



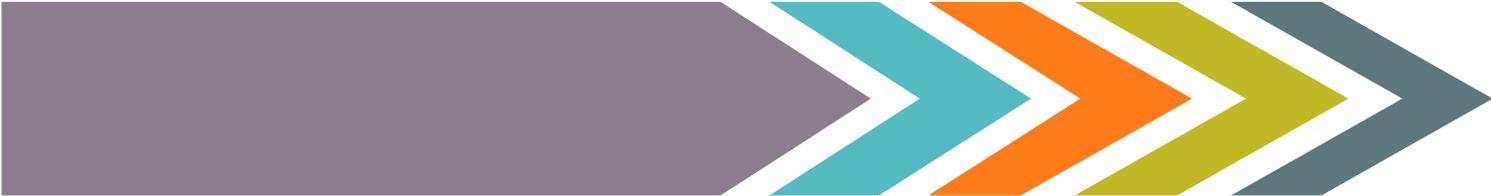
MOVING FORWARD

2017-2020
Strategic Plan



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Executive Summary

A strategic plan should be able to answer the why, how and what questions of the organization. The “why” is the purpose that sums up the reason the organization exists. Our school vision statement clearly addresses this question; the purpose we exist is **to prepare all learners to achieve their highest potential**. The “how” provides the guiding principles that undergird the organization. Our core values as well as our principles and beliefs lay this foundation, which stresses our commitment to be a student-centered, data-informed, vision-driven school. The “what” explains the details of the product and service we provide. This is where a strategic plan is essential. It provides the blueprint on what we are collectively and collaboratively building to prepare all learners to achieve their highest potential.

This 2017-2020 strategic plan provides the direction of the school. We are **Moving Forward**. Our direction aims to build upon our school improvement plan’s focus on moving forward in alignment of curriculum, instruction and assessment. The direction of our school lays out the plans of moving forward in preparing all students to have the skills and knowledge to be successful lifelong learners in whatever career or vocation they end up pursuing.

This 2017-2020 strategic plan is built around five imperatives which stem from our vision statement. These imperatives focus on learner potential, learner mindset, learner engagement, learning growth and learning structure. These five imperatives are the building blocks to ensure we have high expectations for all learners, regardless of ethnicity, gender, socio-economic status or background. It is only by holding high expectations for all students that we, as a school community, are able to ensure all learners are in the best position to achieve their greatest potential.

The 2017-2020 strategic plan has been developed over several months. In October 2016, staff and parents completed surveys that provided valuable data on the culture and climate of our school. The academic leadership team—consisting of all grade-band principals and assistant principals; directors and assistant directors of special education; and leadership team of our family coaches—analyzed the data and in December 2016 conducted a SWOT analysis of each program; identifying the strengths, weaknesses, opportunities and threats of the organization. In January 2017, a group of about eighty (80) individuals gathered together for a brainstorming session that focused on six (6) core strategic goals. After analyzing and reviewing all the information, the academic leadership team worked to draft the strategies, goals and action steps necessary for us to achieve our six strategic goals. It is with great excitement we are Moving Forward in partnering and collaborating with everyone in our school community—including parents, students, staff and wider community—to see the vision of Agora to become a reality.



Dr. Michael Conti
Chief Executive Officer



Mr. Rich Jensen
Director of Academics

MISSION AND VISION OF AGORA CYBER CHARTER SCHOOL

Mission

The mission of the Agora Cyber Charter School is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and develop proficiency in the design and use of new computer technologies and scientific research. Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

Vision

The vision of Agora Cyber Charter School is to prepare all learners to achieve their highest potential through actively engaging in their own learning, achieving their personal learning goals and cultivating success as lifelong learners.



CORE VALUES OF AGORA CYBER CHARTER SCHOOL

Teamwork

Everyone in the Agora community is part of a team, working together to accomplish tasks, find solutions, support one another, and provide opportunities for all.

Personalization

We provide an education customized to the abilities, interests and learning styles of our students, along with individual support that satisfies the needs of each student and family.

Respect

Although others may be different from us, we accept them as equally important human beings, and we treat everyone the way we want to be treated.

Courage

We face difficult situations and setbacks with strength, making tough decisions and taking bold actions to overcome adversity and keep driving toward our goals.

Integrity

We are honest, fair, sincere and decent, doing the right thing at all times, even when no one is watching.

Compassion

We speak and act with caring and kindness toward others, especially those who need our help because they are struggling with illness, injury, sadness or some other adversity.



Responsibility

We are trustworthy and conscientious so that everyone in the Agora community of students, families and staff can count on us to do what we say we will do.

Empowerment

We provide individuals and teams with the skills to take ownership of their goals and manage themselves as they work step-by-step toward goal achievement.

Courage

We are pioneers who think creatively to solve problems and discover new possibilities that improve learning, advance student achievement and prepare young people to succeed in life.

GUIDING PRINCIPLES OF AGORA CYBER CHARTER SCHOOL

PREPARING



We collectively and collaboratively take ownership for the success of all students. We believe success is best defined by every student being prepared with 21st Century skills to be active participants and contributors in society.

ENGAGING



We believe the best practices of skillful teaching are student-centered with a focus on active engagement and student relevance.

GROWING



We believe all students have a cognitive ability which is NOT fixed but is able to grow and develop over time. We believe it is our responsibility to help every student to reach their highest potential.

LEARNING



We believe skillful teaching is whatever helps students learn and the teaching process is not over until the students have learned.

CHALLENGING



We believe all students should be challenged with high expectations since all students have the ability to grow and develop.



Value of Strategic Planning

Strategic planning begins with a vision. The vision flows from basic educational beliefs, assumptions and guiding principles. Once the school has a shared vision, then the work is to establish goals that help the vision become reality. Strategies are intentionally designed to move the school to reaching their goals. Once you have the strategies in place, you need to identify the way in which you will assess or evaluate if you are on target to achieving the goals. Every decision should be data-informed and driven by the strategies, goals and vision.



STRATEGIC IMPERATIVES OF AGORA CYBER CHARTER SCHOOL

Out of our vision there are four main components. Each of these components become an imperative of what we need to focus on as a school community. The fifth imperative focuses on the infrastructure that needs to be in place to ensure the other components function effectively.



POTENTIAL

This focuses on the ideal learning experience. It is ensuring every learner, every day logs into school and is met at his or her learning level and is challenged to achieve his or her highest potential. This includes a comprehensive curriculum to meet the needs of all learners and provides opportunity for them to get the skills and knowledge to be successful in the career path they choose.



LEARNER MINDSET

We commit to intentionally and explicitly emphasize a growth mindset so that we are able to develop self-directed and lifelong learners who demonstrate behaviors of effort, seeking challenge, perseverance and accepting feedback.



LEARNER ENGAGEMENT

We commit to persistently and pervasively utilize innovative instructional practices that lead to authentic, engaging and relevant learning, based on research and educational best practices. This includes alignment of our curriculum, instruction and assessments for learning growth.



LEARNING GROWTH

We commit to providing systemic supports for all learners, including resources, structures, and tools that allow them to customize their learning so all learners are able to demonstrate academic growth by meeting or exceeding their learning goals.



LEARNING STRUCTURE

We commit to intentionally structure the learning process to be competency-based where learners are able to take advantage any time and any where, so they are able to take personal ownership of their own success in meeting or exceeding their learning goals.



LEARNER POTENTIAL

ELEMENTARY PROGRAM

Create a career education and exploration program for elementary school.

- ◆ Implement a Career Day into the program.
- ◆ Form a career education and work standards committee to review resources and programs to implement.

MIDDLE SCHOOL PROGRAM

Offer PA standards-based career ready activities for middle school students.

- ◆ Develop wider selection of electives and club offerings based on student interest.
- ◆ Establish partnerships with higher education institutions and community groups for career exploration interest.

Create a career education and exploration program for middle school.

- ◆ Review state standards for implementation in homeroom program.

HIGH SCHOOL PROGRAM

By 2018, pilot a career academy program in the high school.

- ◆ Assist students in identifying their career pathways and course selection.
- ◆ Add Finding Your Pathway for school counselors to work with students in identifying career interest.

- ◆ Build CTE program around career clusters with course offerings.
- ◆ Ensure all stakeholders are trained in Naviance as career planning tool.

SPECIAL EDUCATION PROGRAM

Supplement the school wide career readiness program

- ◆ Implement an online transition assessment that has career cluster survey for grades 6-12
- ◆ Implement transition skills inventory in evaluations.
- ◆ Pilot a work study program
- ◆ Pilot of e-mentoring program for upper high school students
- ◆ Implement credit recovery program.

ALL SCHOOL INITIATIVE

Develop a coherent 21st Century Skills program in all content areas

- ◆ Continued development of critical thinking and problem-solving competencies
- ◆ Incorporate information, media and technology literacy components in program

Research potential partnership with National Occupational Competency Testing Institute (NOCTI).

Strategic Goal

1

By the end of the 2019-2020 school year, the school will offer a comprehensive career education program culminating in high school with career-ready courses, internships and end-of-program competency-based assessments of both academic and technical skills.

LEARNER MINDSET

LEARNER ENGAGEMENT

POTENTIAL

LEARNING GROWTH

LEARNING STRUCTURE

LEARNER POTENTIAL

ELEMENTARY PROGRAM

Improve the quality of instruction and learning through curriculum mapping.

- ◆ Focus on Backward by Design model for scope and sequence of curriculum maps.
- ◆ Research best practices for development of gifted program.

Improve the quality of instruction and learning through instructional delivery.

- ◆ Continued development of instructional coaching initiative.
- ◆ Analyze effectiveness of Personal Learning Time (PLT).
- ◆ Review all current programs to reduce number of current programs being used.
- ◆ Revamp the co-teaching model to maximize effectiveness in closing learning gaps.

MIDDLE SCHOOL PROGRAM

Improve curriculum options and curriculum mapping for middle school

- ◆ Review math courses to ensure strong alignment with state standards
- ◆ Revise schedule to provide more time for elective courses.

Improve in differentiated instruction to meet needs of students and close learning gaps.

- ◆ More professional development on use of SAS Portal for curriculum alignment.

HIGH SCHOOL PROGRAM

Create and update curriculum maps for all courses.

- ◆ Identify standards and framework for curriculums maps.
 - ◆ Focus on vertical alignment.
- Use MTSS for identification of gifted students
- ◆ Identify screening tool.
 - ◆ Provide training for all AP teachers.

SPECIAL EDUCATION PROGRAM

Expand special education curriculum offerings for all grade levels to ensure lower and higher achieving learners are reaching their potential.

- ◆ Research course offerings and add additional courses where needed to meet student needs.
- ◆ Review and evaluate replacement course options

Research development of a gifted program including staffing, policy, procedural, professional development and structuring needs

Strategic Goal 2

By the end of the 2019-2020 school year, the school will offer a comprehensive curriculum and instruction that covers the spectrum of needs and interests of all students, from special education services to gifted education .

LEARNER
MINDSET

LEARNER
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POTENTIAL

LEARNING
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STRUCTURE

LEARNER MINDSET

ELEMENTARY PROGRAM

Develop a measurement tool to be used in elementary program to determine growth of student growth mindset.

- ◆ Provide additional training and professional development on growth vs. fixed mindset.
- ◆ Implement self- and peer-assessment of the indicators of growth mindset.
- ◆ Provide resources for parents on growth mindset and ways they can help to develop in their children.

MIDDLE SCHOOL PROGRAM

Teachers improvement in skills of nurturing a growth mindset.

- ◆ Provide training on research and best practices of growth mindset.

Students increase in demonstrating a growth mindset.

- ◆ Monitor use of mindset vocabulary
- Increase communication with stakeholders on growth mindset concepts.
- ◆ Use of middle school newsletter to share information about growth mindset.

HIGH SCHOOL PROGRAM

Provide professional development for implementation of growth mindset strategies.

- ◆ Utilize resources from Mindset Works
- ◆ Demonstration of growth mindset language and skills evident in classroom.

SPECIAL EDUCATION PROGRAM

Identify a schoolwide positive behavior support program (SWPBSP) that focuses on challenge, perseverance, and accepting feedback.

- ◆ Support student performance tracking system
- ◆ Research and implement growth mindset resources
- ◆ Implement student recognition program

Strategic Goal

3

There will be a 10% increase over each of the next three years of students who demonstrate a growth mindset by indicators of work effort, seeking challenge, perseverance in work and accepting feedback.

LEARNER MINDSET

LEARNER ENGAGEMENT

POTENTIAL

LEARNING GROWTH

LEARNING STRUCTURE

LEARNER ENGAGEMENT

ELEMENTARY PROGRAM

Increase communication with stakeholders on importance of attendance.

- ◆ Establish clearly written expectations.
- ◆ Create system of rewards and consequences

MIDDLE SCHOOL PROGRAM

Utilize MTSS framework to develop attendance contracts to increase student daily attendance

- ◆ Acknowledge and recognize students for positive attendance behaviors.
- ◆ Create incentive system for attendance behaviors.
- ◆ Establish protocols for attendance conferences with parents to address chronic absenteeism concerns.

HIGH SCHOOL PROGRAM

Recognize students with good and improving attendance behavior patterns.

- ◆ Emphasize during quarterly assemblies
- ◆ Record attendance on report cards
- ◆ Research methods to notify family when students miss individual classes.

SPECIAL EDUCATION PROGRAM

Develop initiatives to improve student attendance

- ◆ Collaborate with other departments in attendance escalation strategies.
- ◆ Focus on period attendance as indicator of engagement and student need
- ◆ Review credit recovery and course placements options to encourage learner engagement.
- ◆ Research creating an incentive program with work study option for students demonstrating healthy school attendance.

ALL SCHOOL INITIATIVES

Collaborate with PTO to initiate awareness and communication campaign on importance of attendance.

- ◆ Create video series and other resources for parents on importance of attendance
- Review school policies on attendance and truancy to encourage greater student engagement.

Strategic Goal

4

By the end of the 2019-2020 school year, 80% or more of students will have healthy school attendance (0-5 days) and chronic absenteeism will be reduced to 4% or less (18+ days).

LEARNER
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LEARNER ENGAGEMENT

ELEMENTARY PROGRAM

Create a schoolwide culture that reinforces positive behavior.

- ◆ Continue development of Three Bee's for attendance and engagement.
- Implement positive behavior intervention support initiative.
- ◆ Develop student recognition program.

MIDDLE SCHOOL PROGRAM

Continued development of MTSS framework and defining roles to ensure effectiveness of program.

- ◆ Create MTSS reference handbook
 - ◆ Review math/reading specialist role to maximize engagement.
- Improve key transitions from 5th to 6th grade and from 8th to 9th grade.
- ◆ Further development of information sessions and resources for successful advancement in programs.

HIGH SCHOOL PROGRAM

Develop Tier I MTSS interventions

- ◆ Create committee to research expectations and supports
- Develop parent partnership for engagement
- ◆ Quarterly Parent meetings
 - ◆ Stronger collaboration with PTO
 - ◆ Create video series for parents

SPECIAL EDUCATION PROGRAM

Develop a full schoolwide positive behavior support program.

- ◆ Research and implement a student behavior performance tracking program
- ◆ Implement a student recognition program.

ALL SCHOOL INITIATIVE

Research and review mentoring programs to support at-risk students.

- ◆ Review various mentoring programs
 - ◆ Research student government models
- Increase implementation of behavior goals in individualized learning plans to encourage work completion, preparedness and participation.

Strategic Goal

5

By the end of the 2019-2020 school year, 80% or more of students will demonstrate MTSS school-wide positive behaviors or personal responsibility of work completion, preparedness and participation in learning.

LEARNER
MINDSET

LEARNER
ENGAGEMENT

POTENTIAL

LEARNING
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LEARNING GROWTH

ELEMENTARY PROGRAM

Ensure that academic performance aligns with PA Core assessments.

- ◆ Continued development of the MTSS Screening and Intervention Records Form
- ◆ Provide training on using PVAAS data as tool to drive instruction and goal-setting.
- ◆ Focus on MTSS intervention strategies and program rather than supplemental programs.
- ◆ Increase use of SAS Assessment Creator to ensure appropriate age-level and Depth of Knowledge (DOK) rigor.

MIDDLE SCHOOL PROGRAM

Increase instructional and engagement opportunities for all students.

- ◆ Provide tutoring opportunities for students in need of additional support.
- ◆ Implement summer reading program.
- ◆ Implement reading incentive program.
- ◆ Organize academic competitions and enrichment activities for advanced learners (i.e., spelling bee)
- ◆ Continued development of the MTSS Screening and Intervention Records Form
- ◆ Further development of instructional coaching model to ensure consistency of use of research-based best practices.

HIGH SCHOOL PROGRAM

Improve in use of data for driving instruction

- ◆ Provide accurate data in timely manner
 - ◆ Further development of data team protocols and expectations
 - ◆ Professional development on maximizing key data points for instruction
- Implementation of remediation program
- ◆ Use data to identify students who need additional academic supports

SPECIAL EDUCATION PROGRAM

Analyze PVAAS data to use in driving instruction of special education students.

- ◆ Develop data committee to assist special education teachers in looking at PVAAS growth and future projection data
- ◆ Integration of test-taking skills in curriculum

ALL SCHOOL INITIATIVE

Professional development on Using PVAAS for a purpose.

- ◆ Provide e-learning opportunities for teachers to understand teacher-specific reports
- ◆ Ongoing training on composite, growth and projection data.
- ◆ Use of PVAAS data in individualized learning plans

Strategic Goal

6

There will be a 10% increase over each of the next three years of students who are meeting or exceeding the standard for PA academic growth.

LEARNER
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STRUCTURE

LEARNING STRUCTURE

DATA USE

Improve system within the school that fully ensures schoolwide use of data that is focused on school improvement and the academic growth of all students

- ◆ Create data dashboard for more timely and easy access of achievement (PSSA/Keystone), growth (PVAAS) and benchmark (CDT) data to drive instruction.
- ◆ Provide longitudinal data of student growth measures to more readily identify learning gaps
- ◆ Create and utilize multiple data sources to identify areas for improvement - i.e., family, perception, SAT/ACT data

STUDENT LEARNING OUTCOMES (SLO)

Phase in over a three-year period the use of student learning outcomes as measurement of academic growth.

- ◆ Provide professional development on the PA-developed SLO program during Year 1.
- ◆ Teachers create and use SLOs during Year 2 for coaching purposes.
- ◆ Use of SLOs included as evaluation metric in Year 3.

SYSTEM INTEGRATION

Minimize administrative time of staff by automating information and integration of systems.

- ◆ Provide benchmark data system
- ◆ Streamline and reduce use of supplemental programs.
- ◆ Research software resources that would streamline processes and increase productivity.

ORGANIZATIONAL HEALTH

Improve institutional, administrative and staff level collaboration to empower individuals with the resources to maximize growth

- ◆ Improve the morale of the organization so all stakeholders feel sense of belonging and accomplishment.
- ◆ Align resource support to maximize staff effectiveness and student growth.
- ◆ Maintain high expectations for administration and faculty to ensure students growth.
- ◆ Increase teachers' efficacy, belief in their ability to have a positive effect on student learning, by means of collaboration, professional learning and continuous feedback loops.

By the end of the 2019-2020 school year, integrate and implement the building blocks, supports and systems needed to support the learning process, accomplish our goals, maximize time and increase efficiency.



**LEARNER
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STRUCTURE**