
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: MAST Community Charter School
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: MAST Community Charter School

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

Length of Charter: Renewed for Five Years **Opening Date:** September 1st , 2009

Grade Level: K-12 **Hours of Operation:** 7:40 am-2:20 pm (HS) 8:30- 3:45 (MS, Elementary)

Percentage of Certified Staff: 100 **Total Instructional Staff:** 74 teachers, 26
paraprofessionals

Student/Teacher Ratio: 25:1 **Student Waiting List:** 1509

Attendance Rate/Percentage: 97%

Summary Data Part II

Enrollment: 1235 **Per Pupil Subsidy:** Regular Education Subsidy = \$8,675 Special Education Subsidy= \$18,856

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	126
Black (Non-Hispanic):	92
Hispanic:	62
White (Non-Hispanic):	905
Multicultural:	47

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
32%

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

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	183	185	185	185	185
Instructional Hours	0	0	1006	1022	1059	1059	1059

SECTION I. EXECUTIVE SUMMARY

Educational Community

MaST Community Charter School is a K-12 learning institution located at 1800 East Byberry Road, Philadelphia, PA. It has, over the last eleven years, served as a viable institution and organization based on several educational programs. An emphasis on our original Authentic Learning and Instruction program along with the inclusion model of special education, remain valuable core practices. We hire eminently qualified instructors and give them the necessary resources to teach a curriculum that is rigorous and progressive, yet appropriate. MaST Community Charter School is committed to the creation of a K-12 pathway, an educational program that promotes continuous learning and individual development and provides an organizational structure that responds to the intellectual, social, and emotional needs of children at different stages of their development. MaST focuses on an integrated and constructivist curriculum that emphasizes math, science, and technology.

Mission

MaST's mission statement reads: The Mast Community Charter School creates innovative pathways for students pursuing knowledge focused on mathematics, science, and technology.

Working in collaboration with school personnel, parents, and community, the MaST Community Charter School seeks to help all children develop the necessary skills, knowledge, and values to function as effective citizens. We draw on a national data base of standards, high caliber

curriculum, advanced instructional strategies, and cutting edge technologies.

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

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

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

Vision

"The Mast Community Charter School creates innovative pathways for students pursuing knowledge focused on Mathematics, Science, and Technology." -Mission Statement

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

Over the last eleven years, MaST has strived to make this vision a reality. The school was honored the *National Charter School Of the Year Award* by the School Reform Commission in Washington D.C. in 2007.

Shared Values

MaST Community Charter School, its families and its community, have reciprocal relationships in which families and communities contribute to the school and the school values their voices. Parents of MaST students understand the school mission as described in the school's brochure and website and formalize their commitment to that concept when their children are accepted. MaST is designated schoolwide under Title I and parent involvement plays a key role in the

resources allocated. MaST has several back to school nights, parent conference nights, make it-take it nights, and parent round tables with the administration throughout the school year.

Volunteerism is encouraged by MaST and many families volunteer as many as 20 hours per school year. Parents chaperon class trips, assist in the classrooms, library, cafeteria, and wherever needed. MaST hosts a variety of events that are parent and community oriented. Parents play a key role in the decision making process at MaST. The parents hold one third of the seats on the Board of Trustees, play an active role in report card revisions, and sit on numerous and varied committees.

Academic Standards

In its charter application, MaST outlined its goals and benchmarks over an initial three year period of operation. These are based on the Authentic Teaching and Learning Assessment model for all students. Essential questions and understandings that are shared throughout the school drive the curriculum. Prior to the school's opening each year, teacher grade group teams work to produce models of authentic teaching practices according to this model and grounded in the state Standard Aligned Systems or SAS. Performance Learning Systems has been contracted to assist in integrating the SAS system into the school's future professional development offerings.

Teaching takes place in a learning environment that is personalized for all students. Instructors strive to acknowledge and accommodate different learning styles through differentiated instruction. Curriculum materials are drawn from a variety of sources to meet the needs of every child.

As MaST Community Charter School achieves its goals and benchmarks, it increasingly becomes a personalized learning environment where the student is the learner and the teacher acts as a coach. Working within a curriculum that is based on national standards and has a coherent K-12 alignment and flow, MaST teachers can address student needs by skill level, not grade level. Due to the flexibility gained by housing K-12 within one site, individualized plans of instruction permit the mixing of age and skills groups. By the adopting of a coherent K-12 curriculum, aligned vertically and horizontally across grades and content area and aligned with state standards, students have the opportunity to learn at their own rate and ability level. Teachers continue to be trained to identify and teach different learning styles and to use knowledge multiple intelligences in creating a positive learning environment. In addition, teachers and parents are able to connect assessment strategies to measurable goals linked to state standards.

Grade group teams endeavor to focus their action plans on student needs, as identified by the assessment of available data. The school uses Performance Tracker Software System, Powerschool System, e-metrics, value added assessment, student work and uses authentic assessment instruments to gather evidence of changes in student performance. Teachers are aided by a series of benchmark tests including but not limited to: DIBELS, Amesweb, Fountas & Pinnell, and 4sight. Armed with this data instructors are able to tailor lessons and instructions to specific identifiable goals. To assist in this area, high school department chairs will take a leadership role in this process.

Likewise, at times, these teacher groups plan for their own professional development in order to improve classroom practice. A variety of professional development opportunities are taken advantage of each year, including both on and off-site training. Finally, because MaST incorporates assessment into all facets of the school's program, its goal is to employ a wide range of recognized and appropriate standards from performance based measures such as exhibitions of mastery, portfolios, and community-based projects to standardized tests.

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

members, and representatives of community-based human service agencies.

Strengths and Challenges

The K-12 special education department continues to work hand-in-hand with the instructors to schedule quality team teaching lessons and small group sessions in an inclusion setting. The school continues to strive to meet AYP for all students in the year 2010-11. MaST is in the process of implementing the Response to Intervention and Instruction Program in 20010/11. The staff has been working to place students into the three tiers of intervention. Students can move fluidly from tier to tier after interventions are in place or be sent for evaluations after tier three interventions have been in place for a specific period of time. The School employs two Response to Intervention Instructors (K-12) along with a Reading Specialist and Math Specialist. The school also employs several full time aides who help implement specific interventions. Although only in its infancy, the Response to Intervention and Instruction program has made great strides during the course of the school year.

On the elementary level, there is one classroom assistant in every K-6 classroom, reducing the student-to-adult ratio and aiding in more individual attention to support high level as well as at-risk students. There is flexible grouping offered in all content areas to further help our goal of differentiated instruction. There is an increased utilization of project-based learning and service learning projects which are integrated into the content and infused with technology. New teachers are provided with an extra preparation period in which they receive professional development around a variety of topics as well as a peer mentor to help them assimilate into MaST.

MaST continues to add advanced placement courses approved by the College Board: Biology, Calculus, U.S. History, and English. These courses are offered in grades eleven and twelve. Teachers are being trained this current year for Advanced Placement Courses, subjects such as: European History, and Government. MaST hopes to add these courses in the coming years if student interest is sufficient. Along with Advanced Placement courses, MaST has been expanding its "Pre-AP" courses to accommodate the growing number of students now interested. "Project Lead the Way," which is a computer-based, hands-on science/engineering course sequence designed to encourage high school students to see engineering and science as lucrative and interesting fields before they leave for higher education, is also being expanded from two courses, to three. In addition in 2009/10 MaST offered several "mini-electives" to enrich the high school students' overall ability to select topics of interest as well as expand their knowledge base. The elementary school continues to offer Full Option Science System Kits through the Science: Its Elementary Grant. This kits provide the basis for a hands on interactive science program with authentic learning experiences in several areas of science. Elementary students are also in their third year of their new math and reading series which has been popular with the students and parents- and have proven effective in strengthening results on the PSSA.

MaST's strengths lie in its highly dedicated professional staff, a parent-base that is very involved, and its Board of Trustees. All three of these groups function as a cohesive element, thus making a great education possible for our students. Our challenges lie in staying on a steady course of "upping the bar" for every child, every day, in every way. Once again, test scores have increased schoolwide. A major challenge for the future is not only increasing these excellent results, but maintaining them over the course of time.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Since the inception of the e-strategic plan, MaST has made use of a variety of new instruments to help with the school's planning process. MaST began as a school guided by the Authentic Learning and Instruction program principles of:

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

Now that the strategic plan is being further shaped and developed, members of the committee have access to more data and information. They are becoming familiar with feedback in the surveys administered every year. The Board of Trustees have a committee who will be analyzing and conducting new surveys this year to see how the information correlates. Members of the committee will present their findings to the Board of Trustees to aid in the planning process. Although the surveys are no longer included in the e-strategic plan tool, the Board of Trustees has continued to administer them and find the data valuable on many levels. Data from the e-strategic plan surveys is presented to members of the Board of Trustees, Members of The Parent Advisory Council, and to the school's staff. The data provided enables the school to make crucial decisions about planning for the future on topics including but not limited to: curriculum, assessment, facilities, safety, and professional development. Our only regret is that the surveys are no longer part of the e-strategic plan tool so we now must correlate and distribute them all through paper rather than having an online viewing component.

The teaching and learning criteria continues to be designed to promote high student achievement and deep understanding of important facts, concepts, and skills. Students can demonstrate and apply their knowledge through a variety of assessments, including an exhibition process. The assessment criteria provides the information and analysis necessary for the effective management and decision making focused on student success. Management and decision making criteria provides the administration with information on the needs of students, teachers, staff, internal and external stakeholder. Forms of assessment data, student work, and the goals of family and community members also assist in the planning of teaching and learning practice. The family and community criteria are established through ongoing communications between community partners, families, and students themselves.

At the end of each school year, using informational websites such as E-metric and Performance Tracker, MaST's Data Team reaches consensus about priorities for the pathway learning and projects a time line for implementing the School's Strategic Plan. The goal of MaST is to revisit this time line bimonthly to determine areas of consensus, divergence, achievement, and deficiencies. The time line is amended as a response to the current and changing school status.

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

Teams develop action plans that serve as their agendas. They attempt perceived solutions to problems, collect information about the degree of change, and share information with the whole

faculty. They maintain weekly logs that are posted outside of the faculty room. This gives staff and parents the opportunity to be aware of ongoing work so they can provide input. Administrators have the opportunity to comment, assess, and supply necessary resources to support this work.

Conclusions from a year's worth of meetings are presented to the Professional Development Team who put ideas into action planning the following years Professional Development. This year will be the inaugural year of "MaST University". A professional development institute where teachers, staff and parents will gather to discuss topics including: Standard Aligned Systems, Technology, Behavior Management, and School Law.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brattstrom, Ernest	CEO	Administrator	Karen DelGuercio
Brian Mohr	Parent	Board Member	Karen DelGuercio
Donna Sole	Teaching For Understanding Coordinator	Other	Jeff Hunter
Firas Saidi	Board Member	Board Member	Karen DelGuercio
Glenn Devitt	Board Of Trustees	Board Member	Karen DelGuercio
Jeff Hunter	Principal	Administrator	Karen DelGuercio
John Swoyer	PIMS, Roster Chair, Chief Information Officer	Ed Specialist - Instructional Technology	Karen DelGuercio
Karen D. Lash	Parent Involvement Specialist	Parent	Karen DelGuercio
Linda Gotlieb	Consultant	Other	Karen DelGuercio
Michelle Cori	School Psychologist	Ed Specialist - School Psychologist	Karen DelGuercio
Mike Thompson	Controller	Other	Karen DelGuercio
Myra Mezei	Teaching For Understanding Coordinator	Other	Faye Musika
Patrick Golderer	Dean Of Students	Administrator	Karen DelGuercio
Schilling, Faye	Principal 7-12	Administrator	Karen DelGuercio
Scott Meier	Board Member/ Parent	Parent	Karen DelGuercio

Goals, Strategies and Activities

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

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

Strategy: Differentiated Instruction

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

Activity: Special Education Training

Description: Through formal and informal training and support from the Response to Intervention Specialist, the School Psychologist, the TFU coordinates our instructors will become versed in the use and mastery of Differentiated Instruction and prove their proficiency through formal observations. Through learning differentiated instruction techniques, instructors will be able to refocus their lessons on strategies that will keep students with special needs involved. The training will involve classroom observation, team teaching, and a focus on technology. Assessment of lesson plans and formal observations will allow the above named administrator to monitor instructors performance.

Person Responsible	Timeline for Implementation	Resources
Schilling, Faye	Start: 8/27/2010 Finish: 6/22/2011	\$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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3.00	3	60
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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RTI Coordinator, School Psychologist	• School Entity	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Goals are to understand and implement the Response to Intervention Program	Response to Intervention is a well researched and respected program being implemented by districts across the state	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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 leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling 	<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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with mentoring

Status: In Progress — Upcoming

Activity: Specific Interventions

Description: The Strategic Intervention Component of the Harcourt Storytown Series, Soar to Success Literacy Program, Wilson Reading Program, Touch Math Program, and Study Island, amongst other various programs, will become a cornerstone of our goal to help students with special needs achieve AYP at MaST. Earobics phonics program, along with other structured, researched-based interventions will be utilized. The school will also be upgrading its staff to include more special education classroom teachers and support staff as well as consultants who will perform demonstration lessons, co-teach, observe, provide feedback, and conduct staff development in individual, small, and large groups on the elementary, middle, and high school level.

Person Responsible Timeline for Implementation Resources

Jeff Hunter	Start: 8/27/2009 Finish: Ongoing	\$250,000.00
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Status: In Progress — Upcoming

Date Comment

2/17/2009 The staff is in the infant stages of Response to Intervention training also.

Goal: Attendance

Description: Maintain average attendance rate of 97% or above for students K-12 during the school year 2009/10.

Strategy: Incentives

Description: Through the use of incentives (individual and group), students will be encouraged to attend school on a daily basis. Parental involvement in these incentives will be a key component and the school will employ an attendance officer to encourage daily attendance, visit homes, and keep abreast of attendance issues.

Activity: Student Incentives

Description: Students will be given incentives to attend school giving them initiative to participate in school, including but not limited to: certificates, prizes, awards, trips, and general recognition. These incentives will start from the first day of school, when attendance will be stressed and progress rewarded. It will be continually followed-up by our staff, including our Attendance Officer who will meet with parents, make home school visits, and make recommendations for parents. Teachers will be required to notify the Attendance Officer, in the case of a student being absent more the three consecutive days.

This goal is based on the indisputable facts that students who attend school have better achievement rates than those who have attendance issues. Students who are in school are more likely to understand and comprehend material, less likely to get in trouble with authorities outside of school, and more socially adjusted to the educational environment and its expectations.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/27/2011 Finish: 6/22/2012	\$8,500.00
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Status: In Progress — Upcoming

Date Comment

2/17/2009 New incentives are being discussed for 2010

Goal: Graduation Rate

Description: Graduation rate will be 100% and/or show growth.

Strategy: Student Initiative

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

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

Activity: Incentives

Description: Students will be given many incentives this year, including but not limited to: mentoring, block rostering, Homework Hero, the school website, college and university partnerships, work release programs, and the attendance officer. The goal remains to have every student who begins their career at MaST graduate on schedule and become a productive citizen.

Person Responsible Timeline for Implementation Resources

Practices

Staff will learn to use current to revise action plans.

Using current data to inform instruction has been proven to maximize student learning outcomes. *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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades

- Other educational specialists
- 2-5)
- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • 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 • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio |
|---|---|

Status: In Progress — Upcoming

Date Comment

2/17/2009 Several Professional Development days have been used to work on this goal

Activity: Monitor and Develop Action Plans

Description: Under the tutelage of the data team, all teachers and appropriate staff members will use PDE data analysis tools to monitor and develop action plans for school improvement. Lead teachers and the Technology Department will support this ongoing effort.

Person Responsible	Timeline for Implementation	Resources
Donna Sole	Start: 8/27/2010 Finish: 6/27/2011	\$500.00

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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8.00	1	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Intermediate Unit(s),
Companies, Individuals, and
School Entity

- School Entity
- Intermediate Unit
- Company

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will learn to use multiple data sources to make informed decisions around how to best educate all of their students. In addition they will become competent in using the GETTING RESULTS! template.

The PDE had adopted the GETTING RESULTS! template as a best practice.

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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • 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 • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Status: In Progress — Upcoming

Strategy: Differentiated Instruction

Description: A cornerstone of our Professional Development Plan will be equipping and training the staff on the use of Differentiated instruction. Best practices as to the utilization of Differentiated Instruction will be discussed as Professional Development.

Activity: Custom Workshops

Description: Custom workshops based on student and staff needs will be given for all staff. The

Chief Information Officer, Testing Coordinator, Teaching for Understanding Coordinator (TFU), lead teachers, and consultants will deliver these workshops. These workshops will be ongoing, including monthly full day staff development throughout the year.

Person Responsible	Timeline for Implementation	Resources
Donna Sole	Start: 9/1/2010 Finish: 6/16/2011	\$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
8.00	8	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MaST Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Flexible grouping Tiered learning Progress monitoring Multiple Intelligences RAFT activities Emotional intelligences Alternative assessments	Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning.	<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 <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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied 	<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 • Review of written reports summarizing instructional activity • Portfolio
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- student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Date **Comment**

2/17/2009 DCIU no longer has a contract with the school, however the training continues with the TFU and Administration along with several teacher committees taking the lead

Activity: Differentiated Instruction Team

Description: MaST will train all teachers in the principles and practices of differentiated instruction. This training will be done by the Teaching for Understanding Coordinators TFU' s and lead teachers. Training will take place during the 2009-2010 school year and ongoing, as necessary.

Person Responsible	Timeline for Implementation	Resources
Donna Sole	Start: 10/14/2009 Finish: 4/14/2010	\$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
3.00	6	54
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MAST Community Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Flexible grouping Tiered learning Progress monitoring Multiple Intelligences RAFT activities Emotional intelligences Alternative assessments	Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst.	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)

- principals
- School counselors
- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • 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 • Portfolio

Status: Complete

Date	Comment
2/17/2009	Several Professional Development days were utilized for this activity

Activity: Turn-around Training

Description: Turn-around training workshops will be designed and implemented for all K-12 teachers and administrators. Trainings will be given by the TFU's and Lead Teachers. They will be ongoing, as needed.

Person Responsible Timeline for Implementation Resources

Donna Sole	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: In Progress — Upcoming

Strategy: Inclusion

Description: A consultant will be working with both regular and special education teachers to improve and ensure quality of instruction for all students in our inclusion model.

Activity: Interventions

Description: The Special Education Committee will reevaluate interventions for identified students. Trainings on updated interventions and new programs will be given to all K-12 teachers and assistants which will be ongoing.

Person Responsible	Timeline for Implementation	Resources
Michelle Cori	Start: 8/27/2010 Finish: 6/21/2011	\$500.00

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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3.00	6	75
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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MaST Community 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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Training in specific research-based intervention programs	The Response to Intervention model indicates that research-based intervention programs are an essential component for student success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<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 • Review of written reports summarizing instructional activity • Portfolio

- Lesson modeling with mentoring

Status: In Progress — Upcoming

Activity: Student Identification and Monitoring

Description: A Special Education Committee will reevaluate and improve the current student identification process and monitoring system including RtI. The process will be shared via turn-around trainings for all K-12 teachers beginning in the summer of 2009 and ongoing.

Person Responsible Timeline for Implementation Resources

Michelle Cori	Start: 1/1/2009 Finish: Ongoing	\$500.00
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Status: In Progress — Upcoming

Strategy: Ongoing Professional Development

Description: The 2010/11 School Year will consist of a staff development plan which sets aside days and afternoons on a set basis for professional development to take place. Included in the strategy will be our annual professional development survey, teacher instructional improvement plans as provided by our administration, and professional development record of offerings. Due to the finite number of professional development days grade group professional development will be held during common prep times and substitute teachers will be brought in to provide common meeting time if necessary. This year MaST teachers will be returning early for a week of Professional Development which will include training in the new Standard Aligned Systems, Study Island, and New Technology Overviews.

Activity: Professional Development Hours

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

Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start: 8/27/2010 Finish: 6/21/2011	\$30,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	9	82
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MaST Charter School, Holy Family University, Consultants	<ul style="list-style-type: none"> • School Entity • College • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will be versed in data comprehension and analysis to design realistic goals and action plans

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • 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: In Progress — Upcoming

Goal: Proficiency Goal Math

Description: In keeping with its mission to maintain high expectations for both its students and staff, the mandates in the federal law known as No Child Left Behind requires students without IEPs and 504 Accommodations to score proficient in the PSSA Math test or its equivalent in order to graduate.

Strategy: Staff Development

Description: During monthly and weekly meetings coinciding with our professional development calendar, instructors and administrators will: analyze data, participate in team teaching workshops, review new related instructional material, focus on student tutorials and techniques for small group instruction, and review cross curriculum teaching approaches. Due to the limited number of professional development days, grade group professional development will be held during common prep times and substitute teachers will be brought in to provide common meeting time, if necessary.

Activity: Peer Turn-Around Training

Description: Through peer mentoring and lesson modeling, the instructional staff will provide turn-around training for other staff members on the use of proven techniques and reading strategies. These will serve to supplement our formal professional development as noted in other goal strategies and activities. This activity will take place on a monthly basis as needed and during weekly team meetings. The administration will monitor progress in the form of lesson plan objectives and observations, both formal and informal. Consumable supplemental materials will be ordered as needed in accordance with the beginning of the year strategy survey. Through our professional development series, the instructional staff will analyze the PSSA data, look for trends, make predictions, and design goals for achieving this increased scores.

Person Responsible Timeline for Implementation Resources

Jeff Hunter	Start: 8/27/2010 Finish: 6/22/2011	\$5,000.00
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Status: In Progress — Upcoming

Goal: Proficiency Goal Reading

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

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

Strategy: Full Faculty Staff Development

Description: Through the participation in monthly and weekly staff development sessions coinciding with our calendar, instructors and administrators will become versed in the use of related instructional materials including data analysis and differentiated instruction to meet our reading goals. Furthermore, they will analyze previous data and determine strengths and weaknesses. Due to the limited number of professional development day’s grade group professional development will be held during common prep times and substitute teachers will be brought in to provide common meeting time if necessary.

Activity: Professional Development

Description: Through effective staff development sessions, we will increase scores. The activities will be designed and conducted to train the Data Team to learn how to do the following: analyze the PSSA data for strengths and weaknesses, design an action plan for the school year, look for trends, undertake analysis over time, make predictions based upon the data, analyze 4Sight data, make predictions based on the 4Sight data, search for achievement gaps, analyze root causes, design realistic and attainable goals based on data analysis, and design an action plan for the year. This strategy will take place during the entire year and include several mid-year reviews in the form of formal and informal surveys.

Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start: 8/27/2010 Finish: 6/21/2011	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	8	80

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Holy Family University, Professional Educators, Guest Speakers, Technology Department	<ul style="list-style-type: none"> • School Entity • College • Individual • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The Data Team will continue to be trained in collecting, analyzing, and using data to improve student learning. This Data Team will analyze and disaggregate the data to help	Data research and analysis is imperative to providing quality instruction	<i>For classroom teachers, school counselors and education specialists:</i>

teachers make data-driven decisions regarding instruction. We will designate sub-groups to look for achievement gaps and analyze root causes.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Goal: Proficiency Goal Writing

Description: Students will achieve proficient on the PSSA Writing or its equivalent in the upcoming school year.

Strategy: After School Professional Development Workshops

Description: There will be several hours of professional development dedicated to writing strategies across the curriculum as well as writing in the content areas, coupled with peer mentoring. This initiative will begin in late August and continue throughout the year with the staff attending several day sessions and several half day professional development sessions. These days will be attended by all instructional staff and they will be credited ACT 48 hours for all sessions exceeding three hours. The professional staff will then be asked to provide turn-around training to non-instruction staff, where applicable. Due to the limited number of professional development days, grade group and subject specific professional development will also be utilized during common prep time and substitute teachers will be brought in for full day professional development when deemed necessary.

Activity: Professional Development Hours

Description: Increase the hours of professional development by instructors via in school expertise and through the use of consultants. All instructional staff will attend. These hours will help instructors learn new strategies for reading across the curriculum, differentiated instruction, and discussion of materials that can be ordered which have helped students in the past.

Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start: 8/27/2010 Finish: 6/22/2011	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	8	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Holy Family University, Professional Educators, Technology Departments, Guest Speakers,	<ul style="list-style-type: none"> • School Entity • College • Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructors will be able to summarize and analyze data more effectively, complete data team goals, and		<i>For classroom teachers, school counselors and education specialists:</i>

develop action plans. Instructors will be versed in a variety of new researched techniques in issues including but not limited to: Educational Technology, Data Analysis, Differentiated Instruction, Special Education Integration, Cross Curricular Integration, and Current Educational Law.

- 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

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

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- 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

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Goal: Student Participation in State Assessments

Description: 100% of students will participate in required state-wide assessments.

Strategy: Incentives for Participation

Description: Students will be encouraged to participate in the PSSA via the development of their confidence in their knowledge and preparation for the exam.

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

Students will be given incentives before, during, and after the PSSA. MaST provides a positive

testing environment sending letters home to parents and posters throughout the building. A pep rally featuring our band and cheerleaders takes place and each student is given a student designed PSSA t-shirt. During the testing day's PSSA balloons are in the hallways and children receive snack packs. Students also have attendance incentives and are rewarded for perfect attendance with a party.

Activity: PSSA Attendance Initiative

Description: Students will be encouraged to attend school during the PSSA. They will feel confident of their knowledge and preparation. Parental awareness and encouragement, special incentives during the testing period, and staff encouragement will be utilized. Students arriving and taking the assessments at the scheduled times minimizes the amount of time they are out of their assigned classes and increases their feeling of accomplishment when finishing with their peers. From an organizational standpoint it is absolutely essential to have as many students take the assessment on schedule as possible.

Person Responsible Timeline for Implementation Resources

Jeff Hunter	Start: 10/6/2010 Finish: 6/22/2011	\$7,000.00
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Status: In Progress — Upcoming

Date Comment

2/17/2009 New incentives are being discussed for 2010.

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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

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

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

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

- Successful school-wide technology integration. With a total of 1019 machines a computer is available to virtually all students at any given time during the instructional day. MaST presently maintains 3-4 stationary computers per classroom, 9 mobile labs, a graphic arts and design lab, a Career Tech Lab, Promethean Boards in each classroom and various assistive technologies for interactive teaching and learning. Earobics, Study Island, and a variety of text based websites are available to students and parents alike. Parents are also given access codes to the schools Powerschool gradebooks system, and e-chalk web based mail system for communication purposes.

- Development of full student-centered, technology integrated classrooms where students routinely exercise higher-order thinking skills by explaining why they do what they do, by designing their own questions for exploration, and by choosing multiple ways to demonstrate understanding. This is representative of our "hands-on" approach to learning, which promotes MaST's continuing academic improvement via cooperative group work, through student collaboration and consultation, and through alternative assessments.

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

For students that are not making reasonable academic progress, or for those who, through teacher progress reports, are identified as "at-risk for failure" but who are not identified as special needs, individualized academic support is provided through supplemental after-school tutoring by the student's classroom teacher and in small group instruction periods which are focused on remediation. In many cases, peer-on-peer tutoring is used in learning centers within the classroom. During the 2010-11 school year the Response to Intervention and Instruction Model (RtII) will continue with a more formal plan and additional support staff, as noted earlier in the report. It is the hope of MaST that the program reaches all students especially those at risk, identifies strengths and weaknesses early, and judges the effectiveness of interventions. These students participate in standardized testing which provides evidence that support strategies are effective in raising at-risk pupils' scholastic performance. Evidence is further supported by the fact that retention rates still have not risen sharply, despite the institution of a more rigorous curriculum.

Rigorous Instructional Program - Attachments

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

English Language Learners

An ESOL instructor joined the staff in the spring of 2010. The schools 2009-10 LEP report is complete and available through the ed-hub website. Presently, there are 9 students identified as ELL. Students are identified by initial interviews, pre-referral screenings, formal evaluations, and teacher identification. The ELL report has been attached to the Annual Report.

New arrivals to MaST with non-English language background are screened for English proficiency through our Special Education Department. Testing materials from companies such as Ballard & Tighe Publishers are used. Testing in native language is available upon request. MaST provides an inclusionary setting for all students with disabilities. The ESOL instructor works with students, staff, and parents to provide instruction, native language lessons and documents when necessary, and other accommodations deemed appropriate. MaST Community Charter uses a Sheltered English/Content-Based program wherein language minority students from different language backgrounds are grouped together in classes where teachers use English as the medium for providing content area instruction methods and materials to the proficiency level of the students. Gesture and visual aids would be incorporated to assist student understanding.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

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

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

Block rostering allows a student to pursue courses at various grade levels. In this way, specific remediation is delivered while continuous learning and development are promoted and a coherent education program is maintained. Modified blocks are also used to help the schedule become more fluid and offer a variety of courses such as the arts and humanities, when appropriate, to ensure a well rounded education.

Students are administered the PSSA as well as the 4Sight tests in eleventh grade. Along with the aligned curriculum, students in all grades receive preparation on test-taking strategies across the curriculum and receive a wide battery of benchmark testing. Our students take a local assessment in the fall and spring of every school year. Students who are experiencing difficulties receive small group instruction and tutorials to achieve proficiency. The students are retested to assess progress before graduation. The graduation rate at MaST continues to be 100%.

Special Education

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

Special Education - Attachments

- Special Education Policy and Procedures
- Penn Data Report 2009-10

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Dereck Savage	1	Learning Support	MaST	12	Inclusion model
Diana McGinn	1	Learning Support	MaST	27	Inclusion Model
Nicole Pastman	1	Learning Support	MaST	17	Inclusion Model
Amanda Zedieko	1	Learning Support	MaST	17	Inclusion Model
Kurt Stengel	1	Learning Support	MaST	17	Inclusion Model
Tara Girnius	1	Learning Support	MaST	10	Inclusion Model
Elise Behm	1	Learning Support	MaST	14	Inclusion Model
Caitlyn Donnelly	1	Learning Support	MaST	12	Inclusion Model
Steven Green	1	Learning Support	MaST	10	Inclusion Model

Special Education Program Profile - Chart II

Organization	FTE	Type of	Location	# of	Other Information
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Student Assessment

MaST has shown evidence of significant improvement in academic achievement in the areas of Math and Reading as measured by the Pennsylvania System of School Assessment. The results are a reflection on both our curriculum and the quality of our teaching. The number of students performing in the advanced and proficient levels has continuously increased in most grades/content areas as indicated in the chart. This year has been no exception. The school once again made AYP and achieved marked increases in several areas.

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

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

MaST has created a school-wide support system for any student exhibiting academic difficulties. This support system includes 14 part time K-6 classroom assistants and seven full time classroom assistants in grades K-12, providing daily intervention in math and reading with progress monitoring. We currently have eight special education teachers working with our K-12 population in an inclusionary setting. An expansion of services last year included the addition of a full time special education assistant and two additional classroom assistants in grades 3-12. The school also moved a certified aide into a full time special education teaching position mid year. For 2010-11 a reading and math specialist have been added to further bolster student progress.

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

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

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

MaST has an extended-day and extended year. This year's summer programs were instituted for children of all grades and ages and included not only remediation in reading and math, but enrichment classes such as Judo, Military History, and Global Sciences. Enrollment has exceeded 130 students.

Student Assessment - Attachments

- PSSA 2009-10 I
- PSSA 2009-10 II
- PSSA 2009-10 III
- PSSA 2009-10 IV

Teacher Evaluation

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

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

The Primary and the Secondary Principals conduct observations. New teachers are formally observed twice a year. Veterans of MaST are formally observed once a year. Informal observations and walk-throughs are done on a daily, weekly, and monthly basis. Both the Primary and Secondary Principals hold PA principal certificates. They have completed formal degree programs in Educational Leadership, attended numerous workshops on pertinent topics, and they have also attended the Principals' Leadership Institute pertaining to the ATLAS Model. The administrators attend workshops/staff developments in the area of special education provided by the psychologist and outside agencies.

SYSTEM COMPONENTS

- New Teachers will complete the New Teacher Induction Program.
- All new teachers will be provided with a mentor in their content area.
- All staff members will write professional improvement plans. These plans are written after self-assessments and peer conferencing.
- The professional improvement plans are discussed and reviewed with an administrator.

- Administrators will conduct on-going informal and formal classroom observations with written evaluations.

- On-going collaboration will occur in a supportive environment.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- MaST Teacher Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school underwent several leadership changes this year. A new Chief Executive Officer started on July 1st 2009. The schools CEO selection process involved interviews with teachers, parents, students, and the school board. A vacancy on the school board due to a sudden death was filled after a mid year election. Another school board vacancy, the student representative, was filled at the years first meeting.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mr. Brian Mohr	member, parent
Mr. Glen Devitt	member
Dr. Karen DelGuercio	President
Ms. Linda Ringer Deas	member
Ms. Mimi Garbinski	member
Mr. Scott Meier	member, parent
Dr. Thomas Mills	Treasurer
Mr. William Nolan	Vice President
Mr. Mike Thomson	Controller (non-voting)
Ms. Mary Gallagher	Teacher Rep (non-voting)
Ms. Janice Brophy	Recorder (non-voting)
Ms. Rebecca Mohr	Student Rep (non-voting)
Ms. Nicole Kwok	Student Rep (non voting)
Dr. Firas Saidi	member, parent
Mr. Richard Fitzgerald	CEO (non voting)
Ms. Patricia Cantwell	member

Professional Development (Governance)

Board Meetings for 2010-11 school year are as follows:

Meetings take place at 5:30pm at 1800 East Byberry Road Philadelphia, Pa 19116 in the Large Group Instruction Room located in the Red Building. Upon completion of the new library media

center board meetings will change location to the media center. Notice of meetings is posted in the newspaper and online. The Board of Trustees meets on the third Wednesday of every month except in July, October, and December. The board retreat takes place in October. The December meeting is optional.

Our Board of Trustees has annual Board retreats for continuing education. Topics covered have included but are not limited to: The annual report, auditors reporting, trends in curriculum and technology, financial disclosure statements, The Pennsylvania Sunshine Law, education law updates, policy and procedure, and the E-strategic Plan. Our sessions are taught by our school's legal counsel, educators, and administrators.

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

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

Coordination of the Governance and Management of the School

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

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

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule 2009-10

Community and Parent Engagement

Our parents/guardians and their involvement and support of student learning and achievement is a vital and important key to our school's success. MaST Community Charter School is part of the Authentic Learning and Assessment Community. Therefore, to meet the

goals of the program, our parents, teachers, and students work together for the betterment of each child in our school. The Board of Trustees realizes that parental participation in our school is vital for student development and without our parents our educational goals cannot be met. MaST CCS also has an active volunteer Parent Advisory Council which has monthly meetings for all school families (parents, students, faculty) and the community and consists of fifteen dedicated parents representing all school grade levels; elementary, middle and high school. Our Parent Advisory Council creates and implements fund raisers and social events, addresses parental concerns, collaborates with and provides support to MaST faculty and administration, manages volunteer recruitment and helps families stay connected to school news and events... plus everything else in between.

As a school receiving Title I funding, MaST has a school wide parent involvement policy and plan developed by parents/guardians and reviewed annually. The plan provides opportunities for meaningful parent involvement in school programs and activities. The plan was written with the input of parents, is posted on the school's website, and has become a part of both the application process and the student/family handbook.

In addition to educators, our Board of Trustees has three parents (with children in the school) as members and three community members. The board of Trustees also has two former parents of students. As a result, parents have a voice in the decision making process at MaST. One BOT parent represents the Parent Advisory Council, another is a founding parent of the school, and the other is a very active parent. Each BOT parent represents each and every parent and guardian in our school. These parent trustees are available and accessible by telephone, e-mail, and in person. The Board and administration of MaST also recognizes that parents are full partners in their child's education, and, therefore, provide parents with meaningful opportunities for inclusion, as appropriate, in decision-making teams that impact student achievement, thereby assisting in the education and academic success of their child.

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

As a service to our immediate community and its many groups, MaST Community Charter School is available for use by organizations, schools, and student groups. We welcome any community group or youth athletic group who wishes to use our facility. We believe in being a community partner; our attributes should be shared with the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school and the Parent Advisory Council (PAC) conducted a series of fund-raising events throughout the school year: a raffle, pizza sale, candy sale, pie sale, roller skating parties, and mothers' day plant sales. The amount raised totaled more than \$40,000. The school and Parent Advisory Council expect to continue the practice during the upcoming year. We receive no funding or private donations for any academic programs as of now.

This year, the role of the new CEO will shifted to having major fundraising as a cornerstone of the position. In an effort to raise funds for the new Library Media Center the CEO, has completed a five year fundraising plan including goals and milestones for each year. The school has began selling plaques for the Library Media Centers "Wall of Honor".

Fiscal Solvency Policies

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

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

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

Accounting System

Transactions are posted by the Controller's Office (Santilli and Thomson Ltd) and it is staffed by experienced school business administrators. A trial balance, statement of revenue, expenditures, & statement of disbursements are prepared monthly and distributed to the Board of Trustees for review. Reports are generated in compliance with State requirements utilizing GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Board Policy: Finance
- Revenue Fund Balance 2009-10

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

In the opinion of the auditor's, MaST complied in all material respects, with the requirements referred to that applied to each of its major federal programs for the year that ended June 30, 2009-10. MaST will be audited again in 2010/11 at the conclusion of the school year. Results are posted on the annual report.

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

- Financial Statements 2009-10

Citations and follow-up actions for any State Audit Report

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

SECTION VII. FACILITY RESPONSIBILITIES

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

MaST provides all of the teachers with laptops to enhance their ability to integrate technology into the curriculum and to maintain real time progress reporting so parents can keep abreast of their child's progress. The school intends to have a computer available to any given child at any given time during the school day. With the addition of laptop carts and the addition of new computers in our current labs, this goal has been achieved. Fifteen new Promethean Boards have been purchased and were installed at specific locations school-wide. A detailed description of the technology budget is available on the schools Educational Technology Report.

A new parking facility which provides roughly a hundred spaces was constructed over the summer of 2009. The school has also been looking into the purchase of unused property adjacent to the the building to add parking. Parking is essential for our large parent and volunteer base. Ease of parking increases attendance at our school's many events.

Future Facility Plans and Other Capital Needs

Having students come to school and learn in a positive and modern environment is the key to successful education. This year MaST has expanded our parking facilities to accommodate 100 more vehicles. A playground and an outdoor classroom structure/facility were added. An outdoor classroom will be completed by opening of the 2010-11 school year. The outdoor classroom will increase our ability for authentic learning in our science curriculum. It will include gardens, native species, bird blinds, outdoor lecterns, seating, and a butterfly habitat.

This year construction began on MaST's Library and Media Center. The Library Media and Center will consist of three floors housing a Library, Media Center, Classrooms, Three Technology Labs, a Video Studio, and a small greenhouse. Completion has been slated for January of 2011. Purchases of furniture, technology, and other equipment are out to bid and have not been finalized. As of this report, the library will house over 100 technical devices (be it computers, kindles, and promethean boards) and the classrooms will be furnished with desks, tables, and other school appropriate material.

Having students come to school in a state-of-the-art facility both inside and out continues to be the goal of MaST Charter School.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

MaST Community Charter School is more than diligent in its pursuit of a safe school environment for its students and staff. We utilize a sophisticated security system that employs sound detectors and over twenty security surveillance cameras. These cameras are stationed throughout the building; they monitor stairwells, hallways, lunchroom, gymnasium, and exterior parking lots. The monitor for all cameras is located at the front desk and is overseen by two MaST receptionists. It is also accessible to administration, via a laptop at any given moment. Our front doors employ a magnetic lock, which can only be deactivated by the receptionist, who must personally admit entrants. The building's rear entrance is also equipped with a magnetic lock.

A swipe card system is used by all employees to enter the building.

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

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

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

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

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

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

This year students were vaccinated for the H1N1 virus (if requested) on school grounds.

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

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

- Wellness Policy
- Request for Reimbursement 2009-10

Current School Insurance Coverage Policies and Programs

We provided Personal Choice, Keystone Health Plan until July 1, 2010, Worker's Compensation, General Liability, AFLAC, Corporate Officers Errors and Omissions, and contents insurance, wage continuation, and life insurance. On July 1st 2010, the school will be switching health care providers to Aetna.

Current School Insurance Coverage Policies and Programs - Attachment

- Accord 2009-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

MaST professional staff consists of seventy four teachers and twenty six paraprofessionals, with three administrators and nine clerical staff. There is also a CEO (not included) and several contracted positions.

- 100% of MaST's teachers are highly qualified.
- A majority of MaST's teachers had teaching experience at other schools prior to coming to MaST.
- A majority of MaST's teachers possesses graduate degrees.
- A majority current MaST instructors have received satisfactory performance reviews by administrative evaluators.

As of the authorization of this report, six staff members will not be returning for the 2010-11 school year.

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

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

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

The ESPP report has been moved to and is available on the PIMS system. It has not been possible to transfer to the Annual Report as requested. The PDE 414 is attached.

	1999-	2000-	2001-	2002-	2003-	2004-	2005-	2006-07		2007-	2008-	2009-
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	00	01	02	03	04	05	06		08	09	10
Total number of professional staff	28	57	70	72	75	75	78	76	80	82	82
Total percentage of professional staff with PA certification	72%	76%	88%	89%	92%	94%	95%	94%	97%	98%	98%

Quality of Teaching and Other Staff - Attachments

- PDE 414 2009-10 1
- PDE 414 2009-10 2

Student Enrollment

MaST adheres to the State Law that requires open admission to all residents of Philadelphia by lottery or criteria. The CEO conducts the application process and the lottery with the oversight of the Board of Trustees along with the Parent Advisory Council. Completed applications are accepted until March with the lottery held by the Parent Advisory Council in April. The lottery is a public event; all are welcome. Parents of prospective students are asked to pull student names out of "hat". Names are then recorded according to available spaces. Those whom the school cannot accommodate due to space are placed on a waiting list each year. New students entering into the school are mainly in the Kindergarten due to the large number of open slots, followed by the 5th grade in which a new homeroom class is added each year. Kindergarten students must be five years old on or before September 1st. MaST has an enrollment that is very stable. As of June 2009, MaST had 1248 students enrolled in 45 classes averaging 25 students per classroom teacher. This places MaST right on target with its current student/teacher ratio goal of 25:1.

A majority of the students who choose to leave the school do so mostly during the transition from 8th grade into High School. MaST has averaged less than 30 student withdraws a year. Drawing upon exit interviews and comments made by a small percentage of students who choose not to return to MaST, the following reasons were most often offered: (1) relocation ("I am moving out of the state."); (2) inconvenience ("MaST is too far away from my house, and it takes too long to get here."); (3) curricular concentration ("I want to go to Performing Arts. I want to be a dancer."); extra curricular offerings ("I want to play football.").

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

During the 2009-10 School Year:

Over 1,500 students were wait-listed in the lottery

97 graduated from MaST; 100% graduation rate

1 Student was expelled

123 new students attended MaST in 2009-10 school year

19 students transferred to other schools

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

Student Enrollment - Attachment

- Admissions Policy

Transportation

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

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

Food Service Program

During the 2008/09 school year MaST switched food vendors and took on responsibility for the food service program. Our food service for 2009/10 was provided by Dowling Inc. For the 2010-11 school year after a new bidding process, MaST will again be changing food services. Our students receive breakfast as well as lunch. The school lunch program offers a wholesome and well-balanced meal that contains meat or a meat alternative, vegetable or fruit or both, a bread item and milk. Breakfast includes milk, fruit or vegetable, bread items and/or meat or meat alternative. We do participate in the Free and Reduced Lunch/Breakfast Program. Students enrolled account for approximately 32% of the student population.

Student Conduct

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

The Code of Student Conduct has established rules and disciplinary interventions to promote

safety, order, and responsible conduct in all school related activities. MaST's counselors and school psychologist have provided and continue to provide information and training on positive behavior intervention. These techniques are utilized throughout MaST Community Charter School and are shared with the parents and general community.

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

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

Student Conduct - Attachments

- Code of Conduct
- Safe Schools 2009-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The MAST Community Charter School 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 MAST Community Charter School 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: Richard Fitzgerald **Title:** Mr.
Phone: 267 348 1100 **Fax:** 267 348 1217
E-mail: rfitzgerald@mastcharter.org

Signature of the Chief Executive Officer and Date

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

Name: Karen DelGuercio **Title:** Ms.
Phone: 267 348 1100 **Fax:** 267 348 1217
E-mail: kdelguercio@mastcharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Michelle Cori **Title:** Ms.
Phone: 267 348 1100 **Fax:** 267 348 1217
E-mail: mcori@mastcharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page