2007-2008 School Improvement Plan

CONCERNS	PLANS	GOALS	*RESULTS (2008 PSSA Results/Other)*
1.Special Ed Proficiency • There is little interaction between special and regular ed to provide accommodations for students both at instructional level and administrative level. Lack of interaction could be due to the special ed department needing additional supports to interact in that way in the cyber environment • Unclear how the regular ed teachers are following the IEP or if they know how • Special ed teachers should provide more interactive workshops for teachers for how to provide accommodations in the cyber environment • Students aren't placed on grade level • No clear test to determine the grade level for special ed students	• Team teaching; weekly meetings; special education teachers should be holding workshops • Lists of possible accommodations should be kept at the teachers' desks • When the special ed student is struggling, action plan is made with parent, teacher, sped teacher and student • Integrated approach • Regular ed teachers should have copies of the IEPs • Place students at proper grade level, not ability level • Special ed teachers should provide more interactive workshops for teachers for how to provide accommodations in the cyber environment	• Special Education students will be able to pass regular education courses on grade level. • Special Education students will increase overall PSSA proficiency in Math by 10% • Special Education students will increase overall PSSA proficiency in Reading by 10%	• *Sped Math (13.6) reduction in students not proficient – 3.7%* • *Sped Reading (17.5) reduction in students not proficient – 6.2%*

2. Math Proficiency • Outsourcing to the ALEKS program that is not servicing students • No scaffolding of curriculum • Hiring of teachers where needed • Program shifts in the middle of the year	• Instead of outsourcing teaching duties, teach faculty how to effectively build relationships and serve underserved populations • Scaffold curriculum and say what skills students need to have each year. Decide what is essential to get to the point where the tests are taking place, they are prepared. Wrap choice into getting the things they need • Base hiring of teachers on a set enrollment number • No significant program or curriculum shifts during the school year • Create PSSA prep courses for students who are at-risk • Hire a Math Coach	• Students not proficient in Math will decrease by 10%	• *Overall Math (44%) reduction in students not proficient – 8.2%* *Hired math coach*
3. Reading Proficiency • No scaffolding of curriculum • Hiring of teachers where needed • Program shifts in the middle of the year	• Design a Reading/Language Arts/English scope and sequence based on anchors and standards. • Hire teachers based on a set enrollment number to avoid continuously hiring throughout the year. • Integrate PSSA style Reading assessments to better prepare students for the test. • Students who are basic or below basic at all levels on the 2008	• Students not proficient in Reading will decrease by 10%	• *Overall Reading (60.5%) reduction in students not proficient – 4.2%* *Hired Literacy coach*

	Reading PSSA will be required to take a PSSA remediation course in Fall 2008 • Hire a PSSA Reading coach to drive integration of PSSA Reading Anchors across the curriculum by September 2007.		
4. Graduation Rate • All stakeholders were unaware of the formula used • We did not follow up with students who were planning on dropping out	• Dedicate a person to intervention for students who indicate they want to drop out • Purchase a GED program • Educate students on importance of staying in school • Provide the Extended Year Program for seniors to graduate in the summer	• Decrease in student drop-out rate. • Increase in Graduation Rate by 10%	• *2006 Graduation Rate: 63.97* • *2007 Graduation Rate: 73.96* *Instituted GED program and EYP program*
5. Student Mobility/Enrollment/Retention • Students are not fully informed about the cyber experience • Parents are not fully informed about the cyber experience • Lack of support once enrollment occurs • Lack of parent training and accountability • Communication between school-home is deficient • Need to develop community	• Revise enrollment process to show families what it is like. Involves teachers and student services • Parent courses and supports • Parent accountability piece • Monitor all communication pieces. Something that is interactive – not just a newsletter • Develop co-op • Survey parents to see what they would like to see • Parent and student liaison to the school board (home and school and/or PTO)	• Student retention rates will increase by 10%	

in our school so students want to stay • More opportunities for families to interact • No allegiance to the school. Easy to leave.	• Give them reasons to stay • More parent chats, more parent nights in the community. • More visibility and field trips		
6. Collaborative Leadership	• Job descriptions will be written for employees at all levels. • Employee evaluation criteria will be established and presented to staff at all levels. • Board Meetings will to allow for an open-forum and invite teachers and parents/students to attend live or via internet. • A School Improvement team will be appointed to oversee and evaluate all parts of the plan with the help of all top administrators. • Consistent plan for monitoring of employees will be established. • Clear guidelines for course design and implementation will be established.	Students will have design continuity between courses	School improvement team created. Job descriptions written for all employees Learning Focused started

School Improvement Plan 2008-09

CONCERNS	PLANS	GOALS	*RESULTS (2009 PSSA Results)*
1. Special Education Proficiency Poor student participation in resource room No enough PSSA support specifically targeting IEP students	• Revise Resource Room to .5 credit, pass/fail • Use Study Island as remediation tool • Increase professional development for regular ed teachers for how to support sped students	• Students not proficient in Math will decrease by 10% • Students not proficient in Reading will decrease by 10%	Math proficiency is 12.4% (13.6% last year) Reading proficiency is 13.4% (17.5% last year)
2. Math Proficiency	• Implement math local assessment (EduTest) • Math coach to support teachers • Distribute PSSA data to teachers • Teachers create data driven instruction based on Local Assessment results	• Students not proficient in Math will decrease by 10%	Math proficiency overall =43.7% (44% last year)
3. Reading Proficiency	• Implement Reading local assessment (EduTest) • Literacy coach to support teachers • Distribute PSSA data to teachers • Teachers create data driven instruction based on Local Assessment results	• Students not proficient in Reading will decrease by 10%	Reading proficiency overall=59.3% (60.5% last year)
4. Graduation Rate	• Explore early intervention programs	• Decrease in student drop-out rate.	Graduation Rate 2007 – 73.96% Graduation Rate 2008 – 74.84%

	• Change requirements for Class of 2012 – must be proficient on 11th grade PSSA or 12th grade retest	• Increase in Graduation Rate	
5. Student Mobility, Enrollment and Retention	• Communication between school & family needs improvement. • More opportunities for interaction among teachers and students is needed • More supports for Home Facilitators needed • School website needs to be more user-friendly and appealing • More academic and personal support structures need to be put in place		Purchased One Call system Developed Student Activity Committee Began developing RTiI PEEPS program
6. Collaborative Leadership	• More organized communication between teachers, administration and the board		Developed faculty council School board letter to families Process for requesting board minutes defined People able to attend board meetings virtually Meet the Board nights held
7. Instructional Design	• Lessons can be confusing and difficult to follow for students and HFs • Inconsistencies can exist		Established common requirements for lesson design (Icons, purpose, essential question) Continued with implementation and

	between identical courses taught by different teachers • Inconsistencies in the amount of daily work assigned to students		use of Learning Focused Mid term and final exams instituted

School Improvement Plan 2009-10

CONCERNS	PLANS	GOALS	*RESULTS (2010 PSSA Results)*
Enrollment/Retention	• Connections program • Homework Help – add writing center • Expanded office hours • Revised student activities committee • Parent mentors • Socialization Ideas Bank • Orientation follow-up		• Homerooms created • Socialization Ideas Bank became CARS
Instructional Design and Delivery	• Learning Focused • Themed Department Meetings for professional development and growth • Standard Tracking tool in Moodle • Course Management page in Moodle • Build K-12 Writing Program • Create research writing manual • Develop teacher evaluation tool		• Learning Focused continued with training and implementation • Course management page and standard tracking tool under development • Research writing manual created • Teacher evaluation tool (TDEF) created
Collaborative Leadership	• Subject area communication • Coordinator leadership training • Consistent professional development		• Teacher evaluation checklist created

	• Peer review groups • Staff evaluations • Teacher evaluation checklist		
Reading and Math Proficiency	• Local assessments (PLATO) • Math instructional practices • Math STS Courses created • Graphing calculators for 11th graders • Middle School PSSA Fridays • Elementary intervention plans • PLATO Prescriptions	• Students not proficient in Math will decrease by 10% • Students not proficient in Reading will decrease by 10%	Overall Math=50% (43.7% last year) Overall Reading=64.4% (59.3% last year) • PLATO assessments given 5x a year • Assessments will assign PLATO prescriptions – required for all students • Math focus groups to study instructional practices • Graphing calculators purchased/provided/trained • STS required for 10th & 11th grade •
Special Education	• Student Contact Logs • Grade Level Resource Teachers • Elementary team teaching • Sped brought under Academics	• Students not proficient in Math will decrease by 10% • Students not proficient in Reading will decrease by 10%	• *Sped Math=22.2% (12.4% last year)* • *Sped Reading=26.5% (13.4% last year)* • Teachers given access to students' IEPs, accommodations and contacts online • Special ed teachers assigned

			by grade level • Sped moved to under Academics (structure)
PSSA Participation	• PSSA Video Contest • Performance Tools (erasers, peppermints) • Encouragement cards • Attendance incentives		• Students given special erasers and Mentos at testing • Students receive encouragement cards
Graduation Rate	• All teachers trained on new 4-year cohort • Drop-out prevention • Class advisors • Graduation info sessions • EYP expansion • Enrollment plans	• Decrease in student drop-out rate. • Increase in Graduation Rate	Graduation Rate 2008=74.84 Graduation Rate 2009=76.92 • EYP offered to underclassmen • Guidance begin developing graduation plans at enrollment • Each grade level had a class advisor

School Improvement Plan 2010-11

CONCERNS	PLANS	GOALS	*RESULTS (2011 PSSA Results)*
Enrollment/Retention	• Add prescriptive piece to Homework Help • Parent Network • Promote Socialization ideas Bank – CARS • Develop orientation course • Continue PEEPS • Revise enrollment windows & inclusion policy		• School developed a 3-day orientation course (intro to online learning) • Standardized the exclusion policy based on enrollment dates (Moodle)
Instructional Design and Delivery	• Learning Focused • Standard Tracking Tool in Moodle • Course Management Page in Moodle		• Standard tracking tool implemented • Course Management page and Teacher Tools implemented
Collaborative Leadership	• Literacy Professional Development • Educational Technology Committee		• Year-long literacy professional development instituted • Ed Tech Committee created
Reading and Math Proficiency	• Local Assessments • Math Instructional Practices • Grade-Level Action Plans	• Students not proficient in Math will decrease by 10% • Students not proficient in Reading will decrease by 10%	Overall Math=55% (50% last year) Overall Reading=65.8% (64.4% last year) • • Locals given 3x a year • Custom prescriptions
Special Education	• Student Contact Logs • PLATO standards-based	• Students not proficient in Math will decrease by 10%	• *Sped Math=18.3% (22.2% last year)*

	instruction/remediation • Special Ed Local Assessments • Professional Development	• Students not proficient in Reading will decrease by 10%	• *Sped Reading=29.3% (26.5% last year)* • Special Ed students tested on grade level for local assessments • Special ed teacher play active role in professional development
PSSA Participation	• Performance tools • Encouragement cards • Attendance incentives • Sped participation		• Special ed testing times revised to attract more students
Graduation Rate	• EYP Expansion • Graduation Academy	• Decrease in student drop-out rate. • Increase in Graduation Rate	Graduation Rate 2009=76.92 Graduation Rate 2010=81.64 • Graduation Academy created • EYP/Summer School offered to all students