

---

# Pennsylvania Department of Education

---



Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Wednesday, May 01, 2013**  
**(Last Accepted: Monday, February 14, 2011)**

**Entity:** 21st Century Cyber CS  
**Address:** 805 Springdale Dr.  
Exton, PA 19341  
**Phone:** (484) 875-5454  
**Contact Name:** Jon Marsh

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** 21st Century Cyber CS

**Date of Local Chartering School Board/PDE Approval:** July 1, 2011

**Length of Charter:** 5 Years    **Opening Date:** September 2001

**Grade Level:** 6-12    **Hours of Operation:** 8:00am-4:00pm

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 38

**Student/Teacher Ratio:** 23:1 based on total stud enroll    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 98.9%

**Second Site Address, Phone Number and Site Director:**

782 Springdale Drive  
Exton, PA 19341  
(484) 875-5400  
Kylene Ball

## Summary Data Part II

**Enrollment:** ADM=730    **Per Pupil Subsidy:** \$10,502.05

### Student Profile

---

<b>American Indian/Alaskan Native:</b>	1%
<b>Asian/Pacific Islander:</b>	2%
<b>Black (Non-Hispanic):</b>	8%
<b>Hispanic:</b>	6%
<b>White (Non-Hispanic):</b>	83%
<b>Multicultural:</b>	1%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
21%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 80

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	180	180	180	180
Instructional Hours	0	0	0	900	990	990	990

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

In 1999 the Executive Directors of the Intermediate Units of Bucks, Chester, Delaware, and Montgomery counties saw the need for a cyber school to serve their students. These educators wanted to ensure that the students had the opportunity to attend a school that offered a high quality education if the cyber environment was the most appropriate setting for them. These IUs, and their 64 member school districts, formed the 21st Century Cyber Charter School (21CCCS) in 2001. West Chester School District held the original charter from 2001 until 2006 when PDE became the charter holder. 21CCCS is a wonderful opportunity for students in grades 6-12 who are motivated to learn in an online, asynchronous environment. The primary goal of the school is to provide students with high quality instruction and an online curriculum aligned to the Pennsylvania academic standards. Through consistent communication, 21CCCS teachers tailor the educational process to meet the students' individual needs while preparing them for the future.

The 21st Century Cyber Charter School's method of delivering instruction via the Internet enables students to receive a public education through the use of an online curriculum designed by highly qualified teachers and staff. This curriculum addresses the Pennsylvania academic standards through the innovative use of

technology. 21CCCS students use technology to conduct in-depth research, collaborate with other students, and develop 21st century skills to be prepared for their individual goals after graduation. The school's focus on a student centered approach allows the teachers to create an individualized educational setting in which students with a variety of strengths can achieve academic success. The ability to individualize the educational setting for students, both in curricular choices and the pace of instruction, enables 21CCCS to meet the needs of students who have a conflict with the traditional method of instructional delivery. Differentiation and communication create a successful academic environment for the students. Through weekly communication with instructors and staff, the students are taught to self-advocate when they need additional instruction, further explanation, accommodations, or modification of the curriculum. Teachers, counselors, and staff provide daily assistance during the orientation period to ensure each student has the necessary skills to be successful in an asynchronous, online setting. However, this method of delivering instruction is not appropriate for every student. Should a student show signs of difficulty due to the setting, a conference is scheduled with the parent and student to determine if any other further modifications or accommodations can or should be made, and if cyber school is an appropriate learning environment.

## **Mission**

The 21st Century Cyber Charter School (21CCCS) mission is to: Provide students, for whom an asynchronous environment is an appropriate educational setting and attend our school at least half time, with an individualized learning program utilizing the latest information and communications technology. The basis for all learning plans is to maximize student achievement of the Pennsylvania Academic Standards while developing higher order thinking and complex problem-solving skills. The 21st Century Cyber Charter School will assure students master essential content and skills while preparing them for their future goals.

## **Vision**

We provide students, families, teachers, and staff a world-class, individualized, asynchronous, online, "out of the box" educational experience, while achieving balanced growth and providing customers, both internal and external, with outstanding service.

## **Shared Values**

21CCCS serves the students and families of Pennsylvania by ensuring highly-trained instructors and staff use rigorous, online middle and high school curriculum to help students achieve a well-respected transcript and diploma. Not all students learn best in an online learning environment or are motivated enough for full-time online asynchronous learning but, for those who are, 21CCCS offers the best asynchronous online learning environment available, which drives enrollment, decreases student and teacher turnover, and makes 21CCCS the school of choice for asynchronous online learning in Pennsylvania.

## **Academic Standards**

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation along with self-advocacy, and ultimately maximize student achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in mind, the 21CCCS aligns its curriculum to the PA Standards and the PSSA and Keystone Assessment Anchors. Teachers provide frameworks for students to achieve mastery of these standards through the use of a variety of teaching methods, student-centered learning activities, and assessment techniques. The 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the Pennsylvania standards in real-life contexts and applications.

Training has been taking place to prepare teachers for the transition to the PA Common Core Standards.

The teachers, who develop the curriculum, create curriculum maps to document the standards, anchors, and content topics addressed in each course. Over the past 2 years as new courses were being developed PA Academic Standards and Common Core standards are being used to ensure that courses cover the necessary standards moving forward. Subject area teams work together in mapping curriculum to ensure

vertical alignment of the standards being taught. Curriculum maps are universally followed in each department to ensure that every student is being taught the same standards.

The 21CCCS curriculum provides a variety of assessment methods to collect evidence of progress toward content goals and achievement of PA standards. The collection of on-going assessment data allows teachers to identify students' individual learning needs in order to target them for additional instruction and support. A variety of assessments are used throughout the school year including diagnostic, benchmark, and summative assessments. The results of these assessments are used to plan for future instruction. We ensure that our teachers are responsive to the data provided by the assessments.

Students progress through the classes as quickly as they are able to demonstrate mastery of the content, but they are monitored so they do not fall behind. Students who struggle with content or time management are provided interventions. Some of these interventions include one-on-one tutoring, study buddies, weekly study sessions, additional class time, supplementary practice activities, etc. Teachers monitor these interventions to determine their effectiveness and ensure that the student is demonstrating increased achievement.

To successfully graduate from 21CCCS each student must meet the present standard for accumulated credits - 23 credits are required for students including: 4 credits in English, Social Studies, Mathematics, and Science; 2 credits in Physical Education and Health; 2 credits in Arts & Humanities; 2 credits in elective courses. Students must also complete both a course on careers and a graduation project (0.5 credits each), as well as achieve a level of "Proficient" or better on the PSSAs. Students that do not meet PSSA proficiency requirements are required to demonstrate proficiency on an alternate assessment. College-bound students should complete at least two years of a foreign language and should also consider taking British Literature, Pre-Calculus, Calculus, and Physics.

In accordance with IDEA, identified special education students who satisfactorily complete a special education program developed by an Individualized Educational Program team shall be granted and issued a regular high school diploma by 21CCCS.

## **Strengths and Challenges**

One of the strengths of 21CCCS is the curriculum. 21CCCS has developed courses that are written by PA certified teachers. The courses are rigorous and encourage students to think about and analyze information that they learn. Emphasis is placed on higher order thinking and using higher levels of Bloom's Taxonomy. With rigorous curriculum many of the very transient students have difficulty, which is a challenge. However, another strength is the ability to provide support for these students in a one-on-one setting so that they are able to be successful. Reading and writing are the content areas in which the 21CCCS students perform the best. Math is an area that needs continuous improvement and many initiatives have been put in place to assist in improving this area (individual math tutors, extra skill sessions, etc). The use of CDT has been implemented to provide teaching staff with information on the individual student level so that teachers can respond with appropriate interventions.

21CCCS made Adequate Yearly Progress (AYP) five years in a row from 2004 through 2009 and again in 2011. This success is attributed to a number of factors including, but not limited to, the development of 21CCCS's own online curriculum based upon the Pennsylvania standards, a high level of individualization and frequent communication between the school, students, and parents. The dedication of highly trained teachers and staff as well as the support and guidance of the Board of Trustees are also contributors to this success.

PSSA scores over the past several years indicate an area in need of improvement because a discrepancy between "All Student" performance and "Economically Disadvantaged" students' performance in both reading and math. An additional area that requires improvement is 11th grade math, as the scores are significantly lower than all of the students in math.

Continuing to achieve AYP when over 40% of the students attend the school for less than one year is a challenge. Much has been done to inform parents and students of the requirements and motivation needed to learn online, however there is still a large population that try online learning because it might be the "easy way out" or the "save all" solution for a child that is not motivated to learn. Each child that enrolls and then

decides that the online environment is not an appropriate setting creates challenges such as retrieving hardware and textbooks from the withdrawn students who are located across the Commonwealth.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

A School Improvement Team was created in the Fall of 2010. This team consisted of regular education teachers, special education teachers, educational specialists (guidance counselors, etc.), and administrators. This team was charged with creating and implementing a school improvement plan in order to improve student achievement. The team met initially to develop the plan and related strategies. A 2-year plan was created that will span the 2010-2011 through 2011-2012 school years.

After the plan was created, the team continued to meet bi-weekly to monitor the implementation and the outcomes of the strategies. This plan was shared with all teachers at a faculty meeting so that they fully understood the components that would be implemented over the next 2 years. The improvement plan was also transferred onto the state's "Getting Results" format with the assistance/training of the Chester County Intermediate Unit in the Spring of 2011.

During the 2011-2012 school year an RTII team was established, as indicated in the school improvement plan. This team had four training sessions from the Chester County Intermediate Unit during the Fall of 2011, conducted an RTII self-assessment, determined priorities, chose a universal screener, created a data management system, and began creating training for the teachers and staff. The RTII team met on a monthly basis minimally.

The School Improvement team monitored the progress of the implementation of the plan on an ongoing basis. 21CCCS is in Phase 2 of the Comprehensive Planning Initiative, so RTII team will be trained and work on revising/updating the strategic plan during the 2012-2013 school year.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Ball, Kylene	21CCCS	Administrator	Jon Marsh, Director/CEO
Brown, Melissa	21st Century Cyber Charter School	Middle School Teacher	Kylene Ball, Principal
Calio, Courtney	21st Century Cyber Charter School	Ed Specialist - Instructional Technology	Kylene Ball, Principal
Dietrich, Dawn	CCIU	Community Representative	Jon Marsh, Director/CEO
Fives, Carly	21CCCS	Special Education Representative	Kylene Ball, Dean of Students
Gallagher, Russell	21CCCS	Administrator	Jon Marsh
Groff, Kathleen	21st Century Cyber Charter School	Regular Education Teacher	Kylene Ball, Principal

Kline, Erin	21CCCS	Secondary School Teacher	Kylene Ball, Dean of Students/Administrator
Lyle, Sanna	21CCCS	Ed Specialist - School Counselor	education specialist
Marsh, Jon	21CCCS	Administrator	Position
Messenger, Heather	21st Century Cyber Charter School	Ed Specialist - School Counselor	Kylene Ball, Principal
Miller, Mark	21st Century Cyber Charter School	Middle School Teacher	Kylene Ball, Principal
Murphy, Eileen	21CCCS	Secondary School Teacher	Teachers
Przychodzien, Lisa	CCIU	Parent	Jon Marsh, Director/CEO
Shank, Emily	21CCCS	Regular Education Teacher	Kylene Ball, Dean of Students
Williams, Michele	21CCCS	Special Education Teacher	Kylene Ball, Dean of Students
Wilson, John	21CCCS	Regular Education Teacher	Kylene Ball, Dean of Students

## Goals, Strategies and Activities

### **Goal: FOUR-YEAR Cohort GRADUATION RATE (for districts and schools that graduate seniors)**

**Description:** 4 Year Cohort Graduation rate will meet an 80% threshold and/or show growth.

#### **Strategy: Bi-weekly Special Education Presentations**

**Description:** Special Education Coordinator will present information at each staff meeting that gives teachers a deeper understanding of what types of special needs our students have, how those needs may manifest themselves in the class, instructional strategies for working with student's with IEPs, and how to make modifications and accommodations.

#### **Activity: Professional Development for working with Special Education students**

**Description:** Special Education Coordinator will give presentations at each staff meeting. Focus of presentations will be understanding the special needs our student have, recognizing how their disabilities may be manifested in class or in their work, teaching strategies for reaching students with IEPs, and how to make modifications and accommodations to meet the students' needs.

Person Responsible	Timeline for Implementation	Resources
--------------------	-----------------------------	-----------

Fives, Carly

Start: 9/13/2010  
Finish: 6/3/2013

-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.50	16	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Participants will learn how to make modifications and accommodations for students, what instructional strategies are most effective with students with IEPs, what types of special needs our students have and what challenges those needs may present in class.	Darling-Hammond and Bransford (2005) stated: General education teachers will not generally know all the adaptive techniques available to children with disabilities, but they should have some understanding about important principles of instruction as well as information about where to find these special adaptations and strategies when they need them. With the number of special needs students in the regular secondary education classroom increasing, teachers must be better prepared to meet these students' needs (National Education Association, 2008). Special needs students typically require modifications and/or accommodations to benefit from general education. Therefore, all those who teach special needs students are responsible for consistent and effective implementation of the modifications and/or accommodations outlined in the students' IEP or 504 plans. (Laprairie, Johnson, Rice, Adams, Higgins, 2010)	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

specialists

**Follow-up Activities**

**Evaluation Methods**

- 
- Journaling and reflecting
  - Student PSSA data

**Status:** In Progress — Upcoming

**Strategy: Evening Office Hours**

**Description:** Each department will hold evening virtual office hours four nights a week.

**Activity: Expand Evening Hours**

**Description:** Each department will have evening hours from 4:00 - 8:00 Monday - Thursday.

**Person Responsible Timeline for Implementation Resources**

---

Gallagher, Russell	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Identifying and targeting "At-Risk" students for intervention.**

**Description:** Process to identify students who are struggling academically and provide them with appropriate interventions to increase their success rates.

**Activity: Developing Real World Assignments and Assessments**

**Description:** Introduce the four framework for teaching by Charlotte Danielson. Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities

**Person Responsible**

**Timeline for Implementation Resources**

---

None Selected	Start: 8/29/2011	-
	Finish: 6/1/2012	

**Professional Development Activity Information**

---

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

---

3.00	3	40
------	---	----

---

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter School

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Domain 1: Planning and Preparation • Demonstrating Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Setting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments Domain 2: The Classroom Environment • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space Domain 4: Professional Responsibilities • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in a Professional • Community • Growing and Developing Professionally • Showing Professionalism Domain 3: Instruction • Maintaining Accurate Records • Communicating with Families • Participating in a Professional • Community • Growing and Developing Professionally • Showing Professionalism • Communicating with Students • Using Questioning and Discussion • Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness

Any framework developed for professional practice must provide guidelines on what a teacher does when teaching. Thus, to better understand the responsibilities of teachers. Teacher educators find that a clearly-articulated framework describing teaching enables them to offer assurance that their graduates are, in fact, proficient at the knowledge and skills described in that framework. Such recognition leads naturally to an "audit" of their own practice. The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of our school for professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	

**Status:** Not Started — Overdue

**Activity: Making Cross-Curricular Connections**

**Description:** Teachers will collaborate to create tangible connections between different courses and content areas. This will help students realize the relationship of their favorite subjects with subjects they struggle with.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ball, Kylene	Start: 9/2/2011 Finish: 6/1/2012	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
-----------------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

<p>Ability to make connections to other classes during class discussions/lessons. Ability to use a student's skills in one content area as a bridge to another content area. Increase students' engagement as they become aware that their learning is connected.</p>	<p>The importance of cross-curricular education has long been accepted as a best practice and an important element our education system. Not adopting cross-curricular strategies isolates each content area and removes it from the reality of everyday experiences. Mathison, S. &amp; Freeman, M. (1995) <i>The Logic of Interdisciplinary Studies</i>. Presented at the Annual Meeting of the American Educational Research Association, Chicago, 1997.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
---	---	---

Educator Groups Which Will Participate in this Activity	
Role	Grade Level

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul> | <ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul> |
|---|--|

Follow-up Activities	Evaluation Methods
----------------------	--------------------

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Peer-to-peer lesson</li> </ul> |  |
|---|--|

discussions

**Status:** Not Started — Overdue

### **Activity: Meeting the Needs of Diverse Learners**

**Description:** The goal of this activity is to help participants understand how to meet the needs of diverse learners. This includes understanding what type of diverse learners we have and methods to meet the needs of these different subgroups. The subgroups identified by Pennsylvania on the PSSAs will also be part of these diverse learner categories. This will be a one-day workshop where participants will be exposed to presentations, videos, and short articles to learn the content. Participants will work in small groups to discuss what they have learned and how to implement it in their class. Each participant will create two lessons plans that could be used in a live Elluminate which incorporate meeting the needs of at least two different subgroups of diverse learners. These lesson plans will be shared with a partner to discuss ideas for improvement and the effectiveness for helping diverse learners.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Fives, Carly	Start: 9/3/2010 Finish: 6/3/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will understand the different types of diverse learners. Educators will understand the subgroups identified on the PSSAs. Educators will identify ways to meet the needs of these diverse learners in their classroom setting, including differentiation of instruction, assessment, and resources.	Using differentiation to meet the needs of diverse learners is based on a vast amount of research. Some articles that address this idea include: The differentiated classroom: responding to the needs of all learners Tomlinson, Carol A.   Association for Supervision and Curriculum Development   1999   132 Differentiating instruction in the regular classroom how to reach and teach all learners, grades 3-12 Heacox, Diane   Free Spirit	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in</li> </ul>

*For school and district administrators, and other educators seeking leadership roles:*

- 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.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> </ul> |
|---|---|

**Status:** Not Started — Overdue

## Activity: Reaching Struggling Students--Book Study

**Description:** A group of teachers will meet monthly to discuss various strategies to implement in classes to reach struggling students and discuss results of previous trials. Each strategy will be utilized in teacher's own class on a timed basis. Educators will discuss successes and challenges presented in methodologies to group and revise as needed.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 8/25/2011 Finish: 5/17/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>Teachers will be able to:               <ul style="list-style-type: none"> <li>Identify, modify and implement various strategies into their classes</li> <li>Discuss and compare successes and concerns they were presented with during trial period</li> <li>Evaluate best practices for reaching struggling students</li> </ul> </li> </ul>	<p>Finding new intervention models to implement in our classes can narrow the achievement gap ensuring future success for our students. By identifying behaviors that may indicate that a student is struggling can ensure that teachers can be proactive, and in turn, substantially increase the progress of previously struggling students and thusly decreasing dropout rates. Fullan, M., P. Hill, and C. Crévola. Breakthrough. Thousand Oaks, Calif.: Corwin Press, 2006. Jackson, Robyn, R. and C. Lambert. How to Support Struggling Students. Assc. For Supervision and Curriculum Dev't, 2010. Easton, Lois. Engaging the Disengaged. Thousand Oaks, Calif: Corwin Press, 2007</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

**Activity: Student Motivation Book Study**

**Description:** Teach like your Hair's on fire: the methods and madness inside room 56: and Lighting Their Fires: How Parents and Teachers Can Raise Extraordinary Kids in a Mixed-up, Muddled-up, Shook-up World Rafe Esquith is a trail-blazing, fast-talking, fifth-grade teacher who has racked up a slew of awards for his work at a public school in Los Angeles. Ninety-two percent of the children at the school live in households below the poverty level, but Esquith's students have reached the pinnacle of academic and artistic success. His Using the framework of Rafe Esquith to be the new trail blazers of the Cyber World. The goal is to design and define methods and madness in the cyber world for motivation and student success.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/15/2011 Finish: 6/15/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

The goal is to design and define methods and madness in the cyber world for motivation and student success. To understand how a teacher motivates students within a class a deeper understand of the following questions will be addressed: What is motivation? Which type of motivation is more valuable to student's intrinsic or extrinsic motivation? Who is responsible for motivating students? And how does a teacher motivate students to continue to come to class.

When students are not motivated in a particular class, a common out come is a lost to attend, followed by plummeting grades. Launius (1997) and Vam-Blekom (1996) demonstrated that class attendance was positively correlated with academic achievement. Since cyber teachers are not able to enact strict attendance rules or penalize for none attendance, leads us to exploring and finding out what intrinsically motivates to continue attending class. Launius, M. (1997). College student attendance: Attitudes and academic performance. College Student Journal, 31, 86- 92. Van-Blerkom, M. L. (1996). Academic perseverance, class attendance, and performing in the college classroom. Paper presented at the American Psychological Association, Toronto, Ontario.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

### **Strategy: Learning Coaches**

**Description:** Each student is assigned a learning coach (P4SL---Plan 4 Student Learning). The learning coach is the student and parents' primary contact for all school related information. Learning Coach develops a relationship with their P4SL students, understands their learning styles, guides them academically, and monitors their progress.

### **Activity: At-Risk Students**

**Description:** In appropriate cases, students will be referred to the Administrative Review Team (ART), which is composed of an administrator, a guidance counselor, the Student Support Manager, and a teacher of the student. ART works with students and families to set clear, achievable goals to help ensure students progress and receive the help they need to be successful. The latest Learning Management System technology will be used to monitor performance, and technology such as remote monitoring will be used to monitor student activity.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Expand Evening Hours**

**Description:** Each department will have evening hours from 4:00 - 8:00 Monday - Thursday.

#### **Person Responsible Timeline for Implementation Resources**

Gallagher, Russell	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: FileMaker Training**

**Description:** The goal of the FileMaker professional development activity is that participants will gain an understanding of the usefulness of FileMaker and be able to use the SIS efficiently and effectively so they can best meet the needs of our students and families. This will be a one time asynchronous learning event that should take about four hours to complete. The activities will consist of online lessons and videos explaining the knowledge and skills that the participants are expected to learn. They will have certain tasks to complete after each lesson to ensure they understand that lesson. For example, if they are able to complete the find, export the data, and use the buttons, they will know they have been successful. The participants will take part in a forum to discuss what they have learned and share new ideas or shortcuts they have learned. They will also complete a survey to indicate the effectiveness of this activity.

#### **Person Responsible Timeline for Implementation Resources**

Joe Mayo	Start: 8/31/2011	-
	Finish: 6/1/2012	

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>- Understanding of what data is available and used in the SIS - Ability to log data efficiently and effectively - Ability to find data: On their students/parents On themselves On the school as a whole - Ability to export data - Ability to use buttons to aid in efficiency</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

**Follow-up Activities****Evaluation Methods**

- Logged usage

- Participant survey

**Status:** Not Started — Overdue

**Activity: Interviews conducted at the beginning of each class**

**Description:** Interviews conducted at the beginning of each class

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Potential Families - Graduation Requirements**

**Description:** Students & families are interviewed to ensure potential students understand the elevated graduation requirements.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Synchronous Virtual Offices**

**Description:** At risk students will be required to attend synchronous virtual offices on a daily basis and meet with their learning coach until caught up on their school work.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 12/1/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## Strategy: Use of cohort model

**Description:** Using a cohort model to organize students by grade level. Every cohort includes a teacher from each content area. Provide class identity and develop an in depth knowledge and understanding of the students by remaining with them throughout high school.

### Activity: Teacher Leadership

**Description:** What is distributive leadership, its positives and negatives, and how will it work best at 21CCCS?

Person Responsible	Timeline for Implementation	Resources
Marsh, Jon	Start: 8/26/2011 Finish: 6/8/2012	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>Developing a systems approach to school issues.</li> <li>Practical guidelines for planning and running meetings.</li> <li>Methods of collecting and using data to support ideas and arguments</li> <li>Developing of new ideas to promote school wide achievement and school community.</li> </ul>	<p>The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment Hester Hulpiaa*, Geert Devosb and Yves Rosseelc</p> <p>School Effectiveness and School Improvement Vol. 20, No. 3, September 2009, 291—317</p> <p>This paper details the analysis of a questionnaire given to 1770 teachers and teacher leaders from 46 different large secondary schools. The general findings of the relationship between leadership cohesion, distributive leadership, and job satisfaction. Building the Capacity of School Leaders and Teachers to Implement Reform at All Levels Southern Regional Education Board (SREB)   Collected Works -</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on</li> </ul>

Serials; Reports - Descriptive | 2010-05 This paper examines the best practices of schools that integrate, school leadership, distributive leadership structures, continuous improvement, and effective professional development.

- learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Portfolio</li> </ul>

**Status:** Not Started — Overdue

**Strategy: Use of Credit Recovery Courses**

**Description:** Credit recovery courses for students who have failed courses.

**Activity: Credit Recovery Course Development**

**Description:** Credit recovery courses are being developed for students who have failed courses. Focusing on the core subjects, credit recovery courses will be developed each year until we have a full offering.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: MATHEMATICS**

**Description:** At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Analyze data to make data-driven instructional decisions**

**Description:** Teachers and administrators will analyze and use state assessment data, local benchmark data and class performance to determine student learning plans.

**Activity: Using Data to Differentiate Instruction**

**Description:** How can we use student achievement data to target specific methods of differentiation to be used in instruction

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/7/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	30
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Developing a systematic method of examining wide ranges of student achievement data. Developing a variety of methods of instruction designed to meet specific instructional needs of students. Increasing collaborative environment between departments and cohorts.	Action Research: Tiered Instruction in a High School Physics Course Courville, Keith   Online Submission   Reports - Evaluative; Speeches/Meeting Papers   2010-12 This paper looks at tiered instruction within education as one method of differentiation. Additionally, the author details the necessity of, and basis for differentiation through the specific example of their physics course. A Guide to Adaptations and Modifications N/A   British Columbia Ministry of Education   Guides - Classroom - Teacher; Reports - Descriptive   2009-08   This paper focuses on, “...systematic approaches to setting goals, choosing or	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>,</li> </ul>
--	--	---

creating flexible materials and media, and assessment.” With the goal creating a guide to using the differentiations in instruction and assessment.

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.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>

**Status:** In Progress — Upcoming

**Activity: Utilizing Rubrics to Enhance Student Performance**

**Description:** Staff will be led, through a professional development workshop, on the application and execution of using rubrics to grade writing assignments in class to ensure uniform grading based off of PSSA writing standards.

Person Responsible	Timeline for Implementation	Resources
Kline, Erin	Start: 3/8/2011 Finish: 4/11/2011	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	45
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>Teachers will be able to:</p> <p>Analyze student writing according to PSSA standards</p> <p>Rate student writing and comprehension of material based on PSSA standards</p> <p>Identify and Compare various levels of writing based off of PSSA writing standards</p>	<p>Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on</li> </ul>

learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> </ul>

**Status:** Not Started — Overdue

**Strategy: Bi-weekly Special Education Presentations**

**Description:** Special Education Coordinator will present information at each staff meeting that gives teachers a deeper understanding of what types of special needs our students have, how those needs may manifest themselves in the class, instructional strategies for working with student's with IEPs, and how to make modifications and accommodations.

**Activity: Professional Development for working with Special Education students**

**Description:** Special Education Coordinator will give presentations at each staff meeting. Focus of presentations will be understanding the special needs our student have, recognizing how their disabilities may be manifested in class or in their work, teaching strategies for reaching students with IEPs, and how to make modifications and accommodations to meet the students' needs.

Person Responsible	Timeline for Implementation	Resources
Fives, Carly	Start: 9/13/2010 Finish: 6/3/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.50	16	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Participants will learn how to make modifications and accommodations for students, what instructional strategies are most effective with students with IEPs, what types of special needs our students have and what challenges those needs may present in class.</p>	<p>Darling-Hammond and Bransford (2005) stated: General education teachers will not generally know all the adaptive techniques available to children with disabilities, but they should have some understanding about important principles of instruction as well as information about where to find these special adaptations and strategies when they need them. With the number of special needs students in the regular secondary education classroom increasing, teachers must be better prepared to meet these students' needs (National Education Association, 2008). Special needs students typically require modifications and/or accommodations to benefit from general education. Therefore, all those who teach special needs students are responsible for consistent and effective implementation of the modifications and/or accommodations outlined in the students' IEP or 504 plans. (Laprairie, Johnson, Rice, Adams, Higgins, 2010)</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> </ul>

**Status:** In Progress — Upcoming

**Strategy:** Identifying and targeting "At-Risk" students for intervention.

**Description:** Process to identify students who are struggling academically and provide them with appropriate interventions to increase their success rates.

### **Activity: Meeting the Needs of Diverse Learners**

**Description:** The goal of this activity is to help participants understand how to meet the needs of diverse learners. This includes understanding what type of diverse learners we have and methods to meet the needs of these different subgroups. The subgroups identified by Pennsylvania on the PSSAs will also be part of these diverse learner categories. This will be a one-day workshop where participants will be exposed to presentations, videos, and short articles to learn the content. Participants will work in small groups to discuss what they have learned and how to implement it in their class. Each participant will create two lessons plans that could be used in a live Elluminate which incorporate meeting the needs of at least two different subgroups of diverse learners. These lesson plans will be shared with a partner to discuss ideas for improvement and the effectiveness for helping diverse learners.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Fives, Carly	Start: 9/3/2010 Finish: 6/3/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will understand the different types of diverse learners. Educators will understand the subgroups identified on the PSSAs. Educators will identify ways to meet the needs of these diverse learners in their classroom setting, including differentiation of instruction, assessment, and resources.	Using differentiation to meet the needs of diverse learners is based on a vast amount of research. Some articles that address this idea include: The differentiated classroom: responding to the needs of all learners Tomlinson, Carol A.   Association for Supervision and Curriculum Development   1999   132 Differentiating instruction in the regular classroom how to reach and teach all learners, grades 3-12 Heacox, Diane   Free Spirit Pub.   2002   164	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>

*For school and district administrators, and other educators seeking leadership roles:*

- 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.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> </ul> |
|---|---|

**Status:** Not Started — Overdue

**Activity:** Reaching Struggling Students--Book Study

**Description:** A group of teachers will meet monthly to discuss various strategies to implement in classes to reach struggling students and discuss results of previous trials. Each strategy will be utilized in teacher's own class on a timed basis. Educators will discuss successes and challenges presented in methodologies to group and revise as needed.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 8/25/2011 Finish: 5/17/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

2.00	10	10
------	----	----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter School	• School Entity	Approved
-----------------------------------	-----------------	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

<ul style="list-style-type: none"> <li>Teachers will be able to:</li> <li>Identify, modify and implement various strategies into their classes</li> <li>Discuss and compare successes and concerns they were presented with during trial period</li> <li>Evaluate best practices for reaching struggling students</li> </ul>	<p>Finding new intervention models to implement in our classes can narrow the achievement gap ensuring future success for our students. By identifying behaviors that may indicate that a student is struggling can ensure that teachers can be proactive, and in turn, substantially increase the progress of previously struggling students and thusly decreasing dropout rates. Fullan, M., P. Hill, and C. Crévola. Breakthrough. Thousand Oaks, Calif.: Corwin Press, 2006. Jackson, Robyn, R. and C. Lambert. How to Support Struggling Students. Assc. For Supervision and Curriculum Dev't, 2010. Easton, Lois. Engaging the Disengaged. Thousand Oaks, Calif: Corwin Press, 2007</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
--	---	--

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** Not Started — Overdue

**Activity: Student Motivation Book Study**

**Description:** Teach like your Hair's on fire: the methods and madness inside room 56: and Lighting Their Fires: How Parents and Teachers Can Raise Extraordinary Kids in a Mixed-up, Muddled-up, Shook-up World Rafe Esquith is a trail-blazing, fast-talking, fifth-grade teacher who has racked up a slew of awards for his work at a public school in Los Angeles. Ninety-two percent of the children at the school live in households below the poverty level, but Esquith's students have reached the pinnacle of academic and artistic success. His Using the framework of Rafe Esquith to be the new trail blazers of the Cyber World. The goal is to design and define methods and madness in the cyber world for motivation and student success.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/15/2011 Finish: 6/15/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The goal is to design and define methods and madness in the cyber	When students are not motivated in a particular class, a	For classroom teachers, school counselors and

world for motivation and student success. To understand how a teacher motivates students within a class a deeper understanding of the following questions will be addressed: What is motivation? Which type of motivation is more valuable to student's intrinsic or extrinsic motivation? Who is responsible for motivating students? And how does a teacher motivate students to continue to come to class.

common outcome is a lost to attend, followed by plummeting grades. Launius (1997) and Van-Blerkom (1996) demonstrated that class attendance was positively correlated with academic achievement. Since cyber teachers are not able to enact strict attendance rules or penalize for none attendance, leads us to exploring and finding out what intrinsically motivates to continue attending class. Launius, M. (1997). College student attendance: Attitudes and academic performance. College Student Journal, 31, 86- 92. Van-Blerkom, M. L. (1996). Academic perseverance, class attendance, and performing in the college classroom. Paper presented at the American Psychological Association, Toronto, Ontario.

*education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

### **Activity: Using Learning Styles**

**Description:** The purpose of this professional development is to help participants understand the importance of learning styles and how they affect a student's ability to learn. Participants will read the book Getting It Right for Boys -- and Girls by Colin Noble and Wendy Bradford. This book is based on research and will give the participants exposure to how other countries view this topic,

namely England. There will be assigned chapters to read over a two-week period. Participants will meet biweekly to discuss what they have read and share their ideas. Chapter three, "The Importance of Teaching and Learning Styles," will be a focus chapter for the book study. This will be the only chapter assigned for a two-week period. Participants will journal about their thoughts on the chapters each week to help them bring cohesive and helpful ideas to the meetings. As a cumulative activity, participants will create and share one lesson plan incorporating different learning styles that could be used in a live Elluminate.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/2/2011 Finish: 6/7/2012	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will gain the following knowledge and skills based on the book they read: Chapter 1: We Are Facing a Crisis Chapter 2: How and Why Boys Under-Achieve Chapter 3: The Importance of Teaching and Learning Styles Chapter 4: How to Organize a Strategy to Raise Boys' Achievement Chapter 6: Making Decisions About Setting Chapter 7: Other Whole School Strategies Designed to Raise Boys' Achievement Chapter 8: Getting It Right for Boys and Girls in the Classroom Chapter 9: Raising Achievement in English Chapter 10: Raising Achievement in Mathematics and Science Chapter 11: Raising Achievement in Design and Technology Chapter 12: Raising Achievement in Modern Foreign Languages Chapter 13: Raising Achievement in the Humanities</p>	<p>Getting It Right for Boys -- and Girls Colin Noble, Wendy Bradford. 260 pgs. Copyright 2000 This book is based on a great amount of academic research by the authors to provide an understanding of learning styles, raising achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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</li> </ul>

academic standards.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• World Languages</li><li>• Mathematics</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul> |
|---|---|

**Status:** Not Started — Overdue

### **Strategy: Learning Coaches**

**Description:** Each student is assigned a learning coach (P4SL---Plan 4 Student Learning). The learning coach is the student and parents' primary contact for all school related information. Learning Coach develops a relationship with their P4SL students, understands their learning styles, guides them academically, and monitors their progress.

### **Activity: FileMaker Training**

**Description:** The goal of the FileMaker professional development activity is that participants will gain an understanding of the usefulness of FileMaker and be able to use the SIS efficiently and effectively so they can best meet the needs of our students and families. This will be a one time asynchronous learning event that should take about four hours to complete. The activities will consist of online lessons and videos explaining the knowledge and skills that the participants are expected to learn. They will have certain tasks to complete after each lesson to ensure they understand that lesson. For example, if they are able to complete the find, export the data, and use the buttons, they will know they have been successful. The participants will take part in a forum to discuss what they have learned and share new ideas or shortcuts they have learned. They will also complete a survey to indicate the effectiveness of this activity.

### **Person Responsible**

### **Timeline for Implementation**

### **Resources**

Joe Mayo

Start: 8/31/2011  
Finish: 6/1/2012

-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills**

- Understanding of what data is available and used in the SIS - Ability to log data efficiently and effectively - Ability to find data: On their students/parents On themselves On the school as a whole - Ability to export data - Ability to use buttons to aid in efficiency

**Research and Best Practices****Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

**Follow-up Activities****Evaluation Methods**

- Logged usage
- Participant survey

**Status:** Not Started — Overdue

**Strategy: Online Instructional Strategies**

**Description:** Revisions or new adaptations to online instruction will be developed.

**Activity: Developing Real World Assignments and Assessments**

**Description:** Introduce the four framework for teaching by Charlotte Danielson. Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/29/2011 Finish: 6/1/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	40
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Domain 1: Planning and Preparation • Demonstrating Knowledge of Content nd Pedagogy Demonstrating • Knowledge of Students • Setting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments Domain 2: The Classroom Environment • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space Domain 4: Professional	Any framework developed for professional practice must provide guidelines on what a teacher does when teaching. Thus, to better understand the responsibilities of teachers. Teacher educators find that a clearly-articulated framework describing teaching enables them to offer assurance that their graduates are, in fact, proficient at the knowledge and skills described in that framework. Such recognition leads naturally to an “audit” of their own practice. The Framework for Teaching is a research-based set of	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional</li> </ul>

Responsibilities • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in a Professional • Community • Growing and Developing Professionally • Showing Professionalism Domain 3: Instruction • Maintaining Accurate Records • Communicating with Families • Participating in a Professional • Community • Growing and Developing Professionally • Showing Professionalism • Communicating with Students • Using Questioning and Discussion • Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness

components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of our school for professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- Team development and

sharing of content-area  
 lesson implementation  
 outcomes, with  
 involvement of  
 administrator and/or  
 peers

**Status:** Not Started — Overdue

### **Activity: Making Cross-Curricular Connections**

**Description:** Teachers will collaborate to create tangible connections between different courses and content areas. This will help students realize the relationship of their favorite subjects with subjects they struggle with.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ball, Kylene	Start: 9/2/2011 Finish: 6/1/2012	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Ability to make connections to other classes during class discussions/lessons. Ability to use a student's skills in one content area as a bridge to another content area. Increase students' engagement as they become aware that their learning is connected.	The importance of cross-curricular education has long been accepted as a best practice and an important element our education system. Not adopting cross-curricular strategies isolates each content area and removes it from the reality of everyday experiences. Mathison, S. & Freeman, M. (1995) <i>The Logic of Interdisciplinary Studies</i> . Presented at the Annual Meeting of the American Educational Research Association, Chicago, 1997.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge</li> </ul>

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.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> </ul>	

**Status:** Not Started — Overdue

**Activity: Photoshop**

**Description:** Teachers will learn the overall basics, as well as certain specific uses, of the program Adobe Photoshop Elements. Suggestions and discussions on the best ways to incorporate these skills into lessons and assignments will be included.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 6/15/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

3.00	2	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

21st Century Cyber Charter School

- School Entity

Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

- How to enhance a lesson or assignment with the use of Photoshop
- Editing an existing image
- Creating GIF files

Having the ability to create different types of multi-media presentations allows an educator to go beyond using only text in lessons and assignments and better reach students of various learning styles in an online environment. Cavanaugh, C., & Blomeyer R. (2007) What works in K-12 Online Learning. Washing D.C: International Society for Technology in Education.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
-----------------------------	---------------------------

- Creating lessons to meet varied student learning

- Review of participant lesson plans

styles

**Status:** Not Started — Overdue

### **Activity: Using Microsoft Excel in the Classroom Setting**

**Description:** Through an online, semi-asynchronous professional development class, teachers will refresh their skills in using Excel software and develop a course specific activity utilizing Excel.

#### **Person Responsible    Timeline for Implementation**

Ball, Kylene	Start: 9/1/2011 Finish: 6/1/2012
--------------	-------------------------------------

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>
------------------------------------	---

3.00	2
<b>Organization or Institution Name</b>	<b>Type of Provider</b>

21st Century Cyber Charter School	<ul style="list-style-type: none"><li>• School Entity</li></ul>
-----------------------------------	---

#### **Knowledge and Skills                      Research and Best Practices**

Participants will learn or refresh their basic skills in Excel. Teachers will be able to create spreadsheets and manipulate data input. Basic formula entry for data analysis as well as graphing and time line functions will also be reviewed. Teachers will also explore ideas for creating an Excel activity for their online class. Resources for ideas will be provided to help inspire teachers. Teachers

Kozma, Robert B. "Technology and Classroom Practices: An International Study." Journal of Research and Technology 36.1 (Fall 2003): 1-14. 1/10/2011  
<http://search.proquest.com/pqrl/docview/274704666/12CE7DE7C844AA51CE6/5?accountid=8>  
Abstract: This study examines the findings from 174 case studies of innovative pedagogical practices using technology from 28 participating countries. The study looks at how classrooms world-wide are using technology to change the practices of teachers and students. Within many of these classrooms, the use of technological tools and resources supports students as they search for information, design products, and publish results. Teachers create structure, provide advice, and monitor progress. Beyond these commonly exhibited practices, the study identifies specific patterns of classroom practice that are more likely to be associated with reports of certain desirable student outcomes. Examples are provided. Stoloff, D.L. "Using technology with classroom instruction that works." Choice 45.7 (Mar 2008): 1211. 1/11/2011  
<http://search.proquest.com/pqrl/docview/225712798/12CE7DE7C844AA51CE6/7?accountid=8>  
Abstract: Authors Pitler, Hubbell, Kuhn, and Malenoski (Mid-continent Research for Education Learning) examine how word processing applications, organizing and brainstorming software, multimedia, data-collection tools, Web resources, and communication software may serve in classrooms to set objectives; provide evidence of student learning; help students to acquire an integrate learning; practice, review, and apply learning; and plan for technology in the classroom.

will also be encouraged to do self-guided research on topic. Excel lends itself to cross-curricular activities and integration with real-life situations. As a cumulating activity, teachers will create a class activity for which students will be asked to use Excel software. Student use of Excel through the designed activities will promote higher-level thinking skills, support the use of math across all curricular areas, and help students learn in different ways.

---

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

---

**Follow-up Activities    Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• creation of activity</li> </ul> | <ul style="list-style-type: none"> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|--|--|

**Status:** Not Started — Overdue

**Activity:** Writing Engaging Lessons Workshop

**Description:** 21st CCCS curriculum framework and elements of the standards aligned system are adapted from Understanding by Design (UbD). The emphasis is on the teacher's role as a designer of student learning in cyber world. Understanding by Design (UbD) as a "form of curriculum planning that begins with a decision about what students need to learn as the end result. Then the teacher engages in backward design, choosing activities that will bring students to the preselected goal. Although the belief that classroom activities should be based on a set curriculum or on set learning goals is not new, this widely used program is attributed to Grant Wiggins and Jay McTighe" (p. 223).

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 6/7/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>An introduction: • offer a clear and accessible introduction to the Understanding by Design program • introduce you to the three-circle curriculum audit. • explain the learning theory underlying Understanding by Design</p> <p>Understanding by Design: The Backward Design Process: • Guide staff in applying the design principles and strategies associated with the UbD framework. • Use the three stages of backward design to create an actual unit, critique units using evaluation criteria, and apply UbD principles to improve school-based and district curriculum. • Learn the six facets to the backward design process, including how you can use them to identify desired results and improve assessment tasks and activities.</p>	<p>Differentiated Instruction and Understanding by Design: Connecting Content and Kids Carol Tomlinson and Jay McTighe Understanding By Design (Expanded Second Edition) Grant Wiggins and Jay McTighe</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>,</li> </ul>

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.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

**Strategy:** Use available state provided resources

**Description:** Fully implement and utilize resources provided by the Pennsylvania Department of Education.

**Activity:** Standards Aligned System Training

**Description:** Teachers will be instructed on how to fully utilize all of the tools available in the SAS portal.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 3/8/2011 Finish: 4/11/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
----------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Participants will gain an understanding of the SAS portal, an ability to navigate the SAS portal, and understand that regular usage of the SAS portal is not only an expectation but that it will make many of their weekly tasks easier to accomplish.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

**Follow-up Activities****Evaluation Methods**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Status:** Not Started — Overdue

## **Goal: READING**

**Description:** At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Analyze data to make data-driven instructional decisions**

**Description:** Teachers and administrators will analyze and use state assessment data, local benchmark data and class performance to determine student learning plans.

### **Activity: Using Data to Differentiate Instruction**

**Description:** How can we use student achievement data to target specific methods of differentiation to be used in instruction

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 9/1/2010 Finish: 6/7/2013	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	30
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Developing a systematic method of examining wide ranges of student achievement data. Developing a variety of	Action Research: Tiered Instruction in a High School Physics Course Courville, Keith   Online Submission   Reports -	<i>For classroom teachers, school counselors and education specialists:</i>

methods of instruction designed to meet specific instructional needs of students. Increasing collaborative environment between departments and cohorts.

Evaluative; Speeches/Meeting Papers | 2010-12 This paper looks at tiered instruction within education as one method of differentiation. Additionally, the author details the necessity of, and basis for differentiation through the specific example of their physics course. A Guide to Adaptations and Modifications N/A | British Columbia Ministry of Education | Guides - Classroom - Teacher; Reports - Descriptive | 2009-08 | This paper focuses on, "...systematic approaches to setting goals, choosing or creating flexible materials and media, and assessment." With the goal creating a guide to using the differentiations in instruction and assessment.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>

**Status:** In Progress — Upcoming

**Activity: Utilizing Rubrics to Enhance Student Performance**

**Description:** Staff will be led, through a professional development workshop, on the application and execution of using rubrics to grade writing assignments in class to ensure uniform grading based off of PSSA writing standards.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Kline, Erin	Start: 3/8/2011 Finish: 4/11/2011	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	45

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

<p>Teachers will be able to:            Analyze student writing according to PSSA standards            Rate student writing and comprehension of material based on PSSA standards            Identify and Compare various levels of writing based off of PSSA writing standards</p>	<p>Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school’s expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>,</li> </ul>
---	---	--

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.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul>

**Status:** Not Started — Overdue

**Strategy: Bi-weekly Special Education Presentations**

**Description:** Special Education Coordinator will present information at each staff meeting that gives teachers a deeper understanding of what types of special needs our students have, how those needs may manifest themselves in the class, instructional strategies for working with student's with IEPs, and how to make modifications and accommodations.

**Activity: Professional Development for working with Special Education students**

**Description:** Special Education Coordinator will give presentations at each staff meeting. Focus of presentations will be understanding the special needs our student have, recognizing how their disabilities may be manifested in class or in their work, teaching strategies for reaching students with IEPs, and how to make modifications and accommodations to meet the students' needs.

Person Responsible	Timeline for Implementation	Resources
Fives, Carly	Start: 9/13/2010 Finish: 6/3/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

0.50	16	40
------	----	----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
-----------------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Participants will learn how to make modifications and accommodations for students, what instructional strategies are most effective with students with IEPs, what types of special needs our students have and what challenges those needs may present in class.	Darling-Hammond and Bransford (2005) stated: General education teachers will not generally know all the adaptive techniques available to children with disabilities, but they should have some understanding about important principles of instruction as well as information about where to find these special adaptations and strategies when they need them. With the number of special needs students in the regular secondary education classroom increasing, teachers must be better prepared to meet these students' needs (National Education Association, 2008). Special needs students typically require modifications and/or accommodations to benefit from general education. Therefore, all those who teach special needs students are responsible for consistent and effective implementation of the modifications and/or accommodations outlined in the students' IEP or 504 plans. (Laprairie, Johnson, Rice, Adams, Higgins, 2010)	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
--	---	--

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

- Other educational specialists

---

**Follow-up Activities**
**Evaluation Methods**


---

- Journaling and reflecting
- Student PSSA data

**Status:** In Progress — Upcoming

**Strategy: Identifying and targeting "At-Risk" students for intervention.**

**Description:** Process to identify students who are struggling academically and provide them with appropriate interventions to increase their success rates.

**Activity: Meeting the Needs of Diverse Learners**

**Description:** The goal of this activity is to help participants understand how to meet the needs of diverse learners. This includes understanding what type of diverse learners we have and methods to meet the needs of these different subgroups. The subgroups identified by Pennsylvania on the PSSAs will also be part of these diverse learner categories. This will be a one-day workshop where participants will be exposed to presentations, videos, and short articles to learn the content. Participants will work in small groups to discuss what they have learned and how to implement it in their class. Each participant will create two lessons plans that could be used in a live Elluminate which incorporate meeting the needs of at least two different subgroups of diverse learners. These lesson plans will be shared with a partner to discuss ideas for improvement and the effectiveness for helping diverse learners.

---

**Person Responsible**
**Timeline for Implementation Resources**


---

Fives, Carly

Start: 9/3/2010  
Finish: 6/3/2011

-

**Professional Development Activity Information**

---

**Number of Hours Per Session**
**Total Number of Sessions Per School Year**
**Estimated Number of Participants Per Year**


---

3.00

2

35

---

**Organization or Institution Name**
**Type of Provider**
**Provider's Department of Education Approval Status**


---

21st Century Cyber Charter School

- School Entity

Approved

---

**Knowledge and Skills**
**Research and Best Practices**
**Designed to Accomplish**


---

Educators will understand the different types of diverse learners. Educators will understand the subgroups

Using differentiation to meet the needs of diverse learners is based on a vast amount of research. Some articles that

*For classroom teachers, school counselors and education specialists:*

identified on the PSSAs. Educators will identify ways to meet the needs of these diverse learners in their classroom setting, including differentiation of instruction, assessment, and resources.

address this idea include: The differentiated classroom: responding to the needs of all learners Tomlinson, Carol A. | Association for Supervision and Curriculum Development | 1999 | 132 Differentiating instruction in the regular classroom how to reach and teach all learners, grades 3-12 Heacox, Diane | Free Spirit Pub. | 2002 | 164

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> </ul> |
|---|---|

- peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

**Status:** Not Started — Overdue

### **Activity: Reaching Struggling Students--Book Study**

**Description:** A group of teachers will meet monthly to discuss various strategies to implement in classes to reach struggling students and discuss results of previous trials. Each strategy will be utilized in teacher's own class on a timed basis. Educators will discuss successes and challenges presented in methodologies to group and revise as needed.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ball, Kylene	Start: 8/25/2011 Finish: 5/17/2012	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2.00	10	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<ul style="list-style-type: none"> <li>• Teachers will be able to: • Identify, modify and implement various strategies into their classes • Discuss and compare successes and concerns they were presented with during trial period • Evaluate best practices for reaching struggling students</li> </ul>	<p>Finding new intervention models to implement in our classes can narrow the achievement gap ensuring future success for our students. By identifying behaviors that may indicate that a student is struggling can ensure that teachers can be proactive, and in turn, substantially increase the progress of previously struggling students and thusly decreasing dropout rates. Fullan, M., P. Hill, and C. Crévola. Breakthrough. Thousand Oaks, Calif.: Corwin Press, 2006. Jackson, Robyn, R. and C. Lambert. How to Support</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with <u>parents and</u></li> </ul>

Struggling Students. Assc. For Supervision and Curriculum Dev't, 2010. Easton, Lois. Engaging the Disengaged. Thousand Oaks, Calif: Corwin Press, 2007

community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

---

#### **Role**

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

#### **Grade Level**

- Middle (grades 6-8)
- High school (grades 9-12)

---

#### **Follow-up Activities**

- Peer-to-peer lesson discussions

#### **Evaluation Methods**

- Participant survey

**Status:** Not Started — Overdue

### **Activity: Using Learning Styles**

**Description:** The purpose of this professional development is to help participants understand the importance of learning styles and how they affect a student's ability to learn. Participants will read the book Getting It Right for Boys -- and Girls by Colin Noble and Wendy Bradford. This book is based on research and will give the participants exposure to how other countries view this topic, namely England. There will be assigned chapters to read over a two-week period. Participants will meet biweekly to discuss what they have read and share their ideas. Chapter three, "The Importance of Teaching and Learning Styles," will be a focus chapter for the book study. This will be the only chapter assigned for a two-week period. Participants will journal about their thoughts on the chapters each week to help them bring cohesive and helpful ideas to the meetings. As a cumulative activity, participants will create and share one lesson plan incorporating different learning styles that could be used in a live Elluminate.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/2/2011 Finish: 6/7/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

<p>Educators will gain the following knowledge and skills based on the book they read: Chapter 1: We Are Facing a Crisis Chapter 2: How and Why Boys Under-Achieve Chapter 3: The Importance of Teaching and Learning Styles Chapter 4: How to Organize a Strategy to Raise Boys' Achievement Chapter 6: Making Decisions About Setting Chapter 7: Other Whole School Strategies Designed to Raise Boys' Achievement Chapter 8: Getting It Right for Boys and Girls in the Classroom Chapter 9: Raising Achievement in English Chapter 10: Raising Achievement in Mathematics and Science Chapter 11: Raising Achievement in Design and Technology Chapter 12: Raising Achievement in Modern Foreign Languages Chapter 13: Raising Achievement in the Humanities</p>	<p>Getting It Right for Boys -- and Girls Colin Noble, Wendy Bradford. 260 pgs. Copyright 2000 This book is based on a great amount of academic research by the authors to provide an understanding of learning styles, raising achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> </ul>
--	--	---

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Arts &amp; Humanities</li> </ul>

specialists

(grades 9-12)

- World Languages
- Mathematics

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

**Strategy: Learning Coaches**

**Description:** Each student is assigned a learning coach (P4SL---Plan 4 Student Learning). The learning coach is the student and parents' primary contact for all school related information. Learning Coach develops a relationship with their P4SL students, understands their learning styles, guides them academically, and monitors their progress.

**Activity: FileMaker Training**

**Description:** The goal of the FileMaker professional development activity is that participants will gain an understanding of the usefulness of FileMaker and be able to use the SIS efficiently and effectively so they can best meet the needs of our students and families. This will be a one time asynchronous learning event that should take about four hours to complete. The activities will consist of online lessons and videos explaining the knowledge and skills that the participants are expected to learn. They will have certain tasks to complete after each lesson to ensure they understand that lesson. For example, if they are able to complete the find, export the data, and use the buttons, they will know they have been successful. The participants will take part in a forum to discuss what they have learned and share new ideas or shortcuts they have learned. They will also complete a survey to indicate the effectiveness of this activity.

Person Responsible	Timeline for Implementation	Resources
Joe Mayo	Start: 8/31/2011 Finish: 6/1/2012	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	• School	Approved

Entity

**Knowledge and Skills**

**Research and Best Practices**      **Designed to Accomplish**

- Understanding of what data is available and used in the SIS - Ability to log data efficiently and effectively - Ability to find data: On their students/parents On themselves On the school as a whole - Ability to export data - Ability to use buttons to aid in efficiency

*For classroom teachers, school counselors and education specialists:*

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- Middle (grades 6-8)
- High school (grades 9-12)

**Follow-up Activities**

- Logged usage

**Evaluation Methods**

- Participant survey

**Status:** Not Started — Overdue

**Activity:** Teacher Leadership

**Description:** What is distributive leadership, its positives and negatives, and how will it work best at 21CCCS?

Person Responsible	Timeline for Implementation	Resources
Marsh, Jon	Start: 8/26/2011 Finish: 6/8/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>Developing a systems approach to school issues.</li> <li>Practical guidelines for planning and running meetings.</li> <li>Methods of collecting and using data to support ideas and arguments</li> <li>Developing of new ideas to promote school wide achievement and school community.</li> </ul>	<p>The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment Hester Hulpiaa*, Geert Devosb and Yves Rosseelc</p> <p>School Effectiveness and School Improvement Vol. 20, No. 3, September 2009, 291—317</p> <p>This paper details the analysis of a questionnaire given to 1770 teachers and teacher leaders from 46 different large secondary schools. The general findings of the relationship between leadership cohesion, distributive leadership, and job satisfaction. Building the Capacity of School Leaders and Teachers to Implement Reform at All Levels Southern Regional Education Board (SREB)   Collected Works - Serials; Reports - Descriptive   2010-05</p> <p>This paper examines the best practices of schools that integrate, school leadership, distributive leadership structures, continuous improvement, and effective professional development.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
------	-------------

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Portfolio</li> </ul>

Status: Not Started — Overdue

### Strategy: Online Instructional Strategies

Description: Revisions or new adaptations to online instruction will be developed.

### Activity: Developing Real World Assignments and Assessments

Description: Introduce the four framework for teaching by Charlotte Danielson. Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/29/2011 Finish: 6/1/2012	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Domain 1: Planning and Preparation • Demonstrating Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Setting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent	Any framework developed for professional practice must provide guidelines on what a teacher does when teaching. Thus, to better understand the responsibilities of teachers. Teacher educators find that a clearly-articulated framework	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's teaching skills based on research on effective</li> </ul>

Instruction • Designing Student Assessments Domain 2: The Classroom Environment • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space Domain 4: Professional Responsibilities • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in a Professional • Community • Growing and Developing Professionally • Showing Professionalism Domain 3: Instruction • Maintaining Accurate Records • Communicating with Families • Participating in a Professional • Community • Growing and Developing Professionally • Showing Professionalism • Communicating with Students • Using Questioning and Discussion • Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness

describing teaching enables them to offer assurance that their graduates are, in fact, proficient at the knowledge and skills described in that framework. Such recognition leads naturally to an “audit” of their own practice. The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of our school for professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> </ul>

- Principals / asst. principals
- School counselors
- Other educational specialists
- High school (grades 9-12)

#### Follow-up Activities

#### Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Status:** Not Started — Overdue

### Activity: Making Cross-Curricular Connections

**Description:** Teachers will collaborate to create tangible connections between different courses and content areas. This will help students realize the relationship of their favorite subjects with subjects they struggle with.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/2/2011 Finish: 6/1/2012	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Ability to make connections to other classes during class discussions/lessons. Ability to use a student's skills in one content area as a bridge to another content area. Increase students' engagement as they become aware that their learning is connected.	The importance of cross-curricular education has long been accepted as a best practice and an important element our education system. Not adopting cross-curricular strategies isolates each content area and removes it from the reality of everyday	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li> </ul>

experiences. Mathison, S. & Freeman, M. (1995) *The Logic of Interdisciplinary Studies*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, 1997.

struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> </ul>	

**Status:** Not Started — Overdue

**Activity: Photoshop**

**Description:** Teachers will learn the overall basics, as well as certain specific uses, of the program Adobe Photoshop Elements. Suggestions and discussions on the best ways to incorporate these skills into lessons and assignments will be included.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 6/15/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

3.00	2	40
------	---	----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
-----------------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

<ul style="list-style-type: none"> <li>How to enhance a lesson or assignment with the use of Photoshop</li> <li>Editing an existing image</li> <li>Creating GIF files</li> </ul>	<p>Having the ability to create different types of multi-media presentations allows an educator to go beyond using only text in lessons and assignments and better reach students of various learning styles in an online environment. Cavanaugh, C., &amp; Blomeyer R. (2007) What works in K-12 Online Learning. Washing D.C: International Society for Technology in Education.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
--	--	--

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>

- School counselors
- Other educational specialists
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

### Activity: Student Motivation Book Study

**Description:** Teach like your Hair's on fire: the methods and madness inside room 56: and Lighting Their Fires: How Parents and Teachers Can Raise Extraordinary Kids in a Mixed-up, Muddled-up, Shook-up World Rafe Esquith is a trail-blazing, fast-talking, fifth-grade teacher who has racked up a slew of awards for his work at a public school in Los Angeles. Ninety-two percent of the children at the school live in households below the poverty level, but Esquith's students have reached the pinnacle of academic and artistic success. His Using the framework of Rafe Esquith to be the new trail blazers of the Cyber World. The goal is to design and define methods and madness in the cyber world for motivation and student success.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/15/2011 Finish: 6/15/2012	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	--	---

2.00	6	12
------	---	----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

21st Century Cyber Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
-----------------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

The goal is to design and define methods and madness in the cyber world for motivation and student success. To understand how a teacher motivates students within a class a deeper understand of the following questions will be addressed: What is motivation?	When students are not motivated in a particular class, a common out come is a lost to attend, followed by plummeting grades. Launius (1997) and Vam-Blekom (1996) demonstrated that class attendance was positively	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on</li> </ul>
---	---	---

Which type of motivation is more valuable to student's intrinsic or extrinsic motivation? Who is responsible for motivating students? And how does a teacher motivate students to continue to come to class.

correlated with academic achievement. Since cyber teachers are not able to enact strict attendance rules or penalize for none attendance, leads us to exploring and finding out what intrinsically motivates to continue attending class. Launius, M. (1997). College student attendance: Attitudes and academic performance. College Student Journal, 31, 86- 92. Van-Blerkom, M. L. (1996). Academic perseverance, class attendance, and performing in the college classroom. Paper presented at the American Psychological Association, Toronto, Ontario.

effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

**Activity: Using Microsoft Excel in the Classroom Setting**

**Description:** Through an online, semi-asynchronous professional development class, teachers will refresh their skills in using Excel software and develop a course specific activity utilizing Excel.

Person Responsible	Timeline for Implementation
Ball, Kylene	Start: 9/1/2011 Finish: 6/1/2012

**Professional Development Activity Information**

**Number of Hours Per Session Total Number of Sessions Per School Year**

3.00 2  
**Organization or Institution Name** **Type of Provider**

21st Century Cyber Charter School • School Entity

**Knowledge and Skills** **Research and Best Practices**

Participants will learn or refresh their basic skills in Excel. Teachers will be able to create spreadsheets and manipulate data input. Basic formula entry for data analysis as well as graphing and time line functions will also be reviewed. Teachers will also explore ideas for creating an Excel activity for their online class. Resources for ideas will be provided to help inspire teachers. Teachers will also be encouraged to do self-guided research on topic. Excel lends itself to cross-curricular activities and integration with real-life situations. As a cumulating activity, teachers will create a class activity for which students will be asked to use Excel software. Student use of Excel through the designed activities will promote higher-level thinking skills, support the use of math across all curricular areas, and help students learn in different ways.

Kozma, Robert B. "Technology and Classroom Practices: An International Study." Journal of Research and Technology 36.1 (Fall 2003): 1-14. 1/10/2011  
<http://search.proquest.com/pqrl/docview/274704666/12CE7DE7C844AA51CE6/5?accountid=8>  
 Abstract: This study examines the findings from 174 case studies of innovative pedagogical practices using technology from 28 participating countries. The study looks at how classrooms world-wide are using technology to change the practices of teachers and students. Within many of these classrooms, the use of technological tools and resources supports students as they search for information, design products, and publish results. Teachers create structure, provide advice, and monitor progress. Beyond these commonly exhibited practices, the study identifies specific patterns of classroom practice that are more likely to be associated with reports of certain desirable student outcomes. Examples are provided. Stoloff, D.L. "Using technology with classroom instruction that works." Choice 45.7 (Mar 2008): 1211. 1/11/2011  
<http://search.proquest.com/pqrl/docview/225712798/12CE7DE7C844AA51CE6/7?accountid=8>  
 Abstract: Authors Pitler, Hubbell, Kuhn, and Malenoski (Mid-continent Research for Education and Learning) examine how word processing applications, organizing and brainstorming software, multimedia, data-collection tools, Web resources, and communication software may serve in classrooms to set objectives; provide evidence of student learning; help students to acquire an integrate learning; practice, review, and apply learning; and plan for technology in the classroom.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

### **Follow-up Activities Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• creation of activity</li> </ul> | <ul style="list-style-type: none"> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|--|--|

**Status:** Not Started — Overdue

### **Activity: Writing Engaging Lessons Workshop**

**Description:** 21st CCCS curriculum framework and elements of the standards aligned system are adapted from Understanding by Design (UbD). The emphasis is on the teacher's role as a designer of student learning in cyber world. Understanding by Design (UbD) as a "form of curriculum planning that begins with a decision about what students need to learn as the end result. Then the teacher engages in backward design, choosing activities that will bring students to the preselected goal. Although the belief that classroom activities should be based on a set curriculum or on set learning goals is not new, this widely used program is attributed to Grant Wiggins and Jay McTighe" (p. 223).

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 9/1/2011 Finish: 6/7/2013	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of</b>

21st Century Cyber Charter School	• School Entity	<b>Education Approval Status</b> Approved
-----------------------------------	-----------------	--

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

<p>An introduction: • offer a clear and accessible introduction to the Understanding by Design program • introduce you to the three-circle curriculum audit. • explain the learning theory underlying Understanding by Design Understanding by Design: The Backward Design Process: • Guide staff in applying the design principles and strategies associated with the UbD framework. • Use the three stages of backward design to create an actual unit, critique units using evaluation criteria, and apply UbD principles to improve school-based and district curriculum. • Learn the six facets to the backward design process, including how you can use them to identify desired results and improve assessment tasks and activities.</p>	<p>Differentiated Instruction and Understanding by Design: Connecting Content and Kids Carol Tomlinson and Jay McTighe Understanding By Design (Expanded Second Edition) Grant Wiggins and Jay McTighe</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></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.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

---

**Follow-up Activities****Evaluation Methods**

---

- Review of participant lesson plans

**Status:** Not Started — Overdue

**Strategy: Use available state provided resources**

**Description:** Fully implement and utilize resources provided by the Pennsylvania Department of Education.

**Activity: Standards Aligned System Training**

**Description:** Teachers will be instructed on how to fully utilize all of the tools available in the SAS portal.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Ball, Kylene	Start: 3/8/2011 Finish: 4/11/2011	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	2	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
21st Century Cyber Charter	<ul style="list-style-type: none"><li>• School Entity</li></ul>	Approved

**Knowledge and Skills****Research and Best Practices Designed to Accomplish**

Participants will gain an understanding of the SAS portal, an ability to navigate the SAS portal, and understand that regular usage of the SAS portal is not only an expectation but that it will make many of their weekly tasks easier to accomplish.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	

**Status:** Not Started — Overdue

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** At least 95% of eligible students will participate in required state-wide assessments.

## Strategy: Learning Coaches

**Description:** Each student is assigned a learning coach (P4SL---Plan 4 Student Learning). The learning coach is the student and parents' primary contact for all school related information. Learning Coach develops a relationship with their P4SL students, understands their learning styles, guides them academically, and monitors their progress.

### Activity: Student Motivation Book Study

**Description:** Teach like your Hair's on fire: the methods and madness inside room 56: and Lighting Their Fires: How Parents and Teachers Can Raise Extraordinary Kids in a Mixed-up, Muddled-up, Shook-up World Rafe Esquith is a trail-blazing, fast-talking, fifth-grade teacher who has racked up a slew of awards for his work at a public school in Los Angeles. Ninety-two percent of the children at the school live in households below the poverty level, but Esquith's students have reached the pinnacle of academic and artistic success. His Using the framework of Rafe Esquith to be the new trail blazers of the Cyber World. The goal is to design and define methods and madness in the cyber world for motivation and student success.

Person Responsible	Timeline for Implementation	Resources
Ball, Kylene	Start: 9/15/2011 Finish: 6/15/2012	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The goal is to design and define methods and madness in the cyber world for motivation and student success. To understand how a teacher motivates students within a class a deeper understand of the following questions will be addressed: What is motivation? Which type of motivation is more valuable to student's intrinsic or extrinsic motivation? Who is responsible for motivating students? And how does a teacher motivate students to continue to come to class.	When students are not motivated in a particular class, a common out come is a lost to attend, followed by plummeting grades. Launius (1997) and Vam-Blekom (1996) demonstrated that class attendance was positively correlated with academic achievement. Since cyber teachers are not able to enact strict attendance rules or penalize for none attendance, leads us to exploring and finding out what intrinsically motivates to continue attending	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking</i></p>

class. Launius, M. (1997).  
 College student attendance:  
 Attitudes and academic  
 performance. College Student  
 Journal, 31, 86- 92. Van-  
 Blerkom, M. L. (1996).  
 Academic perseverance, class  
 attendance, and performing in  
 the college classroom. Paper  
 presented at the American  
 Psychological Association,  
 Toronto, Ontario.

*leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

---

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

**Strategy: Test Notification**

**Description:** Students required to test will be notified of testing dates, times, & locations as early in the year as possible.

**Activity: Pre-Test Call**

**Description:** Students receive positive phone call at least once prior to test to encourage success & attendance.

**Person Responsible Timeline for Implementation Resources**

---

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

# **Goal: WIG #1 World-Class Individualized Asynchronous Online Education**

**Description:** Provide 21CCCS students, families, teachers, and staff a world-class individualized asynchronous online "Out Of The Box" educational experience.

## **Strategy: At-Risk Students**

**Description:** identify and work with students that show at-risk behaviors.

## **Activity: At-Risk Student Identification**

**Description:** At-risk students will be identified & monitored by guidance for success, and referred to the Administrative Review Team as appropriate.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Activity: At-Risk Students**

**Description:** In appropriate cases, students will be referred to the Administrative Review Team (ART), which is composed of an administrator, a guidance counselor, the Student Support Manager, and a teacher of the student. ART works with students and families to set clear, achievable goals to help ensure students progress and receive the help they need to be successful. The latest Learning Management System technology will be used to monitor performance, and technology such as remote monitoring will be used to monitor student activity.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: At-risk students will be called & encouraged to participate**

**Description:** At-risk students will be called & encouraged to participate in Evening Virtual Office hours

**Person Responsible Timeline for Implementation Resources**

Gallagher, Russell	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Subject matter experts notify at-risk students before referral to ART**

**Description:** Each subject matter expert using their department teachers will identify academically at-risk students & contact their families using conference calling or Elluminate meeting rooms.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 10/6/2008	-
	Finish: 6/1/2009	

**Status:** Not Started — Overdue

**Activity: Training in addressing At-Risk Students in the asynchronous setting.**

**Description:** Staff will learn how non-academic issues may affect learning and how to use specific interventions to address these needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/22/2008 Finish: 9/22/2008	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

21st Century Cyber Charter School

- School Entity Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Teachers will learn specific interventions to use when students are affected by non-academic issues.

Interventions will be based upon The National Institute on the Education of At-Risk Students.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

**Educator Groups Which Will Participate in this Activity**

**Role**

**Grade Level**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li></ul> | <ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul> |
|--|---|

**Follow-up Activities**

**Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• documentation in SIS</li></ul> | <ul style="list-style-type: none"><li>• Participant survey</li><li>• Portfolio</li></ul> |
|--|--|

**Status:** Not Started — Overdue

### **Strategy: Learning Coaches**

**Description:** Each student is assigned a learning coach (P4SL---Plan 4 Student Learning). The learning coach is the student and parents' primary contact for all school related information. Learning Coach develops a relationship with their P4SL students, understands their learning styles, guides them academically, and monitors their progress.

#### **Activity: At-risk students will be called & encouraged to participate**

**Description:** At-risk students will be called & encouraged to participate in Evening Virtual Office hours

#### **Person Responsible Timeline for Implementation Resources**

Gallagher, Russell	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Incorporating P4SL into the delivery of instruction**

**Description:** Staff will use the Plan for Student Learning(P4SL) as a basis for differentiation in classes to increase student achievement.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 12/8/2008	-
	Finish: 12/8/2008	

**Status:** Not Started — Overdue

#### **Activity: Non-Participating Students ART Referral**

**Description:** Students who do not participate in testing will be referred to the Administrative Review team (ART). PA law requires all students to participate in testing, and demonstration of proficiency is also a graduation requirement.

#### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2008      -  
 Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: P4SL interviews**

**Description:** P4SL interviews with all students to confirm placement for the following year.

**Person Responsible Timeline for Implementation Resources**

Gallagher, Russell      Start: 8/31/2009      -  
 Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: Training in addressing At-Risk Students in the asynchronous setting.**

**Description:** Staff will learn how non-academic issues may affect learning and how to use specific interventions to address these needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/22/2008 Finish: 9/22/2008	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
21st Century Cyber Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn specific interventions to use when students are affected by non-academic issues.	Interventions will be based upon The National Institute on the Education of At-Risk Students.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's</li> </ul>

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

#### **Educator Groups Which Will Participate in this Activity**

---

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• documentation in SIS</li></ul>	<ul style="list-style-type: none"><li>• Participant survey</li><li>• Portfolio</li></ul>

**Status:** Not Started — Overdue

#### **Strategy: Online Instructional Strategies**

**Description:** Revisions or new adaptations to online instruction will be developed.

### **Activity: Credit Recovery Course Development**

**Description:** Credit recovery courses are being developed for students who have failed courses. Focusing on the core subjects, credit recovery courses will be developed each year until we have a full offering.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Cross-curricular WebQuests utilized**

**Description:** Cross-curricular WebQuests utilized

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: WIG #2 Achieving balanced growth**

**Description:** Enrollment growth of 10-15% has been traditionally the target over the past eight years.

### **Strategy: Educating Potential Students & Families**

**Description:** Providing potential students and families the knowledge required to make an informed decision whether online is the right learning environment for their child.

### **Activity: Open Houses - Nature & Demands of Cyber**

**Description:** The nature and demands of cyber education highlighted during Open Houses

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
---------------	-----------------	---

Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Potential Families - Graduation Requirements**

**Description:** Students & families are interviewed to ensure potential students understand the elevated graduation requirements.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Pre-Admission Information**

**Description:** In order to make an informed decision regarding cyber school, prior to admission, students and families: -will be informed of the attributes of typically successful students -will be given the opportunity to try a sample online lesson, which requires student reflection of their reasons for considering a cyber school -will be given a clear understanding of how cyber school works, and how that may differ from their current school Information sessions are held in a variety of locations across Pennsylvania, enabling students and their families to discuss in depth their particular needs and situations with school representatives. These sessions provide families with more information and a better understanding of the cyber environment than can be communicated in literature or a phone conversation.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Student Retention**

**Description:** Create strategies to increase student retention by developing a personal connection with students and families.

### **Activity: Exit Interviews**

**Description:** The school Registrar conducts exit interviews with students and families that leave the school. Of particular interest is the reason for leaving, what they view as the strengths and weaknesses of the school, and any ways they feel the school could improve service to students and families.

**Person Responsible Timeline for Implementation Resources**

Joe Mayo	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Update of Board Policy Manual**

**Description:** Revise/remove/update existing polices to reflect the organizational structure of the cyber school. Develop a procedure manual that supports the updated policies.

**Activity: Student Records Protocol (2011-12 Bd. Goal #1)**

**Description:** Develop, gain approval, and implement a more comprehensive Student Record protocol including management, maintenance, security, dissemination of student information, access, and storage.

**Person Responsible Timeline for Implementation Resources**

Marsh, Jon	Start: 10/3/2011	-
	Finish: 3/27/2012	

**Status:** Not Started — Overdue

**Goal: WIG #3 Provide outstanding customer service.**

**Description:** Providing customers, both internal and external, with outstanding customer service.

**Strategy: Test Notification**

**Description:** Students required to test will be notified of testing dates, times, & locations as early in the year as possible.

**Activity: Pre-Test Call**

**Description:** Students receive positive phone call at least once prior to test to encourage success & attendance.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2008      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Statement of Quality Assurance**

Charter school has met AYP.

**Statement of Quality Assurance - Attachment**

- 13\_2011-13 School Improvement Plan

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

The 21CCCS curriculum has been developed by 21CCCS teachers in adherence with the PA Standards. The courses were developed based on the logical progression of concepts and standards rather than around a textbook series. Administration ensures that all the standards are covered in each course through the use of curriculum maps. Each course is also required, regardless of content area, to have rigorous reading, writing, and speaking assignments to ensure that students are able to communicate the knowledge they have gained in a variety of formats. Vertical alignment of standards is done by departments to ensure that every standard is incorporated into the courses as needed for students to attain mastery. Curriculum maps and lesson plans are maintained in a database so that changes/additions can be made as movement is made towards the Common Core and Keystone Exams. In May 2008 the Board approved a five-year curriculum renewal cycle that was developed to ensure all classes receive regular review. In addition to the 5 year cycle, priority is given to courses that are having a state-mandated curriculum change or the implementation of new assessment anchors (i.e. Common Core, courses with Keystone Exams, etc.)

The 21CCCS curriculum provides a high degree of individualization, allowing students to demonstrate mastery of the content most appropriate to the learner. 21CCCS has developed recommended course progressions that enable students to be enrolled in courses that they are academically ready for. These course progressions allow for students with varying levels of skills to be placed in courses most appropriate to their level of academic development. 21CCCS does not attempt to fit students into a set class progression, but rather builds the educational program around the individual student's learning needs. For students who have academic difficulty, courses have been developed to solidify the foundational skills they need in order to be successful in higher level courses. 21CCCS provides the students with all the necessary materials to successfully complete their courses. For all English and Math courses, the students complete CDT assessments to identify the areas of the PA Standards in which there may be a deficiency. The instructional staff uses the students' CDT scores to help focus on areas of need from the diagnostic assessment. Subsequent assessments are used to measure annual academic improvement.

Curriculum which is purchased or rented from third party sources, these courses include electives, foreign languages, and AP courses, are taught by our instructional staff whenever appropriate, and monitored by a 21CCCS Learning Coach for additional student support. When using one of these courses, modifications are made to include an appropriate pace chart for the student's individual needs. All curriculum taught by 21CCCS staff is aligned to the PA Standards and augmented whenever necessary to enhance student achievement of the standards.

Students become actively engaged in the learning process using a variety of methods. The teachers place enormous emphasis on the real-world application of the skills the students are learning; this serves as a motivational factor as students become much more involved when they see the connection to their real lives. Students are encouraged to be familiar with their preferred learning style and learn strategies using that style to complete assignments. Students are encouraged to advocate for themselves and request alternative assignments and assessments based on their learning styles. 21CCCS teachers incorporate the use of virtual classrooms to introduce, discuss, and review the instructional material. Students who choose not to, or who are unable to participate in the live version of the presentation are able to watch a recorded version any time after the session has been posted. After review of current pedagogical research, many classes have incorporated the use of discussion boards, as they have been found effective for the learning process (Kassop 2003). Students are then able to participate in the curricular discussion in an asynchronous manner. The main benefit of the online method of instructional delivery is the ability for students to process the information at their own speed without the demands, and/or stress of a real-time class setting. Even within the synchronous webcasts, students are able to process information and respond within their comfort levels either through direct messaging or live audio. When collaborative activities are appropriate the students may use a combination of the discussion boards and/or the live webcasts to present their information to their collaborative group or the entire class. Participation in group projects and learning activities is flexible and based upon common needs and learning objectives rather than age or placement within a predetermined curriculum. When direct instruction, remediation, or tutoring is needed, the instructors may use the live webcast in a one-on-one setting to work with the students in a synchronous setting.

Not only do teachers have the opportunity to discover areas of need through regular one-on-one communication with students, diagnostic assessments are also given to students. Specifically within the English and Math subject areas, diagnostic assessments assist in determining if extra focus is needed on fundamental skills for the individual student. 21CCCS teaching staff employ several strategies to accelerate academic skill development, content knowledge, and learning strategies for students performing significantly below standards in literacy and mathematics skills. In English courses, students are regularly provided with reading guides for assessments to help them identify and study the content. Within daily communication and all submitted written work, the instructional staff works with students to consistently use clear, grammatically correct sentences, and paragraphs. Particular emphasis is also given to the steps required for successful development of a five-paragraph essay and other standards-based writing techniques. The English courses also use student-focused lessons based upon an inquiry method of learning which utilizes genre-based readings, discussion boards, lectures using virtual classrooms, projects, group work, and presentations. Within the Math courses numerous strategies are incorporated to assist all students, but particularly those who do not show mastery of the appropriate mathematical skills in the diagnostic assessments. Visualization is incorporated into daily instruction as the visuals enable students to see the processes of practical mathematics. Particular emphasis is given to practice and application of all basic math skills, practice is also provided on computational skills with integers and decimals within word problems. Students must show the ability to determine the proper mathematical methods to solve real world problems based on a step-by-step analysis. Based upon identified student need, an entire course was built upon the essential skills of arithmetic as they apply to algebra. All core subjects teachers are expected to integrate literacy and mathematical skills into their courses' assignments and activities.

## **Rigorous Instructional Program - Attachments**

- 14\_ProfDevApproval2011
- 14\_TeacherInductionESPAapproval

## **English Language Learners**

21CCCS ELL Program:

## **MISSION STATEMENT**

The goal of 21CCCS ESL Program is to ensure that all students who enroll with varying levels of Limited English Proficiency (LEP) receive comprehensive instruction to achieve academic and social independence in the regular classroom.

## **ESL PROGRAM GOALS**

21CCCS's goals are to provide English Language Learners (ELLs) and students with LEP the language skills needed to successfully participate in grade level classes, and meet Pennsylvania's Academic Standards. The program will promote scholastic excellence for ELLs by providing them with the language development instruction to improve their academic achievement in content areas while developing English fluency. Every effort will be made to meet the ELLs' cultural needs.

1. The program will identify the students in need of ESL instruction. The results of the Home Language Surveys (HLS) will be utilized as initial identifiers of students in need of ESL instruction. 21CCCS will send a HLS form (Appendix G) with the initial enrollment packet. 21CCCS will maintain a database of Primary Home Language Other Than English (PHLOTE) students.
2. To place ELLs in the appropriate instructional program, 21CCCS will determine the English language proficiency level for students whose first language is not English in listening, speaking, reading and writing, by administering the Assessing Comprehension and Communication in English State-to-State (ACCESS) test.
3. ELLs will be provided with Language Arts (LA) and English instruction consistent with their levels of proficiency and in accordance with No Child Left Behind (NCLB) regulations, such as the Pennsylvania English Language Proficiency Standards (ELPS) for ELLs (Appendix B). English instruction

complies with the Pennsylvania's Reading, Writing, Speaking, and Listening Academic Standards (Appendix A).

4. To be exempted from the ESL program and/or from a formal assessment (i.e., ACCESS), students' records for children from other states or school systems can be considered as part of the criteria. Students should meet two of the following three criteria to be exempted from a formal assessment:

-Final grades of B or better in core subject areas, Mathematics, LA, Science and Social Studies (SS)

-Scores on district assessments that are comparable to the Basic performance level on the

PSSA;

-Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from

another state

## **INSTRUCTIONAL PROGRAM**

ESL instruction will replace English/LA. 21CCCS will make every effort to meet the time suggested by the Basic Education Circular (BEC) regarding Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELLs). (Appendix C). The time suggested by the BEC is the following:

Entering (level 1)/Beginning (level 2) students: 2 hours

Developing (level 3): 1-2 hours

Expanding (level 4): 1 hour

Bridging (level 5): up to 1 hour or support dictated by student need

## ESL Instructional Delivery

ESL instruction must be delivered via curriculum aligned with Pennsylvania's Reading, Writing, Speaking, and Listening Standards (Appendix A), and the Pennsylvania English Language Proficiency Standards (ELPS) for ELLs (Appendix B). In order to acquire English, students with LEP must receive instruction the same as they would receive for other content areas. In other words, ESL/Bilingual classes must be part of the daily schedule and planned from the administration so that students are not removed from other content classes to receive instruction for English language acquisition. As the proficiency of a student advances into the upper levels (i.e., Expanding/Bridging), a student may require only minimal instructional time, which may be in the form of ongoing support. However, this support must be planned and structured within the school's curriculum.

## Instruction in Academic Content Areas

Every effort will be made to comply with the requirements from the BEC regarding Educating Students with LEP and ELLs. 21CCCS's content instruction is designed to provide ELLs with meaningful, comprehensible access to instruction in all content areas required by the Pennsylvania Academic Standards. The Pennsylvania ELPS, included in Appendix B, are an overlay to the academic standards and must be incorporated in planned instruction for ELLs by all teachers. 21CCCS will make every effort to support instructional planning and evaluation efforts between the ESL/Bilingual teachers and the content-area teachers by providing resources, such as planning time and others. 21CCCS' instructional program and methods will target WIDA's five language proficiency levels. Furthermore, the ELLs will be encouraged to participate in related extracurricular activities and the academic talented program

## **EXIT FROM THE ESL PROGRAM**

Exit from the ESL program will be determined in accordance with the Commonwealth of Pennsylvania Department of Education (PDE) exit criteria.

### **MONITORING OF ELLs**

Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records of student progress must be maintained. Monitoring may include any or all of the following: periodic review of grades, local assessments, required state assessments, teacher observation, and teachers' support. Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment. Monitoring is not an extension of the language instructional program. Students who are monitored cannot be counted as ELLs in any state or federal data collection systems for the purpose of acquiring state or federal funding. A Post-Exit ELL Monitoring sample form - Middle/Secondary should be placed in the ELL's cumulative folder.

### **RETENTION AND PROMOTION**

To comply with BEC, a student may not be retained in a grade based solely on his/her lack of English language proficiency. If an ELL is retained in a grade, 21CCCS's classroom teachers must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELLs meaningful access to the general curriculum as well as to promote second language learning.

### **ACCOMMODATIONS FOR ELLs**

21CCCS's ESL program supports accommodations for ELLs as mandated by the PSSA Accommodations for ELLs' Guidelines (Appendix E). The ELLs are entitled to the same accommodations during 21CCCS's assessments. ELLs are also entitled to the accommodations mandated by their IEPs.

## **ESL INSTRUCTION FOR ELLs WITH DISABILITIES**

Regular education students might, at some point, evidence needs that will require academic interventions that had not previously been provided, including special education. 21CCCS will not, however, consider any student for special education interventions based solely upon their LEP status. The Individuals with Disabilities Act (IDEA) prescribes specific requirements for identifying students as eligible for special education, and LEP is explicitly cited as a factor that does not meet these requirements. It is the policy of 21CCCS to insure that IDEA mandates are adhered to.

ELL students not previously identified as special education eligible who are enrolled in 21CCCS will be evaluated for special education services as necessary in compliance with IDEA guidelines and procedures.

ELLs may be eligible for Special Education. The Individual Education Plan (IEP) team must consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and ESL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the IDEA and PA Chapter 14 Regulations.

If a student is identified as an ELL, then the IEP team will check the LEP category under special considerations on Part I of the IEP. Any ESL adaptations must be included in the IEP.

### The academic program

ESL/Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an ELL with a disability must consider ESL just as it must consider any other general curriculum services available to non-disabled students. An ELL

with a disability should not be denied access to general curriculum and providing ESL services does not replace a general curriculum program. Likewise, Special education services do not replace an English language instructional program.

### Requirement for annual English language proficiency assessment

21CCCS's ELLs will take the annual Pennsylvania's ELP test (i.e., ACCESS) to assess their English language proficiency in the domains of speaking, listening, reading, and writing. This requirement includes students with disabilities.

Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual ELP test.

### Participation in assessments

ELLs with disabilities participate in all assessments, including the annual Pennsylvania's ELP assessment and PSSA or Pennsylvania System of Assessment (PASA), if appropriate in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in the IEP. An ELL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

### Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. IEP's requirements do not preclude PSSA accommodations guidelines (Appendix E). The following rules govern assessment accommodations for ELLs:

- \* Accommodations must not invalidate the results of the assessment.
- \* Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- \* Determinations of any accommodations used must be:
  - based on a student's disability,
  - made by the student's IEP team,
  - properly documented in the student's IEP, and
  - properly coded on the assessment.

## **COMMUNICATION TO PARENTS**

21CCCS will make every effort to send communications to ELLs' parents in the parent's preferred language, in accordance with the Civil Rights Act of 1964, Title VI. To provide translation (written) and/or interpretation (oral) services, 21CCCS may contract third parties, such as TransACT.

## **USE OF TRANSLATORS**

21 CCCS will subscribe to TransACT or an equivalent program for translator services.

## **RESPONSIBILITIES OF THE ESL TEACHER**

-Oversee assessment for the identification, placement, and monitoring of ELLs

- Teach oral and written English language communication skills (listening, speaking, reading, and writing) in accordance with Pennsylvania's Reading, Writing, Speaking, and Listening Academic Standards and the Pennsylvania ELPS
- Plan and deliver appropriate instruction.
- Correlate ESL objectives with 21CCCS Benchmarks in Reading and Writing
- Assess and monitor students' progress
- Monitor progress of ELLs in regular education classes
- Sustain weekly, bimonthly or monthly forms of school/home communication, as needed
- Consult with classroom teachers to develop annual ESL academic plan

### **RESPONSIBILITIES OF THE CLASSROOM TEACHER**

- Communicate to the ESL teacher the classroom's goals for the ELLs
- Adapt and modify curriculum and instruction in accordance with the ELLs' academic needs, the ESL teacher's recommendations, and the Pennsylvania ELPS,
- Plan and deliver appropriate instruction
- Consult with the ESL teacher to develop annual ESL academic plan
- Communicate ELLs' progress to appropriate parties
- Correlate ELLs' academic objectives with 21CCCS's Benchmarks
- Sustain weekly, bimonthly or monthly forms of school/home communication, as needed

### **RESPONSIBILITIES OF THE ADMINISTRATION**

21CCCS's Administration is responsible for providing ESL professional development for ESL staff, non-ESL professional teaching staff employed

by the 21CCCS, as well as support staff and administrators. 21CCCS's Administration will inform ESL staff, non-ESL professional teaching staff employed by the 21CCCS, as well as all support staff and administrators of regulatory directives, such as NCLB's and PDE's mandates, as needed. Administration should also support the classroom teacher, the ESL teacher, and all the parties involved in the implementation of the ESL program.

### **ESL INSTRUCTION FOR ELLs WITH DISABILITIES**

Regular education students might, at some point, evidence needs that will require academic interventions that had not previously been provided, including special education. 21CCCS will not, however, consider any student for special education interventions based solely upon their LEP status. The Individuals with Disabilities Act (IDEA) prescribes specific requirements for identifying students as eligible for special education, and LEP is explicitly cited as a factor that does not meet these requirements. It is the policy of 21CCCS to insure that IDEA mandates are adhered to.

### **English Language Learners - Attachments**

- 2011-2012 ELL Report
- 15\_2010ESLpolicy
- 15\_2010ESLprogram21CCCS
- 15\_ACCESSELLACS2011
- 15\_ELL-AppendixA\_AcademicStdReadWriteSpeak
- 15\_ELL-AppendixB\_PA.ELPStandards
- 15\_ELL-AppendixC\_BECEducatingStudentsLEP
- 15\_ELL-AppendixD\_ExitCriteria
- 15\_ELL-AppendixE\_2009AccommodationsELLs
- 15\_ELL-AppendixF\_PostExitMonitoringMS.Secou
- 15\_ELL-AppendixG\_HomeLanguageSurvey

### **Graduation Requirements**

To successfully graduate from 21CCCS, each student is required to meet the present standard for accumulated credits\*, and to achieve a level of “Proficient” or better on Reading and Mathematics PSSAs. Eleventh grade students who did not demonstrate proficiency on the tests will have the opportunity to retake tests during the fall of their senior year. Students who do not meet PSSA proficiency requirements are required to demonstrate proficiency on an alternate assessment.

The following information is based on the minimum requirements. Students pursuing a college education are encouraged to take additional courses.

<u>Category</u>	<u>Credit Requirements (23 total)</u>	<u>Courses</u>
English	4	English Composition, English Literature, American Literature, British & World Literature, Elements of Language. Electives include Business Communication and Creative Writing
Social Studies	4	World Geography, World History, American History II, Government & Economics, Psychology, Social Studies Elective
Mathematics	4	Algebra I, Geometry, Algebra II, Pre-Calculus, Math Elective
Science	4	Earth and Space Science, Biology, Chemistry, Physics, Physical Science, Environmental Science, Science Elective
PE/Health	2	Includes Physical Education and Health courses
Arts & Humanities	2	Art, Music, Foreign Languages, and other Humanities
Electives	2	Many options
Graduation Requirement	.5	Career and Life Skills (traditionally taken during 11th grade)
	.5	Graduation Project (Culminating Project- traditionally taken during 12th grade)

\*In accordance with 22 Pa. Code § 4.24, identified special education students who satisfactorily completed a special education program developed by an Individualized Educational Program Team are granted and issued a regular high school diploma by 21CCCS.

## Special Education

21<sup>st</sup> Century Cyber Charter School diligently strives to provide the educational support its' exceptional learners need, specifically as outlined within students IEP's, GIEP's, or 504 Service Agreements. The Special Education Department works in collaboration with the regular education teachers to supply modifications and/or accommodations to the delivery and/or expectations of the course curriculum in order to ensure success for exceptional learners. Accommodations may include, but are not limited to, audio support with printed text, altering the length of assignments, providing alternative means of assessment, and reducing the amount of questions or probes. Modifications may include, but are not limited to, centering instruction on the courses' essential questions, providing visual reinforcements/aids, and allowing for alternatives for written assignments.

Teachers and support staff are provided access to 504 Service Agreements and IEPs for students. Regular education teachers work closely with special education teachers to provide the necessary supports students with disabilities require to work productively toward their annual goals. Teachers' work together to monitor the students progress through the courses and provide modifications and a variety of instructional strategies to ensure success. Additionally, regular education teachers take an active role in the IEP process participating in the creation, implementation and monitoring of IEP goals and objectives.

21CCCS operates learning support programs and provides emotional support for students identified with an Emotional Disturbance by contracting psychological services and offering communication with 21CCCS guidance counselors to those who qualify. 21CCCS continues to contract such related services as:

Psychological Evaluations and Revaluations

Individual Psychological Therapy

Occupational Therapy Evaluation

Occupational Therapy

Speech and Language Evaluation

Speech and Language Therapy

Physical Therapy

To ensure compliance with special education laws and determine the most appropriate instructional strategies for educating special education students, the Special Education Department at 21CCCS has students evaluated to determine if they are in need of special education services. The IEP's of incoming and existing students are examined closely to ascertain that they are written with clear, measurable, annual goals and ensure that students are provided with the accommodations and resources they may need to obtain academic success. Additionally, all incoming IEP's are reviewed to determine whether they are acceptable or need to be more thoroughly developed.

The special services coordinator works to ensure that all regular and special education teachers are up to date with the most current research and knowledge of student's disabilities and that they are striving to work towards the student's annual goals.

## Special Education - Attachment

- 17\_SpecEdPoliciesAndProceduresJan2010

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Carly Parker	1.0	Itinerant Learning	21st Century Cyber Charter	20	# of Students based on actual

	Support	School		reported 07/16/2012 snapshot
Matthew Kinsch	.1 Itinerant Learning Support	21st Century Cyber Charter School	0	Teacher of the Gifted. Gifted students are not reported on Penn Data.
Michelle Williams	.5 Itinerant Learning Support	21st Century Cyber Charter School	19	# of Students based on actual reported 07/16/2012 snapshot
Kimberly Santucci	.25 Itinerant Learning Support	21st Century Cyber Charter School	15	# of Students based on actual reported 07/16/2012 snapshot
Mike Winterode	.5 Itinerant Learning Support	21st Century Cyber Charter School	14	# of Students based on actual reported 07/16/2012 snapshot
Erin Kline	.75 Itinerant Learning Support	21st Century Cyber Charter School	15	# of Students based on actual reported 07/16/2012 snapshot

### Special Education Program Profile - Chart II

**Organization FTE Type of class or support Location # of Students Other Information**

N/A	0	N/A	N/A	0	N/A
-----	---	-----	-----	---	-----

### Special Education Program Profile - Chart III

**Title Location FTE**

N/A	N/A	0
-----	-----	---

### Special Education Program Profile - Chart IV

**IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week**

Therapy Source	Psychological Evaluations	677.83 hours total
----------------	---------------------------	--------------------

Therapy Source	Speech Services	257.19 hours total
----------------	-----------------	--------------------

Easter Seals	Occupational Therapy Services	2.5 hours total
--------------	-------------------------------	-----------------

Therapy Source	Physical Therapy Evaluations	3 hours total
Therapy Source	Occupational Therapy Evaluations	8.75 hours total
Therapy Source	Occupational Therapy Services	543.25 hours total
Therapy Source	Social Work Services	66.03 hours total
Easter Seals	Psychological Evaluation	7.89 hours total
Therapy Source	Physical Therapy	.5 hours total
Susan Orr	Orton Gillingham	292 hours total
Chester County Intermediate Unit	Psychological Evaluation	2 hours total
Chester County Intermediate Unit	Speech Services	3.34 hours total

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification K 1 2 3 4 5

N/A No No No No No No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	Yes	Yes	Yes
Study Island	No	No	No	No	No	No	Yes
CDT Exams	Yes	Yes	Yes	Yes	Yes	Yes	No
Math PSSA Diagnostic Exam (11th Grade)	No	No	No	No	Yes	Yes	No

### Student Assessment

The Pennsylvania System of School Assessment (PSSA) results document 21CCCS student achievement. In 2011-12, 6th, 7th, 8th, and 11th grade students were tested but the results are not yet available to report on. The most up-to-date AYP results for 21CCCS were received on July 18, 2011. On that report, the participation rate was 98.8%. In Reading, 80.3% of students demonstrated a level of Proficient or higher, an increase of 6.2% over the previous school year. In Math, 59.4% of students

demonstrated a level of Proficient or higher, an increase of 15.4% from the previous year. For the Economically Disadvantaged (ED) sub-group, Proficient and Advanced Reading scores increased 9.1% (from 63.9% to 73.0%). ED Math scores also increased by 17.9% (from 37.5% to 55.4%). The increase in student achievement is attributable to additional new programs and interventions implemented by 21CCCS that focused on the students who required additional instructional support.

Using the Classroom Diagnostic Tools (CDTs), students participated in three formal assessments of their reading and mathematical skills. These assessments were used first as a baseline and subsequently, during the school year, in measuring their academic growth and preparation needs for the PSSA exams. On September 21, 2011, 21CCCS students completed CDT exams in both mathematics and reading. Students took two additional math and reading benchmark exams beginning on December 6, 2011 and February 13, 2012. Representatives from the Math and English Departments, analyzed these test scores in order to chart the progress of each student over the academic year in math and reading and provide remediation, as needed. After the second administration of the CDT, it was determined that the math data being provided for 11th graders was not sufficient. As a result, a Math PSSA Diagnostic Exam (11th Grade) was developed by the math team and administered. In crafting the diagnostic exam, the math team selected problems that aligned to the PA standards.

During the 2011-12 school year, Study Island was used as an alternative assessment for prospective graduating seniors who had met all other graduation requirements except the PSSA requirement. Study Island is a web-based program that provides instruction, practice, and assessment in the areas of reading and mathematics. Study Island has thousands of mathematical and reading questions aligned to PA Standards and it provides a rich resource in creating an alternative assessment. These seniors were enrolled in the online course of assessment and were required to reach an 80% mastery level before they were considered to have met all graduation requirements.

The Administrative Review Team (ART) monitors at-risk students and is responsible for taking additional measures if parents or students are not following through on the recommendations made by the ART. The ART includes the Principal, a Guidance Counselor, the Special Education Coordinator (if appropriate), and the teachers of the student. In addition, the Student Services Manager is an adjunct member of the team. 21CCCS uses the ART as one of the procedural steps in the identification process of academically at-risk students. Possible solutions include, but are not limited to, mandatory phone, virtual (via webcast) and/or on-site parent-teacher conferences (PTC) with the student and family, removal of privileges and reduction of course loads, monitored online classroom (synchronous) attendance, and alternative course requirements. The goal of the PTC is to achieve a working agreement with all involved. The agreement outlines the steps the student will take to succeed at 21CCCS. Truancy notification is sometimes a part of the ART procedure. The teachers maintain the positive and supportive role in the path to student success while the ART monitors and sets requirements for the student and family.

## **Student Assessment - Attachment**

- 21CCCS CDT Results

## **Teacher Evaluation**

Each professional and administrative employee is assigned to a supervisor who is responsible for evaluating the employee's job performance. The Director/CEO is responsible to assure that proper supervision and evaluation are accomplished (Policy #301). The high school and middle school principals (both with Principal certificates) evaluate each teacher twice during the school year. Teacher evaluation includes weekly review of instructional plans, live and electronic "walk-throughs," and formal and informal observations. Teachers have the opportunity to provide self-evaluations and supporting data to their supervisors. Evaluators have educational, supervisory, special education, and cyber experience so expertise is based on previous experience and ongoing training.

In previous years a rubric was used based upon The Standards for Quality Online Teaching as developed by Southern Regional Education Board and adopted by the International Association for K-12 Online Learning (iNACOL). In order to improve the quality of instruction and provide more detailed feedback to teachers, a new evaluation tool was designed and implemented. This new tool is research-based and is geared toward student achievement. The evaluation tool includes five domains with 22 evaluation

categories. The domains include: Curriculum and Planning; Instruction; Assessment; Student Achievement, Attendance, and Communication; and, Professional Growth and Professionalism. Implementation of this tool as a means of feedback and evaluation has enabled teachers to focus on specific skills and modify their teaching practices to enhance their students' online learning experience as well as their achievement. As a part of the evaluation process teachers can earn up to 9% merit pay.

## Teacher Evaluation - Attachment

- 21CCCS Teacher Evaluation Tool 2011-12.pdf

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

The 21CCCS's Board of Trustees is made up of four area intermediate unit (IU) executive directors, eight area school district superintendents, and three parents of 21CCCS students. The bylaws of the 21CCCS mandate the annual election of the Board of Trustees officers and members. At the 2010 election, Dr. Thomas Newcome, Superintendent of the Octorara Area SD, was re-elected Chairperson of the Board. Dr. Newcome and the four IU Executive Directors make up the Executive Committee. Dr. Joseph O'Brien, Executive Director of Chester County IU was re-elected into the Vice-Chairperson seat. In previous years only one seat on the board was filled by a parent. Due to an increased interest, two additional board seats were filled by parents this school year.

The current IU Executive Director seats are filled by; Dr. Barry Galasso at the Bucks County IU (BCIU), Dr. Joseph O'Brien at the Chester County IU (CCIU), Dr. Lawrence O'Shea at the Delaware County IU (DCIU), and Dr. Jerry Shiveley at the Montgomery County IU (MCIU).

Mr. Mark Klein, Esq. - Superintendent of the Council Rock SD continues to fill one of the the Superintendent seats for Bucks County. Dr. Francis Barnes - Superintendent of the Palisades SD resigned from his position and Dr. Lisa Andrejko - Superintendent of the Quakertown Community SD filled the vacancy. Dr. Thomas Newcome - Superintendent of the Octorara Area SD and Dr. Raymond Fischer - Superintendent of Oxford Area SD continue to fill the Superintendent seats for Chester County. Dr. George Steinhoff - Superintendent of the Penn-Delco School District and Dr. Merle Horowitz - Superintendent of Marple Newtown SD fill the Superintendent Seats for Delaware County. The Montgomery County Superintendent seats were filled by Dr. Christopher McGinley - Superintendent of Lower Merion SD and Dr. Clifford Rogers - Superintendent of Perkiomen Valley SD. The three Parent seats were filled by Ms. Heidi Wood-Tucker, Ms. Deborah Fingerlow, and Ms. Heather Saboori.

Jon Marsh remains the Director/CEO. Russell Gallagher held the seat of the 10-12 grade Principal and Kylene Ball held the seat of 6-9 grade Principal. Following the close of the school year Russell Gallagher turned in his resignation. Kylene Ball will act as principal for all grades until a replacement is found.

### Board of Trustees

Name of Trustee	Office (if any)
Dr. Barry Galasso	Bucks County IU
Dr. Joseph O'Brien, Vice-Chairperson	Chester County IU
Dr. Lawrence O'Shea	Delaware County IU
Dr. Jerry Shiveley	Montgomery County IU
Mr. Mark Klein, Esq	Council Rock SD

Dr. Raymond Fischer	Oxford Area SD
Dr. Thomas Newcome, Chairperson	Octorara Area SD
Dr. Christopher McGinley	Lower Merion SD
Dr. George Steinhoff	Penn-Delco SD
Dr. Merle Horowitz	Marple Newtown SD
Dr. Clifford Rogers	Perkiomen Valley SD
Dr. Lisa Andrejko	Quakertown Community SD
Ms. Heidi Wood-Tucker	Parent
Ms. Heather Saboori	Parent
Ms. Deborah Fingerlow	Parent

## Professional Development (Governance)

Given the background, expertise, and continual training completed by the Board in their primary positions little professional development is necessary. When a topic or concern specific to the cyber environment arises, the CEO arranges any necessary professional development to ensure the Board is adequately informed. The school solicitor attends the school board meetings keeping the members abreast of information regarding cyber charter law. Board members are also provided the opportunity to attend the Virtual School Symposium (VSS) held by the International Association for K-12 Online Learning.

## Coordination of the Governance and Management of the School

Due to the unique make-up of the Board of Trustees for the 21CCCS, other than the three parents on the board, each of the eight Superintendents and the four IU Executive Directors have a solid working relationship with PDE.

## Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates & Locations

## Community and Parent Engagement

To ensure community and parent engagement, three parent representatives fill seats on the School Board. The minutes from the Board meetings are available on the school's website. The Board meetings are all advertised in a local newspaper and on the school web site inviting the community and parents to attend. All meetings are open to the public as required by the Sunshine Act.

Each month the school organizes a field trip for all students and their families. Not only is it recommended that parents attend the trips, but at least one parent or guardian is required to attend the trips with their child due to supervision and transportation needs. The parents on the Board attend many of the field trips in order to interact with parents and staff. One of this year's field trips was coordinated by one of the parent Board

members at a local university. Throughout May 21CCCS held a series of events at a local community center. Students, families, and the public were invited to meet staff, participate in activities organized by staff and socialize with each other. A team of teachers has taken the charge of organizing similar events for the upcoming school year.

Throughout the school year numerous open houses and information sessions are held. The open houses and information sessions are available to the public and are advertised on the school's website and through other varied sources.

The Director and other staff members have made numerous presentations to local school districts discussing and clarifying the online movement to school district personnel in order to achieve a better working relationship between districts and 21CCCS.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

There were no major fund-raising activities during the 2011-12 school year and there are none planned for the 2012-13 school year.

### **Fiscal Solvency Policies**

In order to maintain steady cash flows, 21CCCS bills school districts on a monthly basis. Subsidy deductions, as allowed by PDE, are requested multiple times throughout the school year. Parents are billed timely for any non-returned computer equipment and books.

21CCCS maintains checking and money market accounts at DNB First. Cash transfers are done monthly from the 21CCCS to reimburse the CCIU for Accounts Receivable, Accounts Payable, Payroll, Purchasing and Human Resource services provided to the 21CCCS.

As part of the purchasing procedures put in place by the 21CCCS Board, purchases over \$4,000 require additional pre-approval by a CCIU Division Director, and those in excess of \$10,000 and any long-term lease commitments are voted on by the Board of Trustees. All purchases are presented in an Expenditure Report to the Board for approval at each meeting.

Herbein + Company, Inc., independent auditors, have recommended that 21CCCS set aside in its fund balance an amount equal to 3 months of expenditures (approximately \$1,500,000). 21CCCS had designated \$950,000 for this purpose under a program stabilization classification as of June 30, 2011. 21CCCS intends to comply with the recommendation over time and expects to add to this balance once the June 30, 2012 reporting has been finalized and the fund balances have been updated.

In accordance with GASB Statements No. 54 Fund Balance Reporting and Governmental Fund Type Definitions, the following fund balance classifications for June 30, 2012 were approved at the May 22, 2012 Board meeting: Future Building Fund, Future Capital Equipment/Software/Furniture, Future Curriculum Development, Minimum Lease Obligations, New Initiatives, Future Program Stabilization and PSERS Retirement Rate Increases.

### **Accounting System**

The Chester County Intermediate Unit provides financial services to the 21CCCS, utilizing MSGovern's Gemstone software in conjunction with the Chart of Accounts mandated by the PA LECS Comptroller's Office for budgeting, accounting, and financial reporting. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated January 3, 2012 presented by Herbein & Company Inc.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- 21CCCS Preliminary Revenue-Expenditures-Fund Balance 6-30-12

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

Herbein & Company, Inc., located in Reading, PA, audited the financial statements of 21CCCS for the year-ended June 30, 2011 and issued an unqualified opinion on January 3, 2012. A copy of the audit report for the 2010-11 school year is attached.

Audited financial statements for the year-ended June 30, 2012 are currently not available. Herbein & Company, Inc. is expected to begin fieldwork on the 2011-12 financial statements in October 2012. A completion date for the audit cannot be provided at this time.

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- 21CCCS Audited FS at June 30 2011

## **Citations and follow-up actions for any State Audit Report**

21CCCS was last audited by the public accounting firm of Herbein + Company, Inc. for the 2010-11 school year. The audit for the 2011-12 school year is scheduled to begin in October 2012. No state audit reports were received for the 2011-12 school year.

As part of 21CCCS' charter renewal, in September 2010 the Pennsylvania Department of Education conducted an on-site review of the school. This visit included interviews with key staff, review of policies & procedures, Board minutes, lease and contract agreements, as well as a tour of the facilities. In addition, a separate fiscal review of the school's financials (2008-09 and 2009-10 audited reports), accounting and purchasing policies and internal controls was done by the PFM Group on PDE's behalf. 21CCCS received notification from PDE on June 29, 2011 that the charter had been renewed thru June 30, 2016.

The Pennsylvania Auditor General's Office, Bureau of School Audits last audited 21CCCS on August 20, 2007 for the years ending June 30, 2004, 2005, and 2006 and in certain areas extending beyond June 30, 2006. On November 30, 2007, the Auditor General's office requested an additional Audit by the IT Division of the Auditor General's office.

"The results of our tests indicated that, in all significant respects, the 21st Century Cyber Charter School was in compliance with applicable state laws, regulations, contracts, grant requirements, and administrative procedures falling within the scope of our audit, except as noted in the following finding. We also identified internal control weaknesses as discussed in the observation."

\* Finding — In Violation of the Public Official and Employee Ethics Act, Certain Charter School Personnel Failed to File Statements of Financial Interests at Some Time During the Audit Period

\* Observation — Unmonitored Vendor System Access and Logical Access Control Weaknesses

21CCCS responded to the Department of the Auditor General's Office as required stating that both the finding and observations were addressed by the implementation of procedures that will prevent a recurrence

of these issues. The procedures implemented and actions taken were reported to PDE in an Audit Response Letter to the Bureau of Budget and Fiscal Management.

In January 2011, PDE completed a Compliance Monitoring audit of the Special Education Department. Among items listed for corrective action were transition services, parent training, NOREPs (Wording in relation to attending the cyber school environment), method of progress reporting on annual goals, and ensuring that all forms are requested when accepting students from previous districts (permissions to evaluate, initial NOREPS, and initial related services/types of support). The items that have been determined in need of corrective action have been given a twelve-month time frame for correction. The items listed for corrective action were; transition services, parent training, NOREPs (Wording in relation to attending the cyber school environment), method of progress reporting on annual goals, and ensuring that all forms are requested when accepting students from previous districts (permissions to evaluate, initial NOREPS, and initial related services/types of support). 21CCCS is utilizing the CCIU as a resource to help ensure that special education services at 21CCCS are ahead of the curve for the future projected growth.

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

21CCCS spent over \$670,000 in 2011-12 to purchase computer hardware and related software and to outfit the school's office spaces. A large portion of these expenses were replacements for obsolete equipment or laptops that were damaged by students. In addition, equipment was needed for increased student enrollments and new staff. 21CCCS generally uses laptops for a minimum of 3 years before they are replaced.

21CCCS currently occupies space in two leased locations: 782 Springdale Drive and 805 Springdale Drive both in Exton, PA. Both leases expire August 31, 2013. Management is actively investigating new sites for the school, both for lease and purchase. In 2011-12, 21CCCS spent approximately \$95,000 on workstations, related equipment and leasehold improvements at the new 782 Springdale Drive location and to re-configure the office space at 805 Springdale Drive.

-

### **Future Facility Plans and Other Capital Needs**

For the 2012-13 school year, 21CCCS will continue to occupy its leased spaces at 782 Springdale Drive and 805 Springdale Drive. Management is working with a local realtor to find suitable office space that will replace both of these locations which are currently leased until August 31, 2013. 21CCCS is looking for a site large enough to house the current staff and is considering locations available for either lease or purchase. 21CCCS is also investigating the possibility of opening satellite offices in various locations throughout the Commonwealth.

Capital equipment expenditures are expected to remain at or above 2011-12 spending levels, depending on enrollments, throughout the length of the charter. Revenues, staffing and spending levels will continue to be monitored closely so that management can react quickly to changing economic conditions, pending legislation, etc.

-

-

-

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

All student health and immunization records are maintained at this office under the supervision of a certified school nurse (CSN) employed by 21CCCS.

Mandated screenings are done by the CSN or the student's personal care provider.

Staff receive training yearly covering mandated reporting, abuse and neglect, and other aspects of student health.

21CCCS has a memorandum of understanding with local emergency response units and submits a safe school report into PIMS each year as required by the PA School Code.

21CCCS submitted the SHARRS report for reimbursement, and received a reimbursement of \$11,231.41 from the DOH School Health Services.

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- 2010-11 SHARRS Payment Voucher
- 21CCCS Wellness Policy

### **Current School Insurance Coverage Policies and Programs**

21CCCS contracts the broker services of Willis of Pennsylvania, Inc. The Insurance Coverages and Companies are as follows:

#### **Philadelphia Indemnity Ins. Co.**

Automobile

Commercial Package

Crime

Equipment Breakdown

General Liability

Inland Marine

#### **Philadelphia Insurance Co.**

Umbrella Liability

**National Union Ins. Co.**

School Leaders Errors and Omissions (Including Employment Practices Liability)

**The Hartford Ins. Co.**

Workers Compensation and Employers' Liability

21CCCS contracts services from the Chester County Intermediate Unit (CCIU), including Human Resources services. 21CCCS Employees are offered the same general benefit options the CCIU employees are offered including insurance coverage. See below for insurance options and the insurance companies used:

**United Concordia**

Dental

**Madison**

Disability

**Assurant**

Life

**Independence Blue Cross**

Medical

**Vision Benefits of America**

Vision

**CVS Caremark**

Prescription Drug

**Current School Insurance Coverage Policies and Programs - Attachment**

- Nov2011-Nov2012 Schedule of Insurance

**SECTION IX. ADMINISTRATIVE NEEDS**

## Quality of Teaching and Other Staff

The 2011-12 school year ended with 33 full time teachers, two itinerant teachers, two principals, two school counselors, one special education coordinator, and one part-time school nurse. Thirty-eight professional staff members returned from the previous school year and three employees were hired for the start of the school year. One school counselor resigned and one new teacher was hired after the school year began. This growth in staffing is concurrent with the growth of students served and was necessary to replace staff who resigned prior to the start of school. All 21CCCS teachers and other professional employees are licensed in their subject area(s) with Pennsylvania certificates on file at the 21CCCS administrative offices.

A continuing challenge for 21CCCS is recruitment from other schools and school districts of the trained staff. As online education continues to grow in popularity, and because 21CCCS has achieved AYP targets more often than any other cyber schools in the Commonwealth, the staff of 21CCCS receives this type of attention. The school offers a number of incentives to retain good staff including; flexible work schedule, excellent benefits, merit pay, and extensive professional development opportunities. While many of these incentives have been cited by staff as a reason for remaining with 21CCCS, the salaries currently offered for more senior staff are not commensurate with the surrounding market. The administration is seeking approval by the Board to implement a multi-tiered compensation system for staff. This should increase the likelihood of retaining staff that have shown success in the online setting. As teachers continue to increase their skills in this setting they will also be able to increase their salaries and not feel the need to look at other schools for competitive earnings.

## Quality of Teaching and Other Staff - Attachments

- 2011-12 PIMS Staff ACS
- 2011-12 PDE 414

## Student Enrollment

The admission process is designed to educate families on the rigor of the asynchronous environment as potential cyber school candidates. 21CCCS will not discriminate in its admission or any other policies on the basis of race, color, national origin, sex, or handicap. Students enroll in 21CCCS at specific times of the year to correspond with the approved school calendar. Should 21CCCS receive more applicants than there are available spaces, a waiting list and lottery system will be initiated.

Throughout the enrollment process, all student information is cross-referenced with multiple sources to ensure accuracy. The information provided from the student's parent/guardian is compared to information received from the student's previous school, copies of the birth certificate, and proof of residency. In addition, the home school district given by the parent is cross-checked against the home address using U.S. Census data to ensure accuracy of billing.

The enrollment process starts with an initial inquiry which is typically completed online. 21CCCS enrollment advisors then speak with the family by phone or in person to discuss the school, the child, and the placement of the child in an online school environment. Following this communication, the students are given access to 21CCCS's sample class, which contains actual lessons from current 21CCCS classes. This provides families an opportunity to experience the look and feel of an online class.

If, following review of the sample class, a family wants to enroll their child, the registrar provides access to a secure online form, which allows the family to enter all necessary data needed to generate the enrollment paperwork. Once the form is submitted, 21CCCS prints and mails the enrollment packet to the parent or guardian for required signatures. Once the packet is completed and returned, along with the required documentation such as proof of residency, the student is enrolled for the next start date, and enrollment notification forms are sent to the Pennsylvania Department of Education and the local school district. All information is then filed securely.

In order to re-enroll the family must complete a re-enrollment form, computer lease, and an agreement to follow all policies in the current Student and Parent Handbook. Once the required forms are completed and returned, the student is re-enrolled for the following year.

### Enrollment History for 2011-12:

Grade	Initially Enrolled	Dropped	Added
6	40	11	9
7	71	19	7
8	98	25	11
9	146	51	25
10	143	43	30
11	148	37	26
12	147	17	6

362 students are currently re-enrolled from the 2011-12 school year for the 2012-13 school year. This value is expected to increase before the 2012-13 school year begins.

21CCCS did not require any students to leave the school during the 2011-12 school year, although 30 students were removed from active membership for reaching ten consecutive school days of no participation as required under Section 11.24 of the PA Code. No expulsions were necessary. 173 students chose to withdraw from 21CCCS during the 2011-12 school year. In exit interviews, the reasons stated most often for leaving were: student not suited to cyber environment, lack of student motivation, and student desire for more social interaction.

Enrollment Trends: Each year the school increases the number of returning students

School Year	Returning Students
2004-05	174
2005-06	181
2006-07	263
2007-08	285
2008-09	329
2009-10	324
2010-11	358
2011-12	353
2012-13	362 (tentative)

## Student Enrollment - Attachments

- [42\\_EnrollmentPolicyFinal](#)
- [42\\_SpecEdStudentEnrollment231](#)
- [Transferred to Schools](#)

## Transportation

21CCCS is an online school, and transportation is not typically required. In a prior year 21CCCS did have a student that attended an alternative school, and per the Cyber BEC 2006 it became the responsibility of 21CCCS to manage and pay for these services. The 21CCCS Special Services Coordinator managed transportation with the home district, secondary location and transportation providers.

## Food Service Program

21CCCS is an online school and no food services are provided. The school does, however use the requirements of the Federal Program to determine if students get a price reduction on field trips, yearbooks, graduation cap & gown, etc.

## **Student Conduct**

21CCCS has high expectations that all students will behave in an appropriate manner. In order to help ensure students maintain the highest levels of behavior and discipline, the Student Code of Conduct is included in the Student and Parent Handbook. The Code of Conduct provides detailed definitions, policies, procedures, and responsibilities concerning; Acceptable Use of School Equipment and Accounts, Terroristic Threats or Acts, Unlawful Harassment, Bullying and Cyber-Bullying, and Academic Integrity. The Student Code of Conduct also details consequences for violation of any of the policies contained therein. In order to ensure that 21CCCS's Student Code of Conduct complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, it includes a comprehensive Due Process section. During the 2011-12 school year, five students were suspended on eight separate occasions (one threat of violence and seven incidents of viewing inappropriate images); no students were expelled.

## **Student Conduct - Attachment**

- 2012-13 Student & Parent Handbook

## **Signature Page**

**Assurance for the Operation of Charter School Services and Programs**

**School Year: 2012**

The 21st Century Cyber CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_ **Board President** \_\_\_\_\_ **Date**

\_\_\_\_\_ **Chief Executive Officer** \_\_\_\_\_ **Date**  
**2011 - 2012 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**                      **YES** \_\_\_\_\_ **NO** \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The 21st Century Cyber CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

Identify the charter school's Chief Executive Officer.

**Name:** Jon D. Marsh **Title:** Director/CEO  
**Phone:** 484-875-5454 **Fax:** 484-875-5404  
**E-mail:** [jmarsh@21cccs.org](mailto:jmarsh@21cccs.org)

---

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

**Name:** Thomas Newcome **Title:** Superintendent- Octorara Area SD  
**Phone:** 610-593-8238 **Fax:** 610-593-6425  
**E-mail:** [tnewcome@octorara.org](mailto:tnewcome@octorara.org)

---

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

**Name:** Erin Kline **Title:** Special Services Coord.  
**Phone:** 484-875-5412 **Fax:** 484-875-5404  
**E-mail:** [ekline@21cccs.org](mailto:ekline@21cccs.org)

---

Signature of the Special Education Contact Person and Date

## **Signature Page - Attachment**

- Blank Sig Page