
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Mastery CS-Pickett Campus
Address: 5700 Wayne Avenue
Philadelphia, PA 19144

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

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, 9, 10 **Hours of Operation:** 8AM-5PM

Percentage of Certified Staff: 86.4% **Total Instructional Staff:** 32

Student/Teacher Ratio: 15:1 **Student Waiting List:** 144

Attendance Rate/Percentage: 93.6%

Summary Data Part II

Enrollment: 487 Per Pupil Subsidy: \$8,183.58 / Special Education Pupils \$17,788.75

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	0%
Black (Non-Hispanic):	98.7%
Hispanic:	1 %
White (Non-Hispanic):	.3%
Multicultural:	0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 85.4%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 103

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	178	178	178
Instructional Hours	0	0	0	0	1025	1025	1025

SECTION I. EXECUTIVE SUMMARY

Educational Community

Educational Community

INTRODUCTION

Mastery Charter School Pickett Campus is a two year old 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 Germantown into a charter school serving grades 7-12. The Pickett turnaround 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 Pickett Campus, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program. Since that time, the school has added a new high school grade each year and in 2009-10 Pickett grew to include 10th grade. By fall 2011 the Pickett Campus will serve over 700 students in grades 7-12.

The turnaround has been very successful. Before the turnaround the school performed significantly below the School District PSSA average. Mastery Pickett 8th grade students now

surpass their District peers by 16 percentage points in math and 15 points in reading. Since the school's turnaround, 8th grade scores have increased 48 percentage points in math and 37 points in reading. In fact the Pickett Campus has closed the achievement gap with their state-wide peers in 7th grade math and is within ten points of closing the achievement gap in 8th grade math and reading. The school culture has also completely transformed, violent incidences plummeted over 80% compared to pre-turnaround. We expect Mastery Pickett to make Adequate Yearly Progress for 2009-10.

In 2009-2010, Mastery Pickett Campus served approximately 475 students in grades 7-10. Approximately 86% of our students are eligible for a free or reduced school lunch. 99% of our students are African American. Over 20% of our students have been special education identified.

By agreement with the School District, 99% of Pickett's 7th grade class came from the local District elementary schools -- Wister and Kelly. Both schools are very low performing and our incoming 7th grade students have significantly higher (over 20%) special education rates and significantly lower PSSA scores than the School District average. Based on the GMADE assessment test, over two thirds of entering students are below grade level in Math, and more than 40% are more than 2 grades behind. Based on the GRADE assessment the test, three quarters of entering students are below grade level in Reading, and half are more than 2 grades behind.

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:

Goal:	<ul style="list-style-type: none"> • Students learn the skills required for success in college & the global economy
High School Structure	<ul style="list-style-type: none"> • Multiple entry-level courses designed to meet incoming students at their skill level? • Entry level courses designed to quickly remediate skills deficits • All students take same college preparatory courses at upper grades?

Curriculum & Assessment	<ul style="list-style-type: none"> • Skill-focused? • Clearly defined, standards-based curriculum • Common course assessments ? • Benchmark tests every six weeks
Grading	<ul style="list-style-type: none"> • Mastery or Incomplete • 76% is Mastery, below 76% students must repeat semester in summer school
Student Support	<ul style="list-style-type: none"> • Extra hour of academic support til 4pm daily? • Mandatory Saturday school & skills classes?
Workplace Exposure	<ul style="list-style-type: none"> • Workplace and personal skills explicitly taught • Internship is graduation requirement
School Culture	<ul style="list-style-type: none"> • Small, personal? • A culture of high expectations — orderly & respectful school climate • Social-emotional courses explicitly teach students interpersonal, decision making and self-management skills.
Teacher Support	<ul style="list-style-type: none"> • Early dismissal every Weds for collaborative planning & PD • Frequent (9+ /yr) instructional feedback? • 15 PD days throughout year • Instructional coaches support teachers on an ongoing basis
Instruction	<ul style="list-style-type: none"> • Explicit instructional standards based on effective practice? • Assessment data and curriculum drives instruction • Teachers accountable for student learning

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 by 8th and 11th grades

- 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.

MASTERY VALUES

1. Student Achievement -- Above All

Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.

2. We Serve

We serve students and their families first. Our business is their success.

3. The High Road

We do the right thing. We are fair and treat folks with respect.

4. Grit

Our students' futures are at stake — we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.

5. Joy and Humor

Our positive, caring culture supports student and staff success. We like fun. We love to laugh.

6. Straight Talk

We face reality, communicate honestly and respectfully, and hold each other accountable.

7. Open Doors

Everybody is welcome to talk to anybody. We are open and transparent.

8. Continuous Improvement

We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.

9. One Team

We are in this together. We may disagree, but at the end of the day, we support each other 100%.

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 10th grade, regardless of entry point, all students converge into a single 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.

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

2009-10 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 39 and 58 percentage points.

DESCRIBE WHAT YOU ARE MOST PROUD OF

This year we are very proud that in our 2nd year, we made or exceeded all 17 of our targets in both participation and performance.

Compared to the 2008, math scores increased 33 points in 8th grade and 13 points in 7th grade. Reading scores increased 25 points in 8th grade and 4 points in 7th grade. Writing scores increased 14 points. The number of disruptive incidents dropped dramatically from 2 per 100 students this year to 1 per 100 students.

2009-2010 AREAS OF IMPROVEMENT

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

Action: In the 2009-2010, PSSA data will be utilized to identify skills that students need additional support. Approximately 75% of the student population will receive after school tutoring. We will also further expand our flexible small group instruction to differentiate instruction. In addition, we will focus on improving the rigor and effectiveness of classroom instruction. Pickett will provide strategic coaching for teachers who are not performing proficiently on the Mastery instructional standards. This effort will include refocusing our benchmark conference process and lesson planning process.

Need: 13% of Pickett students withdrew during the school year.

Action: Mastery has created the role of Social Worker to track and provide interventions for the students with the highest failures, demerits, dean referrals, and absences.

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:

1. **Establish Goals** Goals are established each summer. This involves:
 - o Updating the goals described in the charter
 - o 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.
2. **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.
3. **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.
4. **Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The bonus is awarded to the staff as a whole and can be up to \$1,500 per staff member. The bonus is presented and discussed during the August teacher orientation.

5. **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.
6. **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.
7. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for two 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
Haynes, Tonya	Mastery Charter School Pickett Campus	Secondary School Teacher	School Improvement Committee
Judy Tschirgi	Mastery Charter Schools Pickett Campus	Board Member	Board of Directors
Kelli Seaton	Mastery Charter Schools Pickett Campus	Administrator	CEO
Rufus Taylor	Mastery Charter Schools Pickett Campus	Ed Specialist - Social Restoration	School Improvement Committee
Scott Gordon	Mastery Charter School Pickett Campus	Administrator	Board of Trustees

Goals, Strategies and Activities

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

Activity: Individualized Teacher Coaching

Description: Teachers are observed frequently and receive feedback as a result of every observation. Struggling teachers and teachers focused on developing additional skills receive individualized ongoing coaching from master teachers and administrators.

Person Responsible	Timeline for Implementation	Resources
Eigen, Molly	Start: 9/15/2010 Finish: 9/14/2013	\$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
1.00	4	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Designed to Accomplish Practices
The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis. Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc... The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals.	<p>Aligned to SAS PDE standards.</p> <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze</u>

mentoring

instructional activity

Status: In Progress — Upcoming

Activity: Teacher Orientation

Description: Teacher Orientation lasts 10 days and offers a wide range of topics including.

Person Responsible	Timeline for Implementation	Resources
Eigen, Molly	Start: 8/11/2010 Finish: 8/23/2013	\$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
42.00	1	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
- The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis. - Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc... - The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction - Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals. - Serving ELL Students - Serving Title I Students	The content of the professional development is aligned to the PDE's Standards Aligned System.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• 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.• Empowers educators to

work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

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

Status: In Progress — Upcoming

Activity: Team Meetings

Description: 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
Eigen, Molly	Start: 9/15/2010 Finish: 9/14/2013	\$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
1.00	36	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Topics may focus on a particular standard or instructional issue. Example topics: - Serving ELL Students - Serving Title I Students - 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"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • 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.

- Peer-to-peer lesson discussions activity
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Activity: Weekly PD

Description: Weekly PD occurs every Wednesday for 2 hours.

Person Responsible	Timeline for Implementation	Resources
Eigen, Molly	Start: 9/15/2010 Finish: 9/14/2013	\$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
2.00	36	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
- Responding to students in crisis (truancy, behavioral issues, academic failure, etc) - Writing across the curriculum - Review of topics covered during teacher orientation - Serving ELL Students - Serving Title I Students	Topics are aligned to PDE SAS.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • 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-

- Peer-to-peer lesson discussions activity
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

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 7th, 8th, & 9th 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 11th 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 "9th period" 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 an Instructional Model.

At the heart of the Instructional 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 Hunter's 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, Master Teachers 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 7th grade twice weekly focusing on decision-making and emotional self-management skills. In 9th 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 10th grade. 11th 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

Gr-ade	Math	RELA	History	Science
7	Glencoe <i>Concepts & 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 & 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	<i>Holt Elements of Literature</i> , John	[No separate History program	CPO <i>Foundations of</i>

	year options, for all students)	Collins Writing, Balanced Literacy, Novels and other Literature	b/c of intensive literacy focus]	<i>Physical Science Program</i>
10	McDougal Littell Geometry	<i>Holt Elements of Literature, World Literature & Novels, John Collins Writing, Balanced Literacy</i>	Glencoe World History	Glencoe <i>Biology</i>
11	McDougal Littell Algebra II	<i>Holt Elements of Literature, American Literature & Novels, John Collins Writing, Balanced Literacy</i>	McDougal Littell, <i>The Americans</i>	Glencoe Chemistry
12	College Preparatory Pre-Calculus or AP Statistics	Modern Literature novels, John Collins Writing, Balanced Literacy or AP Literature	McDougal Littell, <i>Modern World History, Patterns of Interactions,</i>	CPO Physics

Rigorous Instructional Program - Attachments

- A. Professional Development Plan Approval
- B. Teacher Induction Plan Approval

English Language Learners

English Language Learners

Mastery Charter Pickett Campus had one student requiring ELL supports for the 2009 —2010 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 are assessed using the W-APT, Pennsylvania's suggest screener to identify the needs of English Language Learners.

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:

- Results of previous school's WIDA assessment.
- 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 have 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 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.

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

English Language Learners - Attachment

- C.0910.LEP ACS Pickett

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 12th 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 (4 credits minimum)
- Math- 8 semester (4 credits minimum)
- Science- 6 or 8 semesters (depending on 9th grade English placement) (3 credits minimum)
- Social Emotional Learning/Health - 7 semesters (1.75 credits minimum)
- History- 4 or 6 semesters (depending on 10th grade English placement) (2 credits minimum)
- Spanish- 4 semesters (2 credits minimum)
- Art/Music- 2 semesters (1 credit minimum)
- Technology- 2 semesters (.5 credit minimum)
- First Aid/PE/Nutrition - 1 semester (.5 credit minimum)

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

Special Education

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 a "pull out" model of direct instruction.

Students with significant reading deficits in 9th grade take an English fundamentals course that is designed to address adolescents with low reading skills. The course utilizes remedial curricula including Cambium Learning's Language! and teacher developed material. 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. Many students make the transition to grade level coursework by 10th 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 9th grade and then transition to algebra in 10th 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 Transition program. The goal of the Transition plan is to prepare students for work. Students in the transition program take some in-school coursework and may spend part of their day in a job setting.

Special Education - Attachments

- D.Special Education Policies and Procedures
- Confidentiality and Educational Records Policy
- Positive Behavior Support Policy
- D.Annual Child Find Notice

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Janet Thompson	1	Learning Support	Pickett	8	Teacher
Courtney Karmelita	1	Learning Support	Pickett	17	Teacher
Ashley Jones	1	Learning Support	Pickett	17	Teacher
Kamille Scarlett	1	Learning Support	Pickett	12	Teacher
Adriana Arcamone	1	Learning Support	Pickett	15	Teacher
Chris Ziemba	1	Learning Support	Pickett	21	Teacher
Susan Marschner	1	Learning Support	Pickett	8	Teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Catapult Services	0.2	Speech Therapist	Pickett Campus	13	NA
Mastery Charter High School	1.0	Program Specialist	Pickett Campus	10	NA
Germantown Psychological	0.4	Mobile Specialist	Pickett	14	NA

Associates			Campus		
Greentree School	1.0	Emotional Support	Greentree School	1	NA
Wordsworth	1.0	Emotional Support	Wordsworth	1	NA

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Pickett Campus	1.0
School Psychologist	Pickett Campus	0.1
Social Worker	Pickett Campus	1.0
Aspiring School Leader - Special Education	Pickett Campus	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Cora Services	School Psychologist	2 Days
Germantown Psychological Associates	Mental Health Clinician	5 Days
Catapult Services	Speech and Language Pathologist	2 Days
Catapult Services	Occupational Therapist	15 Minutes

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

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
4Sight	No	Yes	Yes	Yes	Yes	No	No
G*RADE	No	Yes	Yes	Yes	Yes	No	No

Student Assessment

A. Evidence of Improved Student Progress

Mastery Pickett Campus is proud of our students' progress during the 2009-10 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

	2006-07, Under School District of Philadelphia	2007-08, Mastery	2008-09, Mastery	2009-2010
7 th Math	9.6%	51.3%	64	79
8 th Math	17.4%	42.1%	75	65
School-wide Math	13.5%	47.7%	69.5	72
7 th Reading	7.9%	53.0%	57	56
8 th Reading	34.2%	47.4%	72	71
School-wide Reading	21.0%	50.8%	64.5	63.5
8 th Writing	36.9%	59.4%		74

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.

2007-2008	2008-2009	2009-2010
# of incidences per 100 students as reported to Safe Schools:	2	0.3

3. Increase in Attendance

Average Daily Attendance remained at 94% in 2009-2010.

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 2010-11 the percentage of 7th and 8th 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 2010, 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 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 2010-2011 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, and on Saturdays.

2) ACADEMIC ACHIEVEMENT IN READING

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

GOAL REVISION: In 2010-2011 the percentage of 7th and 8th graders scoring proficient or advanced on PSSA Reading will increase by 10 percentage points.

IMPROVEMENT PLAN:

a) Introduction of Instructional Model & Improved Cycle of Instruction (See descriptions above).

b) Reading Skills Class: Two additional hours of reading skills instruction weekly will be added after-school for 7th and 8th grade students in need.

3) LOW ACADEMIC SKILL STUDENTS

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

% of students below basic

	07-08	08-09	09-10
7th Math	28%	17%	13%
7th Reading	25%	17%	13%
8th Math	33%	13%	11%
8th Reading	29%	13%	11%

GOAL REVISION: For 2008-09: Decrease % of students Below Basic on 7th 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: 11% of Pickett students withdrew during the 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, over 20% 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 2010-2011 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 Student Services:
 - 1. Pickett has added a **social worker** position to our educational program during 2008-2009. The social worker’s role now includes the training and supervision of social work interns. The Social Worker role has been added to track and implement interventions for the students with the highest number of demerits, dean referrals,

absences, and failures. The Social Worker will work with a mental health agency, Germantown Psychological Association, to host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus. The social worker is responsible for a caseload of twenty students who have attendance, behavior, and/or academic problems. The social worker assists students and families to overcome their obstacles. At Pickett, the social worker has significantly reduced student absences through home visits and assisted families with finding additional community resources as needed.

2. Pickett, in conjunction with the 3 other Mastery schools, will implement the Mastery Charter Alternative Pupil Support Program (**MAPS**). It is an innovative positive behavior support program for special education students who have been identified with severe emotional disturbances and/or medical and mental health concerns. The MAPS program offers small classes of less than 12 students, intensive supports, daily individual or group counseling. By establishing this program, Pickett will be able to better serve 8 students who otherwise might have withdrawn or been expelled.

3. Pickett has increased the school-based mental health programming and partnered with Germantown Psychological Associates (**GPA**). GPA provides individual and group counseling to students identified in the SAP process. We have allocated more than \$80,000 for this purpose. By providing community mental health services in the school, Pickett has increased the number of students supported in counseling and behavior health. In addition, Pickett has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need.

4. Pickett has increased both the quantity and quality of extracurricular activities in our school. With the support of Mastery Charter Management Organization, students are being offered opportunities to participate in exciting activities such as drama, track and field, community gardening, and much more.

Taken together, these strategies represent a comprehensive approach designed to increase school retention rates and increase student engagement with the overall Mastery community.

1. 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 9th 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.

Study Hall Approximately 45 minutes of daily homework is expected in each core subject. Four days per week, students will have a study hall for 44 minutes. The focus in the study hall will be homework completion as well as engaging in a novel study with their peers.

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.

Outsourced Counseling — GPA, as referred to in section b.

Social Worker- A school social worker will coordinate the outsourced counseling, and provide support at home and in school.

MAPS -- as referred to in section b.

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 - Attachment

- F.0910.GRADE Scores

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, Michael Hammond: Emergency K-12 Principal Certification
- Assistant Principal of Student Services, Tonya Haynes: Emergency K-12 Principal Certification
- Assistant Principal of Operations, John Buttil: Principal Certification

Teacher Evaluation - Attachment

- Teacher Eval Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The following changes occurred during the 2009-2010 school year:

BOARD CHANGES:

- Thom Webster resigned from the Board in December for personal reasons.
- Sandra Dungee Glenn, the President of the American Cities Foundation, was approved as a new Board member in June 2010. Ms. Dungee Glenn was previously Chair of the Philadelphia School Reform Commission and now serves on the State Board of Education.
- Jeff Schell, President of Comcast's Programming Group, was approved as a new Board member in June 2010. Jeff previously served on the Board of Green Dot Schools, a charter organization that does school turnarounds in Los Angeles.
- Timothy Nelson resigned from the Pickett Parent Association Vice President and Mastery Board because his child no longer attends Mastery.

SCHOOL LEADERSHIP CHANGES:

- Matt Troha resigned as Assistant Principal for Instruction to take a Principal position at another Mastery school.
- Michael Hammond was appointed Director of Instruction. Mr. Hammond previously served as a Master Teacher at the Mastery Lenfest Campus.

Board of Trustees

Name of Trustee	Office (if any)
Judy Tschirgi	Chair
Ron Biscardi	Secretary
Stephen Cohn	Member
Charles Corpening	Member
Angela Duckworth	Member
Graham Finney	Member
Brook Lenfest	Member
Jordan Meranus	Member
Elton Evans	Parent Member
Michael Major	Member

Professional Development (Governance)

New Board members are oriented to the Board's role and responsibilities by Judith Tschirgi, Mastery's Board Chair. 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 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.
- The Community Committee provides input into the schools efforts to engage parents and the larger community.

RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys an excellent relationship with the School District of Philadelphia (SDP). Mastery's CEO met with Ms. Ackerman (SDP Superintendent) and SRC Board members on several occasions to discuss ways Mastery could effectively work with the School District. Mr. Gordon speaks regularly with the charter school office and key departments within the District.

This year, Mastery Charter High School, the original Mastery school that sponsored the Pickett turnaround, was approved as a Lead Provider for School District of Philadelphia's Renaissance Schools initiative, the District's program to turnaround persistently failing schools. In May Mastery was awarded three elementary schools (Smedley, Mann, & Harrity) and those schools will open in fall 2010 as new independent charters.

Coordination of the Governance and Management of the School - Attachments

- H.0910.Mastery Charter Board Meetings
- Board Meetings 2010-11

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.

- 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's 2009-2010 fundraising activities focused on supporting the curriculum and program development and extra-curricular activities. Mastery's operations and growth are supported by the Mastery Charter Schools Foundation, a separate 501c3 organization.

Board members and current contributors introduced new prospective donors to Mastery during the school year. School tours were conducted to familiarize prospective donors with the school. Individual and foundation donors contributed \$121,500 to Mastery Charter Pickett Campus during the school year. Major donors included:

- High Tech High Philadelphia Foundation: EITC contribution of \$121,500 to support innovative programming

2009-2010 Events

Several school tours were conducted during the year for interested community members, politicians and potential donors. The school's annual Exhibition Night was held in the spring to showcase the sophomores' academic progress. Potential donors, parents, and community members were present. Our annual Career Day was also held in the spring. Business and non-profit leaders participated on panel discussions facilitated by our students. Finally, our community garden serves as a community resource and meeting place for parents, teachers and local residents.

Plans for 2010-2011

We plan to host prospective donor meetings and tours throughout the year and continue with exhibition night and career day events.

Fiscal Solvency Policies

Mastery defines fiscal solvency as the ability to grow and to sustain itself in the long term and the ability to cover all debts and expenses. Mastery ensures that its programs are sustainable by projecting revenues and expenses at least 5 years into the future each year. The projections reveal predictable break even dates for all schools. As our schools reach full enrollment, they are able to cover general operating expenses with per pupil revenue from the School District of Philadelphia through the PA Department of Education. Our Board approves projects that support the mission and strategic goals for the year, and Mastery raises private funds to cover the costs of these projects and the administrative costs of the management office.

Mastery has drafted a revised and improved Finance Policy and Procedure Manual. New policies include reserves to prepare for future maintenance issues and reserves to prepare for future required retirement contribution increases. Mastery ultimately ensures solvency by frequent analysis of programmatic and financial model sustainability, by maintaining target levels of cash at each school, and by active monthly analysis of cash required to cover expenses and debts. Mastery does not have any current issues with fiscal solvency or cash flow.

Accounting System

Mastery uses the accrual system of accounting in accordance with Generally Accepted Accounting Principles (GAAP). Mastery records all transactions in its Blackbaud Financial Edge accounting database.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- I.0910.Preliminary Statement Pickett

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

Our audit firm is Larson Allen. We are audited each year as required. The date of our last complete audit is for the year ending June 30, 2009. Our 2009-10 audit is in progress. The auditor's last opinion was clean. There were no material findings in the audit. We have not been audited by the state. A copy of our last audit is attached. Our audit firm contact info is as follows:

Bruce Braunewell
Principal
LarsonAllen LLP
Nonprofit and Government

267-419-1156, cell 215-205-0072
jemiller@larsonallen.com
18 Sentry Park West, Suite 300, Blue Bell, PA 19422-2327
Main 215-643-3900, Fax 215-643-4030, www.larsonallen.com

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

- J.0910.Audit Pickett

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 did not acquire any major facilities during FY2009-10. It did build a data hub at a total cost of \$273,000.

Future Facility Plans and Other Capital Needs

Mastery Pickett Campus is a partnership with the School District of Philadelphia and is housed in the School District's Pickett Middle School building. Mastery leases the facility at 5700 Wayne Ave and intends to continue this agreement in the future.

In addition to ongoing maintenance, the school will reserve approximately \$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.

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. 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. Mastery Charter invites 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. 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** 9th 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

- K.0910.SHARRS Pickett
- L.Wellness Policy
- SHARRS 09-10 Pickett

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 - Attachments

- M.0910.Insurance Pickett
- Insurance Pickett 10-11

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2009-2010 Teaching Staff

Mastery Charter Pickett Campus began its second school year in 2009-2010 with 33 teachers, 18 new and 15 returning staff

1. 2 new teachers were hired mid-year
2. 2 teachers left mid-year
3. 2 teachers resigned at the end of the year

2009-10 Administrative staff

There were 8 administrative staff members during the 2008-2009 school year (Principal

1. Dr. Kelli Seaton, Principal

2. Assistant Principal of Instruction—Michael Hammond
3. Assistant Principal of Student Services —Tonya Haynes
4. Assistant Principal of Culture-- Rufus Taylor
5. Assistant Principal of Operations John Buttil
6. ASL for Instruction—Rickia Reid
7. ASL for Special Education—Janet Thompson
8. ASL for Culture—Dia Jones

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 not returning for 2010-2011 include:

1. 1 transferred to an elementary position
2. 2 joined KIPP
3. 1 was promoted
4. 2 transferred to another Mastery school

Quality of Teaching and Other Staff - Attachments

- O.0910.Staff ACS Pickett
- N.09-10 PDE414 Pickett

Student 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.

Last year Mastery Charter Pickett Campus recruited students for the incoming 7TH, 8th, 9th, 10th, and 11th grade classes. All students who have completed 6th, 7th, 8th, or 9th grade are eligible to enroll in Mastery's 7th, 8th, 9th, or 10th grade. Per our agreement with the School District Of Philadelphia, first preference for 7th 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 schools. The notices and advertisements invite interested students and parents to information sessions held at Mastery Charter. In addition, students from the two previous feeder schools, John B. Kelly and John Wister, are recruited heavily by Mastery. The students in these schools, totaling around 140, are called on a weekly basis and are given fliers to inform them of the upcoming information sessions.

- 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 assist with the presentation 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 2009-10 enrollment process, no students were asked to withdraw from the process.

- All students who complete the enrollment process are placed in a lottery.
 1. 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.
 2. Students are enrolled off the waiting list in the order they were placed by the random number generator.
 3. The Mastery Charter Pickett Campus lotteries were conducted in the spring of 2010.

Enrollment History MASTERY CHARTER PICKETT CAMPUS

	7th	8th	9th	10th	MAPS/ APS	Total
# of newly enrolled for 2009-10	132	4	4	0	10	147
Total enrolled at start of school year (2009-10)	139	114	127	76	10	466
# added during the year	7	31	25	12	3	78
# withdrawn during the year	11	13	27	7	1	59
= Number of students at year end (June 2010)	135	132	125	81	12	485
# of students who did not re-enroll	2	1	2	0	0	5
# of students who re-enrolled in July 2010	133	131	123	81	12	480

Schools Transferred to:

- 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 do not pass more than 3.5 credits 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:

- Provide additional student leadership opportunities

Increase teacher coaches

- Improve Parent / Guardian communication, initiate home visits
- Expand after school skills classes for students in need of academic support

3. Expand Student Services:

1. Pickett has added a **social worker** position to our educational program during 2008-2009. The Social Worker role has been added to track and implement interventions for the students with the highest number of demerits, dean referrals, absences, and failures. The Social Worker will work with a mental health agency, Germantown Psychological Association, to host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus. The social worker is responsible for a caseload of twenty students who have attendance, behavior, and/or academic problems. The social worker assists students and families to overcome their obstacles. At Pickett, the social worker has significantly reduced student absences through home visits and assisted families with finding additional community resources as needed.

2. Pickett, in conjunction with the 3 other Mastery schools, will implement the Mastery Charter Alternative Pupil Support Program (**MAPS**). It is an innovative positive behavior support program for special education students who have been identified with severe emotional disturbances and/or medical and mental health concerns. The MAPS program offers small classes of less than 12 students, intensive supports, daily individual or group counseling. By establishing this program, Pickett will be able to better serve 8 students who otherwise might have withdrawn or been expelled.

3. Pickett has increased the school-based mental health programming and partnered with Germantown Psychological Associates (**GPA**). GPA provides individual and group counseling to students identified in the SAP process. We have allocated more than \$80,000 for this purpose. By providing community mental health services in the school, Pickett has increased the number of students supported in counseling and behavior health. In addition, Pickett has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need.

4. Pickett has increased both the quantity and quality of extracurricular activities in our school. With the support of Mastery Charter Management Organization, students are being

offered opportunities to participate in exciting activities such as drama, track and field, community gardening, and much more.

Taken together, these strategies represent a comprehensive approach designed to increase school retention rates and increase student engagement with the overall Mastery community.

Student Enrollment - Attachments

- Admissions-Recruitment and Lottery Policy
- Admissions-Recruitment Enrollment Dismissal Documentation

Transportation

In Philadelphia County, students in grades 7 through 12 do not receive transportation. All students falling outside of 1.5 miles from their middle/high school receive free student transpasses from the School District of Philadelphia. These passes are delivered on a monthly basis and handed out to students weekly.

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 200-250 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 and Whatever it Takes contract:* 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 marking period, 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 are rewarded on PayDays, held every six weeks to reward students for positive behavior.

School Culture Rituals and Programs

- *Community Meetings:* A grade level 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.
- *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.
- *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.
- *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.
- *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 a parent conference and may result in a 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:

- 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

One student (and one pending) was expelled from Mastery Charter Lenfest Campus during the 2009-2010 school year.

LENFEST: 2009-2010 Incidents / Suspensions

Specific Offense (e.g. assault, theft, etc.)	Number of Suspensions	Average enrollment During 2009-2010
Insubordination	90	505
Cutting classes	87	
Excessive Tardies	0	
Vandalism	1	
Inappropriate Conduct	43	
Fighting	23	
Non-violence violations (inciting violence, pre-fight, intimidation)	90	
Plagiarism/ Cheating	3	
Weapons	1	
TOTAL	338	

Reducing the number of suspensions and multiple incidences by individual students is a high priority for next year. Our goal is to reduce suspensions for fighting by 75%, as well as reducing insubordination and cutting by at least another 25%. The following improvement strategies will be employed in 2009-10 to reduce suspensions:

- The Culture Team meets weekly to address student needs. A team of teachers, deans, and staff, led by the Director of School Culture, develops strategies and support plans in order to focus limited resources (personnel, time, money) on very specific areas of student need. The focus is on measurable action steps. The Deans and Social Emotional Learning teachers use case management strategies to work with at-risk students.
- Home visits are conducted weekly (>2 each week) by the school social worker.
- The counselor hosts therapeutic classes and groups for at-risk students
- The SAP Team assesses and refers student to internal and outside agencies as necessary.

Staff is trained in restorative practices and classroom management. Restorative practices and detentions serve in lieu of suspensions for lesser offenses.

Student Conduct - Attachment

- Discipline policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.

Name: Scott Gordon **Title:** CEO
Phone: 215-866-9000x1056 **Fax:** 215-866-9141
E-mail: scott.gordon@masterycharter.org

Signature of the Chief Executive Officer and Date

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

Name: Judith E. Tschirgi **Title:** Chair, Board of Trustees
Phone: 610-324-1361 **Fax:** 215-866-9141
E-mail: jtschurji@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Christopher Ziemba **Title:** Director of Special Education
Phone: 215-866-9000x1036 **Fax:** 215-866-9001
E-mail: Christopher.Ziemba@masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

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