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Project Narrative

Absolute Priorities

MaST II is a K-4 Charter School that is planning to enter the second phase with adding a second location that will house the Middle and High School students, starting in 2019/2020 with 6th and 9th grade students. The absolute priority is to create an exciting and inspiring environment that the students and staff enjoy being in every day. Students will be coming from all over the city and we want to build a place that they feel comfortable and can grow both personally and academically.

Competitive Priorities

Priority 1- Supporting High-Need Students

Our mission is to create a stabilized working environment for every child that supports their learning needs and prepares them for a future in the college or working world. This means supports that focus on addressing all learners and provides instruction that is collaborative and differentiated based on the individual needs of each student.

MaST II will provide services to high-need, low-income, and EL students. We will be creating specialized programs at the highest level to accommodate support in these areas of the school. Our budget reflects us creating innovative learning spaces with technology devices. MaST II teachers will work closely with the ESP Team and the MaST I staff to work on building out strategies and documenting resources and strategies to support all learners specifically those that

may need adaptations or modification. The beneficial thing of providing students adapted or modified work digitally is that it is less advertised to the other students; therefore the reluctance to participate will be reduced by the student in need.

Priority 2- Dual or Concurrent Enrollment Programs and Early College High Schools

MaST II will prioritize the involvement of students in the dual enrollment partnership with Community College of Philadelphia. The dual enrollment partnership will include two opportunities:

1. The first is a test in the program at the end of 9th grade that if successful will allow students to gain their associate's degree before they graduate as 12th graders. They will have a choice of either healthcare or business as a focus with this program.
2. The other opportunity is independent.

MaST I will be providing services to help replicate the process and successes into MaST II from the very beginning. The mission of the school is to see the following pathways and goals achieved for all students. MaST I has been able to achieve a 100% graduation rate in the past with 94% of the students going to 4 or 2-year colleges.

MaST strives to fulfill the following core values:

- Challenge students to use their minds at all times and develop core values to carry through the rest of their life
- Set high world-class standards for student achievement
- Be a place where children and adults want to be

- Support teachers in trying new methods and working with colleagues
- Reflect the goals of multicultural communities
- Brings teachers, students, families, and community together to educate everyone better
- Create a consistent “pathway” for student learning and development
- Create a school that focuses on integrative and constructivist curriculum
- Establish multiple learning sites for high school students on college campuses
- Establishes opportunities for internships and collaboration with colleges and businesses
- Creates a K-12 pathway that integrates technology and presentation skills

Selection Criteria

I. Contribution in Assisting Educationally Disadvantaged Students

Due to demand in such a variety of zip codes and due to the school having an open lottery, we anticipate that the proposed school will be very diverse in ethnicity, socioeconomic levels, educational support levels, and population as a whole. MaST intends to provide the best education possible to every student. MaST has developed a budget with the supports to handle “at risk” and “high needs” population. It is clear, with the exhaustive wait list and high demand for MaST’s current school, that the school will be able to achieve the desired enrollment figures. Strategies to sustain enrollment figures will include offering a variety of programs, activities, events, and learning experiences that appeal to a diverse population of students. Other strategies will include outreach and publicizing the school’s successes as MaST-Byberry currently aims to do.

Over the term of the charter, the school will be able to sustain such diversity by providing over 50 clubs and activities that celebrate diversity and the talents of our students. Some of these clubs and activities include cultural groups and events that promote acceptable knowledge of cultural background. Additionally, parent/family involvement nights and resources that will keep families invested in education while also providing tools for success. Programs will also be in place for students who need emotional, social, and academic support to ensure that all student needs are being met.

Below is an overview of the MaST Educational Approach to recruiting and meeting the needs of all of the students.

Recruitment of Students

Attracting new students, with a waiting list of hundreds at each grade level already on file for the MaST I and MaST II schools, will also not be a concern.

However, MaST II will embark on attracting new students using the following strategies:

- Attractive advertisements in city and local newspapers and magazines.
- Electronic mail campaign to those who have applied in the past
- On-going well-advertised evening informational meetings at the school and convenient locations across the city such as universities and places of worship.
- Mailings to targeted overcrowded area schools and schools throughout the city.
- Advertised open houses and invitations to school events and performances.
- Radio and television announcements, budget allowing.
- Consistent availability for enrollment posted on the flagship school website: <http://www.mastccs.org>
- Great Philly Schools school fairs

MaST II will assure compliance with all applicable law related to open enrollment through its concerted efforts to make availability of grade openings known to the populous across the city. All applications will be accepted and no one will be denied equal opportunity of enrollment through an open lottery process. Once students are accepted, concerted efforts will take place to retain new students. New students will be welcomed through:

- A summer orientation program. special programs and extracurricular offerings.
- Given extra academic supports, if needed.
- Making all opportunities at the school equally accessible, including
- Most importantly, making new students feel as if they have always been a MaST II student.

Both new and existing students and their families will automatically receive the warm, caring specialized attention, opportunities, and treatment that make the MaST Charter Schools worthy of its impeccable reputation throughout the city and beyond.

Support for Students:

Students come to school with different levels of readiness. Some students must become proficient in the English language, while other students must overcome economic or social challenges in order to meet the high standards of the Pennsylvania Common Core. This support comes through multiple means:

- Engaging, clear, high-quality lessons in the classroom fostered by a low student to teacher ratio (especially in the lower grades).

- Differentiated instruction so that the learning needs of the broadest range of children are met with the general education classroom.
- Push-in and pull-out special education and EL instruction.
- Counseling and social work services provided to students with behavior, social, and/or emotional difficulties.

All of these strategies and supports ensure that students coming from diverse backgrounds and opportunities, including students with disabilities as well as students with limited English language proficiency, will achieve at their highest potential.

Identifying At-Risk Students

MaST has developed a robust universal screening system using the DIBELS Next curriculum-based measurements to determine which students may be at risk in literacy and is currently piloting DIBELS Next Math probes. These curriculum-based measurements are a set of brief standardized probes used to measure and track progress in basic academic skills in reading and math and they are reliably sensitive to student growth.

Universal screenings are administered three times annually. During this time, a team of trained staff members individually assesses, scores, and enters student data from the benchmark probes into the DIBELS Next Online Data Management portal. Along with PSSA data, the benchmark data is used to screen and identify the children scoring in the lowest 20% of each grade level.

After each universal screening administration, a team of teachers and will meet with the Director of Pupil Services, school principal, and the RTI Coordinator to review the student data. Meetings

occur within a week of data collection. During meetings, the team determines which service students receive interventions, whether additional services are warranted or need to be adjusted, and identifies who will provide intervention service. In making this determination, the team reviews all available student data including student assessment data, relevant academic history, previous intervention programming, and classroom performance of students for convergence. If more than half of the available student data indicates that a student may be in need of intervention, the team will consider that there is enough convergent data to suggest that the student may be in need of an intervention. Once a student is identified as needing intervention with convergent data, the level of intervention is determined. Students with lower median percentiles, typically below the 10th percentile, on the DIBELS receive more intensive interventions than other students.

When teachers agree that services are warranted, schedules for intervention services and regular progress monitoring schedules are created. After the meeting, goals for students who are scheduled to receive intervention are set up based on grade level expectations using the DIBELS Pathways of Progress.

The data review team may determine that a student with convergent at-risk data may only need strategic monitoring. When this occurs, the student is put on a watch list and the student receives additional progress monitoring to ensure that the student stay on track relative to his/her grade-level peers or will receive intervention services at a later date. Parents of students who receive intervention service will be given a standard report about student progress at around the

same time report cards are distributed. If possible, teachers will explain in person the progress monitoring graphs from DIBELS Voyager.

MaST Schools offer innovative programs to prevent student failure, to intervene for students who fall behind, and to accelerate the development and learning of students with disabilities.

At Risk Students

MaST's curricula and instruction are designed to help students acquire a broad base of knowledge and skills in core subject areas. Our school structure—use of time, allocation of staff and resources, school culture common school-wide behavior expectations, and close collaboration with families—are all implemented with the goal of maximizing student learning.

We have adopted a two-pronged approach to accelerate student achievement and meet grade-level standards. In content area subjects, we will group students heterogeneously while in English Language Arts and Mathematics we will use homogenous groups based on student assessment. This dual approach gives students the time and tools they need to succeed in grade-level standards-based coursework.

Teachers use assessment data to identify students' strengths and weaknesses to provide differentiated support in the classroom. Students identified as being significantly behind or not making progress will receive intervention support from a broad repertoire of supports that could include after school tutoring, small group reading and/or math intervention support as part of our Response to Intervention services, classroom behavior supports, counseling, special education,

EL instruction, and/or summer school. In addition, teachers will regularly arrange times for re-teaching before school and after-school.

Response to Instruction and Intervention (RtII)

RtII is a three-tier intervention model that monitors reading achievement in grades K-6. All students are screened and monitored for specific literacy benchmarks using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students identified as needing additional assistance are provided with targeted intervention using research-based reading interventions and are progress monitored on a weekly or bi-weekly basis.

Some students who do not qualify based on DIBELS universal screening data may receive additional support within the classroom to meet grade level expectations. While the grade level expectations remain the same for all students, the instructional strategies for these students may involve a change in the manner in which curricular content and skills are reinforced and assessed.

Sometimes, a student's need for differentiation is greater than what is practical in general education setting. When the nature or severity of student needs is such that education in general education classes with supplemental supports and reading intervention no longer meets student needs, MaST will provide a multi-disciplinary evaluation to determine eligibility for special education services.

II. Quality of the Project Design

Objective Overview	Measurable Goal	How will it be measured?
<p>By creating an innovative and inspiring workspace for students, we anticipate that students will want to come to school and the attendance rates will be high.</p>	<p>In the 2019/2020 school year, MaST II will have an attendance rate of at least 90% for the yearly average.</p>	<p>Data will be pulled and documented from PowerSchool, the Student Information System used by MaST Schools.</p>
<p>All students at the MaST II Tacony Campus, will have access to a Chromebook or iPad. This will allow for the various levels of resources anticipated to be needed to be easily and readily available to support all students.</p>	<p>MaST II will have 1:1 devices for students at the Tacony Campus.</p>	<p>Devices will be inventoried and compared to the student enrollment.</p>
<p>The projections for incoming students show a higher rate of students that will be in need of EL services. The objective with all students is to meet their specific needs. MaST II teachers will understand and go through professional development around supporting EL students as we will be focusing on this population at MaST III. Our goal is to give new teachers the proper support systems for helping EL students be</p>	<p>90% of instructional staff will participate in at minimum one 60 minute training session annually with the focus on supporting EL students.</p>	<p>Staff sign in sheets will be used to ensure 90% of instructional staff attend a PD on EL strategies.</p>

<p>successful in the classroom and develop throughout the year.</p>		
<p>The use of the digitally immersive curriculum resources and the mentoring from the veteran teachers at the Flagship MaST will result in an increase in academic achievement demonstrated in the Study Island quarterly benchmark assessments.</p>	<p>Increase the percentage of students in 6th grade obtaining proficient/ advanced in the ELA Benchmark Assessment by 7.5% at the completion of the school year.</p> <p>Increase the percentage of students 6th grade obtaining proficient/ advanced in the Math Benchmark Assessment by 20% at the completion of the school year.</p>	<p>Study Island Benchmark Reports will be used to measure the academic progress.</p>
<p>MaST I currently has a partnership with Community College of Philadelphia, it is anticipated to create a similar partnership with MaST II. Students that are interested and meet the criteria will typically test in Spring of their 9th grade year for placement in a dual enrollment program.</p>	<p>In the 2019/2020 school year, at least 20% of the students will opt to to take the dual enrollment assessment to determine eligibility for the program.</p>	<p>Students that take the assessment will be documented.</p>

<p>Students will have access to their learning materials and practice resources in school as well as at home. This will allow the parents to see and work with their students on improving academically. Surveys will be sent out to determine who may need alternatives or assistance in accessing digital resources due to lack of device/internet connection availability at home. Based on the survey, arrangements will be made to meet the needs.</p>	<p>MaST II will hold a resource night in which parent resources available will be presented and demonstrated. This resource night will be attended by at least 20% of the parents.</p>	<p>The parent night attendance will be tracked with a sign in sheet.</p>
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The MaST Educational Approach

MaST's educational program is designed by starting with the end in mind: students will have the knowledge and skills necessary to be prepared for higher education and the global economy in the 21st century. We embed Pennsylvania Common Core standards into each grade curricula with each grade strategically building upon the skills mastered in the previous grade. Each grade level is defined by the measurable learning outcomes that students will achieve. Scope and sequences are structured around these standards and lay out which standard students need to master. Our standards-based approach enables coherency and consistency across our classrooms to support the learning of all students.

Developed and informed by years of experience, MaST Schools employ a core set of practices that are central to our academic program and meeting our mission of preparing students to succeed in high school, college, and beyond.

Keep It Personal:

Feeling known, cared for, and respected are prerequisites to the sense of personal value and well being that is necessary for effective learning. MaST II will operate its Lower School and Upper School as semi-independent, thus ensuring that every student is part of a smaller community where they feel like they belong. Because of this design, students are known well by the teachers. In addition, this “small school” or individualized approach to all students, best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom.

Focus on Literacy:

MaST Schools believes that literacy is the critical building block to all of student learning. Students who read grade-level material accurately, fluently, and with comprehension can access the curriculum across the content areas. We dedicate significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies, and fostering fluency by inculcating a deep love of reading. Specific practices reflected in our educational program.

- We staff our classrooms with a certified teacher and a part-time instructional assistant to ensure a low student-to-teacher ratio, allowing for more one-on-one and small group instruction as well as enhancing teacher knowledge of each student.

- We are deliberate in our use of technology to support student literacy acquisition. We use iPad apps and scholastics I read supplemental reading program to provide valuable practice.

MaST Schools use DIBELS to identify students in grades K through six who are reading below grade level and need support and intervention. The DIBELS assessments are administered three times a year to determine a student's reading achievement and to document progress over time. This strong focus on ensuring early literacy for all students assists students with disabilities, those with limited English language ability, and those "at-risk" of academic failure in building foundation in literacy skills which in turn prevents them from falling behind later, as so many of their peers do, when the educational focus shifts to content acquisition.

Technology Supports

Over the past five years, MaST has developed staff capacity and expertise to support student learning with technology. As a result of these efforts, students now use technology for remediation, differentiation, and learning acceleration. To this end, MaST's model for differentiated learning utilizes multiple technologies, in addition to non-technology strategies, to provide personalized learning and communication supports that enable students to access the curriculum. MaST IIs Tacony Campus will use similar technology supports such as those used at the other MaST Schools:

- Blended Learning: Scholastic Education Read 180 Next Generation, System 44, and iRead reading intervention curriculum combine classroom instruction with adaptive reading software to increase reading comprehension and enhance vocabulary acquisition.

- Student Progress Monitoring and Student Data Track: MaST uses DIBELS Next Online progress monitoring software from Voyager Sopris Learning and tracks student progress using [DIBELS.Net](#) and AIMSWEB, a online curriculum-based measurement progress monitoring system to track and report progress on IEP goals.
- Access Supports: online textbooks with read aloud support, Learning Ally, an audiobook subscription service for students with vision and print-related disability, iPad text-to-speech supports, and word prediction software such as Co-Writer and Typo-HD.
- Communication Supports: Proloquo2Go, a picture-symbol iPad communication app that gives voice to people who cannot speak and Boardmaker, desktop software that allows educators to create picture symbols for everyday objects and events.
- Assistive Technology: LiveScribe, a smart-pen that captures students' notes and diagrams while recording classroom lectures and FM Units to support students' hearing in the classroom.

Differentiated Instruction/Personalized Learning

MaST II uses a balanced literacy approach to teaching English Language Arts. All students participate in guided reading, word study, and self-selected reading. In the elementary grades, students read stories and nonfiction passages from the Wonders reading program and leveled texts from a variety of publishers. In middle school and high school, students will read an increasing number of novels, essays, and other non-fiction passages.

MaST's writing instruction follows a writer's workshop framework. In Writer's Workshop, mini-lessons are taught on a variety of skills and topics offering differing levels of teacher support. In addition, teachers conduct individual conferences with students on a regular basis.

The one-on-one conferencing between the teacher and student is geared toward developing student writing proficiency for diverse purposes and audience. MaST teachers use a variety of books and instructional strategies to tie Reading to Writing.

Math instruction focuses on building students' conceptual understanding of mathematics.

Teachers model mathematical concepts and "think aloud" to make problem solving visible and accessible to students so that they can apply the process on their own. Teacher modeling is followed by teacher guided practice where students apply the skills while still receiving peer and teacher feedback as they work to practice and apply the strategies to their own math problems.

The instructional cycle culminates with independent practice where the skills the student developed through teacher modeling, and honed in guided practice, is applied individually by our student learners.

MaST intervention curricula provides specialized teaching methods to support students' acquisition of literacy and mathematical skills. MaST II employs reading intervention instruction from curricula such as Lindamood Bell Phoneme Sequencing Program (LIPS), Wilson Reading System (WRS) and Taking Flight. These interventions provide multisensory instruction, an instruction strategy that involves the simultaneous use of visual, auditory, and kinesthetic-tactile pathways to enhance the learning of written language. Teachers make explicit connection to the visual (language we see), auditory (language we hear), and kinesthetic-tactile (language symbols we feel) pathways in learning to read and spell.

In addition, MaST's SAIL classroom offers specialized instructional strategies for children with autism and children with moderate-to-severe disabilities. Like our general education program,

SAIL uses a balanced literacy approach to teaching reading drawing from the Pathways to Literacy, Early Literacy Skills Builder, and Building with Stories Curriculum from the Attainment Company. In Pathways to Literacy and the Early Literacy Skills Builder, the curricula adapt reading instruction to the needs of students with more moderate disabilities including students who are not yet verbal. Beginning levels of the program involve the use of objects named in the story to make learning more concrete. Objects are then paired with picture objects and are gradually faded. The program is to develop and strengthen student print awareness and to provide differentiated beginning reading instruction. In the Building with Stories curriculum, students participate in adapted read-aloud stories of authentic literature using a simplified repeated response where students are able to respond with picture icons and/or switches.

SAIL's math instruction used the Early Numeracy curriculum from the Attainment Company. The Early Numeracy curriculum systematic instruction the focuses on developing and establishing one-to-one correspondence and progresses to more complex skills like using sets for addition and creating ABAB patterns. The curriculum provides differentiated prompts from most-to-least intrusive.

Our approach to teaching ensures that all student needs are addressed through differentiation, flexible instructional formats and student grouping, tiered assignments, and frequent progress monitoring.

General Education Supports

Our continuum of services begins with increased supports and interventions in general education. Classes in grades K-6 are staffed with a full-time general education and a part-time instructional

assistant to provide additional support and remediation to students who require remediation or re-teaching. In addition, teachers in grades K-5 have built dedicated intervention time into their schedules.

Special Education

Our special education program is designed to allow eligible students the opportunity to reach their potential and maximize their learning. Whenever possible, a collaboration model is employed, and special education services and supports are provided in the general education classroom. Specially designed instruction may be provided in a regular classroom setting and/or within a resource room with a pullout setting depending on the student's individual needs. The ultimate goal is ensure full access to the general education curriculum and programming to students with special needs.

Collaboration Model

In classrooms where the lead teacher is the regular classroom teacher, the teacher provides instruction with additional support with assistance from the special education teacher. The special education supports instruction in real-time and then works with children after instruction to provide specially designed instruction, ensure understanding, and to provide adaptations and modifications. In other situations, general education teachers and special education teachers work together to teach a classroom of students. Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide specially designed instruction.

Special Education Teacher Supports - SETS

Depending on a student's needs, he or she may need to be scheduled to receive small group, or

individual instruction, in another setting outside of the general education classroom to receive intervention support in reading, writing, and/or mathematics. In addition, a student may be pulled out of a general education setting for assistance with completing an exam, benchmark exams, and participating in regular progress monitoring.

Intensive Instructional Support Service

MaST II will provide more intensive support to students who are performing well-below grade level. Students who receive special class support typically would have the general education curriculum significantly modified or are provided with alternate curricular materials that are aligned to state standards. Modified instruction is provided for up to two periods a day, with the remainder of the day spent in general education classes. A student's IEP indicates the instructional areas in which the student receives the special class services as well as the accommodations that a student requires while participating in general education classes.

Approved Private Schools

MaST Schools work to ensure that all students with disabilities receive a free and appropriate education (FAPE) in the least restrictive environment, are appropriately evaluated, are provided with an IEP, and that parents of students with disabilities are involved in the development and decisions regarding an IEP and have access to the appropriate procedures and mechanisms to resolve any disputes or disagreements related to the provision of FAPE consistent with all applicable federal and state regulations. In all cases, MaST will meet the needs of special education through a combination of internal staff, third-party service providers, or through other arrangements.

English Learners

In addition to special education programs and services, MaST Schools provide instruction and support to English Learners for the purpose of facilitating English proficiency. Students are screen for potential placement in the EL program based on their response to the Home Language Survey and a review of their previous educational records. The W-APT screener is used to determine eligibility for services and to identify an appropriate level of support for the student.

A qualified EL teacher provides planned instruction and supports the adaptations /modifications in the delivery of content instruction that all teachers provide. Planned instruction is designed to supplement and support the student’s instruction in the classroom. Adaptations and modifications in both instruction and assessment based on the student’s English language proficiency levels and aligned to Pennsylvania ELP standards and Pennsylvania Reading, Writing, Speaking, and Listening Standards. All students are given a grade aligned with the student’s proficiency levels in listening, speaking, reading and writing using the WIDA Can-Do Descriptors by content and grade range. The EL teacher regularly collaborates with teachers of ELs and schedules parent conferences as needed. Mast periodically conducts internal program evaluations to respond to student data.

EL students, including students with disabilities, are annually assessed in the domains of speaking, listening, reading, and writing using the WIDA ACCESS for ELs®. MaST complies with all state reporting for students receiving English Language Learning support through the Pennsylvania Information Management System (PIMS) and its Charter School Annual Report.

Parent notification for EL placement is provided in a language that parents can understand. MaST Schools use the published translated notification letters from the School District of Philadelphia forms available on their website, PDE-approved translations of special education forms and notices, and other services such as Transact and Google translate to ensure that all parents are afforded an opportunity to participate in their child's education.

English Language Learners have equal access to all services offered to other students such as specialized programs, school counseling, and extracurricular activities. MaST ensures that students and their families do not face discrimination or mistreatment from staff or other students based on their background and culture.

MaST's staff members share responsibility for the achievement of ELs. MaST's Administrative Team ensures that all components of the EL Program are in compliance with all federal, state, and Board policies. The EL teacher supports and provides specialized support to EL students. Teachers provide appropriate instruction to ELs to learn and achieve.

Meeting Student Needs:

MaST II employs a three-tiered model of supports focused on nurturing and sustaining the personal, behavioral and social skills of our students. Appropriate behaviors will be modeled by all students, teachers, and staff and acknowledged and reinforced on a regular and ongoing basis. Our experience suggests that the majority of students can be supported by teaching and consistently applying common school-wide behavior expectations, recognizing students' academic and personal achievements, and supporting the development of their social skills.

Tier 1: Universal Supports

Our first tier level of support will provide all students with research-based school-wide practices that contribute to a positive school culture. We will focus our efforts in teaching students how to engage in prosocial behavior and accepting personal accountability for appropriate and inappropriate behavior.

These strategies will be embedded in our educational model and would include many of the activities currently practiced at the other MaST Schools:

- Review 360: A school information system for student behavior and interventions
- School-wide rituals and celebrations including a 2-day overnight camping program for 5th grade students focusing on team building and creative problem-solving at College Settlement Camp in Horsham, PA.
- Panther Pride: MaST's school-wide student recognition program
- Broad range of student extracurricular clubs and activities
- Whole-classroom social skills instruction led by the school counselor
- Professional development for teachers and administrators

Tier 2: Secondary Supports

In addition to the universal supports employed as primary prevention, MaST II will provide targeted support to identified students for whom those supports have been insufficient. Typically, our approach involves providing small group supports using research-based protocols or

providing simple individual student interventions. MaST II's Campus would use similar systems and small groups interventions to those at the other MaST Schools:

- Student Assistance Team case-management with support from CORA Services
- Small group social skills instruction using Social Thinking, a social skills curriculum by Michelle Garcia Winner, or the Committee for Children's Second Steps curriculum.
- Daily check-ins with the counselor, school social worker or a SAP case manager.
- Club Ophelia, a club for middle school girls who may be at-risk for relational aggression
- Regular communication with a student's outside counselors and/or pediatricians.

Tier 3: Intensive supports

When a student experiences significant mental health or social-emotional problems, MaST II will use a collaborative problem-solving model to identify individualized strategies that can be incorporated into the already existing interventions based on student functional behavior assessment data. This level of support often involves service delivery coordination between MaST families, staff members, and community-based agencies. Some of the tertiary supports at MaST's new charter school will include:

- Evaluating a student for special education supports, conducting a functional behavior assessment and positive behavior support plan, and/or revising a student's IEP.

- Coordinated Behavioral Health Rehabilitation Services including blended case-management, mobile therapy, behavior specialist support, and/or TSS wraparound services.
- Specialized behavior and social support for children with autism from SPIN Inc.
- Individualized counseling and intensive case management.
- Additional medical supports

In our experience, we have found that regular and ongoing progress monitoring is essential in supporting the diverse social and behavioral needs of our students. MaST Schools use Review 360, a specialized student information system that tracks and summarizes student behavior. This software platform enhances our capacity to respond to student behavior data in real-time and it will allow us to gauge the effectiveness of our continuum of supports.

Student Health

A student's health status is directly related to his or her ability to learn. Since children with unmet health needs have a difficult time engaging in the learning process, MaST II will provide school nursing services to students with a licensed profession (LPN, RN, or CSN). The school nurse will support student success by providing health care through assessment, intervention, and follow-up for all enrolled students. School nursing activities include:

- Assessment of health complaints, medication administration, and care for students with special health care needs

- Management and follow up of emergencies and urgent situations
- Mandated health screening programs, verification of immunizations, and infectious disease reporting
- Identification and management of students' chronic health care needs including the development of Section 504 plans, Individual Health Plans (IHPs), Emergency Health Plans (EHPs), and Emergency Evacuations Plans for individuals with mobility problems.

Identifying Students for Mental health or Behavior Supports

MaST II uses a collaborative problem-solving model to identify students who are not responding positively to first tier supports. The Student Assistance Program (SAP) team review individual student data from the Review 360 software platform and from teacher and staff referrals requesting additional assistance for a student.

The SAP team will prioritize students according to their level of need as demonstrated by the number and seriousness of office discipline referrals and minor classroom incidents, the number of days a student has been absent, the student's academic level and special education, and relevant family background information that the counselor and/or school social worker is able to provide.

Students with behavior/social-emotional concerns and who are also below grade level academically will receive interventions to address both areas of need. In the event that there are more students to available resources, the school social worker will work with families to identify

additional community supports and resources until we are able to provide additional secondary supports.

Student response to tier two supports will be tracked and monitored for effectiveness using the Review 360 platform. Our experience has found that some students identified for tier two support can be faded back to school-wide universal supports after a brief period of time often as short as 12 weeks. We have also found, however, that other students continue to need a secondary level of support in order to fully participate in the school program.

MaST II identifies the few students not responding to secondary supports for tier-three social-emotional/behavior supports through individual Functional Behavior Assessments (FBAs). The FBA will investigate why a behavior is occurring in greater detail and it will inform the development of a positive behavior support plan involving more targeted and individualized strategies support student behavior and social-emotional functioning. Additionally, the team may decide that the student requires the intensive support of a wraparound and behavior specialist. The main difference between tier-two and tier-three supports is the intensity and individualization of student supports. Our experience suggests that the majority of the students identified for tertiary supports are students eligible for special education or a Section 504 plan. However, we have also seen students living with significant family stress, including homelessness, who have benefited from individualized, intensive behavior supports who did not require an IEP or Section 504 plan.

II. Quality of Project Personnel

Specific Project Personnel

See Appendix F - ESP Team for more details on the project personnel.

The entire ESP team will assist in this project; however, those specifically responsible for the implementation of the devices and the curriculum are as follows:

- ESP Curriculum Rep
- ESP Technology Team
- ESP Communication Rep

Recruitment of Teaching Staff

School openings are posted on PAREAP, in local and city newspapers, and the school's website.

The school also utilizes TalentEd as a hiring platform. The school has written job descriptions for every position. Although not a charter requirement, we require every staff member to be highly qualified and all instructional staff to be certified, as per state guidelines and does not abide by charter exceptions to permanent certifications. For those positions for which a certificate does not exist, the prospective employee must show proof that they have a college degree, passed Praxis for Highly Qualified status, are enrolled in an appropriate and related certification area, and the expected completion date. Non-instructional personnel go through an application and screening process and must submit updated criminal clearances.

All candidates submit a letter of interest and a resume and/ or a job application. The administrative team carefully reviews all candidates for the position(s). Candidates that meet the

criteria are then scheduled for an interview. The interview committee may vary with the position needed; however, an administrator is always a member of the committee. The final interview is with the CEO. If the candidate is hired, they then meet with the Human Resources Manager to submit their criminal, child abuse, state certification, and all federal and state forms. At that time, they are asked to complete or are given their medical benefits information, 403B forms, emergency contact forms, and the like. MaST Schools has this notice on all applications:

MaST does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact the Human Resources department.

The following clearances must be submitted every five years:

- Completed PA State Police Request for Criminal Records
- FBI Federal Criminal History Record with Fingerprinting
- Completed PA Child Abuse History Clearance
- Completion of PDE Form 6004 (Arrest/Conviction Report and Certification Form) is submitted each year

Employees are given a one year letter of Employment Agreement. Although employees are at-will, employees usually receive support, verbal, anecdotal, and written documentation

warnings prior to dismissal. For immediate dismissal for severe infractions, an employee may first be suspended, pending investigation. However, as set forth in the Employment Agreement, the Employee Handbook, and school policy the school may terminate employment without the need or right of any due process hearing, meeting, or discussion with the employee. The termination decision is subject to the staff complaints and grievance policy.

Our staffing model permits for 25-30 students per classroom. There is one (1) teacher and one (1) classroom assistant in each classroom grades K through 6. Special education teachers are assigned to work with students in specific grade levels, through our inclusion model. Therefore, the adult to student ratio is basically a minimum of 2 to 27 in every classroom throughout the school.

III. Quality of Management Plan

Time	Item	Action Steps	Responsible Person
January 2019- March 2019 (Repeated each year)	iPads & Storage Carts	Pre-requisites: <ul style="list-style-type: none"> ● Apply for Apple Schools Account ● Apply for Jamf Device Management Software Purchasing: <ul style="list-style-type: none"> ● Obtain quotes ● Submit purchase resolution for board approval ● Submit purchase request ● Inventory devices upon arrival ● Enroll in management System ● Install Necessary Apps ● Assign to carts 	ESP Technology Team
March 2019-April 2019 (Repeated	Chromebooks & Storage Carts	Pre-requisites: <ul style="list-style-type: none"> ● Apply for GSuite for Education Domain 	ESP Technology Team

each year)		<p>Purchasing:</p> <ul style="list-style-type: none"> ● Obtain quotes ● Submit purchase resolution for board approval ● Submit purchase request ● Inventory devices upon arrival ● Enroll in management System ● Install Necessary Apps ● Assign to carts 	
January 2019 - June 2019 (Repeated each year)	Furniture	<ul style="list-style-type: none"> ● Create a committee of staff members to research flexible seating options that benefit middle school and high school learners. ● Create a committee schedule of meetings with a goal of a March board presentation of options. ● Committee will send out a student survey to MaST I Middle and High School students for student feedback. ● In March, the furniture committee will present various seating options with quotes and recommendations for the best seating situations for the classes. ● Furniture options will be voted on 	ESP Operations and Curriculum Members

		<p>and resolutions approved.</p> <ul style="list-style-type: none"> ● Furniture will be ordered by May for a delivery of June 2019 to be ready for the 2019/2020 school year. ● Needs will be re-evaluated each year and if there are no changes needed, new orders will be placed for incoming students. 	
January 2019 - June 2019 (Repeated each year)	Interactive Display	<ul style="list-style-type: none"> ● The Furniture Committee of ESP members and teachers will also work on researching best digital options for specific grade/ subject level classes. ● Surveys will be sent out to both students and staff at MaST I to identify interactive display options. ● Interactive Displays will be presented at the March Board meeting in addition to the Furniture. ● Display options will be voted upon and resolutions will be approved. ● Displays will be ordered in May for delivery and installation in June. 	ESP Operations, Curriculum Members, Technology Team
August 2019	Parent/Student Orientation	<ul style="list-style-type: none"> ● Parents will come in to preview the Tacony Campus and participate in a presentation on devices and resources that the students will be using. ● Repeated each August. 	ESP Curriculum and Technology Team

IV. Quality of Eligible Applicant

MaST Community Charter School currently runs a K-12 charter school that serves 1360 students. Its current Board President, Mrs. Karen DelGuercio, founded the school in 1999. Since that time, MaST has won many awards. MaST was one of the first charter schools in Philadelphia and has grown into one of the most successful schools in the state and across the nation! In 2017, MaST Community Charter School was named a National Blue Ribbon School, one of only 9 in PA, and 342 nationwide. MaST/MaST II are in demand, with MaST having 11,516 applications last year for only about 100 open seats K-12! MaST II had over 3,600 applications for about 100 seats (K-4). At a local level in Philadelphia, MaST was top in its cohort in 2016, leading the way with not only academics in the charter community but also had 96% of its students attend college. MaST also had a 99% graduation rate in the same year and served a school-wide Title I population of about 40%. This represents about 550 students, inclusive of about 14% special education population.

MaST II, a new school two years ago, was named “model school” in the School District of Philadelphia’s School Performance Profile. This is the highest distinction you can receive and shows there is growth happening at MaST II. The charts below show how MaST has performed over the years and in comparison to the district. See the below charts for performance as compared to local and state performance.

How We Rank? K-8 Data

K-Grade 8 Data

PSSA MATH PROFICIENCY RATES (Grades 3-8)				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS ¹
2013-2014	91.76%	46.41%	56.55%	84.83%
2014-2015 ²	59.48%	16.90%	17.55%	47.22%
2015-2016	68.79%	18.71%	18.86%	52.64%

PSSA READING/ELA PROFICIENCY RATES (Grades 3-8)				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS
2013-2014	86.11%	42.85%	51.36%	78.29%
2014-2015	73.52%	32.44%	40.09%	67.87%
2015-2016	79.14%	32.68%	39.58%	70.28%

PSSA SCIENCE PROFICIENCY RATES (Grades 4 & 8)				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS
2013-2014	87.92%	38.20%	45.07%	76.02%
2014-2015	84.21%	37.19%	44.89%	75.57%
2015-2016	84.62%	37.47%	43.10%	72.75%

Peer schools include Franklin Towne Elem CS, Green Woods CS, Greenberg, Greenfield, MaST CS, Meredith, New Foundations CS, Philadelphia Academy CS, Philadelphia Performing Arts CS, Sadie Alexander

Charter Renewal Academic and Climate Preview File

How We Rank? K-8 Data

MATHEMATICS, SCIENCE, AND TECHNOLOGY COMMUNITY CHARTER SCHOOL (MAST) AVERAGE GROWTH INDEX (AGI) SCORES ³				
School Year	Math	Reading/ELA	Grade 4 Science	Grade 8 Science
2013-2014	1.82	-1.07	-3.09	6.
2014-2015	-4.57	-4.75	-0.89	4.86
2015-2016	2.30	-0.05	2.82	0.57

% of K-Grade 8 Students Attending 95% + Instructional Days		
School Year	MaST CS	Percentile Rank
2013-2014	72%	93
2014-2015	75%	92
2015-2016	76%	92

K-Grade 8 Climate Metrics						
School Year	Within Year Retention		Across Year Retention		% of Students with Zero Out of School Suspensions	
	Percent	Percentile Rank	Percent	Percentile Rank	Percent	Percentile Rank
2013-2014	98%	86	100%	100	99%	89
2014-2015	100%	96	100%	99	99%	92
2015-2016	100%	98	100%	99	98%	86

Peer schools include Franklin Towne Elem CS, Green Woods CS, Greenberg, Greenfield, MaST CS, Meredith, New Foundations CS, Philadelphia Academy CS, Philadelphia Performing Arts CS, Sadie Alexander

Charter Renewal Academic and Climate Preview File

High School Data

KEYSTONE ALGEBRA I PROFICIENCY RATES				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS ⁴
2013-2014	80.00%	42.60%	40.26%	83.82%
2014-2015	82.52%	43.31%	41.69%	85.44%
2015-2016	86.80%	48.19%	45.56%	84.70%

KEYSTONE LITERATURE PROFICIENCY RATES				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS
2013-2014	95.00%	56.14%	55.26%	93.11%
2014-2015	93.21%	54.36%	56.41%	93.03%
2015-2016	91.80%	60.92%	60.10%	90.84%

How We Rank? High School Data

GRADUATION RATES				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS
2013-2014	96.15%	75.47%	73.94%	97.41%
2014-2015	98.25%	74.30%	79.75%	96.71%
2015-2016	99.00%	75.25%	81.74%	96.98%

HS Climate Metrics						
School Year	Across Year Retention		Across Year Retention		% of Students with Zero Out of School Suspensions	
	Percent	Percentile Rank	Percent	Percentile Rank	Percent	Percentile Rank
2013-2014	99%	95	99%	97	98%	83
2014-2015	100%	98	99%	98	97%	77
2015-2016	98%	91	99%	96	99%	90

How We Rank? High School Data

KEYSTONE BIOLOGY PROFICIENCY RATES				
School Year	MaST CS	DISTRICT SCHOOLS	CHARTER SCHOOLS	PEER SCHOOLS ⁵
2013-2014	76.00%	28.26%	25.41%	71.20%
2014-2015	74.76%	33.33%	29.76%	78.73%
2015-2016	82.60%	40.48%	36.19%	79.56%

MaST CS AVERAGE GROWTH INDEX (AGI) SCORES ⁶			
School Year	ALGEBRA I	LITERATURE	BIOLOGY
2013-2014	7.20	5.26	0.63
2014-2015	2.50	1.87	-0.77
2015-2016	6.10	-0.65	0.53

% of HS Students Attending 95% + Instructional Days		
School Year	MaST CS	Percentile Rank
2013-2014	47%	75
2014-2015	53%	79
2015-2016	57%	80

MaST II, which opened its doors in September 2016, has shown that a changed atmosphere through creative renovations to an older building can ignite learning. The school is currently servicing 58% low income, serving over 31 zip codes, with a 95% daily attendance, within one year has been able to develop a warm culture and climate for 500 students. In two short years, the MaST Education Services Provider team with the help of our MaST II school leadership team has completely transformed an older Catholic School in Lawncrest to an engaging, positive school culture. MaST II and the management team have developed relationships within the community. MaST II pulls from 31 zip codes, which follows the trend that MaST has seen where 41 zip codes are willing to travel to come to school. Both schools in the MaST portfolio follow the same model we are proposing with the third campus which is, if you build it, they will come. This has been the case with MaST for the past 18 years and especially in the past 6 years where the demand for the model and the changing innovation has drawn over 12,000 applications between the schools.

Existing source highlights:

<http://www.philly.com/philly/education/MaST-A-high-tech-Philly-charter-school-in-high-demand-.html>

<http://www.philly.com/philly/education/blue-ribbon-philadelphia-area-schools-2017-20170928.html>

VI. Continuation Plan

MaST II will maintain a stable and thought out the budget to allow for growth and sustainability of the school model. Our model is focused on the use of technology to help create an environment that motivates students to function and think about the future of how they will learn and interact. Therefore, we intend to continue to grow our technology device program in the future and have also created a plan that can sustain itself through our operating budget projects. The goal is that students are eventually able to purchase the device on their graduation cycle at a low cost so they don't have to transfer their files and can utilize their Google account to carry their student work portfolio into the future. We also plan to create a replacement schedule that can be used year-over-year to replace both classroom technology any technology labs that we put in place.

We want to focus our specials classrooms being the standard for what an incubation space feels and looks like, so the furniture and design are met to be flexible, sustainable, and also very functional to learning. MaST II will continue to look at furniture that helps the student focus and be a generation of designers. Many issues need solutions, and we want to use this grant to get started with a foundation that meets the elements and spaces that drive engagement. Rooms, areas, and foundational components like lighting help to focus students and create commitment and forward-thinking. As far as resources and curriculum, MaST II will continue to focus on students and be forward-thinking about supporting them with a sustainable growth plan per grade to adequately help both the teachers and students at the academic level.

This grant is appreciated and gives the school a good starting foundation for getting these grade levels off the ground on a path to success!

See Appendix E for more info.

Application Requirements

A. Roles & Responsibilities

MaST II uses the MaST ESP Team to help with the planning and managing the school.

Operations Overview and Design: MaST ESP Team will provide overview into how its current operations work and will coordinate with the Principal on a daily basis to make-sure the process, people, and organization is healthy. This will involve building oversight, purchasing, events organization and marketing, technology process, and file sharing within the organization. The Principal will be seen as the academic leader in the organization, but will receive guidance and support from the management services via MaST.

Curriculum Design and Implementation Trainings: MaST ESP Team will provide curriculum development, trainings, strategies for teaching, and assistance in the development of new programs and electives at the new campus. This service will also ensure that the curriculum goals are meeting the common core standards. These services will also include assisting in implementing hands-on, blended learning, and flipped classroom strategies. Applications, software, and programs used at MaST will also be replicated over with the assistance of the MaST ESP Team.

Technology Infrastructure: MaST ESP Team will provide installation and management of all technology infrastructure and wiring and work hand-in-hand with the selected manager at the

new location to setup a system in a reasonable amount of time to recreate the structure. MaST personnel have expertise on how to design, install, and roll out technology devices and services relative to large environments and this will provide a huge boost in the productivity of the school early on in the design.

Data Management: MaST ESP Team will provide an overview into PIMS and data submission. Many schools are not reporting data in a timely fashion or understanding the importance and accuracy for their data. MaST prides itself it using PIMS and data as part of the process of understanding strengths and weaknesses. The state has always changed the process year in and year out and therefore it is hard to find experience in this area. MaST II will rely on the MaST ESP Team for data services relative to reporting, analysis, and its understanding of how to properly use its SIS system - PowerSchool. Reporting will include PIMS reports, state reporting, and data requests to serve multiple purposes.

Human Resources and Hiring Processes: MaST ESP Team will provide oversight into the HR processes, procedures, hiring, and contract work. There will be systems, people, and processes that will be replicated with MaST II hires. This will be key to make sure our employees at MaST II will be strong academic team leaders in the classroom.

Technology Integration: MaST-Byberry will provide device training to teachers, students, and parents to implement the overall educational device success at MaST II from the beginning. MaST II will use iPads and Chromebooks as their one-to-one device and expand on their roll-out plan to include new and upcoming applications that will enhance learning and improve the total cost of ownership. MaST was an Apple Distinguished Program named in November 2014, so we have a proven model to rely on for replication services. MaST staff has deployed several types of

technology including Promethean Boards, Student Response Systems, chromebooks, iPads, 3D printing, computer software, MDM systems, and more.

Special Education Services/Support Services: MaST ESP Team will provide services and training in the area of special education services. MaST II will have assistance from MaST in the form of the setup of programs, IEP process and writing, professional training, Read180 software, management software, reporting help, RtII, support services, counseling services, and scheduling support. We want to make sure that MaST II students are properly supported just as MaST students have been over the years.

School Vision and School Environment Design/Building: MaST ESP Team will provide the vision and environmental design that has given it a reputation as the “Futuristic K-12 Charter School In A Class of Its Own.” (The Daily News-April 23rd, 2014). The school environment and design will be a process that is replicated with the help of new ideas and creations via the MaST ESP Team. MaST will use software, imaging, ideas, and examples from the current MaST model to create an environment that is truly one-of-a-kind, and unique to the learning experience of our children.

Construction Management and Renovation: MaST ESP Team will provide design, review, planning, and architectural oversight management to all construction and layouts for the new school. MaST-Byberry will provide services and experience in the bid process and project manager selection process.

Professional Development: MaST ESP Team will provide professional development in the following areas: Classroom instruction, educational strategies and approach, data analysis and

interpretation, classroom management, technology integration strategies, organizational management, professionalism, discipline management, and team-building

Board Policy and Board Development: MaST ESP Team will provide training to the new Board and keep a consistent amount of oversight into the process. Board organization and oversight is something with which new schools struggle. MaST would provide services including policies and procedures, adherence to the Sunshine Law, Open Meetings Law, and Code of Ethical Conduct.

Website and Public Relations: MaST ESP Team will be assisting in promotions and website management for the school. The services will be used to assure that the community outreach about the MaST model is successful. The services will include how to keep parents and applicants interested in the school and growth in the target areas.

Coaching/mentoring administration and staff: MaST ESP Team will provide oversight in the mentoring of the new leader of the school. Staff coaching and mentoring will be ongoing.

Community Outreach: MaST ESP Team will focus on developing and continuing relationships that have already been established within the community. We believe that strong relationships are the key to building a successful, overall environment for children.

Grant Writing: MaST anticipates applying for multiple grants during start-up. MaST has received many grants in the past and anticipates applying for more with MaST II. MaST anticipates more diversity within the school and anticipates a higher Title I percentage, which will open up new grant opportunities.

See Appendix F - ESP Team for more about the ESP team members.

B. Quality Controls

MaST II will monitor itself and its performance throughout the cycle of the school year as its Board as well as the ESP team will be setting up internal checkpoints for data reviews with programs like Study Island to assist with benchmarking and immediate testing analysis.

We take our performance and success across all grades very seriously and our focused on making sure we have the right pieces in place to control the level of work needed within our academic team. At the same time, if MaST II does not have academic success, the district has the ability to identify and discuss these issues with the school. The charter reads:

- 2.. For each year during the term of the Charter, the Charter School shall seek to achieve (i) a School Performance Profile (“SPP”) score of 70 or better, (ii) the Pennsylvania Value-Added Assessment System (“PVAAS”) growth measure, and (iii) the Average Growth Index (“AGI”) growth measure, consistent with the Pennsylvania Department of Education’s Accountability System pursuant to NCLB.
3. If the Charter School achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools during any year of the term of the Charter, the School District shall require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

C. Parent/Community Involvement

Student success requires teamwork between parents, teachers and students. We will strive to make parents feel welcome at their children’s school. Teachers, counselors, and other staff members will provide parents with complete and accurate information early in the school year explaining how their students are performing and describing what resources are available to support their student success. We will foster family engagement in our students’ learning by:

- Holding parent-teacher conferences twice annually; however, individual conferences will be scheduled as necessary upon the parent or teacher request.
- Communication is also essential to build a successful home and school relationship.
 - Families will receive weekly school announcements either digitally or in paper form depending upon their needs.
 - Students projects/assessments will be sent home weekly for parent review and signature to keep the parents up to date on the student progress.
 - Student grades will be easily accessible on the parent portal of Powerschool which is our Student Information System.
 - Teachers will post daily assignments and resources to a mandated teacher page that is linked up to the main school website.
 - The school and staff will use a common communication service, Remind, to send out important information and reminders to families via text message or email, depending on the family preference.
 - The website will be updated regularly with important information and school highlights.
- Parents will have many opportunities for input in parent groups such as AMP (Association of MaST Parents) and PLC (Parent Liaison Committee). These groups will meet monthly to discuss fundraising and family involvement activities, address parental concerns and share parent input on the educational programs.
- An annual parent/family survey will be sent out in the Spring of each year. This survey will get parent feedback on various topics ranging from things like school safety, preferred communication methods, professional development needs for teachers, and workshops that would help parents support their children. These surveys will be reviewed at an open parent meeting in the Spring with any parents interested as well as essential school personnel.
- Conducting periodic evening or weekend workshops designed to help parents hone the skills they need to be effective teachers for their children.

Community/Local Connections

Feedback from community and civic leaders, families and other stakeholders has been overwhelming for years. It is for this reason that we began to plan for a MaST II Campus replication in 2012 and most recently our MaST III school. Community civic groups and community leaders such as, but not limited to, the Somerton Civic Association, Congressman Brendan Boyle, family letters asking us to replicate on a regular basis, and stakeholders such as Community College, local business leaders, and the Fraternal Order of Police consistently and constantly provide positive, glowing feedback and have pledged their support for the MaST school model. Feedback has been in the form of bringing visitors to the school, hosting State Representative meetings at the school, bestowing awards to the school, myriads of complimentary letters, and positive written surveys from parents and the community-at-large.

Community and other agencies will work with the school in various ways to provide support. Some will serve on the Board of Trustees, others may volunteer their time to help in classrooms, with fundraisers, provide professional development, speakers, and outreach for other needs as they arise.

D. **Planned Expenditures-** *See Budget for planned expenditures.*

E. **Family & Community Engagement-** *See Application Requirement, section C.*

F. **Transportation Needs**

Transportation will be set up and arranged with the district busing transportation services. If the student is going into Kindergarten, they must be driven to school and picked up each day.

Yellow buses will be provided via the School District of Philadelphia to any student in grades 1 through 8. This transportation system will be set up and coordinated with the provided bus company and the school. Transportation is not provided by MaST for students in grades 9 through 12. These students are required to arrive at school on time. The tripper buses will be provided by SEPTA as a courtesy to MaST II assuming we can work in a route pickup like MaST-Byberry. It is the responsibility of both the parent/guardian and the child to see that he/she gets to school in the absence of SEPTA. Any required special education transportation will be coordinated and setup according to a student's IEP and agreement with the parents/guardian of the child.

G. Promote Retention Among Students

MaST II will assess students regularly with various benchmark assessments to determine the specific academic needs of each students. MaST schools utilized various educational strategies to ensure differentiated learning is present in the classrooms such as: blended learning with the various subscription and curriculum digital resources, small group learning in which students are able to work on tasks aligned to their levels and needs, guided reading & math groups so teachers can work with specific students in small groups to focus on their specific areas of weakness. Additionally, MaST II will provide various at home resources that are readily available for the students to use with their parents for additional reinforcement practice. *For more information, please refer to the Assisting Educationally Disadvantaged section.*

H. Budget and Operations Autonomy- *See Appendix E.*

I. Recruitment & Enrollment- *Recruitment info is in the Contribution in Assisting Educationally Disadvantaged Section. See Appendix F Admissions.*

J. IDEA

In serving students who have been identified as having disabilities under the law, or, who we suspect may have such disabilities, MaST Schools will comply with all applicable federal statutes including the Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. All students will receive a free and appropriate public education in the least restrictive environment possible. Our staffing model is based on expectations based on PA averages of 15.9% student body with disabilities. While it is impossible to predict the specific needs of the students we will serve, we have built support for students with disabilities into our school plan. We will have an experienced Special Education coordinator, dedicated special education teachers, a full time school social worker, and a part time school psychologist beginning in our first year of operations. In year three, these part time positions will become full time. All special education staff will be appropriately trained, certified, and licensed staff members. In addition, several aspects of our school design, which do not pertain specifically to students with disabilities, have been demonstrated to aid all students, including those with disabilities, in achieving academic success. The school will also hire staff as needed to meet its increasing special education needs as the school expands over the first four years, and as the needs of the school's special education student population evolve.

K. Meet the Definition of Charter School

MaST II will adhere and focus on all students and under the Every Student Succeeds Act as well as The Elementary and Secondary Act in focusing as a community school serving all students that attend MaST II. MaST II will meet every aspect of what defines a charter school:

- Innovative public schools;
- Designed by educators, parents, or civic leaders;
- Open and attended by choice;
- Free from most rules and regulations governing conventional public schools; and, accountable for results

MaST II will be focused on replicating the success of its flagship school, MaST Community Charter School, which has been named a top charter school in the nation and a National Blue Ribbon School in 2017, one of only 342 in the nation. MaST II will be focused on multiple levels of innovation from creative classroom spaces for learning to a rigorous academic program that ties in a STREAM (Science, Technology, Robotics, Engineering, Arts, and Math) focus, with elements of healthcare, CTE, dual enrollment, and AP offerings. The goal is to create a wide array of options that will help us serve all students in our programs. MaST II, once fully outfitted, will be model of innovation and learning that continues to transform the perception of what education looks like in the future. We believe that the Philadelphia School District should work with us to implement best practices in their schools and use MaST as a successful K-12 model that breeds diversity in learning. Our goal is to serve as many students as possible and create a diverse school model that demonstrates that innovation and a unique school environment can bring together students from many zip codes and produce high achieving, 21st Century

students. MaST II will be our third school and our goal is to serve more students in Philadelphia and provide the values and culture that will help shape them into great citizens in the future.

L. Provide Single Sex Educational Program- *N/A*

M. Waiver Requests- *N/A*

N. Logic Model-

O. Applicants Audits- *See Appendix E for Audit for MaST Charter School.*

If applying for E:

1. Charter Agreements- *See Appendix F- MaST & MaST II Charter Agreement.*
2. MaST I & II PSSA 2016/2017 Data

		MaST I						MaST II
Disaggregate: Gender, Ethnicity, ED, IEP		% at or above proficient						
Group	Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3
Schoolwide	ELA	88.7	88.7	81.2	85.9	67	56.3	65.66
	Math	81.1	67.6	72.9	69.4	48.7	35.7	47.47
	Science	N/A	90.6				66.7	
Black or African American	ELA	90	77.8	77.8	90	60	40	68
	Math	80	66.7	66.7	50	20	10	48
	Science		88.9				40	
Asian	ELA	100	75	90	100	77.8	85.7	100
	Math	100	50	80	100	88.9	64.3	92
	Science		87.5				85.7	
Hispanic/Latino or any race	ELA	60	72.7	75	100	50	37.5	50
	Math	60	63.6	75	83.3	0	25	30
	Science		81.8				62.5	
White	ELA	90.7	94.6	83.3	81.7	67.4	58.2	64
	Math	81.3	72.6	75	68.3	50	37.3	42
	Science		94.6				69.7	
Multi-racial	ELA	50	75	0	100	66.7	40	46
	Math	50	25	0	0	50	20	31
	Science		50				40	
Economically Disadvantaged	ELA	80	85.1	66.7	79.2	65	55.3	62
	Math	72	58.7	61.1	58.3	50	27.7	40
	Science		85.1				63	
Individualized Education Plan	ELA	52.9	41.7	23.1	43.8	21.4	27.3	13
	Math	47.1	16.7	15.4	18.8	7.1	9.1	12
	Science		58.3				50	

3. MaST I & II Attendance/Graduation Rates

	Attendance	Retention 16/17- 17/18	4 Year Cohort Grade Rates Reported 10/17	5 Year Cohort Grad Rates Reported 10/17
MaST I	96.7%	.45%	98%	97.1%
MaST II	94.56%	0%	NA	NA

4. MaST I or MaST II Compliance Issues- *N/A*