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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Monday, November 10, 2008**

**Charter School:** Math Sci & Tech Community CS  
**Address:** 1800 E Byberry Rd  
Philadelphia, PA 19116  
**Phone:** (267) 348-1100  
**Contact Name:** Jeff Hunter

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Math Sci & Tech Community CS

**Date of Local Chartering School Board/PDE Approval:** September 1st 1998

**Length of Charter:** Renewed for Five Years    **Opening Date:** August 29, 2007

**Grade Level:** K-12    **Hours of Operation:** 7:30 am-4:00 pm

**Percentage of Certified Staff:** 100    **Total Instructional Staff:** 71

**Student/ Teacher Ratio:** 17.1    **Student Waiting List:** 1400

**Attendance Rate/Percentage:** 95.7

**Enrollment:** 1211    **Per Pupil Subsidy:** reg \$7,708.33 special ed \$16,760.03

#### Student Profile

**American Indian/Alaskan Native:** 1  
**Asian/Pacific Islander:** 107  
**Black (Non-Hispanic):** 107  
**Hispanic:** 63  
**White (Non-Hispanic):** 897  
**Multicultural:** 35

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 34

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 130

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
<b>Instructional Days</b>	0	0	181	185	185	185	185
<b>Instructional Hours</b>	0	0	947.25	1045.35	1091.50	1077.45	1082

## SECTION I. EXECUTIVE SUMMARY

### Organization Description

MaST Community Charter School is a K-12 learning institution located at 1800 East Byberry Road, Philadelphia, Pa. It has over the last nine years served as a viable institution and organization based on several educational programs including the Authentic Teaching and Learning Assessment (ATLAS) model, inclusion model of special education, and others. We hire eminently qualified instructors and give them the necessary resources to teach a curriculum that is rigorous and progressive, yet appropriate. As an ATLAS School, MaST Community Charter

School is committed to the creation of a K-12 pathway; an educational program that promotes continuous learning and individual development and provides an organizational structure that responds to the intellectual, social, and emotional needs of children at different stages of their development. MaST focuses on an integrated and constructivist curriculum that emphasizes math, science, and technology.

## **Core Purpose**

### **Mission**

MaST's mission statement reads: "Working in collaboration among school personnel, parents, and community, the MaST Community Charter School seeks to help all children develop the necessary skills, knowledge, and values to function as effective citizens. We draw on a national data base of standards, high caliber curriculum, advanced instructional strategies, and cutting edge technologies."

MaST remains faithful to its mission by consistently bearing in mind its own philosophical foundations and what MaST stands for: a pathway for student learning that involves teacher delivery of instruction and assessment of achievement which is authentic. To this end, MaST's programs have been fully implemented and are constantly being refined. MaST is keeping a watchful eye for any and all new state standards so that we may make the necessary adjustments to our curriculum quickly. We are honing our curriculum from a nation-wide data base of teaching methodologies and best practices. We actively encourage academic excellence for all MaST students. We create a scholastic environment that nurtures even as it challenges and that openly welcomes students, teachers, families, and community members. Our Mission Statement, which is posted in every room of the building, reads as follows:

Our underlying purpose is to create a charter school that.....

- Challenges our students to use their minds well
- Sets high world-class standards for student achievement
- Is a place where children and adults want to be
- Supports teachers in trying new methods and working with colleagues
- Reflects the goals of multicultural communities
- Brings, teachers, students, families, and community together to better educate all students
- Creates a consistent "pathway" for student learning and development
- Creates a school that focuses on integrative and constructivist curriculum
- Establishes multiple learning sites for high school students on college campuses and in businesses

### **Vision**

At MaST Community Charter School, our goal is to enable all students to be lifelong learners, productive workers, and thoughtful members of our families and global communities. We believe that all our students can and will achieve high educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers, parents, and other concerned and involved adults. MaST's commitment to recruiting and creating an ethnically diverse student population, to its cross-age mentoring and tutoring program, to accessing technology across all grade levels, and to its linkage to both service learning projects and post-secondary course work, will serve as a clearing house for student employment opportunities via its counseling center, its job postings board, and a variety of websites both local and national.

### **Shared Values**

MaST Community Charter School, its families, and its community have reciprocal relationships in which families and communities contribute to the school and the school values their voices. Parents of MaST students understand the ATLAS model and school mission as described in the

school's brochure and website and formalize their commitment to the concept when their children are accepted. Volunteerism is encouraged by MaST and many families volunteer as many as 20 hours per school year. They chaperone class trips, assist in the classrooms, library, cafeteria, and wherever needed.

### **Academic Standards**

In its charter application, MaST outlined its goals and benchmarks over an initial three year period of operation. These are based on the Authentic Teaching and Learning Assessment model for all students. Essential questions and understandings that are shared throughout the school drive the curriculum. Prior to the schools opening each year, teacher study group teams work to produce models of authentic teaching practices according to the ATLAS model founded in the state standards. They update these throughout the year to ensure that they are standards-driven.

Teaching takes place in a learning environment that is personalized for all students. Instructors strive to acknowledge and accommodate different learning styles. Curriculum materials are drawn from different sources of knowledge.

As MaST Community Charter School achieves its goals and benchmarks, it will increasingly become a personalized learning environment where the student is the learner and the teacher acts as a coach. Working within a curriculum that is based on national standards and has a coherent K-12 alignment and flow, MaST teachers can address student needs by skill level, not grade level. Due to the flexibility gained by housing K-12 within one building, individualized plans of instruction will permit the mixing of age and skills groups. By the adopting of a coherent K-12 curriculum, aligned vertically and horizontally across grades and content area and aligned with state standards, students have the opportunity to learn at their own rate and ability level.

Teachers are being trained to identify and teach different learning styles and to use multiple intelligences in creating a positive learning environment. In addition, teachers and parents are able to connect assessment strategies to measurable goals linked to state standards. In creating groups and grade teams, ATLAS creates a system of professional accountability that is teacher-driven and nurtures the use of a common language across the pathway. That shared communications base extends to parents with whom MaST actively engages in the work of improving student performance. ATLAS trains parents in appraising student work and in upholding instructional goals at home and helps MaST design and implement teacher-parent-student conferences. Furthermore, teaching for understanding strives to create partnerships with the community at large, which utilizes school/community assets to support the success of all students.

Grade group teams endeavor to focus their action plans on student needs identified by looking at data available on our school's Performance Tracker Software System, Powerschool system, e-metrics, value added assessment, and student work and to use authentic assessment instruments to gather evidence of changes in student performance. Likewise at times, these groups plan for their own professional development in order to improve classroom practice, including peer mentors and active involvement in outside training. A variety of other professional development opportunities are taken advantage of each year, including both on and off-site training. Finally, because MaST incorporates assessment into all facets of the school's program, its goal is to employ a wide range of recognized and appropriate standards from performance based measures such as exhibitions of mastery, portfolios, and community-based projects to standardized tests.

At MaST, leadership opportunities are open to parents and community members and the school actively promotes service in the community as a vehicle for student learning. Such a culture creates a school management structure that emphasizes shared decision making and lines of authority that integrate a collaborative team of teachers, administrators, parents, community members, and representatives of community-based human service agencies.

### **Strengths and Challenges**

On the special education front, the school has made use of a second special education teacher who was added last year, so that the load of high school special education students could be serviced in a more personal one-on-one way. This addition, in its second year, is beginning to pay dividends in the individual time each special education teacher can spend team teaching along with individual instruction. The special education department 7-12 continues to work hand in hand with the instructors to schedule quality team teaching lessons and small group sessions in an inclusion setting. The school continues to strive to meet AYP for all students in the year 2008-09.

On the elementary level, there is one classroom assistant in every K-6 classroom, reducing the student to adult ratio and aiding in more individual attention to support high level as well as at-risk students. During the 2007-08 school year, MaST also added a full time special education assistant to both high school and middle school. There is flexible grouping offered in all content areas to further help our goal of differentiated instruction. There is an increased utilization of project-based learning and service learning projects which are integrated into the content and infused with technology. The expressive arts program has been expanded. New teachers are provided with an extra preparation period in which they receive professional development around a variety of topics.

On the upper school level with the addition of an Advanced Placement Biology Program, MaST continues three advanced placement courses approved by the College Board: Biology, U.S. History, and English. These courses are offered in grades eleven and twelve. Along with Advanced Placement courses, MaST has been expanding its "Pre-AP" courses to accommodate the growing number of students now interested. "Project Lead the Way," which is a computer based, hands-on science engineering course designed to encourage high school students to see engineering and science as lucrative and interesting fields before they leave for higher education, is also being expanded from one course to two.

MaST's strength lies in its highly dedicated professional staff, a parent base that is very involved, and its Board of Trustees. All three of these groups function as a cohesive element. Thus making a great education possible for our students.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

Over the last year, since the inception of the e-strategic plan, MaST has made use of a variety new instruments to help with the school's planning process. MaST continues to follow the ATLAS model of:

- Teaching and Learning
- Assessment
- Management and Decision Making
- Professional Development
- Family and Community

Now that the strategic plan is being shaped and developed, members of the committee have access to more data and information and are becoming familiar with feedback in the surveys administered this year. The Board of Trustees has a committee who will be analyzing and conducting new surveys this year to see how the information correlates. Members of the committee will present their findings to the Board of Trustees to aid in the planning process.

The teaching and learning criteria continue to be designed to promote high student achievement and deep understanding of important facts, concepts, and skills. Students can demonstrate and apply their knowledge through a variety of assessments, including an exhibition process. The

assessment criteria provides the information and analysis necessary for the effective management and decision making focused on student success. Management and decision making criteria provides the administration with: information on the needs of students, teachers, staff, internal and external stakeholders for the planning of teaching and learning, forms of assessment data, student work, and the goals of family and community members. The family and community criteria are established through ongoing communications between community partners, families, and students themselves.

At the end of each school year, through use of both the ISAC (ATLAS) rubric, informational websites such as e-metric and Performance Tracker software, MaST's pathway leadership team reaches consensus about priorities for the pathway and projects a timeline for implementing the school improvement plan. The goal of MaST is to revisit this timeline bimonthly to determine areas of consensus, divergence, achievement, and deficiencies. The timeline is amended as a response to the current and changing school status.

The areas of improvement as determined by our data analysis informs our teams' action planning. In creating study groups and teams, ATLAS creates a system of professional accountability that is teacher-driven and nurtures the use of a common language across the pathway. MaST staff participates in Study Groups/ Team Meetings at the same time on a bi-weekly basis. Their goals are to focus on their particular needs for instruction, the curriculum in relationship to the students attaining standards, and to examine data. Along with their discussions, they are aided by Performance Tracker software which compiles student data from a variety of assessments into one place where it is readily available and easily analyzed. They examine student work and share ideas to become more knowledgeable and skillful at doing what will result in higher levels of student learning.

Study Groups/Teams develop action plans that serve as their agendas. They attempt perceived solutions to problems, collect information about the degree of change, and share information with the whole faculty. They maintain weekly logs that are posted outside of the professional development room. This gives staff and parents the opportunity to be aware of ongoing work so they can provide input. Administrators have the opportunity to comment, assess, and supply necessary resources to support this work.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brian Mohr	Parent	Board Member	Karen DelGuercio
Claudia Iuliano	Teacher	Middle School Teacher	Karen DelGuercio
Donna Sole	Teaching For Understanding Coordinator	Other	Karen DelGuercio
Ernest Feilke	Teacher	Secondary School Teacher	Karen DelGuercio
Jeff Hunter	Secondary Principal	Administrator	Karen DelGuercio
John Swoyer	Technology Representative	Ed Specialist - Instructional Technology	Karen DelGuercio
Linda Gotlieb	Academic Manager	Administrator	Karen DelGuercio
Mary Jane Hazel	Board Member	Community Representative	Karen DelGuercio
Michelle Cori	School Psychologist	Ed Specialist - School	Karen

		Psychologist	DelGuercio
Mike Brophy	Roster/PIMS	Other	Karen DelGuercio
Mike Thompson	Controller	Other	Karen DelGuercio
Mimi Garbinski	Parent	Board Member	Karen DelGuercio
Myra Mezei	Teaching For Understanding Coordinator	Other	Karen DelGuercio
Richard Trzaska	CEO	Administrator	Karen DelGuercio
Terry Pendergast	Teacher/Parent	Elementary School Teacher	Karen DelGuercio

**Goals, Strategies and Activities**

**Goal: Professional Development**

*Description:* Successful implementation of a new professional development plan.

**Strategy: Data Informed Instruction**

*Description:*

*Activities:*

Activity	Description	
Action Plan	Staff will revise their action plan using data analysis for school improvement. All stakeholders will be involved in this process. Data analyzed will include, but not be limited too: PSSA, Terra Nova, 4site, DRA, Dibels, Gmade, and PVAAS. It will be led by Administration, Data Team, and Technology Department beginning in November 2008 and ongoing.	
Person Responsible	Timeline for Implementation	Resources
Donna Sole	Start: 11/11/2008 Finish: 6/1/2009	\$500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8	1	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MaST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn to use current to revise action plans.	Using current data to inform instruction has been proven to maximize student learning outcomes.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's</li> </ul>

		<p>teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>
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Activity	Description	
Monitor and Develop Action Plans	Under the tutelage of the data team, all teachers and appropriate staff members will use PDE data analysis tools to monitor and develop action plans for school improvement. Lead teachers and the Technology Department will support this ongoing effort.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Donna Sole	Start:9/15/2008 Finish: 9/15/2008	\$500.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8	1	80
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MaST Community School Delaware County Intermediate Unit	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Staff will learn to use multiple data sources to make informed	The PDE had adopted the GETTING RESULTS!	<i>For classroom teachers, school counselors and education</i>

<p>decisions around how to best educate all of their students. In addition they will become competent in using the GETTING RESULTS! template.</p>	<p>template as a best practice.</p>	<p><i>specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary</li> </ul>	

specialists	(grades 2-5) • High school (grades 9-12)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>	

**Strategy: Differentiated Instruction**

*Description:* A cornerstone of our New Professional Development Plan will be equipping and training the staff on the use of Differentiated instruction

*Activities:*

Activity	Description	
Custom Workshops	Custom workshops based on student and staff needs will be given for all staff. The Director of Technology, Testing Coordinator, Teaching for Understanding Coordinator (TFU), lead teachers, and the Delaware County Intermediate Unit (DCIU) will deliver these workshops. These workshops will be ongoing, including monthly full day staff development throughout the year.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Donna Sole	Start:6/30/2008 Finish: N/A	\$1,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8	8	80
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MaST Community Charter School Delaware County	• School Entity	Approved

Intermediate Unit	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>Flexible grouping Tiered learning Progress monitoring Multiple Intelligences RAFT activities Emotional intelligences Alternative assessments</p>	<p>Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and</u></li> </ul>

		<p>use appropriate data to inform decision-making.</p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> <li>Portfolio</li> </ul>	

Activity	Description
Differentiated Instruction Team	MaST will train all teachers in the principles and practices of differentiated instruction. This training will be done by the Teaching for Understanding Coordinators (TFU) and lead teachers. Training

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	will take place during the 2008-2009 school year and ongoing, as necessary.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Donna Sole	Start:10/8/2008 Finish: 4/8/2009	\$1,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	6	54
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MAST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Flexible grouping Tiered learning Progress monitoring Multiple Intelligences RAFT activities Emotional intelligences Alternative assessments	Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>,</li> </ul>

		<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>	

<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>	
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Activity	Description	
Turn-around Training	Turn-around training workshops will be designed and implemented for all K-12 teachers and administrators. Trainings will be given by the TFU's and Lead Teachers. They will be ongoing, as needed.	
Person Responsible	Timeline for Implementation	Resources
Donna Sole	Ongoing	\$1,000.00

**Strategy: Inclusion**

Description:

Activities:

Activity	Description	
Interventions	The Special Education Committee will reevaluate interventions for identified students. Trainings on updated interventions and new programs will be given to all K-12 teachers and assistants beginning in the Summer 2008 and ongoing.	
Person Responsible	Timeline for Implementation	Resources
Donna Sole	Start:6/30/2008 Finish: N/A	\$500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	6	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MaST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Training in specific research-based intervention programs	The Response to Intervention model indicates that research-based intervention programs are an essential component for student success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's</li> </ul>

		<p><u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy</li> </ul>	

<p>content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<p>and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>
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Activity	Description	
Student Identification and Monitoring	A Special Education Committee will reevaluate and improve the current student identification process and monitoring system including RTI. The process will be shared via turn-around trainings for all K-12 teachers beginning in the Summer of 2008 and ongoing.	
Person Responsible	Timeline for Implementation	Resources
Donna Sole	Ongoing	\$500.00

**Strategy: Professional Development Plans**

*Description:* The 2008/09 School Year will consist of a staff development plan (that is attached to the Annual Report) which sets aside days and afternoons on a set basis for professional development to take place. Included in the strategy will be our annual professional development survey, teacher instructional improvement plans as provided by our administration, and professional development record of offerings.

*Activities:*

Activity	Description	
Professional Development Hours	Professional development days will occur on Mondays so that implementation of new material and strategies can begin the following day. In addition, the 1/2 days will be blended into a full day of professional development in order to make better use of time and retention. Furthermore, there will be bi-weekly " data-team" meetings in which the staff will engage in various activities related to but not limited by: data analysis, peer mentoring, curriculum strategies, instructional strategies, and classroom management goals. They are very much a part of our teacher training and ongoing education. During these informal team meetings, suggestions are often made to the administrators to take into consideration for further professional development.	
Person Responsible	Timeline for	Resources

	<b>Implementation</b>	
Jeff Hunter	Start:8/27/2008 Finish: 6/1/2009	\$30,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8	9	82
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MaST Charter School, Delaware County Intermediate Unit, Holy Family University, Consultants	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Company</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will be versed in data comprehension and analysis to design realistic goals and action plans		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling</li> </ul>

		<p>students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>	

<ul style="list-style-type: none"> <li>with mentoring</li> <li>• Journaling and reflecting</li> </ul>	
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**Goal: Proficiency Goal Reading**

*Description:* In keeping with the mission to maintain high standards for both students and staff and, following the mandates in the federal law known as No Child Left Behind, students without IEP's and 504 Accommodations are required to score proficient in the Reading PSSA test or its equivalent in order to graduate.

**Strategy: Staff Development**

*Description:* Through the participation in monthly and weekly staff development sessions coinciding with our calendar, instructors and administrators will become versed in the use of related instructional materials including data but not limited to: analysis and differentiated instruction to meet our reading goals. Furthermore, they will analyze previous data and determine strengths and weaknesses.

*Activities:*

Activity	Description	
Professional Development	Through effective staff development sessions, we will increase scores. The activities will be designed and conducted to train the Data Team to learn how to do the following: analyze the PSSA data for strengths and weaknesses, design an action plan for the 2008-09 school year, look for trends, analysis over time, make predictions based upon the data, analyze 4Sight data, make predictions based on the 4Sight data, search for achievement gaps, analyze root causes, design realistic and attainable goal setting based on data analysis, and design an action plan for the year. This strategy will take place during the entire year and include several mid-year reviews in the form of formal and informal surveys.	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start:8/27/2008 Finish: 6/1/2009	\$20,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8	8	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Delaware Valley Intermediate Unit, Holy Family University, Professional Educators, Guest Speakers, Technology Department	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Individual</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

<p>The Data Teams will continue to be trained in collecting, analyzing, and using data to improve student learning. This Data Team will analyze and disaggregate the data to help teachers make data-driven decisions regarding instruction. We will designate sub-groups to look for achievement gaps and analyze root causes.</p>	<p>Data research and analysis is imperative to providing quality instruction</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<p><b>Educator Groups Which Will Participate in this Activity</b></p>		
<p><b>Role</b></p>	<p><b>Grade Level</b></p>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<p><b>Follow-up Activities</b></p>	<p><b>Evaluation Methods</b></p>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> </ul>	

**Goal: Adequate Yearly Progress for Special Education Students Taking the PSSA**

*Description:* MaST students will achieve Adequate Yearly Progress on their PSSA tests in both reading and math.

**Strategy: Differentiated Instruction**

*Description:* Instructors will focus on making lessons appeal to all types of learners including those with special needs through the use of Differentiated Instruction. Support systems like the Instructional Support Teams will be utilized and screenings will be employed. Small group instruction along with the use of specific test strategy material including purchased structured research-based intervention programs will be utilized. Finally, staff develop will focus on Differentiated Instruction, model lessons, and team teaching strategies that take place during these trainings. Teachers will be trained in Strategic Intervention Component of the Harcourt Storytown Series, Soar to Success L iteracy Program, Wilson Reading Program, Touch Math Program, and Study Island.

*Activities:*

Activity	Description	
Special Education Training	Through formal and informal training, instructors will become versed in the use and mastery of Differentiated Instruction and prove their proficiency through formal observation. Through learning differentiated instruction techniques, instructors will be able to refocus their lessons on strategies that will keep students with special needs involved. The training will involve classroom observation, team teaching, and a focus on technology in lessons as noted in lesson plans and formal observations.	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start:8/27/2008 Finish: 6/1/2009	\$15,000.00

Activity	Description	
Specific Interventions	Strategic Intervention Component of the Harcourt Storytown Series, Soar to Success L iteracy Program, Wilson Reading Program, Touch Math Program, and Study Island amongst other various programs will become a conerstone of our goal to help students with special needs achieve AYP at MaST	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Ongoing	\$0.00

**Goal: Attendance**

*Description:* Maintain average attendance rate of 95% or above for students K-12 during the school year 2008/09

**Strategy: Incentives**

*Description:* Through the use of incentives (individual and group), students will be encouraged to attend school on a daily basis. Parental involvement in these incentives will be a key component and the school will employ a full time attendance officer.

*Activities:*

Activity	Description	
Student Incentives	Students will be given incentives to attend school, giving them initiative to participate in school, including but not limited to: certificates, prizes, awards, trips, and general recognition. These incentives will start from the first day of school, when attendance will be stressed and progress rewarded. It will be continually followed-up by our staff, including our Attendance Officer who will meet with parents, make home school visits, and make recommendations for parents. Teachers will be required to notify the Attendance Officer, in the case of a student being absent more the three consecutive days. This goal is based on the indisputable facts and evidence that students who attend school have better achievement rates than those who have attendance issues. Students who are in school are more likely to understand and comprehend material, less likely into get in trouble with authorities outside of school, and more socially adjusted to the educational environment and its expectations.	
Person Responsible	Timeline for Implementation	Resources
Mike Brophy	Start:8/27/2008 Finish: 6/22/2009	\$8,500.00

**Goal: Graduation Rate**

*Description:* Graduate rate will meet a 98% threshold and/or show growth.

**Strategy: Student Initiative**

*Description:* Students will be consistently reminded, encouraged, and mentored to keep the goal of graduation and future education and training a top priority through the use of:

Mentoring, Block Rostering, School Website, Homework Hero, Guidance College and University partnerships, Work Release Programs

*Activities:*

Activity	Description	
Incentives	Students will be given several new incentives this year, including but not limited to: mentoring, block rostering, Homework Hero, the school website, college and university partnerships, work release programs, and attendance officer. The goal remains to have every student who begins their career at MaST graduate on schedule and become a productive citizen.	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start:8/27/2008 Finish: 6/22/2009	\$10,000.00

**Goal: Proficiency Goal Math**

*Description:* In keeping with its mission to maintain high expectations for both its students and staff, the mandates in the federal law known as No Child Left Behind requires students without

IEPs and 504 Accommodations to score proficient in the PSSA Math test or its equivalent in order to graduate.

**Strategy: Staff Development**

*Description:* During monthly and weekly meetings coinciding with our professional development calendar, instructors and administrators will: analyze data, participate in team teaching workshops, review new related instructional material, focus on student tutorials and techniques for small group instruction, and review cross curriculum teaching approaches.

*Activities:*

Activity	Description	
Peer Turn-Around Training	Through peer mentoring and lesson modeling, the instructional staff will provide turn-around training for other staff members on the use of proven techniques and reading strategies. These will serve to supplement our formal professional development as noted in other goal strategies and activities. This activity will take place on a monthly basis as needed and during weekly team meetings. The administration will monitor progress in the form of lesson plan objectives and observations, both formal and informal. Consumable supplemental materials will be ordered as needed in accordance with the beginning of the year strategy survey. Through our professional development series, the instructional staff will analyze the PSSA data, look for trends, make predictions, and design goals for achieving this increased score.	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start: 8/27/2008 Finish: 6/1/2009	\$5,000.00

**Goal: Proficiency Goal Writing**

*Description:* Students will achieve proficient on the PSSA Writing or its equivalent in the school year 2008-09.

**Strategy: Professional Development**

*Description:* There will be several hours of professional development dedicated to writing strategies across the curriculum as well as writing in the content areas, coupled with peer mentoring. This initiative will begin in late August and continue throughout the year with the staff attending full day sessions once a month on Mondays and several half day professional development sessions. These days will be attended by all instructional staff and they will be credited ACT 48 hours. The professional staff will then be asked to provide turn-around training to non-instruction staff, where applicable.

*Activities:*

Activity	Description
Professional Development Hours	Increase the hours of professional development by instructors via the intermediate unit, in school expertise, and consultants, starting in August 2008 and ending in June of 2009. All instructional staff will attend. These hours will help instructors learn new strategies for reading across the curriculum, differentiated instruction, and discussion of materials that can be ordered which have helped students in the past.

Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start:8/27/2008 Finish: 6/1/2009	\$20,000.00
<b>Professional Development Activity Information</b>		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8	8	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Delaware County Intermediate Unit, Holy Family University, Professional Educators, Technology Departments, Guest Speakers,	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> <li>• Individual</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Instructors will be able to summarize and analyze data more effectively, complete data team goals, and develop action plans. Instructors will be versed in a variety of new researched techniques in issues including but not limited to: Educational Technology, Data Analysis, Differentiated Instruction, Special Education Integration, Cross Curricular Integration, and Current Educational Law.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>	

<p>discussions</p> <ul style="list-style-type: none"> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	
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**Goal: Student Participation in State Assessments**

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

**Strategy: Incentives for Participation**

*Description:* Students will be encouraged to participate in the PSSA through their confidence in their knowledge and preparation for the exam.

Parents and guardians will be informed and knowledgeable about time frames and stakes of the testing as well as results.

Students will be given incentives before, during, and after the PSSA. MaST provides each student a positive testing environment starting letters home to parents and posters throughout the building. A Pep rally featuring our band and cheerleaders, each student is given a student designed PSSA t-shirt. During the testing days PSSA balloons are in the hallways, and children receive snack packs along with free breakfast (for those that don't usually qualify). Students also have attendance incentives and are rewarded for perfect attendance with a party.

*Activities:*

Activity	Description	
PSSA Attendance Initiative	Students will be encouraged to attend school during the PSSA. They will feel confident of their knowledge and preparation. Parental awareness and encouragement, special incentives during the testing period, and staff encouragement will be utilized. Students arriving and taking the assessments at the scheduled times minimizes the amount of time they are out of their assigned classes and increases their feeling of accomplishment when finishing with their peers. From an organizational standpoint it is absolutely essential to have as many students take the assessment on schedule as possible.	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start: 10/6/2008 Finish: 6/1/2009	\$7,000.00

**Statement of Quality Assurance**

Charter school has met AYP.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

At MaST Community Charter School, we believe that all of our students can and will achieve high educational standards when they are:

- Made to feel important

- Expected to do well
- Engaged in challenging and meaningful work
- Supported by a unified community of teachers, parents, and other concerned and involved adults

MaST focuses on an integrated and constructivist curriculum that emphasizes math, science, and technology. Working within a curriculum that is based on Pennsylvania, local and national standards, which has a coherent K-12 alignment and flow, MaST teachers can address student needs by skill level, not age. Due to flexibility gained by housing K through 12 within one building, individualized plans of instruction permit the mixing of age and skill groups. MaST's K-12 curriculum, aligned vertically and horizontally across grades and content areas, allows students to have the opportunity to learn at their own rate and ability level. Teachers are trained to identify and teach different learning styles and to use multiple intelligences in creating a positive learning environment. In addition, teachers and parents are able to connect assessment strategies to measurable learning goals linked to curriculum benchmarks.

The ATLAS (Authentic Teaching, Learning, and Assessment for all Students) reform initiative is employed at MaST for its K-12 focus. Its comprehensive and effective framework provides for student learning and development via an integrated constructivist curriculum. Evidence for success of this framework in enhancing academic options and performance includes the following:

- Successful school-wide technology integration. A computer is available to virtually all students at any given time during the instructional day. MaST presently maintains 3-4 stationary computers per classroom, 7 mobile labs, a graphic arts and design lab, a CISCO Lab, Smart Boards, LCD Projectors Promethean Boards and various assistive technologies for interactive teaching and learning.
- Development of full student-centered, technology integrated classrooms where students routinely exercise higher-order thinking skills by explaining why they do what they do, by designing their own questions for exploration, and by choosing multiple ways to demonstrate understanding. This is representative of our "hands on" approach to learning, which promotes MaST's continuing academic improvement via cooperative group work, through student collaboration and consultation, and through alternative assessments.

Through the ATLAS reform model, team grade groups were formed to reinforce the teaching and learning at MaST. These team grade groups endeavor to focus their action plans on student needs which are identified by data and to use authentic assessment instruments to gather evidence of changes in student performance. Likewise, these groups plan for their own professional development in order to improve classroom practice, such as peer monitoring, behavioral interventions, collaborative team meetings, latest technological integration, and various instructional methods and resources.

For students that are not making reasonable academic progress, or for those who, through teacher progress reports, are identified as "at-risk for failure" but who are not identified as special needs, individualized academic support is provided via MaST's Instructional Support Team (IST) and/or through supplemental after-school tutoring by the student's classroom teacher and in small group instruction periods which are focused on remediation. This year peer-on-peer tutoring was piloted for the first time. These students participate in standardized testing which provides evidence that support strategies are effective in raising at-risk pupils' scholastic performance.

Evidence is further supported by the fact that retention rates still have not risen sharply, despite the institution of a more rigorous curriculum.

### **Rigorous Instructional Program - Attachments**

- Professional Development Plan 2007
- Induction Plan 2007
- Induction Approval Letter
- Professional Education Confirmation E-mail

### **English Language Learners**

Presently, there are no students identified as ELL. Students are identified by initial interviews, pre-referral screenings, formal evaluations and teacher identification.

New arrivals to MaST with non-English language background would be screened for English proficiency through our Special Education Department. Testing materials from companies such as Ballard & Tighe Publishers would be used. Testing in native language is available upon request.

MaST provides an inclusionary setting for all students with disabilities. MaST Community Charter would use a Sheltered English/Content-Based program wherein language minority students from different language backgrounds would be grouped together in classes where teachers use English as the medium for providing content area instruction methods and materials to the proficiency level of the students. Gesture and visual aids would be incorporated to assist student understanding.

### **English Language Learners - Attachments**

- ELL Report 2007-08
- LEP 2007-08

### **Graduation Requirements**

MaST students are required to complete a rigorous course of study with a curriculum that is strategically aligned with the state standards. High school students are mandated to pass all of their subjects. A total of 29.50 credits were required of this graduating class, exceeding the local district and state requirement.

English- 4.0 Credits  
Summer Reading- 1Credit  
Writing- 2.0 Credits  
Math- 6.0 Credits  
Social Science- 4.0 Credits  
Science- 4.0 Credits  
World Language- 2.0 Credits  
Computer/Tech- 4.0  
PE/Health- 1.5 Credits  
Senior Portfolio- 1.0 Credits

Block rostering allows a student to pursue courses at various grade levels. In this way, specific remediation is delivered while continuous learning and development are promoted and a coherent education program is maintained.

Students begin their required culminating project in their junior year. The sponsoring teachers introduce the project. The students receive a packet specifically outlining the project and the time

lines. The purpose is explained as an original portfolio created by a student that emphasizes pride in accomplishment and the self-discipline required for future employment or continued education. Each student is assigned to a specific teacher and may have a mentor to aid in the completion of the project. There are required progress reports to ensure that the project is completed by the due date.

Students are administered the PSSA as well as the 4Sight tests eleventh grade. Along with the aligned curriculum, students in all grades receive preparation on test-taking strategies across the curriculum. Our students take a local assessment in the Fall and Spring of every school year. Students who are experiencing difficulties receive small group instruction and tutorials to achieve proficiency.

**Special Education**

MaST Charter School operates under the inclusion model of special education and provides students education in the least restrictive learning environment. Special education at MaST is taught by six teachers, each instructor being responsible for certain grade groups. The inclusion model is utilized to the utmost of these instructors' ability, keeping within the MaST philosophy that all teachers are special education teachers. Students are assigned to a specific special education instructor and their regular education teacher who both familiarize themselves with the specifics of the students', Individualized Educational Plan. After review of the program, the regular and special education teachers coordinate schedules for class visitation, small group instruction, and other services as listed in the Individualized Education Plan. Both the special education teacher and the regular education teacher coordinate and collaborate with members of the IEP team including parents and are all a part of the implementation process. Both instructors collaborate as the teacher of record for the students and goals and strategies are discussed, instruction and assessments are modified, and appropriate attention and accommodations are made both in and out of the classroom. MaST believes strongly in peer grouping and small group instruction; therefore, it is a goal to have students with special needs in the general environment as often as possible. Our program is coordinated by our school psychologist and the six teachers are aided by special education assistants, physical therapist, occupational therapist, and speech therapist, as needed according to their IEP or disability.

**Special Education - Attachments**

- Special Education Policy and Procedures
- Penn Data Report 2007/08

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Steve Green	1	Learning Support	MaST	23	Inclusion model
Jennifer Bathe	1	Learning Support	MaST	27	Inclusion Model
Addie Christopher	1	Learning Support	MaST	17	Inclusion Model
Aubree Cupitt	1	Learning Support	MaST	17	Inclusion Model
Kurt Stengel	1	Learning Support	MaST	17	Inclusion Model
Tara Girnius	1	Learning Support	MaST	20	Inclusion Model

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	none	none	0	There are no

					Special Education instructional programs operated under contract with MaST Charter School
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**Special Education Program Profile - Chart III**

Title	Location	FTE
Sp. Ed Classroom Assist.	MaST	1
Psychologist	MaST	1

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Physical Therapy	Two hours
Pediatric Therapeutic Services	Occupational Therapy	Ten hours
Pediatric Therapeutic Services	Speech Therapist	Twenty-eight hours

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Local Assessment Terra Nova	No	Yes	Yes	No	No	No
Dibels	Yes	Yes	Yes	No	No	No
Rigby	Yes	Yes	Yes	Yes	No	No
DRA	Yes	Yes	Yes	No	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes

**Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	Yes	Yes
GMADE	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	Yes	Yes	Yes	No

**Student Assessment**

MaST has shown evidence of significant improvement in academic achievement in the areas of Math and Reading as measured by the Pennsylvania System of School Assessment. The results are a reflection on both our curriculum and the quality of our teaching. The number of students

performing in the advanced and proficient levels has continuously increased in most grades/content areas as indicated in the chart.

Our progress is reviewed in relationship to the requirements of No Child Left Behind to determine if we are making continuous progress towards AYP. We compare our students' achievement to district and state standards. We review our curriculum to determine if it is aligned with the state standards and assessment anchors, making revisions where necessary. This year MaST began using the 4site testing instrument for grades 3-11. The 4Site test provided excellent results feedback in almost real time for instructors and indicated supports needed before the PSSA test.

Teachers are given the data to analyze, guide their instruction, and formulate flexible groups. Data from recent 4Site, along with previous standardized tests is compiled on the Performance Tracker Software and available to instructors at all times. Lesson plans are reviewed by administrators and curriculum coordinators to assure that best practices and differentiated instruction are implemented in conjunction with needs determined by the data analysis. In addition, formal and informal observations allow for conversations about content and instructional strategies. Furthermore, bi-weekly team meetings provide time and opportunity to discuss curriculum, assessments, and student work. Every effort is made to strengthen vertical collaboration within MaST's K-12 continuum.

MaST has created a school-wide support system for any student exhibiting academic difficulties. This support system includes 14 part time K-6 classroom assistants and seven full time classroom assistants grades K-12, providing daily intervention in math and reading with progress monitoring. We currently have six special education teachers working with our K-12 population in an inclusionary setting. An expansion of services this school year included the addition of a full time special education assistant and two additional classroom assistants in grades 7-12.

MaST's administrators, faculty, and support staff have successfully been trained in the use of Performance Tracker, which enables them to track individual standards-based performance. In order to most effectively use this information, teachers and classroom assistants received training in the area of differentiated instruction in order to best utilize this data to meet the needs of all learners. One avenue that was heavily pursued as a differentiated strategy was the integration of technology in the classroom. Teachers and staff attended monthly training in technology on self-selected topics such as; Smartboard Technologies, use of individual hand-held technology in the classroom, web/webquest design, and specific program applications.

We will continue to identify our low performing students using standardized data as well as benchmark assessments at three designated intervals. MaST's staff will continue to provide appropriate interventions and support in the areas of math and reading. As an instructional model, all teachers, including classroom assistants and coordinators, will be responsible for providing flexible, small group instruction for all students. Special education teachers will be provided with additional training to improve the students' performance on the PSSA. They will provide the regular education teachers with turn-around training in these strategies.

An additional component of our support system is the service learning requirement of our high school curriculum. The goal of the program is to provide individual and small group support for at-risk students. This program has been an integral part of our strategies to support students. In addition, after-school tutorials are available. The decrease in the number of students in the basic and below categories indicates the success of our programs.

### **Student Assessment - Attachments**

- PSSA Data Link
- Local Data
- 4site Link

## Teacher Evaluation

We believe that a school maximizes excellence from its employees when they are respected for their individuality and their contributions to the group as it relates to the success of the school. When staff members are made aware of the expectations regarding professionalism, commitment, and reflection towards organizational and personal growth, they feel safe and comfortable in meeting the needs of that working environment.

MaST's compensation rate includes a board approved percentage and a performance-based pay system based on among other things test results. Teachers are evaluated and rated in a number of areas including planning and preparation, classroom environment, instruction, and professional responsibilities. School-wide incentives are also provided for academic achievement as measured by standardized testing and an increase in attendance rate of students.

The Academic Manager and the Secondary Principal conduct observations. Both hold PA principal certificates. They have completed formal degree programs in Educational Leadership, attended numerous workshops on pertinent topics, and they have also attended the Principals' Leadership Institute pertaining to the ATLAS Model. The administrators attend workshops/staff developments in the area of special education provided by the psychologist and outside agencies.

### SYSTEM COMPONENTS

- New Teachers will complete the New Teacher Induction Program
- All new teachers will be provided with a mentor in their content area
- All staff members will write professional improvement plans. These plans are written after self-assessments and peer conferencing
- The professional improvement plans are discussed and reviewed with an administrator
- Administrators will conduct on-going informal and formal classroom observations with written evaluations
- On-going collaboration will occur in a supportive environment

### Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- MaST Teacher Observation Form

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

In the summer of 2008, a voting member of the board passed away. His committee roles were assumed by two existing members of the current board. The schools' Deputy Chief Executive Officer retired and was replaced by an Academic Manager. The title "Upper School Administrator" for the 7-12 was replaced with "Secondary Principal". This change in title was made to reflect a permanent Principal Certification which was obtained. The role of the Secondary Principal however has not changed.

**Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Brian Mohr	member
Gerald Santilli	Controller (non-voting)
Glen Devitt	member
Karen DelGuercio	President
Linda Ringer Deas	member
Mary Jane Hazell	member
Mimi Garbinski	member
Richard Trzaska	Secretary (non-voting)
Scott Meier	member
Thomas Mills	Treasurer
William Nolan	Vice President
Mike Thomson	Controller (non-voting)
Mary Gallagher	Teacher Rep (non-voting)
Jack Steed	Student Rep (non-voting)
Janice Brophy	Recorder (non-voting)

**Professional Development (Governance)**

Board Meetings for 2008-09 School year are as follows:

Meetings take place at 6:00pm at 1800 East Byberry Road Philadelphia, Pa 19116 in the Large Group Instruction Room located in the Red Building.

Wednesday, September 17, 2008

Saturday, October 18, 2008

Wednesday, November 19, 2008

Wednesday, December 17, 2008

Wednesday, January 21, 2009

Wednesday, February 18, 2009

Wednesday, March 18, 2009

Wednesday, April 22, 2009

Wednesday, May 20, 2009

Wednesday, June 10, 2009

Wednesday, August 19, 2009

Our Board of Trustees has annual Board retreats for continuing education on "How to be a Better Board Member et al." Topics covered have included but are not limited to: The Pennsylvania Sunshine Law, Education Law Updates and Issues, Responsibilities of the Board of Trustees, Policy and Procedure, Board Roles and Responsibilities vs Administrative Roles and Responsibilities (how to differentiate them), and the E-strategic Plan. Our sessions are taught by our schools legal counsel, educators, and former Board Members from the School District of Philadelphia.

In addition to our Annual Retreat, Board Members also continue their education through reading periodicals such as: American School Board, The Law and You, etc. These periodicals contain innumerable information on aspects of being a Board Member.

The MaST Board of Trustees are members of the Pennsylvania Coalition of Charter Schools. Select members attend and participate in the forums at the Annual State Conference.

### **Coordination of the Governance and Management of the School**

It's the responsibility of the Board of Trustees of MaST Community Charter School to create our school's policies. Our Administrative Team then formulates the procedure to carry out those policies. The Board does not have an active role in the day-to-day operation of our school. It is the responsibility of our C.E.O. and our Administrative Team to run the school. The CEO informs the Board President of any emergencies or crisis situations and provides continuous updates. In the event of questions or concerns by Board Members to our administrators, faculty or staff, those questions or concerns are brought to the Board President who handles such questions or concerns directing them to our C.E.O.

The Board of Trustees does have committees which incorporates our Administrative Team. For example, the Site Committee and Technology Committee meet often with administration to discuss the needs and direction of the school. By working together, we can continue to meet the needs of our school and build continuing trust between our Administrators and our Board. We have a Board of Trustees that has gone out of their way to maintain a friendly, open, collegial, and cooperative relationship with the School District of Philadelphia and the School Reform Commission. We have insured that all necessary reports, forms, etc. requested of us by the Philadelphia School District are returned promptly and requested information is given. Our doors are open for visitations from the Philadelphia School District, School Reform Commission or the Pennsylvania Department of Education.

### **Coordination of the Governance and Management of the School - Attachment**

- Board Meeting Schedule 2008-09

### **Community and Parent Engagement**

Our parents are a vital and important key to our school's success. MaST Community Charter School is part of the ATLAS Community. Therefore, to meet the goals of the ATLAS program, our parents, teachers, and students work together for the betterment of each child in our school. The Board of Trustees realizes that parental participation in our school is vital for student development and without our parents our educational goals cannot be met. MaST also has a Parent Advisory Council who has open meetings for all parents to attend twice a month and consists of fifteen dedicated parents from each grade in the school. Our Parent Advisory Council oversees fund raising to parental concerns and everything in-between including volunteer recruitment.

In addition to educators, our Board of Trustees has three parents (with children in the school) as members and three community members. It is these three choices that give parents a voice in the

decision making process at MaST. One BOT parent represents the Parent Advisory Council, another is a founding parent of the school and the other is a very active parent. Each BOT parent represents each and every parent and guardian in our school. They are available and accessible by telephone, e-mail, and in person.

Our Community BOT Members are representative of not only the immediate community but of the city in general. Our Board of Trustees believes that a lasting relationship should be forged and the voice of the community should be heard. We were lucky to find three committed individuals with strong regards for their community and for education. These three individuals are voices for our communities.

As a service to our immediate community and its many groups, MaST Community Charter School is available for use. We welcome any community group or youth athletic group who wishes to use our facility. We believe that being a part of our community is a full partnership and our attributes should be shared with the community.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The school and the Parent Advisory Council (PAC) conducted fund-raising throughout the school year which includes a raffle, pizza sale, candy sale, roller skating parties, and mothers' day plant sales. The amount raised totaled more than \$50,000. The school and PAC expect to continue the practice during the upcoming year. We receive no funding or private donations for any academic programs.

### **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics of budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print 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 budgetary funds available prior to the issuance of a contract or purchase order.

The controller provides monthly financial reporting for the Board of Trustees and CEO. The controller meets with the school administrative team regularly and attends all Board and finance committee meetings.

### **Accounting System**

The finance office accounting system used is QuickBooks and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office, staffed by experienced school business administrators. A trial balance, statement of revenue, expenditures, & statement of disbursements are prepared monthly and distributed to the Board of Trustees for review. Reports are generated in compliance with State requirements utilizing GAAP.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments**

- Board Policy: Finance
- Rev & Fund 2008
- Rev & Fund 2008

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

The school's auditing firm is Larson, Allen, & Wieshair & CO., LLP. The last dated audit was June 30, 2007. A copy has been provided to the district (2-28-08) including a summary of the auditors results. In the opinion of the auditor's, MaST complied in all material respects, with the requirements referred to that applied to each of its major federal programs for the year that ended June 30, 2007.

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

- Auditors Annual Report 2007-08

### **Citations and follow-up actions for any State Audit Report**

The school has completed its ninth year of operation and has not been audited by the State Comptrollers Office.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

MaST provides all of the teachers with tablet notebook laptops to enhance their ability to integrate technology into the curriculum and to maintain real time progress reporting so parents can keep abreast of their child's progress. The school has aimed to have a computer available to any given child at any given time during the school day. With the addition of laptop carts and upgrades of old computers in our current labs, this goal has been achieved. Fifteen new Promethean Boards have been purchased and are in the process of being installed at specific locations school-wide.

Our new addition to the building is already in its second year of operation. Since new furniture was added with this facility, there have been relatively few new purchases of furniture aside from a few minor items. The Multiple Purpose Room was furnished with 16 new round lunch tables which came with attached seats. These new additions open up space in the lunch room for students to move more freely and also adds much needed room to store expensive text books during lunches.

### **Future Facility Plans and Other Capital Needs**

This year MaST began planning for its third addition of permanent facilities. Meetings and discussions with architects, financial officers, and zoning officials have been underway to add to our original building and expand our parking facilities. Both projects are in the planning stages. It is hoped that the new addition would provide for a more modern library and video studio facility, as well as school counseling suites for our students. The parking facility is being discussed in the hopes of alleviating parking congestion which hampers virtually every activity the school hosts.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

MaST Community Charter School is more than diligent in its pursuit of a safe school environment for its students and staff. We utilize a sophisticated security system that employs sound detectors and over twenty security surveillance cameras. These cameras are stationed throughout the building; they monitor stairwells, hallways, lunchroom, gymnasium, and exterior parking lots. The monitor for all cameras is located at the front desk and is overseen by two MaST receptionists. It

is also accessible to administration, via a laptop at any given moment. Our front doors employ a magnetic lock, which can only be deactivated by the receptionist, who must personally admit entrants. The building's rear entrance is also equipped with a magnetic lock.

A swipe card system is used by all employees to enter through the front and rear doors.

MaST Community Charter School is equipped with both a sprinkler system and a fire alarm system, which uses a strobe light (as required for the disabled). Fire drills, intruder drills, and shelter-in-place drills are conducted on a regular basis.

As part of our safety and security plan, all staff and students are issued an identification card, which provides name, grade, I.D. number, school year, and school name. All visitors and volunteers are required to wear a visitor's badge upon entering the school building.

In addition to the above-mentioned safety and security measures, each teacher is given a crisis manual and a flip chart that describes any crisis situation that may arise in the school building. Proper procedures are outlined in a step-by-step form regarding how to handle each crisis situation. Crisis drills are conducted regularly.

Each year all new students have files made with all immunization dates posted on the immunization card. All student are entered into a Microsoft Works database and any information that is missing (i.e., physical forms, dental forms or any immunization shots or dates) are entered and easily tracked. If any information is missing, form letters are sent for the required information and followed-up so that all records are up-to-date. Each student file is checked at the beginning of the year.

Dental hygienists from Kids Smiles check students from Kindergarten through third grades. The Pennsylvania College of Optometry medical students checked vision on students in grades 9-12. Students with signed permission slips were seen. All students were given forms with the findings and copies were kept in the student's file along with any follow-up care forms.

Each year students are checked for height, weight, and vision. All findings are recorded in the student health files. All health records are maintained in the health rooms in a locked cabinet.

Evidence of the Request for Reimbursement and Report of School Health Services is attached.

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

- Wellness Policy
- Evidence of Submission.....

### **Current School Insurance Coverage Policies and Programs**

We provide Personal Choice, Keystone Health Plan; Worker's Compensation; General Liability; AFLAC; Corporate Officers Errors and Omissions and contents insurance, wage continuation, and life insurance.

### **Current School Insurance Coverage Policies and Programs - Attachments**

- Accord Statement 2007-08
- Acord 2008/08

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

## Math Sci & Tech Community CS - Charter Annual Report

MaST professional staff consists of eighty members including the two administrators. There is also a CEO (not included) and several contracted positions which are covered in another area of the report.

- 100% of MaST's teaching body is highly qualified.
- A majority of MaST's teaching body had teaching experience at other schools prior to coming to MaST.
- A majority of MaST's teaching body possesses graduate degrees.

All current MaST instructors have received satisfactory performance reviews by administrative evaluators.

Teachers's surveys have consistently resulted in "high satisfaction" ratings for both educational programming and overall quality of instructors. Results are posted in the strategic plan.

MaST has not experienced an inordinate amount of staff turnover, particularly in its last few operational years. Based upon exit interviews and surveys, the chief reasons for leaving MaST are salary (i.e. higher public school salary) and relocation (teacher moving away from the area). Teachers remain at MaST because of the overall quality of the school; its facility, personnel, educational programming, and resources ("The whole environment here is terrific.") and its location ("I live here in the Northeast and its close to home.").

Per MaST's signed charter agreement, all individuals having direct contact with students have, prior to their employment, been cleared through criminal history/ child abuse/FBI records.

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total number of professional staff	28	57	70	72	75	75	72	76	80
Number of professional staff employed in September who returned from previous year	N/A	21	55	60	68	62	68	61	73
Number of professional staff employed in June who were also employed by the school the previous September	21	55	63	67	73	70	71	75	79

## Math Sci & Tech Community CS - Charter Annual Report

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total number of professional staff	28	57	70	72	75	75	78	76	80
Total percentage of professional staff with PA certification	72%	76%	88%	89%	92%	94%	95%	94%	97%

### Quality of Teaching and Other Staff - Attachments

- PDE 414 2007-08
- PDE 414 2007-08

### Student Enrollment

MaST adheres to the State Law that requires open admission to all residents of Philadelphia by lottery or criteria. The CEO conducts the application process and the lottery with the oversight of the Board of Trustees. Completed applications are accepted until March with the lottery held by the Parent Advisory Council in April. Kindergarten students must be five years old on or before September 1st. MaST has an enrollment that is very stable. As of June 2008, MaST had 1211 students enrolled in 45 classes averaging 25 students per classroom teacher. This places MaST right on target with its current student/teacher ratio goal of 25:1.

Drawing upon exit interviews and comments made by a small percentage of students who choose not to return to MaST, the following reasons were most often offered: (1) relocation ("I am moving out of the state."); (2) inconvenience ("MaST is too far away from my house and it takes too long to get here."); (3) curricular concentration ("I want to go to Performing Arts. I want to be a dancer."); extra curricular offerings ("I want to play football."). Comments regarding student family decisions to remain at MaST included: "Small school environment. It's easier to communicate".... "Treated respectfully"... "Well organized".... "Open door policy".... "Teachers involved parents in the learning process".... "Excellent teachers and counselors. A willingness to help as soon as the problem is noticed."

MaST has, since opening, offered admission to students from all areas of the city of Philadelphia. Although the school is physically located in an area with a predominantly white constituency, we have been successful in attracting a significant number of students representing other racial and cultural groups. We intend to continue this practice despite the fact that student turnover has been minimal during the past five years.

During the 2007-08 School Year:

20 students left MaST for several of the reasons specified above

87 graduated from MaST

123 new students will be attending MaST in 2008-2009 school year

Students with disabilities have also been included in admissions. Special needs students are not identified prior to the lottery. The school's lottery system is based solely on a student's grade placement and students are admitted based on their position in the lottery.

### Transportation

MaST Community Charter School's transportation program consists of 17 yellow school buses, which transport our 1st through 8th grade, within the city limits. Our 9th through 12th grade student transportation consists of four public transportation buses (SEPTA) that provide service to and from the entrance of the school. Students attending MaST from outside the Philadelphia School District are bused in by their home district.

The buses are wheelchair accessible and special seating is provided when necessary. Door to door service has been provided when necessary. At this time, there are no students that require any special assistance outside the normal transportation to and from school. We have purchased vehicles to assist with the transportation of students to field trips and extra curricular activities. Although the vehicles are not completely handicapped accessible, accommodations for transportation to field trips and events always include a compatible vehicle.

### **Food Service Program**

Our food service for 2007/2008 was provided by the School District of Philadelphia, Division of Food Service. Our students receive breakfast as well as lunch. The school lunch program offers a wholesome and well-balanced meal that contains meat or a meat alternative, vegetable or fruit or both, a bread item and milk. Breakfast includes milk, fruit or vegetable, bread items and/or meat or meat alternative. We do participate in the Free and Reduced Lunch/Breakfast Program. Students enrolled account for approximately 32% of the student population. MaST may currently be in the process of locating an alternate food vendor for 2008/2009 but no formal negotiations or contracts have begun.

### **Student Conduct**

The MaST Community Charter School Code of Student Conduct reflects a set of ethical principles governing both student behavior and the safety and welfare of all our pupils. MaST is committed to creating an environment conducive to student learning, where respect for fellow community members is paramount and where problems are resolved before they become disciplinary matters via the use of positive reinforcement. Students are expected to conduct themselves in a mature and responsible manner during school and at all school functions. The student is a representative of MaST and to the greater community. He/she is, therefore, accountable to the Code.

The Code of Student Conduct has established rules and disciplinary interventions to promote safety, order, and responsible conduct in all school related activities. MaST's counselors and school psychologist have provided and continue to provide information and training on positive behavior intervention. These techniques are utilized throughout the MaST Community Charter School and shared with the parents and general community.

The Code of Student Conduct lists and defines: *Correction Procedures, Disciplinary Interventions, Policy Statements, General Statement of Nondiscrimination and Sexual Harassment Policy Statements, Title IX of the Education Amendments of 1972, Representation of the Student, Procedural Safeguards Regarding Students with Disabilities, and Notice of Rights Pursuant to IDEA 97 including Section 50, Notification of Rights Under FERPA, and Directory Information.* These policies and procedures are located in the Student Handbook, the Special Education Manual, and the MaST Community Charter School Policy and Procedures Manual.

There are four levels of infractions, which are listed and defined in the Student Handbook. Appropriate behavioral interventions, which are recognized as best practices, may be used to achieve student success in behavior. In each case, the procedures to be used will be discussed with the parent/guardian prior to implementation. When a student fails to respond to non-punitive measures, disciplinary action may be required. In all cases, the disciplinary action is intended to gain the attention of the student and to discourage future misbehavior.

**Student Conduct - Attachments**

- Code of Conduct 2007
- Safe Schools Suspension Report 2007-08

**ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2008**

The Math Sci & Tech Community CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Richard Trzaska

**Title** Chief Executive Officer

**Phone** 267-348-1100

**Fax** 267-348-1218

**E-mail** rtrzaska@mastcharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Karen DelGuercio

**Title** President of the Board of Trustees

**Phone** 856-795-5526

**Fax** 267-348-1218

**E-mail** kmdg@comcast.net

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Michelle Cori

**Title** Special Education Supervisor

**Phone** 267-348-1100

**Fax** 267-348-1218

**E-mail** mcori@mastcharter.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachments**

- Assurance for Operation and Programs
- Signatures