
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Wednesday, August 31, 2011)

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

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Mariana Bracetti Academy CS

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

Length of Charter: Five years, renewed twice, good until 2014 **Opening Date:** August 2000

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

Percentage of Certified Staff: 100% **Total Instructional Staff:** 85

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

Attendance Rate/Percentage: 91%

Summary Data Part II

Enrollment: 1155 **Per Pupil Subsidy:** Regular \$8,773.03/year, SPED \$19,422.86/year

Student Profile

American Indian/Alaskan Native:	0.09%
Asian/Pacific Islander:	0.0%
Black (Non-Hispanic):	19.91%
Hispanic:	76.62%
White (Non-Hispanic):	2.08%
Multicultural:	1.3%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
96.72%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 190

Instructional Days and Hours

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

SECTION I. EXECUTIVE SUMMARY

Educational Community

In August 2000, the charter application filed by the League of United Latin American Citizens (LULAC) to open the doors of Mariana Bracetti Academy (MBA) was approved. In September 2000, the school opened its doors in the heart of the Kensington neighborhood of Philadelphia. Located at 2501 Kensington Ave, the school consists of middle school grades 6 through 8 and high school grades 9 through 12. MBA's population of 1155 students is almost entirely minority consisting of 74% Latino, 19% African-American, 1.3% multi-racial, and 2% non-Hispanic Caucasian students.

Mission

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

Vision

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

Shared Values

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

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

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

Academic Standards

The MBA curriculum is aligned with state academic content standards and program specific curriculum frameworks. We are currently working to realign our curriculum with the Common Core Content Standards using the timeline outlined by PDE. Teachers provide students with the instruction they need to attain these standards, and MBA's professional development offerings help teachers to implement the standards as part of their unit plans and classroom practice. Students are provided with opportunities to earn dual enrollment credit through a partnership with a local community college. Graduating students accumulate a minimum of 28 credits in high school, a culminating senior project, 90 hours of community service, and PSSA proficiency. The course sequence for core subjects includes:

English — Literature 9, 10, and 11; Literacy 9, 10, and 11; 12th grade Advanced Reading; and Literature 12 or AP English Language and Composition

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

Science — Introduction to Physical Science, Biology or Honors Biology, Chemistry or Honors Chemistry, Ecology, Environmental Science, and Anatomy and Physiology

Social Studies — World Geography or Honors World Geography; U.S. History or Honors U.S. History; Civics and Government, Honors Civics and Government, or AP Civics and Government; Economics; Sociology; Psychology; Contemporary History through Film; and State of the World

Strengths and Challenges

During the 2011-2012 school year, we continued a partnership with an ASCD consultant to refine a guaranteed curriculum that is aligned to state academic content standards and Mariana Bracetti Academy learning goals. We also sent the administrative team to ASCD's national conference to ensure that school policies, structures, governance, and resource allocation as well as our hiring, appraisal and development practices align to these goals.

Using principles of backwards design MBA has continued to develop and/or purposefully revise:

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

We continue to demonstrate strength in the following areas:

- Graduation rate exceeded our AYP target
- We met all 25 of our AYP targets and moved into a "Making Progress" status
- Staff attended and practiced principles from a rigorous professional development program that included workshops, seminars and courses through ASCD (Understanding by Design) and Kagan Cooperative Learning.
- Continued implementation of a comprehensive Academic Support Program with after school and summer components designed to ensure that all students receive the academic support they need and that students who have been frequently truant can make up for lost time and get back on track towards graduation.
- Every other Tuesday afternoon is used as a professional development for all staff. This time has been most useful in 6-12 articulation meetings including peer reviews and unit/assessment refinement.
- A flexible professional development plan was in place for the 2011-2012 school year to give all instructional staff opportunities to earn Act 48 credits that are aligned to their individual goals as well as the school's goals. This plan includes Professional Learning Communities and a variety of workshops. This plan continues to involve our partnerships with ASCD and Kagan Cooperative Learning.

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

- After observed inconsistencies in local assessment practices, we have been working with our ASCD consultant to revise common summative assessments and rubrics in all content areas. These assessments are being directly aligned to our curriculum frameworks and will provide students with authentic opportunities to demonstrate their understanding of key concepts.
- In recognizing the lack of validity in our current benchmark system, we researched alternative assessment tools and identified a system we feel will provide instructional staff accurate data to adjust their practice and offer meaningful feedback to students.
- In response to feedback we received from our stakeholders, we affirm the need to strengthen a school culture in which all members can actively communicate and act upon our school mission and learning goals. Initial steps include: an orientation plan that clearly outlines what defines a successful MBA student, staff member and parent and purposeful selection of hallway displays.
- Despite improvement, reduction of student truancy and tardiness continue to be a growth opportunity. We closely monitor attendance, mail home monthly attendance notifications, use attendance contracts when appropriate and schedule teacher-parent conferences.
- In response to our new student management plan, suspensions have increased. Our efforts to better support at-risk students with this plan include: refinement of linear progression of behavioral consequences; continuation of a student management team comprised of teachers, counselors, deans and administration; student incentive plan that promotes positive behavior; norming of the use of the merit and demerit system; continued communication between school and families through family conferences.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

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

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

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

MBA did make AYP in 2011 and we are now in "Making Progress" based on the results of the 2011 PSSA. The school's leadership team has already initiated the process of school improvement planning; and will move forward to complete the school improvement plan that meets both state and federal requirements. After thoroughly analyzing the PSSA results, we will articulate specific process and results oriented goals. And by utilizing regular, grade appropriate benchmark assessments as well as other sources of data including surveys and observations, we will regularly monitor our progress towards attaining them.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adrienne Davids	MBA Vice-Principal	Administrator	CEO
Angela Villani	MBA CEO	Administrator	Board of Trustees
Boglioli, Andrew	MBA Vice-Principal	Administrator	CEO
Debra Harris	MBA SPED Coordinator	Special Education Representative	CEO
Holtz, Arlene	Board President	Board Member	Board of Trustees
Jana Somma	MBA Principal	Administrator	CEO
Nordmeyer, Ron	MBA Director of Operations	Administrator	CEO
Rodman, Allie	Instructional Coach	Administrator	CEO
Tracey Macklin	MBA SPED Coordinator	Special Education Representative	CEO
Virginia Neiswender	MBA Board member	Board Member	Board
Witkowski-Smith, Mary Jo	Achievement & Assessment Coordinator	Administrator	CEO

Goals, Strategies and Activities

Goal: Build a New MBA-Owned School

Description: Identify and purchase suitable property within the school's student population area. Construct new and/or renovate an existing structure to house a new school for the students.

Strategy: Building Committee

Description: Work with design team, project manager, and general contractor(s) to construct a learning space for our students.

Activity: Facilities

Description: Builders will create a separate space for science labs, gym, lunch, and assemblies to make the most effective use of the facilities.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Green Space

Description: Provide students with a green space for outdoor learning activities, sports, and lunches.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 7/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: Demonstrate Mathematics Proficiency

Description: Students will continue to meet AYP targets.

Strategy: At-Risk Student Support

Description: At-risk students are identified and targeted through multiple systems of support.

Activity: Classroom Management Training

Description: All new teachers are provided with intensive training in classroom management best practices, including establishing systems, routines, and procedures. These concepts are supported through a professional learning community and workshops offered throughout the year.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Jana Somma	Start: 8/21/2011 Finish: 5/31/2013	\$10,000.00

Professional Development Activity Information

<u>Number of Hours Per Session</u>	<u>Total Number of Sessions Per School Year</u>	<u>Estimated Number of Participants Per Year</u>
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14.00	3	10
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<u>Organization or Institution Name</u>	<u>Type of Provider</u>	<u>Provider's Department of Education Approval Status</u>
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Love and Logic	• Company	Not approved
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<u>Knowledge and Skills</u>	<u>Research and Best Practices</u>	<u>Designed to Accomplish</u>
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The educator will become knowledgeable with the many tools that promote	Although there has been limited empirical research conducted on these programs, the studies do	<i>For classroom teachers, school counselors and education specialists:</i>
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healthy parent/teacher and teacher/student relationships and positive school wide discipline.

show evidence that support using Love and Logic techniques. Love and Logic does not currently have any studies published in academic journals, however, it is a project that is currently under review. This program is used in conjunction with our discipline model and Kagan Structures.

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

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

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

managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Activity: Numeracy and Literacy Courses

Description: Students receive remediation in math and English content areas in courses designed to help students master fundamental skills.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2006	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Prep Zone Plus

Description: The Prep Zone Plus after school program offers students the opportunity for extended day learning support. Students complete homework, receive supplemental instruction, and complete make-up work.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2010	-
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Finish: Ongoing

Status: In Progress — Upcoming

Activity: Student Management Plan

Description: Our child find process is SAP. All key players are trained and meeting biweekly as a full team to discuss students who are referred from village meetings. Team members match services to each student and track their academic and behavioral progress.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2006	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Summer School

Description: Summer school is offered free of charge to middle and high school students. Students receive remediation in core content areas. They are also offered credit recovery to maintain graduation status.

Person Responsible Timeline for Implementation Resources

Boglioli, Andrew	Start: 9/1/2006	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Village Meetings

Description: In weekly grade-level meetings, teachers discuss student concerns and track student progress to intervene when students demonstrate at-risk behavior or lack of academic progress.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2001	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Classroom Assessment Data

Description: Teachers will use data from formative and summative assessments to inform instructional plans, including appropriate differentiation.

Activity: Analyze Content-Area Data to Guide Instruction

Description: Teachers meet by curriculum on a weekly basis to analyze data that is provided by benchmark assessments, summative assessments, formative assessments, and classroom observations.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/4/2011 Finish: 6/18/2013	\$12,000.00

Professional Development Activity Information

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

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

community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

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

Status: In Progress — Upcoming

Activity: Peer Review

Description: Twice per month, the curriculum teams meet school-wide to peer review planning session upcoming unit plans and formative and summative assessment to elicit input from their colleagues.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/1/2010 Finish: 6/18/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	70	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Academy	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The educator will collaborate with team members, plan, modify and reflect on unit and lesson plans by using the Understanding by Design (UbD) model.</p> <p>The educator will begin planning with classroom outcomes, will plan the curriculum by choosing activities and materials that help determine student ability and foster student learning.</p>	<p>The UbD model is a fully researched approach to backwards planning. Defined by Wiggins and McTighe, Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach," UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize,</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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

and have self-knowledge about a given topic.

instructional decision-making.

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

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

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

Educator Groups Which Will Participate in this Activity

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

- Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or 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

Strategy: Quarterly Benchmark Assessments

Description: Reading and math benchmark tests will be administered at least 3 times prior to the state assessment.

Activity: Curriculum Refinement

Description: Using the principles of "Understanding by Design" promoted by ASCD and working with lead teachers and curriculum coordinators, the achievement team continues to make appropriate refinements to scope and sequence guides based on local and state assessment data.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2010 Finish: 6/15/2013	\$20,000.00

Professional Development Activity Information

Number of Hours Per	Total Number of	Estimated Number of Participants Per
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Session	Sessions Per School Year	Year
5.00	10	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Mariana Bracetti Academy Charter	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will collaborate with their curriculum department and write curriculum for the school year.

The curriculum writing is based on the UbD Design Principles.

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

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

Status: In Progress — Upcoming

Activity: Data Analysis of Benchmark Performance

Description: Teachers participate in ongoing analysis of student performance on benchmark assessments using a school-wide data analysis tool and differentiation plan.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/3/2010 Finish: 6/15/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1.00	26	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity
- Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable in data analysis; The educator will understand how to modify lessons based upon data; The educator will plan future lessons by using student data.

Data analysis is a common tool on how schools plan for the success of student achievement.

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Strategy: Standards-Focused Instruction

Description: In all content area courses, teachers utilize a scope and sequence guide that is standards-based and provides pacing recommendations to meet all academic goals.

Activity: ASCD Conference

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

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Activity: Curriculum Refinement

Description: Using the principles of "Understanding by Design" promoted by ASCD and working with lead teachers and curriculum coordinators, the achievement team continues to make appropriate refinements to scope and sequence guides based on local and state assessment data.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2010 Finish: 6/15/2013	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	12

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>The educator will collaborate with their curriculum department and write curriculum for the school year.</p>	<p>The curriculum writing is based on the UbD Design Principles.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety
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- 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 Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities

- Team development and sharing of content-area lesson

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

implementation outcomes, with involvement of administrator and/or peers

- instructional delivery and professionalism.
- Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Kagan Cooperative Learning

Description: Consultants from Kagan continue to provide all of our new teachers with cooperative learning training as well as ongoing training for returning teachers who have identified cooperative learning as a professional growth area.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2008 Finish: 5/31/2013	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Kagan	<ul style="list-style-type: none"> • Company 	Approved

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

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

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

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

Educator Groups Which Will Participate in this Activity

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

specialists

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

Status: In Progress — Upcoming

Activity: Peer Review

Description: Twice per month, the curriculum teams meet school-wide to peer review planning session upcoming unit plans and formative and summative assessment to elicit input from their colleagues.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/1/2010 Finish: 6/18/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	70	80
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Mariana Bracetti Academy	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will collaborate with team members, plan, modify and reflect on unit	The UbD model is a fully researched approach to backwards planning. Defined	<i>For classroom teachers, school counselors and education specialists:</i>
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and lesson plans by using the Understanding by Design (UbD) model.

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

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

- 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. 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9- 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology

principals

12)

- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities**Evaluation Methods**

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

Activity: Understanding By Design (UbD) Training

Description: New teachers receive training in the beginning of the school year on the Understanding by Design (UbD) backwards-design framework, including how to use this model in their instructional planning. Throughout the year, teachers receive support implementing this model from their curriculum coordinator and members of their curriculum team.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/29/2008 Finish: 5/31/2013	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	80	80

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

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

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

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or 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: Demonstrate Reading Proficiency

Description: Students will continue to meet AYP targets.

Strategy: At-Risk Student Support

Description: At-risk students are identified and targeted through multiple systems of support.

Activity: Classroom Management Training

Description: All new teachers are provided with intensive training in classroom management best practices, including establishing systems, routines, and procedures. These concepts are supported through a professional learning community and workshops offered throughout the year.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 8/21/2011 Finish: 5/31/2013	\$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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14.00	3	10
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Love and Logic	<ul style="list-style-type: none"> Company 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable with the many tools that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.	Although there has been limited empirical research conducted on these programs, the studies do show evidence that support using Love and Logic techniques. Love and Logic does not currently have any studies published in academic journals, however, it is a project that is currently under review. This program is used in conjunction with our discipline model and Kagan Structures.	<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
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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"> • Middle (grades 6-8) • High school (grades 9-12)

Follow-up Activities Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: In Progress — Upcoming

Activity: Numeracy and Literacy Courses

Description: Students receive remediation in math and English content areas in courses designed to help students master fundamental skills.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2006	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Prep Zone Plus

Description: The Prep Zone Plus after school program offers students the opportunity for extended day learning support. Students complete homework, receive supplemental instruction, and complete make-up work.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Read Right

Description: Middle school students receive remediation through the Read Right program, which aids students in becoming fluent readers. The classes maintain a 5:1 ratio of students to tutors.

Person Responsible Timeline for Implementation Resources

Witkowski-Smith, Mary Jo Start: 9/1/2005 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Student Management Plan

Description: Our child find process is SAP. All key players are trained and meeting biweekly as a full team to discuss students who are referred from village meetings. Team members match services to each student and track their academic and behavioral progress.

Person Responsible Timeline for Implementation Resources

Jana Somma Start: 9/1/2006 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Summer School

Description: Summer school is offered free of charge to middle and high school students. Students receive remediation in core content areas. They are also offered credit recovery to maintain graduation status.

Person Responsible Timeline for Implementation Resources

Boglioli, Andrew Start: 9/1/2006 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Village Meetings

Description: In weekly grade-level meetings, teachers discuss student concerns and track student progress to intervene when students demonstrate at-risk behavior or lack of academic progress.

Person Responsible Timeline for Implementation Resources

Jana Somma Start: 9/1/2001 -

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Classroom Assessment Data

Description: Teachers will use data from formative and summative assessments to inform instructional plans, including appropriate differentiation.

Activity: Analyze Content-Area Data to Guide Instruction

Description: Teachers meet by curriculum on a weekly basis to analyze data that is provided by benchmark assessments, summative assessments, formative assessments, and classroom observations.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/4/2011 Finish: 6/18/2013	\$12,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	26	80
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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- School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable in data analysis; The educator will understand how to modify lessons based upon data; The educator will plan future lessons by using student data.	Data analysis is a common tool on how schools plan for the success of student achievement.	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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 • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Economics • Geography

Follow-up Activities

- Team development and

Evaluation Methods

- Classroom observation focusing on factors such as

- | | |
|--|--|
| <p>sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring | <p>planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
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Status: In Progress — Upcoming

Activity: Peer Review

Description: Twice per month, the curriculum teams meet school-wide to peer review planning session upcoming unit plans and formative and summative assessment to elicit input from their colleagues.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/1/2010 Finish: 6/18/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	70	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Academy	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The educator will collaborate with team members, plan, modify and reflect on unit and lesson plans by using the Understanding by Design (UbD) model.</p> <p>The educator will begin planning with classroom outcomes, will plan the</p>	<p>The UbD model is a fully researched approach to backwards planning. Defined by Wiggins and McTighe, Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

curriculum by choosing activities and materials that help determine student ability and foster student learning.

you teach," UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic.

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

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

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

Educator Groups Which Will Participate in this Activity

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

- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or 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

Strategy: Embed Reading Strategies Across the Curriculum

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

Activity: Content Area Reading

Description: All teachers are trained on and required to use content-area reading strategies. Strategies include helping students make meaning of nonfiction texts as outlined by the Common Core Content Standards. Students receive additional support with nonfiction reading through our Achieve3000 program.

Person Responsible	Timeline for Implementation	Resources
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Jana Somma

Start: 8/24/2009
Finish: 5/31/2013

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	1	80
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Mariana Bracetti Academy	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable in content area Reading strategies.	The Reading strategies are based on NCTE research.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

- culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Strategy: Quarterly Benchmark Assessments

Description: Reading and math benchmark tests will be administered at least 3 times prior to the state assessment.

Activity: Curriculum Refinement

Description: Using the principles of "Understanding by Design" promoted by ASCD and working with lead teachers and curriculum coordinators, the achievement team continues to make

appropriate refinements to scope and sequence guides based on local and state assessment data.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2010 Finish: 6/15/2013	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	12

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

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

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Activity: Data Analysis of Benchmark Performance

Description: Teachers participate in ongoing analysis of student performance on benchmark assessments using a school-wide data analysis tool and differentiation plan.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/3/2010 Finish: 6/15/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	26	80

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable in data analysis; The educator will understand how to modify lessons based upon data; The educator will plan future lessons by using student data.

Data analysis is a common tool on how schools plan for the success of student achievement.

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Strategy: Standards-Focused Instruction

Description: In all content area courses, teachers utilize a scope and sequence guide that is standards-based and provides pacing recommendations to meet all academic goals.

Activity: ASCD Conference

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

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Activity: Content Area Reading

Description: All teachers are trained on and required to use content-area reading strategies. Strategies include helping students make meaning of nonfiction texts as outlined by the Common Core Content Standards. Students receive additional support with nonfiction reading through our Achieve3000 program.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 8/24/2009 Finish: 5/31/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	80

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable in content area Reading strategies.	The Reading strategies are based on NCTE research.	<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
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- assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom student assessment data

Status: In Progress — Upcoming

Activity: Curriculum Refinement

Description: Using the principles of "Understanding by Design" promoted by ASCD and working with lead teachers and curriculum coordinators, the achievement team continues to make appropriate refinements to scope and sequence guides based on local and state assessment data.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2010 Finish: 6/15/2013	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Mariana Bracetti Academy Charter	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educator will collaborate with their curriculum department and write curriculum for the school year.	The curriculum writing is based on the UbD Design Principles.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or

- assignment.
- Increases the educator's 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 Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Mathematics History Career Education and Work Economics Family and Consumer Sciences

- Geography

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

Status: In Progress — Upcoming

Activity: Kagan Cooperative Learning

Description: Consultants from Kagan continue to provide all of our new teachers with cooperative learning training as well as ongoing training for returning teachers who have identified cooperative learning as a professional growth area.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 7/1/2008 Finish: 5/31/2013	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	6

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Kagan	<ul style="list-style-type: none"> • Company 	Approved

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

- 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

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- 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
- 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

Status: In Progress — Upcoming

Activity: NCTE Conference

Description: Lead English teachers attend the NCTE conference and provide turnaround training to the English curriculum teams throughout the school year.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 11/1/2011 Finish: 5/31/2013	\$10,000.00

Professional Development Activity Information

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The educator will become knowledgeable in research based practices in Literacy.

The National Council of Teachers of English (NCTE) is a research based American professional organization dedicated to "improving the teaching and learning of English and the language arts at all levels of education.

For classroom teachers, school counselors and education specialists:

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

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

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

effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities Evaluation Methods

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

Activity: Peer Review

Description: Twice per month, the curriculum teams meet school-wide to peer review planning session upcoming unit plans and formative and summative assessment to elicit input from their colleagues.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/1/2010 Finish: 6/18/2013	-

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions	Estimated Number of
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Session	Per School Year	Participants Per Year
1.00	70	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mariana Bracetti Academy	<ul style="list-style-type: none"> School Entity 	Approved

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

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

teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Activity: Understanding By Design (UbD) Training

Description: New teachers receive training in the beginning of the school year on the Understanding by Design (UbD) backwards-design framework, including how to use this model in their instructional planning. Throughout the year, teachers receive support implementing this model from their curriculum coordinator and members of their curriculum team.

Person Responsible	Timeline for Implementation	Resources
Jana Somma	Start: 9/29/2008 Finish: 5/31/2013	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	80	80

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Goal: Four-Year Graduation Rate

Description: Graduation rate will meet an 85% threshold and/or show growth.

Strategy: At-Risk Student Support

Description: At-risk students are identified and targeted through multiple systems of support.

Activity: Numeracy and Literacy Courses

Description: Students receive remediation in math and English content areas in courses designed to help students master fundamental skills.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2006	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Prep Zone Plus

Description: The Prep Zone Plus after school program offers students the opportunity for extended day learning support. Students complete homework, receive supplemental instruction, and complete make-up work.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Read Right

Description: Middle school students receive remediation through the Read Right program, which aids students in becoming fluent readers. The classes maintain a 5:1 ratio of students to tutors.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Witkowski-Smith, Mary Jo	Start: 9/1/2005 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Student Management Plan

Description: Our child find process is SAP. All key players are trained and meeting biweekly as a full team to discuss students who are referred from village meetings. Team members match services to each student and track their academic and behavioral progress.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Jana Somma	Start: 9/1/2006 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Summer School

Description: Summer school is offered free of charge to middle and high school students. Students receive remediation in core content areas. They are also offered credit recovery to maintain graduation status.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Boglioli, Andrew	Start: 9/1/2006 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Village Meetings

Description: In weekly grade-level meetings, teachers discuss student concerns and track student progress to intervene when students demonstrate at-risk behavior or lack of academic progress.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2001	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: High-Interest Student Academic Programs

Description: In order to increase student retention, we have created Honors/AP and dual enrollment classes. All courses include real-world applications and hands-on activities to engage students.

Activity: AP Civics and Government

Description: MBA began offering AP Civics and Government course. A teacher was College Board trained.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: AP Language and Composition

Description: MBA began offering AP Language and Composition course. A teacher was College Board trained.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Celebrations

Description: Teams, grades, and/or the entire school plan celebrations of student growth and achievement. Celebrations include end-of-quarter awards assemblies and PSSA pep rallies.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 4/1/2008 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

Activity: Dual Enrollment

Description: Through a partnership with a local community college, MBA began offering opportunities for students to receive college credit.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: Increase Parent Involvement

Description: Finds and implement ways to more fully involve parents in the education of their children.

Strategy: Parent Education

Description: A variety of parent education opportunities are provided through parent/teacher conference, small-group sessions, student activities, and informational workshops.

Activity: Parent Group

Description: In a group setting, parents meet with school counselors to share and discuss common concerns and issues relating to raising and educating their children.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010 Finish: Ongoing	\$1,000.00
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Status: In Progress — Upcoming

Activity: Parent Information Events

Description: During key times throughout the school year, parents are invited to: -Back to School Night -Graduation Coach workshop -PSAT Parent Information Night -PSSA/Keystone Information Night -Awards assemblies -College Admission Nights

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 10/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Parent Teacher Conferences

Description: Parents were invited to attend a series of report card conferences, once a quarter, to review the child's progress and discuss ways to support student learning and achievement at home. Students and parents were encouraged to attend these conferences and were given incentives to participate. Each parent received a letter and phone call home from the students' advisory teacher. Parent/teacher conferences occur throughout the year to discuss student progress and/or student concerns.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Student Activities

Description: Parents are invited to attend a series of student showcases including a talent show, band performances, art and theatre performances, sports events and holiday activities (e.g., pumpkin carving contest and gingerbread house contest).

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 9/1/2010 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

Goal: Strengthening School Culture

Description: We will continue our efforts to communicate and connect our students and staff to our school's mission.

Strategy: Connect Staff Members to Mission

Description: We will continue to connect staff members to our school and curricular missions through staff member orientation and training, building decor, staff appreciation, and faculty meetings.

Activity: Cultural Artifacts

Description: Physical displays of our school and curricular missions are present throughout the building, including posters in every classroom, hallway banners, and student merit cards.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Curricular Mission Activities

Description: At the beginning of each school year, students and staff members participate in team building activities to help define/clarify the curricular mission and bring it to life within the classroom.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Connect Students/Families to Mission

Description: We will continue our efforts to connect students and families to our school and curricular missions through student orientation, parent orientation, and a merit system aligned to our four pillars.

Activity: Celebrations

Description: Teams, grades, and/or the entire school plan celebrations of student growth and achievement. Celebrations include end-of-quarter awards assemblies and PSSA pep rallies.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 4/1/2008 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

Activity: Cultural Artifacts

Description: Physical displays of our school and curricular missions are present throughout the building, including posters in every classroom, hallway banners, and student merit cards.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Curricular Mission Activities

Description: At the beginning of each school year, students and staff members participate in team building activities to help define/clarify the curricular mission and bring it to life within the classroom.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Parent Information Events

Description: During key times throughout the school year, parents are invited to: -Back to School Night -Graduation Coach workshop -PSAT Parent Information Night -PSSA/Keystone Information Night -Awards assemblies -College Admission Nights

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 10/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Student Participation in State Assessments

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

Strategy: Parent Education

Description: A variety of parent education opportunities are provided through parent/teacher conference, small-group sessions, student activities, and informational workshops.

Activity: Parent Information Events

Description: During key times throughout the school year, parents are invited to: -Back to School Night -Graduation Coach workshop -PSAT Parent Information Night -PSSA/Keystone Information Night -Awards assemblies -College Admission Nights

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 10/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Teacher Conferences

Description: Parents were invited to attend a series of report card conferences, once a quarter,

to review the child's progress and discuss ways to support student learning and achievement at home. Students and parents were encouraged to attend these conferences and were given incentives to participate. Each parent received a letter and phone call home from the students' advisory teacher. Parent/teacher conferences occur throughout the year to discuss student progress and/or student concerns.

Person Responsible Timeline for Implementation Resources

Angela Villani	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Student Incentives

Description: Student incentives are provided to encourage students to exhibit academic behaviors aligned to our curricular mission, consistent attendance, participation in benchmark assessments and state testing, and strong academic performance. Some of these incentives include merits, field trips, reward breakfasts, and dress down days.

Activity: Celebrations

Description: Teams, grades, and/or the entire school plan celebrations of student growth and achievement. Celebrations include end-of-quarter awards assemblies and PSSA pep rallies.

Person Responsible Timeline for Implementation Resources

Jana Somma	Start: 4/1/2008	\$2,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

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

What curriculum does your charter school utilize?

Mariana Bracetti Academy utilizes a standards-aligned, understanding-based, locally developed curriculum that promotes student inquiry and encourages exploration of authentic and rigorous problems. Under the direction of a consultant from the Association for Supervision and Curriculum Development (ASCD), our academic departments developed program-specific curriculum frameworks that identify enduring understandings and essential questions for each academic standard or group of standards. Using these curriculum frameworks as a guide, our curriculum coordinators drafted cornerstone assessments to provide students with opportunities

mid-course or end-of-course to demonstrate their understanding of key concepts and skills in an authentic and performance-based manner. These cornerstone assessments will not only allow students to exhibit acquisition of knowledge and skills and meaning making, but also transfer of concepts to new situations. The curriculum frameworks and cornerstone assessments inform course-specific scope and sequence guides to direct teachers in their instructional planning and promote vertical alignment across academic programs. Teachers utilize the *Understanding By Design* backwards planning model to guide their unit planning. Recognizing the expertise this model requires for successful implementation, our school not only collaborated with an ASCD consultant, but also sent members of our administrative team to the ASCD fall and annual conferences to collaborate and gather best practices. Lastly, curriculum coordinators worked with our ASCD consultant and Director of Teaching and Learning to refine scope and sequence guides and assessments to ensure consistent criteria is used to evaluate student performance across grades and content areas. We are continuing to refine high-quality, unit-specific summative assessments for each course to measure students' grasp of enduring understandings.

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

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

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

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

To be promoted, students must accumulate a minimum number of credits — 9th to 10th grade (6 credits), 10th to 11th grade (14 cumulative credits), 11th to 12th grade (21 cumulative credits).

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

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

Literacy and Numeracy Courses

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

Honors and Advanced Placement Courses

We believe all students should have the opportunity to achieve at the advanced placement level. With the guidance of past performance and teacher recommendation, we have begun to build a strong cohort of students to participate in the College Board's advanced placement exams. Beginning in 2008, honors courses have been created in World Geography, United States History, Civics and Government, Biology and Chemistry. AP Civics and Government and AP Language and Composition have been integrated into our instructional program to further challenge our students. We hope to further expand advanced placement course offerings with AP Biology in 2013-14 and AP Calculus in 2014-15.

Senior Projects

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

English Language Learners

English language learners at the “entering” or “beginning” levels receive small-class English instruction for 180 minutes per day. These students are also supported in the other content areas through Language Lab or in-class assistance. English language learners at the “developing” or “expanding” levels are provided through Language Lab and in-class support in English and math in the high school. For extended support, our ELL program also offers homework support, a mentoring program, and other after school activities to ensure students’ comprehension of content and assignments as well as successful student acculturation.

Special Education

We provide our students with appropriate and individualized services by offering itinerant, resource, and part-time learning support classes. Inclusion teachers provide instruction to itinerant and resource level students. Each of these students has daily access to a resource room where they receive one-on-one or small group instruction, extra time to complete class work or assessments, and a nurturing environment for individualized instruction. Students in part-time learning support receive modified instruction in the general education curricula from special education teachers. To best accommodate students’ needs, we offer a life skills program to serve students who benefit from hands-on experiences that the general education curriculum does not provide. Additionally, a service learning component is incorporated into our life skills and learning support classes to help our students develop the skills necessary to become productive, contributing members of society.

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

Mariana Bracetti Academy provides teachers with ongoing professional development in various teaching strategies and techniques to engage all students in the learning process and promote deep, conceptual understanding of core standards. To best meet teachers’ individual needs a flexible professional development program is offered in which teachers select from a variety of professional learning communities and workshops. All professional development opportunities include time for practical application to ensure teachers are promoting student inquiry rather than merely covering the content. Bi-weekly peer review is used to guarantee all summative assessments support students’ development as independent, adaptive problem solvers and powerful thinkers. All teachers post and reference unit-specific essential questions in their classrooms, and daily instruction provides students with opportunities to grapple with the “messiness” and authentic nature of these questions.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

The results of diagnostic, formative, summative, and predictive assessments administered to students in English and mathematics are used to assess students’ strengths and weaknesses in specific content standards within each subject. Teachers work together in instructional groups to analyze classroom and assessment data and target specific areas of need.

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

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

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

Additional academic support is provided through our student support program which has both daily homework club and teacher-supported remediation, and summer school.

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

In addition to the professional development opportunities mentioned above, our entire faculty was trained in Spencer Kagan's cooperative learning structures. This model focuses on positive interdependence, individual accountability, equal participation, and simultaneous interaction — all of which draw students into the learning process. Student desks in all classrooms are arranged in heterogeneous teams of four to support the execution of cooperative learning structures at multiple times in the 88-minute block period.

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

Professional Development Approval Letter

Attached

Teacher Induction Approval Letter

Attached

Rigorous Instructional Program - Attachments

- Teacher Induction Approval Letter
- Professional Education Plan Approval 2010-2011
- English Curriculum Framework 2011.12
- Grade 8 English Scope and Sequence Guide 2011.12

English Language Learners

At Mariana Bracetti Academy, ESL students are evaluated for program placement upon entry to MBA using two criteria, the student's Home Language Survey and/or the student's LEP participation on PIMS. If the student has no previous placement status on PIMS or is new to the school district or the U.S.A, and the Home Language Survey indicates that a language other than English is spoken at home, the student is tested for English proficiency prior to scheduling using the W-APT placement test. Upon completion and evaluation of the W-APT, a letter is sent home stating the student's ESL status and program placement with the option for parents to schedule a conference to discuss the ESL program and his/her child's placement. A copy of this letter is placed in the ESL section of the student's file.

If a student tests on the Entering/Beginning level (WIDA levels 1-2), he/she is scheduled to take ESL class for 180 minutes every day. The 180 minutes of ESL instruction is broken into two 90-minute class periods, one being the primary English Language Arts block, the other being a language lab which focuses on academic language and skill development to assist students in all content areas.

If a student tests on the Developing level (WIDA level 3), he/she is scheduled for regular education ELA class with an ESL program specialist as a co-teacher. In addition, Developing level students are scheduled for a daily 90-minute ESL class which focuses on academic language and skill development to assist students in all content areas.

If a student tests on the Expanding/Reaching level (WIDA levels 4/5), he/she is scheduled for a daily 90-minute ESL class which focuses on academic language and skill development to assist students in all content areas.

The goal of the ESL program at Mariana Bracetti Academy is to support the language development (both BICS and CALPS) of students whose primary language is not English. This is accomplished through daily ESL instruction (scaffolded according to student level and need) and by assisting regular education teachers with resources to shelter academic English instruction so that all students regardless of language proficiency can be successful in the content classroom.

Mariana Bracetti Academy monitors the progress of ELLs through both formative and summative assessments during ESL and content instruction. All ESL students utilize Achieve 3000, Brainchild Mechanics/Achiever, and Study Island software which focus on improving reading and comprehension skills. Teachers are able to run regular reports from all three types of software to show individual student progress. All students (ESL included) participate in Acuity benchmark testing in Reading and Math on a quarterly basis. Individual student reports demonstrate student growth and areas of concern/need. In addition, all students (ESL included) participate in the yearly PSSA testing. Finally, all ESL students are administered the yearly ACCESS for ELLs assessment from the WIDA consortium which gives detailed information on language development in the four domains of reading, writing, speaking and listening.

In order to exit the ESL program a student must gain a composite score of 5.0 on the ACCESS for ELLs assessment. In addition a student must also have either a grade of "C" or higher in core content classes or a score of "proficient" on the reading and math sections of the PSSA assessment. Once a student has been exited from the ESL program, he/she is monitored for 2 academic years. During this time the student's performance in English and Math are monitored using an evaluation form that is completed 2 times every year by the student's English and Math teachers. In addition, the quarterly grades and Acuity scores of the student are evaluated. If there is concern about the English-language ability of the student during the 2 year monitoring he/she can be reevaluated and placed back in the ESL program.

English Language Learners - Attachments

- MBA ESL Program overview 2011-2012
- LEA Profile 2011-2012

Graduation Requirements

In order to graduate, you **MUST** have completed the following requirements through grades 9-12:

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

• **28 Total Credits**

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

Special Education

The Special Education Program at Mariana Bracetti Academy Charter School provides a full continuum of services with research based programs to students with special needs who require specially designed instruction, meaning that services and supports are tailored according to the needs of the child. Through our Special Education Program, he/she may receive support within the general education classes, receive additional resource support outside of the general education classes, or receive their instruction in the Learning Support or Life Skills classes for all or some of the academic subjects.

A certified special education teacher supports students within the general education classes by collaborating and co-teaching with the general education teachers. The special education teachers may also provide small group/individual instruction for specific skill building, accommodations for test taking, pre and post-teaching of content, organizational/behavioral support and facilitate transition services.

For those students who cannot make adequate progress in the general education curriculum, specially designed instruction is provided in the small group Learning Support or Life Skills classes. A student may be assigned to the Learning Support/Life Skills classes for one or more academic subjects where the curriculum is standards based and aligned to each student's instructional level.

Each student also has access to a range of technology and internet based programs to reinforce and enrich the specialized instruction they receive.

In addition to these services, MBA has a part-time school psychologist who conducts evaluations, provides school based psychological services and collaborates with outside agencies. Contracted services include a bilingual school psychologist, speech therapist, occupational therapist, hearing therapist, physical therapist and any other related service providers needed such as assistive technology and one-on-one supports.

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

Junior Academy Special Education Teachers

Dana Ortiz: *8th Grade Special Education Inclusion Teacher - All Subjects*

Brittany Parisi: *7th Grade Special Education Inclusion Teacher - All Subjects*

Claude Reifsnnyder: *6th Grade Special Education Inclusion Teacher - All Subjects*

Foster Cronin: *6th-8th Grade Special Education Learning Support Teacher - English*

Dustin Mier: *6th-8th Grade Special Education Learning Support Teacher - Social Studies & Science*

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

Tracey Macklin: *Junior Academy Special Education Coordinator*

Senior Academy Special Education Teachers

Patricia Brophy: *Special Education Inclusion Teacher - English*

Shaun Daniels: *Special Education Inclusion Teacher - Math*

Khristy Herbert: *Special Education Inclusion Teacher - English*

Sheryl Britton: *Special Education Inclusion Teacher - Math*

Michael Nowak: *Special Education Learning Support Teacher - Math*

Rachel O'Brien: *Special Education Learning Support Teacher - English*

Catherine Rigolout: *Special Education Learning Support & Inclusion Teacher - Science*

David Kroch: *Special Education Learning Support & Inclusion Teacher - Social Studies and Transition*

Adrienne Clark: *Special Education Life Skills Teacher*

Debra Harris: *Senior Academy Special Education Coordinator*

Dr. Bryony Kay: *School Psychologist*

Special Education - Attachments

- Special Education Screening and pre-referral, enrollment policy and policies and procedures
- penndata 06-30-11
- penndata 12-31-10

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Parisi, Brittany	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	15	1.00
Ortiz, Dana	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	18	1.00
Mier, Dustin	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	9	1.00
Reifsnyder, Claude	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	15	1.00
Kroch, David	1.00	Learning Support, Inclusion & Self Contained	Mariana Bracetti Academy Charter School	14	1.00
Daniels, Shaun	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	11	1.00
Brophy, Patricia	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	09	1.00

Britton, Sheryl	1.00	Learning Support, Inclusion	Mariana Bracetti Academy Charter School	14	1.00
Nowak, Michael	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	13	1.00
Clark, Adrienne	1.00	Life Skills, Self Contained	Mariana Bracetti Academy Charter School	09	1.00
O'Brien Rachel	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	14	1.00
Berneke, Renee	1.00	Learning Support, Self Contained	Mariana Bracetti Academy Charter School	08	1.00
Cronin, Foster	1.00	Learning Support, Self Contained	Mariana Bracetti Academy	08	1.00
Herbert, Khristy	1.00	Learning Support, Inclusion	Mariana Bracetti Academy	12	1.00
Rigolout, Catherine	1.00	Learning Support, Inclusion & Self Contained	Mariana Bracetti Academy Charter School	10	1.00

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Wordsworth Academy	1.0	Emotional Support	Fort Washington, PA	3	Approved Private School
The Valley Day School	1.0	Emotional Support	Morrisville, PA	1	Approved Private School
Delta School	1.0	Emotional Support	Philadelphia, PA	2	Approved Private School
Devereux School	1.0	Emotional Support	Downingtown, PA	1	Approved Private School
Wordsworth Academy - SPIRIT Program	1.0	Emotional Support	Fort Washington, PA	1	Private Academic School
Buxmont Academy	1.0	Emotional Support	Woodlyn, PA	3	Private Academic School

Special Education Program Profile - Chart III

Title	Location	FTE
Tracey Macklin, Junior Academy Special Education Coordinator	Mariana Bracetti Academy Charter School	1.0
Debra Harris, Senior Academy Special Education Coordinator	Mariana Bracetti Academy Charter School	1.0
Bryony Kay, School Psychologist	Mariana Bracetti Academy Charter	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Speech Pathology Consultants Inc.	Speech Therapist	5 days per week
Therapy Source, Inc.	Occupational Therapist	3 hours per week
Therapy Source, Inc.	Bilingual School Psychologist	1.5 hours per week
All City Transportation, Inc.	Transportation	5 days per week
Delta T Group , Inc.	Therapeutic Support Staff	5 days per week
Staffing Plus	Special Education Teacher	9 hours per week
PaTTAN	Assistive Technology Evaluation	not applicable
PaTTAN	Assistive Technology	5 days per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	No	Yes	No	No	Yes	No
Acuity Predictive Assessment	Yes	Yes	Yes	Yes	Yes	Yes	No
Gates-Macginitie Reading Test	Yes	Yes	Yes	No	No	No	No
WIDA	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

This year Mariana Bracetti is proud to report that they made Adequate Yearly Progress. Each of the subgroups with forty or more students in the grade 9-12 grade span met their AYP targets in Reading and in Math. Students also met the graduation target overall, in the Latino/Hispanic and Economically Disadvantaged subgroup. In the 6-8 grade span in the area of Reading, the Black not-Hispanic subgroup met the AYP target and in the 6-8 grade span in the area of math the Latino/Hispanic and Economically Disadvantaged subgroups met their AYP targets.

There have been areas of strong academic improvement. PSSA/AYP data from paayp.com, PVAAS, e-metric and DRC was used to identify student areas of strength and need. Analyzing this data helped us recognize overall growth during the past 5 years, especially among specific cohorts, and it also helped us identify struggling subgroups and areas of concern. PVAAS data (Pennsylvania Value Added Assessment Report) showed overall gains in math and reading during the last three years. Longitudinal data shows there has been growth in each cohort except grade 8 math, each successive year as well.

The staff at Mariana Bracetti Academy strives for continuous improvement of learning outcomes for all of our students. Through a framework of school improvement planning based on both state and locally relevant data, data is analyzed, root causes of under achievement are identified, and goals, strategies and actions plans are developed. Because assessment drives curriculum, targets for student learning are continually being developed, adjusted and monitored at Mariana Bracetti Academy. This has helped us develop very specific learning targets for our students. To address these needs, a revised teacher evaluation model has been developed to include both mastery targets and growth targets for each teacher. Pre-observation and post-observation meetings are scheduled to guide teacher's thinking around instructional goals. All teachers participate in an annual growth plan with individually developed teacher targets. A flexible professional development model has been implemented. To support teachers, common rubrics were refined and teachers are required to assess students using these rubrics.

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

The staff of Mariana Bracetti Academy begins the process of identifying at-risk students in the beginning of the school year by administering or reviewing PSSA scores, the Gates-MacGinitie Reading assessment, Study Island predictive math and language arts assessment, WIDA, student summative assessments, cornerstone assessments, attendance, discipline and other assessment data for individual students. Teacher grade level teams also confer with parents and colleagues in order to implement appropriate instructional and behavioral strategies. If further monitoring shows that these strategies are unsuccessful for any individual student, teachers refer the student to the Student Support Program (SSP) or to the Student Assistance Program (SAP) as deemed appropriate.

The staff at Mariana Bracetti Academy believes that it is essential to the success of our students and of our school that we provide an intensive, comprehensive and mandatory student support for those identified students. This student support uses teacher advisers and school counselors as the primary organizers of support for those students. Students who do not meet performance standards for attendance, academic performance,

homework completion, and participation on a variety of metrics are given additional support in the form of after school tutoring and Eucere to support credit recovery. The after school support sessions use a study hall format to help students in need of assistance or remediation. Additional support is offered regularly by classroom teachers.

Students with severe emotional or behavioral needs that cannot be met through additional support are entered into the SAP process. In SAP, a team of counselors, administrators, and teachers work with students and parents to ensure that students receive all the social and emotional support they need. The SAP process is the gateway to more intensive support that can be attained through our Special Education Program or other intensive support.

Implementing Cooperative Learning as an instructional model has been mandatory in all core subject classes. This strengthens the core academic program by increasing active learning, participation and engagement for all students, and also addresses differentiation and multiple intelligences in the classroom. Teachers are required to develop a differentiated learning plan as part of every unit plan. These unit plans are reviewed by peers using peer review protocols. Twice monthly, curriculum teams use these protocols to review unit plans and provide feedback for teachers. These units are then submitted to an instructional supervisor for review. Teachers are observed and evaluated by their administrative supervisor based partly on implementing the recommendations of the curriculum team.

Since reading has been a relative weakness that previously led to the identification for school improvement, a reading intervention program has been implemented in the middle school. Students are taught to read following the guidelines of brain-based research, which re-teaches and corrects errors the brain has learned. New neural pathways are built allowing the student to re-learn reading the correct way, which brings them to reading at grade level. Identified students enter the program in 6th, 7th or 8th grade and are taken out of their expressive arts class. Once the student reaches their grade level reading level, the student graduates from the program and re-enters the regular education expressive arts class. Because student are able to read, they are then able to be more successful in all of their classes. Use of that reading program and other reading strategies in the language arts program have demonstrated improvement in PSSA reading for those student enrolled in the program.

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

- 12.8% increase in Reading in our 8th grade cohort from 7th grade (1 year)
- 31.2% increase in Reading in our 8th grade cohort from 6th grade (2 years)
- 18.3% increase in Reading in our 7th grade cohort from 6th grade (1 year)
- -0.6% decrease in Math in our 8th grade cohort from 7th to 8th grade (1 year)
- 16.8% increase in Math in our 8th grade cohort from 6th to 8th grade (2 years)
- 8.5% increase in Math in our 7th grade cohort from 6th grade (1 year)
- 9.1% increase in Reading from last year's 11th grade PSSA Reading score
- 10.2% increase in Math from last year's 11th grade PSSA Math score

There is demonstrated growth in all reading and most areas of math. Math scores from 8th grade math were higher than last year in 8th grade. Our 11th grade class achieved their highest scores in both math and reading. Focus will be on maintaining gains in 8th grade math and supporting the 9-12 grade span as they move from taking PSSA's to becoming proficient on the Keystone Exams.

Student Assessment - Attachments

- 2011-2012 Acuity Benchmark Assessment
- 2011-2012 PSSA Longitudinal Data

Teacher Evaluation

MBA teachers receive extensive support from school administration and support staff. Teachers are evaluated based on formal and informal classroom observations as well as interactions and conversations outside the classroom. The director of teaching and learning and director of student data and assessment also have input on teacher evaluations. Curriculum coordinators meet with their team on a weekly basis to review unit plans and student work. The director of teaching and learning, achievement and assessment coordinator, assistant principals, and principal meet with teachers and complete reviews of unit planning and execution.

Mariana Bracetti Academy teachers focus on four primary goals: (1) invest students to achieve learning goals, (2) plan purposefully, (3) execute effectively, and (4) continuously increase effectiveness. Within the four primary goal areas, teachers seek proficiency on a total of 19 development targets. Each target is defined by three performance levels (beginning, developing, and proficient), and two or more performance indicators (or descriptions) help to clarify each level. A total of 65 performance indicators guide teachers' instructional practice and evaluation.

Each teacher completes a *self-assessment* of their progress on Mariana Bracetti Academy's teacher development targets. Administrators review these self-assessments, conduct a beginning of the year *mini observation(s)*, and consider teacher's evaluation from the previous year. Using this evidence, the teacher and administrator co-identify two or three targets that will guide the teacher's *growth plan* throughout the year.

The teacher drives reflections, conversations, and follow-up related to the use of the teacher development targets in their growth plan. However, administrators provide vital coaching assistance by engaging with each teacher in structured conversations six to eight times per year (*at least two unit plan execution reviews, a mid-year meeting, one or two formal pre-observation and post-observation conferences, and an end-of-year meeting*). While the teacher leads these conversations and highlights areas of strength and growth opportunities as they seek to reach high levels of performance, administrators also provide honest feedback in an effort to accelerate the learning process. In addition to this support all teachers are observed and receive feedback from the principal at least once per year. Intensive improvement and monitoring plans are available as a further support for teachers not meeting acceptable performance levels.

To provide teachers with an accurate measure of their progress on an absolute scale of teacher development as well as recognize individual growth, our teacher evaluation model equally weighs mastery and growth of instructional practices. Teachers are eligible to earn a board approved annual increase in their base salary based on performance. Overall mastery of teacher development targets accounts for 50% and teacher performance against her/her growth plan accounts for 50%. In mid- to late-May the principal and assistant principals meet with each teacher to review the final performance evaluation and provide an opportunity for teachers to further dialogue about their continued growth.

MBA Leadership

Angela Villani, CEO - Educational Leadership K-12

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

Jessica Kilmetz, Interim Assistant Principal - Educational Leadership K-12, Emergency

Adrienne Davids, Assistant Principal - Educational Leadership K-12

Andrew Boglioli, Assistant Principal - Educational Leadership K-12

Over the past year our leadership team has attended a number of professional conferences to improve ourselves and the school. Our curriculum coordinators have attended the NCTE and NAEA conferences. Our ESL and special education teams have attended numerous conferences provided by PATTAN throughout the school year and TESOL. Our administration attended the ASCD fall and annual conferences. Finally, in August our staff received Kagan Cooperative Learning training on site.

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

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The only leadership change at the administrative level of the school for the 2011-2012 school year was Jessica Kilmetz replaced Charles Priestley as senior academy vice-principal.

The Mariana Bracetti Academy Board of Trustees had the following change for the 2011-2012 school year:

- Dr. Arlene Holtz replaced Virginia Neiswender as Board President

The Mariana Bracetti Academy Board of Trustees consisted of the following individuals for the 2011-2012 school year:

- Dr. Arlene Holtz - Board President
- Tracy-Elizabeth Clay - Board Vice President
- Dr. Jorge Santiago - Board Treasurer
- Jenee Chizick - Board Secretary
- Virginia Neiswender-member
- Carmen Cruz- Member and parent
- Tara Smith-Member
- Mildred Picon - Member
- Esaul Sanchez - Member
- Alejandro Roman - Member

The board voted Mildred Picon, Esaul Sanchez, and Alejandro Roman to the Board of Trustees mid year.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Arlene Holtz	Board President
Tracy-Elizabeth Clay	Vice President
Dr. Jorge Santiago	Treasurer
Jenee Alicia Chizick	Secretary
Carmen Cruz	Member/Parent Rep
Virginia Neiswender	Member
Tara Smith	Member
Mildred Picon	Member/Parent Representative
Alejandro Roman	Member
Esaul Sanchez	Member

Professional Development (Governance)

The Board of Trustees holds a board retreat every August and receives training in school and board related topics. During the August 2011 board retreat, the school's solicitor provided the board with a presentation outlining recent updates to State charter legislation. The facilitator was Kevin McKenna from Latsha Davis and McKenna. In addition, a team building exercise was facilitated by an independent consultant, Pat Sangahan. An additional board retreat was held in April 2012 and the board was provided with a workshop outlining responsibilities under the Public Officials Act as well as Public Officials' & Employee ethics and board governance. The facilitator was Barbara McNeill.

Coordination of the Governance and Management of the School

The board holds publicly announced monthly governance meetings to discuss and implement the policies required for the school to effectively carry out its educational mission. The CEO makes a formal management report directly to the board at public meetings. Board members also communicate informally with the CEO on an ongoing basis in the event that a school-related activity requires the advice or input of board members in order to run smoothly and within the requirements of the law.

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

Coordination of the Governance and Management of the School - Attachments

- 2011-2012 Board Meeting Schedule
- 2012-2013 Board Meeting Schedule

Community and Parent Engagement

Introduction

In order to promote opportunities for community and parental engagement in school activities, the Board of Trustees of Mariana Bracetti Academy Charter School (MBA) has appointed a fulltime Community Relations Director. As per the approved job description of the Director of School and Community Relations, the job purpose is as follows:

- **Strengthening, creating and supporting the school and community's relationship.**
- **Serving as liaison for MBA with community stakeholders for communicating issues relevant to community and school concerns and issues.**

The community relations director creates and cultivates strategic alliances with community stakeholders and strengthens existing partnerships. The community relations director serves as the direct link to the community at large and facilitates partnerships between MBA and external organizations. The community relations director also works closely with board member parent representatives in order to foster the relationship between parents, teachers and administrators.

Parental Engagement

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

New Student Orientations — held periodically through the summer, all new incoming students attend an orientation with their parent/guardian. During orientation, parents are informed about various opportunities to volunteer at school.

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

MBA has had a series of events that were organized in conjunction with the MBA Parent’s Association and Student Council. The MBA Parent’s Association meets monthly and plans events. The MBA Parent’s Association organizes an annual fundraiser in the early Fall, the proceeds of which are used to fund school activities and new school equipment. Our parents are an integral part of all of our events.

The following is an abbreviated summary of some of the highlights of the 2011-2012 academic year:

Event	Summary
Puerto Rican Day Parade	Every year, MBA fields a team of dancers to compete at the annual Puerto Rican Day Parade. The parade takes place in September. Parents are an integral piece in helping us to get the teams outfitted and prepared.
Talent Festival	The highlight of the year is our talent festival, which is now tradition. Our fifth annual talent show drew a capacity crowd. Our Talent Show unites our parents, students and community partners who serve as judges.
Pumpkin Festival	We hosted our second annual Fall Pumpkin Festival. The MBA Parent Association together with school administration planned an evening of pumpkin carving, apple cider and movies. Our gym was filled to capacity as the event was attended by over 50 MBA families.
Gingerbread House Night	This event was created by our Parents Association and school administration. Over 40 MBA families came together one winter night to build gingerbread houses. Participants judged each other’s work and prizes were distributed for various categories.
Fiesta Tour	The Fiesta Tour, sponsored by Ronald McDonald House Charities, is a large expandable tour bus that travels the country. This year, the bus’ East Coast stop was Mariana Bracetti Academy. The bus expands to showcase interactive stations and showcases the contributions that Latino Americans have made to America. Students took turns visiting the bus through the day.
NanoDay	NanoDay is an international day that takes place annually in the Spring. Partnering with the Nano-Bio Interface Center at the University Pennsylvania, Bracetti students were trained to learn concepts of nano technology. The students then set up stations throughout the school so other students and their families could learn about how nano technology contributes to their lives.

Annual Food Drive	Students from across the entire school compete with each other to bring in the most cans for our annual food drive. The nonperishable goods are then transported to the local police precinct where together with the police, residents and our local city council, students assemble Thanksgiving baskets complete with turkeys and hand them to needy families.
Sports Banquet	An annual tradition that brings together student-athletes, coaches, teachers and parents to celebrate individual and team achievements through the year.
Red Cross Blood Drives	MBA hosts blood drives twice a year every - December and April. Our blood drives are completely student organized and attract donors from MBA students and staff.

Community Engagement

Mariana Bracetti Academy continued our successful outreach campaign from the preceding year. The main objective of the campaign was to strengthen partnerships with local non-profit youth service agencies, community development corporations and other stakeholders. The success of our outreach effort has allowed us to improve the quality of the lives of our students by increasing our capacity to serve through joint efforts with our partners. Below is an abbreviated list of our partnerships.

Organization	Description
New Kensington Community Development Corporation (NKCDC)	MBA hosts meetings and outreach efforts to this local community development corporation.
Office for Community Development	MBA partners with the OCD to work towards making our corridor cleaner and safer.
Red Cross	MBA had two successful blood drives during the 2010-11 school year. Our blood drives are organized by a student committee.
Safe Haven Committee	This committee meets on the 2nd Thursday of each month at 10AM. The committee consists of representatives from local non-profits including: CADE, Shalom, Empowerment Group, Philadelphia Weed and Seed, US Attorney's office, Norris Square Neighborhood Project, Lighthouse, and others. The objective of these meetings is to combine our efforts to provide services to our youth and their families.
HACE	The Hispanic Association of Contractors and Enterprises (HACE) is a Community Development Corporation that targets Eastern North Philadelphia. MBA partners with HACE in various community clean-up and beautification efforts.
Cardinal Bevilacqua Community Center (CBCC)	As neighbors, MBA and CBCC often work together on community projects. Some of our after school programs intermingle and we often share facilities.
Temple Youth Voices Project (YVP)	This year, MBA sent 8 student interns to participate in YVP. The students examined community issues and produced documentaries.
26 th Police District	Through our partnership with our local police district, we allow the children to see the police as more than just law enforcement.

Congreso	MBA has a multi-faceted relationship with Congreso, one of the city's largest youth service agencies. Additionally, we work with Congreso to target students that can benefit from some of their unique programming so that we may be able to serve our student body in a higher capacity.
Friends of the Free Library	MBA students are encouraged to use the local branch for homework assignments and projects.
Comcast	Bracetti partners with Comcast to offer low cost high speed internet to our families that meet the income qualifications.
Ellis Trust	Bracetti has partnered with the Ellis Trust to provide money to high school students to pay for uniforms, school supplies and extracurricular clubs and programs that these students would otherwise be unable to access due to financial constraints.
Mayor's Office	Bracetti has partnered with the Mayor's Office of the City of Philadelphia to provide incentives and rewards to students that achieve excellence. Students are rewarded for perfect attendance and grades.
Graduation Coach	Bracetti has partnered with the Philadelphia Office of Civic Engagement to provide Graduation Coach training to parents and staff. Graduation Coaches are taught about resources that are available to students to help them graduate from high school and go on to pursue post-secondary education.
Vanguard	In the 2011-12 school year, Bracetti launched a 4 year mentoring program with the Vanguard Corporation in Paoli, Pennsylvania. Executives from Vanguard meet with their student mentees bi-weekly. The mentoring program is overseen by Big Brothers Big Sisters of Southeastern Pennsylvania. Students and mentors are chosen carefully based on factors that would provide good matches between the pairs.
Concilio	Concilio is a non-profit that provides social services to the community. Bracetti partners with Concilio to provide our families access to these valuable services.
University of Pennsylvania	MBA works closely with staff from the Nano-Bio Interface Center to develop our Science teacher so that they may integrate concepts of nano technology into their curriculum. Additionally, MBA is closely allied with La Case Latina to bring additional resources and opportunities to students to visit Penn's campus.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school's primary funding sources come from the state and federal funding streams allotted to public charter schools based upon student enrollment. In addition to these funds, the school has a separate foundation board and their primary responsibility is to solicit funding for the school. This year the annual appeal raised \$1,700.00 for the 2011-2012 school year. These funds were used to provide support for the school's new building project.

Fiscal Solvency Policies

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

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

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

Accounting System

Santilli & Thomson, LLC provides accounting services to MBA per its agreement. Santilli & Thomson, LLC use a system call MIP from Sage and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

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

- Invested in capital assets, net of related debt — This component of net assets**

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

- **Restricted** — This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no restricted net assets.
- **Unrestricted net assets** — This component of net assets consists of net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances 2011-2012

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

The school’s auditing firm for 2010-2011 is **Zelenkofske Axelrod LLC, 2370 York Road, Suite A-5, Jamison, PA 18929**. The last audit is dated November 10 26, 2011 for fiscal year 2010-2011 with no findings. It is impossible to submit an audit for 2011-2012 by August 1, 2010.

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

- MBACS Financial Audit 2010-2011

Citations and follow-up actions for any State Audit Report

The school has completed its 12th year of operation and has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

The School leases classroom and office space in Philadelphia, Pennsylvania. The original lease began in 2001 and ended October 2011. The original lease was extended until June 2013. On August 30, 2011, MBA purchased the former North Catholic High School and intends to finish renovations in time to move in for the 2013-2013 school year.

Approximately expenditures this past year:

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

\$50K to purchase computers, software, and network.

\$90K to modify/repair the building

Future Facility Plans and Other Capital Needs

Mariana Bracetti Academy Charter School leases a facility at 2501 Kensington Avenue. The current lease expires at the end of October 2011 at which time it becomes month-to-month.

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

On August 30, 2011, MBA purchased the former North Catholic High School. The current plan would renovate sufficient for us to move in for the 2012-2013 school year with subsequent improvements/additions to follow. Those future plans may include expanding the enrollment and reconfiguring to include grades K-5.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

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

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

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

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

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

- Wellness Policy
- MBA SHARRS 2011-2012
- MBA Immunizations 2011-2012

Current School Insurance Coverage Policies and Programs

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

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

Current School Insurance Coverage Policies and Programs - Attachment

- MBA Insurance ACORD

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

At the end of the 2011-2012 school year, eleven professional staff members resigned. We have 125 employees and 81 professional employees. Two teachers accepted contracts with another charter school, one teacher accepted a contract with a private school, four teachers have relocated out of state, two teachers returned to full time graduate school and two teachers left the profession.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2010-2011
- PDE 414 2011-2012 Without Social Security
- 2011-2012 LEA Staff Profile ACS

Student Enrollment

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

Description of Enrollment Procedures and Policies

Parents/guardians fill-in a lottery application with name, address, phone number and grade level during our open enrollment. Acceptance comes on a first come first serve basis unless the number of applications exceeds the number of available spots. In the case that more applications are received than there are spots available, a lottery is held. Student names are pulled randomly to establish acceptance. Once the lottery is complete, students who have been accepted will receive a registration packet that includes the authorization to request records from the previous school. When the packet is returned, the school registers the student in the School District of Philadelphia network and on the school's student information system. If the student is put on the waiting list, the parents/guardians are notified. A lottery is also used to establish the waiting list. Students are admitted from the waiting list as space becomes available.

Enrollment History for 2011-12

Grade level	Number of students enrolled on 09/01/2011	Number of students dropped from 9/01/2011 to 6/20/2012	Number of students added from 9/01/2011 to 6/20/2012	Transfers
6	112	25	7	Julia De Bu Stetson, Po Clemente, F
7	192	34	2	Stetson, De Fitzimons, J Comm. Aca
8	184	35	5	Central Eas Shaw, Stets Thomas
9	182	43	5	Benjamin F William Pen Northeast H East, Edison
10	169	21	2	Benjamin F William Pen

				Northeast H East
11	147	33	1	Benjamin F William Pen Northeast H East
12	105	9	1	Benjamin F William Pen Northeast H East
Total	1091	200	23	

Returning Students from 2011-12 school year

The number of students that will return from the 2011-2012 school year is 925.

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

The number of students who left voluntarily is 101 students. All of those students transferred to an out of state school or to a Philadelphia school. Twenty-nine students were dropped for truancy (ten or more consecutive days) and twenty-one students left at the request of the school.

Student Enrollment - Attachments

- Special Ed enrollment procedures
- Enrollment policy

Transportation

Mariana Bracetti Academy is able to provide free transpasses, through the School District of Philadelphia, for all students in grades six to eight. As many as 280 students throughout grades nine, ten, eleven and twelve qualified for free transpasses. In the past year there was one student whose IEP required transportation and MBA has paid for it as required by law. There were three transported by the School District of Philadelphia to Approved Private Schools. Students are also entitled to any services offered through the city of Philadelphia and SEPTA.

Food Service Program

MBA continues to be a NSLP Sponsor and contracts with a Food Service Management Company named PRIMOS Food Service. Nutritious breakfasts and lunches are provided. 96.4% of our families qualify for free and reduced price meals.

Student Conduct

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

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

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

- frame a lesson on moral questions behind a character's choices in a novel;
- the underlying principles behind a political idea, such as democracy or the creation of written laws;
- the courage of individuals in defying unjust systems.

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

Due Process

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

The CEO has the authority to impose short-term suspensions (up to 10 days). In such cases, the student shall be informed of reasons for suspension and given an opportunity to respond. Prior notice of suspension need not be given when health, safety, or welfare of the school community is threatened. The student's parents shall be notified immediately in writing when the student is suspended. When a suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing.

Expulsion (exclusion for more than 10 days) requires a formal hearing. During the period prior to the hearing and decision of the Board, the student shall be placed in his or her

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

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

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

During the 2011-2012 school year Mariana Bracetti's Academy Charter school expelled 21 students.

Student Conduct - Attachments

- Student Handbook
- Anti-Bullying Policy
- Suspension Data
- Discipline Special Ed student policy
- Final Expulsion Data 2011

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school’s Chief Executive Officer.

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

Signature of the Chief Executive Officer and Date

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

Name: Dr. Arlene Holtz **Title:** Board Chair
Phone: 215-525-3620 **Fax:** 215-425-8623
E-mail: arleneholtz@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

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

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signatures 2011-2012