

A New Hampshire Chartered Public School

Annual Report 2018-19

Prepared by Amy P. Bottomley, Director, MicroSociety Academy Charter School



“MicroCity President and Vice President”

Charter Renewal Brings Plans to Expand

Mission:

Empowering students to acquire the heart, knowledge, and skills for thriving in a 21st century global society by collaboratively creating and operating their own school-based "MicroSociety" - a microcosm of the real world.

Key Factors in Delivering the Mission

- Rigorous academic competency-based core curriculum aligned with & assessed by NH Common Core Curriculum
- Excellent instruction that integrates project based differentiated learning, learning centers, teachers as coaches, classroom-based technology, student empowerment, teaming, service learning, mentoring
- Embedded entrepreneurial endeavors and "real life" learning within MicroSociety curriculum, ventures and agencies
- High level of parental and community involvement
- Web-based student information system used by staff allowing parents to communicate with school and track progress
- Shared decision-making among professionals within the school.

Our Vision of Success

Our vision is to create a vibrant learning environment where all stakeholders--students, parents, staff, and board members feel ownership and where each child will become an educated, competent, confident, and caring independent thinker who will be able to reach their full potential and strive to make their community and the world a better place to live, work and play. The MicroSociety Academy Charter School (MACS) will provide the educational foundation each student will need to build skills and unlock their hidden self.

School Focus/Motto: "Relate. Connect. Understand"

Our Educational Program

Through the MicroSociety unique program, students are taught developmentally appropriate, research-based, innovative, technology-infused learning strategies that they apply daily during the course of creating and operating the agencies and ventures of their own school-based "MicroSociety" - a microcosm of the real world.

The focus of this microcosm is on building 21st Century skills to prepare the students at their early learning stages, known as the 4 C's

- Critical Thinking
- Communications
- Collaboration & Teamwork
- Creativity & Imagination

With the complement of the 4Cs, MACS continues to extend the learning cycle with risk taking. Creating a safe environment where the students can apply their skills, while being encouraged to take risks. Ultimately, understanding how to improve upon their problem solving skills, and supporting their motivation to move beyond the boundaries of that which is defined.

Making Learning Relevant

The MicroSociety culture permeates the entire school day. As mastery of basic skills becomes necessary to excel as a blogger, banker, lawyer, or scientist, teachers and students bring the MicroSociety culture with them into the academic classroom, co-constructing a culture that depends on student responsibility, voice, and participation. In the classroom, teachers seize opportunities to connect instruction to Micro-Time activities and, with support from community mentors, to the wider community outside of school.

Putting Theory Into Practice

MicroSociety puts learning theory into practice. It provides the social and emotional connection and the higher order purpose for students to want to learn in the first place. By incorporating real-world experiences into basic curriculum every day, students apply what they learn in the classroom to real life. Instruction transcends the “stand and deliver” daily routine in favor of facilitating and managing instruction.

Solving Real World Problems

MACS citizens are not just asked to solve problems, they are invited to create them by taking risks, all the while developing the patience and grit to be comfortable with challenge and change. During “Micro-Time”, students often encounter unanticipated and messy problems – settling a contractual dispute among students, figuring out how to turn around an unprofitable business, writing and then effectively enforcing legislation to reduce bullying – are dynamic dilemmas which provide opportunities for students to apply their school learning in authentic contexts. In the process of developing their skills, they learn the importance of perseverance in applying school knowledge to solve their real world problems. By participating in a microcosm of a modern society and economy, they also gain civic aptitude, social awareness and global respect.

Community Engagement

Community partners play a critical role in the school-based society as advisors, brokers, consumers, mentors, consultants and “adjunct faculty,” imparting critical and authentic from-the-field knowledge, skills, and habits of mind to the young students. For example, student bankers begin with basic checking and savings accounts, but with community bankers’ support, the students advance to credit

and debit cards, loans and cloud banking. Other community members, such as local law enforcement agents and small business owners, support students in developing their parallel roles in the MicroSociety. External mentors provide students job training and coaching, so students not only develop aspirations for their future, but also learn and begin to practice the steps and effort involved to realize those aspirations.

The relationship between MACS and the local community is further strengthened by a reciprocal engagement, with students reaching out to support their local community. MACS implements school-wide humanitarian “HEART” projects established by the student government.

Objectives for 2018-19:

1. To get permission from the Board of Education to expand enrollment numbers for future expansion possibilities
2. Complete the charter renewal process and obtain 5 year renewal of operations.
3. Student achievement: Students will increase their interest and access to reading, writing and math activities including, but not limited to, remediation of skills.
4. Professional Development: To increase staff development opportunities, specifically in writing utilizing a staff developed assessment (Triannual) and rubric.
5. Community Engagement: To increase MACS volunteer committee /opportunities for stakeholders/development.

Student Enrollment:

Student Town of Residence Data:

2018-2019 School Year:

<u>Name of City/Town</u>	<u>Number of Students</u>	<u>Percentage of Student Body</u>
<u>Nashua</u>	<u>185</u>	<u>86%</u>
<u>Merrimack</u>	<u>10</u>	<u>5%</u>
<u>Hudson</u>	<u>11</u>	<u>5%</u>

<u>Hollis</u>	<u>3</u>	<u>1.5%</u>
<u>Mason</u>	<u>1</u>	<u>0.5%</u>
<u>Allenstown</u>	<u>1</u>	<u>0.5%</u>
<u>Derry</u>	<u>1</u>	<u>0.5%</u>
<u>Litchfield</u>	<u>1</u>	<u>0.5%</u>
<u>Brookline</u>	<u>1</u>	<u>0.5%</u>
<u>Londonderry</u>	<u>1</u>	<u>0.5%</u>

Student Ethnicity Data:

2018-2019 School Year:

Ethnicity	Number of Students	Percentage of Student Body
Asian	61	28%
Black	2	1%
Hispanic	22	10%
White	107	50%
Multiple Races	23	11%

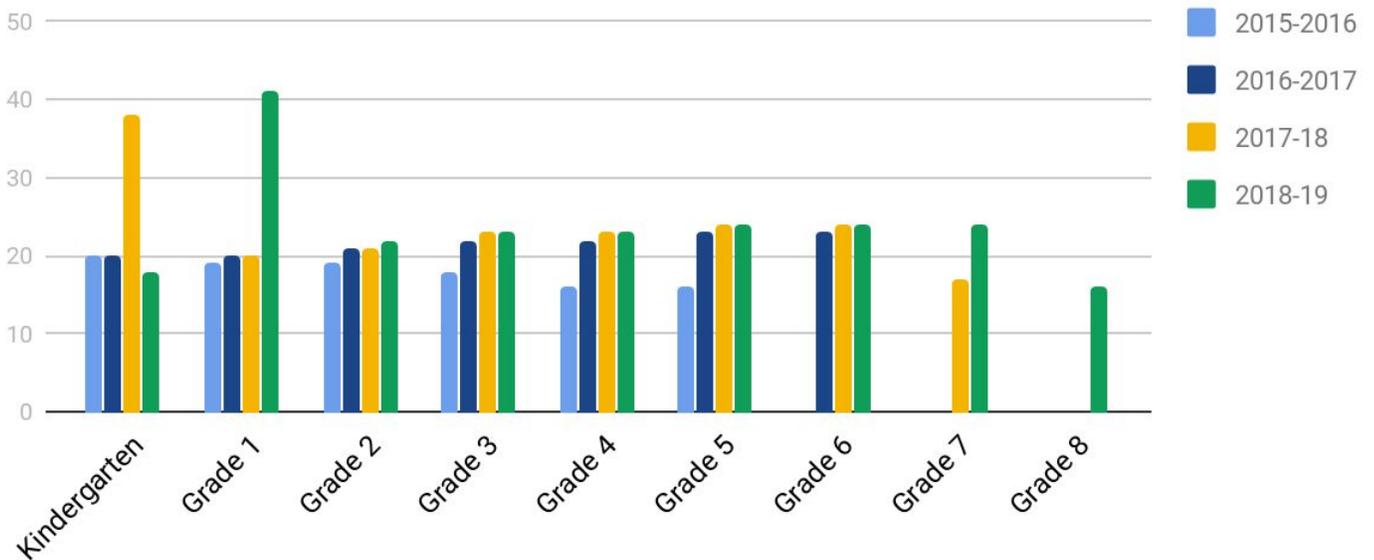
The MicroSociety Academy Charter School Admissions Lottery for the 2019-2020 enrollment was completed on March 8, 2019. 138 applicants were included in the lottery. Between the lottery and the start of the school year we received 30 additional applications, for a total of 168 applicants.

Below is a chart depicting specific information relating to applicants:

	<u># Applicants in Lottery</u>	<u>Siblings/Board /Staff Children</u>	<u>Other Applicants (after lottery)</u>	<u>Total #Applicants</u>
<u>Kindergarten</u>	<u>66</u>	<u>17</u>	<u>4</u>	<u>70</u>
<u>1st grade</u>	<u>15</u>	<u>1</u>	<u>2</u>	<u>17</u>
<u>2nd grade</u>	<u>11</u>	<u>0</u>	<u>4</u>	<u>15</u>
<u>3rd grade</u>	<u>12</u>	<u>2</u>	<u>6</u>	<u>18</u>
<u>4th grade</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>8</u>
<u>5th grade</u>	<u>5</u>	<u>0</u>	<u>4</u>	<u>9</u>
<u>6th grade</u>	<u>19</u>	<u>0</u>	<u>2</u>	<u>21</u>
<u>7th grade</u>	<u>3</u>	<u>0</u>	<u>5</u>	<u>8</u>
<u>8th grade</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>

There were a total of 138 lottery applicants in the 2018-2019 school year, which was a slight decrease from the 158 lottery applicants in the 2017-2018 school year.

Enrollment Trends



Daily Average Attendance: 95% (flat from 2017-2018 school year)



Student Achievement:

Overall Performance on the SAS Summative test, by Subject, Grade: MicroSociety Academy Charter School Foundation, 2018-2019

ELA/Reading

<u>Grade</u>	<u>Number of Students Tested</u>	<u>Percent Proficient</u>
<u>Grade 3</u>	<u>23</u>	<u>70%</u>
<u>Grade 4</u>	<u>23</u>	<u>70%</u>
<u>Grade 5</u>	<u>23</u>	<u>65%</u>
<u>Grade 6</u>	<u>21</u>	<u>76%</u>
<u>Grade 7</u>	<u>23</u>	<u>87%</u>
<u>Grade 8</u>	<u>14</u>	<u>79%</u>

Mathematics

<u>Grade</u>	<u>Number of Students Tested</u>	<u>Percent Proficient</u>
<u>Grade 3</u>	<u>23</u>	<u>61%</u>
<u>Grade 4</u>	<u>23</u>	<u>70%</u>
<u>Grade 5</u>	<u>23</u>	<u>52%</u>
<u>Grade 6</u>	<u>21</u>	<u>52%</u>
<u>Grade 7</u>	<u>23</u>	<u>78%</u>
<u>Grade 8</u>	<u>14</u>	<u>43%</u>

Science

Grade	Number of Students Tested	Percent Proficient
Grade 5	23	43%
Grade 8	14	64%

How does MACS compare?

2018-19 testing data is not released for other schools at time of the report, so comparisons are not possible at this time, except with the State.

2018-19 SBAC Comparison Data (yellow indicates highest % score).

Grade	Content Area	MACS (%) at level 3 or above	NH (%) at level 3 or above
3	Reading	70	52
3	Mathematics	61	57
4	Reading	70	55
4	Mathematics	70	52
5	Reading	65	57
5	Mathematics	52	43
6	Reading	76	56
6	Mathematics	52	47
7	Reading	87	57
7	Mathematics	78	47
8	Reading	79	53
8	Mathematics	43	45

Spring NH SAS Science 2018- 2019 Comparison

5th Grade: 43% proficient State: 38% proficient
 8th grade: 64% proficient State: 39% proficient

Professional Development:

In order to increase student achievement, MACS administration received Title II funding to bring in new curriculum materials and resources in the area of writing. The focus of the in house professional development trainings offered were on common core writing, specifically around designing writing rubrics and a school wide writing assessment. MACS also sent the entire staff to the Annual Charter School Best Practices Conference in March, where two MACS staff members presented a workshop. In July, 6 staff members traveled to Tulsa, Oklahoma for the Annual MicroSociety International Conference. Two administrators were workshop presenters. The Board of Trustees has also invested money in MicroSociety, Inc. trainers to travel to MACS and spend 3 days/year working with staff on MicroSociety pedagogy and best practice.

Highlights of new initiatives to support teacher training and needs included:

Topic: Orientation for New Staff **Format:** Whole Group

Objectives:

- Learn a little history of the *MicroSociety* program
- Learn the basics of the *MicroSociety* learning environment
- Characterize an Ideal Society
- Go over Micro implementation Timeline
- Discuss Micro in Classroom
- Be introduced to the MicroSociety Guiding Principles and philosophy of working with children
- Examine venture and agency possibilities
- New Teacher Assessment Trainings; Aimsweb, DRA
- Curriculum Trainings: Foundations

Topic: Beginning Year 4 **Format:** Whole Group

Objectives:

- Conduct a SWOT analysis - identify areas of improvement and strengths
- Create Common Focus for this year - writing and kindness (SEL)
- Bring in/purchase/review common core writing materials for teachers
- Set goals for the year (including personal goals) - that support school wide goals
- Review the year 4 timeline
- Collaborate to plan Micro start up

A. Governance Structure Changes:

- **Climate and Communication Team:**
 - Additional administrative team hire to support staff/mentor/teacher training
 - Staff Morale and team building activities - Sunshine Committee
 - Weekly team meetings with admin/ data teams/student assistance team
- **Curriculum and Instruction Team:**
 - Prof Development - look at best practices to target weaknesses in writing; developed grade level writing rubrics
 - Developed tiennial writing assessment to measure student growth beginning, middle and end of year
- **Micro Intervention Team:**
 - Set up a timeline for implementation, ensure goals/benchmarks are kept in the forefront - "100 benchmarks"
 - Weekly Micro Meetings

Community Engagement:

An important aspect of the MicroSociety philosophy is the importance of incorporating members of the community to volunteer within the school community and/or mentor student run agencies and ventures. Some of the 2018-19 highlights included:

- **MACS PTO Volunteer Commitment**
 - MACS PTO asked Parents were asked to give 10 hours of their time or a \$50 family buy-out. This is not mandatory, but done on a volunteer basis.
- **MACS PTO (parents)**
 - provide monthly treats for staff
 - Spearheaded community events such as Fall Festival, Movie Nights, Dance, and Family STEM Night
- **Jeanne D'Arc Credit Union**
 - Assist students in opening up "real \$" accounts for several students and they come twice a month to transact with them
- **Enterprise Bank**
 - Sent representative to mentor students at the MicroCity agency bank
- **Make-it Labs**
 - Donated a 3D printer to out BETA (Building, Engineering, Technology Activities) student run venture whose focus was on coding for 3D printer use.

Who Are We

The MACS staff is an incredibly dedicated and hardworking group of individuals who believe in the mission and vision of MicroSociety and how it can be the key to enriching the educational experience and deepen the understanding for students in preparation for college, the workforce, and citizenship in the 21st Century global society.

Amy Bottomley/ Director

Amy holds a B.A. in Education with a concentration in English from Bethany College in Bethany, WV and a M.Ed. in Educational Leadership from New England College in Henniker, NH. Amy has worked in education since 1996. She was first a special education teacher at Hollis Brookline High school and served as the Special Education Department Chair for six years before moving on to administration. Amy then served as an Assistant Principal and Special Education Coordinator at Hollis Upper Elementary School for five years before becoming the Director at MACS. She is a NH certified Principal and Special Education Administrator.

Susannah Williams/ Curriculum and Program Coordinator

She earned her elementary education degree from the University of Dallas in 2002. After developing and teaching an English program in China, Mrs. Williams returned to Texas where she taught 1st, 2nd, and 3rd grade as well as elementary art in the Dallas and Austin public school districts. She also taught at the Boston Renaissance Charter Public School from 2007 to 2012 where she headed the Parent Workshop Committee and piloted curriculum in several subject areas.

Emily DeCarolis / Kindergarten

This is Emily's first year at MACS and first year as a classroom teacher. She student taught in Londonderry in a first grade classroom . She is a certified early elementary ed teacher with a Bachelor of Arts degree from Rivier University.

Tess McMahan/ First Grade

This is Tess's second year teaching and her first year at MACS. She received her teaching degree from University of West Florida in 2017 and holds a NH teaching certification for Grades K-6. She has various experiences including working with children as a Science Museum Educator.

Brenna Froleiks/ Second Grade

Brenna graduated from the University of New Hampshire with my B.S. in Family Studies and an M.Ed. and certification to teach K-8 in the state of New Hampshire from UNH Manchester. She has been teaching in various schools over the last few years. Previously, she has been a Title I Reading Teacher at Fred C. Underhill School in Hooksett, NH and a Kindergarten Enrichment Teacher at the Bow Youth Center in Bow, NH.

Katelyn Tocci/ Third Grade

Another founding MACS teacher, Kate is entering her ninth year of teaching elementary school and her fourth year of teaching third grade. She obtained her Bachelor's degree from Rivier College in Elementary and Special Education and a Master's degree from New England College in Literacy and Language Arts.

Kristen DeCoste/ Fourth Grade

Krsiten graduated from Rivier University in 2017 with a bachelor's degree in elementary education and state certification. This is her first year at MACS. Prior to joining our team, Kristen was a regular substitute teacher in both Goffstown and Bedford.

Jessica Paquette / Fifth Grade

Jessica came to our team with over 18 years of experience in the classroom. She has worked in a variety of settings from traditional public schools and charter schools. She is a graduate from University of Bridgeport where she earned an M.Ed. She holds a NH State teachers certification.

Julie Doyon/ Middle School ELA and Social Studies :

Julie received a BA from UNH in communications and earned an M.Ed. in K-8 elementary education from Rivier College. She also holds a statement of eligibility in middle school science. Her teaching experience spans grades four through six in the districts of Merrimack, Salem and Nashua.

Danielle Latta/ Middle School Social Studies/ Science:

Danielle is a veteran teacher from MA where she last taught at the Academy of Notre Dame in Tyngsborough in the math and science department. She has two master's degrees, one from Boston

University in Secondary Education and one from Umass Lowell in Elementary Education. She is NH certified in middle school math and science.

JoAnn Woodruff/Math Teacher/Social studies:

JoAnn joins us from the Dresden School district where she was an instructional assistant while finishing up her teaching degree. She is NH certified in middle school math and has an M.Ed. from Springfield College.

Kelsey Gallant/PT math teacher:

Kelsey joins us from the Nashua School District where she served as a paraprofessional and long term substitute teaching position at the middle school level while working on her math certification program. She holds an MA in Learning Disabilities, Rivier University and a BA in Human Development, Elementary Education, and General Special Education from Rivier University.

Erika Brown/ Paraeducator:

Erika is a founding support staff member and graduate of Keene State College with a major in Elementary Education and a minor in Geography. After graduating, she enjoyed her time in the teaching field as a Paraprofessional, a Literacy Success Teacher, and then into a role as a Classroom Teacher. Erika also runs the MACS school library.

Kate Dagianis/ Guidance/504 Coordinator

Another MACS founding staff member, Kate has a BA in Human Development, Early Childhood Education, and Special Education from Rivier University with a dual certification in General Education and Special Education. She is currently completing her MA Ed in Educational Studies and School Counseling. Previous to joining MACS, she taught first and second grade at another local charter school and serviced students and families as the Special Education Liaison.

Brittany Fitzgerald /Computer -Technology Integrationist:

Brittany came to MACS from St. Joseph's School in Haverhill, MA for the past 6 years where she taught 6th grade. She received an M.Ed from Southern New Hampshire University in Technology Integration.

Sonya MacMillan / Art Teacher/Paraprofessional:

Sonya is a Plymouth State University graduate with a BA in Interdisciplinary Studies with concentrations in Art and Mental Health. Sonya graduated Magna Cum Laude.

Jettie Borrenson/ PE Teacher:

Jettie joins MACS from Oyster River where she was an interim PE teacher at the middle school level. She holds a NH certification in PE and graduated from Keene State College.

Melody Barry /School Nurse:

Melody is a Registered Nurse in NH and works part time at CMC in Manchester. She has a BS in nursing and an MBA from Rivier University and holds a school nurse certificate from the state of NH.



"Governor Sununu visits MACS"

Awards and Recognitions:

**i indicates most recent recognitions

MicroSociety Inc. 2015-16 "3 Star" school

- this is the highest recognition bestowed on a first year micro-themed school.

MicroSociety Inc. 2016-17 "4 Star" school

- this is the highest recognition bestowed on any micro-themed school.

MicroSociety Inc. 2017-18 "4 Star" school

- this is the highest recognition bestowed on any micro-themed school.

**MicroSociety Inc. 2018-19 "4 Star" school

- this is the highest recognition bestowed on any micro-themed school.

MicroSociety Inc. 2015-16 "Rookie of the Year" Award

MicroSociety Inc. 2015-16 - Student Leadership Award - Elle Kriebel

MicroSociety Inc. 2016-17 - Student Leadership Award - Ava Tannariello

MicroSociety Inc. 2016-17- Outstanding Administrator Award - Amy Bottomley

MicroSociety Inc. 2017-18 - Outstanding Teacher Award - Brenna Froliexs

MicroSociety Inc. 2017-18 - Student Leadership Award - Olivia Sobie and Turner Bottomley

**MicroSociety Inc. 2018-19- Outstanding Micro Coordinator Award- Susannah Williams

**MicroSociety Inc. 2018-19 - Outstanding Teacher Award - Katie Taylor

Nashua Chamber of Commerce 2017-18 Finalist for Non-Profit of the Year

**Nashua Chamber of Commerce 2018-19 Finalist for Non-Profit of the Year

Enterprise Bank- 2017-18 Educator of the Year Finalist- Amy Bottomley

The School is Sustainable:

Facilities Improvements/Expansion:

Objective: To add an additional first grade classroom / address roof issues

- Provide furniture and materials to expand the grade level
- Replaced two more sections of our roof that had leaking issues
- Hired a contracted facility manager to assist with vendor bids and work follow up
- Recruit a new board member to assist on facilities committee

Increased Enrollment:

Objective: To maintain and increase enrollment to DOE approval size

- Marketing- To complete new marketing materials/handouts and new website
- Implement student recruitment and enrollment efforts, as defined by the charter and state regulations to ensure enrollment is sufficient to maintain sustainability.

Quality Instruction:

Objective: to continue to offer quality instruction where students make adequate yearly growth in the NH common core standards.

- Continue to hire exceptional and qualified staff and improve benefits package in hopes to retain staff.
 - In spring 2019, contracts included new benefits offerings for Dental cost sharing. Teachers received a 2.5% COLA.
- Continue to progress monitor students and provide RTI (response to intervention) services to those in need.
 - Aimsweb/DRA (Developmental Reading assessment)/Smarter Balanced assessments used to determine student progress.
 - Lexia and Dreambox were purchased and utilized as reading and math intervention programs for those working below grade level.

Special Education Services:

Objectives: To effectively partner with local LEA to ensure quality services are offered and accessible to students with special education needs.

- Developed a Student Assistance Team (SAT) to effectively document, collect and analyze data derived from school intervention and progress monitoring before moving to home school districts for referral.
- Work collaboratively with LEA's to meet student IEP needs; Nashua collaboration over staff hires within building ie; case manager; provide adequate working space to outside service providers sent from other LEA's, meet regularly and communicate effectively over needs. Budget to full time administrator to serve as MACS LEA and support special ed department.

Fiscally Responsible:

Objectives: To maintain and develop a fiscally sound budget that ensures financial sustainability.

- Review and update the MACS financial Policy and Procedures
 - Using Quickbooks issuing monthly P&L/ Balance Sheet, Treasurer reports, add "Worthy Mentions"
 - Recruited a new board member to serve on the Finance Committee
 - Make changes based on Management Letter from yearly Audit report.
- Provide for losses
 - Established a monthly set aside to establish a contingency fund and unemployment fund.
 - Establish budget to actual spreadsheet for finance committee monthly review- monthly cash flow analysis conducted.

"Micro Moments"

The following are scenarios that occurred throughout the year that highlight what the MicroSociety concept does for students.

For the past few years, Micro City has been home to several "pop-up" business ventures that, when given approval to open, were only scheduled to stay open for a few months. These are typically businesses that sell a product, and since interest tends to wane and sales tend to dwindle for such businesses after a few months, Micro City decided to only have these ventures plan to stay open for a couple of months at a time. As spring began last month, several "pop-up" businesses in Micro City closed their doors while several new ones were just starting up. One pop-up venture in particular, however, did not want to shut its doors and asked for permission to stay in business. "Our profit and loss statements show that we are still making a lot of money," said one of the owners at manager meeting, "and we have some ideas for new key chains that we think customers will love!" They were asked to submit a proposal to remain open. In that proposal, they showed data to support the claim that they were financially viable, as well as prototypes of their new key chain designs. These fourth grade business owners have demonstrated accountability and tenacity and are currently running one of the most successful pop-ups in Micro City!"

“One of our school-wide goals this year at MACS is to improve students' academic proficiency in the area of writing. One of the tasks we agreed to pursue in order to support this goal is to have students “unwrap” writing standards on their Micro Business Days. What this means is that students focus on one of the Common Core writing standards for their grade level at a time, analyze the concepts and skills in the standard, re-write it in their own words to better understand what it is they are expected to be learning, and think of ways that they have (or plan to) address that standard within their Micro ventures and agencies.

The facilitator of the Relaxation Center recently shared with Mrs. Williams a discussion her employees had on a recent Business Day where they were “unwrapping” an informational writing standard. After writing the standard in their own words using an “I Can” statement, students were asked to give an example of one way their venture/agency had already used informational writing. They mentioned that they had posted an advertisement explaining their services and prices. They were then posed with the question “What else could your venture/agency do to address this standard?” The employees of the Relaxation Center were a bit stumped by this question. One student said, “Nothing. We just give hand massages and help people relax.” After a few moments of thought, one of the third grade employees spoke up. “What if our customers want to be able to give a hand massage at home? We could write a ‘how to’ pamphlet to hand out or sell to customers,” she suggested. The rest of the employees thought this was a great idea! Since then, they have been collaborating to compose, edit, and revise their “how to” pamphlet. They are working hard to develop writing skills and support their Micro venture at the same time, once again affirming the ways that Micro helps students to apply their academics to real-world situations.”