

MAST Community Charter School

Charter School Plan

07/01/2016 - 06/30/2019

Charter School Profile

Demographics

1800 E Byberry Rd
Philadelphia, PA 19116
(267)348-1100

AYP Status:	None
CEO:	John F. Swoyer III
Date of Local Chartering School Board/PDE Approval:	7/1/2013
Length of Charter:	5 years
Opening Date:	8/1/1999
Grade Level:	K-12
Hours of Operation:	7:00-4:00
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	79
Student/Teacher Ratio:	17:1
Student Waiting List:	7165
Attendance Rate/Percentage:	95.70 %
Enrollment:	1316
Per Pupil Subsidy:	7,992.40
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	41.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	198

Student Profile

Group	Student Count
American Indian/Alaskan Native	2.00
Asian/Pacific Islander	131.00
Black (Non-Hispanic)	101.00
Hispanic	114.00
White (Non-Hispanic)	931.00
Multicultural	37.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	183.00	185.00	185.00	185.00

Instructional Hours	0.00	0.00	929.64	1093.35	1139.60	1139.60
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Planning Process

The Comprehensive Planning Committee will meet monthly to review progress and work together on the sections of the plan. A shared Google document with the section outline will be used to keep track of individual progress. The document will include the section name, the person responsible for completing the section, and the internal section deadline. The Planning Leader will be the CEO, who will be the person submitting the final plan. There will be two authors, the Integration Specialist/Title I Coordinator and the Curriculum Coordinator who will be in charge of organizing, assigning, collecting, and inputting all of the information into the plan. Contributors to the plan will include the Administrative Team, which consists of the K-6 Principal, the 7-12 Principal, and the Director of Special Education. Other contributing members will include lead/department teachers, specialized staff members, educational specialists, the school's data specialist, parent representatives, local business representatives, community representatives, and our contracted Business Office. The Board of Trustees will review portions of the comprehensive plan throughout the writing process.

Mission Statement

MaST Community Charter School's mission is to create innovative pathways for students pursuing knowledge focused on Mathematics, Science, and Technology. MaST provides students with rich educational opportunities and experiences via the STREAM curriculum which fosters an in depth understanding of Science, Technology, Robotics, Engineering, Arts, and Math while integrating the latest technological trends and approaches.

MaST strives to fulfill the following core values:

- Challenge students to use their minds well
- Set high world-class standards for student achievement
- Be a place where children and adults want to be
- Support teachers in trying new methods and working with colleagues
- Reflect the goals of multicultural communities
- Brings teachers, students, families, and community together to better educate everyone
- Create a consistent "pathway" for student learning and development
- Create a school that focuses on integrative and constructivist curriculum
- Establish multiple learning sites for high school students on college campuses
- Establishes opportunities for internships and outside collaboration with colleges and businesses.
- Creates a K-12 pathway that integrates technology and presentation skills

Vision Statement

The MaST Community Charter School mission statement states that MaST will create innovative pathways for students pursuing knowledge focused on Mathematics, Science, and Technology. MaST has proven that there are no walls or boundaries when it comes to education and lives by the slogan that “if you can imagine it, you can build it”. MaST uses the acronym “STREAM,” (Science, Technology, Robotics, Engineering, Arts, Math) to describe what is embedded throughout the K-12 educational model, which is a cross-curricular experience that utilizes resources to their fullest and fosters classroom differentiation. The vision starts from the CEO and leadership team, but is really a collaborative effort that includes all teachers, support staff, parents, and students. This promotes engaging experiences in the classroom because there is a feeling of input which fosters further exploration and creativity. The integration of technology and idea sharing is embedded into the culture and there is true community buy in from all stakeholders.

MaST has been a leader in pushing new spaces that promote excitement and learning in new ways. Some examples are: a floor projection screen where kids can sit around a book and actually see the pages turn; a Wii Fitness gym; an HD Studio that is used daily; a Makerspace where students are able to work on a variety of projects involving robotics, design, and 3D printing. MaST is also in the process of opening a BUILD IT Center this fall that serves K-6 robotics and programming. It will consist of tables that are made out of huge blocks, tabletops that have a slot for Legos, a placemat for LEGO building, and a space for Chromebooks. In the past 4 years, MaST has been named a P21 STEM school, one of two in all of PA, the top charter school in PA, and also an Apple Distinguished Program for our one-to-one iPad program. MaST has also seen the application list quadruple in that period of time. Last year, MaST had over 7,000 people apply.

Shared Values

MaST strives to fulfill the following core values:

- Challenge students to use their minds well
- Set high world-class standards for student achievement
- Be a place where children and adults want to be
- Support teachers in trying new methods and working with colleagues
- Reflect the goals of multicultural communities
- Brings teachers, students, families, and community together to better educate everyone
- Create a consistent “pathway” for student learning and development
- Create a school that focuses on integrative and constructivist curriculum
- Establish multiple learning sites for high school students on college campuses
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- Creates a K-12 pathway that integrates technology and presentation skills

Educational Community

MaST Charter is located in Northeast Philadelphia and set in an urban setting. Students attending MaST come from 41 different zip code in Philadelphia. There are also some students who have moved out of county and have opted to stay at MaST Charter. The economic status of the community and school population is very diverse. We have approximately 40% Title I/Free and Reduced Lunch population. We are in good standing fiscally and have high bond rating. There are several industries in the community. Some industries include: Manufacturing and distribution, computer-based companies, finance, telecommunications, insurance companies, and printing and publishing industries. Educational and health institutions have come forward as important drivers of the regional economy. Education currently represents about 12 percent of city and 7 percent of suburban employment. Health services constitute about 18 percent of city jobs and 12 percent of those in the suburbs (city-data.com). Philadelphia is rich in community resources from parks and libraries to community centers and parent/family supports. As a school in the Philadelphia community we aim to offer families and the surrounding community with rewarding events and resources. We offer several community events which include: our annual Fall Festival, annual Raffle, annual Scholastic Book Fair, parent/student learning workshops, informational assemblies, over 70 athletics and school activities, and a summer camp program. Our current enrollment is 1317 students in grades Kindergarten through Twelfth Grade.

Board of Trustees

Name	Office	Address	Phone	Email
Lou DeCree	Member	1800 E. Byberry Rd.	2673481100	loudecree@yahoo.com
Karen DelGuercio	President	1800 E. Byberry Rd.	267-348-1100	kdelguercio@mastccs.org
Glenn Devitt	Member	1800 E. Byberry Rd.	2673481100	gdevitt@mastccs.org
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Angel Medina	Member	1800 E. Byberry Rd.	2673481100	amedina@mastccs.org
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John Swoyer	CEO	1800 E. Byberry Rd.	2673481100	jswoyer@mastccs.org
Michael Thomson	Treasurer	1800 E. Byberry Rd.	2673481100	mthomson@s-tmail.com

Board of Trustees Professional Development

At the onset of their election as a Board Member, current Board Members and the Board President train each candidate. New Board Members will be informed of the Sunshine Law and the Public Officials Act. Legal counsel will conduct a workshop on these laws for all Board members and administrators. Several people will conduct board trainings as needed. Legal Counsel will provide training in the laws and requirements for charter schools.

The Business Manager instructs the Board of the fiduciary obligations of the Board, how to read financial reports, how to prepare a budget and anticipate revenue deficits. Financial Policies and Procedures are also explained. A team of experienced Board trainers focus on team building, the roles of Board members, and selecting school leaders. Board members are given copies of the Policy and Procedure Manual Board as a road map for conducting business. Members are also given copies of Charter Board University by Brian Carpenter and John Carver's, Reinventing Your Board, as guides. The Nonprofit Board Answer Book by Board Source is also a "go to" book. The training team uses these books during professional training. The Board is also required to attend a two retreats annually in order to receive additional training on the following topics: technology, data analysis, curriculum and instruction, and any new policies, requirements, or laws.

Governance and Management

The general philosophy of governance of the school includes being all inclusive of the stakeholders in the school and open and transparent in all aspects of the Board actions and school administration. Its policies include adhering to the Sunshine Law, Open Records, and Open meetings.

The number of Trustees shall not be less than five (5) or more than fifteen (15) members who reflect the school's mission and goals. Membership shall be determined by the skills needed to advance the vision of the school. To the extent possible, the Board will consist of at least two (2) parent representatives. Two (2) student representatives and two (2) teacher representatives (one teacher shall represent elementary and one shall represent middle/high school), elected annually by staff members, shall serve the Board as ex-officio non-voting trustees. The CEO serves as an ex-officio non-voting member. No member of the Board of the chartering school district shall serve on the Board of Trustees. No member of the Board of Trustees may be related to a staff member of the school or work for a company contracted by the Board. The student, parent, community, and staff members have the responsibility to bring concerns to the full Board.

Description of the Governing Body

As a public school, the Charter School is chartered by the School District of Philadelphia. A Board of Trustees (the "Board") will govern all operations of the school. The Board will also be responsible for ensuring that the school is run in compliance with the Charter Application, all applicable laws, and ensuring that the school remains financially viable. The Board will also serve as an advocate for the charter school system and charter school education with the School District of Philadelphia, the School Reform Commission, the State Board of Education, and others.

Authority

The Board of Trustees shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and the Charter of the Charter School. The essential function of the Board shall be 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.

This authority enables the Board to work closely with the administrators and staff to ensure that the mission and vision of the school is maintained through such oversight.

Every Board member shall serve on two committees. Staff, parents, community members, and students also serve on these committees. Each committee shall prepare a monthly report for the Board meeting. The committees do not work in isolation and primarily review school-based programs and consult with staff committees and administration. The President can serve on any committee and is an ex officio member.

Oversight of the implementation of the missions and goals is also accomplished through the committees and general Board meetings. Since both the Board and the Committees meet monthly and interact with parents, staff, and administration, any correction or change can be made quickly and efficiently.

All administrators and Board members have published email addresses for easy access to parents, students, staff, and community. The Board's relationship to the school's administration, staff, students, and community members is collegial and collaborative. By providing open membership on board committees and frequent meetings and conversations, the Board sees itself as a partner in student success.

The bylaws require a minimum of two voting parents sit on the Board as well as a parent representing the parent groups in the school. Except for the President, The Founding Board members are all voting parents who either have children at MaST or are on the waiting list.

Student Enrollment

The application process for the 2016/2017 school year will be open on October 1st, 2015.

Applications for admission for the 2016/17 school year will be available on our website on October 1, 2015 through January 31, 2016. If the applicant does not have access to a computer, they may come to MaST to complete an application. A computer will be available in the main lobby each school day from 7:30 a.m. to 3:30 p.m. The application is available in various languages.

An application is not a guarantee of admission. Students are admitted depending upon the number of vacancies that occur at each grade level. For those students applying under the Sibling Preference Policy, a Sibling Lottery will be held in the event there are more siblings applying than seats available in any particular grade. A sibling is defined as one of two or more individuals having one common parent. Siblings not residing in Philadelphia are ineligible for admission. Non-Philadelphia residents will be admitted only if there are no Philadelphia resident students applying for any particular grade. In order to apply for kindergarten, children must be five years of age by September 1st of the school year.

Parents/guardians will be notified via email as to whether or not a child has been admitted. If a child is not admitted within that school year, a parent/guardian must re-apply for the lottery for the next school year.

Applications for the 2016/17 school year will not be accepted after 11:59 p.m. on January 31, 2016.

A public lottery will be held on Tuesday, February 16, 2016 at 4:30 PM at MaST Community Charter School, 1800 E. Byberry Rd. Philadelphia PA 19116.

Parent Communication

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

Files uploaded:

- Application Process.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
2014	1322	1313	0	Moving out of county or out of state, transferring to catholic institution, transferring to public school	0
2013	1322	1329	0	Moving out of county or out of state, transferring to catholic institution, transferring to public school	0
2012	1306	1309	0	Moving out of county or out of state, transferring to catholic	0

				institution, transferring to public school	
2011	1248	1268	0	Moving out of county or out of state, transferring to catholic institution, transferring to public school	0

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	104	107	106	86	86	85	104	112	106	102	104	104	115
2013	104	107	84	84	84	98	112	108	108	108	108	116	101
2012	104	81	84	83	83	112	110	110	112	108	116	102	101
2011	78	81	81	80	78	110	109	103	112	108	106	104	98

Planning Committee

Name	Role
Krysten Barnett	Elementary School Teacher - Regular Education
Suzanne Bowman	Ed Specialist - Other
Staci Callahan	Middle School Teacher - Regular Education
Dina Davis	Building Principal
Matt Ehrlich	Ed Specialist - Other
Alida Fitzpatrick	Student Curriculum Director/Specialist
Grant Gellert	High School Teacher - Regular Education
Linda Gotlieb	Community Representative
Sandy Grensky	Business Representative
Kyle Kanter	Special Education Director/Specialist
Angela Koenig	Ed Specialist - Other
Kaitlin McDonough	Ed Specialist - Other
Deb McGlenn	Parent
Jaclyn Murphy	Ed Specialist - School Counselor
Ryan Oessenich	Student Curriculum Director/Specialist
Nicole Pastman	Elementary School Teacher - Special Education

Terri Pendergast	Middle School Teacher - Regular Education
Chris Pienkowski	Community Representative
Phyllis Santiago	Building Principal
Phil Sokol	Parent
John F. Swoyer III	Administrator
Michael Thomson	Business Representative
Jeneen Vendetti	High School Teacher - Special Education

Draft

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Needs Improvement	Needs Improvement
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	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Needs Improvement	Needs Improvement
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":

Civics and Government, Economics and History at the primary level are currently being redeveloped and defined within the school curriculum. Family and Consumer Science is not part of the school's curriculum at this level.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
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Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	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	Developing	Developing
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
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":

Family and Consumer Science is not part of the school's curriculum at this level.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing
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	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	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	Non Existent	Non Existent

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

Family and Consumer Science and World Language are not part of the school's curriculum at this level.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	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	Developing	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

N/A

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Science and Technology and Engineering Education

Explanation for any standards checked:

MaST Community Charter School's curriculum is based around Science, Technology, Robotics, Engineering, Arts and Math (STREAM). The STREAM model provides students with even more hands-on and creative activities and lessons. The model allows for Arts, Humanities, Science, Technology and Engineering Education to be embedded into every grade level in various subjects. MaST has been able to expand these standards due to increased resources, on-site Technology PD and an integration plan.

The foundation of these disciplines begins in Kindergarten and builds with each grade level. In addition to daily classroom integration, the Media Center and K-6 Technology class serve as an environment in which students participate in various project based assignments. These projects include multiple types of media, technology tools, and promote creativity. In Middle School, the technology program is a survey, which introduces 7th and 8th grade students to the technology pathways they will encounter in High School. In grades 9-12, our students have access to a Maker Space where they explore with designing and creating projects in various mediums.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum is updated continuously with a focus on a new curricular goal each year. Lead Teachers, Department Heads and the Principals work closely with the teachers on the yearly goals.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum is updated continuously with a focus on a new curricular goal each year. Lead Teachers, Department Heads and the Principals work closely with the teachers on the yearly goals.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum is updated continuously with a focus on a new curricular goal each year. Lead Teachers, Department Heads and the Principals work closely with the teachers on the yearly goals.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum is updated continuously with a focus on a new curricular goal each year. Lead Teachers, Department Heads and the Principals work closely with the teachers on the yearly goals.

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

N/A

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.

Students' IEPs reflect specially designed instruction that ensures accommodations and modifications for identified students. The RtII process assists with goal setting, interventions, and measurements for struggling, but not necessarily, identified students. Tiered remediation and progress monitoring promote fluid groupings. Special education teachers work with regular education teachers to meet the needs of all students. The co-teaching model provides students with the least restrictive environment. Teachers differentiate data-driven instruction in all academic areas.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators

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

Teachers submit lesson plans to the Principal for review on a weekly basis in which they identify standards and objectives. Grade groups and Departments also meet frequently to discuss and plan instruction. Principals perform walk-through, informal and formal observations multiple times a year and hold follow up meetings. Teachers are requested to create a personal Professional Development plan to ensure they are reflecting on their practice. Additionally, instructional coaches host meetings and offer support to requesting teachers. Professional Learning Communities have been created to bridge instruction from grade to grade.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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.

All positions are posted on PAREAP. The Admin team reviews applications and selects eligible applicants. Applicants are brought in for an interview and follow-up interviews, if necessary.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	8.00	8.00	8.00
English	2.00	2.00	1.00
Mathematics	2.00	2.00	1.00
Social Studies	1.00	0.00	2.00
Science	1.00	1.00	1.00
Physical Education	1.00	0.00	0.00
Health	0.00	0.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	0.00	1.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X			X	
Civics and Government		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				
Environment and Ecology		X				
Family and Consumer Sciences						
Geography		X				

Health, Safety and Physical Education		X				
History		X				X
Science and Technology and Engineering Education		X			X	
Alternate Academic Content Standards for Math						X
Alternate Academic Content Standards for Reading						X
World Language		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:

- 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.
- 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.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Quarterly Common Assessments	X	X		
PSSA	X	X	X	
Finals			X	X
Keystone Testing				X
Graduation Project				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4 Sight	X	X		
CDT Testing	X	X	X	X
Writing Prompts	X	X		
Regents				X
Study Island		X	X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Fountas & Pinnel	X	X		
SRI	X	X		
Unit Tests	X	X		
Study Island	X	X	X	X
iXL	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
Dibels	X	X		
DIAL (K)	X			
Pre-Algebra Reading Test			X	
SAT				X
PSAT				X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
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.

The teachers, departments and grade groups create assessments. Teachers utilize curriculum resources, instructional technology programs, and professional education organizations in order to create standards aligned assessments. Common assessments are also created within grade levels and departments to ensure consistency. Administration, Instructional Coaches, Special Education Teachers, and Department Heads approve final assessments.

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.

N/A

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 distributed and discussed at department meetings and weekly grade group meetings to identify strengths and weaknesses. Based on the evaluation, instructional action plans are created. Progress monitoring is then utilized to gauge the effectiveness of the action plan.

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.

The assessment allows for teachers to identify the individual needs of students who are struggling. Lesson plans and instruction will be adapted so that extra monitoring and support can be given to ensure progress in all students.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	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.

The principals and teachers examine benchmark and standardized test results. Weak assessment anchors and learning objectives are identified and instruction is adapted to include more instructional strategies to increase mastery.

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

N/A

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
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.

Assessment results are communicated to our families using the above methods.

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

Local Media Reports are controlled by the SDP.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	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				
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:

The counselors are currently looking into formal high school level programs that are available for Conflict Resolution and/or dispute management.

While MaST does not have "School Resource Officers", there are "Program Assistants" who monitor the halls, bathrooms, and lunches and are strategically placed throughout the building.

Developmental Services

Developmental Services	EEP	EI	ML	HS
Academic Counseling			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
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				
Nutrition				
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal				X

Explanation of developmental services:

MaST employs two counselors and a social worker. The counselors work closely with the students to provide academic counseling. Additionally, the counselors and the social worker have Behavioral Management Programs in place. Review 360 is a tool that provides behavior tracking. Panther Pride, a positive reinforcement behavior program, provides recognition for students that exhibit good behaviors. Bullying is addressed through in-class lessons as well as Bullying Assemblies virtually online and in school.

The High School Counselor utilizes the online system Naviance to help students identify areas of career interests, view resources and organize college applications. MaST also holds an annual K-12 Career Day to offer exposure to various career options.

A school attendance officer works closely with the Administration and the teachers to monitor attendance. Students and families are given an attendance policy annually in the Student Handbook.

MaST students are required to turn in the proper medical and immunization paperwork prior to being admitted in Kindergarten and then again in 3rd and 7th grade. Students are screened throughout the year: vision and growth screenings are done on a yearly basis, hearing screenings are completed in Kindergarten-3rd grade and again in 6th, 7th and 11th, and scoliosis in 6th and 7th grade. MaST has a Wellness Committee that holds an annual wellness fair and also works throughout the year to encourage healthy lifestyle habits.

New students in Kindergarten come in prior to the start of the school year for kindergarten screenings, a building tour and also a classroom meet and greet with their teacher to get acclimated with the new environment. Students that enter in other grades are also brought in for a tour, meet with the counselors and often are introduced to fellow students for guidance.

RtII (Response to Instruction and Intervention) is a multi-tiered approach to the identification and support of students with learning needs. The RtII process begins with high quality instruction and universal screening of all K-6 children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess the rate of improvement of individual students, and educational decisions are based on data results. All students receive targeted research based interventions. The students who do not achieve the desired level of progress in response to these interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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:

MaST follows state and federal guidelines for evaluating and identifying students with special education needs. Students are referred to the school psychologist by either staff or parents/guardians when concerns exist with respect to their academic success. MaST uses the ability-achievement Discrepancy Model in the initial evaluation of a student referred for concerns regarding a specific learning disability (SLD). The evaluation process is designed to assess the needs of the student. The process consists of evaluations, which may include cognitive, behavioral, academic, developmental, speech and language, occupational therapy, and physical therapy evaluations. This information is gathered by parents, teachers, specialists, and related services providers, which may include a speech therapist, physical therapist, nurse, or occupational therapist. Information and results are compiled and incorporated into an evaluation or reevaluation report. This report is the collection of all information regarding the educational strengths and needs of the student. Additionally, the evaluation report makes recommendations regarding eligibility for special education services and an appropriate educational program. Eligibility recommendations are based on the documentation of a severe discrepancy between cognitive ability and academic achievement. The identification process for a Specific Learning Disability includes the exclusionary factors of vision, hearing, or motor problems, emotional disturbance, environmental, intellectual disability, socioeconomic status, lack of instruction, cultural factors, inadequate rate of improvement, or limited English proficiency. Team members have an equal opportunity to provide information to the multidisciplinary team process, agree or disagree with the recommendations and submit a dissenting opinion to be included in the multidisciplinary team evaluation report. The multidisciplinary team forwards the results of the evaluation report to the individual educational planning team and the Individual Educational Program (IEP) is developed to provide instructional goals, specially designed instruction and the related services as outlined in the evaluation report in accordance with the student's educational placement.

MaST offers counseling at varying levels such as individual, small group and classroom lessons on issues including academics, personal/familial, development and social concerns. Students are referred for individual and group counseling by teachers, parents and the school SAP team. Students are placed into appropriate groups based off individual meetings with the student, parental feedback and team discussion. The SAP team meets regularly to monitor student's behavioral/emotional well being as well as drug and alcohol issues and make appropriate referrals based on need. When SAP is not appropriate, counselors and the social worker make referrals to community based mental health services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X

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

Explanation of consultation and coordination services:

MaST offers an array of supportive services to our students and their families as well as school staff. These services are designed to establish connections in and out of the school building. Appropriate referrals and coordination of services are involved in the process. Well-trained staff collaborates within the school community and align themselves with professionals within the larger community to provide academic, behavioral, and social service support and guidance.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & 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 Board of Directors	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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	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?	No
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?	No
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)

The school nurse provides medical and nursing care to the school community in accordance with current medical practice and nursing standards, relevant statutes, and regulations.

Some of the specific responsibilities are as follows:

- Develops and maintains a comprehensive school health services program for students following relevant state statutes and guidelines.

- Facilitates an organized system of coordinated care for students.
- Maintains student comprehensive health records on each child and records of school nursing services including collecting student immunization records and emergency contact forms.
- Performs and/or oversees mandate screenings and completes student referrals and follow-up where applicable.
- Coordinates and oversees Section 504 plans, Individual Health Plans, and Emergency Care plans for students with specialized health needs.
- Coordinates, oversees, and reports Homebound Instruction for students on temporary medical leave.
- Maintains contact with parents/guardians for the purpose of advising them of changes in student health.
- Refers students requiring additional medical attention for the purpose of providing required follow-up treatment and services.
- Provides training on a variety of health related subjects including the specific health needs of students with chronic health needs that may require staff involvement.
- Provides direct services to students in accordance with current medical practice and relevant statutes and regulations.
- Manages and controls acute and chronic disease.
- Carries out procedures for the control of communicable disease in collaboration with the PA Department of Health.
- Administers first aid for illness or injury to students and staff. Completes incident reports for student injuries and other serious health related issues.
- Administers medications and performs procedures according to physician orders and charter school procedures. Ensures physician orders for individual student medications and/or treatments comply with requirements for administration.
- Promotes a safe and health school environment.
- Plans for first aid services and instructs staff responsible for giving first aid.
- Promotes good safety practices within and outside of school buildings.
- Collaborates and actively participates in the Student Assistance Program, the School Wellness committee, and other student health related teams.
- Evaluate work related injuries of staff members and file necessary occupational health paperwork.

- Maintains confidentiality regarding school/workplace matters.
- Demonstrates ethical behavior in all aspects of student health and professional work.
- Participates in professional development opportunities.

Food Service Program

Describe unique features of the Charter School meal program

MaST is pleased to have a food service contract with The Nutrition Group. They have been managing food service operations in schools for over 30 years and have been at MaST since 2010. MaST and The Nutrition Group are concerned about the health and well-being of the students, so menus are carefully planned to ensure that the cafeteria program meets and exceeds government regulations for school-based meals.

Some of the unique features of the program include:

- online payment management and supervision for parents
- breakfast and lunch options
- salad bar, sandwich, and wrap stations
- variety of food options
- healthy smoothie options

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:

MaST has many policies and procedures set in place to ensure security and safety. All staff must obtain State and Federal Criminal Background checks and Child Abuse Clearances. Procedures for intruder alerts are in place and practiced with staff and students. All visitors must check in at the front desk and be scanned into our Raptor System before entering the building. Parent volunteers must obtain appropriate clearances.

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

PDF 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:

- MaST Insurance Policy.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.

The School District of Philadelphia provides the yellow bus transportation for students in grades 1-8 who live in the city. Students who live out of county receive transportation from the school district of residence. The Philadelphia School District also provides vans or cabs for special education students with an IEP that states the need for specialized transportation. Also, our High School students that live more than a mile from the school receive a free TransPass for Septa.

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.

Code of Conduct is attached.

Code of Student Conduct

The school's Code of Student Conduct

PDF 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.

Teachers of interventions have ongoing opportunities to collaborate with classroom teachers to address student needs and academic progress. Student progress monitoring data is reviewed, and instructional changes are made based on that information in order to best support individual students. MaST implements a multi-tiered approach to providing interventions, and structures are in place to foster student-centered dialogue between content teachers and specialists. Examples of these structures include but are not limited to grade level meetings, data team meetings, and staff meetings. Informal communication includes email correspondence and spontaneous meetings in real time.

Community and Parent Engagement

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

Each board member is required to serve on a committee, which contributes, to the school's planning and success. Some of these committees include: Wellness, Technology, Discipline, Fundraising/Finance, Parent Groups, Scholarships, and Events. These committees sponsor at least one school community event throughout the year. Board members also promote and encourage attendance to all school events. Additionally, board members volunteer their time to assist with event tasks. Board members also make themselves available before and after publicly held board meetings in order to address any parent or community concerns.

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

Since MaST accepts citywide there is not specific coordination with childcare or pre-kindergarten programs. MaST offers its own before and after care program for students in K-5. MaST also offers a variety of after school activities, programs, and athletics for students in all grades. If the school does not offer a certain program or athletic offering, students are encouraged to sign up with local organizations or other schools that offer that program. MaST coordinates with these programs in order to make information to parents readily available. MaST partners with several outside organizations including the YMCA, Somerton Civic Association, and other local community groups. Tutoring services are offered on an as needed basis and are provided by teachers and at times National Honors Society students.

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.

Kindergarten Transition Program:

- Kindergarten students complete a screening process prior to the start of the school year, so that we are able to determine levels and placements ensuring a successful start to a child's educational career.
- New Kindergarten parents and students are offered a walking guided tour of the building and campus prior to the start of the year.
- New families of Kindergarten students are provided a "Transitioning Into Kindergarten Packet".
- Teachers meet with parents in a group forum to acclimate them to the program and to MaST, while presenting the curriculum, procedures, and plans for the year. Parents then are able to participate in a Q&A with teachers and principal.
- Kindergarten students are then invited to spend an hour with their parent present in their classroom to meet the teacher, get oriented to the classroom and their surroundings.

- The following day, the students report to school for a ½ day in small groups, without their parents, in order to get acclimated to the classroom/school procedures and policies.
- Then, Kindergarten students start full-day, whole class, the following day.
- For the first few weeks of school, teachers and classroom aides, continually develop an understanding of following procedures, classroom rules, and building the necessary skills for having a successful school year in Kindergarten.
- The elementary social worker/counselor continually monitors all new students to make sure they are transitioning well, by visiting classrooms, the lunchroom, and the schoolyard during recess, or in small groups for observation.
- Teachers utilize a communication calendar that enables parents to track student behaviors and performance daily.

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.

Teachers are mandated to submit weekly lessons plans that indicate which standards are being taught as well as to create a resource/materials list. Teachers and students also have access to a plethora of digital resources that are embedded into their instructional practice.

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

N/A

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.

Teachers are mandated to submit weekly lessons plans that indicate which standards are being taught as well as to create a resource/materials list. Teachers and students also have access to a plethora of digital resources that are embedded into their instructional practice.

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

N/A

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.

Teachers are mandated to submit weekly lessons plans that indicate which standards are being taught as well as to create a resource/materials list. Teachers and students also have access to a plethora of digital resources that are embedded into their instructional practice.

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

N/A

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.

Teachers are mandated to submit weekly lessons plans that indicate which standards are being taught as well as to create a resource/materials list. Teachers and students also have access to a plethora of digital resources that are embedded into their instructional practice.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district

	classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Family and Consumer Sciences is not part of the MaST curriculum.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms

	classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Family and Consumer Sciences is not part of the MaST curriculum.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district

	classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

World language is not offered at this level. Family and Consumer Sciences is not part of the MaST curriculum.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms

	classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Family and Consumer Sciences is not part of the MaST curriculum.

Fiscal Solvency Policies

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

The Business office meets monthly with the Board of Trustees as well as communicates frequently with the School Financial Secretary and the CEO. The Board of Trustees has adopted financial policies and procedures which include the topics – budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school’s budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchasing and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order. The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller 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.

The Charter School uses SAGE MIP for the accounting software, which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of fund codes so Profit & Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit.

Sage is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of processes to electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be generated in the system as well as CEO’s real time access to run reports. Again, this new system complies with GAAP reporting.

Professional Education

Characteristics

Charter School’s Professional Education	EEP	E EI	ML	HS
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Characteristics				
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	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 School's Professional Education Characteristics	EEP	EEI	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 academic standards.	X	X	X	X
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.

MaST has K-12 Pathways which are academic communities of students, their families, teachers, and administrators who work together to define and set standards about what children should know and be able to do at each developmental stage and by the time they graduate.

Professional development is based on the notion that all **teachers** are **learners** and **leaders**

. Teacher learning and development is part of a school-wide design that establishes professional development as a regular, legitimate entity of the school organization. MaST Community Charter School is committed to creating a culture of continuous professional learning. The professional development plan is based on current trends, best practices and **UPPING the BAR** !

The major components of professional development being targeted at MaST Community Charter School are:

1. Providing intensive advanced professional development in theory, practice, integration and effectiveness of Science, Technology, Robotics, Engineering, Arts and Math. (STREAM)
2. Developing and sustaining Professional Learning Communities. (i.e. SAS, Common Core Curriculum, i3, coaching, Danielson model)
3. Implementing an effective RtII and Inclusion Education model in which all students in the school, regardless of their strengths or weaknesses in an area, become part of the school community and have access to curriculum.
4. Developing a comprehensive, integrated system of assessments and understanding, implementing and utilizing data that supports a K-12 educational program for every student.
5. Utilizing state-of-the-art technology that is currently available to our staff and students. This includes training and keeping abreast with 21st century trends.
6. Utilizing current trends and best practices to “up the bar”, by providing challenging experiences for all students.

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

N/A

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:
6/8/2015 PA Child Welfare Resource Center Webinar

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:
9/24/2015 All school staff completed online course in Suicide Prevention through http://sptsuniversity.org/ .

9/25/2015 All school staff completed online course in Suicide Prevention through http://sptsuniversity.org/ .
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9/28/2015 All school staff completed online course in Suicide Prevention through http://sptsuniversity.org/ .
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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.

Questions

The LEA plans to conduct the training on approximately:

8/24/2015 In-house presentation

Strategies Ensuring Fidelity

- 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.

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

We ensure that these characteristics are met by creating a Professional Development plan that is reviewed annually. Staff members complete surveys after each session and they also complete a Professional Development Needs Assessment at the end of each school year. Additionally, staff and administration examine assessment data to identify areas of weakness to address.

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

N/A

Induction Program

- 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.
- This program will also allow the incoming teachers to develop an understanding of the school, community, and cultures within our school, enabling them an orderly and successful passage of the beginning teacher through their first year of teaching.
- Knowledge of the Danielson Framework for Teaching.
- To provide a formal structure through which the inductee may become familiar with school policies, procedures, and resources available.
- Understanding of the Educator Effectiveness System of evaluation.

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

The Board of Trustees of the MaST Community Charter School desires to maintain an exemplary educational environment within its school. Recognizing the high correlation of quality education

with the degree of competence of the certified staff, MaST Community Charter School focuses on increasing the success and achievement of each certified employee new to the school. Completion of this program during the first year of employment is viewed as important by the Board and Administration, since the first year of teaching is predictive of success and retention in the career. This support will enable all first year teachers to use a wider variety of teaching practices, as well as more challenging activities to engage students in learning. All first-year teachers both full and part-time and educational specialists are required to participate in the Induction Program. Teachers new to MaST Charter may also be required to participate in the program. New school administrators are required to enroll and attend the Pennsylvania Inspired Leadership Initiative-PIL. Some strategies for ensuring all of the characteristics are met include: providing inductees with a one year mentor, providing professional development workshops and seminars, having meetings and conferences throughout the year, and providing inductees with the proper supports and resources.

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

This narrative is empty.

Needs of Inductees

- 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.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Inductees are required to complete a log, meet with mentors, and attend the inductee workshops throughout the year. School leaders and administration provide essential feedback for all inductees throughout the program.

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

N/A

Mentor Characteristics

- 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.

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

The Inductee Program Committee considers all of the above when selecting candidate for mentorship. The committee takes several variables into consideration when selecting mentors. These variables include: availability, years of service, knowledge of content area, teacher effectiveness, and mentor/inductee compatibility.

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

N/A

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for	X					

Educators						
Assessments					X	
Best Instructional Practices		X				
Safe and Supportive Schools		X				
Standards				X		
Curriculum				X		
Instruction			X			
Accommodations and Adaptations for diverse learners			X			
Data informed decision making					X	
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Professional Development Committee will evaluate the Educator Induction Program at least annually. The evaluation will include input from all of the participants related to the achievement of the program goals, objectives, and competencies. The Professional Development Committee will utilize the following data in conducting this evaluation:

1. Evaluation by Mentors
2. Evaluation by Inductees
3. Inductee and Mentor Logs
4. Documentation of Building Induction Team

All agendas, sign-in sheets, handouts, and materials utilized by the Inductees are kept on file in the main office. Mentors and inductees maintain a log of meeting dates, times, and activities which are turned in at the conclusion of the program year and are also kept on file. Each inductee that successfully participated in the Induction Program receives a certificate of completion, which is presented to them at the final meeting. Copies of the certificates are put in their employee file at the school.

Recording Process

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

- 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.

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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 §17-1732-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.

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Needs Assessment

Charter School Accomplishments

Accomplishment #1:

MaST is recognized by Apple as a school with a distinguished program for innovation, leadership, and educational excellence for 2014-2016. Also, MaST was named 21st Century Learning Exemplar School by P21 for embracing the P21 Framework for 21st Century Learning to increase educational options and outcomes for all students.

Accomplishment #2:

MaST exceeds the state's percentage of proficient and advanced in math, reading, science, and writing on the 2013/2014 PSSA.

- In Mathematics, 92% proficient or above in MaST students vs. 73.3% proficient or above in PA
- In Reading, 86.5% proficient or above in MaST students vs. 69.4% proficient or above in PA
- In Science, 87.9% proficient or above in MaST students vs. 69.7% proficient or above in PA
- In Writing, 78.5% proficient or above in MaST students vs. 67.6% proficient or above in PA

Accomplishment #3:

Based on the 2013/2014 PVAAS:

- There is significant evidence that the 8th grade exceeded the Standard for PA Academic Growth in Science.
- In ELA, 5th grade shows moderate evidence that the grade exceeded the Standard for PA Academic Growth, 6th shows significant evidence that the grade exceeded the Standard for PA Academic Growth, and 8th grade shows evidence that the grade exceeded the Standard for PA Academic Growth.
- In Math, grades 5, 6 and 8 indicated significant evidence that the school exceeded the standard for PA Academic Growth.

Accomplishment #4:

On the 2013/2014 Keystone for Algebra and Literature, there was significant evidence that the school exceeded the standard for PA Academic Growth. Additionally, there was evidence that the school met the standard for PA Academic Growth for the Keystone Biology assessment.

Accomplishment #5:

On the 2013/2014 School Performance Profile, there was an increase in overall performance on indicators of academic achievement in Math/Algebra, Reading/Literature, and Science/Biology. Additionally, the cohort graduation rate was 100% with a school-wide attendance rate over 95%. Also, there was an increase in extra credit on PSSA/Keystone in the Advanced performance level overall, PSSA/Keystone Science and Biology, PSSA Advanced Writing, and a significant increase in the percent of students scoring 3% or higher on Advanced Placement Exams.

Accomplishment #6:

Based on the 2014/2015 PSSA results:

- 4th grade outperformed the state in by over 20% in Science.
- 3rd grade outperformed the state by more than 10% in both Math and ELA/Reading.

Accomplishment #7:

MaST offers 5 AP courses. Additionally, MaST offers dual enrollment as an AP alternative for students that want to obtain college credits.

Accomplishment #8:

100% of teachers are Highly Qualified.

Accomplishment #9:

2015 Keystone Exam Data:

- Literature Keystone- 76.4 % proficient, 6.4 % advanced (above state averages)
- Biology Keystone- 31.2 % proficient, 23.7 % advanced (above state averages)
- Algebra I Keystone- 30.9 % proficient, 20.6 % advanced (above state averages)

Accomplishment #10:

MaST was named a Title I Distinguished School for High Achievement.

Charter School Concerns

Concern #1:

According to the 2013/2014 PSSA:

- In Math, there is an 8.1% performance gap between the historically underperforming students and all students.

- In Reading, there is an 11.3% performance gap between the historically underperforming students and all students.
- In Science, there is an 11.9% performance gap between the historically underperforming students and all students.
- In Writing, there is an 8.7% performance gap between the historically underperforming students and all students.
- In Reading, there is an 11.3% performance gap between the English Language Learner (ELL) student group and all students.

Concern #2:

Based on the 2013/2014 PSSA, the percentage of students scoring proficient or above in Writing was 78.5%, with only 9% scoring Advanced.

Concern #3:

The 2013/2014 Math PVAAS and 2014/2015 PSSA indicate additional support is needed across grades 3-8 due to inconsistency in performance with a focus on grade 4 and 7 due to significant declines.

The 2013/2014 ELA PVAAS indicates additional support is needed in grades 4 and 7 due to significant evidence that these grades did not meet the standard for the PA Academic Growth and that trend continued based on the 2014/2015 PSSA results for 8th grade.

Concern #4:

Based on the 2013/2014 PVAAS there was moderate evidence that our below basic performers did not meet the standard for academic growth on the Keystone, Algebra I, nor did our proficient performers meet the standard for academic growth on the Keystone, Biology.

Concern #5:

On the 2013/2014 SPP's Indicators of Closing the Achievement Gap, MaST received 20% out of a possible 100% for all students, equivalent to a one percentage point increase, and 0% out of 100% for historically underperforming students in Science/Biology.

Concern #6:

2015 Keystone Exam Data:

- Literature Keystone- 14.5 % basic, 2.7 % below basic
- Biology Keystone- 36.6 % basic, 8.6 % below basic
- Algebra I Keystone- 42.6 % basic, 5.9 % below basic

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:

The 2013/2014 Math PVAAS and 2014/2015 PSSA indicate additional support is needed across grades 3-8 due to inconsistency in performance with a focus on grade 4 and 7 due to significant declines.

The 2013/2014 ELA PVAAS indicates additional support is needed in grades 4 and 7 due to significant evidence that these grades did not meet the standard for the PA Academic Growth and that trend continued based on the 2014/2015 PSSA results for 8th grade.

Based on the 2013/2014 PVAAS there was moderate evidence that our below basic performers did not meet the standard for academic growth on the Keystone, Algebra I, nor did our proficient performers meet the standard for academic growth on the Keystone, Biology.

Based on the 2013/2014 PSSA, the percentage of students scoring proficient or above in Writing was 78.5%, with only 9% scoring Advanced.

According to the 2013/2014 PSSA:

- In Math, there is an 8.1% performance gap between the historically underperforming students and all students.
- In Reading, there is an 11.3% performance gap between the historically underperforming students and all students.
- In Science, there is an 11.9% performance gap between the historically underperforming students and all students.
- In Writing, there is an 8.7% performance gap between the historically underperforming students and all students.
- In Reading, there is an 11.3% performance gap between the English Language Learner (ELL) student group and all students.

On the 2013/2014 SPP's Indicators of Closing the Achievement Gap, MaST received 20% out of a possible 100% for all students, equivalent to a one percentage point increase, and 0% out of 100% for historically underperforming students in Science/Biology.

2015 Keystone Exam Data:

- Literature Keystone- 14.5 % basic, 2.7 % below basic
- Biology Keystone- 36.6 % basic, 8.6 % below basic
- Algebra I Keystone- 42.6 % basic, 5.9 % below basic

Systemic Challenge #2 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

The 2013/2014 Math PVAAS and 2014/2015 PSSA indicate additional support is needed across grades 3-8 due to inconsistency in performance with a focus on grade 4 and 7 due to significant declines.

The 2013/2014 ELA PVAAS indicates additional support is needed in grades 4 and 7 due to significant evidence that these grades did not meet the standard for the PA Academic Growth and that trend continued based on the 2014/2015 PSSA results for 8th grade.

Based on the 2013/2014 PVAAS there was moderate evidence that our below basic performers did not meet the standard for academic growth on the Keystone, Algebra I, nor did our proficient performers meet the standard for academic growth on the Keystone, Biology.

Based on the 2013/2014 PSSA, the percentage of students scoring proficient or above in Writing was 78.5%, with only 9% scoring Advanced.

According to the 2013/2014 PSSA:

- In Math, there is an 8.1% performance gap between the historically underperforming students and all students.

- In Reading, there is an 11.3% performance gap between the historically underperforming students and all students.
- In Science, there is an 11.9% performance gap between the historically underperforming students and all students.
- In Writing, there is an 8.7% performance gap between the historically underperforming students and all students.
- In Reading, there is an 11.3% performance gap between the English Language Learner (ELL) student group and all students.

On the 2013/2014 SPP's Indicators of Closing the Achievement Gap, MaST received 20% out of a possible 100% for all students, equivalent to a one percentage point increase, and 0% out of 100% for historically underperforming students in Science/Biology.

2015 Keystone Exam Data:

- Literature Keystone- 14.5 % basic, 2.7 % below basic
- Biology Keystone- 36.6 % basic, 8.6 % below basic
- Algebra I Keystone- 42.6 % basic, 5.9 % below basic

Charter School Level Plan

Action Plans

Goal #1: 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: Annual

Data Source: 2013/2014 PSSA

Specific Targets: To close the gap between all students and historically underperforming students by at least 3% annually in Math, Science, ELA(Reading and Writing) on the PSSA.

Type: Annual

Data Source: 2013-2014 PVAAS

Specific Targets: To improve the PVAAS performance diagnostic indicator, moving from moderate evidence that we did not meet the standard for PA Academic Growth to meeting the standard in the Below Basic Performance level on Keystone, Algebra and the Advanced Performance level on PSSA Math, grades 4 and 7.

Type: Annual

Data Source: 2013-2014 PVAAS

Specific Targets: To improve the PVAAS performance diagnostic indicator, moving from significant evidence that we did not meet the standard for PA Academic Growth, to meeting the standard in the Advanced Performance level on PSSA ELA, grade 4 and in the Basic, Proficient and Advanced Performance levels in grade 7.

Type: Annual

Data Source: 2013-2014 SPP

Specific Targets: To close the achievement gap by 5% in Science/Biology, for all students, as well as historically underperforming students, as indicated on the School Performance Profile and based on the required gap closure.

Type: Annual

Data Source: 2013-2014 PSSA

Specific Targets: To close the gap between all students and ELL (English Language Learners) students by at least 3% annually in ELA(Reading and Writing) on the PSSA.

Type: Annual

Data Source: 2013-2014 PSSA

Specific Targets: To increase the percentage of all students scoring proficient or advanced in Writing by 5% annually, while, increasing the number of students scoring advanced by 5%.

Strategies:

Curriculum Mapping Program

Description:

MaST will update Curriculum Maps for all core content areas, K-12 using a new mapping program.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

(Curriculum Mapping Program 1) Research and Identify Curriculum Mapping Program

Description:

Read and review a variety of curriculum mapping programs using PDE guidelines.

Evidence:

Technology based curriculum mapping program will be adopted by the Board of Trustees.

Start Date: 7/1/2016 **End Date:** 7/21/2016

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping Program

(Curriculum Mapping Program 2) Train Faculty on Use of Selected Curriculum Mapping Program

Description:

MaST faculty will be introduced to the Curriculum Mapping Program.

Evidence:

Sign-in Sheets, Agenda, Mapping Tool Login Info

Start Date: 8/22/2016 **End Date:** 8/26/2016

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping Program

(Curriculum Mapping Program 3) Creation of Curriculum Maps in Core Content Areas

Description:

Teachers will work in teams to create curriculum maps per subject in all core content areas.

Evidence:

Live Curriculum Maps

Start Date: 9/1/2016 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping Program

Goal #2: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: 2013/2014 PSSA

Specific Targets: To close the gap between all students and historically underperforming students by at least 3% annually in Math, Science, ELA(Reading and Writing) on the PSSA.

Type: Annual

Data Source: 2013-2014 PVAAS

Specific Targets: To improve the PVAAS performance diagnostic indicator, moving from moderate evidence that we did not meet the standard for PA Academic Growth to meeting the standard in the Below Basic Performance level on Keystone, Algebra and the Advanced Performance level on PSSA Math, grades 4 and 7.

Type: Annual

Data Source: 2013-2014 PVAAS

Specific Targets: To improve the PVAAS performance diagnostic indicator, moving from significant evidence that we did not meet the standard for PA Academic Growth, to meeting the standard in the Advanced Performance level on PSSA ELA, grade 4 and in the Basic, Proficient and Advanced Performance levels in grade 7.

Type: Annual

Data Source: 2013-2014 SPP

Specific Targets: To close the achievement gap by 5% in Science/Biology, for all students, as well as historically underperforming students, as indicated on the School Performance Profile and based on the required gap closure.

Type: Annual

Data Source: 2013-2014 PSSA

Specific Targets: To close the gap between all students and ELL (English Language Learners) students by at least 3% annually in ELA(Reading and Writing) on the PSSA.

Type: Annual

Data Source: 2013-2014 PSSA

Specific Targets: To increase the percentage of all students scoring proficient or advanced in Writing by 5% annually, while, increasing the number of students scoring advanced by 5%.

Strategies:

Technology Integration Training Increased Through Modeling

Description:

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. In addition to Professional Development being delivered through the Technology Integration Specialist and online platforms, procedures will be created to allow teachers to observe other teachers effectively integrating technology. This exposure will allow teachers to expand their current technology integration practices based on the modeling of their fellow teachers.

(Source:http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

K-6 Professional Development

Description:

MaST will increase opportunities for professional development in Math, ELA (including Writing), and Science through collaboration with Instructional Coaches, Professional Learning Communities, University Partnerships, and external Educational Consultants.

SAS Alignment: Standards, Curriculum Framework, Instruction, Assessment, Materials & Resources

7-12 Professional Development

Description:

MaST will increase opportunities for professional development in Algebra, Literature, Biology, Writing, and Technology Integration through collaboration with Instructional Coaches, Professional Learning Communities, University Partnerships, and external Educational Consultants.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Technology (1)- Modify and Distribute the Technology Integration Survey

Description:

In prior years, teachers have completed multiple surveys on technology integration as well as professional development. In this step, MaST will create an all-encompassing survey to gain a solid understanding of teachers' integration level and professional development needs.

Evidence:

Final Survey

Start Date: 6/1/2015 **End Date:** 6/17/2015

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling
- K-6 Professional Development
- 7-12 Professional Development

Technology (2)- Analyze Technology Integration Survey

Description:

After all forms are collected, the professional development committee will work with the Technology Integration Specialist to analyze the survey results. Common areas of weakness or need for professional development will be identified and documented. Additionally, teachers will be separated into ability groups based on their current Technology Integration Level.

Evidence:

Survey results and list of Teacher ability groups

Start Date: 7/1/2016 **End Date:** 8/21/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling
- K-6 Professional Development
- 7-12 Professional Development

Technology (3)- Identify Strengths and Weakness In Technology Integration In Each Teacher

Description:

Based on the survey and prior observations, teachers will then be categorized based on their strengths to identify leaders in various topics such as: iPad Integration, Chromebook Integration, and Web Tool Integration. Additionally, teachers with common weaknesses will be identified. Teachers will be matched up with a teacher that is strong in their area of weakness.

Evidence:

List of teacher pairings

Start Date: 8/1/2016 **End Date:** 8/19/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling

- K-6 Professional Development
- 7-12 Professional Development

Technology (4)- Introduce the Technology Observation Program

Description:

During the first week back to school, the Technology Integration Specialist will meet with Elementary, Middle and High School Teachers to explain the new Technology Integration Observation Program.

Evidence:

Slide Show Presentation, Sign-In Sheet

Start Date: 8/29/2016 **End Date:** 9/9/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling
- K-6 Professional Development
- 7-12 Professional Development

Technology (5)- Create, Distribute, and Complete a Technology Observation Schedule

Description:

Plan an observation schedule and coordinate necessary coverage that includes time for the teachers to observe and then meet to discuss the lesson. Teachers will complete the observation.

Evidence:

Observation Schedule

Start Date: 9/1/2016 **End Date:** 12/1/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling
- K-6 Professional Development
- 7-12 Professional Development

Technology (6)- Technology Observation Follow up and Goal Setting**Description:**

Teachers will follow up with the Technology Integration Specialist and set a personal Technology Integration Goal.

Evidence:

Individual Teacher Goals

Start Date: 11/2/2016 **End Date:** 2/6/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling
- K-6 Professional Development
- 7-12 Professional Development

Technology (7)- Technology Goal Monitoring and Final Evaluation**Description:**

Teachers will meet with the Technology Integration Specialist to work towards their goal throughout the year. Also, the Technology Integration Specialist will observe and assist in classes throughout the year. At the end of the year the teacher will complete a self-evaluation form and present to other staff. The Observation Program will also be assessed for possible use in the future.

Evidence:

Self-Evaluation Form

Start Date: 1/2/2017 **End Date:** 5/19/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration Training Increased Through Modeling
- K-6 Professional Development
- 7-12 Professional Development

K-6 Math PD (1)- Annual Math Needs Assessment

Description:

Based on identified math weaknesses, survey the Math Teachers on their Professional Development needs regarding best instructional practices, differentiation, supplemental resources, and alignment to the PA Common Core.

Evidence:

Survey Results

Start Date: 6/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Math PD (2)- Annually Evaluate Survey Results

Description:

The survey results will be evaluated and a Professional Development Calendar will be created.

Evidence:

Professional Development Calendar

Start Date: 6/30/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Math PD (3)- Annually Plan and Prepare Math Professional Development

Description:

Organize a team of subject specialists to prepare professional development based on Math PA Common Core standards and school-wide needs as revealed in the survey results.

Evidence:

Professional Development Presentations

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- K-6 Professional Development

K-6 Math PD (4)- Annually Research and Review Math Professional Development Providers

Description:

Organize a team of math specialists to research and review accredited Professional Development offerings from outside Educational Sources. Administrative Team will select and purchase after careful review of their findings.

Evidence:

PD Evaluation Rubric

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Math PD (5)- Provide In-House Professional Development

Description:

Teachers will be asked to register and attend specific Professional Development sessions based on needs assessment. MaST staff members will conduct Sessions.

Evidence:

Sign-in Sheets

Start Date: 9/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Math PD (6)- Annual Professional Development Evaluation

Description:

Evaluate the effectiveness of the implementation and embedded practice after each Math PD. Additionally; evaluate the impact on math data.

Evidence:

Observations, Lesson Plans, Student Work, and Standardized Test Results

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

*K-6 ELA PD (1)- Annual ELA Needs Assessment***Description:**

Based on identified ELA weaknesses, survey ELA Teachers on their Professional Development needs regarding best instructional practices, differentiation, supplemental resources, and alignment to the PA Common Core.

Evidence:

Survey Results

Start Date: 6/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

*K-6 ELA PD (2)- Annually Evaluate Survey Results***Description:**

The survey results will be evaluated and a Professional Development Calendar will be created.

Evidence:

Professional Development Calendar

Start Date: 6/30/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 ELA PD (3)- Annually Plan and Prepare ELA Professional Development

Description:

Organize a team of subject specialists to prepare professional development based on ELA PA Common Core standards and school-wide needs as revealed in the survey results.

Evidence:

Professional Development Presentations

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 ELA PD (4) Annually Research and Review ELA Professional Development

Description:

Organize a team of ELA specialists to research and review accredited Professional Development offerings from outside Educational Sources. Administrative Team will select and purchase after careful review of their findings.

Evidence:

PD Evaluation Rubric

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 ELA PD (5) Provide Professional Development

Description:

Teachers will be asked to register and attend specific Professional Development sessions based on needs assessment.

Evidence:

Sign-in Sheets

Start Date: 9/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 ELA PD (6)- Annual Professional Development Evaluation

Description:

Evaluate the effectiveness of the implementation and embedded practice after each ELA PD. Additionally; evaluate the impact on ELA data.

Evidence:

Observations, Lesson Plans, Student Work, and Standardized Test Results

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Science PD (1)- Annual Science Needs Assessment

Description:

Based on identified Science weaknesses, survey Science Teachers on their Professional Development needs regarding best instructional practices.

Evidence:

Survey Results

Start Date: 6/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

*K-6 Science PD (2)- Annually Evaluate Survey Results***Description:**

The survey results will be evaluated and a Professional Development Calendar will be created.

Evidence:

Professional Development Calendar

Start Date: 6/30/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

*K-6 Science PD (3)- Annually Plan and Prepare Science Professional Development***Description:**

Organize a team of subject specialist to prepare professional development based on Science PA Common Core standards and school-wide needs as revealed in the survey results.

Evidence:

Professional Development Presentations

Start Date: 8/1/2016 **End Date:** 9/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Science PD (4)- Annually Research and Review Science Professional Development

Description:

Organize a team of Science Specialists to research and review accredited Professional Development offerings from outside Educational Sources. Administrative Team will select and purchase after careful review of their findings.

Evidence:

PD Evaluation Rubric

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

K-6 Science PD (5)- Provide Professional Development

Description:

Teachers will be asked to register and attend specific Professional Development sessions based on needs assessment.

Evidence:

Sign-in Sheets

Start Date: 9/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

*K-6 Science PD (6)- Annual Professional Development Evaluation***Description:**

Evaluate the effectiveness of the implementation and embedded practice after each Science PD. Additionally; evaluate the impact on Science data.

Evidence:

Observations, Lesson Plans, Student Work, and Standardized Test Results

Start Date: 8/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development

*7-12 PD (1)- Review of Current Curriculum Framework***Description:**

Administrators and teachers will review and identify any gaps in the current curriculum framework to modify, change, or supplement according to the PA Core Standards. Then, teachers will use the materials available to teach the standards.

Evidence:

Meeting Notes

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- 7-12 Professional Development

7-12 PD (2)- Standards Based Instructional training in the PA Core

Description:

Working in PLC, staff will participate in the PA Core Curriculum mapping process, attend internal and external professional development, and ensure instructional alignment with PA Core Standards.

Evidence:

Unit/Lesson plans, Curriculum Maps

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- 7-12 Professional Development

7-12 PD (3)- Update Pacing Guide

Description:

Working with the administrative team, staff will assist in the development on an annual pacing guide. Standards aligned materials will be utilized by all teachers following an annual pacing, based on the district calendar. Teachers and support staff will refer to this regularly in order to meet deadlines and ensure students receive all necessary instruction to be successful.

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- 7-12 Professional Development

7-12 PD (4)- Conduct Student Data Meetings

Description:

In collaboration with administration, teachers, and support staff, a data-meeting calendar will be created annually for the next three years. The purpose of the meeting is determine key dates throughout the school year where teachers and support staff will meet within and across grade levels to discuss the utilization of the PA Common Core Standards. These meetings will be used to discuss clear academic expectations and assessment benchmark requirements.

Evidence:

Calendar to reflect meeting dates

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- 7-12 Professional Development

7-12 PD (5)- Integration of PA Common Core Standards in Lesson Planning

Description:

Teachers will follow the pacing guides and incorporate the PA Common Core Standards in the lesson plans. They will use the knowledge they gained from the PD in August 2016, and utilize the feedback from the meetings held throughout the year.

Evidence:

Lesson plans reflecting PA Common Core

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- 7-12 Professional Development

7-12 PD (6)- Evaluate the Teaching through Administration Observations

Description:

Through the use of the Danielson Framework Rubric teachers will be assessed to ensure effective teaching. Walkthroughs, informal and formal observations will be done by administration to address the domains of Danielson Framework Rubric.

Evidence:

Observation notes/forms

Start Date: 8/30/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- 7-12 Professional Development

School-wide PD (1)- Map out the PD Calendar

Description:

Creation of a detailed plan of what PD will be delivered and when it will be delivered.

Evidence:

1. List of Areas of Focus for Professional Development as Determined by the School Improvement Team
2. Calendar of Dates for Professional Development

Start Date: 6/30/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development
- 7-12 Professional Development

School-wide PD (2)- Develop an efficient Professional Learning Community Implementation Plan

Description:

All PLCs will have uniform and detailed meeting guidelines with action planning documentation. PLCs will have multiple focuses including:

- Implementation of Common Core Curriculums
- Data Analysis
- Action Planning
- At-risk students including ELL and SPED

Evidence:

1. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
2. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices

Start Date: 6/30/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development
- 7-12 Professional Development

School-wide PD (3)- Create PLC Meeting Schedules

Description:

A consistent schedule for PLC meetings will be created and built into the schedule. Documented evidence will be available through the PLC meeting goal setting process that includes detailed short-term and long-term goals for teachers and students. This could possibly be held on the 2nd/3rd Thursday of the month.

Evidence:

1. Meeting Schedule for PLC Created
2. Documented Meeting Minutes Providing Information on Curriculum, Student and Program Progress
3. Targeted Focus for Consistent Curriculum Delivery and Instructional Practices

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development
- 7-12 Professional Development

SPED (1)- Strategies to Support ELL Students

Description:

All teachers will participate in a presentation on strategies to support ELL students in all classrooms.

Evidence:

Sign-in Sheet

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development
- 7-12 Professional Development

Sped (2)- PD on Differentiated Instruction for an Inclusive Setting

Description:

Special Education teachers will prepare and provide at least one training per school year focused on differentiating instruction.

Evidence:

Sign-in Sheet

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- K-6 Professional Development
- 7-12 Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: #1 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.

Strategy #1: Curriculum Mapping Program

Start	End	Title	Description	Provider	Type	App.
8/22/2016	8/26/2016	(Curriculum Mapping Program 2) Train Faculty on Use of Selected Curriculum Mapping Program	MaST faculty will be introduced to the Curriculum Mapping Program. Evidence: Sign-in Sheets, Agenda, Mapping Tool Login Info	Principals, Technology Integration Specialist	School Entity	Yes
		Person Responsible Principals	SH 2.0	S 1	EP 75	

Knowledge Teachers will be able to independently navigate the Curriculum Mapping Program and collaborate in the Professional Learning Communities to develop Curriculum Maps.

Supportive Research <http://www.pdesas.org/>

Designed to Accomplish
For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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.

Training Format	School Whole Group Presentation	
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	Evaluation Methods
		Curriculum Maps
		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

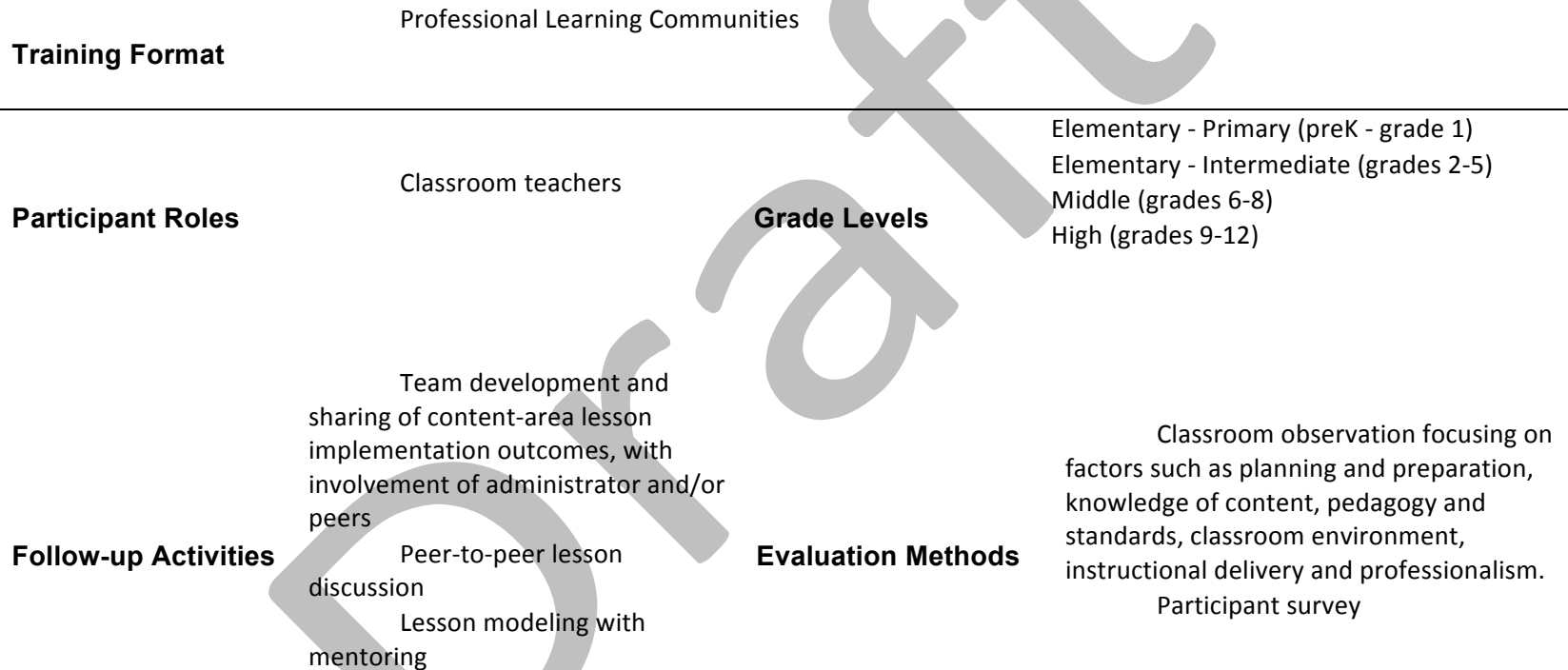
LEA Goals Addressed: #1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with

Strategy #1: Technology Integration Training Increased Through Modeling
Strategy #2: K-6 Professional Development

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.



principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Start	End	Title	Description				Type	App.
8/1/2016	6/30/2019	K-6 Math PD (4)- Annually Research and Review Math Professional Development Providers	Organize a team of math specialists to research and review accredited Professional Development offerings from outside Educational Sources. Administrative Team will select and purchase after careful review of their findings.					
			Evidence:					
			PD Evaluation Rubric					
		Person Responsible Principals, Director of Special Education, Math Teachers	SH 1.0	S 9	EP 30	Provider My Math, Big Ideas, Other Educational PD Services	Type For Profit Company	App. Yes

Knowledge

- Content Enrichment
- Best Instructional Practices
- Supplement Resources
- Differentiation

Supportive Research

www.pdesas.org

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.

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.

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles

Classroom teachers
Paraprofessional
Other educational specialists

Grade Levels

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

Follow-up Activities

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

Peer-to-peer lesson

Evaluation Methods

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

Participant survey

discussion
 Joint planning period
 activities

Review of participant lesson plans

LEA Goals Addressed: #1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: K-6 Professional Development

Start	End	Title	Description	Provider	Type	App.
9/1/2016	6/30/2019	K-6 Math PD (5)- Provide In-House Professional Development	Teachers will be asked to register and attend specific Professional Development sessions based on needs assessment. MaST staff members will conduct Sessions. Evidence: Sign-in Sheets	Math Teachers, My Math, Big Ideas, Other PD Agencies	School Entity	Yes
		Person Responsible Principals, Director of Special Education, Math Teachers	SH 1.0	S 9	EP 30	

Knowledge

- Content Enrichment
- Best Instructional Practices

- Supplemental Resources
- Differentiation

Supportive Research

www.pdesas.org

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.

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.

Training Format

Series of Workshops
Department Focused Presentation

Participant Roles

Classroom teachers
Paraprofessional

Grade Levels

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed:	<p>#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</p>	<p>Strategy #1: K-6 Professional Development</p>
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Start	End	Title	Description	Evidence:	Person Responsible	SH	S	EP	Provider	Type	App.
8/1/2016	6/30/2019	K-6 ELA PD (4) Annually Research and Review ELA Professional Development	Organize a team of ELA specialists to research and review accredited Professional Development offerings from outside Educational Sources. Administrative Team will select and purchase after careful review of their findings.	PD Evaluation Rubric							

Principals, Director of Special Education, ELA Teachers	1.0	9	30	StoryTown, Scholastic, University Partnerships/Eastern University, Other Educational PD Providers	School Entity	Yes
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Knowledge

- Content Enrichment
- Best Instructional Practices
- Supplemental Resources
- Differentiation

Supportive Research

www.pdesas.org

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.

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.

Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Participant Roles

Classroom teachers
Paraprofessional
Other educational
specialists

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
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
Participant survey
Review of participant lesson plans

LEA Goals Addressed:

#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement

Strategy #1: K-6 Professional Development

growth and continuous improvement within the school.

Start	End	Title				Description		
9/1/2016	6/30/2019	K-6 ELA PD (5) Provide Professional Development				Teachers will be asked to register and attend specific Professional Development sessions based on needs assessment.		
						Evidence:		
						Sign-in Sheets		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principals, Director of Special Education, Writing Committee, ELA Teachers	1.0	9	30	Reading Specialists, Grade Leads, Instructional Coaches, and ELA Teachers	School Entity	Yes

Knowledge

- Content Enrichment
- Best Instructional Practices
- Supplemental Resources
- Differentiation

Supportive Research

www.pdesas.org

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.

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.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Department Focused Presentation

Participant Roles

Classroom teachers
Paraprofessional
Other educational
specialists

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
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
Participant survey
Review of participant lesson plans

LEA Goals Addressed: #1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: K-6 Professional Development

Start	End	Title	Description	Provider	Type	App.
8/1/2016	6/30/2019	K-6 Science PD (4)- Annually Research and Review Science Professional Development	Organize a team of Science Specialists to research and review accredited Professional Development offerings from outside Educational Sources. Administrative Team will select and purchase after careful review of their findings.	ASSET and other Educational PD Providers	For Profit Company	Yes
		Person Responsible	Evidence:			
		Principals, Director of Special Education, Instructional Coaches, Grade Leads	PD Evaluation Rubric			
		SH 1.0	S 9	EP 30		

Knowledge

- Content Enrichment
- Best Instructional Practices

- Supplemental Resources
- Differentiation

Supportive Research

www.pdesas.org

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.

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.

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles

Classroom teachers
Paraprofessional
Other educational
specialists

Grade Levels

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- 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
- Participant survey
- Review of participant lesson plans

LEA Goals Addressed: #1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: K-6 Professional Development

Start	End	Title	Description	Evidence:	Person Responsible	Type	App.
9/1/2016	6/30/2019	K-6 Science PD (5)- Provide Professional Development	Teachers will be asked to register and attend specific Professional Development sessions based on needs assessment.	Sign-in Sheets	SH S EP		

Principals, Director of Special Education, Instructional Coaches, Grade Leads	1.0	9	30	Instructional Coaches, Grade Leads, Department Chairs	School Entity	Yes
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Knowledge

- Content Enrichment
- Best Instructional Practices
- Supplemental Resources
- Differentiation

Supportive Research

www.pdesas.org

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.

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.

Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Participant Roles

Classroom teachers
Paraprofessional
Other educational
specialists

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
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
Participant survey
Review of participant lesson plans

LEA Goals Addressed:

#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff,

Strategy #1: 7-12 Professional Development

parents, community, etc.) leads achievement growth and continuous improvement within the school.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2016	6/30/2019	7-12 PD (2)- Standards Based Instructional training in the PA Core	Working in PLC, staff will participate in the PA Core Curriculum mapping process, attend internal and external professional development, and ensure instructional alignment with PA Core Standards. Evidence: Unit/Lesson plans, Curriculum Maps	Principals, Director of Special Education	1.0	9	30	Principals, Director of Special Education, Department Heads	School Entity	Yes

Knowledge Teachers will learn of additional resources available to align instruction to PA Core.

Supportive Research www.pdesas.org

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.

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership

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

roles: academic standards.

Training Format	Department Focused Presentation	
Participant Roles	Classroom teachers Paraprofessional	Grade Levels Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>	Evaluation Methods
		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed: #1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within

Strategy #1: K-6 Professional Development
Strategy #2: 7-12 Professional Development

the school.

Start	End	Title	Description	Type	App.	
8/29/2016	6/30/2019	SPED (1)- Strategies to Support ELL Students	All teachers will participate in a presentation on strategies to support ELL students in all classrooms.			
			Evidence: Sign-in Sheet			
		Person Responsible Director of Special Education, Principals	SH 1.0 S 9 EP 30	Provider ELL Support Teacher, Director of Special Education	Type School Entity	App. Yes
		Knowledge	Teachers will walk away with multiple strategies to integrate into instruction that allow for extra support to ELL students.			
		Supportive Research	www.pdesas.org			
		Designed to Accomplish				
		For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.			
		For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			
			Department Focused Presentation			
		Training Format				

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:

#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: K-6 Professional Development
Strategy #2: 7-12 Professional Development

Start End Title Description

Special Education teachers will prepare and provide at least one training per school year focused on differentiating instruction.

8/29/2016 6/30/2019 Sped (2)- PD on Differentiated Instruction for an Inclusive Setting

Evidence:

Sign-in Sheet

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Special Education	1.0	9	30	Special Education Teachers	School Entity	Yes

Knowledge

Teachers will learn various strategies for differentiating instruction to increase student learning.

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

Supportive Research

<http://www.icsei.net/icsei2011/full%20papers/0155.pdf>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Department Focused Presentation

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	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Draft

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

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

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer