

Mariana Bracetti Academy CS

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

1840 Torresdale Ave
Philadelphia, PA 19124
(215)291-4436

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Angela Villani
Date of Local Chartering School Board/PDE Approval:	7/1/2014
Length of Charter:	five years
Opening Date:	8/26/2014
Grade Level:	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Hours of Operation:	8:10AM - 3:30PM
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	80
Student/Teacher Ratio:	25:1
Student Waiting List:	1902
Attendance Rate/Percentage:	91.80 %
Enrollment:	1155
Per Pupil Subsidy:	\$ 7,914.00 for Regular Education students and \$23,174.00 for Special Education students
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	208

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.08
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	19.74
Hispanic	76.71
White (Non-Hispanic)	2.26
Multicultural	1.21

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	187.00	190.00	190.00	190.00
Instructional Hours	0.00	0.00	900.00	1081.00	1081.00	1081.00

Planning Process

In the fall of 2017 our planning team met to review and evaluate our newly reorganized grades K-12 Charter School. In 2014, Mariana Bracetti's charter was amended to allow Mariana Bracetti to add grades K-5 to our current grades 6-12 configuration. The first year after approval, Mariana Bracetti added grades K-2. An additional grade was added each subsequent year. In 2017, Mariana Bracetti went from being a middle school and high school, to being a full K-12 school. Our school achievement team, parents, board members, school leaders and teachers set out to evaluate our school expansion and to ensure that each of our students was achieving at the highest level. Under the leadership of our principal and our elementary principal, new elementary grade level curriculum was developed and aligned to PA Core Standards. Our senior academy assistant principal, lead the revision process for developing and updating high school level curriculum. Our core courses and non-core core courses are fully aligned grades K-12. Our ASCD consultant reviewed and approved our curriculum plan. This is the first year of full K-12 implementation.

Our principal and the board of directors are responsible for providing the resources needed to implement this exciting new program.

The Planning Team:

- Has lead the transition from a middle and high school to a full K-12 school
- Ensured that every teacher is provided a guaranteed curriculum that is PA core standards aligned and K-12 aligned
- Allocated resources to ensure fidelity of implementation
- Created an additional assistant principal position in order to provide each grade band their own assistant principal
- Developed an ongoing plan to realign our staff each year to achieve optimum utilization of human resources as our school expands
- Added the position of Social Worker to strengthen family relationships and to support families with outside resources
- Realigned counseling staff to support the elementary, middle and high school level students

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 pupils mastering the academic rigors of college and enjoying gainful employment in the workplace of tomorrow.

MBA will strive to do the following:

- Help students to fully develop their intellectual capabilities. We will intensively address learning needs such as below-grade-level development in language arts, math and science.
- Help students develop the foundational characteristics of strong leaders, including self-confidence, personal responsibility, and the understanding that effort determines success.
- Ensure that all of our students graduate. They will be prepared to matriculate to college successfully.

The values our students will learn, adopt, and promote:

- Effort determines how successful students become.
- Initial failure to reach an academic target is only evidence that students have not yet found the right learning strategy. It is not evidence of some innate deficiency.
- Learning processes can be managed to help students ultimately become self-directed learners. We will help each other reach learning goals. This is the essence of being part of a learning community.

- Personal responsibility, discipline and personal choice are important tools to manage behavior and outside influences.
- Mariana Bracetti Academy has become the place that North Philadelphia parents choose when they want their children to reach their highest potential. When students are ready for success, MBA is ready to meet their needs.

Shared Values

Mariana Bracetti Academy Charter School

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.

Educational Community

Mariana Bracetti Academy Charter School serves a high poverty, urban community whose children are at risk for academic failure. One hundred percent of our students receive free lunch. The student body is composed of 77% Hispanic students, 20% African American students, 1% Multi-Racial students, and 2% White students. Seventeen percent of our student body receives special education services and 9% are English language learners.

The success of the educational program at MBACS is evident in the percentage of high school graduates enrolling in post-secondary educational programs. For the class of 2018, 91% of students were admitted to a 2 or 4 year post-secondary educational program after graduation as compared with only 48% of students in other charters and 25% in neighborhood schools. Additionally, the class of 2018 received over \$4.2 million dollars in scholarship funding for higher education.

In July of 2014, Mariana Bracetti was granted an expanded charter to serve the needs of K-12 students. During the 2014-2015 school year, Mariana Bracetti enrolled our first elementary students into kindergarten, first and second grade. An additional grade has been added in each subsequent year. The 2017-2018 school year was MBA's first year as a full K-12 school. To ensure that students receive a rigorous education, K-12 curriculum is aligned with our elementary, middle and high school and mapped to Pennsylvania Core Standards. Resources have been provided to ensure integrity of implementation.

Mariana Bracetti is recognized as an asset to our neighborhood and continues to rate highly on local and national measures. Our high school was recognized by The US News and World Report annual ranking of high schools as a Bronze Level High School. The School District of Philadelphia has also recognized Mariana Bracetti as a Peer Leader in both our Middle and High schools.

Our students have numerous opportunities to demonstrate high achievement and success both in and outside of Mariana Bracetti. Qualified students at Mariana Bracetti have the option to take advanced courses in each of the four core areas. Students may enroll in AP courses or courses at the Philadelphia Community College for advanced credit. Community partnerships enhance the learning opportunities for our students. MBA students earned a STEM award and received recognition by the Philadelphia Water Department for development of an underwater drone used to evaluate local streams and waterways. MBA students have the opportunity to participate in local and international leadership programs through the Summer Search program. Eat.Right.Now is a nutrition awareness program for elementary and middle students provided by Drexel University. Middle and High school level students are invited to join "Beat the Streets," a wrestling program with a focus on self discipline and character development. Mariana Bracetti students have participated in and placed in The George Washington Carver Science Fair and have moved on to and placed in the Delaware Valley Science Fair.

MBA students contribute to our community by supporting important causes. In the last 13 years, students have raised over \$28,000 by collecting pennies for patients. High school students are required to complete 60 hours of community service outside of Mariana Bracetti prior to graduation.

Parents are welcomed by the MBA community. Our monthly Parent Cafe allows parents to collaborate with other parents to improve the school community and support their child/children as they matriculate through school. MBA's Reading Festival for elementary students consists of a potluck dinner, reading carnival, and reading camp-in. Under the direction of our ESL coordinator, MBA high school students run the festival activities and act as reading mentors for our elementary students. Family nights center around pumpkin carving and the winter holidays as parents join their children in an evening family craft activity. Parents also actively participate in Back to School Night and quarterly parent conferences.

MBACS's governance is remarkably stable. Our current School Board President has been with Mariana Bracetti since 2009. She has held the position of President since 2011. The school has consistently received unqualified audit opinions on its financial statements, and today maintains sufficient reserves to meet operating expenses for more than two months.

Board of Trustees

Name	Office	Address	Phone	Email
Jenee Chizick	Secretary	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Tracy-Elizabeth Clay	Vice President	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Celestine Hagerty	Member	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Arlene Holtz	President	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	aholtz@mbacs.org
Ana-Rita Mayol	Member	1840 Torresdale Ave, Philadelphia PA 19124	215-261-4436	contact@mbacs.org
Ansil Melendez	Member	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Aisling Murphy	Member	1840 Torresdale Ave, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Carrie Nase-Poust	Member	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Jorge Santiago	Treasurer	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org

Tara Smith	Member	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	contact@mbacs.org
Angela Villani	CEO	1840 Torresdale Avenue, Philadelphia, PA 19124	215-291-4436	villani@mbacs.org

Board of Trustees Professional Development

As specified in Act No. 1997-22 of the General Assembly of the Commonwealth of Pennsylvania known as the "Charter School Law." The essential function of the Board is policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel, and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals.

According to the Board's bylaws, a quorum of majority of the Trustees then in office is required for the conduct of business. When a quorum is present at a meeting of the Board of Trustees, a majority of the quorum voting shall decide any action item. All meetings of the Board of Trustees of the Charter School where actions are formally presented for approval are held as public meetings as described in the Sunshine Act, 65 P.S. 271, et seq., Act of July 3, 1986, P.L. 388, as amended (the "Sunshine Act"). Public notices of all meetings are provided 24 hours prior to any meeting.

The Board of Trustees also holds an annual retreat where it reviews current policies, bylaws, and charter law to ensure it acts in accordance with all. At the annual retreat, specialists are retained to provide professional development as well as the bulk of professional development being provided by the CEO and the administrative team.

Governance and Management

Mariana Bracetti's Board of Trustees provides effective stewardship and oversight of the school. Members of the Governing Board possess knowledge of the school and its students. Board members utilize detailed information to create policy in regards to school's finances, academics, and operations. Board members are able to articulate specific challenges facing students, such as a situation in which a student was involved in a neighborhood conflict. School leaders have weekly telephone calls with Board members to discuss the school's occasional challenges (i.e., water main leak) and successes (i.e., recognition of our robotics team for development of their underwater drone). The Board of Directors provides ongoing support with budgeting, discipline, and financial management. The Board also approves decisions involving student expulsion, staff hiring and terminations, and curriculum changes. The Board

of Trustees meets monthly and receives updates on finances, student discipline issues, and academic progress.

The Board of Trustees receives monthly financial statements from their accounting firm, Santilli & Thomson that they review in monthly meetings. Board members closely monitor monthly budgets and must approve budget changes.

Central to the charter school concept is the balance between autonomy and accountability. Mariana Bracetti's Board of Trustees understand the emphasis placed on results-based accountability and the importance of producing positive outcomes.

The charter school renewal process gives charter operators and our Board of Trustees an opportunity to present evidence regarding Mariana Bracetti's performance over the term of the charter. The renewal application allows each charter school the opportunity to provide evidence that the school is fiscally sound and compliant and that the academic program is successful. It also gives a school the chance to examine its progress toward meeting its mission, goals, and objectives, assess its strengths and needs, and plan its course for the future. Renewal is a process to highlight successes and build upon growth, to correct mistakes, and to set the course for the next charter term.

Student Enrollment

According to Mariana Bracetti School Board Policy, the following information must be documented prior to allowing a student enroll in school.

- Proof of the child's age
- Immunizations required by law
- Proof of residency (an addendum is written in regard to homeless children)
- Parent Registration Statement - A sworn statement attesting whether a student has been suspended or expelled for offenses involving drug, alcohol, weapons, infliction of injury or violence on school property. The Charter School may not delay or deny a child's school enrollment based on this information.
- Home Language Survey

Documents which may be requested but not as a condition of enrollment.

- Registration Form
- Documentation from other sources

- Student education records
- Disciplinary records

Prohibited Requests - Items that may not be requested for residency requirements.

- Court orders or custody agreements
- Students living with a resident adult other than a parent
- Foster children
- Non resident children living in facilities or institutions
- Emancipated minors
- Homeless students
- Pre-adoptive and adoptive students

Other Issues Related to Enrollment

- Address Confidentiality Program may be used to enroll a student
- Age - student may register until graduation or until the end of the term in which they turn 21
- Children and families with limited language proficiency will be provided translation and interpretation services

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- Lottery and Enrollment Policies and Procedures.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2013	1209	1157	3	Moving out of District/out of State	16
2012	1244	1136	8	Moving out of District/out of State	29
2011	1117	1027	21	Moving out of District/out of State	32
2010	1117	1038	14	Moving out of District/out of State	49

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014	47	47	75				82	195	183	202	181	153	123
2013							183	194	186	179	171	149	148
2012							168	188	205	209	175	174	125
2011							121	196	186	189	174	146	105
2010							166	183	190	214	152	114	95

Stakeholder Involvement

Name	Role
Renee Bernek	Elementary School Teacher - Regular Education
Andrew Boglioli	Administrator
Andrew Boglioli	Academic Recovery Liaison

Amy Bradley	Middle School Teacher - Regular Education
Jenee Chizick	Community Representative
Kristen Craig	Student Curriculum Director/Specialist
Adrienne Davids	Administrator
Khristina Herbert	High School Teacher - Special Education
Arlene Holtz	Board Member
Bryony Kay	Ed Specialist - School Psychologist
Tara Kelly	Elementary School Teacher - Special Education
Carla Keyser	High School Teacher - Regular Education
Ellen McGrath	High School Teacher - Regular Education
Ansil Melendez	Parent
Carrie Nase-Poust	Business Representative
David November	Administrator
Michael Prusinowski	Middle School Teacher - Special Education
Aida Ruiz	Parent
Jorge Santiago Aviles	Community Representative
David Skowronski	Ed Specialist - School Counselor
Tara L. Smith	Business Representative
Lynn Smith	Elementary School Teacher - Regular Education
Jana Somma	Building Principal
Jana Somma	Academic Recovery Liaison
Caitlin Stahlhut	Student Curriculum Director/Specialist
Angela Villani	Administrator
Mary Jo Witkowski-Smith	Administrator
Varty Yeremian	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

In order to ensure our curriculum is goal-oriented and vertically aligned, a process was put in place to review and purchase classroom materials that meet PA Core Curriculum Standards. With the curriculum frameworks in place, our assistant principals and curriculum coordinators worked together to draft scope and sequence guides for each course that clearly identified the standards, enduring understandings, essential questions, knowledge and skills, and critical vocabulary to be addressed in each unit. Recommendations were also made for pacing and resources.

To guarantee continuity of instruction, teachers co-plan together and administer common summative and cornerstone assessments at the end of each unit. Teachers are provided with professional development time twice per month to engage in cross-academy peer review of one another's units and to collaborate during data analysis sessions. Teachers also have an opportunity to connect virtually through Atlas, a web-based curriculum warehouse.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Grades 3, 4, and 5 were added to our grade configuration over the last three years. To ensure a smooth transition and maintain rigorous academic instruction, our elementary curriculum was aligned and mapped to standards prior to enrolling students in those grades.

In order to ensure our curriculum is goal-oriented and vertically aligned, a process was put in place to review and purchase classroom materials that meet PA Core Curriculum Standards. With the curriculum frameworks in place, our assistant principals and curriculum coordinators worked together to draft scope and sequence guides for each course that clearly identified the standards, enduring understandings, essential questions, knowledge and skills, and critical vocabulary to be addressed in each unit. Recommendations were also made for pacing and resources.

To guarantee continuity of instruction, teachers co-plan together and administer common summative and cornerstone assessments at the end of each unit. Teachers are provided with professional development time twice per month to engage in cross-academy peer review of one another's units and to collaborate during data analysis sessions. Teachers also have an opportunity to connect virtually through Atlas, a web-based curriculum warehouse.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

With the guidance of ASCD consultant Allison Rodman, standards-aligned curriculum frameworks were drafted for each content area that outline enduring understandings and essential questions which spiral throughout the 6-8 continuum. These frameworks were co-drafted by teacher teams and piloted prior to full implementation. With the curriculum frameworks in place, our assistant principals and curriculum coordinators worked together to draft scope and sequence guides for each course that clearly identified the standards, enduring understandings, essential questions, knowledge and skills, and critical vocabulary to be addressed in each unit. Recommendations were also made for pacing and resources.

To guarantee continuity of instruction, teachers co-plan together and administer common summative assessments at the end of each unit. School-wide benchmark assessments are administered in English language arts, mathematics, and science at least three times per year. Teachers are provided with professional development time twice per month to engage in cross-academy peer review of one another's units and to collaborate during data analysis sessions. Teachers also have an opportunity to connect virtually through Atlas, a web-based planning and resource-sharing tool.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

With the guidance of ASCD consultant Allison Rodman, standards-aligned curriculum frameworks were drafted for each content area that outline enduring understandings and essential questions which spiral throughout the K-12 continuum. These frameworks were co-drafted by teacher teams and piloted prior to full implementation. With the curriculum frameworks in place, our assistant principals and curriculum coordinators worked together to draft scope and sequence guides for each course that clearly identified the standards, enduring understandings, essential questions, knowledge and skills, and critical vocabulary to be addressed in each unit. Recommendations were also made for pacing and resources.

To guarantee continuity of instruction, teachers co-plan together and administer common summative assessments at the end of each unit. School-wide benchmark assessments are administered in reading, writing, mathematics, and science at least three times per year. Teachers are provided with professional development time twice per month to engage in cross-academy peer review of one another's units and to collaborate during data analysis sessions. Teachers also have an opportunity to connect virtually through Atlas, a web-based planning and resource-sharing tool.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

At Mariana Bracetti, teachers are expected to be increasingly proficient in understanding their students as individuals and increasingly proficient at teaching flexibly in order to match instruction to students' need with the goal of maximizing the potential of each learner in a given area. As teachers develop their unit plans, teachers incorporate flexible grouping, tiered assignments, and student choice as instructional strategies to scaffold student learning. These differentiated unit plans consider process, product, content, and environment.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

At Mariana Bracetti, the teacher's job description consists of four goals:

Goal 1: Invest Students to Achieve Learning Goals

Goal 2: Plan Purposefully

Goal 3: Execute Effectively

Goal 4: Continuously Increase Effectiveness

Teacher development targets are framed based on the four goals from the teacher's job description. Teachers are reviewed and evaluated on 19 development targets with a performance level of beginning, developing or proficient for each of the development targets. Professional development opportunities throughout the year are directly aligned to these targets. Twice monthly, students are released early to allow teachers to work with their curriculum teams. During this curriculum time, teachers share best practices, complete student work analysis, present video recordings of their lessons for peer review and complete analysis of student benchmark data. Administrators regularly review and evaluate teacher classroom instruction using several instruments. The observation cycle for new teachers includes:

- Beginning-of-the-Year Self Assessment
- Mini Observation
- Formal Observation
- Administrative Observation (w/ principal)
- Walkthrough Observations
- Unit Plan Reviews (two per year)
- Support/Monitoring Plan (if needed)
- End-of-Year Self Assessment
- Final Evaluation

The observation cycle for returning teachers includes:

- Mini Observation
- Formal Observation
- Administrative Observation (w/ assistant principal) -
- Walkthrough Observations

- Unit Plan Reviews (two per year)
- Support/Monitoring Plan (if needed)
- End-of-Year Self Assessment
- Final Evaluation

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Our job postings are public on the PAREAP site and our website. Candidates are screened based on years of experience, urban experience, certifications, and quality of the documents they provide. Our interview process is structured around our school's mission and our Teacher Development Targets. Each question during the phone interview and team interview is aligned with these key ideas to ensure we gather as much pertinent information from candidates as possible. These questions include topics such as relationship building, data analysis, reflection on lessons and assessments, assessment creation and alignment to the standards, and much more. When candidates move further into the interview process, they must plan and implement a demonstration lesson as we continue to evaluate their effectiveness with our students. When teachers are hired and assigned to a specific grade level and course/content, they receive

further information and professional development to ensure they are leveraging all resources to help students succeed.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X		X	X	X
Career Education and Work		X		X	X	X
Civics and Government		X	X	X		X
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
PA Core Standards: Mathematics		X		X		X
Economics		X		X		X
Environment and Ecology		X		X		X
Family and Consumer Sciences		X		X		X
Geography		X		X		X
Health, Safety and Physical Education	X	X	X	X		X
History		X		X		X
Science and Technology and		X		X		X

Engineering Education						
Alternate Academic Content Standards for Math		X		X		X
Alternate Academic Content Standards for Reading		X		X		X
World Language		X		X		X

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments

submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

Validation Methods	EEP	EI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X

Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Study Island benchmark assessments are administered three times per year in grades 3-11. After each benchmark assessment, teachers use the MBA data analysis tool to analyze students strengths and needs as well as overall classroom performance on specific anchors. Students scoring in the lower tiers are provided re-teaching and remediation for specific anchors and skills. Students performing in the top tiers are provided quality enrichment. Results from these benchmarks are shared with the school board and the staff. Quarterly, each teacher is required to assess students with a minimum of two summative assessments to evaluate deeper meaning and student progress against curriculum standards. This summative assessment counts as 70% of the quarter grade. Each teacher is also required to give a minimum of eight formative assessments per quarter. These formative assessments are directly aligned to the knowledge and skill objectives for each unit, and assess students' acquisition, meaning, and transfer of these goals.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Data is an integral part of our decision making and instructional practice at Mariana Bracetti. Beginning with the administrative team, growth is expected each year for all students and for each student subgroup. Student growth measures include, annual or bi annual review of student achievement on state summative assessments, student growth through PVAAS on state summative assessments, SAT and PSAT results, AP exam results and our annual School District of Philadelphia review. Each quarter, grades, and benchmark assessments are reviewed.

Academic achievement, academic growth, attendance, perfect attendance, and discipline reports are compiled by the achievement team and shared with all stakeholders including the Board of Directors, the leadership team, students, teachers and families.

In addition, peer review protocols were developed to support teachers with their instruction. Twice monthly, curriculum teams use these protocols to review unit plans and provide feedback for teachers. These units are then submitted to an instructional supervisor for review. A minimum of 3 teachers are observed by each administrator per week. As this new PA Core Curriculum becomes implemented and teachers increase proficiency with the process of Understanding by Design, and Schooling by Design, consistency across all classrooms will be achieved.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Benchmarking data analysis meetings and action plans are completed by all 3-11 teachers after each assessment period. The action plans are focused on specific plans for whole class, small groups, and individuals based on the data. Plans are focused on specific reporting categories and/or standards. Students are given opportunities to reflect on their performance on each benchmark and make individual grow goals. The meet with their teacher one-on one and track their progress throughout the year.

In class assessments, both formative and summative, are tracked in the gradebook system. All students have access to this system and are instructed how to check their grades regularly outside of the classroom. In the classroom teachers utilize reflection sheets and opportunities for revision. Students work in hetero- and homogeneous groups during class time to ensure appropriate level of support is given when struggling on a concept. Teachers use time during curriculum team meetings to present student work for peer reviews and seek feedback for improvement. Grade level teams also analyze data and create action plans for whole class, small groups, and individual students.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Our PSSA and Keystone Achievement results are provided to our curriculum and grade level teams. Each curriculum team receives a report for each student on their respective teams that

includes scaled scores, proficiency codes or points earned for each module, anchor and specific reporting category. The results of benchmark assessments are also reviewed by each curriculum team. Each curriculum team analyzes these scores using a protocol that requires teams to identify strengths and weaknesses for students and for curricular areas overall.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Regular and varied communication to our students and our students families is an important value at Mariana Bracetti. All communication both written and verbal is provided in English and Spanish. Our parents receive frequent communication through letters, emails, electronic media, telephone blasts and the MBA website.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
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Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEL	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

MBACS values student choice as a part of the learning process and a restorative justice model that encourages personal responsibility and problem-solving. We recognize the need for consistency across classrooms and academies and have developed a student management plan that supports this by developing students' cause-and-effect thinking and positive self-image. MBACS encourages mission-driven behaviors with our school-wide merit system. This system is paired with a demerit structure to deter misbehaviors such as lateness, unpreparedness, disrespect, disruptions, inappropriate language, and uniform infractions. Merit and demerit data is reviewed regularly by our assistant principal of culture and climate and village leads and used to celebrate students who have shown exceptional effort as well as identify student concerns who are targeted for further intervention. Both structures help maintain an environment that is positive, safe, and conducive to learning.

Grade level teams hold student concern meetings weekly during which time they review academic, attendance, and behavioral data and develop an action plan for each student. Assistant principals and counselors regularly participate in these meetings to provide support. Ongoing parent contact is made for all student concerns.

School climate managers are posted on each floor to support staff with any safety concerns and ensure students maximize their learning time by returning to class quickly from lunches and bathroom breaks. Each teacher is paired with another teacher on their grade level team as a "recovery partner." These teachers work together to create a safe space for disruptive students and quell management issues before they escalate. While on recovery, students complete a reflection where they identify the misbehavior(s) and outline a plan for correction. All teachers new to MBACS receive training in the school's student management and incentive plans, including the merit and demerit system, as well as professional development on designing and introducing routines and procedures and developing a classroom management plan. Teachers new to the profession are strongly encouraged to participate in our professional learning community on classroom management. Refresher workshops are offered mid-year to help teachers reset their routines and management plans prior to the start of the new semester.

Beginning in the fall 2013 and each subsequent year, all students participate in the Rachel's Challenge – a kindness and compassion program based on the writings and life of 17-year-old Rachel Scott who was the first student killed at Columbine High School in 1999. Student representatives from all grades were trained to run the Friends of Rachel (FOR) Club. Student interest was exceptionally high and 103 students attended the first club meeting. This group planned several student events, including our first annual "Mix It Up at Lunch Day" when students were encouraged to sit with a new group they did not know. Conversation starters were provided at each lunch table to help facilitate dialogue.

The 2013-2014 school year also marked the beginning of our "Bulldog Cup" – a grade-level school spirit competition. Each grade earns points throughout the year for culture-building initiatives such as parent attendance at Back to School Night and conferences, student participation in fundraisers, and the most enthusiastic delivery of our student pledge. Our student pledge is recited daily and reminds students of what it means to be an MBACS bulldog.

MBACS has developed a variety of community partnerships to provide our students with quality after-school programming. Our current partners include the League of United Latin American Citizens (LULAC), Boys and Girls Club, and Foundations' "Kids: Plan, Do, Learn!"

Emergency protocols have been developed and are provided to each teacher as part of their Staff Resource Guide. Included in this Staff Resource Guide is an emergency handbook, with sections for: emergency phone numbers, crisis management, emergency action plans, fire evacuation procedures, crisis communication and incident reporting guidelines, a checklist for safety compliance and resources for school safety. These procedures are practiced by the entire school community based on city and state guidelines. Fire drills are conducted monthly in conjunction with the local fire department.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X		X	X
Community Liaison	X		X	X
Community Services Coordination (Internal or External)	X		X	X

Coordinate Plans	X		X	X
Coordination with Families (Learning or Behavioral)	X		X	X
Home/Family Communication	X		X	X
Managing Chronic Health Problems	X		X	X
Managing IEP and 504 Plans	X		X	X
Referral to Community Agencies	X		X	X
Staff Development	X		X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X		X	X
System Support	X		X	X
Truancy Coordination	X		X	X

Explanation of consultation and coordination services:

Coordination of services for continuity of care related to special education services is the collaborative effort of the administrative staff, guidance counselors, nursing staff and the director of special education. This team regularly meets and communicates with families, students and teaching staff to identify the needs of individual students and develop relationships with various agencies that can provide the appropriate supports and services both on and off-site. Instructional staff are given annual trainings related to special education services, develop and implement interventions, and communicate any student concerns to the team via the Student Assistance Program. All staff are trained annually on student health topics such as Epilepsy and ADHD. Parent and families are also given the opportunity to attend various presentations and information sessions on topics such as: Transition Services, the Office of Vocational Rehabilitation and Child Find. IEP meetings are used as an opportunity for parents, agency representatives and school staff to discuss and consider how a child's needs can be met differently or more effectively with the assistance of various outside agencies and services including but not limited to mental health agencies, alternative programs for concerns related to truancy, credit recovery, emotional and behavioral support.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X		X	X
Directing Public to the PDE & Test-related Websites	X		X	X
Individual Meetings	X		X	X
Letters to Parents/Guardians	X		X	X
Local Media Reports	X		X	X
Website	X		X	X
Meetings with Community, Families and Board of Directors	X		X	X
Mass Phone Calls/Emails/Letters	X		X	X
Newsletters	X		X	X
Press Releases	X		X	X
School Calendar	X		X	X
Student Handbook	X		X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

On-Site Nurse Services:

- Develop student health records
- Maintenance of student health records
- Maintain and update student immunization records
- Plan and coordinate mandated health screenings
- Assist in health program and student examinations
- Advise pupils, teachers, and parents on health related issues
- Provide health related information
- Supplement and reinforce the current health education curriculum
- Assist in planning for environmental needs
- Provide first aid service

Screening & Data Management Assistance:

- Development of health records for all students
- Data collection and maintenance of health records
- Maintain and update immunization records for all students
- Completion of mandated health screenings
- Assist in health program and student examinations

Medical Services:

- The School Physician and School Nurse Practitioner will provide physical examinations to kindergarten, first, sixth and eleventh grade students. As well as, scoliosis screenings to seventh grade students as required by the state mandates.
- Any student regardless of grade who has a medical emergency or who qualifies for special education services and is referred for services by the school nurse or other school officials will be examine
- The nurse will assist with the examinations and is required to remain present with the student being examined at all times during this procedure.

- In compliance with HIPPA regulations, during the process of screenings and examinations the school nurse will attend to emergency occurrences and administration of prescribed medication only.
- Physical examinations include the following services:
 - Vision screen tests
 - Audiometric tests
 - Growth screening (height and weight measurements)
 - Scoliosis screening (Seventh grade students only)
 - Blood pressure screening
 - Review of immunization history
 - Review of student's past medical history and, when applicable, current use of prescribed medications.
 - Review and discuss with nurse, student and family significant medical conditions of the student.
 - Inspect non-invasive areas of the skin (ex. Scalp, neck, back, and extremities)
 - Inspect ears, nose, and throat
 - Assess cardiac, respiratory, gastrointestinal, lymphatic, and neuromuscular systems.
- The School Physician and/or nurse practitioner will provide referral resources to students and their families for evaluations and treatment of health alterations.
- The School Physician and/or nurse practitioner will be available to provide follow-up care.
- The School Physician and/or nurse practitioner will submit qualitative assessments and quantitative reports when required.

Food Service Program

Describe unique features of the Charter School meal program

MBACS contracts with Maschio's Food Service to provide breakfast and lunch to all students. Maschio's is committed to developing creative menus which meet or exceed nutritional

standards, ensuring student satisfaction, setting high standards, providing nutritional awareness and education, and investing in the future by developing healthy children with healthy minds.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

The health and safety of employees, students, and others on MBACS property are of critical concern to MBACS. We strive to attain the highest possible level of safety in all activities and operations. MBACS also complies with all applicable health and safety laws. MBACS annually distributes an employee handbook that contains rules and policies based on and extracted from a larger set of board-approved policies. Specifically, the handbook addresses policies against sexual harassment, workplace violence, weapons, and the reporting of suspected child abuse. Pre-employment state and FBI background investigations as well as state child abuse checks are conducted for employees hired by MBACS, as well as for any volunteers at the school who have direct contact with children. All visitors without current state and federal criminal and state abuse clearances on file at the school must be accompanied by a staff member at all times if during school hours or if students are in the school. For safety reasons the school doors are locked and monitored throughout the day. Visitors must enter through the main entrance. All visitors must sign-in and out of the building and carry a visitor's pass or identification badge. Students and parents annually receive and sign a Student Handbook that defines the rights and responsibilities of student and parent members of the school community, the standards for acceptable conduct of students, and the consequences for failure to meet those standards. Emergency protocols have been developed and are provided to each teacher as part of their Staff Resource Guide. Included in this Staff Resource Guide is an emergency handbook, which includes sections for: emergency phone numbers, crisis management, emergency action plans, code red-respond, code blue-no response, fire evacuation procedures, crisis communication and incident reporting guidelines, and checklists for safety compliance and resources for school safety. These procedures are practiced by the entire school community based on city and state guidelines. Fire drills are conducted monthly in conjunction with the local fire department.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Insurance Details.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation for students attending Mariana Bracetti is provided by the School District of Philadelphia. As such Mariana Bracetti abides by the School District of Philadelphia Transportation Policy as stated below.

School District of Philadelphia Transportation Policy**I. RESOLVED:**

That the current policy for providing transportation for public, parochial and private schools is as follows:

A student must be a resident of the city of Philadelphia and.....

- A. Be designated by the Office of Specialized Services as a participant in a Special Education class and whose participation requires that transportation is needed to enable the student to get to school, or
- B. Be in grades 1 through 6 and live one mile and a half or further from the neighborhood school, or
- C. Be in grades 1 through 8 and whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation, or
- D. Be assigned by the District Administration to attend a school other than his/her regularly assigned school for reasons of overcrowded conditions and be in need of transportation as determined by Transportation Services, or
- E. Be one whose extenuating circumstances dictates an extraordinary need for District-provided transportation as recommended by District Administration.

F. Be in grades 7 through 8 and live one mile and a half or further from school to be eligible for Student Transpasses.

G. Be in grades 9 through 12 and live two miles or further from school to be eligible for Student Transpasses.

II.

Non-public schools and schools that do their own Distance Busing and are reimbursed by the School District will be awarded contracts only prior to the start of the school year. Non-public schools which have students transported by other means must submit to the Transportation Division the completed S-149 forms sent in May by the due date on the accompanying letter.

III.

The Transportation Division of the School District in conjunction with School District administrators will determine the method of transportation, i.e., Yellow School Bus, Cab, Transpass, or Mileage Reimbursement.

IV.

Non-Public Schools served by Contract Buses on multi-school routes that have early dismissals will be required to have dismissal on a common day and at a common time. Those wishing to continue to dismiss independently will be required to provide their own transportation for that day; and be it

FURTHER RESOLVED:

that the School District will initiate efforts to engage Public and Non-Public Schools in a cooperative program to schedule school opening and closing hours that are in the interests of increased economy.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes

Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

At Mariana Bracetti student progress is monitored by grade level villages that meet weekly to review student concerns. These meetings includes the grade level counselor. Through this

structure, students are monitored for academic progress, college and career readiness as well as at risk behaviors using a school created progress monitoring tool. Students are tracked on the progress of their college planning using "Naviance" as their college planning tracker. Students at risk for academic failure or in need of academic remediation are given an academic remediation plan consisting of after school tutoring, homework club, or other teacher-designed strategies. Students thought to be exhibiting at-risk behavior are referred to the guidance counselor or the Student Assistance Team, after other interventions are attempted. The Student Assistance Team will then continue monitoring the at-risk students and provide interventions as needed. Students struggling with attendance sign an attendance contract with their parent(s) and the assistant principal. Student attendance is monitored by the assistant principal for improvement.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

During key times throughout the school year, parents are invited to: Back to School night, graduation, coaches workshop, PSAT and SAT parent information night, PSSA/Keystone information night, awards assemblies and college admission nights. Once a quarter, parents are invited to attend a series of report card conferences, to review their child's progress and discuss ways to support student learning and achievement at home. Students and parents were encouraged to attend these conferences and are given incentives to participate. Each parent receives a letter and phone call home from the students' advisory teacher. The Board provides a budget for student incentives to encourage students to exhibit academic behaviors aligned to our curricular mission, consistent attendance, participation in benchmark assessments, state testing, and strong academic performance. Some of these incentives include merits, field trips, reward breakfasts, and dress down days.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Mariana Bracetti values quality programs that provide safe and educationally sound experiences for our students before and after school. We refer parents to the local before and after school programs outside of our building and coordinate transportation to and from these agencies. Our after school programming includes after school help for all levels. A variety of clubs and

athletic activities are available for middle and high school students. All of our high school students engage in community service beginning in ninth grade. Students are required to complete 60 hours of approved, meaningful community service. After school tutoring is provided by MBA teachers. League United Latin American Citizens (LULAC), provides in-school tutoring during student lunches, after school, as well as in class support when needed.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

In the summer, prior to Kindergarten, we receive records through Elwin for any student who has an early intervention IEP. In Philadelphia, Elwin provides early intervention services. Once we receive records, plans are made with families to transition students to a school based IEP. For some of our students we coordinate with Elwin to provide ongoing mental health services.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Mariana Bracetti was approved to expand its charter from serving students in grades 6-12 to serving students in grades Kindergarten through grade 12. In the school year 2014-2015, students in grades K-2 were enrolled for the first time. In order to guarantee high rates of achievement for our new students, resources were dedicated to ensuring that our early learners

received a strong foundation. Reading and mathematics programs that are common core aligned were purchased. Crosswalks between common core and PA Common Core were developed. Unit plan templates were created and posted using Atlas as a resource for teachers. Additional resource materials and links to electronic resources were also made available. In addition to Common Core aligned primary programs, RTII intervention materials were purchased to support our diverse learners. Our K-2 teachers use SAS as a resource. An experienced reading specialist was hired to support our reading program using a push-in/pull-out model for Reading Intervention. Targeted remediation is in decoding/phonemic awareness, fluency, comprehension, and writing. Time for students needing enrichment is also provided.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Mariana Bracetti was approved to expand its charter from serving students in grades 6-12 to serving students in grades Kindergarten through grade 12. In the school year 2015- 2016 Grade 3 was added, in the school year 2016-2017, grade 4 was added and in 2017-2018 grade 5 was added. In order to guarantee high rates of achievement for our new students, resources were dedicated to ensuring that our older elementary students received a curriculum that built upon the foundation of their early learning experience. Reading and mathematics programs that are common core aligned were purchased for each grade as it was added. Crosswalks between common core and PA Common Core were developed. Unit plan templates were created and posted using Atlas as a resource for teachers. Additional resource materials and links to electronic resources were also made available. In addition to Common Core aligned primary programs, This year, a math coach was added for grades 3-8. An experienced math coach is providing targeted remediation and enrichment based on individual student needs.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Mariana Bracetti has served students in grades 6-12 almost from the beginning. In the school year 2018-2019, for the first time, students entering the middle school will have come from our elementary school instead of an outside school. Curriculum leaders, under the guidance of their academic supervisors, developed a guaranteed curriculum for each subject area taught. Based on the principles of backwards design, and using resources available in SAS, courses were created that meet Pennsylvania and/or national standards. Resource materials are regularly refreshed and links to electronic resources are also made available. In addition to Common Core aligned programs, RTII intervention materials were purchased to support our diverse learners. A math coach was hired to target the remediation and enrichment needs of our student learners.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Mariana Bracetti provides a rigorous curriculum for our high school students and is designed to prepare students for college and the outside world. In addition to providing a curriculum that is aligned to PA Core Standards, our students have the opportunity to advance their learning by taking AP courses, or by enrolling in the local community college at the same time they are enrolled at Mariana Bracetti. Students at Mariana Bracetti are required to earn 28 credits to graduate and complete 60 hours of meaningful community service.

Throughout their high school career, students visit college campuses, apply for scholarships, and complete the steps needed for college preparation. Students use Naviance technology to track

documents, reach out to teachers for recommendations, and to complete their college applications. Our guidance counselor meets with each student to track progress toward graduation and post high school options. Our special education students each have an individualized transition plan to support them as they move from high school to college, trade school or work. Because our students are prepared for college and work, 92% of our students are accepted to college prior to graduation. Mariana Bracetti's class of 2018 received over 4 million dollars of scholarships.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation

Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

At this time we do not have PA Core Standards; Literacy in History/Social Studies, Science and Technical Subjects for our elementary students. These standards address 6-12 only.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation

Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

At this time PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects is taught beginning in 6th grade.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation

American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Not Applicable

Further explanation for columns selected "

World Language is not offered until students reach the high school in the 2017-2018 school year. Students in 8th grade may receive a foreign language in the 2018-2019 school year.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full

	Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The Board of Trustees has adopted financial policies and procedures which include the following- budgeting, accounting, practices, procurement, contracts, internal control, cash management, grant management, time and attendance, contracted services, etc. The School's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blueprint for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decision are reviewed for budgetary funds available prior to the issuance of a contract or purchase order. The business office provides interim financial reporting for the Board of Trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

Santilli & Thomson, LLC provides accounting services to MBA per its agreement. Santilli & Thomson, LLC use a system called MIP from Sage which provides enhanced financial controls and government reporting, The School has adopted the provision of Statement No. 34("Statement 34") of the Governmental Accounting Standards Board "*Basic Financial Statements and Management's Discussion and Analysis- for State and Local Governments.*"

Statement 34 established standards for external financial reporting for all state and local governmental 29 entities which includes a statement of net assets, a statement of activities and changes in net assets. It requires the classification of net assets into three components-invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt-This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted-This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net assets-This component of net assets that do not meet the definition of "restricted" or invested in capital assets, net of related debt."

Professional Education

Characteristics

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

Charter's Professional Education Characteristics	EEP	EEL	ML	HS
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	X	X	X	X

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

Provide brief explanation of your process for ensuring these selected characteristics.

To provide teachers and administrators with access to learning experiences that are intensive, sustained, and directly relevant to their individual needs, Mariana Bracetti Academy's professional development model includes flex days. Teachers and administrators self-select and participate in at least one professional learning community and two professional development workshops. Professional learning communities are traditional, blended or independent learning experiences with web-based collaboration and/or face-to-face learning. Professional development workshops are designed in one-part (3-hour) or two-part (1.5-hour) modules. Teachers and administrators who complete at least eight hours of professional development before winter break earn the first scheduled flex day and need not report on Wednesday, January 2, 2019. Teachers and administrators who complete at least eighteen hours of professional development before spring break earn the second scheduled flex day and need not report on Monday, April 22, 2019. Teachers and administrators who have not completed the required professional development hours by these dates are required to report to school and participate in the one-day professional learning community offered that day.

Professional Learning Communities:

Teachers and administrators co-identify the professional learning community that best aligns to the teacher's and administrator's professional growth areas. Professional learning communities are facilitated by administrators, teacher leaders, and external consultants and focus on the following topics:

- Creating a Culture of Belonging, Summer Session, Traditional Model (12hrs)
- Creating a Culture of Belonging Spring Session, Traditional Model (9 hrs)
- Equity in Education: Strategies for Easing the Opportunity Gap, Traditional Model (12 hrs)
- Equity in Education: Strategies for Easing the Opportunity Gap, Blended Model (12 hrs)
- Classroom Management to Encourage Positive Behavior, Blended Model (12 hrs)
- Planning for Student Learning, Traditional Model (12 hrs)
- Non-Violent Crisis Intervention, Traditional Model (9 hrs)

- Observe Me, Independent Model (12 hrs) Proficient Level Teachers Only
- Goggle Certified Educator Level 1, Independent Model (12 hrs), Proficient Level Teachers Only
- Goggle Certified Educator Level 2, Independent Model (12 hrs) Proficient Level Teachers Only

Professional Development Workshops

A variety of one-part and two-part professional development workshops are offered throughout the year to provide a differentiated menu of learning experiences. Teachers and administrators self-select at two professional development workshop (three hours each) that are best aligned to their individual growth plan goals. Topics for professional development workshops include:

- Designing Questions and Tasks to Assess Student Thinking
- Excel for Educators
- Data Analysis
- Digging Deeper into Data
- School Climate Change
- Spanish for Educators
- Leadership for Curriculum Coordinators and Village Leads
- The Power of Mindfulness
- Mindfulness for the Whole Teacher

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
9/6/2016 All newly hired staff are required to have completed Act 126 professional

development.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:

9/6/2016 All newly hired staff are required to have completed Act 71 professional development.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mariana Bracetti Academy recognizes that effective professional learning is intensive and sustained, directly relevant to the needs of teachers and students, and provides opportunities for application, practice, reflection, and reinforcement. To support teachers in continuously increasing their effectiveness, administrators conduct observations and engage teachers in structured conversations multiple times throughout the year, which encourage teachers to reflect on student achievement gaps and professional progress. Administrators provide vital coaching assistance to each teacher multiple times throughout the year. While the teacher leads these conversations and highlights areas of strength and growth opportunities as they seek to reach high levels of performance, administrators also provide honest feedback in an effort to accelerate the learning process.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Mariana Bracetti Academy is continuing to explore broadening professional development offerings based on teacher need. This is determined by teacher surveys at the completion of each professional development activity and teacher surveys two times throughout the school year.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Teachers new to Mariana Bracetti Academy participate in a full week of training prior to the start of school, meet weekly with their grade level lead teacher and curriculum coordinator, and participate in monthly group meetings with members of the administrative team.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.****Needs of Inductees****Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

Teachers complete regular evaluations and surveys of induction components as well as share feedback with members of the administrative team at key points throughout the year. In addition to regular meetings of mentors and teacher leaders, new teachers are observed by their supervising assistant principal a minimum of three times during the school year. During the pre and post observation, unit plans which are available on Atlas are reviewed by the supervising assistant principal. Student PSSA data, benchmark data, formative and summative classroom data is reviewed for all teachers.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Since new teachers meet on a monthly basis, we do not require new teachers to submit an inductee portfolio. Teacher attendance is tracked using sign-in sheets. If a teacher is absent from an induction meeting, he/she is required to meet with a member of the administration team to ensure content is not missed. Individual and team assignments are regularly assigned during induction meetings and groups discussions are used to share their findings and/or address questions/concerns/challenges.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- All characteristics were selected.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics:

Mariana Bracetti Academy Charter School Teacher Mentor Job Description

Mission

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.

Qualifications

- Hold a bachelor's degree from an accredited educational institution.
- Meet the highly qualified teacher (HQT) requirements for one's teaching assignment, including the appropriate Pennsylvania certification(s) and Praxis exams.
- Possess the necessary clearances, including a current FBI clearance, Pennsylvania criminal background check, and child abuse clearance.
- Demonstrate a record of consistently high teacher performance which results in significant and measureable student achievement gains.
- Demonstrate an ability to design high quality assessments and effectively analyze student data.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Teachers complete regular evaluations and surveys of induction components as well as share feedback with members of the administrative team at key points throughout the year.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Mariana Bracetti Academy recognizes that effective professional learning is intensive and sustained, directly relevant to the needs of teachers and students, and provides opportunities for application, practice, reflection, and reinforcement. To support teachers in continuously increasing their effectiveness, administrators conduct observations and engage teachers in structured conversations multiple times throughout the year, which encourages teachers to reflect on student achievement gaps and professional progress. Administrators provide vital coaching assistance to each teacher multiple times throughout the year. While the teacher leads these conversations and highlights areas of strength and growth opportunities as they seek to reach high levels of performance, administrators also provide honest feedback in an effort to accelerate the learning process.

At Mariana Bracetti a data analysis tool was developed to review benchmark assessment data and identify anchors and skills that demonstrate student strengths and weaknesses. A Notice and Wonder Protocol was developed to assist teachers in analyzing trends by curricular area, by grade level and by subgroup. In the Best Practice Sharing professional development, instructors identify action steps based on these trends.

These benchmark results are then aggregated as schoolwide data. These schoolwide results are shared by the principal with teachers, the Board of Directors, parents and community members. Draft action plans developed by teachers are shared and adjusted with the input of community members and the board.

MBACS continues to be proactive in fostering excellent professional development that is aligned to PA Core Standards. Our principal and our Elementary Academy assistant principal attended the Staff Development for Education Conference with an emphasis on our K-8 professional development offerings. Our principal and our reading specialists attended the American Reading Company Leadership Summit. Using this information, turnaround training is provided to our teachers in these best practices. These best practices are integrated into instructional

practices and shared with community members and school board members as part of our action planning guidance.

Provider	Meeting Date	Type of Assistance
#Observe Me, September through March, Jana Somma, Principal	9/4/2018	Professional Development PLC
Classroom Management to Encourage Positive Behavior Session 1, Andrew Boglioli, Assistant Principal	8/30/2018	Professional Development PLC
Classroom Management to Encourage Positive Behavior Session 2, Andrew Boglioli, Assistant Principal	9/13/2018	Professional Development PLC
Classroom Management to Encourage Positive Behavior Session 3, Andrew Boglioli, Assistant Principal	10/11/2018	Professional Development PLC
Classroom Management to Encourage Positive Behavior Session 4, Andrew Boglioli, Assistant Principal	11/15/2018	Professional Development PLC
Classroom Management to Encourage Positive Behavior Session 5, Andrew Boglioli, Assistant Principal	12/6/2018	Professional Development PLC
Classroom Management to Encourage Positive Behavior Session 6, Andrew Boglioli, Assistant Principal	1/17/2019	Professional Development PLC
Creating a Culture of Belonging Session I, Allison Rodman, ASCD Consultant	7/24/2018	Professional Development PLC
Creating a Culture of Belonging Session II, Allison Rodman, ASCD Consultant	7/25/2018	Professional Development PLC
Creating a Culture of Belonging, Allison Rodman, ASCD Consultant	1/2/2019	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session 1; Maria Carambo, Kristen Craig, David November, Curriculum Experts	10/15/2018	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session 2; Maria Carambo, Kristen Craig, David November, Curriculum Experts	11/5/2018	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session 3; Maria Carambo, Kristen Craig, David November, Curriculum Experts	12/3/2018	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session 4; Maria Carambo, Kristen Craig, David November, Curriculum Experts	1/14/2019	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session 5; Maria Carambo, Kristen Craig, David November, Curriculum Experts	2/11/2019	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session 6; Maria Carambo, Kristen	3/11/2019	Professional Development PLC

Craig, David November, Curriculum Experts		
Equity in Education: Strategies for Easing the Opportunity Gap Session I; Maria Carambo, Kristen Craig, David November, Curriculum Experts	7/10/2018	Professional Development PLC
Equity in Education: Strategies for Easing the Opportunity Gap Session II; Maria Carambo, Kristen Craig, David November, Curriculum Experts	7/11/2018	Professional Development PLC
Google Certificated Educator Level 1, August through December, Adrienne Davids, Assistant Principal	8/27/2018	Professional Development PLC
Google Certificated Educator Level 2, January through March, Adrienne Davids, Assistant Principal	1/3/2019	Professional Development PLC
Non-Violent Crisis Intervention, Andrew Boglioli, Assistant Principal	4/22/2019	Professional Development PLC
Non-Violent Crisis Intervention, Session I, Andrew Boglioli, Assistant Principal	8/15/2018	Professional Development PLC
Non-Violent Crisis Intervention, Session II, Andrew Boglioli, Assistant Principal	8/16/2018	Professional Development PLC
Planning for Student Learning Session 1, Allison Rodman, ASCD Consultant	9/18/2018	Professional Development PLC
Planning for Student Learning Session 2, Allison Rodman, ASCD Consultant	10/30/2018	Professional Development PLC
Planning for Student Learning Session 3, Allison Rodman, ASCD Consultant	11/13/2018	Professional Development PLC
Planning for Student Learning Session 4, Allison Rodman, ASCD Consultant	12/18/2018	Professional Development PLC
Planning for Student Learning Session 5, Allison Rodman, ASCD Consultant	1/15/2019	Professional Development PLC
Planning for Student Learning Session 6, Allison Rodman, ASCD Consultant	2/19/2019	Professional Development PLC

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

In the year 2017, which is the latest PVAAS data available, Mariana Bracetti earned a PVAAS Average Growth Index score of 10.19 in the area of Keystone Literature. This growth score in the subject of Keystone Literature, places Mariana Bracetti as the fourth highest scoring school for growth in in the State of Pennsylvania and the second highest scoring school for growth in the city of Philadelphia.

Accomplishment #2:

In the year 2017, which is the latest PVAAS data available, Mariana Bracetti earned a PVAAS Average Growth Index score of 12.48 in the area of Keystone Algebra I. This growth score in the subject of Keystone Algebra I, places Mariana Bracetti as the fourteenth highest scoring school for growth in in the State of Pennsylvania and the second highest scoring school for growth in the city of Philadelphia.

Accomplishment #3:

In the year 2017, which is the latest PVAAS data available, Mariana Bracetti earned a PVAAS Average Growth Index score of 8.66 in the area of Keystone Biology. This growth score in the subject of Keystone Biology, places Mariana Bracetti as the forty-first highest scoring school for growth in in the State of Pennsylvania and the first highest scoring school for growth in the city of Philadelphia.

Accomplishment #4:

In 2017, the latest year that PVAAS data is available, our English Language Learners demonstrated significant evidence that this subgroup exceeded the standard for PA Academic Growth in the areas of Math, English Language Arts and Science.

- Math Growth Index for English Language Learners: 4.13 DB
- English Language Arts Growth Index for English Language Learners: 3.44 DB
- Science Growth Index for English Language Learners: 2.96 DB

Accomplishment #5:

According to the Developmental Reading Assessment administered in September and in June, 2018, our Kindergarten, first and second grade students met their Reading growth target. Students in first grade averaged 1.5 years reading growth in one year and our second grade grade students averaged 1.4 years of reading growth in one year. This reading growth for our early elementary school students will lay the foundation for all later learning.

Charter School Concerns

Concern #1:

In the year 2017, the latest year that PVAAS data is available, our PVAAS School Value Added Report indicates that our students in fourth grade showed significant evidence that the school did not meet the standard for PA academic growth. This evidence is true for fourth grade ELA, Math and Science.

Concern #2:

One area of concern is our grades 3-8 math achievement on the PSSA. In 2018 all grades scored less than 14% proficiency in PSSA Math and three grades scored less than 10% proficient in PSSA math.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

In the year 2017, the latest year that PVAAS data is available, our PVAAS School Value Added Report indicates that our students in fourth grade showed significant evidence that the school did not meet the standard for PA academic growth. This evidence is true for fourth grade ELA, Math and Science.

One area of concern is our grades 3-8 math achievement on the PSSA. In 2018 all grades scored less than 14% proficiency in PSSA Math and three grades scored less than 10% proficient in PSSA math.

Charter School Level Plan

Action Plans

Goal #1: Our goal is to guarantee that our standards aligned elementary math curriculum is implemented with fidelity.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Students will participate in Study Island Science Benchmark assessments in September, December and March

Specific Targets: Our 4th grade students will demonstrate growth on their PSSA Math benchmarks

Strategies:

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#), [What Is Differentiated Instruction \(Robb\)?](#), [Learning Styles: Concepts and Evidence](#), [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#), [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Implementation Steps:

Review of School Data

Description:

Weekly meeting minutes

Calendar

Start Date: 9/4/2018 **End Date:** 6/18/2021

Program Area(s):**Supported Strategies:**

- Differentiated Instruction

Data Analysis Tool and Differentiation Plan

Description:

A data analysis tool and differentiation plan will be submitted by each teacher after each benchmark assessment.

Start Date: 9/4/2018 **End Date:** 6/18/2022

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Mathematics Assessment and Remediation

Description:

Incoming students in grades 3-8 will be evaluated by the math specialist using PSSA scores, benchmarking scores, and school summative assessments. For those students scoring below their expected math level, math remediation strategies will be developed and additional time provided to develop math

strategies via a pull out math program. Home packets will be created for parents to support math remediation prior to the beginning of school.

In addition to the regular student evaluation, inclusion IEP and ELL students will receive an additional diagnostic math assessment administered by an inclusion teacher. Regular progress monitoring will be administered to these students to more closely measure student math progress.

Start Date: 9/4/2018 **End Date:** 6/18/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiated Instruction

Goal #2: Our goal is that our Standards Aligned Curriculum is implemented with fidelity in the core courses of Reading, Math and Science for all 4th grade classes

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Benchmarks administered 3 times during the year in the areas of Reading, Math and Science.

Specific Targets: Our baseline benchmark is administered in September. In December, students are expected to demonstrate 10% growth from baseline score. In March, students are expected to demonstrate 15% growth compared to baseline scores

Strategies:

Effective Teaching Principles

Description:

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#), [Research-Based Effective Teaching Principles](#), [Principles of Instruction](#), [Instructional Practices for an Effective Classroom](#))

SAS Alignment: Instruction

Implementation Steps:

Review of School Data

Description:

Weekly meeting minutes

Calendar

Start Date: 9/4/2018 **End Date:** 6/18/2021

Program Area(s):

Supported Strategies:

- Effective Teaching Principles

Peer reviews of upcoming instructional units evaluate the quality of teacher developed instructional units

Description:

Monthly planning protocol and the review form from pre-meeting, meeting with and follow-up meeting with curriculum coordinator

Monthly calendar

Start Date: 9/4/2018 **End Date:** 6/18/2022

Program Area(s): Professional Education

Supported Strategies:

- Effective Teaching Principles

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed: Our goal is to guarantee that our standards aligned elementary math curriculum is implemented with fidelity.

Strategy #1: Differentiated Instruction Our goal is that our Standards Aligned Curriculum is implemented with fidelity in the core courses of Reading, Math and Science for all 4th grade classes

Start	End	Title	Description	Type	App.
9/4/2018	6/18/2021	Review of School Data	Weekly meeting minutes Calendar		
		Person Responsible SH S EP	Provider		
		Principal, all assistant principals, Director of Teaching and Learning, Director of Student Data and Assessment	Turn around training from PVAAS. Principal and Director of Student Data and Assessment provide turnaround training to leadership team.	IU	Yes

Knowledge The Mariana Bracetti Academy Leadership team becomes proficient in using PVAAS to make decisions regarding intervention placement, enrichment opportunities, course selection and differentiated instruction.

Supportive Research PVAAS provides information on students' possible academic performance in the future – called PVAAS Student Projections. This is what we call “looking ahead” information as it helps districts, schools, and teachers plan appropriately for the needs of its students – including decisions regarding intervention placement, enrichment opportunities, course selection, and differentiated instruction. This “looking ahead” information is available for

educators at an individual student level, or for grade-level groups and demographic subgroups of students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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.

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.

Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Elementary - Primary (preK - grade 1)
Middle (grades 6-8)
High (grades 9-12)

Principals / Asst. Principals
School counselors

Grade Levels

Participant Roles

Review of student placements

Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

Follow-up Activities

Evaluation Methods

Our goal is to guarantee that our standards aligned elementary math curriculum is implemented with fidelity. **Strategy #1: Differentiated Instruction**

Start	End	Title	Description	Type	App.
9/4/2018	6/18/2022	Data Analysis Tool and Differentiation Plan	A data analysis tool and differentiation plan will be submitted by each teacher after each benchmark assessment.	School Entity	Yes
		Person Responsible SH S EP Principal, Assistant 1.0 1 20 Principals, Director of Student Data and Assessment	Provider Director of Teaching and Learning and Director of Student Data and Assessment		

Knowledge Teachers will be able to develop a Data Analysis Tool and a Differentiation Plan based on benchmark assessment data each time their students are assessed.

Supportive Research Differentiated Instruction is a process of teaching and learning that begins with the premise that not all students are alike. Based on the readiness, learning preferences and interests of the student, it requires teachers to vary their approach and adjust the curriculum and the presentation of the material to give students access to multiple paths to the same goals or outcomes. Differentiation meets each student here he/he is and maximizes his opportunities for success.

Karen Buggraf, MEd, 2005; One Day Publishing

Designed to Accomplish

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.

For classroom teachers, school counselors and education specialists:

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.

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.

Instructs the leader in managing resources for effective results.

Professional Learning Communities

Training Format

Classroom teachers
Principals / Asst. Principals
New Staff

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Participant Roles

Grade Levels

Analysis of student work, with administrator and/or peers

Classroom observation focusing on factors such as planning and preparation,

Follow-up Activities

Evaluation Methods

<p>Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>	<p>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</p>
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LEA Goals Addressed: Our goal is to guarantee that our standards aligned elementary math curriculum is implemented with fidelity. Strategy #1: Differentiated Instruction

Start	End	Title	Description
9/4/2018	6/18/2022	Mathematics Assessment and Remediation	<p>Incoming students in grades 3-8 will be evaluated by the math specialist using PSSA scores, benchmarking scores, and school summative assessments. For those students scoring below their expected math level, math remediation strategies will be developed and additional time provided to develop math strategies via a pull out math program. Home packets will be created for parents to support math remediation prior to the beginning of school.</p> <p>In addition to the regular student evaluation, inclusion IEP and ELL students will receive an additional diagnostic math assessment administered by an inclusion teacher. Regular progress monitoring will be administered to these students to more closely measure student math progress.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant Principals, Math Specialist	6.0	2	20	Mariana Bracetti Academy Charter School	School Entity	Yes

Our elementary math teachers will have a better understanding of conceptual understanding of mathematics instead of rote memorization and how to plan for conceptual math instruction.

Knowledge

Supportive Research

Annual professional development provided by our mathematics specialist for our mathematics program.

Designed to Accomplish

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 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.

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

Professional Learning Communities

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Elementary - Primary (prek - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans
<p>LEA Goals Addressed:</p> <p>Our goal is to guarantee that our standards aligned elementary math curriculum is implemented with fidelity.</p> <p>Our goal is that our Standards Aligned Curriculum is implemented with fidelity in the core courses of Reading, Math and Science for all 4th grade classes</p> <p>Strategy #1: Effective Teaching Principles</p>			
Start	End	Title	Description

Weekly meeting minutes

9/4/2018 6/18/2021 Review of School Data

Calendar

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, all assistant principals, Director of Teaching and Learning, Director of Student Data and Assessment	2.0	20	20	Turn around training from PVAAS. Principal and Director of Student Data and Assessment provide turnaround training to leadership team.	IU	Yes

Knowledge

The Mariana Bracetti Academy Leadership team becomes proficient in using PVAAS to make decisions regarding intervention placement, enrichment opportunities, course selection and differentiated instruction.

Supportive Research

PVAAS provides information on students' possible academic performance in the future – called PVAAS Student Projections. This is what we call “looking ahead” information as it helps districts, schools, and teachers plan appropriately for the needs of its students – including decisions regarding intervention placement, enrichment opportunities, course selection, and differentiated instruction. This “looking ahead” information is available for educators at an individual student level, or for grade-level groups and demographic subgroups of students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides 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.

Department Focused Presentation

Training Format

Participant Roles Principals / Asst. Principals
School counselors

Grade Levels Elementary - Primary (prek - grade 1)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities Review of student placements

Evaluation Methods Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

LEA Goals Addressed: Our goal is that our Standards Aligned Curriculum is implemented with fidelity in the core courses of Reading, Math and Science for all 4th grade classes

Strategy #1: Effective Teaching Principles

Start	End	Title	Description	Person Responsible	Type
9/4/2018	6/18/2022	Peer reviews of upcoming instructional units evaluate the quality of teacher developed instructional units	Monthly planning protocol and the review form from pre-meeting, meeting with and follow-up meeting with curriculum coordinator	SH S EP	App.
			Monthly calendar	Provider	

Principal, assistant principals, curriculum coordinators

1.0 2 20 Assistant Principal

School Entity Yes

Knowledge
New teachers will become proficient at creating unit plans to be presented for peer review. New teachers will also be proficient in the evaluation process used to review other teachers unit plans.

Supportive Research
Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce. Peer review of unit plans ensures that teachers are meeting Pennsylvania Core Standards.

Designed to Accomplish

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 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.

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.

- Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
New Staff

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.