

New Media Technology CS

Charter School Plan

07/01/2015 - 06/30/2018

Charter School Profile

Demographics

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

Federal Accountability Designation:	Focus
CEO:	Reuben Mills
Date of Local Chartering School Board/PDE Approval:	9/7/2004
Length of Charter:	5 years
Opening Date:	9/7/2004
Grade Level:	6-12
Hours of Operation:	8:00 a.m. to 3:30 p.m.
Percentage of Certified Staff:	84.00 %
Total Instructional Staff:	29
Student/Teacher Ratio:	15:1
Student Waiting List:	110
Attendance Rate/Percentage:	90.60 %
Enrollment:	455
Per Pupil Subsidy:	\$8,419 (for regular ed)/ \$22,312 (for special ed)
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	80.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	66

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	451.00
Hispanic	2.00
White (Non-Hispanic)	1.00
Multicultural	0.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	0.00	0.00	177.00	177.00

Instructional Hours	0.00	0.00	0.00	0.00	1010.00	1010.00
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Planning Process

After the completion and submission of our School Improvement Plan this past June 2014, we met as a leadership team to conduct an overview of the comprehensive planning process and reviewed the requirements. We discussed and decided who would be added to the planning committee, who would be responsible for developing each section of the plan, how we would support one another, and hold each other accountable.

We then determined a working calendar/document including the breakdown of sections that we shared so that we could submit deliverables, review, modify, provide direction, support, clarification when needed, and monitor each other's progress. We decided who would be responsible for inputting the data into the comp plan application, created the necessary accounts, assigned group access, and completed a thorough review that included using the Check Comprehensive Plan for Issues tool within the application.

The completed Comprehensive Plan is the result of the collective effort of the planning committee with input from the CEO and Board of Trustees. The completed Comprehensive Plan was submitted to the CEO and Board for final review, input, and approval.

Mission Statement

The New Media Technology Charter School's mission is to provide a student-centered learning community that is project-based, technology-driven, and culturally affirming.

Vision Statement

The school leaders of NMTCS share a vision for academic excellence in the 21st century. New Media's educational model is based on the elements of traditional education, merged with a project based learning framework, which encourages in-depth, hands-on, interdisciplinary studies facilitated by the use of modern learning technologies.

The school leaders of NMTCS inspire a shared vision for the integration of cultural awareness, technology, collaborative learning, and to foster an environment that is conducive to the realization of that vision. Students experiencing New Media Technology Charter School's program will understand that life-long learning forms the basis of knowledge and wisdom. They will use their talents and skills to become independent, responsible, and productive members of the community. They will constantly enhance themselves and the environment that surrounds them. The school leaders of NMTCS will accomplish all of the following (standards adapted from the NETS):

- facilitate the shared development by all stakeholders of a vision for culture, technology, and collaborative learning and widely communicate that vision

- maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long range, and systemic technology plan to achieve the vision
- foster and nurture a culture of inquiry and innovation using technology as the medium
- use data to drive instructional and operational decisions
- provide for a learner-centered environment that uses technology to meet individual and diverse needs of learners
- facilitate the use of technology to support and enhance instructional methods that develop higher level thinking, decision making and problem solving
- create and participate in a learning community that stimulates, nurtures and supports staff in using technology or improved productivity
- maintain awareness of emerging technologies and their potential uses in education
- implement and use technology-based administrative, management, and operation systems
- use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning
- ensure equity of access to technology resources that enable and empower all learners and educators

Shared Values

New Media Technology Charter School is a community of scholars and direct stakeholders who strive for **compassion**, practice **resilience**, **engage** in school and life with passion, are **empowered** by the process of challenging our assumptions about the way things are and can be, and act with **dedication**.

New Media Technology Charter School (NMTCS) currently serves grades 6-12. New Media's educational model is based on the elements of traditional education, mixed with a project based learning approach, which encourages the development of interactive, in-depth, hands-on, interdisciplinary projects.

At the core of New Media's academic approach is the fundamental concept that positive **RELATIONSHIPS**, academic **RIGOR** and cultural **RELEVANCE** are essential to a child's growth and development. We demand that our students learn how to think critically, analyze information from valid sources, conduct interdisciplinary research projects and deliver multimedia presentations using modern technology.

We believe that educational standards and benchmarks put in place by the school district of Philadelphia and the state of Pennsylvania can be met within our curriculum and through interdisciplinary projects. New Media requires

that all of its staff engage in **WEEKLY STAFF DEVELOPMENT** sessions to help the teachers plan, prepare and support the essential elements of project based learning and technology integration.

At its earliest conception, New Media Technology Charter School adopted the Seven Attributes of High Achieving Schools that has been used as a framework by EdVisions to create rich teaching and learning environments. The EdVisions Cooperative was one of the first organizations to receive funds through the Bill & Melinda Gates Foundation to replicate models of effective, small, personalized high schools based upon the successful Minnesota New Country School in Henderson, MN. The Gates Foundation identified seven attributes of highly effective schools, all of which were utilized in the planning for NMTCS. They are:

Common Focus

The learning community of NMTCS focuses on a few important goals highlighting a learner-directed, inquiry based approach to learning that emphasizes the use of technology.

High Expectations

New Media's high expectations are demonstrated through equitable learning outcomes. All students are expected to demonstrate progressive improvement and to make contributions that evolve around their personal interests.

Respect and Responsibility

One of the central aspects of the NMTCS program, along with developing lifelong learning, problem solving, critical thinking, and strong communication skills, is character development. At NMTCS, students are encouraged to achieve greater insights into their strengths, needs, and aspirations, and to achieve self-fulfillment grounded in service to others.

Personalization

New Media's small school population permits a personalized, technology-infused learning environment that is directed at recognizing the strengths and talents of each individual student. Each year a Personalized Learning Plan is created for students to continually define their goals, means, and outcomes.

Time for Staff to Collaborate

Staff members at NMTCS have numerous opportunities to collaborate in order to plan and strategize on how to best meet student needs. Weekly three-hour professional development sessions allow the teaching staff to collaborate on a consistent basis.

Technology as a Tool

Since NMTCS has a digital multimedia focus, technology is an integral part of learning every day. Students use technology to collaborate in constructing technology-enhanced models, to prepare publications, and to produce creative presentations.

Performance Based Mastery

NMTCS will encourage students to reach their highest potential by helping them to assess their mastery in three main areas: content, process, and presentation. The assessment framework includes monitoring of internal and external assessments to inform strategies for improvement of target goals.

Educational Community

Founded in 2004, the New Media Technology Charter School has created an innovative learning community that cultivates collaboration, inquiry, and problem solving through project-based learning supported by digital multimedia technology. The school presently serves 536 students in grades 6-12 of which 98.9% are African American, 75% are considered economically disadvantaged, and 16.9% receive special education services. Our students travel to us from about 24 different zip codes within the Philadelphia community and represent over 10 different countries.

We occupy one facility (middle school and high school) that is situated in the Mount Airy section of Northwest Philadelphia where 94.9% of the population is African American, 74.7% of the homes are occupied by owners, and \$32,000 is the median income with a 10.6% poverty rate.

With project-based learning at the core of New Media's in-house, educational community model, students identify complex problems that inspire and motivate them to conduct investigations over a sustained period of time. A key to the implementation of our project-based model is the emphasis placed on the 6 R's: Relationships, Rigor, Relevance, Respect, Responsibility and Reflection. The stated objectives are:

- **Relationships** – To learn to develop relationships that are positive, supportive and promotes growth toward productive citizenship.
- **Rigor** – To create a rigorous school curriculum that challenges students and requires them to delve deeply into projects that answer critical essential questions.
- **Relevance** – To provide experiences that are relevant to “real life” and the culture of our students and community.
- **Respect** – To extend courtesy, kindness and decency to fellow human beings.
- **Responsibility** – To share in the work and responsibilities of the collective effort to advance the community.

Board of Trustees

Name	Office	Address	Phone	Email
Wanda Bailey-Green	President	4000 Gypsy Lane Unit 534 Philadelphia, PA 19129	(215) 514-8084	Bdchair@nmtcs.net
Tania	Member	426 Glen Echo	267-973-9655	taniarenee1176@hotmail.com

Leonard-Davidson		Road Philadelphia, PA 19119		
Tracey Mack	Member	4917 Woodcrest Avenue Philadelphia, PA 19131	(215) 416- 0317	Trmack827@hotmail.com
Shalimar Thomas	Secretary	3511 N. 22nd Street Philadelphia, PA 19140	(215) 430- 2512	Apeaceofpr@gmail.com
Taba Wilcox	Member	3600 Conshohocken Avenue Apartment 2009 Philadelphia PA, 19131	908-868-0338	taba.e.wilcox@gmail.com
Kathleen Williams	Member	657 Keely Street Philadelphia, PA 19128	(215) 913- 7266	kaewil@aol.com
Michael Young	Vice President	One Country Gates Drive Wilmington, DE 19810	(302) 824- 6039	mike@pkfinancialgrp.com

Board of Trustees Professional Development

The 2014 National Charter Schools Conference was held June 29-July 2 in Las Vegas. This conference was hosted by the National Alliance for Public Charter Schools to bring together more than 4,000 charter school teachers, leaders, and advocates to learn practices and policies that make a difference in our classrooms. The National Charter Schools Conference is one of the best professional development opportunities of the year for charter school professionals. Administrators and Board Members were able to:

- Get advice from other administrators
- Gather best practices for all areas of work--learn how to recover from a financial crisis, respond to school violence, or how to use operational assessments to plan for the future

- Meet other charter school board members from across the country
- Get information on fundraising, financial management, understanding student data, and strategic planning
- Connect with peers to problem-solve and share best practices

The following Board Members attended this Professional Development:

Wanda Bailey-Green, President

Shalimar Thomas- Secretary

Tania Leonard-Davidson- Member

Taba Wilcox- Member

Tracey Mack- Member

Governance and Management

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the CEO. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the Chief Executive Officer; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

The Board of Trustees meets monthly. At that time the CEO, Principal, and various members of the staff provide reports and data on a variety of topics. The Board often requests presentations or

information to be provided at the next scheduled meeting. It is through the processes of the board meetings that governance and management are coordinated.

As of February 23, 2010, the Board adopted a revised Business & Finance Policies and Procedures. Pursuant to the policy, the CEO and independent financial management team will meet regularly to review accounting procedures and to monitor compliance with the Internal Controls Policy.

Student Enrollment

New Media Technology Charter School follows the Pennsylvania Charter School Law regarding student admission. NMTCS does not discriminate in its policies or practices on the basis of intellectual ability, measures of achievement or aptitude, disability, proficiency in English language, or any other basis that would place the school in non-compliance with Public School Code Section 1723-A of Act 22. Students currently attending NMTCS are given the opportunity to re-enroll for the next school year by completing and returning the required Student Re-Enrollment Form by the deadline provided. Specific Re-enrollment and Open-enrollment beginning and ending dates are determined by the school each year. Students who miss the deadline and would like to continue at NMTCS will need to complete a new admissions application and participate in the enrollment process with new students seeking admission to the school.

The open enrollment period is from January through March. If there are more seats than applicants, then all who have applied by the determined date are enrolled provided all materials have been completed and/or submitted. However, a grade specific public lottery is held when there are more applicants than openings in a particular grade. Each applicant is randomly assigned a number. Those not making the lottery are placed on a Wait List by day and time. The Wait List is good for one year. The school will draw from the Wait List when there is an opening.

Letters will be sent to each student notifying them of their status. Families who decline admission or do not respond are removed from the roster and the seat opened to the next student on the Wait List. When contacted, parents have three calendar days to accept the placement. Once all vacant enrollment slots for each grade are filled, enrollment is closed.

The NMTCS will host at least one parent orientation to provide information regarding the school and its admission process to new parents as well as finalize student enrollment. Attendance by at least one parent/guardian is mandatory. Students whose parents/guardians fail to attend the new parent orientation will not be guaranteed enrollment.

In addition, the following is also required as part of the enrollment process:

- Be able to prove residency in Pennsylvania by a bill, lease, or mortgage.
- Identification (State Issued Photo ID)
- Provide proof of the child's birthday (Birth Certificate).

- Provide transcripts/report cards from their previous school(s)- for placement purposes only.
- Be up-to-date with all immunizations (unless a signed letter is received from the parents stating they object to immunizations based on their religious beliefs).

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- re-enrollment form for 2015-16 school year.doc
- Re-enrollment deadline letter for 2015 school year.doc
- Admission Application 2015-2016.doc

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOC file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2009	502	466	4	To attend another school	0
2010	452	450	2	To attend another school	0
2011	449	419	7	To attend	10

				another school	
2012	421	395	7	To attend another school	20
2013	479	429	16	To attend another school	20

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2009						23	35	52	41	80	108	91	72
2010						6	28	44	39	82	76	87	90
2011						16	16	47	45	105	74	71	75
2012							27	44	48	86	94	63	59
2013							26	50	50	119	70	97	67

Planning Committee

Name	Role
Cynthia Banks	Parent
Jeffrey Bedford	Community Representative
Rache Cross	Parent
Vernon Davis	Student Services Director/Specialist
Maria Gritz	High School Teacher - Regular Education
Maurice Hinson	Business Representative
Maura Kane-Santiago	Elementary School Teacher - Regular Education
Alexis Keisel	Business Representative
Christina Knotwell	Ed Specialist - School Nurse
Samantha Luciano	Elementary School Teacher - Special Education
Reuben Mills	Administrator
DonYvonne Owens	Ed Specialist - School Counselor
Justin Pascale	Administrator
Lynthia Scott	Ed Specialist - Other
Stanley Smith	Middle School Teacher - Special Education
Sherrice Smullen	Middle School Teacher - Regular Education
David Thomas	Community Representative
Donyatta Tinson-Smith	Student Curriculum Director/Specialist

Stacey Wilson	High School Teacher - Special Education
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Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

New Media Technology Charter School services scholars in grade 6-12. Therefore, this category is not applicable.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

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Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement

American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Arts and Humanities

- Our Arts and Humanities program is non-existent at NMTCS because of the specific mission of our school. Our school's mission is driven by the pursuit of a technologically driven culture, cultural affirmation, and project based learning. Therefore, our mission drives our course selection away from the arts and humanities.

Career Education and Work -

We do not have any specific classes or strategic partnerships that align with career education and work. This type of specific focus is not supported by our school's mission statement, vision statement, and overarching academic goals.

PA Core Standards Math-

With our school wide math proficiency rate for the PSSA assessment being 26% and our school wide proficiency rate for our Algebra I Keystone exam being 5%, our PA Core Standards in relation to mathematics needs significant improvement to meet the standard of excellence that NMTCS expects from our scholars.

Economics-

For the 2013-14 school year NMTCS had Economics course for an upper level history elective. However, after reviewing our course offerings and strategically analyzing the ways in which our course selection practically reflects our mission, we decided to remove our Economics course for the 2014-15 school year.

Environment and Ecology & Family and Consumer Sciences-

these courses are not offered at NMTCS. During our 2012-13 school year, NMTCS offered Environmental Science class for graduation. This class became Physics for the 2013-14 and 2014-15 school year. In r

Science and Technology and Engineering Education-

based upon our 6 percent Biology proficiency on the 2014-15 Keystone Assessments and 11 percent proficiency on the 2014-15 school year we are analyzing the ways in which we pursue our science and technology education.

Alternate Academic Content Standards for Math and Alternate Academic Content Standards for Reading-

Our proficiency levels require that we alternate our standards for math and reading. To do so, we have constructed a lunch enrichment program to focus on our math and reading standards. Further resources are required to support our scholar's progress towards reading and math preparedness.

Early Childhood Education-

this section is not applicable to our school because we service scholars in grades 6-12.

World Language-

For the 2014-15 school year, NMTCS made a strategic decision to cancel our world language classes. Ultimately, world languages did not support the realization/fulfillment of our mission

statement.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Not answered
Alternate Academic Content Standards for Reading	Non Existent	Not answered
American School Counselor Association for Students	Non Existent	Not answered
English Language Proficiency	Non Existent	Not answered
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

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Early Childhood Education-

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World Language-

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Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

- Science and Technology and Engineering Education

High School Level

- Civics and Government
- Science and Technology and Engineering Education

Explanation for any standards checked:

Civics and Government-

this school year NMTCS added the youth court program to expand the real life takeaways that our civics and government curriculum can have upon on school culture.

Science and Technology and Engineering Education-

New Media Technology Charter has added technology programs, resources, and a technology instructor in the middle school to support our scholars ability to obtain 21st century learning skills that will aid their overall academic skill set .

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this field does not apply.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this field does not apply.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this field does not apply.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this field does not apply.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified. NMTCS has worked extensively with other charter school organizations to ensure our objectives are planned courses are identified. We have also pulled resources from the SAS website, engageNY website, and commoncorestandards.org to ensure our objectives derive from standards and the common core shifts that needed to ensure the success of our scholars.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Procedures for measurement of mastery of the objectives of planned course, instructional unit or interdisciplinary studies are identified

- Our school has been using the MAP assessment for a couple of years, however, the MAP data has never truly been used to allow our staff to measure mastery of objectives and alter our instructional options. Furthermore, we do not have rigorous common assessments for which to measure the mastery of learning objectives and common cores standards. This school year we are looking to partner with an outside agency to support our organization in crafting rigorous, common core aligned, and measurable common assessments. This partnership will be transformative in allowing our school to measure mastery of student learning objectives to make informed data decisions.

High School Level

Curriculum Characteristics	Status
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Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified. NMTCS has worked extensively with other charter school organizations to ensure our objectives are planned courses are identified. We have also pulled resources from the SAS website, engageNY website, and commoncorestandards.org to ensure our objectives derive from standards and the common core shifts that needed to ensure the success of our scholars.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Procedures for measurement of mastery of the objectives of planned course, instructional unit or interdisciplinary studies are identified

- Our school has been using the MAP assessment for a couple of years, however, the MAP data has never truly been used to allow our staff to measure mastery of objectives and alter our instructional options. Furthermore, we do not have rigorous common assessments for which to measure the mastery of learning objectives and common cores standards. This school year we are looking to partner with an outside agency to support our organization in crafting rigorous, common core aligned, and measurable common assessments. This partnership will be transformative in allowing our school to measure mastery of student learning objectives to make informed data decisions.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

New Media Technology Charter School operates under the inclusive model for servicing our special education scholars. Currently, our school provides a mixture of push-in and pull-out services to ensure our scholars are receiving the proper services per their IEP's. Our inclusive educators have an master schedule that holds them accountable for giving strategic inclusive support during the special education scholars that are on their caseload. Special educators work with general education teachers to modify and accommodate curriculum that is assigned in relation to the specifically designed instruction and accommodations that are present in our

scholars IEP's. Further, special education teachers and general education teachers have a co-teaching responsibility matrix that allows for roles and responsibilities to be evenly rolled out amongst the team. Please see attached:

Roles and Responsibilities	Gen Ed Teacher Initials	Level of Responsibility	Spec Ed Teacher Initials	Level of Respo
Develop/Maintain lesson plans, formative/summative assessments, and homework				
Modify or accommodate assignments, tests, lesson plans, and homework				
Monitor student progress and needs				
Communicate with parents				
Communicate with climate team				
Establish and manage classroom discipline and behavior e.g. (<i>call home with academic/behavior concerns</i>)				
Develop IEP and monitor current levels of performance				
Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.				
Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs				
Manage grade book in accordance with NMTCS grade book expectations				
Hold tutoring sessions/office hours to support the academic, social, and behavioral growth of our scholars				
Maintains accurate, complete, and appropriate records and files reports promptly				

Levels of Responsibility Key

P= Primary
(you are the one taking the lead)

I= Input into decisions
(collaborating to revise the current plan)

E= Equal
(each role/responsibility is shared and done equally based upon need)

S= Secondary
 (
this specific role/responsibility is not your primary concern, however you can take the lead based upon the need/area of expertise)

General Education Teacher Signature _____

Date _____

Special Education Teacher Signature _____

Date _____

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Department Supervisors

Provide brief explanation of LEA's process for incorporating selected strategies.

Formal Classroom Observations Focused on Instruction; Walkthroughs targeted on instruction; Annual Instructional Evaluation; Instructional Coaching-

Formal Classroom Observations- Depending on a teachers instructional certification level teachers receive 2 formal observations (1 announced, 1 un-announced) or 1 announced. Teachers also have a pre, post, and summative evaluation conference.

The teacher completes this form and provides a copy to the evaluator before the Pre-Observation Conference. The detailed lesson plan, assessments, and any other relevant documents must be attached.

1. Outline your goals for this lesson. How will you assess your scholar's progress towards your student-learning objective?
2. How will you determine your scholars' progress towards the learning objectives/standards?
3. Describe any challenges you are having with this class and describe how you are addressing these challenges.
4. Describe any physical characteristics of the classroom that negatively impact learning.
(Examples: excessive heat, excessive external noise, and classroom areas obstructed from view)
5. Provide any additional comments or information you would like to share with your evaluator (optional).

Teachers get weekly feedback on their lesson plans from building administrators and department chair representatives.

The feedback is given on a google document which allows comments to posted, edited, resolved, and time-stamped.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Peer Evaluation and Coaching-

New Media Technology charter schools program for peer evaluation and coaching is being crafted through a partnership with outside consultation. Furthermore, a critical look at our master schedule is being implemented to alter the master schedule to elicit shared common planning time for the 2015-16 school year to support peer evaluation and coaching.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this section is not applicable.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this section is not applicable.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of	Not Applicable

gifted students.	
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If necessary, provide further explanation. (Required explanation if column selected was

No further explanation necessary.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

No further explanation necessary.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

New Media Technology Charter School works with various organizations to recruit and assign the most effective teachers to meet the need of our scholars. After a teacher is hired at NMTCS, the leadership team decides where the teacher will be most effective. Each year NMTCS leadership team members assess the strengths of our teaching staff. A needs assessment is taken to advise the placement of our teachers. Like the Singapore model of teacher placement, we place our best teachers with our scholars who have the great academic needs. Each summer our teaching staff is re-organized to secure that the teachers with the best results for raising our scholar's achievement levels are tracked with our scholars who need teachers with a track record for producing success.

Assessments

Local Graduation Requirements

Course Completion	2015-2016	2016-2017	2017-2018
Total Courses	20.00	20.00	20.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Local Assessments

Standards	W A	T D	N A T	D A	P S W	Other
Arts and Humanities		X				
Career Education and Work						
Civics and Government			X			
PA Core Standards: English Language Arts			X			
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects			X			
PA Core Standards: Mathematics			X			
Economics						
Environment and Ecology		X				
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education					X	
History						X
Science and Technology and Engineering Education						X
Alternate Academic Content Standards for Math						X
Alternate Academic Content Standards for Reading						X

World Language						
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2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Algebra I

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Biology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Projects			X	X
Test			X	X
Student Portfolios				X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
NWEA MAP			X	X
IREADY Reading and Math			X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Exit Tickets			X	X
Journal Writing			X	X
Quizzes				
Cold Call				

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
NWEA MAP			X	X
IREADAY Reading and Math			X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review			X	
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review			X	X
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Teachers have to submit their assessments with their lesson plans, at least two weeks before they plan to administer the assessment. The assessments are reviewed by the Principals which are also serving as instructional coaches. The feedback determines the modifications that have to be made prior to the administration of the assessment.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Data from standardized assessments, benchmark assessments, diagnostic assessments and other school wide assessments are collected, disaggregated, and disseminated by the Assistant Principal. Teachers receive the data organized in a manner to illicit discussion and make instructional decisions. Teachers discuss this data within their Village (grade) teams. Teachers also work with their instructional coach (principals) to analyze data and make instructional decisions. The data used in these instructional meetings also includes the formative data teachers collect in the classroom.

To further enhance the process and gradually transition responsibility and increase ownership of

data, all teachers have individual access to the Benchmark assessment systems where they are able to view data and customize reports.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

After each assessment students are bucketed into three categories: highly prepared, prepared and under prepared. Students in the highly prepared category are those students who we believe can handle grade level or above work without any intervention. Students who are in the prepared category are those who according to the data have just made it to grade level. This group of students is assigned to mandatory tutoring. The under prepared group of students are considered At-Risk. This group is assigned to either Compass Learning or IReady in addition to having to attend tutoring.

The teachers are currently being taught how to bucket the students by instructional strands, not just overall scores to further support them in differentiation instruction in the classroom.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.			X	X

Provide brief explanation of the process for incorporating selected strategies.

The principal and assistant principals are observing teachers and providing feedback regularly. During the feedback sessions student data is an artifact that is used to create action steps for teachers that will have the greatest impact on student achievement.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Teachers are being trained to transition their lens from only focusing on the overall proficiency score to looking at the specific assessment anchor or learning objective data. The expectation is for teachers to fully implement flexible grouping based on student's individual needs.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports				
Website			X	X
Meetings with Community, Families and School Board			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases				
School Calendar			X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The leadership team and the technology team have worked diligently to ensure students, parents and staff is informed of assessments, assessment results and has access to relevant instructional resources. The various strategies mentioned above are kept relevant, up to date and are routinely distributed.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Course Guides are being developed for all courses. The guides will include the type of summative data that can be used to determine student proficiency for each course. This will include but is not limited to test, projects, and student portfolios. This information will also be included in the new edition of the student handbook. In the past, data (good/bad) has not been consistently shared with the press. The current CEO is working with a media team to ensure that data is shared with the press.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement			X	X

School-wide Positive Behavioral Programs			X	X
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula				
Student Codes of Conduct			X	X
Comprehensive School Safety and Violence Prevention Plans			X	X
Purchase of Security-related Technology			X	X
Student, Staff and Visitor Identification Systems			X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students			X	X
Internet Web-based System for the Management of Student Discipline			X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

- We do not yet have a set curricula around safety and violence prevention, however we do conduct Community Meetings on a monthly basis to share student data around conduct and grades and reinforce expectations around behavior. Often one issue that is addressed is conflict resolution. However, in terms of curricula, we have been soliciting people/organizations around a curricula for Bullying Prevention.
- In regard to the School Resource Officer, as a charter school with limited resources and more strict financial constraints, we often leverage distributive leadership and teamwork in times of securing resources.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling				X
Attendance Monitoring			X	X
Behavior Management Programs			X	X
Bullying Prevention			X	X
Career Awareness			X	X
Career Development/Planning			X	X
Coaching/Mentoring				X
Compliance with Health Requirements –i.e., Immunization			X	X
Emergency and Disaster Preparedness			X	X
Guidance Curriculum				
Health and Wellness Curriculum			X	X
Health Screenings			X	X

Individual Student Planning				
Nutrition			X	
Orientation/Transition				X
RTII/MTSS			X	X
Wellness/Health Appraisal				

Explanation of developmental services:

New Media Technology Charter School is excited to introduce Family Connection from Naviance, a web-based service designed especially for students and parents. Family Connection is a comprehensive website that students can use to help in making decisions about colleges and careers. Through Family Connection, NMTCS direct stakeholders are able to track and analyze data about college and career plans, so it provides up-to-date information that's specific to NMTCS.

Family Connection will allow students to:

- **Get involved in the planning and advising process** - Build a resume, complete on-line surveys, and manage timeliness and deadlines for making decisions about colleges and careers.
- **Research colleges** - Compare GPA, standardized test scores, and other statistics to actual historical data from NMTCS for students who have applied and been admitted in the past.
- **Sign up for college visits** - Find out which colleges are visiting NMTCS and sign up to attend those sessions.
- **Search for local & national scholarships** - Apply for NMTCS scholarships and search for scholarships using a national database.
- **FREE SAT and ACT prep** - Students can access [PrepMe](#) for free.

Family Connection also makes it easy to share information about upcoming meetings and events and other Web resources for college and career information. Students can also use the site to send MHS counselors and college admission representatives an e-mail message.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications			X	X
Administration of Medication			X	X
Assessment of Academic Skills/Aptitude for Learning			X	X
Assessment/Progress Monitoring			X	X
Casework				
Crisis Response/Management/Intervention			X	X
Individual Counseling			X	X
Intervention for Actual or Potential Health Problems				

Placement into Appropriate Programs				X
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation			X	X
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

In relation to New Media Technology Charter School's diagnostic, intervention and referral services we are committed to servicing the whole child to ensure they have the academic, behavior, and social skills necessary to succeed. New Media Technology Charter School has enlisted the support of a part-time counselor with years of prior experience of supporting scholars with individual counseling, crisis response, management, and interventions, and small group counseling with a focus on coping with life situations. To support the needs of our scholars who require medication to be taken on site, we have enlisted the support of a full-time school nurse to monitor and execute these responsibilities. To support our academic needs through diagnostics and interventions we have partnered with Therapy Source to find a dynamic school psychologist, who supports our school with our special education evaluations, provides small group and individual counseling sessions for crisis situations that involve our special education scholars. Lastly, New Media Technology Charter School administrators intentionally support the assessment and progress monitoring of our scholars by supporting our teachers in the mediation of issues between scholars. All school officials are charged with playing a vital role in the formation of interventions, referrals, and the progress monitoring of our scholars. These roles are clearly outlined with our school's core values, which outlines the roles of teachers, administrators, and parents in process of diagnosing, referring, and intervening to support the success of our scholars.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)				
Home/Family Communication			X	X
Managing Chronic Health Problems			X	X
Managing IEP and 504 Plans			X	X
Referral to Community Agencies				X
Staff Development			X	X
Strengthening Relationships Between School Personnel, Parents and Communities			X	X

System Support			X	X
Truancy Coordination			X	X

Explanation of consultation and coordination services:

New Media Technology Charter School uses internal and external resources to ensure our scholars have access to proper consultation and coordination services. We partner with JJC, Therapy Source, and Delta T to ensure that we have a wide range of consultation services to effectively navigate the following:

- Coordination with families
- Managing Chronic Health Problems
- Managing IEP and 504 plans

We manage the following coordination services with internal resources. These sources are managed, sustained, and messaged through the adherence to our school's organizational chart. This organization chart was developed for the 2014-15 school year. Our organizational chart allows us to align our collective efforts, while holding individuals accountable for putting forth strategic action steps that are elicited to support our scholar's success.

- Staff Development
- Truancy Coordination
- System Support
- Community Liaison

Lastly, our school's IPA (involved parent association) works to enlist the support of the community to further the resources that are available to our scholars. The IPA is headed up internally by a member of our school's leadership team and facilitates information to all direct stakeholders, while enlisting the support of our community by networking opportunities.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEl	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				X
Individual Meetings				X
Letters to Parents/Guardians			X	X
Local Media Reports				
Website			X	X
Meetings with Community, Families and Board of Directors			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases				
School Calendar			X	X
Student Handbook			X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings			X	X
Individual Screening Results			X	X
Letters to Parents/Guardians				
Website				
Meetings with Community, Families and Board of Directors			X	X
Newsletters			X	X
School Calendar			X	X
Student Handbook			X	X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	No
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

NMTCS contracts with MACCS Health Services to provide us with health services. In accordance with our contract, our on-site nurse services include:

On-Site Nurse Services:

- v Develop health records for all students
- v Maintenance of health records
- v Maintain and update immunization records for all students
- v Plan and complete all mandated health screenings
- v Assist in health program and student examinations
- v Advise pupils, teachers, and parents on health related issues
- v Provide health related information
- v Supplement and reinforce the current health education curriculum
- v Assist in planning for environmental needs
- v Provide first aid service

Food Service Program

Describe unique features of the Charter School meal program

NMTCS has a Food Service Management Contract with Crystal's Catering. Our FSM provides a healthy Breakfast and Lunch Program to our students that is in compliance with the National School Lunch Program and meets all of their requirements. Ninety-five percent of the food serviced is prepared from fresh products daily. The breads are from the oven to the table each day. We may be the only school in the area that have a restaurant style of preparation due to the fact that only the freshest products available from the vegetables to the proteins are offered with the awareness of our students with allergies, right down to the oils used in the preparation [olive grape seed and canola oils]. All of the food offered is prepared on site. We offer fresh sandwiches and salads with low fat dressing and fresh fruits daily in addition to the meals of the day. We are privileged to participate in the Community Eligibility Provision program for the first time this year as it enables us to offer free breakfast and lunch to all of our students.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

ACT 26 – The Pennsylvania Safe School Act

The Pennsylvania Safe School Act, Act 26 requires the school district to expel any student who is determined to have brought onto, is in possession of any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and other tool, instrument, or implement capable of inflicting

serious bodily injury on school or school sponsored activity.

The Act also requires school administration to report the discovery of any weapon to the police. The police will arrest students ten years old and older who bring a weapon to school. All Act 26 violations must be reported to the state and to the School District of Philadelphia.

Further, in terms of measures we have to keep our community safe:

- Random searches of persons, possessions, and lockers
- Metal detector wands

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

DOC file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Liability Insurance Form.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program.

Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation

Middle School- Grade 6

Students who live 1.5 miles away from the school are eligible for yellow bus service.

Eligibility for this service is determined by School District of Philadelphia

In order to provide safe, efficient, timely transportation to our children, it is imperative that the buses be operated without distraction to the driver. It is incumbent upon the parents that they discuss with their children the rules of proper behavior as outlined below:

A. School Bus Safety Procedures

1. Pupils must be at the bus stop on time.
2. While waiting to board the bus, pupils must stay on the sidewalk until the bus stops and red lights are flashing.
3. Pupils must remain seated at all times during the ride. Pupils should not stand to leave until the bus has stopped.
4. There is to be no loud noise on the bus. Pupils may talk quietly.
5. Pupils may not open bus windows without permission.
6. Pupils must keep all parts of the body inside the bus window.
7. Pupils are not to call or shout out of bus window.
8. Pupils are not to eat, drink, or throw objects on the bus.
9. Pupils must obey the driver at all times.

NMTCS scholars must abide to ALL of these expectations. In the event that scholars are breaking these rules the following consequences will be applied:

- Scholars will lose their bus privileges for ONE week. It will be the parent/guardians responsibility to make transportation arrangements
- If the behaviors continue, scholars will have a disciplinary meeting and will be held. Based upon the fact-finding and incidents of record the scholar may loss his/her bus privileges.
- If NMTCS decides that a scholars is unfit to ride the bus, it will be the responsibility of the parent or guardian to find the means to get the scholar to and from school.

Middle/High School Free SEPTA Transpass Program - Grades 7 - 12

SEPTA transpasses are distributed to students in grades 7 through 12 who live 1.5 miles away from the school.

Lost transpasses cannot be replaced.

Transpass eligibility is determined by the School District of Philadelphia using the student's home address.

During distribution, students must show their I.D. in order to receive a transpass.

Transpasses are distributed each Friday during the lunch period. Students who are absent on Friday may get their transpass after school in the main office on Monday or on the day of their return to school. The school office closes daily at 4:00 p.m.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

No further explanation necessary.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Never

Elementary Education - Intermediate Level

- Never

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Each grade is considered a "Village". Every grade team has a person that oversees and facilitates the proceeding of every Village. The major objective of the Village is to collaborate around the needs of the students.

Please see duties as defined in the their Job descriptions:

- Regularly attend and actively participate in *Village Lead meetings* to collaborate with colleagues regarding village- specific and school-wide concerns.
- Prepare for and lead *Village meetings* to support teachers' development in mobilizing parents/guardians, designing classroom procedures, communicating high expectations for behavior, and identifying achievement gaps of scholars and groups.
- Regularly attend and actively participate in *on- and off-site professional development* to direct and inform teacher and leader improvement.
- Purposefully utilize prep periods to *identify student achievement gaps* and *adjust learning plans and village long-term plan* appropriately.
- Work with administrators and counselors to *respond to student data* in meaningful ways, including the referral of students to the Response To Intervention program (RTI) and adjustment of village long-term plan.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Board of Trustees constantly works and encourages the administrators and staff to engage our parents and community members. They help to recruit mentors and partnerships. Our emphasis on technology has enabled the school to support community events, and our Board has been instrumental in the development of business and community partners. Each member brings new opportunities for community partnerships and skills in community outreach in their areas of expertise and affiliations.

We have re-established the Involved Parents Association as a means for parents to be actively involved, to support the school's instructional and extra-curricular program, and to enhance community relations. It is the goal of the IPA to be a collective voice for parents, to serve as necessary, sponsor fundraisers, special events, and other student-centered activities. All parents are encouraged to join and participate in our monthly meetings which are held at the school from 6-7 p.m. The group meets monthly to build a network of parents to address concerns of the education process, plan activities and events to enhance school climate, gather resources to grow relations with the surrounding community, and any other efforts to better school, parent, and student relations. This year we have and the offices of President, Vice-President, Treasurer, Secretary, and parent representatives for each grade level filled by active members who are enthusiastic about supporting the school's efforts to increase parental and community involvement.

Additionally, NMTCS remains a vital member of the community and the community a vital contributor to the school's educational mission. Examples of past and present community partners include: Black Alliance for Educational Options (BAEO), Northwest Community Coalition for Youth (NCCY), Concerned Black Men (CBM), Urban League, Enon Baptist Church, Mt. Airy Church of God In Christ (Mt.COGIC), Art Sanctuary, Painted Bride Art Center, Access Exeter/Philip Exeter Academy, Awbury Arboretum, Finley Recreation Center, Simons Recreation Center, Jazz Journey's Educational Institute, Interactive Science Programs (ISP), Ford Management Group, The Institute for the Development of African American Youth, PCAT, DMAPP, and Safe Corridors.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

After school Program

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 21st 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

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

NMTCS does not offer Preschool and therefore does not have a Preschool Agency Coordination.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

New Media Technology Charter School services scholars in grades 6-12. Therefore, this section does not apply.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

New Media Technology Charter School services scholars in grades 6-12. Therefore, this section does not apply.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

New Media Technology Charter School services scholars in grades 6-12. Therefore, this section does not apply.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

New Media Technology Charter School services scholars in grades 6-12. Therefore, this section does not apply.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

Aligned and supportive academic standards, progresses level to level and demonstrates relationships among fundamental concept and skills-

New Media Technology Charter School is gearing up to provide continuous and on-going support for the common core shifts. Our professional development plan exercises strategic sessions to whole group, as well as specific teacher cohorts around align supportive academic standards that demonstrate relationships among fundamental concepts and skills. Furthermore, teachers are provided with weekly feedback on their learning objectives and the standards that are used to create student centered learning activities that continue to progress with the need for enrichment and remediation.

Accessibility for students and teachers is effective and efficient-

New Media Technology Charter School's materials are online for scholars, staff, and direct stakeholders to access. Furthermore, we have purchased, and will be launching a learning management system called Schoology to further our ability to make academic standards accessible to all direct stakeholders. Schoology will allow for standards, lessons, and assessments to be accessed by parents and direct stakeholders. Moreover, Schoology will serve as a digital resource to archive our process towards demonstrating relationships among fundamental concepts and skills,

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

A robust supply of high quality aligned instructional materials and resources available-

we are working to gain access to materials that are aligned with the common core. The first wave of our effort to build a robust supply of high quality instructional materials is the

purchasing of I-Ready program. I-Ready is a common core aligned diagnostic resource that provides assessment materials, instructional materials, and accommodated materials based upon the shifts in the common core. We are piloting this program with our Special Education scholars to gauge its effectiveness. Furthermore, although our textbooks are online, the use of these online textbooks and the resources associated are being refined to ensure that the access to these instructional materials is happening inside and outside of the classroom with precision, intention, and skill.

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs-

we are working to differentiate and equitably allocate materials to accommodate diverse levels of student motivation, performance, and educational needs. The first wave of our effort to provide differentiated resources has been to purchase the I-Ready program. I-Ready is a common core aligned diagnostic resource that provides assessment materials, instructional materials, and accommodated materials based upon the shifts in the common core. We are piloting this program with our Special Education scholars to gauge its effectiveness. Furthermore, although our textbooks are online, the use of these online textbooks and the resources associated are being refined to ensure that the access to these instructional materials is happening inside and outside of the classroom with intentionality that will lead to academic success for our scholars. New Media Technology Charter School is currently researching other programs to build our academic resources/materials to meet the academic needs and interests of our scholars. An audit of our instructional resources will be conducted before the close of the 2014-15 school year, so that the appropriate resources and training can be secured for summer professional development.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

Aligned and supportive academic standards, progresses level to level and demonstrates relationships among fundamental concept and skills-

New Media Technology Charter School is gearing up to provide continuous and on-going support for the common core shifts. Our professional development plan exercises strategic sessions to whole group, as well as specific teacher cohorts around align supportive academic standards that demonstrate relationships among fundamental concepts and skills. Furthermore, teachers are provided with weekly feedback on their learning objectives and the standards that are used to create student centered learning activities that continue to progress with the need for enrichment and remediation.

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SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and	Not Applicable

Technical Subjects	
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this section does not apply.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

New Media Technology Charter School serves scholars in grades 6-12. Therefore, this section does not apply.

Middle Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms

Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

Arts and Humanities

- Our Arts and Humanities program is non-existent at NMTCS because of the specific mission of our school. Our school's mission is driven by the pursuit of a technologically driven culture, cultural affirmation, and project based learning. Therefore, our mission drives our course selection away from the arts and humanities.

Career Education and Work -

We do not have any specific classes or strategic partnerships that align with career education and work. This type of specific focus is not supported by our school's mission statement, vision statement, and overarching academic goals.

PA Core Standards Math-

With our school wide math proficiency rate for the PSSA assessment being 26% and our school wide proficiency rate for our Algebra I Keystone exam being 5%, our PA Core Standards in relation to mathematics needs significant improvement to meet the standard of excellence that NMTCS expects from our scholars.

Economics-

For the 2013-14 school year NMTCS had Economics course for an upper level history elective. However, after reviewing our course offerings and strategically analyzing the ways in which our course selection practically reflects our mission, we decided to remove our Economics course for the 2014-15 school year.

Environment and Ecology & Family and Consumer Sciences-

these course are not offered at NMTCS. During our 2012-13 school year, NMTCS offered Environmental Science class for graduation. This class became Physics for the 2013-14 and 2014-15 school year. In r

Science and Technology and Engineering Education-

based upon our 6 percent Biology proficiency on the 2014-15 Keystone Assessments and 11 percent proficiency on the 2014-15 school year we are analyzing the ways in which we pursue our science and technology education.

Alternate Academic Content Standards for Math and Alternate Academic Content Standards for Reading-

Our proficiency levels require that we alternate our standards for math and reading. To do so, we have constructed a lunch enrichment program to focus on our math and reading standards. Further resources are required to support our scholar's progress towards reading and math preparedness.

Early Childhood Education-

this section is not applicable to our school because we service scholars in grades 6-12.

World Language-

For the 2014-15 school year, NMTCS made a strategic decision to cancel our world language classes. Ultimately, world languages did not support the realization/fulfillment of our mission statement.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of

	district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

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World Language-

For the 2014-15 school year, NMTCS made a strategic decision to cancel our world language classes. Ultimately, world languages did not support the realization/fulfillment of our mission statement.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The school's policy to maintain fiscal solvency is to have a fund balance set aside at the beginning of each fiscal year. A healthy fund balance represent things such as cash flow as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid at the state level and similar unforeseen problems. The Board of Trustees adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable. The school contracts with accountant, Dennis Baxter to provide fiscal monitoring and reconciliation services. Per our renewal conditions and consistent with best practices, the Board of Trustees developed an Audit/Finance Committee on June 30, 2010, which meets quarterly with the financial management firm. The Committee gives a verbal update during the board meetings. The committee also creates the upcoming fiscal year budget; monitors implementation of the approved budget on a regular basis and recommends proposed budget revisions; recommends to the board appropriate policies for the management of the Charter School's assets; and reports to the board an analysis of the school's financial statements on a regular basis.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

NMTCS contracts with D. Baxter & Associates (DB&A) to provide its back office and fiscal management services. DB&A ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. NMTCS also has in place newly approved, detailed internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. DB&A uses Quick Books Accounting software to classify, capture and report income and expenditures. This software is customized to the Pennsylvania State Chart of Accounts for Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.			X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.			X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.			X	X
Empowers educators to work effectively with parents and community partners.				

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted 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.			X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			X	X
Instructs the leader in managing resources for effective results.			X	X

Provide brief explanation of your process for ensuring these selected characteristics.

New Media Technology Charter School carries forth strategic professional development sessions for school employees every Wednesday. Professional development sessions are delivered to provide strategic support to areas of instructional and professional need. Professional development sessions are built upon the needs of our staff. Sessions target areas of weakness, while reemphasizing areas of strength. Planned professional development sessions increase the educators teaching skills based upon effective practice research, with attention given to interventions for struggling students. Evidence of this development is found in our lunch enrichment program, Saturday school focus, and extensive work with our RTII process. Furthermore, we provide educators with a variety of classroom-based assessment skills and the skills needed to analyze the use of data in instructional decision-making. Evidence of this development is the professional development sessions for the MAP assessment. Data has been collected and placed to support our teacher's ability to use the data to make informed instructional decisions.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Empower educators to work effectively with parents and community partners –

Although our school has an IPA program (Involved Parent Association), our educators do not have a strategic role in this process. Furthermore, although educators are involved in IEP meetings, reinstatement meetings, and disciplinary meetings, our administration and climate team play a pivotal role in the formation and execution of these meetings. Educators need to be given development to play a more intentional role in these meetings.

Enhances the educator's teaching skills based on effective practice and research, with attention given to interventions for struggling scholars-

Although New Media Technology Charter focuses on best practices, (our staff read Teach Like a Champion). The use of professional development sessions on Wednesday's fail to provide sufficient development for interventions for struggling scholars.

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-

New Media Technology Charter School has added a lunch enrichment program and Saturday school sessions to support, aid, and assist struggling scholars to be successful. Our RTII process is undergoing a strategic audit to ensure future provisions are made to align our efforts to support our struggling scholars. Furthermore, we are mapping out our professional development plan to ensure that our assessments, curriculum, and instruction are aligned to support the growth of all of our scholars.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania’s academic standards

New Media Technology Charter School has added a lunch enrichment program and Saturday school sessions to support, aid, and assist struggling scholars to be successful. Furthermore, we are mapping out our professional development plan to ensure that our assessments, curriculum, and instruction are aligned to support the growth of all of our scholars.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

New Media Technology Charter School uses its Wednesday Professional development activities, sessions, and plan work to target our areas of weakness, while improving our areas of strength. This process is supported by collection of data through our informal walkthrough, formal observations, and informal observations. The development of our systems, professional development sessions, and activities are strategically designed from the collection of our data.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Using disaggregated student data to determine educators’ learning priorities-

At NMTCS, student achievement data are reported for whole populations, or as aggregate data. We need to do a better job of accessing and disaggregating out data to find patterns, trends and other important information that remain hidden. We need to allocate staff to ensure that this is

a priority that drives our collective decision-making moving forward.

Professional development activities are developed that support implementation of strategies identified in your action plan-

A formal and specifically designed plan has to be drafted by our leadership team to ensure our plan can support the implementation of professional development strategies and sessions.

The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development-

Feedback forms need to be specifically designed to elicit feedback from teachers to gain data on the strength of professional development sessions.

Administrators participate fully in all professional development sessions targeted for their faculties-

Wrap around training must be completed to ensure off-site professional development sessions are fully explained to our leadership team. This will allow roles and responsibilities to be transformed towards a collective mission. This will also allow our school to work smarter by design to sustain our excellence.

Induction Program

No goals, objectives or competencies have been identified.

Provide brief explanation of your process for ensuring these selected characteristics.

Not Applicable. Our induction process is being drafted, therefore an explanation cannot be provided at this time.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

New Media Technology Charter School is currently working with an outside consultant to support the initiation of our teacher induction program. The goals identified in this comprehensive plan will drive the creation/specifics of our induction program. We are in the process of partnering with former administrators to ensure our induction program provides the support necessary to transform our school's teaching practices, as well as the development of best teaching practices.

Needs of Inductees

No tools have been identified.

Provide brief explanation of your process for ensuring these selected characteristics.

Not Applicable. Our induction process is being drafted, therefore an explanation cannot be provided at this time.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

New Media Technology Charter School is currently working with an outside consultant to support the initiation of our teacher induction program. The goals identified in this comprehensive plan will drive the creation/specifics of our induction program. We are in the

process of partnering with former administrators to ensure our induction program provides the support necessary to transform our school’s teaching practices, as well as provide a track for securing level II certification.

Mentor Characteristics

No characteristics have been identified.

Provide brief explanation of your process for ensuring these selected characteristics.

Not Applicable. Our induction process is being drafted, therefore an explanation cannot be provided at this time.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

New Media Technology Charter School is currently working with an outside consultant to support the initiation of our teacher induction program. The goals identified in this comprehensive plan will drive the creation/specifics of our induction program. We are in the process of partnering with former administrators to ensure our induction program provides the support necessary to transform our school’s teaching practices, as well as provide a track for securing level II certification.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul															
	u	c	e	e	p	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	S	N	J	M	M	S	e	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	p	v	n	r	y																
Code of Professional Practice and Conduct for Educators	X																				
Assessments		X																			
Best Instructional Practices		X																			
Safe and Supportive Schools		X																			
Standards			X																		
Curriculum					X																
Instruction									X												
Accommodations and Adaptations for diverse learners										X											
Data informed decision making																	X				
Materials and Resources for Instruction																	X				

If necessary, provide further explanation.

No further explanation is necessary.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New Media Technology Charter School is currently working with an outside consultant to support the initiation of our teacher induction program. The goals identified in this comprehensive plan will drive the creation/specifics of our induction program. We are in the process of partnering with former administrators to ensure our induction program provides the support necessary to transform our school's teaching practices, as well as provide a track for securing level II certification.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Increased the percentage of students proficient in reading from 43.6% to 50%.

Accomplishment #2:

Increased the percentage of students proficient in math from 22.9% to 25%.

Accomplishment #3:

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: 35 students currently enrolled in the program (14-15)

Dates: October 9, 2012 – current

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 21st 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 #4:

Increased parent participation in the Involved Parent Association has increased parents understanding of the academic program and curriculum. This partnership has made considerable gains in academic achievement and parental involvement in school activities.

Accomplishment #5:

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)
- Philadelphia Center for Arts and Technology (PCAT) FULL STEAM AHEAD: 65 NMTCS middle school students are participating in an afterschool tutoring program. PCAT has also offered NMTCS students to participate in and SAT preparation program (98.00) for six weeks of SAT instruction and a forensic science program sponsored by “Women in Forensic Science”.
- 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 #6:

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 #7:

Increased participation in programs that motivate students to engage in their course work. The programs include but are not limited to, Extra Curricular Activities, Awards Assemblies, and Seasonal Celebrations.

Charter 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.

Decreasing the number of students performing below proficiency in reading.

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

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

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.

Decreasing the number of students performing below proficiency in reading.

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

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

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.

Decreasing the number of students performing below proficiency in reading.

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

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

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.

Decreasing the number of students performing below proficiency in reading.

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

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

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.

Decreasing the number of students performing below proficiency in reading.

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

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

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.

Decreasing the number of students performing below proficiency in reading.

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

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

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

Charter School Level Plan

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)

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)

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 alphabetic, 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)

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)

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

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 ; 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 ; 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 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 have limited resources but the money that is allotted does support the ongoing implementation of program. The facilitators and educational consultants that have joined us this year are: Dr. Alex Schuh (Director of Frontier 21 Education Solutions), Brenda Artwell (Retired Principal...Director of COSEBOC) and Dee Franklin (Retired Principal and Educational Consultant from Houghton Mifflin Harcourt).

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 Plan will be developed that will include Literacy/Language acquisition. 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: 9/13/2014 **End Date:** 6/14/2017

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

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 that will include researched-based best practices in supporting and improving our teacher's abilities to use differentiated instruction in inclusive settings in an effort to meet the needs of our diverse learners. 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: 8/20/2014 **End Date:** 6/15/2017

Program Area(s): Professional Education, 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: 8/22/2014 **End Date:** 6/15/2017

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.

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)

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

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 ;

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 ;

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

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) Grade teams will develop "Smart Goals". Grade Teams are responsible.
- f) Provide written competencies for all courses. Educational Consultants is responsible.

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.

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

Implementation Steps:

Professional Development

Description:

A Comprehensive Professional Development Plan will be developed that will include Literacy/Language acquisition. 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: 9/13/2014 **End Date:** 6/14/2017

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

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 that will include researched-based best practices in supporting and improving our teacher's abilities to use differentiated instruction in inclusive settings in an effort to meet the needs of our diverse learners. 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: 8/20/2014 **End Date:** 6/15/2017

Program Area(s): Professional Education, 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: 8/22/2014 **End Date:** 6/15/2017

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)

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)

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)

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 have limited resources but the money that is allotted does support the ongoing implementation of program. The facilitators and educational consultants that have joined us this year are: Dr. Alex Schuh (Director of Frontier 21 Education Solutions), Brenda Artwell (Retired Principal...Director of COSEBOC) and Dee Franklin (Retired Principal and Educational Consultant from Houghton Mifflin Harcourt).

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.

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

Implementation Steps:***Professional Development*****Description:**

A Comprehensive Professional Development Plan will be developed that will include Literacy/Language acquisition. 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: 9/13/2014 **End Date:** 6/14/2017

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

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

Description:

Continue to have sustained and relevant professional development that will include researched-based best practices in supporting and improving our teacher's abilities to use differentiated instruction in inclusive settings in an effort to meet the needs of our diverse learners. 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: 8/20/2014 **End Date:** 6/15/2017

Program Area(s): Professional Education, 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: 8/22/2014 **End Date:** 6/15/2017

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 ;

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 ;

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

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 have limited resources but the money that is allotted does support the ongoing implementation of program. The facilitators and educational consultants that have joined us this year are: Dr. Alex Schuh (Director of Frontier 21 Education Solutions), Brenda Artwell (Retired Principal...Director of COSEBOC) and Dee Franklin (Retired Principal and Educational Consultant from Houghton Mifflin Harcourt).

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) Grade teams will develop "Smart Goals". Grade Teams are responsible.
- f) Provide written competencies for all courses. Educational Consultants is responsible.

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.

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

Implementation Steps:***Professional Development*****Description:**

A Comprehensive Professional Development Plan will be developed that will include Literacy/Language acquisition. 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: 9/13/2014 **End Date:** 6/14/2017

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

Supported Strategies:

- Differentiating Instruction
- 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: 8/22/2014 **End Date:** 6/15/2017

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

Supported Strategies:

- 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: 8/22/2014 **End Date:** 6/15/2017

Program Area(s): Professional 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:

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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 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.

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

Implementation Steps:

Professional Development

Description:

A Comprehensive Professional Development Plan will be developed that will include Literacy/Language acquisition. 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: 9/13/2014 **End Date:** 6/14/2017

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

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.

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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: 8/22/2014 **End Date:** 6/15/2017

Program Area(s): Professional 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.

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 have limited resources but the money that is allotted does support the ongoing implementation of program. The facilitators and educational consultants that have joined us this year are: Dr. Alex Schuh (Director of Frontier 21 Education Solutions), Brenda Artwell (Retired Principal...Director of COSEBOC) and Dee Franklin (Retired Principal and Educational Consultant from Houghton Mifflin Harcourt).

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) Grade teams will develop "Smart Goals". Grade Teams are responsible.
- f) Provide written competencies for all courses. Educational Consultants is responsible.

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.

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 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.

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: 8/22/2014 **End Date:** 6/15/2017

Program Area(s): Professional 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

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: 8/22/2014 **End Date:** 6/15/2017

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