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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Thursday, September 08, 2011)

**Entity:** Mastery CS-Pickett Campus  
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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

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

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

**Length of Charter:** 5 Years    **Opening Date:** 9/4/2007

**Grade Level:** 7-12    **Hours of Operation:** 8AM-4PM

**Percentage of Certified Staff:** 71.7%    **Total Instructional Staff:** 53

**Student/Teacher Ratio:** 14:1    **Student Waiting List:** 222

**Attendance Rate/Percentage:** 92%

## Summary Data Part II

Enrollment: 715 Per Pupil Subsidy: \$8,773 Regular / \$19,423 Special Ed.

### Student Profile

American Indian/Alaskan Native:	0.0%
Asian/Pacific Islander:	0.3%
Black (Non-Hispanic):	98.7%
Hispanic:	1.0%
White (Non-Hispanic):	0.0%
Multicultural:	0.0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 83.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 178

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	186	186	186
Instructional Hours	0	0	0	0	1014	1014	1014

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

#### INTRODUCTION

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

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

staff and implemented its program. Since that time, the school has added a new high school grade each year and in 2011-12 Pickett grew to include 12<sup>th</sup> grade. By 2011-12 the Pickett Campus served over 700 students in grades 7-12.

The turnaround has been very successful. Before the turnaround the school performed significantly below the School District PSSA average — in some cases with single digit proficiency. Mastery Pickett 8<sup>th</sup> grade students now surpass their District peers by 16 percentage points in math and 15 points in reading. Since the school's turnaround, 8<sup>th</sup> grade scores have increased 48 percentage points in math and 37 points in reading. In fact the Pickett Campus is within 15 points of closing the achievement gap in both 7<sup>th</sup> and 8<sup>th</sup> grade reading and math. The school culture has also completely transformed, violent incidences plummeted over 80% compared to pre-turnaround.

In 2011-12, Mastery Pickett Campus served approximately 715 students in grades 7-12. Approximately 84% of our students are eligible for a free or reduced school lunch, 99% of our students are African American, and 25% of our students have been special education identified.

By agreement with the School District, more than 90% of Pickett's 7<sup>th</sup> grade class comes from the local District elementary schools -- Wister and Kelly. Both schools are very low performing and our incoming 7<sup>th</sup> grade students have significantly higher (over 20%) special education rates and significantly lower PSSA scores than the School District average. Based on the GMADE assessment test, over two thirds of entering students are below grade level in Math, and more than 40% are more than 2 grades behind. Based on the GRADE assessment the test, three quarters of entering students are below grade level in Reading, and half are more than 2 grades behind.

## **PROGRAM OVERVIEW**

Mastery integrates modern management and effective educational practices to drive student achievement. Our program is distinct in several ways. Most importantly, our teachers are outstanding and

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

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

**Key program elements include:**

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

<b>Workplace Exposure</b>	<ul style="list-style-type: none"> <li>• Mandatory Saturday school &amp; skills classes</li> <li>• Workplace and personal skills explicitly taught</li> </ul>
<b>School Culture</b>	<ul style="list-style-type: none"> <li>• Internship is graduation requirement</li> <li>• Small, personal</li> <li>• A culture of high expectations — orderly &amp; respectful school climate</li> <li>• Social-emotional courses explicitly teach students interpersonal, decision making and self-management skills.</li> </ul>
<b>Teacher Support</b>	<ul style="list-style-type: none"> <li>• Early dismissal every Weds for collaborative planning &amp; PD</li> <li>• Frequent (9+ /yr) instructional feedback</li> <li>• 15 PD days throughout year</li> <li>• Instructional coaches support teachers on an ongoing basis</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Explicit instructional standards based on effective practice</li> <li>• Assessment data and curriculum drives instruction</li> <li>• Teachers accountable for student learning</li> </ul>

## **Mission**

All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams

## **Vision**

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

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

## **Shared Values**

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations

and higher education standards or they don't. There is no in-between. Thus the Mastery motto: Excellence. No Excuses.

## **MASTERY VALUES**

### **1. Student Achievement -- Above All**

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

### **2. We Serve**

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

### **3. The High Road**

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

### **4. Grit**

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

### **5. Joy and Humor**

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

### **6. Straight Talk**

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

### **7. Open Doors**

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

### **8. Continuous Improvement**

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

### **9. One Team**

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

## **Academic Standards**

### **STANDARDS-BASED DESIGN**

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

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

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

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

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

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

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

## **Strengths and Challenges**

Although Pickett faced many challenges this year, we have much to be proud of. This year was Pickett's first ever graduating class and 88% of all students in the class of 2012 have been accepted into either a 2 or 4 year college or university. Additionally, during the 2011-2012 school year, eleven Pickett students were selected to attend the Community College of Philadelphia for their Senior year to earn college credit and a college experience at no expense to the student or family. Pickett has also developed a fully-functional Student Government and community partnership with Temple University's Temple Voices program in order to create more student buy-in and leadership opportunities. This was also a great year for our 7<sup>th</sup> grade students and their performance in Math. Our 7<sup>th</sup> grade scored 71% advanced or proficient in Math with 46% of those students performing at the advanced level. Lastly, Pickett saw tremendous growth in Math and Reading results on the 4Sight exam in the 10<sup>th</sup> grade. These students ended the year scoring 64% proficient or advanced (24% increase from how they did as 9<sup>th</sup> graders) in Math and saw a 12% increase in Reading on an 11<sup>th</sup> grade level 4Sight that is a predictor of success on the PSSA which is very promising for our rising 11<sup>th</sup> grade!

This year we faced many challenges including the change of leadership and a high rate of teacher turnover during the middle of the year and our PSSA test scores unfortunately reflected those disruptions. We have however, learned from our deficiencies and have developed a comprehensive plan to immediately address our shortcomings. For the 2012-2013 school year, Pickett will focus on providing our school and students with targeted interventions to address academic concerns revealed through our 2011-2012 PSSA data. Due to our low performance in 7<sup>th</sup> and 8<sup>th</sup> grade Reading on the PSSA, we have developed and will implement a Literacy pilot for our middle school which will increase the amount of time these students are reading on a daily basis and will address and strengthen foundational literacy skills. Also due to a significant decrease in PSSA Math scores in the 8<sup>th</sup> grade, we will also focus on the students who are below basic in Math through the use of a scripted Math intervention program, Do Math Now. And lastly, we will address our 8<sup>th</sup> grade students scoring below basic students in Reading by the use of a remedial Language program that has produced great results in increasing the grade level equivalency of our students using the program in 9<sup>th</sup> and 10<sup>th</sup> grade. We believe we are in good

position in terms of personnel, programming, and resources to better serve our students in 2012-2013.

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

### **Strategic Planning Process**

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

1. **Establish Goals** Goals are established each summer. This involves:
  - Updating the goals described in the charter
  - Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and school leadership team.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Performance metrics are set, action plans are developed, and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **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.
5. **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.
6. **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 metrics 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**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Agatan, Yonca	Mastery Charter Schools	Administrator	C.E.O.
Buttil, John	Mastery Charter Schools Pickett Campus	Administrator	Principal
Evans, Elton	Mastery CS - Pickett Campus	Parent	Board of Directors
Gordon, Scott	Mastery Charter School Pickett Campus	Administrator	Board of Trustees
Kegel, Jason	Mastery Charter Schools Pickett Campus	Administrator	CEO
Patron, Michael	Mastery CS - Pickett Campus	Other	CEO
Pesttrak, Jeffrey	Mastery Charter Schools Pickett Campus	Administrator	CEO
Ziamba, Christopher	Mastery CS - Pickett Campus	Special Education Representative	Principal

## **Goals, Strategies and Activities**

### **Goal: DEPLOY RAPID AND APPROPRIATE LEVELS OF SUPPORT SERVICES TO STUDENTS, STAFF, INSTRUCTORS, AND ADMINISTRATORS**

**Description:** Provide continuing technical support for all students, staff, instructors, and administrators in support of student learning, professional development and staff productivity and extend the same type of efficiencies into Facilities related requests

**Strategy: Utilize necessary internal and external support mechanisms for stakeholders to ensure support is on-going and reliable**

**Description:** Provide internal resource to support all initiatives on a daily basis in the areas of break/fix, help-desk, network and telecommunications services and other pertinent concerns as necessary. Supplement the internal staff with external assistance as needed in several areas including E-rate acquired equipment and services

**Activity: Determine needs and establish business rules to guide internal resource to provide various support services**

**Description:** Perform needs assessment and form strategic plan, align to Technology Plan  
 Begin processes to utilize funding programs and create specification guidelines for components and services  
 Apply for eligible E-rate funding as applicable  
 Identify services and service levels to be provided for eligible equipment and contract with vendor

as per multi-year RFP

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 12/1/2010 Finish: Ongoing	\$167,400.00
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**Status:** In Progress — Upcoming

**Goal: ENSURE TECHNOLOGY SOLUTIONS AND ACADEMIC OPPORTUNITIES ARE FURNISHED TO SPECIAL NEEDS STUDENTS**

**Description:** Enhance and expand the availability of technology solutions, academic opportunities and data management for Special Needs education programs

**Strategy: Develop and create blended learning/specialized learning environments to deliver comprehensive educational experiences**

**Description:** Develop and create blended learning/specialized learning environments in support of individualized instruction sets to ensure, where required that special needs students have appropriate access to academic and technology-based tools and solutions equally across all campus buildings

**Activity: Acquire and distribute special needs devices and solutions on an individual basis and ensure that instructional staff has access to proper classroom infusion and utilization methods**

**Description:** Develop specifications working with specialized staff and define a schedule of requirements to ensure proper distribution and compliance

Begin processes to acquire the necessary hardware components, provide sufficient testing and training on an on-going basis

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/1/2012 Finish: Ongoing	\$2,400.00
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**Status:** Not Started — Overdue

## **Goal: FOSTER USE OF NEW TECHNOLOGIES TO CREATE INNOVATIVE AND STIMULATING LEARNING ENVIRONMENTS**

**Description:** Foster new technologies for innovative and stimulating learning environments by infusing emerging technologies into classroom areas in order to insure the needs of each child are met to become proficient or advanced in the academic standards in support of student learning

**Strategy:** Foster the use of interactive learning solutions for real-time student feedback and stimulating visual experiences

**Description:** Enhance and augment classroom instruction through the use of interactive learning environments and curriculum which supports electronic tools to develop a foundation for using technologies within instructional environments for optimum infusion in support of student learning

**Activity:** Acquire and distribute smartboards and student response devices and provide training resources to ensure classroom infusion is embraced

**Description:** Establish an implementation strategy and develop curriculum infusion plan to mirror projector acquisitions  
Acquire components and provide professional development for staff on an on-going basis

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2011 Finish: Ongoing	\$16,600.00
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**Status:** Not Started — Overdue

## **Goal: INCREASE THE AVAILABILITY OF RELEVANT CURRICULUM AND TECHNICAL RESOURCES IN SUPPORT OF STUDENT LEARNING**

**Description:** Ensure Mastery staff and students have access to appropriate learning tools and resources during regular and after school hours to boost their productivity, effectiveness and promote student learning

**Strategy: Enrich day-to-day staff communication and efficiency by acquiring and using collaborative tools to stimulate idea sharing**

**Description:** Embed electronic capabilities to improve overall staff communications in an effort to facilitate real-time collaboration, standardization of instruction sets and resources

**Activity: Utilize a web-based application which supports creating a library of shared artifacts, resources, and application sharing**

**Description:** Identify stakeholder needs and begin a draft of implementation & training schedules

Begin research and product selection process

Acquire solution selected and any necessary components, training modules, etc.

Implement solution and communicate plan with end-users and identify expectations of systems

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/1/2012 Finish: Ongoing	\$2,200.00
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**Status:** Not Started — Overdue

**Strategy: Launch a program to make available computing resources to students in order to provide a mechanism for open lab time**

**Description:** Create and devise a schedule to provide opportunities for students to seek additional assistance from staff and/or student mentors during periods of idle time or after-hours

**Activity: Provide after-hours computer accessibility to further student technology and communication skills**

**Description:** Identify student needs, recruit student mentors and begin draft of a schedule  
Begin implementation and communicate program availability to students and parents

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2011 Finish: Ongoing	\$300.00
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**Status:** Not Started — Overdue

## Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

#### **PROGRAM STRUCTURE**

Mastery's education model is designed to:

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

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

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

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

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

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

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

- o Master senior level, college preparatory coursework in English, Math, Science, History and Spanish.
- o Attain Proficiency on the PSSA
- o Complete an 18 week workplace internship
- o 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***

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

- o *Urgency*: Instructors teach with rigor and zest. Time is not wasted.
- o *Objective-Assessment Alignment*: Instructors identify a clear and measurable objective and then assess whether students mastered that objective
- o *Focus*: Instructors target the standards students need to learn. Assessment data is used to determine students' areas of need.

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

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

- ***Professional Development***

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

- a) ***Planning Time***

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

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

- b) ***Instructional Feedback and Support***

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, Master Teachers provide non-supervisory coaching and instructional support. This leadership structure ensures that teacher support receives top priority. Mastery seeks to foster an "open classroom" culture of mutual respect and appreciation between administrative and instructional staff.

*c) Professional Development*

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

*d) Continuing Education Reimbursement*

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

*e) Peer Visits:*

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

• ***Social-Emotional Learning***

Given Mastery's mission to prepare all students to compete in the global economy, students' social-emotional skill development is central to our program. Mastery has developed a social-emotional instructional program that fulfills chapter 4 requirements to "promote high levels of student behavioral development, social competency, vocational skill proficiency and academic achievement." Social emotional coursework begins in 7<sup>th</sup> grade twice weekly focusing on decision-making and emotional self-management skills. In 9<sup>th</sup> grade the course is daily and students are divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus continues in the 10<sup>th</sup> grade. 11<sup>th</sup> graders take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors take coursework to prepare them for the college admission

process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

### **CURRICULUM MATERIALS**

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

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

### **English Language Learners**

#### **Identifying ELL Students**

To ensure Mastery is meeting the needs of English Language Learners (ELLs), the parents of all incoming students complete a comprehensive Home Language Survey (HLS) during the

registration process. Mastery also reviews files from previous schools to determine if students are currently identified as ELLs.

Students answering any question on the HLS with a response other than English but are not identified as ELL from previous schools have their records reviewed for the following information to determine individual need. In order to be exempt from the English language proficiency assessment, students must meet two of the below criteria in addition to receiving approval from a teacher familiar with the student's academic performance.

- 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

Mastery evaluates any students for whom there is a concern regarding their mastery of the English language to determine appropriate supports that may be necessary for their success. Students take an informal language screening test and then, if necessary, a formal English language proficiency assessment to determine if ELL supports are needed and at what level of support.

Mastery files records including HLS, test scores, and annual progress in students' folders in the school office. Students who are exited from ELL are monitored for two years to assure their continued success.

### **ELL Program Summary**

Mastery offers an English as a Second Language (ESL) program. In our ESL program we offer Specially Designed Academic Instruction delivered In English (SDAIE). The SDAIE Program offers:

- standards-based English instruction at the appropriate proficiency level
- content area instruction aligned with corresponding standards and adapted to meet needs of the students
- assessment processes that reflect the standards and instruction

Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. The type and amount of standards-based ESL instruction provided to students depends 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 are:

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

ESL staff hold an Instructional I or II Certificate and have appropriate training to teach ESL classes. Content teachers are provided with appropriate training in modifying instruction for ELLs.

### **Grading of ELLs**

ELLs are graded using the same grading system as all other students. A student may not be retained in a grade based solely on his/her ESL language proficiency.

### **ELLs with Disabilities**

ELLs may be eligible for the full range of Special Education services as appropriate.

## **Annual Assessment of ELLs**

Mastery assessment processes for ELLs comply with all state and federal laws. ELLs take the W-APT annually and take the PSSA with allowable accommodations.

## **Exit Criteria**

In order to be exited from the ESL program, students must

1. Meet either of these test criteria
  - a. Score Basic on the PSSA and 5.0 in each domain on the W-APT test
  - b. Score Proficient on the PSSA Reading test and a composite of 4.5 or above on the January ACCESS test.
2. Have final grades of 76 or better in core subjects (Math, English, Science and Social Studies.)

Students are monitored for two years after exiting ESL using a review of grades, benchmark tests, PSSA's, and teacher observations. Records of these reviews are kept in the student's file.

## **Parent Involvement**

Parents of ESL students are afforded the opportunity to meet with the school staff, with the assistance of an interpreter, in order to understand Mastery's program and to offer their input. All information disseminated to the students and their parents is provided in the language or mode preferred by the parents. The ESL program is evaluated annually to ascertain that it is meeting its goals for the students. ESL students and their parents are guaranteed full access to all Mastery programs and services.

## **English Language Learners - Attachment**

- C. 1112 LEP & Immigrant Enroll ACS

## **Graduation Requirements**

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

### **Rigorous Graduation Standards**

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

- English- 8 semesters (4 credits minimum)
- Math- 8 semester (4 credits minimum)
- Science- 6 or 8 semesters (depending on 9<sup>th</sup> grade English placement) (3 credits minimum)

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

#### Authentic Graduation Assessment

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

- Complete an 18 week internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

## **Special Education**

### **Special Education**

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

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

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

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

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

Junior and Senior high school students who are cognitively unable to take high school level coursework

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

## Special Education - Attachments

- D.SpEd Policies and Procedures
- Special Ed Discipline

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Samuel Morrison	1	Case Manager	MCS-Pickett	23	N/A
Tamela Cowans	1	Emotional Support	MCS-Pickett	17	N/A
Jennifer Kroculik	1	Learning Support	MCS-Pickett	23	N/A
Susan Marschner	1	Learning Support	MCS-Pickett	7	N/A
Victoria Rodney	1	Emotional Support	MCS-Pickett	10	N/A
Kamille Scarlett	1	Learning Support	MCS-Pickett	0	N/A
Adriana Arcamone	1	Case Manager	MCS-Pickett	35	N/A
Carole Hinkle	1	Case Manager	MCS-Pickett	29	N/A
Avielle Watkins	1	Learning Support	MCS-Pickett	7	N/A
Ian Nolan	1	Learning Support	MCS-Pickett	0	N/A

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
TAP	1	Learning Support/Supplemental	MCS-Pickett	14	NA
MAPS	1	Emotional Support/Full Time	MCS-Gratz	16	NA
Greentree School	1	Emotional Support - APS	Greentree School	1	NA
PEACE	1	Emotional Support/Supplemental	MCS-Pickett	10	NA
Wordsworth Academy	1	Emotional Support - APS	Wordsworth Academy	1	NA

## Special Education Program Profile - Chart III

Title	Location	FTE
Assistant Principal of Special Education	MCS-Pickett	2
Social Worker	MCS-Pickett	1
Paraprofessional	MCS-Pickett	1

## Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
CORA	School Psychologist	5 Days
Resources for Human Development	Mental Health Clinician	5 Days
Abington Speech Services	Speech and Language Pathologist	2 Days
Delta T	TSS Workers	1 Day

## **SECTION IV. ACCOUNTABILITY**

### **Student Assessment - Primary**

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

### **Student Assessment - Secondary**

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
PSSA	No	Yes	Yes	No	No	Yes	No
PASA	No	Yes	Yes	No	No	No	No
4Sight Math and Reading	No	Yes	Yes	Yes	Yes	Yes	No
Fountas/Pinnell	No	Yes	Yes	No	No	No	No

### **Student Assessment**

#### **A. Evidence of Improved Student Progress**

#### **PSSA READING AND MATH PROFICIENCY SCORES**

\*2012 scores based on preliminary data

<b>Reading PSSA</b>	<b>2011 Mastery</b>	<b>2012* Mastery</b>	<b>Change</b>
	<b>(%prof/adv)</b>	<b>(%prof/adv)</b>	
7 <sup>th</sup> Grade	46.3%	54.0%	7.7%
8 <sup>th</sup> Grade	68.3%	54.2%	-14.1%
11 <sup>th</sup> Grade	50.0%	54.1%	4.1%
TOTAL	56.0%	54.1%	-1.9%

<b>Math PSSA</b>	<b>2011 Mastery</b>	<b>2012* Mastery</b>	<b>Change</b>
	<b>(%prof/adv)</b>	<b>(%prof/adv)</b>	
7 <sup>th</sup> Grade	71.3%	71.0%	-0.3%

8 <sup>th</sup> Grade	76.5%	58.8%	-17.7%
11 <sup>th</sup> Grade	53.6%	40.8%	-12.8%
TOTAL	69.2%	58.1%	-11.1%

**PERCENTAGE OF STUDENTS SCORING BELOW BASIC ON PSSA**

\*2012 scores based on preliminary data

<b>Reading PSSA</b>	2011 Mastery <b>(% BB)</b>	2012* Mastery <b>(% BB)</b>	Change
7 <sup>th</sup> Grade	25.0%	25.8%	0.8%
8 <sup>th</sup> Grade	15.0%	26.7%	11.7%
11 <sup>th</sup> Grade	21.4%	29.6%	8.2%
TOTAL	20.1%	27.2%	7.1%

<b>Math PSSA</b>	2011 Mastery <b>(% BB)</b>	2012* Mastery <b>(% BB)</b>	Change
7 <sup>th</sup> Grade	20.4%	16.1%	-4.3%
8 <sup>th</sup> Grade	7.6%	16.8%	9.2%
11 <sup>th</sup> Grade	19.7%	36.7%	17.0%
TOTAL	15.1%	22.1%	7.0%

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

**1) ACADEMIC ACHIEVEMENT IN READING**

DATA: In 7<sup>th</sup> and 11<sup>th</sup> grade Reading, we made gains of 7% and 4% respectively, though we fell short of our school-wide goal. In 8<sup>th</sup> grade, there was a 6% decrease, which also was short of our goal.

GOAL REVISION: 70% Proficient/Advanced in 7<sup>th</sup> grade; 85% Proficient/Advanced in 8<sup>th</sup> grade; 75% Proficient/Advanced in 11<sup>th</sup> grade.

IMPROVEMENT PLAN:

- a) In 7<sup>th</sup> and 8<sup>th</sup> grade, we are implementing a Book Club pilot, whereby we will do the following: 1) Increase the number of periods in Writing (the 2<sup>nd</sup> English course) from 5 to 7 periods per week. 2) Utilize 3 of the 7 periods for book club, which will focus primarily on increasing the

amount of time students spend reading texts and addressing more basic skills where they have historically been deficient, such as fluency and comprehension.

b) We will implement our “Power Hour” intervention for students, whereby we use data to determine who needs after-school support, and then hold them for 2 session per week to focus on skills where they have been deficient.

c) In 11<sup>th</sup> grade, we are increasing the number of periods of English from 5 to 7 per week.

## **2) ACADEMIC ACHIEVEMENT IN Math**

DATA: We met our goal in 7<sup>th</sup> grade with 71% of our students P/A in math. We had strong student interventions including targeted office hours and small group instruction as well as teacher development in that grade. We did not meet our goals in 8<sup>th</sup> (at 59% P/A) or 11<sup>th</sup> (at 41% P/A) grade partially due to poor teacher quality and math teachers leaving midyear in both of those grades and also due to teaching skills without emphasizing content in grades.

GOAL REVISION: 70% P/A on 7<sup>th</sup> Grade Math PSSA

85% P/A on 8<sup>th</sup> Grade Math PSSA

75% P/A on 11<sup>th</sup> Grade Math PSSA

IMPROVEMENT PLAN:

a) Teaching Math Conceptually — Students’ test scores consistently demonstrate a lack of ability to transfer and apply their knowledge to new scenarios. Teachers will receive a yearlong professional development series on teaching conceptually as all previous training has been around teaching skills rather than concepts.

b) Open-Ended Responses — Students’ scores for open-ended responses are significantly below their multiple-choice scores on all assessments and across grades. Teachers will participate in ongoing professional development that teaches them how to create valid open-ended responses and then how to support student success on open-ended responses.

c) Do the Math Now — We will pilot this *Scholastic* program with 8 of our 7<sup>th</sup>/8<sup>th</sup> graders. This is a targeted intervention for remedial, conceptual math to prepare students for success in Algebra.

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

All student performance evaluations, in addition to the six-week benchmark assessments, are recorded in Mastery’s data system which is available to teachers and administrators. The staff reviews student grades and benchmark assessments every six weeks, in addition to the ongoing assessment that occurs during formative evaluation. 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/ grade level team meetings where they discuss curricular and student issues and trouble-shoot problems. Additionally, the data has been broken out by teacher and a plan of support has been put into place for those teachers who may be struggling to achieve high levels of proficiency in their classrooms.

Students who are weak performers are reviewed and, if appropriate, given additional support (office hours, tutoring, etc.), placed in a different class for academic support, evaluated in the Child Find process, referred to the Director of School Culture or Social Worker, and/or given alternate support interventions.

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

Mastery had implemented several support systems for students with special needs and for students who are at risk for being retained. These support systems include: remedial reading and math support, office hours support, intervention team, SAP, counseling, school social worker and MAPS.

Small Group Reading and/or Math Instruction — Small group instruction is given to students with special needs who are better served in a small group environment. Research based reading and math intervention curriculum such as Fountas and Pinnell, REWARDS, and Language! are utilized to close the achievement gap in reading for our lowest readers.

Office Hours — Students are offered tutoring hours. During this time, teachers meet with individual students or targeted groups of students who need additional support.

Intervention Team (iTeam) — Students are recommended to the iTeam after several interventions are put in place with no success. Students on the iTeam meet with the school Social Worker weekly and are given individual goals around attendance, behavior, and academics that are monitored and adjusted as necessary.

Student Assistance Program (SAP) — Staff members may make a student referral to the SAP team if they feel a student is in need of additional support. Referrals remain confidential and are discussed at a weekly SAP meeting. When appropriate, students are referred to outside mental health or social service agencies or to Mastery's special education team for evaluation.

Counseling — We use RHD to provide counseling for students in school. RHD provides individual and group counseling to students as needed.

Social Worker — School Social Workers manage the iTeam, coordinate with the RHD counselor, and provide support at home and in school.

MAPS program — We partner with the Camelot program to provide an intervention, positive-behavior support program for students who displayed a pattern of mental health concerns. In the MAPS program, students still participate in Mastery's rigorous academic program, but also participate in behavior programs and counseling sessions. Class size is dramatically reduced to approximately 12 students with 2 adults in the classroom. The school also supports a supplemental emotional support classroom (PEACE).

## **EVIDENCE OF EFFECTIVENESS**

The broad test score gains described above 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. 1112 Student Assessment (Local 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.

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

- Principal, Jason Kegel: K-12 Principal Certification
- Assistant Principal of Instruction, Micah Hart
- Assistant Principal of Student Services, Christopher Ziemba: K-12 Principal Certification
- Assistant Principal of Operations, John Buttil: Principal Certification

All administrators responsible for teacher evaluations attend 2 days of professional development over the summer on the instructional model and using the observation rubric. They do cross site visits during the year. Special Education Directors from the Mastery Network Support Team supervise the Assistant Principal of Student Services and provide ongoing training and support.

## Teacher Evaluation - Attachments

- G. 1112 Teacher Evaluation Plan see Handbook
- Teacher Evaluation Form

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

The following changes occurred during the 2010-2011 school year:

#### BOARD CHANGES:

- During 2011-12, Angela Duckworth resigned from the Board.

#### SCHOOL LEADERSHIP CHANGES:

- Kelli Seaton resigned as Principal
- Jason Kegel was appointed Principal
- Dia Jones resigned as Director of School Culture.
- Janelle Harris was appointed Director of School Culture

### Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Judith Tschirgi	Chair
Ron Biscardi	Secretary
Stephen Cohn	Member
Charles Corpening	Treasurer
Elton Evans	Member
Graham Finney	Member
Brook Lenfest	Member
Jordan Meranus	Member
Elton Evans	Parent Member
Michael Major	Member
Brenda B. Myers	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 board meetings five times annually 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 appointed by the Board and 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 and the Executive Committee of the Board. Key issues - such as the overall business plan, curriculum strategy, standards, annual budget, hire approval, and the school's discipline posture - are 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 meets monthly and 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 a good working relationship with the School District of Philadelphia (SDP) as our authorizer. Mastery's CEO and key staff have met with the School Reform Commission and other members of the District leadership on several occasions this year to discuss ways Mastery could effectively work with the School District. Mr. Gordon and speaks regularly with the charter school office and key departments within the District if any issues arise.

We successfully renewed the Pickett charter this year for another five year term. In addition, the District agreed to allow us to add grade 6 in fall 2013 and add up to 180 new students.

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

- H. 1112 Board of Trustees Meeting Schedule
- H. MCS Board meeting schedule 2012.13

## **Community and Parent Engagement**

At Mastery, parents/guardians are partners in their child's academic success. Our model includes:

- o Parent Communication related to academic work occurs via take-home planners with key assignments and homework, an online parent portal, and several on-site parent-teacher conferences.
- o Parent Training related to supporting their child's learning at home is provided.
- o Parental Involvement in School Governance is strongly encouraged through the Parent Association, PTA, and/or School Advisory Council. Parent Association representatives are invited to meetings of the Board of Trustees and trainings are held throughout the year to help parent leaders be more successful.
- o Parent Friendly Schools — warm, personal reception staff is important to make parents comfortable engaging with their child's school.
- o Survey Feedback — the annual survey gauges parent satisfaction with the school and helps us to better serve parents the following year.

There are a minimum of 6 Parent Association, PTA, or School Advisory Council meetings per school year and the topics vary from academic progress, fund-raising, volunteering, and parent leadership.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Mastery's 2011-12 fundraising activities focused on supporting the start up of the new schools this year. These initiatives were centered on curriculum and program development, staffing enhancements, and facilities renovations. 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.

This year, the Pickett Campus received \$292,000 in 21st Century Learning Center grant funding and an additional \$33,000 in grants from the Mastery Charter Schools Foundation.

## **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. 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; Mastery raises private funds to cover the costs of these projects and the administrative costs of the management office.

Mastery has a Finance Policy and Procedure Manual. 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. Mastery uses the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

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

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

- I. 1112 Preliminary Statements of Revenues, Expenditures & Fund Balances)

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

Our audit firm is Clifton Larson Allen. We are audited each year as required. The date of our last complete audit is for the year ending June 30, 2011. Our 2011-12 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:

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Partner  
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Nonprofit and Government  
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Please find attached the most recent audited financial statements (FYE 6/30/11).

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

- J. 1112 Auditor's Annual Report

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

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

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Mastery did not acquire any major facilities, furniture, fixtures or equipment during FY2011-12. The school had damage during Hurricane Irene so major repairs were completed to fix outside piping and the school elevator.

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

The Pickett Campus is a partnership with the School District of Philadelphia and is housed in the School District's Pickett Middle School building. Mastery Charter Pickett Campus leases the facility at 5700 Wayne Avenue, Philadelphia PA 19144 and intends to continue this agreement in the future.

In addition to ongoing maintenance, the school reserves approximately \$145,000 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 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 is monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

- Physical Education & Physical Activity Mastery provides students with physical education courses taught by certified teachers. 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 football, soccer, 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.SHARRS 1112 P
- L. Wellness Policy

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

HEALTH INSURANCE:  
Aetna HMO and PPO

DENTAL INSURANCE:  
Guardian Dental Guard Preferred

LONG & SHORT TERM DISABILITY:  
Guardian

LIFE:  
Guardian

COMMERCIAL PROPERTY  
Philadelphia Insurance Company

GENERAL LIABILITY INSURANCE:  
Philadelphia Insurance Company

COMMERCIAL AUTOMOBILE  
Philadelphia Insurance Company

WORKERS COMPENSATION  
PMA Insurance Company

COMMERCIAL UMBRELLA  
Philadelphia Insurance Company

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

- M. 1112 ACCORD or Declarations Page
- M. Insurance 12-13 P

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

2011-2012 Teaching Staff

- 34 of 40 Teachers employed in June 2011 returned for the 2011-12 school year
- 15 new teachers were hired for 2011-12 school year
- 4 new teachers were hired mid-year

49 instructional staff members were employed during the 2011-12 school year. 46 remained for the entire school year and 3 left mid-year.

2011-2012 Administrative Staff:

- Jason Kegal and Kelli Seaton served as Principal
- Micah Hart served as the Assistant Principal of Instruction
- Christopher Ziembra and Tonya Haynes served as the Director of Special Education
- John Buttil served as the Director of Operations
- Dia Jones and Janelle Harris served as the Director of School Culture

71.7% of our 53 professional staff members (teachers, assistant principals, principal) are certified.

Staff Retention 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 40.5% as very satisfied or satisfied and 81% as at least 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 2012-2013, 74% of our staff will be returning.:

- o 4 staff members were dismissed
- o 2 staff members relocated outside of the greater Philadelphia area
- o 5 staff members felt that Mastery was not the best fit for them (EOY)
- o 1 staff members left education and changed careers
- o 2 staff member left due to family commitments (MY)

## Quality of Teaching and Other Staff - Attachments

- O. 1112 LEA Staff Profile ACS
- N.PDE 414 Pickett 2012
- HQT ACS 2012

## 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 we recruit students for the incoming 7<sup>th</sup> through 12<sup>th</sup> grade classes. 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

Prospective students are asked to submit an application to the school along with academic, health, and demographic records. All students who complete the enrollment process are accepted if there are available seats in their grade.

Whenever more applications are received than seats are available in a grade a lottery is conducted.

- The lottery is conducted using a random number generator ([www.random.org](http://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: Pickett lottery was conducted on March 14, 2012.

### Enrollment History

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
Re-enrolled from 2010-2011	0	130	130	117	100	80	557
# of newly enrolled for 2011-2012	143	2	13	2	0	0	160
Total enrolled at start of school year (2011-2012)	143	132	143	119	100	80	717
# added during the year	4	9	3	11	1	0	28

# withdrawn during the year	12	7	18	23	8	7	75
# students at year end ( June 2011)	135	134	128	107	93	73	670
# students who did not re-enroll	0	2	2	0	1	NA	5
# of students who re-enrolled in July 2012	135	132	126	107	92	NA	592

## TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2011-12 was 89.3%. 10.7% of students either withdrew during the year or decided not to reenroll.

### 2011-12 (745 students)

Student withdrawal during the year	75 (10.1%)
Students not re-enrolling for upcoming year	5 (0.7%)
<b>TOTAL TRANSFER OUT RATE:</b>	<b>80 (10.7%)</b>

Of the 75 students who withdrew during the year due to discipline:

64 withdrew voluntarily and 11 were expelled.

The schools they transferred to (if known) include:

- 73 students enrolled in their neighborhood Philadelphia Public School
- 2 students moved out of Philadelphia

The reasons for withdrawing from Mastery during the year include:

- 2 students withdrew stating they were unhappy with the school program, particularly the school's grading system and graduation requirements
- 2 students moved out of Philadelphia
- 13 students withdrew while facing hearings for non-violence violations
- 14 students withdrew due to 10 consecutive days absence
- 11 students were expelled
- 14 withdrew for "other" reasons: wanted to be in "right" grade, health issues at home, issues with other students, etc.

The reasons for not re-enrolling at Mastery include:

- 2 Students wanted to attend a school with a more robust extra-curricular program
- 1 Students chose a cultural academic path (ie. Art, Music HS)
- 2 Student was moving out of state with family

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

1. Behavior Expectations. Some of these students chose to return to traditional District schools that do not have an achievement culture and lack high behavior expectations. These 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.

2. Academic Expectations. Some of these students are unwilling to accept Mastery's mastery-based promotion system and high expectations. Students are required to attain a 76% average to pass a course. Students who fail more than 3.5 credits are required to repeat the grade. Some students who are not accustomed to an achievement culture initially do not make an effort to master their classes. Many of these students are bright and capable, but seem to have grown accustomed to getting by with little effort. Unfortunately, some of these students prefer to transfer to a traditional school program where they know they can be socially promoted and virtually be guaranteed to graduate with their peers due to lesser requirements.

3. Moving out of the Area — We have a high mobility rate at the school. Many of our students transition from one member of the family's house to another on a frequent basis.

## **Student Enrollment - Attachment**

- P.Admissions Process 2012

## **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 transpass from the School District of Philadelphia. These passes are delivered on a monthly basis and handed out to students weekly.

## **Food Service Program**

We piloted a new food service management program with Linton's Managed Services Company. Service began on August 27, 2011 and ran through June 22, 2012. Breakfast and lunch were served and all students were offered participation in the National School Lunch Program. The prior food service provider had been the School District of Philadelphia's Food Services Division. Upon switching to the new company, we saw an almost 45% increase in lunch participation rates, from an average of 25% with the District, to an average of 70% with the Linton's Service.

## **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:

- Code Of Conduct and Whatever it Takes contract: Prior to enrolling at Mastery, each student agrees to abide by the code of conduct below:

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: This system supports appropriate student behavior. Students carry lanyards with cards where staff can record merits and demerits. When students receive six demerits in a marking period, they receive a detention. After three detentions, a parent-staff conference is held to identify the source of the student's problem. The merit system is used to acknowledge individual acts of character, growth and service. Accumulated merits are rewarded on PayDays, held every six weeks to reward students for positive behavior.

- School Culture Rituals and Programs

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

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

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

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

- Restorative Practices: Restorative Practices are 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 team meeting with the entire instructional team and the student's parents. If additional disciplinary problems occur, privileges are withheld. Continued discipline problems require a parent conference and may result in a student being assigned to work in an independent learning area or suspension from school.

- Deans of Students: Mastery schools have a Dean of Students for every 200-250 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.

## **B) CHAPTER 12 COMPLIANCE AND DUE PROCESS**

Mastery Charter's discipline policies have been reviewed by a lawyer familiar with public school code to assure compliance with all aspects of Chapter 12. See attached Handbook for a full

description of Mastery's expectations for student behavior and discipline, school rules, due process, and student rights and responsibilities.

The following due process is in place for expulsions or extended suspensions:

- An Expulsion Hearing must be held before a recommendation to expel is made. The student's parent or representative must be given 3 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 their infraction.

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

195 students were involved in 320 suspension incidents and 12 students were expelled.

### **Student Conduct - Attachment**

- Q.Handbook Pickett

### **Signature Page**

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

School Year: 2012

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

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2011 - 2012 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

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

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

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

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

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

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

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

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*Signature of the Chief Executive Officer and Date*

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

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

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

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

**Name:** Sherry Gross   **Title:** Deputy Chief of Specialized Services  
**Phone:** 267-273-8184   **Fax:** 215-866-9141  
**E-mail:** siobhan.leavy-buttil@masterycharter.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- R. 1112 Assurance Signature Pages