

New Foundations CS

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

8001 Torresdale Ave
Philadelphia, PA 19136
215-624-8100

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Ron Brady
Date of Local Chartering School Board/PDE Approval:	5/29/2014
Length of Charter:	5 Years
Opening Date:	8/25/2014
Grade Level:	Kindergarten through 12
Hours of Operation:	7:00 AM - 2:00 PM (9th - 12th Grades) and 8:15 AM - 3:00 PM (K - 8th Grades)
Percentage of Certified Staff:	99.00 %
Total Instructional Staff:	99
Student/Teacher Ratio:	15:1
Student Waiting List:	6137
Attendance Rate/Percentage:	95.20 %
Enrollment:	1498
Per Pupil Subsidy:	\$8,55.76 (Regular Education); \$26,488.88 (Special Education)
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	61.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	131

Student Profile

Group	Student Count
American Indian/Alaskan Native	15.00
Asian/Pacific Islander	67.00
Black (Non-Hispanic)	241.00
Hispanic	259.00
White (Non-Hispanic)	903.00
Multicultural	13.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	184.00	184.00	184.00	184.00
Instructional Hours	0.00	0.00	6.25	6.25	6.25	6.25

Planning Process

New Foundations Charter School's Planning Process will encompass a multi-faceted approach. The plan will involve our planning team of administrators, Board of Trustee members, faculty, parents and community members. Each group will meet a minimum of two times; once to organize the group and assign sections to develop; and the final time to review the individual input into the plan. However, the administration will meet more frequently to review each groups progress as well as updating input and giving assistance to the group as needed. Each of the administrators is assigned to oversee a group (faculty, Board, parent, community) and various sections and as such will meet with each group to monitor their progress. Each administrator will communicate with each group weekly (email, or meetings) during the planning process (approximately three months). The administrative team will also meet weekly during the entire planning process. As the plan nears completion (the last month) the administrative team will meet bi-weekly until submission of the plan.

The Chief Executive Officer will be the overall person for the planning process and will coordinate all the administrators. The Chief Executive Officer will be responsible for the plan.

Mission Statement

The mission of the New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. The founders of the New Foundations Charter School will ensure a commitment to lifelong learning and achievement of all our students by creating an atmosphere of caring that pervades every aspect of school life, and promotes attachment to and responsibility for all members of our school community.

Vision Statement

The New Foundations Charter School is a caring community of learners, where every student learns to work collaboratively in all subject areas, and to take responsibility for the development of high academic and social skills for themselves and others. By participating in the establishment and pursuit of individual and community goals for emotional and academic growth linked to Common Core as well as Pennsylvania's world class standards, students will become

self-directed, ethically motivated active learners. The core program is based on the Child Development Project (CDP) of the Developmental Studies Center (DSC). The CDP is a researched-based, whole school academic, social, and ethical development program that focuses on five key areas: (1) a literature-based reading and language program; (2) collaborative classroom learning teaching fairness, teamwork, and responsibility; (3) an approach to classroom management that avoids the use of external rewards and punishments; (4) parent and family involvement in students' learning and in constructing the social life of the school; and (5) school wide activities that promote a culture of inclusiveness, caring, and collective responsibility. The students leaving New Foundations Charter School are able to achieve at the appropriate academic level, as well as being a socially competent steward in their next school, college, or life experience.

As stated above, New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. This core belief permeates every aspect of the school and each classroom. We have established our "Caring Community of Learners" atmosphere throughout the school and is evident in the classrooms and during lessons. We also place a high value on each student's educational progress. We provide many opportunities for student improvement, including a reading specialist, a math specialist, tutoring, and many after school programs. We also have incorporated a strong, and nationally recognized service learning program into our regular curriculum. Every teacher also includes the State Standards into each lesson. We have a strong focus on insuring that we meet the Core Curriculum Standards, and delevelop them throughout our curriculum.

Shared Values

New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. This shared belief permeates every aspect of the school and each classroom. We have established our "Caring Community of Learning" atmosphere throughout the school and is evident in the classroom and during lessons. We also place a high value on each student's educational progress. We provide many opportunities for student improvement, including a reading specialist, math specialist, STEM specialist, response to intervention program for all students in every classroom, tutoring, and many after school programs. Every teacher includes the State Common Core Standards into each lesson.

- We believe that education should help to prepare students to become socially competent stewards of our community and its future.
- We believe consistent standards of academic and social excellence, responsible behavior and intrinsic motivation lead to self discipline and academic achievement.
- We believe that creating a highly focused and innovative school environment requires highly skilled and dedicated staff, focused on learning to meet the challenges of addressing the emotional and intellectual development of a broad and diverse student body. We believe this can be achieved through partnerships and intensive professional development and reflection around academic content, pedagogy, emotional growth and assessment.
- We believe we must provide for all students quality education through quality teachers, quality facilities, and a safe environment.

- We believe in a comprehensive approach to learning that includes development of both emotional and academic skills as implicit goals for every aspect of New Foundations Charter School to reduce risk factors for anti-social behavior while promoting increased academic learning for students in Kindergarten through twelfth grades.
- We believe in developing individual talents, empowering students with diverse learning styles to become strategic learners, developing a sense of self worth, and a commitment to life long learning and achievement of all students in a caring school environment.
- We believe that cooperation between school, students, families and community is essential to the development of a productive school environment.
- We believe that each student, family, community member, or organization is a stockholder who impacts on our school environment. Each stakeholder brings skills and resources necessary to collaborate and work jointly together to enhance the school environment.

Educational Community

New Foundations is located in the Holmesburg section of Northeast Philadelphia and provides services to students throughout the city; however the majority of the students live within a three-mile radius of the school. This area from which the majority of the students reside is composed by race of approximately 70% white; 16% African American, 9% Hispanic, 3% Asian and 2% other and the average income per capita is \$22,000. New Foundations Charter School however is composed by race of 60% white; 16% African American; 17% Hispanic; 4% Asian; and 2% multi-racial and 1% other. We also have over 61% our students that qualify for the National School Lunch Program (Free and Reduced Breakfast & Lunch Program). Northeast Philadelphia is primarily a residential area; however there are many small and medium businesses spread throughout the area. There are also some industrial areas that support larger businesses and industries that include manufacturing, distribution and development. The largest employer in our section (the Holmesburg neighborhood) is the City of Philadelphia. The local community is very stable with high demand for housing and the safe neighborhoods. The area has many strong community and civic organizations. New Foundations has established positive relationships with these community and civic organizations. New Foundations is a member of the Holmesburg Civic Association and attends the monthly meetings and often reports on the school's progress and works with the organization with their needs.

New Foundations Charter School currently serves over 1,500 students for the 2018-2019 (as per our charter agreement with the School District of Philadelphia). We serve every child as stated in our charter, without restriction.

One of the components of New Foundations Charter School's mission is developing "socially competent stewards of their communities". As such we have established a nationally recognized Service Learning Program in which every student from Kindergarten through twelfth grade participates in our program. Our service learning projects serve a variety of needs throughout the community, including not only the school and some of our needy families but those in the local community, the City of Philadelphia, the State of Pennsylvania, the country, and the world! As a result of our commitment to the community the

local community has been very supportive of our school and even has approved our requests to zoning for building expansions.

Board of Trustees

Name	Office	Address	Phone	Email
Karen Bowman	Secretary	7325 Hasbrook Ave, Philadelphia, PA 19111	215-725-2908 H	T27T6@aol.com
Walter Johns	Member	6250 N. 17th St., Philadelphia, PA 19141	215-214-8958	tawannastar@aol.com
David Lambie	President	8000 Rowland Avenue, Philadelphia, PA 19136	215.332.6110	lambie_fh@netreach.net
Lizette Olmeda	Member	P. O. Box 17668	215-624-8100	lolmeda117@gmail.com
Sheryl Perzel	Member	7810 Brous Avenue, Philadelphia, PA 19136	215-624-1892	sherylsperzel@yahoo.com
Melissa Rotz	Member	970 N. Marshall Street, Unit 5, Philadelphia, PA 19123	717-433-7133	melissaerinrotz@gmail.com
Thomas Shirley	Treasurer	1900 Parkside Lane, Harleysville, Pa.14328	215-362-0385 H	shirleyt@philau.edu
Kisha Thompson	Vice President	6333 Glenloch St., Philadelphia, PA 19135	215-624-7544 H	kisha220@aol.com

Board of Trustees Professional Development

The Board of Trustees Members has gone through periodic governance training. The Board reviews and updates the Board Policy manual annually. In addition, our solicitor reviews all of the agenda's, minutes

and documents for the meetings. Our solicitor also reviews every contract that the Board and the school signs. Furthermore our solicitor attends every board meeting to ensure that all policies and By-Laws are being enforced and followed.

A comprehensive training program was provided by Foundations, Inc. during our first year of operation. Three of our current members (Ms. Thompson, Ms. Perzel and Mr. Johns) participated in that training. However, training for all new members is provided to them when they are installed. During the 2007-2008 school year New Foundations Charter School held a Board retreat to conduct governance training, leadership & compliance training. The training was provided by Latsha, Davis, Yohe & McKenna, PC, attorneys; Santilli & Thomson, LLC, controllers; and LeadershipEnergies, LLC. The topics included legal responsibilities of Board members; conflict of interest; legal updates on school and charter law; financial reporting; budget analysis and projections (including understanding budget reports); five year budget plan; school structure and organization. Five of our current members participated in the training (Mr. Ginley, Mr. Shirley, Ms. Bowman, Ms. Thompson and Mr. Johns). During the 2008 - 2009 school year the board had ongoing professional development by LeadershipEnergies, LLC. The topic was the school structure and organization that was initiated during the retreat. Five of our current members participated in the training (Mr. Lambie, Mr. Shirley, Ms. Bowman, Ms. Thompson and Mr. Johns). The Board of Trustees had two legal review sessions conducted by Latsha, Davis, Yohe & McKenna, PC, the schools solicitor, during the 2009-2010 school year. During the 2010-2011 year Latsha, Davis, and McKenna, PC, attorneys presented the board with training at each meeting. The training involved various aspects of Board responsibilities as well as the duties and roles (legal, financial, educational, and parent & student rights, and other topics) the school and Board had as a public institution. During the 2011 - 2012 school year Latsha Davis & McKenna provided two legal review sessions for the Board of Trustees during their regularly scheduled meetings. Those legal reviews involved revisions to school and charter law as well as updates to Board responsibilities. Ms. Caban and Dr. Rotz, the newest Board of Trustees members have been trained on their responsibilities by the CEO and the Board of Trustees President before joining the board in July 2018. They also have been active in the updates from the schools solicitor during the legal reviews. The Board since 2015 has a planned annual retreat held in April. The retreat focuses on Board responsibilities, planing, financial duties and administrative reviews as well as legal updates. New Foundations Charter School follows all applicable laws in regard to Sunshine Law and the Public Officials Act. All of the Board of Trustees meeting dates are published in the local newspaper annually, as well as reminder notices posted on the entrance to the building one week prior to each meeting, as well as a monthly calendar sent to every school family with the date and time of the meeting. We also publish the date and time of the Board meeting in the Parent Student Handbook and also one week prior to meetings in our weekly newsletter, the CCU (Caring Community Update) and the weekly "Bulldog Spotlight" (electronic message to our families). Our meetings are also announced to the public one week prior to the meeting on our electronic sign that is on the corner of our property. The Board meeting dates, time & location is also listed on our website (www.nfcsonline.org).

Governance and Management

The Board of Trustees coordinates governance and management of the school through monthly meetings, visits, and observations. The Board of Trustees and the school faculty/staff have coordinated and revised all of the committees to facilitate the communication and operation between the Board of Trustees and the school. Both the Board of Trustees and the faculty/staff have formulated most of the same committees (Curriculum, Discipline/Safety, Policy & Procedures). Some of the Board of Trustees

committees do not equitably correspond to the faculty/staff committees (ie, audit). There are also some faculty/staff committees that fall under the larger umbrella of the Board of Trustees committees (ie the faculty/staff committee of "Service" falls under the domain of the Curriculum committee of the Board of Trustees.) By establishing these committees both the Board of Trustees and the faculty and staff have established a line of communication vital to the success of the school. The faculty/staff committees meet monthly two weeks prior to the Board of Trustees meetings. The Board of Trustees committees meets one week prior to the Board meeting and receives input from the faculty/staff committee meeting. The Board President also meets/discusses with the school's CEO biweekly all school issues. Board members, as well as the CEO, have attended several School District of Philadelphia Board Meetings. The CEO has attended all required meetings with the School District of Philadelphia, as well as all meetings that were scheduled by the School District of Philadelphia Charter School Office.

Student Enrollment

New Foundations Charter School enrollment requirements follows that of all local and state guidelines and applicable laws.

ADMISSION

- Children whose fifth birthday falls on or before September 1 are eligible for kindergarten.
- Children whose sixth birthday falls on or before September 1 are eligible for first grade.
- Registration takes place in the early spring. Parents must present the following information on the day of registration:
 - Birth Certificate (notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.)
 - Custody Papers (if this applies)
 - A copy of one of the following documents to use for residency verification
 1. Utility bill (electric or gas), Property tax bill or
 2. PA Department of Transportation identification or drivers license, or
 3. PA Department of Transportation vehicle registration, or
 4. Copy of current State/Federal program enrollment, or
 5. Copy of current pay stub with name and address of employee and employer, or
 6. Residency affidavit, or
 7. Government agency identification card, or
 8. Deed, Lease or Agreement of Sale

IMMUNIZATION

Complete immunization records, which includes:

For attendance in ALL grades in 2014/2015 children need the following:

- 4 doses of tetanus* (1 dose on or after the 4th birthday)

- 4 doses of diphtheria* (1 dose on or after the 4th birthday)
- 3 doses of polio
- 2 doses of measles**
- 2 doses of mumps**
- 1 dose of rubella (German measles)**
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) vaccine or history of disease

Children attending 7th grade in 2014/2015 need the following:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) (if 5 years has elapsed since last tetanus immunization)
- 1 dose of meningococcal conjugate vaccine (MCV). These requirements allow for medical reasons and religious beliefs. If your child is exempt from immunizations, he/she may be removed from school during an outbreak.

* Tuberculin Test required of all students' new to the school

Parent Communication

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

Files uploaded:

- New Foundations Charter School Admission of Students via Lottery Process.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of	Number of Students at the End of	Number of Students Expelled	Reasons Students Withdrew	Number of Students Retained
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	the School Year	the School Year		During the Year	
2012	1062	1053	0	The majority of withdrawals were due to parent moving or parent request to transfer. All students left voluntarily.	1014
2013	1257	1238	0	The majority of withdrawals were due to parent moving or parent request to transfer. All students left voluntarily.	1087
2014	1358	1360	0	The majority of withdrawals were due to parent moving or parent request to transfer. All students left voluntarily.	1213
2015	1470	1456	0	The majority of withdrawals were due to parent moving or parent	1253

				request to transfer. All students left voluntarily.	
2016	1492	1469	0	The majority of withdrawals were due to parent moving or parent request to transfer. All students left voluntarily.	1274
2017	1496	1472	0	The majority of withdrawals were due to parent moving or parent request to transfer. All students left voluntarily.	1249

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2012	65	77	75	77	78	79	77	75	75	119	107	0	0
2013	66	75	75	75	76	79	76	79	74	166	109	103	0
2014	69	75	78	78	77	78	81	75	78	192	165	111	101
2015	66	75	77	76	80	82	82	83	101	213	213	171	156
2016	66	75	76	78	78	81	82	84	100	219	192	196	165
2017	66	78	77	78	75	78	81	80	100	212	198	181	192

Stakeholder Involvement

Name	Role
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Charlie Baltimore	Building Principal
Ron Brady	Administrator
Deirdre Brett	High School Teacher - Regular Education
David Bullock	High School Teacher - Regular Education
John Cambridge	Community Representative
Patty Childs	Parent
Adriane Cossrow	Elementary School Teacher - Special Education
Jen Fisher	Parent
Rachel Fox	Middle School Teacher - Regular Education
Bruce Gasperi	Business Representative
Jill Heim	Parent
Allan Johnston	Elementary School Teacher - Regular Education
Dana Lambie	Community Representative
Christian Laurance	Special Education Director/Specialist
Tony Mazzeo	Business Representative
Kevin Ouellette	Student Services Director/Specialist
Jim Schmidt	High School Teacher - Regular Education
Michael Simpson	Middle School Teacher - Regular Education
Paul Stadelberger	Administrator
Jessica Thomas	Ed Specialist - Instructional Technology
Kisha Thompson	Board Member
Bobbie Tyndall	Ed Specialist - Other
Shira Woolf-Cohen	Administrator
Shira Woolf-Cohen	Building Principal

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The topics specified as non-existent are not part of the current curriculum for the designated grade levels.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Non Existent	Non Existent

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

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

The topics specified as non-existent are not part of the current curriculum for the designated grade levels.

Middle Level

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

School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

The topics specified as non-existent are not part of the current curriculum for the designated grade levels.

High School Level

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

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

At New Foundations Charter High School we provide our students with an education designed to create competent and capable students prepared for college and workforce. As a result, we have aligned our curriculum to the Common Core. We do not utilize alternate standards for Reading or Math. We strictly follow and utilize the PA SAS portal for the alignment of our curriculum and instruction.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***High School Level***Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.*

Explanation for any standards checked:

New Foundations Charter School has implemented a complete academic program following the guidelines of the Pennsylvania Curriculum Standards. As such we integrate all of the above Standards into the complete curriculum throughout the Kindergarten through the 12th grades. Every subject is reviewed and follows these standards throughout the year.

Curriculum***Planned Instruction*****Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

In addition to an established curriculum for each subject/course taught k-12, New Foundations Charter School has created Departmental (subject area) groups designed to create K-12 pathways for curricular alignment. The goal of these department meetings was designed to eliminate gaps in instruction, scaffold skills, and create a clear scope and sequence for instruction. In addition, this process was designed to create schedules of instruction that included: themes, objectives, essential questions, methods of assessment, and clearly identified standards aligned eligible testing content on both PSSA and Keystone Examinations. This process was monitored and established through administration with support by teacher leaders. On an ongoing basis departments are meeting to ensure grade level standards are vertically aligned between grades and that learning of standards builds from year to year between grades.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

In addition to an established curriculum for each subject/course taught k-12, New Foundations Charter School has created Departmental (subject area) groups designed to create K-12 pathways for curricular alignment. The goal of these department meetings was designed to eliminate gaps in instruction, scaffold skills, and create a clear scope and sequence for instruction. In addition, this process was designed to create schedules of instruction that included: themes, objectives, essential questions, methods of assessment, and clearly identified standards aligned eligible testing content on both PSSA and Keystone Examinations. This process was monitored and established through administration with support by teacher leaders. On an ongoing basis departments are meeting to ensure grade level standards are vertically aligned between grades and that learning of standards builds from year to year between grades.

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

This narrative is empty.

High School Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

In addition to an established curriculum for each subject/course taught k-12, New Foundations Charter School has created Departmental (subject area) groups designed to create K-12 pathways for curricular alignment. The goal of these department meetings was designed to eliminate gaps in instruction, scaffold skills, and create a clear scope and sequence for instruction. In addition, this process was designed to create schedules of instruction that included: themes, objectives, essential questions, methods of assessment, and clearly identified standards aligned eligible testing content on both PSSA and Keystone Examinations. This process was monitored and established through administration with support by teacher leaders. On an ongoing basis departments are meeting to ensure grade level standards are vertically aligned between grades and that learning of standards builds from year to year between grades.

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

This narrative is empty.

Modification and Accommodations

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

All of our classroom teachers have received training regarding differentiated instruction and include examples in their weekly lesson plans. All of our Special Education students are included in the regular education classroom to the absolute best of their abilities. All students receive instruction in the general education curriculum to the best of their capabilities. Response to intervention strategies are in place for all students who exhibit needs. All students whose needs rise to the level of requiring IEP services are provided with accommodations and supports that allow them the opportunity to achieve their standards aligned goals as written in their IEP's. Every student in special education has a case manager who assures that the student's needs are being met and assists regular education teachers with accommodating materials and lessons in order to ensure maximum access to the general education curriculum. Students with various physical deficits also receive accommodations and modification through the development of 504 plans.

Speech Therapists, Occupational Therapists, Behavioral Therapists and Physical Therapist are also called upon to ensure that students with various needs receive the required support.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

*Regular Lesson Plan Review**Checked Answers*

- Administrators
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Not Reviewed

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

The school's leadership is active and present throughout the building daily. During the course of a week, each classroom is visited several times. Prior to each week, the school's administration reviews plans for each class. Lesson/Unit plan formats are standard across grade levels and have uniform content for grades K-12. During informal walkthroughs administrators are looking for evidence of standards based instruction, and alignment to reviewed plans. During the year, each teacher is observed formally for a full period at least once. This observation allows administration to look at lesson plans and instruction in-depth, focusing on instructional methods and standards aligned curriculum. Teacher observations are aligned to the Daneilson Model and use the PAETEP system for documentation. Beyond the administration, NFCS encourages teachers to take on leadership and coaching roles, through serving as a mentor, math or reading specialist, and coordinators of unique programs such as Caring School Community, Career Development, Service Learning, and Making Meaning. These teacher leaders provide peer coaching and feedback, curriculum development support, and ensure that standards are being adressed throughout all NFCS programs.

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

This narrative is empty.

Responsiveness to Student Needs**Elementary Education-Primary Level**

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Recruitment

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

The retention of NFCS teachers is high, making the need for additional recruitment limited to selected content areas and the school's gradual expansion. NFCS has a rigorous recruitment and interview process that allows the school's leadership to assign teachers to content and students that they can have the greatest impact on. Recruitment begins with posting the position through websites such as PAREAP, and through local universities. Candidates resumes are reviewed thoroughly, and only those that are considered 'highly qualified' are called in for an interview. Candidates are interviewed by several members of the school's leadership team (i.e. principal, curriculum coordinator, vice principal, and CEO) and faculty member representatives. Questions regarding classroom management, content knowledge, use of instructional strategies, meeting the needs of students, knowledge of Core Curriculum standards, and use of data are discussed. Based on interviews, the school's leadership matches candidate's skills and talents to course content and students needs, thus placing them into classrooms where they would be most successful in meeting the academic needs of the learning community. Internally each year, the school's leadership audits the current assignments. By analyzing data, observations, and student performance, teachers may be asked to switch assignments in order to have the highest impact on students who are below proficiency or at risk of not graduating.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00

Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X	X			
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts	X	X	X	X	X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	X	X	X		X	
PA Core Standards: Mathematics	X	X	X	X	X	
Economics		X				
Environment and Ecology		X	X			
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	X		X	
Science and Technology and Engineering Education		X	X		X	
Alternate Academic Content Standards for Math						X
Alternate Academic Content Standards for Reading						X
World Language		X	X			

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Midterm Examinations, Final Examinations, Research Papers, Senior Graduation Project, Advanced Placement Examinations, Keystone Examinations				X
Unit/Chapter Tests, End of Unit Projects, Book Reports, Terra Nova 3	X			
Unit/Chapter Tests, End of Unit Projects, Research Papers, PSSA		X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR 360 Benchmark assessments are done school wide 3 times per year	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Exit Cards, Quizzes, Homework, Daily Writing Assignments, observations, and Reaction and Reflection Papers.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Kindergarten Readiness Assessment, Grade-level summer assignments, teacher generated pre-assessments for topics	X			
STAR 360 Benchmark assessment	X	X	X	X
Kindergarten Readiness Assessment, new student benchmarking, Grade-level summer assignments, teacher generated pre-assessments for topics	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				

LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

NFCS implements high standards for developing assessments that are high quality, demonstrate a variety of abilities, and tap into multiple intelligences. Expectations for grade level proficiency are based on the Common Core Standards, and must include a variety of assessment methods. Within lesson plans, teachers identify the assessments they will be using throughout the instruction, including both formative and summative assessments. Administration reviews selected assessment to ensure quality expectations are being met. Peer groups and grade level learning communities share assessment and provide feedback in order to ensure quality standards-aligned assessments throughout the curriculum. Summative assessments across content areas are shared to ensure standard assessment methods across teachers' classrooms, and are aligned within content areas and grade levels.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

Throughout the year, NFCS will collect data on student achievement and factors that contribute to achievement such as attendance, behavior, and levels of interventions received. As data is collected it will get stored within an online working space so that teachers and administrators can access the data. Academic data will be collected through report cards, benchmark exams, WRAP levels, PSSA/Keystone scores, and mid-term and final exams. Beyond the ongoing review of data that will happen at a classroom level, school wide data collection and analysis will happen five times through the year: prior to the start of school, at the end of first, second, and third quarters, as well as at the end of the year. During these times, all teachers will be given time and support in accessing and analyzing data in grade level or content based teams. Several key staff members will take a lead role in ensuring data is collected, distributed, and analysis is supported. Our Reading, Math, and other Academic Specialists will be responsible for coordinating School-wide assessments or benchmarks and distributing results to teachers to provide insight into trends, areas of weakness, and strengths. These specialists will also work with the School Administration to present data and analysis highlights to the larger school community. Our Vice Principal

will be responsible for making sure that data is housed in an online format that is easily accessible to teachers. Through the use of systems such as Powerschool, ScholarChip, Study Island, E-Metric and/or PVAAS, NFCS Faculty and Administration will have a direct line of access to important data to inform the needs and strengths of students.

Administration reviews PSSA and Keystone assessment results. The results are collated and distributed to faculty by grade level.

Classroom teachers are provided PSSA and Keystone assessment results for individual students.

Results of student performance on Study Island Benchmark assessments are reviewed and disseminated to classroom teachers and grade groups by reading and math specialists.

Data Informed Instruction

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

We believe that continuous progress monitoring based of qualitative and quantitative data—in addition to a shared understanding of the school’s mission, vision, and goals—can help administrators and staff maintain their focus, improve effectiveness and accountability, ensure stakeholder satisfaction, and identify necessary changes. Continuous progress monitoring will allow our School to assess whether its key features are working as intended, and will help it to do better than before. Some of the measures we will put in place to help us track our success include: Quarterly Report cards; Individual Learning Plans for all students; teacher access to Emetric and PVAAS data; math/reading/STEM specialists serving as assessment and benchmark coordinators; student, class and cohort reports developed by administration and distributed to teachers; administration review of quarterly and mid-quarter assessment level of all students; team meetings to develop unified assessments and analyze student/class/cohort data; RTI process to address student needs and levels of academic interventions to raise achievement; and growth and movement of students from PSSA/Keystone level to higher levels of achievement. Specifically, PSSA/Keystone/Terra Nova results are utilized to determine which students will be considered for participate in Saturday school for intervention instruction. Assessment results are also contribute to the recommendation for after school tutoring program. Assessment results are considered when determining students who receive intervention by the reading/math specialists, and are placed to receive other RTI interventions.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA	X	X	X	X

assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We believe that all of the above Assessment Data Uses are critical in providing mastery in all subject matter. Utilizing the assessment results for each student will also insure that each student is making progress in completing the required goals of our curriculum as well as the Pennsylvania requirement towards growth and graduation.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Annual ILP's developed at conferences during the first quarter of each school year may include information regarding and a goal addressing achievement on standardized testing if seen as a need. School calendar provided on school website announces dates for standardized testing, including PSSA

and Keystone testing. Letters are sent home to families prior to standardized testing announcing the arrival of testing windows and providing families with strategies to enable children to achieve to their maximum potential.

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

We do not plan on utilizing press releases. We disseminate testing information through our website and through the state produced assessment reports.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula			X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	

Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X		X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal				

Explanation of developmental services:

Our school's focus is on the social and emotional development of children. We have a comprehensive program that incorporates all of the above services for all students in every grade through a variety of on site staff and external partnters. Since the inception of our school, our Caring School Community program has been exceptionally effective in reducing bullying, violence, and other behavioral issues that students experience. Our complete team approach to each student's growth has been evident in the success of their academic, social and emotional development.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

NFCS does not offer Gifted education, however there are programs available to challenge and enhance they current curriculum in place. They are as follows:

Advanced Placement (High School)

Project Lead the Way Engineering/Gateway to Technology (6-12)

After School Enrichement activities (k-12)

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Student Assistance Program (SAP) Team receives referrals from classroom teachers, administrators, staff, and families for concerns ranging anywhere from academic to behavioral to social and emotional. These referrals lead to collaboration amongst the SAP team. This collaboration can lead to classroom intervention strategies, Special Education evaluations, and referrals to outside service providers. SAP case managers monitor progress of referred child to assure strategies are in place and that progress is being made.

All grade levels have guidance counselors and a social worker who provide social skills groups, educational guidance and counseling, and groups for various emotional/behavioral needs. These counseling programs can occur in small groups or individually. Guidance counselors and social worker also provide crisis response and intervention.

School nurses are assigned to all grade levels. They provide prescribed medication administration and develop 504 plans for students with medical needs. Nurses are available for medical emergencies.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X

Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Social worker on staff provides truancy coordination, assists with referrals to outside agencies for families to receive supports, communicates regularly with families.

School nurses manage all 504 plans while special education coordinator and special education teachers manage IEP's. Approved Private Schools and other private schools have been utilized to assist in providing FAPE to particular students. We elicit outside agencies to assist with therapeutic staffing (OT, PT, Speech, etc.).

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website				
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

Certified School Nurse (Registered Nurse)

1. Maintains all student health records, including mandated physical, dental and immunization records. (Includes doctor's notes and all pertinent health record information)

2. Performs mandated growth and vision screenings on all students grades K-12.
3. Performs mandated hearing screenings on Gr K- 3, 6, and Gr .9.
4. Performs mandated scoliosis screening in Gr. 6 & 7.
5. Assess / triages / provides medical care students for various health complaints/ illness and injury.
6. Communicates with student's families and caretakers regarding medical needs/ illness/ injury.
 - a. This includes communicating with students Primary Care Provider (PCP) or pediatrician on as needed basis regarding medical issues/ health care needs while at school.
7. Conveys health related information to school community at large regarding health related information that may be affecting student body. (I.e. lice outbreak).
8. Provides medical care to adult staff/ faculty on campus on an "as needed basis" for minor health ailments / first aid, if required.
9. Works on multidisciplinary team to provide mental health support to students in need.
 - a. This includes being a member of the SAP team (Student Assistance Program) to evaluate students with academic, social, psychological, behavioral issues in school, that may be impeding their academic success. These students are assessed and families provided with resources and recommendations from the team.
10. Coordinates and maintains 504 Accommodation plans for students who have Medical issues (diabetes, ADHD, etc).
11. Educates / performs health teaching to school faculty/ staff regarding student's health needs, in order to maintain safety in the school environment. (Epi- pen training for student with food allergy)
12. Maintains working relationship with School Physician to assure all standing doctor 's orders are up to date, for discretionary medications. In addition, assures standing orders in place for Epi- Pen and use of Automatic External Defibrillator (AED) for entire school community.
13. Provides CPR training for required number of faculty/ athletic staff/ administration.
 - a. Nurse is certified CPR/ First Aid Instructor) and provides renewals every every two years.
14. Teaches "Introduction to Nursing Elective" to grade 11 and 12 at high school on a daily basis.

15. Mentors students for Graduation Project in grade 11.
 16. Serves as clinical site for senior level Community Nursing students from our community partner Aria Hospital School of Nursing.
 17. Serves as faculty advisor for Red Cross Club and HEAT (HS) team.
 18. Assesses Health room supplies and orders supplies accordingly so health rooms at both campuses are adequately stocked with medical supplies / equipment.
- Completes yearly SHARRS (Student Health Annual Reimbursement Report) Report for entire school K-12 on annual basis.

School Nurse Assistant - Licensed Practical Nurse

1. Maintains all student health records, including mandated physical, dental and immunization records. (Includes doctor's notes and all pertinent health record information)
2. Performs mandated growth and vision screenings on all students grades K-12.
3. Performs mandated hearing screenings on Gr K- 3, 6, .
 4. Performs mandated scoliosis screening in Gr. 6 & 7.
5. Assess / triages / provides medical care students for various health complaints/ illness and injury.
 6. Communicates with student's families and caretakers regarding medical needs/ illness/ injury.
 - a. This includes communicating with students Primary Care Provider (PCP) or pediatrician on as needed basis regarding medical issues/ health care needs while at school.
 7. Conveys health related information to school community at large regarding health related information that may be affecting student body. (I.e. lice outbreak).
 8. Provides medical care to adult staff/ faculty on campus on an "as needed basis" for minor health ailments / first aid, if required.

Food Service Program

Describe unique features of the Charter School meal program

New Foundations Charter School contracts with a Food Service Provider (Maschios Food Services) for our meal program. Some of the unique features of our program include a fresh salad bar weekly in our elementary (K – 8th grade) building; a build your own salad in the high school (9th – 12th grade) building; offering vegetarian options at lunch each day; and participating in a fresh fruit and vegetable program that has all of the elementary (K – 8th grade) students sampling a variety of fruits and vegetables two – three times per week.

Safety and Security

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

DRESS CODE POLICY

A student will always be neat, clean, and well groomed. All parts of the uniform must be clean, pressed, and in good repair. Uniforms must be worn to school and students must leave school in uniform – this includes shoes. A student’s hair color should not be disruptive to the school environment. NFCS students must adhere to the uniform policy that requires the following standards:

Females Grades 9-12;

Khaki Dress pants (No jeans, corduroy or cargo Pants) A black or brown belt, Dark colored Socks, A Tan Tie, Burgundy long sleeve (Winter), Short Sleeve (summer*) button down shirt, with school insignia

Males Grades 9-12:

Khaki Dress Pants (No Jeans, corduroy, or Cargo Pants), A black or brown belt, A Tan Tie, Burgundy long sleeve (Winter), Short Sleeve (Summer*) Button down shirt with School insignia

Males and Females Grades k-8:

Khaki Dress Pants, A black or brown belt, Burgundy Golf Shirt

k to 12 shoes:

Solid black or brown GBX school shoes (No sneakers are allowed)

CELL PHONE POLICY

Students are prohibited from using cell phones during the school day. Upon arrival, students must turn cell phones off and leave them in lockers. Failure to adhere to this policy will result in an Saturday School Detention. Parents will be required to obtain the confiscated cell phone from a school administrator. Cell phones will not be returned directly to students. Multiple violations will lead to out of school suspension.

BEHAVIORAL CODE OF CONDUCT

Students that engage in violent, physical, and threatening behavior (.i.e. fighting, harassment, or any type of physical and or illegal behavior) will be dealt with by the Philadelphia Police department. In order to protect our students, law enforcement will be immediately notified. Four levels of misconduct created to student behaviors along with reasonable consequences assigned to each. In addition, Saturday detentions, and out of school suspensions are part of our discipline procedures. In addition, our caring community model has used the following student/teacher lead interventions to avoid and deter conflict and potential disciplinary issues from escalating: Student Expression, Class meetings, and Infractions (elementary) and "Because I Care Notes (elementary)

DETENTIONS

Detentions can be issued by teachers, staff, and administrators for behaviors that are deemed inappropriate, disrespectful, or disruptive to the learning environment. Detentions will be held throughout the month on Friday afternoons from 2:15 p.m. until 3:15 p.m. Failure to attend will result in an additional detention and or suspension from school.

LOCKERS

Each student is assigned a locker and s/he is responsible for that locker only. Any student tampering with a locker other than his/her own is subject to serious disciplinary action. A student is never permitted to trade lockers or locks with another student, nor is s/he permitted to occupy an unused locker. Lockers may be used before the first class in the morning, the first five minutes of the lunch period, and after the student's last class. Unfortunately, lockers are not absolutely safe and the following suggestions should be heeded:

- Valuable items should not be stored in them;
- Students should not give combinations to other students, no matter how good the friend;
- Make sure the locker doors are completely shut and the lock is secured; and
- Jackets and coats should be marked discreetly so they can be identified.

Only school locks will be permitted on lockers. Because the lockers are located in classroom corridors, students should be careful about the noise made while at their lockers. Lockers are the property of the school and may be inspected at any time by proper school authority. The cost to replace a lock is \$5.00. The school will not be responsible for lost or stolen property.

SEARCH AND SEIZURE

All lockers are and shall remain the property of New Foundations Charter School. Students are encouraged to keep their assigned lockers or cabinets closed and locked against incursion by other students, but no student may use a locker as a depository for illegal or dangerous substances or objects which is prohibited by the Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

The New Foundations Charter School is committed to maintaining a safe and educational environment for its students. To that end, school employees may, in the appropriate circumstances, legally search a student, a student's personal belongings, a student's automobile parked on school property, or a student's desk or locker. School authorities may seize any illegal materials. These materials may be used as evidence against a student in disciplinary proceedings.

Searches of students and their belongings must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated and that evidence of the violation will be disclosed by the search.

The CEO and the Principals are authorized, under circumstances justifying such a search, to require students to submit to a search of their general belongings, including but not limited to: clothing, handbags, wallets, lockers, and desks. Such searches shall be conducted with an appropriate witness, who may be the parent or staff member, and must not be conducted without reasonable suspicion. Clothing searches will be made by persons who are the same gender as the student who is being searched. Except in an emergency, other employees of the school shall not conduct student searches. Students who do not cooperate with any employee who is conducting a search in accordance with these guidelines and any applicable laws and regulations shall be subject to disciplinary action up to and including expulsion from the school.

Anything found in the course of a search, which is evidence of a violation of this behavior code, may be:

1. Seized and admitted as evidence in any suspension or expulsion proceeding;
2. Destroyed if it has no significant value;
3. Turned over to the parent of the student from whom it was seized; or
4. Turned over to a law enforcement office

SAP (Student Assistance Program)

NFCS has created a multidisciplinary team that includes teachers, administrators, social workers, nurse and counselors. The team is specially trained to understand and work with adolescent drug/alcohol abuse, depression suicide, or other "at risk" behaviors. The group's primary function is to intervene and refer students for intervention, support, etc.

ANTI BULLYING POLICY

T

he board of trustees has adopted and approved this policy in order for students to learn and develop in a safe and civil environment. Acts include: those directed at another student that serve as persistent and pervasive, and substantially interfere with a child's education. , creating a threatening environment, hence disrupting the the orderly operation of the school.

Safety Drills

Shelter in Place: Students/staff will be brought to one general location until the "all clear signal" is given.

Fire Drills

Lock Down and Stay Down: students are held in securely locked classrooms.

Evacuation

Implementation of ALICE training to staff and students.

Internet Safety policy

Morning/Afternoon Transportation procedures

MORNINGS- k-8: Vehicles are to drop students off on Rhawn Street (West Bound Side); There is to be no parking in the school parking lot; Torresdale Avenue is designated for School Bus Drop off

MORNINGS- 9-12:

All vehicles and students must enter through the Decatur street. Students are forbidden to enter off Rhawn Street. Student parking is provided via lottery.

AFTERNOONS- k-8:

Pick up of children will take place on Rhawn Street or Torresdale avenue, Kindergarteners and siblings will be dismissed at 2:55 p.m.; Buses will be parked in the school yard

AFTERNOONS 9-12:

students exit gate via Decatur street and proceed to Torresdale avenue for SEPTA bus transportation. Parents are not permitted in the lot and must pick up their child along the Decatur street exit.

Communication

Email System: all students and teachers have their on personal NFCS email account

Caring Community Updates: weekly newsletter that include events, activities, schedules, calanders, handouts and fliers

EduLink: Automated Telephone system for announcement and or emergency procedures or event changes.

Public Address System

School Telephones: are available in all classrooms and offices

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

No file has been uploaded.

Certificate of Liability

The school's Certificate of Liability

No file has been uploaded.

Insurance Coverage Details

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

No files have been uploaded.

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

New Foundations Charter School's transportation program involves free bus transportation, parent transportation, public transportation, and students walking to school. The free transportation is provided

by the School District of Philadelphia to all students in grades one through eight, without restriction to distance. The non distance restriction is a result of New Foundations Charter School being located on a Pennsylvania Department of Transportation identified hazardous route. Most of the students in grades one through eight ride the buses provided by the School District of Philadelphia. These buses are a sub-contract and are currently supplied by Yellowbird bus Company. We currently have 10 buses serving 12 routes and over 500 students. The majority of the other students in Kindergarten through eighth grade are dropped off and picked up by parents/guardians driving them to school. Some of the middle school students (6th - 8th grade) walk or take public transportation. In our ninth through twelfth grades, the majority of the students either take public transportation or their parents/guardians drop them off or pick them up. Some of the student walk to and from school.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

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

the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

No file has been uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

All students are included in the regular education classroom to the best of their ability, whether that be receiving RTI support, special education support, or 504 plan support, all the while being able to receive FAPE. Special education teachers, therapists, counselors, etc. are available to provide classroom push-in supports or provide resource supports outside the regular classroom. These resource supports consist of academic support (special education teachers, math and reading specialists), therapeutic supports (OT, PT, Speech, etc.), and behavior/social emotional supports (guidance counselors, social worker). Each of these support providers work with the regular classroom teachers to provide consultative opportunities.

They also work together to monitor students needs, goals, and academic progress. Opportunities for this collaboration occur during IEP or 504 meetings, Student Assistance Program team meeting, grade level team meetings, etc.

Community and Parent Engagement

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

The Board of Trustees promotes many opportunities for community and parent engagement in school activities. The Board of Trustees meetings are held in the first Monday of each month in the evenings. The meetings are always posted on the school's website, on our community electronic message board, in the local newspaper and throughout the building. The community and the parents are given the opportunity at each meeting for public comment. The Home & School meetings are also opportunities for the community and parents to give input into the school activities. The Home and School Association reports to the Board of Trustees each month and is given the opportunity to share their activities and ideas. The Board of Trustees members also includes two parents and other members from the community.

Community Coordination

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

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

NFCS has a wide variety of partnerships with community agencies that provide enrichment programs and services. NFCS communicates directly with centers that work with our students to ensure a positive outcome.

NFCS has a full K-12 after school program and before school program for our students. Programs include academic intervention and enrichment, clubs, community service, workforce development and leadership activities. A variety of art, technology, and sports programs are offered to students. NFCS provides care from 6:30-8am and 3-6pm as part of the comprehensive program. Partnerships with funders, arts organizations, athletic companies, and other non-profits allow NFCS to provide programs from a variety of areas and lead by experts in the field.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

- Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

New Foundations Charter School's enrollment policy is based wholly on a lottery process, therefore the school does not have any control over the incoming students. We therefore do not coordinate any pre-school or early childhood programs with our school. The school enrolls students throughout the City of Philadelphia as well.

New Foundations Charter School, however does provide for transition from early intervention programs to our school through our special education program.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

NFCS has a wide variety of equipment, instructional materials and supplies that provide an in-depth education for our students. All purchased resources and supplies are directly aligned with instruction and support high-achievements for all. There is a multi-level approach to purchasing materials and resources for teachers and students. Each grade level has a focused textbook or curriculum series that supports their curriculum and standards, and has access to a variety of technology tools including smart boards, laptop carts, iPads, and other digital media equipment. These curriculum resources provide leveled assignments and instruction to support students with various needs. NFCS also ensures that teachers are able to purchase materials based on the individual needs of students on a yearly basis, and integrate creative instruction into their plans that meet the eligible content and standards. Teachers have easy access to everyday supplies such as markers, paper, copies, scissors, pens, rulers, calculators, etc. Each year, money is allotted in the budget to purchase supplies that apply to specific student needs and connect to a specific program or unit of study that a teacher is engaging students in.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

\NFCS has a wide variety of equipment, instructional materials and supplies that provide an in-depth education for our students. All purchased resources and supplies are directly aligned with instruction and support high-achievements for all. There is a multi-level approach to purchasing materials and resources for teachers and students. Each grade level has a focused textbook or curriculum series that supports their curriculum and standards, and has access to a variety of technology tools including smart boards, laptop carts, iPads, and other digital media equipment. These curriculum resources provide leveled assignments and instruction to support students with various needs. NFCS also ensures that teachers are able to purchase materials based on the individual needs of students on a yearly basis, and integrate creative instruction into their plans that meet the eligible content and standards. Teachers have easy access to everyday supplies such as markers, paper, copies, scissors, pens, rulers, calculators, etc. Each year, money is allotted in the budget to purchase supplies that apply to specific student needs and connect to a specific program or unit of study that a teacher is engaging students in.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

NFCS has a wide variety of equipment, instructional materials and supplies that provide an in-depth education for our students. All purchased resources and supplies are directly aligned with instruction and

support high-achievements for all. There is a multi-level approach to purchasing materials and resources for teachers and students. Each grade level has a focused textbook or curriculum series that supports their curriculum and standards, and has access to a variety of technology tools including smart boards, laptop carts, iPads, and other digital media equipment. These curriculum resources provide leveled assignments and instruction to support students with various needs. NFCS also ensures that teachers are able to purchase materials based on the individual needs of students on a yearly basis, and integrate creative instruction into their plans that meet the eligible content and standards. Teachers have easy access to everyday supplies such as markers, paper, copies, scissors, pens, rulers, calculators, etc. Each year, money is allotted in the budget to purchase supplies that apply to specific student needs and connect to a specific program or unit of study that a teacher is engaging students in.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

NFCS has a wide variety of equipment, instructional materials and supplies that provide an in-depth education for our students. All purchased resources and supplies are directly aligned with instruction and support high-achievements for all. There is a multi-level approach to purchasing materials and resources for teachers and students. Each grade level has a focused textbook or curriculum series that supports their curriculum and standards, and has access to a variety of technology tools including smart boards, laptop carts, iPads, and other digital media equipment. These curriculum resources provide leveled assignments and instruction to support students with various needs. NFCS also ensures that teachers are able to purchase materials based on the individual needs of students on a yearly basis, and integrate creative instruction into their plans that meet the eligible content and standards. Teachers have easy access to everyday supplies such as markers, paper, copies, scissors, pens, rulers, calculators, etc. Each year, money is allotted in the budget to purchase supplies that apply to specific student needs and connect to a specific program or unit of study that a teacher is engaging students in.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The subject area lists as N/A are subjects that are not incorporated at this grade level.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The subject area lists as N/A are subjects that are not incorporated at this grade level.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

The subject area lists as N/A are subjects that are not incorporated at this grade level.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

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

The New Foundations Charter School Board of Trustees has adopted stringent fiscal policies and procedures involving every aspect of the school's financial operation, including budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc. This has resulted in NFCS' strong state of financial health. The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blueprint for financial decision-making during the fiscal year. The budget provides for the educational, building, and administrative needs of the school community, and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for available budgetary funds prior to the issuance of a contract or purchase order.

Petty cash is disbursed and checks are authorized by the school's CEO, under the supervision of the school Controller in accordance with procedures adopted by the Board of Trustees.

The Board has retained the services of Santilli and Thomson, LLC to act as the school's Controller and financial advisor. Santilli and Thomson employ a staff of qualified professionals possessing wide experience in school/municipal finance. These are responsible for accounting, budgeting, cash management, payroll, employee benefits, grants management, procurement, and financial reporting.

The New Foundations Charter School Board of Trustees has adopted stringent fiscal policies and procedures involving every aspect of the school's financial operation, including budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc. This has resulted in NFCS' strong state of financial health.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blueprint for financial decision-making during the fiscal year. The budget provides for the educational, building, and administrative needs of the school community, and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for available budgetary funds prior to the issuance of a contract or purchase order.

Petty cash is disbursed and checks are authorized by the school's CEO, under the supervision of the school Controller in accordance with procedures adopted by the Board of Trustees.

The Board has retained the services of Santilli and Thomson, LLC to act as the school's Controller and financial advisor. Santilli and Thomson employ a staff of qualified professionals possessing wide experience in school/municipal finance. These are responsible for accounting, budgeting, cash management, payroll, employee benefits, grants management, procurement, and financial reporting.

Santilli and Thomson adhere to the financial and procurement policies and procedures adopted by the Board. Segregation of duties is effected to ensure that there is adequate internal control over the school's assets. Financial reports are provided to the Board and to the CEO on a monthly basis. These reports include a trial balance, a statement of revenue and expenditures, and a statement of disbursements. They are generated in compliance with state requirements. The Controller meets with the school administrative team regularly and attends all Board meetings.

Accounting Systems

Explain what accounting system the charter school uses.

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

The accounting system utilized at New Foundations Charter School is Sage Non Profit. It is loaded with the State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles for budgeting, accounting and reporting.

Professional Education

Characteristics

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

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

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

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

This process is ensured and implemented through the use of Data Teams, Professional Learning Communities, Weekly faculty meetings, and Leadership meetings. During these sessions there is an established theme and clear goals. Furthermore, administrators often lead professional development in order to guide teachers and provide teachers with the knowledge and skills to enhance their instructional practices as they align their curriculum and instruction to meet state standards and expectations.

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

We do not currently have a gifted education program. We are an inclusion model, designed to provide all students with a holistic and comprehensive education. We do professionally train our teachers to utilize differentiated instruction to meet the needs of all students.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/25/2016
8/23/2017
8/22/2018

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/18/2017
1/17/2018

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/20/2019
8/22/2020

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

As a K-12 institution, New Foundations strives to provide all teachers with relevant and comprehensive Professional Development. Each year, professional development is aligned to a yearly theme in order to completely and thoroughly address a concept. For example, in 2013-2014 professional development, we began the transition to the Common Core. The Professional development plan began with education and fundamental components of Common Core. The professional development then continued throughout the year with Professional Learning Communities arranged by academic departments. Departments created K-12 pathways aligned to the Common Core. The following year (2014-2015), there was a focus on data driven instruction. The year began with an Emetrics/PVAAS training for teachers. As the years moved ahead, teachers have been divided into data teams that review benchmark/diagnostic data. Furthermore, these educators have implemented RTII procedures in order to provide intervention and remediation. This entire professional development process is monitored and facilitated by administrators. Continued support throughout the year is also provided by administration, reading and math specialists, as well as our K-12 STEM/TECH specialist. Additionally all new software, programs, intervention series, etc. come with professional development provided by the sales vendor. A member of the administration is present at all training/professional development sessions.

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

N/A

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- N/A

Unchecked answers

None.

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

New Foundations Charter School ensures that all of these characteristics are met through our comprehensive induction program. Our program consists of guidebooks that include the above outlined goals, objectives and competencies. Furthermore our induction program assigns mentors to each new inductee (mentee). The mentors are the most experienced, highly skilled and exceptional teachers. The mentors meet with the mentee weekly during the first two months of the school year and then bi-weekly for the next four months, and then monthly for the remainder of the year. If the mentee needs more guidance, then the mentor would meet more frequently. The administration is also meeting with the inductees during this process; weekly in the beginning stages and then less frequently as the school year progresses. The mentee program continues into their second year of teaching, that includes continued support from highly trained mentors. The second year focuses on areas that were highlighted throughout the first year of the program.

We also provide a week of in-service prior to the school year to all new incoming faculty to acclimate them to all facets of the school and educational environment that includes all of the above goals, objectives, and competencies.

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

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- N/A

Unchecked answers

None.

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

New Foundations Charter School ensures that all of these tools are met through our comprehensive induction program. Our program consists of guidebooks that include the above outlined goals, objectives and competencies. The mentors meet with the mentee weekly during the first two months of the school year and then bi-weekly for the next four months, and then monthly for the remainder of the year. If the

mentee needs more guidance, then the mentor would meet more frequently. The administration is also meeting with the inductees during this process; weekly in the beginning stages and then less frequently as the school year progresses. The mentor and mentee keep a log that is reviewed by the induction coordinator as well as the administration. Throughout the school year data & standardized assessments are reviewed by the inductee.

We also provide a week of in-service prior to the school year to all new incoming faculty to acclimate them to all facets of the school and educational environment that includes all of the above goals, objectives, and competencies.

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

N/A

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- N/A

Unchecked answers

None.

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

New Foundations Charter School has a wide variety of excellent experienced teachers that fill the needs and qualifications for our mentor program. Our faculty comes from a wide and diverse background that includes public, private, and parochial educational systems. Many of our faculty have advanced degrees, and have taught in the post-secondary system as well. Our mentors participate in a rigorous training program before being assigned a mentee. The training program outlines the purposes and standards of the mentoring program.

Our mentors take pride in helping their fellow teacher become excellent teachers and as part of our schools mission and our basic philosophy of being a caring school community, they are always willing to help. Furthermore many of our faculty are intrinsically motivated to accomplish our mission and to help not only their colleagues but also the school and the student whom we serve. New Foundations also believes that it is important to recognize their efforts so that all participating mentors are compensated for being in the program.

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

N/A

Induction Program Timeline

Topics	Aug -Sep	Oct- Nov	Dec -Jan	Feb -Mar	Apr -May	Jun -Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X				
Best Instructional Practices		X	X			
Safe and Supportive Schools		X	X			
Standards	X		X		X	
Curriculum	X	X		X		
Instruction	X		X			X
Accommodations and Adaptations for diverse learners	X	X			X	
Data informed decision making			X	X	X	
Materials and Resources for Instruction		X		X		X

If necessary, provide further explanation.

All of these topics are included in our induction program in the August induction program; however throughout the year each topic is delved into more deeply as each area becomes the focus of the curriculum and the process of the school year events. As each new teacher is assigned a mentor teacher in our program, the mentees meet weekly with their experienced teacher mentor throughout the first two months of the school year to insure that each of the above topics is covered so that the new teacher in the induction program will have a complete overview of the tools and skills needed to be successful throughout the school year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The procedures for monitoring and evaluating the Induction program of New Foundations Charter School is threefold. First we use the mentor/mentee log book, the observations and coaching reports that were developed throughout the year. Second, we use the mentoring coordinator's observation of the mentor and mentee and the evaluation tool from our handbook that each person fills out. Finally we use the informal observations and evaluations by the administration of each inductee. Based on this threefold approach we are able to gauge the effectiveness of the program. Along with this approach, we meet as a mentor/mentee group throughout the year to share and learn from other program members' experiences.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The LEA is a single charter school that provides all in house technical assistance for planning development, needs assessment implementation, and evaluation of school wide program. NFCS integrates structures that create internal stability and progress monitoring through the use of school-wide committees that meet regularly to analyze data, plan, and evaluate school-wide strategies and programs. Committees that feed into input for the school wide/comp planning committee include instructional technology, academic support and interventions, counseling and career development, parent involvement, and school culture. Each committee is lead by a representative of the school wide/comp plan team that serves as the liaison between the larger school community and the school wide/comp planing team. Each committee takes time to review research and best practices, design school wide strategies, give input on goals for the future, and progress monitors how programs and initiatives are impacting school outcomes.

Provider	Meeting Date	Type of Assistance
NFCS	2/20/2018	Parent Advisory Council meeting to provide input and review past plan
NFCS	4/16/2018	Parent Advisory Council meeting to provide input to upcoming plan
NFCS	6/7/2018	Faculty Committee Team meeting to review past plan, give input and suggestions for future plan

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

A continuum of social issues has been identified for each grade level in K-12, and content driven service learning projects are implemented to address each social issue.

Accomplishment #2:

New Foundations Charter School increases enrollment to capacity of 1500 students in grades K-12.

Accomplishment #3:

All k-12 grade students are engaged in a continuum of Career Development activities that focus on exploring various careers and preparing students for post-secondary experiences, with specific and in-depth projects being implemented in the 9-12 grades.

Accomplishment #4:

A comprehensive Out of School Time program involved K-12 students in after school, saturday, and summer programs that support academic, social, and emotional growth of students.

Accomplishment #5:

Integration of STEM subjects into K-12 classrooms is prevelant through cross-curricular projects, STEM related electives, the use of the outdoor learning garden, after school clubs, and Project Lead the Way.

Accomplishment #6:

According the Great Philly Schools website, NFCS is rated a 10/10 (K-8) and 8/10 (HS) based on academics, safety, and attendance.

Accomplishment #7:

NFCS has and continues to secure funding from a variety of sources to support programs and strategies that support our mission, including Neubauer Foundation, Captain Planet, Philadelphia Youth Network, Philadelphia School Partnership, and National Youth Leaderhsip Council.

Accomplishment #8:

100% of NFCS students graduated in 2014, and 100% of the graduating class was accepted into post secondary oppotunities. UPDATE

Accomplishment #9:

NFCS was designated as a distinguished High School through Project Lead the Way for our high quality integration of PLTW in through Computer Science and Engineering pathways.

Charter School Concerns

Concern #1:

A concern for New Foundations Charter School is to increase our growth rate for our PSSA/Keystone performance in Math, ELA and Science for the lowest and highest 20% of students.

Concern #2:

A concern for New Foundations Charter School is meeting all areas of PA Future Ready Index.

Concern #3:

A concern for New Foundations Charter School is to ensure consistent performance among all 3-12 grade students on state mandated assessments of PSSA and Keystone.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

A concern for New Foundations Charter School is to increase our growth rate for our PSSA/Keystone performance in Math, ELA and Science for the lowest and highest 20% of students.

A concern for New Foundations Charter School is meeting all areas of PA Future Ready Index.

A concern for New Foundations Charter School is to ensure consistent performance among all 3-12 grade students on state mandated assessments of PSSA and Keystone.

Charter School Level Plan

Action Plans

Goal #1: By the end of the 2019-2020 school year, NFCS will develop protocols and systems for communicating progress towards academic goals to students through hands on tools that engage students in tracking their own progress.

Related Challenges:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/Keystone Results, STAR 360, Powerschool Gradebook, protocols for looking at student data, lesson plans

Specific Targets: 1 protocol is developed for each grade level to use with students in sharing achievement data. Each teacher will implement protocol with students at pilot protocols least 2 times during the 2019-2020 school year. Student data protocols will be implemented with fidelity beginning in 2020-2021.

Strategies:

PLCs - Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

SAS Alignment: Materials & Resources

Classroom Diagnostic Tools (CDT)

Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: [Classroom Diagnostic Tools \(CDT\)](#))

SAS Alignment: Assessment

Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#).)

SAS Alignment: Assessment

Student Driven Tracking Tools

Description:

Teachers and leadership will work together to create tools that help students from all grade levels to understand and track their own academic progress.

SAS Alignment: Standards, Assessment

Implementation Steps:

PLCs - Professional Learning Communities

Description:

Ensuring that there are PLCs built around a focus of communicating student assessments and achievements to students of all grade levels.

Start Date: 8/19/2019 **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies:

- PLCs - Professional Learning Communities
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Student Driven Tracking Tools

Description:

NFCS will create a set of protocols that can be used with students to communicate achievement and track progress throughout the year based on aligned standards.

Start Date: 10/1/2019 **End Date:** 1/31/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Classroom Diagnostic Tools (CDT)
- Student Driven Tracking Tools

Appendix: Professional Development Implementation Step Details

End	Title	Description	Type
9/30/2019	PLCs - Professional Learning Communities	Ensuring that there are PLCs built around a focus of communicating student assessments and achievements to students of all grade levels.	School Entity
Person Responsible Principals	SH 1	S 6	EP 70
	Provider Teacher Leaders		

Knowledge Use of student data in making instructional decisions, and how to communicate with students about achievements.

Supportive Research Use of data analysis and data driven instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Professional Learning Communities

Training Format

Participant Roles	Grade Levels
Classroom teachers Principals / Asst. Principals	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

High (grades 9-12)

Follow-up Activities

Analysis of student work, with administrator and/or peers

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by David Lambie on 8/1/2018

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation 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 Foundations 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/>

Affirmed by David Lambie on 8/1/2018

Board President

No signature has been provided

Superintendent/Chief Executive Officer