

Mastery CS - Thomas Campus

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

5700 Wayne Avenue
Philadelphia, PA 19144
(267)236-0036

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Scott Gordon
Date of Local Chartering School Board/PDE Approval:	7/1/2005
Length of Charter:	5 Years
Opening Date:	9/6/2005
Grade Level:	K-12
Hours of Operation:	8:00 AM - 4:00 PM
Percentage of Certified Staff:	81.00 %
Total Instructional Staff:	119
Student/Teacher Ratio:	16:1
Student Waiting List:	1970
Attendance Rate/Percentage:	92.40 %
Enrollment:	1303
Per Pupil Subsidy:	Regular Ed \$9,099 / Special Ed \$29,300
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	71.90 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	251

Student Profile

Group	Student Count
American Indian/Alaskan Native	3.00
Asian/Pacific Islander	297.00
Black (Non-Hispanic)	508.00
Hispanic	222.00
White (Non-Hispanic)	222.00
Multicultural	51.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	172.00	180.00	180.00	180.00
Instructional Hours	0.00	0.00	1001.30	1051.30	1058.12	1058.12

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. 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 Nine Weeks** Every nine 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.
7. **Committees Meet to Draft Report** – Over the summer committees meet to draft plans for the coming year. The committees are composed of relevant stakeholders depending on the topic.
8. **Plans are Circulated for Feedback** – Before being finalized, all draft reports are submitted to stakeholders for review and comment. If necessary, final changes are made and plans are adopted by the Board.

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.

Mission Statement

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

Vision Statement

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for postsecondary success.

Shared Values

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%

Educational Community

In 2005, the School District invited Mastery to turnaround Thomas Middle School in South Philadelphia which was persistently one of the lowest performing schools in Philadelphia. Over the next 5 years the school grew by a grade per year to become a 7-12 school. In the Fall of 2013 Mastery leased a nearby facility and added grades K-6. The school now enrolls approximately 1,350 students in grades K-12. Mastery Thomas reflects the diversity of its South Philadelphia neighborhood with an enrollment about 40% African-American, 17% White, 23% Asian, 17% Hispanic, and 3% Multi-Ethnic. Roughly 12% of students receive ESL services, 19% have IEPs, and 72% are economically disadvantaged.

Board of Trustees

Name	Office	Address	Phone	Email
Graham Finney	Secretary	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Hosea Harvey	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Donald Kimelman	Treasurer	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Sulaiman Rahman	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Stacey Sellers	Member	5700 Wayne Avenue, Philadelphia,	215-866-9000 ext. 1205	Board@masterycharter.org

		PA 19144		
Judith Tschirgi	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Robert Victor	Board Chair	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org

Board of Trustees Professional Development

New Board members are oriented to the Board's role and responsibilities by Mastery's Board Chair. Mastery's legal counsel attends Mastery's board meetings 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.

Governance and Management

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 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 members of the District leadership on several occasions this year to discuss ways Mastery could effectively work with the School District. Mr. Gordon speaks regularly with the charter school office and key departments within the District if any issues arise.

Student Enrollment

Description of the Student Enrollment:

Student Enrollment at Mastery Charter Thomas Campus and Mastery Charter Thomas Elementary is predicated on meeting specific parameters:

- Turning 5 years old by September 1 of the enrolling school year.
- Is not over the age of 21 on the first day of school.
- Attending grades K-12th
- Preference (but not restriction) of applicants is given to:
 - First preference in the lottery: Siblings of current students. Sibling preference will only be honored prior to the lottery.
 - Second preference: Student who reside in the priority catchment (between the streets of Pattison-Porter and Broad-Delaware)
 - Third preference: Students who live in the remaining area within the 19148 zip code.
 - Fourth preference: Students who live in zip codes 19145, 19146, and 19147.
 - Fifth preference: Students who live in the remaining zip codes in Philadelphia
 - Sixth preference: Students residing outside of Philadelphia
 - Post lottery applications: If students apply after the lottery, they are added to the end of the wait list by grade. Note that sibling preference will only be honored prior to the lottery.

Students who meet these parameters can apply to attend Mastery Charter Thomas Campus and Mastery Charter Thomas Elementary.

Students are offered enrollment in order based on their position on the waitlist following the lottery, then must complete/submit the required documents for the school, including:

- Charter School Student Enrollment Notification Form
- Act 26 Form
- Home Language Survey
- Proof of Residency
- Proof of Age (Birth Certificate or equivalent)
- Immunization documentation (matching PDE regulations)

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- 1. Information for Parents Regarding 2019-20 Application.FY19 (Ops).docx

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOCX file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of	Number of	Number of	Reasons	Number of
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	Students at the Beginning of the School Year	Students at the End of the School Year	Students Expelled	Students Withdrew During the Year	Students Retained
2014	1123	1117	0	Moved	33
2018	1306	1291	3	Moved	15

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014	123	80	54	55	53	56	56	116	110	108	123	101	83
2013	0	0	0	0	0	0	0	108	111	136	113	88	61
2012	0	0	0	0	0	0	0	113	112	114	99	69	85
2015	101	130	81	82	110	77	80	115	118	128	108	127	95
2016	74	105	134	81	81	108	81	124	110	105	103	101	118
2017	76	78	108	130	81	80	106	116	116	144	109	111	84
2018	76	78	84	111	123	84	83	115	114	116	121	99	102

Stakeholder Involvement

Name	Role
Frances Brandt	Elementary School Teacher - Regular Education
Alexis Closson	Elementary School Teacher - Regular Education
Saliyah Cruz	Ed Specialist - Social Restoration
Gerry Emery	Business Representative
Graham Finney	Community Representative
Nicholas Gagliano	Middle School Teacher - Regular Education
Scott Gordon	Administrator
Hosea Harvey	Community Representative
Emily Hergott	Building Principal
Don Kimelman	Business Representative
Karen McCain	Ed Specialist - Other
Erin McCrosson	Elementary School Teacher - Special Education
Robin Olanrewaju	Parent
Jen Pashko	High School Teacher - Special Education
Michael Patron	Administrator
Joseph Rim	High School Teacher - Regular Education
Stacey Sellers	Parent

Raenesha Sheppard	High School Teacher - Regular Education
Stuart Warshawer	Building Principal
Ceora Wearing Moore	Middle School Teacher - Regular Education

Core Foundations

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Our school uses Deans to manage student safety. Security staff are contracted on an as-needed basis for special events or to be visible in parking lots and during student arrival and dismissal.

Developmental Services

Developmental Services	EEP	EEl	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X

Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Developmental services are implemented jointly by the school's Director of Student Services, Director of School Culture, and Director of Operations.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Identifying students in need of services

All Mastery schools have a systematic Multi-Tiered System of Supports (MTSS), that ensure appropriate and timely interventions for both academic and social emotional concerns. Academic concerns are managed through our Response to Instruction and Intervention – RTII model and/or social emotional concerns are managed through our Intervention & Referral System – I&RS model.

The Mastery model includes three tiers of intervention. The first tier occurs at the grade-level. Mastery grade or content teams meet regularly and discuss students of concern (i.e., students who are having academic concerns or exhibiting behavior concerns). These interventions are tracked by each grade team leader. Relevant measures (e.g., homework completion rates, test scores, behavioral infractions) are used to examine whether interventions are having an effect.

The I&RS and RTII teams at each school review these interventions and also attend these grade team meetings in order to provide suggestions for intervention.

If students do not benefit from intervention at the first tier, they are discussed by the I&RS and RTII team for development of further interventions. In addition, any students experiencing mental health or drug/alcohol problems are referred directly to the I&RS team, which is considered to be Tier II of our process. At Tier II, parents/guardians are included in order to provide information about their child and to help develop the team's interventions. Students are considered to move to Tier III in the I&RS program any time a referral is made to an outside service, such as an outpatient therapist, medical specialist, or school psychologist for psychoeducational evaluation. Mastery partners with Northwestern Human Services (NHS) and the City of Philadelphia's Department of Behavioral Health Office of Addiction Services (OAS) to provide a SAP assessor/liaison to Mastery's I&RS teams.

All Mastery schools follow state guidelines for the Student Assistance Program (SAP) consistent with BEC 24 P.S. §15-1547.

Mental, Emotional, and Social Support Staffing

School social workers: Each Mastery school has at least one full-time school social worker. Among the social workers' responsibilities are the following: working with a caseload of at-risk students, serving as each school's McKinney Vento (homeless) coordinator, serving as the school's liaison with DHS, handling behavioral health crises, serving as the school's coordinator of outside services (e.g., local hospitals, mental health providers, & STS programs); working with students who experience loss of a family member; and serving as the school's SAP coordinator.

Counselor/mental health therapists: In addition to social workers, Mastery schools have full-time counselors/mental health therapists. These positions have been contracted with an outside organization, Resources for Human Development, Inc. (RHD) since the 2009-2010 academic year. The counselors/therapists provide counseling mainly for students who require counseling as part of their IEP requirements. They also see some students for short-term therapy and conduct skills and other groups.

Mastery does not have school counselors per se, but the two roles mentioned above combine the tasks of a traditional school counselor. When considered together, the average ratio of student support professionals to students in Mastery schools is 1:275. This ratio is consistent with the recommended ratio of school counselors to students made by the American School Counselor Association, which recommends a ratio of one school counselor to 250 students (<http://www.ascanationalmodel.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>).

In addition to the on-site staff mentioned above, Mastery has referral partnerships with many mental health and social service organizations including DHS, Joseph J. Peters Institute, Intercultural Family Services, Fairmount Behavioral Health, Dr. Warren E. Smith Centers, NHS, RHD, Interac, and the Consortium.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Collaboration for Interventions happen in a variety of ways. At the Tier 1 level, grade team and/or content teachers meet weekly to plan and to discuss students displaying academic concerns. These meetings are designed to ensure there is ample time for teachers to prepare for each student and continue to develop strong teaching. Additionally, a special education teacher joins these meetings and provides recommendations for additional tier 1 interventions that can be implemented at the tier 1 level. In addition, each core teacher meets with the Assistant Principal of Instruction (API) biweekly to review their lesson plans. At these planning meetings, the API and the teacher design additional supports for specific students who are displaying academic concerns. The student's response to these tier 1 interventions is tracked for effectiveness.

When a student does not respond to a set of Tier 1 interventions, for multiple weeks, the student is referred to the Response to Instruction and Intervention (RTII) team. This team, led by the Assistant Principal of Specialized Services (APSS), reviews the data of the student, including both implemented interventions, length of intervention, and response to intervention,

and the team determines if the student should continue with additional Tier 1 intervention, or be accelerated to a Tier 2 intervention. This determination is communicated back to the general education teacher.

If the student is moved to a tier 2 intervention, the student is assigned into a researched based academic intervention. Mastery schools systematically utilize data to determine which intervention is appropriate for each student. A student's current grade, area of, and current functioning level are all considered with prescribing an intervention.

These interventions are tracked for effectiveness, and data is reviewed at a minimum 4 times per year. At each data review, the RTII team determines if the intervention should be continued, decreased, or changed based on the student's response. These determinations are reviewed with the core teacher to ensure alignment.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Mastery is committed to developing and implementing a yearly parent and community outreach plan that is specific to each school. Parent engagement and leadership is a major priority and is part of our 5-year strategic plan. Mastery families have several opportunities to engage with their schools and to collaborate in working together to address community concerns. Parent Action Teams at each of the Mastery Schools provide the opportunity for parents to develop their leadership skills and work together with other parents and the school leadership to address issues of concern whether they be in the school or neighborhood or even things shared across schools, such as student safe passage to school. Parents continue to be actively involved in School Advisory Councils and Parent Associations, including volunteering in classrooms, organizing school and community events and programs and doing activities that support student achievement. In addition, parents from all Mastery schools come together to create the "Mastery Parent Advisory Council" to both elect members to the Mastery school boards and to play a more significant role in providing feedback to the CEO and school boards of the schools and getting involved in quality improvement projects network-wide.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Mastery recruits parents of Kindergarten age students who live in our charter catchment (determined by the School District as part of the restart) in the early spring of each year. First, we ask currently enrolled families if they have younger siblings who intend to enroll. We then work with the District-operated Head Start program located in our school building. Our third step is to market heavily within the catchment (door-to-door canvassing, area churches, advertising in the community paper). We enrolled 20% more kindergarten students in our first year under the restart and feel confident we have a solid approach to marketing to our local community. We run a series of optional Saturday sessions for pre-K students in the spring prior to the year they will enroll to begin to introduce them to our school model and a leadership team member is available for walk-in questions or calls from families at any time. In the summer prior to enrollment, we host a neighborhood block party for parents to get to know the new parents and our fall orientation for new Kindergarten students includes parents for part of three days in August. Kindergarten parents are a special focus during the fall semester when we introduce them to all the ways Mastery parents can be involved in the school and communicate with their child's teacher or principal.

1. Mastery does not provide child care services.
2. A variety of clubs and sports are available to students after school.
3. In 10th grade all Mastery students must complete a workplace internship and take a course in workplace preparation.
4. Tutoring and academic support services are available for students most days after school.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

The Leadership Team at the school, specifically the Assistant Principal of Specialized Services, is responsible for carrying out Child Find responsibilities as they pertain to preschool children. Mastery Charter Schools partners with Elwyn (early intervention provider), the Center for Autism, and the School District of Philadelphia during the transition process to ensure all needed services are procured for the start of the school year and students/families feel confident about their child's entry into school-age services. In late January, the School District of Philadelphia notifies Mastery Charter of the students residing in their catchment areas. Additionally, Mastery Charter also carefully reviews enrollment packets of incoming students to check if a parent/guardian indicates on the school enrollment packet that his/her child receives special education services. This double-check system ensures that all students receiving early intervention services are identified and served according to their individual needs. Annual preparation that occurs to prepare for the incoming kindergarten students receiving early intervention services includes scheduling all needed related service therapies, completing classroom/school modifications, purchasing needed curricular materials, and training faculty and staff. It is worthwhile to note that within the Mastery Charter Schools network we have internal access to a number of low-incidence classrooms including multiple disabilities support, life skill support, and Autism Support. This is a point of pride for our network as it means we can genuinely serve all students within our family of schools.

Address pre-kindergarten programs operated directly by the Charter School and those operated by community agencies under contract from the Charter School.

At this time, we do not operate or contract with any community agencies to operate any pre-kindergarten programs.

Describe how the Charter School provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

In February, individual schools host early intervention breakfast meetings with the parents/guardians. The meeting is a forum for parents to establish a relationship with the Assistant Principal of Specialized Services who will lead them through the early intervention transition process. During the meeting, parents are encouraged to ask questions and are presented with a Permission to Reevaluate and an enrollment packet. After the breakfast meetings, the Assistant Principal works with the parents/guardians to schedule the transition evaluation with the school psychologist and relevant related service providers. Once the evaluation is completed, the IEP team convenes to review the reevaluation report, draft the IEP, and finalize all needed supports and services for the upcoming school year. In general, all IEP meetings and placements are finalized by June 1.

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

- To assist in health program and examining students according to state guidelines
- Provide maintenance of student health records.
- To advise pupils, teachers and parents on matters affecting student health.
- To assist in interpreting health needs to provide guidance to school admin, as necessary.
- To coordinate the school health program with community programs.
- Provide first aid services.

Food Service Program

Describe unique features of the Charter School meal program

Mastery Charter Schools participate in the National School Lunch Program and the Community Eligibility Provision. Mastery Charter Schools contract with a Food Service Management Company and all students have access to free breakfast and lunch.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

Mastery prides itself on the security and safety of each and every one of our campuses. Our attention to safety is nonstop, it doesn't matter if it is on the way to, during or from school, we do everything we can to ensure our community is safe. All Mastery schools are staffed with full Culture Teams, comprised of an Assistant Principal, Deans and Assistant Deans. This dedicated team is present and observed addressing any safety concerns, proactively and in-the-moment, during morning entrance in the neighborhood, at the front door all day, in the hallway, at the lunchroom, facilitating detention, supervising an event, and escorting students home from school at the end of the day. If having a full-time staff addressing safety every minute of the day isn't enough, Mastery has placed high end security systems in each of our schools to help support the Culture Team's efforts. The technological support comes in the form of surveillance cameras, security doors, and a strict student and staff ID system. Collectively, the staffing and IT together, make for extremely safe schools, however, Mastery cares so much about ensuring our students, staff and parents are safe, each of our campuses partners with their local Philadelphia Police precinct. This partnership allows for Mastery to have police presence anytime necessary. Whether adding extra support before or after school, being present at a meeting with a parent and student, or responding proactively to a potential threat of violence, both the police department and Mastery do whatever it takes to keep our schools safe.

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- 3. 2018 Insurance Coverage Details.docx

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Mastery students are provided transportation in the form of SEPTA Weekly Student Transpasses or yellow school busses (at certain schools) if the student lives more than 1.5mi from the school. This distance is calculated by the School District of Philadelphia based on the address on file for the school and the address entered into the SDP Infinite Campus database by the school site. The School District of Philadelphia then pushes address data for students to its Compass website, where distance is calculated and a list of all students eligible for transportation is published.

For students receiving transpasses, Dunbar Armored Car Services delivers a package of School Transpasses in a count that matches the list in Compass for the next full month during the last week of the previous month (i.e. the September transpasses arrive the last week of August). The APO then divides out the transpasses to the appropriate students, with no students receiving passes if they aren't on the District-generated list.

For students receiving yellow bus transportation, routes/stops are assigned on Compass and also sent home to families. The School District of Philadelphia is responsible for these routes; the APO provides monitoring & feedback to the District and vendor, in conjunction with the rest of the school leadership team.

If a student changes addresses, the address is changed in our eSchool database, as well as Infinite once proof of residency is received. If a student is found to have an address listed in Infinite that is further than 1.5mi from the school but is not listed to receive a transpass, the AP-Operations submits a Transportation Action Request (TAR) on the Compass website. For students who attend alternative placements, this alternate location must be identified in Infinite

to enable that student to receive transportation.

For students who need specialized transportation supports based on their IEPs, the AP-Student Support Services coordinates appropriate transportation needs. These structures can include:

- Outreach to the SDP Transpass team for a transpass to match the IEP needs, regardless of distance from the school.
- Outreach to the SDP Transportation team to create a specialize yellow bus route to match the IEP needs, regardless of distance from school
- Contract and manage taxi transportation for individual students, as needed based on IEP needs.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible	Yes

expulsion?	
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

Any suspension or more serious consequence requires a parent conference. Parent conferences are not required for demerits or detentions.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Professional Education

Characteristics

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

instruction, staff professional education, teaching materials and interventions for gifted 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.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Mastery Charter Schools provide professional development in several venues to all staff, including Orientation, weekly school-based sessions, feedback conversations with administrators, team meetings, and centralized content and collaboration meetings. Our weekly professional development sessions address observed needs of teachers, including content knowledge development and development of research-based and culturally competent teaching skills. Teachers also receive detailed training on several methods of classroom-based assessment. Throughout the year all staff receive training on diversity and cultural context which is essential and empowers them to build strong relationships with our parents and members of the community. Administrators and apprentice administrators also receive regular team-based and one-on-one professional development from Regional Directors. Regional Directors provide administrators training on strategic planning, using data, and managing staff, with an emphasis on observed needs in the school.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/29/2018

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/29/2018

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mastery Charter Schools' administrators, including the Curriculum team, regularly evaluate student performance and determine instructional areas needed for teacher development. A strategic plan for weekly professional development is then created based on that evaluation. Disaggregated data, including data by grade level and special education status, is used to target the areas of greatest need.

The schools use "Instructional Standards," a document that standardizes our expectations for instruction and assessment practices, to ensure expectations are clear to all teachers. All professional development is followed up by evaluation procedures, including formal evaluations, walkthroughs, and data reviews to determine effectiveness.

Building administrators either provide or attend all professional development. Building administrators as well as central coaches provide ongoing support related to all professional development sessions offered.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will effectively navigate the Standards Aligned System website.

Provide brief explanation of your process for ensuring these selected characteristics.

Our Inductees receive a week long orientation prior to the start of school where sessions are focused on research-based culturally competent instruction and classroom management practices from our Instructional Standards. Inductees also receive training in expectations for instruction in their grade and course, including expectations for rigor of student work and any new initiatives during orientation and throughout the year. Inductees learn to access and use Mastery Charter Schools' curriculum guidance materials, which are built upon PA curriculum

frameworks. Inductees receive one cycle of formal coaching and are offered the opportunity to hone their classroom management practices with additional professional development offered centrally four times throughout the year.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

While information about how to access SAS has been provided to school leaders, usage of the materials/resources on the SAS is not part of any mandated student achievement planning processes.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

Mastery Charter Schools' inductees receive supports which are based on the needs of inductees. New teachers work with a coach who observes and debriefs with them regularly. New teachers participate in intellectual preparation meetings led by their site or central

administration. Building administrators also conduct frequent walkthroughs, as well as formal observations, and debrief with new teachers. New teachers are also surveyed at least once per month with regard to their professional development wants and needs. Finally, several types of student data are used to identify needs, including prior year PSSA data, interim formal assessment data, and formative classroom assessments.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

At this time submitting teacher work in portfolio form is still in the planning stage.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our pool of mentors is mostly comprised of coaches who are former or current teachers with outstanding work performance. Our mentors are selected via a competitive process. They are selected based on demonstrated excellence in the classroom, including demonstrated student achievement and knowledge of research-based instructional practices. They receive significant additional training in coaching and conferencing skills in order to be as supportive as possible to inductees. Coaches are evaluated based on their effectiveness to coaching, measured by success on coaching goals, administrator review, as well as feedback from the inductees themselves, indicating whether they feel supported and have improved as a result of working with their coach.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X		
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X				
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X			X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Coaching and Professional Development for Mastery Charter Schools manages the induction program for all schools in the network. This person uses several data sources from all schools to monitor the program effectiveness:

- teacher observation feedback trends from building administrators on the Instructional Standards
- survey data from inductees, regarding the areas in which they want training and whether they feel trainings are effective
- input from coaches and building administrators who interact one-on-one with inductees
- walkthroughs and observations of inductee classrooms
- formative and classroom assessment data that reflects learning of students in inductees' classrooms

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Not applicable. The LEA is a single school building.

Provider	Meeting Date	Type of Assistance
Michael Patron	8/1/2018	Draft and circulate SWP

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

In 2018 our PSSA scores increased in Math, ELA, and Science!

Charter School Concerns

Concern #1:

While we are making progress, our scores on PSSAs are not yet where they need to be.

Math	Reading	Science
23.00%	46.10%	44.50%

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

While we are making progress, our scores on PSSAs are not yet where they need to be.

Math	Reading	Science
23.00%	46.10%	44.50%

Charter School Level Plan

Action Plans

Goal #1: Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher observations, benchmark scores, MVAS scores, and Mid-Year and End-Of Year-Reviews

Specific Targets: All teachers will receive evaluations that are satisfactory or better. Teachers identified for Professional Improvement Plans will meet the goals of the plan.

Strategies:

Provide effective professional development to train and support staff

Description:

Implement a professional development plan using best practices that results in improved student achievement.

Mastery's PD plan is comprised of 4 key programs:

- Teacher Orientation
- Weekly PD
- Team Meetings
- Individualized Teacher Coaching

SAS Alignment: Instruction

Response to Instruction and Intervention (RtII) - Reading

Description:

We are continuing to offer Response to Instruction and Intervention (RtII) reading interventions. According to the Pennsylvania Department of Education's website, RTII "refers to the use of a standards-aligned, comprehensive school improvement and/or multi-tiered system of support for implementing PA's Standards Aligned System (SAS).

At Thomas Elementary, RtII interventions include the Wilson System of Reading, Wilson's FUNdations, Read Naturally, and the Fountas & Pinnell Leveled Literacy Intervention (F&P LLI). At Thomas High, RtII interventions include the Read to Achieve program and the Fountas & Pinnell Leveled Literacy Intervention (F&P LLI). All interventions are research-based programs that will help to close the achievement gap between our underperforming students and their higher-performing counterparts. To identify students who should participate in these interventions and assign them to tiers, we use a report created by our central office. This report uses performance data from literacy assessments, including the Fountas & Pinnell literacy assessment, benchmark testing, and the PSSA Reading assessment. We also use qualitative data collected by reading instructors regarding specific reading skill deficits. Based on their performance on these assessments, students are assigned to one of the following three RtII tiers.

- **Tier I:** This is the lowest level intervention. These students participate in the typical academic program.
- **Tier II:** In Thomas Elementary these students participate in FUNdations or Leveled Literacy Intervention (based on literacy deficit and need). Some of these students, in addition to their intervention, receive guided reading in a small group. In Thomas High These students participate in Read to Achieve depending on reading need for all 7-9 grade students.
- **Tier III:** These students participate in the Fountas & Pinnell Leveled Literacy Intervention in small groups, Wilson Reading System, or Read Naturally programming (based on literacy deficit and need).

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Response to Instruction and Intervention (RtII) - Math

Description:

We are implementing Response to Instruction and Intervention (RtII) math interventions. RtII interventions at the Elementary School include Key Math and the intervention components of the enVision math programs. RtII interventions at the High School include the Do the Math Now program (DTMN) and the intervention components of the enVision math programs. All interventions are research-based programs that will help to close the achievement gap between our underperforming students and their higher-performing counterparts. To identify students who should participate in these interventions and assign them to tiers, we use a report created by our central office based on student benchmark performance and historical PSSA math performance.

Based on their performance on these assessments, students are assigned to one of the following three RtII tiers.

- **Tier I:** This is the lowest level intervention. These students participate in the typical academic program.
- **Tier II:** These students will receive differentiated instruction in the regular classroom setting, using enVision math materials in the Elementary School. In the High School these students will receive two additional math labs a week.
- **Tier III:** These students will receive Key Math and differentiated enVision math materials in lieu of the typical academic mathematics program in the Elementary School. In the High School these students will receive TransMath in addition to their regularly scheduled math class.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Smaller Class Sizes

Description:

We hire additional Math and English Language Arts teachers to keep class sizes smaller.

SAS Alignment: None selected

Implementation Steps:

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.

Start Date: 8/27/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide effective professional development to train and support staff

Teacher Orientation

Description:

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

Start Date: 8/11/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide effective professional development to train and support staff

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.

Start Date: 8/27/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide effective professional development to train and support staff

Weekly Professional Development

Description:

Weekly professional development occurs every Wednesday for 2 hours.

Start Date: 8/27/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide effective professional development to train and support staff

Professional Development on Improving Language and Literacy Acquisition for All Students

Description:

Throughout the school year, school staff participate in professional development sessions on improving language and literacy acquisition for all students.

Start Date: 8/27/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Provide effective professional development to train and support staff

Professional Development on Teaching Diverse Learners in an Inclusive Setting

Description:

Throughout the school year, school staff participate in professional development sessions on teaching diverse learners in an inclusive setting.

Start Date: 8/27/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Provide effective professional development to train and support staff

Program Implementation

Description:

The Principal meets with the leadership team on a weekly basis to discuss program implementation.

Start Date: 8/21/2017 **End Date:** 6/14/2022

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention (RtII) - Reading
- Response to Instruction and Intervention (RtII) - Math

Walkthroughs and Data Analysis

Description:

The Principal conducts regular walkthroughs to observe program implementation. The Principal also reviews performance data and discusses the results with the leadership team.

Start Date: 8/21/2017 **End Date:** 6/14/2022

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention (RtII) - Reading
- Response to Instruction and Intervention (RtII) - Math

Weekly and Quarterly Review of the Effectiveness of the Program

Description:

The Principal and the leadership team will review data on a weekly and quarterly basis. They will discuss gains, areas of improvement, and changes to implementation.

Start Date: 8/21/2017 **End Date:** 6/14/2022

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention (RtII) - Reading
- Response to Instruction and Intervention (RtII) - Math

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.	Strategy #1: Provide effective professional development to train and support staff
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Start	End	Title			Description	Provider	Type	App.
8/27/2014	6/30/2022	Individualized Teacher Coaching			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.	Mastery Charter Schools	School Entity	Yes
	Person Responsible	SH	S	EP				
	Principal	1.0	4	75				

Knowledge

- 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.

Supportive Research

Aligned to PDE Standards

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>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.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p>

Series of Workshops

Training Format

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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LEA Goals Addressed: Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms. **Strategy #1: Provide effective professional development to train and support staff**

Start	End	Title	Description				Type	App.
8/11/2014	6/30/2022	Teacher Orientation	Teacher Orientation lasts 10 days and offers a wide range of topics.					
	Person Responsible	SH	S	EP	Provider			
	Principal	40.	1	75	Mastery Charter Schools	School Entity	Yes	
		0						

- Knowledge**
- The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis.
 - Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc.
 - The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction
 - Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals.
 - Differentiation and support of student sub groups including ELL, special education, etc.

Supportive Research

Aligned to PDE Standards

Designed to Accomplish

- 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.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional New Staff Other educational specialists	Grade Levels
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 discussion Lesson modeling with mentoring Joint planning period	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

activities

LEA Goals Addressed: **Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.** **Strategy #1: Provide effective professional development to train and support staff**

Start	End	Title			Description	Provider	Type	App.
8/27/2014	6/30/2022	Team Meetings			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.	Mastery Charter Schools	School Entity	Yes
	Person Responsible	SH	S	EP				
	Principal	2.0	36	75				

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

Knowledge

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

Supportive Research

Aligned to PDE Standards

Designed to Accomplish

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.

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and

Evaluation Methods

Classroom observation focusing on

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 discussion

Lesson modeling with mentoring

Joint planning period activities

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

LEA Goals Addressed: **Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.** **Strategy #1: Provide effective professional development to train and support staff**

Start	End	Title			Description			
8/27/2014	6/30/2022	Weekly Professional Development			Weekly professional development occurs every Wednesday for 2 hours.			
	Person Responsible Principal	SH 2.0	S 36	EP 75	Provider Mastery Charter Schools		Type School Entity	App. Yes

Knowledge

- Responding to students in crisis (truancy, behavioral issues, academic failure, etc.)
- Writing across the curriculum

- Review of topics covered during teacher orientation

Supportive Research

Aligned to PDE Standards

Designed to Accomplish

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.

Training Format

Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

	School counselors Paraprofessional New Staff	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
		Evaluation Methods

LEA Goals Addressed: Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms. **Strategy #1: Provide effective professional development to train and support staff**

Start	End	Title	Description
8/27/2014	6/30/2022	Professional Development on Improving Language and Literacy Acquisition for All	Throughout the school year, school staff participate in professional development sessions on improving language and literacy acquisition for all students.

Students

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	2.0	2	50	Mastery Charter Schools	School Entity	Yes

Knowledge

- Integrating language and literacy instruction into all subject areas
- Writing across the curriculum
- Reviewing topics covered during teacher orientation

Supportive Research

Aligned to PDE Standards

Designed to Accomplish

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.

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.

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	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
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 discussion Lesson modeling with mentoring Joint planning period		

activities

LEA Goals Addressed: **Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.** **Strategy #1: Provide effective professional development to train and support staff**

Start	End	Title				Description		
8/27/2014	6/30/2022	Professional Development on Teaching Diverse Learners in an Inclusive Setting				Throughout the school year, school staff participate in professional development sessions on teaching diverse learners in an inclusive setting.		
	Person Responsible	SH	S	EP	Provider		Type	App.
	Principal	2.0	2	50	Mastery Charter Schools		School Entity	Yes

Knowledge

- Modifying curriculum for diverse learning styles
- Reviewing topics covered during teacher orientation

Supportive Research

Aligned to PDE Standards

Designed to Accomplish

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.

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.

Training Format
 Series of Workshops
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring
Joint planning period
activities

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

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

Affirmed by Scott Gordon on 6/19/2017

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

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

No signature has been provided

Board President

Affirmed by Scott Gordon on 6/19/2017

Superintendent/Chief Executive Officer