
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Mariana Bracetti Academy CS
Address: 2501 Kensington Ave.
Philadelphia, PA 19125

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Mariana Bracetti Academy CS

Date of Local Chartering School Board/PDE Approval: August 2009

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

Grade Level: 6-12 **Hours of Operation:** 8:00am to 3:05pm

Percentage of Certified Staff: 97% **Total Instructional Staff:** 81

Student/Teacher Ratio: 28:1 **Student Waiting List:** 160

Attendance Rate/Percentage: 90%

Summary Data Part II

Enrollment: 1155 Per Pupil Subsidy: Regular \$7,708.33 year, SPED \$16,760.03/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: 96.72%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 165

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	181	181	181
Instructional Hours	0	0	0	0	1221:75	1221:75	1221:75

SECTION I. EXECUTIVE SUMMARY

Educational Community

In August 2000, the charter application filed by the League of United Latin American Citizens (LULAC) to open the doors of Mariana Bracetti Academy (MBA) was approved. In September 2000, the school opened its doors in the heart of the Kensington neighborhood of Philadelphia. Located at 2501 Kensington Ave, the school consists of middle school grades 6 through 8 and high school grades 9 through 12. MBA's population of 1155 students is almost entirely minority consisting of 72% Latino, 24% African-American and 3% non-Hispanic Caucasian students.

Mission

By creating a learning environment that incorporates the diverse strengths of our extended school community, Mariana Bracetti Academy prepares our students for success after graduation. We collaborate with our stakeholders to foster a powerful culture of high academic achievement and personal responsibility that promotes student excellence.

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

At Mariana Bracetti Academy all students draw upon their passion, motivation, and life experience to become independent, adaptive problem solvers, powerful thinkers, effective communicators, and meaningful contributors to the larger community.

To achieve this goal all community members operate with a key set of learning principles:

- Clarity of purpose and relevance impacts learners' willingness to persist so they can become successful.
- Learning is most effective when it is differentiated by learners' interests, preferences, strengths, contributions, and prior knowledge.
- Learning is an active process that requires regular reflection and adjustment as learners connect big ideas to facts, skills, and experiences.
- Learning requires fluent and flexible transfer of prior knowledge to new situations.
- Learners push beyond their current comfort level to gain expertise, consider alternate points of view, and deepen knowledge.
- Learners require regular, timely, and meaningful feedback based on established criteria with opportunities for revision and improvement to produce quality work.

Academic Standards

The MBA curriculum is aligned with state academic content standards and program specific curriculum frameworks. 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 unit plans and classroom practice. Graduating students accumulate a minimum of 28 credits in high school, a culminating senior project and 90 hours of community service. The course sequence for core subjects includes:

English — Literature 9, 10, 11, and 12; Literacy 9, 10, and 11; and 12th grade Advanced Reading and Research

Mathematics — Pre—Algebra, Algebra I, Geometry, Algebra II, and Pre-Calculus; Numeracy 9, 10, and 11; and 12th grade Financial Education

Science — Biology, Chemistry, Ecology, Botany, Environmental Science and Anatomy and Physiology

Social Studies — World Geography and Honors World Geography, US History and Honors US History, American Government, Economics, Sociology, Psychology, Street Law, History through Film and State of the World

Strengths and Challenges

During the 2009-2010 school year, we developed a partnership with an ASCD consultant to develop a guaranteed curriculum that is aligned to state academic content standards and Mariana Bracetti Academy learning goals. We also sent the administrative team to ASCD's national Schooling By Design conference to ensure that school policies, structures, governance, and resource allocation as well as our hiring, appraisal and development practices align to these goals.

Using principles of backwards design MBA has developed and/or purposefully revised:

- Curricular Mission
- Learning Principles
- Program Specific Curricular Frameworks
- Scope and Sequence Guides
- Unit Plans and Review Protocols
- Hiring Protocol
- Teacher Observation and Evaluation Tools
- Teacher Development Targets
- Teacher Growth Plan
- Teacher Leadership Development
- Job Descriptions linked to Mission and Learning Principles
- Leadership Goals and Key Actions
- Grading, Discipline and Attendance Policies

We continue to be strong in the following areas:

- Graduation rate exceeded our AYP target
- Standardized assessment (PSSA) scores continue to show growth as our students remain in our school.
- Staff attended and practiced principles from a rigorous professional development program that included workshops, seminars and courses through ASCD (Understanding by Design) and Kagan Cooperative Learning.
- The Read Right program, a reading intervention program that was implemented in 2007, achieved success in 2010 with ??? of Read Right graduates scoring advanced/proficient on the reading section of the PSSA.
- 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 students who have been frequently truant can make up for lost time and get back on track towards graduation.

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

- After observed inconsistencies in local assessment practices, we have been working with our ASCD consultant to develop common summative assessments and rubrics in all content areas. These assessments are being directly aligned to our curriculum frameworks and will provide students with authentic opportunities to demonstrate their understanding of key concepts.

- In recognizing the lack of validity in our current benchmark system, we researched alternative assessment tools and identified a system we feel will provide instructional staff accurate data to adjust their practice and offer meaningful feedback to students.
- In response to feedback we received from our stakeholders, we affirm the need to establish and maintain a school culture in which all members can actively communicate and act upon our school mission and learning goals. Initial steps include: an orientation plan that clearly outlines what defines a successful MBA student, staff member and parent and purposeful selection of hallway displays.
- Despite improvement, reduction of student truancy and tardiness continue to be a growth opportunity. We closely monitor attendance, mail home monthly attendance notifications, use attendance contracts when appropriate and schedule teacher-parent conferences.

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 did not make AYP in 2009. We are now in "Corrective Action I" based on the results of the 2009 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 2PSSA 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	MBA Vice-Principal	Administrator	CEO
Angela Villani	MBA CEO	Administrator	Board of Trustees
Boglioli, Andrew	HS Teacher	Administrator	Jana Somma/Principal
Charles Priestley	MBA Vice-Principal	Administrator	CEO
Debra Harris	MBA SPED Coordinator	Special Education Representative	CEO

Jana Somma	MBA Principal	Administrator	CEO
Nordmeyer, Ron	MBA Director of Operations	Administrator	CEO
Rodman, Allie	Instructional Coach	Administrator	CEO
Tracey Macklin	MBA SPED Coordinator	Special Education Representative	CEO
Virginia Neiswender	MBA Board Chair	Board Member	Board
Witkowski-Smith, Mary Jo	Achievement & Assessment Coordinator	Administrator	CEO

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.

Activity: Student Support Program

Description: 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.

2 components:

- 1) Saturday Support — Allows students to make up school hours towards minimum attendance requirement
- 2) After School Support — Study hall format

Entrance Requirements — Students who do not meet performance standards for attendance, academic performance, homework completion, and participation. Standards will be assessed throughout the year.

Performance Standards

-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

-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

- 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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$40,000.00
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Status: Not Started — Overdue

Goal: Increase Parent Involvement

Description: Add Goal Statement here..

Strategy: Parent Education

Description:

Activity: Book Talks

Description: 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
Adrienne Davids	Start: 1/7/2009 Finish: 1/7/2009	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Braceti Academy Charter	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will build a relationship with the parents and community by sharing comments and life experiences.	Schools are successful when parents and the community are involved.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting 	<ul style="list-style-type: none"> Participant survey

Status: Not Started — Overdue

Activity: Curriculum Nights

Description: Parents will be 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
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Jana Somma

Start: 9/23/2009
Finish: 2/10/2010

\$2,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	2	50
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Mariana Bracetti Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will work effectively with parents. The educator will become knowledgeable in their student's home life.	Successful schools support and involve parents in their child's education.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
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| <ul style="list-style-type: none"> Journaling and reflecting | <ul style="list-style-type: none"> Participant survey |
|---|--|

Status: Not Started — Overdue

Activity: Parent Group

Description: 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: 1/1/2008	\$1,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 56% 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.

Activity: ASCD conference

Description: The school's leadership team attends the yearly conference and then trains the teachers in the content learned.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 3/15/2010 Finish: 3/15/2010	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
18.00	1	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
ASCD	• Association	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will collaborate with team members, plan, modify and	The UbD model is a fully researched approach to backwards planning. Defined by	<i>For classroom teachers, school counselors and education specialists:</i>

reflect on unit and lesson plans by using the Understanding by Design (UbD) model.

The educator will begin planning with classroom outcomes, will plan the curriculum by choosing activities and materials that help determine student ability and foster student learning.

Wiggins and McTighe, Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach," UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic.

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

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

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

effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Activity: Data analysis of benchmark performance

Description: Teachers analyze data during a weekly data analysis professional development session.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/3/2008 Finish: 6/17/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	26	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The educator will become knowledgeable in data analysis;</p> <p>The educator will understand how to modify lessons based upon data;</p> <p>The educator will plan future lessons by using student data.</p>	<p>Data analysis is a common tool on how schools plan for the success of student achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Activity: Kagan Cooperative Learning Structures

Description: Teachers receive professional development by trained teachers that attended the Kagan conferences.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/29/2008 Finish: 6/18/2010	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	10	80
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Mariana Bracetti Academy Charter	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>The educator will become knowledgeable in the tools needed to reduce discipline problems in the classroom.</p> <p>Kagan Structures is researched based and known to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.</p>	<p>Kagan Structures have been researched for decades by Dr. Spencer Kagan. Among the many positive findings of this research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with
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parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

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

Status: Not Started — Overdue

Activity: Understanding By Design Training (UbD)

Description: Teachers are given training in the beginning of the school year and are taught to use the UbD framework that is promoted by ASCD. Throughout the year, teachers use this model to complete unit plans in their content area.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/29/2008 Finish: 6/18/2010	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	80	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Academy Charter	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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For classroom teachers, school counselors and education specialists:

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

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Activity: Use Data to Guide Instruction

Description: Teachers meet by curriculum on a weekly basis to analyze data that is provided by benchmark assessment and classroom observations

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/4/2008 Finish: 6/18/2009	\$12,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	26	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will become knowledgeable in data analysis; The educator will understand how to modify lessons based upon data; The educator will plan future lessons by using student data.	Data analysis is a common tool on how schools plan for the success of student achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

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

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

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

Educator Groups Which Will Participate in this Activity

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

- World Languages
- Mathematics
- History
- Economics
- Geography

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

Status: Not Started — Overdue

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.

Activity: Assessment-Anchor-Focused Instruction

Description: Teachers meet with the curriculum department twice a month and plan with their content area teachers twice a week.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/29/2008 Finish: 6/18/2010	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	70	80
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Mariana Bracetti Academy	<ul style="list-style-type: none"> <li data-bbox="633 231 836 273">• School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will collaborate with team members, plan, modify and reflect on unit and lesson plans by using the Understanding by Design (UbD) model.

The educator will begin planning with classroom outcomes, will plan the curriculum by choosing activities and materials that help determine student ability and foster student learning.

The UbD model is a fully researched approach to backwards planning. Defined by Wiggins and McTighe, Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach," UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic.

For classroom teachers, school counselors and education specialists:

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

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

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

effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Activity: Curriculum Writing

Description: 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.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2010 Finish: 8/25/2010	\$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
5.00	10	12

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Academy Charter	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will collaborate with their curriculum department and write curriculum for the school year.	The curriculum writing is based on the UbD Design Principles.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for

struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

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

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

Status: Not Started — Overdue

Strategy: Student Incentives

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

Activity: Celebrations

Description: 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.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
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Status: Not Started — Overdue

Activity: Student Awards/Recognition

Description: 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: 1/1/2008 Finish: Ongoing	\$10,000.00
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Status: Not Started — Overdue

Goal: READING

Description: At least 63% 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.

Activity: ASCD conference

Description: The school's leadership team attends the yearly conference and then provides professional development to the teachers throughout the school year.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
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Status: Not Started — Overdue

Activity: Data Analysis of Benchmark performance

Description: Ongoing analysis of student performance on 2 types of benchmark exams

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/3/2008 Finish: 6/17/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	26	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none">School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will become knowledgeable in data analysis; The educator will understand how to modify lessons based upon data; The educator will plan future lessons by using student data.	Data analysis is a common tool on how schools plan for the success of student achievement.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.Empowers educators to work

effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data |
|--|---|

- administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Kagan Cooperative Learning Structures

Description: Lead teachers attend the Kagan conference and then train teachers throughout the year in the material learned.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 8/4/2009 Finish: 7/15/2010	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Kagan	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The educator will become knowledgeable in the tools needed to reduce discipline problems in the classroom.</p> <p>Kagan Structures is researched based and known to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.</p>	<p>Kagan Structures have been researched for decades by Dr. Spencer Kagan. Among the many positive findings of this research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to

interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors

Grade Level

- Middle (grades 6-8)
- High school (grades 9-12)

- Other educational specialists

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

Status: Not Started — Overdue

Activity: NCTE conference

Description: Lead English teachers attend the NCTE conference and then provide professional development training to the English teachers throughout the school year.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 11/10/2009 Finish: 11/13/2009	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
18.00	3	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
NCTE	• Association	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will become knowledgeable in research based practices in Literacy.	The National Council of Teachers of English (NCTE) is a research based American	<i>For classroom teachers, school counselors and education specialists:</i>

professional organization dedicated to "improving the teaching and learning of English and the language arts at all levels of education.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Middle (grades 6-8)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

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

Status: Not Started — Overdue

Activity: Understanding By Design training

Description: In the beginning of the school year, teachers are trained trainers on how to use the UbD model that is promoted by ASCD. The teachers plan twice a week in their curriculum groups and use the model.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 8/30/2010 Finish: 9/3/2010	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
10.00	5	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The educator will collaborate with team members, plan, modify and reflect on unit and lesson plans by using the Understanding by Design (UbD) model.</p> <p>The educator will begin planning with classroom outcomes, will plan the curriculum by choosing activities and materials that help determine student ability and foster student learning</p>	<p>The UbD model is a fully researched approach to backwards planning. Defined by Wiggins and McTighe, Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach," UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

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

Status: Not Started — Overdue

Activity: Use results to guide instruction

Description:

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

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.

Activity: Use Reading Strategies to Frame all Content Reading

Description: 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.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 8/24/2009 Finish: 8/24/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Academy	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will become knowledgeable in content area Reading strategies.	The Reading strategies are based on NCTE research.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching</u>

skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Strategy: Student Incentives

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

Activity: Celebrations

Description: 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.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008 Finish: Ongoing	\$2,000.00
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Status: Not Started — Overdue

Activity: Student Awards/Recognition

Description: 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: 1/1/2008 Finish: Ongoing	\$2,000.00
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Status: Not Started — Overdue

Strategy: Target at-risk students

Description:

Activity: Saturday School

Description: Targeted reading instruction for at-risk students

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008	\$10,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Small Group Instruction

Description: Students who are reading two or more years below grade level will receive targeted reading instruction using a brain-based constructivist reading program

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008	\$140,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Students will acquire basic computer skills to allow them to use technology comfortably.

Description: Add Goal Statement here..

Strategy: Students will acquire keyboarding skills

Description:

Activity: PD-02

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will

focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 8/1/2008	\$3,555.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Students will learn basic computer skills and processes

Description:

Activity: PD-03

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2008	\$3,555.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Students will learn basic word processing skills

Description:

Activity: PD-01

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2008	\$3,555.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Students will develop skills in various software programs in order to use technology as a tool in their learning

Description: Add Goal Statement here..

Strategy: Students will learn word processing, desktop publishing, spreadsheet, and database skills to complete classroom assignments

Description:

Activity: PD-07

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008	\$3,555.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Students will learn to use the internet to locate, organize, and evaluate information

Description: Add Goal Statement here..

Strategy: Students will learn to use internet resources efficiently and effectively

Description:

Activity: PD-22

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2008 Finish: Ongoing	\$3,555.00
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Status: Not Started — Overdue

Goal: Students will use multimedia tools to enhance creativity and learning

Description: Add Goal Statement here..

Strategy: Students will develop multimedia authoring skills in order to produce multimedia presentations

Description:

Activity: PD-08

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008 Finish: Ongoing	\$3,555.00
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Status: Not Started — Overdue

Goal: Teachers will receive regular hands-on training in order to effectively integrate technology

Description: Add Goal Statement here..

Strategy: Staff will learn to access various multimedia software for integration in the classroom

Description:

Activity: PD-04

Description: The School Technology Manager will provide quarterly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible	Timeline for Implementation	Resources
Diaz, Chris	Start: 9/29/2008 Finish: 6/18/2010	\$3,555.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	45

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Acacemy	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching

skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA
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- Classroom student assessment data

Status: Not Started — Overdue

Strategy: Staff will receive instruction in basic word processing, desktop publishing, spreadsheet, and database skills

Description:

Activity: PD-06

Description: The School Technology Manager will provide weekly (for approximately 45 minutes) technology professional development training for all staff members in small settings. Sessions will focus on specific needs and cover a wide range of technology skills and applications. RACs will be developed and implemented by teachers on at least a monthly basis with support from the School Technology Manager.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 1/1/2008 Finish: Ongoing	\$3,555.00
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Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

Intermediate Unit designee met with and when meeting occurred:

Dr. Margaret Sears, Office of School Assessment, School District of Philadelphia.
December 12, 2009

Statement of Quality Assurance - Attachment

- Getting Results, Continuous School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

Mariana Bracetti Academy utilizes a standards-aligned, understanding-based, locally developed curriculum that promotes student inquiry and encourages exploration of authentic and rigorous problems. Under the direction of a consultant from the Association for Supervision and Curriculum Development (ASCD), our academic departments developed program-specific curriculum frameworks that identify enduring understandings and essential questions for each academic standard or group of standards. Using these curriculum frameworks as a guide, our curriculum coordinators are in the process of drafting cornerstone assessments to provide students with opportunities mid-course or end-of-course to demonstrate their understanding of key concepts and skills in an authentic and performance-based manner. These cornerstone assessments will not only allow students to exhibit acquisition of knowledge and skills and meaning making, but also transfer of concepts to new situations. The curriculum frameworks and cornerstone assessments will inform course-specific scope and sequence guides to direct teachers in their instructional planning and promote vertical alignment across academic programs. Teachers utilize the *Understanding By Design* backwards planning model to guide their unit planning. Recognizing the expertise this model requires for successful implementation, our school not only collaborated with an ASCD consultant, but also sent more than twenty members of our administrative and leadership teams to Authentic Education's *Ubd by the Sea* conference to collaborate and gather best practices from the model's authors and other professionals utilizing *Understanding By Design*. Lastly, curriculum coordinators worked with our ASCD consultant to draft common rubrics to ensure consistent criteria is used to evaluate student performance across grades and content areas. We are now in the process of drafting high-quality, unit-specific summative assessments for each course to measure students' grasp of enduring understandings.

Do you have documentation that shows your curriculum meets the Chapter 4 content standards and all requirements?

As discussed above, the Mariana Bracetti Academy school curriculum frameworks and teacher unit plans are aligned to the Pennsylvania Department of Education's academic content standards. A sample curriculum framework and scope and sequence guide for middle school science has been attached.

Students are eligible for graduation once they have completed 90 hours of community service, a senior project, and 28 academic credits in high school, including:

- 4 years of English (4 credits)
- 3 years of math (3 credits)
- 3 years of science (3 credits)
- 3 years of social studies (3 credits)
- 1 year of physical education (1 credit)
- 0.5 years of health (0.5 credits)
- 2 years of foreign language (2 credits)
- 11.5 credits of electives

To be promoted, students must accumulate a minimum number of credits — 9th to 10th grade (7 credits), 10th to 11th grade (14 cumulative credits), 11th to 12th grade (21 cumulative credits).

How is the curriculum organized to meet the developmental and academic needs of students?

Our academic programs emphasize conceptual understanding and problem-solving in addition to basic knowledge and skills.

Literacy and Numeracy Courses

All high school students enroll in literacy and numeracy courses to strength basic skills in reading and mathematics and provide enrichment opportunities for proficient students. Literacy and numeracy courses were developed using best practices in adolescent literacy and reform math instruction established by the International Reading Association (IRA), National Council of Teachers of English (NCTE), and National Council of Teachers of Mathematics (NCTM).

Academic Majors

We believe in empowering students to make meaningful educational choices as part of their learning. After completing a rigorous arts and sciences curriculum in 9th and 10th grades, students choose an academic major in

Health Sciences; Business Information Technology; or Humanities, Law, and Government. Students continue their required distribution classes as well as several electives in their academic major in 11th and 12th grades.

Honors and Advanced Placement Courses

We believe all students should have the opportunity to achieve at the advanced placement level. With the guidance of past performance and teacher recommendation, we have begun to build a strong cohort of students to participate in the College Board's advanced placement exams. In the 2008-2009 academic year, honors courses were created in world geography and biology. These students continued to receive accelerated instruction in 2009-2010 in United States history and chemistry. This summer, members of our social studies and science teams attended a College Board Advanced Placement conference to gather additional information and best practices on the creation of advanced placement courses. Our plan is to integrate AP Government and Civics as a part of our 2010-2011 course offerings and AP Biology in 2011-2012.

Senior Projects

Every Mariana Bracetti Academy student conducts an independent research project during the senior year. Students select topics, form theses, investigate a variety of sources, and produce a research paper which they present to a panel of faculty members.

English Language Learners

English language learners at the "entering" or "beginning" levels receive small-class English instruction for 90 minutes per day. These students are also supported in the other content areas through resource room or in-class assistance. English language learners at the "developing" or "expanding" levels are provided with resource room and in-class support in English and math. For extended support, our ELL program also offers homework support and activities after school to ensure students' comprehension of content and assignments.

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 or assessments, 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. To best accommodate students' needs, we offer a life skills program to serve students who benefit from hands-on experiences that the general education curriculum does not provide. Additionally, a service learning component is incorporated into our life skills and learning support classes to help our students develop the skills necessary to become productive, contributing members of society.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Mariana Bracetti Academy provides teachers with ongoing professional development in various teaching strategies and techniques to engage all students in the learning process and promote deep, conceptual understanding of core standards. In addition to our work with the ASCD consultant and attendance at Authentic Education's *Ubd by the Sea*, curriculum coordinators attended national conferences in their content areas to gather best practices in inquiry-based teaching. With this knowledge base, essential questions have been identified for each academic program, course, and unit to guide student inquiry on a daily basis. All teachers post and reference unit-specific essential questions in their classrooms, and daily instruction provides students with opportunities to grapple with the "messiness" and authentic nature of these questions.

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 benchmark tests administered to students in English and mathematics 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.

Middle school students who read significantly below grade level continue to be enrolled into our Read Right pull-out reading program. We continue to collect data to analyze the success of the program.

In addition, the English and mathematics curricula reflect disciplinary best practices, including the inclusion of significant time spent reading leveled texts in class, leveled literature circles, and narrowing of curricular topics to allow for deeper and more meaningful understanding.

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 our student support program which has both daily homework club and weekly Saturday remediation functions.

What types of teaching strategies are used to actively engage students in the learning process?

In addition to the professional development opportunities mentioned above, our entire faculty was trained in Spencer Kagan's cooperative learning structures and select teachers attended content-specific conferences this summer. This model focused on positive interdependence, individual accountability, equal participation, and simultaneous interaction — all of which draw students into the learning process. Student desks in all classrooms are arranged in heterogeneous teams of four to support the execution of cooperative learning structures at multiple times in the 90-minute block period.

Teachers develop multi-model instructional activities and assessments that encourage students to demonstrate their content knowledge through a variety of different products and processes, including presentations, debates, poetry, journals, lab reports, interviews, skits, drawings, graphs, maps, and web sites.

Professional Development Approval Letter

Attached

Teacher Induction Approval Letter

Attached

Rigorous Instructional Program - Attachments

- Curriculum Framework - Science and Technology and Engineering Education
- Scope and Sequence Guide - Grade 6 Life Science
- Teacher Induction Approval Letter
- Attached is the Professional Development Letter. Our new plan is due September 30, 2010.

English Language Learners

Mariana Bracetti Academy

ESL Program Overview:

At Mariana Bracetti Academy Charter School, 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.

In both Junior and Senior Academies, if a student tests in the beginning level (WIDA levels 1-2), the students are placed in the beginning ESL classroom with a highly qualified teacher who is also an ESL program specialist. In addition, these students also receive teacher pull out services for their content classes in the ESL Resource Room. The teachers collaborate and schedule the students to either work one-on-one for specific skills or work with a small group to support the language to better understand the content. This occurs when the student is struggling with either language or content in class. We encourage our ESL students to be with their mainstream peers for total emergence of the English language with complete monitoring of grades to ensure student success. 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.

In the Junior Academy, if a student tests in the intermediate level (WIDA levels 3-5), they are grouped together with students of similar levels so the ELA teachers modifies and accommodates instruction for them. This determination is made through a thorough examination of his/her previous grades and performance in English classes. In the Senior Academy, the students are placed in regular grade level credited courses with recommendation to use the ESL resource room for additional support.

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 ACCESS assessment. A letter is then sent home stating the student's ESL ACCESS score with the option for parents to schedule a conference to discuss the results. A copy of this letter is placed in the ESL section of the student's file with the ACCESS score.

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 through professional development about ESL methodology and modifications. During the 2009-10 school year the ESL department attended a TESOL conference in Boston and brought back the information to train and better assist content teachers. 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.

During the 2009-10 school year, Mariana Bracetti Academy Charter School serviced 227 ESL students.

English Language Learners - Attachments

- English Language Learners
- ELL Report

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)

• 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, meaning that services and supports are tailored according to the needs of your child. Through our Special Education Program, 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 provide small group/individual instruction for specific skill building, extended time for test taking, pre-teaching of content, Direct Reading Instruction and organizational/behavioral support.

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 the Learning Support classes for one or more academic subjects. Each Learning Support class has an enrollment capacity of 12 students .

In addition to these services, MBA has a part-time school psychologist on staff and contracts a bilingual school psychologist, speech therapist, occupational therapist, hearing therapist and physical therapist.

Students who need more intensive support outside of the general education environment for the entire school day are referred to Approved Private Schools at the discretion and agreement of the IEP team.

Special Education Teachers

Dana Ortiz: *8th Grade Special Education Inclusion Teacher*

Nir Saar: *7th Grade Special Education Inclusion Teacher*

Claude Reifsnyder: *6th Grade Special Education Inclusion Teacher*

Amanda Hill: *6th-8th Grade Special Education Resource Teacher*

Megan Easler: *6th-8th Grade Special Education Learning Support Teacher*

Renee Kain: *6th-8th Grade Special Education Learning Support Teacher*

Ryan Biner: *6th-8th Grade Special Education Learning Support Teacher*

Twilight Rivera: *6th-8th Grade Paraprofessional*

India Mixon Holman: *6th-8th Grade Paraprofessional*

Tracey Macklin: *Junior Academy 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. That means, 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 provide small group/individual instruction for specific skill building, extended time for test taking, pre-teaching of content, Direct Reading Instruction and organizational/behavioral support.

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 the Learning Support classes for one or more academic subjects. In addition to these services MBA has a part-time school psychologist on staff and contracts a bilingual school psychologist, speech therapist, occupational therapist, hearing therapist and physical therapist.

Students who need more intensive support outside of the general education environment for the entire school day are referred to Approved Private Schools at the discretion and agreement of the IEP team.

Special Education Teachers

Kera Sutsko: *Special Education Inclusion Teacher*

Shaun Daniels: *Special Education Inclusion Teacher*

Khristy Herbert: *Special Education Inclusion Teacher*

Patrick Humphries: *Special Education Resource Teacher*

Kate Barbato: *Special Education Learning Support Teacher*

Rachel Kohan: *Special Education Learning Support Teacher*

Melissa Morton: *Special Education Learning Support Teacher*

Cheryl Britton: Paraprofessional

Debra Harris: Senior Academy Special Education Coordinator

Special Education - Attachments

- Special Education Screening and pre-referral, enrollment policy and policies and procedures
- penndata 12-31-09
- penndata 06-30-10

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Saar, Nir	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	18	1.00
Ortiz, Dana	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	15	1.00
Easler, Megan	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	12	1.00
Reifsnyder, Claude	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	17	1.00
Morton, Melissa	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	14	1.00
Daniels, Shaun	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	17	1.00
Sutsko, Kera	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	19	1.00
Humphries, Patrick	1.00	Learning Support, Resource	Mariana Bracetti Academy Charter School	0	1.00
Barbato, Kate	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	14	1.00
Kohan, Rachel	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	13	1.00
Biner, Ryan	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	12	1.00
Kain, Renee	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	7	1.00
Hill, Amanda	1.00	Learning Support, Resource	Mariana Bracetti Academy	15	1.00
Herbert, Kristy	1.00	Learning Support, Inclusion	Mariana Bracetti Academy	17	1.00

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Wordsworth Academy	1.0	Emotional Support	Fort Washington, PA	2	Approved Private School
The Valley Day School	1.0	Emotional Support	Morrisville, PA	2	Approved Private School
Delta School	1.0	Emotional Support	Philadelphia, PA	1	Approved Private School
Devereux School	1.0	Emotional Support	Downingtown, PA	1	Approved Private School
Wordsworth Academy - SPIRIT Program	1.0	Emotional Support	Forth Washington, PA	1	Private Academic School

Special Education Program Profile - Chart III

Title	Location	FTE
Tracey Macklin, Junior Academy Special Education Coordinator	Mariana Bracetti Academy Charter School	1.0
Debra Harris, Senior Academy Special Education Coordinator	Mariana Bracetti Academy Charter School	1.0
Bryony Kay, School Psychologist	Mariana Bracetti Academy Charter School	1.0
Twilight Rivera, Paraprofessional	Mariana Bracetti Academy Charter School	1.0
India Mixon-Hollman, Paraprofessional	Mariana Bracetti Academy Charter School	1.0
Cheryl Britton, Paraprofessional	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.	Bilingual School Psychologist	2 days per month
All City Transportation Inc.	Transportation	5 days per week

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
Pearson Benchmark Assessment	Yes	Yes	No	No	No	No	No
4Sight	Yes						

Student Assessment

a.) The staff at Mariana Bracetti Academy strives for continuous improvement of learning outcomes for all of our students. Through a framework of school improvement planning based on both state and locally relevant data, data is analyzed, root causes of under achievement are identified, and solutions are developed. Because assessment drives curriculum, targets for student learning are continually being developed, adjusted and monitored at Mariana Bracetti Academy. This has helped us develop very specific learning targets for our students. This year Mariana Bracetti Academy staff has developed rigorous new formative, summative and cornerstone assessments in each curricular area. The staff has also researched and acquired new tools for utilizing data that will more accurately pinpoint the strengths and areas of concern for our students.

Although MBA is in corrective action I, there have been areas of strong academic improvement. PSSA/AYP data from paayp.com, PVAAS, e-metric and DRC was used to identify student areas of strength and need. Analyzing this data helped us recognize overall growth during the past 5 years, especially among specific cohorts, and it also helped us identify struggling subgroups and areas of concern. PVAAS data (Pennsylvania Value Added Assessment Report) showed overall gains in math and reading during the last three years. Longitudinal data shows there has been growth in each cohort each successive year as well. All groups met the participation target. The school is meeting the AYP target for attendance. The school is meeting the AYP target for graduation as well.

Local assessment data was being used to set academic targets in the area of math and language arts. Based on areas of concern for each class, specific learning targets, for example; improvement in comprehension of non-fiction reading, were developed. This also lead to the purchase of an additional school-wide reading program to address our greatest area of concern. In addition, every curricular area participated in our PSSA countdown calendar. Grade teams in the Junior Academy and Curriculum Teams in the Senior Academy each developed activities for their students based on targeted needs. Targeted needs were determined by locally relevant data in combination with trends identified in State mandated testing. These targets and countdown calendars are reviewed by the principal, assistant principals and the assessment coordinator.

b.) The staff of Mariana Bracetti Academy begins the process of identifying at-risk students in the beginning of the school year by administering or reviewing PSSA scores, the Gates-McGinty, WIDA, Pearson benchmark assessments, the 4Sight, attendance, discipline and other assessment data for individual students. Teacher grade level 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 deemed appropriate.

The staff at Mariana Bracetti Academy believes 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 for those identified students. The SSP uses teacher advisers and school counselors as the primary organizers of support for those students. 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. The Saturday support sessions focus on credit recovery through tutoring and online course work using the online course warehouse Educere for both supports. 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. In SAP, 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. The SAP process is the gateway to more intensive support that can be attained through our Special Education Program or other intensive support.

Implementing Cooperative Learning as an instructional model has been mandatory in all core subject classes. This strengthens the core academic program by increasing active learning, participation and engagement for all students, and also addresses differentiation and multiple intelligences in the classroom. Teachers are held accountable by specifying a cooperative learning structure in each lesson. They are observed and evaluated as well. Part of their evaluation is based on their ability to incorporate cooperative learning in their classroom.

Since reading is a weakness that led to the identification for school improvement, a reading intervention program has been implemented in the middle school. Students are taught to read following the guidelines of brain-based research, which re-teaches and corrects errors the brain has learned. New neural pathways are built allowing the student to re-learn reading the correct way, which brings them to grade level. Identified students enter the program in 6th grade and are taken out of their regular education English Language Arts class. Once the student reaches grade level, the student graduates the program and re-enters the regular education English arts class. Students are then able to read and are more successful in all of their classes.

The results of these strategies and interventions have made a difference for our students in the following ways:

- 12.1% increase in Reading in our 8th grade cohort from 7th grade (1 year)
- 11.8% increase in Reading in our 7th grade cohort from 6th grade (1 year)
- 25% increase in Reading in our 8th grade cohort from 6th grade (2years)
- 2% increase in Math in our 8th grade cohort from 7th to 8th grade (1 year)
- 34.2% increase in Math in our 7th grade cohort from 6th to 7th grade (1 year)
- 22% increase in Math in our 8th grade cohort from 6th to 8th grade (2 years)
- 2% decrease in Reading from last year's 11th grade PSSA Reading score
- 9% increase in Math from last year's 11th grade PSSA Math score

There is demonstrated growth in all areas except 11th grade reading. This is a significantly different cohort of students than the cohort in 8th grade since so many more students enter the Senior Academy in ninth grade. However, this is an area that continues to need to be addressed in all of our achievement plans.

Student Assessment - Attachments

- 2009-2010 4Sight results
- 2010 Longitudinal Math
- 2010 Longitudinal Reading
- 2010 PSSA 11th Math
- 2010 PSSA 11th Reading

Teacher Evaluation

MBA teachers receive extensive support from school administration and support staff. The teachers are evaluated based on formal and informal classroom administrator observations, in addition to interactions and conversations outside the classroom. The instructional coach, achievement and assessment coordinator, curriculum coordinators and lead teachers also have input on teacher evaluations. Curriculum coordinators meet with their team on a weekly basis to review unit plans and student work. The instructional coach, achievement and assessment coordinator, assistant principals, and principal also meet with teachers during planning time and complete reviews of unit plan execution for each teacher. Administrators identify experienced teachers and observe them formally once and then mentor and guide them through a Self-Directed Growth Plan. Informal walk-throughs are done throughout the year as well. Novice teachers are observed informally and twice formally.

Teachers' performance is measured in five dimensions; curriculum implementation, student engagement, differentiation, cooperative learning, and teamwork. Each dimension is measured on a four-point scale ranging from 'beginning' to 'exemplary'. Towards the end of the school year (May) the assistant principal and principal meet with each teacher to review the final performance evaluation. This final evaluation meeting is an opportunity for the principal to review the evaluation with the teacher and for the teacher to ask any questions.

MBA Leadership:

Angela Villani, CEO - Educational Leadership K-12

Jana Somma, Principal - Educational Leadership K-12, Curriculum and Instruction Specialist

Charles Priestley, Assistant Principal - Educational Leadership K-12

Adrienne Davids, Assistant Principal - Educational Leadership K-12, Emergency
Andrew Boglioli, Assistant Principal - Educational Leadership K-12, Emergency

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 NCTE, NCSS, NCS, and the International Reading Conference. Our ELL and sped team have attended numerous conferences provided by PATTAN throughout the school year and TESOL. Our administration attended the national ASCD Schooling by Design Conference in San Antonio, TX. In August our staff received Kagan's Cooperative Learning training on site.

MBA's administration takes great pride in offering these diverse opportunities for our leadership team to develop by staying informed of the latest educational best practices. These conferences allow our staff to interact with teachers and administrators from around the country and hear what is and what is not working in other schools and districts. Staff members also have the chance to see the new technology being introduced at the conferences.

Teacher Evaluation - Attachment

- Teacher Performance Eval

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were not any leadership changes at the administrative level of the school.

The Mariana Bracetti Academy Board of Trustees consisted of the following individuals for the 2009-2010 school year:

Virginia Neiswender-Board Chair

Dr. Jorge Santiago- Treasurer

Tracy-Elizabeth Clay-Secretary

Jenee Chizick-Member

Dr. Arlene Holtz -Member

Carmen Cruz- Member and parent

The board members did not change from the prior school year.

Board of Trustees

Name of Trustee	Office (if any)
Virginia Neiswender	Board chair
Tracy-Elizabeth Clay	Secretary
Dr. Jorge Santiago	Treasurer
Jenee Alicia Chizick	Member
Carmen Cruz	Member/Parent Rep
Dr. Arlene Holtz	Member

Professional Development (Governance)

The school's solicitor has provided the board with a workshop outlining responsibilities under the Public Officials Act and also covered the following topics--Student Discipline/Expulsions, Special Education laws, Right to Know, Sunshine Law, Public Officials' & Employee Ethics, FERPA and Board governance in August 2009. The facilitator was Pat Hennessey from Latsha Davis Yohe and McKenna.

Coordination of the Governance and Management of the School

The board holds publicly announced monthly governance meetings to discuss and implement the policies required for the school to effectively carry out its educational mission. Every other month, committees of the board meet to draft necessary policy documents, plan board-related activities that impact 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.

Coordination of the Governance and Management of the School - Attachments

- 2009-2010 Board Meeting Dates
- Board Meeting Dates 2010-2011 School Year

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 (MBA) has appointed 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 creates and cultivates strategic alliances with community stakeholders and strengthens existing partnerships. The community relations director serves as the direct link to the community at large and facilitates partnerships between MBA and external organizations

Staff Development

All new staff members undergo an orientation to the neighborhood and the culture of the student body. New staff is connected to the many community resources that are available to them.

Parental Engagement

Educating children is a joint effort between parents and the school. Extensive efforts are made to engage parents in every facet of their children’s education.

In the Fall of every academic year, MBA hosts “Back to School Night” for our families. These nights are festive events that encourage dialogue and information sharing between students, parents and faculty. On this night, we inform our parents about all of the in-school and after-school activities that are available to them, the students and their siblings. We also use this opportunity to recruit parents for the MBA Parent’s Association which is led by our parent representative on the Board of Trustees.

MBA has had a series of events that were organized in conjunction with the MBA Parent’s Association and Student Council. The MBA Parent’s Association meets for breakfast on a monthly basis and plans events. The MBA Parent’s Association organizes an annual fundraiser in the early Fall, the proceeds of which are used to fund school activities and new school equipment. Our parents are an integral part of all of our events. Following is an abbreviated summary of some of the highlights of the 2009-2010 academic year:

Event	Summary
Puerto Rican Day Parade	Every year, MBA fields two teams of dancers to compete at the annual Puerto Rican Day Parade. The parade takes place in September. Parents are an integral piece of helping us to get the teams outfitted and prepared.
Talent Festival	The highlight of the year is our talent festival, which has become a tradition. Our second annual talent show drew a capacity crowd, was emceed by a celebrity DJ and judged by our partners in the community. This years judges included members of city council, our local state senator, and Executive Directors of our local non-profit service agencies.
Red Cross Blood Drives	MBA hosts blood drives twice a year every December and April. Our blood drives

	are student organized, staffed by parent volunteers and attract donors from the community at large.
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Community Engagement

Mariana Bracetti Academy continued our successful outreach campaign from the preceding year. The main objective of the campaign was to strengthen partnerships with local non-profit youth service agencies, community development corporations and other stake holders. The success of our outreach effort has allowed us to improve the quality of 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
New Kensington Community Development Corporation (NKCDC)	MBA hosts meetings and outreach efforts to this local community development corporation
Office for Community Development	MBA partners with the OCD to work towards making our corridor cleaner and safer
Red Cross	MBA had three successful blood drives during the 2009-2010 school years. Our blood drives are organized by a student committee.
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, Empowerment Group, Philadelphia Weed and Seed, US Attorney's office, Norris Square Neighborhood Project, Lighthouse, and others. The objective of these meeting is to combine our efforts to provide services to our youth and their families.
HACE	The Hispanic Association of Contractors and Enterprises (HACE) is a Community Develop Corporation that targets Eastern North Philadelphia. MBA partners with HACE in various community clean-up and beautification efforts.
Cardinal Bevilacqua Community Center (CBCC)	As neighbors, MBA and CBCC often work together on community projects. Some of our after school programs intermingle and we often share facilities.
Temple Youth Voices Project (YVP)	This year, MBA sent 6 student interns to participate in YVP. The students examined community issues and produced documentaries. In addition to turning out a corps of responsible and socially conscious young adults, this past school year, an MBA student has traveled to Japan for the summer through his participation in YVP.
26 th Police District	The 26 th Police District has been a good community partner with us through the years. Through our partnership, we allow the children to see the police as more than just law enforcement.

Congreso	MBA has a multi-faceted relationship with Congreso, one of the city's largest youth service agencies. MBA hosts professional development meetings, after school and summer programming for Congreso. Additionally, we work with Congreso to target students that can benefit from some of their unique programming so that we may be able to serve our student body in a higher capacity.
Internship Program	2009-2010 featured the second year of the MBA internship program for seniors. This year, we sent out 12 students into the workforce to learn about careers in their fields of interest. Our students were placed at the Philadelphia Zoo, City Council, a Tax Preparation Business, a 4 start restaurant, AKF Engineers, Temple University Athletic Administration office, Teach for America National Office, the SPCA, a clay studio and a Latin American arts non-profit. Through this program, we are not only connecting our students to the working world, but we are also connecting our business partners to the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school's primary funding sources come from the state and federal funding streams allotted to public charter schools based upon student enrollment. The school has also received the following grant funding during the 2009-2010 school year:

- Guitar Music Center Foundation for middle school music program (**awarded instruments totaling approx. \$5,000-\$7,000**)
- NEH (National Endowment of the Humanities) application for the "Picturing America" grants for the school library/Social Studies classrooms (**awarded** classroom resources, prints and materials)
- HIV/STD/Pregnancy Prevention Mini-grant (**awarded \$2175**)
- Barnes&Noble Book Fair Fundraiser (**awarded \$3500**)

In addition to these funds, the school has a separate foundation board and their primary responsibility is to solicit funding for the school. No funds were raised for the 2009-2010 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 blueprint for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for 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

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- MBACS Revenue-Expenditures-FundBalances 2009-2010

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

The school’s auditing firm is Cantor Novak Beaver & Pike, PC of Newtown, PA. The last audit is dated December 14, 2009 for fiscal year 2008-2009 with no findings. It is impossible to submit an audit for 2009-2010 by August 1, 2010.

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

- MBACS Financial Audit 2008-2009

Citations and follow-up actions for any State Audit Report

The school has completed its 10th 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:

- \$50K on replacement of damaged furniture, fixtures, and equipment.
- \$50K to purchase 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.

The school has begun researching available property within the school neighborhood to evaluate the financial feasibility of purchasing property and renovating or building a new school. The rationale would be to take advantage of current low property values, low construction pricing, and low interest rates to lock in favorable facility costs for the long term.

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 drills and quarterly weapons 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

- Wellness Policy
- MBACS Immunization Report 09-10

- School Health Report 09-10

Current School Insurance Coverage Policies and Programs

MBA complies with all state and local requirements for comprehensive insurance coverage including:

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

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Certificate 2010-2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

At the end of the 2009-2010 school year, eleven professional staff members resigned. We have 135 employees and 81 professional employees. Four teachers accepted contracts with Mastery Charter, one teacher accepted a contract with Collegium Charter, one teacher accepted a contract with Boys Latin Charter, three teachers are returning to graduate school and are leaving the education field, one teacher relocated to the suburbs and was hired by Bucks County, and lastly one teacher became a stay home father.

The majority of our teachers have been employed at MBA

for 6-9 years.

Quality of Teaching and Other Staff - Attachments

- ACS HQT 2009-2010
- ACS October 1 Enrollment 2009-2010
- ACS Staff Profile 2009-2010
- PDE 414 2009-2010 w/o Social Security numbers

Student Enrollment

In mid March, our enrollment coordinator distributes Intent to Return forms to all students and parents. 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 2009-10

Grade level	Number of students enrolled on 09/08/2009	Number of students dropped	Number of students added	Transferring School
6	138	13	24	Julia De Burgos, Fairhill, Stetson, Potter Thomas, Clemente, Penn Treaty
7	179	13	10	Stetson, De Burgos, Fitzsimons, Jones, Phila. Comm. Academy
8	185	18	12	Central East, De Burgos, Shaw, Stetson, Potter Thomas
9	214	24	31	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East, Edison
10	138	12	23	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East,
11	108	10	8	Benjamin

				Franklin, William Penn, Kensington, Northeast H.S., Central East,
12	102	6	2	Benjamin Franklin, William Penn, Kensington, Northeast H.S., Central East,
Total	1064	141	55	

Returning Students from 2009-10 school year

The number of students that will return from the 2009-2010 school year is .

968

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

The number of students who left voluntarily is 141 students. All of those students transferred to an out of state school or to a Philadelphia school. Twenty-eight students were dropped for truancy (ten or more consecutive days) and six students left at the request of the school.

Student Enrollment - Attachments

- Special Ed enrollment procedures
- Enrollment policy

Transportation

Mariana Bracetti Academy is able to provide free transpasses, through the School District of Philadelphia, for all students in grades six to eight. 342 students throughout grades nine, ten, eleven and twelve qualified for free transpasses. In the past year there was one student whose IEP required transportation and MBA has paid for it as required by law. There were three transported by the School District of Philadelphia to Approved Private Schools. Students are also entitled to any services offered through the city of Philadelphia and SEPTA.

Food Service Program

MBA continues to be a NSLP Sponsor and contracts with a Food Service Management Company named PRIMOS Food Service. Nutritious breakfasts and lunches are provided. 95% of our families qualify for free and reduced price meals.

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. In addition we have developed appropriate behavior support program for students in need.

Our students continue to progress both socially and morally. Their self-esteem is growing, as is their understanding of good citizenship. Student growth is supported through the school's Character Education curriculum, which is based on our school's core values around character and ethics. Education in character and ethics is about the application of student understandings to their own behavior. Learning the core values also provide opportunities to explore the reasons behind school and class policies and to provide instruction and practice to help students successfully live up to these and other expectations.

In the classroom, teachers are expected to integrate character education goals into their regular instruction and the daily homeroom period. This instructional time allows teachers to instruct, model, and monitor good character values in action for students. The core values provide a common set of attributes that can be used in the following ways for classroom discussions:

- 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;
- the courage of individuals in defying unjust systems.

Lastly, 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.

During the 2009-2010 School Year, MBACS reported 547 suspensions and 18 expulsions. There were 8 expulsions for conduct, 9 for violence and 1 for weapon.

Student Conduct - Attachments

- Anti-Bullying Policy
- Student Handbook 2009-2010
- Final Discipline Report 09-10
- Discipline Special Ed student policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school’s Chief Executive Officer.

Name: Angela Villani **Title:** CEO
Phone: 215-525-3620 **Fax:** 215-425-8623
E-mail: avillani@mbacs.org

Signature of the Chief Executive Officer and Date

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

Name: Virginia Neiswender **Title:** Board Chair
Phone: 215-569-5439 **Fax:** 215.832.5439
E-mail: Neiswender@BlankRome.com

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Tracey Macklin **Title:** Special Education Coordinator
Phone: 215-291-4436 **Fax:** 215-291-4985
E-mail: tmacklin@mbacs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signatures 2009-2010