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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** **Tuesday, October 09, 2007**

**Charter School:** Mariana Bracetti Academy CS  
**Address:** 2501 Kensington Ave.  
Philadelphia, PA 19125  
**Phone:** (215) 291-4436  
**Contact Name:** Angela Villani

## **SECTION I. EXECUTIVE SUMMARY**

### **Organization Description**

Mariana Bracetti Academy Charter School (MBA) is a vibrant learning community located at 2501 Kensington Ave. in the heart of the Kensington neighborhood of Philadelphia. The school includes middle grades 6 through 8 and high school grades 9 through 12. The student population is almost entirely minority. It is predominately Latino and African-American. MBA has been in

operation since September 2000. The charter application, filed by the League of United Latin American Citizens (LULAC) in January of 2000, was approved in August of that year. LULAC, opened the doors of the school in September, 2000 with 150 students in grades 6 and 7. The student population has since grown to more than 1155 across grades 6 through 12. 69% percent of the student body are Latino; 29% are African-American; and 2% are non-Hispanic Caucasian students.

## **Core Purpose**

### **Mission**

MBA's mission is to "provide children from Philadelphia with a challenging, technologically enriched educational program that prepares them to meet academic standards and to become successful college students and/or knowledgeable workers." We recognize that in the 21st-century economy, students graduating from high school must be equipped not only with academic content knowledge but also with valuable workplace dispositions and skills including:

- Interpersonal skills — so that they can work in teams with persons from diverse backgrounds
- Technology skills — so that they can select and appropriately use technology tools and equipment
- Thinking skills — so that they know how to problem solve and think creatively to make decisions
- Personal qualities — so that they become confident, dependable, adults.

### **Vision**

The vision of Mariana Bracetti Academy Charter School is to ensure that all of our students have the knowledge, skills and beliefs to assume leadership roles in the knowledge economy, their communities and their own lives.

### **Shared Values**

The MBA community embraces core beliefs and values that we impart to our students. We encourage our students not to only adopt but also to promote these beliefs and values:

- Effort - not race, gender, or neighborhood - determines how successful one may become
- Initial failure to reach an academic target is only evidence of not yet finding the right learning strategy; it is not evidence of some innate deficiency
- School success depends on learning to manage one's own learning processes and ultimately to become a self-directed learner
- Students, as members of the MBA community, have a responsibility to help each other reach their learning goals as this is the essence of being part of a learning community
- Individual responsibility, discipline and self-management must become tools to shape individual behavior and limit negative outside influences.

### **Academic Standards**

The MBA curriculum is aligned with state academic content standards. Teachers provide students with the instruction they need to attain these standards, and MBA's Professional Development offerings help teachers to implement the standards as part of their lesson plans and classroom practice. Graduating students accumulate 28 credits in high school, a culminating

senior project and 90 hours of community service. The course sequence for core subjects includes:

**English** — Survey of Literature, World Literature, American Literature, and British Literature.

**Mathematics** — Pre—Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus

*A student may place out of Pre-Algebra and Algebra I.*

**Science** — Physical Science, Biology, Chemistry, and Physics

**Social Studies** — World History, American Government, American History, and Economics

## **Strengths and Challenges**

During the 2006-2007 school year, we reorganized our administrative structure to provide significant increased attention to supporting teachers in the classroom. In addition, the change in school structure has allowed for comprehensive professional development in the areas of data-based instruction and curriculum planning and design.

- Staff stability at MBA improved notably with the lowest turnover rate in school history
- The graduation rate exceeded AYP targets and the high number of students attending established college or training programs has been a cause for enthusiasm among the MBA faculty

In conjunction with our restructuring, MBA has engaged in a comprehensive curriculum review and planning process. This process supports the ongoing redesign and restructuring of the high school, which completed its first year in the spring of 2007 under a reform effort begun during the 2005-2006 school year. Specific initiatives include:

- A new high school curriculum which offers 11<sup>th</sup> and 12<sup>th</sup> graders the opportunity to major in Health Science, Business Information Technology or Language, Law, and Government. This year's tenth grade students were the first to choose majors. We are now developing integrated internship and senior project programs that will be aligned with the academic majors.
- The introduction of curriculum mapping using the *Understanding by Design* model sponsored by ASCD and the training of all staff in this method.
- Implementation of high school literacy and numeracy classes designed to target student need and provide specific, needs-driven interventions.
- Design and preparation for the implementation of pull-out reading instruction to begin in the fall of 2007 using the Read Right reading intervention system.
- The redesign of middle school English language arts courses to create leveled reading groups and to focus student learning on strategic reading.
- The redesign of middle school mathematics courses to focus on depth of learning rather than breadth of learning by narrowing the range of topics taught while ensuring that students master each topic covered.

- The implementation of Pearson Benchmark® and Pearson Inform® -- two powerful technology tools to allow for creation of grade appropriate formative assessments (benchmarks), plus analysis and reporting of results from those assessments
- Implementation of a comprehensive Academic Support Program at the high school level with after school and Saturday components designed to ensure that all students receive the academic support they need and that student who have been frequently truant can make up for lost time and get back on track towards graduation.

These are developments that we expect will drive greater improvements in student performance.

Student performance data on the 2007 PSSA show that there is strong need for MBA to implement additional strategies for meeting AYP performance targets. The redesigned high school curriculum that started to be implemented during the 2006-2007 school year and includes literacy and numeracy courses has already shown sizable improvements in eleventh grade PSSA performance. PSSA performance suggests that the curricular changes begun at the high school level have shown positive impact and we must now implement similar changes in the middle school. The changes we are enacting include the reading intervention and curricular restructuring in math and English language arts outlined above.

We face the challenges of truancy and tardiness and it is clear that students' social and economic needs frequently trump their educational priorities. The academic support program is intended to address both academic need and chronic truancy.

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

### **Strategic Planning Process**

During the past school year, MBA's leadership team and faculty worked to implement the School's Student Achievement Plan that articulated strategies for improvement across eight focus areas:

- Program implementation
- Test administration
- Embedding test expectations into instruction
- Data analysis
- Meeting individual student needs
- Professional development
- Monitoring implementation, and
- Creating a culture of achievement.

The strategic planning committee leadership teams, village teams and department teams met regularly to monitor the plan and to make the necessary adjustments.

MBA made AYP through PPI in 2005. However, we did not make AYP in 2006 and 2007, and we are now in "School Improvement I" based on the results of the 2007 PSSA. The school's leadership team has already initiated the process of school improvement planning; and will move forward to complete the school improvement plan that meets both state and federal requirements. After thoroughly analyzing the 2007 PSSA results, we will articulate specific process and results oriented goals. And by utilizing regular, grade appropriate benchmark assessments as well as other sources of data including surveys and observations, we will regularly monitor our progress towards attaining them.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adrienne Davids	Employee	Administrator	CEO
Angela Villani	Employee	Administrator	Board of Trustees
Charles Priestley	Employee	Administrator	CEO
Colleen Davis	Board	Board Member	Board
Jana Somma	Employee	Administrator	CEO
Ronald Nordmeyer	Employee	Administrator	CEO
Stephanie Bungard	Employee	Ed Specialist - Instructional Technology	CEO
Tara Kelly	Employee	Other	CEO
Tracey Macklin	Employee	Special Education Representative	CEO
Tracy-Elizabeth Clay	Board	Board Member	Board

### Goals, Strategies and Activities

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

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

**Strategy: Support at-risk students**

*Description:* The MBA student support program targets our most at risk students for intensive academic support and remediation. In this way, we help students who are struggling academically or who suffer from chronic absenteeism to get back onto the path towards graduation.

*Activities:*

Activity	Description
Student Support Program	<p>Program Design — It is essential to the success of our students and of our school that we provide an intensive, comprehensive, and mandatory student support program. This program will feature both Saturday and after school support for all students. A variety of academic and participatory metrics will be used to assign students to the program. Students will be entered into the program for a minimum of one academic quarter.</p> <p>2 components:            1) Saturday Support — Allows students to make up school hours towards minimum attendance requirement            2) After School Support — Study hall format</p>

	<p>Entrance Requirements — Students who do not meet performance standards for attendance, academic performance, homework completion, and participation. Standards will be assessed throughout the year.</p> <p>Performance Standards</p> <p>-Attendance:  o Any student who has missed three days of school in a given standard-session (3-week session)  o Any student who has missed five school days in any combination of standard-sessions within a given semester</p> <p>-Academic Performance:  o Any student who is reported by a classroom teacher or support person (inclusion teacher) to have missed three or more homework assignments in a given standards-session  o Any student who has missed seven homework assignments in a given semester  o Any student who maintains a cumulative grade of less than 70% in any instructional class</p> <p>- Behavior:  o Any student who is expelled from a class or who refuses to participate may be entered into the program based on consultation with the student's academic advisor, parent/guardian, and Student Assistance Team</p>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Goal: MATHEMATICS**

*Description:* At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Assessment-Anchor-Focused Instruction Across Curriculum**

*Description:* All math curriculum is designed and appropriately aligned with the state standards. Assessment Anchors guide unit and lesson design, and classroom learning experiences.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Adopt 3	Based on performance data from our Benchmark tests, math teachers adopted 3 weak anchors and embedded them into their lesson design.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>
Adopt 5 and 1	Teachers who taught subjects other than math and reading, "adopted" 5 students

	and 1 math anchor. This activity required them to focus on 5 students whom they could support in their efforts to improve in math (checking and discussing Benchmark scores, overall academic progress, etc). They also chose 1 assessment anchor at a time, and reinforced that anchor by embedding it in their lesson design.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Strategy: Narrow curriculum to focus on depth over breadth**

*Description:* By teaching fewer units at greater depth and ensuring that students master that which is taught, we will align the school with the research-based principles of reform mathematics. In this way we will ensure that students master the essential skills needed for success on the PSSA and in future use and study of mathematics.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Curriculum Writing	Using the principles of "Understanding by Design" promoted by ASCD and working with grade-level teachers and teacher leaders, the curriculum and instruction team will lead a curriculum design process during the summer	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Strategy: Student Incentives**

*Description:* Reward students for effort and improvement on Benchmark exams, classwork, responsible behavior and PSSA exams.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Celebrations	Teams, grades, and/or entire school conducts a large-scale celebration of student effort and achievement. Field trips and pep rallies were the avenues used to celebrate our students' successes and efforts.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Student Awards/Recognition	Students earned awards in individual classes and on the village level for their academic improvement and successes.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Goal: Parent Involvement**

Description: Add Goal Statement here..

**Strategy: Parent Education**

Description:

Activities:

Activity	Description	
Book Talks	Parents, students and staff read the same novel (in either English or Spanish), and then met to discuss different aspects of the book and its relationship to their own experiences.	
Person Responsible	Timeline for Implementation	Resources
Angela Villani	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Curriculum Workshops	Parents were invited to attend a series of workshops regarding math and reading curriculum, test preparation and home support of student learning.	
Person Responsible	Timeline for Implementation	Resources
Angela Villani	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Parent Group	In a group setting, parents met with school counselor to share and discuss common concerns and issues relating to raising and educating their children.	
Person Responsible	Timeline for Implementation	Resources
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Goal: READING**

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

**Strategy: Assessment-Anchor-Focused Instruction Across the Curriculum**

Description: Evidence-based use of assessment anchors to focus instruction.

Activities:

Activity	Description
Adopt 3	Based on performance data from our Benchmark tests, ELA/reading teachers

	adopted 3 weak anchors and embedded them into their lesson design.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Adopt 5 and 1	Teachers who taught subjects other than math and reading, "adopted" 5 students and 1 reading anchor. This activity required them to focus on 5 students whom they could support in their efforts to improve in math (checking and discussing Benchmark scores, overall academic progress, etc). They also chose 1 assessment anchor at a time, and reinforced that anchor by embedding it in their lesson design.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Strategy: Embed Tested Reading Strategies Across the Curriculum**

*Description:* Based on NCTE and IRA data, teachers were trained in using reading strategies when working with any content area reading with their students.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Use Reading Strategies to Frame all Content Reading	All teachers were trained on and required to use content-area reading strategies. Strategies focused on ways students could make meaning of difficult text and how ALL teachers must first be literacy teachers. Students were provided necessary tools.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

**Strategy: Student Incentives**

*Description:* When students are provided positive incentives, they are more likely to achieve.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Celebrations	Teams, grades, and/or entire school conducts a large-scale celebration of student effort and achievement. Field trips and pep rallies were the avenues used to celebrate our students' successes and efforts.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Angela Villani	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Awards/Recognition	Students earned awards in individual classes and on the village level for their academic improvement and successes.	
Person Responsible	Timeline for Implementation	Resources
Angela Villani	Start: N/A Finish: N/A	\$0.00

### Statement of Quality Assurance - Attachment

- Quality of Assurance and School Improvement Plan Approval Letter

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

#### Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

<!--[if !supportLists]--> <!--[endif]--> ***What curriculum does your charter school utilize?***

Beginning in the summer of 2006, MBA began a holistic revision of its curriculum. Designated teams of teachers and administrators revised existing curriculum and outlined new curriculum using the “backwards planning” approach promoted by the Association for Supervision and Curriculum Development (ASCD). These curriculum maps were developed to support students’ attainment of state academic content standards in English / Language Arts, mathematics, science and social studies at every grade level. Additional maps were created to support teaching and learning in the arts and technology. Each map was then revised by teacher curriculum teams as part of ongoing analysis, development, and revision.

While these maps have been used for core instruction; teachers have supplemented them as necessary to ensure that at-risk students, special-education, gifted and ELL students receive instruction defined by the required standards.

In the 2006-2007 school year, MBA will enhance the school-wide curriculum. Notably, the high school will implement a college style course of *academic majors*. Academic

majors will be offered in Health Science, Business Information Technology, and Humanities. These majors will afford students the opportunity to focus their learning more intensively in a particular course of study, while still completing a broad program of core requirements in English, Social Studies, Science, and Mathematics.

<!--[if !supportLists]--> <!--[endif]-->***Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?***

The MBA curriculum is aligned with state academic content standards. Teachers provide students with the instruction they need to attain these standards, and MBA's Professional Development offerings help teachers to implement the standards as part of their lesson plans and classroom practice. Graduating students accumulate 28 credits in high school. The course sequence for core subjects includes:

**English** — Survey of Literature, World Literature, American Literature, and British Literature.

**Mathematics** — Pre—Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus

*A student may place out of Pre-Algebra and Algebra I.*

**Science** — Physical Science, Biology, Chemistry, and Physics

**Social Studies** — World History, American Government, American History, and Economics

The current, 2005-2006, graduation requirements meet the minimum state requirements. In order to create a truly rigorous academic program, however, these basic requirements must be augmented with an innovative and experience-rich range of course offerings. The high school will implement a college style course of *academic majors*. Academic majors give students the opportunity to focus their learning more intensively in a particular course of study, while still completing a broad program of core requirements in English, Social Studies, Science, and Mathematics.

### **Minimum Graduation Requirements**

In order to graduate, you **MUST** have completed the following requirements:

- 4 Full Years of English (4 credits)

- 3 Full Years of Math (3 credits)
- 3 Full Years of Science (3 credits)
- 3 Full Years of History (3 credits)
- 1 Full Year of Phys. Ed (1 credit)
- 0.5 Year of Health (.5 credit)
- 2 Full Years of Foreign Language (2 credits)
- Electives (11.5 credits)

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**•28 Total Credits**

- 90 Hours of Community Service
- Completion of Senior Project

**Promotion Requirements:**

To be promoted, students must accumulate credits as indicated below.

<b>Grade</b>	<b>Minimum Credits for promotion</b>	<b>Promotion to</b>
9 <sup>th</sup> grade	7 credits (earned in 9 <sup>th</sup> grade)	Grade 10
10 <sup>th</sup> grade	14 credits (earned in 9 <sup>th</sup> & 10 <sup>th</sup> grade)	Grade 11
11 <sup>th</sup> grade	21 credits (earned in 9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup> grade)	Grade 12

<!--[if !supportLists]--> <!--[endif]-->***How is the curriculum organized to meet the developmental and academic needs of students?***

The curriculum's sequenced units of study emphasize conceptual understanding and problem-solving in addition to basic skills and knowledge.

Academic Majors: We believe in empowering students to make meaningful educational choices as a part of their learning. After completing a rigorous arts and sciences curriculum emphasizing literacy and numeracy in 9th and 10th grades, students will choose an academic major in Health Sciences; Business Information Technology; or Language, Law and Government. Students will continue to take their required distribution classes in math, science, and English language arts, as well as a sequence of

courses and several electives through their academic major. Majors will also drive the selection of a 45-hour internship experience in a major-related business or organization.

**Honors and Advanced Placement Courses:** We believe all students should have the opportunity to achieve at the advanced placement level. We want to build a strong cohort of students achieving high levels of proficiency on the College Board's advanced placement exams. We will offer honors level courses that will lead into AP classes in each core content area at the upper grade levels. Honors classes will be developed according to our honors course rubric to be implemented in core areas and grade levels during 2007-2008. Students will be enrolled in honors and AP courses based on past performance and teacher recommendation. AP courses will be designed based on a template provided by the College Board, including specialized summer training for AP teachers and summer course preparation for students.

**Dual Enrollment:** We encourage students to participate in dual enrollment courses and related activities so they have access to college level courses and credit offered by local colleges and universities, including a developing dual-enrollment partnership with the Community College of Philadelphia's Advance at College program.

**Senior Projects:** Every student at MBA will conduct an independent research project during the senior year. Students choose topics, form theses, investigate using a variety of sources, and produce a minimum ten page research paper with accompanying presentation. The 12th grade team of teachers works together to advise students and provide assistance. Students may enroll in a semester or year long research course as needed.

**Accommodations for ELL, Poverty Impacted, and Students with Disabilities:**

English Language Learners (ELLs) - ELL students at the entering or beginning levels are provided separate, small-class English instruction for 90 minutes per day. These students are also supported in the regular education classrooms through resource room options or in-class support. ELLs at the developing or expanding levels are provided with in class support and resource room support in both the English and Math content areas. For extended support, the program also offers homework support and activities, once a week after school, to ensure students comprehension of content classes and extended projects.

Special Education - We provide our students with appropriate and individualized services by offering itinerant, resource and part-time learning support classes. Inclusion teachers provide instruction to itinerant and resource level students. Each of these students has daily access to a resource room where they receive one-on-one or small group instruction, extra time to complete class work, and a nurturing environment for individualized instruction. Students in part-time learning support receive modified instruction in the general education curricula from special education teachers. In order to further accommodate our students' needs, we will be adding a life skills program in the 2007-2008 school year. This program will serve students who benefit from hands-on experiences that the general education curriculum does not provide. We will also incorporate service-learning in our life skills and learning support courses in 2007-2008 by partnering with agencies and business in the community so our students can learn the skills that are necessary for becoming productive, contributing members of society.

Literacy and Numeracy Course Sequence - All students will participate in numeracy and literacy classes to strengthen basic skills in mathematics and reading or provide enrichment opportunities for proficient students. Literacy and numeracy courses will be developed using best practices in adolescent literacy and reform math instruction established by the International Reading Association (IRA), NCTE and NCTM.

<!--[if !supportLists]--> <!--[endif]-->***How does the charter school promote in-depth and inquiry-based teaching and learning?***

MBA provides its teachers with ongoing professional development in using various teaching strategies and techniques to engage all students in the learning process and to reinforce academic content standards. They have learned to use cooperative learning and differentiated instruction as well as an overall hands-on approach. Professional development and teacher observations focus on effective instructional design using the *Understanding by Design* model promoted by ASCD including a strong emphasis on open-ended "essential questions" as the drive force behind student inquiry.

<!--[if !supportLists]--> <!--[endif]-->***What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?***

The results of monthly, online benchmark tests administered to students in Reading / Language Arts and math are used to assess students' strengths and weaknesses in specific

content standards within each subject. Teachers work together in instructional groups to analyze classroom and benchmark data and target specific areas of need and specific students with need.

Beginning in the 2007-2008 school year, all middle school students who read significantly below grade-level will be entered into the Read Right pull-out reading program.

In addition, the English language arts curriculum and the mathematics curriculum are being significantly altered to reflect best practice in both areas. In reading this change entails the inclusion of more time spent reading leveled texts in class including through leveled literature circles. In mathematics, the focus for the upcoming year is on narrowing the curriculum so that fewer content topics are taught, but greater mastery is achieved.

At the high school level, all students take courses in literacy and numeracy in order to build foundational understanding of the processes of reading and problem-solving across the curriculum.

Additional academic support is provided through the student support program which has both a daily homework club function and a weekly Saturday remediation function.

<!--[if !supportLists]--> <!--[endif]-->***What types of teaching strategies are used to actively engage students in the learning process?***

Teachers encourage students' explorations of subject content using multiple intelligences. Students are able to demonstrate their learning through dramatic presentations, debates, as well as student poetry and journals that reflect on their personal reactions to literature. Teachers also approach subjects using multi-disciplinary foci. For example, English teachers encourage students' investigation of cultural and historic contexts of world literature that the students read.

<!--[if !supportFootnotes]-->

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<!--[if !supportFootnotes]-->[\[1\]](#)<!--[endif]--> See amendment at conclusion of document

<!--[if !supportFootnotes]-->[\[2\]](#)<!--[endif]--> Students may substitute Financial Education for Pre-calculus.

## **Rigorous Instructional Program - Attachment**

- Professional development and Induction approval letters

## **English Language Learners**

### **Program Overview Senior Academy:**

In the senior academy ESL students are evaluated for program placement upon entry to MBA using two criteria, the student's Home Language Survey and/or the S21 screen on PennData. If the student has no previous placement status on PennData and the Home Language Survey indicates a possible ESL placement, the student is tested for English proficiency prior to scheduling using the W-APT placement test. A letter is then sent home stating the student's ESL level and program placement with the option for parents to schedule a conference to discuss the ESL program and his/her child's placement. A copy of this letter is placed in the ESL section of the student's file.

If a student tests on the beginning level (WIDA levels 1-2), he/she is scheduled to take Beginner ESL class for 90 minutes every day. In addition, beginning level students are supported in the content classroom through resource room and pull-out tutoring. ESL staff members are always available to assist ESL students with coursework questions after school as well.

If a student tests on the intermediate level (WIDA levels 3-5), he/she is either scheduled for Intermediate ESL class 90 minutes every day, or is scheduled in content English class with resource room support. This determination is made through a thorough examination of his/her previous grades and performance in English classes. All intermediate students are supported in all other content area classes through resource room, pull-out tutoring, and after school tutoring.

In the spring of each year, all ESL students (WIDA levels 1-5) are tested using the WIDA ACCESS for ELLs exam. The testing takes place in small group and individual settings. Upon receipt of the WIDA ACCESS scores, all students' schedules and program placements are reevaluated based on his/her WIDA assessment. The original WIDA scores are placed in the student's file.

Any student who demonstrates proficiency on the WIDA ACCESS assessment is officially exited from the ESL program and is labeled as "Monitored" for 2 years after exiting. During the 2 years of monitoring the student's performance in English are monitored using an evaluation form that is

completed 2 times every year by the student's English and content area teachers. If there is concern about the English performance of the student during the 2 year monitoring the student can be reevaluated and placed back in the ESL program.

Mariana Bracetti Academy is proactive in educating all content teachers about ESL methodology and modifications. During the 2006-2007 school year all teachers attended 4 ESL-based professional develop trainings. The ESL department is also proactive in working with content teachers to develop appropriate classroom modifications and/or assessments for all ESL students. This is accomplished through attending village meetings, curriculum meetings, and through individual teacher conferencing.

Currently the Senior Academy services 124 ESL students (23 beginner, 62 intermediate, and 39 monitored).

### **Program Overview Junior Academy:**

In the junior academy, ESL students are evaluated for program placement upon entry to MBA using two criteria, the student's Home Language Survey and/or the S21 screen on PennData. If the student has no previous placement status on PennData and the Home Language Survey indicates a possible ESL placement, the student is tested for English proficiency prior to scheduling using the W-APT placement test. A letter is then sent home stating the student's ESL level and program placement with the option for parents to schedule a conference to discuss the ESL program and his/her child's placement. A copy of this letter is placed in the ESL section of the student's file.

If a student tests on the beginning level (WIDA levels 1-2), he/she is scheduled to take Beginner ESL class for 90 minutes every day in a self contained setting. Also, that same group of students goes into their content Math class with an ESL Math support teacher. That teacher co-teaches with the core Math teacher and together support the students to enhance the understanding of the language in Math. All students are encouraged to attend the after school Center Mix ESL club to receive support in homework and researching project topics for all core subjects. ESL staff members are always available to assist ESL students with coursework questions after school as well.

If a student tests on the intermediate level (WIDA levels 3-5), he/she receives an additional ESL support teacher going into their content area ELA class with an occasional pull out service as needed. This determination is made through a thorough examination of his/her previous grades and performance in English classes. This group of students also attends the Center Mix ESL Club and receives much support for all content subjects.

In the spring of each year, all ESL students (WIDA levels 1-5) are tested using the WIDA ACCESS for ELLs exam. The testing takes place in small group and individual settings. Upon receipt of the WIDA ACCESS scores, all students' schedules and program placements are reevaluated based on his/her WIDA assessment. The original WIDA scores are placed in the student's file.

Any student who demonstrates proficiency on the WIDA ACCESS assessment is officially exited from the ESL program and is labeled as "Monitored" for 2 years after exiting. During the 2 years of monitoring the student's performance in English are monitored using an evaluation form that is completed 2 times every year by the student's English and content area teachers. If there is concern about the English performance of the student during the 2 year monitoring the student can be reevaluated and placed back in the ESL program.

Mariana Bracetti Academy is proactive in educating all content teachers about ESL methodology and modifications. During the 2006-2007 school year all teachers attended 4 ESL-based professional development trainings. The ESL department is also proactive in working with content teachers to develop appropriate classroom modifications and/or assessments for all ESL students. This is accomplished through attending village meetings, curriculum meetings, and through individual teacher conferencing.

Currently the Junior Academy services 228 ESL students (18 beginner, 137 intermediate, and 73 monitored).

## **English Language Learners - Attachment**

- ELL report 2006-2007

## **Graduation Requirements**

In order to graduate, you **MUST** have completed

the following requirements through grades 9-12:

- 4 Full Years of English (4 credits)
- 3 Full Years of Math (3 credits)
- 3 Full Years of Science (3 credits)
- 3 Full Years of History (3 credits)
- 1 Full Year of Phys. Ed (1 credit)
- 0.5 Year of Health (.5 credit)
- 2 Full Years of Foreign Language (2 credits)
- Electives (11.5 credits)

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### **• 28 Total Credits**

- 90 Hours of community service
- Completion of culminating senior project

## **Special Education**

The Special Education Program at Mariana Bracetti Junior Academy provides a full continuum of services to students with special needs who require specially designed instruction. What that means is that depending on the needs of your child, he/she may receive support within the general education classes, receive additional resource support outside of the general education classes, or receive their instruction in the learning support classes for all or some of the academic subjects.

A certified special education teacher supports students within the general education classes by collaborating and co-teaching with the general education teachers. The special education teachers may also do “pull outs” to provide specific skill building, extended time for test taking, pre-teaching of content, or Direct Reading Instruction.

For those students who cannot make adequate progress in the general education curriculum, specially designed instruction is provided in the Learning Support Classes. A student may be assigned to learning support classes for one or more academic subjects.

Each Learning Support Class has an enrollment capacity of 15 students .

MBA currently contracts the services of a school psychologist, speech therapist, and occupational therapist and hearing therapist.

### ***Special Education Teachers***

**Sam Oberter 8<sup>th</sup> Grade Inclusion**

**Nicholas Pascale 7<sup>th</sup> Grade Inclusion**

**Claude Reifsnyder 6<sup>th</sup> Grade Inclusion**

**Renee Kain Learning Support 6-8 Math & Science**

**Desireah Osborne Learning Support 6-8 ELA & Social Studies**

**Tracey Macklin Special Education Coordinator**

The Special Education Program at Mariana Bracetti Senior Academy provides a full continuum of services to students with special needs who require specially designed instruction. What that means is that depending on the needs of your child, he/she may receive support within the general education classes, receive additional resource support outside of the general education classes, or receive their instruction in the learning support classes for all or some of the academic subjects.

A certified special education teacher supports students within the general education classes by collaborating and co-teaching with the general education teachers. The special education teachers may also do “pull outs” to provide specific skill building, extended time for test taking, pre-teaching of content, or Direct Reading Instruction.

For those students who cannot make adequate progress in the general education curriculum, specially designed instruction is provided in the Learning Support Classes. A student may be assigned to learning support classes for one or more academic subjects.

Each Learning Support Class has an enrollment capacity of 15 students.

MBA currently contracts the services of a school psychologist, speech therapist, and occupational therapist and hearing therapist.

### ***Special Education Teachers***

Jackie Wagner 11/12<sup>th</sup> Grade Inclusion & Learning Support Science

Debra Harris 10<sup>th</sup> Grade Inclusion & Learning Support Math

Justin Pascale 9<sup>th</sup> Grade Inclusion & Learning Support English/Language

Patrick Humphries Learning Support English/Language Arts & History

Shawn Daniels Learning Support Math & Science

Tracey Macklin Junior Academy Special Education Coordinator &

Learning Support History

Nicole Mandrillo Senior Academy Special Education Coordinator &

Literacy Support

### Special Education - Attachments

- Special Ed policies and procedures
- Special Ed policies and procedures
- Special ed screening procedures

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Macklin, Tracey	.10	Learning Support	Mariana Bracetti Academy Charter School	11	.10
Mandrillo, Nicole	.10	Learning Support	Mariana Bracetti Academy Charter School	12	.10
Kain, Renee	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	13	1.00
Osborne, Desireah	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	14	1.00
Oberter, Samuel	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	17	1.00
Pascale, Nicholas	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	14	1.00
Reifsnyder, Claude	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	17	1.00
Harris, Debra	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	14	1.00

Wagner, Jaclyn	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	16	1.00
Pascale, Justin	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	16	1.00
Humphries, Patrick	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	15	1.00
Daniels, Shaun	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	15	1.00

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Wordsworth Academy	1.0	Emotional Support	Fort Washington, PA	1	Approved Private School
The Valley Day School	1.0	Emotional Support	Morrisville, PA	1	Approved Private School

### Special Education Program Profile - Chart III

Title	Location	FTE
India Mixon-Holman, Paraprofessional	Mariana Bracetti Academy Charter School	.75
Twilight Rivera, Paraprofessional	Mariana Bracetti Academy Charter School	.75
Solangie Santiago, Paraprofessional	Mariana Bracetti Academy Charter School	.75
Shirley Schaaf, Paraprofessional	Mariana Bracetti Academy Charter School	.75
Tracey Macklin, Middle School Special Education Coordinator	Mariana Bracetti Academy Charter School	1.0
Nicole Mandrillo, High School Special Education Coordinator	Mariana Bracetti Academy Charter School	1.0

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Inc.	Speech Therapist	3 days per week
Therapy Source, Inc.	Occupational Therapist	1 day per week
Therapy Source, Inc.	Physical Therapist	1 day per week
Therapy Source, Inc.	School Psychologist	1 day per week
Therapy Source, Inc.	Bi-lingual School Psychologist	1 day per month
The School Therapy Zone	Hearing Therapist	1 day per month

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
MBA serves grades 6-12	No	No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Terra Nova	Yes	Yes	Yes	Yes	Yes	No	No
WIDA - ACCESS for ELLs	Yes						
Scholastic Reading Inventory	Yes						
Pearson Benchmarks	Yes	Yes	Yes	Yes	Yes	Yes	No
Woodcock Johnson	Yes						
Classroom Reading Inventory	No	No	No	Yes	Yes	Yes	Yes

### Student Assessment

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

*<!--[if !supportLists]--> <!--[endif]-->How these results influence development of new or revised annual measurable goals and targets.*

*<!--[if !supportLists]--> <!--[endif]-->If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.*

*<!--[if !supportLists]--> <!--[endif]-->Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.*

The 2007 PSSA results show that MBA made the AYP targets in math for all subgroups. In some instances through the use of a confidence interval in others based on the Pennsylvania Performance Index. However, the majority of students at MBA have performed below the performance thresholds in reading and math on the PSSA, and MBA did not make AYP overall.

After thoroughly analyzing the 2007 PSSA results, we will articulate specific process and results oriented goals for improved student performance particularly in reading. By utilizing regular, grade-appropriate, benchmark assessments as well as other sources of data including local assessments, report card grades, the results of teacher made tests, surveys and observations, we will regularly monitor our progress towards attaining these goals.

In the beginning of the school year, every student takes the Scholastic Reading Inventory (SRI). The results of the SRI are used to make placement decisions. The test is administered subsequently on a quarterly basis and is used to measure improvement. MBA also utilizes periodic on-line, standards-based benchmark assessments to monitor student performance in Reading / Language Arts and Math throughout the year. In the 2007-2008 school year we will continue using Pearson Benchmark to further assess student performance for ongoing analysis.

Using a team protocol presented by the Philadelphia School District and the University of Pennsylvania, teachers will work in teams to apply data from classroom assessments, benchmark and reading assessments, and from state assessments to inform and improve their classroom practice. In addition, they will identify students who are working below standards in literacy and math and provide direct remediation to these students both in class and through the student support program. Teachers will determine which skills and strands within each subject area need to be reinforced. Accordingly, they will be able to plan lessons that support students' attainment of the standards.

Our student achievement plan is focused on maintaining rigor while building basic skills. We use a combination of formative assessment, benchmark assessment, and regular teacher observation in conjunction with PSSA and TerraNova data to triangulate student performance. Teacher teams analyze this performance and develop specific instructional interventions to address student need.

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

Early identification of the academic needs of at-risk students begins at the beginning of the year when teachers analyze PSSA, TerraNova, SRI, benchmark and other assessment data for individual students. Ongoing monitoring includes regular team analysis of classroom data, triangulated using the data sources listed above, to determine individual needs and tailor instruction based on the evidence of student performance. Teacher teams also confer with parents and colleagues in order to implement appropriate instructional and behavioral strategies. If further monitoring shows that the strategies are unsuccessful for any individual student, teachers refer the student to the Student Support Program (SSP) or to the Student Assistance Program (SAP) as appropriate.

We believe that it is essential to the success of our students and of our school that we provide an intensive, comprehensive and mandatory student support program. The SSP uses teacher advisors and school counselors as the primary organizers of support for students. Working with classroom teachers and parents, advisors and counselors identify students in need of additional support and enter them into the SSP. Students who do not meet performance standards for attendance, academic performance, homework completion, and participation on a variety of metrics are assigned to the program. Once entered, students are enrolled into the SSP for a minimum of one academic quarter.

The program features both Saturday and after school support for all students in need. The Saturday support sessions focus on credit recovery both through tutoring and through online course work using the online course warehouse Educere. The Saturday program also allows students to make up school hours they have missed with the aim of achieving the minimum attendance requirement. The after school support sessions use a study hall format to help students in need of assistance or remediation. Additional support is offered regularly by classroom teachers.

Students with severe emotional or behavioral needs that cannot be met through the support program are entered into the SAP process during which a team of counselors, administrators, and teachers work with students and parents to ensure that students receive all the social and emotional support they need.

## **Teacher Evaluation**

The teachers at MBA are evaluated based upon the assistant principal's observations in the classroom and interactions and conversations outside the classroom. The assistant principal also receives input on the evaluation from our CEO, Principal and Director of Curriculum. Teachers at MBA receive a lot of support from their administration and support staff. Curriculum coordinators meet with their team on a weekly basis and complete three observations throughout the school year. The achievement coordinator along with the curriculum and instruction team also meets with teachers during planning time and completes observations monthly for each teacher. The assistant principal observes each teacher twice during the school year, the first is an announced observation and the second is an unannounced observation.

Teachers' performance is measured in five dimensions; subject matter, methodology, management, differentiation, and teamwork. Each dimension is measured on a four-point scale ranging from beginning to exemplary. Towards the end of the school year the assistant principal and principal meet with each teacher to review the final performance evaluation. This is a great opportunity for the principal to explain the evaluation and for the teacher to ask any questions.

Over the past year our leadership has attended a number of professional conferences to improve ourselves and the school. Our curriculum and instruction team have attended the NCTM, NCTE, and the International Reading Conference in Toronto. Our ELL and sped team have attended numerous conferences provided by PATTAN throughout the school year. Our administration along with a few lead teachers attended the national ASCD Conference in Anaheim, California. Over the summer our leadership will be attending Kagan's Cooperative Learning Conference in

Orlando, Florida. Cooperative learning has been a theme of our school in the past that is being revisited again this summer. We have built a relationship with Catapult Learning this year to help provide our staff with ongoing professional develop. They have trained our staff in “fish” philosophy and ELL strategies. We also provided our leadership with the opportunity to attend the Franklin Covey, Seven Habits three day training.

The administration at MBA take great pride in the fact that our leadership team is provided with the opportunity to attend all of these wonderful conferences. These conferences keep us informed of the best practices being used around the country and the world. We take the opportunity to speak with teachers and administrators from other states and hear what is working and what is not working in other schools and districts. We have the chance to see the new technology that is being introduced during the conferences. Teachers who attend a specific conference also have the responsibility to bring the information back to the school and share it with the staff.

Angela Villani- CEO  
Jana Somma- Principal  
Siouda Chestnut- Senior Academy Assistant Principal  
Charles Priestley- Junior Academy Assistant Principal  
Stephanie Bungard- Director of Curriculum and Instruction

### **Teacher Evaluation - Attachment**

- Teacher Evaluation Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The following are changes in the leadership structure of the school:

Former senior academy principal Richard Roshong retired from education;  
Siouda Chestnut became our high school assistant principal. Prior to this position she was a high school English teacher for four years at MBA;  
Charles Priestley became our junior high assistant principal and Jana Somma was promoted to be the building principal. Both Jana and Charles have been with the school for six years.

The positions were posted and a diverse interview committee interviewed the candidates for the positions.

The board of trustees gained two new members. Virginia Neiswender and Leah Popowich both joined the board in November 2006.

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Colleen Davis	Board chair
Dr. Jorge Santiago	Board vice chair
Ramon Dourado	Treasurer
Tracy-Elizabeth Clay	Secretary
Virginia Neiswender	Member
Leah Popowich	Member

### **Professional Development (Governance)**

The school's solicitor has provided the board with an orientation outlining responsibilities under the Public Officials Act.

## Coordination of the Governance and Management of the School

The board holds publicly announced bi-monthly governance meetings to discuss and implement the policies required for the school to effectively carry out its educational mission. During alternate months, committees of the board meet to draft necessary policy documents, plan board related activities that impact on the school and meet with school personnel to address on-site management issues or initiate planning for future school activities. The CEO makes a formal management report directly to the board at public meetings. Board members also communicate informally with the CEO on an ongoing basis in the event that a school-related activity requires the advice or input of board members in order to run smoothly and within the requirements of the law.

The Board of Trustees and the CEO maintains cordial and constructive relationships with the local School Districts board and the Pennsylvania Department of Education. When necessary, the board chair contacts the appropriate district and/or state personnel to consult on policy or operational questions.

## Community and Parent Engagement

In order to promote opportunities for community and parent engagement in school activities, the Board of Trustees of Mariana Bracetti Academy Charter School approved the acquisition of a full-time Community Relations Director. As per the approved job description of the Director of School and Community Relations, the job purpose is as follows: ***Strengthening, creating and supporting the school and community's relationship. Serve as liaison for MBA with community stakeholders for communicating issues relevant to community and school concerns and issues.*** The community relations director has successfully created and cultivated new strategic alliances with community stakeholders and strengthened existing partnerships.

### Parental Engagement

In the Fall of every academic year, MBA hosts Back to School Night for our families. Back to School Nights are festive environments that encourage dialogue and information sharing. On this night, we apprise our parents of all of the in-school and after-school activities that are available to them, the students and their siblings. MBA has an open door policy to all of our community residents that are interested in learning more about our program.

This past year, MBA has published and sent home quarterly newsletters that highlighted special events and activities. In addition, MBA has had a series of events that were organized in conjunction with the MBA Parent's Association. The Parent's Association is facilitated by the community relations director. The Parents Association organized a successful fundraiser in the early Fall, the proceeds of which were used to purchase a SMARTBOARD for MBA's library. Parents also assisted MBA staff to organize many events throughout the year. Following is an abbreviated summary of some of the highlights of the 2006-2007 academic year:

Event	Summary
Cultural Fiesta	A celebration of the cultures that make our country rich. The Fiesta featured food, music and clothing from Latin American, European and Asian Cultures. Parents helped to set-up, cooked food and provided clothing for the cultural fashion show.
Senior Carnival	Every homebase advisory at MBA is charged with carrying out a community building event at the end of the school year. This year the seniors organized a carnival for the entire school.

	under the theme: Peace - bringing people together to build safe and non-violent communities. Our parents were integral in providing ideas for the carnival booths and food for the fundraising component.
Atrium Project	MBA was awarded a \$1000 grant to create a "green" project. On a Saturday in December 2006, parents, students and staff got together to construct an indoor atrium in our eighth grade wing.
Booktalk	In the Spring of 2007, MBA hosted the "Dinner and a Book" booktalk. The book talk is a student-parent book club that is facilitated by faculty members. This year, we read Esperanza Rising, as a part of the "One Book, One Philadelphia" project.
Red Cross Blood Drives	In December of 2006 and April of 2007, MBA hosted student-led blood drive campaigns. Parents served integral roles as blood drive volunteers.

## Community Engagement

Mariana Bracetti Academy launched an outreach campaign this past academic school year. The main objective of the campaign was to forge and strengthen partnerships with local non-profit youth service agencies, community development corporations and the Philadelphia Police Department. The success of our outreach effort has allowed us to affect the lives of our students by increasing our capacity to serve through joint efforts with our partners. Below is an abbreviated list of our partnerships.

Organization	Description
Boys and Girls Club (BGC) New Kensington Community Development Corporation (NKCDC)	BGC has a chapter at MBA. BGC administers our afterschool programs.  In the Fall of 2007, MBA and NKCDC will plant trees in front of the school
Red Cross	We had two successful blood drives on 12/06 and 4/07. Our second blood drive was organized by a student committee. This has been a very positive partnership. Our next blood drives are scheduled for 12/07 and 4/08
Safe Haven Committee	This committee meets on the 2nd Thursday of each month at 10AM. The committee consists of representatives from local non-profits including: CADE, Shalom, EG, Phila. Weed and Seed, BGC, U Attorney's office, NSNP, WOAR, Lighthouse, and others. Our school has a very positive relationship with many of the organizations in this committee.
Deloitte & Touche Free Library	We organized a mentorship program with employees and our seniors. Deloitte helped our students with their senior design projects. This program was very successful The Kensington branch of the Free Library will hold open 1-2 slots for student internships
HACE	The Hispanic Association of Contractors and Enterprises (HACE) is a CDC that targets Eastern North Philadelphia. We have participated in several community cleaning projects with this organization. Soon our students will perform internships in the summer.
Wireless Philadelphia	Wireless Philly is a non-profit that is charged with providing residents of the proof of concept area with technology to begin using wireless internet provided by EarthLink. MBA is slated to become the first school to become a wireless partner
Cardinal Bevilacqua Community Center (CBCC)	MBA serves on the safe-haven committee with CBCC. We use their facility for basketball games and graduation ceremonies.
Catholic Human Services	CHS is a CDC based at CBCC. They are investing directly into our surrounding neighborhood. We look forward to working on community projects with them.
Temple Youth Voices Project	YVP is a year round project that exposes students to different forms of media that they will use to share the results of their social research projects.
26 <sup>th</sup> Police	The 26 <sup>th</sup> Police District has been a good community partner with us through the academic year.

District  
Women  
Organized  
Against Rape  
Congreso

WOAR is a non-profit that promotes anti-violence messages. MBA participated in an anti-violence demonstration at the Hopkinson Middle School in Spring 07.

In-School Program - Fall of 2007, a 9 week program that focuses on drug awareness  
YET literacy program - Fall 2006, an afterschool reading program

Raices  
Culturales

In the fall of 2006, they put on an assembly for our middle school students. The assembly was an interactive Latino music and dance extravaganza. We are working to develop an in-school partnership with this organization.

University of  
Pennsylvania

NanoDay - in October of 2006, a group of 10th-11th graders participated in NanoDay at Penn.

Robotics - Penn sponsored our robotics program by providing us with mentors and a shop with tools we used to build.

PCs to Seniors - Penn is donating 15 P4 PCs to seniors that are going away to college.

SPARK! - an NSF grant administered through the collaborative efforts of Eng. and ED schools. This program has afterschool, weekend and summer components. MBA has been identified as a partner school.

Empowerment  
Group (EG)

Fall of 06 - afterschool entrepreneurship class. The mission of the class was to train our kids to open a school store.

Spring 07 - 8th grade business expo was very successful. This has been a very solid partnership.

LULAC  
Hunter Beacon  
School

League of United Latin American Citizens — Philadelphia chapter is housed at MBA  
provide slots for our high school students that needed community service hours. Accepted 7-10 of our students that volunteer during the school year and are employed over the summer

Taller  
Puertorriqueno

Fall of 06 - Youth Artist Program

Spring of 07 - created an anti-violence tile mural with 6th grade homebase.

## SECTION VI. FINANCIAL RESPONSIBILITIES

### Major fund-raising activities

The primary sources of funds for the school are the state and federal funds provided to public charter schools based upon student enrollment. The board and the Home School Association maintain a scholarship fund for our graduating senior class. The board has previously raised over \$60,000 in donations and continues to solicit funds. The school has also applied for the Project 720 grant, the 21st Century grant and The Safe Schools grant. The school has also partnered with the University of Pennsylvania in the National Science Foundation Sloan Consortium grant and the National Science Foundation Academies for Young Scientists grant. The University of Pennsylvania has also donated over 60 computers to our graduating seniors. The Fourjay Foundation grant and the Society of Woman Environmental Professionals grant have been awarded for the 2006-2007 school year.

### Fiscal Solvency Policies

**The Board of Trustees has adopted financial policies and procedures which include the topics - 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 business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

## **Accounting System**

Santilli & Thomson, LLC provides accounting services to MBA per its agreement. Santilli & Thomson, LLC uses the Quickbooks financial system as the cornerstone of operations. The system meets both internal analysis requirements and external reporting needs.

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements — and Management’s Discussion and Analysis — for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets, a statement of activities and changes in net assets. It requires the classification of net assets into three components — invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- **Invested in capital assets, net of related debt** — This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds. The School presently has not incurred any related debt.

- **Restricted** — This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no restricted net assets.

- **Unrestricted net assets** — This component of net assets consists of net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

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

- SECTION VI. FINANCIAL RESPONSIBILITIES - PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

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

The school’s auditing firm is Larson, Allen, Weishair & Co., LLP. The last audit is dated May 29, 2007 for fiscal year 2005-2006 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for 2006-2007 by August 1, 2007.

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

The school has completed its 7<sup>th</sup> 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**

The School leases classroom and office space in Philadelphia, Pennsylvania. The lease ends October 2011. In June 2004, the lease was amended due to an additional expansion of space from 91,041 to 103,178 square feet to accommodate full enrollment of 1155 students. No further expansion or acquisition of facilities has occurred since.

Approximately expenditures this past year:

- \$54K on replacement of damaged furniture, fixtures, and equipment.
- \$300K to upgrade all the computers, software, and network.
- \$100K to modify/repair the building

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

**Mariana Bracetti Academy Charter School leases a facility at 2501 Kensington Avenue. The current facility provides adequate space for the foreseeable future; the lease currently in place is within the limits of the school's future projected budgets and expires on April 30, 2011.**

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

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

Our school designed a Crisis Management Plan that provides staff and faculty with critical information about what to do if an emergency should arise.

It is imperative that all staff and faculty members are prepared to respond to any crisis and have a clear understanding of their roles during an emergency situation. Violence prevention efforts and programs that address the personal and emotional needs of students help reduce the likelihood that a crisis will occur at our school. Our crisis management plan will ensure that the response to a crisis will be thorough and consistent and will disrupt the school routine as little as possible.

The Crisis Management Plan includes information about how to deal with any crisis that could occur on school grounds. This includes suicide, bomb threats, serious assaults on students or staff, kidnapping, natural disasters, an armed intruder or any situation that could occur that would place the safety of students and staff at risk.

Our school invites the local fire and police department to hold fire prevention, drug and alcohol, and safety assemblies yearly. In addition, our school holds monthly fire drill and quarterly weapon searches.

Our health and immunization records have been updated and kept on file. All new students must submit an updated immunization chart.

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

- School Health
- Wellness Policy

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

- **General & Professional Liability**
- **Directors and Officers Liability**
- **Property and Contents**
- **Accident & Health**
- **Workmen's Compensation**

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

At the end of the 2006-2007 school year, nine professional staff members resigned. One left education, one retired, and seven relocated. Four teacher contracts were not renewed. This school year, MBA was able to retain the professional staff throughout the year. The majority of our teachers have been with us for the past five to six school years.

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

- PDE 414, Page 1
- PDE 414, page 2
- ESPP signature page

### **Student Enrollment**

In mid March, our enrollment coordinator distributes Intent to Return forms to all students and parents. Out of 890 (excludes seniors) students, 850 responded that they were going to return. Once a student withdraws from our school, the parent and student meet with the CEO. Parents and students have chosen to withdraw from our school for various reasons ranging from relocation to non-compliance of the student code of conduct. Our population is also transient and many relocate to Puerto Rico.

### **Description of Enrollment Procedures and Policies**

Parents/guardians fill-in a pre-registration card with name, address, phone number and grade level during our open enrollment. The school then mails the parent/guardian a registration packet that includes the authorization to request records from the previous school. When the packet is returned, the student is either accepted or placed on a waiting list depending on whether seats are available. If the student is accepted, the school registers the student in the School District of Philadelphia network and on the school's student information system. If the student is put on the waiting list, the parents/guardians are notified. Acceptance comes on a first come first serve basis.

### **Enrollment History for 2006-07**

Grade level	Number of students enrolled on 8/28/06	Number of students dropped	Number of students added	Transferring School
6	185	15	5	Julia De Burgos, Fairhill, Stetson, Potter Thomas, Clemente, Penn Treaty
7	205	22	8	Stetson, De Burgos, Fitzsimons, Jones, Phila. Comm. Academy
8	205	28	8	Central East, De Burgos, Shaw, Stetson, Potter Thomas
9	245	49	14	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East, Edison
10	187	42	29	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East,
11	110	15	5	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East,
12	99	9	1	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East,
Total	1236	250	50	

### Returning Students from 2006-07 school year

The number of students that will return from the 2006-2007 school year is 850.

### Number of students who left voluntarily and who left at the requirement of the school

The number of students who left voluntarily is 40 (for 07-08 school year) and the number who left at the request of the school is 14.

### Student Enrollment - Attachments

- Penn Data- December 2006

- Special Ed enrollment procedures
- Enrollment policy
- Penn Data- June 07

## **Transportation**

**Mariana Bracetti Academy is able to provide free tokens for all students in grades six to eight through the School District of Philadelphia. Students in grades nine, ten, eleven and twelve must purchase their own tokens. In the past year there was one student whose IEP required transportation and MBA has paid for it as required by law. There also were three students enrolled at MBA who required special transportation arrangements for reasons of a physical or mental disability as required by the Federal Disabilities Act. These services are provided through the School District of Philadelphia. Students are also entitled to any services offered through the city of Philadelphia and SEPTA.**

## **Food Service Program**

Food services at Mariana Bracetti Academy are contracted for with the School District of Philadelphia. Nutritious breakfasts and lunches are provided. Families apply for free and reduced price meals through the FRL Program.

## **Student Conduct**

The discipline policy at Mariana Bracetti Academy has been carefully constructed to ensure the physical safety and emotional well being of all its community members including students, parents, faculty, staff and neighbors. In addition we have developed appropriate behavior support program for students in need.

Our students are making progress both socially and morally. Their self-esteem is growing, as is their understanding of good citizenship. We support them in this through the school's curriculum, which includes Character Education. Character and ethics is a school wide responsibility centered on our core values. Teachers are expected to integrate character education goals into their regular instruction. Students are also given a homeroom period daily. During this time, teachers instruct, model, and monitor good character for students and for students to demonstrate these values in action. Education in character and ethics is about the application of student understandings to their own behavior. The core values provide a common set of attributes that can frame a lesson on moral questions behind a character's choices in a novel; the underlying principles behind a political idea, such as democracy or the creation of written laws; or the courage of individuals in defying unjust systems. The core values also provide opportunities to explore the reasons behind particular school and class rules and to provide instruction and practice to help students successfully live up to these and other expectations.

Additionally, the school celebrates character education by scheduling monthly breakfast programs, a positive incentive program based on earning school dollars, monthly award assemblies and community service.

## **Due Process**

The Board recognizes that exclusion from the educational program is a severe sanction that is only imposed when a student is determined to have committed a prohibited act that warrants such a sanction under the School's discipline policy.

The CEO has the authority to impose short-term suspensions (up to 10 days). In such cases, the student shall be informed of reasons for suspension and given an opportunity to respond. Prior

notice of suspension need not be given when health, safety, or welfare of the school community is threatened. The student's parents shall be notified immediately in writing when the student is suspended. When a suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing.

Expulsion (exclusion for more than 10 days) requires a formal hearing. During the period prior to the hearing and decision of the Board, the student shall be placed in his or her normal class except if it is determined after an informal hearing that the student's presence in his or her normal class would constitute a threat to the health, safety, morals, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension. Any student excluded from school for more than 10 days shall be provided with alternative education, which may include home study.

The formal hearing in expulsion cases shall observe all due process requirements, including notification of the charges in writing to the student and his or her parents; notice of the time and place of the hearing, sufficiently in advance to allow adequate preparation for it; a fair and impartial officer; the right to representation by counsel; the disclosure of the names of witnesses and the testimony they have made; the right to cross-examine such witnesses; the right to present witnesses and testimony on the student's behalf; recordation of the proceedings and a copy of the transcript.

When issues of exclusion arise with respect to students with disabilities, the School shall observe all of the requirements of state and federal law, including those relating to stay put (especially as it relates to a pattern of suspensions exceeding 10 days), manifestation determination reviews, functional behavior assessments, and behavior intervention plans. In situations involving dangerousness, drugs, or weapons, the School may seek to place a special needs student in an interim alternative educational setting for up to 45 days.

### **Student Conduct - Attachments**

- Anti-Bullying Policy
- Discipline Special Ed student policy
- Final discipline report 06-07
- 2006-07 Handbook

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Mariana Bracetti Academy CS

**Date of Local Chartering School Board/PDE Approval:** August 2004

**Length of Charter:** Five years   **Opening Date:** August 2000

**Grade Level:** 6-12   **Hours of Operation:** 8:00am to 3:15pm

**Percentage of Certified Staff:** 93%   **Total Instructional Staff:** 65

**Student/ Teacher Ratio:** 28:1   **Student Waiting List:** 100

**Attendance Rate/Percentage:** 84%

**Enrollment:** 1155   **Per Pupil Subsidy:** Regular \$7,247.92/year, SPED \$15,346/year

### Student Profile

**American Indian/Alaskan Native:** 1%

**Asian/Pacific Islander:** 1%

**Black (Non-Hispanic):** 26%

**Hispanic:** 72%

**White (Non-Hispanic):** 0

**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 93.4%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 156

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	186	186	186
Instructional Hours	0	0	0	0	1255:30	1255:30	1255:30

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

**School Year: 2007**

The Mariana Bracetti Academy 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.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

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

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

**SIGNATURE PAGE**

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

**Name** Angela Villani

**Title** Ms.

**Phone** 215-525-3620

**Fax** 215-291-4985

**E-mail** avillani@mbacs.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** Colleen Davis

**Title** Ms.

**Phone** 215-733-9676

**Fax** 215-733-9676

**E-mail** readletter@verizon.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** Tracey Macklin

**Title** Ms.

**Phone** 215-291-4436

**Fax** 215-291-4985

**E-mail** tmacklin@mbacs.org

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*Signature of the Special Education Contact Person and Date*