
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 29, 2012)

Entity: New Day Charter School
Address: 256 South Fifth Street
Huntingdon, PA 16652

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2012 - 2013

Name of School: New Day Charter School

Date of Local Chartering School Board/PDE Approval: July 07 (Renewal submitted to PDE 07/12)

Length of Charter: 5 years **Opening Date:** 9/1/04

Grade Level: 7-12 **Hours of Operation:** 7.5

Percentage of Certified Staff: 100% **Total Instructional Staff:** 10

Student/Teacher Ratio: 94/10 **Student Waiting List:** 0

Attendance Rate/Percentage: 95

Second Site Address, Phone Number and Site Director:

Juniata Industrial Park
14 Industrial Circle
Mifflintown, PA 17059
(717-447-0623)

Janet Storm: Dean of Students

Summary Data Part II

Enrollment: 94 Per Pupil Subsidy: varies on pde 262

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	0
Hispanic:	3
White (Non-Hispanic):	91
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
52

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 32

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	180	180	180
Instructional Hours	0	0	0	0	990	990	990

SECTION I. EXECUTIVE SUMMARY

Educational Community

New Day Charter School is a grade 7-12 Pennsylvania Department of Education approved regional charter school. Our school is located in Huntingdon, a small rural community in Huntingdon County. Huntingdon County has a reported population of 45,395. The main employers of our area are J.C. Blair Memorial Hospital, state prison system, manufacturers, school districts and service industries. Raystown Lake is the largest tourist industry located in the area. The unemployment rate for Huntingdon County is approximately 12%. The median household income, as reported in 2009, is \$41,568. This is 82% of the state median household income. The per capita income is \$15,379. Persons below the poverty level is 13.5%. Public and community facilities such

as schools, libraries, community centers, parks and public services, are the assets of our community.

New Day Charter School serves approximate 100 students across of the state of Pennsylvania. Parents choose to send their children to our school for various reasons. Although the majority of our students come from our chartering school districts: Juniata Valley, Huntingdon Area, Juniata County and Mount Union Area, we also serve students in surrounding school districts. Charter schools are new, innovative public schools that are accountable for student results through the Pennsylvania Department of Education. The schools are designed to deliver programs tailored to educational excellence and the needs of the community they serve. Our charter school gives families an opportunity to choose the school most suitable for their child's educational well-being. Teachers choose to create and work at schools where they directly shape the best working and learning environment for their students and themselves. Likewise, charter sponsors, which are our local school districts, choose to authorize schools that are likely to best serve the needs of the students in a particular community.

We believe our charter school serves a unique population of students who are searching for non-traditional learning experiences while in a safe and secure learning environment. Each charter school creates its own unique culture. Our school offers a bully-free, safe learning environment which focuses on the individual needs of the student. Our small school offers a caring and nurturing environment while promoting academic excellence.

Mission

The mission of the New Day Charter School is to enhance and expand traditional educational opportunities by offering students, through a hybrid classroom, a comprehensive education program that prepares them for their futures in this new century. The term "hybrid classroom" is used to mean the delivery of instruction through a variety of learning methods: traditional, distance learning, correspondence, experiential, eLearning, and other ways in which learning is proven to take place. It will provide an "educational choice" to students who are having difficulty in the regular classroom and/or who would benefit from an individualized educational program.

Vision

The vision of the New Day Charter School is to create a regional blended school that offers a comprehensive education program, setting the standard for today's educational environment. This innovative program, developed through collective expertise, with consideration for parental choice, actively engages the learner in individualized, appropriate instruction thus enhancing student achievement.

Shared Values

The administration, staff, community and parents of New Day Charter School believe that:

Parents are first and most important teachers in a child's education.

All children can learn and deserve a quality education.

Learning is a shared responsibility among students, teachers, parents and the community.

Curriculum and instruction must address the learning styles and differing needs of all students to ensure the opportunity for success.

A safe, orderly, and disciplined environment is conducive to learning.

All children can be educated to become contributing members to our society.

Academic Standards

The Pennsylvania (PA) Academic Standards described in Chapter 4, section 4.11 and 4.12 contain the knowledge and skills which students are expected to demonstrate before graduating from high school. These standards are organized into content areas and provide benchmarks for student achievement.

The school is utilizing the Chapter 4 benchmarks for grades 8 and grade 11 for the Reading and Mathematics Standards. These benchmarks provide a framework for both teaching and learning. Additionally, the PSSA Writing Assessments at grades 8 and 11 provide the school with benchmark data that will be used to improve necessary skills needed for our students to become effective writers. New Day CS will begin to follow the state transition for assessments during the 2012-2013 school year. Students in grades 7 and 8 will continue to participate in the Reading, Writing, and Math PSSA, while students upon completion of Algebra I, Biology, and Literature will participate in Keystone Exams.

In order to further support instruction and prepare for state testing, the school used the Pennsylvania 4Sight Benchmark Assessments created by the Success for All Foundation. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts. The STAR Math Assessment was administered to support instructional design and remedial programs. STAR Reading and Math assessments will be administered to determine appropriate instructional level and course placement.

The administration of New Day Charter School recognizes its need to address more strongly the Pennsylvania Academic Standards. The philosophy of the school is to ensure all students receive a comprehensive education that includes core content curriculum, character education, community service and project-based learning. New Day Charter School demands high academic performance. It supports the PDE initiative of a standards-aligned system of learning. It is the goal of the school to create an educational program that encompasses all six elements of a standards-aligned system.

Clear Standards	Clear, high standards that establish what all students need to know and be able to accomplish.
Fair Assessments	Fair assessments aligned to the standards.
Curriculum Framework	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
Instruction	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
Materials and Resources	Materials that address the standards.
Interventions	A safety net/intervention system that insures all students meet standards.

Graduation Requirements

Graduation from New Day Charter School will be based on the achievement in the four years represented by grades nine, ten, eleven, and twelve. Graduation requirements follow the State Mandated requirements including a graduation project and additional requirements established by the New Day Charter School Board of Trustees. The requirements are as follows:

NDCS Graduation Requirements (Policy 217)

In order to earn a diploma from the New Day Charter School, students must complete/achieve the following four objectives:

1) Successful completion of 24 credits, with a minimum distribution in the following specified content areas:

- English 4 credits
- Math 4 credits
- Science 4 credits
- Social Studies 4 credits
- Electives 8 credits

****SENIORS MUST COMPLETE THE REQUIRED 24 CREDITS or HAVE MET IEP GOALS AND OBJECTIVES IN ORDER TO PARTICIPATE IN THE COMMENCEMENT PROGRAM**

- 2) Demonstration of proficiency on the Keystone Exams or met goals and objectives as stated within the IEP.
- 3) Satisfactory completion of a Graduation Project (Guidelines provided on website and Dean of Student's Office)
- 4) Adherence to the school's attendance policy

Strengths and Challenges

New Day Charter School is proud of its many accomplishments. We recognize that the uniqueness of our student population presents many challenges yet we celebrate in the fact that our students take pride in attending our school. The NDCS administration acknowledges our former students who have successfully completed courses through dual enrollment with local colleges and universities, our students who have graduated and entered into the Armed Forces, and our students who have successfully entered into the work force during this time of economic turmoil. Our charter school provides a choice for students who struggle to find success in the traditional public school system. We recognize that through the choice of charter school, students receive a non-traditional education through diverse learning opportunities. Additionally, we celebrate in the diversity of our school population.

NDCS administration also recognize our weaknesses. We have failed to meet Adequate Yearly Progress (AYP) Status and are presently in School Improvement II. The failure to meet AYP may be attributed to the continuous turnover of students who attend our school. Students who are assessed in each eligible PSSA assessment level are typically not the students who are assessed in the next PSSA assessment level.

We recognize the importance of establishing a standards-aligned system of learning in our schools. This includes ensuring that our students are taught through a rigorous standards-aligned curriculum. NDCS teachers have worked diligently to use assessment data to determine instruction needs of students. A strong emphasis is placed on the increase of direct instruction which included assessing students, flexible grouping, and remediation. The teachers and administration are pleased with the positive change in our school climate and culture over the past four years. This may be attributed to students becoming actively involved in a learning environment that promotes a sense of community, safety and security, smaller class sizes, committed staff and administration, and newly implemented instructional programs that promote directing teaching and learning opportunities for students. New Day CS has adopted Odysseyware, a comprehensive online curriculum, that is aligned with the PA Academic and Common Core Standards. Assessments with the curriculum will provide teachers with instructional level data needed to effectively align teaching and instruction based on learned and/or unlearned skills. Additionally, the New Day CS will begin implementing Renaissance Learning that will support the Response to Intervention (RTI) processes in both reading and math. Students will be assessed using STAR math and reading assessments. The data results will provide the necessary information to design a comprehensive remediation program to target skill deficits.

NDCS is constantly challenged to keep our high population of at-risk students in school. We recognize that we must continue to employ innovative and creative strategies to keep our students actively involved in school. We recognize the need to create an environment that serves as a catalyst to prepare our students for opportunities to enter higher education institutions, join the workforce, military, and/or be a productive member of our society. To address the high dropout and low graduation rate, New Day CS adopted Check and Connect, a research-based dropout prevention program recognized by the "What Works Clearinghouse, USDE."

The majority of our students are from low-socioeconomic families and experience challenging environmental issues. This has a direct impact on student performance, engagement in academic tasks, and school attendance. The administration is attempting to address the charter school weaknesses through the adoption of a more rigorous curriculum, utilizing assessments to support instruction, adoption of evidenced-based effective instructional practices, increased counseling opportunities and the establishment of stronger learning communities. New Day CS has purchased a comprehensive online curriculum that is aligned with PA Academic and Common Core Standards and research based remedial program to support our efforts to improve instruction and raise academic achievement. The administration recognizes the need to provide our students with equitable opportunities afforded to students who come from higher socio-economic backgrounds and better environmental situations. New Day CS continues to search for grants and funding opportunities that will support our endeavors to provide competitive and research-based effective educational programs for our students. We are committed to changing the lives of our students and to providing our students with equitable, rewarding, and academically sound learning experiences.

The administration recognizes the need to increase parental and community involvement in the education of our students. The school's vast geographical enrollment area creates challenges for face-to-face parent and community involvement. New Day CS uses our website and direct mailings to encourage parental participation.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

New Day Charter School has been engaged in working through the Strategic Planning Process throughout the 2011-2012 school year. The administration, including the business manager, dean of students, CEO, guidance counselor, teachers, principal and board members have been analyzing academic performance data, reviewing our curriculum, instructional practices, instructional resources and financial resources to determine if most effective practices are in place. The administration works very closely with its Board of Trustees, which is comprised of the superintendents of our chartering districts, and the executive director of our local intermediate unit to ensure adequate funding is committed to the academic programs and services necessary to provide our students with the necessary resources needed to deliver a comprehensive educational experience for our diverse population of students.

It is the goal of New Day Charter School administration to increase parent and community involvement. New Day Charter School administration strives to find ways to encourage parents to become more actively involved. This includes invitations to luncheons, meetings, gas cards, varying meeting times, web-based information, and personal phone calls, however with little and sometimes no response. New Day CS will continue to encourage all parents to become actively involved in their child's education program.

Future meeting announcements will be sent via email and posted on the www.newdaycs.org website throughout the 2012-2013 school year. The following appears on the www.newdaycs.org website:

2012 Strategic Planning Announcement

New Day Charter School administration invites parents and students, community and business representatives, staff, and teachers to participate in the planning for the 2012-2013 Annual Charter School Report/Strategic Planning Committee.

Meetings are held at the New Day Charter School Huntingdon site. If you are interested in participating, please contact Hope Harman, Board and Principal Administrative Assistant, at (814) 643-7112 or email hharman@newdaycs.org :

Meeting Dates

June 6, 13, 20, & 25

July 11, 18, & 25

The principal, dean of students, and board secretary will be responsible for meeting announcements, meeting activities and minutes of the strategic planning process. Pre-agendas will be sent out via email one week prior to each meeting to active members of the strategic planning team. Participants will be invited to add items to the agenda during this time.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beeler, Jamie	Teacher Induction Mentor/Professional Development Committee	Secondary School Teacher	Peers
Cigola, Julia	New Day Charter School	Administrator	School Board of Directors
Fleck, Steve	Business	Business Representative	School Board of Directors
Hallinan, Michele	New Day Charter School	Secondary School Teacher	Peers
Lee, Erica	New Day Charter School	Ed Specialist - School Counselor	Peers
Lillibridge, Matthew	Community	Community Representative	Board
Peterson, Lindsey	New Day Charter School	Middle School Teacher	Peers
Rivello, Beatrice	New Day Charter School	Parent	School Board of Directors
Rupeka, Jeremy	New Day Charter School	Secondary School Teacher	Peers
Scalia, Dianna	Business	Business Representative	Board
Smith, Daryl	New Day Charter School	Administrator	Peers
Stoltzfus, Brent	New Day Charter School	Regular Education Teacher	Peers
Storm, Janet	New Day Charter School	Administrator	Peers/Administrator/CEO

Yoder, Thomas	Community Member	Community Representative	School Board of Directors
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Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show 10% growth.

Strategy: Implement Check and Connect Drop-out Prevention Program

Description: PSSA data indicates that we are significantly under the percentage set for graduation rate to make AYP. It is evident that more direct contact and interventions need to be established with students in grades 9-12 to instill a commitment to the school and to education.

Activity: Check and Connect Dropout Prevention Program

Description: Check and Connect is a USDE recognized dropout prevention program to decrease dropout and increase graduation rates. It is recognized under "What Works Clearinghouse" as a research-based promising program that has show sustained results.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 8/7/2012 Finish: 9/21/2012	\$9,100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
University of Minnesota	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop knowledge in: Understanding family-centered approach and school outreach skills Systemic approach to targeting students for intervention	Check and Connect is recognized by USDE. Check and Connect follows a structured intervention model. Research on best practices can be found at www.icipub@umn.edu .	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the

Using data to guide intervention and improvement
 Using alternate routes and alternate timelines to school completion
 Keeping outreach focused on amenable factors
 Skills in building relationships, redirecting student's trajectory, providing support through critical transitions and managing staff learning curves.

- area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12)

specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Classroom student assessment data• Participant survey• (Review student attendance)

Status: Not Started — Overdue

Strategy: Increase Student Services in Grades 7-12

Description: Coordinate student services with outside agencies to include career exploration, drug and alcohol awareness, and strengthen SAP process.

Activity: Collaborate with Home Nursing Agency Children's Behavioral Health Program and Other Mental/Behavioral Health Agencies

Description: The agencies will provide behavioral/mental health counseling and family based services onsite and off-site to serve the many needs of our students and families to support drop-out prevention initiatives.

Person Responsible Timeline for Implementation Resources

Storm, Janet	Start: 6/30/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Establish student representative committee to increase student involvement

Description: This committee will serve as a vehicle to improve student involvement and participation in the school. Students will be nominated to serve on the committee headed up by our dean of students. The committee's main function will be to find supportive means to keep students actively involved in school and make them feel part of New CS.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/30/2012 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Date Comment

7/9/2010	The committee was not created as stated in 2009. Dean of students and guidance counselor will actively begin committees at the onset of the 2010 school year.
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Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Alignment of curriculum, instruction and assessments with PA Standards

Description: Align curriculum, instruction and assessments using the standards-aligned system created by PDE to insure that students receive a rigorous curriculum.

Activity: Purchase and Implement Odysseyware Online Curriculum

Description: Odysseyware is a comprehensive online curriculum that is aligned with PA Academic and Common Core Standards. The online program uses assessments to determine appropriate placement in courses and remediation needs.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 7/17/2012 Finish: 8/23/2012	\$3,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	4	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Develop understand of six elements of standards-aligned systems</p> <p>Create an effective online/direct instructional plan to meet the needs of diverse learners</p> <p>Understand forms of assessment and how to use data to design instruction</p> <p>Develop knowledge and effective assessment and instruction of Common Core Standards</p>	<p>Founded on research-based educational models, ODYSSEYWARE's curriculum reaches digital natives and students who are challenged within the constraints of the traditional classroom. With the accelerated use of technology, the company enhanced its curriculum to include an increasing number of interactive and Internet-based features. Today, the company offers students a customizable, web-based curriculum accessible from any place at any time.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>,

with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Standards-aligned curriculum, instruction and assessments

Description: The teachers will engage in professional development to create a standards-aligned system of curriculum, instruction and assessment beginning summer of 2011.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 6/9/2011 Finish: 8/12/2011	\$16,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.50	13	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
OnHands Schools	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The System of Standards-aligned curriculum, instruction and assessments Understanding by Design Curriculum Writing Framework	Standards-aligned curriculum, instruction, and assessments is supported by PDE. It provides a System of teaching and learning that supports a comprehensive system of learning practices that are aligned with state standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics • Career Education and Work

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans
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Status: Complete

Date	Comment
7/13/2011	Teachers began curriculum writing in June of 2011. The activity will continue through 2011 through end of school year 2012.
6/20/2012	Materials were purchased during the year of 2011-2012 but not entered on plan.

Strategy: Increase math proficiency levels of all students.

Description: Implement researched-based remedial math program.

Activity: Purchase and Implement Odysseyware Online Curriculum

Description: Odysseyware is a comprehensive online curriculum that is aligned with PA Academic and Common Core Standards. The online program uses assessments to determine appropriate placement in courses and remediation needs.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 7/17/2012 Finish: 8/23/2012	\$3,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	4	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Odysseyware	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understand of six elements of standards-aligned systems Create an effective online/direct instructional plan to meet the needs of diverse learners Understand forms of assessment and how to use data to design instruction Develop knowledge and effective assessment and instruction of Common Core Standards	Founded on research-based educational models, ODYSSEYWARE's curriculum reaches digital natives and students who are challenged within the constraints of the traditional classroom. With the accelerated use of technology, the company enhanced its curriculum to include an increasing number of interactive and Internet-based features. Today, the company offers students a customizable, web-based curriculum accessible from any place at any time.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u>

and the skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and

- Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Purchase and Implement Renaissance Learning

Description: Renaissance learning and Star Assessments will serve as the foundation of RTI and remedial programs for students struggling in both reading and math.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 6/1/2012 Finish: 8/22/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	4	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills

- Screening, standards benchmarking, and progress monitoring
- Accurate placement so each student works at optimum level
- Skills reporting with instructional planning and resources

Research and Best Practices Designed to Accomplish

Renaissance School Excellence (RSE) is a comprehensive professional services program that empowers educators to use data to identify, monitor, and accelerate the academic achievement of every student.

It's a structured process employing technology to make the curriculum more effective, increase time for practice of core skills, and develop a culture of learning throughout the school.

This multi-year collaboration includes job-embedded professional development for all staff, regular consultation with teachers and leadership, a clear consensus on measurable goals, and access to progress data for all stakeholder

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity
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Status: In Progress — Overdue

Date Comment

6/20/2012 First Renaissance training was June 1, 2012

Activity: RTI Professional Development

Description: Teachers will be required to attend RTI professional development

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 9/23/2011 Finish: 9/21/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Day CS	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Develop understanding of RTI Model Tiered Instruction Universal Screening and Ongoing Student Assessments Family Involvement in the RTI	RTI is a required research-based model that is supported by USDE, What Works Clearinghouse.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio

Status: In Progress — Overdue

Date	Comment
6/20/2012	RTI training was continued into the 2012 school year through Renaissance Training.

Activity: Standards-aligned curriculum, instruction and assessments

Description: The teachers will engage in professional development to create a standards-aligned system of curriculum, instruction and assessment beginning summer of 2011.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 6/9/2011 Finish: 8/12/2011	\$16,800.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.50	13	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
OnHands Schools	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The System of Standards-aligned curriculum, instruction and assessments Understanding by Design Curriculum Writing Framework	Standards-aligned curriculum, instruction, and assessments is supported by PDE. It provides a System of teaching and learning that supports a comprehensive system of learning practices that are aligned with state standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the

ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics • Career Education and Work

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans
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Status: Complete

Date	Comment
7/13/2011	Teachers began curriculum writing in June of 2011. The activity will continue through 2011 through end of school year 2012.
6/20/2012	Materials were purchased during the year of 2011-2012 but not entered on plan.

Strategy: Response to Intervention (RTI)

Description: Implement RTI to provide support to low performing students in both reading and math.

Activity: RTI Professional Development

Description: Teachers will be required to attend RTI professional development

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 9/23/2011 Finish: 9/21/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Day CS	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understanding of RTI Model Tiered Instruction Universal Screening and Ongoing Student Assessments Family Involvement in the RTI	RTI is a required research-based model that is supported by USDE, What Works Clearinghouse.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities **Evaluation Methods**

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio |
|---|---|

with mentoring

Status: In Progress — Overdue

Date **Comment**

6/20/2012 RTI training was continued into the 2012 school year through Renaissance Training.

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Alignment of curriculum, instruction and assessments with PA Standards

Description: Align curriculum, instruction and assessments using the standards-aligned system created by PDE to insure that students receive a rigorous curriculum.

Activity: Purchase and Implement Odysseyware Online Curriculum

Description: Odysseyware is a comprehensive online curriculum that is aligned with PA Academic and Common Core Standards. The online program uses assessments to determine appropriate placement in courses and remediation needs.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 7/17/2012 Finish: 8/23/2012	\$3,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	4	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Odysseyware	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understand of six elements of standards-aligned systems Create an effective online/direct instructional	Founded on research-based educational models, ODYSSEYWARE's curriculum reaches digital natives and students who are challenged	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's

plan to meet the needs of diverse learners
 Understand forms of assessment and how to use data to design instruction
 Develop knowledge and effective assessment and instruction of Common Core Standards

within the constraints of the traditional classroom. With the accelerated use of technology, the company enhanced its curriculum to include an increasing number of interactive and Internet-based features. Today, the company offers students a customizable, web-based curriculum accessible from any place at any time.

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

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
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Status: Not Started — Overdue

Activity: Standards-aligned curriculum, instruction and assessments

Description: The teachers will engage in professional development to create a standards-aligned system of curriculum, instruction and assessment beginning summer of 2011.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 6/9/2011 Finish: 8/12/2011	\$16,800.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.50	13	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
OnHands Schools	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The System of Standards-aligned curriculum, instruction and assessments Understanding by Design Curriculum Writing Framework	Standards-aligned curriculum, instruction, and assessments is supported by PDE. It provides a System of teaching and learning that supports a comprehensive system of learning practices that are aligned with state standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the

ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics • Career Education and Work

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans
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Status: Complete

Date	Comment
7/13/2011	Teachers began curriculum writing in June of 2011. The activity will continue through 2011 through end of school year 2012.
6/20/2012	Materials were purchased during the year of 2011-2012 but not entered on plan.

Strategy: Increase reading proficiency levels of all students

Description: PSSA scores indicate that the majority of our students are significantly below reading level. Raising reading proficiency remained the focus of instruction for the 2011-2012 school year. This low proficiency correlates with the high rate of low socio-economic and special education population enrolled.

Activity: Purchase and Implement Odysseyware Online Curriculum

Description: Odysseyware is a comprehensive online curriculum that is aligned with PA Academic and Common Core Standards. The online program uses assessments to determine appropriate placement in courses and remediation needs.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 7/17/2012 Finish: 8/23/2012	\$3,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	4	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Odysseyware	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understand of six elements of standards-aligned systems Create an effective online/direct instructional plan to meet the needs of diverse learners Understand forms of assessment and how to use data to design instruction Develop knowledge and effective assessment and instruction of Common Core Standards	Founded on research-based educational models, ODYSSEYWARE's curriculum reaches digital natives and students who are challenged within the constraints of the traditional classroom. With the accelerated use of technology, the company enhanced its curriculum to include an increasing number of interactive and Internet-based features. Today, the company offers students a customizable, web-based curriculum accessible from any place at any time.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with

parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Purchase and Implement Renaissance Learning

Description: Renaissance learning and Star Assessments will serve as the foundation of RTI and remedial programs for students struggling in both reading and math.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 6/1/2012 Finish: 8/22/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	4	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Renaissance Learning	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
•Screening, standards benchmarking, and	Renaissance School Excellence (RSE) is a	<i>For classroom teachers, school counselors and education</i>

progress monitoring
 •Accurate placement so each student works at optimum level
 •Skills reporting with instructional planning and resources

comprehensive professional services program that empowers educators to use data to identify, monitor, and accelerate the academic achievement of every student.

It's a structured process employing technology to make the curriculum more effective, increase time for practice of core skills, and develop a culture of learning throughout the school.

This multi-year collaboration includes job-embedded professional development for all staff, regular consultation with teachers and leadership, a clear consensus on measurable goals, and access to progress data for all stakeholder

specialists:

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

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9- 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

- principals
- School counselors
- Other educational specialists

12)

- Science and Technology
- Mathematics

Follow-up Activities

Evaluation Methods

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|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
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Status: In Progress — Overdue

Date Comment

6/20/2012 First Renaissance training was June 1, 2012

Activity: RTI Professional Development

Description: Teachers will be required to attend RTI professional development

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 9/23/2011 Finish: 9/21/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understanding of RTI Model Tiered Instruction Universal Screening and Ongoing Student Assessments Family Involvement in the RTI	RTI is a required research-based model that is supported by USDE, What Works Clearinghouse.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Mathematics

Follow-up Activities **Evaluation Methods**

<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans• Portfolio
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Status: In Progress — Overdue

Date **Comment**

6/20/2012 RTI training was continued into the 2012 school year through Renaissance Training.

Activity: Standards-aligned curriculum, instruction and assessments

Description: The teachers will engage in professional development to create a standards-aligned system of curriculum, instruction and assessment beginning summer of 2011.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 6/9/2011 Finish: 8/12/2011	\$16,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.50	13	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
OnHands Schools	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The System of Standards-aligned curriculum, instruction and assessments
 Understanding by Design Curriculum Writing Framework

Standards-aligned curriculum, instruction, and assessments is supported by PDE. It provides a System of teaching and learning that supports a comprehensive system of learning practices that are aligned with state standards.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and

learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Mathematics• Career Education and Work

Follow-up Activities Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans |
|--|---|

Status: Complete

Date Comment

7/13/2011 Teachers began curriculum writing in June of 2011. The activity will continue through 2011 through end of school year 2012.

6/20/2012 Materials were purchased during the year of 2011-2012 but not entered on plan.

Strategy: Response to Intervention (RTI)

Description: Implement RTI to provide support to low performing students in both reading and math.

Activity: RTI Professional Development

Description: Teachers will be required to attend RTI professional development

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 9/23/2011 Finish: 9/21/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Day CS	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understanding of RTI Model Tiered Instruction Universal Screening and Ongoing Student Assessments Family Involvement in the RTI	RTI is a required research-based model that is supported by USDE, What Works Clearinghouse.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum,

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio
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Status: In Progress — Overdue

Date **Comment**

6/20/2012 RTI training was continued into the 2012 school year through Renaissance Training.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Increase Student Services in Grades 7-12

Description: Coordinate student services with outside agencies to include career exploration, drug and alcohol awareness, and strengthen SAP process.

Activity: Collaborate with Home Nursing Agency Children's Behavioral Health Program and Other Mental/Behavioral Health Agencies

Description: The agencies will provide behavioral/mental health counseling and family based services onsite and off-site to serve the many needs of our students and families to support drop-out prevention initiatives.

Person Responsible Timeline for Implementation Resources

Storm, Janet	Start: 6/30/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Establish student representative committee to increase student involvement

Description: This committee will serve as a vehicle to improve student involvement and participation in the school. Students will be nominated to serve on the committee headed up by our dean of students. The committee's main function will be to find supportive means to keep students actively involved in school and make them feel part of New CS.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/30/2012	\$1,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/9/2010	The committee was not created as stated in 2009. Dean of students and guidance counselor will actively begin committees at the onset of the 2010 school year.
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Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Implement Check and Connect Drop-out Prevention Program

Description: PSSA data indicates that we are significantly under the percentage set for graduation rate to make AYP. It is evident that more direct contact and interventions need to be established with students in grades 9-12 to instill a commitment to the school and to education.

Activity: Check and Connect Dropout Prevention Program

Description: Check and Connect is a USDE recognized dropout prevention program to decrease dropout and increase graduation rates. It is recognized under "What Works Clearinghouse" as a research-based promising program that has show sustained results.

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 8/7/2012 Finish: 9/21/2012	\$9,100.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
University of Minnesota	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop knowledge in: Understanding family-centered approach and school outreach skills Systemic approach to targeting students for intervention	Check and Connect is recognized by USDE. Check and Connect follows a structured intervention model. Research on best practices can be found at www.icipub@umn.edu .	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the

Using data to guide intervention and improvement
 Using alternate routes and alternate timelines to school completion
 Keeping outreach focused on amenable factors
 Skills in building relationships, redirecting student's trajectory, providing support through critical transitions and managing staff learning curves.

- area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12)

specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Classroom student assessment data• Participant survey• (Review student attendance)

Status: Not Started — Overdue

Activity: Establish student representative committee to increase student involvement

Description: This committee will serve as a vehicle to improve student involvement and participation in the school. Students will be nominated to serve on the committee headed up by our dean of students. The committee's main function will be to find supportive means to keep students actively involved in school and make them feel part of New CS.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/30/2012 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Date Comment

7/9/2010 The committee was not created as stated in 2009. Dean of students and guidance counselor will actively begin committees at the onset of the 2010 school year.

Strategy: Response to Intervention (RTI)

Description: Implement RTI to provide support to low performing students in both reading and math.

Activity: RTI Professional Development

Description: Teachers will be required to attend RTI professional development

Person Responsible	Timeline for Implementation	Resources
Smith, Daryl	Start: 9/23/2011 Finish: 9/21/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Day CS	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Develop understanding of RTI Model Tiered Instruction Universal Screening and Ongoing Student Assessments Family Involvement in the RTI	RTI is a required research-based model that is supported by USDE, What Works Clearinghouse.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum,

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities **Evaluation Methods**

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio
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Status: In Progress — Overdue

Date **Comment**

6/20/2012 RTI training was continued into the 2012 school year through Renaissance Training.

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

The 2010-2011 School Improvement Plan (PASIP) was reviewed, submitted, and approved by the designated reviewer for the PA Department of Education.

Statement of Quality Assurance - Attachment

- 2011-2012 SIP Assurance of Implementation, Letter of SIP Approval

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

New Day Charter School began the process of adopting Chapter 4 Standards into a more rigorous curriculum as stated under the Academic Standards section of this plan. In a conscious effort to align our curriculum, instruction and assessments with the standards-aligned systems, New Day CS purchased Odysseyware, a comprehensive online curriculum. The online curriculum uses placement testing to ensure that all students are placed in appropriate grade and performance level curriculum. Assessments are used to ensure that students are receiving instruction based on relevant and accurate skill data. The assessment data will support teachers and students in designing appropriate individual learning goals that are relevant to the needs of each student. Odysseyware is the leading provider of online curriculum and eLearning solutions for charter, public and virtual schools across the United States. The Odysseyware online curriculum will allow teachers to deliver a comprehensive curriculum to both virtual and traditional classroom learners. The innovative curriculum includes virtual interactive activities and Internet-based features of the 21st century tech-savvy learners. The curriculum includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives.

ODYSSEYWARE's curriculum development team creates core and elective classes using the three fundamental steps of "backward design" (Wiggins &

McTighe, 1998). Engaging student inquiry and uncovering ideas is essential to the process of learning in this paradigm.

1. Identify

At the root of every course in the ODYSSEYWARE curriculum is a big idea. We want students to identify and understand the ultimate goal or enduring principle at the heart of every subject.

2. Determine Acceptable Evidence

Once the enduring idea is established, coordinators define parameters for assessment that constitute understanding.

3. Plan Learning Experiences and Instruction

Finally, curriculum coordinators create a map or a series of lessons, projects, activities, and assessments that will lead students to understanding of the enduring idea.

Originally considered an alternative approach to curriculum design, "backward design" has become widely accepted in academic circles as a successful model. The ODYSSEYWARE curriculum development team employs this approach when developing courses for our online curriculum.

The curriculum is focused on the process of mastering content. Based on well-defined learning objectives, ODYSSEYWARE courses are organized into sequential units that build upon each other and include a complete **scope and sequence**. Before progressing to the next unit, students must reach a predetermined mastery benchmark. This gives teachers the maximum flexibility with assessment, management, and accountability, and it allows students to achieve academic success at the most appropriate pace.

The design of Odysseyware curriculum supports the alignment with the Pennsylvania Standards Aligned System (SAS), which is a collaborative product of research and good practice that identifies six distinct elements which will provide a common framework for continuous school and district enhancement and improvement. New Day CS strives maintain student achievement as the center focus of its learning process. The six distinct elements to enhance and improve student achievement are as follows:

Pennsylvania Standards describe what students should know and be able to do; they increase in complexity and sophistication as students progress through school.

Assessment is a process used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels.

Curriculum Framework Definitions

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Instruction - Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

- Planning and preparation
- Classroom environment
- Instruction
- Professional responsibilities

(Danielson, 2011)

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:

- **Engagement:** School engagement is essential towards building academic success and a positive school climate. Engagement in school is a process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in the school environment. These events and opportunities include relationships, respect for diversity and school participation.
- **Safety:** School safety refers to the security of the school setting and school-related activities as perceived and experienced by all stakeholders, including families, caregivers, students, school staff, and the community. School safety encompasses both emotional and physical safety, and is influenced by positive and negative behaviors of students and staff as well as the presence of substance use in the school setting and during school-related activities.
- **Environment:** School environment refers to the extent to which school settings promote student safety and student health. Environment is inclusive of all aspects of a school — its academic components, its physical and mental health supports and

services, its physical building and location within a community, and its disciplinary procedures.

Credit Recovery courses in math and language arts are available through diagnostic skills testing which pinpoints key concepts for student remediation. This allows a student who has previously failed a course to recover the credits he/she needs to graduate without repeating the entire course. The students will spend time learning what they need to know to demonstrate understanding in the subject area and meet assessment standards in order to get their high school diploma.

Students engage in inquiry-based learning projects to promote higher order thinking skills and develop in-depth and inquiry-based learning. Teachers are actively involved in designing hands-on, performance-based lessons to enhance the development of these skills. Professional development is geared toward the integration of interactive units reflecting a standards-aligned system of teaching and learning.

New Day CS utilizes multiple strategies to accelerate academic skill development, content knowledge and learning strategies. Assessments will be delivered to each enrolled student to ensure accurate instructional levels and areas of non-proficiency. Lessons will be designed to address remediation needs of each student. Additionally, New Day CS will implement Renaissance Learning suite of formative and interim assessments to support Response to Intervention (RTI) to identify and support struggling students. STAR Enterprise Assessments, Star Reading and Star Math, will help teachers evaluate students knowledge and skills relative to state and Common Core State Standards. The STAR data reports geographically display a student's estimated mastery of each strand of the Common Core Curriculum and provide the data necessary to design individual remediation plans aligned to specific instructional needs.

Teachers and administration will attend comprehensive professional development throughout the summer and 2012-2013 school year develop competencies in delivering the new curriculum and remedial programs.

Rigorous Instructional Program - Attachments

- 2012 Teacher Induction PDE Approval
- 2012 Professional Development Plan PDE Letter of Approval

English Language Learners

Mission

Our mission is to provide students with limited knowledge of English language instruction and academic support until they acquire the level of English proficiency necessary to participate fully in grade level classes. We also seek to facilitate their instruction to Anglo culture and cultivate appreciation of their cultural background within the local school community.

Overview of 7-12 ESL Program

The 7-12 English as a Second Language (ESL) Program will provide initial assessments and instruction for students who are learning English when they enroll in the LEA public schools. Instruction will be provided to English Language Learner (ELL) students with limited English proficiency until they are proficient enough to participate fully in grade-level classes. Students will generally receive between two and eight hours of instruction a week, depending on proficiency and grade level. Instruction will be conducted in English and students will generally be grouped when close in age and proficiency.

Goals and Objectives

The English as a Second Language program is intended to provide students with the language skills they need to participate in grade-level classes taught in English. To meet this goal, the objectives of all instruction involve developing speaking, listening, reading and writing skills in English to enable full participation in grade level classes. The emphasis placed on various objectives is adjusted to the needs of the individual student in his/her school setting. All curriculum, instruction and assessment practices are aligned with current PA Academic Standards, Teachers of English to Speakers of Other Languages (TESOL), and when necessary the student's individual educational program.

New Day CS will assure that the ESL program and services are:

- Tailored to the individual student's linguistic, cultural, and academic learning needs.
- If necessary, provide instruction in the student's native language as a foundation for English language instruction.
- Provide professional development to teachers and staff on curriculum and instruction appropriate for the student allowing adequate instructional time for learning
- Provide assistance in the successful transition into all-English classroom instruction

Procedures

All new students complete the Home Language Survey to determine if ESL services are needed. If one or more responses to the Home Language Survey are other than English, the survey is forwarded to the charter school ESL coordinator for ESL. If all responses are in English, no action is necessary for ESL services.

Upon completion of the English Language Proficiency screening by the ESL coordinator, the student is placed in the ESL program based upon the evaluation conducted if the student appears to fall into any of the categories defined as beginning or intermediate by the TESOL and identified in the instruction program section of the plan. Students may be referred for services because it is clear to school personnel that the student's English is limited. In such cases, the purpose of the evaluation is to confirm the limitations and establish appropriate ESL instruction. In cases where there is less certainty concerning the need for instruction, more emphasis is placed on determining whether or not instruction is needed. Entry, Exit, On-going Assessment Procedures, Exit Assessment Procedures, and Preventing Inappropriate Placements of ESL Students in Special Education are included in the New Day 7-12 English as a Second Language Program and Plan.

English Language Learners - Attachment

- 2012 ACCESS for ELLS Reporting Collection Statement

Graduation Requirements

Graduation Requirements

In order to earn a diploma from the Tuscarora Blended Learning Charter School, students must complete/achieve the following four objectives:

- 1) Successful completion of 24 credits with a minimum distribution in the following specified content areas:

	<u>Class of 2012</u>	
<i>English</i>		<i>4.0 credits</i>
<i>Mathematics</i>		<i>4.0 credits</i>
<i>Science</i>		<i>4.0 credits</i>
<i>Social Studies</i>		<i>4.0 credits</i>
<i>Electives</i>		<i>8.0 credits</i>
<i>Total</i>		<i>24.0 credits</i>

- 2) Demonstration of proficiency on the Keystone Exams in Algebra I, Biology and Literature and/or additional options may include a locally-developed,

independently-validated local assessment, or Advanced Placement (AP), or International Baccalaureate (IB) tests.

3) Satisfactory completion of a Graduation Portfolio

4) Adherence to the school's attendance policy

5) Completion of Graduation Project

*No student will receive a social or early promotion to the next grade without approval from the principal. A student's age should not determine the grade level of a student.

Special Education

New Day Charter School has a high population of special education students. Approximately 38% of the student enrollment is identified as special education, most of whom were already identified prior to enrollment. New Day faces the same challenges as traditional schools in meeting the diverse needs of its population. We believe that our low student/teacher ratio supports the success of providing individualized instructional program for all its students. Regular education teachers in cooperation with special education teachers are responsible for following the mandates set forth by the IEPs of each student. Accommodations and modifications, as well as specially designed instruction, supports the majority of our identified students as well as students who are not identified as in need of special education. Teachers will receive ongoing professional development in meeting the needs of the diverse learners as well as IDEA mandates. Special education students receive instruction in the company of their non-disabled peers and/or in the least restrictive environment determined by the IEP team. All special education teachers are highly qualified.

New Day CS contracts with an outside provider and the Intermediate Unit for speech and language, vision and hearing services.

Special Education - Attachment

- 2011 Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Wendy Payne	1.0	Itinerant	New Day CS-Huntingdon	28	n/a
Marcus Brothers	.50	Itinerant	New Day CS-Mifflintown	8	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Sources, Inc.	.14	Speech	New Day CS	4	n/a
TIU 11	n/a	Vision	New Day CS	1	Consultant
TIU11	na	Hearing	New Day CS	1	Consultant

Special Education Program Profile - Chart III

Title Location FTE

n/a n/a n/a

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Edward Crosby	Certified School Psychologist	5 per year
TIU11	Vision Therapy	Consultant
Therapy Sources, Inc.	Speech	8
TIU11	Hearing Support	Consultant

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PASA	No	No	No	No	No	No
PSSA	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	Yes	No
pasa (as determined by IEP)	No	No	No	No	No	No	No
4Sight Benchmark	No	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

Overall performance in Mathematics: The PSSA data does not demonstrate a significant improvement or continued strong student performance. Students performed lower than the 2010 PSSA score falling from 31.8% proficient to 26.5% proficient in the 2011 school year. Comparatively, the scores are significantly below set AYP target of 67% performance goal.

Overall participation in Mathematics: New Day CS met participation goal by 100%. This is an increase from the 2010 participation rate of 97.4%.

Overall performance in Reading: The PSSA data does not demonstrate a significant improvement or continued strong student performance. Students performed lower than the 2010 PSSA score falling from 48.5% proficient to 35.5% proficient in the 2011 school year. Comparatively, the scores are significantly below set AYP target of 72% performance goal.

Overall participation in Reading: New Day CS met participation goal by 100%. This is an increase from the 2010 participation rate of 87.4%.

New Day CS used the 4Sight Benchmark Assessment throughout the school year to measure student growth toward meeting benchmarks. Benchmark scores were strong predictors in the outcome of the 2011 PSSA scores. Reading assessment scores increased, however slightly, from Baseline 41.30%, 1st 42.35%, 2nd 45.12% to 50.98% over the four assessments. Math assessment scores minimally increased from Baseline 22.47%, 1st 21.43%, 2nd 21.35% to 4th 25.81%. It is very difficult to find patterns of strengths and weaknesses in overall performance due to the transiency of the student population and the fact that many of the students who are taking the assessment may not actually count toward the PSSA AYP scores. Additionally it is difficult to comparably measure PSSA scores from year to year because of the transient population New Day CS serves. Many of the students who enroll with New Day CS are academically at-risk of dropping out or failing core academic courses when enrolling. New Day CS recognizes the need to adopt assessment instruments that measure short-term growth with students in order to truly be able to correlate instructional practices with actual student performance.

Teachers are highly engaged in professional development areas to address the overall poor academic performance of the students. This includes curriculum alignment, assessments, classroom management, dropout prevention, Response to Intervention (RTI), standards-aligned systems, etc. They recognize that the majority of the student population is significantly below expected reading and math grade levels when enrolling at New Day CS and design lessons to effectively address the performance levels of the students.

New Day CS has identified and is addressing systems concerns that are attributing to the low academic performance in both reading and math.

Concern: Standards-aligned curriculum and effective instructional practices are not consistently implemented across all classrooms.

Solution(s): Purchase standards-aligned curriculum that promotes effective instructional practices and consistency across all curriculum.

Comprehensive and sustained professional development to address all elements of a standards-aligned systems.

Concern: Extensive professional development in standards-aligned assessments and effective instructional practices.

Solution(s): Purchase comprehensive online curriculum and assessment program that has solid research showing student improvement, is aligned with PA Academic and Common Core Standards, and supports standards-aligned systems.

Concern: Implement a comprehensive Response to Intervention (RTI) Program that includes procedures for identifying struggling students and includes procedures for monitoring the effectiveness of interventions.

Solution(s): Purchase Renaissance Learning Program, a research-based, best practice intervention program, to address the remedial needs based on assessment data of the struggling, at-risk students.

How these results influence development of new or revised annual measurable goals and targets.

- If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

New Day did not use locally developed test. The 4Sight was administered four times throughout the 2011-2012 school year. Scores indicated that students were demonstrating slight to minimal growth in math and slight growth in reading. The administration has set goals that were not exceeded. Goals have been established in the Getting Results School Improvement Plan that allow for reasonable growth while moving toward the set targets established through AYP/NCLB. The scores indicate that all professional development goals must be focused toward creating and adopting a standards-aligned system with fidelity.

- Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

The administration and teachers recognize that major changes are needed in the design, implementation, and delivery of instruction for our students. We recognize the need to adopt and teach a rigorous curriculum and administer assessments to determine our strengths and weaknesses in curriculum, instruction, and assessment. The administration also recognizes the need to utilize teacher evaluations and observations in a more meaningful and productive manner to ensure that the highest qualified teachers are instructing our students. Teachers were required to create achievement portfolios in grades 7 through 12 during the 2011-2012 school year. These portfolios required that a collection of authentic student work across disciplines was included. The portfolios will serve as a measurement of academic achievement throughout the school year. This practice will continue throughout the 2012-2013 school year.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

The teachers and students develop individualized goals during the initial enrollment and entry phase. Each teacher must review student transcripts from sending districts to assist in the development of an appropriate learning program. The review of transcripts will provide data for the teacher to effectively create a learning plan that addresses the diverse needs of each individual. In addition to the review of the transcript, all teachers must review student IEPs and work with the special education teacher to ensure that all goals, objectives, and services are appropriate and are being met. Teachers may refer struggling students for intervention supports

through the guidance office and the Student Assistance program. Additionally, onsite counseling is available to support students whose emotional and behavioral issues directly impact academic success. Mid-progress reports are sent home for all students to ensure that parents are informed and encouraged to support interventions.

The school is presently reviewing online tutorial programs that will provide remedial support to struggling students in their home environment. The selected program will provide an option for a 'live' tutor for the student when frustration or confusion occurs with learning a new skill. Students are required to participate in Study Island, PSSA Preparation, Accelerated Reading and Math, STAR Reading and Math Assessments, and other assignments as determined by their teachers.

With the design of our charter school, students are responsible for independent learning. The administration and teachers will continue to implement a rigorous curriculum designed to meet the academic and instructional needs of all our students hence leading to making AYP. The teachers will receive professional development on standards-aligned systems and will be encouraged through evaluation to use learned skills in everyday teaching/learning practices.

Student Assessment - Attachment

- 2011 School Report Card

Teacher Evaluation

The main features of the school's teacher evaluation plan include: Level I teachers are evaluated twice a year while Level II teachers are evaluated once per year. The Principal uses ongoing informal observations as a means of staying abreast of instructional and assessment practices. Teachers who do receive unsatisfactory evaluations are immediately placed on a Teacher Improvement Plan. This Plan outlines areas of weaknesses and changes that must be made to be removed from an unsatisfactory status.

The Principal has primary responsibility for teacher evaluations. The Chief Executive Officer reviews the evaluations and will conduct additional teacher evaluations when necessary. Both of these administrators hold Pennsylvania Department of Education administrative certification.

The administration recognizes that effective teachers provide effective instruction, regardless of whether they are teaching in a charter school or another public school. Both the Principal and Chief Executive Officer have received professional development in the supervision and evaluation of teachers through the Pennsylvania State University. The administration avails itself of other professional development opportunities as those opportunities become available.

New Day Charter School uses the PDE 426 and PDE 428 Evaluation Forms for professional staff.

Teacher Evaluation - Attachments

- PDE 426 Evaluation Form
- PDE 428 Level II Teacher Evaluation Form
- Teacher Improvement Plan (TEP)

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The New Day Charter School Board of Trustees was comprised of the eight superintendents of the chartering districts and the Executive Director of Tuscarora Intermediate Unit 11. As of June 30, 2012, each of the eight superintendents submitted a resignation due to possible conflict of interest, while the Executive Director of Tuscarora Intermediate Unit 11 remained on the board. As of July 1, 2012, the five member board is comprised of community members, parents, and a local business representative, and the Executive Director of Tuscarora Blended Learning Charter School. It is the hope that under the governance of the new Board of Trustees, our school will become a competitive and successful educational institution of learning.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
James Foster	President
Richard Daubert	Vice President
Hope Harman	Board Secretary
Dr. Julia M. Cigola	CEO
Anne Millar	Secretary
Diana Scalia	Treasurer
Louis Zannino	Member
Kevin McKenna	Solicitor

Professional Development (Governance)

The 2012-2013 Board of Directors received training through their school districts and/or intermediate unit where they serve. The newly appointed Board of Directors will receive professional development regarding the governance of the school, including the Sunshine Law and Public Officials Act, during the 2012-2013 school year. A plan of professional development will be created at their first board meeting in August of 2012 to ensure the board both legally and effectively represents New Day Charter School under their governance.

Coordination of the Governance and Management of the School

The Board of Trustees, comprised of the eight chartering district superintendents and the Executive Director of Tuscarora Intermediate Unit 11, coordinates the governance and management of New Day Charter School through their voting actions at Board meetings. Each Board member receives, at least a week in advance of the regular agenda, a draft agenda of governance and management items to come before the Board at the regular meeting for a vote. Any questions or concerns of governance and management by any Board member, on the draft agenda or otherwise, are addressed either by the administration or appropriate agency/organization (ie: solicitor, auditors, etc.).

As of July 1, 2012, the new Board of Trustees is comprised of community members, parents, a business representative and the Executive Director of the Tuscarora Intermediate Unit 11. Board meetings are held bi-monthly.

In the past, charter granting school board directors communicated directly with their superintendents who served as the New Day Board of Trustees. The Executive Director of Tuscarora Intermediate Unit 11 will serve as the liaison between charter superintendents, school board members, and the Board of Trustees. The new Board of Trustees will be encouraged to establish open communication and a working relationship with the charter granting School Board of Directors.

The New Day Charter School Board of Trustees will meet in regular session during the 2012 - 2013 fiscal year at the New Day Charter School, Nittany Conference Room, 256 South 5th Street, Huntingdon, PA 16652 at 11:30 a.m. on the following dates: August, 15, 2012, October 17, 2012, December 19, 2012, February 20, 2013, April 17, 2013, and June 19, 2013.

Coordination of the Governance and Management of the School - Attachment

- 2012-2013 Board Meetings

Community and Parent Engagement

New Day Charter School looks forward to working with the new Board of Trustees of New Day Charter School. The goal of our board will be to promote opportunities for community and parent engagement through active participation in our school governance, through positive interactions with community members, businesses, faith organizations and local agencies, and through their deep commitment to promote the success of New Day Charter School educational philosophy and vision.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

New Day CS supports fundraising activities. This year (2) Fundraisers were held to support the purchase of the annual student year book. Marianna hoagie and Gertrude Hawk candy sales supported the cost of the yearbook. In this time of financial hardship, New Day CS staff and administration recognize that fundraisers provide the revenue that is essential to expand learning opportunities for our students. We encourage staff and students to highly engage in all opportunities to enhance our educational program. We believe through actively participating in fundraisers, students build a sense of responsibility and community, ideas of philanthropy expand and their acts of helping and sharing increase with their new understanding of volunteerism and basic financial concepts.

Fiscal Solvency Policies

The Board of Trustees adopted, updated and continues to adhere to the following policies to maintain fiscal solvency of New Day Charter School: 601 - Fiscal Objectives, 602 - Budget Planning, 603 - Budget Preparation, 604 - Budget Adoption, 607 - Funding for Charter School, 608 - Bank Accounts, 609 - Investment of Charter School Funds, 610 - Purchases Subject to Bid/Quotation, 611 - Purchases Budgeted, 612 - Purchases Not Budgeted, 613 - Cooperative Purchasing, 614 - Payroll Authorization, 615 - Payroll Deductions, 616 - Payment of Bills, 617 - Petty Cash, 618 - Student Activity Funds, 619 - Charter School Audit, 620 - Fund Balance, 622 - GASB Statement 34, 626 - Federal Fiscal Compliance.

Accounting System

A computerized fund accounting system is maintained that is in compliance with PDE's Chart of Accounts. The software vendor is Central Susquehanna IU #16, which provides software and support services to many Pennsylvania LEA's. All reporting will be in conformity with GAAP.

Software modules include:

1. Fund accounting for purchase order processing, accounts payable and accounts receivable processing, transaction analysis, check writing, and reporting in detail or summary formats.
2. Payroll for maintaining employee time, salaries, and benefits.
3. A personnel module to track employee use of benefits, certification status, and other human resources/personnel needs.
4. A security module is used to permit access to only those sections within a given module for which employees are assigned. This feature allows the separation of responsibilities required to achieve overall fiscal integrity.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues-Expenditures-Fund Balances 2011-12

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The most recent financial audit of New Day Charter School (NDCS) is for the year ended June 30, 2011. The audit was conducted by Young, Oakes Brown and Company PC.

The opinion of the auditor is: "the New Day Charter School financial statements present fairly, in all material respects, the respective financial position of the governmental activities and major fund information of the NDCS, Inc. as of June 30, 2011, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America."

The school year 2010-2011 is the most recently completed audit period for which such information is available. The 2011-2012 audit engagement letter has been executed and the expected completion date of the audit is October 31, 2012.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Audited Financial Statements 6/30/2011

Citations and follow-up actions for any State Audit Report

A State audit was conducted for New Day Charter School during August 2010. The audit period included school years 2006-07 and 2007-08.

Two findings were reported:

1. Errors in reporting pupil membership data.

A cumbersome, manual system had been used to accumulate and generate child accounting data for the audit years. This manual system led to errors in reporting membership data. Beginning with the 2010-11 school year, NDCS purchased the MMS student information management system. As of this writing, CAD data and tuition billing data match correctly.

2. Failure to file for charter school lease reimbursement.

Prior to the hiring of a business manager, the IU performed administrative and all fiscal functions for the charter school. Upon transitioning services to the business manager, the school rent subsidy form PDE-419 did not get submitted. The filing for lease subsidy reimbursement was completed while the auditors were still on site. The school received confirmation that the report was accepted and the school did receive reimbursement on November 24, 2010.

As of this annual report, the above findings were resolved and there have been no State audits since August 2010 audit.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

Because of declining enrollment existing equipment and facilities have been satisfactory to meet operating needs and there has been no major expenditures for equipment items, furniture and fixtures, or facility improvements.

Future Facility Plans and Other Capital Needs

The Board of Trustees of New Day Charter School would consider only minor construction modifications for the current length of the charter. No future facility plans or capital needs are anticipated. Any minor construction project would be done to enhance the learning and teaching environment in the school. New Day Charter School will consider alternative sites for instruction and/or study based upon the geographical areas where annual student enrollments are the highest. Since there are no future major facility plans or other capital needs anticipated for the length of the charter, such items were not integrated into the strategic plan.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

New Day Charter School complies with health and safety requirements in the following ways: Conducts fire drills and submits the required PDE form. Conducts the required bus evacuation drills and submits the required PDE form. Has a Board approved Comprehensive Disaster Response and Emergency Preparedness Plan, Pandemic Influenza Management Plan and Quick Reference Guide for staff, and works in conjunction with the local Emergency Management agencies and police on safety issues and requirements.

New Day Charter School requires that all students follow the immunization guidelines set forth by the Pennsylvania Department of Health. New Day Charter School has a memorandum of understanding with Huntingdon Area School District (a chartering district) for the services of their registered school nurse. This school nurse oversees and consults with the licensed practice nurse employed by New Day Charter School. All health and student immunization records are maintained with security and confidentiality at the main site in Huntingdon.

NewDay Charter School annually completes the required Health Report and submits as required.

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

- 2011 Wellness Policy
- 2011-2012 Health Report

Current School Insurance Coverage Policies and Programs

Package Policy (4/5/2012 to 4/5/2013) including:

Commercial Property Coverage

Commercial Inland Marine Coverage

Commercial General Liability Coverage

Sexual Misconduct and Molestation Liability Coverage

Commercial Auto Coverage

Terrorism Risk Insurance Act of 2002 and 2005 Coverage

Employee Dishonesty Coverage

Workers Compensation Policy (8/06/2012 to 8/06/2013) Renewal in process.

Professional /Officers & Directors and EPL (7/3/2012 to 7/3/2013)

Fidelity Bond on Business Manager (2/23/2012 to 2/23/2013)

Medical and prescription coverage is provided through Geisinger Health Plan. Dental, Vision, and Group Life insurance is provided for through Assurant.

Current School Insurance Coverage Policies and Programs - Attachment

- NDCS Accord Statement 2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

All professional employees of New Day Charter School hold Pennsylvania Department of Education certification. All teachers hold active certificates, clearances and necessary requirements for professional employees. All special education teachers hold proper certifications. New Day Charter School does not utilize the 25% non-certificated allowance. Please refer to PDE 414.

Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-2012

Student Enrollment

New Day Charter School serves grades 7-12. New Day Charter School holds open enrollment throughout the year. The administration recognizes and abides by open enrollment as a public school and adheres to the 'no cap' rule.

- Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

At the beginning of the 2011-2012 school year, New Day Charter School enrolled 98 Students. A total of 138 students enrolled throughout the school year. The grade level breakdown was as follows: Grade 7 - 10; Grade 8 - 9; Grade 9 - 20 ; Grade 10 - 30; Grade 11 - 29; Grade 12 - 40. During the 2011-2012 school year, there were 12 drop-outs, 25 graduates, and 29 transfers.

Presently New Day Charter School has the potential to return 72 students from the 2011-2012 school year. We are now in a new enrollment period and expect several more students to re-enroll.

- Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

New Day Charter School did not have any expulsions during the 2011-2012 school year. The number of students who left voluntarily was 29. Nine students were suspended during the 2011-2012 school year.

Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

The enrollments at New Day Charter School are declining. Many students are curious and believe that the charter school will be an easier option than the traditional public school. Some students follow a friend or family member here. Students soon realize that the same challenges they encountered in the traditional public school system become a factor in the charter school system. This includes high expectations for academic performance, attendance, meeting with teachers, participating in state testing, and adhering to the policies set forth by our Board of Trustees.

Truancy has a negative impact and is a major concern at New Day Charter School. Students who are truant in school districts of residence are encouraged by the districts to enroll with the charter school. Truancy is one of the main contributors for poor academic performance. Districts of residence are responsible for enforcing truancy policies. Most districts do not follow through with the truancy of charter students. The lack of follow through on behalf of the districts creates obstacles for the charter schools to enforce truancy resulting in high truancy, low academic performance, and high drop-out rates.

Students who return to their schools of residence and/or drop out recognize that New Day Charter School is a public school and the accountability is equitable to that of the traditional public school.

There are currently no supporting documents selected for this section.

Transportation

New Day Charter School (NDCS) is chartered by eight school districts. Each district provides transportation for NDCS enrolled students who are residents within its district to the NDCS facility located in Huntingdon, PA or the Juniata County site in Mifflintown, PA, which ever is closer.

Students who are enrolled in NDCS but are not residents of one of the eight chartering districts are transported to NCSS by NDCS-contracted transportation providers. Clearances, insurances, and route contracts are required by NCCS for such providers.

In some instances, a parent may transport a student to NDCS and in such a case the parent is reimbursed at the approved mileage rate.

Students who have driving privileges and choose to do so may transport themselves to NDCS as needed.

When required, small vans are used to transport special education students if indicated by their Individual Education Plans. To date, no specific vehicle modification has been indicated for transporting a special education student. Should that situation arise, arrangements would be made through the Intermediate Unit to accommodate whatever requirement would be needed.

Food Service Program

New Day Charter School does not have food service facilities adequate for meal preparation and does not participate in the Free and Reduced Lunch Program. Students are encouraged to pack healthy lunches. Healthy snacks are available for students at request.

Student Conduct

The Board of Trustees of New Day Charter School finds that student conduct is closely related to learning. An effective education program requires a safe and orderly school environment. The New Day Charter School discipline policies comply with 22 Pa Code Chapter 12 through the following:

The Board prohibits the use of corporal punishment to discipline students for violations of charter school policies, rules or regulations. Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property (owned or leased).

Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

The Board prohibits any charter school student from communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member or school building (owned or leased).

In the case of exceptional students, the charter school will take all steps necessary to comply with the Individuals with Disabilities Education Act and follow Board policy.

The Board of Trustees recognizes that exclusion from the education program of the charter school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board defines and publishes the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations. Due process procedures as follows:

Title 22

Sec. 12.8

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The charter school shall offer to hold the informal hearing within five (5) days of the suspension.

New Day Charter School adheres to all requirements as stated in its Student Discipline Policy.

Student Conduct - Attachments

- 2011 Discipline of Students with Disabilities
- 2011 Student Discipline Policy
- 2011 Terrorist/Threats Policy
- 2011 Weapons Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The New Day Charter School within Tuscarora IU 11 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2012 - 2013 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The New Day Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Dr. Julia Cigola **Title:** CEO
Phone: 814-643-7112 **Fax:** 814-643-7116
E-mail: jcigola@newdaycs.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: James Foster **Title:** President
Phone: 814-643-7112 **Fax:** 814-643-7116
E-mail: jdfoster1948@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Daryl I. Smith **Title:** Principal
Phone: 814-643-7112 **Fax:** 814-643-7116
E-mail: dsmith@newdaycs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurance for Compliance with the Public Official & Employee Ethic Act
- Assurance for Operation of Charter School Services and Programs