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# Pennsylvania Department of Education

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

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Tuesday, September 27, 2011)**

**Entity:** MAST Community Charter School

**Address:** 1800 E Byberry Rd  
Philadelphia, PA 19116

**Phone:** (267) 348-1100

**Contact Name:** Jeff Hunter

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2012 - 2013

**Name of School:** MAST Community Charter School

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

**Length of Charter:** Renewed for Five Years    **Opening Date:** August, 1999

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

**Percentage of Certified Staff:** 100    **Total Instructional Staff:** 73 full-time teachers, 26 paraprofessionals

**Student/Teacher Ratio:** 25:1    **Student Waiting List:** 2,927

**Attendance Rate/Percentage:** 97%

## Summary Data Part II

**Enrollment:** 1268 **Per Pupil Subsidy:** Regular Education Subsidy = \$ 8,866.00 Special Education Subsidy= \$19,067

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	134
<b>Black (Non-Hispanic):</b>	104
<b>Hispanic:</b>	73
<b>White (Non-Hispanic):</b>	912
<b>Multicultural:</b>	45

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 34.9%

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

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	185	185	185	185	185
Instructional Hours	0	0	997	1006	1006	994	4003

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

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

MaST Community Charter School's unique location on the edge of a major urban area gives the school access to both trade and collegiate institutions. MaST fosters and/or has continued partnerships with several of them. From college course offerings to job site visitations, and even community partnerships for special occasions, MaST has become well entrenched as an institution within the zip code.

MaST Community Charter School serves 1268 students from Philadelphia and several surrounding school districts. The students come from many areas of the city, but predominantly

the Northeast section. Due to the poverty rate, MaST is a designated a Title I School-wide institution. A majority of the students come from middle class and working class families. MaST has four community members on the school's Board of Trustees and is well received in the area.

## **Mission**

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

Working in collaboration with school personnel, parents, and community, the MaST Community Charter School seeks to help all children develop the necessary skills, knowledge, and values to function as effective citizens. We draw on a national database of common core standards, high caliber curriculum, advanced instructional strategies, and cutting edge technologies.

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

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

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

## **Vision**

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

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

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

## **Shared Values**

MaST Community Charter School, its families and its community, have reciprocal relationships in which families and communities contribute to the school and the school values their voices. Parents of MaST students understand the school mission as described in the school's brochure and website and formalize their commitment to that concept when their children are accepted. MaST is designated school-wide under Title I and parent involvement plays a key role in the resources allocated. MaST has several back to school nights, parent conference nights, reading and math night as part of our PSSA family fun night, computer literacy night and parent liaison meetings with the administration throughout the school year.

Volunteering is essential to a community school and families are encouraged to volunteer 20 hours per school year. Many parents exceed these hours many times over. Parents chaperone class trips, assist in the classrooms, library, cafeteria, and wherever needed. MaST hosts a variety of events that are parent and community oriented. Parents play a key role in the school by participating in the Board of Trustees and sitting on numerous and various committees.

## **Academic Standards**

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

Each new curriculum written is based on the standard aligned system. Our new curriculum adopted in 2011-12 included K-8 Language Arts and Social Studies. New curriculum in 2012-13 will include K-8 Science, K-8 Mathematics, Algebra, Calculus, and High School Language Arts. All of the new curriculum is built upon state common core standards, and leaves ample room for instructors to rely on creative hands on authentic learning and instruction while still including the basics.

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

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

state standards.

Grade group teams and cross-grade professional learning communities (PLC's) endeavor to focus their action plans on student needs, as identified by the assessment of available data. The school uses Performance Tracker Software System, Powerschool, e-metrics, value added assessment, student work and uses authentic assessment instruments to gather evidence of changes in student performance. Teachers are aided by a series of benchmark tests including, but not limited to: DIBELS, Amesweb, Fountas & Pinnell, and 4Sight. Armed with this data, instructors are able to tailor lessons and instructions to specific identifiable goals. To assist in this area, high school department chairs will take a leadership role in this process. For students not meeting specific goals, a variety of interventions are used through the school's Response to Intervention and Instruction Plan.

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

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

## **Strengths and Challenges**

MaST Community Charter School is currently facing many of the challenges that schools are facing across the country as we proceed into the second decade of both our existence and the 21st Century. The first major challenge is getting all students to Advanced and Proficient within the confines of the Federal No Child Left Behind Law. As the law matures, the bar for students is raised and the school continues to focus on the goal of 100% in all areas of the assessment, not just those that count for adequate yearly progress. This is discussed in more detail under the Goals, Strategies, and Activities sections of the Strategic Plan. As noted in the goals section, 100% is the number the school is aiming for not only this year, but each year. The second major challenge not only effecting MaST Community Charter School but the entire city and state are the budget cuts. MaST Community Charter School will continue to try and do more with less, in the 2012-13 school year. Outlined below are what should be considered our strengths in grappling with these challenges.

The K-12 Special Education Department continues to work hand-in-hand with the instructors to schedule quality team teaching lessons and small group sessions in an inclusion setting. The school continues to strive to meet AYP for all students in the year 2012-13.

MaST is in the continuous process of implementing the Response to Instruction and Intervention Program in 2012/13. The staff has been working to place students into the three tiers of intervention. Students can move fluidly from tier to tier after interventions are in place or be sent for evaluations after tier three interventions have been in place for a specific period of time. The School employs three Response to Intervention Instructional Aides (K-12) along with a Math Specialist. The school also employs several full time aides who help implement specific

interventions. The Response to Intervention and Instruction continues to closely monitor students at all levels during the course of the school year.

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

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

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

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

### **Strategic Planning Process**

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

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

Each year data from the e-strategic plan and surveys is presented to members of the Board of Trustees, members of the school's parent organization, and to the school's staff. Starting in 2011-12, a new digital survey was utilized. The data provided enabled the school to make crucial decisions about planning for the future on topics, including but not limited to: curriculum, assessment, facilities, safety, and professional development.

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

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

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

Teams develop action plans that serve as their agendas. They attempt perceived solutions to problems, collect information about the degree of change, and share information with the whole faculty during various professional development sessions. This gives staff in other instructional areas the opportunity to be aware of ongoing work so they can provide input. Administrators have the opportunity to comment, assess, and supply necessary resources to support this work.

Conclusions from a year's worth of meetings are presented to the Professional Development Team who put ideas into action planning the following year's Professional Development. This year grades K-6 will again be focusing on Science Technology Engineering and Math (STEM) implementation through the i3 ASSET Grant awarded by the state to MaST to provide professional development in science innovation and leadership. The grant will continue to provide this training for the next three years. A professional development institute where teachers and staff gather to discuss topics including: Standard Aligned Systems (SAS), Science Technology Engineering and Math (STEM), and Data Analysis will also be provided prior to the kick-off of the 2012-13 school year.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Garbinski, Mimi	Community member	Board Member	Karen DelGuercio
Romero, Angela	Teacher	Ed Specialist - Instructional Technology	John Swoyer, CEO
Cantwell, Patricia	Board Member, Community Member	Community Representative	Karen DelGuercio

Davis, Dina	Principal K-4	Administrator	John Swoyer, CEO
Devitt, Glenn	Board Member, Community Member	Community Representative	Karen DelGuercio
Dietz, Chris	Parent	Parent	Karen DelGuercio
Fitzpatrick, David	Director of Pupil Services	Administrator	John Swoyer CEO
Flanagan, Mary	Teacher, Board Rep	Middle School Teacher	John Swoyer/CEO
Gallagher, Mary	Teacher	Elementary School Teacher	John Swoyer, CEO
Golderer, Patrick	High School Principal	Administrator	John Swoyer, CEO
Golloza, Susan	Parent Liaison	Parent	John Swoyer CEO
Gordon, Tarra	Director of Communications	Other	John Swoyer, CEO
Gotlieb, Linda	Consultant	Other	Karen DelGuercio
Hancock, Carroll	Parent	Parent	John Swoyer, CEO
Hunter, Jeff	Principal	Administrator	John Swoyer, CEO
Karen Lash	Parent Liaison	Parent	John Swoyer CEO
McGenehan, Mike	Parent	Parent	John Swoyer, CEO
McGlaughlin, Brian	Parent	Parent	John Swoyer, CEO
Mills, Thomas	Board Member	Board Member	Karen DelGuercio
Nolan, Bill	Board Member	Board Member	Karen DelGuercio
Puodziunes, Annemarie	Parent	Parent	John Swoyer, CEO
Rahill, Kelly	Board Member, Parent	Board Member	Karen DelGuercio
Ringer-Deas, Linda	Board of Trustees	Board Member	Karen DelGuercio
Ruch-Alegant	Parent	Parent	John Swoyer, CEO
Saidi, Firas	Board Member	Board Member	Karen DelGuercio
Swoyer, John	CEO	Administrator	Karen DelGuercio
Thompson, Mike	Controller	Business Representative	Karen DelGuercio

## Goals, Strategies and Activities

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

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

#### **Strategy: Differentiated Instruction**

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

#### **Activity: Special Education Training**

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

Person Responsible	Timeline for Implementation	Resources
Fitzpatrick, David	Start: 8/24/2012 Finish: 6/18/2014	\$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
3.00	3	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RTI Coordinator, School Psychologist	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Goals are to understand and implement the Response to Intervention Program

Response to Intervention is a well researched and respected program being implemented by districts across the state

*For classroom teachers, school counselors and education specialists:*

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

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

Follow-up Activities	Evaluation Methods
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- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning

- 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

- styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Classroom student assessment data

**Status:** In Progress — Upcoming

### **Activity: Specific Interventions/ Response to Instruction and Intervention**

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

#### **Person Responsible Timeline for Implementation Resources**

Fitzpatrick, David	Start: 8/27/2011 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Goal: Adequate Yearly Progress- Math Goal 100% Proficiency**

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

### **Strategy: Staff Development**

**Description:** During monthly and weekly meetings coinciding with our professional development calendar, instructors and administrators will: analyze data, participate in team teaching workshops, review new related instructional material, focus on student tutorials and techniques for small group instruction, and review cross curriculum teaching approaches. Due to the limited number of professional development days, grade group professional development is held during

common prep times and substitute teachers will be brought in to provide common meeting time, if necessary.

### **Activity: Peer Turn-Around Training**

**Description:** Through peer mentoring and lesson modeling, the instructional staff will provide turn-around training for other staff members on the use of proven techniques and reading strategies. These will serve to supplement our formal professional development as noted in other goal strategies and activities. This activity will take place as needed and during monthly team and or department meetings. The administration will monitor progress in the form of lesson plan objectives and observations, both formal and informal. Instructional staff will analyze the PSSA data, look for trends, make predictions, and design goals for achieving increased scores.

#### **Person Responsible Timeline for Implementation Resources**

Hunter, Jeff	Start: 8/30/2012 Finish: 6/22/2014	\$5,000.00
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**Status:** In Progress — Upcoming

## **Goal: Adequate Yearly Progress: Reading Goal 100% Proficiency**

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

### **Strategy: Full Faculty/Individual Staff Development**

**Description:** Through the participation in monthly and weekly staff development sessions coinciding with our calendar, instructors and administrators will become versed in the use of related instructional materials including data analysis and differentiated instruction to meet our reading goals. Furthermore, they will analyze previous data and determine strengths and weaknesses. Due to the limited number of professional development days, grade group professional development will be held during common prep time and substitute teachers will be brought in to provide common meeting time if necessary. Staff development will also be provided by several outside agencies, including but not limited to: i3 ASSET Investing in Innovation, Santilli and Thomson, BER, and PATTAN. Other professional development will be conducted by the Pennsylvania Department of Education in accordance with the Race to the Top Grant.

### **Activity: Professional Development Data + Curriculum and Instruction**

**Description:** Instructional Staff will analyze the PSSA data for strengths and weaknesses, design appropriate actions for the school year, look for trends, undertake analysis over time, make predictions based upon the data, analyze 4Sight data, make predictions based on the 4Sight data, search for achievement gaps, analyze root causes, design realistic and attainable goals based on data analysis, and design an action plan for the year.

Person Responsible	Timeline for Implementation	Resources
Hunter, Jeff	Start: 8/30/2012 Finish: 6/21/2015	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	8	76

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>The Instructional Learning Community will continue to be trained in collecting, analyzing, and using data to improve student learning. They will analyze and disaggregate the data to help teachers make data-driven decisions regarding instruction. We will designate sub-groups to look for achievement gaps and analyze root causes.</p>	<p>Data research and analysis is imperative to providing quality instruction</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

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

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### **Follow-up Activities**

#### **Evaluation Methods**

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

**Status:** In Progress — Upcoming

## **Goal: Adequate Yearly Progress: Writing Goal 100% Proficiency**

**Description:** Students with and without IEP/504 accommodations will achieve proficient on the PSSA Writing or its equivalent in the upcoming school year.

### **Strategy: Technology Specific Professional Development Workshops**

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

## Activity: Professional Development: On and Offsite

**Description:** Increase the hours of professional development by instructors via in school expertise and through the use of consultants. All instructional staff will attend. These hours will help instructors learn new strategies for reading across the curriculum, differentiated instruction, and discussion of materials that can be ordered which have helped students in the past. Resources such as PATTAN, BEHR, and other professional programs will be utilized depending upon budget and logistics.

Person Responsible	Timeline for Implementation	Resources
Hunter, Jeff	Start: 8/27/2012 Finish: 6/22/2013	\$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
8.00	8	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Holy Family University, Professional Educators, Technology Departments, Guest Speakers,	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Individual</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Instructors will be able to summarize and analyze data more effectively, complete data team goals, and develop action plans. Instructors will be versed in a variety of new researched techniques in issues including but not limited to: Educational Technology, Data Analysis, Differentiated Instruction, Special Education Integration, Cross Curricular Integration, and Current Educational Law.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to</li> </ul>

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**

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

### **Follow-up Activities**

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

- 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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

## **Goal: Attendance**

**Description:** Maintain or increase average attendance rate of 97% or above for students K-12 during the school year 2012-13.

### **Strategy: Incentives**

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

### **Activity: Student Incentives**

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

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

### **Person Responsible Timeline for Implementation Resources**



## **Strategy: Curriculum and Benchmarks revisions reflecting the Standards Aligned System**

**Description:** Instructors will meet during Professional Learning Community Meetings and other department sessions to discuss appropriate benchmarks in writing and curriculum maps. Implementation will begin in the 2012/13 school year. Instructors will also work to adjust current curriculum to state SAS or Standards Aligned System.

### **Activity: Revision of Curriculum**

**Description:** Revision and updating of MaST's curriculum will take place beginning in March 2011 and continue to ensure its alignment with the Standards Aligned System of Pa. The new curriculum will be for all teachers in all content areas. Administration, Curriculum Committee, and Department Heads will participate in this process. Curriculum will be constructed with an emphasis on Core Content and STEM integration as a basis for future.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hunter, Jeff	Start: 9/12/2012 Finish: 5/31/2014	\$5,600.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8.00	20	30

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MaST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Curriculum mapping Curriculum writing using backward design Alignment of curriculum to standards Integration	In today's ever changing world, continual curriculum revision and improvement is necessary to allow our students the best educational opportunities through the K-12 pathway and beyond.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the</li> </ul>
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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**

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

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

**Status:** In Progress — Upcoming

### **Strategy: Data Informed Instruction**

**Description:** Instructors will be using several sources of data to guide their instruction on a daily basis. Benchmark Assessments/portfolio reviews will provide a background with which to start the process. Monthly and in some cases weekly team meetings with Teachers both Regular and Special Education, along with paraprofessionals will occur to disseminate data and discuss best practices.

### **Activity: Action Plan**

**Description:** Staff will revise their action plan using data analysis for school improvement. All stakeholders will be involved in this process. Data analyzed will include, but not be limited to: PSSA, Aquity, 4Sight, DRA, Dibels, Gmade, and PVAAS. It will be led by Administration, The Data Team, and Technology Department and continue on an ongoing basis.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2012 Finish: 6/19/2014	-

### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	1	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MaST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Staff will learn to use current to revise action plans.

Using current data to inform instruction has been proven to maximize student learning outcomes. *For classroom teachers, school counselors and education specialists:*

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

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

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

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### **Educator Groups Which Will Participate in this Activity**

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

specialists

- High school (grades 9-12)

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

**Status:** In Progress — Upcoming

**Activity: Monitor and Develop Action Plans for Targeted Areas of School Improvement**

**Description:** Appropriate staff members will use PDE data analysis tools to monitor and develop action plans for school improvement. Department Heads will support this ongoing effort.

Person Responsible	Timeline for Implementation	Resources
Hunter, Jeff	Start: 8/30/2012 Finish: 6/27/2014	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	1	76

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

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

- School Entity
- Intermediate Unit
- Company

Approved

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**Knowledge and Skills****Research and Best Practices****Designed to Accomplish**

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

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

*For classroom teachers, school counselors and education specialists:*

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

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

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

effective results.

### **Educator Groups Which Will Participate in this Activity**

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

### **Follow-up Activities**

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

**Status:** Complete

### **Strategy: Differentiated Instruction**

**Description:** A cornerstone of our Professional Development Plan will be equipping and training the staff on the use of Differentiated Instruction. Best practices as to the utilization of Differentiated Instruction will be discussed at Professional Development. As part of the i3 Investing in Innovation Grant, teachers in grades K-6 will form professional learning communities to address ways of implement differentiated instruction in all subject areas.

### **Activity: Custom Workshops**

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

Director of Curriculum, Testing Coordinator, Director of Pupil Services and Technology consultants will deliver these workshops. These workshops will be ongoing, including monthly, full day staff development throughout the year.

Person Responsible	Timeline for Implementation	Resources
Swoyer, John	Start: 9/1/2012 Finish: 6/16/2015	\$1,000.00

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	8	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MaST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

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

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**

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

**Follow-up Activities      Evaluation Methods**

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

**Status:** In Progress — Upcoming

### **Activity: Differentiated Instruction Professional Learning Community focus**

**Description:** As part of professional learning communities, teachers will continue to meet on a monthly basis to discuss best practices, successes, and roadblocks to learning.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hunter, Jeff	Start: 10/14/2012 Finish: 4/14/2016	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	6	54
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MAST Community Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Flexible grouping Tiered learning Progress monitoring Multiple Intelligences Emotional intelligences Alternative assessments	Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u></li> </ul>

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**

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

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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- 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
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Portfolio

**Status:** In Progress — Upcoming

### ***Activity: Turn-around Training***

**Description:** Turn-around training workshops will be designed and implemented for all K-12 teachers and administrators. Trainings will be given by the Department Heads. They will be ongoing, as needed.

#### **Person Responsible Timeline for Implementation Resources**

Hunter, Jeff	Start: 8/24/2012 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### ***Strategy: Inclusion***

**Description:** Administration will be working with both regular and special education teachers to improve and ensure that the least restrictive environment and quality of instruction is offered for all students in our inclusion model.

### ***Activity: Interventions***

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

Person Responsible	Timeline for Implementation	Resources
Fitzpatrick, David	Start: 8/30/2012 Finish: 6/21/2014	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	6	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

MaST Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Training in specific research-based intervention programs	The Response to Intervention model indicates that research-based intervention programs are an essential component for student success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

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

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

**Status:** Complete

### **Activity: Response to Instruction and Intervention/ Student Monitoring**

**Description:** A Special Education Committee will implement and educate staff on the current student identification process and monitoring system including RtII. This ongoing process will be shared via turn-around trainings for all K-12 teachers.

#### **Person Responsible Timeline for Implementation Resources**

Fitzpatrick, David	Start: 8/28/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: New Teacher Orientation**

**Description:** In the 2012/13 school year all new teachers will receive a minimum of 15 hours of professional development required as New Teacher Induction. Each teacher will be assigned a mentor for 20 hours and required to complete an ongoing log.

### **Activity: New Formal Observations**

**Description:** Extended observations with feedback will be given to all new teachers by Administration. They will begin in September and continue through June annually. This will include a minimum of two formal observations, with two informal observations which are mandatory for new teachers and optional at the administrations discretion for veteran staff. The school will be adopting the Danielson Framework for Professional Practice in its observation forms.

#### **Person Responsible Timeline for Implementation Resources**

Hunter, Jeff	Start: 8/30/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Ongoing Professional Development**

**Description:** The 2012/13 School Year will consist of a staff development plan which sets aside days and afternoons on a set basis for professional development to take place. Included in the strategy will be our annual professional development survey, teacher instructional improvement plans as provided by our administration, and professional development record of offerings. Due to the finite number of professional development days, grade group professional development continues to be held during common prep times and substitute teachers are brought in to provide common meeting time, if necessary. This year MaST K-6 K-6 will be returning early for a week of Professional Development at the Science Leadership Institute through our i3 ASSET Grant. Other

professional development opportunities will include training in Standards Aligned System and New Technology Overviews.

### **Activity: Professional Development: Coaching**

**Description:** The LEA will provide a teaching coach to observe, conference, and provide feedback for all new staff members during their first year. The coach will collaborate with the instructor's assigned mentor to provide a second set of feedback.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Hunter, Jeff	Start: 8/27/2011 Finish: 6/21/2012	\$12,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8.00	9	82

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
MaST Charter School, Holy Family University, Consultants	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Company</li> </ul>	Approved

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

*For classroom teachers, school counselors and education specialists:*

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

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

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

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**

**Evaluation Methods**

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

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

**Status:** In Progress — Overdue

## **Goal: Student Participation in State Assessments**

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

### **Strategy: Incentives for Participation**

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

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

Students will be given incentives before, during, and after the PSSA. MaST provides a positive testing environment, sending letters home to parents and posters throughout the building. A pep rally featuring our band and cheerleaders takes place and each student is given a student designed PSSA t-shirt. During the testing days PSSA balloons are in the hallways and children receive snack packs. Students also have attendance incentives and are rewarded for perfect attendance with a party.

### **Activity: PSSA Attendance Initiative**

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

### **Person Responsible Timeline for Implementation Resources**

Hunter, Jeff	Start: 9/6/2012 Finish: 6/22/2013	\$7,000.00
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**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

Charter school has met AYP.

### **Statement of Quality Assurance - Attachments**

- AYP 2011-12
- AYP Appeal Letter

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

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

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

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

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

- Successful school-wide technology integration. With over 1,200 machines, a computer is available to virtually all students at any given time during the instructional day. MaST presently maintains 3-4 stationary computers per classroom, 9 mobile labs, a graphic arts and design lab, a Career Tech Lab, Promethean Boards in each classroom and various assistive technologies for interactive teaching and learning. Earobics, Study Island, and a variety of text-based websites are available to students and parents alike. Parents are also given access codes to the school's Powerschool grade books system, and e-chalk web based mail system for communication purposes. In the 2012-13 school year MaST, will be piloting a 1-1 iPad program with the ninth grade in the hopes of building a 1-1 program platform for all students in the near future.

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

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

For students that are not making reasonable academic progress, or for those who, through teacher progress reports, are identified as "at-risk for failure" but who are not identified as special needs, individualized academic support is provided through supplemental after-school tutoring by the student's classroom teacher and in small group instruction periods which are focused on remediation. In many cases, peer-on-peer tutoring is used in learning centers within the classroom. During the 2012-13 school year the Response to Instruction and Intervention Model (RtII) will continue with additional support staff, as noted earlier in the report. It is the hope of MaST that the program reaches all students, especially those at risk, identifies strengths and weaknesses early, and judges the effectiveness of interventions. These students participate in standardized testing which provides evidence that support strategies are effective in raising at-risk pupils' scholastic performance. Evidence is further supported by the fact that retention rates still have not risen sharply, despite the institution of a more rigorous curriculum.

## **Rigorous Instructional Program - Attachments**

- Professional Education Confirmation E-mail
- Induction Approval Letter
- Induction Plan 2011-14
- Professional Development Plan 2011-14
- PD Report Approval Letter 2011-14

## **English Language Learners**

The schools 2011-12 LEP report is complete and available through the ed-hub website. Presently, there are 20 students identified as ELL who receive services through a part time ESOL instructor. Students are identified by initial interviews, pre-referral screenings, formal evaluations, and teacher identification. The ELL report has been attached to the Annual Report.

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

## **English Language Learners - Attachment**

- English Language Learners

## **Graduation Requirements**

MaST students are required to complete a rigorous course of study with a curriculum that is strategically aligned with the state standards. High school students are mandated to pass all of their subjects. A total of 31.50 credits were required of this graduating class, exceeding the local district and state requirement.

Electives-4.0 Credits  
English- 5.0 Credits  
Summer Reading- 1.0 Credits  
Writing- 2.0 Credits  
Math- 5.0 Credits  
Social Science- 4.0 Credits  
Science- 4.0 Credits  
World Language- 2.0 Credits  
Computer/Tech- 4.0  
PE/Health- 2 Credits  
Service Learning - 0.5

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

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

## **Special Education**

MaST Charter School operates under the inclusion model of special education and provides students' education in the least restrictive learning environment. During the 2011-12 school year,

MaST has continued to operate with with the goal of providing a special education instructor for each grade K-12 depending on the case load. Part-time special education assistants, and part-time teacher aides bolster the school goal of full inclusion. The inclusion model is utilized to the utmost of these instructors' ability, keeping within the MaST philosophy that all teachers are special education teachers. Students are assigned to a specific special education instructor and their regular education teacher who both familiarize themselves with the specifics of the students' Individualized Educational Plan. After review of the plan, the regular and special education teachers coordinate schedules for class visitation, small group instruction, and other services as listed in the Individualized Education Plan. Both the special education teacher and the regular education teacher coordinate and collaborate with members of the IEP team including parents and are all part of the implementation process. Both instructors collaborate as the teacher of record for the students and goals and strategies are discussed, instruction and assessments are modified, and appropriate attention and accommodations are made both in and out of the classroom. MaST believes strongly in peer grouping and small group instruction. Therefore, it is a goal to have students with special needs in the general environment as often as possible. Our program is coordinated by our school psychologist and the nine teachers are aided by special education assistants, a physical therapist, an occupational therapist, and a speech therapist as needed according to their IEP or disability.

## Special Education - Attachment

- Special Education Policy

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Elise Behm	1.0	Learning Support	MaST Community Charter School	12	Inclusion model
Laura Bongiorno	1.0	Learning Support	MaST Community Charter School	18	Inclusion Model
Chris Dietz	1.0	Learning Support	MaST Community Charter School	20	Inclusion Model
Caitlyn Donnelly	1.0	Learning Support	MaST Community Charter School	15	Inclusion Model
Tara Girnius	1.0	Learning Support	MaST Community Charter School	12	Inclusion Model
Steve Green	1.0	Learning Support	MaST Community Charter School	11	Inclusion Model
Nicole Pastman	1.0	Learning Support and/or Speech and Language Support	MaST Community Charter School	13	Inclusion Model
Derrick Savage	1.0	Learning Support	MaST Community Charter School	15	Inclusion Model
Rachel Seligsohn	1.0	Learning Support and/or Speech Support	MaST Community Charter School	8	Inclusion Model
Kurt Stengel	1.0	Learning Support	MaST Community Charter School	12	Inclusion Model
Danielle Vokes	1.0	Learning Support	MaST Community Charter School	13	Inclusion Model

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatric Therapeutic Inc.	1.0	Speech and Language Support	MaST Community Charter School	16	Itinerant Level
Valley Day School	1.0	Emotional Support	Valley Day School	1	Approved Private School placement
Delta School	1.0	Autistic Support	Delta School	1	Approved Private School placement

## Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Teacher Assistant	MaST Community Charter School	1.5
Counselor	MaST Community Charter School	3.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Inc.	Speech and Language Therapy	36 hours
Pediatric Therapeutic Inc.	Occupational Therapy	15 hours
Pediatric Therapeutic Inc.	Physical Therapy	1 hour
Cora Services	School Psychologist Intern	18 hours
Delta-T Services	Paraprofessional	36 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Local Assessment (as determined by school district)	No	Yes	Yes	No	No	No
Dibels	Yes	Yes	Yes	No	No	No
Rigby	Yes	Yes	Yes	Yes	No	No
DRA	Yes	Yes	Yes	Yes	Yes	No
4Sight	No	No	No	Yes	Yes	Yes
Fountas & Pinnell	No	Yes	Yes	Yes	Yes	No
Amesweb	No	Yes	Yes	Yes	Yes	No
Aquity	No	Yes	Yes	No	No	No

## Student Assessment - Secondary

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

## Student Assessment

Over the years, following the passage of the Federal No Child Left Behind Law, MaST has shown evidence of significant improvement in academic achievement in the areas of Math and Reading as measured by the Pennsylvania System of School Assessment. The results are a reflection on both our curriculum and the quality of our teaching. The number of students performing in the advanced and proficient levels has continuously increased in most grades/content areas. The increasingly raised achievement standards of the Federal No Child Left Behind law have made this increasingly difficult over the last two years, however the school continues to pursue the goal of 100% Proficiency not only in areas that count toward adequate yearly progress, but all areas assessed. These initiatives are outlined in the Goals, Strategies, and Activities section of the school's strategic plan.

2011-12 Data has revealed that Special Education and 5th grade language arts are in particular need of attention. Scores have been distributed to staff members and the cross-grade Professional Learning Communities are already at work on Action Plans for the 2012-13 school year. The major focus will be on special needs students and response to intervention for students who are having difficulty achieving in language arts on the assessment but have not been identified. The Professional Learning Communities will also look into curriculum and core content to make sure inefficiencies are being addressed and learning time is adjusted for areas of greatest need. The school will be adjusting schedules and personnel to ensure appropriate attention is given to the areas of need. Furthermore, specific professional development will be designed, scheduled and mandated until our goals are achieved.

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

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

MaST has created a school-wide support system for any student exhibiting academic difficulties. This support system includes 15 part-time K-6 classroom assistants and seven full-time classroom assistants in grades K-12, providing daily intervention in math and reading with

progress monitoring. We currently have eight full time and three part-time special education teachers working with our K-12 population in an inclusion setting. An expansion of services last year included the addition of a full-time special education assistant and two additional classroom assistants in grades 3-12. The school also moved a certified aide into a full-time special education teaching position mid-year. For 2012-13, a math specialist will continue to work with the students.

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

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

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

## **Student Assessment - Attachment**

- AYP 2011-12

## **Teacher Evaluation**

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

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

Over the next three years as part of the Federal Race to the Top Grant, teachers and administrators will be adopting and receiving training on the Danielson Framework for Professional Practice and Teaching. The staff and administration will be learning the new

approach through a series of professional development programs. It is a goal to have the new evaluation system started in the fall of 2012 and fully implemented by 2014.

The elementary, middle, and high school principals conduct observations. New teachers are formally observed four times a year. Veterans of MaST are formally observed twice a year and informally as deemed necessary. Walk-through observations are done on a daily, weekly, and monthly basis. All three principals hold K-12 PA principal certificates. They have completed formal degree programs in Educational Leadership, attended numerous workshops on pertinent topics, and they are in the process of attending the PDE Principals' Institute of Leadership presented by the National Institute of School Leadership. The administrators attend workshops/staff developments in the area of special education provided by the psychologist and outside agencies.

MaST Evaluation System Components:

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

All MaST instructional staff are under the continuous educational improvement model. Instructional staff is used to and committed to feedback on performance, technique, and results. Any of the three building principals can observe, evaluate and manage the entire staff and provide feedback. When necessary, instructional improvement plans are developed.

## **Teacher Evaluation - Attachments**

- SFSF Teacher and Principal Eval
- Observation Tool

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The school underwent several leadership changes this year. The administrative team was restructured to include a K-4, 5-8, and 9-12 principal all of whom report to the CEO. A communications coordinator and director of pupil services were also added to the team. New administrators were selected after a rigorous application and interview process.

The school board added two new members this year to increase its size and outreach abilities. One of the new additions is a parent and the other is a community member. Two student representatives continue to be part of the Board of Trustees.

## Board of Trustees

Name of Trustee	Office (if any)
Dr. Firas Saidi	Community Member, Fundraising
Dr. Karen DelGuercio	President
Dr. Thomas Mills	Treasurer
Mr. Glen Devitt	Community Member, Wellness Council
Mr. Angel Medina	Community Member, Discipline Council
Mr. John Swoyer	CEO (non voting)
Mr. Jordan Telesford	Student Rep (non-voting)
Mr. Mark Spector	Community Member, Finance
Mr. Mike Thomson	Controller (non-voting)
Mr. William Nolan	Vice President , Building Council
Ms. Mimi Garbinski	member, alternate
Ms. Haley Wrzesinski	Student Rep (non voting)
Ms. Janice Brophy	Recorder (non-voting)
Ms. Kelly Rahill	Member, Parent
Ms. Linda Ringer Deas	Community Member, Personnel
Ms. Mary Flanagan	Teacher Rep, (non voting)
Ms. Mary Gallagher	Teacher Rep (non-voting)
Ms. Patricia Cantwell	Community Member, Parent Liaison Fundraising
Ms. Tamara Robinson	Member, Parent

## Professional Development (Governance)

Board Meetings for 2012-13 school year are as follows:

July 18th, 2012 (If necessary, notice will be posted publicly).

August 15th, 2012

September 19th, 2012

October 20th, 2012 (Meeting will be held before the annual Board of Trustees Retreat, public notice will be given).

November 14th, 2012

January 16th, 2013

February 20th, 2013

March 20th, 2013

April 17th, 2013

May 15th, 2013

June 19th, 2013

Meetings take place at 6:00pm at 1800 East Byberry Road Philadelphia, Pa 19116 in the Large Group Instruction Room or Board Room (depending on public turnout). Notice of meetings is posted in the newspaper and online. The Board of Trustees meets on the third Wednesday of every month except in October and December. The board retreat takes place in October.

Our Board of Trustees has an annual Board retreat for continuing education each October. The Board of Trustees also holds several weekend work sessions per year. Topics covered have included but are not limited to: Board Reorganization, strategic planning, strategic vision, board expansion, and legal issues. Professional Development has been provided by Learning Tree, Santilli and Thomson and legal counsel on an ongoing basis.

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

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

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

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

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

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

- Board Meeting Schedule 2012-13

## **Community and Parent Engagement**

Our parents/guardians and their involvement and support of student learning and achievement is a vital and important key to our school's success. MaST Community Charter School is part of the Authentic Learning and Assessment Community. Therefore, to meet the goals of the program, our parents, teachers, and students work together for the betterment of each child in our school. The Board of Trustees realizes that parental participation in our school is vital for student development and without our parents our educational goals cannot be met. MaST CCS has two volunteer associations: one addresses fundraising and the other community concerns. Both groups consist of dedicated parents representing all school grade levels; elementary, middle and high school. One Parent Association creates and implements fund raisers and collaborates with and provides support to MaST faculty and administration; the other manages volunteer recruitment and helps families stay connected to school news and events.

As a school receiving Title I funding, MaST has a school-wide parent involvement policy and plan developed by parents/guardians and reviewed annually. The plan provides opportunities for meaningful parent involvement in school programs and activities. The plan was written with the input of parents, is posted on the school's website, and has become a part of both the application process and the student/family handbook. The Title I parent committee meets over four times a year and plans events such as PSSA family fun night, Curriculum Night, Technology Application Night, alongside of back to school nights and conferences.

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

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

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

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The school and the Association of MaST Parents (AMP) conducted two major fundraising events during the year. MaST holds a raffle and several smaller fundraisers on a yearly basis. This school year, in addition to the raffle MaST sold plaques for the New Library Media Center "Wall of

Honor". A goal for the 2012-13 school year is to increase major fundraising activities from two to four events.

## **Fiscal Solvency Policies**

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

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

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

## **Accounting System**

Transactions are posted by the Controller's Office (Santilli and Thomson LLC) and is staffed by experienced school business administrators. A trial balance, statement of revenue, expenditures, & statement of disbursements are prepared monthly and distributed to the Board of Trustees for review. Reports are generated in compliance with State requirements utilizing GAAP. The Controller gives a public report on the financial status of the school at each monthly meeting of the Board of Trustees.

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

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

- Board Policy: Finance
- Revenue Fund Balance w/sign 2
- Revenue Fund Balance w/sign 2012

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

In the opinion of the auditor's, MaST complied in all material respects, with the requirements referred to that applied to each of its major federal programs for the year that ended June 30, 2010-11. MaST will be audited again in 2012. Results are posted on the annual report.

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

- Audit 2010-11

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

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

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

MaST provides all of the teachers with laptops to enhance their ability to integrate technology into the curriculum and to maintain real time progress reporting so parents can keep abreast of their child's progress. The school has a computer available to any given child at any given time during the school day. Promethean Boards are available to all teachers.

In 2012-13 the school will be piloting a program to give all 9th grade students access to an Apple iPad for day-to-day instructional use. The pilot program was designed by the teachers of the 9th grade to focus in on areas including but not limited to: use of specific applications (apps) for instruction, paperless texts including e-readers for specific materials, research platforms, and other managerial software such as online homework and word processing. If the program is successful, as expected, the school has future plans to expand it to other grades and/or subject areas.

A new facility was completed and opened in 2011. The facility houses a K-12 library, two computer labs, a counseling center, distance learning facility, special education center, greenhouse and a video studio. The facility includes brand new furniture, computers, hand-held readers, and video equipment for student use. Furthermore the school modified an existing practice gymnasium into a "Fitness Center of the Future" which includes modern video Wii Fit and other computer gaming, alongside of traditional free weights and cardiovascular equipment. The facility has the ability to engage an entire class on the video consuls or provide individual fitness gaming for students. The school held two grand openings, one for the Library Media Center and the other for the Fitness Center which were open to the public, students, and their parents.

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

Having students come to school and learn in a positive and modern environment is the key to successful education. Over the last 13 years the school has gone from renting facilities in local churches and synagogues to a state-of-the-art facility. Over the course of the last five years, the school has added a three story middle school annex, playground, outdoor classroom, a three story library media center, television studio, three dimensional design lab, fitness center, and parking facilities which accommodate the large amount of parents who are involved in the school. With hands on learning and technology as a cornerstone to our school's mission, it was essential that each new facility be wired with the most up-to-date technology and leave plenty of room for students to work and display their success. Having students come to school in a state-of-the-art facility both inside and out continues to be the goal of MaST Charter School. At the current location, the school has filled the property to capacity and currently is unable to expand at the existing address. The school does wish to replicate its model in Philadelphia or surrounding school districts in the future.

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

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

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

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

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

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

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

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

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

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

This year staff were vaccinated for the Flu virus (if requested) on school grounds.

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

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

- Wellness Policy
- Request for Reimbursement 2012

## Current School Insurance Coverage Policies and Programs

The school provides a Keystone/Blue Cross Health Plan, Worker's Compensation, General Liability, Corporate Officers Errors and Omissions, and contents insurance, wage continuation, and life insurance.

## Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD 2012

## SECTION IX. ADMINISTRATIVE NEEDS

### Quality of Teaching and Other Staff

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

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

MaST has not experienced an inordinate amount of instructional staff turnover, particularly in its last few operational years. Based upon exit interviews and surveys, the chief reasons for leaving MaST are salary (i.e. higher public school salary), relocation (teacher moving away from the area) and family (choose to stay home with children after maternity leave). Teachers remain at MaST because of the overall quality of the school: its facility, students, community, personnel, educational programming, and resources.

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

The PDE 414 is attached.

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

## Quality of Teaching and Other Staff - Attachments

- PDE 414 2012 1
- PDE 414 2012 2
- HQT 2012
- HQT 2011-12\*

## Student Enrollment

MaST adheres to the State Law that requires open admission to all residents of Philadelphia by lottery. The CEO conducts the application process and the lottery with the oversight of the Parent Liaison Committee along with the Parent Volunteers. Completed applications are accepted until March with the lottery held by the parent volunteers with administrative oversight in March. The lottery is a public event; all are welcome. Parents of prospective students are asked to pull student names out of "hat". Names are then recorded according to available spaces. Those whom the school cannot accommodate due to space are placed on a waiting list each year. New students entering into the school are mainly in the Kindergarten due to the large number of open slots, followed by the 5th grade in which a new homeroom class is added each year. Kindergarten students must be five years old on or before September 1st. MaST has an enrollment that is very stable. As of June 2012, MaST had 1268 students enrolled in 45 classes averaging 25 students per classroom teacher. This places MaST right on target with its current student/teacher ratio goal of 25:1.

A majority of the students who choose to leave the school do so mostly during the transition from 8th grade into High School. MaST has averaged well under 30 student withdraws a year. Drawing upon exit interviews and comments made by a small percentage of students who choose not to return to MaST, the following reasons were most often offered: (1) relocation (2) inconvenience (getting to the school) (3) extra-curricular concentration. MaST does offer extra curricular activities and students are informed that they can participate in those not offered at MaST but at their local public school.

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

During the 2011-12 School Year:

Over 2,000 students applied

125 Students were accepted into grades K and 5 respective to space

Over 2,000 students were wait-listed in the lottery

97 graduated from MaST; 99% graduation rate

1 Student was expelled

14 students transferred

Students with disabilities have also been included in admissions. Special needs students are not identified prior to the lottery. The school's lottery system is based solely on a student's grade placement and students are admitted based on their position in the lottery. For the 2012-13 school year 108, new kindergartners and 27 new fifth graders were admitted through the lottery.

## **Student Enrollment - Attachments**

- Admissions Policy
- Enrollment Application 2012

## **Transportation**

MaST Community Charter School's transportation program consists of 18 yellow school buses, which transport our 1st through 8th grade, within the city limits. Out-of-county students are transported by their perspective districts. Our 9th through 12th grade student transportation consists of four public transportation buses (SEPTA) that provide service to and from the entrance of the school. Students attending MaST from outside the Philadelphia School District are bused in by their home district.

The buses are wheelchair accessible and special seating is provided, when necessary. Door-to-door service has been provided, when necessary. We have four vehicles to assist with the transportation of students to field trips and extra curricular activities.

## **Food Service Program**

Our food service for the 2011/12 school year was provided by Nutrition Group, Inc. Our students receive breakfast as well as lunch. The school lunch program offers a wholesome and well-balanced meal that contains meat or a meat alternative, vegetable or fruit or both, a bread item and milk. Breakfast includes milk, fruit or vegetable, bread items and/or meat or meat alternative. The school participates in the Free and Reduced Lunch/Breakfast Program. Students enrolled account for approximately 34% of the student population. Menu's are posted monthly in the school calendar and website. Special accommodations are made for students with food allergies.

## **Student Conduct**

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

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

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

The Family Handbook, Special Education Manual, and the MaST Community Charter School Policy and Procedures Manual clearly spell out a student's right to due process under the law. A copy of the Family Handbook is sent home for review and parent/student signature each school year. Additional copies are placed in the library and available on the school website. In addition, the administrative team conducts assemblies to go over over specific policies (anti-bullying, internet use, illicit drugs, weapons, etc.) to begin the school year.

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

## **Student Conduct - Attachment**

- Code of Conduct

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2013

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

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2012 - 2013 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

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

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

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

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

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

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

**Name:** John Swoyer   **Title:** Mr.  
**Phone:** 267 348 1100   **Fax:** 267 348 1217  
**E-mail:** jswoyer@mastccs.org

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*Signature of the Chief Executive Officer and Date*

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

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

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

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

**Name:** David Fitzpatrick   **Title:** Mr.  
**Phone:** 267 348 1100   **Fax:** 267 348 1217  
**E-mail:** dfitzpatrick@mastccs.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- Signatures Page 2012
- Signatures Page 2 2012