

Esperanza Cyber Charter School

22-23 School Plan Draft – for Family/Community Comments & Feedback

Esperanza Cyber Charter School

Mission

The charter organizer, Nueva Esperanza’s (NEI) educational mission prepares students in grades Kindergarten through twelve to meet the challenges of living creatively and productively in an increasingly technologically sophisticated and interconnected world. The mission is a result of over 30 years of working in and with the North Philadelphia and Latino community. Community residents (defined by those who live in 19140) have been plagued by a 48% graduation rate, households with an adjusted gross income of \$23,489 (2012), and 64% below or 50% below the poverty line. Under/unemployment and inadequate/ interrupted education have created significant barriers in achieving lifelong success. NEI initially sought to address issues that are known causes of systemic poverty and under-education by applying for a cyber school charter, which was approved in 2012 as Esperanza Cyber Charter School (ECCS). Since September 2012, over 2,000 students have passed through the school and 116 have graduated, where ECCS touched their lives during the charter term helping to break the cycle of poverty and under-education through its educational mission preparing them to find a successful path from school to college or career.

Vision

Drawn from principles reported in the well-regarded study on Latino youth and education, *Why Some Schools with Latino Children Beat the Odds, and Others Don’t* the school philosophy includes:

- Every member of the school maintains a clear focus on student outcomes; we believe that all children can be successful in school and life.
- Through the use of multiple metrics and continuous assessment of growth and factors that inhibit growth those analyses will inform the development of individualized instruction; we believe in data telling the story of improved outcomes as the ending.
- The school leader maintains a strong focus on student success; we believe in leadership that pushes forward regardless of barriers or obstacles in the home.
- Accepting that every effort is tried until it fails, and every failure informs success; we believe that the consistent message of every eye on student outcomes will show progress.

Established Priorities

- To close the achievement gap for EL students the school will align all curriculum, assessments, instruction (including differentiation and interventions) to PA Common Core Standards, provide frequent, timely, and systematic feedback and support on instructional through the implementation of the validated instructional model (SIOP) for lesson design and delivery proven effective for EL academic needs.
- The school will further develop an MTSS three-tiered PBIS framework of positive behavioral intervention and monitoring infrastructure that will support effective and efficient practices and processes, implemented and refined with fidelity to the MTSS program which will improve data, systems, and practices positively affecting retention and attendance as evidenced by improved student outcomes.
- To close the achievement gap for students the school will align all English Language Arts curriculum, assessments, instruction (including differentiation and interventions) to PA Common Core Standards, provide frequent, timely, and systematic feedback and support on instructional practices to teachers, and improve best practices through evidence-based strategies in reading focusing on before, during, and after reading comprehension and language acquisition skills.
- To close the achievement gap for students the school will align all math curriculum, assessments, instruction (including differentiation and interventions) to PA Common Core Standards, provide frequent, timely, and systematic feedback and support on instructional practices to teachers, and improve best practices through evidence-based strategies in mathematics providing targeted improvements in small group discussions around math problems to improve word problem-solving skills and to add more supported vocabulary instruction to improve reading comprehension.

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Measurable Goals

By June 30, 2024, as a result of targeted instruction with PA Common Core-aligned curriculum, assessments, and instruction, 40% of K-5th grade students will score proficient or advanced in Math on state assessments.

- If there are opportunities and processes for planned professional learning, coaching and collaboration focused on building the capacity of staff to use assessment data to provide explicit and systematic instruction and interventions to scaffold and differentiate instruction and intervention, then students will meet or exceed benchmarks and goals.

By June 30, 2024, as a result of targeted instruction with PA Common Core-aligned curriculum, assessments, and instruction, 20% of 6-12th grade students will score proficient or advanced on state assessments.

- If there are opportunities and processes for planned professional learning, coaching and collaboration focused on building the capacity of staff to use assessment data to provide explicit and systematic instruction and interventions to scaffold and differentiate instruction and intervention, then students will meet or exceed benchmarks and goals.

By June 30, 2024, as a result of targeted instruction with PA Common Core-aligned curriculum, assessments, and instruction, 40% of K-5th grade students will score proficient or advanced in ELA on state assessments.

- If there are opportunities and processes for planned professional learning, coaching and collaboration focused on building the capacity of staff to use assessment data to provide explicit and systematic instruction and interventions to scaffold and differentiate instruction and intervention, then students will meet or exceed benchmarks and goals.

By June 30, 2024, as a result of targeted instruction with PA Common Core-aligned curriculum, assessments, and instruction, 36% of 6-12th grade students will score proficient or advanced in ELA on state assessments.

- If there are opportunities and processes for planned professional learning, coaching and collaboration focused on building the capacity of staff to use assessment data to provide explicit and systematic instruction and interventions to scaffold and differentiate instruction and intervention, then students will meet or exceed benchmarks and goals.

By June 30, 2024, as a result of targeted interventions from a Multi-Tiered System of Supports (MTSS) 72.2% of students will demonstrate regular attendance.

- If we create a multi-tiered system of supports to engage students and families, monitor attendance and data practices, and provide personalized early outreach, then our school will improve its rate of attendance and engagement.

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English Language Arts Action Plan Draft

Action Steps	Person(s)/Position Responsible	Anticipated Start Date	Completion Date
Construct a PD Plan with topics outlined in the Comp Plan Portal: standards-aligned instruction, content literacy strategies, literacy, assessment	Professional Learning Coordinator, Director of Curriculum, Reading Specialist, HS Assistant Principal, MS Assistant Principal	7/1/2022	7/1/2022
Jointly develop a technical assistance plan with Mi CSI team to support implementation of school plan to include: Tier 1 classwide intervention, scaffolds for students who are behind in reading, etc.	Principals, And CEO	7/1/2022	8/1/2022
Establish a schedule of biweekly implementation meetings with the State SI team to support and monitor implementation and progress towards goals.	Reading Specialist and DOC	7/1/2022	6/1/2023
Develop Look fors to monitor and improve student engagement through active engagement strategies and cultural relevance	Instructional Leaders Team	7/1/2022	7/1/2022
Involve students in goal-setting and personal data tracking.	Data Wise Team	8/1/2022	6/1/2023
Incorporate read-alouds across content areas to promote language development and reading comprehension.	Reading Specialist	8/1/2022	6/1/2023
Assign ELA Skills in IXL aligned to eligible content to allow students practice. Monitor student progress for a smart score of 80.	Reading Specialist	8/22/2022	6/1/2023
Explicitly teach vocabulary instruction in grades K-12, including morphology on a weekly basis.	Reading Specialist/Coordinator of Curriculum/Secondary ELA Teacher	8/22/2022	6/1/2023
Explicitly teach foundational reading skills to grades K-3 to include phonemic awareness (Heggerty), phonics (Really Great Reading), fluency, and reading comprehension.	Reading Specialist, Elem Reading Interventionist	8/22/2022	6/1/2023
Utilize Before, During and After lesson structure to incorporate explicit literacy strategies across all content areas	Coordinator of Curriculum, HS Assistant Principal, MS Assistant Principal	8/22/2022	6/1/2023
Ensure that instruction meets the minimum number of instructional minutes - 120 for K-3 and 90 for 4-12.	Reading Specialist/Directors of Curriculum & Instruction	8/22/2022	8/22/2022
Provide explicit instruction around writing across multiple formats (narrative, informational, etc.),	Director of Curriculum/Reading Specialist	8/22/2022	6/1/2022
The reading interventionist will work with Tier 3 students in small groups scheduled in addition to the scheduled ELA class.	Reading Specialist/DIS	10/3/2022	6/1/2022

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Action Steps	Person(s)/Position Responsible	Anticipated Start Date	Completion Date
The reading interventionist will collaborate with classroom teachers to support Tier 2 students in small groups during the ELA class.	Reading Specialist/DIS	10/3/2022	6/1/2022
Evaluate student usage, completion of skills and growth in IXL on a quarterly basis.	Reading Specialist	10/3/2022	6/1/2023
Administer benchmark assessments in IXL at least 3 times a year for all students, with additional skills assigned to students to address their individualized learning needs.	Supervisor of Instructional Supports	10/3/2022	6/1/2023
Utilize common planning time to establish priority, supporting, and additional standards on a quarterly basis.	Coordinator of Curriculum, Director of Instruction, Professional Learning Coordinator	10/3/2022	6/1/2023

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Mathematics Action Plan Draft

Action Steps	Person(s)/Position Responsible	Anticipated Start Date	Completion Date
Construct a Professional Learning Plan with topics outlined in the Comp Plan Portal: intervention, progress monitoring, unwrapping standards, and coteaching.	Professional Learning Coordinator	7/1/2022	9/30/2022
Designate 10 days into the school calendar for reteaching of unfinished learning.	Principals	7/1/2022	8/20/2022
Develop standards-based pre- and post-assessments for each unit of study.	Curriculum Coordinator Math supervisor	7/1/2022	10/1/2022
Generate learning targets for mastery by determining the concepts and skills necessary to teach the standards, as well as the prerequisite concepts and skills; and establishing the level of rigor required by each eligible content to be completed for each unit on a quarterly basis.	Curriculum Coordinator Math supervisor	7/1/2022	3/31/2023
Mi will provide two implementation specialist engagements each month (as directed by the Technical Assistance Plan).	CSI Leadership Team	7/1/2022	6/1/2023
School and network leaders will develop technical assistance plans with MI for support in ELA and Math.	Supervisor of Instructional Support and CEO	7/1/2022	8/23/2022
Determine priority standards to be addressed; establish priority, supporting, and additional standards on a quarterly basis. To be monitored on a monthly basis prior to State testing.	Math supervisor	8/23/2022	4/21/2023
Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Utilize monthly walkthrough and lesson plan analysis to progress monitor and design teacher supports as needed.	Math supervisor	8/23/2022	1/20/2023
The math interventionist will collaborate and co-teach with the classroom teacher to support Tier 2 students in small groups during the math class. A co-Teacher will be assigned to classes using state testing results.	Supervisor of Academic Supports & Team Integration	8/29/2022	6/7/2023
Tier 3 students will be assigned an additional math class with a math interventionist. To be monitored on a quarterly basis.	MTSS team Principals	8/29/2022	6/7/2023
Convene monthly monitoring meetings with the school leadership and Mi team members (monthly or quarterly) to support and monitor implementation and progress toward goals.	CSI Team	9/1/2022	6/9/2023
Screen all students at the onset of the school year to design and provide targeted instruction and intervention to close gaps. Administer benchmarks for Q2, Q3 and Q4 to monitor progress toward annual goals and screen new students.	MTSS Team	9/19/2022	6/7/2023

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Analyze post-assessment results, as well as other formative assessment measures for each unit to determine concepts and skills in need of re-teaching.	Math supervisor	9/30/2022	6/7/2023
Analyze pre-assessment results to discern unfinished learning and opportunities for enrichment; plan scaffolds, differentiation and formative assessment strategies for tier 1 instruction and tier 2 interventions. Repeat this process for each unit.	Math supervisor	9/30/2022	6/7/2023
Establish MTSS meetings with school leadership to analyze data to develop short-term action plans to problem solve challenges.	Supervisor of Instructional Support Principals	9/30/2022	6/7/2023
Designated teachers will receive DataWise training to use data and evidence for collaboration and data-based decision making, and professional learning. Grade bands will be determined when state test results are released in July 2022.	Datawise Team 21-22	11/7/2022	6/7/2023
Develop walkthrough instruments to gauge the fidelity of implementation for standards-aligned instruction and assessments; implementation of designated evidence-based instructional and intervention strategies.	Principals/Instructional Leaders	10/17/2022	5/26/2023

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Attendance Action Plan Draft

Action Steps	Person(s)/Position Responsible	Anticipated Start Date	Completion Date
Foundation: Establish a school wide attendance committee comprised of admin, ops, teacher, social worker, counselor, family coach, enrollment, and orientation depts. Establish weekly summer meetings and monthly meetings during the school year. (to be offered for Board approval at August retreat).	Director of Operations	7/1/2022	7/22/2022
Foundation: The committee referenced in goal number 1 will morph into a child study team as it gets up and running. Establish a process by which any staff member can refer a student for further consideration for intervention, even if that child has not yet met the criteria for a tier 1 or 2 attendance / engagement intervention. Establish a referral process and regular weekly meetings. (to be offered for Board approval at August retreat).	elementary level- K5 principal; secondary level 6-12 principal	7/30/2022	7/22/2022
Foundation: School wide attendance committee will create a written attendance and behavior playbook that summarizes our procedures for the coming year. Specifically, a flow chart will be included to help staff know which matters are handled by teachers, family coaches, social workers, administrators, etc. Where policy practices are concerned, the document will go for Board approval at the August retreat and all attendance / behavior related policy changes are tentative until Board approved.	Director of Operations	7/1/2022	7/22/2022
Foundation: Monthly attendance and engagement reports will give us the data we need to determine who is in tier 1, tier 2, or tier 3 of attendance interventions. Engagement data will allow us to assign an intervention to a child who is present, but not succeeding in other ways.	Attendance specialist	7/1/2022	6/7/2023
Foundation: Develop 3 morning news/announcement shows to take place during homeroom time (K-5, 6-8,9-12). In addition to announcements, each department will have regularly scheduled times to get their good-to-know information and their faces out in front of students.	K5 lead teacher; MS AP; HS AP	8/1/2022	6/7/2023
Foundation: Revise orientation lessons to include student friendly information on the 'playbook' from goal number 2, especially attendance and engagement expectations.	Orientation Manager, Coordinator of Curriculum Development	7/1/2022	8/1/2022
Foundation: Write and implement a student engagement policy that has students 1) turn their cameras on and 2) gives teachers the authority to mark as absent any child who refuses to engage with class.	Secondary principal/Elementary Principal	7/1/2022	
Foundation: Develop a back to school night assembly for all families that highlights good-to-know goings-on at ECCS, but also emphasizes the attendance and engagement regulations.	Director of family and community engagement	7/1/2022	8/15/2022

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Action Steps	Person(s)/Position Responsible	Anticipated Start Date	Completion Date
Foundation: All of the following tier 1, tier 2, and tier 3 interventions require data updated on a monthly basis. Develop an efficient system for re-evaluating student tier assignments based on new data on a monthly basis as part of the child study team process.	Attendance specialist	7/1/2022	8/1/2022
Tier 1: Develop a 'no loopholes' orientation process for the beginning of the school year. All students must attend and pass orientation in order to start classes. Students who fail to engage with orientation will not receive schedules and will be dropped from roll by Sept. 15	Orientation Manager	7/1/2022	8/1/2022
Tier 1: Implement the robo caller attendance system to ensure that families receive a call/text/email (per their preference) within 30 minutes after the end of homeroom.	Attendance specialist	8/29/2022	6/1/2023
Tier 1: Develop a process by which accurate 3 day attendance letters go out in a timely manner. Timely is defined as this afternoon of the day when the child hits the 3 absence mark.	Attendance specialist	8/1/2022	6/1/2023
Tier 1: Adopt and implement with fidelity a 'text-blast' software system for ensuring that parents receive regular contacts from teachers. Fidelity means that the parent of every failing student receives at least a text communication before close of business every Friday. Consider the implementation of Talking Points software; the app will allow families to get all messages in one place without the feeling of an endless email blast.	K5- elementary principal; 6-12 secondary principal	7/1/2022	6/1/2023
Tier 1: Adopt and implement with fidelity a 'text-blast' software system for ensuring that parents receive regular contacts from teachers. Fidelity means that the parent of every passing student receives at least a text communication about the week's work / progress / learnings before close of business every Friday.	K5- elementary principal; 6-12 secondary principal	7/1/2022	6/1/2023
Tier 1: Establish an incentives system for attendance and classroom behavior, including a program for tracking points for positive behavior and regular incentives cycles, and communication to families about positive student behavior.	HS assistant principal	7/1/2022	6/1/2023
Tier 2: Develop and implement a plan to identify consecutively absent students (10 or more days) from the previous year who have decided to re-enroll, put these students under the care of a family coach, and implement steps to ensure that the children start the year in a better place, receive intervention efforts, and are unenrolled as necessary. Repeat the process monthly.	Director of operations	7/1/2022	6/1/2023
Tier 2: Develop and implement a plan to identify consecutively absent students (10 or more days) for the current year, put these students under the care of a family coach, and implement steps to ensure that intervention efforts and unenroll efforts happen before October. Repeat the process monthly.	Director of operations	7/1/2022	6/1/2023

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Tier 2: Develop and implement a plan to identify chronically absent students (more than 18 total absences, regardless of excused/unexcused) from the previous year, put these students under the care of a family coach, and develop intervention steps to ensure that the children start the year in a better place. These interventions will remain in place throughout 22-23; the spirit of this goal is to find children in need early rather than wait for Sept. attendance data to come in. Repeat the process monthly.	Director of operations	7/1/2022	6/1/2023
Tier 2: Develop and implement a plan to identify chronically absent students (more than 18 total absences, regardless of excused/unexcused) from the current year, put these students under the care of a family coach, and implement steps to ensure that intervention efforts are in place within a week of a child hitting the 18 day threshold. Repeat the process monthly.	Director of Operations	7/1/2022	6/1/2023
Tier 2: Adopt and implement with fidelity a 'text-blast' software system for ensuring that parents receive regular contacts from family coaches. Fidelity means that the family coach communicates with the families of all tier 2 caseload members at least one time per week before close of business on Friday. Repeat the process monthly.	Director of Operations	8/1/2022	6/1/2023
Tier 2: Develop a family contract and a conference process for students who have the opportunity to re enroll after being dropped for consecutive absences.	Director of Operations	8/1/2022	6/1/2023
Tier 3: Develop a social worker's playbook of strategies, interventions, services, etc.	Director of Operations	7/1/2022	6/1/2023
Tier 3: Conduct home visits for tier 3 students. Success can be defined as either 1) students re-engage with the school or 2) students enroll in another educational organization that they and their family feel will better meet their needs.	Director of Operations		6/1/2023