
Pennsylvania Department of Education



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

Charter Annual Report
Monday, November 21, 2011
(Last Accepted: Monday, November 21, 2011)

Entity: New Media Technology CS
Address: 8034 Thouron Ave
Philadelphia, PA 19150-2423

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2010 - 2011

Name of School: New Media Technology CS

Date of Local Chartering School Board/PDE Approval: March 17, 2004

Length of Charter: Five (5) Year **Opening Date:** September 5, 2004

Grade Level: 5th-12th **Hours of Operation:** 8:00 a.m. to 3:30 p.m.

Percentage of Certified Staff: 85.10% **Total Instructional Staff:** 26

Student/Teacher Ratio: 17:1 **Student Waiting List:** 129

Attendance Rate/Percentage: 91.22%

Summary Data Part II

Enrollment: 450 **Per Pupil Subsidy:** \$8,608.00 (for regular ed.), \$18,512.20 (special ed).

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	450 (100%)
Hispanic:	0
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
71% (as of 6/17/11)

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 63 (as of 6/16/11)

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	1144	1144	1144

SECTION I. EXECUTIVE SUMMARY

Educational Community

Founded in 2004, the New Media Technology Charter School (NMTCS) has created an innovative learning community that cultivates collaboration, inquiry, and problem solving through project-based learning supported by digital multimedia technology. The school presently serves approximately 450 students in grades 5-12. The school occupies one facility in the Northwest section of Philadelphia. The New Media Technology Charter School was founded by a team of dedicated educators and talented

professionals from various walks of life who wanted to create new educational options for urban high school children in Philadelphia. Spearheaded by the Black Alliance for Educational Options and area educators, NMTCS is one of several small high schools that were made possible in part by a seed grant from the Bill and Melinda Gates Foundation by way of EdVisions, a Minnesota based project based learning institution. After a successful first year of operation, the School District of Philadelphia expanded NMTCS's charter to include grades 5-8.

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

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

Mission

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

Vision

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

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

Shared Values

Calibri; } @page Section1 {size: 8.5in 11.0in; margin: 1.0in 1.0in 1.0in 1.0in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0; } P.MsoNormal { LINE-HEIGHT: 115%; MARGIN: 0in 0in 10pt; FONT-FAMILY: "Calibri", "sans-serif"; FONT-SIZE: 11pt; mso-style-unhide: no; mso-style-qformat: yes; mso-style-parent: ""; mso-pagination: widow-orphan; mso-fareast-font-family: Calibri; mso-bidi-font-family: "Times New Roman" } LI.MsoNormal { LINE-HEIGHT: 115%; MARGIN: 0in 0in 10pt; FONT-FAMILY: "Calibri", "sans-serif"; FONT-SIZE: 11pt; mso-style-unhide: no; mso-style-qformat: yes; mso-style-parent: ""; mso-pagination: widow-orphan; mso-fareast-font-family: Calibri; mso-bidi-font-family: "Times New Roman" } DIV.MsoNormal { LINE-HEIGHT: 115%; MARGIN: 0in 0in 10pt; FONT-FAMILY: "Calibri", "sans-serif"; FONT-SIZE: 11pt; mso-style-unhide: no; mso-style-qformat: yes; mso-style-parent: ""; mso-pagination: widow-orphan; mso-fareast-font-family: Calibri; mso-bidi-font-family: "Times New Roman" } P { FONT-FAMILY: "Times New Roman", "serif"; MARGIN-LEFT: 0in; FONT-SIZE: 12pt; MARGIN-RIGHT: 0in; mso-pagination: widow-orphan; mso-fareast-font-family: "Times New Roman"; mso-style-priority: 99; mso-margin-top-alt: auto; mso-margin-bottom-alt: auto } .MsoChpDefault { FONT-SIZE: 10pt; mso-style-type: export-only; mso-default-props: yes; mso-ansi-font-size: 10.0pt; mso-bidi-font-size: 10.0pt } DIV.Section1 { page: Section1 }

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

Common Focus

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

High Expectations

New Media's high expectations are demonstrated through equitable learning outcomes. All

students are expected to demonstrate progressive improvement and to make contributions that evolve around their personal interests.

Respect and Responsibility

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

Personalization

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

Time for Staff to Collaborate

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

Technology as a Tool

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

Performance Based Mastery

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

Academic Standards

Academic standards at NMTCS provide a foundation for decisions on curriculum, instruction, and assessment, and they communicate core-learning goals to teachers, parents, and students. These standards are guided by the Pennsylvania Department of Education's Chapter 4 Academic Standards and are anchored in the skills and knowledge that employers and colleges now demand.

By the time a student graduates from NMTCS, he/she should be able to demonstrate proficiency in the following standards:

MATH STANDARDS:

- Understands and is able to apply arithmetic and computational skills
- Is able to effectively use mathematics to construct and solve problems

- Has familiarity with the structure and logic of number systems
- Knows algebraic operations and their applications in different kinds of problems
- Understands the rules of geometry and basic trigonometry and demonstrate the ability to use them to solve real life problems in computer science and other “real world” applications
- Computes with numbers fluently and understands several different ways to represent numbers and number concepts
- Understands how to construct equations and inequalities in order to solve problems
- Isolates and identifies variables, and also understands similarities and differences between the use of variables in computer science and mathematics
- Demonstrate a clear understanding of functions, linear and quadratic equations, and how to use them to solve problems and predict the outcome of events

LANGUAGE ARTS/COMMUNICATION SKILLS STANDARDS:

Writing: Uses the writing processes of planning, drafting, revising, editing, and publishing in order to:

- Write for different purposes relating to multimedia and other disciplines: spoken audio, written scrolling text, long narrative, technical instructions, persuasive writing essays, business letters, cover letters and resumes for job inquiries, etc.
- Write with a sharp, distinct focus
- Write using well developed and appropriate content
- Write with effective and logical organization that supports unity and clarity
- Write with effective style
- Proofread and revise written works to refine content
- Seamlessly integrate written works into all media projects
- Edit writing using: Correct spelling, appropriate mechanics and punctuation, proper syntax
- Use grammar handbooks, thesauruses, and dictionaries as aids to effective writing

Reading:

- Reads and understands essential content of informational texts and documents in all academic areas
- Analyzes and evaluates literary elements: plot (exposition, rising and falling action, conflict, complication, climax, resolution), setting, characterization, theme, foreshadowing, perspective

- Responds to nonfiction, fiction, poetry, and drama taking personal, literal, interpretive, critical, and evaluative stances with an emphasis on personal, critical, and evaluative understandings
- Read and respond to a variety of classic and modern texts, including inter-generational and gender-based literature
- Demonstrate the ability to “signify” upon and satirize famous classical works through the use of modern vernacular

Listening:

- Asks probing questions
- Analyzes information, ideas and opinions to determine relevancy
- Synthesizes information, ideas, and opinions to determine relevancy
- Takes notes as a valuable study aid

Speaking:

- Speak using skills appropriate for formal speech situations
- Contribute to discussions
- Ask relevant, clarifying questions
- Facilitate group participation
- Paraphrase and summarize as needed
- Participate in small and large group discussions and presentations.

SCIENCE STANDARDS:

- Knows how to apply the elements of scientific research to solve problems by generating appropriate questions, performing adequate investigations, and constructing effective, multiple-step experiments
- Knows how to organize, analyze, and formulate experimental data into a coherent summation with suggestions for further study
- Knows why and how problem solving happens in math, science, and technology
- Understands the essential qualities of good scientific methodology
- Understands that good scientific methodology should be used, demonstrated, and strengthened during the study of scientific concepts and investigations
- Demonstrate adequate knowledge of the fundamental principles of life science, earth science, and biology

SOCIAL STUDIES STANDARDS:

- Each student should be able to clearly articulate what is unique about his or her social place in the context of the larger world as it relates to class, age, race, ethnicity, gender, and nationality.
- Each student should be able to comment on the social structure of the Philadelphia community and how he or she fits into that structure.
- Each student should be able to identify cultural bias as it relates to his or her own beliefs and the beliefs of others. The issue of cultural subjectivity and bias should be addressed or dealt with in at least one media project during the student's career at New Media Technology Charter School.
- Each student should have a general understanding of popular cultural and religious mores and customs of peoples on every continent. For example, students should not only know that India contains large numbers of Hindu and Muslim people, but also the primary distinguishing qualities between these two major religions.
- Each student should have a small collection of media projects by the end of their senior year that addresses global issues that have cross-cultural implications, e.g. world hunger, neo-colonialism, affairs in the Middle East, war, "Westernization".
- Students should be able to isolate various cultures around the globe and articulate generally how those cultures have evolved over time.
- Each student should be able to compare the United States form of government with other governments in terms of ideologies, structure, institutions, and processes. Their analysis should also include comparisons with indigenous governmental systems in Africa, Asia, and Central/South America.

Strengths and Challenges

NMTCS's newly established administrative team, leadership team, Board of Trustees, and key staff members met to discuss student progress, assess the school's progress toward meeting the goals and conditions of the charter, and to prioritize areas in need of improvement. NMTCS's strengths, challenges, and areas of opportunity from the 2010-11 school year were as follows:

Strengths

Teacher Certification and HQT: We are pleased to have met the certification and HQT conditions. 85% of New Media's professional staff is certified by state standards and 100% of our core instructional staff meet the Highly Qualified Teacher requirements set forth in No Child Left Behind. Early staffing levels for 2011-12 indicate that this positive will continue into the upcoming school year.

Teacher Retention: The 2010-2011 school year saw a marked increase in teacher retention. Two teachers resigned during the 2010-2011 school year, a tremendous drop from previous years when teacher turnover was high.

Teacher Support: An instructional coach supported teachers in their daily practices. Teachers who were having challenges, those wanting to improve how they delivered instruction, or

increase the success of their students met with the instructional coach regularly to improve instruction, classroom management, project-based instruction, etc.

Project-Based Instructional Model: NMTCS embodies the legislative intent of Act 22 (The Charter School Law) by implementing a program that “encourages the use of different and innovative teaching methods.” Our project-based instructional model has been fully realized at the school. In visiting our website (www.nmtcs.net), you can see the depth of inquiry and scope of learning our students put into each project by watching video clips of students presenting their projects. To improve the Project Based Learning model, we have used professional development to enhance advisors’ ability to use project based learning in their classrooms.

Digital Multimedia (DMM): In 2010-11, we have integrated DMM throughout the curriculum at NMTCS. The DMM curriculum is designed to start with basic multimedia skills and increase student independence and responsibility while preparing them to complete senior projects and take self-paced online courses. DMM is a mandatory component of the academic program at all grade levels. Each middle school teacher used a promethean board to enhance learning and instruction. Grade 12 students used iPads to complete online coursework.

Enhanced Middle School Program: We have implemented a standardized curriculum that teaches both academic fundamentals and also introduces the high school’s project-based learning and digital multimedia foci. Students have been introduced to a higher level of technology through the use of Promethean Boards (Active Inspire Software which allows students and teachers to interact with the Promethean Boards) and interactive software, e.g. Holt-McDougal online textbook for science and social studies.

Leadership and Governance: Changes on the NMTCS Board of Trustees have brought expertise and a diverse skill set to our governance team. New members of the leadership team have helped to re-energize NMTCS’s mission and provide the varied expertise required for success as a school, including expertise in education, finance and accounting, public relations, community outreach, strategic planning, change management, etc.

Personal Learning Plans: We at NMTCS recognize that in order for learning to be effective, it must be "personalized." When learning is personalized, schools help students assess their own interests and talents, create a plan for achieving their personal goals, and demonstrate what they know and can do using a variety of tools and standards. Of course, all of this is done with the guidance and support of the teachers. It has been shown that when students feel personally connected to what they are learning, they become more engaged and self-motivated because school has a tangible meaning to them.

To help foster a personalized learning experience, all grade 12 students were assigned a mentor who worked with them to develop personal learning plans. The personal learning plans helped the students to articulate academic and personal goals, as well as direct learning experiences inside and outside of the classroom. These individualized plans allow students to display their individual strengths, interests and to better prepare them to be life-long learners.

The plans were periodically revised and updated. The personal learning plans empowered the students to reflect on and articulate that which was important to them, as well as structure their

learning and perspective. In addition, personal learning plans helped the students to develop time management skills.

Personal learning plans encourage students to take responsibility for their learning. Personal learning plans build students' confidence that their work will prepare them for leading successful adult lives. It is often the case that in a subject-based curriculum, knowledge of facts is often presented with no reference to the adult world. The use of personal learning plans allows students to align learning experiences in the classroom and in the community with their interests. When learning is personalized, students can readily answer the question, "Why do I need to know this?" NMTCS's goal for the 2011-12 academic year is that each student has a mentor and a personal learning plan.

Benchmarks: One area of improvement has been the use of benchmark tests to provide data to drive instruction. Meetings were held with teachers to discuss academic trends within the data to design and modify instruction so as to bolster student achievement. For the 2011-12 academic year, we will continue to train teachers on how to analyze and use student data to drive instruction.

Senior Projects: The Senior Project is designed to be the culmination of each student's academic experience in high school, highlighting the skills that they have learned and their ability to learn for themselves. It is a genuine opportunity for seniors to merge their various interests, passions, and curiosity with their academic lives at school. The project is a vehicle for seniors to demonstrate the fullest extent of the autonomy, complexity, and awareness they have learned throughout their academic career. The Senior Project is a course that integrates Math, Science, English, Social Studies, and Technology. The course represents one (1) full credit towards the graduation requirements. By law, all Pennsylvania high school students must complete a senior project as a part of their eligibility to graduate. The Senior Project allows the demonstration of those very skills and abilities which will be expected in the college and work sector. In addition, the structure of the senior project requires the independence, responsibility, and self-reliance necessary for success in life.

Penn Foster: NMTCS seniors participated in an online-learning curriculum that focused on math, English, history, and career electives. Through Penn Foster online learning courses, students received the following benefits: intervention for students who needed credit recovery, engagement for students wishing to take courses outside of the NMTCS programming, and an introduction to online learning.

Diverse and Successful Extra-curricular Program: For grades 9-12, New Media offers six interscholastic sports and seven after-school co-curricular activities during the year. The activities offered were as follows:

NMTCS offered the following PIAA Interscholastic Activities for boys and girls: Boys Varsity Basketball, Boys Junior Varsity Basketball, Girls Varsity Basketball, Winter Track, Spring Track, and Middle School Track. We had approximately 60 students at the high school level compete in these sports. The Girls Varsity Basketball team made it to the State Playoffs. Our boys and girls track teams were also very successful. Our boys team was the District 12 team champions and one of our students finished first in the Pennsylvania State Track Championship held at

Shippensburg University in May 2011. He is the first State Champion of any sport from NMTCS. NMTCS also offers the following after-school co-curricular activities: Chess, Engineering, Photography, African Dance and Music, Intramural Sports, and Fashion. Various students from grades 10-12 participated in a Mock Trial Competition sponsored through Temple University. For grades 5-8, students participated in our track program and did very well at the individual meets in which they competed.

College Connection for Science, Engineering, and Technology (CCSET): The College Connection for Science, Engineering, and Technology operates under Philadelphia Community College's Center for Science and Engineering Education. CCSET invites Philadelphia area high school students to their campus to engage in college level science and technology experiments. Six of our students were selected to participate in this program with their teacher. Along with the lab activities, the students built relationships with other high school students with their interests and received an increase awareness of career opportunities in the sciences.

Voices of Youth Anti-Violence Project and Film Festival: The Voices of Youth Anti-Violence Project has been a major outreach initiative for the U.S. Attorney's Office in which the focus of the program has been specifically on students and their views on violence. Students from various high schools within the Northwest region of Philadelphia. Members from such organizations as the Philadelphia Police Department, Federal Bureau of Investigation, Northwest Community Coalition for Youth, Philadelphia Center for Arts and Technology, and other organizations worked collaboratively within this program. The students who participated in this program produced videos and short films which conveyed a message about the impact violence has on student lives, their families, and the community.

National Honor Society: New Media Technology Charter School became a duly chartered and affiliated chapter of the National Honor Society (NHS) this school year. Membership is open to students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS. Students in the 10th, 11th, and 12th grades are eligible for membership. For scholarship criterion, a student must have a cumulative GPA of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's school and community, leadership, service, and experiences. A history of leadership experiences and participation in school or community service is also required.

Challenges

Our challenges are those that have become nearly universal concerns among urban schools. For example:

Students enter NMTCS below grade level: NMTCS receives a large percentage of students who start with us with serious deficiencies in language arts and mathematics. The challenge is to design a program that is more than remediation and that addresses those deficiencies that will manifest themselves in the realm of standardized tests and college entrance assessments. Our curriculum and educational approach strikes a "happy medium" between strengthening weaknesses and offering new and innovative instructional content.

Matching each NMTCS student with a Mentor: A long-range goal is to ultimately have each of our students guided by a mentor.

Opportunities for Improvement:

The following opportunities for improvement have been identified for school year 2011-12:

- (1) To raise student achievement in math, reading, writing, and science
- (2) To prepare students for success after graduation
- (3) To make Adequate Yearly Progress (AYP)
- (4) To create opportunities for increased parent involvement
- (5) To continue to recruit and retain certified and Highly Qualified Teachers (HQT) to ensure compliance with Act 22 and No Child Left Behind
- (6) To improve attendance and punctuality

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

NMTCS has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2008-09, this group met to develop our charter school renewal application, which serves as our five-year strategic plan. In 2009-10, we collaborated to meet our renewal conditions. A prime example of New Media's commitment to strategic planning was The Think Tank Initiative to gain consensus on a set of standards that New Media needs to consider in order to evolve the Digital Multimedia (DMM) and Project Based Learning (PBL) components of the academic program to a level of excellence. The team reviewed specific decisions, implications, and considerations that helped New Media orient and organize the DMM and PBL components of the program. During the 2010-11 academic year, there were ongoing meetings and professional development to ensure the implementation of the leadership team's recommendations. The committee developed the following recommendations.

Digital Multimedia

Teachers in all subject areas should receive ongoing professional development in technology integration throughout the year. Success of the DMM program is dependent on New Media's commitment to provide necessary equipment and hardware. Essential to the successful integration of DMM in the NMTCS curriculum is using instructors who can troubleshoot and interact with students and provide critical feedback. DMM teaching staff should be increased by six (6) people to facilitate instruction across all grade levels.

Project Based Learning (PBL)

The Think Tank Initiative team emphasized the importance of providing professional development for PBL implementation. There should be an identifiable lead advisor or point person per grade and time should be allotted for grade group “project meetings” during professional development. Advisors must be able to:

- Learn about principles of PBL
- Develop a collection of web-based PBL resources to support curricular planning
- Learn how to develop PBL activities to support curricular goals
- Learn to utilize technology in the planning, implementation, and assessment of PBL
- Develop techniques to help students effectively participate in PBL
- Plan a standards-based, technology-enhanced PBL project for classroom use
- Participate in an online collegial network and accountability system

Teachers can then use the Project Planning packet, which ensures that critical components of a project are in place before it begins. To allow time for troubleshooting and assistance before Student Exhibition Night, advisors will electronically submit weekly updates on project progress. Ample time must be allotted throughout the course of the day for students to work on projects during the “core” subject and DMM classes. The leadership team also suggested that projects not exceed 8 weeks, which would allow ample opportunity for in-depth projects, fine tuning, troubleshooting, presentation rehearsal, grading, and review prior to Student Exhibition Night.

Co-Curricular Activities

New Media students have expressed interest in working in the areas of music production, game design, filmmaking, animation, and photography. These co-curricular activities would contribute to the multimedia rich environment at NMTCS and could be facilitated during after school hours during the week and/or on weekends. There should be one club meeting per day of the week. Depending on their skill level, some staff members may be able to facilitate these multimedia-based after school clubs or New Media may hire consultants to work as facilitators.

Online & Distance Learning

Online learning refers to the use of the Internet as the key component of the educational environment. Websites deliver content and instruction in a variety of interactive formats. Learning is automated and study is often self-paced which requires self discipline to finish mandatory assignments. *Distance learning* is instruction that occurs outside of the traditional classroom where lessons are delivered by a variety of methods that include some

online, postal mail, and email. This instruction is usually given by an instructor who teaches and evaluates from a remote location.

During the 2010-11 school year, NMTCS began to integrate an online learning model. The school is progressively working toward integrating a distance learning model in the future. This year, NMTCS seniors took online courses through Penn Foster Virtual High School, one of the oldest and largest distance learning institutions. Penn Foster provides programs of study in a variety of courses including AP and Career Electives such as health services, business, legal studies, technology, trades, education, drafting, automotive and creative design. Penn Foster teachers are PA certified and the program also provides high school level credit recovery courses. Students worked independently and gained experience taking online classes.

Electronic Village

There are a number of opportunities for New Media to create a “digital community” that can reach out to parents, staff and students. Potential ways to develop such a community include: developing and promoting a New Media Social Network via Ning.com, redesigning and creating a user friendly, frequently updated and informative school website, and continuing the development of the school intranet system (Google Education Suite) with the addition of teacher blogs and forums.

Now that New Media has satisfied all the conditions of its charter renewal, this strategic planning committee will be charged with evaluating our current plan and developing the goals and strategies for the next four years of our charter. As the group meets over the next year, the school will develop a strategic plan to address the above areas as well as to increase parent involvement, increase extracurricular offerings, and expand the cultural infusion part of our mission and vision. For 2011-12, the group has developed an action plan for raising student achievement in reading and math to reach the Pennsylvania targets for student proficiency.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Best, Robert	New Media Technology Charter School	Administrator	CEO
Blakley, Shalimar	New Media Technology Charter School	Board Member	Board
Butler, Marcia	New Media Technology Charter School	Other	CEO
Carter, Marva	New Media Technology Charter School	Administrator	CEO
Fulton, Alonzo	New Media Technology Charter School	Other	CEO
Green, Albert	New Media Technology Charer School	Other	CEO
Knight, Shamika	New Media Technology Charter School	Ed Specialist - School Counselor	CEO

Long, Catrina	New Media Technology Charter School	Administrator	CEO
Marcelin, Pascal	New Media Technology Charter School	Ed Specialist - Instructional Technology	CEO
Parker, Donnataria	New Media Technology Charter School	Administrator	Board
Segers, Angela	New Media Technology Charter School	Ed Specialist - School Nurse	CEO

Goals, Strategies and Activities

Goal: Academic Performance

Description: In 2011-12, 78% of NMTCS students will score at or above proficiency on the math PSSA OR NMTCS will decrease the percentage of students scoring below proficiency by 10% per annum.

In 2011-12, 81% of NMTCS students will score at or above proficiency on the reading PSSA OR NMTCS will decrease the percentage of students scoring below proficiency by 10% per annum.

Strategy: Computer Assisted Instruction

Description: NMTCS will take advantage of a variety of online learning programs (test prep, credit recovery, dual enrollment, etc.) for students at all achievement levels.

Activity: Study Island

Description: New Media will renew licenses so that students for grades 5-8, and 11 are able to use Study Island, an on-line test preparation program specifically designed to develop students' skills in the areas of reading, writing, science and mathematics. All students will be assigned a password and a user ID so that they can access Study Island from any computer with internet capability. The classroom teachers, working closely with the computer science teachers and the head of Instructional Student Services will make sure that students worked on Study Island for an average of at least one hour per week during school hours from September to May. Study Island is aligned to the Pennsylvania Assessment Anchors.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Interventions for Students At-Risk for Educational Failure

Description: NMTCS will provide additional academic support to students who are identified as

at-risk for educational failure based on prior year's PSSA results and/or data from benchmarking assessment.

Activity: After School Tutoring

Description: After school tutoring is available Monday through Friday for one hour for all subjects. Students who need assistance with math or reading will be referred to this tutoring program.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday PSSA Skills Academy

Description: Struggling students will be referred to the ten-week Saturday Skills Academy held in the spring prior to PSSA testing. During these 3 hour sessions, staff will work with all students who attend in small group and whole group interactive sessions to reinforce the concepts deemed most important in the areas of reading comprehension and fundamental math concepts.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 1/7/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Ongoing Monitoring of Student Progress

Description: NMTCS will frequently assess students on math and reading benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet students' needs.

Activity: Analysis of Student Data

Description: The Instructional Student Service Manager will coordinate benchmark assessments, analyze student assessment data, and manage the school's various intervention services (e.g. CSAP, Saturday Academy, tutoring).

Person Responsible	Timeline for Implementation	Resources
Best, Robert	Start: 9/7/2011	-

Finish: 6/4/2014

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	10	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Media Technology Charter Sschool	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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~ Using technology in the classroom.
 ~ Understanding data driven instruction and using the data to design lesson to best meet the needs of all learners.
 ~ Develop the ability to determine the skills and information students have mastered and which areas require additional instruction and intervention.

Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" identifies six roles for data: (1) improving the quality of criteria used in problem solving and decision making; (2) describing institutional processes, practices, and progress in schools and districts; (3) examining institutional belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring implementation of changes; and (6) accountability.

Johnson's and others' research have found that there is significant improvement in students' test scores if teachers are trained in effective data analysis.

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) • Elementary (grades 2-5) • 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 • Journaling and reflecting 	<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:* Local Benchmark Assessments**

Description: NMTCS will administer local benchmark assessments (4Sight and MAP) at regular intervals and provide data to teachers promptly in a usable format. The teachers will then use the data to modify instruction to meet the needs of students at various academic levels.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Activity:* Personal Learning Plan Meetings**

Description: In November, the instructional staff will meet with every parent to reiterate NMTCS' commitment to student improvement. These meetings are called Personal Learning Plan Meetings. The goal of the meetings is to discuss student progress with the parents and student present in order to establish learning goals that can be attained through working diligently at home and at school. Parents will work with the staff to make sure that required additional writing, reading and math requirements (as stated in the Personal Learning Plan), aside from homework, are completed.

Person Responsible Timeline for Implementation Resources

Best, Robert	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Complete

***Strategy:* Test Preparation**

Description: Provide explicit test preparation to all students to increase familiarity with PSSA and provide them with opportunities to show their mastery of math, reading, writing, and science content.

***Activity:* Implementation of Essential Skills Sessions**

Description: For the 2011-2012 academic year, students for grades 5-8, and 11 will have a daily

PSSA instructional period where teachers will use different supplemental materials (e.g. PSSA Coach) based on the results from benchmark assessments. This includes essential skills training in science as well as reading and math.

Person Responsible Timeline for Implementation Resources

Best, Robert	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: New Media will renew licenses so that students for grades 5-8, and 11 are able to use Study Island, an on-line test preparation program specifically designed to develop students' skills in the areas of reading, writing, science and mathematics. All students will be assigned a password and a user ID so that they can access Study Island from any computer with internet capability. The classroom teachers, working closely with the computer science teachers and the head of Instructional Student Services will make sure that students worked on Study Island for an average of at least one hour per week during school hours from September to May. Study Island is aligned to the Pennsylvania Assessment Anchors.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Academic Performance - All Subjects

Description: Math Goals:

2010-11: 67% of our students will score or above proficiency; or decrease the percentage of students scoring below proficiency by 10% or by achieving our designated PPI score.

2011-12: We will meet the following academic goals in math for 78% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10% or by achieving our designated PPI score.

Reading Goals:

2011-12: We will strive to make AYP by achieving 81% of students scoring at or above proficiency in reading; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated PPI score.

2012-13: We will strive to make AYP by achieving 91% of students scoring at or above proficiency in reading; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated PPI score.

2013-2014 We will strive to make AYP by achieving 100% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated PPI score.

Science Goals:

In science, we will meet PA State Science PSSA goals for grades 8 & 11 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

Strategy: Data Driven Instruction

Description: NMTCS teachers will disaggregate data to identify strengths and weaknesses. In addition, teachers will use the summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Data Analysis - Professional Development

Description: NMTCS staff will receive professional development on disaggregating data to identify specific areas of students' needs. They will also develop strategies for using data to drive instruction in their classes.

Person Responsible	Timeline for Implementation	Resources
Fulton, Alonzo	Start: 8/18/2010 Finish: 6/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Media Technology Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
- Understanding data driven analysis - Ability to use data to determine what skills and information students have mastered and which areas require additional instruction and intervention	Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" identifies six roles for data: (1) improving the quality of criteria used in problem solving and decision making; (2) describing institutional processes, practices, and progress in schools and districts; (3) examining institutional belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> 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

implementation of changes; and (6) accountability.

Johnson's and other's research have found that the significant improvement in students' test scores if teachers are trained in effective data analysis.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities Evaluation Methods

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 	<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 • Benchmark (4-Sight Assessments)

- work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: Not Started — Overdue

Strategy: Expand Instructional Resources

Description: Expand instructional resources, presentation tools, and pedagogical approaches (meta-teaching and process oriented instruction)

Activity: Teaching Tools

Description: Expand access to interactive teaching tools: increase number of Interactive boards, digital projectors, ELMO projectors, and interactive hand units, flip cameras, digital cameras, speakers, mics, recording devices

Person Responsible Timeline for Implementation Resources

Marcelin, Pascal	Start: 8/1/2011 Finish: Ongoing	\$9,900.00
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Status: Not Started — Overdue

Strategy: Performance Based Assessments

Description: Assess students' mastery of academic objectives by alternative methods. Teachers can use performance assessment (e.g. presentations, performances, projects, etc) to obtain a much richer and more complete picture of what students know and are able to do.

Activity: Performance Based-Assessments - Professional Development

Description: Teachers will receive training on designing and implementing performance based-assessments that are correlated with state standards.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Best, Robert	Start: 8/17/2010	-

Finish: 6/30/2014

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Media Technology Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1) Design performance based assessments correlated to the state standards.</p> <p>2) Create and use rubrics to determine level of mastery.</p> <p>3) Assess a wider range of student learning competencies.</p>	<p>The US Department of Education states, "they [performance based-assessments] require students to actively demonstrate what they know...and a more valid indicator of students' knowledge and abilities." The assessments are also aligned with NMTCS's mission and vision to provide project-based and technology infused learning environment.</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>.
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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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

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 • Student Portfolios 	<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. • Classroom student assessment data • Portfolio • Presentations (NMTCS student project presentations)

Status: Not Started — Overdue

Goal: Academic Performance - Writing

Description: We will meet PA State writing PSSA goals for grades 5, 8, and 11 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

Strategy: Align Lesson Plans with Core Standards

Description: Develop lesson plans that are aligned with the PA Core Standards.

Activity: Writing Across the Curriculum — Professional Development

Description: Teachers will learn how to integrate writing projects in their content areas. They will learn how to use the PSSA writing rubric to evaluate students' writing.

Person Responsible	Timeline for Implementation	Resources
Best, Robert	Start: 8/16/2010 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

New Media Technology Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>- Teachers will learn how to incorporate writing in different projects and assignments in their classroom.</p> <p>- Teachers will learn how to use the PSSA writing rubric to evaluate students' writing.</p>	<p>Research has shown that writing is a valuable learning tool that can help students synthesize, analyze, and apply course content (http://owl.english.purdue.edu/handouts/WAC/). By incorporating writing across the curriculum our students will gain valuable writing skills while also gaining content knowledge in other subjects.</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
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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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

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 	<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
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Status: Not Started — Overdue

Goal: Community Involvement

Description: The community will actively participate in the school. The school will host at least one Community Open House. The number of internship partners and mentors will increase over year prior.

Strategy: Project-Based Learning

Description: Project-based learning helps make learning relevant and useful to the students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills. Many of the skills learned through project-based learning are those desired by today's employers, which include the ability to work well with others, make thoughtful decisions, take initiative, and solve complex problems.

Activity: Performance Based-Assessments - Professional Development

Description: Teachers will receive training on designing and implementing performance based-assessments that are correlated with state standards.

Person Responsible	Timeline for Implementation	Resources
Best, Robert	Start: 8/17/2010 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Media Technology Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Design performance based assessments correlated to the state standards. 2) Create and use rubrics to determine level of mastery. 3) Assess a wider range of student learning	The US Department of Education states, "they [performance based-assessments] require students to actively demonstrate what they know...and a more valid indicator of students' knowledge and abilities." The assessments are also aligned with NMTCS's mission and vision to provide project-based and	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification

competencies.

technology infused learning environment.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)

- Principals / asst. principals
- Other educational specialists
- High school (grades 9-12)

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 • Student Portfolios 	<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. • Classroom student assessment data • Portfolio • Presentations (NMTCS student project presentations)

Status: Not Started — Overdue

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 School Improvement for NMTCS has been completed and submitted to Intermediate Unit #26. It is currently being reviewed. NMTCS has not yet received confirmation of its approval.

Statement of Quality Assurance - Attachments

- NMTCS School Improvement Plan 2011-12
- NMTCS Assurance of Quality and Accountability 2010-11

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

NMTCS endeavors to give all of its students a superior preparation for post-secondary education, increase their employability, and enhance their sense of self-reliance and self-esteem. The extensive use of cross-curricular projects as a primary educational tool, in conjunction with the greater degree of student-teacher interaction and collaboration, and marketable skills in digital multimedia technology, give our students a much better chance of accomplishing these goals.

CURRICULUM

General Framework

NMTCS has a general curriculum framework containing key components that must be a part of every project. The primary project designers are students guided by the direction of the teachers to make certain that they have incorporated selected PA standards and benchmarks into the development of their projects. New Media has developed the New Media Technology Charter School Curriculum and Instructional Planning Guide that is designed to provide guidance to the staff at NMTCS regarding subject matter content, instructional processes, assessment, and project design. The aim of using the guide is to facilitate responsible teaching for maximum student achievement. The guide is a compilation of information extracted from various sources including the School District of Philadelphia and the Pennsylvania Department of Education.

The curriculum guide is divided into four sections: I) Guiding Principles and Pedagogical Concepts, II) Standards and Competencies, III) Assessment Practices, IV) Digital Multi-Media, V) Putting it all Together.

Section I: Guiding Principles and Pedagogical Concepts begins with a premise that there are certain skills and dispositions that graduates should possess to contribute to their success in the future. A chart called "Backwards Mapping" lists 10 skills that a student will be proficient in upon graduation, and 10 dispositions or inclinations likely to be demonstrated by a NMTCS graduate by virtue of attending this school. These skills and dispositions serve as the philosophical underpinning of all decisions relative to curriculum, instruction and assessment. Next are the Teaching Guidelines for reinforcing each skill and disposition. These guidelines are intended to assist advisors when making decisions about what and how to teach. The skills imply that teaching at NMTCS is based on an inquiry and demonstration method, designed to foster active learning, rather than a "chalk and talk," textbook based, traditional model of teaching. Both the skills and dispositions presented in our curriculum guide imply that learning at NMTCS is not a passive process. Students will be very active in both the pursuit of knowledge and the application of concepts learned. The skills and dispositions are intended to support the idea that in a project based school, teaching, learning, and assessment should be different from what is experienced in a traditional school.

After the teaching guidelines come various charts and lists designed to serve as reminders of generally accepted pedagogical principles that have influenced the teaching profession. The Bloom's Taxonomy chart is a reference to remind teachers of the hierarchy of thinking skills and the question cues associated with each level. The expectation is that teachers will use the Bloom's chart when constructing the language of their assignments and assessments to make sure that they are intentionally aiming to include prompts from the higher ends of the chart so students will be prompted to think more deeply and critically. A listing of Howard Gardner's Multiple Intelligences comes next, provided to help staff vary their approaches in reaching students based on how each student learns and processes information. A three-column chart comparing Traits of Struggling along with Bright and Gifted Learner is included to stimulate thought regarding teaching transformations that need to occur to move students beyond the struggling category. A sheet containing the 5 E's of Effective Lessons is included to remind teachers that all lessons must be carefully designed to provide an introduction, a teaching component, and an evaluation component. Failure to begin and end a lesson strongly and failure to build in practice opportunities and guidance time result in a disjointed and incomplete learning experience for the learner. The final teaching aid in this section of the document is a chart listing and describing Best Practice in thirteen areas. This list provides a good starting point for thinking about the learning environment and how it supports or hinders student progress.

Section II: Standards and Competencies contain listings of standards and competencies that serve to measure student achievement. Lesson plans and project descriptions reference the standard(s) that are to be reinforced. NMTCS teachers will have to become familiar with the standards for their area of specialty, along with the standards for technology and literacy, since reading, writing, speaking, and listening are cross curricular.

Section III: Assessment Practices includes strategies for varied methods of assessment including the use of rubrics, journaling, essays, models, presentations, computer aided assessments, and tests. This section also delves into the connection between quality instruction and high performance on standardized testing.

Section IV: Digital Multimedia. The DMM curriculum is designed to start with basic multimedia skills and increase student independence and responsibility while preparing them to complete senior projects and take self-paced online courses. DMM should be a mandatory component of the academic program at all grade levels for it to be truly integrated throughout the curriculum at NMTCS. Teachers in all subject areas should receive ongoing professional development in technology integration throughout the year. Success of the DMM program is dependent on NMTCS's commitment to provide necessary equipment and hardware.

Key elements of DMM include graphics and design, audio production, video production, text manipulation, as well as web development and interactivity. Students gain hands-on experience executing projects preparing them for a professional environment and build an effective portfolio improving their ability to create through web design, interactive development, video composition, audio production, new media theory and animation. The DMM program is designed to teach, apply, reinforce and build upon the basic skills necessary for students to become proficient in the key elements of DMM.

Section V: Putting It All Together: Implementing Project-Based Learning with Technology begins with guidelines for project-based learning, followed by a project template for students in each grade. By the time most students reach high school, they will have done many projects of varying lengths and complexity, from an elementary grade level shoe box diorama, to a middle school science project done on tri-fold display boards. To some students, a project will imply an opportunity to be creative, combining artwork with technology, while to others, project may imply hours of research culminating in a college style term paper. At NMTCS, a project-based learning school, traditional "pen and paper" types of assessments are few, replaced instead by sophisticated and elaborate demonstrations showing that key concepts from multiple content areas have been learned and can be applied. Here, the process of learning facilitates the investigation of "big ideas" with the test of understanding being observed through some final product or activity that shows how a concept is used. Projects are usually designed to examine a theme with an overarching or "essential question" serving as the anchor for all investigations. In order for the instructional staff to prepare to embark on project-based learning, they are presented with the following questions:

- What is the "value added" in students doing a project for whatever concepts are being taught?
- How will you teach and assess differently so that students are able to produce quality work and engage in sequential activities and assignment leading up to the project's culmination?
- What criteria will teachers use to establish as non-negotiable requirements for students in the process of working on projects, particularly relating to the use of technology and to meeting deadlines?
- How will expectations regarding project quality and rigor grow as students move from one grade to the next?
- What assurances will be in place that all projects and the series of activities and assignments leading to the final project reinforce State standards and other policies and mandates governing teaching?
- What are some of the things that staff in a project-based school need to know, to do, to think about that staff in traditional schools might not need to consider as strongly?

Any hesitation or uncertainty in answering any of the questions above signals the need for professional dialog and ongoing professional development to result in greater success in implementing project based learning.

MIDDLE SCHOOL- New Core Curriculum

NMTCS redefined their core curriculum for middle school students in the areas of Math, Science, Reading and Language Arts, Social Studies, and Technology. The new core curriculum framework provides details on the topics and essential understandings necessary to meet the standards as well as resources and suggested activities/projects and assessment anchors for each standard. Infusing technology throughout the curriculum, NMTCS requires students to complete projects using some form of technology in every course area. The refined curriculum is expected to prepare NMTCS middle school students for the rigorous expectations they will be expected to meet in the high school curriculum.

Teachers use projects throughout the year at every grade level. Each course has a “Year in Review” final project where the students use the tools they have learned throughout the year to complete an individual or group project.

Following are some of the projects in each subject area:

Math: In math, students use computer applications to enhance their understanding of mathematical concepts. For example, students use websites to learn about tessellations, Microsoft Excel to create charts and graphs, or 3D software to create models. Fifth graders use computer graphing software to create a set of graphs showing how some ecosystem has changed over time. The sixth grade final project involves using 3D software to create a model that represents a geographic land form. Seventh graders complete an interior design project, converting actual measurements to scale to design and create a “dream bedroom”. The eighth grade final project involves gathering binomial data from scientific observations to create graphic representations.

Science: Science is a course area where Project-Based Learning can thrive as students in every grade complete several projects throughout the year. Middle school students at NMTCS have the opportunity to complete interesting science projects at the end of every year:

5th: Design an Amusement Park- Design two rides using information learned during FOSS Variables. Power at least one ride with solar energy and explain how you will capture and convert this energy. Draw a map of your amusement park and explain how it is an ecosystem (how do the parts function together to create the whole?).

6th: Design a Planet- Imagine you are an astronomer who has discovered a new Earth-like planet. Create a model and/or topographic map of the planet that describes the landscape and environment of this planet. Describe life on this

planet. Then pretend that there is a disruption to these environmental conditions (e.g. a larger meteor strike or burn-out of the sun) - describe how this would affect the environmental conditions of the planet and how these environmental changes would affect the planetary ecosystem.

7th: Use a computer to demonstrate how a change to a population of animals or plants in an ecosystem could lead to a change in the world's climate, or vice versa.

8th: Design and perform an investigation into changes in properties of matter as energy is added to or removed from that matter. How does the addition or removal of certain types of energy change the observable properties of different types of matter?

Reading /Language Arts: Projects are also an integral part of the reading and language arts curriculum. Students at each grade level complete several projects throughout the year followed by a large end of year project. Fifth graders create a story board, write a commercial and write a fictional account of a child's life in Ancient Egypt. Sixth graders use the internet to go on a citation hunt, create an advertisement, and create a fictional narrative that is published on the internet. Students in the seventh grade self-publish a Teen magazine, make a City Guide for kids, complete an oral storytelling project and create a video story to tell a folktale they write and publish it on the internet. Among other things, eighth graders write a suspense story, short stories and sitcoms, create a Romeo and Juliet Newspaper, and modernize "A Christmas Carol".

Social Studies: NMTCS's social studies curriculum truly conforms to the Project Based Learning model. Students in all grades complete several projects throughout the year, culminating in a final large project. Examples of the projects planned for each grade follow:

5th Grade: Create a Microsoft Word news advertisement to attract settlers to the PA colony; reenact a traditional slave auction and create a slave personal and journal; and as a final project, create presentation (PowerPoint or other) on some aspect of the European influence on the "new world," and some aspect of the Western world's influence on Europe.

6th Grade: Create a shoebox culture capsule of their region; create a travel piece for Canadian Geographic; create a presentation on the connections between East and West in the years leading up to the founding of America. Explore the importance of trade and conquest as they drove countries and peoples into new forms of contact.

7th Grade: Working in pairs, research and present a TV style interview of a famous Greek; construct an aqueduct; create graphic organizers illustrating connections/relationships between the Three Great West African Kingdoms; participate in a mock peace conference, acting as diplomats for countries

involved in the origins of WWI; create a webquest for students to learn about some type of trade between China, Japan, or India and America.

8th Grade: reenact a traditional slave auction and create a slave personal and journal; after using the internet to research, write and perform original Buffalo Soldier songs; use available technology to design and create a product that reflects their understanding/ideas/opinions about the 1960s; Create a project that explains how the population of Harlem changed in the early 20th Century and how it led to changes in some art form or some aspect of culture that we see around us today.

Technology: Media students also take technology classes throughout middle school covering a variety of thematic units and increasing their understanding of the technical skills necessary to complete other coursework and provide a base for their high school curriculum. The technology curriculum covers a variety of themes throughout the grade levels.

5th Grade: In fifth grade students at New Media are introduced to basic computer skills as well as internet and word processing. The fifth grade technology course also introduces students to the use of technology in math, reading, vocabulary, writing, and language arts. Starting in the fifth grade and continuing throughout middle school, students learn about using technology in business development and in presenting information. Fifth graders conclude their technology course with a project working in pairs and small groups to research trends in the use of computers and predict the next big change in the use of computers.

6th Grade: In sixth grade, while building on all the skills introduced the previous year, students are introduced to web programming (FrontPage, Website Design, HTML, and Microsoft Publisher). For the sixth grade final project, students work in pairs or small groups to research and create a presentation on how they and their families use computers in their lives.

7th Grade: Seventh graders continue to learn about all the previously mentioned themes, developing more advanced skills in each area. For the seventh grade final project, students work in pairs or small groups to research and develop a presentation on how they might use computers to solve a problem that they currently face.

8th Grade: By the eighth grade, students are expected to have a solid grasp on all the basic computer skills and they begin to learn more advanced skills such as installing, configuring, maintaining, and troubleshooting hardware (storage devices, power supplies, processors, memory, adapter cards, cooling systems, motherboard, and peripheral devices). They continue to learn more about business development including technology in the workplace, marketplace analysis, gaining employment and writing business plans. As their final

technology project, eighth graders work in pairs or small groups to research and develop a presentation on how they might use computers to solve a pressing problem people in their community or around the world are currently facing.

IN-DEPTH & INQUIRY-BASED TEACHING AND LEARNING

We at NMTCS are strongly committed to “Project Based Learning” as the preferred approach to instruction. Project Based Learning brings together intellectual inquiry, rigorous real-world standards, and student engagement in relevant and meaningful work. It is a comprehensive instructional model in which project work is central to student understanding of the essential concepts and principles of the disciplines. It is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single subject in one classroom to year long, interdisciplinary projects that involve community participation and adults outside the school. More important than the definition itself are the attributes of effective projects. We at NMTCS push our students to create and carefully plan projects of distinguished caliber. To obtain outstanding projects from students, NMTCS have outlined the following criteria:

- Recognize students' inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process
- Engage students in the central concepts and principles of a discipline. The project work is central rather than peripheral to the curriculum
- Highlight provocative issues or questions that lead students to in-depth exploration of authentic and important topics
- Require the use of essential tools and skills, including technology, for learning, self-management, and project management
- Specify products that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning
- Include multiple products that permit frequent feedback and consistent opportunities for students to learn from experience
- Use performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge
- Encourage collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results

ACCELERATING SKILLS OF STUDENTS PERFORMING BELOW STANDARDS

The philosophy of New Media Technology Charter School is that all children can learn, and we implement accommodation strategies in class and school-wide to assist students who do not perform at levels of academic proficiency. While maintaining high expectations for our entire school population, student capability will be determined by a wide range of performance tests and formal/informal assessments (i.e. student-designed projects through rubric assessments, participation in cooperative groups, norm-referenced and standardized tests, and service learning projects). These evaluations will provide the necessary baseline data to develop an intervention plan that will directly address the needs of any student who is facing academic challenges. NMTCS believes that every student should have high quality support available to ensure his or her academic success. This support takes various forms:

Learning Support Team: The Learning Support Team will provide an opportunity for students to receive help from his/her teachers and other professional educators during or before/after school hours. Students will be asked to meet with the LST if the student needs additional support. Students may also ask a teacher for additional assistance if they feel they need help. There is an established tutoring schedule — for core content areas.

Computer Assisted Instruction: NMTCS provides several opportunities for students to gain additional instruction through computer-based instruction. Programs will include Study Island in 2011-12.

Saturday Academy: NMTCS introduced the Saturday Academy which serves students in grades 5-8 and 11. In this 3-month program students master foundational concepts and learn test taking strategies in a small-group environment.

After School Tutorial: NMTCS provides after school support two times a week for students with the subject teacher.

Comprehensive Student Assistance Process (CSAP): CSAP is the process by which New Media Technology Charter School identifies students who demonstrate barriers to learning due to academics, behavior, and/or attendance. Through CSAP, barriers are removed by accessing school based and community based resources. CSAP is a three tiered (Tier I, Tier II, Tier III) process. CSAP begins at Tier I in which the focus is upon groups of students experiencing classroom challenges. The second tier of CSAP (Tier II) focuses on supporting individual students who have not met with success following Tier I goals and procedures. The third tier (Tier III) is initiated when students have made little or no improvement following individual support at the second tier. Tier III is the final tier in the process. At Tier III, students are referred for a multidisciplinary evaluation for additional school based and/or community based support, i.e., IEP, Behavior Contract, Mental/Behavioral Health Services.

PROFESSIONAL DEVELOPMENT

All NMTCS teachers participated in a range of professional development sessions throughout the school year. A two-week orientation in August was designed to (1) familiarize everyone with the essential philosophy and structure of the New Medial learning community, (2) review the operating procedures that were critical to maintaining a quality educational institution, (3) announce advisory and instructional assignments and review schedules, (4) conduct participatory workshops that lead to greater understanding of the instructional model, (5) engage in activities and experiences aimed at building a community, (6) prepare staff to promote and implement the key concepts of the educational program, and (7) review collective program goals established for the 2010-2011 school year, (8) PowerTeacher and technology training.

Regular professional development sessions throughout the school year focused on topics including:

- Developing and Working in Collaborative Groups
- School Event Planning
- Technology/Multi-media based learning
- Grading System
- Report card comments and parent/teacher conferences
- Safety and Emergency Procedures
- Inspiring Students
- PSSA Preparation
- Classroom Management
- Project Based Learning Behavior Models
- Differentiated Instruction
- Student Data Analysis
- Effective Writing
- Grant Writing

In 2011-2012, the primary focus of the professional development will be instruction, analyzing student data, using technology, and project-based learning.

Rigorous Instructional Program - Attachments

- NMTCS INDUCTION APPROVAL
- NMTCS PD PLAN APPROVAL

English Language Learners

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To date, no ELL students attend NMTCS. NMTCS's ELL policy for 2011-12 is attached. This plan includes all elements of the BEC including statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

NMTCS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, Principal/ESL Coordinator input, and CSAP plans.

The NMTCS's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing
2. Ensure an effective and meaningful participation in regular education
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment

A copy of the Accuracy Statement from the submission of the LEP-LEA report is also attached.

English Language Learners - Attachments

- NMTCS LEP PIMS ACS 2010-11
- NMTCS ELL POLICY
- NMTCS LEP System Report 2010-2011

Graduation Requirements

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NMTCS graduated its fourth senior class in 2011-12. Students who graduate from NMTCS must complete a minimum of 22 credits in mandatory courses, pass the Senior Project, and complete 200 hours of community service to qualify for a diploma.

Credit Recovery: Among the 22 credits must be 4 credits in English, 4 credits in Social Studies, 3 credits in Mathematics, 3 credits in Science, 2 credits in World Language, 1/2 credit in Physical Education, 1/2 credit in Health, and 5 credits from the approved electives offered in World Language, Digital Technology, and Music/Art.

Senior Project: In addition to the above requirements, all seniors must successfully complete a comprehensive Senior Project to graduate. The NMTCS Senior Project is in compliance with the state of Pennsylvania regulations in Chapter Four of the School Code. The project is monitored closely by project managers, mentors, and project panelists. The procedures relating to this requirement are explained in detail to students beginning in the spring of their junior year and repeated in the senior year.

All graduating students must be in good standing pertaining to all school rules, regulations, policies and administrative expectations at the time of graduation in order to participate in graduation ceremonies and/or senior class activities

Special Education

NMTCS, in compliance with IDEA, is committed to providing all students with disabilities the Least Restrictive Environment. The Inclusion Model allows students with exceptionalities to receive special education or related services. The goal of New Media Technology Charter School's Inclusion Model is to challenge every student to work at his/her own pace while participating in a community of their peers. The Inclusion Model involves the collaboration between the student's teachers and the Special Education teachers. The goal of this collaboration to differentiate instruction and provide effective learning support is not only beneficial to the student with exceptionalities but is also beneficial to all learners in the NMTCS learning community. Students who are experiencing difficulties are identified via our Comprehensive Student Assistance Process (CSAP). Teachers prioritize the students based on the severity of their concern and implement interventions to support students. These interventions have included recording vocabulary words, reading text passages into a recorder, identifying websites that reinforce concepts, analyzing tasks and breaking them into smaller components, working in small groups, assigning an associate teacher (a high achieving student) to tutor, or after school learning support with a teacher.

Teachers may work together to design strategies for supporting students if the classroom level strategies were unsuccessful. Teachers had opportunities to meet in grade groups to discuss what worked for students and to share successes or concerns. Students who continued to experience difficulties were informally assessed to better determine academic strengths and

weaknesses. Students were referred to our CSAP team. The CSAP team was comprised of a school counselor, teachers, administrators, and parents who worked with small groups or individuals to help them specific concerns or on-going problems. Meetings were held with parents and when necessary, students were formally evaluated by our school psychologist to determine if there was a need for specially designed instruction. Our special education teachers monitored the support process and work with our students and monitor their IEPs. The special education teachers also worked with support personnel such as the speech therapist to monitor related services. All students had equitable access to every aspect of the school program. It is recognized that central to the management of students with exceptionalities is staff and parent training. NMTCS provides professional development to staff on best practices and methods to effectively teach exceptional learners. Staff articulation meetings are held bi-weekly to provide continual assessment of student performance and to evaluate program effectiveness.

To meet the individual needs and requirements specified in each individual IEP, the Special Education teachers provide direct support within the classroom as well as in small group settings. Ancillary services such as speech/language support and psychological testing are provided as necessary. Students have access to computer-assisted instructional programs such as Study Island and other educational websites for various content areas. These programs supported individualized instruction with documented reports for engagement and progress.

Special Education - Attachment

- NMTCS SPecial Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stanley Smith	1.0	Itinerant/Resource	NMTCS-High School & Middle School	28	NA
Amanda DeSantis	1.0	Itinerant/Resource	NMTCS-High School & Middle School	35	NA

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Shamika Knight, Special Education Coordinator	New Media Technology Charter School	.25
Robert L. Best, Special Education Administrative Support	New Media Technology Charter School	.1
Donnamaria Parker, Special Education Administrative Support	New Media Technology Charter School	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult	Speech Therapist	1 day a week
Catapult	Psychological Services	As Needed
Rachel Clark	Audiology	1 time each month

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA -- Reading & Math	No	No	No	No	No	Yes
PSSA -- Writing	No	No	No	No	No	Yes
Study Island	No	No	No	No	No	Yes
4Sight	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA -- Math & Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No
PSSA Writing	No	No	Yes	No	No	Yes	No
Study Island	Yes	Yes	Yes	No	No	Yes	No
4Sight	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

Preliminary examination of raw test data indicates that in [2010-2011](#) 22.9% of New Media students scored proficient or better in mathematics PSSA. This represents an 7.6% decrease from [2009-2010](#). Preliminary data indicates that 43.6% of NMTCS students scored proficient or better on the reading PSSA in 2011. This represents a 2.2% decrease from 2009-2010.

In 2010-11, NMTCS administered the 4Sight Benchmark Assessment in grades 5-11. To measure outcomes, NMTCS relies on a combination of data provided by such instruments as the PSSA, 4Sight, and Study Island.

Teachers at NMTCS used assessments in a diagnostic fashion to better understand what students do or do not know and instruction is planned based on assessment results. Based on ongoing diagnostic assessments, the teaching methodologies and

approaches were adapted to focus on changing student needs. Teachers set up tutoring for the core content areas and instruction was adapted. Student progress was monitored in mathematics, science, and English using skills tests, chapter tests, and performance tasks. Teacher-based assessments were used in the area of social studies. In addition, teacher and student created rubrics were utilized for the assessment of projects. Exhibitions of student learning as a culmination of projects provided an additional method of evaluation.

In 2011-12, teachers will receive professional development on how to incorporate PA Standards Aligned curriculum into their instructional practices.

During the 2010-11 academic year, NMTCS used 4Sight Benchmarks Assessment (4Sight) to predict student performance on the PSSA. The benchmark assessments were administered four times throughout the year. 4Sight provides information on specific PA Standards and sub-skills, which guided classroom instruction and professional development efforts. In 2011-12, along with the benchmark assessments, Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and Group Read Assessment and Diagnostic Evaluation (GRADE) will be used to identify math and reading levels for students in grades 5-12. This will help us to determine individual student reading and math levels, as well as design instruction to address their needs.

Middle school students, Special Education students, and grade 11 students at NMTCS have access to *Study Island*, an on-line test preparation program, that is specifically designed to develop students' skills in the areas of reading, writing, science and mathematics. All students in grades 5-8 and 11 were assigned a password and a user ID so that they could access Study Island from any computer with internet capability. The classroom teachers, working closely with the computer science teachers and the test coordinator, to make sure that students worked on *Study Island* for an average of 2 hours per week during school hours.

In [2010-2011](#) NMTCS provided a PSSA course in the fall semester for students grades 5-8, and 11. Teachers used varying supplemental materials from the PSSA Coach Curriculum to help students improve Reading and Math scores. Additionally, the anchors to be emphasized in this course were determined based on the analysis of the 4Sight, Study Island, and previous year's PSSA results.

The data from these benchmark assessments are used to identify students in need of additional interventions. Interventions will be provided through our Saturday PSSA Skills Academy (January to March). Struggling students will be referred to the nine week Saturday PSSA Skills Academy held during the spring session prior to PSSA testing. During these 3 hour sessions, staff will work with all students who attend in small/whole group interactive sessions to reinforce the concepts deemed most important in the areas of reading comprehension and fundamental math concepts.

In alignment with our unique mission and instructional method — and in addition to the various assessments above — advisor/student-created rubrics are utilized for the assessment of project. Exhibitions of student learning as a culmination of projects provided an additional method of evaluation. Teacher observations and surveys helped identify topics for individual support of teachers and professional development.

NMTCS is committed to differentiating instruction for all students. Our commitment is to provide personalized instruction for each student. Inherent in our overall project-based instructional program are aspects that lend themselves to the support of at-risk students and those not making progress. The teachers at NMTCS provide one-to-one tutoring 1-2 days a week for those students requiring additional support. Also, students are encouraged to attend study groups and peer tutoring. In 2010-11, the Saturday PSSA Skills Academy provided targeted instruction for students in reading and mathematics.

Student Assessment - Attachments

- NMTCS 2010-11 PSSA Student Data
- NMTCS AYP Report Packet 2010-11
- NMTCS AYP School Status Report 2010-11
- NMTCS PSSA Student Results DRC 2010-11

Teacher Evaluation

Teacher Evaluation

Teacher assessment for the 2010-11 school year included formal and informal evaluations and observations. The formal evaluations were conducted by Donnamaria Parker (CEO) and Robert L. Best, Education Director. Catrina Long (Middle School Administrator) and Marcia Butler (Instructional Coach) conducted informal observations. At least one formal evaluation was conducted for each teacher with the teacher receiving a written summary of the observation. The formal evaluation was followed by a meeting with the teacher to discuss and share strategies for improvement/enhancement. As such, NMTCS's teacher evaluation plan is aligned with the Pennsylvania Department of Education guidelines for the evaluation of teachers, as follows:

- Each teacher receives a written summary of the observation and a follow-up meeting is arranged to discuss the evaluation and any concerns that arise from it
- The evaluation process is performance based
- The teacher will be supported in developing a Professional Learning Plan that outlines strategies for continuous improvement and reflection

The performance summary provided to teachers post-observation included various aspects of responsibilities associated with instructional leadership at New Media Technology Charter School including certification, attendance, overall evaluation ratings,

professionalism, submission of reports, technology education, professional development, participation/contribution in school leadership, attending conferences and/or workshops, and the facilitation of co-curricular activities.

Additionally, while NMTCS uses its own teacher observation forms, teachers wishing to convert their Instructional I certificates to Instructional II certificates, will be observed using PDE's required teacher observation forms.

Teacher Evaluation - Attachment

- NMTCS TEACHER OBSERVATION FORM

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

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Leadership Changes

Board of Trustees

NMTCS's newly established administrative team and Board of Trustees worked to keep compliance with the 23 conditions set by the School District of Philadelphia's School Reform Commission (SRC). Additional policies and procedures were put in place to ensure compliance and to improve the general operation of the school.

The NMTCS Board of Trustees is comprised of seven enthusiastic, dedicated, and innovative individuals. The Board of Trustees added two new members after Board members Terrence Rollins and Dr. Lillian Gaskins-Green were unable to fulfill their commitment to the Board and school.

The newest members of the NMTCS Board of Trustees are: Jeneen Barlow and Donyatta Tinson-Smith.

Jeneen Barlow joins the NMTCS Board of Trustees with years of experience in the area of Sociology. She is an affiliate faculty member of Eastern University, guest lecturer and consultant to artists, entrepreneurs, educators and leaders in various sectors. Mrs. Barlow is president and Chief Executive Officer of Barlow Enterprises, responsible for establishing and optimizing the day-to-day operations of the company. Her Board focus has been in the area of school climate.

Donyatta Tinson-Smith is an educator with a record of success in the areas of management, training, team building, and communication. She has been the educational consultant for several charter schools and educational companies. Mrs. Tinson-Smith brings expertise in the area of instruction and data analysis to the NMTCS Board of Trustees.

School Administration

To improve student performance and the general operation of the school, the school organization has been restructured to include a principal and two assistant principals. The new organization will place more focus on student achievement, data analysis, instruction, parent engagement, and social climate. Thus, allowing the CEO to search out innovative programs to improve student learning, build college and business partnerships, and investigate opportunities, grants, etc.

NMTCS will establish a new administrative team to provide instructional and operational leadership to the school. Members of the team will include representatives from all aspects of the school.

Board of Trustees

Name of Trustee	Office (if any)
Wanda Baily-Green	President
Shalimar Blakely	Secretary
Jeneen Barlow	School Climate
Michael Young	Vice-President, Finance Committee
Anita T. Conner	Treasurer, Chair Finance Committee
Donyatta Tinson-Smith	Academic Program
Susan Tyler	Human Resources

Professional Development (Governance)

Per our renewal conditions, NMTCS's Board mandates that all Trustees attend board training programs provided by an established provider on topics to include, without limitation, conflicts of interests, code of ethics, and the Sunshine Law. NMTCS entered into a contract with Foundations, Inc. for board training over the course of the year from June 2010 to June 2011. Board training will continue with Foundations, Inc. during the 2011-12 academic year. The Board will identify areas needing development.

Coordination of the Governance and Management of the School

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

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

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

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

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

A schedule of Board of Trustees meetings for the 2010-2011 school year is attached to this report.

Relationship with School District of Philadelphia

NMTCS participates in meetings and training held by the School District of Philadelphia's Office of Charter Schools. In addition, NMTCS's administration and special education staff participate in ongoing special education meetings organized by the School District's Office of Specialized Services.

Coordination of the Governance and Management of the School - Attachments

- NMTCS BOT Meeting Schedule 2011-12
- NMTCS BOT MEETING SCHEDULE 10-11

Community and Parent Engagement

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Traditionally, members of the Board are constantly working to engage our parents and community members. They help to recruit mentors and internships. They also look for programs that would benefit our parents, community, and school. Our emphasis on technology has enabled the school to support community events, and our Board has been instrumental in the development of business and community partners. Our new Board brings with it a host of new opportunities for community partnerships and skills in community outreach.

The school will work to recharge the Involved Parents Association in 2011-12. The group meets monthly to build a network of parents to address concerns of the education process, plan activities and events to enhance school climate, gather resources to grow relations with the surrounding community, and any other efforts to better school, parent, and student relations.

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

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities performed this year. NMTCS was awarded a \$49,995 Enhancing Education Through Technology (EETT) Grant from the Federal government which was used to purchase smart boards for middle school classrooms. The school will apply for the 2011 EETT grant for \$40,000. If awarded, the grant will be used to purchase instructional software, technology equipment and teacher training. The school continues to research grant

opportunities as a way to augment funding for educational programming. Additionally, as we settle into our second charter term, developing a long-range fundraising plan will be discussed.

Fiscal Solvency Policies

The school's policy to maintain fiscal solvency is to have a fund balance set aside at the beginning of each fiscal year. A healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid at the state level and similar unforeseen problems.

The Board of Trustees adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable. The school contracts with Charter Choices, Inc. to provide fiscal monitoring and reconciliation services.

Per our renewal conditions and consistent with best practices, the Board of Trustees developed an Audit/Finance Committee on June 30, 2010, which meets quarterly with the financial management firm. The Committee gives a verbal update during the Board meeting. The committee also creates the upcoming fiscal year budget; monitors implementation of the approved budget on a regular basis and recommends proposed budget revisions; recommends to the Board appropriate policies for the management of the Charter School's assets; and reports to the Board an analysis of the School's financial statements on a regular basis. The Audit/Finance Committee consists of the Treasurer (Anita T. Conner, CPA) and two board members who have financial acumen.

Accounting System

NMTCS contracts with Charter Choices, Inc. (CC) to provide its back office and fiscal management services. CC ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. NMTCS also has in place newly approved, detailed internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. CC uses Quick Books Accounting Software to classify, capture and report income and expenditures. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- NMTCS Revenues, Expenditures, and Fund Balances 2011

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

New Media Technology Charter School has engaged Siegal and Drossner, PC to perform the audit for the fiscal year ending June 30, 2011 which will be completed in fall 2011. New Media will forward a copy of this audit to PDE and the School District of Philadelphia upon its completion.

A copy of the independent audit of the fiscal year ending June 30, 2010 is attached.

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

- NMTCS Audit Engagement Letter 2010-11
- NMTCS Assurance of Quality and Accountability 2010-11
- NMTCS Financial Statements and Auditor's Report for June 30, 2010

Citations and follow-up actions for any State Audit Report

NMTCS did not undergo a state audit conducted by the Auditor General in 2010-2011. NMTCS forwards its Financial Statements and Supplementary Information annually to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We have also forwarded our Financial Statements and Supplementary Information to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated monies. Should NMTCS undergo a state audit, we will report the findings from this audit in our next scheduled Annual Report submission.

SECTION VII. FACILITY RESPONSIBILITIES

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

During 2010-2011, NMTCS purchased over \$60,000 in technology equipment. NMTCS upgraded the school facilities to ensure they were compliant with all state and local building code laws.

Future Facility Plans and Other Capital Needs

For 2011-12, NMTCS has a few leasehold improvements planned including: installation of security cameras and installation of window grates.

The Board of Trustees will assess the feasibility of acquiring a separate site for the middle school for the 2012-2013 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SAFETY

NMTCS has an Emergency Preparedness Plan as required by the School District of Philadelphia. This plan incorporates emergency preparedness, safety programs and emergency/crisis responses. Fire drills are evaluated according to Philadelphia Fire Department guidelines and are held monthly. These drills are monitored by the appropriate staff members who are assigned specific monitoring responsibilities. The drills are also monitored once in the fall and once in the spring by the Philadelphia Fire Department and a log book of all drills is kept in the administrative office. These drills are to prepare students and staff for any emergency that may arise. NMTCS has identified Enon Tabernacle Baptist Church as an emergency site for evacuations. Enon Tabernacle Baptist Church is located at 2800 West Cheltenham Avenue, Philadelphia, PA 19150.

HEALTH & WELLNESS

State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year. Student confidential health information and immunization records are kept organized and stored in a locked file cabinet.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2010-11 must be submitted by NMTCS to the Division of School Health in September 2011. At the time of this report's submission, NMTCS had not submitted the 2010-11 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon our submission to the PA Department of Health.

Finally, NMTCS is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is attached to this report. In reviewing this document you will find that our policy includes both nutrition components (e.g. annual health fair in partnership with Black Women in Sports, health education program, etc.) and exercise components (e.g. Black & Green Day, after school intramurals, clubs, interscholastic athletics, etc.).

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

- NMTCS WELLNESS POLICY
- NMTCS Immunization Report 2011
- NMTCS PDE 4101 2011
- NMTCS Health Reimbursement Form 2010-11

Current School Insurance Coverage Policies and Programs

For the 2010-11 (policy from 09/01/2010 to 09/01/2011) school year NMTCS procured liability insurance coverage through the insurance brokerage firm Alan Hostetler Insurance Agents & Brokers, Inc. as follows:

Type of Insurance Coverage	Limit
Educator’s legal liability (including directors & officers liability)	\$1,000,000/\$1,000,000
Commercial General Liability	\$2,000,000
<ul style="list-style-type: none"> • Products-completed operations aggregate • Per Occurrence • Personal & advertising injury • Fire damage (any one fire) • Medical expense (any one person) 	<ul style="list-style-type: none"> • \$2,000,000 • \$1,000,000 • \$1,000,000 • \$500,000 • \$5,000
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers’ Liability	\$500,000

NMTCS understands that the School District of Philadelphia’s insurance requirements for charter schools have been revised and that the new insurance requirements must be effective at the charter school’s next insurance renewal. These changes include increases in coverage in Fire Damage or Fire Legal Liability, in Employer’s Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. The school's policy meets the School district of Philadelphia's insurance requirements.

A copy of the 2010-11 ACORD Certificate of Liability Insurance is attached to this report.

Additionally, New Media provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia). In 2010-11, two medical insurance options were available — Keystone HMO and the Personal Choice Flex. Dental coverage is provided with United Concordia. Finally, NMTCS offered disability insurance along with life insurance and accidental death and dismemberment coverage for all of our staff.

Current School Insurance Coverage Policies and Programs - Attachments

- Documentation of Middle School Facility Change for 2010-11
- Charter School Choice Management Agreement 2009
- NMTCS ACORD 2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

NMTCS employed 32 professional staff members during the 2010-11 academic year. Only 17 professional staff members returned from the previous school year, primarily due to certification concerns. Twenty-seven (27) professional staff members were with the school for the entire year.

Staff turnover and retention patterns have improved. There were only two resignations before the end of the school year. The decrease in teacher turnover and increase in retention occurred for some of the following reasons:

- Stable Administrative Team and Board of Trustees
- Teachers were given individual support from an instructional coach
- Both the middle and high schools were in the same building
- Teachers and other staff members were given opportunities to attend workshops and conferences
- Minimal loss of planning periods (prep time)
- All administrators had an open-door policy
- Staff was given opportunities to be involved in decision making

Quality of Teaching and Other Staff - Attachments

- NMTCS PDE 414 Feb 2011
- NMTCS Staff ACS 2010-2011

Student Enrollment

New Media Technology Charter School follows the Pennsylvania Charter School Law regarding student admission. NMTCS does not discriminate in its policies or practices on the basis of intellectual ability, measures of achievement or aptitude, disability, proficiency in English language, or any other basis that would place the school in non-compliance with Public School Code Section 1723-A of Act 22. Students currently attending NMTCS are given the opportunity to re-enroll for the next school year by completing and returning the required Student Re-Enrollment Form by the deadline provided. The Student Re-Enrollment Forms are distributed the first week in January and due to be returned no later than the first week in March. Specific Re-enrollment and Pre-enrollment beginning and ending dates are determined by the school each year. Students who miss the deadline and would like to continue at NMTCS will need to complete a pre-enrollment application and participate in the pre-enrollment process with new students seeking admission to the school.

The open enrollment period is from January through March. If there are more seats than applicants, then all who have applied by March 30 are enrolled provided all materials have been completed or submitted. However, a grade specific public lottery is held when there are more applicants than openings in a particular grade. Each applicant is randomly assigned a number. Those not making the lottery are placed on a Wait List by day and time. The Wait List is good for one year. The school will draw from the Wait List when there is an opening.

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

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

A copy of the NMTCS Admissions Policy is attached to this report.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

Not applicable. New Media Technology Charter School serves students in grades 5-12.

- **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.**

Grade	Initial Enrollment (from October 1 PIMS)	Number Dropped	Number Added	Year End
5	6	1	1	6
6	22	2	0	20
7	40	3	5	42
8	37	2	1	36
9	88	7	9	90
10	77	9	11	79
11	90	5	5	90
12	90	3	0	87
Total	450	32	32	450

- Provide the number of students who completed the 2010-11 year who are currently enrolled to return in September.

362 students had confirmed re-enrollment for 2010-11.

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

NMTCS expelled 2 students in 2010-11; 30 left voluntarily. Of the 30 who left voluntarily, 2 transferred to Charter Schools, 15 transferred to the School District of Philadelphia public schools (including 3 to Martin Luther King H.S.), 8 moved out of the city or state, 3 students moved out of the district 1 to a youth services program for at-risk students, and 1 left to be home-schooled.

b.) 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.

Student turnover in 2010-11 was low (8%). There were only two students who did not return the Re-enrollment form by the deadline. The existing trends have varied. Some had the following reasons for leaving NMTCS:

1. Code of Conduct- too many rules
2. Curriculum- not on board with project-based/online learning
3. Moved out of State/Philadelphia

Student Enrollment - Attachment

- NMTCS Admissions Policy

Transportation

In 2010-11, students in grades 7-12 who lived more than 1.5 miles from NMTCS received transpasses for public transportation via SEPTA. Students in grades 5 and 6 received free transportation through the School District of Philadelphia.

Of the 63 students with disabilities served at NMTCS in 2011-12 one student required transportation as a related service in his IEP. NMTCS understands that any NMTCS student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, NMTCS will provide this service at the school's expense.

Food Service Program

New Media Technology Charter School continued to provide nutritional breakfast and lunch meals for all students during 2010-2011. The meals were prepared by state approved Crystal Catering, LLC. NMTCS continued to subsidize meals for those students who met the free or reduced meals guidelines of the National School Lunch Program during the entire school year, while going through the National School Lunch Program (NSLP) application process.

In April, 2011, NMTCS began to implement the State approved NSLP pre-packaged meal program which was state approved. A contract with Crystal Catering LLC was signed in March, 2011 to provide all pre-packaged meals. The pre-packaged meal program continued throughout June, 2011. Under the Prepackage Program, the school will receive reimbursement for those students who meet the free/reduced meal guidelines. This program will be in effect until the application process has been completed.

NMTCS has conducted a comprehensive bidding process that was compliant with the National School Lunch Program requirements, for the 2011-2012 school year. Currently, NMTCS is waiting state approval to fully participate in the National School Lunch Program.

Student Conduct

DISCIPLINARY PROCESS & CODE OF CONDUCT

NMTCS expects all members of its learning community to be active participants in developing and promoting a cooperative and respectful learning environment. One of the central aspects of the NMTCS program, along with developing lifelong learning, problem solving, critical thinking and strong communication skills, is character development. NMTCS policies, rules and guidelines are rooted in fundamental values of integrity, respect, responsibility, and community. NMTCS students are expected to adhere to school policies and procedures. The staff works with students and their families to develop and build those attitudes that will lead to academic success and good character. NMTCS is committed to providing a safe and orderly learning environment and discipline is approached as part of the learning process. A copy of the school's Code of Conduct, that details the school's behavioral expectations for students, is attached to this report.

The Board of Trustees requires equal educational opportunity for all students enrolled in the educational program at New Media Technology Charter School, including but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, or handicap. Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student's rights.

In the event that a student's disciplinary infraction warrants a suspension of 4 to 10 days or expulsion NMTCS initiates a disciplinary process in compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at NMTCS, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Please note that all students are expected to abide by the NMTCS Code of Conduct. And, in accordance with Pennsylvania law, all students at NMTCS (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, NMTCS first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then NMTCS determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, NMTCS follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

During the 2010-11 school year, 156 students were involved in 229 suspensions (representing 34.6% of our student population). Two students were expelled in 2010-2011. Per NMTCS's charter agreement with the School District of Philadelphia, we are attaching the names, grades, and addresses for these two expelled students. A copy of our Suspension Report and Expulsion Report as submitted via PDE's PIMS reporting site is also attached.

Student Conduct - Attachments

- NMTCS Student Code of Conduct
- NMTCS SAFE SCHOOLS REPORT 10-11
- NMTCS Expelled Student 1 2010-11
- NMTCS Expelled Student 2 2010-11
- NMTCS List Of Expelled Students 2010-11
- NMTCS Anti-Bullying Policy 2010-11

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The New Media Technology CS within Philadelphia IU 26 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
2010 - 2011 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 Media Technology CS 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: Ms. Donnataria Parker **Title:** CEO

Phone: 267-286-6900 **Fax:** 267-286-6904

E-mail: dparker@nmtcs.net

Signature of the Chief Executive Officer and Date

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

Name: Wanda Bailey Green **Title:** Board President

Phone: 215-769-3127 **Fax:** 267-286-6904

E-mail: wbaileyg@yahoo.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Donnataria Parker **Title:** CEO

Phone: 267-286-6900 **Fax:** 267-286-6904

E-mail: dparker@nmtcs.net

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- NMTCS Signature Page 2010-11