
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, October 28, 2011)

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2012 - 2013

Name of School: Mastery CS-Smedley Campus

Date of Local Chartering School Board/PDE Approval: 09/01/2010

Length of Charter: 5 Years **Opening Date:** 09/01/2010

Grade Level: K-6 **Hours of Operation:** 8-3:30

Percentage of Certified Staff: 76.7% **Total Instructional Staff:** 60

Student/Teacher Ratio: 13:1 **Student Waiting List:** 38

Attendance Rate/Percentage: 93%

Summary Data Part II

Enrollment: 711 Per Pupil Subsidy: \$8,773 Regular / \$19,423 Special Ed.

Student Profile

American Indian/Alaskan Native:	0.3%
Asian/Pacific Islander:	1.0%
Black (Non-Hispanic):	71.4%
Hispanic:	12.0%
White (Non-Hispanic):	4.8%
Multicultural:	10.5%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 96.3%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 142

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	183	183	0	0	183
Instructional Hours	0	0	1132	1132	0	0	1132

SECTION I. EXECUTIVE SUMMARY

Educational Community

Mastery Charter School Smedley Elementary 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. Mastery Charter was selected by the Smedley Elementary Renaissance School Advisory Council for complete restart in May 2010. Smedley is a K-6 school in the Frankford section of the city.

In September 2010, the Smedley School was converted into Mastery Charter School, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program. During this time, nearly \$1.5 million was put into the building, a new staff of teachers was trained (including over 30 first year teachers) and families were introduced to Mastery's expectations for their students.

In 2011-2012, Mastery Smedley added a 6th grade and served approximately 711 students in grades K-6. Approximately 96% of Smedley students are eligible for a free or reduced school lunch, 1% Asian/Pacific Islander, 71% African-American, 12% Hispanic, 5% White/Non-Hispanic, 11% Multi-ethnic, and 20% of the students have been special education identified.

Based on the 4Sight Exam and Fountas Pinnell assessment test, on average 88% of 3rd through 5th graders were one year behind in math and reading and on average K-2 grades were 1.5 years behind.

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 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.

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.

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 Reading and Mathematics.

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.

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

2011-12 SCHOOL YEAR ACHIEVEMENTS

2011-2012 was our second year of turnaround efforts where we saw our gains in reading and math continue to increase, along with a significant cut in below basic scores. Our school continues to instill core values in students so that students make great choices in and outside of school—this includes a love of reading, kindness in actions and choices, and a hard work mentality. Our number one goal is for students to be successful so that they can achieve their dreams. Partnering with families, a major priority for this school year, proved very effective in continuing to build meaningful relationships that are driving at our ambitious goals.

Our reading intervention program was incredibly successful, with average gains above 1.8 years for students who participated. We will expand this program next year to include all grades and look forward to continuing to see similar results.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

STRATEGIC PLANNING PROCESS:

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

1. **Establish Goals** Goals are established each summer. This involves:
 - o Updating the goals described in the charter
 - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and 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

Name	Affiliation	Membership Category	Appointed By
Adamczyk, Lori	Mastery Charter - Smedley Campus	Administrator	Principal
Agatan, Yonca	Mastery Charter Schools	Administrator	CEO
Ford, Sabrina	Mastery Charter Schools - Smedley Campus	Parent	Board of Trustees
Gordon, Scott	Mastery Charter Schools	Administrator	Board of Trustees
McLaughlin, Brian	Mastery Charter Schools-Smedley Campus	Administrator	CEO
Murphy, Caitlin	Mastery Charter - Smedley Campus	Special Education Representative	Principal
Patron, Michael	Mastery Charter Schools	Administrator	C.E.O.
Pestak, Jeffrey	Mastery Charter Schools	Administrator	CEO

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 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
Hall, Christopher	Start: 9/1/2010 Finish: 9/3/2013	-

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 Schools-Smedley Campus	<ul style="list-style-type: none"> School Entity 	Approved

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<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 • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Team Meetings

Description: Team meetings occur during the academic day and during Wednesday PD time. The topics are focused on instruction that is relevant to the subject matter taught by the team. Topics may focus on a particular standard or instructional issue.

Person Responsible	Timeline for Implementation	Resources
Hall, Christopher	Start: 9/1/2010 Finish: 9/2/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1.00 Organization or Institution Name	36 Type of Provider	50 Provider's Department of Education Approval Status
Mastery Charter Schools-Smedley Campus	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Topics may focus on a particular standard or instructional issue. Example topics:</p> <ul style="list-style-type: none"> Making inferences Calculator use in the classroom Using Algeblocks Teaching embedded vocabulary 	Topics aligned to PDE Standards Aligned System.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

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"> Early childhood (preK-grade 3) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<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

Status: In Progress — Upcoming

Activity: Weekly Professional Development

Description: Weekly professional development occurs every Wednesday for 2 hours.

Person Responsible	Timeline for Implementation	Resources
Hall, Christopher	Start: 9/1/2010 Finish: 9/2/2013	-

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
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Mastery Charter Schools-Smedley Campus	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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- Responding to students in crisis (truancy, behavioral issues, academic failure, etc)
- Writing across the curriculum
- Review of topics covered during teacher orientation

Topics are aligned to PDE's Standards Aligned System.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills 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">• Early childhood (preK-grade 3)• Elementary (grades 2-5)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Evaluation Methods

- 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

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PROGRAM STRUCTURE

Mastery's education model is designed to:

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

Scaffolded Course Structure: Multiple Entry Points, Single Exit

Mastery's entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we differentiate instruction throughout the school day.

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.

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. Many supports and interventions are scheduled after school and on Saturdays.

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. In addition, reading inventories are conducted routinely throughout the school year in grades K-3.

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.

In upper elementary grades, most lesson flows follow 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 occurs in all grades.

CURRICULUM MATERIALS

Reading Mastery and Envision Math are our two core curricular components. Texts and curricular materials are reviewed annually.

Rigorous Instructional Program - Attachments

- Induction Plan Approval 10-12
- Professional Ed Plan Approval 09-13

English Language Learners

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. 1112 LEP & Immigrant Enroll ACS

Graduation Requirements

The school does not have a 12th grade and does not graduate students.

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 - Attachment

- Special Ed Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kaemmer, Maria	1	Learning Support	MCS-Smedley	11	N/A
Burke, Katey	1	Learning Support	MCS-Smedley	8	N/A
Crowley, Kelly	1	Autistic Support	MCS-Smedley	9	N/A
Podbelski, Alex	1	Learning Support	MCS-Smedley	16	N/A
Schneider, Jason	1	Learning Support	MCS-Smedley	5	N/A
Terrell, Nya	1	Autistic Support	MCS-Smedley	6	N/A
Zeigler, Amy	1	Learning Support	MCS-Smedley	16	N/A
Whitfield, Latricia	1	Learning Support	MCS-Smedley	21	N/A
Turi, Kristina	1	Learning Support	MCS-Smedley	7	N/A
McCormick, Jessica	1	Learning Support	MCS-Smedley	18	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Abington Speech	.2	Speech and Language Support	MCS-Smedley	26	N/A
Camelot Inc.	.71	Learning Support or Emotional Support	Camelot Wynnefield	6	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
AP of Special Education	MCS-Smedley	1
Social Worker	MCS-Smedley	1
Classroom Assistant	MCS-Smedley	3

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
CORA	School Psychologist	3 days
Abington Speech	Speech Language Pathologist	7 days
Catapult Services	Occupational Therapist	1 day

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes
Fountas & Pinnell Reading	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

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

Student Assessment

A. Evidence of Improved Student Progress

Increase in percent of students scoring proficient/advanced (preliminary results)—

Preliminary results from the PSSA show demonstrable gains in reading, math, science, and writing (increasing the percentage of proficient/advanced and decreasing the percentage of below basic):

Math

	Change from 2009	2012 Results	2011 Results	2010 Results	2009 Results
Grade 3	+29.4	56.7%	52%	51%	27.3%
Grade 4	+20.8	53.3%	40%	31%	32.5%
Grade 5	+17.4	43.8%	43%	12%	26.4%
Grade 6	n/a	59.5%	n/a	n/a	n/a
All Students	+24.3%	53.3%	44%	31%	29%

Reading

	Change from 2009	2012 Results	2011 Results	2010 Results	2009 Results
Grade 3	+23.5	48.5%	48%	36%	25%
Grade 4	+15.3	33.3%	30%	20%	18%
Grade 5	+19	30%	21%	9%	11%
Grade 6	n/a	33.8%	n/a	n/a	n/a
All Students	+18.4	36.4%	33%	22%	18%

Decrease In Percent of Students Scoring Below Basic on PSSA –

Mastery was successful in lowering the overall percentage of students performing at the below basic level on both the math and reading assessments:

Math

	Change from 2009	2012 Results	2011 Results	2010 Results	2009 Results
All Grades	-25.3%	19.2%	30%	48.5%	44.5%

Reading

	Change from 2009	2012 Results	2011 Results	2010 Results	2009 Results
All Grades	-22.7%	41.3%	44%	62%	64%

Writing PSSA Scores Increase

Mastery was successful in dramatically increasing the percentage of students performing at proficient/advanced levels on the fifth grade writing assessment:

Writing

	Change from 2009	2012 Results	2011 Results	2010 Results	2009 Results
5 th Grade	+32%	42%	44%	3%	10%

Science PSSA Scores Increase

Mastery was successful in dramatically increasing the percentage of students performing at proficient/advanced levels on the fourth grade science assessment.

Science

	Change from 2009	2012 Results	2011 Results	2010 Results	2009 Results
4 th Grade	+19.5%	46.5%	43%	27%	27%

Student Retention

This is a continued focus area for our school. We have a very transient population and regularly accept new students who move into the neighborhood. Almost all students who left moved out of the neighborhood catchment area—and did not leave because of dissatisfaction. Obviously this is a high percentage to lose which we plan on focusing on through our “Stay With Us” campaign.

	% Students Withdrew During Year	
	2010-11	2011-2012
	Mastery	Mastery
Smedley	8.1%	11%

Average Reading Levels (as

measured by the Fountas and Pinnell Reading Assessment)

Mastery closely tracks reading level using the Fountas and Pinnell Reading Assessment every six weeks for students in kindergarten through 2nd grade.

Grade	Expected F & P Level	Goal	% At or Above Goal
K	(D)	75%	86%
1	(J)	75%	59%
2	(N)	70%	58%

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: 30% of 5th grade students scored proficient or advanced on the PSSA in reading.

GOAL REVISION: Our goal for the 2012-2013 school year will be 65%. While we were tremendously under our stated goal for this grade and assessment, we were successful in moving

a significant number of students from below basic to basic, creating a unique opportunity to once again move those students from basic to proficient.

IMPROVEMENT PLAN:

- a) Reading Training—we have hired an assistant principal to focus on literacy who will lead the school's reading initiative, including a professional development plan for the year, increased coaching capacity, and carefully selected core texts for professional learning. Additionally, we have a literacy apprentice school leader.
- b) Additional Staffing—we also are hiring an intervention reading teacher exclusively for 5th and 6th grade as well as coaching the literacy support specialist (special education teacher) in the 5th grade.
- c) Guided Reading—5th graders will participate in daily small group guided reading instruction to address individual needs.
- e) Saturday School will continue to focus on the students in this group in 3rd, 4th, and 5th grade.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: Number of students proficient on the 3rd grade math increased from 52 to 57%.

GOAL REVISION: For 2011-2012, the goal will be increased to 70% with a renewed focus on the 3rd grade math teaching team.

IMPROVEMENT PLAN:

- a) Coaching and support with academic milestone tracking in 3rd grade—our assistant principal of instruction will directly support our two third grade math teachers in tracking the progress of 3rd graders against academic milestones, in addition to our benchmarks.
- b) Revamped Math Curriculum and Support—together with the Network Support Team, Mastery has revamped the math curriculum to focus on the standards that students most need to be successful at each grade level, making use of additional instructional time each day for students in all grades.
- c) Math Meeting in 3rd Grade—30 additional minutes of math instruction each day will be added for third graders to help achieve this goal. This time can be used to focus on academic milestones.
- d) Saturday School—Saturday school will focus exclusively on bubble proficient/basic students in third grade.

3) LOW ACADEMIC SKILL STUDENTS

DATA: Mastery was very successful across all grades in achieving improved overall percentages of students scoring at Below Basic on the Reading and Math PSSA. However, we did not meet our targets of 22% in reading specifically (we did in math).

GOAL REVISION: For 2010-11: these targets will remain, but with a renewed focus and action plan.

IMPROVEMENT PLAN:

- a) Reading intervention teachers increased from 1 to 3 to maximize efficacy of program.
- b) Coaching for least effective special education teachers in cycle 1.
- c) Careful data team meetings will focus exclusively on upper elementary reading levels, hot spots, trends and needs.
- d) Child Study Team—resulting in tracked next step/intervention for all students not meeting key grade-level equivalents/benchmarks.

4) IEP STUDENTS

DATA: Preliminary PSSA results suggests a low rate of passing for students with IEPs, although dramatically improved from last year.

REVISION OF GOAL: Our goal is for at least 25% of students with IEPs who take each test to pass as proficient or advanced, based on the needs of the students at our school.

IMPROVEMENT PLAN:

- a) Case managers will work with one grade exclusively to ensure accountability for those grades and students.
- b) Case managers will meet bi-weekly with the AP of Special Education to review challenges, caseload concerns, and interventions that need to be revisited.
- c) AP of Special Education will manage reading intervention program.
- d) Continued use of progress monitoring tools to connect families to the progress of their students.
- e) Introduction of apprentice school leader of special education to support with initiative.

Impact of Local & Standardized Assessments on Student Progress Plans

All student performance evaluations are recorded in Mastery's new data system, available to teachers in addition to the six week benchmark assessments. 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 teachers 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 that may struggle with achieving high levels of proficiency in their classrooms.

Students who are not meeting proficiency standards are reviewed carefully, looking at a wealth of data information, and if appropriate placed in a reading intervention group during our regular reading data team meetings.

All student data from the 2011-2012 school year is available to teachers at the start of 2012-2013 and a time and space is carved out of staff orientation to ensure that teachers spend time identifying key strengths of deficits for their students as they plan for the first report period.

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:

Reading Intervention—every six weeks students may move reading groups depending on their assessment results and needs. This fluid, homogeneous grouping allows teachers to differentiate instruction to best meet the needs of individual learners.

Guided Reading K-6—all students in Kindergarten through 6th grade will receive a dedicated guided reading block each day, allowing teachers to differentiate reading instruction on a daily basis.

SAP Team—students suspected to be in need of additional resources (counseling, at home support, mental health services) are referred to the SAP team for review and possible case management. Once identified, these students are supported and tracked by a SAP case manager who works closely with the teachers, student's family, and outside services to intervene.

Child Study Team—students who are not meeting key reading benchmarks every six weeks may be referred to the Child Study Team to review interventions to date, create a plan of support, or advocate for a more intensive intervention.

Counseling—Smedley has two social workers/counselors who work closely with students in need of counseling support based on their IEP or families experiencing crisis. Caseloads are closely managed and driven by goals.

Camelot Wynnefield Therapeutic Day School—students with significant emotional needs may be recommended to participate in the Therapeutic Day School.

Special Education Team—the Special Education team meets weekly to address struggling students and to ensure that students are receiving all requirements of their IEP and meeting with success in their classes.

Men of Mastery—young men who are identified as 'at risk' may participate in this character building intervention where they learn the social-emotional skills they need to be successful at school, at home, and in their communities.

Student Assessment - Attachment

- F. 1112 Student Assessment ES

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

Brian McLaughlin - Principal - Certified Principal K-12

Rickia Reid - Assistant Principal for Instruction - Emergency Certified Principal K-12 - Enrolled in certification program

Caitlin Murphy - Assistant Principal for Special Education - Supervised by Brian McLaughlin and Siobhan Leavy-Buttil, Mastery Director of Special Education.

Teacher Evaluation - Attachment

- G. 1112 Teacher Evaluation Plan see Handbook

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The following changes occurred during the 2011-2012 school year:

BOARD CHANGES:

- Angela Duckworth resigned from the Board.

SCHOOL LEADERSHIP CHANGES:

- There were no Leadership Changes

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Charles Corpening	Treasurer
Ron Biscardi	Secretary
Stephen Cohn	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Graham Finney	Member
Michael Major	Member
Judith Tschirgi	Chair

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.

The District allowed us to add 6th grade in fall 2011 and the school is currently operating at building capacity. We also completed a public/private partnership renovation of the building with the District's Capital Programs office and were able to open four new classrooms and an indoor gym for the school while completing major physical plant upgrades (e.g. roof, boilers, electrical systems). The project utilized capital program funding slated for the facility and private funds Mastery raised for the renovation.

Coordination of the Governance and Management of the School - Attachment

- H. 1112 Board of Trustees Meeting Schedule

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.

More than \$388,000 dollars were raised for Smedley Elementary this year, with major contributions coming from the following sources:

- \$348,195 from a federal School Improvement Grant for Restart;
- \$65,000 from the Mastery Charter Schools Foundation from a number of public and private philanthropic sources.

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:

Bruce Braunewell
Partner
CliftonLarsonAllen LLP
Nonprofit and Government
267-419-1156, cell 215-588-8813

Bruce.braunewell@cliftonlarsonallen.com

610 West Germantown Pike, Suite 400, Plymouth Meeting, PA 19462

Main 215-643-3900, Fax 215-643-4030, www.cliftonlarsonallen.com

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 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 completed a major renovation during FY2011-12 in partnership with the School District of Philadelphia. This was \$5million expansion project including addition of a 2-story gymnasium and 4 additional classrooms. Furniture and fixtures were acquired to furnish the new space. The school also converted to Voice Over IP (VOIP) over the summer.

Future Facility Plans and Other Capital Needs

The Smedley Campus is a partnership with the School District of Philadelphia and is housed in the School District's Smedley Elementary School building. Mastery Charter Smedley Campus leases the facility at 1790 Bridge Street, Philadelphia, PA 19124 and intends to continue this agreement in the future.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

HEALTH AND SAFETY REQUIREMENTS:

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

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

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

- Private Dentist Report of Dental Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance).
- Vision and hearing screens. Mastery Charter invites volunteer physicians to conduct vision and hearing screenings for all students.

WELLNESS POLICY IMPLEMENTATION

Mastery has completed and submitted the Local Wellness Policy Checklist and Student Wellness Policy which was accepted by the School District of Philadelphia. Mastery pursued the implementation of the Guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The program 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 SM
- 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 SM

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2011-2012 Teaching Staff

- 46 of 46 Teachers employed in June 2011 returned for the 2011-12 school year
- 13 new teachers were hired for 2011-12 school year
- 1 new teachers were hired mid-year

60 instructional staff members were employed during the 2011-12 school year. 59 remained for the entire school year and 1 left mid-year.

2011-2012 Administrative Staff:

- Brian McLaughlin served as Principal
- Rickia Reid served as the Assistant Principal of Instruction
- Caitlin Murphy served as the Director of Special Education
- Lori Adamczyk served as the Director of Operations
- Tiffany Holmes served as the Director of School Culture

76.7% of our 60 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 70.7% as very satisfied or satisfied and 95.1% 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 2011-2012:

- 3 staff members was dismissed
- 1 staff member was promoted to a leadership position within Mastery
- 1 staff members relocated outside of the greater Philadelphia area
- 4 staff members felt that Mastery was not the best fit for them
- 1 staff member left due to family commitments

Quality of Teaching and Other Staff - Attachments

- O. 1112 LEA Staff Profile ACS
- N.PDE 414 Smedley 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.

ADMISSION REQUIREMENTS FOR RENAISSANCE SCHOOLS —

Since we serve as a neighborhood school under the Renaissance agreement with the School District of Philadelphia all of our students must live within the neighborhood's catchment area. All students who fill out the application are accepted, provided they live within the catchment area and none are discriminated against for any reason. Students are only placed on the waiting list when we reach our cap for that grade level.

Kindergarten Age Policy: Students entering kindergarten must be at five years old on or before Sept 1.

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). 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.

Enrollment History

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
Re-enrolled from 2010-2011	0	99	93	90	90	86	75	443
# of newly enrolled for 2011-2012	109	6	5	8	3	2	10	143
Total enrolled at start of school year (2011-2012)	109	105	98	98	93	88	85	676
# added during the year	17	21	16	22	28	17	7	128
# withdrawn during the year	10	14	12	14	19	8	14	91
# students at year end (June 2011)	117	109	102	107	101	98	76	710
# students who did not re-enroll	2	1	2	1	1	2	NA	9
# of students who re-enrolled in July 2012	115	108	100	106	100	96	NA	625

TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2011-12 was 87.6%. 12.4% of students either withdrew during the year or decided not to reenroll.

2011-12 (804 students)

Student withdrawal during the year	91 (11.3%)
Students not re-enrolling for upcoming year	9 (1.1%)
TOTAL TRANSFER OUT RATE:	100 (12.4%)

Of the 91 students who withdrew during the year-

89 withdrew voluntarily and 2 were expelled.

The schools they transferred to (if known) include:

- 43 moved out of the catchment area for Smedley and enrolled in their new neighborhood school
- 21 moved out of the state
- 6 moved out of the country
- 2 moved out of the city of Philadelphia (remained in PA)

The reasons for withdrawing from Mastery during the year include:

- 74 students moved (out of the catchment, out of the city/state/country) or chose to attend a different school program (ex. cyber school)
- 6 students withdrew stating they were unhappy with the school program,
- 9 students withdrew due to 10 consecutive days absence
- 2 students were expelled

The reasons for not re-enrolling at Mastery include:

- Moving

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

Moving out of the Area — Being a Renaissance School in Philadelphia, our students have the choice enroll in their neighborhood school if they move out of our catchment area, which is much more convenient for the family (easier to get student to school).

Student Enrollment - Attachment

- P.Admissions Procedure 2012

Transportation

In Philadelphia County, students in grades K-6 living 1.5 miles or more from the school building are entitled to free transportation services through the School District of Philadelphia. This transportation is either school bus service or a free transpass at the discretion of the District.

Students in our autistic support classrooms receive transportation.

Students who are homeless are eligible to receive transportation.

Food Service Program

Mastery Charter participates in the FRL Program through the School District of Philadelphia who fully services and staffs Mastery's food service program.

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

64 students were involved in 89 suspension incidents and 2 students were expelled.

Student Conduct - Attachment

- Q.Handbook Smedley

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Mastery CS-Smedley 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
2012 - 2013 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-Smedley 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: 215-866-9000 ext 1056 **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 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: Siobhan Leavy-Buttil **Title:** Deputy Chief of Specialized Services
Phone: 267-273-8184 **Fax:** 215-866-9141
E-mail: siobhan.leavy-buttil@masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- R. 1112 Assurance Signature Pages