities	\$136200.00
School Intervention	\$75630.00
Title 1	\$175037.00
Title 2	\$22491.00
Title 3	\$1706.00

State/Local Grant Program	Amount of Grant
Ready to Learn	\$12181.00

Needs Assessment

School Accomplishments

Accomplishment #1:

Advanced Achievement was awarded in:

Percent PSSA/Keystone Advanced - Mathematics/Algebra I - 2.27

Percent PSSA/Keystone Advanced - Reading/Literature - 2.33

Percent PSSA/Keystone Advanced - Science/Biology - 6.82

ELA /Literature - Meeting Annual Academic Growth Expectations - 78.00

Accomplishment #2:

PVAAS growth is evident in all content areas and subjects.

Mathematics/Algebra I - 66.67

Reading/Literature - 73.33

Science/Biology - 74.67

Accomplishment #3:

Daily Attendance Rate of 92.17

Advanced Placement Indication of Growth: 75.00

Accomplishment #4: Up [Down](#)

Advanced Achievement was awarded in:

Percent PSSA/Keystone Advanced - Mathematics/Algebra I - 2.33

Percent PSSA/Keystone Advanced - Reading/Literature - 2.89

Percent PSSA/Keystone Advanced - Science/Biology - 13.6

ELA /Literature - Meeting Annual Academic Growth Expectations - 75.4

Math/Algebra 1-Meeting Annual Academic Growth Expectations-67.6

Science/Biology-Meeting Annual Academic Growth Expectations-76.33

Accomplishment #5:

PVAAS growth is evident in all content areas and subjects.

Mathematics/Algebra I - 67.6

Reading/Literature - 75.4

Science/Biology - 76.33

School Concerns

Concern #1:

Students proficient/advanced overall achievement in math is 39.88% ; in order to meet closing the achievement gap scores must improve by 10.4%%.

Concern #2:

31.11% of students in grades 3-8 are not proficient/advanced on the English Language Arts exam.

Concern #3:

Graduation rate of 9th grade cohort remains low at 55%.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Students proficient/advanced overall achievement in math is 39.88% ; in order to meet closing the achievement gap scores must improve by 10.4%%.

31.11% of students in grades 3-8 are not proficient/advanced on the English Language Arts exam.

Graduation rate of 9th grade cohort remains low at 55%.

Improvement Plan

Action Plans

Goal #1: Monthly department meetings to review available student classroom, benchmark and summative data for development and implementation of applicable interventions.

Related Challenges:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Reading, mathematics, and science data for students in grades 3-8, CDT, Title I and special education progress monitoring shared with the team.

Specific Targets: Measurable performance growth of not less than 10% for the individual student between May 2017 and June 2018.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Universal Design for Learning

Description:

The goal is to move teachers and their course content to reflect Universal Design for Learning approach:

Stage 1: assuring desired results are achieved occur in steps 1-4. Stage 2 and 3: Evidence is achieved in the development of PA Common Core Standards, anchors and eligible content in curriculum maps, while the learning plan is implemented in the actual classroom lesson planning. Annual training and review of data assure the learning process remains fluid.

Step 1: September and October 2014 Department Meetings Present the RtII framework to the staff with training on the process, identifying the different levels of intervention for struggling students.

Step 2: October and November 2014 Department Meetings Discuss and start to analyze the Instruction and Learning within our classes, focusing on the use of our Live learning classroom and how we provide instruction on asynchronously.

Step 3: December, January, February and April 2014 Department Meetings Review Essential skills, Assessment Anchors and eligible content to ensure alignment to the new PA Common Core standards in ELA, Math, as well as Reading and Writing in Science and Technical Subjects, History, and Social Studies.

Step 4: May 2014 Department Meetings Course design focusing on components of UDL. We will be discussing ways to utilize our technology to provide multi-sensory delivery of instruction and choices for students to "show what they know".

Step 5: June, July, August 2014 Independent Work by Teachers Update of Build Your Own Curriculum software program to assure Eligible Content alignment of courses.

Step 6: September 2014 Back-to-School Training Review of how to read and use PSSA/PASA/Keystone testing data. Annual training of PVAAS and eMetrics data. Evaluation of curriculum maps for courses to determine RtII needs with current student population based on available student data.

Step 7: Classroom Diagnostic Assessments Implementation September 2014 Teachers will receive training on the Classroom Diagnostic Assessment tool in PDE's Standards Aligned Assessment. The data from the assessments will be used along with other student data to determine UDL strategies and appropriate interventions needed by individuals, small, and whole-groups.

Step 8: Benchmark Data Analysis January and May 2015 Teachers will track RtII progress monitoring and classroom-based assessment data throughout the year making adjustments as deemed applicable. Benchmark assessment

data from mid-year and end of year exams will be evaluated for effectiveness of UDL strategies and interventions.

Step 9: 2016-17 Continued evaluation of assessment data and curriculum maps. Teachers will revisit the components of UDL focusing on curriculum, instructional methods and assessment. The goal is to complete these changes over the next 2 school years. The evaluation and assessment data process will be conducted annually with summer months being an opportunity for course curriculum mapping to be updated as necessary.

Step 10 2017-2018 Begin to use data and a new curricular system (Acellus) allowing for personalized online instruction for students in grades K-6 and 7-12 Math, English Language Arts, and Science. Teachers will receive extensive professional development on the new system and the ongoing monitoring of Student Success Zone Scores. Through the use of the Success Zone the student will have remediation and enrichment as needed for their individual learning level. Teachers will monitor data through the new curricular system. The administrators will monitor content area standards, grade levels, individual students and teacher usage for areas of strength and need of multi-tiered supports at least monthly. Teacher will also look at all available data points for the student to ensure that each student is progressing and meeting their own individual gains. Weekly cross curricular and grade levels best practice sessions will be during the first quarter with monthly department meetings. Overall it can be expected that at minimum each student will grow by 10% from their baseline assessment.

Step 11 2018-2019

With the addition of a universal screener and a data management system a more robust MTSS-RtII initiative will begin with close monitoring of tiers and continued parent involvement in the initiative. Teachers/Staff will receive extensive training on MTSS-RtII, the universal screener, data management system and the continued use of UDL in their classes. Personalized professional development plans for the teachers will be utilized which will provide modeling as to how to move to the individual learning plans of the students. The school will move from a targeted Title One program to a school-wide Title One initiative which will allow all students to benefit with the added support. A Math and Reading Specialist will be a part of the team at the 9-12 level, where K-8 will move towards a more interventionist model. The core curriculum in its second year of implementation will be refined further and more inroads into how best to use the "success zone" will be explored. Data will be managed through the new data management system and departments will hold monthly data meetings to explore trends, needs, successes and challenges. The "Cafe (Comprehension, Accuracy, Fluency and Extending Vocabulary) Daily 5 will be utilized in the K-6 classrooms with emphasis on expanding literacy proficiency and independent learning. The use of a benchmark assessment that is completed at the fall, spring and year-end will continue to assist teachers in providing the path to success for all. Further

training will be provided on this benchmark assessment so as to refresh and also revitalize its usage.

Start Date: 9/8/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Monthly department meetings to review available student classroom, benchmark and summative data for development and implementation of applicable interventions.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
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Start	End	Title	Description
9/8/2014	6/30/2018	Universal Design for Learning	<p>The goal is to move teachers and their course content to reflect Universal Design for Learning approach:</p> <p>Stage 1: assuring desired results are achieved occur in steps 1-4. Stage 2 and 3: Evidence is achieved in the development of PA Common Core Standards, anchors and eligible content in curriculum maps, while the learning plan is implemented in the actual classroom lesson planning. Annual training and review of data assure the learning process remains fluid.</p> <p>Step 1: September and October 2014 Department Meetings Present the RtII framework to the staff with training on the process, identifying the different levels of intervention for struggling students.</p> <p>Step 2: October and November 2014 Department Meetings Discuss and start to analyze the Instruction and Learning within our classes, focusing on the use of our Live learning classroom and how we provide instruction on asynchronously.</p> <p>Step 3: December, January, February and April 2014 Department Meetings Review Essential skills, Assessment Anchors and eligible content to ensure alignment to the</p>

new PA Common Core standards in ELA, Math, as well as Reading and Writing in Science and Technical Subjects, History, and Social Studies.

Step 4: May 2014 Department Meetings Course design focusing on components of UDL. We will be discussing ways to utilize our technology to provide multi-sensory delivery of instruction and choices for students to "show what they know".

Step 5: June, July, August 2014 Independent Work by Teachers Update of Build Your Own Curriculum software program to assure Eligible Content alignment of courses.

Step 6: September 2014 Back-to-School Training Review of how to read and use PSSA/PASA/Keystone testing data. Annual training of PVAAS and eMetrics data. Evaluation of curriculum maps for courses to determine RtII needs with current student population based on available student data.

Step 7: Classroom Diagnostic Assessments Implementation September 2014 Teachers will receive training on the Classroom Diagnostic Assessment tool in PDE's Standards Aligned Assessment. The data from the assessments will be used along with other student data to determine UDL strategies and appropriate interventions needed by individuals, small, and whole-groups.

Step 8: Benchmark Data Analysis January and May 2015 Teachers will track RtII progress monitoring and classroom-based assessment data throughout the year making adjustments as deemed applicable. Benchmark assessment data from mid-year and end of year exams will be evaluated for effectiveness of UDL strategies and interventions.

Step 9: 2016-17 Continued evaluation of assessment data and curriculum maps. Teachers will revisit the components of UDL focusing on curriculum, instructional methods and assessment. The goal is to complete these changes over the next 2 school years. The evaluation and assessment data process will be conducted

annually with summer months being an opportunity for course curriculum mapping to be updated as necessary.

Step 10 2017-2018 Begin to use data and a new curricular system (Acellus) allowing for personalized online instruction for students in grades K-6 and 7-12 Math, English Language Arts, and Science. Teachers will receive extensive professional development on the new system and the ongoing monitoring of Student Success Zone Scores. Through the use of the Success Zone the student will have remediation and enrichment as needed for their individual learning level. Teachers will monitor data through the new curricular system. The administrators will monitor content area standards, grade levels, individual students and teacher usage for areas of strength and need of multi-tiered supports at least monthly. Teacher will also look at all available data points for the student to ensure that each student is progressing and meeting their own individual gains. Weekly cross curricular and grade levels best practice sessions will be during the first quarter with monthly department meetings. Overall it can be expected that at minimum each student will grow by 10% from their baseline assessment.

Step 11 2018-2019

With the addition of a universal screener and a data management system a more robust MTSS-RtII initiative will begin with close monitoring of tiers and continued parent involvement in the initiative. Teachers/Staff will receive extensive training on MTSS-RtII, the universal screener, data management system and the continued use of UDL in their classes. Personalized professional development plans for the teachers will be utilized which will provide modeling as to how to move to the individual learning plans of the students. The school will move from a targeted Title One program to a school-wide Title One initiative which will allow all students to benefit with the added support. A Math and Reading Specialist will be a part of the team at the 9-12 level, where K-8 will move towards a more interventionist model.

The core curriculum in its second year of implementation will be refined further and more inroads into how best to use the "success zone" will be explored. Data will be managed through the new data management system and departments will hold monthly data meetings to explore trends, needs, successes and challenges. The "Cafe (Comprehension, Accuracy, Fluency and Extending Vocabulary) Daily 5 will be utilized in the K-6 classrooms with emphasis on expanding literacy proficiency and independent learning. The use of a benchmark assessment that is completed at the fall, spring and year-end will continue to assist teachers in providing the path to success for all. Further training will be provided on this benchmark assessment so as to refresh and also revitalize its usage.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	1.0	5	45	Principal and Acellus Trained Staff	School Entity	No

Knowledge

Teachers will gain knowledge and expertise in the new curricular area Acellus. Through the use of Acellus teachers will be able to create, monitor and change the student's personalized plan to meet the needs of the students. Teachers will also be able to chart gaps and need for remediation in a more timely fashion.

Supportive Research

According to the Acellus website (<https://www.science.edu/acellus/>) and the research presented in the presentation at the I-Nacol Symposium 2016 and the White Paper published in the Journal of Science. (<https://www.science.edu/sis/journal-of-science/journal-article/?articleId=66>) the Acellus platform for learning is able to assist teachers effectively in finding the student's success zone so continuous progress does occur. With Acellus the teachers will be able to individualize the learning for each student while ensuring that they are meeting the necessary state standards.

Personalized learning through the use of a data-driven environment is a methodology that is student-centered and allows the student even as young as Kindergarten voice in their learning path. Individual Learning Plans help chart the successes and the need for remediation of students through the deep dive into data so as to take a more holistic approach to education. Coupled with the teacher critically looking at their teaching modality for each student it is believed that through personalization all students will achieve.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<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>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Series of Workshops

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring

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
Review of written reports
summarizing instructional activity

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Pennsylvania Distance Learning CS has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

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

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Pennsylvania Distance Learning CS for the 2014-2018 school-year.

Affirmed by Patricia Rossetti on 6/21/2017

Superintendent/Chief Executive Officer

Affirmed by John Marous on 6/29/2017

Board President

Affirmed by Linda Hippert on 7/13/2017

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

In the **2017-2018** school year of the school improvement plan the school grew in enrollment to 852 students at its peak. Attendance remains consistent and students are attending school. The Graduation Recovery programming continues to show success with students who need to get back on track with their cohort. A new curricular product has been introduced to the elementary, middle, high school science, math, and English teachers that utilizes the use of a Success Zone target. Teachers had several trainings on the use of the success zone and began to make data-driven decisions in regard to the student's learning path. Weekly team meetings have been initiated to discuss best practices with the new curricular product and also to work out any issues along the way. A comprehensive Career to Work initiative came to fruition and all students participated in monthly career lessons along with the addition of a Career to Work portfolios. Trainings were held to help staff make the connection between Career to Work, Transition and Chapter 339. Live learning time was increased even further to allow for more actual instruction time with a certified teacher. With the advent of the new curricular product all curriculum maps were re-aligned to the PA Core. Any gaps found within the product and PA Core were remediated with specific lessons developed by the content experts, our teachers. Parent-Teacher conferences were held for all students (K-12) to help build a better marriage of parent, student and teacher. The Danielson Framework was used to evaluate all teachers and comprehensive review meetings were held with them twice pe year. The pre-observation, observation, post-observation was utilized so that all teacher had input into their own specific teaching. Every teacher completed an SLO with update meetings held with their direct supervisor to modify, continue or change the path along the way. MTSS-RtII still is at the core of intervention at the school with exploration continuing as to how to best provide the most robust model in a virtual school. Students participated in the Scantron Performance Series to continue to look critically at their growth throughout the year. Counselors continue to use the tri-annual meetings with all our families to increase success and communication for our students. Inroads have been made into a personalized system of professional development that allows the teachers/staff some voice and choice in their own professional development needs.

In the 2016-2017 school year (year three) of the school improvement plan according to PVAAS there was a strong evidence of growth in the area of ELA/Literature and Science. Overall, the school population remained consistent and average attendance rate of 89.4. Students are attending school and the Graduation Recovery programming has begun to show success with the students who need to get back on track with their cohort. The Graduation Recovery programming showed greater success with the addition of mandatory teacher/student sessions 4 days a week. Elementary teachers are now only assigned one grade level and the level of engagement and participation has become evident. The DIBELS assessment for reading and math in tandem with the Children's Progress Academic Assessment has been utilized to form intervention groups with our K-2 population. This has resulted in a more focused approach to

learning in K-2. Two of the three parent conferences have been held and schedules are in place for the end of year conferences. Ten students have participated in the advanced placement test. All courses have been aligned/mapped to the PA Core and teachers update the courses/maps as needed. Professional development in the areas of MTSS-RtII and Student Learning Outcomes have been realized as we move to a personalized professional development model. Teachers participated in creating and monitoring SLO's and all teachers scored proficient or distinguished on the action research they conducted. All teachers were evaluated with the use of the Danielson Framework and received a comprehensive evaluation review with the principal. (Level 1 teachers received two comprehensive reviews)

Describe the continuing areas of concern from the past year.

In **2017-2018** the achievement gap in Math, ELA and Science continued to be an issue as to how to close that gap. The use of the new curricular product brought its own special concerns as the school worked to help teachers move to the next level of teaching which would include more differentiation as opposed to lecture type classes. The monitoring of skills mastered and also how best to ensure all students were meeting their goals with the new product was also an issue. MTSS-RtII still has not been codified into a system that is fluid K-12 with all constituents including parents, students, administration, and teachers understanding the responsibilities of each area. A need for a tracking system for all data became apparent and is being explored. At the heart of all our challenges remains need for strengthening and enriching parent involvement. Parents/Guardians must be an integral part of the process at PA Distance and the failure of all constituents to understand what is involved is one of our biggest challenges.

Continuing areas of concern for the school are the need to further close the achievement gap in Math and to maintain and exceed the growth in ELA and Science. While data is tracked and assessed it is now the time to move past data for data's sake and move towards data utilization to set goals for students and teachers. A more robust MTSS-RtII initiative needs to be investigated as while it is working well in the K-5 realm much more is needed in the 6-12 area. Engagement of students in live learning and real time monitoring of skills needs to be investigated and we need to look at a way to monitor, use data and prescribe for the student in a much quicker fashion. Parental involvement continues to be an area of growth for the school and strategic initiatives still need review to further the parent-student-teacher connection.

Describe the initiatives that have been revised.

2017-2018 Revised Initiatives

Synchronous learning time increased further

A new curricular product was undertaken and dedicated meeting time delineated to explore the product's implications on teaching and learning

Career to Work Initiative was codified and has a seamless process to ensure that we are meeting the guidance of ESSA.

Attendance procedures have been codified and inroads into ensuring that we are following attendance laws to the fullest extent.

MtSS-RtII--Refurbished and revitalized in grades K-12 with emphasis on 6-12.

Synchronous Learning Time has increased with a more focused approach to those sessions.

The Student Learning Outcome action research model has been revisited with further training and time for discourse with administrators throughout the school year.

Use of a new curricular product to help guide the elementary teachers through the creation of individual learning plans for students.

New Student-Parent Success Team incorporates Graduation Recovery, Title One, Orientation, Attendance and Student Success under one umbrella.

Career to Work initiative has been expanded and a Career to Work Team has been established to better serve K-12 students.

2015-2016 Improvement Evaluation

Describe the success from the past year.

In the 2015-2016 school year (year two) of the school improvement plan according to PVAAS there was a strong evidence of growth in the area of ELA/Literature. Overall, the school population remained consistent and average attendance rate of 92.17. Students are attending school and the Graduation Recovery programming has begun to show success with the students who need to get back on track with their cohort. Two of the three parent conferences have been held and schedules are in place for the end of year conferences. 10 students have participated in the advanced placement test. All courses have been aligned/mapped to the PA Core and teachers update the courses/maps as needed. Professional development in the areas of universal design and student learning outcomes have been realized. All teachers were evaluated with the use of the Danielson Framework and received a comprehensive end of the year review with their administrator.

Describe the continuing areas of concern from the past year.

Continuing areas of concern for the school are the need to further close the achievement gap in both Science and Math and to maintain and exceed the growth in ELA. While data is tracked and assessed it is now the time to move past data for data's sake and move towards data utilization to set goals for students and teachers. The Graduation Recovery program needs further investigation so as to increase the number of students graduating in their cohort.

Refresher professional development sessions need to be held and teachers held accountable for ensuring that the initiatives are in place within their classrooms that support the school improvement goals. Parental involvement continues to be an area of growth for the school and strategic initiatives need review to further the parent-student-teacher connection.

Describe the initiatives that have been revised.

Graduation Recovery requirement of three meetings per week with Graduation Recovery Teacher to daily live learning session attendance.

Revised data team meetings to monthly department meeting removing cross-curricular.

Classroom Diagnostic Testing added to data source for goal implementation and effectiveness.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

During the first year of the plan, we have made significant strides in accomplishing our goals. The teachers have been working on aligning the curriculum to the PA Core standards and are in the process of updating the curriculum mapping software to reflect the changes made within the courses, specifically Mathematics and English/Language Arts. The expected date of completion is August 2015. The Graduation Recovery Program is being implemented with success in helping students get back on track and graduate with their 4-year cohort. We have also made strides in

implementing the tri-annual meetings with families to increase the communication and success of our students across the school year. The Family Involvement Specialists have created opportunities to meet with families during orientation, at the change of semester, and scheduling at the end of the school year. The teachers have also worked to implement the Universal Design for Learning principles within their courses with many providing multiple ways for students to engage in the content as well as expressing what they know.

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

Our focus in 2015-16 will be to ensure fidelity and ongoing focus through consistent review and adjustments of our academic strategies and goals. We will refine our Graduation Recovery Program as we move forward to ensure students who need credit recovery have the opportunity to graduate with their 4-year cohort. The Family Involvement Specialists will work on effective documentation of the tri-annual meetings with families allowing the family and school staff to quick reference to benchmarks and outcomes. We will also continue to monitor and implement the Universal Design for Learning principles within our course to ensure best practice within the cyber environment.

Describe the initiatives that have been revised.

The only Initiative that will be revised is the Graduation Recovery Program. Family Involvement Specialists will refocus the recruitment of students to ensure those identified for credit recovery will reach their goals within the 4-year cohort period.