

# School Improvement Plan – Guidelines and Process

---

## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Pennsylvania Distance Learning Charter School

School Building Name

Pennsylvania Distance Learning Charter School

4-Digit School Building Code

7821

School Street Address

2100 Corporate Drive, Suit 500, Wexford, PA 15090

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Patricia Rossetti	Chief Executive Officer	PDLCS/Administration
Darla Posney	Principal	PDLCS/Administration
Kelly Crooks	Principal	PDLCS/Administration
Jamie Desrochers	Director of Special Education	PDLCS/Administration
Nicholas Kocuba	Director of Technology	PDLCS/Administration
Andrew Mayle	Secondary Math Teacher	PDLCS/Teacher
Leigh Anne Lord	Human Resources Coordinator	PDLCS/Support Staff
Katie Griffith	School Counselor	PDLCS/Counselor
Marisa Petraglia	Secondary Social Studies Teacher	PDLCS/Teacher
Katie Devlin	Secondary Social Studies Teacher	PDLCS/Teacher
Alyssa Swantner	Elementary Special Education Teacher	PDLCS/Teacher
Jennifer McDiffitt	Parent	PDLCS/Parent

Samantha Palm	Parent	PDLCS/Parent
---------------	--------	--------------

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The committee includes parents from different areas of Pennsylvania and with varying grade level students. Teachers, administrators, and support staff serving on the committee have varying grade level and content area expertise. Inclusion of our Directors of Technology and Special Education, allow for greater opportunity in ensuring equity of access for all students, parents, staff, and community members. The committee members serve as representatives to the groups for which they belong and will be key communicators of the plan, goals, strategies, implementation steps, and outcomes in and outside of the school community.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The Pennsylvania Distance Learning Charter School's leadership team attended training at the Allegheny Intermediate Unit on November 28, 2019. The leadership team, along with a secondary math teacher, worked as the Steering Committee for the CSI Plan. The Committee worked with the three (3) different Comprehensive School Improvement (CSI) Facilitators beginning on January 7, 2019. The second CSI Facilitator, along with the Steering Committee issued the PDE student, parent and educator surveys February 28, 2019 with a collection end date of March 8, 2019. Focus groups were held on March 20, 2019 with groups of 6-8 participants for 6<sup>th</sup>-12<sup>th</sup> grade students by grade bands, and elementary, middle school, and high school teachers. The third CSI Facilitator began on March 31, 2019. Steering Committee and CSI Facilitator reviewed the survey, and focus group data, along with the October 2019 Strategic Plan survey, and focus group data to determine areas of strength and needs. Vision, mission, essential questions, and root cause analysis were used in prioritization of goals and desired outcomes for the CSI Plan. Using the data from 2018-19 on family engagement activities, and MTSS-RTII student data on numbers in each tier, supports received, and data warehouse analysis provided further support the Committee's goal work. The CSI Plan was drafted by the Committee for submission to the next steps in the PDE process of Regional Team review in May 2019. Revisions will be made as applicable to the Regional Team responses. The CSI Plan will be made public for input for a 28-day period with the Steering Committee making revisions as appropriate to any public comment received. The school's plan will be reviewed at the June 10, 2019 board meeting. The Chief Executive Officer and Board of Trustees Chair will sign and submit the report no later than June 30, 2019.

Led by the school's Principals, the Committee will meet monthly with additional email communication occurring throughout the implementation, monitoring, and recalibration process. Quarterly goal data reports will be provided to PDE and school community members as outlined in PDE's CSI timeline. An annual report will be provided to the Board of Trustees with the draft Recalibration Plan. Revisions, and adjustments will occur during the Recalibration Plan period of April 1 - June 30 for 2020-21. On-going monitoring, implementation, and recalibration will occur for the 3-year cycle of the plan, or as directed by the Board of Trustees, or Pennsylvania Department of Education.

## ***B. School Level Vision for Learning***

### Long-term Vision and the Measures of Success

<p align="center"><b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p align="center"><b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>Students will be equipped with the necessary skills, knowledge and tools to succeed in their chosen path upon graduation.</p>	<p>A successful student is one who has made consistent academic growth over the course of years enrolled in our school. Our academic teams, parents, and students will measure individual success on the Student Annual Goal sheets that are part of our personalized learning approach. Our staff will participate in tiered strategies and interventions professional development which will result in students consistently reaching his or her own benchmarks which will support the school in reaching the one year (2019-20) academic gains of 3.7% in English Language Arts and 4.6% in Mathematics. This will continue over the course of this plan.</p>
<p>As a school we are committed to building positive relationships with families as we work with their student to gain the necessary skill, knowledge and tools to succeed. We believe that through personalizing the learning experience and keeping the student at the center with parent and school both engaged in the process we will achieve academic success for all.</p>	<p>Through the team approach with committed families and staff our students will show continued academic growth to meet the benchmarks put in place for success. We will increase the number of families by 12% from a 2018-2019 baseline of 18% to 30% of our families playing an active role in their child's education by June 30, 2020. This growth will continue incrementally over the years of this plan.</p>

## **II. School Level Needs Assessment**

### ***A. Identified School Community Needs:***

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups;

budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Pennsylvania Distance Learning Charter School engaged in timely and meaningful consultation with a broad range of stakeholders and examined relevant data to understand the most overarching needs of our students and staff. The steering committee examined the potential root cause of those needs through a variety of data sources. Surveys, focus groups and a critical look at programs such as Title I (students), Title II (teachers), and MTSS-RtII along with a review of data collected for a 5-year strategic plan approved in April 2019 helped us hone in on our strengths and challenges. We also utilized our continued re-evaluation of our Comprehensive and School Level Plans to guide our decision-making. The CSI process with its Pennsylvania Essential Practices rubric also gained specific information to guide us along the way. From this data analysis we determined our specific strengths and explicit needs in the areas of parent engagement and staff knowledge and practice in raising student achievement for all.

Moving forward, Pennsylvania Distance Learning Charter School will monitor the parent engagement and student achievement data through quarterly steering committee meetings and also monthly grade level data team meetings with academic team members. Monthly administrative meetings that include the Directors of Special Education, Technology, Student Services, Principals and the Chief Executive Officer who will also be a vehicle in ensuring fidelity to the plan goals and its execution. Through these meetings we will be able to make adjustments based on data to ensure that we are meeting the plan expectations and providing a vehicle for parent engagement and student achievement for all.

***B. Based on your data analysis, what are your data-supported strengths?***

Strengths	Supporting Evidence from Needs Assessment
Condition: Focus on Continuous Improvement of Instruction Essential Practice #1: Align curriculum, assessments and instruction to PA Standards:	Curriculum Maps in Build Your Own Curriculum and Bill of Materials Process.  <a href="https://admin.buildyourowncurriculum.com/Admin/Login.aspx">https://admin.buildyourowncurriculum.com/Admin/Login.aspx</a>  Z:\2019-20 Planning\2019-2020 BOM Process and Documents
Condition: Focus on Continuous Improvement of Instruction Essential Practice #3: Use a variety of assessments(including diagnostic, formative and summative to monitor student learning and adjust programs and instructional practices:	A variety of assessments are offered: -Star 360 (universal screener) -Scantron & CPAA (benchmark assessments) -Kindergarten Readiness Assessment -Wilson Reading: WADE (Language Live for 2019-2020) -ACCESS and WIDA (EL students) -PSSA/PASA/Keystone (summative)  Using our data warehouse, Link-it, allows for easy reporting and staff access in determining triangulation of data sources for indentifying student strengths and weaknesses.
Condition: Provide Student-Centered Support Systems Essential Practice #9: Organize programmatic,	-Annual budget process -Independent audits -Citation free Federal and Special Education

human, fiscal capital resources aligned with the school improvement plan and needs of the school community	<p>Cyclical Monitorings</p> <ul style="list-style-type: none"> <li>-Safe 2 Say</li> <li>-Go Guardian</li> <li>-Student Assistance Program (SAP)</li> <li>-Anti-Bias Training</li> <li>-Implementation of the American School Counselors Association National Standards, Mindset and Behaviors for Student Success,</li> <li>-Graduation Recovery</li> <li>-Low counselor/student and teacher/student ratios</li> </ul>
<p>Condition: Provide Student-Centered Support Systems</p> <p>Essential Practice #17: Use multiple professional learning designs to support the learning needs of staff</p>	<ul style="list-style-type: none"> <li>-Professional Learning Plans</li> <li>-Professional Learning Communities,</li> <li>-EdCamps are built into the weekly schedules for all staff members</li> <li>-The school's improvement plan has common goals for all staff including administrators for which annual department and individual staff member goals are developed to support</li> <li>-Tuition reimbursement</li> <li>-Paid out of school professional development funds</li> <li>-Instructional Technology and Curriculum Coaches available to staff daily.</li> </ul>

***C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.***

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Family Engagement (Essential Practice: 14)	18% average monthly engagement in 2018-19 school year	Yes	Lack of parent orientation, which can include roles and responsibilities of parents
MTSS/RTII Data (Essential Practice: 13)	48 students in Tier II vs. Classroom, benchmark CPAA/Scantron, and Star screener data indicating a much higher need	Yes	Staff members lack training needed to provide Tier I interventions, and data analysis
PBIS (Essential Practice: 12)	Lack of evidence at the high school level - Successful at elementary	No	We only have one year of data and there is a lack of research on PBIS in cyber

	but not at secondary		school. There is also limited research on PBIS in Elementary and Middle School
		Choose an item.	
		Choose an item.	

***D. Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
<b>1. Pennsylvania Distance Learning Charter School will implement parent engagement strategies</b>	If parents are educated on monitoring student progress and implementing at-home achievement strategies then student achievement outcomes will increase.	Select from drop-down on Share Point Choose an item.
<b>2. Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instructional Intervention</b>	If we implement professional development on tiered intervention strategies and data analysis then students will effectively receive timely and appropriate interventions.	Select from drop-down on Share Point Choose an item.
3.		Choose an item.

### III. Measurable Goal Statements

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority Statement #1:**  Pennsylvania Distance Learning Charter School will implement parent engagement strategies

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
For each 2019-20 start date, parents will participate in a live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.	Of the parents with students who are returning or enrolled in Quarter 1, at least 30% will complete the live online and/or recorded parent orientation session as documented on the system's attendance record	Of the parents with students who enrolled in Quarter 2, at least 30% will complete the live online and/or recorded parent orientation session as documented on the system's attendance record	Of the parents with students who enrolled in Quarter 3, at least 30% will complete the live online and/or recorded parent orientation session on the systems's attendance record
The Family Engagement team will be charged with defining 5 regions across Pennsylvania, assessing regional needs, community resources, and set goals for each region by June 30, 2020.	Hiring of Family Engagement Coordinator and defining 5 regions as documented by the employee's start date and monthly administrative meeting minutes	Hiring of at least one Family Engagement team member, define regions and community resources as documented by the employee's start date, and the monthly administrative meeting minutes	Family Engagement Team's development of goals based on a needs assessment in the 5 regions of the commonwealth as documented in the Board of Trustees meeting minutes

**Priority Statement #2:**  Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered Sytem of Support / Reponse to Instructional Intervention

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
meet his or her individual annual gains target between the assessment periods due to being placed in the appropriate tier.  By June 30, 2020 teachers will execute MTSS-RtII with fidelity to support			

<p>student academic growth. Teachers will be given a pre-test on MTSS-RtII knowledge, procedures and resources to determine individual and group professional development pathways.</p>	<p>Provide assessment and create learning pathway for teachers as documented on the Act 48 sign-in sheet.</p>	<p>Teachers will be able to identify the Tier level of all students on their rosters as documented by Principals.</p>	<p>80% of teachers will execute the MTSS-RtII process with fidelity as documented on the student Tier Intervention forms.</p>
<p>At the beginning of the 2019-2020 school year an outside provider will provide professional development in the use of Tier interventions resulting in 80% of teachers implementing MTSS-RtII with fidelity.</p> <p>During the 2019-2020 school the instructional coaches will provide quarterly data analysis professional development resulting in 80% of teachers implementing MTSS-RtII with fidelity.</p>	<p>100% of the teachers who began the school on August 5 will receive the training as documented on the Act 48 sign-in sheet.</p> <p>All teachers who were here on August 5 will participate in the first data analysis training as documented on the Act 48 sign-in sheet.</p>	<p>Teachers who received the training will be able to identify the interventions provided to students on their rosters in his or her given tiers as documented on the applicable Tier Intervention forms.</p> <p>Teachers who show a need for further training either self-identified or referred by a supervisor to the Instructional Coaches as documented on the Staff Coaching forms.</p>	<p>80% of the teachers who receive the training will provide and recognize Tier interventions with fidelity as documented on applicable Tier Intervention forms.</p> <p>Of the teachers who began on August 5, 80% of the teachers will present the data of a student at a monthly team/data meeting as documented in the meeting minutes.</p>

**Priority Statement #3:** \_\_\_\_\_

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

## IV. Action Plans

### A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

#### Priority Statement #1: Pennsylvania Distance Learning Charter School will implement parent engagement strategies

Measurable Goals	Evidence-Based Strategy
For each 2019-20 start date, parents will participate in a live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.	Parent Orientation will be developed utilizing resources from: "Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 4: Engaging in Data Conversations" from McREL International:  <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509</a> Resources centered around families as community members and family understanding student data will be at the center.
The Family Engagement team will be charged with defining 5 regions across Pennsylvania, assessing regional needs, community resources, and set goals for each region by June 30, 2020.	The Family Engagement team will develop goals based on family needs, and strategies from "Evidence-Based Strategies for Supporting and Enhancing Family Engagement " by Priscilla Little will be used:  <a href="https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement">https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement</a>  Goals will be centered on the impact of family partnerships to student success.

#### Priority Statement #2: Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instruction and Intervention

Measurable Goals	Evidence-Based Strategy
Following teacher professional development on tiered interventions and data analysis, students who complete the English Language Arts and Mathematics Scantron	The pre-test for teachers' knowledge on MTSS-RtII will be created using resources from the MTSS-RtII Toolkit  <a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>

<p>(benchmark) exams in the Fall of 2019 and Spring of 2020 will achieve academic average gains of 100 pts between the assessment periods when placed in the appropriate tier.</p> <p>By June 30, 2020 teachers will execute MTSS-RtII with fidelity to support student academic growth. Teachers will be given a pre-test on MTSS-RtII knowledge, procedures and resources to determine individual and group professional development pathways.</p> <p>At the beginning of the 2019-2020 school year an outside provider will provide professional development in the use of Tier interventions resulting in 80% of teachers implementing MTSS-RTII with fidelity.</p> <p>During the 2019-2020 school the instructional coaches will provide quaterly data analysis professional development resulting in 80% of teachers implementing MTSS-RTII with fidelity.</p>	<p>The results will determine Tier I, II, and III knowledge, procedures and resources needs of teachers for professional development pathway assignment.</p> <p>An external provider will provide professional development to teachers based on the results of the pre-test, which was created using the MTSS-RtII Toolkit: <a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a></p>

**Priority Statement #3:** \_\_\_\_\_

Measurable Goals	Evidence-Based Strategy


***B. Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

**Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

**Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

## School Level Action Plans

**Priority #1 – Measurable Goal #1: \_Pennsylvania Distance Learning Charter School will implement parent engagement strategies - For each 2019-20 start date, parents will participate in a live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.**

---

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Creation of Parent Orientation	End of year needs survey with input from parents, students and staff, LMS and SIS, Translation services, and special education version	Principals, Director of Technology and Director of Special Education	June, July 2019
Vet and Revise the Parent Orientation	Presentation and Feedback	Principals, Director of Technology, Director of Special Education, and Instructional Coaches	July 2019
Train the Staff	Training room, hard copy, electronic copy, instructions and expectations, presentation	Principals	August, 2019
Measure the participation	LMS and live learning system attendance	Principals	August and ongoing start dates
Report outcomes	Quarterly Committee meetings and reporting of parent participation	Principals	September 30, 2019, December 31, 2019, and March 30, 2020
<b>Anticipated Outputs:</b>			
30% of the parents will participate in parent orientation. 100% of staff will implement orientation with fidelity			
<b>Monitoring/Evaluation Plan:</b>			
<b>Quarter 1: Of the parents with students who are enrolled at the start of school, 30% will complete parent orientation live or recorded.</b>			
<b>Quarter 2: Of the parents with students who enrolled in Quarter 2, 30% will complete parent orientation live or recorded.</b>			

<b>Professional Learning - Describe the Professional Development Plan to achieve this goal.</b>	
<b>Professional Learning Goal: Given parent orientation training all staff members will provide instruction with fidelity.</b>	
Audience	All Staff
	Teaching parents how to monitor school attendance, school achievement, and at-home

**Quarter 3: Of the parents with students who enrolled in Quarter 3, 30% will complete parent orientation live or recorded.**

*Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal.

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
None		

Topics to be Included	strategies
Evidence of Learning	30% of parent participation through LMS and live learning system attendance
Anticipated Timeframe	Enter Start Date: August, 26, 2019 Anticipated Completion Date: June 4, 2020
Lead Person/Position	Nick Kocuba/Director of Technology

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #1- Measurable Goal #2: \_Pennsylvania Distance Learning Charter School will implement parent engagement strategies -The Family Engagement team will be charged with defining 5 regions across Pennsylvania, assessing regional needs, community resources, and set goals for each region by June 30, 2020.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Hiring of a Parent Engagement Coordinator	Posting for position, Resumes, Hiring Rubric	CEO and hiring committee	07/01/2019
Completion of Induction Program	Induction Program	CEO and Curriculum & Instruction Coach	7/1/2019 - 6/30/2020
Hiring of Parent Engagement Coach	Posting for positions, resumes, hiring rubric	CEO and hiring committee	08/15/2019
Completion of Induction Program	Induction Program	Parent Engagement Coordinator & Curriculum & Instruction Coach	8/15/2019 - 6/30/2020
Defining of 5 regions in Pennsylvania where we have students.	Maps, school roster, information about areas, visits to areas, assistance from parents in that area.	Engagement Coordinator	9/30/2019
Conduct a needs assessment by region and set goals for regions	Survey to families in those areas	Engagement Coordinator	12/31/2019
Develop travel schedule with predetermined community members, and businesses by region.	Goals, Calendars, Business Directories etc.	Engagement Team	3/30/2020
<b>Anticipated Outputs:</b>			
Development of 5 regional community-based needs, event schedule by region, and goals of engagement for the regional community-based activities			

<b>Monitoring/Evaluation Plan:</b>
<b>Monthly administrative meeting minutes documenting the data from the needs assessment; proposed regions; proposed event schedule, approval of each area, and implementation and communications plan presented to Board of Trustees.</b>

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Salaries, benefits and travel costs	School Budget: Personnel Costs	\$200,000

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

<b>Professional Learning Goal 1: Induction Program: Non-certified pathway for Family Engagement Team Members</b>	
Audience	Engagement Coordinator and Team members
Topics to be Included	What is a public cyber charter school? School specific charter parameters, school law, and basic education circulars. Mandatory reporting, Suicide Prevention, and other required training. Curriculum, resources and school program implementation. Systems and historical demographic information of student population.
Evidence of Learning	Successful completion of pathway modules as documented in the LMS as monitored by CEO and Instructional Coaches
Anticipated Timeframe	Enter Start Date: July 29, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Patricia Rossetti/CEO and Tanya Contos/Curriculum & Instructional Coach

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #1: \_Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered Sytem of Support / Reponse to Instruction and Intervention.- Following teacher professional development on tiered interventions and data analysis, students who complete the English Language Arts and Mathematics Scantron (benchmark) exams in the Fall of 2019 and Spring of 2020 will achieve academic average gains of 100 pts between the assessment periods when placed in the appropriate tier. By June 30, 2020 teachers will execute MTSS-RtII with fidelity to support student academic growth.analysis professional development resulting in 80% of teachers implementing MTSS-RTII with fidelity.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Schedule outside provider to develop and provide MTSS-RTII tiered intervention professional development	Contact information and goals for the professional development	Kelly Crooks/Principa	May-June 2019
Develop analysis training with Instruction Coaches	LMS, analysis research-based best practice examples, and scenarios	Patricia Rossetti/CEO and Kelly Crooks/Principal	June-July 2019
Vet and revise professional development with administrative team	LMS, training materials, and conference room	Tanya Contos, Katie Heiles, and Vicki Deroner/Instruction Coaches	July 23-25, 2019
Issue pretest, and group teachers for professional development  Provide professional development to teachers on interventions and analysis	LMS and training materials, conference rooms	Tanya Contos, Katie Heiles, and Vicki Deroner/Instruction Coaches	August 5-9, 2019
Quarterly implmentation data and analysis training	LMS, Teir Intervention Form data, training materials, and conference room	Kelly Crooks/Principal, and Tanya Contos, Katie Heiles, and Vicki Deroner/Instruction Coaches	Septeber 30, 2019 December 31, 2019 March 30, 2020
<b>Anticipated Outputs:</b>			
Teachers will be able to identify the Tier level of all students on their rosters as documented by Principals Teachers will be able to identify the Tier level of all students on their rosters as documented by Principals 80% of teachers will execute the MTSS-RtII process with fidelity as documented on the student Tier Intervention forms.			

<b>Monitoring/Evaluation Plan:</b>
<b>Professional Development participation: Act 48 sign-in sheets</b> <b>Monthly grade level data team meetings with Principal</b> <b>Staff Coach forms for individual and small group by Instruction Coach</b> <b>Quarterly data analysis of Tier Intervention forms</b>

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Professional Development	Professional Development	\$1,500

<b>Professional Learning - Describe the Professional Learning Plan to achieve this goal.</b>	
<b>Professional Learning Goal 1: Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instruction and Intervention</b>	
Audience	Teachers
Topics to be Included	Analyzation of various types of student data and application of tiered interventions
Evidence of Learning	Tier identification and interventions for individual students on a teacher's roster using applicable tier forms
Anticipated Timeframe	Enter Start Date: August 5, 2019 Anticipated Completion Date: June 4, 2019

Lead Person/Position	Kelly Crooks/Principal
----------------------	------------------------

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #2:**

---

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #1:**

---

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #2:**

---

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

## V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

### Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Pennsylvania Distance Learning Charter School improvement plan will be shared on the school's public website	Parents, students, staff, and community	To communicate the goals and action steps of the improvement plan in a transparent and collaborative manner as we strive for continuous improvement	May 25 - June 25, 2019, draft plan for input will be posted prior to submission to PDE. July 1, 2019, final plan will be posted.
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all staff members	Pennsylvania Distance Learning Charter School Staff	In an effort to keep the staff involved in a transparent manner as we outline the roles and responsibilities of all staff members in the success of the improvement plan and key implementation benchmarks.	August 5, 2019, and on-going through benchmark goal status reports and any updates quarterly
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all students	Students	In an effort to keep the students involved in a transparent manner as we outline their role in the individual success that will propel the success of the improvement plan.	August 2019 and ongoing in the student orientation sessions
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all parents	Parents	In an effort to keep the parents involved in a transparent manner as we outline their role in supporting the individual success of their child(ren) and how their efforts will support	August 2019 and ongoing during parent orientation sessions

		the success of the improvement plan	
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all parents	Board of Trustees and community	In an effort to keep the trustees and community involved in a transparent manner as we outline the goals, action steps, and benchmark progress of the improvement plan.	June 2019 and quarterly as the plan progresses

## VI. Plan Submission

### Affirmations

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 the Secretary of Education 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 that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) \_\_\_\_\_  
\_\_\_\_\_ for the \_\_\_\_\_ - \_\_\_\_\_ school year.

**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

\_\_\_\_\_

*Name (printed)*

*Signature*

*Date*

**Superintendent of Schools/Chief Executive Officer:**

---

*Name (printed)*

---

*Signature*

---

*Date*

**Building Administrator:**

---

*Name (printed)*

---

*Signature*

---

*Date*

**School Improvement Facilitator:**

---

*Name (printed)*

---

*Signature*

---

*Date*

Scan and insert the signed Assurances Page: