



CONTINUOUS PROGRESS REPORT



School: *MicroSociety Academy Charter School (MACS)* **Consultant:** Sylvia Sanchez
City: Nashua **State:** NH **Contract Year:** 2017/18 **Training #:** 1 of 2
Training Dates: October 10-12, 2017 **Date report submitted:** 10/20/2017

SCHOOL PROFILE: 2017-18 marks MACS’ third year of existence. It began as a K-5 grade charter school struggling to recruit 100 students. It is now a K-7th grade charter school with 194 students and waiting lists at almost every grade level. The demand is so high for Kinder that they now have two full sections. Unfortunately, at the end of this school year they will have to use the lottery system to determine which of those students will continue on to the MACS first grade. The MACS charter specifically states that there will only be 1 class per grade level K-8. The only reason they are able to have an additional Kinder is because the state is in need of quality full day kindergartens. They applied for a waiver and it was granted.

MACS currently has a staff of 19, to include: 8 classroom teachers, 2 instructional assistants, a guidance counselor, art, music, P.E and computer teachers. The Board just approved the hiring of another staff member to assist the principal and Micro coordinator from being spread so thin. The Micro coordinator is looking forward to implementing several initiatives to strengthen Micro including the recruiting and sustaining of partners.

State scores have not been released yet so the staff hasn’t sat down to disaggregate the data. They are, however, continuing to focus on math and are preparing for a new writing test which will be given to all tested grades beginning next year.



The building is now almost completed. In addition to the two new classrooms and science lab, it boasts of a new entrance, inviting administrative office with plenty of comfy seating and large windows with views of the community. The old administrative office area is now a library. One of the instructional assistants will be facilitating the Reading Industry venture out of there.

The last phase of construction will consist of an 8th grade classroom and the music/art room. That will conclude any further construction as the space in that building will be maxed out! The completed building will house K -3rd grades downstairs, and 4th – 8th grades upstairs.



Principal: Amy Bottomley
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Coordinator: Susannah Williams
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Support Level	Parents	1	2	3	4	5
	Partners	1	2	3	4	5
	District	1	2	3	4	5
	Visitors	1	2	3	4	5
Common Micro time	45 minutes at end of day (2:45PM-3:30PM)					
Micro planning time	Weekly					
Reflection time	Once a week					
Administrative Team meets	Daily					
Leadership Team meets	Weekly					

THE PLAN

MICROSOCIETY'S Focus: Student Achievement

School's Common Focus for *MicroSociety*: Relate. Connect. Understand.

Goals and Strategies

Goal #1	As measured by	Collected & analyzed by whom?	Checked how often?
1. _____% (to be decided once staff disaggregates data) of students will move up a level in one of the three math categories (Concepts and Procedures, Problem Solving, or Communicating Reasoning)	Math State Assessment (NH SAS)	staff	annually
Tasks:	As measured by	Collected & analyzed by whom?	Checked how often?
<ul style="list-style-type: none"> Students will keep accurate banking/checking registers. Each venture/agency will compile, graph, and analyze financial, employment, and sales data records. 	personal register check-ins Financial Report/Annual Report	Facilitators/CFOs Facilitators/Managers /CFOs	monthly monthly
<ul style="list-style-type: none"> Classroom teachers will have a "problem of the day" to analyze and solve with students (submitted to Coordinator weekly) Students will make a written response to Wednesday's "problem of the day" to communicate their reasoning using math language and vocabulary. 	Problem Solving Formative Assessments	Coordinator	monthly
Goal #2	As measured by	Collected & analyzed	Checked how

		by whom?	often?
2. Evaluation and Assessment Team create a school-wide tri annual writing assessment	Completed assessment	Administration Evaluation and Assessment Team	2 nd trimester
Tasks:	As measured by	Collected & analyzed by whom?	Checked how often?
<ul style="list-style-type: none"> • Create a subcommittee to research and create writing rubrics for each rubric rating for teachers to use as exemplars. • Use the rubrics to assess as in-class writing assignments (as a practice). 	Final Rubrics and sample binders	Administration	2 nd trimester
Goal #3	As measured by	Collected & analyzed by whom?	Checked how often?
3. At least 25% of students will be recognized for Integrity	Integrity Awards given	Administration and Guidance	monthly
Tasks	As measured by	Collected & analyzed by whom?	Checked how often?
<ul style="list-style-type: none"> • A Guidance lesson on Integrity will be taught to each grade level. • “Mystery Students” in each class will be tasked to watch for integrity throughout the week and award one student an integrity award. 	Integrity Exit ticket	Guidance and Administration	monthly
	Integrity Awards given	Classroom Teachers	weekly
<ul style="list-style-type: none"> • During end-of-year awards, each Venture/Agency will honor an Employee of the Year who demonstrated Integrity. 	Awards given	Facilitators	annually

PROFESSIONAL DEVELOPMENT SUMMARY

A. Workshop Topic: Moving forward and deeper in year 3

Format: Whole Group

Objectives:

- Team building
- Review SWOT and identify current reality
- Develop Common Focus
- Create Goals
- Address “burning” questions and concerns to move forward
- Discuss Annual Report
- View “looking back” slides of MACS’ Micro Day

B. Governance Structure

Teams	Activities
Climate and Communication Team	Sunshine Committee (school celebrations) The Staff Lounge is always packed with goodies thanks to the efforts of this team. They celebrate everything!
Curriculum and Instruction Team	Ensure that the Common Core Standards are visibly posted so they serve as academic beacons
Evaluation and Assessment Team	Aligned the report card to the Common Core Standards and included Micro grades Will develop a writing rubric to streamline writing expectations.
Parents and Partners Team	Friends of MACS evolved into a PTO which has increased parent participation/volunteering They spearhead fundraising activities, organize school activities and volunteering, and promote family fellowship. They were manning the Book Fair.
Professional Development Team	
Resources and Budget Team	
Micro Intervention Team	Deal with the day-to-day logistics of Micro implementation. (RTI) Matching kids to ventures with skills they need.

C. Summary of Meetings

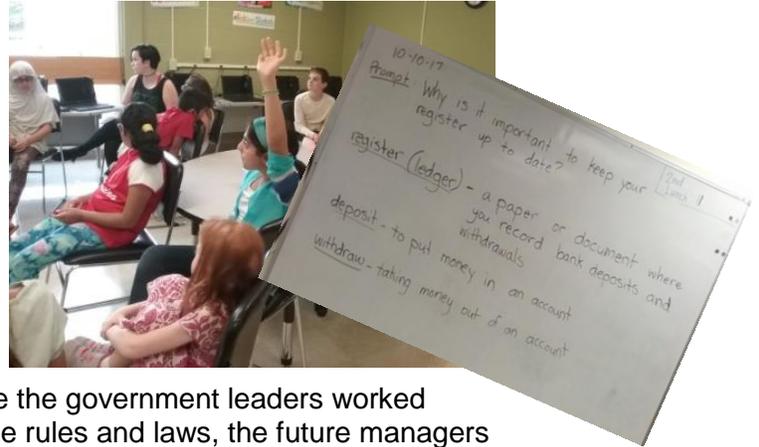
Meetings/Individuals Met With	Topics Discussed
Agency Facilitators	Brainstormed, problem solved and developed Micro Fall Calendar
Administrative Team	Principal participated in the staff training, so together they decided to keep last year's Common Focus and proceeded to create the 2017/18 campus goals.
Grade Level Teams	Problem solved each of their questions and concerns from pre training survey. Introduced Annual Report and explained purpose/relevance. Clarified difference between reflection day and business day. Talked about portfolios and how to implement them at MACS.
Micro Intervention Team	They finalized Micro Calendar Fall 2017 with everyone's input. 

D. Consultant Observations

MicroSociety Activity Time (see attached October/November calendar)

What was seen or heard:

Micro leaders have been elected and are working on revising the laws. Leaders were actively participating and each used personal stories to justify their reasoning.



While the government leaders worked on the rules and laws, the future managers and CFOs were in training. Twenty-one previous managers and CFOs took the recertification exam

and passed. An additional 24 citizens were taking the Management 101 class for the first time this year.

Classroom Time Met with teachers in small groups, the Coordinator, and principal, but in walking the halls it is obvious that they use best practices and integrate Micro as evidenced by the work posted on the walls.



COMMUNITY ENGAGEMENT

Partner	What do they do?
Jeanne D'Arc Credit Union	<ul style="list-style-type: none"> • provide financial literacy training to MACS Bank students • have also opened up “real \$” accounts for several students and they come twice a month to transact with them
Visitors:	

REFLECTION

A. Applause/Good News

- MACS’ staff is very proud to have been awarded a 4 STAR rating at MSI’s summer conference this year. They work diligently to meet the benchmarks. Their banner is prominently displayed in the entrance hallway.
- MACS rolled out their Campaign 101 which added student created guidelines, protocol and depth to the campaigning process. The candidates took their role seriously and the quality of their speeches reflected the focus on the academic ELA targets. Everyone agreed that the best **qualified** candidate was elected this year!
- MACS was hosting a book fair and parent volunteers were managing/covering the entire week long event. One of many indicators that parent involvement is increasing dramatically at MACS.
- In speaking to one of the book fair parent volunteers, she enthusiastically shared how she had been at a function in a nearby town that weekend and had two parents come up to her on separate occasions and comment on how they would give anything to have their kids enrolled at MACS! They were even willing to make the long commute! A dream come true for MACS’ founders and a tribute to the MACS’ phenomenal staff!



- Student Success Story** – The group of 4 presidential candidates this year were all girls who had run and lost in previous elections. They all exemplified perseverance and grit in putting themselves through it again, knowing they would have to work even harder because of the new Campaign qualifications/process and knowing only one would win the position. Once all the school leadership elections were done, the outgoing president requested an interview with the Administrative Team. She boldly proposed that the inauguration be held at a nearby stadium, which is walking distance from MACS so everyone could attend. She also recommended it be a celebration in the form of a field day/pep rally. To top it off she requested an appearance of the local ice cream truck! And.... guess who swore all the newly elected officials in.... she did!



- Innovations** – Kudos to MACS’ amazing bank facilitator who spent a notable chunk of her summer creating Google Drive view-only personal banking accounts for each of the

citizens of Micro City! Students will be accessing them during business days to keep their accounts current and in good standing!

ACTIONS TO BE TAKEN (derived from staff and small group meetings)

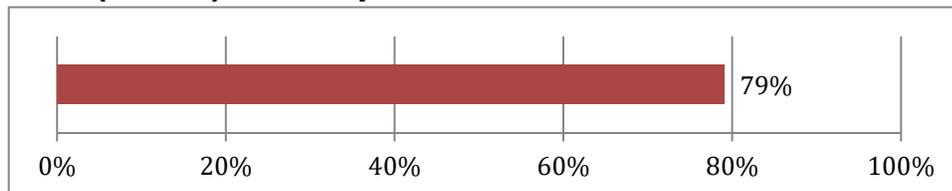
- Implement new schedule for next year (see calendar/typical Micro week attachment)
- Increase time allotted for Job Fair Interviews
- Begin keeping Micro Portfolios (every student K-7)
- Recruit/Sustain partners for Micro ventures/agencies (i.e. Toast Masters, Rotary Club, Chamber of Commerce)
- Develop ways Micro City rules/laws are enforced throughout the day
- Find/create opportunities for ventures to present/teach throughout the day (i.e. Theater – performing arts, STEM activities)
- Research ways to fund Warehouse supplies
- Continue to Integrate SEL and C4C activities
- Plan end-of-year- Micro Awards Ceremony
- Have staff become citizens so they can be paid for their role in the society, open bank accounts, have assigned consumer breaks to participate in the economy and Micro City community.
- Use the Post Office, Media Center and Reading Industry to target different forms of writing throughout the society.
- Pursue a law firm/contact to get the lawyers and judge prepared for courtroom cases.
- Establish journal writing as a standard element of the reflection/business day
- Teach CFOs to check employee personal banking registers to assist them in keeping accurate accounts
- Create a Travel Agency venture with a multi-cultural focus
- Nurture entrepreneurial pop-up ventures
- Continue to promote ventures with a focus on STEM

NEXT TIME

Date: April 17-19, 2018

Content: Celebrating and sustaining

BENCHMARKS (below) Accomplished: 79 of 100 or 79%



Date indicates that it has been achieved.

MICROSOCIETY PROGRAM IMPLEMENTATION BENCHMARKS		Date Done
1	The <i>MicroSociety</i> readiness assessment, including analysis of disaggregated data, is	

	compiled by the principal and submitted to MSI annually.	
2	The Micro Coordinator is identified and functioning full time.	7/15
3	The Micro Administrative Team has been announced to teachers and staff and is functioning.	8/15
4	The <i>MicroSociety</i> School: A Real World in Miniature is being used as a reference by all staff.	9/15
5	The school's annual budget includes adequate funding for a full <i>MicroSociety</i> program.	8/15
6	A Board Member, LEA contact person, business partner, and parent are identified to work with Leadership Team.	
7	The school schedule has been modified to incorporate daily time for <i>MicroSociety</i> program activities.	8/15
8	The <i>MicroSociety</i> program Common Focus and benchmarks are publicly posted and regularly updated by MSI staff.	5/16
9	The Common Focus and annual goals for the <i>MicroSociety</i> program have been adopted, posted, and distributed to all teachers, staff, and parents.	5/16
10	A place and time (weekly or twice monthly) to plan for <i>MicroSociety</i> program integration and alignment is secured.	12/15
11	Stakeholders have participated in an event to clean, paint, and ready the campus for Micro.	10/15
12	The <i>MicroSociety</i> school implementation plan, including timelines and assigned roles and responsibilities, has been adopted, discussed, and made available for review by all stakeholders.	8/15
13	The Micro Leadership Team has been announced to teachers and staff and is functioning.	12/15
14	The Principal, working with the Leadership Team, has prepared and distributed to all stakeholders the school's policies, protocols and decision-making procedures, including those regarding incentives, recognitions and celebrations.	5/16
15	MSI's written expectations of stakeholders have been reviewed with all stakeholders, i.e., students, teachers, school staff, school and district administration, school board, parents, and community partners.	
16	The Management Team has prepared and distributed procedures for providing public information and for securing and using input from stakeholders.	5/16
17	The roles of all school staff in the <i>MicroSociety</i> program have been publicly posted and are regularly updated.	5/16
18	Pretest results of Micro skills and knowledge assessment have been placed in student portfolios.	
19	Micro Prep curriculum has been taught to students.	11/15
20	The <i>MicroSociety</i> Parent Coordinator has been identified, is a member of the Leadership team, and facilitates communication between school and home.	9/15
21	<i>The Reading Industry</i> operates daily and has been integrated into the school's literacy program.	
22	The <i>MicroSociety</i> Alignment Teams have been selected, are functioning, are communicated to staff and are submitting monthly action plan reports to the Leadership Team.	5/16
23	Students have been elected to fill the leadership positions in the <i>MicroSociety's</i> government.	10/15
24	A Ruling Document, created by students, formalizes student authority and power including establishing and holding elected officials accountable to the <i>MicroSociety's</i> rules and laws.	10/15
25	Student designed internal currency is in circulation as the medium of exchange.	11/15
26	The principal and coordinator have conducted the Management 101 course for potential agency and venture managers and have distributed a report on course participants and outcomes.	11/15
27	The <i>MicroSociety</i> ruling body is meeting regularly, based on the ruling document.	11/15
28	A job fair is held and interviews are conducted, as evidenced by photos.	5/16
29	Uniformed peace officers issue citations and are on duty, especially during transition times.	5/16
30	All students and staff have been trained in action planning and in how to run effective	

	meetings.	
31	Every stakeholder has set a personal goal to facilitate student achievement.	
32	Evidence of ventures and agencies is visible upon entering the school and in every classroom by the end of the first quarter.	5/16
33	Laws have been developed by students and they apply to all student behavior throughout the day.	11/15
34	Products and services are being produced, bought, and sold.	12/15
35	A bank is conducting monetary transactions and charges interest.	12/15
36	Students manage all agencies and ventures.	11/15
37	Taxes are imposed and collected by a government agency for government spending, e.g. IRS.	5/16
38	The <i>MicroSociety's</i> judicial branch regularly conducts court cases and/or peer mediation.	5/16
39	The warehouse is selling and is the only source of raw materials for ventures/agencies.	11/15
40	Every agency and venture has developed a business plan that incorporates a mission statement and goals that reflect the school's <i>MicroSociety</i> Common Focus and a succession plan.	5/16
41	A peace advocacy and violence prevention agency/task force promotes non-violence, teaches students social problem solving and non-violent methods for dealing with conflict, and provides a report to the legislature every other month on issues such as bullying.	4/17
42	Student managers report each day's Micro objectives at the beginning of each Micro period and review accomplishments at the end.	4/17
43	All daily transactions for goods, services, private, public, and intellectual property are recorded by each agency and venture.	4/17
44	80% of the businesses are open for buying and selling of goods and services at least three days a week.	5/16
45	Wages for ventures are determined by each venture according to minimum wage, profit, skills required to perform jobs, and level of responsibility.	11/15
46	Special needs students function in the mainstream of ventures and agencies and have been provided job choice, as per IEP.	11/15
47	Multi-age, cross-grade groupings exist in ventures and agencies.	11/15
48	The Principal has received Micro training to implement the <i>MicroSociety</i> whole school reform model within his/her school.	8/15
49	A Publishing venture is functioning.	4/17
50	All students have jobs of their choice and are visibly engaged.	5/16
51	Teachers have a choice about the ventures and agencies they facilitate.	5/16
52	Reflection occurs weekly, e.g. Town Meetings, journal writing.	5/16
53	Every student participates in the <i>MicroSociety</i> economy as reported by the Bureau of Census and Statistics in its report every other month to the ruling body.	4/17
54	Students add value to goods purchased from the warehouse before selling in a marketplace.	12/15
55	The Bureau of Census and Statistics collects and organizes data that describe the transactions in and operation of their <i>MicroSociety</i> program and produces and distributes a monthly <i>MicroSociety</i> Census and Statistics Report.	
56	A Visual Arts venture displays and sells artwork for Micro currency.	12/15
57	A Performing Arts venture charges Micro currency for performances.	4/17
58	A Museum charges Micro currency for admission and provides interactive displays.	4/17
59	Physical facades are in evidence for ventures and agencies within three months of their inception and operation.	5/16
60	The Bureau of Census and Statistics conducts and publishes Consumer Confidence Surveys every other month and reports a better than 80% level of confidence on satisfaction with products, government functioning, teacher facilitation, principal visibility, and parental and partner involvement.	
61	Ventures and agencies are aligned to state standards/benchmarks and charts are visibly posted in each room. Instruction reflects state standards and Micro benchmarks.	4/17

62	Student employment averages 95-100% on a monthly basis as reported by the Department of Economic Growth and Development in the monthly report to the legislature.	4/17
63	90% of the teachers are facilitating, not directing, ventures and agencies as measured on the <i>MicroSociety</i> observation checklist.	
64	A program budget analysis is completed. The Leadership Team analyzes all curricula and instruction related expenditures and realigns them with Micro.	5/16
65	Career planning, development, and assistance are available to all students and mandatory for unemployed and non-engaged students.	5/16
66	The <i>MicroSociety</i> school implementation plan for the following year demonstrates increased integration of the <i>MicroSociety</i> program.	4/17
67	All students participate in community service activities inside or outside the school, as reported by the Bureau of Census and Statistics.	4/17
68	After one year of <i>MicroSociety</i> program participation, students can explain the employer-employee relationship and the impact of their job in the society and economy.	4/17
69	Students annually present a report to the Board of Education on progress of implementation.	
70	Parent and Partner training occurs at least annually.	
71	Post-test results on Micro skills and knowledge assessment have been placed in student portfolios.	
72	The principal states strong support for the <i>MicroSociety</i> program regularly in front of the staff, especially at the beginning of each year.	8/15
73	Classrooms have been organized for different instructional strategies, as reflected in the <i>MicroSociety</i> Classroom Observation Form.	5/16
74	A Partner Coordinator has been identified, is a member of the Leadership Team, and identifies volunteers for every Venture/Agency.	
75	The Quality Control Agency, Bureau of Census and Statistics, and Legislature use computers and information technology to assess the <i>MicroSociety</i> program.	
76	Staff members who are new to the school are assigned Micro mentors.	8/16
77	Students receive job training when starting a new job.	5/16
78	Every agency and venture makes use of computers, the school network, and the Internet (where available) to increase its efficiency and effectiveness.	4/17
79	A multicultural venture/agency is established to celebrate diversity.	10/15
80	Teaching and learning occur in cross-age groupings and integrate parents and community personnel.	
81	A Micro University provides courses for students and reports monthly on courses given, trainees, and course graduates.	
82	Facilitators and classroom teachers prepare student intervention plans for students scoring in the lowest 25% and meet every other month to review student progress, working with the Student Achievement Alignment Team.	10/15
83	The Department of Education evaluates the school's ventures and agencies for clear, valuable curriculum connections for students of every grade level and in every position and will submit a monthly report to the Leadership Team and the Legislature.	4/17
84	Every agency and venture has a community partner that provides support, and all students receive regular mentoring from community partners, including business leaders and other community members, as reported by the Bureau of Census and Statistics.	
85	Teachers research instructional best practices and report on them at staff meetings.	4/17
86	The coordinator reports to the Leadership Team every other month on the LEA commitment to the program, as evidenced by frequent visits and continued monetary support.	
87	Teachers use instructional strategies that reflect the <i>MicroSociety</i> best practices and applied learning approach to instruction.	4/17
88	Classroom curriculum is standards-based and purposefully connected to Micro experiences, skills, and concepts on a daily basis.	
89	School counselors and/or social workers, when available, use Micro job experience to	5/16

	provide insight into their work with students.	
90	70% of students are in leadership positions. The Leadership Team meets to identify new and meaningful ways for more students to hold positions of leadership and management.	4/17
91	Ventures and agencies change freely based on community need and/or interest and market demand.	5/16
92	Teachers, in their classroom and <i>MicroSociety</i> roles, document lessons and strategies of significant benefit and submit them monthly to the Leadership Team for inclusion in the <i>MicroSociety</i> Best of the Best Teaching Strategies Record.	
93	A school-wide HEART project is completed and documented for archives.	11/15
94	The Leadership Team has completed and distributed an annual <i>MicroSociety</i> school implementation plan progress report to all teachers, staff, students, and parents.	4/17
95	The <i>MicroSociety</i> government has completed and distributed an annual State of the Society report to all teachers, staff, students, and parents.	
96	The Quality Control Agency has compiled and presented to the legislature a summary of all venture and agency annual reports, including its recommendations for improving the level of quality among all ventures/agencies and the <i>MicroSociety</i> in general.	
97	85% of ventures are initiated by students.	10/15
98	An Action Plan for Sustainability is written.	
99	All ventures and agencies will set and complete one HEART goal.	4/17
100	An economy wide market exists for the buying and selling of stocks in products and services.	