

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name School Building Name

Achievement House Cyber Charter School

4-Digit School Building Code

7824

School Street Address

600 Eagleview Blvd. Exton PA 19341

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Angela Alderfer	Science Teacher	AHCCS
Angeline Castagna	Student	AHCCS
Anna Berzins	Special Education Teacher	AHCCS
Anne Hosterman	Parent	AHCCS
Arthur Forwood	Health and PE Teacher	AHCCS
Brittanie Strachko	PIMS Director	AHCCS
Declan French	English Teacher	AHCCS
Donald Asplen	CEO	AHCCS
Gage Sims	Student	AHCCS

List Steering Committee Meetings, materials shared, etc. Root Cause analysis, Essential Practices survey and ratings

January, conducted Interview with Principal; January-February- Conducted Focus Groups - Students and Staff; January; Scheduled, released, collected and analyzed data from Student, Teacher, Parent surveys; 1/30/19, Conducted 5 Exploring Classroom visits with principal; January-February: Steering Committee formed; February 15, first steering committee meeting, introductions, setting norms; purpose, plan of SIP, Cycle of Continuous Improvement; Vision Statement analysis, plan future meetings
2/19, 3/13, Steering Committee Meetings: analyzed Vision, Shared Student Data, Educator Data, Parent Data, 3/27, Steering Committee Meeting, shared EP Ratings Tool, Review summary ratings on EP Rating Tool and reach consensus on priorities; 4/10, Steering Committee Meeting - Continue discussion of summary ratings on EP Rating Tool priorities with Leadership Team; Preview Materials for Root Cause & Fishbone Analysis; EP Priorities: Identified 8 EP Priorities; Divide team into 3 sub-groups, Begin Root Cause Analysis
April 16 Steering Committee Meeting- Conclude Root Cause analysis, with sub groups; 4/24, Steering Committee Meeting - Steering Committee Meeting- Prioritized 2 Goals for SIP, plan with the Steering Committee to create a smaller, representative team to begin a draft version of the strategies and action steps related to our two main goals, shared & reviewed evidence-based resources. On May 8, met with representatives from Steering Committee to work on Part 3 of the SIP; May 16, met with Steering Committee work group on reviewing sections of the draft plan with Laura McCusker; May 22, met with Steering Committee work group to continue revising or completing sections of the plan. May 30; met with Steering Committee work group to continue revising or completing sections of the plan.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>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.</p>	<p>2022 goals:</p> <ul style="list-style-type: none"> ● Academic Proficiency goal - <ul style="list-style-type: none"> ○ Required Aggregate Gains by 2021-2022 <ul style="list-style-type: none"> ■ ELA Proficiency = 10.5% ■ Math Proficiency = 12.9% ● Graduation Rate (4 and 5-year adjusted cohort rate combined) <ul style="list-style-type: none"> ○ Required Aggregate Gains by 2021-2022 <ul style="list-style-type: none"> ■ 19.2% <p>2030 goals:</p> <ul style="list-style-type: none"> ● Academic proficiency goal: Reach 79.9% Proficiency in ELA and 64% in Math. <ul style="list-style-type: none"> ○ Applies to all students and each subgroup ● Graduation rate goal: Cut in half the percentage of students who fail to graduate <ul style="list-style-type: none"> ○ Applies to all students and subgroups

	○ Seeks to use greater of four-year and five-year cohort rate
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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.

Meetings representing the entire school community and Achievement House administration began on 1/6/19 with a review of the SPP and SIP. Both Achievements and Concerns were analyzed, including academic progress, graduation rate, attendance, and professional development. Surveys, Classroom Visits, Focus Groups and the Principal Interview were scheduled for February. The Steering Committee for the CSI/School Improvement project was formed representing, and engaging with, all stakeholders - CEO, Principal, Teachers (Regular and Sp. Ed.), Pupil Services, Support Staff, parents and students. Data was analyzed including: 2018-19 SPP: Attendance: Met performance standard; College and Career Goal – did not meet performance standard; Four Year Graduation Rate: met interim standard; ELA met Growth Standard – but declined; ELA – 44.9% Pro/Adv – State – 63%; ELA - All-student group met standard for growth; 75- Academic Growth Score/ State: 74.9; Math – met % proficient/advanced target; Did not meet target for growth in Math; Math – 21.6% Pro/Adv – State – 45.5%; PVAAS -Math- did not meet standard for growth - 56.7 Academic Growth Score/ State: 75.2; Sci/Bio – 28.9% Pro/Adv – State 64.3%; Science - did not meet standard for growth; Academic Growth Score: 65/State: 74.9. Achievements and Concerns Cause were identified: EP Summary tool completed 3/13/19 which included (Educator survey - 32 responses, Parent survey - 12 responses, Student survey - 125 responses) and focus groups (3 student groups, 3 educator groups); conducted and analyzed data, 3/13/19, 3/27/19; 4/10/19 Completed Root analysis and determined priorities for SIP; May 8-May 29, writing SIP with Steering Committee.

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

Strengths	Supporting Evidence from Needs Assessment
Add strengths from SPP	
EP#11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	<i>Parent surveys commend the “many layers of support for their children” at AH. 92.3% of focus groups and steering committee rate “My child’s school meets the specific academic non-academic</i>

	<p><i>needs of my child (for example, behavioral and social-emotional needs).” From EP Rating: AH directs much of its resources and staff at identifying individual student's needs. The counseling, special education, family coaches, and teaching staff emphasizes the addressing of each student's academic, social, and emotional needs. Differentiated instruction is the requirement for teachers at all levels and subjects. Classroom visits emphasize differentiation and student involvement. Data on student progress is shared regularly.</i></p>
<p>EP#14: Implement evidence-based strategies to engage families to support learning</p>	<p><i>Parent surveys demonstrate 93.8% agreement on “I would recommend this school to parents seeking a place for their child.” From EP ratings: students feel very supported by their teachers and staff, safe, encouraged and cared for, according to surveys and focus groups. Students feel very supported by their peers, according to surveys and focus groups. Student Survey - 98% Strongly Agree or Agree: Teachers work hard to make sure all students are learning. Through family coaches, homeroom teachers, and Future Ready meetings, there are continuous structures in place to reach out to students. 94% Strongly Agree/Agree: Teachers work hard to make sure students stay in school. 90% Strongly Agree/Agree: Teachers notice if I have trouble learning something. 95% Strongly Agree/Agree Students help each other learn.</i></p>
<p>EP#6. Foster a culture of high expectations for success for all students, educators, families, and community members</p>	<p><i>Educator surveys commend the leadership team on taking steps to create a sense of community. 93.8% of participants in focus groups and steering committee agree that “The Achievement House Cyber Charter School leadership team works to create a sense of community in this school.” From EP ratings: the school has in place many support systems for supporting teachers whether novice, new to AH, new to cyber-education, such as a mentoring and induction program. Many informal structures exist for staff to encourage, assist and support one-another according to surveys, focus groups, and the steering committee.</i></p>

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
2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based.	<i>#2 Time for collaboration is more focused on attendance, engagement, behavior, IEPs, and communication issues and not as much on effective instructional, assessment, and lesson sharing. While this happens informally, there are not formal protocols for these meetings focused on data analysis and effective instruction (vertically and horizontally). Instructional staff walk throughs have been very well received, but there has been no formal training for "look fors" or feedback.</i>	X	We have not had training and protocols in place for staff to consistently lead and follow in ensuring instruction is coordination, aligned, and evidence based.
18. Monitor and evaluate the impact of professional learning on staff practices and student learning.	<i>#18: The staff feels that there are not protocols in place to assure that what is provided through professional learning is implemented consistently. Significant time to implement and reflect on professional learning is not provided. So many programs, initiatives and mandates are scheduled for professional learning that more consideration must be given to reflect on and monitor the progress of the professional learning on its impact on instruction, effectiveness and student achievement.</i>	X	We don't have protocols in place to reflect on and monitor the progress of the professional learning to meet our specific needs.
#16 Identify professional learning needs through analysis of a variety of data and needs of the school community	<i>We don't collect significant feedback on the professional learning we receive. We ask students to reflect on their learning, but we do not ask staff to reflect on theirs: teachers, pupil services, etc. We don't ask teachers and student services staff what they want to learn except at</i>		We don't have enough professional learning that is teacher-led and teacher friendly & student services staff-led and friendly based on reflection & data that we collect.

	<i>pre and post service. Teacher and student services staff learning is not differentiated.</i>		
<i>#14 Implement evidence-based strategies to engage families to support learning</i>	<i>Students have been the primary contact. Staff feels more comfortable contact students and not parents. It is easier to contact students through the LMS (Learning Management System). Our culture has been that it is acceptable to send texts to students for notifications and progress updates.</i>		<i>Our culture has been to focus communications efforts on the students and not the families.</i>
<i>#8 Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school</i>	<i>Time restrictions: Not enough time available & dedicated to building leadership capacity to empower staff. Too much of the scheduled meeting times ends up focusing on IEP students. We don't have protocols that we use consistently for meetings that are supposed to be focused on instruction, data, and implementation of initiatives. We have not been trained in the walkthroughs, and not all staff has participated in them, and we also do not have protocols.</i>		<i>We have not had training and protocols in place for leadership to consistently lead and follow to build leadership capacity.</i>

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.”

Priority Statements	Rationale	Outcome Category
Protocols for collaboration and evaluation of instructional effectiveness focus on planning and delivering grade-level, standards-aligned instruction.	<i>If we have protocols in place for staff to consistently lead and follow, then we would ensure instruction is coordinated, aligned, and evidence based.</i>	Condition 1: Focus on Continuous Improvement of Instruction

<p>(#2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based.)</p>		
<p>Professional learning opportunities are routinely evaluated for relevance, usefulness, and effectiveness in improving professional practice and data are collected linking the effectiveness of professional learning to the improvement of their appropriate instructional or operational practices.</p> <p>(#18. Monitor and evaluate the impact of professional learning on staff practices and student learning.)</p>	<p><i>If we develop protocols to routinely evaluate professional learning, then we will be better able to monitor the progress of the professional learning to meet our differentiated needs to improve staff practices and student learning.</i></p>	<p>Condition 4: Foster Quality Professional Learning</p>

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: Protocols for collaboration and evaluation of instructional effectiveness focus on planning and delivering grade-level, standards-aligned instruction.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>By June 30, 2020, 90-100% of lessons utilize instructional strategies to effectively focus on planning and delivering grade-level, standards-aligned instruction.</p>	<p>By September 30, 2019, 80% of instructional staff demonstrate understanding of effective instructional strategies presented, as measured by post-professional learning survey results.</p>	<p>By December 31, 2019, 90-100% of instructional staff will demonstrate understanding of effective instructional strategies presented, as measured by post-professional learning survey results.</p> <p>30% of the lessons utilize instructional strategies focused on delivering standards-aligned instruction, as measured by Teacher Study Group learning walks.</p>	<p>By March 30, 2020, 60% of the lessons utilize instructional strategies focused on delivering standards-aligned instruction, as measured by PLC learning walks.</p>

Priority Statement #2: Professional learning opportunities are routinely evaluated for relevance, usefulness, and effectiveness in improving professional practice.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 30, 2020, 90-100% of professional learning opportunities are evaluated by participants as being relevant, useful, and/or effective in improving professional practice.	By September 30, 2019, 30% of learning opportunities are evaluated by staff as being relevant, useful, and/or effective through a survey.	By December 31, 2019, 50% of learning opportunities are evaluated by staff as being relevant, useful, and/or effective through a survey.	By March 30, 2020, 70% of learning opportunities are evaluated by staff as being relevant, useful, and/or effective through a survey.

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: Protocols for collaboration and evaluation of instructional effectiveness focus on planning and delivering grade-level, standards-aligned instruction.

Measurable Goals	Evidence-Based Strategy
By June 30, 2020, 90-100% of lessons utilize instructional strategies to effectively focus on planning and delivering grade-level, standards-aligned instruction.	<p>Engage instructional teams in developing standards aligned units</p> <p>There is a good deal of evidence of the effectiveness of instructional teams (e.g., professional learning communities) positively benefitting student learning and ensuring that units of instruction are standards-aligned; in addition, frequent assessment of student learning is research-supported (Hattie, 2012). https://drive.google.com/file/d/1_Hu75QmaDRU-u3HNnyBdP5N4YLqm2cZb/view?usp=sharing p.6, 50] https://www.indistar.org/</p> <p>INDICATOR STRENGTH OF EVIDENCE RATING: Strong</p>

Priority Statement #2: Professional learning opportunities are routinely evaluated for relevance, usefulness, and effectiveness in improving professional practice.

Measurable Goals	Evidence-Based Strategy
<p>By June 30, 2020, 90-100% of professional learning opportunities are evaluated by participants as being relevant, useful, and/or effective in improving professional practice.</p>	<p>Teacher Study Groups <i>Teacher Study Groups pair professional development with teacher observation and feedback. "Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, [and these] settings enable teachers to help one another use new learning." Explicit and targeted professional development focuses on evidence-based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992) Evidence at Tier 3</i> [https://www.evidenceforpa.org/strategies/90]</p>

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

[Achievement House Action Plan Priority #1](#)

[Achievement House Action Plan Priority #2](#)

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
Faculty meeting	All Staff	Explanation of new SIP plan goals and update on progress	May 22, May 29, June 5
School Board meeting	Board Members, Board meeting attendees, public	Share two goals of plan	May 22
Website	Students, Parents, public	Public accessibility to plan	June 3
School Board meeting	Board Members, Board meeting attendees, public	Board approval of plan	June 18
Committee meetings & SIF consultations	SIF, Steering Committee	Review and assess SIP progress	September 30th, December 30th, March 30th, June 30th

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 Achievement House Cyber Charter School for the 2019-2020 school year.

Board Approval: *Date of Board Meeting:* June 18, 2019

Board President:

Name (printed)
Date

Signature

Superintendent of Schools/Chief Executive Officer:

Name (printed)
Date

Signature

Building Administrator:

Name (printed)
Date

Signature

School Improvement Facilitator:

Name (printed)
Date

Signature

Scan and insert the signed Assurances Page: