

Mastery CS-Smedley Campus

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

5700 Wayne Avenue
Philadelphia, PA 19144
(215)537-2525

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Scott Gordon
Date of Local Chartering School Board/PDE Approval:	7/1/2015
Length of Charter:	5 Years
Opening Date:	8/25/2010
Grade Level:	K-6
Hours of Operation:	8:00 - 4:00
Percentage of Certified Staff:	86.00 %
Total Instructional Staff:	53
Student/Teacher Ratio:	16:1
Student Waiting List:	115
Attendance Rate/Percentage:	93.30 %
Enrollment:	778
Per Pupil Subsidy:	Regular Ed \$8,327 / Special Ed \$26,197
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	96.20 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	172

Student Profile

Group	Student Count
American Indian/Alaskan Native	5.00
Asian/Pacific Islander	6.00
Black (Non-Hispanic)	484.00
Hispanic	225.00
White (Non-Hispanic)	19.00
Multicultural	39.00

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	174.00	184.00	0.00	0.00
Instructional Hours	0.00	0.00	997.03	1058.03	0.00	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 during the summer orientation in August. Performance metrics are set, action plans are developed, and committees are organized as needed. When appropriate, goals may be modified after teacher input.

4. **Incremental Progress Reviews Every 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 post-secondary 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

Mastery Charter School Smedley Elementary is a turnaround school based on the model developed by Mastery Charter High School -- Lenfest Campus (founded in 2001). Mastery's mission is to prepare urban youth for success in higher education and the global economy. Mastery Charter was selected by the Smedley Elementary Renaissance School Advisory Council for complete restart in May 2010. Smedley is a K-6 school in the Frankford section of the city.

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

The turnaround has been very successful. Before the turnaround there was a significant disparity between Smedley test scores in Reading and Math and the state average. The school has shown strong PSSA growth, attendance, student retention, behavior/reduction in violence, increase in parent participation, and reading level growth K-2.

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
Skip Manor	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Tony Payton	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
Stacy Sellers	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 1205	Board@masterycharter.org
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 five times annually and reviews Board governance responsibilities and ethics considerations. The school complies with Sunshine Law requirements by posting our meetings in the Philadelphia Daily News at the beginning of the school year. Finally, the Board approved a resolution stating Mastery's compliance with the Public Officials Act; all members complete the Statement of Financial Interest as required by the Public Officials Act.

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 the School Reform Commission and other members of the District leadership on several occasions this year to discuss ways Mastery could

effectively work with the School District. Mr. Gordon speaks regularly with the charter school office and key departments within the District if any issues arise.

Student Enrollment

Student Enrollment at Mastery Charter School Smedley Campus is predicated on meeting specific parameters:

- Turning 5 years old by September 1 of the enrolling school year.
- Attending grades Kindergarten-6th grade
- Residing in the Smedley 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 Mastery Charter School Smedley Campus. 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 (Proof of age)
- 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 2017-18 Application.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	745	722	0	Moved out of area	2
2014	756	725	0	Moved out of area	0
2015	731	727	0	Moved out of area	0
2016	777	752	0	Moved out of area	2
2017	779	742	0	Moved out of area	3

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	112	111	113	113	93	106	95						
2013	111	117	106	100	104	100	85						
2012	117	109	102	107	101	98	76						
2011	108	102	103	99	103	91							
2015	115	111	115	103	105	89	93						
2016	113	125	113	110	114	110	92						
2017	104	119	119	118	112	107	108						
2018	115	102	107	112	115	109	89						

Stakeholder Involvement

Name	Role
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Nate Alcott	Elementary School Teacher - Regular Education
Kelly Crowley	Elementary School Teacher - Special Education
Saliyah Cruz	Ed Specialist - Social Restoration
Graham Finney	Community Representative
Scott Gordon	Administrator
Bridget Graham	Elementary School Teacher - Regular Education
Esther Hwang	Elementary School Teacher - Regular Education
Donald Kimelman	Business Representative
Hannah Krause	Elementary School Teacher - Regular Education
Skip Manor	Business Representative
Karen McCain	Ed Specialist - Other
Caitlin Murphy	Building Principal
Not Applicable No Secondary School	High School Teacher - Regular Education
Not Applicable No Secondary School	High School Teacher - Regular Education
Megan O'Brien	Middle School Teacher - Regular Education
Michael Patron	Administrator
Tony Payton	Community Representative
Shayla Pole	Middle School Teacher - Regular Education
Stacy Sellers	Parent
Laurie White-Boyette	Parent

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		
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X		
Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X	X		
Student Codes of Conduct	X	X		
Comprehensive School Safety and Violence Prevention Plans	X	X		
Purchase of Security-related Technology	X	X		
Student, Staff and Visitor Identification Systems	X	X		
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X		
Counseling Services Available for all Students	X	X		
Internet Web-based System for the Management of Student Discipline	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		
Attendance Monitoring	X	X		
Behavior Management Programs	X	X		
Bullying Prevention	X	X		
Career Awareness	X	X		
Career Development/Planning				
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X		
Emergency and Disaster Preparedness	X	X		
Guidance Curriculum	X	X		

Health and Wellness Curriculum	X	X		
Health Screenings	X	X		
Individual Student Planning				
Nutrition	X	X		
Orientation/Transition	X	X		
RTII/MTSS	X	X		
Wellness/Health Appraisal	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	EEI	ML	HS
Accommodations and Modifications	X	X		
Administration of Medication	X	X		
Assessment of Academic Skills/Aptitude for Learning	X	X		
Assessment/Progress Monitoring	X	X		
Casework	X	X		
Crisis Response/Management/Intervention	X	X		
Individual Counseling	X	X		
Intervention for Actual or Potential Health Problems	X	X		
Placement into Appropriate Programs	X	X		
Small Group Counseling-Coping with life situations	X	X		
Small Group Counseling-Educational planning	X	X		
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X		
Student Assistance Program	X	X		

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X		
Case and Care Management	X	X		
Community Liaison	X	X		
Community Services Coordination (Internal or External)	X	X		
Coordinate Plans	X	X		

Coordination with Families (Learning or Behavioral)	X	X		
Home/Family Communication	X	X		
Managing Chronic Health Problems	X	X		
Managing IEP and 504 Plans	X	X		
Referral to Community Agencies	X	X		
Staff Development	X	X		
Strengthening Relationships Between School Personnel, Parents and Communities	X	X		
System Support	X	X		
Truancy Coordination	X	X		

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X		
Individual Screening Results	X	X		
Letters to Parents/Guardians	X	X		
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook	X	X		

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:

- Current School Insurance Coverage Policies and Programs 2016-17.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 only provided transportation in the form of SEPTA Weekly Student Transpasses 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 SCN Network 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 transpasses is published. Dunbar Armored Car Services then 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. If a student changes addresses, the address is changed in our eSchools database, as well as the SCN once proof of residency is received. If a student is found to have an address listed in the SCN 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 the SCN 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.
- Contract and manage taxi transportation for individual students, as needed based on IEP needs.
- Finding ways to collaborate taxi routes is a priority so that single cabs can pick up additional students which would drive down total costs for specialized transportation.

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 expulsion?	Yes
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.

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Never

High School Level

- Never

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. First, special education case managers meet with their caseload students' grade team teachers to provide support in designing & implementing classroom-based interventions to support struggling students. Grade-team meetings typically occur on a weekly or bi-weekly basis. Interventions vary based on the individual student; typical interventions might include a reduction in the amount of work to support a student going deeper into a specific skill in order to ensure that learning has occurred; an opportunity for small-group instruction or re-teaching to ensure that the new skill has been mastered, or a supportive tool to provide access to the content.

Additionally, new teachers of interventions meet between 6-8 times per year for a targeted professional development series as a part of our New Teacher Induction. The professional development topics are tailored to intervention teachers and are led by either the Director of Academic Interventions, the Curriculum Developer for Interventions or a lead intervention teacher. Approximately 40% of each session is spent collaborating with peers who teach the same interventions and/or populations of students.

Furthermore, intervention teachers meet 6 times per year (once per report period) for a teacher-led collaborative session. Some of the topics include: sharing of best practices, creating & sharing resources, targeting instructional deficiencies, and many more. These sessions are led by intervention lead teachers and the topics are proposed by intervention teachers.

Finally, at each campus, the Assistant Principal of Specialized Services leads content-specific

professional development for their teaching staff to support the infusion of proven intervention strategies into all classrooms. Some of these meetings have included: child-specific intervention days where teachers present a student of concern to a Mastery panel of support staff for feedback and goals are set to support that student; intervention-specific content PD; inclusion practices for the general education classroom; and many others.

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. In October 2012 we launched a task force led by our Director of Parent Engagement that focuses on strengthening four areas of engagement -- Family Engagement through Training, Community Catalyst, Parent Action/Advocacy Team, and Parent Governance. Parents continue to be actively involved in School Advisory Councils and/or Parent Associations. 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 the school's Board of Trustees 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.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
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		

Empowers educators to work effectively with parents and community partners.	X	X		
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Charter School's Professional Education Characteristics	EEP	EI	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		
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, 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		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X		
Instructs the leader in managing resources for effective results.	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, and team meetings.

Our weekly professional development sessions address observed needs of teachers, including content knowledge development and development of research-based teaching skills. Teachers also receive detailed training on several methods of classroom-based assessment. This year teachers will receive training on diversity and working with families 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.

These grades are not currently served at our school.

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:
8/21/2015 Exact dates varied for groups of employees
8/19/2016 Exact dates varied for groups of employees
8/18/2017 Exact dates varied for groups of employees
The LEA plans to conduct the required training on approximately:
8/17/2018 Exact dates will vary for groups of employees
8/16/2019 Exact dates will vary for groups of employees
8/14/2020 Exact dates will vary for groups of employees

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:
8/19/2016 Exact dates varied for groups of employees
8/18/2017 Exact dates varied for groups of employees
The LEA plans to conduct the training on approximately:
8/17/2018 Exact dates will vary for groups of employees
8/16/2019 Exact dates will vary for groups of employees
8/14/2020 Exact dates will vary for groups of employees

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 Induction program brings inductees together across all our schools for at least 11 sessions, during which they build camaraderie and collegiality as a team. The focus of these sessions are research-based instruction and classroom management practices from our Instructional Standards. Inductees receive training in expectations for instruction in their grade and course, including expectations for rigor of student work and any new initiatives. Inductees learn to access and use Mastery Charter Schools' curriculum guidance materials, which are built upon PA curriculum frameworks.

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' induction program is built on the needs of inductees. New teachers work with a coach who observes and debriefs with them regularly. 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 teachers with outstanding work performance, not current teachers. 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, as a team, in coaching and conferring skills in order to be as supportive as possible to inductees. Coaches are evaluated based on 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 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:

- survey data from inductees, regarding the areas in which they want training and whether they feel trainings are effective
- exit assessments from inductees, to determine whether they are internalizing information and practices from professional development sessions
- 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
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

To improve the achievement of individual students and the overall instructional program, teachers and administrators work closely together to analyze performance data from formative, summative, and benchmark assessments aligned to state standards.

To create this collaborative environment, administrators host a full-day professional development on data usage. On this day, teachers and administrators collaborate and develop a nine-week plan to assist all students in meeting or exceeding their goals. Administrators are also required to present a “state of the school” report to all teachers at the beginning of the day as well as give each teacher their classroom and student level data from our Mastery Value Added System (MVAS) for the period.

Using MVAS, we collect and report all student data. This system uses an algorithm to predict student achievement for each nine-week cycle based on past performance and to report on the quality of student growth each period. Students identified at risk for academic failure are identified and supports are planned to provide them additional assistance.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
---------	-----------

Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administrated by the United States Department of Education, except Reading First.

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant
State/Local Grant Program	Amount of Grant

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

This year Smedley is on track to meet or exceed our goal of 75% of students reading on or above grade level in K-2. We have continued to make progress on our 3-6 PSSA scores and benchmark assessments. We have also worked hard to increase parent participation in our PTA and hosted several successful new family events during the 2016-17 school year.

Charter School Concerns

Concern #1:

As we move into the 2017-18 school year, we are focused on continuing to increase our students' reading levels and PSSA scores. We are implementing a new grammar program that spans K-6 to address gaps across all grade levels.

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:

As we move into the 2017-18 school year, we are focused on continuing to increase our students' reading levels and PSSA scores. We are implementing a new grammar program that spans K-6 to address gaps across all grade levels.

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:

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

SAS Alignment: Instruction

Response to Instruction and Intervention (RtII) - Reading

Description:

Smedley is 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). “

At Smedley, RtII interventions include 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, Smedley 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 participate in Foundations or SIPPS (depending on reading need).
- **Tier III:** These students participate in the Fountas & Pinnell Leveled Literacy Intervention in small groups.

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

Response to Instruction and Intervention (RtII) - Math

Description:

Smedley is implementing Response to Instruction and Intervention (RtII) math interventions. RtII interventions 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. This report uses performance data including benchmark testing, and the PSSA Math assessment.

Based on their performance on these assessments, Smedley 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.
- **Tier III:** These students will receive DTMN in place of enVision math.

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

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: 8/21/2016 **End Date:** 6/17/2019

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: 8/21/2016 **End Date:** 6/17/2019

Program Area(s): Professional Education

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:** 6/14/2018

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:** 6/14/2018

Program Area(s):**Supported Strategies:**

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

*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: 8/21/2016 **End Date:** 6/17/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide effective professional development to train and support staff

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:** 6/14/2018

Program Area(s):

Supported Strategies:

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

Teacher Orientation

Description:

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

Start Date: 8/21/2016 **End Date:** 6/17/2019

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: 8/21/2016 **End Date:** 6/17/2019

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: 8/21/2016 **End Date:** 6/17/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide effective professional development to train and support staff

Appendix: Professional Development Implementation Step Details

Goals Addressed: 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. **Strategy #1: Provide effective professional development to train and support staff**

End	Title	Description	Provider	Type
2016 6/17/2019	Professional Development on Improving Language and Literacy Acquisition for All Students	Throughout the school year, school staff participate in professional development sessions on improving language and literacy acquisition for all students.	Mastery Charter Schools	School Entity
Person Responsible	SH S	EP		
Chief Academic Officer	2 4	25		

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, attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the needed to analyze and use data in instructional decision-making.

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania 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 Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

Goals Addressed: 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.

Strategy #1: Provide effective professional development to train and support staff

End	Title	Description	Type
2016 6/17/2019	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.	School Entity
Person Responsible	SH S EP	Provider	
Chief Academic Officer	2 4 25	Mastery Charter Schools	

- Modifying curriculum for diverse learning styles

Knowledge

- 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, attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the 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 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)

Paraprofessional

Middle (grades 6-8)

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 professional development</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment</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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Goals Addressed: 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.

Strategy #1: Provide effective professional development to train and support staff

End	Title	Description	Person Responsible	SH	S	EP	Provider	Type
2016 6/17/2019	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.	Chief Academic Officer	1.0	4	50	Mastery Charter Schools	School Entity

- 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 economy

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

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, attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the 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 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

Participant Roles Classroom teachers
Principals / Asst. Principals
Paraprofessional
New Staff
Other educational specialists

Grade Levels Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

Follow-up Activities Team development and sharing of content-area lesson

Evaluation Methods Classroom observation focusing on factors such as planning and preparation

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

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional

Student PSSA data

Standardized student assessment

data other than the PSSA

Classroom student assessment

Participant survey

Review of participant lesson plans

Review of written reports

summarizing instructional activity

Goals Addressed: 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. **Strategy #1: Provide effective professional development to train and support staff**

End	Title			Description	Person Responsible	SH	S	EP	Provider	Type
2016 6/17/2019	Teacher Orientation			Teacher Orientation lasts 10 days and offers a wide range of topics.	Chief Academic Officer	40.0	1	50	Mastery Charter Schools	School Entity

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 economy, 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:

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- Increases the educator’s teaching skills based on research on effective practice, attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the 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 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	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
	School counselors		
	Paraprofessional		
	New Staff		
	Other educational specialists		

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 professional development
	Analysis of student work, with administrator and/or peers		Student PSSA data Standardized student assessments

Creating lessons to meet varied student learning styles
 Peer-to-peer lesson discussion
 Lesson modeling with mentoring
 Joint planning period activities

data other than the PSSA
 Classroom student assessment
 Participant survey
 Review of participant lesson plans
 Review of written reports summarizing instructional activity

Goals Addressed: 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. **Strategy #1: Provide effective professional development to train and support staff**

End	Title			Description	Provider	Type
2016 6/17/2019	Team Meetings			Team meetings occur during the academic day and during Wednesday PD time. Topics are focused on instruction that is relevant to the subject matter taught to the team. Topics may focus on a particular standard or instructional issue.	Mastery Charter Schools	School Entity
Person Responsible Chief Academic Officer	SH 2.0	S 36	EP 50			

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

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

Supportive Research Aligned to PDE Standards.

Designed to Accomplish

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
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For classroom teachers, school counselors and education specialists:

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 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)

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

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional learning
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Goals Addressed: 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.

Strategy #1: Provide effective professional development to train and support staff

End	Title	Description
2016 6/17/2019	Weekly Professional Development	Weekly professional development occurs every Wednesday for 2 hours.
Person Responsible Chief Academic Officer	SH 2.0 S 36	EP 50 Provider Mastery Charter Schools
		Type School Entity

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

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Training Format

Series of Workshops

School Whole Group Presentation
Professional Learning Communities

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors 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)</p>
<p>Follow-up Activities</p>	<p>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</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional learning community Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity</p>