

New Media Technology CS

**Improvement Plan**

07/01/2014 - 06/30/2017

# School Profile

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## Demographics

8034 Thouron Ave  
Philadelphia, PA 19150  
(267)286-6900

Phase:	Phase 3
Federal Accountability Designation:	Focus
Title I Status:	Yes
CEO Name:	Reuben Mills
CEO E-mail address:	ceo@nmtcs.net

## Planning Committee

Name	Role
Rache Cross	Parent
Vernon Davis	Student Services Director/Specialist
Maria Gritz	Secondary School Teacher - Regular Education
Seglinda Harrison	Student
Pascal Marcelin	Instructional Technology Director/Specialist
Reuben Mills	Chief Executive Officer
Justin Pascale	Administrator
Lynthia Scott	School Data Specialist
Sherrice Smullen	Middle School Teacher - Regular Education
David Thomas	Community Representative
Donyatta Tinson-Smith	Academic Intervention Specialist

# Assurances

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## Title I Schools

### *Title I Priority or Focus Schools*

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

#### **Assurances 1 through 12**

*The school has verified the following Assurances:*

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations

- Effective Leadership
  - High Levels of Collaboration and Communication
  - Curriculum, Instruction and Assessment Aligned with Standards
  - Frequent Monitoring of Teaching and Learning
  - Focused Professional Development
  - Supportive Learning Environment
  - High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
    - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
    - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
    - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
    - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
    - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
    - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
    - Provide ongoing mechanisms for family and community engagement

- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

### **Assurance 13**

*The school is communicating with parents regarding school improvement efforts via the following strategies:*

- School web site
- PTA/PTO website
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

### **Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*DOCX file uploaded.*

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

**Developing academic partnership that provided students with additional standards based instruction.**

**Partnership:** Philadelphia Center for Arts and Technologies (PCAT)

**Program:** Full STEAM Ahead – Cohort 6A

**Number of Students:** 30 students enrolled in the program

**Dates:** October 9, 2013 – June 12, 2014

**Vision:** Through engaging and challenging problem-based activities, the goal is to ignite students' enthusiasm for learning and build their skills and achievement, including **measureable gains** in both academic performance and student behavior. Programming for parents will strive to encourage their participation and offer practical ways to elevate expectations and support for their children's learning.

**Design Abstract:** All students will receive homework help, study skills clinics, and academic support through Foundations' Prep Zone model. In addition, students will undertake the weekly "Full Steam Ahead PCAT Challenge" to strengthen their understanding of STEM-related topics (Science, Technology, Engineering, Arts, and Mathematics) and promote 21<sup>st</sup> century skills including problem solving, collaboration, communication, and the use of various technologies. Every STEAM enrichment unit will also involve a creative and artistic aspect. Additionally, students will learn about careers that relate directly to their STEAM experience and academic requirements behind those careers. By relating the engaging projects they are completing to their future possibilities, the Full STEAM Ahead program connects the importance of school and afterschool to real life situations and careers.

**Structure:**

Full Steam Ahead Prep Zone, 3 days/week, 3:30 – 6:30

- On school site
  - Schedule
- Snack
  - Aerobic activity
  - Literacy-based health lesson linking to aerobic activity
  - Prep Zone homework time and academic clinics
  - STEAM workshop
  - Career connection

Full STEAM Ahead PCAT Challenge, 1 day/week, 12:30 – 3:30 (Wednesdays)

- On PCAT site
  - Schedule
- Snack/Lunch
  - Homework time
  - PCAT Challenge
  - Career Connection

**Accomplishment #2:**

Increased parent participation in the Involved Parent Association. This partnership has made considerable gains in academic involvement and achievement.

**Accomplishment #3:**

Several community partnerships have been developed to help us sustain and improve our overall school and increase the number of students performing consistently above proficiency. These partnerships have helped us do the following: influence student performance, improve

instructional implementation, address social and emotional obstacles that impeded instruction and help us better meet our mission.

### **Community Partnerships**

- Temple University:
  - a. Two doctoral students from the School of Psychology have partnered with us this semester. Both doctoral students have been assigned to the middle school to assist teachers in the classroom.
  - b. Girls In Transition Intervention (see addendum)
  - c. Media Literacy ( see addendum)
- Big Picture Alliance: A film and digital media arts organization committed to serving as the intersection where youth/film/learning meet for positive change. Our scholars met with BPA twice a week to learn how to write, direct, produce, and shoot short films. BPA also exposed our scholars to cutting edge editing software/computer programs. A team of our scholars competed in a state-wide film competition and ranked 9th in the state out of the top 30 submissions which were narrowed down from over 150 total submissions.
- Drexel University College Of Medicine (DUCOM) Mentoring and Pipeline Program (DMAP):

DUCOM Mentoring and Pipeline Program are designed to foster development of future the diversity leaders in health and medicine through academic and professional enrichment. The DMAPP program between New Media Charter School and DUCOM is to provide encouragement and support to the student's current and future academic activities. The students involved will be provided free tutoring assistance, and will be partnered with one of Drexel's Medical Students at the College of Medicine, who will serve as a mentor throughout our students' high school years. Additionally, your child will be given the opportunity to tour Drexel's medical campus, and attend monthly professional development workshops at the College of Medicine.

### **Accomplishment #4:**

New Media Technology High School is the only high school in our demographic area to make AYP during the 2011-2012 school year.

### **Accomplishment #5:**

School wide implementation of the Measure of Academic Progress (MAP) Assessment, a benchmark assessment measuring both math and reading skills. The assessment allows us to address student's individual weaknesses. Also, implementation of a school wide instructional intervention tool -Compass Learning's Odyssey. Every student is given a minimum of 90 minutes of instruction on Odyssey each week.



**Accomplishment #6:**

Increased participation in programs that motivate scholars to engage in their course work. These programs include interim and report card conferences, honor roll breakfast, incentive trips, scholars of the month, college trips, and daily reinforcements of accomplishments over the public announcement system and daily bulletin.

**Accomplishment #7:**

NMTCS made Adequate yearly progress, by safe harbor, in 2012.

**Accomplishment #8:**

We achieved a 97% graduation rate for the 2013-2014 school year graduating 60 out of 62 scholars.

**Accomplishment #9:**

89% of our senior scholars for the 2013-2014 academic year achieved college attainment with over 600,000 in scholarships awarded.

**Accomplishment #10:**

Established a partnership with Community College of Philadelphia's dual enrollment program to improve our scholars college readiness and accessibility to post-secondary opportunities.

**School Concerns****Concern #1:**

Decreasing the number of students performing below proficiency in mathematics.

**Concern #2:**

Decreasing the number of students performing below proficiency in reading.

**Concern #3:**

Increasing the variety of academic interventions available to students based on their individual needs.

**Concern #4:**

Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

**Concern #5:**

Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*System #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:**

Decreasing the number of students performing below proficiency in mathematics.

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Decreasing the number of students performing below proficiency in reading.

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Increasing the variety of academic interventions available to students based on their individual needs.

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Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

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Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

**Systemic Challenge #2** (*System #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:**

Decreasing the number of students performing below proficiency in mathematics.

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Decreasing the number of students performing below proficiency in reading.

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Increasing the variety of academic interventions available to students based on their individual needs.

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Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

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Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

**Systemic Challenge #3** (*System #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:**

Decreasing the number of students performing below proficiency in mathematics.

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Decreasing the number of students performing below proficiency in reading.

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Increasing the variety of academic interventions available to students based on their individual needs.

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Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

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Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

**Systemic Challenge #4** (*System #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:**

Decreasing the number of students performing below proficiency in mathematics.

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Decreasing the number of students performing below proficiency in reading.

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Increasing the variety of academic interventions available to students based on their individual needs.

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Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

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Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

**Systemic Challenge #5** (*System #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

Decreasing the number of students performing below proficiency in mathematics.

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Decreasing the number of students performing below proficiency in reading.

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Increasing the variety of academic interventions available to students based on their individual needs.

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Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

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Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

**Systemic Challenge #6** (*System #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:**

Decreasing the number of students performing below proficiency in mathematics.

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Decreasing the number of students performing below proficiency in reading.

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Increasing the variety of academic interventions available to students based on their individual needs.

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Ensuring that our curriculum is culturally relevant, technology infused, aligned with the Common Core standards and is fully implemented in all instructional content areas.

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Increasing the number of students achieving proficiency on the Algebra I, Literature, and Biology Keystone exams.

# Improvement Plan

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## Action Plans

**Goal #1:** 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

### Indicators of Effectiveness:

Type: Annual

Data Source: MAP Assessment, PSSA, Keystone Assessments

Specific Targets: Students performing in the proficient or advanced range

### Strategies:

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

#### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Reading Recovery*

**Description:** Reading Recovery? is a short-term tutoring intervention intended to serve the lowest-achieving first-grade students. The goals of Reading Recovery? are to promote literacy skills, reduce the number of first-grade students who are struggling to read, and prevent long-term reading difficulties. Reading Recovery? supplements classroom teaching with one-to-one tutoring sessions, generally conducted as pull-out sessions during the school day. WWC has identified this program as having a positive impact on alphabets, fluency, comprehension, and general reading achievement; although it is an intervention overseen by the Reading Recovery Council of North America, it is available on a non-profit, no royalty basis. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/wwc\\_reading\\_recovery\\_120208.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_reading_recovery_120208.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

*Professional Development: focused, strategic and implemented with fidelity.*

**Description:**

We are committed to providing an education rooted in a "Balanced Curriculum" aligned to "Core Standards" that encompasses knowledge, skills, application, real world experiences, and critical reflection. New Media views children as its most precious resource for the future. Their social, intellectual, emotional, and physical needs determine all aspects of our work. That is why it is crucial to develop a professional development plan that is meaningful, continuous and sustain. Much of the professional development is derived from the benchmark assessments. Grade teams meet and analyze findings from the M.A.P. and 4Sight assessments. Our instructional staff is basically a novice staff and over 85% percent of the teachers are seeking their Instructional II certificate". It is critical that the plan is inclusive of Classroom Management" ,"Differentiated Instruction" /Researched Based Instructional Strategies", "Formative & Summative Assessments" ,"Learning and Analyzing Student Work", "Cultural Infusion" and "Project Based Learning". Each administrator participates and/or is present at the professional development workshops. Instructional "Walk-Throughs" are crucial to the instructional program. It helps the administrator and teacher stay focus on the instructional integrity of the program. We are utilizing Teach like a Champion, to ensure instructional best practices are used in unison according to emerging practices in education that are proven to obtain results.

The mission of the school's Professional Development plan is to transform our school into professional learning communities that will ensure high quality education, exemplary teaching and distinguished leadership for every student.



**Goals:**

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, and community about effective teaching and learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

### **Professional Development Supports**

- On-line professional development, virtual classroom, webinar workshops, and seminars
- Administrators and teachers Summer Institutes
- State and National Conferences for administrators and teachers
- Universities and Colleges classes and workshops

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Professional Development*

##### **Description:**

A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.

**Start Date:** 7/1/2014      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction

##### **Supported Strategies:**

- Differentiating Instruction
- Professional Development: focused, strategic and implemented with fidelity.

## *Implementation of Standards Aligned Curricula Across All Classrooms for All Students.*

### **Description:**

Continue to have sustained and relevant professional development. Empower teachers by letting them have input about curricular needs. Charge the Principal's leadership team with helping to review curricular needs. Identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals". Provide written competencies for all courses. Administrators will evaluate the implementation of the curriculum by reviewing lesson plans, conducting observations and monitoring student data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction, Special Education

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

## *Effectively Address Instructional Priorities Aligned with the Vision and Mission*

### **Description:**

Teachers will receive ongoing professional development in the specific components of the school's mission:

- project –based learning,
- technology
- cultural affirmation.

Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction
- Professional Development: focused, strategic and implemented with fidelity.

**Goal #2:** 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.

**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 a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Keystone Algebra I, Literature, Biology

Specific Targets: Keystone Algebra I, Literature, Biology (% of students in grades 9 at or above proficiency) by 2017 to equal 100% This target is measured by scholars passing the Keystone Examinations or our Keystone aligned performance proficiency project.

Type: Annual

Data Source: PSSA

Specific Targets: Specific Target:

Math- 26-41% by 2015

Reading- 36-51% by 2015

### **Strategies:**

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction*Identifying Effective Instructional Strategies***Description:**

The administrative team is building a culture of shared professional practice by developing "Professional Learning Communities" (PLC). This is a researched based method for transforming schools into vibrant centers of learning for both educators and students. This strategy has also shown proven academic achievement gains for student students in all content areas. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement". Because of budget constraints, professional learning communities were not implemented during the 2011-12 school year. Brenda Artwell (retired principal/ educational consultant) facilitates professional development to staff on a monthly basis.

*What needs to be done to establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students?*

- a) Continue to have sustained and relevant professional development. New Media administrators are responsible.
- b) Empower teachers by letting them have input about curricular needs. The Principal is responsible.
- c) Charge the Principal's leadership team with helping to review curricular needs. The Principal is responsible.
- d) Identify effective instructional strategies for each area of the curriculum by grade and content area. Administrators, teacher leaders, and educational consultant are responsible.
- e) Aligning our curriculum with the Common Core Standards. Shared Responsibility

*What resources are needed to establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students?*

Consultants, budget allotment, planning time, professional development , Pa. Standards, and Rubrics

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Effectively Addressing Instructional Priorities*

**Description:**

The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

**Evidence:**

Steps have been taken to ensure the school's resources effectively address instructional priorities that are aligned with the school's vision and mission. The leadership team meets with administration to discuss the resources needed to ensure their classrooms are project-based, technology-driven and culturally affirming. Administration makes proposals for various resources to effectively address the instructional priorities that are aligned with the school's vision based on the leadership meetings to the CEO and Board.

*What needs to be done to establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission?*

- Professional Development will include professionals presenting in the areas of project –based learning, technology, and cultural affirmation.
- Curriculum will be re-evaluated to ensure alignment with mission and vision.
- Hiring of Cultural Infusion, Math, and Reading Specialist.
- Altering our administrative staffing model to provide a smaller ratio of support for instructional and cultural gains.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Professional Development*

**Description:**

A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Differentiating Instruction
- Identifying Effective Instructional Strategies

*Implementation of Standards Aligned Curricula Across All Classrooms for All Students.*

**Description:**

Continue to have sustained and relevant professional development. Empower teachers by letting them have input about curricular needs. Charge the Principal's leadership team with helping to review curricular needs. Identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals". Provide written competencies for all courses. Administrators will evaluate the implementation of the curriculum by reviewing lesson plans, conducting observations and monitoring student data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction, Special Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Differentiating Instruction
- Identifying Effective Instructional Strategies

*Effectively Address Instructional Priorities Aligned with the Vision and Mission*

**Description:**

Teachers will receive ongoing professional development in the specific components of the school's mission:

- project –based learning,



- technology
- cultural affirmation.

Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Identifying Effective Instructional Strategies
- Effectively Addressing Instructional Priorities

**Goal #3:** 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

**Indicators of Effectiveness:**

Type: Annual

Data Source: MAP, Acuity, and Curriculum based assessment

Specific Targets: Increase individual student proficiency by at least 1 to 1.5 year's growth on MAP, Acuity, and Curriculum based assessment.

***Strategies:***

***Common Assessment within Grade/Subject***

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher>

[Moderation.pdf and Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.\)](#)

**SAS Alignment:** Assessment, Instruction

### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Professional Development: focused, strategic and implemented with fidelity.*

**Description:**

We are committed to providing an education rooted in a "Balanced Curriculum" aligned to "Core Standards" that encompasses knowledge, skills, application, real world experiences, and critical reflection. New Media views children as its most precious resource for the future. Their social, intellectual, emotional, and physical needs determine all aspects of our work. That is why it is crucial to develop a professional development plan that is meaningful, continuous and sustain. Much of the professional development is derived from the benchmark assessments. Grade teams meet and analyze findings from the M.A.P. and 4Sight assessments. Our instructional staff is basically a novice staff and over 85% percent of the teachers are seeking their Instructional II certificate". It is critical that the plan is inclusive of Classroom Management", "Differentiated Instruction" /Researched Based Instructional Strategies", "Formative & Summative Assessments", "Learning and Analyzing

Student Work", "Cultural Infusion" and "Project Based Learning". Each administrator participates and/or is present at the professional development workshops. Instructional "Walk-Throughs" are crucial to the instructional program. It helps the administrator and teacher stay focus on the instructional integrity of the program. We are utilizing Teach like a Champion, to ensure instructional best practices are used in unison according to emerging practices in education that are proven to obtain results.

The mission of the school's Professional Development plan is to transform our school into professional learning communities that will ensure high quality education, exemplary teaching and distinguished leadership for every student.

**Goals:**

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, and community about effective teaching and learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

#### **Professional Development Supports**

- On-line professional development, virtual classroom, webinar workshops, and seminars
- Administrators and teachers Summer Institutes
- State and National Conferences for administrators and teachers
- Universities and Colleges classes and workshops

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Effectively Addressing Instructional Priorities*

#### **Description:**

The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

#### **Evidence:**

Steps have been taken to ensure the school's resources effectively address instructional priorities that are aligned with the school's vision and mission.

The leadership team meets with administration to discuss the resources needed to ensure their classrooms are project-based, technology-driven and culturally affirming. Administration makes proposals for various resources to effectively address the instructional priorities that are aligned with the school's vision based on the leadership meetings to the CEO and Board.

*What needs to be done to establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission?*

- Professional Development will include professionals presenting in the areas of project –based learning, technology, and cultural affirmation.
- Curriculum will be re-evaluated to ensure alignment with mission and vision.
- Hiring of Cultural Infusion, Math, and Reading Specialist.
- Altering our administrative staffing model to provide a smaller ratio of support for instructional and cultural gains.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Professional Development*

**Description:**

A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

## *Implementation of Standards Aligned Curricula Across All Classrooms for All Students.*

### **Description:**

Continue to have sustained and relevant professional development. Empower teachers by letting them have input about curricular needs. Charge the Principal's leadership team with helping to review curricular needs. Identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals". Provide written competencies for all courses. Administrators will evaluate the implementation of the curriculum by reviewing lesson plans, conducting observations and monitoring student data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction, Special Education

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Professional Development: focused, strategic and implemented with fidelity.
- Effectively Addressing Instructional Priorities

## *Effectively Address Instructional Priorities Aligned with the Vision and Mission*

### **Description:**

Teachers will receive ongoing professional development in the specific components of the school's mission:

- project –based learning,
- technology
- cultural affirmation.

Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Substantial Professional Development

**Goal #4:** 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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Formal Observations (In accordance to Danielson Model),  
Feedback from Instructional Coaches (Reading and Math)

Specific Targets: Formal Observations- All teachers holding a Level I certification will be observed no less than 2 times formally. All teachers holding a Level II certification will be observed no less than 1 time formally. Based on the formal observations teachers will be given mid-year evaluations to indicate levels of proficiency in the following domains: planning and preparation, instruction, classroom environment, and professional responsibilities.

Type: Annual

Data Source: Informal Observations (Mini Observation form), Summative Evaluation Form

Specific Targets: Informal observations will be conducted by the Principal, Assistant Principal, and Instructional Coaches to determine needs for professional development, as well as provide specific data on teacher's performance as it relates to the Danielson Model.

**Strategies:**

*Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Identifying Effective Instructional Strategies*

**Description:**

The administrative team is building a culture of shared professional practice by developing "Professional Learning Communities" (PLC). This is a researched based method for transforming schools into vibrant centers of learning for both educators and students. This strategy has also shown proven academic achievement gains for student students in all content areas. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement". Because of budget constraints, professional learning communities were not implemented during the 2011-12 school year. Brenda Artwell (retired principal/ educational consultant) facilitates professional development to staff on a monthly basis.

*What needs to be done to establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students?*

a) Continue to have sustained and relevant professional development. New Media administrators are responsible.

b) Empower teachers by letting them have input about curricular needs. The Principal is responsible.

c) Charge the Principal's leadership team with helping to review curricular needs. The Principal is responsible.



d) Identify effective instructional strategies for each area of the curriculum by grade and content area. Administrators, teacher leaders, and educational consultant are responsible.

e) Aligning our curriculum with the Common Core Standards. Shared Responsibility

What resources are needed to establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students?

Consultants, budget allotment, planning time, professional development , Pa. Standards, and Rubrics

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Effectively Addressing Instructional Priorities*

#### **Description:**

The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

#### **Evidence:**

Steps have been taken to ensure the school's resources effectively address instructional priorities that are aligned with the school's vision and mission. The leadership team meets with administration to discuss the resources needed to ensure their classrooms are project-based, technology-driven and culturally affirming. Administration makes proposals for various resources to effectively address the instructional priorities that are aligned with the school's vision based on the leadership meetings to the CEO and Board.

What needs to be done to establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission?

- Professional Development will include professionals presenting in the areas of project –based learning, technology, and cultural affirmation.
- Curriculum will be re-evaluated to ensure alignment with mission and vision.
- Hiring of Cultural Infusion, Math, and Reading Specialist.

- Altering our administrative staffing model to provide a smaller ratio of support for instructional and cultural gains.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Professional Development*

**Description:**

A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Differentiating Instruction
- Identifying Effective Instructional Strategies
- Effectively Addressing Instructional Priorities

#### *Reflecting on the Progress of Student Learning as it Relates to the Effectiveness of Professional Practice*

**Description:**

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.

Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Identifying Effective Instructional Strategies
- Effectively Addressing Instructional Priorities

*Effectively Address Instructional Priorities Aligned with the Vision and Mission*

**Description:**

Teachers will receive ongoing professional development in the specific components of the school's mission:

- project –based learning,
- technology
- cultural affirmation.

Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Identifying Effective Instructional Strategies
- Effectively Addressing Instructional Priorities

**Goal #5:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Suspension/Expulsion Data and Level II write-ups as documented.

Specific Targets: Minimizing the number of Suspensions and Expulsions by 25%. Establishing a Youth Court system and a Mentoring Program within the school.

Type: Annual

Data Source: Truancy Reports

Specific Targets: Minimize the number of at-risk scholars in relation to lateness and attendance by 25%.

***Strategies:***

*Professional Development: focused, strategic and implemented with fidelity.*

**Description:**

We are committed to providing an education rooted in a "Balanced Curriculum" aligned to "Core Standards" that encompasses knowledge, skills, application, real world experiences, and critical reflection. New Media views children as its most precious resource for the future. Their social, intellectual, emotional, and physical needs determine all aspects of our work. That is why it is crucial to develop a professional development plan that is meaningful, continuous and sustain. Much of the professional development is derived from the benchmark assessments. Grade teams meet and analyze findings from the M.A.P. and 4Sight assessments. Our instructional staff is basically a novice staff and over 85% percent of the teachers are seeking their Instructional II certificate". It is critical that the plan is inclusive of Classroom Management", "Differentiated Instruction" /Researched Based Instructional Strategies", "Formative & Summative Assessments" , "Learning and Analyzing Student Work", "Cultural Infusion" and "Project Based Learning". Each administrator participates and/or is present at the professional development workshops. Instructional "Walk-Throughs" are crucial to the instructional program. It helps the administrator and teacher stay focus on the instructional integrity of the program. We are utilizing Teach like a Champion, to ensure

instructional best practices are used in unison according to emerging practices in education that are proven to obtain results.

The mission of the school's Professional Development plan is to transform our school into professional learning communities that will ensure high quality education, exemplary teaching and distinguished leadership for every student.

**Goals:**

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, and community about effective teaching and learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

#### **Professional Development Supports**

- On-line professional development, virtual classroom, webinar workshops, and seminars
- Administrators and teachers Summer Institutes
- State and National Conferences for administrators and teachers
- Universities and Colleges classes and workshops

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Reflecting on the progress of student learning as it relates to the effectiveness of professional practice*

#### **Description:**

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include schoolwide instructional goals, individual teacher focused goals, teacher to teacher observations, and a shared formal observation feedback form to highlight best practices.

- Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

- Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.
- Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.
- Curriculum supports will be given in the form of department chairs of specific curricula
- Instructional coaches in the areas of reading and math
- Individual teacher improvement plans

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Professional Development*

##### **Description:**

A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction

##### **Supported Strategies:**

- Reflecting on the progress of student learning as it relates to the effectiveness of professional practice
- Professional Development: focused, strategic and implemented with fidelity.

#### *Reflecting on the Progress of Student Learning as it Relates to the Effectiveness of Professional Practice*

##### **Description:**

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans,

sharing best practices among teachers and students and targeting specific standards weekly and monthly.

Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Reflecting on the progress of student learning as it relates to the effectiveness of professional practice
- Professional Development: focused, strategic and implemented with fidelity.

**Goal #6:** 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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Organizational Chart and Polices

Specific Targets: Ensure that organizational structure and polices are aligned with the school's goals for continuous school improvement and student growth by having the necessary human and fiscal resources in place.

**Strategies:**



*Professional Development: focused, strategic and implemented with fidelity.*

**Description:**

We are committed to providing an education rooted in a "Balanced Curriculum" aligned to "Core Standards" that encompasses knowledge, skills, application, real world experiences, and critical reflection. New Media views children as its most precious resource for the future. Their social, intellectual, emotional, and physical needs determine all aspects of our work. That is why it is crucial to develop a professional development plan that is meaningful, continuous and sustain. Much of the professional development is derived from the benchmark assessments. Grade teams meet and analyze findings from the M.A.P. and 4Sight assessments. Our instructional staff is basically a novice staff and over 85% percent of the teachers are seeking their Instructional II certificate". It is critical that the plan is inclusive of Classroom Management", "Differentiated Instruction" /Researched Based Instructional Strategies", "Formative & Summative Assessments" ,"Learning and Analyzing Student Work", "Cultural Infusion" and "Project Based Learning". Each administrator participates and/or is present at the professional development workshops. Instructional "Walk-Throughs" are crucial to the instructional program. It helps the administrator and teacher stay focus on the instructional integrity of the program. We are utilizing Teach like a Champion, to ensure instructional best practices are used in unison according to emerging practices in education that are proven to obtain results.

The mission of the school's Professional Development plan is to transform our school into professional learning communities that will ensure high quality education, exemplary teaching and distinguished leadership for every student.

**Goals:**

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, and community about effective teaching and learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.

- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

### **Professional Development Supports**

- On-line professional development, virtual classroom, webinar workshops, and seminars
- Administrators and teachers Summer Institutes
- State and National Conferences for administrators and teachers

- Universities and Colleges classes and workshops

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Identifying Effective Instructional Strategies*

**Description:**

The administrative team is building a culture of shared professional practice by developing "Professional Learning Communities" (PLC). This is a researched based method for transforming schools into vibrant centers of learning for both educators and students. This strategy has also shown proven academic achievement gains for student students in all content areas. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement". Because of budget constraints, professional learning communities were not implemented during the 2011-12 school year. Brenda Artwell (retired principal/ educational consultant) facilitates professional development to staff on a monthly basis.

*What needs to be done to establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students?*

- a) Continue to have sustained and relevant professional development. New Media administrators are responsible.
- b) Empower teachers by letting them have input about curricular needs. The Principal is responsible.
- c) Charge the Principal's leadership team with helping to review curricular needs. The Principal is responsible.
- d) Identify effective instructional strategies for each area of the curriculum by grade and content area. Administrators, teacher leaders, and educational consultant are responsible.
- e) Aligning our curriculum with the Common Core Standards. Shared Responsibility

*What resources are needed to establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students?*

Consultants, budget allotment, planning time, professional development , Pa. Standards, and Rubrics

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Effectively Addressing Instructional Priorities*

**Description:**

The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

**Evidence:**

Steps have been taken to ensure the school's resources effectively address instructional priorities that are aligned with the school's vision and mission. The leadership team meets with administration to discuss the resources needed to ensure their classrooms are project-based, technology-driven and culturally affirming. Administration makes proposals for various resources to effectively address the instructional priorities that are aligned with the school's vision based on the leadership meetings to the CEO and Board.

*What needs to be done to establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission?*

- Professional Development will include professionals presenting in the areas of project –based learning, technology, and cultural affirmation.
- Curriculum will be re-evaluated to ensure alignment with mission and vision.
- Hiring of Cultural Infusion, Math, and Reading Specialist.
- Altering our administrative staffing model to provide a smaller ratio of support for instructional and cultural gains.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Reflecting on the progress of student learning as it relates to the effectiveness of professional practice*

**Description:**

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and

individual students. The plan could include schoolwide instructional goals, individual teacher focused goals, teacher to teacher observations, and a shared formal observation feedback form to highlight best practices.

- Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.
- Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.
- Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.
- Curriculum supports will be given in the form of department chairs of specific curricula
- Instructional coaches in the areas of reading and math
- Individual teacher improvement plans

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Reflecting on the Progress of Student Learning as it Relates to the Effectiveness of Professional Practice*

##### **Description:**

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.

Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Reflecting on the progress of student learning as it relates to the effectiveness of professional practice
- Professional Development: focused, strategic and implemented with fidelity.
- Identifying Effective Instructional Strategies
- Effectively Addressing Instructional Priorities

*Effectively Address Instructional Priorities Aligned with the Vision and Mission*

**Description:**

Teachers will receive ongoing professional development in the specific components of the school's mission:

- project –based learning,
- technology
- cultural affirmation.

Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Reflecting on the progress of student learning as it relates to the effectiveness of professional practice
- Professional Development: focused, strategic and implemented with fidelity.
- Identifying Effective Instructional Strategies
- Effectively Addressing Instructional Priorities



# Appendix: Professional Development Implementation Step Details

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## LEA Goals Addressed:

**#1 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**

**#2 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.**

**#3 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**

**#4 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.**

**#5 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.**

**Strategy #1: Differentiating Instruction**

**Strategy #2: Professional Development: focused, strategic and implemented with fidelity.**



<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					<b>Type</b>	<b>App.</b>
7/1/2014	6/30/2017	Professional Development	A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.						
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>				
	Justin Pacale, Principal	3.0	25	30	NMTCS Administration		School Entity	Yes	

Teachers will be able to:

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, & community about effective teaching & learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

### **Knowledge**

### **Supportive Research**

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into

teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

**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.

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**

School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors

**Grade Levels**

Middle (grades 6-8)  
 High (grades 9-12)

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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<b>LEA Goals Addressed:</b>	<p><b>#1 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</b></p> <p><b>#2 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.</b></p> <p><b>#3 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</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #3: Substantial Professional Development</b></p> <p><b>Strategy #4: Differentiating Instruction</b></p>
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Start	End	Title	Description					
7/1/2014	6/30/2017	Implementation of Standards Aligned Curricula Across All Classrooms for All Students.	Continue to have sustained and relevant professional development. Empower teachers by letting them have input about curricular needs. Charge the Principal's leadership team with helping to review curricular needs. Identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals". Provide written competencies for all courses. Administrators will evaluate the implementation of the curriculum by reviewing lesson plans, conducting observations and monitoring student data.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Justin Pascale, Principal	3.0	10	30	Educational Consultants	School Entity	Yes

Teachers will be able to:

**Knowledge**

Monitor personal growth in instructional practices as they continue to have sustained and relevant professional development. Provide input about curricular needs. Through use of the data, review curricular needs. identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals".

**Supportive Research**

The administrative team is building a culture of shared professional practice by developing "Professional Learning Communities (PLC) . This is a researched based method for transforming schools into vibrant centers of learning for both educators and students. This strategy has also shown proven academic achievement gains for student students in all content areas. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement". This work began during the 2011-2012 school year Brenda Artwell (retired principal/ educational consultant) facilitates professional development to staff on a monthly basis. The work will be contiuned by the current principal, Justin Pascale.

**Designed to Accomplish**

For classroom teachers, school

Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

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.

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.

School Whole Group Presentation

**Training Format**

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of written reports

summarizing instructional activity

**LEA Goals Addressed:**

**#1 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**

**#2 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.**

**#3 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**

**#4 Ensure that there is a system in the school and/or district that fully ensures the**

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

**Strategy #2: Substantial Professional Development**

**Strategy #3: Differentiating Instruction**

**Strategy #4: Professional Development: focused, strategic and implemented with fidelity.**

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.

#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.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2017	Effectively Address Instructional Priorities Aligned with the Vision and Mission	<p>Teachers will receive ongoing professional development in the specific components of the school's mission:</p> <ul style="list-style-type: none"> <li>• project –based learning,</li> <li>• technology</li> <li>• cultural affirmation.</li> </ul> <p>Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.</p>	Justin Pascale, Principal	3.0	10	30	Administration	School Entity	Yes

**Knowledge**

Teachers will deliver instruction more effectively by learning how to implement the specific components of the mission.

**Supportive**

The mission of New Media is to provide a student-centered learning community that is project-based,



**Research** technology-driven, and culturally affirming. The vision is in alignment with the mission.

**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.
- 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** Series of Workshops

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
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<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	<p><b>Evaluation Methods</b></p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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<p><b>LEA Goals Addressed:</b></p>	<p><b>#1 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</b></p> <p><b>#2 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.</b></p>	<p><b>Strategy #1: Differentiating Instruction</b></p> <p><b>Strategy #2: Identifying Effective Instructional Strategies</b></p>
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**#3 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**

**#4 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.**

**#5 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.**

Start	End	Title	Description				Type	App.
7/1/2014	6/30/2017	Professional Development	A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.					
		<b>Person Responsible</b> Justin Pacale, Principal	<b>SH</b> 3.0	<b>S</b> 25	<b>EP</b> 30	<b>Provider</b> NMTCS Administration	<b>School Entity</b>	<b>Yes</b>

Teachers will be able to:

### Knowledge

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents,

& community about effective teaching & learning.

- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

## **Supportive Research**

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform</p>

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  
 School counselors

**Grade Levels**

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  
 Peer-to-peer lesson discussion  
 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  
 Review of written reports  
 summarizing instructional activity

<b>LEA Goals Addressed:</b>	<p><b>#1 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</b></p> <p><b>#2 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.</b></p> <p><b>#3 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</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Differentiating Instruction</b></p> <p><b>Strategy #3: Identifying Effective Instructional Strategies</b></p>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>				<b>Provider</b>	<b>Type</b>	<b>App.</b>
7/1/2014	6/30/2017	Implementation of Standards Aligned Curricula Across All Classrooms for All Students.	Continue to have sustained and relevant professional development. Empower teachers by letting them have input about curricular needs. Charge the Principal's leadership team with helping to review curricular needs. Identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals". Provide written competencies for all courses. Administrators will evaluate the implementation of the curriculum by reviewing lesson plans, conducting observations and monitoring student data.				Educational Consultants	School Entity	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>				
		Justin Pascale, Principal	3.0	10	30				

**Knowledge**

Teachers will be able to:

Monitor personal growth in instructional practices as they continue to have sustained and relevant professional

development. Provide input about curricular needs. Through use of the data, review curricular needs. identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals".

### **Supportive Research**

The administrative team is building a culture of shared professional practice by developing "Professional Learning Communities (PLC) . This is a researched based method for transforming schools into vibrant centers of learning for both educators and students. This strategy has also shown proven academic achievement gains for student students in all content areas. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement". This work began during the 2011-2012 school year Brenda Artwell (retired principal/ educational consultant) facilitates professional development to staff on a monthly basis. The work will be continued by the current principal, Justin Pascale.

### **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.

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.

<b>Training Format</b>	School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	<b>Evaluation Methods</b>	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 Review of written reports summarizing instructional activity

**LEA Goals Addressed: #1 Ensure that there is a system within the Strategy #1: Identifying Effective**

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

**#2 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.**

**#3 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**

**#4 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.**

**#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.**

### **Instructional Strategies**

#### **Strategy #2: Effectively Addressing Instructional Priorities**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2014	6/30/2017	Effectively Address Instructional Priorities Aligned with the Vision and Mission	Teachers will receive ongoing professional development in the specific components of the school's mission:

- project –based learning,
- technology
- cultural affirmation.

Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.

Person Responsible	SH	S	EP	Provider	Type	App.
Justin Pascale, Principal	3.0	10	30	Administration	School Entity	Yes

<b>Knowledge</b>	Teachers will deliver instruction more effectively by learning how to implement the specific components of the mission.
<b>Supportive Research</b>	The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.
<b>Designed to Accomplish</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership	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

- roles:
- 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.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / Asst. Principals</li> <li>School counselors</li> <li>Paraprofessional</li> <li>Related Service Personnel</li> </ul>	<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussion</li> <li>Lesson modeling with mentoring</li> <li>Joint planning period activities</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul>

## Journaling and reflecting

LEA Goals Addressed:	<p><b>#1 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</b></p> <p><b>#2 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.</b></p> <p><b>#3 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</b></p> <p><b>#4 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.</b></p> <p><b>#5 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #3: Substantial Professional Development</b></p>
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Start

End

Title

Description

7/1/2014	6/30/2017	Professional Development			A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.		
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>	
Justin Pacale, Principal	3.0	25	30	NMTCS Administration	School Entity	Yes	

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Teachers will be able to:

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, & community about effective teaching & learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

### Knowledge

### Supportive Research

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work

collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

**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.

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**

School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors

**Grade Levels**

Middle (grades 6-8)  
 High (grades 9-12)



<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Journaling and reflecting		Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	<p><b>#1 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</b></p> <p><b>#2 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.</b></p> <p><b>#3 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</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Professional Development: focused, strategic and implemented with fidelity.</b></p> <p><b>Strategy #3: Effectively Addressing Instructional Priorities</b></p>
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Start	End	Title	Description					
7/1/2014	6/30/2017	Implementation of Standards Aligned Curricula Across All Classrooms for All Students.	Continue to have sustained and relevant professional development. Empower teachers by letting them have input about curricular needs. Charge the Principal's leadership team with helping to review curricular needs. Identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals". Provide written competencies for all courses. Administrators will evaluate the implementation of the curriculum by reviewing lesson plans, conducting observations and monitoring student data.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Justin Pascale, Principal	3.0	10	30	Educational Consultants	School Entity	Yes

Teachers will be able to:

### Knowledge

Monitor personal growth in instructional practices as they continue to have sustained and relevant professional development. Provide input about curricular needs. Through use of the data, review curricular needs. identify effective instructional strategies for each area of the curriculum by grade and content area. Grade teams will develop "Smart Goals".

### Supportive Research

The administrative team is building a culture of shared professional practice by developing "Professional Learning Communities (PLC) . This is a researched based method for transforming schools into vibrant centers of learning for both educators and students. This strategy has also shown proven academic achievement gains for student students in all content areas. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement". This work began during the 2011-2012 school year Brenda Artwell (retired principal/ educational consultant) facilitates professional development to staff on a monthly basis. The work will be continued by the current principal, Justin Pascale.

### Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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.

School Whole Group Presentation

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers  
 Analysis of student work,  
 with administrator and/or peers  
 Creating lessons to meet  
 varied student learning styles  
 Peer-to-peer lesson  
 discussion  
 Lesson modeling with  
 mentoring  
 Joint planning period  
 activities

instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment  
 data other than the PSSA  
 Classroom student assessment data  
 Review of written reports  
 summarizing instructional activity

**LEA Goals Addressed:**

**#1 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**

**#2 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.**

**#3 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**

**#4 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong**

**Strategy #1: Substantial Professional Development**

instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**#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.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2017	Effectively Address Instructional Priorities Aligned with the Vision and Mission	<p>Teachers will receive ongoing professional development in the specific components of the school's mission:</p> <ul style="list-style-type: none"> <li>• project –based learning,</li> <li>• technology</li> <li>• cultural affirmation.</li> </ul> <p>Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.</p>	Justin Pascale, Principal	3.0	10	30	Administration	School Entity	Yes

**Knowledge** Teachers will deliver instruction more effectively by learning how to implement the specific components of the mission.

**Supportive Research** The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

**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.

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.

Series of Workshops

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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**LEA Goals Addressed:**

- #1 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**
- #2 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.**
- #3 Ensure that there is a system within the**

- Strategy #1: Differentiating Instruction**
- Strategy #2: Identifying Effective Instructional Strategies**
- Strategy #3: Effectively Addressing Instructional Priorities**

school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**#4 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.**

**#5 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.**

Start	End	Title			Description			
7/1/2014	6/30/2017	Professional Development			A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Justin Pacale, Principal	3.0	25	30	NMTCS Administration	School Entity	Yes

Teachers will be able to:

**Knowledge**

- To use standards of professional development to communicate and operate under a consistent set of expectations.
- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents,



& community about effective teaching & learning.

- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework
- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

## **Supportive Research**

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform</p>

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  
 School counselors

**Grade Levels**

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  
 Peer-to-peer lesson discussion  
 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  
 Review of written reports  
 summarizing instructional activity

<b>LEA Goals Addressed:</b>	<p><b>#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.</b></p> <p><b>#2 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</b></p> <p><b>#3 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.</b></p>	<p><b>Strategy #1: Identifying Effective Instructional Strategies</b></p> <p><b>Strategy #2: Effectively Addressing Instructional Priorities</b></p>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2014	6/30/2017	Reflecting on the Progress of Student Learning as it Relates to the Effectiveness of Professional Practice	<p>Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.</p> <p>Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.</p> <p>Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.</p> <p>Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students'</p>

individualized success plans based on an on-going analysis of data and student progress.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Justin Pascale, Principal	3.0	10	30	School Administration	School Entity	Yes

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Teachers will be able to:

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.

### **Knowledge**

Use collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.

### **Supportive Research**

Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in our School" identifies six roles of data: 1) improving the quality of criteria used in problem solving and decision making; 2) describing institutional processes, practices, and progress in schools and districts; 3) examining instructional belief systems underlying assumptions and behaviors; 4) mobilizing the school community for action; 5) monitoring implementation of changes; and 6) accountability, professional development and monitoring will concentrate on data gathering, analysis, planning, implementation, modification and evaluation.

**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.
- 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

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities		Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

**LEA Goals Addressed:**

- #1 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**
- #2 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.**
- #3 Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement**

- Strategy #1: Identifying Effective Instructional Strategies**
- Strategy #2: Effectively Addressing Instructional Priorities**

and the academic growth of all students

**#4 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.**

**#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.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2017	Effectively Address Instructional Priorities Aligned with the Vision and Mission	<p>Teachers will receive ongoing professional development in the specific components of the school's mission:</p> <ul style="list-style-type: none"> <li>• project –based learning,</li> <li>• technology</li> <li>• cultural affirmation.</li> </ul> <p>Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.</p>	Justin Pascale, Principal	3.0	10	30	Administration	School Entity	Yes

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**Knowledge** Teachers will deliver instruction more effectively by learning how to implement the specific components of the



mission.

**Supportive Research**

The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

**Designed to Accomplish**

<p>For classroom teachers, school counselors and education specialists:</p>	<ul style="list-style-type: none"> <li>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>Empowers educators to work effectively with parents and community partners.</li> </ul>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>Instructs the leader in managing resources for effective results.</li> </ul>

Series of Workshops

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
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Paraprofessional  
Related Service Personnel

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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**LEA Goals Addressed:**

**#1 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**

**#2 Ensure that there is a system within the school that fully ensures consistent**

**Strategy #1: Reflecting on the progress of student learning as it relates to the effectiveness of professional practice**

**Strategy #2: Professional Development: focused, strategic and implemented with fidelity.**

**implementation of a standards aligned curriculum framework across all classrooms for all students.**

**#3 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**

**#4 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.**

**#5 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.**

Start	End	Title			Description	Provider	Type	App.
7/1/2014	6/30/2017	Professional Development			A Comprehensive Professional Development will be developed. Professional Development Sessions will be directly aligned to needs of student as indicated by student achievement data and teacher needs based on observation data.	NMTCS Administration	School Entity	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>			
		Justin Pacale, Principal	3.0	25	30			

Teachers will be able to:

**Knowledge**

- To use standards of professional development to communicate and operate under a consistent set of

expectations.

- To create a consistent, coherent system of delivery that will inform, enhance, and increase the professional learning for administrators, teachers, instructional & non-instructional personnel, parents, & community about effective teaching & learning.
- To develop and use effective models of practice that will facilitate the learning and competencies needed for each stakeholder to perform at an optimal level.
- To evaluate the quality & impact of professional development on student achievement providing feedback to make necessary adjustments for continued improvement.
- To develop a comprehensive data base that will store and retrieve professional development data to be used in support of progress toward student achievement goals.

Most school districts are challenged as they work to provide professional development that is research-based and comprehensive. This especially true as educators strive to integrate standards based instruction into teaching/learning process. The principled approach of the professional development staff is to work collaboratively with the Office of Curriculum and Instruction and provide a model fostering need-based professional growth, as well as nurturing teacher collaboration.

### **Supportive Research**

Our comprehensive research-based professional development model should facilitate teacher and administrative transitions from novice to mentor and from technology speculation to technology integration. The primary goal of the professional development program is to provide the best possible instruction for all students. Assisting in that effort should be:

- an instructional framework

- researched proven principles that guide our work

Because learning to be a good teacher is complex and an ongoing experience, a three year induction process should be put in place. The first year is standardized. It includes training on the following topics:

- effective instruction
- classroom management
- learning styles
- multimedia authoring

The second and third years are planned to maximize individualization.

Aspiring administrators,( inclusive of first and second year principals) participate in a program in which senior administrators and retired administrators assist/mentor them in the four domains of distributive leadership: instructional, operational, building school culture and strengthening school/community relationships. The components of the plan are designed to meet the different skill levels, learning preferences, and content needs of its staff while linking individual professional growth with the District's instructional framework and supervision policy and procedure.

### **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.

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**

- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussion</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of participant lesson plans</li> </ul>
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Journaling and reflecting

Review of written reports  
summarizing instructional activity

<b>LEA Goals Addressed:</b>	<p><b>#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.</b></p> <p><b>#2 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</b></p> <p><b>#3 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.</b></p>	<p><b>Strategy #1: Reflecting on the progress of student learning as it relates to the effectiveness of professional practice</b></p> <p><b>Strategy #2: Professional Development: focused, strategic and implemented with fidelity.</b></p>
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Start	End	Title	Description
7/1/2014	6/30/2017	Reflecting on the Progress of Student Learning as it Relates to the Effectiveness of Professional Practice	<p>Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.</p> <p>Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student</p>

progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.

Person Responsible	SH	S	EP	Provider	Type	App.
Justin Pascale, Principal	3.0	10	30	School Administration	School Entity	Yes

Teachers will be able to:

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.

**Knowledge**

Use collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.



## Supportive Research

Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in our School" identifies six roles of data: 1) improving the quality of criteria used in problem solving and decision making; 2) describing institutional processes, practices, and progress in schools and districts; 3) examining instructional belief systems underlying assumptions and behaviors; 4) mobilizing the school community for action; 5) monitoring implementation of changes; and 6) accountability, professional development and monitoring will concentrate on data gathering, analysis, planning, implementation, modification and evaluation.

## 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.

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

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

<b>LEA Goals Addressed:</b>	<p><b>#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</b></p>	<p><b>Strategy #1: Reflecting on the progress of student learning as it relates to the effectiveness of professional practice</b></p> <p><b>Strategy #2: Professional Development: focused, strategic and implemented with fidelity.</b></p> <p><b>Strategy #3: Identifying Effective</b></p>
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the school.

**#2 Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.**

**#3 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.**

**Instructional Strategies**  
**Strategy #4: Effectively Addressing Instructional Priorities**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2017	Reflecting on the Progress of Student Learning as it Relates to the Effectiveness of Professional Practice	<p>Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.</p> <p>Teachers need to continue collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.</p> <p>Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.</p> <p>Teachers will articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students’ individualized success plans based on an on-going analysis of data and student progress.</p>	Justin Pascale, Principal	3.0	10	30	School Administration	School Entity	Yes

Teachers will be able to:

Develop a plan with a timeline to address the weaknesses and to promote and/or enhance the strengths identified for the school, grade groups and individual students. The plan could include individualized success plans, sharing best practices among teachers and students and targeting specific standards weekly and monthly.

### **Knowledge**

Use collaboration with grade and content partners to develop lessons and projects that reflect on-going analysis of data and student progress.

Data team and administration will articulate the academic status and progress of the school and grade levels based on past and current data.

Articulate the academic status and progress of their class and students based on past and current data. They will monitor and update the students' individualized success plans based on an on-going analysis of data and student progress.

### **Supportive Research**

Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in our School" identifies six roles of data: 1) improving the quality of criteria used in problem solving and decision making; 2) describing institutional processes, practices, and progress in schools and districts; 3) examining instructional belief systems underlying assumptions and behaviors; 4) mobilizing the school community for action; 5) monitoring implementation of changes; and 6) accountability, professional development and monitoring will concentrate on data gathering, analysis, planning, implementation, modification and evaluation.

### **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.

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.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion  
 Lesson modeling with mentoring  
 Joint planning period activities

data other than the PSSA  
 Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans  
 Review of written reports summarizing instructional activity

**LEA Goals Addressed:**

**#1 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**  
**#2 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.**  
**#3 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**  
**#4 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**

**Strategy #1: Reflecting on the progress of student learning as it relates to the effectiveness of professional practice**  
**Strategy #2: Professional Development: focused, strategic and implemented with fidelity.**  
**Strategy #3: Identifying Effective Instructional Strategies**  
**Strategy #4: Effectively Addressing Instructional Priorities**

**growth and continuous improvement within the school.**

**#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.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2017	Effectively Address Instructional Priorities Aligned with the Vision and Mission	<p>Teachers will receive ongoing professional development in the specific components of the school's mission:</p> <ul style="list-style-type: none"> <li>• project –based learning,</li> <li>• technology</li> <li>• cultural affirmation.</li> </ul> <p>Also, the curriculum will be re-evaluated to ensure alignment with NMTCS's mission and vision.</p>	Justin Pascale, Principal	3.0	10	30	Administration	School Entity	Yes

**Knowledge** Teachers will deliver instruction more effectively by learning how to implement the specific components of the mission.

**Supportive Research** The mission of New Media is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming. The vision is in alignment with the mission.

**Designed to Accomplish**  
For classroom teachers, school Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

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.

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.

Series of Workshops

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation,



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

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

    Joint planning period activities

    Journaling and reflecting

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

    Review of written reports

    summarizing instructional activity

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for New Media Technology CS has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by New Media Technology CS for the 2014-2017 school-year.

**Affirmed by Reuben Mills on 6/26/2014**

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*Superintendent/Chief Administrator*

**Affirmed by Wanda Bailey-Green on 6/26/2014**

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*Board President*

*No signature has been provided*

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*IU Executive Director*