

INSIGHT PA CYBER CS

350 Eagleview Blvd

TSI Title 1 Comprehensive Plan | 2022 - 2025

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.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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

PARENTS

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

COMMUNITY

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

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Eileen Cannistraci	Administrator	Insight PA Cyber Charter School
Michael Frost	Administrator	Insight PA Cyber Charter School
Julie Jaszcar	Administrator	Insight PA Cyber Charter School
Johanna Best	Administrator	Insight PA Cyber Charter School
Jessica Wright	Administrator	Insight PA Cyber Charter School
Kelly Bryniarski	Administrator	Insight PA Cyber Charter School
Allison Parry	Administrator	Insight PA Cyber Charter School
Megan Miller	Administrator	Insight PA Cyber Charter School
Beryl Cohen	Administrator	Insight PA Cyber Charter School
Rosemary Hughes	Administrator	Insight PA Cyber Charter School
Brayden Cressman	Teacher	Insight PA Cyber Charter School
Tia Gaines	Teacher	Insight PA Cyber Charter School
Nichol Laskey	Staff Member	Insight PA Cyber Charter School

Name	Position	Building/Group
Allison Dracha	Teacher	Insight PA Cyber Charter School
Jennifer Detruf	Staff Member	Insight PA Cyber Charter School
Megan Owad	Teacher	Insight PA Cyber Charter School
Megan Keibler	Staff Member	Insight PA Cyber Charter School
Amanda Thomas	Teacher	Insight PA Cyber Charter School
Courtney Jackson	Parent	Insight PA Cyber Charter School
Debra-Ann Bielawski	Administrator	Insight PA Cyber Charter School
Sarah Ronosky	Administrator	Insight PA Cyber Charter School
Danielle Darmo	Administrator	Insight PA Cyber Charter School
Mary Bowers	Administrator	Insight PA Cyber Charter School
Maegan Bregenser	Community Member	Social worker

Name

Position

Building/Group



ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based and provide frequent, timely, and systematic feedback and support on instructional practices

Graduation rate

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based and provide frequent, timely, and systematic feedback and support on instructional practices

English Language Arts

English Language Arts

Essential Practices 1: Focus on Continuous Improvement of Instruction

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based and provide frequent, timely, and systematic feedback and support on instructional practices

Mathematics

Mathematics

Essential Practices 1: Focus on Continuous Improvement of Instruction

Implement a multi-tiered system of supports for academics, attendance, and social emotional learning

Essential Practices 3: Provide Student-Centered Support Systems

Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math course passage rates	95% of students will demonstrate mastery of grade-level standards in Math as measured by course passage rates by June 30, 2025.
English course passage rates	95% of students will demonstrate mastery of grade-level standards in English as measured by course passage rates June 30, 2025.
Danielson components 3a, 3b, and 3c	100% of teachers will demonstrate Proficiency in Danielson Framework Components 3a, 3b, and 3c by June 30, 2025.
4-Year Cohort Graduation Rate	75% of students will graduate from high school within four years of entry into 9th grade by June 30, 2025.
Danielson framework components 3d and 3e	100% of teachers will demonstrate Proficiency in Danielson Framework Components 3d and 3e by June 30, 2025.

Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
------------------------------	----------------------	-------------------------------------

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
5 Year Curriculum mapping Plan-Insight PA had moved to a new Learning Management System conducive to implementing curriculum and instructional mapping, as well as supporting teachers on differentiated instruction. This will be completed every Friday from 9-11:30 across departments. Once monthly all stakeholders will participate in vertical alignment teachers during supported Professional Development across departments and subject specific.	2022-09-01 - 2025-06-30	Julie Jaszcar- Chief Academic Officer	ESSER funding = Edmentum (\$141,297.58), PDE SAS

Anticipated Outcome

* Data review of student achievement 3 times yearly with program leaders using the Theory of Section PDE Template with the results published and reviewed with the Board. * Published Curriculum Maps

Monitoring/Evaluation

* Data review of student achievement 3 times yearly with program leaders using the Theory of Section PDE Template with the results published and reviewed with the Board. * Published Curriculum Maps *RTI Data stored and published with parent access through Panorama Education

Evidence-based Strategy

Implement a multi-tiered system of supports for academics, attendance, and social emotional learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Response to Intervention	95% of students enrolled for a full academic year receiving Tier 2 or Tier 3 support in academics, attendance, and social emotional learning will meet or exceed the target rate of improvement in their goal area by June 30, 2025.
Growth in Math Proficiency	100% of students in all student groups in grades K through 12 will meet the annual growth target in Math as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic by June 30, 2025.
Growth in ELA Proficiency	100% of students in all student groups in grades K through 12 will meet the annual growth target in Reading as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic June 30, 2025.
Social emotional learning	90% of students will demonstrate strength in all social emotional skill topics measured by the Panorama Ed SEL survey by June 30, 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
* All students will have Individual Learning Plans with a Math Goal, ELA Goal, Social/Emotional Goal, and Attendance Goal. MTSS Meetings will occur weekly to monitor Response to Intervention. * Tutoring hours will be made available to all students after school to ensure progress in the general education curriculum and individual goal shows growth for all students.	2022-09-01 - 2022-06-30	Julie Jaszcar-Chief Academic Officer	Title I Funds: Reading and Math Interventionists (\$636,871.68), Student Support Advisors (\$753,820.01) ESSER funding: Attendance Compliance Officers (\$290,460), Attendance and Truancy Coordinator (\$154,443.18), Data Analyst (\$129,250), SEL Student Resource Specialist (\$954,199), Panorama Education (\$36,500), Title

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			IV: Rethink Ed (\$38,000), EasyCBM (\$6,000)

Anticipated Outcome

* Every student has an individual goal statement for ELA, Math, SEL, and Attendance documented in the MTSS Tracker. * Tutoring logs will maintain record of students that participate in tutoring sessions each day.

Monitoring/Evaluation

* MTSS team will review student progress toward goals quarterly for Tier 1 and every 8 weeks for Tiers 2 and 3 as measured by the tools and target performance outlined in the goals. * Tutoring will be evaluated quarterly as measured by improvement in student course grades among those that participate in afterschool tutoring sessions.

Evidence-based Strategy

Provide frequent, timely, and systematic feedback and support on instructional practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Danielson components 3a, 3b, and 3c	100% of teachers will demonstrate Proficiency in Danielson Framework Components 3a, 3b, and 3c by June 30, 2025.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Danielson framework components 3d and 3e

100% of teachers will demonstrate Proficiency in Danielson Framework Components 3d and 3e by June 30, 2025.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Select priority components of Danielson Framework based on Visible Learning research

2022-08-08 - 2022-08-12

Julie Jaszcar-
Chief Academic Officer

Visible Learning graphic, Danielson framework

Revise walkthrough tools to increase rigor of evidence required for Proficient and Distinguished for each of the prioritized components.

2022-08-09 - 2022-08-12

Julie Jaszcar-
Chief Academic Officer

Frontline Education

Conduct at least three walkthroughs for each teacher per quarter, focusing on one or two priority components each quarter.

2022-09-01 - 2023-06-02

Program Principals

Assistant Principals, revised walkthrough tool

Anticipated Outcome

revised walkthrough tools completed walkthrough forms in Frontline Education

Monitoring/Evaluation

% of teachers rated Proficient or Distinguished at the end of each quarter



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of students will demonstrate mastery of grade-level standards in Math as measured by course passage rates by June 30, 2025. (Math course passage rates)	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	5 Year Curriculum mapping Plan-	09/01/2022
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3a, 3b, and 3c by June 30, 2025. (Danielson components 3a, 3b, and 3c)		Insight PA had moved to a new Learning Management System conducive to implementing curriculum and instructional mapping, as well as supporting teachers on differentiated instruction. This will be completed every Friday from 9-11:30 across departments. Once monthly all stakeholders will participate in	-
75% of students will graduate from high school within four years of entry into 9th grade by June 30, 2025. (4-Year Cohort Graduation Rate)		-	06/30/2025
95% of students will demonstrate mastery of grade-level standards in English as measured by course passage rates June 30, 2025. (English course passage rates)		-	-
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3d and 3e by June 30, 2025. (Danielson framework components 3d and 3e)		-	-

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

vertical alignment
teachers during
supported
Professional
Development
across
departments and
subject specific.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>95% of students enrolled for a full academic year receiving Tier 2 or Tier 3 support in academics, attendance, and social emotional learning will meet or exceed the target rate of improvement in their goal area by June 30, 2025. (Response to Intervention)</p>	<p>Implement a multi-tiered system of supports for academics, attendance, and social emotional learning</p>	<p>* All students will have Individual Learning Plans with a Math Goal, ELA Goal, Social/Emotional Goal, and Attendance Goal. MTSS Meetings will occur weekly to monitor Response to Intervention. *</p>	<p>09/01/2022 - 06/30/2022</p>
<p>100% of students in all student groups in grades K through 12 will meet the annual growth target in Math as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic by June 30, 2025. (Growth in Math Proficiency)</p>			
<p>90% of students will demonstrate strength in all social emotional skill topics measured by the Panorama Ed SEL survey by June 30, 2025. (Social emotional learning)</p>			
<p>100% of students in all student groups in grades K through 12 will meet the annual growth target in Reading as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic June 30, 2025. (Growth in ELA Proficiency)</p>		<p>Tutoring hours will be made available to all students after school to ensure progress in the general education curriculum and individual goal</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

shows growth for
all students.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Eileen Cannistraci

2023-03-13

School Improvement Facilitator Signature

Building Principal Signature

Julie Jaszcar

2023-03-13

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Attendance

None

Growth from Fall to Spring on Exact Path Reading Diagnostic

Course performance in ELA in grades K, 1, and 4

6th grade English course passages rate

Growth from Fall to Spring on Exact Path Math diagnostic assessment

Course performance in Math in grades K, 1, 3-4, and 6-8

Algebra 1 course passage rates in high school

Course passages rates in Science in grades 6-8

Cross-functional collaboration to align systems of support and special programs with the core program offered in each grade band

Students in each student group demonstrated similar course passage rates compared o their peers.

Challenges

ELA proficiency and growth

Math proficiency and growth

Four-Year Cohort Graduation Rate

Align curriculum, assessments, and instruction tot he PA Standards

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Provide frequent, timely, and systematic feedback and support on instructional practices

Implement a multi-tiered system of supports for academics, attendance, and social emotional learning

Identify and address individual student learning needs

Standards mastery in ELA in grades 2, 3 and 5

Course passage rates in English in grades 7 and 8

Exact Path Reading Diagnostic and course performance in 9th

Strengths

Career standards benchmark in 5th grade

Challenges

grade

Course performance in Math in grades 2 and 5

Exact Path diagnostic assessment and course performance in Math in 9th grade

Biology course passage rates in high school

Growth and proficiency in ELA, Math and Science

Engagement/participation in instructional and SEL programming

27% of students participating in the ESL program met or exceeded the the typical growth from Fall to Spring in Math compared to 44% of students not participating in the ESL program.

35% of students with IEPs met or exceeded the the typical growth from Fall to Spring in Math compared to 46% of students that do not have IEPs. 42% of students with IEPs met or exceeded the the typical growth from Fall to Spring in Reading compared to 52% of students that do not have IEPs.

38% of students that identify as Black or African American and 37% of students that identify as Hispanic or Latino met or exceeded the the typical growth from Fall to Spring in Math compared to 51% of students that identify as White.

Challenges

Career standards benchmark in grades 8 and 11

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
ELA proficiency and growth		
Math proficiency and growth		
Four-Year Cohort Graduation Rate		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	
Provide frequent, timely, and systematic feedback and support on instructional practices	This will be incorporated into our plan as a priority statement to achieve our goals in ELA, Math and on-time graduation.	
Implement a multi-tiered system of supports for academics, attendance, and social emotional learning	Implement a multi-tiered system of supports for academics, attendance, and social emotional learning	

ADDENDUM B: ACTION PLAN

Action Plan: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Action Steps**Anticipated Start/Completion Date**

5 Year Curriculum mapping Plan-Insight PA had moved to a new Learning Management System conducive to implementing curriculum and instructional mapping, as well as supporting teachers on differentiated instruction. This will be completed every Friday from 9-11:30 across departments. Once monthly all stakeholders will participate in vertical alignment teachers during supported Professional Development across departments and subject specific.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

* Data review of student achievement 3 times yearly with program leaders using the Theory of Section PDE Template with the results published and reviewed with the Board. * Published Curriculum Maps *RTI Data stored and published with parent access through Panorama Education

* Data review of student achievement 3 times yearly with program leaders using the Theory of Section PDE Template with the results published and reviewed with the Board. * Published Curriculum Maps

Material/Resources/Supports Needed**PD Step****Comm Step**

ESSER funding = Edmentum (\$141,297.58), PDE SAS

yes

yes



Action Plan: Implement a multi-tiered system of supports for academics, attendance, and social emotional learning

Action Steps

Anticipated Start/Completion Date

* All students will have Individual Learning Plans with a Math Goal, ELA Goal, Social/Emotional Goal, and Attendance Goal. MTSS Meetings will occur weekly to monitor Response to Intervention. * Tutoring hours will be made available to all students after school to ensure progress in the general education curriculum and individual goal shows growth for all students.

09/01/2022 - 06/30/2022

Monitoring/Evaluation

Anticipated Output

* MTSS team will review student progress toward goals quarterly for Tier 1 and every 8 weeks for Tiers 2 and 3 as measured by the tools and target performance outlined in the goals. * Tutoring will be evaluated quarterly as measured by improvement in student course grades among those that participate in afterschool tutoring sessions.

* Every student has an individual goal statement for ELA, Math, SEL, and Attendance documented in the MTSS Tracker. * Tutoring logs will maintain record of students that participate in tutoring sessions each day.

Material/Resources/Supports Needed

**PD
Step** **Comm
Step**

Title I Funds: Reading and Math Interventionists (\$636,871.68), Student Support Advisors (\$753,820.01) ESSER funding: Attendance Compliance Officers (\$290,460), Attendance and Truancy Coordinator (\$154,443.18), Data Analyst (\$129,250), SEL Student Resource Specialist (\$954,199), Panorama Education (\$36,500), Title IV: Rethink Ed (\$38,000), EasyCBM (\$6,000)

yes yes

Action Plan: Provide frequent, timely, and systematic feedback and support on instructional practices

Action Steps**Anticipated Start/Completion Date**

Select priority components of Danielson Framework based on Visible Learning research

08/08/2022 - 08/12/2022

Monitoring/Evaluation**Anticipated Output**

% of teachers rated Proficient or Distinguished at the end of each quarter

revised walkthrough tools completed walkthrough forms in Frontline Education

Material/Resources/Supports Needed**PD Step****Comm Step**

Visible Learning graphic, Danielson framework

no

no



Action Steps**Anticipated Start/Completion Date**

Revise walkthrough tools to increase rigor of evidence required for Proficient and Distinguished for each of the prioritized components.

08/09/2022 - 08/12/2022

Monitoring/Evaluation**Anticipated Output**

% of teachers rated Proficient or Distinguished at the end of each quarter

revised walkthrough tools completed walkthrough forms in Frontline Education

Material/Resources/Supports Needed**PD Step****Comm Step**

Frontline Education

no

yes



Action Steps**Anticipated Start/Completion Date**

Conduct at least three walkthroughs for each teacher per quarter, focusing on one or two priority components each quarter.

09/01/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

% of teachers rated Proficient or Distinguished at the end of each quarter

revised walkthrough tools completed walkthrough forms in Frontline Education

Material/Resources/Supports Needed**PD Step****Comm Step**

Assistant Principals, revised walkthrough tool

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of students will demonstrate mastery of grade-level standards in Math as measured by course passage rates by June 30, 2025. (Math course passage rates)	Use	5 Year Curriculum mapping Plan-	09/01/2022 -
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3a, 3b, and 3c by June 30, 2025. (Danielson components 3a, 3b, and 3c)	systematic, collaborative planning processes to ensure	Insight PA had moved to a new Learning Management System conducive	06/30/2025
75% of students will graduate from high school within four years of entry into 9th grade by June 30, 2025. (4-Year Cohort Graduation Rate)	instruction is coordinated, aligned, and evidence-based	to implementing curriculum and instructional mapping, as well as supporting teachers on differentiated instruction. This will be completed every Friday from 9-11:30 across departments. Once monthly all stakeholders will participate in	
95% of students will demonstrate mastery of grade-level standards in English as measured by course passage rates June 30, 2025. (English course passage rates)			
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3d and 3e by June 30, 2025. (Danielson framework components 3d and 3e)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		vertical alignment teachers during supported Professional Development across departments and subject specific.	
<p>95% of students enrolled for a full academic year receiving Tier 2 or Tier 3 support in academics, attendance, and social emotional learning will meet or exceed the target rate of improvement in their goal area by June 30, 2025. (Response to Intervention)</p> <p>100% of students in all student groups in grades K through 12 will meet the annual growth target in Math as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic by June 30, 2025. (Growth in Math Proficiency)</p> <p>100% of students in all student groups in grades K through 12 will meet the annual growth target in Reading as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic June 30, 2025. (Growth in ELA Proficiency)</p> <p>90% of students will demonstrate strength in all social emotional skill topics measured by the Panorama Ed SEL survey by June 30, 2025. (Social emotional learning)</p>	Implement a multi-tiered system of supports for academics, attendance, and social emotional learning	* All students will have Individual Learning Plans with a Math Goal, ELA Goal, Social/Emotional Goal, and Attendance Goal. MTSS Meetings will occur weekly to monitor Response to Intervention. * Tutoring hours will be made available to all students after school to	09/01/2022 - 06/30/2022

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

ensure progress in
the general
education
curriculum and
individual goal
shows growth for
all students.



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
95% of students will demonstrate mastery of grade-level standards in Math as measured by course passage rates by June 30, 2025. (Math course passage rates)	Use	5 Year Curriculum mapping Plan-	2022-09-01 - 2025-
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3a, 3b, and 3c by June 30, 2025. (Danielson components 3a, 3b, and 3c)	systematic, collaborative planning processes to	Insight PA had moved to a new Learning Management System conducive	06-30
75% of students will graduate from high school within four years of entry into 9th grade by June 30, 2025. (4-Year Cohort Graduation Rate)	ensure instruction is coordinated, aligned, and evidence-based	to implementing curriculum and instructional mapping, as well as supporting teachers on differentiated instruction. This will be completed every Friday from 9-11:30 across departments. Once monthly all stakeholders will participate in	
95% of students will demonstrate mastery of grade-level standards in English as measured by course passage rates June 30, 2025. (English course passage rates)			
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3d and 3e by June 30, 2025. (Danielson framework components 3d and 3e)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		vertical alignment teachers during supported Professional Development across departments and subject specific.	
<p>100% of students in all student groups in grades K through 12 will meet the annual growth target in Math as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic by June 30, 2025. (Growth in Math Proficiency)</p> <p>95% of students enrolled for a full academic year receiving Tier 2 or Tier 3 support in academics, attendance, and social emotional learning will meet or exceed the target rate of improvement in their goal area by June 30, 2025. (Response to Intervention)</p> <p>100% of students in all student groups in grades K through 12 will meet the annual growth target in Reading as measured by Fall Exact Path Diagnostic Assessment compared to the Spring Exact Path Diagnostic June 30, 2025. (Growth in ELA Proficiency)</p> <p>90% of students will demonstrate strength in all social emotional skill topics measured by the Panorama Ed SEL survey by June 30, 2025. (Social emotional learning)</p>	Implement a multi-tiered system of supports for academics, attendance, and social emotional learning	* All students will have Individual Learning Plans with a Math Goal, ELA Goal, Social/Emotional Goal, and Attendance Goal. MTSS Meetings will occur weekly to monitor Response to Intervention. * Tutoring hours will be made available to all students after school to	2022-09-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		ensure progress in the general education curriculum and individual goal shows growth for all students.	
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3a, 3b, and 3c by June 30, 2025. (Danielson components 3a, 3b, and 3c)	Provide frequent, timely, and systematic feedback and support on instructional practices	Revise walkthrough tools to increase rigor of evidence required for Proficient and Distinguished for each of the prioritized components.	2022-08-09 - 2022-08-12
100% of teachers will demonstrate Proficiency in Danielson Framework Components 3d and 3e by June 30, 2025. (Danielson framework components 3d and 3e)			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Learning Management System	Parents and families will participate in the Strong Start Orientation to learn the Learning Management System to access and monitor student outcomes and instructional materials.	Schoology, OLS, Newrow
Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/30/2025	Orientation is a week for all returning and new students and families	Presentation
Lead Person/Position		
Julie Jaszcar-Chief Academic Officer		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
All Staff Professional Development	Overview of Comprehensive plan goals and action plans	In person	all staff	August 2022
Community Town Hall	Overview of Comprehensive Plan goals and action plans	On-line	school community	October 2022
