
Pennsylvania Department of Education



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

Charter Annual Report **Tuesday, May 07, 2013**

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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-Gratz Campus

Date of Local Chartering School Board/PDE Approval: 7/1/2011

Length of Charter: 5 Years **Opening Date:** 8/29/2011

Grade Level: 9-12 **Hours of Operation:** 8-4

Percentage of Certified Staff: 79.1% **Total Instructional Staff:** 67

Student/Teacher Ratio: 18:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 78%

Summary Data Part II

Enrollment: 1092 **Per Pupil Subsidy:** \$8,773 Regular / \$19,423 Special Ed.

Student Profile

American Indian/Alaskan Native:	0.5%
Asian/Pacific Islander:	0.0%
Black (Non-Hispanic):	97.6%
Hispanic:	1.5%
White (Non-Hispanic):	0.3%
Multicultural:	0.2%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
63.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 254

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	NA	NA	NA	182	182
Instructional Hours	NA	NA	NA	NA	NA	1089	1089

SECTION I. EXECUTIVE SUMMARY

Educational Community

Mastery Charter School — Gratz 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. Mastery Charter was selected by the Simon Gratz Renaissance School Advisory Council for complete restart in March 2011. Gratz is a 9-12 school in the North Philadelphia section of the city.

In September 2011, the Gratz School was converted into a Mastery Charter School, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program. Since March 2011, the Mastery network and school-level leadership team and members of the SAC (Current membership is more than 50% current Gratz parents) have worked together to refine and implement the plan now in place for turning around this once failing school into a high-performing school. We have received early positive reviews for the initial changes and are confident we had a robust planning process in place.

In 2011-2012, Mastery Gratz served approximately 1112 students in grades 9-12. Approximately 64% of Gratz students are eligible for a free or reduced school lunch, 98% of the students are African-Americans, 1.5% Hispanic, 0.3% Non-White, 0.2% Multi-ethnic, and 21% of the students have been special education identified.

Based on 4Sight Exams 92% of Gratz students were behind in math and 77% of students were behind in reading when school opened.

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.

Shared Values

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

MASTERY VALUES

1. Student Achievement -- Above All

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

2. We Serve

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

3. The High Road

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

4. Grit

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

5. Joy and Humor

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

6. Straight Talk

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

7. Open Doors

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

8. Continuous Improvement

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

9. One Team

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

Academic Standards

STANDARDS-BASED DESIGN

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

COMPETENCY-BASED GRADING & PROMOTION

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

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

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

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

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

Strengths and Challenges

We are very proud to have taken one of the most violent and low performing comprehensive high schools in the City of Philadelphia and created a school with a safe thriving educational environment. Violence in the building was cut in half. Families, staff and students feel safe in the building. Strong growth was shown in both Reading and Mathematics. Reading scores showed a 73% increase and Math showed a 122% increase to Proficient/Advanced. In addition to the movement near the top there were also significant decreases in the percent of students in the Below Basic category.

As we move into the next year the challenges that we face and are looking to address are the large percentage of students that remain in the Below Basic category, student attendance, and staff development and support. The Below Basic category challenge will be focused on through adjusting class placement and implementation of intervention curricula. Student attendance will be addressed in multiple ways including early identification, parental involvement, and continued efforts to create a relationship between students and school. Staff development and support will be addressed through Professional Development and combined efforts between the Leadership Team and staff.

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
Agatan, Yonca	Mastery Charter Schools	Administrator	CEO
Gordon, Scott	Mastery Charter Schools	Administrator	Board of Trustees
Jackson, LaQuanda	Mastery CS-Gratz Campus	Administrator	CEO
Kirby, Fern	Mastery Charter School - Gratz Campus	Parent	Board of Directors
McKetta, Ann	Mastery Charter - Gratz	Special Education Representative	Principal
Patron, Michael	Mastery Charter Schools	Administrator	C.E.O.
Pestak, Jeffrey	Mastery Charter Schools	Administrator	CEO
Sawyer, Esther	Mastery Charter School - Gratz Campus	Parent	Board of Directors

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: 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

Resources

Implementation

Hall, Christopher	Start: 9/1/2011 Finish: 9/1/2014	-
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	4	50
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Mastery CS-Gratz Campus	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills

Research and Best Designed to Accomplish Practices

<p>• The Mastery Instructional Standards-Instructional best practices that are expected to be implemented on a daily basis. • Classroom Management-Management best practices such as proximity, behavior tracking, token economies, etc... • The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction • Lesson and Unit Planning-Breaking down long term achievement goals into report period goals and daily lesson goals.</p>	<p>Aligned to PDE Standards.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze 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"> • Middle (grades 6-8) • High school (grades 9-12)

Follow-up Activities

Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • 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
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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
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Hall, Christopher

Start: 9/1/2011
Finish: 9/1/2014

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	36	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery CS-Gratz Campus	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Topics may focus on a particular standard or instructional issue. Example topics:

- Making inferences
- Calculator use in the classroom
- Using Algeblocks
- Teaching embedded vocabulary

Aligned to PDE Standards.

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.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • 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: 9/1/2011 Finish: 9/1/2014	-

Professional Development Activity Information

Number of Hours Per	Total Number of	Estimated Number of Participants Per
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Session	Sessions Per School Year	Year
2.00	36	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery CS-Gratz 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"> Responding to students in crisis (truancy, behavioral issues, academic failure, etc) Writing across the curriculum Review of topics covered during teacher orientation 	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 	<ul style="list-style-type: none"> Middle

- Principals / asst. principals
- School counselors
- Other educational specialists
- (grades 6-8)
- High school (grades 9-12)

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

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PROGRAM STRUCTURE

Mastery's education model is designed to:

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

Scaffolded Course Structure: Multiple Entry Points, Single Exit

Mastery's entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and

the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we created multiple course options at the 7th, 8th, & 9th grades (the grades where most students enter Mastery).

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

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

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

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

- 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 Hunters' Direct Instruction - Guided Practice - Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

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

- ***Professional Development***

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

- a) *Planning Time*

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

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

- *Wednesday Afternoons:* Students are dismissed early every Wednesday leaving approximately 2.5 hours for co-planning and internally driven professional development.

- *Benchmark Conference Days:* Every six weeks a full PD day is held to review benchmark data and plan for the upcoming report period.

b) *Instructional Feedback and Support*

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

c) *Professional Development*

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

d) *Continuing Education Reimbursement*

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

e) *Peer Visits:*

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

Social-Emotional Learning

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

CURRICULUM MATERIALS

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

		Literacy		
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. 1112 Professional Education Plan Approval
- B. 1112 Induction Plan Approval

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. 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 12th grade. Since all students are required to complete our course sequence through at least Senior English, Modern History, Chemistry, and Algebra II/Trig, we are assured that all students master PA graduation skills — because PA graduation standards are assessed in those courses.

Rigorous Graduation Standards

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

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

- Technology- 2 semesters (.5 credit minimum)
- First Aid/PE/Nutrition - 1 semester (.5 credit minimum)

Authentic Graduation Assessment

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

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

Special Education

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

- D.SpEd Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Louise Donnelly	1	Learning Support	Simon Gratz Mastery Charter	25	NA
Jennifer Archibald	1	Remedial Reading	Simon Gratz Mastery Charter	22	NA
Courtney Pierce	1	Learning Support Math	Simon Gratz Mastery Charter	35	NA
Ilana Gromis	1	Learning Support Math	Simon Gratz Mastery Charter	30	NA
Donette Dalcin	1	Learning Support Reading	Simon Gratz Mastery Charter	30	NA
Kenya Harris	1	Emotional Support	Simon Gratz Mastery Charter	12	NA
Anna O'Rourke	1	Learning Support	Simon Gratz Mastery Charter	12	NA
David Brown	1	Life Skills Support	Simon Gratz Mastery Charter	15	NA
Pamela Albright	1	Life Skills Support	Simon Gratz Mastery Charter	15	NA
Michele Kratchman	1	Multiple Disabilities Support	Simon Gratz Mastery Charter	8	NA
Elizabeth Palwick-Goebal	1	Multiple Disabilities Support	Simon Gratz Mastery Charter	8	NA
Nicholas Sieg	1	Learning Support and Emotional Support	Simon Gratz Mastery Charter	25	NA
Philip Smith	1	Learning Support and Emotional Support	Simon Gratz Mastery Charter	25	NA
Meghan Dun	1	Learning Support	Simon Gratz Mastery Charter	25	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Mastery Charter High School	1	Emotional Support	Simon Gratz Mastery Charter	7	MAPS Program

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor- Ann McKetta	Simon Gratz Mastery Charter	1
Social Worker — David Roth	Simon Gratz Mastery Charter	1
Social Worker — Stacy Triumph	Simon Gratz Mastery Charter	1

Nneka Jones (Paraprofessional)	Simon Gratz Mastery Charter 1
Larry Lantz (Paraprofessional)	Simon Gratz Mastery Charter 1
Tamiko Carter (Paraprofessional)	Simon Gratz Mastery Charter 1
Shamir Staten (Paraprofessional)	Simon Gratz Mastery Charter 1
Dionne Dais (Paraprofessional)	Simon Gratz Mastery Charter 1
Anna Murdoch (Paraprofessional)	Simon Gratz Mastery Charter 1
Charlene Redd (Paraprofessional)	Simon Gratz Mastery Charter 1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Abington Speech Services	Speech & Language Pathologist	2 days
Abington Speech Services — Pam Fox	Occupational Therapist	1 day
Abington Speech Services	Physical Therapist	1 day
Abington Speech Services	Vision Therapist	30 minutes
Cora Services	Psychologist	5 days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

A. Evidence of Improved Student Progress

PSSA READING AND MATH PROFICIENCY SCORES

*2012 scores based on preliminary data

Reading PSSA	2011	2012*	
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	SDP	Mastery	Change
	(%prof/adv)	(%prof/adv)	
11 th Grade	11%	19%	+8%

Math PSSA	2011 SDP	2012* Mastery	Change
	(%prof/adv)	(%prof/adv)	
11 th Grade	9%	20%	+11%

PERCENTAGE OF STUDENTS SCORING BELOW BASIC ON PSSA

*2012 scores based on preliminary data

Reading PSSA	2011 SDP	2012* Mastery	Change
	(% BB)	(% BB)	
11 th Grade	74%	53%	-21%

Math PSSA	2011 SDP	2012* Mastery	Change
	(% BB)	(% BB)	
11 th Grade	71%	58%	-13%

-

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: Baseline PSSA scores from the previous year were 11% Proficient or Advanced in Reading. This year students increased to 19%. Given that students had only been a part of our school since August and still showed a 73% increase, the trend is promising. The decrease in the number of students who were in the Below Basic category was from 74% to 53% which was a 28% reduction! This demonstrated positive growth in the right direction.

GOAL REVISION: Based on current growth the goal for the 2013 year will be 40% proficient or advanced in Reading.

IMPROVEMENT PLAN:

- a) Implementing additional intervention time for reading curriculum. Our 11th grade students will take a “reading lab” class that provides an additional two hours of instruction each week. During this time, teachers will provide students with a focused curriculum that pushes towards improved reading levels.
- b) Implement remedial reading program. During Saturday school, students will participate in a remedial program, targeting students who were on the bubble of earning proficient scores on the school wide reading test (4Sight). This additional time will include highly engaging curriculum as well as focused small groups to support our struggling learners.
- c) Adjust curriculum. We will be using grade level texts to support our curriculum. In addition, resources will be used as supplements to classroom materials. These resources include: student workbooks, novel summaries, graphic organizers, etc.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: Baseline PSSA scores from the previous year were in the single digits, 9%. This year showed tremendous growth of 122% by increasing to 20% proficient/advanced. Students have shown great growth and the trend is positive. Students in the Below Basic category decreased from 71% to 58% which was a 13% move in a positive direction.

GOAL REVISION: Based on current growth the goal for the 2012 year will be 45% proficient or advanced in Math.

IMPROVEMENT PLAN:

- a) Staff Change. We will provide our 11th grade students with a stronger mathematics teacher, who has had great experience within the building.
- b) New intervention curriculum. We will provide students with a structured intervention program called “Do the Math Now”. This curriculum covers foundational skills that students will need for moving on to advanced math skills. Students will participate in this program for two hours weekly.
- c) Saturday School curriculum. Students will spend at least four Saturdays learning the subject area (math or reading) that they struggled the most with. The time will be focused on supporting objectives learned during class.

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 has implemented several support systems for students with special needs and for students who are at risk for being retained. These support systems include:

Specialized Classrooms — Simon Gratz Mastery Charter has a diverse population, including students with significant mental health and learning needs. To accommodate all students, Gratz created a variety of specialized classrooms including the following:

- Two full-time Multiple Disabilities classrooms — these classes were capped at 8 students per class and were staffed by a teacher and two full-time instructional assistants.
- Two full-time Life Skills classrooms — these classes were capped at 15 students per class and were staffed by a teacher and one full-time instructional assistant.
- TAP Program — TAP stands for Transition to Adulthood Programming and was a self-contained learning support setting that provided transition and instructional level curriculum to a group of 12 students. The class was staffed by a teacher and one full-time instructional assistant.

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. Simon Gratz Mastery Charter had over 30 small group classrooms during the 2011-2012 school year. In addition to small group classes, the Student Support team was also able to provide push-in support to nearly 15 classrooms throughout the year.

Implementation of Remedial Reading Programs — Our lowest readers in the 9th and 10th grade received Scientifically Research Based Reading Interventions to assist in closing their gaps in reading comprehension and fluency. Students who were more than two years behind grade level peers received a program called Language! and students who were between one and two years behind received Rewards.

Study Skills in Place of Foreign Language — students with significant learning disabilities often greatly struggle with becoming proficient in foreign languages. For a small group of 11th and 12th grade students Mastery waived their foreign language requirement and in place offered a Study Skills course that focused on building remedial math and reading skills as well as targeting transition goals that were outlined in students' IEPs.

After School Tutoring 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. Simon Gratz Mastery Charter has two full time Social Workers who lead the iTeam and both were able to carry a caseload of close to 20 students each report period.

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. Simon Gratz Mastery Charter had two full time RHD counselors on staff during the 2011-2012 school year. Each counselor carried a load of 25 individual students and conducted one or two small groups each report period. Topics covered in group included anger management, stress relief, and social skills.

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 and are in need of a full-time Emotional Support setting. 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.

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 HS

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

LaQuanda Jackson - Principal - Certificate Principal K-12

Christina Barnes - Assistant Principal for Instruction - Supervised by LaQuanda Jackson

Ann McKetta - Assistant Principal for Special Education - Supervised by LaQuanda Jackson and Ron Harvey, Mastery Director of Special Education

Teacher Evaluation - Attachment

- G. 1112 Teacher Evaluation Plan see Handbook

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

This is the school's first year of operation. All Board members and school administrators were new.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Judith Tschirgi	Chair
Ron Biscardi	Secretary
Charles Corpening	Treasurer
Graham Finney	Member
Michael Major	Member
Brook Lenfest	Member
Jordan Meranus	Member
James Sheward	Member
Sandra Dungee-Glenn	Member
Gerry Emery	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.

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 \$1.5 million dollars were raised for Simon Gratz Mastery Charter this year, with major contributions coming from the following sources:

- \$508,486 from a federal School Improvement Grant for Restart;
- \$405,000 from a federal Charter Schools Program grant;
- \$200,000 from the Walton Family Foundation,
- \$315,000 from a 21st Century Learning Center Grant, and
- More than \$100,000 from the Mastery Charter Schools Foundation and other private 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. 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

This is the School's first year of operation. The 11-12 audit was not complete as of the writing of this report.

There are currently no supporting documents selected for this section.

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 did not acquire any major facilities during FY2011-12. Over the summer, Mastery made minor renovations to the building including painting, adding air conditioning units, and new furniture. There were also some renovations made during the year on the 4th floor. Mastery is also in the initial planning stages of a Voice Over IP (VOIP) at the Gratz Campus.

Future Facility Plans and Other Capital Needs

The Gratz Campus is a partnership with the School District of Philadelphia and is housed in the School District's Simon Gratz High School building. Mastery Charter Simon Gratz Campus leases the facility at 1798 West Hunting Park Avenue, Philadelphia, PA 19140 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

- Wellness Policy
- K.SHARRS 1112 G

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 G

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2011-2012 Teaching Staff

- 63 new teachers were hired for 2011-12 school year
- 8 new teachers were hired mid-year

67 instructional staff members were employed during the 2011-12 school year. 59 remained for the entire school year and 8 left mid-year.

2011-2012 Administrative Staff:

- LaQuanda Jackson served as Principal
- Christina Barnes served as the Assistant Principal of Instruction
- Ann McKetta served as the Director of Special Education
- Justin Harper served as the Director of Operations
- April Thomas served as the Director of School Culture

79.1% of our 67 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 65.9% as very satisfied or satisfied and 85% 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:

- 7 staff members was dismissed
- 2 staff member was promoted to a leadership position within Mastery
- 2 staff members relocated outside of the greater Philadelphia area
- 14 staff members felt that Mastery was not the best fit for them
- 2 staff members left education and changed careers

Quality of Teaching and Other Staff - Attachments

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

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.

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.
- The Mastery Charter School Gratz Campus lottery was conducted on July 29, 2011.

Enrollment History

	9 th	10 th	11 th	12 th	Total
Re-enrolled from 2010-2011	N/A	N/A	N/A	N/A	N/A
# of newly enrolled for 2011-2012	357	261	253	246	1117
Total enrolled at start of school year (2011-2012)	357	261	253	246	1117
# added during the year	32	69	64	84	249
# withdrawn during the year	98	94	89	109	390
# students at year end (June 2011)	291	236	228	221	976
# students who did not re-enroll	2	5	4	NA	11
# of students who re-enrolled in July 2012	225	123	166	NA	514

TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2011-12 was 70.6%. 29.4% of students either withdrew during the year or decided not to reenroll.

2011-12 (1366 students)

Student withdrawal during the year	390 (28.6%)
Students not re-enrolling for upcoming year	11 (0.8%)
TOTAL TRANSFER OUT RATE:	401 (29.4%)

Of the 390 students who withdrew during the year-

131 transferred
20 were expelled
129 were 10 day drops — forced withdrawals for attendance purposes
47 were runaway or unknown
11 went to a correctional facility
2 students were deceased

The schools they transferred to (if known) include:

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

The reasons for withdrawing from Mastery during the year include:

- 45 Moves from Neighborhood or District
- 11 students withdrew while facing disciplinary hearings
- 129 students withdrew due to 10 consecutive days absence
- 20 students were expelled
- 25 families were satisfied with program
- 6 exited to enroll in a magnet program

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 — Being a Renaissance School in Philadelphia, our students must enroll in their neighborhood school if they move out of our catchment area.

Student Enrollment - Attachment

- P.Admissions Procedure 2012

Transportation

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

Food Service Program

We worked with a food service management program, Linton's Managed Services Company. Service began on August 27, 2011 and ran through June 20, 2012. Breakfast and lunch were served and all students were offered participation in the National School Lunch Program. For the 2011-2012 school year, all students regardless of income level were provided a free breakfast and a minimum of 3 hot breakfasts per week.

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

503 students were involved in **937** suspension incidents and **22** students were expelled.

Student Conduct - Attachment

- Q.Handbook Gratz

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

Identify the charter school's Chief Executive Officer.

Name: Scott Gordon **Title:** CEO
Phone: 215-866-9000 x1056 **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:** Board President
Phone: 610-324-1361 **Fax:** 215-866-9141
E-mail: jtschurji@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Siobhan Leavy-Buttil **Title:** Director of Special Education
Phone: 215-435-4664 **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