



AGORA[®]
CYBER CHARTER SCHOOL

2020-2021 School Improvement Plan



Executive Summary

Under the Every Student Succeeds Act, states are required to designate schools for support and improvement based on both schoolwide (Comprehensive Support and Improvement) and student group (Additional Targeted Support and Improvement) performance on a range of academic and student success measures. Agora Cyber Charter School is designated for Comprehensive Support and Improvement (CSI).

The following is a summary of this year's school improvement plan designed as part of our CSI designation. It includes the list of individuals who worked on the Steering Committee that conducted the needs assessment and helped identify and write the goals and actions steps the school will work on over the 2020-2021 school year. This report also provides our vision, which is to prepare all learners to achieve their highest potential through engaging in their own learning, achieving their personal learning goals, and cultivating success as lifelong learners. From this vision we focused on building a culture of literacy, conceptual math, and graduation rate as our primary goals.

In the pages that follow, you will find a summary of the strengths and challenges identified from the needs assessment, the three goals for the upcoming school year, including quarterly targets, as well as the action steps we will work to accomplish this year. These goals and actions steps build on the work we accomplished during the 2019-2020 school year's improvement plan. If you have any questions, please feel free to contact me:

Dr. Richard S. Jensen Jr.
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School Improvement Committee

Dr. Nick Rotoli	School Improvement Facilitator (PDE)
Dr. Sunny Weiland	School Improvement Core Team member (PDE)
Dr. Kate Remillard	School Improvement Core Team member (PDE)
Dr. Rich Jensen	Chief Academic Officer
Dr. Michael Conti	Chief Executive Officer
Dr. Anne Butler	Director of Curriculum, Instruction and Assessment
Ms. Jansen Hornbake	Elementary Principal
Ms. Bridget Kozar	Middle School Principal
Mr. Jeff Miller	High School Principal
Ms. Regan Shebeck	High School Assistant Principal
Ms. Robin Hartman	Professional Learning Coordinator
Ms. Allison Keefe	Middle School teacher
Ms. Ilyse Marchinkiewicz	High School teacher
Mr. Tim Mazer	Community Representative
Mr. Steve Calabro	Parent Representative
Ms. Susan Detwiler	Family Coach Coordinator
Ms. Erica Martinez	Student Representative



Vision for Learning

To prepare all learners to achieve their highest potential by actively engaging in their own learning, achieving their personal learning goals, and cultivating success as lifelong learners.

Our Steering Committee built upon this with a focus on building a culture of literacy across the school, including conceptual math, as indicated on student achievement on local assessments and Future Ready PA Index. The plan centers on reading, analysis, and writing skills across all disciplines and all grades. The plan also focuses on improving our graduation cohort rate through varied evidence-based approaches such as tutoring, tiered interventions, and summer school opportunities.



Strengths and Challenges

The steering committee did a needs assessment that included looking at several research-based essential practices.

Here is the list of strengths:

- Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
- Collectively shape the vision for continuous improvement of teaching and learning
- Implement a multi-tiered system of supports for academics and behavior



Strengths and Challenges

The needs assessment of essential practices also presented several challenges that become the foundation of our school improvement plan for the 2020-2021 school year.

Here is the list of challenges:

- Align curriculum, assessments, and instruction to the PA Standards
- Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
- Increase Graduation rate



School Improvement Goals



Content & Disciplinary Literacy Instruction

Priority Statement:

Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.

Outcome Category:

Focus on continuous improvement of instruction



School Improvement Goals



Disciplinary Literacy Instruction

Measurable Goal:

By June 30, 2021, 50% of students, who started the school year at Agora, score at least half of possible points on constructed response questions on the ELA and Science PSSA/Keystone assessments after receiving literacy instruction in all disciplines.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By November 5, 2020, 25% of students score at least a 50% or higher on the constructed response questions on both common assessments and TDA assessments.	By January 25, 2021, 35% of students score at least a 50% or higher on the constructed response questions on both common assessments and TDA assessments.	By March 30, 2021, 50% of students score at least a 50% or higher on the constructed response questions on both common assessments and TDA assessments.	By June 8, 2021, 60% of students score at least a 50% or higher on the constructed response questions on both common assessments and TDA assessments.



School Improvement Goals



Content & Disciplinary Literacy Instruction

Action Steps:

- Implement text-dependent analysis instruction across all disciplines.
- Implement professional learning for all stakeholders on disciplinary literacy strategies and best practices.
- Explore reading apprenticeship training
- Investigate and provide resources for disciplinary literacy instruction.
- Allocate common planning time for content teams for implementing authentic literacy instruction throughout curriculum.
- Unwrap content-area standards to identify the concepts (nouns) and skills (verbs) embedded in the standards and determine the grade-level expectations of each.



School Improvement Goals



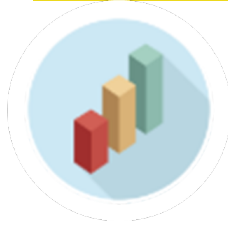
Content & Disciplinary Literacy Instruction

Action Steps:

- Implement school-wide lesson plan template to ensure planning and preparation aligns with standards and eligible content.
- Grade-level leadership teams conduct regular meetings to evaluate and discuss data from walkthroughs and observations to identify trends and areas for growth in lesson planning.
- Review and revision of assessments to ensure they are aligned with standards-aligned content and lesson plans.



School Improvement Goals



Conceptual Math Instruction

Priority Statement:

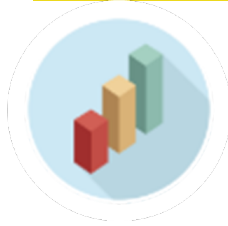
Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.

Outcome Category:

Focus on continuous improvement of instruction



School Improvement Goals



Conceptual Math Instruction

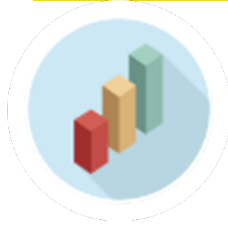
Measurable Goal:

By June 30, 2021, 50% of students, who started the school year at Agora, score at least half of possible points on constructed response questions on the mathematics PSSA/Keystone assessments after receiving literacy instruction in all disciplines.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By November 5, 2020, 25% of students score at least a 50% or higher on the constructed response questions on common assessments.	By January 25, 2021, 35% of students score at least a 50% or higher on the constructed response questions on common assessments.	By March 30, 2021, 50% of students score at least a 50% or higher on the constructed response questions on common assessments.	By June 8, 2021, 60% of students score at least a 50% or higher on the constructed response questions on common assessments.



School Improvement Goals



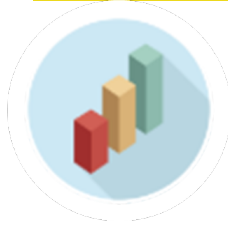
Conceptual Math Instruction

Action Steps:

- Implement conceptual math instruction which includes reading, analysis, and writing skills
- Investigate and provide resources for conceptual math instruction especially in reading, analysis, and writing in the math curriculum.
- Allocate common planning time for math instructional teams to implement conceptual math instruction
- Unwrap content-area standards to identify the concepts (nouns) and skills (verbs) embedded in the standards and determine the grade-level expectations of each.



School Improvement Goals



Conceptual Math Instruction

Action Steps:

- Implement school-wide lesson plan template to ensure planning and preparation aligns with standards and eligible content.
- Grade-level leadership teams conduct regular meetings to evaluate and discuss data from walkthroughs and observations to identify trends and areas for growth in lesson planning.
- Review and revision of assessments to ensure they are aligned with standards-aligned content and lesson plans.



School Improvement Goals



Graduation Rate

Priority Statement:

Dropout prevention program is established that includes multiple structures and pathways for students who are at-risk of not graduating on cohort.

Outcome Category:

Graduation Rate



School Improvement Goals



Graduation Rate

Measurable Goal:

By June 30, 2021, increase the graduation four-year cohort by 5% to an overall rate of 51.1% and the five-year cohort by 5% to an overall rate of 56.4%.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By November 5, 2020, 30% of identified at-risk high school students will earn a passing grade for the first marking period in three-fourths of their assigned courses.	By January 25, 2021, 35% of identified at-risk high school students will earn a passing grade in three-fourths of their first semester courses.	By March 30, 2021, 40% of identified at-risk high school students will earn a passing grade for the third marking period in three-fourths of their assigned courses.	By June 8, 2021, 45% of identified at-risk high school students will earn a passing grade in three-fourths of their second semester courses.



School Improvement Goals



Graduation Rate

Action Steps:

- Identify and monitor students who are at-risk or are already off-cohort for graduation (both on the 4-year and 5-year measure)
- Develop a multi-pathway graduation recovery plan that includes tutoring opportunities, tiered interventions, and summer school options
- Research ways that extracurricular involvement supports student engagement and success.
- Evaluate and coordinate efforts to increase learning coach and family involvement of at-risk students.



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