

Frederick Douglass Mastery Charter School

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

5700 Wayne Avenue
Philadelphia, PA 19144
(267)443-0673

Federal Accountability Designation:	Focus
Schoolwide Status:	Yes
CEO:	Scott Gordon
Date of Local Chartering School Board/PDE Approval:	7/1/2010
Length of Charter:	5 years
Opening Date:	8/31/2010
Grade Level:	K-8
Hours of Operation:	8 AM-4PM
Percentage of Certified Staff:	82.00 %
Total Instructional Staff:	44
Student/Teacher Ratio:	16:1
Student Waiting List:	7
Attendance Rate/Percentage:	90.10 %
Enrollment:	729
Per Pupil Subsidy:	Regular Ed \$10,157 / Special Ed \$28,980
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	95.30 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	160

Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	707.00
Hispanic	15.00
White (Non-Hispanic)	1.00
Multicultural	5.00

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	176.00	183.00	183.00	0.00
Instructional Hours	0.00	0.00	1011.47	1045.27	1045.27	0.00

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

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

MASTERY VALUES

1. Student Achievement -- Above All

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

2. We Serve

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

3. The High Road

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

4. Grit

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

5. Joy and Humor

Our positive, caring culture supports student and staff success.

We like fun. We love to laugh.

6. Straight Talk

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

7. Open Doors

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

8. Continuous Improvement

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

9. One Team

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

Educational Community

In 2010, Frederick Douglass Elementary School, a formerly district-run public school, was named one of seven "Renaissance charters." That year, Scholars Academies assumed operation of Douglass. In an effort to improve academic outcomes, Scholars Academies asked Mastery Charter Schools to assume operation of Frederick Douglass beginning in the 2015-16 school year. Frederick Douglass has been part of the Mastery network of schools since then.

Mastery Charter Frederick Douglass Elementary is a neighborhood school serving grades K-8 in North Philadelphia. When you walk through our doors, you can feel the students' joy and excitement to learn, as well as the love our teachers and school leaders have for every child in the building. We pride ourselves on challenging our students academically and educating the whole child. That means along with the core classes of math, science and reading, we focus on the core values of respect, responsibility, hard work, teamwork and kindness. Students who attend Douglass Elementary have the opportunity to attend our Simon Gratz High School, giving them a full K-12 Mastery experience.

Board of Trustees

Name	Office	Address	Phone	Email
Suzanne	Member	5700 Wayne	215-866-9000	Board@masterycharter.org

Biemiller		Avenue, Philadelphia, PA 19144	ext. 15001	
Hosea Harvey	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Donald Kimelman	Treasurer	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Stacy Sellers	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Rahman Sulaiman	Secretary	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Judith Tschirgi	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Robert Victor	President	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
John Walsh	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	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. All members complete the Statement of Financial Interest as required by the Public Officials Act and Board training as mandated by Act 55.

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.

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 meet with members of the District leadership as needed to discuss ways Mastery can 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

Student Enrollment at Frederick Douglass Mastery Charter is predicated on meeting specific parameters:

- Turning 5 years old by September 1 of the enrolling school year.
- Attending grades Kindergarten-8th grade
- Residing in the Douglass catchment area (based on the data from School District of Philadelphia- https://webapps.philasd.org/school_finder/)

Students who meet these parameters can apply to attend Frederick Douglass Mastery Charter. Students are brought in on a rolling basis after completing/submitting the required documents for the school, including:

- Charter School Student Enrollment Notification Form

- Act 26 Form
- Home Language Survey
- Proof of Residency
- Birth Certificate
- 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 Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2013	709	763	2	Moved too far away; disagreed with school model	12

2012	744	715	0	Moved too far away; disagreed with school model	16
2011	655	725	0	Moved too far away; disagreed with school model	0
2015	783	775	1	Moved too far away; disagreed with school model	0
2016	771	773	0	Moved out of area	0
2017	769	751	0	Moved out of area	0
2018	755	710	0	Moved out of area	0
2019	729	692	0	Moved out of area	19

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
2013	82	99	96	80	92	83	82	78	71				
2012	89	95	79	91	85	92	76	72	65				
2011	82	75	76	78	80	75	70	58	51				
2015	78	80	100	106	97	81	85	86	70				
2014	74	94	96	95	81	85	87	71	74				
2016	68	82	85	101	102	95	72	83	83				
2017	85	82	81	90	106	93	88	71	73				
2018	83	74	84	81	83	105	95	88	62				
2019	88	80	72	81	78	82	92	78	78				
2020	68	82	81	75	80	78	78	86	71				

Stakeholder Involvement

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Name	Role
Kristen Anderson	Elementary School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Suzanne Biemiller	Community Representative

Saliyah Cruz	Ed Specialist - Social Restoration
Erica Cruz	Elementary School Teacher - Regular Education
Gerry Emery	Business Representative
Scott Gordon	Administrator
Hosea Harvey	Community Representative
Don Kimelman	Business Representative
Karen McCain	Ed Specialist - Other
Kate O'Connell	Elementary School Teacher - Regular Education
Robin Olanrewaju	Parent
Michael Patron	Administrator
Michael Sanford	Middle School Teacher - Regular Education
Akeere Scott-Mack	Building Principal
Stacey Sellers	Parent
Shauna Singleton	Elementary School Teacher - Regular Education
Sarah Slowick	Elementary School Teacher - Special Education
Tyrik Washington	Middle School Teacher - Regular Education

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))

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	8/1/2019	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:

PSSA scores have increased every year since joining the Mastery Network.

Charter School Concerns

Concern #1:

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

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.

Charter School Level Plan

Action Plans

Goal #1: 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 Mastery instructional standards.

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: PSSA Scores

Specific Targets: Closing the gap between 2015 baseline scores and 100% proficiency within 6 years

Strategies:

Provide effective professional development to train and support staff

Description:

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

SAS Alignment: None selected

Response to Instruction and Intervention (RtII) - Reading

Description:

We are implementing 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).

SAS Alignment: None selected

Response to Instruction and Intervention (RtII) - Math

Description:

We are implementing Response to Instruction and Intervention (RtII) math interventions. All interventions are research-based programs that will help to close the achievement gap between our underperforming students and their higher-performing counterparts.

SAS Alignment: None selected

Smaller Class Sizes

Description:

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

SAS Alignment: None selected

Implementation Steps:

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: 8/10/2015 **End Date:** 6/22/2022

Program Area(s): Professional Education

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: 8/10/2015 **End Date:** 6/22/2022

Program Area(s): Professional Education, Teacher Induction

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: 8/22/2018 **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: 8/22/2018 **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: 8/22/2018 **End Date:** 6/14/2022

Program Area(s):

Supported Strategies:

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