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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Monday, November 10, 2008**

**Charter School:** Mastery CS-Pickett Campus  
**Address:** 5700 Wayne Avenue  
Philadelphia, PA 19144  
**Phone:**  
**Contact Name:**

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Mastery CS-Pickett Campus

**Date of Local Chartering School Board/PDE Approval:** March 2007

**Length of Charter:** 4 Years **Opening Date:** 9/4/2007

**Grade Level:** 7, 8 **Hours of Operation:** 8AM-5PM

**Percentage of Certified Staff:** 90% **Total Instructional Staff:** 15

**Student/ Teacher Ratio:** 15:1 **Student Waiting List:** 5

**Attendance Rate/Percentage:** 92.95%

**Enrollment:** 251 **Per Pupil Subsidy:** Per Pupil Subsidy: \$7,708.00 (regular education)/\$16,760.00 (special education)

#### Student Profile

**American Indian/Alaskan Native:** .447%  
**Asian/Pacific Islander:** .447%  
**Black (Non-Hispanic):** 98.66%  
**Hispanic:** .447%  
**White (Non-Hispanic):** .447%  
**Multicultural:** 0.00%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 92.29%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 42

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	181	0	181
Instructional Hours	0	0	0	0	1057	0	1057

## SECTION I. EXECUTIVE SUMMARY

### Organization Description

### INTRODUCTION

Mastery Charter School Pickett Campus is a new charter school based on the model developed by Mastery Charter High School -- Lenfest Campus (founded in 2001). Mastery's mission is to prepare urban youth for success in higher education and the global economy. In fall 2007 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Pickett Middle School in the Germantown neighborhood into a charter school serving grades 7-12. The Pickett conversion was particularly urgent because the school was one of the lowest academic performing schools in the District.

In September 2007, the Pickett school was converted into Mastery Charter School Shoemaker Campus, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program.

The conversion has been very successful. The number of violent incidences has plummeted 80%. Our PSSA math scores increased 25 percentage points in 8<sup>th</sup> grade and 41 percentage points in 7<sup>th</sup> grade compared to 2007 pre-conversion scores. Our PSSA reading scores increased 13 percentage points in 8<sup>th</sup> grade and 45 percentage points in 7<sup>th</sup> grade compared to 2007 pre-conversion scores.

In 2007-2008, Mastery Pickett Campus served approximately 225 students in grades 7-8. Over the next three years, the Mastery Shoemaker will add a grade each year and eventually serve 700 students in grades 7-12. Approximately 92% of our students are eligible for a free or reduced school lunch. 99% of our students are African American.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30<sup>th</sup> national percentile on standardized tests. 66% of our incoming 7<sup>th</sup> graders test below grade level in math. 43% score 3 grades or more below grade level in math. 76% of our incoming 7<sup>th</sup> graders test below grade level in reading. 54% score 3 grades or more below grade level in reading.

## **PROGRAM OVERVIEW**

Mastery integrates modern management and effective educational practices to drive student achievement. Our program is distinct in several ways. Most importantly, our teachers are outstanding and relentlessly committed to student achievement. Mastery instruction means teaching and supporting students until they learn. Our teachers continually improve their craft through frequent feedback, coaching, and collaborative support. Instruction is grounded by a common pedagogical model and guided by focused standards-based curricula. We align assessments to clear objectives and use assessment data to direct instruction. We utilize a mastery-based grading system and a scaffolded course structure that addresses students at their incoming skill level, yet holds all students to a single college preparatory graduation standard.

Mastery creates an achievement-focused school culture by sweating the small stuff while fostering meaningful, personalized relationships between students and adults.

To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All students receive workplace skills training and participate in internships to ensure they develop the real world skills required for college and the global economy. In short, Mastery insists on high expectations and high support so all students can achieve success.

Key program elements include:

<b>Goal:</b>	<ul style="list-style-type: none"> <li>• Students learn the skills required for success in college &amp; the global economy</li> </ul>
<b>High School Structure</b>	<ul style="list-style-type: none"> <li>• Multiple entry-level courses designed to meet incoming students at their skill level</li> <li>• Entry level courses designed to quickly remediate skills deficits</li> <li>• All students take same college preparatory courses at upper grades</li> </ul>
<b>Curriculum &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Skill-focused</li> <li>• Clearly defined, standards-based curriculum</li> <li>• Common assessments by course</li> <li>• Benchmark tests every six weeks</li> </ul>
<b>Grading</b>	<ul style="list-style-type: none"> <li>• Mastery or Incomplete</li> <li>• 76% is Mastery, below 76% students must repeat semester in summer school</li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>• Extra hour of academic support til 4pm daily</li> <li>• Mandatory Saturday school &amp; skills classes</li> </ul>
<b>Workplace Exposure</b>	<ul style="list-style-type: none"> <li>• Workplace and personal skills explicitly taught</li> <li>• Internship is required to graduate</li> </ul>
<b>School Culture</b>	<ul style="list-style-type: none"> <li>• Small, personal</li> <li>• A culture of high expectations — orderly &amp; respectful school climate</li> </ul>

<p><b>Teacher Support</b></p>	<ul style="list-style-type: none"> <li>• Early dismissal every Weds for collaborative planning &amp; PD</li> <li>• Frequent (9+ /yr) instructional feedback</li> <li>• 15 PD days throughout year</li> </ul>
<p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>• Teachers ensure students learn</li> <li>• Explicit instructional standards based on effective practice</li> <li>• Assessment data and curriculum drives instruction</li> </ul>

**Core Purpose**

**Mission**

Our mission is: *All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.*

**Vision**

Our vision is for all students who enroll in Mastery Charter to graduate from college. To fulfill this vision our goals are:

- 85% of students score proficient or advanced on the PSSA
- Our students score at or above the national average on the SAT
- At least 85% of our graduates to enroll in post-secondary education -- a two or four year degree program or technical training.

**Shared Values**

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations and higher education standards or they don't. There is no in-between. Thus the Mastery motto: Excellence. No Excuses.

**OUR VALUES**

1. Student Achievement -- Above All

Student achievement is the reason we exist. All our efforts must be judged by how they further student achievement. What works to strengthen student achievement dominates all other values and beliefs.

2. The High Road

We take the high road in our decision-making and personal standards. We do the right thing. We strive to operate with fairness and treat folks with respect. We model the adult behaviors we want to develop in our students.

3. Accountability and Straight Talk

Every Mastery staff member is accountable for the results we produce. To succeed we face reality and deal with each other honestly and directly. We don't waste time.

4. Joy and Humor

We believe that students learn better, and staff are more effective, when there is a positive, caring culture. We like fun. And we love to laugh and try to do so as often as possible.

5. Open Doors

Our school and management culture must be open and engaging to staff and students. We are more effective when we share information and gather diverse points of view.

6. Initiative and Continuous Improvement

To succeed, all staff must be consciously engaged in a continuous cycle of goal setting, action, measurement, and analysis. Our mission is ambitious. We need proactive staff to be successful.

## **Academic Standards**

### **STANDARDS-BASED DESIGN**

Mastery utilizes a rigorous college-prep program built around graduation skills and content standards. These standards are intended to develop the skills and content required to succeed in college and the global economy (as stated in our mission). Our standards are derived from Pennsylvania content standards,

workplace readiness, personal management skills standards (SCANS, 1991), and subject-specific best practices (NCTE, NCTM, NSTA). We translate Pennsylvania state standards and Mastery's standards into skill and content standards that serve as the foundation of each of our courses' curriculum.

### **COMPETENCY-BASED GRADING & PROMOTION**

Mastery Charter provides a common general education curriculum with a heavy focus on English, and Mathematics. Students enter Mastery at one of several entry points. By 10<sup>th</sup> grade, regardless of entry point, all students converge into a rigorous college preparatory program. Entry points are determined by placement testing conducted in the spring of the previous school year

To ensure students quickly catch up, lower-level courses are limited to less than 20 students per class, while upper level classes have 24-28 students per class. Students progress, step by step through each course-level in the sequence toward graduation.

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master the skill standards. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students attain mastery by maintaining a 76% or above average -- the level at which we are confident students have mastered the material.

Courses are a year in length, but comprised of two distinct semesters. If a student gets an Incomplete in a semester, s/he must take summer school to make up the incomplete. All failed courses must be recovered by the fall of the following school year.

By embedding State standards in our curriculum and competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

### **Strengths and Challenges**

#### **2007-08 SCHOOL YEAR ACHIEVEMENTS**

The successful conversion of Pickett Middle School into a Mastery Charter School was a major accomplishment. Until August 2007, the Pickett Middle School was a low performing, violent school operated by the School District of Philadelphia. Mastery Charter School was invited to convert the school into a Mastery Charter School by the School District of Philadelphia. Since the September 2007 conversion, violence has

dropped by 85% and test scores in all subjects have increased between 13 and 45 percentage points.

## **DESCRIBE WHAT YOU ARE MOST PROUD OF**

Compared to the 2007 pre-conversion scores, math scores increased 25 points in 8<sup>th</sup> grade and 41 points in 7<sup>th</sup> grade. Reading scores increased 13 points in 8<sup>th</sup> grade and 45 points in 7<sup>th</sup> grade. Writing scores increased 14 points. The number of disruptive incidents dropped dramatically from 14 per 100 students prior to conversion to 2 per 100 students this year.

## **2007-08 AREAS OF IMPROVEMENT**

Need: PSSA scores, while increasing dramatically, are still significantly below state averages.

Action: In the 2008-2009, Pickett will target students who are at the Basic/Below Basic levels and enroll them in bi-weekly skill classes. PSSA data will be utilized to identify skills that students need additional support. Student in acute need will receive after-school tutoring. We will also expand our flexible small group instruction to differentiate instruction. In addition, we will focus on improving the rigor and effectiveness of classroom instruction. This effort will include refocusing our benchmark conference process and lesson planning process.

Need: 14% of students withdrew, moved, or decided not to reenroll for the new school year.

Action: Expand the role of student deans as a resource for struggling students/families and implement improvements to our social-emotional learning program

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

### **Strategic Planning Process**

#### **STRATEGIC PLANNING PROCESS:**

Mastery's improvement planning process continues throughout the year and includes all levels of staff. Key steps in the process are:

**Establish Goals** Goals are established each summer. This involves:

Updating the goals described in the charter  
 Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.

**Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.

**Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Action plans are developed and committees are organized as needed. When appropriate, goals may be modified after teacher input.

**Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The SMC and CEO agree on the bonus formula measurements. The bonus is awarded to the staff as a whole and can be up to 4% of a teacher's salary. The bonus is presented and discussed during the August teacher orientation.

**Incremental Progress Reviews Every Six Weeks** Every six weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.

**Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.

**Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for three days at the end of the school year to review data for the year and discuss lessons learned. Performance versus the bonus criteria is reviewed. Proposals for programmatic improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.

This continuous improvement process enables Mastery Charter to identify patterns as they emerge. Weak areas in our program are surfaced during the year and problem-solved in a continuous cycle of goal setting, data collection, and review.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
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### Goals, Strategies and Activities

**Goal: ADOPT INDUSTRY BEST PRACTICES AND STANDARDS TO MASTERY'S UNIQUE ENVIRONMENT**

*Description:* To benchmark other practices and adopt industry best practices and standards to Mastery's unique environment

**Strategy: Cultivate partnerships with local/national/global educational facilities**

*Description:* Cultivate partnerships with local/national/global educational facilities and other entities to provide a menu of options in support of traditional and virtual instruction and training

*Activities:*

Activity	Description	
Begin strategic processes	1st Quarter 2009 — Begin strategic processes to identify types of desired partnerships and curriculum benefits  2nd Quarter 2009 — Begin acquisitions of partnerships to nurture relationships	
Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Ongoing	\$0.00

**Goal: MASTERY CHARTER SCHOOLS WILL SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

*Description:* ery Charter Schools will support professional development opportunities for staff to acquire technological literacy

**Strategy: Mastery Charter Schools will support professional development opportunities for staff.**

*Description:* Mastery’s PD plan is comprised of 4 key programs:

- Teacher Orientation
- Weekly PD
- Team Meetings
- Individualized teacher coaching

*Activities:*

Activity	Description
Develop professional development strategies	<p>Technology Staff Training — Training for IT staff in the growing environment of Mastery is critical to its success. We have initiated a training program that will require all IT staff to learn instructional applications and traditional technology applications as part of their performance review requirements. The charter management office has set aside specific funding for all training purposes related to Mastery business functions. The Technology Director shall be tasked with ensuring accurate record keeping for these training sessions. The information is collected and retained from the mandated sign-in participation sheets. Training sessions are a combination of self-instruction and lab-based sessions.</p> <p>Teacher\Staff Training — Teacher and Staff training is also a critical function to success. Through a collaborative effort of Mastery IT and the Chief Academic Officer, we will be taking a new approach to teacher development. The implementation of a Teach the Teacher type model will incorporate all technology training related to classroom instruction software. In addition to this model, Mastery IT will be providing continued monthly seminars\webinars that will improve upon basic technology skills. The building principal shall be tasked with ensuring accurate record keeping for all training sessions is collected and retained from the mandated sign-in participation sheets.</p>

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Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Ongoing	\$2,500.00

Activity	Description	
Team Meetings	Team meetings occur during the academic day and during Wednesday PD time. The topics are focused on instruction that is relevant to the subject matter taught by the team. Topics may focus on a particular standard or instructional issue.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start:9/5/2007 Finish: 9/8/2010	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	36	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Topics may focus on a particular standard or instructional issue. Example topics: - Making inferences - Calculator use in the classroom - Using Algeblocks - Teaching embedded vocabulary	Topics are aligned to the PDE Standards Aligned System	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>	

**Strategy: Staff will use technology as a meaningful tool**

*Description:* Description: Staff will use technology to create lesson plans, track attendance and grades, and communicate via email.

Technology Service: Provide expanded utilization of required applications to effectively support the initiative

*Activities:*

Activity	Description	
Provide expanded utilization of required applications	Provide any licensing, training and support needs to expand existing applications	
Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Ongoing	\$5,000.00

**Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

Appealing decision from the state.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

**PROGRAM STRUCTURE**

Mastery’s education model is designed to:

1. Develop an excellent foundation of academic skills and ensure all students master PA standards
2. Develop social-emotional and independent thinking skills

***Scaffolded Course Structure: Multiple Entry Points, Single Exit***

Mastery’s entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from

functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we created multiple course options at the 7<sup>th</sup>, 8<sup>th</sup>, & 9<sup>th</sup> grades (the grades where most students enter Mastery).

Students with lower reading skills receive coursework that is specifically designed to accelerate reading skills. At the high school level, struggling readers also receive an extra period of reading support. By Sophomore year, all student take the same English course and struggling students receive an additional reading support course. By 11<sup>th</sup> grade all students are engaged in the same rigorous pre-college coursework.

In Math, students who are significantly behind grade level take a year of pre-algebra and in their sophomore year move on to the same algebra course taken by all students.

To ensure students catch up quickly, these accelerated entry-level “catch-up” courses are typically limited to 20 students per class, while upper level classes typically have 25-29 students per class. This structure ensures that all students get the support they require and receive the college preparatory coursework they need.

Finally, to demonstrate that students are ready for college and the modern workplace, and thus ready to graduate, all students must:

- Master senior level, college preparatory coursework in English, Math, Science, History and Spanish.
- Attain Proficiency on the PSSA
- Complete an 18 week workplace internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

### ***Mastery Grading & Promotion***

Traditional A thru F grading is not consistent with Mastery’s goal of ensuring all students master skills and content. Instead, Mastery uses a “Mastery” and “Incomplete” system. Students “Master” a course by attaining a grade of 76% or above. Anything less is considered “Incomplete” and must be revisited.

Courses are typically a year in length and comprised of two semesters. Each semester is worth one credit. Any credit that was not mastered must be made up in summer school. If a student misses four of the eleven yearly credits, or if they fail a summer school course, they are retained and must repeat the grade the following year. This mastery-based promotional structure is very effective in motivating students and conveying our motto: Excellence. No Excuses.

### **ACADEMIC SUPPORT & INTERVENTION**

We consistently strive to develop a “success through hard work” ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Most supports and interventions are scheduled from 3-4pm. This extra hour is considered part of the regular school day. Supports include:

#### ***a. Homework club & guardian angel:***

Homework is assigned nightly in all subjects and students are expected to complete every assignment. Typically students spend approximately two hours daily on homework.

In grades 7-8, students turn in their homework at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day.

Students who do not complete their homework, or completed it unsatisfactorily, attend the daily homework club detention at the end of the day.

In grades 9 & 10, students who are not mastering their courses are assigned a Guardian Angel three days a week after school. The Guardian Angel is a teacher who works with a small number of students and is responsible for ensuring that those students complete their homework.

#### ***b. Office hours:***

All teachers meet after school with individuals and small groups of students who are in need of additional support.

***c. Saturday School & Skills Class***

Assessment data is used to identify students who are not making sufficient academic progress. These students are scheduled for Saturday school (generally 9am-12:30pm) and/or skills classes after-school. Both of these interventions include direct instruction focused intensely on the major academic standards required by that grade level.

***d. SAP:***

Students that are identified as having a barrier to their academic success are referred to the Student Assistance Program (SAP) team. The SAP team is responsible for evaluating the issues and identifying supports and services to aid the student in overcoming these barriers.

Thus by embedding State standards in our curriculum and our competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, our promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

**INSTRUCTION**

• ***Standards-Based, Skills-Focused Curriculum & Assessments***

Mastery translates Pennsylvania state standards and the skills and knowledge we believe students require for college into clear and measurable standards. These standards are embedded in course curricula with each course strategically building upon the skills mastered in the previous course.

Each course is sub-divided into six week blocks that cover a specific set of skill standards. The scope and sequence is structured around these standards and lays out which standards students need to master by when.

Mastery adopted this intentional, focused, standards-based approach because it clarifies for teachers and students what skills and content need to be taught and mastered. It enables coherence and consistency across classrooms to support student learning.

- ***Achievement Criteria***

Perhaps the most useful of these assessments are Mastery developed benchmark assessments that are delivered at the end of every six week marking period in core courses. Most major assessments such as unit exams and end of report period benchmarks are centrally developed to ensure consistency in measuring student progress. These benchmarks are intended to be the assessment tie between Mastery's curriculum and Pennsylvania standards. The benchmarks provide a clear measure of what students need to learn. Consequently, teachers use the results of the benchmarks to prioritize and organize their instruction, ensuring that they direct attention where students have need.

A full professional development day is dedicated after each benchmark so teachers can meet with the school leadership and colleagues to review their classes' data and develop plans for re-teaching and reassessment.

- ***Mastery Instructional Model***

Mastery instructors are focused on students' mastery of the standards. We teach and support until students learn. To enable the most effective instruction, Mastery has developed Instructional Standards.

At the heart of the model are a few simple themes:

- *Urgency*: Instructors teach with rigor and zest. Time is not wasted.
- *Objective-Assessment Alignment*: Instructors identify a clear and measurable objective and then assess whether students mastered that objective

- *Focus:* Instructors target the standards students need to learn. Assessment data is used to determine students' areas of need.

The lesson flow follows Madeline Hunters' Direct Instruction ↺• Guided Practice ↺• Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

In general, we find that instruction at the earlier grades is quite focused on fundamental academic skills, while at the upper grades, the focus shifts towards critical thinking and analysis.

- *Professional Development*

Teachers are our greatest asset and therefore supporting and developing our teachers is a paramount priority. We do this through a number of forms:

- a) *Planning Time*

To be effective, we know that teachers need time to plan and work collaboratively with colleagues. Available time includes:

- *Planning periods:* Teachers have one or two planning periods daily
- *Wednesday Afternoons:* Students are dismissed early every Wednesday leaving approximately 2.5 hours for co-planning and internally driven professional development.
- *Benchmark Conference Days:* Every six weeks a full PD day is held to review benchmark data and plan for the upcoming report period.

- b) *Instructional Feedback and Support*

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special

Education take responsibility for supervising and supporting the teaching staff. In addition, most campuses have Master Teachers who provide non-supervisory coaching and instructional support. This leadership structure ensures that teacher support receives top priority. Mastery seeks to foster an “open classroom” culture of mutual respect and appreciation between administrative and instructional staff.

*c) Professional Development*

In August before the school year begins, teachers receive 8-10 days of training and Professional Development focused on Mastery’s Instructional Model, curriculum, and school culture programs. Sessions are delivered by outside providers as well as Mastery’s Chief Academic Officer’s staff. These sessions continue periodically throughout the year and at the semester break.

*d) Continuing Education Reimbursement*

Mastery encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. Up to \$1,000 annually is available to all instructional staff to reimburse for educational coursework or certification testing and related expenses. Up to \$400 is available for education related workshops/seminars (and travel to those seminars). The total amount an employee can receive in any one year between coursework and workshop reimbursement is \$1,000.

*e) Peer Visits:*

Throughout the year, teachers conduct peer visits in an effort to share strategies and get feedback.

- ***Social-Emotional Learning***

Given Mastery’s mission to prepare all students to compete in the global economy, students’ social-emotional skill development is central to our program. Mastery has developed a social-emotional instructional program that fulfills chapter 4 requirements to “promote high levels of student behavioral development, social competency, vocational skill proficiency and academic achievement.” Social emotional coursework begins in 7<sup>th</sup> grade twice weekly

focusing on decision-making and emotional self-management skills. In 9<sup>th</sup> grade the course is daily and students are divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus continues in the 10<sup>th</sup> grade. 11<sup>th</sup> graders take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors take coursework to prepare them for the college admission process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

**CURRICULUM MATERIALS**

<b>Gr-ade</b>	<b>Math</b>	<b>RELA</b>	<b>History</b>	<b>Science</b>
7	Glencoe <i>Concepts &amp; Skills</i>  Mobius <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i>  Delta Education <i>DSM3 kits</i>
8	Glencoe <i>Concepts &amp; Skills</i>  <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i>  Delta Education <i>DSM3 kits</i>
9	McDougall Littell Algebra (1 and 2 year options, for all students)	<i>Holt Elements of Literature</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	[No separate History program b/c of intensive literacy focus]	CPO <i>Foundations of Physical Science Program</i>
10	McDougall Littell Geometry	<i>Holt Elements of Literature</i> , World Literature & Novels, John Collins Writing, Balanced Literacy	Glencoe World History	Glencoe <i>Biology</i>
11	McDougall Littell Algebra II	<i>Holt Elements of Literature</i> , American Literature & Novels, John Collins Writing,	McDougall Littell, <i>The Americans</i>	Glencoe Chemistry

		Balanced Literacy		
12	College Preparatory Pre-Calculus or AP Statistics	Modern Literature novels, John Collins Writing, Balanced Literacy or AP Literature	McDougall Littell, <i>Modern World History, Patterns of Interactions,</i>	CPO Physics

**Rigorous Instructional Program - Attachments**

- MCHS Pro Plan Doc.
- Pickett Doc Approval Email

**English Language Learners**

Mastery Charter Pickett Campus had no students requiring ELL supports during the 2007 — 2008 school year. Enrollment forms do not indicate any ELL students enrolled for the 2008-2009 school year.

To ensure Mastery is meeting the needs of English language learners, a comprehensive Home Language Survey (HLS) is completed by the parents of incoming students during the registration process. Students answering any question on the HLS with a response of a language other than English receive a formal English language proficiency assessment to determine if ELL supports are needed.

Students who are fluent in English and have not been identified as Limited English Proficient from previous schools, but identify a home language other than English on the HLS, will have their records reviewed for the following information to determine individual need:

- Final grades of a B or better in the core subject areas;
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA ;
- Scores of Basic in Reading, Writing, and Math on the PSSA

In order to be exempt from the English language proficiency assessment, students must meet two of the above criteria in addition to receiving approval from a teacher familiar with the student’s academic performance.

While we do not have any identified students requiring ELL supports at this time, we developed an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

- § standards-based English instruction as a second language at the appropriate proficiency level,
- § content area instruction aligned with the corresponding standards and adapted to meet the needs of the students, and
- § supplemental reading support through the READ 180 reading program
- § assessment processes that reflect the standards and instruction.

Students and their parents are afforded the opportunity to meet with the school staff, so parents, with the assistance of an interpreter, can understand Mastery's program. Students are assessed, and an instructional program is developed. The program may be Bilingual or ESL.

Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. Standards will be addressed and objectives developed for ESL classes at all levels depending upon the individual students' levels of language development and proficiency. ESL will replace language-arts and English instruction. The type and amount of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. However, guidelines for amounts of daily ESL instructional time:

- § for non-English-speaking students—2 to 3 hours
- § beginner—2 hours
- § intermediate—1 to 1½ hours
- § advanced—1 hour.

ESL/Bi-lingual staff will hold an Instructional I or II Certificate and have appropriate training to teach ESL classes. Content teachers will have appropriate training in modifying instruction for English language learners. If an ELL student is in need of counseling, based on the student's level of proficiency in the English language, every effort will be made to secure a counselor who is fluent in the student's native language.

All information disseminated to the students and their parents is provided in the language or mode preferred by the parents. Annually, the ESL program is evaluated to ascertain that it is meeting its goals for the students.

### **English Language Learners - Attachments**

- ELL Report
- LEA

### **Graduation Requirements**

### **Graduation Requirements**

Mastery's curriculum and course structure back-maps from PA graduation standards, thus embedding PA standards as described under Chapter 4 of 22 PA code. Mastery's multiple entry, single exit program structure enables our program to start at the skill level students enter, yet require all students to reach the same college preparatory endpoint by 12<sup>th</sup> grade. Since all students are required to complete our course sequence through at least Senior English, Modern History, Chemistry, and Algebra II/Trig, we are assured that all students master PA graduation skills — because PA graduation standards are assessed in those courses.

### Rigorous Graduation Standards

In order to graduate from Mastery Charter, students must pass all courses assigned to them. Typically this includes:

- English- 8 semesters
- Math- 8 semester
- Science- 6 or 8 semesters (depending on 9<sup>th</sup> grade English placement)
- Social Emotional Learning/Health - 7 semesters
- History- 4 or 6 semesters (depending on 10<sup>th</sup> grade English placement)
- Spanish- 4 semesters
- Art/Music- 2 semesters
- Technology- 2 semesters
- First Aid/PE/Nutrition - 1 semester

### Standardized Graduation Assessment

Student must obtain proficiency on the PSSA in order to graduate. Students who do not obtain proficiency receive additional support and must retake the exam a second time. If students still do not obtain proficiency they receive additional support and take a TABE math and reading exam.

### Authentic Graduation Assessment

Mastery has additional graduation requirements that are directly tied to our mission to prepare students for college and the global economy. These include the requirement to:

- Complete an 18 week internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently
- Complete a college course. Current options include Community College and online college courses. If the student is not bound for higher education, they must complete a School-to-Career extended internship.

## **Special Education**

Mastery believes the individualized perspective, focused curriculum, and progress measurement mandated by special education law should be a feature of the regular educational program. Accordingly, Mastery integrates special education into the regular structure of the academic program to the maximum extent possible.

Mastery employs primarily an Inclusion Model for the delivery of Special Education services. Services are delivered to each child with a disability in the least restrictive environment, which is determined by the student's IEP Team. Additional supports may include both a "pull out" and/or "push in" model of direct instruction.

Students with significant reading deficits in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade take an English fundamentals course that is designed to address adolescents with low reading skills. The course utilizes several remedial curricula including Pearson's AMP program, Sopris West's REWARDS, and Scholastic's READ 180. The goal is for students to progress at least 2 grade levels per year. These accelerated courses have a smaller teacher to student ratio and may include co-teaching or in-class support with a special education teacher. Most students make the transition to grade level coursework by 10<sup>th</sup> grade. A period of additional reading support is available for students with significant need.

In Math, students with significant deficits receive additional after-school support twice weekly. Students who continue to struggle in math can take a pre-algebra course in 9<sup>th</sup> grade and then transition to algebra in 10<sup>th</sup> grade. Manipulatives, alternate curricula and small group or individual instruction are utilized to support students. Individualized support is delivered both in-class or as a pull-out with a support/special education teacher.

IEP's are distributed to all teachers. Special Education staff conference with regular ed teachers weekly during the Wednesday afternoon professional development block to discuss instructional strategies and accommodations for students with disabilities. In this way, teachers can coordinate their instructional strategies and engage in an ongoing dialogue on how best to meet students' needs. Teachers also discuss appropriate assessment strategies, accommodations and adaptations for identified students.

Junior and Senior high school students who are cognitively unable to take high school level coursework enroll in our "School-to-Career" (STC) program. The goal of STC is to prepare students for work. STC students take some in-school coursework and then spend the remainder of the day in a workplace internship.

### **Special Education - Attachment**

- SPED Policies and Procedures

### **Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tonya Haynes	1	Learning and Emotional Support	Pickett	21	Teacher
Rena Maddrey	1	Learning and Emotional Support	Pickett	12	Teacher
Zach Hasse	1	Learning and Emotional Support	Pickett	14	Teacher

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Abington Speech Therapy	.2	Speech Therapist	Pickett Campus	8	NA
Institute for Behavioral Change	.2	Program Specialist	Pickett Campus	31	NA
Institute for Behavioral Change	.4	Mobile Specialist	Pickett Campus	32	NA

**Special Education Program Profile - Chart III**

Title	Location	FTE
Special Education Supervisor	Pickett Campus	1
School Psychologist	Pickett Campus	.1

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Not Applicable	not applicable	

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5

**Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	No	No
PASA	No	Yes	Yes	No	No	No	No

**Student Assessment**

**A. Evidence of Improved Student Progress**

Mastery Pickett Campus is proud of our students’ progress during the 2007-08 school year. The evidence for this improvement includes:

1. Improved PSSA Reading, Math, & Writing Scores.

Mastery’s PSSA scores improved in all categories.

**% of students proficient/advanced**

	<b>2006-07, Under School District of Philadelphia</b>	<b>2007-08, Mastery</b>	<b>Change</b>
<b>7<sup>th</sup> Math</b>	9.6%	51.3%	+ 41.7
<b>8<sup>th</sup> Math</b>	17.4%	42.1%	+ 24.7
<b>School-wide Math</b>	13.5%	47.7%	+ 34.2
<b>7<sup>th</sup> Reading</b>	7.9%	53.0%	+ 45.1
<b>8<sup>th</sup> Reading</b>	34.2%	47.4%	+ 13.2
<b>School-wide Reading</b>	21.0%	50.8%	+ 29.8
<b>8<sup>th</sup> Writing</b>	36.9%	59.4%	+ 22.5

We believe that our efforts to create a school culture focused on achievement paid off. We also introduced a benchmark assessment program that focused instruction and highlighted individual student’s strengths and weaknesses.

2. Dramatic Reduction in School Violence

Prior to conversion to a Mastery school, Pickett Middle school was not a stable learning environment. Addressing school violence and building a positive school culture was top priority for Mastery. We are very proud that disruptive incidences plummeted after the conversion. Students now report the safe, positive environment at Pickett as one of the most important aspects of the school.

	<u>Pre Conversion, 2006-7</u>	<u>2007-2008</u>
# of incidences per 100 students:	14	2

3. Increase in Attendance

Average Daily Attendance increased to 92% in 2007-2008.

## **Impact of Data on Annual Goals, Improvement Plans, & Curriculum**

### **1) ACADEMIC ACHIEVEMENT IN READING**

*DATA:* PSSA Reading scores, though dramatically improved, are considerably below the State average.

*GOAL REVISION:* In 2008-09 the percentage of 7<sup>th</sup> and 8<sup>th</sup> graders scoring proficient or advanced on PSSA Reading will increase by 10 percentage points.

*IMPROVEMENT PLAN:*

a) Train staff on Instructional Model. To drive student achievement, Mastery must support more effective instruction in every classroom. In 2008, we will continue to utilize the Mastery Instructional Model to guide our professional development and teacher observations. The model introduced in fall 2007, was developed by an internal staff team is largely based on the work of Madeline Hunter. Ms. Hunter's approach is research based yet concrete and grounded in real classroom instruction. The Instructional Model includes 35 standards of observable teacher actions in 4 categories as well as lesson evaluation metrics such as % of students on task, % of students participating, and % of students mastering lesson objective.

In 2008-09 we will provide additional training to teacher on the instructional standards as well as leadership training on observing and coaching teachers. Our expectation is that the instructional standards will enable productive conversations about instruction and facilitate instructional coaching.

b) Improved Cycle of Instruction. Currently instruction at Mastery is driven by benchmark assessments every 6 weeks that frame the cycle of teach, assess, and reteach. Teachers will continue to develop weekly summative assessments —tied to the skill standards for that 6 week cycle. Data from these assessments will enable teachers to adjust weekly instruction and identify skills and students who need additional attention.

c) Refine Remedial Reading Program. We will continue to improve on our implementation of the remedial reading program for struggling readers in 7th, 8th, and 9th grades. The program includes 2 periods of direct instruction. The first period will utilize the *Rewards* program, a phonics and decoding curriculum designed to provide students the skill necessary to read grade level text. The second period will utilize the *Amps Reading* program that provides explicit fluency and comprehension instruction. In addition, Amps provides systematic vocabulary instruction on the most frequent words found in adolescent literature. 9th graders will receive a third period, of instruction which will follow Mastery's novel -based literature curriculum.

d) Reading Skills Class. Struggling middle school students will receive additional instruction after-school, during school (skill centers 2-3 times per week) and on Saturdays.

**2) ACADEMIC ACHIEVEMENT IN MATH**

*DATA:* PSSA Math scores, though dramatically improved, are considerably below the State average.

*GOAL REVISION:* In 2008-09 the percentage of 7<sup>th</sup> and 8<sup>th</sup> graders scoring proficient or advanced on PSSA Math will increase by 10 percentage points.

*IMPROVEMENT PLAN:*

- a) Introduction of Instructional Model & Improved Cycle of Instruction (See descriptions above).
- b) Math Skills Class: Two additional hours of math skills instruction weekly will be added after-school for 7<sup>th</sup> and 8<sup>th</sup> grade students in need.

**3) LOW ACADEMIC SKILL STUDENTS**

*DATA:* More than one quarter of 7<sup>th</sup> and 8<sup>th</sup> grade students score Below Basic in math and reading on the PSSA.

**% of students below basic**

<b>7<sup>th</sup> Math</b>	28%
<b>7<sup>th</sup> Reading</b>	25%
<b>8<sup>th</sup> Math</b>	33%
<b>8<sup>th</sup> Reading</b>	29%

*GOAL REVISION:* For 2008-09: Decrease % of students Below Basic on 7<sup>th</sup> grades Reading by 10% percentage points in each subject.

*IMPROVEMENT PLAN:*

- a) Implement Remedial Reading Program (see above).
- b) Support students with the least academic skills through pull outs during reading and math classes.

c) Increase teacher training on Rewards and Amps curricula and support with in-class coaching.

#### **4) RETENTION RATES**

*DATA:* 13% of Pickett students withdrew during the school year. An additional half percent did not re-enroll for the 2008-09 school year. Our mission is to serve all students, so reducing this rate is a high priority. It is important to note that prior to conversion, 35% of students withdrew from the school during the school year.

*GOAL REVISION:* Students who withdraw from Pickett during the school year or choose not re-enroll for the 2009-10 school year will total less than 10% of enrollment .

#### *IMPROVEMENT PLAN:*

a) Expand Restorative Practices including circles and community meetings  
Restorative Practices is a discipline model focused on the value of community and personal interactions. Our weekly community meetings focus on school culture. We will continue to implement a daily advisory which will host weekly “circles” to provide students a place to raise and resolve emotional issues.

b) Expand Counseling The counselor will host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus.

c) Improve Parental Communication All incoming students/parents will be required to meet with Mastery staff at the start of the school year. Mastery will emphasize the importance of school-parent communication and parental support in holding children to high standards.

#### **Impact of Local & Standardized Assessments on Student Progress Plans**

All student performance evaluations are recorded in the Mastery’s data system. Staff reviews student grades and benchmark assessments every six weeks. Teachers use this data to fine tune instructional and curricular strategies and to identify students in need of extra help. Teachers also meet weekly in subject team meetings where teachers discuss curricular and student issues and trouble-shoot problems.

Students who are weak performers are reviewed and, if appropriate, placed in a different course level, evaluated in the Child Find process, given additional support (office hours, tutoring, etc.), assigned to Guardian Angel and/or an alternate support interventions.

Benchmark and PSSA scores are reviewed at the start of teachers’ summer orientation week. Students who are performing below expectations will be discussed by subject

teams and recommendations made for proactively helping the student from the beginning of the year.

### **B. Strategies For At-Risk Students**

Mastery has developed a web of supports for students with special needs and for all students at risk of failure. These include:

*Remedial Curriculum* As described earlier, we have implemented a remedial reading program for struggling readers and created a 9<sup>th</sup> grade pre-algebra for students who need support on math fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills. All Math courses include ‘Minute Math’ drills to build computation skills. Skill centers that include Read 180 and other tools are also available to struggling students.

*Homework Club* Approximately 45 minutes of daily homework is expected in each core subject. In grades 7-8, students turn in their homework in advisory at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day. Students who did not complete their homework are rostered for a mandatory session of homework club — a silent 50 minute after-school class where students complete their homework.

*Office Hours* All teachers offer “office hours” at least twice weekly in order to meet with individual and small groups of students in need of additional support.

*Teaming* A staff member can call a *Teaming* for a student in need. At the teaming, the student and parents meet with all the student’s instructors. The goal of the teaming is to discuss the student’s academic performance and develop strategies that will help the student meet with success.

*Student Assistance Program (SAP)* Staff who identify a student in need make a referral to the SAP team. These confidential referrals are discussed at the weekly SAP meeting. If appropriate, referrals are forwarded to outside mental health or social service agencies or to Mastery’s internal counselor or special education team for evaluation.

### **EVIDENCE OF EFFECTIVENESS**

The broad test score gains described above indicate that the strategies described are effective. Finally, our continuous progress monitoring of IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

#### **Student Assessment - Attachments**

- Math Local Tests
- Reading Local Tests

#### **Teacher Evaluation**

### **Main Features Of Teacher Evaluation Plan**

Support for teachers and teacher coaching is essential to our student's success at Mastery. Clear expectations, an articulated instructional model, and frequent classroom observations are major components of Mastery's teacher evaluation system. All teachers receive two days of training on our instructional model and observation rubric at the start of the year and additional workshops in PD sessions throughout the year.

Teachers are evaluated on 35 instructional standards encompassing 4 broad areas:

§ Objective Driven Lesson: including using data to inform lesson planning, creating measurable objectives, insisting on high rigor, and assessing student mastery of the objective.

§ Instructional Quality: including effective modeling, guided practice and independent practice, checking for understanding, higher order questioning, and effective student engagement.

§ Classroom Systems: including classroom procedures, room set-up, effective visuals, student organizational processes and preparation.

§ Student Motivation: including lesson pacing, classroom management, student rapport, and classroom presence.

The Leadership Team observes each teacher's classroom — both informal feedback visits and formal evaluations -- a minimum of 8 times annually. All feedback and observations are documented and involve a face-to-face debrief. Mastery uses its teacher observation forms in conjunction with the PDE evaluation 426 Form. After formal evaluations, the teacher and supervisor meet to debrief.

In addition, school leaders meet with each teacher every six weeks to review students' grades and benchmark test data for the teacher's classes. These discussions are focus on the teacher's instructional strategies.

Struggling teachers receive a Professional Improvement Plan to help the teacher improve his/her practice. This Individual Professional Improvement Plan lays out clear goals and benchmarks for the teacher. It further indicates specific training, reading, classroom videotaping, and/or new practices required of the teacher as s/he develops.

To focus the teachers on student performance and to provide an incentive to the teaching teams, a bonus of up to \$1,500 is available to the teaching team based on students' academic performance.

### **Individuals Responsible For Teacher And Staff Evaluation**

- Principal, Dr. Kelli Seaton: K-12 Principal Certification
- Assistant Principal of Instruction, Matt Troha: Emergency K-12 Principal Certification
- Assistant Principal of Student Services, Dan Kurtz: K-12 Principal Certification

### **Professional Development For Evaluators**

All evaluators continue their professional development through the following activities:

- Local IU Courses on Special Education
- National Conference for ASCD
- National Conference for NAASP
- State Charter School Conference
- Local Conference on Restorative Justice
- Collaborative reviews with other Mastery schools' leadership teams

### **Teacher Evaluation - Attachment**

- Teacher Eval Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The following changes occurred during the 2007-2008 school year:

§ Ian Berg resigned from the Board due to a serious personal health issue.

§ Jeremy Nowak resigned as Board. Mr. Nowak had served as Board Chair since Mastery's inception. Mr. Nowak will now Chair the Mastery Charter Schools Foundation, a separate 501(c)3 that supports Mastery schools.

§ Judy Tschirgi was elected Board Chair. Ms. Tschirgi has served on the Shoemaker Board for two years. She was the Chief Information Officer at SEI Investments and currently is a management consultant.

§ Charles Corpening was elected to the Board. Mr. Corpening is an Investment Banker at Joshua Partners, a Princeton graduate, and has been active in education issues as a volunteer.

§ Timothy and Cheryl Nelson were elected parent representatives to the Board by the Parent Association.

**SCHOOL LEADERSHIP CHANGES:**

Since Mastery Pickett opened in September 2007, all leadership was new in 2007-08.

- Principal, Dr. Kelli Seaton was previously a teacher leader at a Philadelphia high school.
- Assistant Principal of Instruction, Matt Troha was previously a teacher leader at a Philadelphia middle school
- Assistant Principal of Student Services, Dan Kurtz was previously an administrator at a charter high school in Philadelphia

**Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Judy Tschirgi	Chair
Thomas Webster	
Ron Biscardi	Secretary
Ed Baumstein	Treasurer
Eric Brooks	Member
Stephen Cohn	Member
Charles Corpening	Member
Angela Duckworth	Member
Graham Finney	Member
Brook Lenfest	Member
Jordan Meranus	Member
Cheryl Nelson	Parent Member
Tim Nelson	Parent Member
Moshe Porat	Member
David van Adelsberg	Member

**Professional Development (Governance)**

New Board members are oriented to the Board’s role and responsibilities by Jeremy Nowak, Mastery’s Board Chairman. Bob O’Donnell, Mastery’s legal counsel, attends Mastery’s annual meeting and reviews Board governance responsibilities and ethics considerations. The school complies with Sunshine Law requirements by posting our meetings in the Philadelphia Daily News at the beginning of the school year. Finally, the Board approved a resolution stating Mastery’s compliance with the Public Officials Act. All members must complete the Statement of Financial Interest as required by the Public Officials Act.

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

Mastery’s CEO Scott Gordon is responsible for the day-to-day operations and management of the school. Mr. Gordon supervises the Principal who is responsible for academic leadership and supervision at the school. Mr. Gordon reports directly to the Board and speaks regularly with Judy Tschirgi, the Board Chair. Key issues - such as the

overall business plan, curriculum strategy, standards, permanent facility purchase, annual budget, hire approval, and the school's discipline posture - were discussed and decided at the Board level. The Board has the following committees that meet on an ongoing basis between Board meetings:

- The Executive Committee of the Board is empowered to act in the Board's behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO's annual review.
- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements. The Audit Committee, which is a subcommittee of the Finance Committee, supervises the audit.
- The Development Committee is responsible for coordinating Mastery's fundraising efforts.
- The Strategic Planning Committee advises the Board and CEO on key leadership, organizational, and strategic direction issues.
- The Academic Committee provides input oversight of the school's academic program.

#### RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys has an excellent relationship with the School District of Philadelphia (SDP). Mastery's CEO and Board members met with Mr. Brady (SDP interim CEO) and Ms. Dungee-Glenn (SDP's School Reform Commission Chairman) on several occasions to discuss ways Mastery could effectively work with the School District. Mr. Gordon speaks regularly with charter school office and key departments within the District.

Mastery has partnered with the School District of Philadelphia to support SDP's Small High School Initiatives, supporting the conversion of the District's Thomas, Shoemaker, and Pickett middle schools into independent charter schools based on the Mastery model.

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

- Pickett Board Meetings

#### **Community and Parent Engagement**

Mastery Charter Pickett Campus' Parent Association is an active participant in the school. The President and Vice President of the Association serve on the Board of Trustees.

- Board meetings are announced to all parents and are posted in the Philadelphia Daily News as per Sunshine Law requirements.

- More than a dozen community groups are contacted as part of Mastery's student recruitment outreach.
- Open parent and Parent Association meetings were held on eight occasions during the year.
- A "Boys Night" and "Girls Night" supporting father-son and mother-daughter issues drew 50 parents and more than 80 students.
- School updates were sent home to parents several times during the year. Home visits will be scheduled this year as needed to engage parents further.
- An automated telephone system will be purchased to contact parents, as well as, a marquis sign to support communication.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Mastery Charter 2007-2008 fundraising activities focused on supporting the cost related to the opening of Pickett Campus.

Board members and current contributors introduced new prospective donors to Mastery Pickett during the school year. Numerous meetings and school tours were conducted to familiarize prospective donors with the school. In total, individual and foundation donors contributed \$193,659 to Mastery Charter School—Pickett Campus during the school year. Donors included:

1. Charter School Planning Grant - \$93,659
2. Anonymous Donor - \$100,000

### 2007-2008 Events

Board members and prospective donors visited the Pickett Campus throughout the school year to tour the current construction project. The March 2008 Board meeting was held at the Pickett Campus.

### Plans for 2008-2009

We plan to host prospective donor meetings and tours throughout the year. We also plan to make the facility open to community members who would like to take a tour of the construction and renovations. We are launching our second fundraising campaign this fall.

## **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the following: budgeting, accounting practices, procurement, contracts, internal control, cash management, 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 purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The accounting department of Mastery Charter High School provides interim financial reporting for the Board of Trustees and CEO of Mastery Charter Pickett Campus on a monthly basis. The Mastery Director of Finance meets with the school administrative team regularly and attends all Board of Trustees and Finance Committee meetings. Through careful monitoring of expenditures and revenues the school assures all expenditure and revenue categories remain within budget.

## **Accounting System**

The accounting system for fiscal year 2007-08 was QuickBooks, and it is loaded with the State Chart of Accounts. Transactions are posted by the accounting department staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements. The budgeting, accounting, and financial reporting systems are maintained on an accrual basis of accounting which is in accordance with GAAP.

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

- Final Signed

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

The school's auditing firm is Larson Allen, LLP. The Pickett Campus was not in operation in fiscal year 2006-07. Larson Allen, LLP expects to complete the 2007-08 financial audit by October 1, 2008. The results of the audit will be presented to the Finance Committee and will then be presented to the Board of Trustees.

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

- NO AUDIT YET COMPLETED, see prelim statement

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

Mastery Pickett Campus has not yet had a State financial audit of its operations.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Mastery Pickett Campus will rent the property at 5700 Wayne Avenue Philadelphia PA 19144 from the School District of Philadelphia at a discounted rate beginning in fiscal year 2008-09.

For the 2007-2008 fiscal year, Mastery Charter Pickett Campus acquired the following:



All furniture and equipment were purchased after obtaining quotations from various vendors. The lowest cost vendor was sought in purchasing all capital items.

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

Mastery Pickett Campus plans to continue the lease agreement partnership with the School District of Philadelphia in the future.

Once the school is at full capacity (approximately 684 students), we expect the per student allocation and entitlement funding to cover operating expenses. However, for the next three years, while enrollment is growing, the Board will privately raise funds to cover all shortfalls.

In the annual budget beginning with fiscal year 2008-09, the school will reserve up to \$100,000 per year to prepare for future capital improvements and/or repairs.

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

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

#### **HEALTH AND SAFETY REQUIREMENTS:**

Mastery Charter conducted regular monthly fire drills to comply with safety regulations. City License and Inspections examined the building for safety and fire code violations and issued a Certificate of Occupancy, finding no material deficiencies. Mastery filed PDE-4101 — Certificate of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements — with PDE on **3/24/2008**.

Health and Immunization records were collected for all students. Records for all students are kept on file at Mastery. Mastery filed the School Immunization Law Report with PDE by **10/15/07**. Information on file includes:

- Medical/Health Information form to be completed by the parents/guardians requesting general health information
- Private Physician's Report of Physical Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance). This form covers Medical History on Immunizations and Tests such as Diphtheria/Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B, and Tuberculosis. Also covered is a Report of Physical Examination and Significant Medical Conditions, including but not limited to allergies, asthma, chemical dependency, diabetes, hearing disorder, hypertension, respiratory illness, and seizure disorders.
- Private Dentist Report of Dental Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance).
- Vision and hearing screens. In 2007-2008, Mastery Charter invited volunteer physicians to conduct vision and hearing screenings for all students.

### **WELLNESS POLICY IMPLEMENTATION**

Mastery has completed and submitted the Local Wellness Policy Checklist and Student Wellness Policy which was accepted by the School District of Philadelphia on 7/31/08. Mastery pursued the implementation of the Guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The program will be monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

- **Nutritional Education** 9<sup>th</sup> grade students are required to take a nutrition course designed by our staff. The school's nutrition course encourages and supports healthy eating by students. Facts about balanced nutrition are presented in a learning laboratory setting, as students create and cook healthy meals in class.
- **Physical Education & Physical Activity** Mastery will continue to provide students with our physical education courses taught by certified CPR trained instructors. Age appropriate activities including aerobics, weight-training, dance, and various other recreational sports. These activities are used to positively reinforce the importance of physical activity in a balanced lifestyle. In addition to our physical education courses, we sponsor various after-school activities such as flag football, drill team, dance, step class, track, basketball, yoga, and karate.
- **Other School Based Activities** Mastery's students are offered well balanced meals in a safe clean environment monitored by the cafeteria manager. The cafeteria manager also oversees the fundraising activities during the lunch hour. In lieu of candy bars, high fat snacks, and caffeinated sodas, students are able to sell soft pretzels, popcorn, fruit, fruit juices, water, and milk.
- **Safe Routes to School** Our administrative and teaching staff team up with local police departments and public safety agencies to ensure that students have safer routes to school. Crosswalks, sidewalks, and streets are monitored for safety, making walking and bicycling to school easy.

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

- Wellness Policy
- SHARRS Report

### **Current School Insurance Coverage Policies and Programs**

**HEALTH INSURANCE:**

Keystone Health Plan East (HMO)  
Blue Cross Personal Choice (PPO)

**DENTAL INSURANCE:**

Guardian Dental Guard Preferred

**LONG & SHORT TERM DISABILITY:**

Guardian

**LIFE:**

Guardian

**COMMERCIAL PROPERTY**

Philadelphia Insurance Company

**GENERAL LIABILITY INSURANCE:**

Philadelphia Insurance Company

**COMMERCIAL AUTOMOBILE**

Philadelphia Insurance Company

**WORKERS COMPENSATION**

PMA Insurance Company

**COMMERCIAL UMBRELLA**

Philadelphia Insurance Company

**Current School Insurance Coverage Policies and Programs - Attachment**

- Cert for Pickett

**SECTION IX. ADMINISTRATIVE NEEDS**

**Quality of Teaching and Other Staff**

2007-08 Teaching Staff

- Mastery Charter Pickett Campus was a new school in 2007-08 with 100% new teaching staff. Consequently, there is no turnover data from the previous year.
- 15 new teachers were hired for 2007-08 school year
- 4 new teachers were hired mid-year

19 teachers were employed during the 2007-08 school year. 4 staff members left mid-year. 86.6% were certified or emergency certified.

2007-08 Administrative staff

- Mastery Charter Pickett Campus was a new school in 2007-08 with 100% new administrative staff. Consequently, there is no turnover data from the previous year.

5 new administrative staff members were hired in 2007-08 school year (Principal Dr. Kelli Seaton, Assistant Principal of Instruction Matt Troha, Assistant Principal of Student Services Dan Kurtz, Assistant Principal of Culture Rufus Taylor, and Assistant Principal of Operations John Buttil. 5 administrative staff members were employed during the 2007-08 school year. 5 of 5 remained for the entire school year. 100% were certified or emergency certified.

In total, 90% of the staff was certified or emergency certified during the 2007-08 school year.

#### Patterns and Reasons:

Mastery takes deliberate steps to create a strong professional learning community. Mastery conducts a staff satisfaction survey each January and June and our teachers have rated their job satisfaction an average of 3.6 on a 5 point scale (5 is the high score).

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. The reasons for staff leaving during 2007-08 include:

- 1 moved out of State
- 2 resigned for family/personal reasons
- 1 was terminated for poor performance

#### **Quality of Teaching and Other Staff - Attachments**

- Staff ACS Profile
- PDE 414

#### **Student Enrollment**

#### **ADMISSIONS & ENROLLMENT**

##### **Admissions Policy**

We have reviewed our admissions and enrollment procedures with attorneys familiar with Charter School Law to ensure our procedures comply with both the spirit and practice of the law.

Each year Mastery Charter Pickett Campus recruits students for the incoming 7<sup>TH</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade class. All students who have completed 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade are eligible to enroll in Mastery's 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> grade. Per our agreement with the School District Of Philadelphia, first preference for 7<sup>th</sup> grade admission is given to students from the Kelly and Wister Elementary Schools.

**Enrollment Procedures**

- Mastery Charter Pickett Campus sends out recruitment notices to community organizations, community centers, public middle schools, and charter middle school. The notices and advertisements invite interested students and parents to information sessions held at Mastery Charter.
- More than 11 information sessions are held on weekday evenings and weekend mornings.
- The information sessions review the Mastery Charter’s academic program and school culture. Current students present at the sessions.
- Prospective students are asked to submit an application to the school.
- The only criteria by which a prospective student can be eliminated from the application process is if the student states an unwillingness to adhere to, or participate in, Mastery Charter’s specific program. Before a prospective student is eliminated from the enrollment process a second meeting must be held between Mastery’s Principal (or Assistant Principal) and the student’s parent or guardian to discuss the situation.

In the 2007-8 enrollment process, no students were asked to withdraw from the process.

- All students who complete the enrollment process are placed in a lottery.
  - The lottery is conducted using a random number generator (www.random.org). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator.
  - Students are enrolled off the waiting list in the order they were placed by the random number generator.
  - The Mastery Charter Pickett Campus lottery was conducted on February 1, 2008.

**Enrollment History MASTERY CHARTER PICKETT CAMPUS**

	<b>7th</b>	<b>8th</b>	<b>Total</b>
# of newly enrolled for 2007-08	125	100	225
Total enrolled at start of school year ( 2007 - 8)	125	100	225
# added during the year	10	16	26
# withdrawn during the year	11	23	34
= Number of students at year end ( June 2008 )	124	93	217
# of students who did not re-enroll	0	1	1
# of students who re-	124	92	216

enrolled in July 2008

Schools Transferred to:

Of the 34 students who withdrew during the year:

- o 25 students enrolled in Philadelphia Public Schools
- o 5 students transferred to schools out of Philadelphia
- o 1 students attended alternate or charter schools
- o 1 student was admitted to a mental health facility
- o 2 students did not report

The reasons for withdrawing from Mastery during the year include:

- 6 students moved out of the area or state
- 12 students withdrew stating dissatisfaction with Mastery's behavior expectations or disciplinary process
- 8 students withdrew prior to scheduled expulsion hearings
- 5 students withdrew due to 10 consecutive days absence
- 2 Expulsions
- 1 student withdrew due to being admitted to a mental health facility

The reasons for not re-enrolling at Mastery include:

- o One student chose to go to a charter high school with a more comprehensive program.

**b) TRENDS IN STUDENT TURNOVER & RETENTION**

Student retention for the 2007-08 year was 86.5%. While we are not satisfied with that figure, it represents a dramatic increase from the 79% retention rate prior to the school's conversion.

07-08 (251 students )

Students withdraw during the year 34 (13.5%)

Students not re-enrolling for upcoming year 1 (0.4%)

TOTAL TRANSFER OUT RATE: 35 (13.9%)

TRENDS:

Exit interviews with students who withdrew during the year or who decided not to return to Mastery continue to indicate two primary issues.

1. Behavior Expectations. Unfortunately, many students attended public middle schools that did not have an achievement culture and lacked high behavior expectations.

Students and their parents indicated a lack of interest and desire to participate in the school's discipline process. Some parents said they did not want to be called into the school so frequently. Some students felt the mandatory after-school tutoring, detentions, suspensions, and other penalties were too stringent.

Improvement plans to respond to this problem include:

- Expand Restorative Practices discipline model
- Increase extra-curricular offerings
- Increase Parent / Guardian communication, initiate home visits
- Seek additional community counseling resources
- Develop more positive incentives and field trips

2. Academic Expectations. Some students are unwilling to accept Mastery's mastery-based promotion system and high expectations. Students are required to attain a 76% average to pass a course. Students who flunk more than 2 courses may be required to repeat the grade. Some students who are not accustomed to an achievement culture initially do not make an effort to master their classes. Many of these students are bright and capable, but seem to have grown accustomed to getting by with little effort. Unfortunately, some of these students prefer to transfer to a traditional school program where they know they can graduate in with considerably less effort.

Improvement plans include:

- Revise the Guardian Angel program to focus on homework completion
- Improve Parent / Guardian communication, initiate home visits
- Expand after school skills classes for students in need of academic support

### **Student Enrollment - Attachment**

- Admission Policy

### **Transportation**

In Philadelphia County, students in grades 7 through 12 do not receive transportation. In lieu of transportation, discounted SEPTA tokens are sold to students.

### **Food Service Program**

Mastery Charter does participate in the FRL Program. The food services program is fully serviced and staffed by The School District of Philadelphia.

## Student Conduct

### **A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE**

Mastery places a very heavy emphasis on appropriate behavior in the classroom and hallways. Our school culture strategy relies on institutional systems that support students to take ownership for the school and responsibility for their classmates. Key elements include:

- *Deans Of Students* Mastery schools have a Dean of Students for every 150-200 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.

- *Code Of Conduct & Merit/Demerit System* Prior to enrolling at Mastery, each student agrees to abide by a code of conduct formulated by staff and students.

#### **Code of Conduct**

I choose to be here.

I am here to learn and achieve.

I am responsible for my actions.

I come with a clear mind and healthy body.

I contribute to a safe, respectful, cooperative community.

This is my school... I make it shine.

*A school-wide Merit/Demerit system supports appropriate student behavior. Students carry name tag lanyards where staff can record merits and demerits. When students receive six demerits in a semester, they receive a detention. After three detentions, a parent-staff conference is held to identify the source of the student's problem. The merit system is used to acknowledge individual acts of character, growth and service. Accumulated merits reward students for positive behavior.*

- *School Culture Rituals And Programs*

- o *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.

- o *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.

o *Community Meetings:* A community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.

o *Awards:* Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.

· *Restorative Justice:* Restorative Justice is an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Justice means that individuals who hurt the school community must make amends and give back to the community for their infraction.

§ *Progressive Discipline* Students who have repeated disciplinary problems are called in for a “teaming” — a meeting with the entire instructional team and the student’s parents. If additional disciplinary problems occur, the privileges are withheld. Continued discipline problems require parent conferences and may result in student being assigned to work in an independent learning area or suspension from school.

#### Due Process

Mastery Charter’s discipline policies have been reviewed by a lawyer familiar with public school code, particularly as it applies to due process. As such, we have included the following process for expulsions or extended suspensions:

§ Expulsions and suspension greater than one day must be approved by CEO.

§ An Expulsion Hearing must be held before a recommendation to expel is made. The student’s parent or representative must be given 10 days written notice of the hearing.

§ Expulsion decisions are made by the Board of Trustees upon recommendation by the CEO.

§ Special Education students will not be expelled until their IEP Team has conducted a “Manifestation Determination Hearing” to determine whether or not their classification impacted on their infraction.

-

#### **B) NUMBER OF SUSPENSIONS AND EXPULSIONS**

***INSTRUCTIONS: Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]***

**B) NUMBER OF SUSPENSIONS AND EXPULSIONS**

One student was expelled from Mastery Charter Pickett Campus during the 2007-2008 school year. There were 74 students involved in 139 suspensions.

**PICKETT: 2007-2008 Incidents/Suspensions**

<b>Specific Offense (e.g. assault, theft, etc.)</b>	<b>Number of Suspensions</b>	<b>Average enrollment During 2007-2008</b>
Insubordination	44	223
Cutting classes	3	
Inappropriate Conduct (gambling, disruptive behavior, disrespect, violation of code of conduct, etc. )	11	
Fighting	1	
Non-violence violations (bullying, inciting violence, intimidation, threatening, pre-fight, etc.)	38	
Plagiarism/ Cheating	0	
Class disruptions	42	
Weapons	0	
<b>TOTAL</b>	<b>139</b>	

Reducing the number of suspensions and incidences is a high priority for next year. We believe the full implementation of the restorative practices model will lower the suspension rate. Our goal is to reduce suspensions by at least 25%. The following improvement strategies will be employed in 2008-09 to reduce suspensions:

- Expanding Restorative Practices such at Community Meetings and Community Circles; requiring students to take a larger role in leading these weekly events
- Adding to the structure of detentions for repeat offenders to include reflections, circles, and behavior improvement strategy education.
- Adopting a “case management” philosophy in working with at-risk students and expanding the School Culture Team to include the AP for Culture, Deans, Social Emotional Learning Teachers, and Counselor.
- Strengthening the anger management group sessions provided by the counselor.
- Improving the demerit and detention procedures

**Student Conduct - Attachment**

- Discipline policy

**ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2008**

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

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

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

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

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

**SIGNATURE PAGE**

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

**Name** Scott Gordon

**Title** CEO

**Phone** 267-872-8710

**Fax** 215-922-1903

**E-mail** scott.gordon@masterycharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Judy Tschirgi

**Title** Board Chair

**Phone** (610)676-1503

**Fax** NA

**E-mail** jtschirgi@seic.com

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

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

**Name** Dan Kurtz

**Title** Special Education Director

**Phone** 215-922-1902

**Fax** 215-922-1903

**E-mail** dan.kurtz@masterycharter.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachment**

- ASSURANCE