Insight PA Cyber CS

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

350 Eagleview Blvd
Exton, PA 19341
(484)713-4353

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	Eileen Cannistraci
Date of Local Chartering School Board/PDE Approval:	6/26/2017
Length of Charter:	3 years
Opening Date:	9/5/2017
Grade Level:	K-10
Hours of Operation:	8:00-4:00
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	32
Student/Teacher Ratio:	50:1
Student Waiting List:	0
Attendance Rate/Percentage:	90.00 %
Enrollment:	1244
Per Pupil Subsidy:	$10,218 General Education, $14,956 Special Education
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	60.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	127

Student Profile

Group	Student Count
American Indian/Alaskan Native	14.00
Asian/Pacific Islander	18.00
Black (Non-Hispanic)	458.00
Hispanic	134.00
White (Non-Hispanic)	619.00
Multicultural	1.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	184.00	184.00	184.00	184.00
Instructional Hours	0.00	0.00	900.00	900.00	990.00	990.00

Planning Process

Insight PA is working with Chester County IU to ensure we have an effective process in place for the completion of our Comprehensive Plan. An overview of the Comp planning process was provided to the school leadership team, and those team members then informed their teams about the Comprehensive Plan. Staff was then asked to inform their supervisors if they were interested in being a Comprehensive Plan Committee member. The goal was to have five teachers, each representing a grade band and subject level as well as one special education teacher. In addition there would be three representatives from student support service department which would include family engagement team member, guidance counselor and a parent. The Comprehensive planning committee would also include Senior Leadership members including the Executive Director, Director of Academics, Director of Student Support Services, and the Director of Special Education Compliance.

Each Director worked directly with the CEO and Executive Director to complete the Core Foundations section of the plan. Then a representative of Professional Development Services directed a session with the teachers and student support services team, who are serving on the Comprehensive Planning Committee, to conduct the Needs Assessment by going through each of the guiding questions, and then prioritizing the systemic challenges. This activity was completed in a parallel manner with the Senior Leadership Team. Each groups response was compared to look for similarities and differences and ultimately determine the priorities and develop the Action Plans.

The Director of Academics worked with teachers from the Comp Planning Committee to develop one action plan and the Director of Student Services worked with the student support team from the Comp Planning Committee to develop another action plan.

Once the plans are developed the CEO and Executive Director will review the plans and present to the school board for approval, then the 30-day public review. Once final approval of the plan is provided by the board the CEO will submit the final plan.

During August Professional Development the CEO will present the plan to the staff and implementation of the plan will begin for the 2018-2019 school year.

Mission Statement

The mission of Insight Cyber Charter School is to enable, inspire, and prepare students to achieve the highest levels of academic standards so they make a powerful contribution in their communities.

Vision Statement

The vision of Insight PA Cyber Charter School is to ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them.

Shared Values

The team at Insight PA is charged to drive instruction but may first need to address and remove some social-emotional barriers, before learning takes place. This team of administrators, teachers, Family Academic Support members, counselors, specialists, community and parent coordinators, is committed to:

Setting high expectations for all;

Identifying and removing barriers that impede student growth;

Identifying the best individualized learning approach to meet student's unique needs;

Engaging in meaningful, direct communication about goals and progress;

Fostering deep, collaborative partnerships among students, parents, community, teachers, staff and administrators;

Utilizing research-based instruction to ensure mastery for all;

Respecting that time is a limited commodity that should never be wasted.

Educational Community

The educational community at Insight PA Cyber Charter School encompasses the entire Commonwealth of Pennsylvania. Our students live in rural, urban and suburban communities throughout the Commonwealth. 60% of our student population is economically disadvantaged, and 18% of our students having learning disabilities. During the 2017-2018 school year we served 1244 students, and due to good fiscal management Insight PA ended the year with a surplus of just over $100,00.

Our students are offered different opportunities to engage with students who live in their geographic region via school outings. This year our students had the opportunity to get together with their regional classmates at ice skating and bowling events, as well as picnics to celebrate the end of the school year. These events provided our students a chance to learn more about their communities and engage with resources provided in their communities.

Insight PA provides students with a variety of resources through our Academic department as well as our Student Services department. Some of those resources include small group targeted instruction to address academic needs, classes with the school guidance counselors and advisors that include the use of

a social and emotional curriculum, the 7 Mindsets. Our students also can utilize the services provide through the Insight PA Family Academic Support team which include a Family Academic Support Liaison, Family Resource Coordinator, and the Family Engagement Coordinator.

One of Insight PA's shared values is to foster deep collaborative partnerships with the communities where our students live. Those partnerships include work with HACC and the development of a Career Pathways Advisory Council during our first year of operation. We will be working over the next several years to develop these partnerships within our students' communities to be certain Insight PA has a presence in the communities where our students live.

Board of Trustees

Name	Office	Address	Phone	Email
Michael Adler	President	20 Meredith Road, Wynnewood, PA 19096	215-845-0542	madler2000@yahoo.com
Michele McKeone	Member	1020 N Hancock Street, Phila, PA 19123	6095762484	Michele@digitability.com
Diana Moninger	Vice President	PO Box 75, New Freeport, PA 15352	724-678-3943	diana.moninger@gmail.com
Aviva Moore	Treasurer	9 Shirley Road, Narbeth, PA 19072	610-457-7749	avivabmoore@gmail.com
Maddi-Jane Sobel	Secretary	1623 Addison Street, Philadelphia, PA 19146	215-266-3303	maddijanesobel@comcast.net
Lowell Thomas	Member	433 E. MT. Pleasant Street	215-248-3459	llthdem@gmail.com

Board of Trustees Professional Development

In October 2017 the Insight PA Cyber Charter School Board of Trustees received training from the National Charter School Institute. This training covered the following topics Public Officials Act, and Governance responsibilities of the board. Another training is planned for June 2018 and this training will

be provided by Patricia Hennessy, Esq. Patricia plans to provide the board training on the Sunshine Law, Public Officials Act, and the roles and responsibilities of the board members.

During the October training the following board members completed the training: Michael Adler, Board President, Maddi-Jane Sobel, Board Secretary, Ed Kelly, Board Treasurer/Vice President, Kelly Vidovich, Michele McKeone, and Aviva Moore.

The June Board training took place on June 28, 2018 and was conducted by Patricia Hennessy. This training reviewed Charter School law, Sunshine Act, and Board governance. The following board members attended the training: Michael Adler, board President, Lowell Thomas, Diana Moninger, Board Vice President, and Michele McKeone.

Governance and Management

During this first year of school operation, the Insight PA Board of Trustees hired a CEO and CFO to provide daily oversight of the school. The CEO and CFO work directly with K12, Inc management team who provides for the educational management of Insight PA Cyber Charter School. The Insight PA Board of Trustees has directed the CEO to work with the Division of Charter Schools at PDE through regular communication and reporting to ensure the Division of Charter Schools is up-to-date on the progress Insight PA is making during our initial year of operation.

The Insight PA Board of Trustees holds monthly board meetings to hear reports from the CEO and CFO about the financial oversight and academic progress of the school. The Board also has a finance/operation committee and academic committee that met a few times during the school year to address school matters and to keep informed of school operations.

Student Enrollment

All eligible students in the Commonwealth of PA in Grades K-12 (K-10 in Year 1, K-11 in Year 2 and K-12 in subsequent years) are eligible to attend Insight PA Cyber Charter School. In education, one size does not fit all, and Insight PA is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

Based on Section 1723-A of the Charter School law, any resident grade K-12 school age student in the Commonwealth is eligible to enroll in Insight PA Cyber Charter School. We will not discriminate in our admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English Language or any other basis that would be illegal if used by a school district. We will not use achievement tests, entrance examination tests or other means of testing a student's intellectual ability in order to grant or deny admission. We will not judge a student's grade point average in consideration of any student enrollment.

Insight PA Cyber Charter School requires the state mandated documents for enrollment including:

1. Proof of Age

2. Proof of Residency (except in the case of homeless youth)

3. Parent Registration Statement

4. Proof of Immunizations required by law

5. Home Language Survey

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2017	0	1244	0	moved out of student, student motivation issues, pace of program	795

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2017	93	66	68	74	75	102	137	158	135	220	116	0	0

Stakeholder Involvement

Name	Role
Lauren Ardiff	Middle School Teacher - Regular Education
Kelly Bausher	Building Principal
Christina Davis	High School Teacher - Regular Education
Jamie Deimling	High School Teacher - Special Education
Megan Frantz	Elementary School Teacher - Regular Education
Michael Frost	Administrator
Tia Gaines	Middle School Teacher - Regular Education
Jennifer Jennings	Special Education Director/Specialist
Jay Kamau	Administrator
Dara Kline	Community Representative
Dara Kline	Community Representative
Sally Krasevic	Student Services Director/Specialist
Heather Krout	Parent
Heather Krout	Parent
Bobbi-Jo Lundy	Elementary School Teacher - Regular Education
Shannon McElwain	Administrator
Aviva Moore	Board Member
Scott Peterman	Business Representative
Scott Peterman	Business Representative
Jaclyn Snyder	Ed Specialist - School Counselor

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Needs Improvement
PA Core Standards: Mathematics	Non Existent	Needs Improvement
Economics	Non Existent	Needs Improvement
Environment and Ecology	Non Existent	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Needs Improvement
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Rudimentary alignment documents exist for some core subjects. Detailed maps for ISPA do not yet exist. Training for staff and curriculum alignment and mapping work will begin this spring and continue through the summer. The goal is to have all core subjects sufficiently aligned and mapped by the beginning of the next school year with an eye on continuous improvement

during subsequent years. Non-core subjects will be completed over the course of next school year.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Needs Improvement
PA Core Standards: English Language Arts	Non Existent	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Needs Improvement
PA Core Standards: Mathematics	Non Existent	Needs Improvement
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Needs Improvement
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Not answered
American School Counselor Association for Students	Non Existent	Needs Improvement
English Language Proficiency	Non Existent	Needs Improvement
Interpersonal Skills	Not answered	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Rudimentary alignment documents exist for some core subjects. Detailed maps for ISPA do not yet exist. Training for staff and curriculum alignment and mapping work will begin this spring and continue through the summer. The goal is to have all core subjects sufficiently aligned and mapped by the beginning of the next school year with an eye on continuous improvement during subsequent years. Non-core subjects will be completed over the course of next school year.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Non Existent

Civics and Government	Non Existent	Needs Improvement
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Needs Improvement
PA Core Standards: Mathematics	Non Existent	Needs Improvement
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Needs Improvement
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Rudimentary alignment documents exist for some core subjects. Detailed maps for ISPA do not yet exist. Training for staff and curriculum alignment and mapping work will begin this spring and continue through the summer. The goal is to have all core subjects sufficiently aligned and mapped by the beginning of the next school year with an eye on continuous improvement during subsequent years. Non-core subjects will be completed over the course of next school year.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Needs Improvement
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Needs Improvement
PA Core Standards: Mathematics	Non Existent	Needs Improvement
Economics	Non Existent	Non Existent

Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Needs Improvement
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Rudimentary alignment documents exist for some core subjects. Detailed maps for ISPA do not yet exist. Training for staff and curriculum alignment and mapping work will begin this spring and continue through the summer. The goal is to have all core subjects sufficiently aligned and mapped by the beginning of the next school year with an eye on continuous improvement during subsequent years. Non-core subjects will be completed over the course of next school year. The introduction of the CTE program next year will begin to address PA Future Ready Career Readiness goals

Adaptations

Elementary Education-Primary Level

Checked answers
> None.

Unchecked answers
> None.

Elementary Education-Intermediate Level

Checked answers
> None.

Unchecked answers
> None.

Middle Level

Checked answers
> None.

Unchecked answers
        None.

High School Level

Checked answers
        None.

Unchecked answers
        None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Curriculum development will be integrated into mapping and alignment. K12 provided courses are designed to be objectives driven and address Common Core Standards. Department/Grade Level chairs will be established starting SY18-19, and that position will play a key role in coordinating and driving curriculum revisions.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The On-line Middle School High School /D2L platform allows teachers to make appropriate accommodations. The Windows 10 OS adds additional accessibilities such as text to speech and

increased font sizes. Alternative curriculum providers (Unique Curriculum) are used for life skills students.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers
- Administrators
- Instructional Coaches

Unchecked Answers
- Building Supervisors
- Department Supervisors
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Formal classroom observations, lesson plans, and walk-throughs are currently part of the principals' regular responsibilities. ISPA participates in the K12 Instructional Coaching program where Instructional Coaches provide by-weekly observations and coaching to support teachers.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Department chair positions will be established in SY18-19, and peer coaching and evaluation will be incorporated in SY19-20.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms

Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

High student to teacher ratios prevented the intended plan for structured grouping and differentiation from being fully implemented this school year. The K12 Academic Excellence Framework provides guidance and will be implanted starting SY18-19. Staffing needs will be addressed with Sy18-19

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

High student to teacher ratios prevented the intended plan for structured grouping and differentiation from being fully implemented this school year. The K12 Academic Excellence Framework provides guidance and will be implanted starting SY18-19. Staffing needs will be addressed with Sy18-19.

Middle Level

Instructional Practices	Status

Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

High student to teacher ratios prevented the intended plan for structured grouping and differentiation from being fully implemented this school year. The K12 Academic Excellence Framework provides guidance and will be implanted starting SY18-19. Staffing needs will be addressed with Sy18-19.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

High student to teacher ratios prevented the intended plan for structured grouping and differentiation from being fully implemented this school year. The K12 Academic Excellence Framework provides guidance and will be implanted starting SY18-19. Staffing needs will be addressed with Sy18-19.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Revised salary scale; greater opportunity for stipend positions; early hiring approval; proactive recruiting

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	8.00	8.00	8.00
English	1.00	1.00	1.00
Mathematics	1.00	1.00	1.00
Social Studies	1.00	1.00	1.00
Science	1.00	1.00	1.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X	X		X	
Civics and Government		X				X
PA Core Standards: English Language Arts		X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X	X	X		
Economics		X				X
Environment and Ecology		X				X

Family and Consumer Sciences	X				X
Geography	X				X
Health, Safety and Physical Education	X				X
History	X				X
Science and Technology and Engineering Education	X				X
Alternate Academic Content Standards for Math	X		X		X
Alternate Academic Content Standards for Reading	X		X		X
World Language	X		X		X

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Chapter Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR 360 Math, STAR 360 ELA, USE Test Prep	X	X	X	X

Formative Assessments
No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Embedded assessments are provided by K12 and professionally developed and aligned with the course. Teacher created assessments for formative purposes may be reviewed by Coaches, Administration, and/or Department Chairs.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Embedded courses assessment data is provided in real time to teachers. Diagnostic and benchmark data is available immediately to teachers within the assessment tools. Data for further analysis and monitoring is provided weekly or more frequently in a variety of dashboards or summaries by K12 or local coordinators.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Specific reporting is used by teachers to understand gaps, design, and provide targeted instructional and practice. Levels of intervention and tools are designated by our MTSS program and matrix of services (to be developed).

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Selected courses and assessment tools provide standards specific reporting. Further alignment and mapping to specific anchors will be completed with curriculum mapping and alignment.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website				
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X

Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Information about summative assessments such as PSSA and Keystones was included on the school calendar and communicated to parents and the school board through a variety of communications. Since this is Insight PA's first year of operation there were no results to share, but the school will utilize each of the indicators above to communicate summative assessment results with the school community during the Fall of 2018.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Once Insight PA has summative test scores to share with the public the other strategies will be incorporated through communications provided to parents and on the school website.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula				
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans				
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Some programs, strategies and actions do not apply to Cyber Charter Schools, such as placement of School Resource Officers. We will however work to identify a Safety and Violence Prevention Curricula, as well as develop a Comprehensive School Safety and Violence Prevention

plans.

We have not purchased Security related technology as our students all attend school in their home environment. We do put web filters on student computers and require specific student log ins and passwords in order to access the on-line school and live on-line classes.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness				
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum			X	X
Health Screenings				
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Developmental services are integrated into our academic and support services models. All students may receive individual, group counseling sessions based on needs. Teachers, Counselors and Advisors provide scheduled office hours and one to one meetings for students in need. Attendance is monitored by the teachers and the Attendance Coordinator. Behavior management is monitored by teachers, School Principal and FAST team members. Coaching and Career Programs are coordinated by the counselors, advisors. The Guidance Curriculum had been developed and implemented by the counselors (7 mindsets). Individual and student planning occurs initially through our welcome survey, connection calls and the results from our initial and ongoing assessments. Our orientation and transition planning is an annual part of planning where the counselors schedule days for students to transition between grade bands as the learning platforms do change based on the grade of the student.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

This narrative is empty.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication				
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

Insight PA plans to identify and train staff for the Student Assistance Program during the 2018-2019 school year.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X

	EEP	EEI	ML	HS
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The coordination and implementation of services is initiated in collaboration with the Academic Team and the Family Academic Support Team (FAST). The Family Academic Support Team (FAST) empowers students to overcome challenges— be they academic, social, emotional, medical, or otherwise—to succeed in school and beyond. This holistic approach includes early intervention, support services, and linking families to school and community-based resources. FAST members and teachers work with families to provide the extra help needed to enable students to stay motivated and on track. Data drives decision making. Data is analyzed throughout the referral process to monitor individual student progress and program efficacy.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	NA
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	NA
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	NA
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

Description of the responsibilities of the Charter School nurse(s)

Summary
: The Nurse provides preventive health services to support the education process by working to

assure the health of students in a manner that promotes optimal physical, mental, emotional and social growth and development. The nurse identifies problems and disabilities and provides such services as case finding, health education, referring and care in order to help prevent serious health problems which could later be more difficult and costly to address.

Essential Functions:

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Promotes and protects the optimal health status of all students;

- Develops policies, procedures, and work standards for school health program;

- Monitors compliance of school health program with federal, state, and local laws, regulations, and policies.

- Initiates program changes as needed

- Prepares health reports

- Collaborates with other child support agencies in designing and providing a school health program

- Serves as resource person on health issues

- Provides staff development on health-related topics

- Screens and conducts health appraisals for students and provide follow up evaluations

- Recommends corrective actions when problems are identified

- Corresponds with parents regarding health needs of children

- Records immunizations, health findings and other relevant health data

- Adheres to requirements for confidentiality regarding student records

    OTHER DUTIES AND RESPONSIBILITIES:

    The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned.

- Participates in home visits to assess the family needs as related to the child's health;

- Promotes and assists in the control of communicable diseases;

- Coordinates school and community health activities and serves as a liaison health professional between the home, school and community;

- Acts as a resource person in promoting health careers;

- Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices;

- Provides consultation in the formation of health policies, goals and objectives for the school district;

- Where applicable, participates in the Individualized Education Plan (IEP) development.

Food Service Program

Describe unique features of the Charter School meal program

Insight PA Cyber Charter School does not participate in a food service program as our students attend school in their homes.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

The Insight PA Cyber Charter School has all required board approved policies including:
Student Code of Conduct Policy
infraction and Consequence Policy
Positive Behavioral Support Policy
Hazing Policy
Mandated Reporter Policy
Corporal Punishment Policy
Suicide Awareness, Prevention and Response Policy
Terroristic Threat Policy
FERPA Policy
Acceptable Use Policy
Bullying and Cyber Bullying Policy

Insight PA has also established an MOU with Uwchlan Township Police Department.

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

Wellness Policy

The school wellness policy

No file has been uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

No file has been uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

No file has been uploaded.

Certificate of Liability

The school's Certificate of Liability

No file has been uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

No files have been uploaded.

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Insight PA Cyber Charter School does not provide transportation for students therefore the school does not have a transportation program.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes

Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	No
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	No
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

No file has been uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Each week grade band teams (ES/MS/HS) have a coordinated and scheduled meeting to review student needs based on academic progress, attendance and social-emotional needs. During these meetings the necessary issues are discussed, clarified and next steps and actions are outlined. These items may include a follow up meeting, pre-referral intervention or a referral if needed.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Insight PA Board of Trustees ensures all community and parent engagement opportunities are posted to the school website as well as attending events themselves when available. The board members are also kept informed of school events in a weekly memo provided by the CEO. The weekly memo will also include parent newsletter created by the school's Family Engagement Coordinator. Board members will then share that information with their own networks to help increase community awareness of what is happening at Insight PA Cyber Charter School.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Insight PA Cyber Charter School's process for enrolling students from EI to Kindergarten is typically one of document transmission, review, and then following up for additional information with the EI center as needed. We routinely contact the prior school or EI center specified on the signed release of records document. For the most part, students entering Kindergarten have already had a school age evaluation, and when it is confirmed it has not been completed prior to their enrollment in ISPA, then we facilitate the process of conducting their school age evaluations.

ISPA does not currently coordinate with after school programs or tutoring centers as our students work in their home environment. As the school develops its Career Pathways program it will look to coordinate with youth workforce development programs.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Insight PA Cyber Charter School's process for enrolling students from EI to Kindergarten is typically one of document transmission, review, and then following up for additional information with the EI center as needed. We routinely contact the prior school or EI center specified on the signed release of records document.

For the most part, students entering Kindergarten have already had a school age evaluation, and when it is confirmed it has not been completed prior to their enrollment in ISPA, then we facilitate the process of conducting their school age evaluations.

ISPA works to facilitate these over the summer for incoming kindergarten students when a school age eligibility has not yet been determined and if the family agrees (i.e., the disability we see most often in EI docs is 'Developmental Delay). This helps us to have an IEP drafted and ready for team meeting/implementation once the school year starts.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable

Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Insight PA is not currently incorporating SAS Materials And resources into the curriculum or during instruction. We plan to provide our staff with SAS training during the 2018-2019 school year.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Insight PA is not currently incorporating SAS Materials And resources into the curriculum or during instruction. We plan to provide our staff with SAS training during the 2018-2019 school year.

Middle Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Insight PA is not currently incorporating SAS Materials And resources into the curriculum or during instruction. We plan to provide our staff with SAS training during the 2018-2019 school year.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable

Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Insight PA is not currently incorporating SAS Materials And resources into the curriculum or during instruction. We plan to provide our staff with SAS training during the 2018-2019 school year.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

This was Insight PA Cyber Charter School's first year of operation so fiscal policies and procedures were developed, compiled into a manual, and approved by the Board of Trustees. The policies and procedures were established to ensure and monitor fiscal solvency and provide transparency in operations. A copy of the manual was uploaded to the Charter School Annual Report. As the school prepares the Annual Report and this Comprehensive Plan, it is also broadening and revising the fiscal policy manual for the coming school year.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

Insight PA Cyber Charter School uses the accrual method of accounting. The school utilizes the *Sage Intacct* accounting application that allows for alignment with the PDE's Chart of Accounts, along with being fully compliant with PA, GASB, and GAAP reporting requirements. As this is the school's first year of operations, there are no changes to the accounting system to

note. The *Sage Intacct* secure*,* cloud-based financial management application includes accounting, cash management, purchasing, vendor management, financial consolidation, revenue recognition, contract management, project accounting, fund accounting, inventory management, and financial reporting functions.

Professional Education

Characteristics

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Insight PA Cyber Charter School provdes professional development through the development of professional learning communities, presentation of whole group and small group trainings and sessions, mentoring, instructional coaching, and the observation/feedback cycle. PD needs are identified by: teacher survey, administrator observation, student outcome data, and state-wide initiatiatives. Additionally, topics for Professional Development are informed by the focus topics identified by PDE SAS, PATTAN, CCIU, ASCA, and K12 Inc's Academic Services and Teacher Effectiveness Teams. Implementaion of topics covered in PD is assessed through observation and teacher report.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/14/2017 Mandated Reporter Training was completed as staff were hired in year one through a PDE approved asynchronous online course
The LEA plans to conduct the required training on approximately:
8/20/2018 New hires will complete Mandated Reporter Training during New Staff PD

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/3/2017 Initial training presented in All Staff Meeting
The LEA plans to conduct the training on approximately:
8/27/2018 Additional Training will be provided during Back to School PD

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

Insight PA Cyber Charter School provdes professional development through the development of professional learning communities, presentation of whole group and small group trainings and sessions, mentoring, instructional coaching, and the observation/feedback cycle. PD needs are identified by: teacher survey, administrator observation, student outcome data, and state-wide initiatiatives. Additionally, topics for Professional Development are informed by the focus topics identified by PDE SAS, PATTAN, CCIU, ASCA, and K12 Inc's Academic Services and Teacher Effectiveness Teams. Implementaion of topics covered in PD is assessed through observation and teacher report.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

- Professional Education is evaluated to show its impact on teaching practices and student learning: Short term evaluation of impact was completed, but long term evaluation was difficult to do in year one due to continued enrollment and hiring. During subsequent years benchmark data, formative assessment data, and interim assessment data for both the full population and sub-groups can be examined to determine how implementation of PD topics impacts student learning. Teacher surveys on implementation impact will also be completed.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development: During year one much traning was presented by the local administrative team, however in subsequent years more varied presenters and support organizations will be utilized, Insight PA will attempt to use PDE approved providers as frequently as possible. If using non-approved providers ISPA will evaluate the quality of the PD against the 8 Approved Provider Application Standards.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative: Currently the general observation cycle is utilized to evaluate implementation, however ISPA anticpates the creation of PD realted focus areas for walkthroughs and informal observations.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will effectively navigate the Standards Aligned System website.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction topics are clearly identified and mapped across the year. Staff are required to complete reflective journals and create a protfolio capturing their work across the goals and objectives.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

During Year 1 effective navigation of the Standards Aligned System Website was not a focus, however this resources has been incorporated into the 2018-2019 PD plan, aligned to the specific action plans and strategies contained in the Comprehensive Plan.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

Unchecked answers

- Student PSSA data.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

All ISPA teachers are supported by Instructional Coaches. Mentors are required to schedule regaular meetings with Inductees and utilize a mentor topic list to ensure coverage of needed items. Administrators complete informal observations utilizing the Charlotee Danielson framework for teaching to provide feedback and target support.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Student PSSA data was not available for ISPA teachers in year one, but will be utilized in subsequent years.
Previous program evaluations and teacher interview data was not available in year one, but will be utilized in subsequent years.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

> *None.*

Provide brief explanation of your process for ensuring these selected characteristics.

ISPA attempts to assing mentors within the same grade band and/or subject area as frequently as possible. Mentors must meet established requirements, utilize a month by month list of mentoring topics, and complete mentor reflections and logs. Completion of mentor training is required.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					

Assessments		X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners			X	X		
Data informed decision making		X			X	
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Supervisors discuss progress and needs of inductees with assigned mentor teachers. Inductees are surveyed regarding the quality and impact of mentoring. Portfolios of Inductees capture and highlight growth.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:
The number of students referred to the Student Services program has increased over the course of the year.

Accomplishment #2:
The number of Back on Track plans created for students has increased over the course of the year which indicates staff is effectively monitoring student data to identify student concerns.

Accomplishment #3:
ISPA has seen continued community interest in enrollment

Charter School Concerns

Concern #1:
The majority of incoming ISPA students are scoring Basic or Below Basic on initial Benchmark Assessments

Concern #2:

Multiple sources of academic data indicate that enrollment later in the year is correlated with less successful academic outcomes

Concern #3:
 The percentage of the ISPA population classified as Economically Disadvantaged and Special Education is higher than the state average

Concern #4:

At the Middle School and High School level passing rates and completion of course work is lower than desired.

Concern #5:

Submission of student referrals and creation of Back on Track plans has not resulted in significant improvement to student academic outcomes.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

>   **Aligned Concerns:**

>   The majority of incoming ISPA students are scoring Basic or Below Basic on initial Benchmark Assessments

>   Multiple sources of academic data indicate that enrollment later in the year is correlated with less successful academic outcomes

>   The percentage of the ISPA population classified as Economically Disadvantaged and Special Education is higher than the state average

>   At the Middle School and High School level passing rates and completion of course work is lower than desired.

>   Submission of student referrals and creation of Back on Track plans has not resulted in significant improvement to student academic outcomes.

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

    Aligned Concerns:

        The majority of incoming ISPA students are scoring Basic or Below Basic on initial Benchmark Assessments

        Multiple sources of academic data indicate that enrollment later in the year is correlated with less successful academic outcomes

        The percentage of the ISPA population classified as Economically Disadvantaged and Special Education is higher than the state average

        At the Middle School and High School level passing rates and completion of course work is lower than desired.

Systemic Challenge #3 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

    Aligned Concerns:

        The majority of incoming ISPA students are scoring Basic or Below Basic on initial Benchmark Assessments

        At the Middle School and High School level passing rates and completion of course work is lower than desired.

        Submission of student referrals and creation of Back on Track plans has not resulted in significant improvement to student academic outcomes.

Systemic Challenge #4 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

> **Aligned Concerns:**

> Multiple sources of academic data indicate that enrollment later in the year is correlated with less successful academic outcomes

> The percentage of the ISPA population classified as Economically Disadvantaged and Special Education is higher than the state average

> At the Middle School and High School level passing rates and completion of course work is lower than desired.

> Submission of student referrals and creation of Back on Track plans has not resulted in significant improvement to student academic outcomes.

Systemic Challenge #5 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

> **Aligned Concerns:**
> The majority of incoming ISPA students are scoring Basic or Below Basic on initial Benchmark Assessments

Systemic Challenge #6 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

> **Aligned Concerns:**
> The majority of incoming ISPA students are scoring Basic or Below Basic on initial Benchmark Assessments

Multiple sources of academic data indicate that enrollment later in the year is correlated with less successful academic outcomes

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At the Middle School and High School level passing rates and completion of course work is lower than desired.

Submission of student referrals and creation of Back on Track plans has not resulted in significant improvement to student academic outcomes.

Charter School Level Plan

Action Plans

Goal #1: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Related Challenges:

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students
- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Cohort Strong Start Metrics

Specific Targets: Year over year increase in the following strong start areas:

percentage of students and Learning Coaches logged in within the first 5 days of school start

percentage of all students attend a live orientation session within the first ten days of school

percentage of all students receive a connection call and complete On-Line Learning course within the first five days of school

 percentage of all students completing diagnostic assessment within the first ten days of school start

Type: Interim

Data Source: Attendance and Participation data

Specific Targets: Year over year increase in the following:

Daily Log in

Attendance at required class connect sessions

Type: Interim

Data Source: Interim Assessment data

Proficiency and growth

Specific Targets: Year over year increase in Proficiency and Growth as measured by varied interim assessment tools: STAR 360, Easy CBM, USA Test Prep

Type: Interim

Data Source: Progress Monitoring data

Specific Targets: Year over year increase in Proficiency and Growth as measured by performance in varied supplemental programs: Reading A to Z, iXL, iReady, CDT

Type: Interim

Data Source: MTSS data

Specific Targets: Review of referral data, tracking movement through MTSS tiers

Type: Interim

Data Source: Teacher Walk-Through data

Specific Targets: Trends in ratings on established Walk-through focus areas.

Type: Interim

Data Source: Credit Recovery Program

Specific Targets: Semester over semester reduction in the percentage of students classified as credit deficient

Type: Annual

Data Source: PSSA Data-Proficiency and Growth

Specific Targets: Year over year increase in Proficiency and Growth

Type: Annual

Data Source: Keystone Data

Specific Targets: Year over year increase in Proficiency

Type: Annual

Data Source: Graduation Plan/Graduation rate data

Specific Targets: Year over year growth

percentage of full time HS students with a Graduation Plan where credits needed equals 0 by the start of the 2nd semester of each school year.

Type: Annual

Data Source: Teacher Evaluation Scores

Specific Targets: Year over year growth in overall score on Act 82 teacher evaluation

Strategies:

Improve Hiring and Training Practices

Description:

Hiring and training the right staff is key to improved student performance. Insight PA CEO and Executive Director will utilize practices gathered from a INCS White paper on National Best Practices: Teacher Recruitment and Pipelines. The research for this white paper was conducted by the National Alliance for Public Charter Schools and Illinois Network of Charter Schools.   Link to pdf: https://www.incschools.org/wp.../06/National-Best-Practices-INCS-White-Paper.pdf

SAS Alignment: Instruction, Safe and Supportive Schools

Refine instructional calendar and schedule

Description:

Refinement of Master Instructional Schedule to include frequent opportunities for small group targeted instruction, remediation, and high school credit recovery.

SAS Alignment: Instruction, Safe and Supportive Schools

Data Governance, Reporting, and Analysis

Description:

The addition of a Director of Educational Data Systems responsible for creation of school-wide data governance plan to include data reporting cycle for each department.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Create a robust plan for Student Strong Start and Orientation

Description:

Refinement of Strong Start and Orientation for new and returning students to include achievement of competencies and completion of onboarding tasks.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implement data driven instructional protocols

Description:

Creation of data driven instructional cycle that aligns to school assessment plan and includes regular data meetings facilitated through established data protocols.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Refine, design, and implementation of Multi-Tiered Systems of Supports

Description:

Refinement of MTSS framework to include: identification of Tier 1 best practices in supporting student engagement and learning, and administrative implementation/monitoring plan to ensure consistent use of best practices, referral process aligned to DDI cycle, identification of increasingly targeted engagement and academic interventions, and administrative implementation/monitoring plan to ensure consistent use of targeted interventions at Tier 2 and 3.

Addition of varied course offerings and supplemental curricular resources to address the needs of struggling and advanced learners.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Improve Hiring and Training Practices

Description:

Identify positions to be added to the school wide Organizational Chart

Identify positions to be re-aligned within the organizational chart

Early hiring initiatives to support hiring of instructional staff needed for the yearly expected enrollment in two waves, school start and semester 2 start, to limit in-year staff on-boarding

Create staff onboarding plan to address all areas of needed onboarding support (equipment set-up, systems access and training, curriculum access and training, human resource items, finance items, induction program for instructional staff, etc...) through a combination of face to face and virtual onboarding trainings.

Provide new hires with adequate time to complete asynchronous pre-training prior to start

Plan for creation and implementation if Individual Professional Development plans for all instructional staff and leadership team members

Refine implementation of Induction and Mentoring program

Start Date: 7/1/2018   **End Date:** 7/1/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Improve Hiring and Training Practices

Refine instructional calendar and schedule

Description:

Calendar:

Map dates for planned student cohort start dates while allowing for off cohort starts based on student need

Map dates for staff cohort start dates to support more effective staff onboarding

Schedule

Refinement of Master Instructional Schedule to include frequent opportunities for small group targeted instruction, remediation, and high school credit recovery

Indicators of Implementation:

Student Cohort Start Dates

Staff Cohort Start Dates

Grade band instructional master schedules

Start Date: 7/1/2018   **End Date:** 7/1/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Refine instructional calendar and schedule

Data Governance, Reporting, and Analysis

Description:

Creation of a school wide Data Governance Plan

Streamlining of multiple existing data reports to create more comprehensive and holistic student level reporting, to include: Attendance (log in, BBC session attendance), Academic Data (course progress, standards-based mastery, assessment data), Engagement data, MTSS Data

Creation of school wide data pyramid to inform data review and analysis cycles across departments

Indicators of Implementation

Creation of Director of Educational Data Systems position

Data Governance Plan

Data Pyramid

Start Date: 9/4/2018 **End Date:** 7/1/2019

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Data Governance, Reporting, and Analysis

Student Strong Start and Orientation

Description:

Refinement of Strong Start and Orientation for new and returning students to include achievement of competencies and completion of onboarding tasks: Completion of Introduction to Online Learning Course, Attendance at live Orientation session, completion of grade appropriate benchmark assessments, and successful connection call with homeroom teacher or advisor.

Indicator of Implementation

Strong Start Metrics

Diagnostic Assessment Completion Rates

Start Date: 9/4/2018 **End Date:** 7/1/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Create a robust plan for Student Strong Start and Orientation

Data Driven Instruction

Description:

Creation of data driven instructional cycle that includes regular data meetings facilitated through established data protocol for the purposes of analyzing interim and summative data and using data to inform provision of differentiated instruction within structured groups.

Indicator of Implementation:

Creation of DDI cycles and DDI meeting calendar

Documented data protocol to be used in DDI meetings

Data meeting notes and action items

Start Date: 8/13/2018   **End Date:** 7/1/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Implement data driven instructional protocols

Multi-Tiered Systems of Support

Description:

Implementing a MTSS framework will support Insight PA to meet the needs of our diverse learners in an inclusive setting.

Creation of 180-day curriculum maps for use in tier 1 instruction

Refinement of MTSS Framework to include:

Identification of Tier 1 best practices in supporting student engagement and learning and, administrative implementation/monitoring plan to ensure consistent use of targeted interventions at Tier 2 and 3.

Addition of varied course offerings and supplemental curricular resources to address needs of struggling and advanced learners.

Indicators of Implementation:

180-day curriculum maps

Creation of Tier 1 best practices resources for engagement and instruction

Observation/Walk-through data focused on implementation of Tier 1 best practices

Creation of referral process flowchart

Creation of referral process paperwork

Resource documents for Tier 1 and Tier 2 engagement interventions

Observation/Walk-through data focused on implementation of Tier 1 best practices and Tier 2 interventions

Addition of Credit Recovery courses

Researching and purchase of supplemental curriculum resources

Start Date: 8/13/2018   **End Date:** 7/3/2020

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Refine, design, and implementation of Multi-Tiered Systems of Supports

Improve language and literacy acquisition for all student

Description:

Insight will utilize Multi-tiered Sytem of Supports to identify students who are struggling with language and literacy aquisition. Once indentified intervention strategies will be implemented and progress monitored to ensure the intervention is impacting the students.

Start Date: 9/23/2019   **End Date:** 6/24/2022

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Refine, design, and implementation of Multi-Tiered Systems of Supports

Teaching diverse learners in an inclusive setting

Description:

Insight will utilize data driven instruction and MTSS to ensure teachers are knowledgeable about their students' academic and social emotional needs.

Start Date: 9/23/2019   **End Date:** 6/17/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Refine, design, and implementation of Multi-Tiered Systems of Supports

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.	Strategy #1: Create a robust plan for Student Strong Start and Orientation

Start	End	Title	Description
9/4/2018	7/1/2019	Student Strong Start and Orientation	Refinement of Strong Start and Orientation for new and returning students to include achievement of competencies and completion of onboarding tasks: Completion of Introduction to Online Learning Course, Attendance at live Orientation session, completion of grade appropriate benchmark assessments, and successful connection call with homeroom teacher or advisor. Indicator of Implementation Strong Start Metrics Diagnostic Assessment Completion Rates

Person Responsible	SH	S	EP	Provider	Type	App.
Jay Kamau, Director of Student Services	1.0	1	50	Jay Kamau and ISPA Student Support Team	School Entity	No

Knowledge	Understanding of established ISPA Strong Start metrics and related programming and data reporting. Understanding of appropriate follow up and intervention actions for students not mastering Strong Start competencies in order to meet the needs of diverse learners.

Supportive Research	The best practice base for this training will come from the MTSS framework. Behavioral interventions for lack of student engagement will be utilized through the use of resources provided through MTSS networks. Research based practices for addressing chronic absence will be pulled from http://www.attendanceworks.org/

Designed to Accomplish

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. 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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	School Whole Group Presentation Department Focused Presentation Professional Learning Communities

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

Follow-up Activities	Feedback on orientation session content, creation of follow-up plan for students not mastering Strong Start competencies	Evaluation Methods	Participant survey

LEA Goals Addressed:	Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.	Strategy #1: Implement data driven instructional protocols

Start	End	Title	Description
			Creation of data driven instructional cycle that includes regular data meetings facilitated through established data protocol for the purposes of analyzing interim and summative data and using data to inform provision of differentiated instruction within structured groups.
8/13/2018	7/1/2019	Data Driven Instruction	Indicator of Implementation:
			Creation of DDI cycles and DDI meeting calendar
			Documented data protocol to be used in DDI meetings
			Data meeting notes and action items

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Academics	2.0	10	75	Director of Academics, and Principals	School Entity	No

Knowledge	The ability to work with and understand instructional and engagement data to inform continuous instructional adjustments in an effort to improve student achievement

Supportive Research

Data driven instruction- Paul Bambrick Santoya

Data Literacy- Nancy Love

Designed to Accomplish

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.
Empowers educators to work effectively with parents and community partners.

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

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Professional Learning Communities

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

Follow-up Activities	Creating lessons to meet varied student learning styles Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.**	**Strategy #1: Refine, design, and implementation of Multi-Tiered Systems of Supports**

Start	End	Title	Description
			Implementing a MTSS framework will support Insight PA to meet the needs of our diverse learners in an inclusive setting.
8/13/2018	7/3/2020	Multi-Tiered Systems of Support	Creation of 180-day curriculum maps for use in tier 1 instruction Refinement of MTSS Framework to include:

Identification of Tier 1 best practices in supporting student engagement and learning and, administrative implementation/monitoring plan to ensure consistent use of targeted interventions at Tier 2 and 3.

Addition of varied course offerings and supplemental curricular resources to address needs of struggling and advanced learners.

Indicators of Implementation:

180-day curriculum maps

Creation of Tier 1 best practices resources for engagement and instruction

Observation/Walk-through data focused on implementation of Tier 1 best practices

Creation of referral process flowchart

Creation of referral process paperwork

Resource documents for Tier 1 and Tier 2 engagement interventions

Observation/Walk-through data focused on implementation of Tier 1 best practices and Tier 2 interventions

Addition of Credit Recovery courses

Researching and purchase of supplemental curriculum resources

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Academics	2.0	10	75	Director of Academics	School Entity	No

Knowledge	Understanding and application of PA MTSS model, a set of evidence-based best practices implemented across the school to include academics and behavior within an ongoing and systemic problem solving process. MTSS training will provide staff with knowledge and resources to increase literacy skills, and support the needs of our diverse learners.
Supportive Research	PaTTAN MTSS Resources and Trainings Intervention Program Resources and Trainings

Designed to Accomplish

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. Empowers educators to work effectively with parents and community partners.
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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)

Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Creating lessons to meet varied student learning styles Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.**	**Strategy #1: Refine, design, and implementation of Multi-Tiered Systems of Supports**

Start	**End**	**Title**	**Description**
9/23/2019	6/24/2022	Improve language and literacy acquisition for all student	Insight will utilize Multi-tiered Sytem of Supports to identify students who are struggling with language and literacy aquisition. Once indentified intervention strategies will be implemented and progress monitored to ensure the intervention is impacting the students.
	Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**

Director of Academics	1	32	75	Director of Academics, and Principals	School Entity	No

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Knowledge   Teachers will learn about academic interventions for students struggling with language and literacy aquisition.

Supportive Research

National RtII Intervention

ESL supports

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

Training Format

LEA Whole Group Presentation
Series of Workshops
Live Webinar
Online-Synchronous

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed:	**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.**	**Strategy #1: Refine, design, and implementation of Multi-Tiered Systems of Supports**

Start	End	Title	Description						
9/23/2019	6/17/2022	Teaching diverse learners in an inclusive setting	Insight will utilize data driven instruction and MTSS to ensure teachers are knowledgeable about their students' academic and social emotional needs.						

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Academics	1.0	32	75	Director of Academics, and Principals	School Entity	No

Knowledge	Data Driven protocols, progress monitoring, and MTSS framework
Supportive Research	Data Driven instruction

MTSS framework

Designed to Accomplish

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. Empowers educators to work effectively with parents and community partners.
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.

Training Format	LEA Whole Group Presentation Series of Workshops Online-Synchronous

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation 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 Insight PA 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/

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer