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# Pennsylvania Department of Education

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

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

**Entity:** Mastery CS-Shoemaker Campus  
**Address:** 5301 Media St  
Philadelphia, PA 19106

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

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

**Date of Local Chartering School Board/PDE Approval:** 08/31/2006

**Length of Charter:** 5 years    **Opening Date:** 09/1/06

**Grade Level:** 7, 8, 9, 10, 11    **Hours of Operation:** 8AM-5PM

**Percentage of Certified Staff:** 94.3%    **Total Instructional Staff:** 42

**Student/Teacher Ratio:** 13:1    **Student Waiting List:** 153

**Attendance Rate/Percentage:** 95.4%

## Summary Data Part II

Enrollment: 555 Per Pupil Subsidy: \$8,183.58 / Special Education Pupils \$17,788.75

### Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	1%
Black (Non-Hispanic):	98%
Hispanic:	0%
White (Non-Hispanic):	0%
Multicultural:	1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
93%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 56

### 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

Mastery Charter School Shoemaker Campus is a four year old independent 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 2006 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Shoemaker Middle School in West Philadelphia into a charter school serving grades 7-12. The Shoemaker turnaround was particularly urgent because the school was identified in 2005 as the second most violent school in the District (on a per student basis).

In September 2006, the Shoemaker school was converted into Mastery Charter School Shoemaker Campus, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program. Since that time, the school has added a new high school grade each year, adding the 11<sup>th</sup> grade in 2009-10. In the 2010-11 school year, the Shoemaker Campus will serve nearly 650 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 Shoemaker students now surpass their District peers by more than 25 percentage points in both 8<sup>th</sup> grade reading and math. Since the school's turnaround, 8<sup>th</sup> grade scores have increased 51 percentage points in math and 41 points in reading. In fact the Shoemaker Campus has closed the achievement gap and now outperforms their state-wide peers in 8<sup>th</sup> grade reading and math. Shoemaker's first class of 11<sup>th</sup>

graders outscored the PA average in math and scored within a few points of the state average in reading. The school culture has completely transformed, violent incidences plummeted over 80% compared to pre-turnaround.

For the second year in a row, Mastery Shoemaker received an **Effective Practice Incentive Community Gold Award**— a U.S. Dept of Education funded program to identify the charter schools who have attained the highest value added student achievement levels. The Shoemaker campus was one of only 21 schools recognized nationally and one of only 5 to receive a Gold Award. Mastery Shoemaker has made Adequate Yearly Progress every year including 2009-10.

In 2009-2010, Mastery Shoemaker Campus served approximately 575 students in grades 7-11. Over 70% of our students are eligible for a free or reduced school lunch. 100% of our students are African American.

Our incoming 7<sup>th</sup> grade class is feed by Bluford Elementary school—one of Philadelphia’s lowest performing schools. Consequently, our incoming students are significantly below grade level when they enter Shoemaker. In fact, incoming less than one quarter of incoming 7<sup>th</sup> grader from Bluford scored proficient as 6<sup>th</sup> graders in reading and less than 30% were proficient in math. Based on the GMADE assessment test, over 80% of entering students are below grade level in Math, two thirds are more than 2 grades behind. Based on the GRADE assessment the test, more than 75% of entering students are below grade level in Reading, nearly 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:

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

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

## **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 8<sup>th</sup> and 11<sup>th</sup> 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 10<sup>th</sup> 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**

Mastery Shoemaker Campus is proud to have demonstrated growth in some areas for the 2009-2010. Cumulative scores for Reading and Math in grade 8 continued to show significant

increases. We met most of our internal goals, which includes student enrollment, achievement goals, parental involvement, etc.

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

We are particularly proud of the sustained growth and improvement of our students, both academically and culturally since September 2006. Previously, the Shoemaker school was a low performing, violent middle school operated by the School District of Philadelphia. In 2006 the school was identified as the 2<sup>nd</sup> most violent school in the Philadelphia (on an incident per student basis) by the Philadelphia Inquirer. Mastery Charter School was invited to convert the school into a Mastery Charter School by the School District of Philadelphia.

Since the conversion Math scores have increased 56 points in 8<sup>th</sup> grade and 71 points in 7<sup>th</sup> grade. Reading scores have increased 41 points in 8<sup>th</sup> grade and 51 points in 7<sup>th</sup> grade. Violent incidences have dropped 90% and attendance is now above 95%. We are equally as proud about the number of families who continue to exercise their choice to choose Shoemaker as the educational facility for their children. Our retention of students and high parent satisfaction ratings are important to us as educators and customer service providers. We expanded on the EC opportunities we provided to our students and increased our parental and community engagement levels.

We are also very proud to be recognized as an EPIC Gold winner for the second year in a row. EPIC (Effective Practice Incentive Community) awards charter schools nationwide who have demonstrated increased student achievement. The EPIC model uses state test results in Reading and Math to measure the impact of a school on its students over time. Whereas traditional achievement models measure schools based on the percentage of students meeting or exceeding proficiency benchmarks in a given year, the EPIC model measures the progress students make from one year to the next, independent of proficiency targets. 178 charter schools across the country participated in the study; the Shoemaker Campus was ranked #1 middle school in the country based off of the 2009 PSSA data.

### **AREAS OF IMPROVEMENT**

**NEED: Seventh grade Reading PSSA scores have increased but are barely above the state's average. 36% of our seventh grade students were not proficient on the PSSA Reading in 2009-10. This represented a 7% decrease in proficiency from the year before.**

**ACTION:** In the 2010-11, Shoemaker will target students who are at the Basic/Below Basic levels and enroll them in Saturday classes from October through April. Previously, students earned Saturday school based off of six-week Benchmark scores only. Data from e-metrics and PVAAS will be utilized to identify the skills that students need additional support. Fifty student in acute need will be enrolled in Mastery's Excel program (in partnership with a local university) to receive after-school tutoring from 3:00-4:00. This will enable teachers to provide the necessary instructional attention to the other 7<sup>th</sup> grade students who need small group support.

All students in the 7<sup>th</sup> and 8<sup>th</sup> grade will have their school day extended for an hour (the day will end for most students at 4:00). We will also expand our flexible small group instruction to differentiate instruction. Additional Special Education teachers, with a focus on literacy certified teachers, will be hired to further support our struggling students. We will also continue, and significantly improve, our "Learning Institute" initiative to prepare students from our main feeder school (Guion Bluford-which had a 27% proficiency on the 2010 PSSA Reading exam) for middle school at Mastery Charter-Shoemaker. This program includes an 8-week Saturday classes, as well as, 20 days of summer orientation. We are improving this initiative by aligning our scope and

sequence with our first report period and by ensuring more of an emphasis on Culture. Students will receive a full hour of social-emotional learning classes twice per week.

**NEED: Significantly increase our 11<sup>th</sup> grade Reading proficiency from 57% to 75%.**

**ACTION:** We have reconfigured our 11<sup>th</sup> grade Reading team. We are confident that the three teachers responsible for literacy instruction will be able to tackle the skills necessary to increase our students' literacy rates. In addition, the curriculum has been modified to address our shortcomings. In particular, we will focus on Reading Comprehension, Literary Analysis, and Figurative Language skills. We had averages ranging from 55%-66% on these three skill areas indicating a clear deficit. In addition to the daily 58 minutes of English instruction all 11<sup>th</sup> grade students will receive, SAT prep twice per week.

**NEED: Significantly increase our 11<sup>th</sup> grade Math proficiency from 60% to 75%.**

**ACTION:** We missed many opportunities for students to score proficient by demonstrating their understanding on the constructed response portions on the PSSA exams. Almost 60% of our students earned a combined score of 0-3 out of 12 possible points. A renewed effort of calibrating our teachers' scoring of mock exams and increasing the use of constructed responses as teaching/assessment tools will be used to ensure students have more success on demonstrating a deeper understanding of mathematical concepts.

**NEED: Our Special Education students need more support to achieve the goals their non-disabled peers have met. Most of the students with IEPs are not scoring proficient on the PSSA exams in any subject.**

**ACTION:** Additional Special Education certified teachers will be hired to reduce the case loads of the existing teachers and provide additional support for the students. Adapted curricula will also be purchased in order to provide improved scaffolding. A lot of professional development will be necessary centered on differentiation, progress monitoring, RTI, etc. Students will also have case managers to significantly reduce the teacher to student ratio. A more deliberate focus on teaching foundational skills which represent the basic building blocks of grade level standards will occur. We will also identify the students most appropriate to take the PSSA-M for Reading and Science in order for them to better reflect their strengths/growth areas.

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

### **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:
  - Updating the goals described in the charter
  - Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.
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
April Thomas	Mastery Charter School Shoemaker Campus	Ed Specialist - Social Restoration	School Improvement Committee
Judy Tschirgi	Mastery Charter School Shoemaker Campus	Board Member	Board of Trustees
Scott Gordon	Mastery Charter Schools Pickett Campus	Administrator	Board of Trustees
Sharif El-Mekki	Mastery Charter School Shoemaker Campus	Administrator	CEO
Stan Bobowski	Mastery Charter School Shoemaker Campus	Administrator	Principal
Walrath, Kristina	Mastery Charter School Shoemaker Campus	Special Education Representative	Principal

## Goals, Strategies and Activities

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

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

**Strategy: Provide professional development opportunities to train and support staff**

**Description:** 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 received 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
Jeffrey Pestrak	Start: 9/4/2010 Finish: 9/1/2013	\$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	40
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Mastery Charter High 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	The content of the professional development is aligned to the PDE's Standards Aligned System.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s <u>teaching skills</u> based on research on effective</li> </ul>



- 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
- Lesson modeling with mentoring
- professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

### **Activity: Teacher Orientation**

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

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Jeffrey Pestrak	Start: 8/17/2009 Finish: 8/23/2013	\$3,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
42.00	1	40
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Mastery Charter High School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
- 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	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"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>



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| <p>outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <p>environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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**Status:** Complete

**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
Jeffrey Pestrak	Start: 9/5/2010 Finish: 9/8/2013	\$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	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High 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: - Making inferences - Calculator use in the classroom - Teaching embedded vocabulary	The content of the professional development is aligned to the PDE's Standards Aligned System.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice,</li> </ul>

with attention given to interventions for struggling students.

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

*For 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.

**Educator Groups Which Will Participate in this Activity**

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

**Follow-up Activities**                      **Evaluation Methods**

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

**Status:** In Progress — Upcoming

**Activity: Weekly PD**

**Description:** Weekly PD occurs every Wednesday for 2 hours.

Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start: 9/5/2010 Finish: 9/8/2013	\$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 High School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>- Responding to students in crisis (truancy, behavioral issues, academic failure, etc)</li> <li>- Writing across the curriculum</li> <li>- Review of topics covered during teacher orientation</li> </ul>	<p>The content of the professional development is aligned to the PDE's Standards Aligned System.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u></li> </ul>

- 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**

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

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

- meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

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 7<sup>th</sup>, 8<sup>th</sup>, & 9<sup>th</sup> grades (the grades where most students enter Mastery).

Students with lower reading skills receive coursework that is specifically designed to accelerate reading skills. At the high school level, struggling readers also receive an extra period of reading support. By Sophomore year, all student take the same English course and struggling students receive an additional

reading support course. By 11<sup>th</sup> grade all students are engaged in the same rigorous pre-college coursework.

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

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

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

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

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

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

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

## **ACADEMIC SUPPORT & INTERVENTION**

We consistently strive to develop a “success through hard work” ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Most supports and interventions are scheduled from 3-4pm. This "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 Hunters' Direct Instruction → Guided Practice → Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

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

- *Professional Development*

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

- a) *Planning Time*

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

- *Planning periods*: Teachers have one or two planning periods daily

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

#### *b) Instructional Feedback and Support*

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, 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 7<sup>th</sup> grade twice weekly focusing on decision-making and emotional self-management skills. In 9<sup>th</sup> grade the course is daily and students are divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus continues in the 10<sup>th</sup> grade. 11<sup>th</sup> graders take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors take coursework to prepare them for the college admission process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

**CURRICULUM MATERIALS**

<b>Gr-ade</b>	<b>Math</b>	<b>RELA</b>	<b>History</b>	<b>Science</b>
7	Glencoe <i>Concepts &amp; Skills</i>  Mobius <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i>  Delta Education <i>DSM3 kits</i>

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

- Induction Plan Approval
- Pro Plan Approval

## English Language Learners

Mastery Shoemaker Campus had no students requiring ELL supports during 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 Shoemaker

## **Graduation Requirements**

### **Graduation Requirements**

Mastery's curriculum and course structure back-maps from PA graduation standards, thus embedding PA standards as described under Chapter 4 of 22 PA

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

### Rigorous Graduation Standards

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

- English- 8 semesters (4 credits minimum)
- Math- 8 semester (4 credits minimum)
- Science- 6 or 8 semesters (depending on 9<sup>th</sup> grade English placement) (3 credits minimum)
- Social Emotional Learning/Health - 7 semesters (1.75 credits minimum)
- History- 4 or 6 semesters (depending on 10<sup>th</sup> 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**

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 9<sup>th</sup> 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 10<sup>th</sup> grade. A period of additional reading support is available for students with significant need.

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

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

Junior and Senior high school students who are cognitively unable to take high school level coursework enroll in our 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
Megan Scelfo	1	Learning Support	Shoemaker Campus	7	Teacher
Katherine Shoemaker	1	Learning Support / Emotional Support	Shoemaker Campus	30	Teacher
Kenneth Watson	1	Learning Support / Emotional Support	Shoemaker Campus	7	Teacher
Kimberly Crandall	1	Learning Support	Shoemaker Campus	7	Teacher
Emily Kimmel	1	Learning Support	Shoemaker Campus	9	Teacher
Lehla Olson	1	Learning Support /	Shoemaker	10	Teacher

		Emotional Support	Campus		
Jessica Murphy	1	Learning Support	Shoemaker Campus	9	Teacher

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Mastery Charter High School	1	Full Time Emotional Support	Pickett Campus	4	-

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Shoemaker Campus	1
Social Worker	Shoemaker Campus	1

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Cora Services	Speech Therapist	8 Hours
Cora Services	School Psychologist	21 Hours
Resources for Human Development (RHD)	Therapist	36 Hours

## 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
PASA	No	Yes	Yes	No	No	Yes	No
PSSA	No	Yes	Yes	No	No	Yes	No
G*RADE	No	Yes	Yes	Yes	Yes	No	No
4Sight	No	Yes	Yes	Yes	Yes	Yes	No

## Student Assessment

### A. Evidence of Improved Student Progress

1. Mastery Shoemaker Campus acknowledges some areas of students' growth and progress during the 2009-10 school year. The evidence for this improvement includes:

- High proficiency on 7<sup>th</sup> and 8<sup>th</sup> PSSA Math Scores
- Improved Average Daily Attendance.
- Decrease of BB students (with IEPs) in Reading as they move from 7<sup>th</sup> to 8<sup>th</sup> grade
- Increase of P/A students (with IEPs) in Reading as they move from 7<sup>th</sup> to 8<sup>th</sup> grade
- Decreased number of withdrawals during the school year.

Shoemaker Campus 7<sup>th</sup> and 8<sup>th</sup> Grade % Proficient/Advanced:

	2006- under School District of Philadelphia	2007 — Mastery	2008	2009	2010	+/- Change between INITIAL PSSA and 2010 PSSA
	(%prof/adv)	(%prof/adv)	(%prof/adv)	(%prof/adv)	(Prof/Adv)	(%prof/adv)
7 <sup>th</sup> PSSA Math	16	34	81	87	87	71
8 <sup>th</sup> PSSA Math	31	63	76	87	82	51
7 <sup>th</sup> PSSA Reading	20	44	66	71	64	44
8 <sup>th</sup> PSSA Reading	43	59	79	84	84	41
8 <sup>th</sup> PSSA Writing	41	83	84	83	87	46
8 <sup>th</sup> PSSA Science	NA	NA	9	46	36	27
11 <sup>TH</sup> Writing	NA	NA	NA	NA	93	NA
11 <sup>th</sup> PSSA Math	NA	NA	NA	NA	60	NA
11 <sup>th</sup> PSSA Reading	NA	NA	NA	NA	57	NA
11 <sup>th</sup> PSSA Science					9	

We believe that our internal benchmark assessment program, significantly contributed to the improvements in student performance. As a result of the benchmark assessments, instruction is focused and teachers are conscious of individual student's strengths and weaknesses. We also believe the Direct instruction model, and outside assessments (4Sight) are crucial to our success.

2. Decrease In Percent of Students Scoring Below Basic on PSSA

Our academic support programs were successful in reducing the number of students who scored below basic on the PSSA in 8<sup>th</sup> grade Math and 8<sup>th</sup> grade students in Reading with IEPs.

**% of Students scoring Below Basic**

	2006- under School District of Philadelphia	2007	2008	2009	2010
	(% BB)	(% BB)	(% BB)	(%BB)	(%BB)
7 <sup>th</sup> PSSA Math	NA	39	6	.8	8
8 <sup>th</sup> PSSA Math	43	15	5	5	3
7 <sup>th</sup> PSSA Reading	NA	28	16	8	16
8 <sup>th</sup> PSSA Reading	39	19	5	8	8
8 <sup>th</sup> PSSA Writing	NA	NA		3	

8 <sup>th</sup> PSSA Science	NA	NA	62	26	
11 <sup>th</sup> PSSA Reading	NA	NA	NA	NA	19
11 <sup>th</sup> PSSA Math	NA	NA	NA	NA	25
11 <sup>th</sup> PSSA Writing	NA	NA	NA	NA	
11 <sup>th</sup> PSSA Science	NA	NA	NA	NA	

**PSSA DATA in Percentage — Shoemaker Special Education Students with IEP's**

2007-2008								
BB/B 7 Reading	BB/B 7 Math	P/A 7 Reading	P/A 7 Math		BB/B 8 Reading	BB/B 8 Math	P/A 8 Reading	P/A 8 Math
87.7%	75%	0%	23%		50%	57%	50%	21.5%
2008-2009								
BB/B 7 Reading	BB/B 7 Math	P/A 7 Reading	P/A 7 Math		BB/B 8 Reading	BB/B 8 Math	P/A 8 Reading	P/A 8 Math
77%	22%	17%	75%		72.7%	81.7%	27%	19%
2009-2010								
BB/B 7 Reading (13)	BB/B 7 Math (9)	P/A 7 Reading (13)	P/A 7 Math (9)		BB/B 8 Reading	BB/B 8 Math	P/A 8 Reading	P/A 8 Math
92.3%	66.7%	7.7%	33.3%		57.1%	60%	42.9%	40%
BB/B 11 Reading	BB/B 11 Math	P/A 11 Reading	P/A 11 Math					
94.4%	86.7%	5.6%	13.3%					

\*\*\*NOTE: Math calculations do not include the scores from the students who took PSSA-M assessment (7<sup>th</sup> grade — 4 students; 8<sup>th</sup> grade — 4 students; 11<sup>th</sup> grade — 2 students). Scores from students who received special education services after the PSSA testing window are not included. Lastly, math calculations do not include the scores from the students who took PSSA-M assessment.

**3. Dramatic Reduction in School Violence**

Prior to conversion to a Mastery school, Shoemaker MS was identified as the second most dangerous school in the Philadelphia School District on an incident per student basis. Addressing school violence and building a positive school culture was top priority for Mastery. We are very proud that disruptive incidents plummeted after the conversion. Students now report the safe, positive environment at Shoemaker as one of the most important aspects of the school.

# of incidents per 100 students as reported to Safe Schools:

Pre Conversion	2006-7	2007-2008	2008-2009	2009-2010
17	3	1.5	0	4

**4. Increase in Attendance**

Average Daily Attendance increased from 88.40% in 2006-07 to 94.73% in 2008-2009.

2005-2006	2006-07	2007-2008	2008-2009	2009-2010
82.0	88.40	92.03	94.73	95.4

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

#### **1) ACADEMIC ACHIEVEMENT IN 7<sup>th</sup> GRADE READING**

#### **2) ACADEMIC ACHIEVEMENT IN 11<sup>TH</sup> GRADE READING**

*DATA:* 7<sup>th</sup> Grade PSSA Reading scores (64 proficient/advanced) increased 44 percentage points over 2006-07 PSSA scores. However, this represents a decrease in 2009 PSSA scores and is below the state average (70% in 2008).

*DATA:* 11<sup>th</sup> Grade PSSA Reading score-57 proficient/advanced is poor and is below the state average (66% in 2009).

*GOAL REVISION:* In 2010-11 the percentage of 7<sup>th</sup> graders scoring proficient or advanced on PSSA Reading will improve to 70%.

*GOAL REVISION:* In 2010-11 the percentage of 11<sup>th</sup> graders scoring proficient or advanced on PSSA Reading will improve to 75%.

#### *IMPROVEMENT PLAN FOR 7<sup>TH</sup> AND 11<sup>TH</sup> GRADE READING:*

a) We will continue to train our staff on the 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, developed by an internal staff team and introduced for the 2006-07 school year, is largely based on the work of Madeline Hunter. Ms. Hunter has been an icon in the teaching field since the mid 80's. Her approach is research based yet concrete and grounded in real classroom instruction. The Instructional Model has been improved for 2008-09 and now includes 35 standards of observable teacher actions in 4 categories as well as lesson evaluation metrics such as % of students on task, % of students participating, and % of students mastering lesson objective.

In 2009-10 we will provide additional training for the coaching of teachers 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. We will coach 70% of our teachers.

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

c) Refine Remedial Reading Program. We will continue to improve on our implementation of the remedial reading program for struggling readers in 7th, 8th, and 9th grades. The program includes 2 periods of direct instruction. The first period will utilize the *Rewards* program, a phonics and decoding curriculum designed to provide students the skill necessary to read grade level text. The second period will utilize the *Amps Reading* program that provides explicit fluency and comprehension instruction. In addition, Amps provides systematic vocabulary instruction on

the most frequent words found in adolescent literature. 9th graders will receive a third period, of instruction which will follow Mastery's novel -based literature curriculum.

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

e) Non-fictional writing. We will increase the amount of focus on this genre during Social Studies and Science classes.

f) Embed reading strategies. We will introduce common reading strategies to be implemented across the curricular areas.

g) Increase support of students at the proficient/advanced levels. For example, AP courses (English/Human Geography) will be offered to 10<sup>th</sup> and 11<sup>th</sup> grade students.

h) Continue to utilize Computer Assisted Instruction (CAI) to maximize time on task. Students will continue to receive on-line accounts in order to utilize the online experience from home.

i) The Instructional Standards have been revised and will yield improved teaching and student achievement. There will be a focus on rigorous engagement.

## **2) ACADEMIC ACHIEVEMENT IN MATH**

*DATA:* 11<sup>th</sup> Grade PSSA math scores (60% proficient/advanced)

*GOAL REVISION:* For 2010-11: 11<sup>th</sup> grade math PSSA scores will increase by 15 percentage points to 75% proficiency.

*IMPROVEMENT PLAN:*

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

b) Math Skills Class: Additional hours of math skills instruction will be conducted on Saturdays for select 7<sup>th</sup> and 11<sup>th</sup> grade students.

c) A select group of 8<sup>th</sup> grade students will take Algebra course (long term planning).

d) The Instructional Standards have been revised and will yield improved teaching and student achievement. There will be a focus on rigorous engagement.

e) In 2010-11 we will provide additional training for the coaching of teachers 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. We will coach 70% of our teachers.

f) 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.

## **3) LOW ACADEMIC SKILL STUDENTS**

DATA: We made significant progress in lowering the percent of students scoring Below Basic on the PSSA, though 7<sup>th</sup> grade reading still remains an area of concern.

Students Scoring Below Basic

PSSA Scores 2007-2010

	2007	2008	2009	2010
7 <sup>th</sup> Math	39%	6%	.8%	8%
7 <sup>th</sup> Reading	28%	15%	8%	16%
8 <sup>th</sup> Reading	19%	6%	8%	8%
8 <sup>th</sup> Math	15%	5%	5%	3%
11 <sup>th</sup> Math	N/A	N/A	N/A	25%
11 <sup>th</sup> Reading	N/A	N/A	N/A	19%

GOAL REVISION: For 2010-11: Maintain a percentage of less than 13% of our students scoring Below Basic on 11<sup>th</sup> grade Reading.

*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 curriculum and support with in-class coaching.
- d) Reduce absences during remedial time (after school and Saturday tutoring)
- e) Continue supporting new 7<sup>th</sup> grade students during their 6<sup>th</sup> grade year. 6<sup>th</sup> grade students will be invited to attend an 8-week program devoted to Reading, Math, and Culture. These students will also be invited to a 4-week summer camp.
- f) Increase the number of Special Education Teachers focused on 7<sup>th</sup> and 8<sup>th</sup> grades. Ensure Special Education teachers provide additional support for their case loads during Science and History classes.

**4) OPEN-ENDED TASKS PROFICIENCY RATES**

*DATA:* 1% of 11<sup>th</sup> grade students earned scores between 9-12 on the Open-ended Math PSSA. 57% of our 11<sup>th</sup> grade students earned only 0-3 points on the Open-ended portion of the PSSA Math test.

*GOAL REVISION:* Students will continue to increase their problem solving abilities by being exposed to multi-step problems and real-world applications.

*IMPROVEMENT PLAN:*

- a) Expand students' exposure to more rigorous application opportunities. Also, we will continue to increase their problem solving abilities by being exposed to multi-step problems and real-world applications.
- b) Strategies will continue to be developed to expand students' deeper comprehension/reasoning levels, as well as, abilities to apply complex mathematical concepts.
- c) Provide additional training for teachers to develop open ended questions and grade them with improved alignment to the state and national expectations.

## **5) RETENTION RATES**

*DATA:* 6.5% of Shoemaker students withdrew during the school year. An additional .5% did not re-enroll for the 2010-11 school year. Our mission is to serve all students, so reducing this rate is a high priority. It is important to note that prior to conversion, 35% of students withdrew from the school during the school year.

*GOAL REVISION:* Students who withdraw from Shoemaker during the 2010-11 school year or choose not re-enroll for the 2011-12 school year, will total less than 6% of our total 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. However, the number of advisories will be increased to ensure a smaller advisor to student ratio. These matches will also be strategic, instead of simply by reading levels.

b) Expand Student Services:

1. We have added social worker intern positions to our educational program. These interns are responsible for a caseload of 5 students who have attendance, behavior, and/or academic problems. The social worker interns will assist students and families to overcome their obstacles. At Shoemaker, the social worker has significantly reduced student absences through home visits and assisted families with finding additional community resources as needed. The interns and the social worker will serve 40 students collectively.
2. Shoemaker will continue the school-based mental health programming and partner with Resources for Human Development (RHD). RHD provides individual and group

counseling to students identified in the SAP process. By providing community mental health services, including psychiatric services, in the school, Shoemaker has increased the number of students supported in counseling and behavior health. In addition, Shoemaker has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need. The counselor will host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus. Counseling will include a Mental Health satellite hosted by Resources for Human Development (RHD). Up to 30 students will be served by RHD.

3. Shoemaker, in conjunction with the 3 other Mastery high schools, will continue to support 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, Shoemaker will be able to better serve the students who otherwise might have withdrawn or been expelled.

4. Shoemaker 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, cycling team, AP Courses, flag football, 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.

c) Improve Parental Communication and Involvement. 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. We will also use monthly calendars and newsletters, improved collaboration with the PTA, and work with the Mastery Parent Ombudsman. We will work to develop concrete action plans based off of the comprehensive data generated from the parental survey.

d) Increase the variety and attractiveness of our Extra-Curricular activities.

e) Improve our Positive Incentive programming to ensure a higher level of engagement.

f) Reduce advisor to student ratio. We will continue to utilize more staff members to serve as advisors, thus establishing deeper relationships between students and staff.

g) We are increasing our Special Education Case Managers from 1 position to 3 positions. These case managers will monitor the academic and behavioral success of all students on their caseloads.

### **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:

*Analytics* Student data is tracked and analyzed via an online tracking system. Some of the data that is uploaded on a daily basis includes behavioral infractions, attendance, and subjects that are not being passed. By looking at these "at-risk indicators" we will be able to effectively track which students are in danger of not meeting academic and behavioral/social success.

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

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

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

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

*Comprehensive Student Assistance Program (CSAP)* We are developing systems to support a more comprehensive effort to address at-risk students and to address all barriers that hinder a students' academic achievement levels. Staff members who identify a student in need will make a referral to the CSAP team. These confidential referrals are discussed at the weekly CSAP meeting. If appropriate, referrals are forwarded to outside mental health or social service agencies or to Mastery's internal social worker or special education team for evaluation.

*Outsourced Counseling* — RHD, 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

We will track our students' suspensions, Level III incidents, transfers, and Disciplinary Hearings to determine how effective we were in meeting the needs of our students. By reducing the indicators listed above, we will be able to demonstrate that our techniques and tracking systems are effective.

## **Student Assessment - Attachment**

- F.0910.GRADE Test 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, Sharif El-Mekki -- PA Administrative Certified
- Director of Instruction, Stan Bobowski — in process of seeking certification, so he works with teachers under the supervision of Mr. El-Mekki.
- Assistant Principal: Kristina Walrath— PA Administrative Emergency Certified
- Assistant Principal: April Thomas - PA Administrative Certified

#### Professional Development For Evaluators

### **Teacher Evaluation - Attachment**

- Teacher Evaluation Plan

## **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.
- Evette Banfield resigned as Shoemaker PTA Vice President and stepped down from the Board.
- Hamdiya Mackey was elected Shoemaker PTA Vice President and was appointed to the Board.

#### **SCHOOL LEADERSHIP CHANGES:**

- Lydia Jerchau resigned as Assistant Principal for Special Education to take a leadership position at another school.
- Kristina Walrath was appointed Assistant Principal for Special Education. Ms. Walrath was formerly a reading specialist at the Shoemaker Campus.

### **Board of Trustees**

Name of Trustee	Office (if any)
Ron Biscardi	Secretary
Stephen Cohn	Member
Angela Duckworth	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Judy Tschirgi	Chair
Isaac Patterson	Parent Member
Charles Coperning	Member
Michael Major	Member
Graham Finney	Member
Hamdiya Mackey	Parent 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 Shoemaker 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 - Attachment**

- H.0910.Mastery Charter Board Meetings

### **Community and Parent Engagement**

Mastery Charter Shoemaker 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 four occasions during the year. A newly elected PTA held PTA sponsored workshops and met separately as a board and with the general membership. A teacher has been designated to serve as the Teacher Liaison to the PTA during the 09-10 school year. The PTA has determined it will reduce its membership meetings from 10 to 6 to reflect the six Report Periods we have. There will be at least 4 other times that we have Community Nights that involve parents. Examples of this include; Science Fair, Exhibition Night, Literacy Night, and STEM night. All of these will be coordinated with the PTA to ensure a high level of parent participation.

Again, our annual pep rally was held to excite the community about the approaching state testing period. The community of West Philadelphia was invited to attend. Many parents attended to assist and support this exciting event.

An automated telephone system was piloted this school year and will continue to be used next year as a means to contact parents, as well as, a marquis sign to support communication.

Shoemaker will continue to strengthen its relationship with the Pennsylvania Parent Information & Resource Center (PAPIRC) to implement the second in a three-year plan for best practices in parental involvement that have a direct correlation with increased student achievement.

Shoemaker will hire a part-time Parent Ombudsman to broaden the parent group and increase their impact on student learning.

School updates were sent home to parents several times during the year. Home visits will be conducted this year as needed to engage parents further. The Social Worker and the Truancy designee will be responsible for visiting homes as necessary.

## **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 \$30,000 to Mastery Charter Shoemaker Campus during the school year. Major donors included:

- Mastery Charter Schools Foundation: \$30,000 to create a summer program for incoming 7<sup>th</sup> grade students from Bluford Elementary

#### 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.

#### 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 Shoemaker

## **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](http://www.larsonallen.com)

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

- J.0910.Audit Shoemaker

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

Mastery Charter Shoemaker 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**

The Shoemaker Campus is a partnership with the School District of Philadelphia and is housed in the School District's Shoemaker Middle School building. Mastery leases the facility at 5301 Media St. and intends to continue this agreement in the future.

In addition to ongoing maintenance, the school reserves 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 — with PDE.

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

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

- K.0910.SHARRS Shoemaker
- L.Wellness Policy
- SHARRS MCSC 09-10

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

### HEALTH INSURANCE:

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

### DENTAL INSURANCE:

Guardian Dental Guard Preferred

### LONG & SHORT TERM DISABILITY:

Guardian

### LIFE:

Guardian

### COMMERCIAL PROPERTY

Philadelphia Insurance Company

### GENERAL LIABILITY INSURANCE:

Philadelphia Insurance Company

### COMMERCIAL AUTOMOBILE

Philadelphia Insurance Company

WORKERS COMPENSATION  
PMA Insurance Company

COMMERCIAL UMBRELLA  
Philadelphia Insurance Company

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

- M.0910.Insurance Shoemaker

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

In total, 94.3% of the staff was certified or emergency certified during the 2009-10 school year.

At the Shoemaker Campus, 24 out of 31 teaching staff members from 2009-10 year will return for 2010-11 year. Four have transferred to the newly acquired elementary schools. Two have chosen different professions. One moved out of state. We are adding 21 teachers/staff to our campus to support growth in enrollment (grade level), as well as, new positions/curriculum.

Mastery takes deliberate steps to create a strong professional learning community. We are renewing our focus on coaching to ensure that all Mastery teachers and staff are immensely successful as evident by student achievement levels and job satisfaction surveys.

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

- O.0910.Staff ACS Shoemaker
- N.0910.PDE-414 Shoemaker

### **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.

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

#### **Enrollment Procedures**

Mastery Charter sends out recruitment notices to community organizations, community centers, public middle schools, and charter middle school. The notices and advertisements invite interested students and parents to information sessions held at Mastery Chart

More than 6 information sessions are held on weekday evenings and weekend mornings.

The information sessions review the Mastery Charter's academic program and culture. Current students present at the sessions.

Prospective students are asked to submit an application to the school.

The only criteria by which a prospective student can be eliminated from the application process is if the student states an unwillingness to adhere to, or participate in, Mastery Charter's specific program. Before a prospective student is eliminated from the enrollment process a second meeting must be held between Mastery's Principal and Assistant Principal and the student's parent or guardian to discuss the situation.

o In the 2009-10 enrollment process, no students were asked to withdraw from the process. All students (besides Bluford students) who complete the enrollment process are placed in a lottery. The lottery is conducted using a random number generator ([www.random.org](http://www.random.org)). Each student is designated a number and then the number generator is pushed and a list of random numbers is produced. Students are admitted to Mastery and placed on the waiting list in the exact order that they are selected by the random number generator. Students are enrolled off the waiting list in the order they were placed by the random number generator.

The Mastery Charter Shoemaker Campus lottery was conducted on March 12, 2010.

#### Enrollment History MASTERY CHARTER SHOEMAKER CAMPUS

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	Total
# of newly enrolled for 09-10	117	11	12	13	8	162
Total enrolled at start of school year (09-10)	101	119	123	116	96	555
# added during the year 09-10	10	11	12	13	8	54
# Number of students at year end (June 09-10)	100	124	131	118	99	572
# of students who did not re-enroll for 10-11	0	1	2	0	0	3
# of students who re-enrolled in June 2010	100	123	129	118	99	569

Of the 40 students who withdrew during the year:

9 students were in disciplinary trouble and chose to leave rather than continue the disciplinary process.

18 students left due to parent dissatisfaction.

4 students moved out of the Philadelphia School District.

6 students were expelled.

3 withdrew due to 10 day consecutive days absent.

The reasons for not re-enrolling at Mastery include:

- o 3 students moved out of the Philadelphia Area.

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

Our goal for 2009-10 was to significantly reduce the transfer out rate from our campus to 10% or less. As of June 21, 2010 we did hit our target. Our retention rate was 93.5%.

2009-10 (555 total students began on 8/27/09)

Students withdraw during the year 40 - 6.5% attrition

Students not re-enrolling for upcoming year 3 - .5% attrition

TOTAL TRANSFER OUT RATE: 43 - 7% attrition

### TRENDS:

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

1. Behavior Expectations. Unfortunately, many students attended public middle schools that did not have an achievement culture and lacked high behavior expectations. Students and their parents indicated a lack of interest and desire to participate in the school's discipline process. Some parents said they did not want to be called into the school so frequently. Some students felt the mandatory after-school tutoring, detentions, suspensions, and other penalties were too stringent.

Improvement plans to respond to this problem include:

- Expand Restorative Practices discipline model
- Increase extra-curricular offerings
- Increase Parent / Guardian communication, initiate home visits
- Expand Student Services:
  - a. Shoemaker added a social worker position to our educational program. 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 Shoemaker, the social worker has significantly reduced student absences through home visits and assisted families with finding additional community resources as needed. This year, we will add 3 social worker interns.
  - b. Shoemaker will increase the school-based mental health programming and partner with Resources for Human Development (**RHD**). RHD provides individual and group counseling to students identified in the SAP process. By providing community mental health services, including psychiatric services, in the school, Shoemaker has increased the number of students supported in counseling and behavior health. In addition, Shoemaker has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need. The counselor will host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus. Counseling will include a Mental

Health satellite hosted by Resources for Human Development (RHD). Up to 60 students will be served by RHD.

c. Shoemaker, 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, Shoemaker will be able to better serve students who otherwise might have withdrawn or been expelled.

d. Shoemaker 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, cycling team, AP Courses 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.

e. Develop more positive incentives and field trip. We are creating a position that focuses student leadership and positive reinforcement. This teacher will ensure that our behavior modifications= systems are in place and that avenues for student service and leadership is in place, tracked, and rewarded.

2. **Academic Expectations.** Some students are unwilling to accept Mastery's mastery-based promotion system. This competency-based system means that students who do not master material and classroom lessons do not progress and may 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 high school program where they know they can graduate in four years with minimal effort.

Improvement plans include:

- Revise the Guardian Angel program to focus on homework completion. Extend the school day for 7<sup>th</sup> and 8<sup>th</sup> grade students to support study hall/homework completion rates.
- Improve Parent / Guardian communication, initiate home contacts for all incoming students (April-June 2010).
- Expand after school skills classes for students in need of academic support. Partner with local universities to decrease student-teacher ratio during after school tutoring sessions.

## **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 150-200 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.
- *Code Of Conduct & Merit/Demerit System* Prior to enrolling at Mastery, each student agrees to abide by a code of conduct formulated by staff and students.

#### **Code of Conduct**

I choose to be here.

I am here to learn and achieve.

I am responsible for my actions.

I come with a clear mind and healthy body.

I contribute to a safe, respectful, cooperative community.

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

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

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

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

o *Community Meetings:* A community meeting (by grade level) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made. Weekly attendance and behavior data is presented to guide goal setting decisions and to structure incentive benchmarks.

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

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

§ *Progressive Discipline* Students who have repeated disciplinary problems are called in for a “teaming” — a meeting with the entire instructional team and the student’s parents. If additional disciplinary problems occur, the privileges are withheld. Continued discipline problems require parent conferences and may result in the following consequences:

- Students may be assigned to work in the independent learning area until they earn the privilege to return to the regular classroom.
- Student may be suspended from school
- Student may be required to perform community service

Student may be mandated to attend regular counseling group or individual sessions.

### Due Process

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

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

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

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

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

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

One student was expelled from Mastery Charter Shoemaker Campus during the 2009-2010 school year. At the Mastery Charter Shoemaker Campus there were 96 students involved in 140 suspensions.

### **SHOEMAKER CAMPUS: 2007-2010 Incidents / Suspensions**

Offense	# of Incidents 07-08	# of Incidents 08-09	# of incidents 09-10
Level III Offenses (violence, weapons, drugs, code of conduct violation, threat of violence)	2	13	19
Non Violent Offenses (Bullying, Provocation, Inciting Violence, Intimidation, Pre-Fight)	81	72	62
Inappropriate Conduct (Violation of School Code, Sexual Harrassment, Inappropriate Language, Persistent School Disruption)	8	16	19
Insubordination	90	29	22
Cutting Class/leaving Assigned Area	105	51	17
Cheating/Plagiarism	61	7	1
Petty Theft	1	4	0
Other Misconduct	50	4	0
Total	398	196	140

Reducing the number of suspensions and incidences continued to be a high priority for the 2009-2010 school year. The continued focus on reducing out of school time was effectively impacted our attendance goals and helped us to be more creative in our response to discipline infractions. The institution of Saturday Detentions and In School Suspension helped to effectively lower the suspension rate. This year there were at least 50 fewer out of school suspensions than the 2008-2009 school year (which saw a decrease of approximately 200 from the year before).

For the 2010-2011 School Year, our goal is to further decrease the number of suspensions by strengthening our incentive based approach. Often, much of our time and resources is spent focusing on improving the behavior of the students who are not meeting our expectations, while those who are go unrecognized. This year, we are planning to make a conscious effort of better highlighting those students who consistently exemplify the level of excellence we require. Some strategies for accomplishing this goal next year are:

- The development of a stronger student leadership body which will contain various layers such as Outward Bound, City/Young Heroes (City Year), Key Student Ambassadors, Student Government Association, and student representatives on the School Leadership Committee.
- Implementing a plan to strengthen the school-wide merit system, giving students additional options for redemption of merits to include school spirit items, trips and other special privileges. Gaining student input through our school leaders

(councils and governments) regarding activities and trips of interest to each grade level to increase student buy-in of culture initiatives.

- The counselor will strengthen the anger management group sessions to provide more targeted behavior support.
- Introduction of a Homework Incentive Initiative as an attempt to reduce the amount of students who cut the afternoon Homework Detention.
- Ensure two more teachers receive training/certification for SAP. The SAP Team will assess and refer student to internal and outside agencies as necessary.
- A strategic partnership with Resources for Human Development and CORA Services to provide training and counseling services for students (and families).
- The development of a stronger student leadership body at our campus. Under the direction of one of our SEL teachers, the student leaders will be trained as ambassadors of service to perform duties both at school and in the surrounding community. Our ultimate goal is to have these student leaders drive the school culture and serve as role models to the entire student body.

An additional culture goal for the 2009-2010 school year is to reduce the number of Level III violations. The following strategies will be utilized to achieve this goal:

- Embarking on a plan to explicitly reteach and retrain our culture expectations to students and staff on an ongoing basis, beginning with the teacher and student orientation workshops in August 2010. Utilizing community meetings and Wednesday PD days as avenues to provide ongoing culture training for students and staff throughout the year will help to maintain a single school culture.
- Ensuring that there are necessary supports in place for students in conflict so that they are able to access those resources prior to a conflict leading to a Level III infraction. The supports to be strengthened this year include but are not limited to: teacher and dean mentors, peer mediators, and counseling efforts.
- Hosting ongoing culture parent meetings to ensure that all families are aware of the supports for students at Shoemaker, and to work in partnership with parents to be proactive around some of our hot conflict issues which often begin at home or in the community and are then brought into the school (social networking conflicts, neighborhood conflicts, conflicts with Non-Mastery students).

As an additional layer of support and intervention, holding Administrators' Teaming meetings for students and parents referred to the Admin Team by the Teacher and Dean teams. The Admin Teaming meetings will be held for the students and parents whose behavior is greatly impacting student achievement. Outcome goals for Admin Teaming Meetings could include accessing outside resources.

## **Student Conduct - Attachment**

- Student Conduct

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Mastery CS-Shoemaker 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-Shoemaker 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

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*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:** jtschirgi@gmail.com

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

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

**Name:** Kristina Walrath   **Title:** Director of Special Education  
**Phone:** 267-296-7111x4173   **Fax:** 267-296-7112  
**E-mail:** Kristina.Walrath@masterycharter.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- R.Signature Page 1. 0910
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