
Pennsylvania Department of Education



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

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

Entity: Mastery CS-Thomas Campus
Address: 927 Johnston St
Philadelphia, PA 19148

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Mastery CS-Thomas Campus

Date of Local Chartering School Board/PDE Approval: 09/2010 (Renewal)

Length of Charter: 5 years **Opening Date:** 9/1/06

Grade Level: 7 - 12 **Hours of Operation:** 8AM-5PM

Percentage of Certified Staff: 89.5% **Total Instructional Staff:** 38

Student/Teacher Ratio: 15:1 **Student Waiting List:** 79

Attendance Rate/Percentage: 92.8%

Summary Data Part II

Enrollment: 577 Per Pupil Subsidy: \$8,183.58 / Special Education Pupils \$17,788.75

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	13%
Black (Non-Hispanic):	68%
Hispanic:	4%
White (Non-Hispanic):	13%
Multicultural:	2%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
76%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 96

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

INTRODUCTION

Mastery Charter School Thomas Campus is a five 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 2005 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Thomas Middle School in South Philadelphia into a charter school serving grades 7-12.

In fall 2005, Mastery converted the Thomas school. The existing students remained but Mastery replaced the staff and implemented its program. In July 2006, the school became an independent charter school. Since that time, the school has added a new high school grade each year. In the 2009-10 year, Thomas added its first senior class, held its first graduation and had its first graduates enroll in college.

The turnaround has been very successful. Before the turnaround the school performed below the School District PSSA average. Thomas campus students now surpass their District peers by more than 30 percentage points in both 8th grade reading and math. Since the school's turnaround, 8th grade scores have increased 46 percentage points in math and 58 points in

reading. In fact, the Thomas Campus has closed the achievement gap with their state-wide peers and score higher than the PA average in 8th grade reading and math. At the 11th grade, Thomas students are performing at or within a point of the PA average in both reading and math. Mastery Thomas has made Adequate Yearly Progress every year including 2009-10.

This year, Mastery Thomas 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 Thomas campus was one of only 21 schools recognized nationally.

We are most proud of the college-going culture that has been created at Thomas. 100% of the first graduating class is enrolling in higher education next September. Two thirds of students are attending four year colleges, including University of Pennsylvania and Columbia University.

In 2009-10, Mastery Thomas Campus served approximately 577 students in grades 7-12. Approximately 76% of our students are eligible for a free or reduced school lunch. 68% of our students are African American, 4% are Latino, 13% are White, 13% are Asian, and 2% are Multicultural.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 35th national percentile on standardized tests. Based on the GMADE assessment test, 50% of entering students are below grade level in Math, nearly one quarter are more than 2 grades behind. Based on the GRADE assessment, 60% of entering students are below grade level in Reading, and nearly one third are more than 2 grades behind.

PROGRAM OVERVIEW

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

Mastery creates an achievement-focused school culture by sweating the small stuff while fostering meaningful, personalized relationships between students and adults. To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All students receive workplace skills training and participate in internships to ensure they develop the real world skills required for college and the global economy. In short, Mastery insists on high expectations and high support so all students can achieve success.

Key program elements include:

Goal:	<ul style="list-style-type: none"> • Students learn the skills required for success in college & the global economy
High School Structure	<ul style="list-style-type: none"> • Multiple entry-level courses designed to meet incoming students at their skill level • Entry level courses designed to quickly remediate skills deficits • All students take same college preparatory courses at upper grades
Curriculum & Assessment	<ul style="list-style-type: none"> • Skill-focused • Clearly defined, standards-based curriculum • Common course assessments

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

Mission

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

Vision

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

- 85% of students score proficient or advanced on the PSSA by 8th and 11th grades
- Our students score at or above the national average on the SAT
- At least 85% of our graduates to enroll in post-secondary education -- a two or four year degree program or technical training.

Shared Values

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

MASTERY VALUES

1. Student Achievement -- Above All

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

2. We Serve

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

3. The High Road

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

4. Grit

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

5. Joy and Humor

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

6. Straight Talk

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

7. Open Doors

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

8. Continuous Improvement

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

9. One Team

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

Academic Standards

STANDARDS-BASED DESIGN

Mastery utilizes a rigorous college-prep program built around graduation skills and content standards. These standards are intended to develop the skills and content required to succeed in college and the global economy (as stated in our mission). Our standards are derived from Pennsylvania content standards, workplace readiness, personal management skills standards (SCANS, 1991), and subject-specific best practices (NCTE, NCTM, NSTA). We translate Pennsylvania state standards and Mastery's standards into skill and content standards that serve as the foundation of each of our courses' curriculum.

COMPETENCY-BASED GRADING & PROMOTION

Mastery Charter provides a common general education curriculum with a heavy focus on English and Mathematics. Students enter Mastery at one of several entry points. By 10th grade, regardless of entry point, all students converge into a

single rigorous college preparatory program. Entry points are determined by placement testing conducted in the spring of the previous school year.

To ensure students quickly catch up, lower-level courses are limited to less than 20 students per class, while upper level classes have 24-28 students per class.

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

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

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

Strengths and Challenges

2009-10 SCHOOL YEAR ACHIEVEMENTS

In 2009-2010, Mastery Charter Schools-Thomas Campus met or made progress towards 15 of our 20 internal mission metrics (academic achievement, attendance, student retention, college acceptance). We made significant improvements on the PSSA in 7th Math, 8th Math, 8th Reading, and 11th reading. MCS — TC was also one of 22 school nationwide recognized by the EPIC for showing measurable growth in student achievement. Serious incidents were also reduced by 30% from the previous year.

DESCRIBE WHAT YOU ARE MOST PROUD :

We are particularly proud of our students' achievements since the turnaround five years ago. 2010 marked our first year with a graduating class as we've grown to a full 7-12. Until August 2005, the Thomas school was a low performing middle school operated by the School District of Philadelphia. Mastery Charter School was invited to convert the school into a Mastery Charter School by the School District of Philadelphia. Since the conversion, Thomas Campus has made Adequate Yearly Progress every year and has more than doubled the % of students scoring in the Proficient/Advanced range for both the 7th and 8th grade state assessments. Our 2010 scores showed an overall increase and continued the upward trend of standardized test scores since the takeover. The class of 2010, MCS — TC's first, saw 65% of graduates earn acceptance to four-year schools and 100% acceptance to a post-secondary institution.

AREAS OF IMPROVEMENT :

NEED: 11th Grade Test Scores (PSSA). While we continue to make AYP each year, we have not hit our internal targets at 11th grade and continue to lag behind the state average.

ACTION: In the 2010-2011 school year, the MCS — TC will make scheduling and staffing changes to address the deficits at 11th grade. Our highest performing math teacher will take on two 11th grade classes. The school-wide schedule will also include a support period where 11th graders who are scoring below proficiency will receive targeted support. MCS — TC will continue to offer a Saturday School program for 11th graders who are scoring below proficiency in math or reading. 16 sessions will be held between October and April.

NEED: 7th Grade Reading Scores (PSSA). Our 2010 7th grade reading scores showed no improvement from 2009 and continue to lag behind the state average.

ACTION: In the 2010-2011 the MCS — TC will make scheduling and staffing changes to address the reading challenges at 7th grade. One of our highest performing English teachers will take on all four of our 7th grade reading classes. The school-wide schedule will also include a support period where 7th graders who are scoring below proficiency will receive targeted support. MCS — TC will continue to offer a Saturday School program for 7th graders who are scoring below proficiency in reading. 16 sessions will be held between October and April.

NEED: Attendance. Our 2009-2010 attendance percentage (92.8%) was a drop from 2008-2009 and also fell short of our mission metric goal of 95.0%.

ACTION: The culture team (1 Director of School Culture, 3 Deans, and 1 Attendance Coordinator) will execute a comprehensive plan to increase student attendance. The plan includes goals, tracking systems, incentives, and consequences related to attendance. The goals and data will be made visible throughout the building.

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:
 - o Updating the goals described in the charter
 - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.
- 2. Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.
- 3. Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Action plans are developed and committees are organized as needed. When appropriate, goals may be modified after teacher input.
- 4. Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The bonus is awarded to the staff as a whole

and can be up to \$1,500 per staff member. The bonus is presented and discussed during the August teacher orientation.

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

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

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

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Jennifer Pedrazzani	Mastery Charter Thomas Campus	Special Education Representative	Principal
Judy Tschirgi	Mastery Charter Thomas Campus	Board Member	Board of Trustees
Kristy Fruit	Mastery Charter Thomas Campus	Administrator	Principal
Scott Gordon	Mastery Charter Thomas Campus	Administrator	Board of Trustees
Thiemann, Nicole	Mastery Charter Thomas Campus	Secondary School Teacher	School Improvement Committee
Troha, Matt	Mastery Charter Thomas Campus	Administrator	CEO
Widmer, John	Mastery Charter Schools Thomas Campus	Ed Specialist - Social Restoration	School Improvement Committee

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: 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: 8/16/2010 Finish: 9/7/2013	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	50
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Mastery Charter 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 achievement goals into report period goals and daily lesson goals. - Differentiation for student groups including ELL, special education, etc.	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"> • Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a

mentoring

- 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.

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
42.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none">• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none">- 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	The content of the professional development is aligned to the PDE's Standards Aligned System.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u>

goals.

in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

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

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	50
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 - Using Algeblocks - Teaching embedded vocabulary	The content of the professional development is aligned to the PDE's Standards Aligned System.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based

assessment skills and the skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

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

- peers activity
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Activity: Weekly PD

Description: Weekly PD occurs every Wednesday for 2 hours.

Person Responsible	Timeline for Implementation	Resources
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	50
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
- Responding to students in crisis (truancy, behavioral issues, academic failure, etc) - Writing across the curriculum - Review of topics covered during teacher orientation - Positive Classroom Management - Rigorous Engagement and questioning - Effective use of curriculum - Data Driven instruction	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"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a

- 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
- the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PROGRAM STRUCTURE

Mastery's education model is designed to:

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

Scaffolded Course Structure: Multiple Entry Points, Single Exit

Mastery's entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we created multiple course options at the 7th, 8th, & 9th grades (the grades where most students enter Mastery).

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

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

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

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

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

- Master senior level, college preparatory coursework in English, Math, Science, History and Spanish.

- Attain Proficiency on the PSSA

- Complete an 18 week workplace internship

- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

Mastery Grading & Promotion

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

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

ACADEMIC SUPPORT & INTERVENTION

We consistently strive to develop a “success through hard work” ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Most supports and interventions are scheduled from 3-4pm. This "9th period" is considered part of the regular school day. Supports include:

a. Homework club & guardian angel:

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

In grades 7-8, students turn in their homework at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day. Students who do not complete their homework, or completed it unsatisfactorily, attend the daily homework club detention at the end of the day.

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

b. Office hours:

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

c. Saturday School & Skills Class

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

d. SAP:

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

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

INSTRUCTION

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

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

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

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

- ***Achievement Criteria***

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

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

- ***Mastery Instructional Model***

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

At the heart of the Instructional Model are a few simple themes:

- *Urgency*: Instructors teach with rigor and zest. Time is not wasted.

- *Objective-Assessment Alignment*: Instructors identify a clear and measurable objective and then assess whether students mastered that objective

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

The lesson flow follows Madeline 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 7th grade twice weekly focusing on decision-making and emotional self-management skills. In 9th grade the course is daily and students are divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus continues in the 10th grade. 11th graders take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors take coursework to prepare them for the college admission process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

CURRICULUM MATERIALS

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

8	Glencoe <i>Concepts & Skills</i> <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i> Delta Education <i>DSM3 kits</i>
9	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</i> , World Literature & Novels, John Collins Writing, Balanced Literacy	Glencoe World History	Glencoe <i>Biology</i>
11	McDougal Littell Algebra II	<i>Holt Elements of Literature</i> , American Literature & Novels, John Collins Writing, Balanced Literacy	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

- Professional Plan Approval Email
- Induction Plan Approval Email

English Language Learners

Mastery Thomas Campus had 12 students requiring ELL supports for the 2009 —2010 school year.

To ensure Mastery is meeting the needs of English language learners, a comprehensive Home Language Survey (HLS) is completed by the parents of incoming students during the registration process. Students

answering any question on the HLS with a response of a language other than English are assessed using the W-APT, Pennsylvania's suggest screener to identify the needs of English Language Learners.

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

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

In order to be exempt from the English language proficiency assessment, students must meet two of the above criteria in addition to receiving approval from a teacher familiar with the student's academic performance. While we do not have any identified students requiring ELL supports at this time, we have developed an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

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

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

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

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

English Language Learners - Attachment

- C.0910.LEP ACS Thomas

Graduation Requirements

Graduation Requirements

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

Rigorous Graduation Standards

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

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

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 9th grade take an English fundamentals course that is designed to address adolescents with low reading skills. The course utilizes remedial curricula including Cambium Learning's Language! and teacher developed material. The goal is for students to progress at least 2 grade levels per year. These accelerated courses have a smaller teacher to student ratio and may include co-teaching or in-class support with a special education teacher. Many students make the transition to grade level coursework by 10th grade. A period of additional reading support is available for students with significant need.

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

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

Junior and Senior high school students who are cognitively unable to take high school level coursework enroll in our Transition program. The goal of the Transition plan is to prepare students for work. Students in the transition program take some in-school coursework and may spend part of their day in a job setting.

Special Education - Attachments

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

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jennifer Pedrazzani	1	Learning Support and Emotional Support	Thomas Campus	28	Teacher
Jamie Colbert	1	Learning Support and Emotional Support	Thomas Campus	6	Teacher
Malari Martin	1	Learning Support and Emotional Support	Thomas Campus	10	Teacher
Kaitlyn Gilmore	1	Learning Support and Emotional Support	Thomas Campus	33	Teacher
Candice Ward	1	Learning Support and Emotional Support	Thomas Campus	11	Teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Cora Services	1	Speech and Language Support	Thomas Campus	2	-
Mastery Charter High School	1	Emotional Support	Mastery Charter Pickett Campus	3	MAPS Program
The Delta School	1	Autistic Support	The Delta School	1	APS
Valley Day School	1	Emotional Support	Valley Day School	1	APS

Special Education Program Profile - Chart III

Title	Location	FTE
Special Ed Supervisor	Thomas Campus	1
Social Worker	Thomas Campus	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
CORA Services- Dr. Michelle Lodise	Psychologist	2 Days
CORA Services- Elaine Kline	Speech & Language Pathologist	0.5 Days
Catapult Learning	Physical Therapy and Occupational Therapy	0.5 Days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NOT APPLICABLE	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	Yes	No
PASA	No	Yes	Yes	No	No	Yes	No
4Sight Math and Reading	No	Yes	Yes	Yes	Yes	Yes	No
G*RADE	No	Yes	Yes	Yes	Yes	No	No

Student Assessment

Mastery Charter School- Thomas Campus is proud of our students' progress during the 2009-2010 school year. The evidence for this improvement includes:

1. Improved PSSA Reading and Math Scores.

Thomas's 7th, 8th and 11th Grade % Proficient/Adv.:

	2007 - Mastery	2008- Mastery	2009 — Mastery	2010 — Mastery
	(%prof/adv)	(%prof/adv)	(%prof/adv)	(%prof/adv)
7 th PSSA Math	59	66	82	88
8 th PSSA Math	59	66	84	85
7 th PSSA Reading	50	58	64	64
8 th PSSA Reading	61	66	84	87
11 th PSSA Reading	N/A	N/A	57	65
8 th PSSA Writing	89	74	77	78

We believe that our benchmark assessment program and 4sight program significantly contributed to the improvements in student performance. As a result of the benchmark assessments and 4sight, instruction is focused and teachers are conscious of individual student's strengths and weaknesses.

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.

% of Students scoring Below Basic

	2007 - Mastery	2008- Mastery	2009- Mastery	2010 - Mastery
	(% BB)	(% BB)	(% BB)	(% BB)
11 th PSSA Math and Reading	N/A	N/A	19	18
8 th PSSA Math and Reading	20	16	6	4

3. Dramatic Reduction in Level III Violations

Prior to conversion to a Mastery school, Thomas was recognized as a dangerous school in the Philadelphia 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 incidences plummeted after the conversion. Students now report the safe, positive environment at Thomas as one of the most important aspects of the school.

2008-2009

of level III incidents per 100 students: 5.0

2009-2010

of level III incidents per 100 students: 3.5

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: PSSA Reading scores in both 8th grade (87% P/A) and 11th grade (65% P/A) increased in 2009-2010. 7th grade reading (64%) showed no change from the previous year.

GOAL REVISION: In 2010-2011, our 7th graders will be 70% P/A, our 8th graders will be 85% P/A, and our 11th graders will be 75% P/A.

IMPROVEMENT PLAN:

a) Train staff on Instructional Model. To drive student achievement, Mastery must support more effective instruction in every classroom. In 2010-2011, we will continue to utilize the Mastery Instructional Model to guide our professional development and teacher observations. The model 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.

In 2010-11, we will use Wednesday afternoons to provide additional training to teacher on the instructional standards as well as leadership training on observing and coaching teachers. Our expectation is that the instructional standards will enable productive conversations about instruction and facilitate instructional coaching.

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

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

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: PSSA Math scores in both 7th grade (88% P/A) and 8th grade (85% P/A) increased in 2009-2010. 11th grade scores dropped 3 percentage points (56% P/A).

GOAL REVISION: In 2009-2010, our 7th graders will be 70% P/A, our 8th graders will be 85% P/A, and our 11th graders will be 75% P/A.

IMPROVEMENT PLAN:

- a) Introduction of Instructional Model & Improved Cycle of Instruction (See descriptions above).
- b) A scheduling and staffing change that will move our strongest and most experienced math teacher to 11th grade. She will teach two classes of students that are in the basic/below basic range.
- c) A greater emphasis will be put on how students answer open-ended questions. Teachers will commit more class time to teaching processes and ensuring that conceptual understanding is achieved. More rigorous instruction and higher expectations for quality, well-presented student answers will be seen in classrooms. Math instruction, practice, and assessment will prepare students to apply math skills in unfamiliar contexts.

3) LOW ACADEMIC SKILL STUDENTS

DATA: We made significant progress in lowering the percent of students scoring Below Basic on the PSSA, though 7th grade increased which is cause for concern.

% of Students scoring Below Basic

	2007 - Mastery	2008- Mastery	2009- Mastery	2010 - Mastery
	(% BB)	(% BB)	(% BB)	(% BB)
11 th PSSA Math and Reading	N/A	N/A	19	18
8 th PSSA Math and Reading	20	16	6	4
7 th PSSA Math and Reading	24	14	6	7

GOAL REVISION: For 2010-2011: Decrease % of students Below Basic in 11th grade to 11%

IMPROVEMENT PLAN:

- a) Supplement the 11th grade reading and math curriculum with remedial skills when appropriate.
- b) Support students with the least academic skills through pull outs or in-class support during reading and math classes.

c) Increase teacher training with in-class coaching.

4) ATTENDANCE

DATA: Attendance at the Thomas Campus dropped from 93.8% in 2008-2009 to 92.8% in 2009-2010.

GOAL REVISION: Student attendance for the 2010-2011 school year will be 95.0%.

IMPROVEMENT PLAN:

a) Student Accountability: MCS — TC will have roughly 200 instructional days. For each student to be at 95.0% attendance, they must miss no more than 10 days of school. A campaign (which started in the spring of 2010) will be rolled out to the school community that stipulates students who miss more than 10 school days will make up the time in summer detention. The culture team will track the data and have students and parents sign contracts as they accrue summer detention days.

b) Grade Level Incentives: Attendance will be tracked by grade level as well. Grade levels that achieve the 95% goal will receive a reward.

c) Data Sharing: Goals and data updates will be provided to students in weekly community meetings. The goals and data will also be posted in the hallways of the school and in the cafeteria.

Impact of Local & Standardized Assessments on Student Progress Plans

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

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

Benchmark and PSSA scores are reviewed at the start of teachers' summer orientation week. Students who are performing below expectations will be discussed by subject teams and recommendations made for proactively helping the student from the beginning of the year.

B. Strategies For At-Risk Students

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

Remedial Curriculum As described earlier, we have implemented a remedial reading program for struggling readers and created a 9th grade pre-algebra, 10th grade algebra, 11th grade geometry, and 12th grade algebra II for students who need support on math

fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills. Skill centers and other tools are also available to struggling students.

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

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

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

Outsourced Counseling Thomas will continue to provide school-based mental health services. RHD provides individual and group counseling to students identified in the SAP process. We have allocated more than \$100,000 for this purpose. By providing community mental health services in the school, Thomas has increased the number of students supported in counseling and behavior health. In addition, Thomas has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need.

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

MAPS Thomas, 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, Thomas will be able to better serve 4 students who otherwise might have withdrawn or been expelled.

EVIDENCE OF EFFECTIVENESS

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

Student Assessment - Attachment

- F.0910.GRADE 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

- Jill Dunchick, Principal: PA Principal Certification
- Aqueelah Ellzy, Assistant Principal, PA Principal Certification
- Director of Special Education, Jennifer Pedrazzani

Teacher Evaluation - Attachment

- Teacher Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

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

BOARD CHANGES:

- Thom Webster resigned from the Board in December for personal reasons.
- Sandra Dungee Glenn, the President of the American Cities Foundation, was approved as a new Board member in June 2010. Ms. Dungee Glenn was previously Chair of the Philadelphia School Reform Commission and now serves on the State Board of Education.
- Jeff Schell, President of Comcast's Programming Group, was approved as a new Board member in June 2010. Jeff previously served on the Board of Green Dot Schools, a charter organization that does school turnarounds in Los Angeles.
- Liana Roadcloud resigned as Thomas Parent Association President and stepped down from the Board.
- Florence Skalisky, Thomas Parent Association Vice President, resigned from the Board because her child graduated from Thomas Campus in June.
- Sheri Frazier was elected Thomas Campus Parent Association President and was appointed to the Board.

SCHOOL LEADERSHIP CHANGES:

- Jill Dunchick resigned as Principal for personal reasons and will be relocating to New Orleans.
- Matt Troha was appointed Principal and led the school for the 2009-10 school year. Mr. Troha was formerly the Assistant Principal for Instruction at the Mastery Pickett Campus.
- John Widmer was appointed Director of School Culture. Mr. Widmer was formerly a Music teacher and Dean of Students at the Mastery Lenfest Campus. Mr. Widmer replaced Ms. Aqueelah Ellzy who stepped down from the position for personal reasons.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Charles Corpening	Member
Ron Biscardi	Secretary
Stephen Cohn	Member
Angela Duckworth	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Graham Finney	Member
Judith Tschirgi	Chair
Michael Major	Member
Sheri Frazier	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 Thomas turnaround, was approved as a Lead Provider for School District of Philadelphia's Renaissance Schools initiative, the District's program to turnaround persistently failing schools. In May Mastery was awarded three elementary schools (Smedley, Mann, & Harrity) and those schools will open in fall 2010 as new independent charters.

Coordination of the Governance and Management of the School - Attachments

- H.0910.Mastery Charter Board Meetings
- Mastery 10-11 Calendar

Community and Parent Engagement

The Thomas Parent Association remains an active participant in the school.

The President , Sheri Frazier, serves on the Mastery 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 12 community groups, schools, and organizations are contacted as part of Mastery's student recruitment outreach.

Open Parent Association meetings were held on 5 occasions during the year.

"Fall Festival" for all students and their families was held in the summer before the 2009-2010 school year began. Over 150 families attended.

"Mentor Appreciation Night" hosted over 100 community members who served as mentors and family members of our mentees for our Junior Year Internship Program.

"Mastery Charter Thomas Campus Cares Day" saw more than 70 staff members and students engage in a community clean-up project in the fall.

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 \$10,000 to Mastery Charter Thomas Campus during the school year. Major donors included:

- Byers Foundation: \$10,000

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. In June the Annual Brook J. Lenfest Foundation Scholarship Awards Night was held to present several Mastery seniors with a full scholarship to attend Pennsylvania State University and Temple University. Finally, on June 18th, Board members attended graduation ceremonies for our high school seniors held at the Independence Seaport Museum.

Plans for 2010-2011

We plan to host prospective donor meetings and tours throughout the year and continue with exhibition night, career day, and scholarship awards 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 Thomas

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

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

Bruce Braunewell
Principal
LarsonAllen LLP
Nonprofit and Government
267-419-1156, cell 215-205-0072
jemiller@larsonallen.com

18 Sentry Park West, Suite 300, Blue Bell, PA 19422-2327
Main 215-643-3900, Fax 215-643-4030, www.larsonallen.com

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

- J.0910.Audit Thomas

Citations and follow-up actions for any State Audit Report

Mastery Charter Thomas 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 Thomas Campus is a partnership with the School District of Philadelphia and is housed in the School District's Thomas Middle School building. Mastery Charter Thomas Campus leases the facility at 927 Johnston Street, Philadelphia PA 19148 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

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

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

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

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 Thomas

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2009-2010 Teaching Staff

- 19 of 32 Teachers employed in June 2009 returned for the 2009-10 school year
- 19 new teachers were hired for 2009-10 school year
- 3 new teacher were hired mid-year

41 instructional staff members were employed during the 2009-10 school year. 34 remained for the entire school year and 4 left mid-year. 89.5% were certified or emergency certified

2009-2010 Administrative Staff:

Matt Troha started as the principal for the 2009-2010 school year.

John Widmer started as the Director of School Culture for the 2009-2010 school year.

Jennifer Pedrazzani served as the Director of Special Education.

Kristy Fruit served as the Assistant Principal of Instruction.

Teri Hines served as the Director of Operations.

100% of this administrative team is certified for their roles.

Patterns and Reasons:

Mastery takes deliberate steps to create a strong professional learning community. Mastery conducts a staff satisfaction survey each January and June and our teachers have rated their job satisfaction with 67.8% as very satisfied or satisfied and 19.4% as somewhat satisfied.

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. For 2010-2011:

- 2 teachers were dismissed
- 1 teacher left for a leadership position at another school
- 2 teachers relocated outside of the greater Philadelphia area
- 2 teachers took another position within the organization
- 3 teachers felt that Mastery was not the best fit for them
- 3 teachers left education and changed careers

Quality of Teaching and Other Staff - Attachments

- N.0910.PDE-414 Thomas
- 0910.PDE414 Thomas

Student Enrollment

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 Thomas Campus recruits students for the incoming 7th and 9th grade classes. All students who have completed 6th and 8th grades are eligible to enroll in Mastery's 7th and 9th grades. Per our agreement with the School District of Philadelphia, first preference is given to students who live in the neighborhood catchment's area.

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 Charter. Mastery Charter School also advertises in local newspapers, visits elementary and middle schools to present to students, and attends the annual High School Expo hosted by the School District of Philadelphia.

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 as well as the admissions process.

Prospective students are asked to submit an application to the school along with academic, health, and demographic records.

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 meeting must be held between Mastery's Principal (or Assistant Principal) and the student's parent or guardian to discuss the situation.

For the 2009-2010 enrollment process, no students were asked to withdraw from the process.

All students who complete the enrollment process are placed in a lottery.

- The lottery is conducted using a random number generator (www.random.org). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator.
- Students are enrolled off the waiting list in the order they were placed by the random number generator.
- The Mastery Charter Thomas Campus lottery was conducted on February 18, 2009.

Enrollment History MASTERY CHARTER Thomas CAMPUS

Retention Rate

DATA: 9.6% of Thomas students withdrew during the school year. Our mission is to serve all students, so reducing this rate is a high priority.

566 + 59 late admissions = 625

60 withdrew (including 2 transfers to other Mastery Schools and 1 to a magnet program)

Attrition rate during year — $60/6.25 = 9.6\%$

4 withdrew over the summer (3 were accepted to magnet schools and one moved out of district)

Attrition rate over summer - $9/625 = 1.4\%$

Total Attrition for the Year - $69/625 = 11.0\%$ Retention Rate = 89.0%

<>	7th<>	8th<>	9th<>	10th<>	11th<>	12 th	Total<>
Re-enrolled from 2008-2009		53	49	125	103	88	418
# of newly enrolled for 2009-2010	77	22	48	1	X	X	148

Total enrolled at start of school year (2009-2010)	77	75	97	126	103	88	566
# added during the year<>	12	17	16	4	7	6	62
# withdrawn during the year<>	5	11	13	16	8	7	60
= Number of students at year end (June 2010)	84	81	100	114	102	87	568
# of students who did not re-enroll<>	1	7		1		87	96
# of students who re-enrolled in July 2010	83	74	100	113	102	X	472

Where Students Went: Of the 60 Students who withdrew during the year:

2 transferred to other Mastery Schools

1 student was home-schooled

6 went to other Philadelphia Charter Schools

1 enrolled in a private academy

23 enrolled in their neighborhood Philadelphia Public School

1 moved out of the State

3 moved out of the district but remained in Pennsylvania

16 were dropped due to non attendance

7 did not state where they would enroll

The reason for withdrawing from MCTC this year included:

16 students were dropped due to 10 consecutive days absent during the year

21 students withdrew stating dissatisfaction with Mastery's behavior expectations or disciplinary process

3 students withdrew stating academics as the reason

2 students transferred to another Mastery school

2 students transferred to SDP magnet Schools

4 students moved outside of the district

7 students transferred to SDP schools, no reason given

4 students went to other charter schools for location and ease of travel

1 student enrolled in a twilight program

The reasons for not re-enrolling at MCTC include:

4 students were accepted at other Philadelphia Charter Schools

1 student was accepted to a Philadelphia Public Magnet School

3 students moved over the summer

1 student did not give a reason

87 students were seniors

ENROLLMENT:

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
- Create the Independent Learning Center, an alternative to expulsion
- Increase extra-curricular offerings
- Increase Parent / Guardian communication, initiate home visits
- Expand Student Services:

1. Thomas will continue to employ a social worker. 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 Thomas, the social worker has significantly reduced student absences through home visits and assisted families with finding additional community resources as needed.

2. Thomas, in conjunction with the 3 other Mastery schools, will continue to use 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, Thomas will be able to better serve 4 students who otherwise might have withdrawn or been expelled.

3. Thomas has increased the school-based mental health programming and partnered with RHD. RHD provides individual and group counseling to students identified in the SAP process. We have allocated more than \$100,000 for this purpose. By providing community mental health services in the school, Thomas has increased the number of students supported in counseling and behavior health. In addition, Thomas has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need.

4. Thomas 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 more than 18 exciting activities such as drama, basketball, cycling, Green Club, Gay-Straight Alliance, Science Olympiad and much more.

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

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 school day with a high support "Mastery" class in the schedule

Improve Parent / Guardian communication, initiate home visits

Improve our Saturday School classes for students in need of academic support

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 Rules:* All teachers post the same rules and are expected to enforce those rules consistently.
- o *Community Meetings:* A community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.
- o *Awards:* Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.

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

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

- o Student may be assigned to work in the independent learning area until they earn the privilege to return to the regular classroom.
- o Student may be suspended from school

Due Process

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

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

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

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

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

B) NUMBER OF SUSPENSIONS AND EXPULSIONS

1 student was expelled during the 2009-2010 school year from Mastery Charter Thomas Campus. There were 235 total suspensions.

Thomas Campus 2009-2010

Specific Offense	Number of Incidents	Average enrollment During 2009-2010
		577
Level III Offense (violence, weapons, drugs, theft)	17 (students involved)	
Non-violence violations (Bullying, Harrassment, Inciting Violence, Intimidation, Pre-Fight)	203	
Inappropriate conduct (Contraband, Gambling, Illicit Activity, Misuse of Technology, Violation of School Code, Inappropriate Language)	68	
Persistent Disruption of School	143	
Insubordination	533	
Cutting classes	450	
Plagiarism/ Cheating	26	
Vandalism / Destruction of Property / Petty Theft	8	
TOTAL	1431	

Reducing the number of suspensions and violent incidences is a high priority for next year. We believe the full implementation of the restorative practices model will lower the suspension rate. Our goal is to reduce suspensions by at least 25%. The following improvement strategies will be employed in 2010-2011 to reduce suspensions:

Restorative Practices such as Community Meetings and Community Circles will be expanded to more effectively engage students. Staff will be trained in restorative policies and consequences and professional development in classroom management and de-escalation will be offered.

The culture team will be implementing an alternative disciplinary consequence to both the out-of-school suspension and potential expulsion. The program is entitled, Independent Learning Center. Students with multiple Level II Violations or have participated in any act of violence will be referred to the ILC. Students assigned to the ILC will function under a separate daily schedule, one of which will limit their interaction with students, offer 1:1 teacher-student support, and directly address the student's negative behavior / choices.

The counselor will host therapeutic classes and groups for at-risk students.

Alternative or Extended detentions may serve in lieu of suspensions for lesser offenses.

Merit and Incentive programs will be improved

Peer to Peer mediation will be increased.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

Identify the charter school's Chief Executive Officer.

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

Signature of the Chief Executive Officer and Date

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

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

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Jennifer Pedrazzani **Title:** Director of Special Education
Phone: 267-236-0036x3151 **Fax:** 267-236-0030
E-mail: Jennifer.Pedrazzani@masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- R.Signature Page 1.0910
- R.Signature Page 2.0910