

## **MARIANA BRACETTI ACADEMY CS**

1840 Torresdale Ave

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

All students draw upon their passion, motivation and life experience to become independent, adaptive problem solvers, powerful thinkers, effective communicators, and meaningful contributors to the larger community. Our school community is committed to leveraging every resource to ensure all students are prepared for college and career success.

### **VISION STATEMENT**

MBA actively encourages excellence for all students. We strive to create a scholastic environment that nurtures as it challenges; one that openly welcomes students, teachers, families and community members. We do this with the clear understanding that we are laying the foundation of a life-long learning process that will see our students mastering the academic rigors of college and enjoying gainful employment in the workplace of tomorrow.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

MBA actively encourages excellence for all students. We strive to create a scholastic environment that nurtures as it challenges; one that openly welcomes students, teachers, families and community members. We do this with the clear understanding that we are laying the foundation of a life-long learning process that will see our students mastering the academic rigors of college and enjoying gainful employment in the workplace of tomorrow.

### **STAFF**

At MBACS, instructional staff, administrators, and support staff focus on implementing our mission of providing a learning environment that encourages excellence. In order to fully serve our students and families, staff members focus on knowing their students— both academically and personally. We believe learning is an active process that requires collaboration, reflection and adjustment. Similarly, we believe we can maximize student learning when instruction is differentiated according to learners' interests, preferences, strengths and prior knowledge. MBACS staff push learners beyond their comfort zone, to consider alternative points of view, and deepen their understanding and knowledge by consistently assessing, providing feedback on and monitoring students' academic progress. Additionally, staff members encourage learners to reflect and revise in order to improve and produce quality work. It is our belief that failure to reach an academic target is only evidence that students have not yet found the right learning strategy. Finally, serving as models for our students, staff continually reflect on their effectiveness and seek out professional learning opportunities that help them further reach their professional goals. To guide our work, MBACS staff share the following learning principles:

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

## **ADMINISTRATION**

At MBACS, our administrative team works to ensure students and families are provided a free and fair public education (FAPE), and high quality services to which they are entitled to under the laws of federal, state, and local governments, as well as an educational experience that nurtures as it challenges. In order to accomplish this, our administrative team will recruit, hire, and retain a highly qualified teaching staff, as well as support staff and service providers that are talented and competent. Together, they partner with students, teachers, families, and community members to ensure the school actively works to fulfill its mission.

## **PARENTS**

The families of students at MBACS work in partnership with school staff to ensure students thrive academically, socially, emotionally and physically. Through active communication with school staff, conferences, family events, and community-based partnerships, staff work with families to support student learning, social-emotional development, and physical health. It is our collective work and goal to ensure students reach their highest potential. As partners, we ensure that students are safe, attend school daily, have access to a range of learning opportunities both inside and outside the classroom, and receive regular support.

## **COMMUNITY**

At MBACS, we believe that strong community partnerships benefit both students and families. As we work to develop and preserve our community partnerships, we do so with the intention to: support and ease school transitions, improve attendance, provide information and access to family-based services, facilitate access to a range of extracurricular opportunities, and provide professional learning experiences for staff that assist in new approaches to teaching and student support.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Angela Villani	Administrator	District Level
Jana Somma	Administrator	District Level
Adrienne Davids	Administrator	Elementary Academy
Andrew Boglioli	Administrator	Junior Academy
Kristen Craig	Administrator	Elementary Academy
David November	Administrator	K-12
Marcia DeSalvo	Administrator	Senior Academy
Arlene Holtz	Board Member	District Level
Jorge Santiago	Board Member	District Level
Jenee Chizick	Board Member	District Level
Ana-Rita Mayol	Board Member	District Level
Ansil Melendez	Parent	District Level
Maylin Santiago	Parent	District Level

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Heidi Dunn	Teacher	Elementary Academy
Amy Bradley	Teacher	Junior Academy
Veronica Howell	Teacher	Senior Academy
Caitlin Regan	Teacher	Senior Academy
Kate Dawes	Staff Member	Elementary Academy
Carla Keyser	Administrator	District Level
Bryony Kay	Staff Member	District Level
Caitlin Stahlhut	Staff Member	K-12 ESOL
Khristy Herbert	Staff Member	K-12 Special Education
Victor Gonzalez	Staff Member	District Level
Una McQuaile	Staff Member	Senior Academy
Judi Palmer	Staff Member	Elementary Academy
Tara Smith	Board Member	District Level
David Skronowski	Administrator	Junior Academy
Tony Alvarez	Administrator	District Level

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Celeste Hagerty	Board Member	District Level
Brian Foley	Board Member	District Level
Malaya Combs	Student	Senior Academy
Emily Orodener	Staff Member	Special Education

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>After educating our students for over a year out of the school building, we are focusing our efforts on reimagining, reviewing and re-establishing school wide expectations, norms, and practices as it relates to the social, emotional, and academic needs of our students. To meet this challenge, our focus for the 2021-22 school year is to provide opportunities and space for students to safely reconnect with the school community and school experience. We know the impact and benefits of a positive school environment, where all students are welcomed, supported and feel safe. This climate is one where academic gains will occur. Moreover, we have committed ourselves to creating a school centered in antiracism. We believe if our procedures are equitable and relationships are aligned with the goals of supporting students in their authentic learning and being respectful of all individuals, then student needs will be met. To meet this need we are working with two outside expert consultants who will perform an equity audit beginning in September of 2021. Additionally, our Diversity, Equity, and Inclusion committee is working to update curriculum to make sure it is culturally responsive and meets the diverse needs of our learners. This began in 2016, and changes have been made in every curriculum area, K-12.</p>	School climate and culture
<p>To meet the goal of eliminating chronic absence, the following root causes need to be addressed: Deficit academic skills leading to avoidance of instruction Challenges (physical, socioeconomic, psychological, emotional) that impact a student's ability to get to school on-time or attenda Effective communication with students and families about the impact attendance has on student future success.</p>	Regular Attendance

## ACTION PLAN AND STEPS

### Evidence-based Strategy

(Multi-Tiered Support)

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Culture and Climate

Redesign and increase multi-tiered system of supports (MTSS) available to students and families at MBACS to mitigate the emotional, social, physical and academic impacts of the COVID-19 pandemic through June of 2023.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Use of Summer School programming to mitigate learning loss. Hiring and training of 18 MTSS support staff to assist classroom and special education/ELL teachers in grades K-7.

2021-08-16 -  
2025-06-13

Jana Somma,  
Principal  
Marcia  
DeSalvo,  
Director of  
Teaching &  
Learning

Professional Learning 8/16-8/20 (All new teachers and MTSS Support Staff)  
Professional Learning 8/23-8/27 (all staff) MTSS Induction Program PA Paraprofessional Certification materials and schedule of events Federal Funds will be utilized for MTSS Interventionists salaries (\$38K + Full Benefits) per calendar year. Federal funding utilized for summer programming 2020, 2021, and 2022.

Adding daily Mathematics WIN (What I Need) learning block for all K-5

2021-09-01 -

Jana Somma,

Mathematics manipulatives



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students and daily Learning Lab for all students Grades 6-12.	2023-06-14	Principal	and curriculum enrichment---acquired from Ready Mathematics and PA Core (Math). Pilot programs related to academic advising for Learning Lab students. Adjustments in K-5 and 6-12 schedule. Federal Funds will be utilized to bring in external PD for our extended mathematics programming and tiered interventions around Math WIN (iReady)
Continue partnership with Philadelphia Mental Health Center (PMHC) for MBACS students and families who have emotional and/or behavior challenges that may impede their ability to learn in a classroom/school setting. The PMHC School based team works with students, families, and school staff to help them succeed in school and across all settings. Interventions include: 1:1 Counseling, Group therapy, Behavioral therapy, and Classroom support & staff consultation. In addition, we've added an emotional and behavior support counselor to assist with ongoing behavior/emotional challenges.	2021-09-01 - 2023-06-14	Kelsey Green, School Counselor David Skronowski, School Counselor Khristy Herbert, Director of Special Education	Office Space within MBACS Parent Communication SAP Referral Process Use of federal funds for emotional/social support counselor. Regular Counselor Meetings Parent Cafe

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Jana Somma, Principal	

**Anticipated Outcome**  
 Accelerate learning gains, mitigate learning gaps, and provide support as students transition back to in person learning for the first time in 18M.

**Monitoring/Evaluation**  
 Achievement Team, Director of Special Education, Director of ELL and Deans through Student Data (Local and Statewide- PSSA/Keystone), Student/Family Surveys and teacher Feedback

**Evidence-based Strategy**  
 PBIS

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Our attendance goal for Mariana Bracetti Academy Charter School is that students will meet or exceed the Pennsylvania 2030 goal for regular regular attendance which is 94.1% of our students having regular attendance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Students receive recognition for perfect attendance each month, semester, and for the year. Recognition is in the form of individual recognition, whole class recognition, and schoolwide recognition.</p>	<p>2022-08-29 - 2025-06-13</p>	<p>Jana Somma, Principal            Andrew Boglioli, Assistant Principal, Junior Academy            David Carvalho, Dean of Students            Tony Alvarez, Dean, Dean of Students            Anaira Gomez, Attendance and Student Support Liaison            Ashley Serrano, Attendance and Student Support Liaison</p>	<p>Tracking daily attendance for all students            Setting up School/Family meetings of students with a pattern of absences to discuss:            Attendance problems            Family issues and concerns            School related issues and concerns            Parents may also be required to sign a Student Attendance Improvement Plan outlining the responsibilities of the school, parent and child            If the student continues with a pattern of absences, the family will receive a letter from the district attorney's office. The letter may include:            A request for a meeting with the Assistant District Attorney, the school and the family            The Assistant District Attorney will remind the parents of the possible legal consequences if the child does not attend school each and every day            Both parents and children may be referred to appropriate agencies for necessary services            Federal funds were used for salary and hiring purposes.</p>

**Anticipated Outcome**

Mariana Bracetti will meet the state attendance goal.

**Monitoring/Evaluation**

Assistant Principals and Deans (K-12)





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Redesign and increase multi-tiered system of supports (MTSS) available to students and families at MBACS to mitigate the emotional, social, physical and academic impacts of the COVID-19 pandemic through June of 2023. (Culture and Climate )	(Multi-Tiered Support	Use of Summer School programming to mitigate learning loss. Hiring and training of 18 MTSS support staff to assist classroom and special education/ELL teachers in grades K-7.	08/16/2021 - 06/13/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Our attendance goal for Mariana Bracetti Academy Charter School is that students will meet or exceed the Pennsylvania 2030 goal for regular regular attendance which is 94.1% of our students having regular attendance. (Regular Attendance)	PBIS	Students receive recognition for perfect attendance each month, semester, and for the year. Recognition is in the form of individual recognition, whole class recognition, and schoolwide recognition.	08/29/2022 - 06/13/2025

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Mathematics/Algebra all student group exceeds the standard demonstrating growth.

Our four year graduation cohort meets the 2030 State Goal.

Increase offerings and embedded SAT test prep support within our regular Mathematics and ELA curriculum program.

Routinely provide our students in-school opportunities to take college prep courses, as well as, register and take timed standardized prep tests.

Leveraging ESSER funds to secure Reading Horizons as a program in K - 5 to improve reading levels as well as hiring MTSS Interventionists to support RTI efforts to improve data ties into our mission to leverage every resource possible to achieve student success.

Kindergarten students, despite a virtual learning environment and challenges during a pandemic, outperformed the rest of the elementary students and 43% of them are ready for 1st grade literacy standards. This indicates that our program is aligned to PA Core Standards and being executed effectively.

### Challenges

For Regular Attendance, the all student group did not meet the performance target.

For English Language Growth and Attainment, The all student group did not meet interim goal/improvement target.

Our students continue to earn below-average SAT scores which limits both scholarship and college opportunities.

Students struggled to earn a passing score (3+) on AP examinations and were unable to earn college credit in 2021. 2022 scores are not yet available.

The overall reading data in grades 1 - 10 indicate instructional loss due to the pandemic (2020), and hybrid learning (2021).

Due to assessments taking place virtually, the validity of the data is questionable from 2020-21. The 2021-2022 allowed us to gather more valid and reliable measures of student reading levels as well as identify and begin to create targets plans related to student deficits. We did have hybrid learning taking place due to COVID-19 restrictions throughout the fall and winter, and as a result, spring data is our most reliable measure.

## Strengths

The adoption of rigorous, aligned curricular materials across all grade levels. This ensures students are receiving grade-level work that stretches their thinking and improves reading and writing skills as they move through the program.

The inclusion of two AP ELA courses, AP Language and Composition and AP Literature and Composition. Our ELA program is mapped backwards from these rigorous courses to ensure a high-quality program.

9th & 10th grade Study Island results indicate that we are well on our way to achieving the FRPI interim target for Keystone Algebra I.

Students in grades 3-12, while not meeting proficiency targets, regularly exceed the standard for growth in math across all grade levels, indicating progress towards proficiency.

We were able to secure a certified math teacher for second half of the 2021-22 school year.

A higher percentage of students in the 2020-21 10th grade cohort were projected to be proficient on the Keystone Exam, based on benchmark one results, than the students in the 2019-20 10th grade cohort.

We are able to offer more course offerings (electives) in science for our students which will allow for additional creation of science

## Challenges

Local data indicates that there has been instructional loss as a result of virtual/hybrid learning.

A member of the science team resigned at the start of the 2020.21 school year. We were unable to fill the position for the duration of the school year and had to adjust the students' and teacher schedules' to accommodate this lost position. We also leveraged a partnership with Brigham Young University to provide students with a virtual course offering, which was monitored closely by our staff. We were able to fill this position for the 2021-22 school year.

We struggle to close socioeconomic gaps for our students in relationship to outside learning opportunities. While we have been fortunate to develop community partnerships such as Summer Search, and Philadelphia Futures, these tend to serve a very specific population of socioeconomic disadvantaged students. We continue to search and develop partners who are willing to support all students.

Hybrid learning hurt our economically disadvantaged students who may not have had access to regular internet due to program lifts from the pandemic (internet was significantly discounted for families who qualified during the 2020-21 school year but this program was pulled back last September).

Hybrid learning hurt our special education students as well as,

## Strengths

background and general knowledge.

Additional staffing and redevelopment of our MTSS program will allow special education students to have access to will greater support for students both in the classroom (K-12) and during designed support times such as WIN (What I Need- K-5 only). Additionally a preserved enrichment block is available for 6-12 students 3X a week from 2:45-3:45.

During the 2021-22 school year we had three vacancies in our high school Sped department, fortunately, we were able to fill these vacancies for the 2022-23 school year.

Mariana Bracetti Academy provides personalized professional learning for all instructional staff, as well as support staff, counseling and administrative teams. Our unique professional learning model is designed each year based on instructional feedback, schoolwide goals and vision, research-based pedagogy and best practices for teaching and learning. It is collaborative in nature, and focused on student learning and support. Ultimately, our professional learning model demonstrates our commitment to students and families, our belief in lifelong learning and the need for continuous improvement.

At Mariana Bracetti our curriculum and instruction is aligned to Pennsylvania State Standards and vertically aligned throughout grades K-12. This alignment enables our students to be college

## Challenges

who benefitted immensely from the return to in-person learning. Despite numerous interventions and programs in place to assist during hybrid learning, we witnessed learning loss.

We continue to struggle to meet the Performance Standard for regular attendance. We firmly believe that when our students come to school—on-time and with consistency, they can make the academic gains we know they are capable of achieving. MBACS continues to promote and sustain a positive school environment where all students feel welcomed, supported, safe and able to reach their full potential.

While we have a high rate of retention among our staff, like many school districts around the country, we continue to struggle to fill positions in high-need areas like Mathematics, Science, and Special Education with quality candidates. The lack of consistency in these positions has certainly affected our state assessment proficiency scores, and overall growth.

**Strengths**

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and career-ready upon graduation.

At Mariana Bracetti, we continuously monitor the implementation of the school improvement plan and adjust as needed.

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**Most Notable Observations/Patterns**

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## Challenges

Discussion  
Point

Priority for Planning

For Regular Attendance, the all student group did not meet the performance target.

Due to assessments taking place virtually, the validity of the data is questionable from 2020-21. The 2021-2022 allowed us to gather more valid and reliable measures of student reading levels as well as identify and begin to create targets plans related to student deficits. We did have hybrid learning taking place due to COVID-19 restrictions throughout the fall and winter, and as a result, spring data is our most reliable measure.

Local data indicates that there has been instructional loss as a result of virtual/hybrid learning.

Our students continue to earn below-average SAT scores which limits both scholarship and college opportunities.

We continue to struggle to meet the Performance Standard for regular attendance. We firmly believe that when our students come to school—on-time and with consistency, they can make the academic gains we know they are capable of achieving. MBACS continues to promote and sustain a positive school environment where all students feel welcomed, supported, safe and able to reach their full potential.

Hybrid learning hurt our economically disadvantaged students who may not have had access to regular internet due to program lifts from the pandemic (internet was significantly discounted for families who qualified during the 2020-21 school year but this program was pulled back last September).

## ADDENDUM B: ACTION PLAN

### Action Plan: (Multi-Tiered Support

Action Steps	Anticipated Start/Completion Date	
Use of Summer School programming to mitigate learning loss. Hiring and training of 18 MTSS support staff to assist classroom and special education/ELL teachers in grades K-7.	08/16/2021 - 06/13/2025	
Monitoring/Evaluation	Anticipated Output	
Achievement Team, Director of Special Education, Director of ELL and Deans through Student Data (Local and Statewide- PSSA/Keystone), Student/Family Surveys and teacher Feedback	Accelerate learning gains, mitigate learning gaps, and provide support as students transition back to in person learning for the first time in 18M.	
Material/Resources/Supports Needed	PD Step	Comm Step
rofessional Learning 8/16-8/20 (All new teachers and MTSS Support Staff) Professional Learning 8/23-8/27 (all staff) MTSS Induction Program PA Paraprofessional Certification materials and schedule of events Federal Funds will be utilized for MTSS Interventionists salaries (\$38K + Full Benefits) per calendar year. Federal funding utilized for summer programming 2020, 2021, and 2022.	yes	no

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**Action Steps****Anticipated Start/Completion Date**

Adding daily Mathematics WIN (What I Need) learning block for all K-5 students and daily Learning Lab for all students Grades 6-12.

09/01/2021 - 06/14/2023

**Monitoring/Evaluation****Anticipated Output**

Achievement Team, Director of Special Education, Director of ELL and Deans through Student Data (Local and Statewide- PSSA/Keystone), Student/Family Surveys and teacher Feedback

Accelerate learning gains, mitigate learning gaps, and provide support as students transition back to in person learning for the first time in 18M.

**Material/Resources/Supports Needed**

**PD Step**   **Comm Step**

Mathematics manipulatives and curriculum enrichment--- acquired from Ready Mathematics and PA Core (Math). Pilot programs related to academic advising for Learning Lab students. Adjustments in K-5 and 6-12 schedule. Federal Funds will be utilized to bring in external PD for our extended mathematics programming and tiered interventions around Math WIN (iReady)

no   yes



**Action Steps****Anticipated Start/Completion Date**

Continue partnership with Philadelphia Mental Health Center (PMHC) for MBACS students and families who have emotional and/or behavior challenges that may impede their ability to learn in a classroom/school setting. The PMHC School based team works with students, families, and school staff to help them succeed in school and across all settings. Interventions include: 1:1 Counseling, Group therapy, Behavioral therapy, and Classroom support & staff consultation. In addition, we've added an emotional and behavior support counselor to assist with ongoing behavior/emotional challenges.

09/01/2021 - 06/14/2023

**Monitoring/Evaluation****Anticipated Output**

Achievement Team, Director of Special Education, Director of ELL and Deans through Student Data (Local and Statewide- PSSA/Keystone), Student/Family Surveys and teacher Feedback

Accelerate learning gains, mitigate learning gaps, and provide support as students transition back to in person learning for the first time in 18M.

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Office Space within MBACS Parent Communication SAP Referral Process Use of federal funds for emotional/social support counselor. Regular Counselor Meetings Parent Cafe

no      yes





**Action Plan: PBIS**

Action Steps	Anticipated Start/Completion Date
Students receive recognition for perfect attendance each month, semester, and for the year. Recognition is in the form of individual recognition, whole class recognition, and schoolwide recognition.	08/29/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
Assistant Principals and Deans (K-12)	Mariana Bracetti will meet the state attendance goal.

Material/Resources/Supports Needed	PD Step	Comm Step
Tracking daily attendance for all students Setting up School/Family meetings of students with a pattern of absences to discuss: Attendance problems Family issues and concerns School related issues and concerns Parents may also be required to sign a Student Attendance Improvement Plan outlining the responsibilities of the school, parent and child If the student continues with a pattern of absences, the family will receive a letter from the district attorney's office. The letter may include: A request for a meeting with the Assistant District Attorney, the school and the family The Assistant District Attorney will remind the parents of the possible legal consequences if the child does not attend school each and every day Both parents and children may be referred to appropriate agencies for necessary services Federal funds were used for salary and hiring purposes.	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Redesign and increase multi-tiered system of supports (MTSS) available to students and families at MBACS to mitigate the emotional, social, physical and academic impacts of the COVID-19 pandemic through June of 2023. (Culture and Climate )</p>	<p>(Multi-Tiered Support</p>	<p>Use of Summer School programming to mitigate learning loss. Hiring and training of 18 MTSS support staff to assist classroom and special education/ELL teachers in grades K-7.</p>	<p>08/16/2021 - 06/13/2025</p>
<p>Our attendance goal for Mariana Bracetti Academy Charter School is that students will meet or exceed the Pennsylvania 2030 goal for regular regular attendance which is 94.1% of our students having regular attendance. (Regular Attendance)</p>	<p>PBIS</p>	<p>Students receive recognition for perfect attendance each month, semester, and for the year. Recognition is in the form of</p>	<p>08/29/2022 - 06/13/2025</p>

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

individual recognition, whole class recognition, and schoolwide recognition.

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## PROFESSIONAL DEVELOPMENT PLANS

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

MTSS Professional Learning, 2022-23 School Year

All New Teachers and Multi-tiered Support Staff

Cooperative Learning Creating a Tech-Rich Classroom Student Support and Interventions Creating an Achievement-Focused Classroom The Science of Reading Classroom Management

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Completion of action plans and PD Evaluations, Creating MTSS based teams

08/16/2021 - 06/14/2023

Kristen Craig, Assistant Principal K-2 Adrienne Davids, Assistant Principal 3-5

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

4d: Participating in a Professional Community

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

The Science of Reading PLC

ALL MTSS and Elementary School  
Teachers

The Science of Reading, Reading Horizons  
Program

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Ability to use Reading Horizons program within small group  
intervention support

09/01/2021 - 06/14/2023

Kristen Craig, Assistant Principal

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

3c: Engaging Students in Learning

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

PBIS: Student Support and Interventions

All teachers/MTSS

Student Behavior Support Systems and Interventions,  
Student Learning/Behavioral Goals, Peer Mentoring  
Program

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Use of point system and attendance related  
programs

08/27/2021 - 06/14/2023

Tony Alvarez, Dean of Students David Carvalho,  
Dean of Students

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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2b: Establishing a Culture for Learning

Teaching Diverse Learners in an Inclusive Setting

2d: Managing Student Behavior

3c: Engaging Students in Learning

2c: Managing Classroom Procedures

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Redesign and increase multi-tiered system of supports (MTSS) available to students and families at MBACS to mitigate the emotional, social, physical and academic impacts of the COVID-19 pandemic through June of 2023. (Culture and Climate )	(Multi-Tiered Support	Adding daily Mathematics WIN (What I Need) learning block for all K-5 students and daily Learning Lab for all students Grades 6-12.	2021-09-01 - 2023-06-14
Redesign and increase multi-tiered system of supports (MTSS) available to students and families at MBACS to mitigate the emotional, social, physical and academic impacts of the COVID-19 pandemic through June of 2023. (Culture and Climate )	(Multi-Tiered Support	Continue partnership with Philadelphia Mental Health Center (PMHC) for MBACS students and families who have emotional and/or behavior challenges that may impede their ability to learn in a classroom/school	2021-09-01 - 2023-06-14

**Measurable Goals**

**Action Plan Name**

**Communication Step**

**Anticipated Timeline**

setting. The PMHC School based team works with students, families, and school staff to help them succeed in school and across all settings. Interventions include: 1:1 Counseling, Group therapy, Behavioral therapy, and Classroom support & staff consultation. In addition, we've added an emotional and behavior support counselor to assist with ongoing behavior/emotional challenges.

Our attendance goal for Mariana Bracetti Academy Charter School is that students will

PBIS

Students receive

2022-08-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
meet or exceed the Pennsylvania 2030 goal for regular regular attendance which is 94.1% of our students having regular attendance. (Regular Attendance)		recognition for perfect attendance each month, semester, and for the year. Recognition is in the form of individual recognition, whole class recognition, and schoolwide recognition.	29 - 2025-06-13

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## COMMUNICATIONS PLAN

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Family Communication	Parents & Guardians	Parents will be informed of their child's direct MTSS support within the classrooms, MTSS will also make regular parent contact and document these conversations about student progress and growth into our data management system, PowerSchool. We want parents to recognize MTSS as an additional layer of support both academically, emotionally, and socially for students.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/29/2022 - 06/14/2023	Beginning of the year	Email Email

<b>Lead Person/Position</b>
Kristen Craig, Assistant Principal Adrienne Davids, Assistant Principal

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Project Go Parent Letter	Parents are notified of our partnership with Project Go.	Attendance expectations and adjustments needs for family, and/or required family meeting schedule

Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/14/2023	As needed	Letter Posting on district website Other

**Lead Person/Position**

Andrew Boglioli, Assistant Principal Anaira Gomez, Attendance and Student Support Liaison Ashley Serrano, Attendance and Student Support Liaison

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Communication Step	Audience	Topics/Message of Communication
Partnership with PMHC	Parents are notified of our partnership and coordinated program efforts with PMPHC.	PMHC Referral Process PMHC Services

Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/14/0023	Beginning of year	Letter Presentation Email

**Lead Person/Position**

Kelsey Green, School Counselor Dave Skronowski, School Counsel

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Student Interventions and Supports

Teachers, Students, Family

Student Attendance Goals and Reward Systems

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

08/29/2022 - 06/14/2023

Monthly/Quarterly

Letter  
Email  
Other

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**Lead Person/Position**

Tony Alvarez, Dean of Students, David Carvalho, Dean of Students

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff Communication: New Teacher/Returning Teacher Professional Development	Review Comprehensive Plan with Staff with special emphasis on goal-setting, FRPI information and targets, and internal data review.	Academy Meetings/All-Staff Meeting	All Instructional Staff	8/23/2022
Staff Communication: Benchmark Scheduling	Review Benchmark Schedules and Calendars	Curriculum Team Meetings	Curriculum Teams (ELA K-2, ELA 3-8, ELA 9-12, Math K-2, Math 3-8, Math 9-12, Science K-8, Science 9-12, Social Studies 3-12, ESL K-12, SPED K-12, Expressive Arts K-12)	Ongoing during 2022-23 School Year
Curriculum Team Data Analysis Sessions	K-12 Data Warehouses (by academy and content area) Data Analysis & Action Plans Responsive Lesson Planning	Professional Development Sessions/Curriculum Teams	Curriculum Teams (ELA K-2, ELA 3-8, ELA 9-12, Math K-2, Math 3-8, Math 9-12, Science K-8, Science 9-12, Social Studies 3-12, ESL K-12, SPED K-12, Expressive Arts K-12)	Ongoing during 2022-23 School Year
Family Communication	Highlight strategic academic goals for students this year as we work to accelerate	Beginning of Year Student Orientations School Communication Back to School	Students and Families	Ongoing during 2022-23

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
	learning.	Night Family-Teacher Conferences Routine Check-in Conferences		School Year

