OSSE School Improvement Plan (REVISED 5/28/2019)
LEA: See Forever Foundation-Maya Angelou Public Charter Schools
School: Maya Angelou Public Charter School (High School)
May 2019

Overall Vision & Goals

Vision

The Maya Angelou Public Charter School (MAPCS) continues to be committed to serving opportunity youth in the District of Columbia. Over the last five years, MAPCS has been a member of the third cohort of the Office of the State Superintendent of Education's (OSSE) School Improvement Grant (SIG). As such, our school has already had a school improvement action plan in place, driving an increase in both positive academic and engagement outcomes for our students. At this critical juncture in our improvement efforts, we have updated our vision for serving overage, under-credited youth: at MAPCS, we strive to create a learning community grounded in an engaging school culture; a meaningful, rigorous and personalized academic program; and a robust collection of wraparound services that ensure all of our students are well-prepared for life *beyond the diploma*. It is important to note that our focus is not only preparing students for continued academic and career success after graduation, but also ensuring that students graduate in a timely manner, more specifically in five years.

Over time, through deep and systematic engagement with a variety of stakeholders – students and parents, teachers and staff, the school leadership team, and LEA-level leadership at the See Forever Foundation (SFF), and the MAPCS Board of Directors – we have been able to update our school vision so that it contains the aforementioned key elements and reinforces *learning*, the core of our daily work at MAPCS. Examples of systematic engagement include formal surveys, focus groups, and strategy sessions with LEA leadership and our board of directors. With each feedback cycle we have executed, we have been able not only to plan for and enact improvement, but also to assess our progress and adjust our actions steps along the way. As we move into this next round of improvement with this updated version of the MAPCS School Improvement Plan, we will continue this process.

Brief Summary: Needs Assessment & High-Level Data Analysis

In order to inform the development of MAPCS's School Improvement Plan, we conducted meetings with key stakeholders in Spring 2019, co-reflecting with school/LEA leadership, teachers, staff, parents and students on the domains included in OSSE's Needs Assessment guidebook. These candid conversations resulted in several themes emerging within each domain. We have included the most critical themes/ideas that helped us craft our School Improvement Plan in the sub-sections that follow.

1. STAR Framework and Other School Data
   - According to MAPCS's 2018 D.C. School Report Card, our five-year graduation rate is 61.4%, 5.6% below OSSE's baseline target for this metric (67%) and 14.9% below the city-wide average.
   - The Student Achievement section of our 2018 D.C. School Report Card indicates a double-digit gap between our students' performance on the PARCC English Language Arts (ELA) and Math assessments.

2. School Performance History
   - Of the seven alternative schools the D.C. School Report Card rates, MAPCS is the only school in this category scoring a three-star rating, while our peer schools rate at two stars or lower.
   - MAPCS is the second-highest rated school serving grades 9-12 in Ward 7.
   - While our school has produced a rate well above 70% of our students meeting their annual academic growth targets according to our contractual goals with the D.C. Public Charter School Board (PCSB), we need to continue to address our students demonstrating proficiency on the annual PARCC assessment.

3. School Team
   - Our school has experienced significant turnover in the school leadership role for a decade. In 2019, MAPCS will retain its school leader for a second consecutive year for the first time in the last six school years. School leadership retention is critical for continued improvement.
   - There has also been significant teacher and staff turnover at our school, meaning lack of stability for our students and learning community as a whole. We need to work to retain and keep our staff invested while also making the daily work of serving our population of students sustainable. According to our Spring 2018 Insight Survey (via The New Teacher Project), only 31% of teachers indicated that they were satisfied with the support they received at MAPCS regarding their long-term career progression; teachers have indicated to us that they are seeking additional growth opportunities within the school as a means to remaining part of the team.

4. School Instruction
   - Since 2016-2017, when LEA leadership took over and served as interim school leadership before onboarding current principal Dean Weeks, students have experienced stability regarding our instructional model - blended learning in the classroom. We need to continue to improve blended learning implementation, as well as refine additional academic interventions both inside and outside the classroom, to keep all students on track to demonstrating course proficiency and, in turn, graduation.
   - According to our Spring 2018 Insight Survey, 69% of teachers indicated that our school was committed to improving their instructional practice in the classroom.

Continued teacher support, especially through our instructional coaching cycle, remains critical to improving the instructional effectiveness of all of our teachers.

5. School Operations and Resources
   - The school leadership team needs additional capacity to provide the level of support to teachers indicated in the aforementioned section.
   - Teachers and staff could benefit from additional time for collaborative planning, especially as it pertains to data analysis and co-creating plans for re-teaching. This time also ensures leaders and teachers also have a clear understanding of which students need significant academic intervention in order to stay on track for demonstrating proficiency in their courses.

Goals

In 2018, OSSE identified MAPCS as a Level 2 Comprehensive Support and Improvement School (CS2) according to our performance on the D.C. School Report Card (STAR Framework). More specifically, MAPCS's current five-year graduation rate falls below the designated target of 67%. At present, our rate is 61.4%. The purpose of this plan is to address how we will ensure MAPCS meets the requirements so we are no longer designated as a CS2 School. In turn, our *primary goal* is as follows:

- Every school year, for the next three years, we will increase our five-year ACGR by at least 2%. In turn, by the end of school year 2021-2022, MAPCS will exceed the baseline target of 67% for this critical metric.

It is important to note that while MAPCS maintains a 70% six-year ACGR rate as one of its charter goals, one of the themes that emerged from our Needs Assessment earlier this spring was the need to ensure our students were on track to complete their high school diploma sooner rather than later during their time at Maya (ensuring students are on track via their demonstration of course proficiency). We believe that two additional "on track" indicators -- an *additional two goals* for our School Improvement Plan -- that are aligned with this notion of course proficiency are as follows:

- Every school year, for the next three years, we will increase the number of students scoring Level 3+ on the PARCC Math Assessment by 5%.
- Every School year, for the next three years, we will increase the number of students scoring Level 3+ on the PARCC English Language Arts (ELA) Assessment by 5%.

Given the themes from our Needs Assessment, our data analysis, and our goals, we have chosen the following evidence-based strategies to either continue or start implementing in school year 2019-2020 as it pertains to human capital, quality instruction throughout our school community, and structures/systems that drive school improvement.

Critical Categories: People

The findings from our Needs Assessment demonstrate that in order to maintain both continuity of strong school-based practices for student achievement, and in turn, school quality, we have to address our ongoing staff turnover issues. We understand that the effectiveness of our team – leaders and teachers in particular – are paramount to our learning community's continued improvement. *Teaching Talent: A Visionary Framework for Human Capital in Education* underscores how high levels of support and accountability drive high performance amongst school teams (2010).   In turn, our theory of action for this critical category is as follows: If we ensure stable, effective school leadership and continued systematic support for classroom teachers, we will increase our retention of higher performing teachers, which enables us to continue improving student achievement outcomes and meet the goals in our School Improvement Plan.

As briefly detailed in the previous section, our school has admittedly struggled in years past as it pertains to people. The learning community has experienced significant school leadership and teacher/staff turnover, as well as total reconstitution of the entire school staff in 2014-2015.   We have already begun to address retention via our past school improvement efforts and more recently in partnership with OSSE's Division of Teaching and Learning by obtaining technical assistance via the creation and execution of our Teacher Equity Improvement Plan. With leader and staff turnover as one of the main root causes of our struggle to retain high-performing teachers, we will either continue or begin to implement the strategies/practices that follow.

Leadership

It is important to note that MAPCS is retaining its current school leader for a second, consecutive year for the first time in six years as we move into 2019-2020. To ensure the current leader's continued success, LEA-level leadership, more specifically the Chief of Schools, will put a clear coaching plan in place focused on creating new and refining current systems for cultivating a positive school culture. If the principal can ensure that this type of culture and climate truly take root in the school community, the school environment will be one in which a rigorous instructional/academic program can flourish. The principal coaching plan will also include support as it pertains to further establishing a growth-improvement mindset amongst the adults in the school. The final component of the coaching plan will be to ensure that the school leader, with support from LEA-level leadership, continues to build the capacity of his assistant principals should one of them need to become his successor in the future. It is important to note that the Chief of Schools will develop this coaching plan according to the framework provided for effective principal leadership in Paul Bambrick-Santoyo's *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools* (2018).

Teacher Retention

Our results from last year's Insight Survey, via The New Teacher Project, referenced in the Needs Assessment/Data Analysis section above, indicate that our teachers believe that our

efforts to systematically support their growth in the classroom in the short-term, as well as our investment in their long-term professional trajectories, are key to remaining at MAPCS. Ellie Drago-Severson, Professor of Education Leadership at Columbia University-Teachers College, has researched and proven how the following strategies support retention in her text *Helping Teachers Learn: Principal Leadership for Adult Growth and Development* (2004):

● Continued implementation of our Maya Mentoring and Induction Program, in which new-to-MAPCS and first-year teachers receive additional mentoring support throughout an entire school year from a peer that is either effective or highly effective;
● Cross-Campus Collaboration (our version of peer observations within content areas or grade levels);
● Additional teacher-leadership opportunities (leading professional development, leading a school culture or instructional initiative, etc.);
● Greater access to external professional development opportunities aligned with our school improvement plan goals;
● Pilot of a monetary bonus system for increasing student achievement/meeting our school improvement plan goals;
● Additional planning time for teachers throughout the week (specific piece of feedback from last set of Insight Survey results).

Improving Teacher Practice at an Accelerated Pace

Paul Bambrick-Santoyo provides a rationale and a framework for improving teacher practice in a condensed amount of time (90 days) in order to ensure students are receiving quality instruction in his text *Get Better Faster* (2016). We will have several teachers who are new to Maya or are early on in their practice this coming school year. In order to help our teachers get better faster, we will continue to implement the following strategies:

● Execution of school leadership-led Instructional Rounds on a monthly basis and Classroom Walkthroughs on a weekly basis (City, Elmore, Fiarman, & Tietel, 2009);
● Implementation of our weekly Instructional Coaching Cycle, in which all teachers receive one classroom observation coupled with an in-person feedback/co-reflection meeting within 24 hours of the observation;
● Norming expectations for instructional quality/effectiveness across grade levels, as well as content areas on a monthly basis.

Critical Categories: Instruction

As stated in our Needs Assessment, both continuity and quality of the instructional model, as well as our approach to instruction remain a top priority for our school community. We have grounded our theory of action in Kim Marshall's *Rethinking Teacher Supervision and Evaluation* (2013) in which the author makes the case for continual, embedded in-classroom support for teachers, as well as ongoing refinement of the curriculum teachers use for instruction:

- If the school leadership provides ongoing, cyclical professional development that is targeted towards building teachers' capacity to plan effectively, instruct in the classroom effectively, and use data effectively, we can improve teachers' overall instructional efficacy in order to positively impact student achievement and meet the goals in our School Improvement Plan.
- If the we continue to refine our current academic program (curriculum, instructional model, toolkit of instructional strategies and interventions) rather than implementing a completely new approach (as has happened in years past), we will continue to lead students in achieving our academic goals, both growth and attainment, as well our five-year graduation rate.

Curriculum

- We are in Phase 3 of our curriculum update at MAPCS (started in 2016-2017); at this juncture, we are refining our curriculum maps and materials to ensure further alignment with Scantron Performance Series, as well as PARCC.
- We are also working to ensure curriculum resources and materials are relevant and meaningful.
- For the first time in MAPCS history, we will memorialize our curriculum by storing it in an interactive, online application.
- We have also promoted a current teacher-leader to come out of the classroom on a part-time basis to provide curriculum support – unit, lesson, assessment, and project planning – to her peers.

Instructional Model

- We will continue to implement our blended learning model across all of our classrooms; this supports increased differentiation and personalized learning (Tomlinson, 2003).
- We have infused project-based-learning into our overall blended learning model to increase both rigor and student engagement in the classroom.

School-Wide Instructional Strategies

- We will continue to implement our gradual release approach to classroom instruction with station rotations/teaching in ability groups included during the "Guided Practice" and "Independent Practice" portions of the lesson.
- We will continue to implement writing (according to the *Six Traits* rubric) across all content areas.
- We will return to double-blocking math and ELA courses (i.e., English I and 9th Grade Writing Seminar) for as many students as possible.
- We will continue to implement cycles for looking at instructional data and planning for re-teaching (about every 4 to 5 weeks, the "halfway point" each quarter) (Boudet, City, & Murnane, 2013).

School-Wide Intervention Strategies

- We will continue to implement targeted, individualized skill practice via online platforms like *Achieve3000* (ELA) and *Khan Academy* (Math), as well as Edgenuity's *MyPath* (ELA and Math) system for remediation/acceleration.
- We will continue to increase learning time via Saturday School and After-School Academic Support (6th period in a student's daily schedule).
- We will implement student intervention blocks that allow for additional academic support in areas where students struggle the most.

Adding Instructional Capacity

- For the first time, we have established the Assistant Principal of Instruction role to support the school leader in executing the aforementioned strategies.
- LEA-level support will come in the form of a new role – Network Director of Curriculum, Instruction, and Professional Development – on a monthly basis for the school leadership team.

Critical Categories: Structures

As our Needs Assessments demonstrates, we must find other ways to expand the capacity of our school-based team and maximize time for instructionally-focused planning in order to meet the goals in our School Improvement Plan. Bambrick-Santoyo's (2018) framework for school effectiveness supports making the most of adult capacity and time spent on planning during the school day. In turn, we will make several structural adjustments to personnel or the school day (for teachers) as follows:

School Leadership Structure

- Several past iterations of the school leadership included a single assistant principal or deans; we now have two full-time assistant principals on the school leadership team, both with the capacity to directly coach teachers.

Alumni Support Structure

- In an effort to ensure that all rising seniors and potential graduates receive targeted academic support, we will likely pilot a Graduate Support Team/Individual Learning Plan system in 2019-2020.

Adjustment of Time for Teacher Planning and Data Analysis

- We have added more planning time for teachers into the day (morning prior to student arrival, planning period during day, after student dismissal).

- We will adjust the school calendar in 2019-2020 to allow for one half day to be used for the aforementioned data cycle, as well as school culture calibration each month (students will be dismissed early on these days at 12:00 PM).
- We will implement updated protocols to ensure that all this additional planning time is well-structured, intentionally increasing collaboration across grade level teams and content areas so teachers can align instructional strategies, re-teaching plans, etc.

Goals & Continuous Improvement

Our LEA and our school have greatly improved in monitoring progress towards goals and course-correcting if needed. Continued routines include our monthly Achieving Excellence at Maya (AEM) process for examining not only goals, but more importantly the effectiveness of strategies in place to move the school in meeting the goals (and adjustment of strategies if needed). As it pertains to instructional quality, we will continue to implement our LEA-level school improvement classroom walkthroughs to monitor successes and challenges to strategy implementation in real time on a monthly basis. LEA leadership will also continue to provide feedback to the school leadership team on the quality and effectiveness of the instructional coaching cycle.

In order to ensure that stakeholders, most especially parents and students, are aware of and continue to be engaged in the overall school improvement process, we will use our main parent/family touchpoints throughout the year to orient and update them (i.e., Family Orientation for New and Returning Students in August, parent-teacher conferences, etc.). We will consolidate this plan into a brief summary (no more than one page) written at the appropriate literacy level so that all parents understand our goals and overarching strategies. Copies of the plan will be available in Spanish, as needed. Finally, we will post this parent-facing plan on our website and on our parent engagement smartphone application that we will feature for our families this coming school year. As for students, as is custom, we will use our regular "House" meetings to review progress towards our school-wide goals.

As it pertains to sustainability and alignment with other federally-funded programs, we will take the following actions. The school improvement plan will continue to be part of the MAPCS *School Leader Checklist for New School Year Planning* and will be revised under the Chief of Schools' supervision. Finally, the evidenced-based strategies we have included in this updated plan are aligned with the major federally-funded programs for which school qualifies in 2019-2020: our Title I funding plan, as well as the Carl D. Perkins Grant and DC-CAN Grant for career and technical education, all contain lines that support increasing instructional capacity in the school via teacher professional development (both internal and external).

References

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City, E., Elmore, R., Fiarman, S. & Tietel, L. (2009). *Instructional Rounds in Education. Cambridge, MA: Harvard Education Press.*

Curtis, R. & Wurtzel, J. (Eds.) (2010). *Teaching Talent: A Visionary Framework for Human Capital in Education.* Cambridge, MA: Harvard Education Press.

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Tomlinson, C. (2003). *Fulfilling the Promise of the Differentiated Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

OSSE School Improvement Plan – Needs Assessment
LEA: See Forever Foundation-Maya Angelou Public Charter Schools
School: Maya Angelou Public Charter School (High School)
Spring 2019

Step 1: Engagement

In order to develop our School Improvement Plan, we will engage the following critical stakeholders in our Needs Assessment process. The following sections also include our methods for engagement, as well as evidence of successful stakeholder participation.

Groups of Stakeholders Participating in Needs Assessment
- School and Network (LEA) Leadership Team
- Teachers and Staff
- Parents and Students
- Board of Directors

Methods for Stakeholder Participation
- Standing Leadership Meetings (with OSSE School Improvement Plan/Needs Assessment as primary topic)
- Focus Groups (held during Parent-Teacher Conference Day)
- Surveys (specifically The New Teacher Project Insight Survey)
- Board Meetings or Conference Calls

Evidence of Successful Participation/Engagement
- Participation Rates (surveys, focus groups, etc.)
- Meeting Agendas/Focus Group Questions
- Meeting Notes/Minutes

Step 2: Review and Analysis

Our engagement with key stakeholders via the aforementioned methods, as well as a review of some of the quantitative data we have on hand as it pertains to student achievement, produced a robust set of feedback and ideas for us to consider for our School Improvement Plan. The table that follows contains a summary of this feedback in the areas/domains OSSE has designated for our School Improvement Plan.

Area of Review & Analysis	Key Qualitative & Quantitative Evidence	Key Themes
STAR Framework & Other School Data	• 2017-2018 D.C. Report Card Score: 3 stars • Most students continue to score Level 1 and 2 on PARCC, despite STAR rating • 5-Year ACGR = 61.4% (OSSE Target: 67%) • 6-Year ACGR = ~68-70% (Charter Goal: 70%) • ELA and Math Growth = 75%+ (Charter Goal: 65%) • At-Risk Ratio: 87% • Special Education Ratio = 40% • Homeless/McKinney Vento = 21%	• Despite academic growth students demonstrate on Scantron Performance Series (charter goals), the same results are not apparent in our school's PARCC performance. • Although we are allotted six years for students to graduate, it would be beneficial to prepare them in four or five years. • We are excited about our performance and our potential to improve, despite our high ratios of at-risk, special education, and homeless students.
School Performance History, Community, & Neighborhood Context	• In 2017-2018, MAPCS was renewed its contract with DCPCSB for another five years. • We have operated in Ward 7 for several years now. • We continue to be an open enrollment school (allowing enrollment through late spring each year).	• We are the highest rated alternative school in the city. • We are the second highest rated high school in Ward 7. • Because we constantly take on new students through late spring, this impacts our ability to perform if students have not been with us long enough to receive our level of instruction in their courses; however, we will continue this process because of its alignment with our mission (serving opportunity youth that do not succeed in typical secondary school settings).
School Team	• Four school leaders in last six years • Reconstitution of entire school staff in 2014-2015 • Currently in corrective action with OSSE for teacher equity • Staff retention rate hovering between 50-60%	• Leadership and staff turnover continue to be a significant challenge for us. • More specifically, we struggle to retain high-performing/certified teachers, staff, and leaders compared to other schools outside of Wards 7 and 8 (OSSE

	• TNTP Insight Survey re: teacher satisfaction with long-term professional growth = only 31% (staff retention factor)	Teacher Equity Corrective Action Plan in place). • For the last three years, we have invested in teachers' shorter-term development via our instructional coaching and weekly PD cycles, but we need to do more to create long-term development pathways.
School Instruction	• We continue to score in the high 70s re: percentage of students meeting their growth targets (charter goals) in ELA and Math. • Writing continues to be a struggle, with progress/performance in the single digits and teens in the last several years; 2018-2019 shows promise with performance exceeding about a quarter of the testing cohort. • We are in our fourth consecutive year of implementing blended-learning (Edgenuity, Achieve3000, Khan Academy, IXL Math, etc.). • We have added an intervention position to our roster. • 69% of teachers believe we invest significantly in developing their classroom effectiveness (Insight Survey).	• Blended learning has helped us to differentiate for and engage students in classrooms; however, there are some teachers who are more consistent and effective at implementation than others. • Some teachers still rely too heavily on laptops/online applications, which is why we introduced project-based-learning into our instructional approach this year; our goal here was to to increase student engagement, as well as opportunities for writing and critical thinking/analysis. • Teachers used high-quality anchor resources in 2017-2018 to re-establish our curriculum; we need to continue to refine our curriculum this coming school year. • Most teachers are invested in the weekly instructional coaching cycle; those who have not demonstrated enough growth or who continue to be reluctant to engage will not be asked to return at the end of this year.
School Resources & Operations	• The dean structure has been replaced with an assistant principal structure at the school. • Our school day continues to be longer than DCPS.	• While the school leader is the instructional leader in the building, s/he needs deputies who have the capacity to coach teachers in the classroom.

	• Teachers have approximately minutes of planning time a day (825 minutes per week); about half of this time is used for coaching meetings, intervention/IEP meetings, department meetings, and PD sessions.	• While we have figured out how to maximize student time during the day (although on-time arrival for Period 1 continues to be a challenge for many students), we still need to be intentional about how we structure planning time for adults so they can collaborate more around collaborative data-driven decision making, as well as *teaming* to provide *strategic* intervention for those students in need.

Step 3: Prioritize

Top 3 Areas of Greatest Need	Root Cause Summary
1. School Leader Retention	Root causes for lack of school leader retention are: • Past failure to recruit a "best fit" leader – a *seasoned* leader with instructional capacity as well as capacity for cultivating a positive and safe school culture • Lack of systematic support for principal and school leadership team from LEA Leadership • Lack of intentional professional development for principal and school leadership team from LEA Leadership
2. Teacher/Staff Retention	Root causes for lack of teacher retention are: • Lack of stability re: school leadership • Past failure of school leadership to cultivate a school-wide culture of high expectations that enables and drives effective classroom instruction (and makes teaching more sustainable) • Past failure to systematically provide both support and accountability for teachers

3. Student Achievement: 5-Year Graduation Rate and PARCC Performance	Root causes for continued challenges with student achievement as it pertains to 5-year ACGR and PARCC performance are: • School leader and teacher retention challenges (impacts overall school stability as well as instructional quality) • The need to implement additional systematic interventions to ensure students are on track re: demonstrating proficiency in their courses in order to stay on track for graduation • The need to continue refining the alignment between Math and ELA course scopes and sequences, Scantron Performance Series assessments, and PARCC assessments • The need to triangulate data from unit, Performance Series, and PARCC assessments to inform aforementioned alignment and instructional planning

Step 4: Partnership

LEA leadership will collaborate with school leadership to develop the School Improvement Plan. Because of our past collaboration with OSSE via the School Improvement Grant Program for the past three years, LEA leadership also has an established working relationship with colleagues at OSSE. We will call on these colleagues for support and feedback as needed throughout this process.

MAPCS Bi-Weekly Leadership Team Meeting Notes
4.8.19

Objectives:
1. Discuss OSSE Needs Assessment questions to prepare for creation of School Improvement Plan (50 mins)
2. Re-enrollment efforts and incentives (10 mins)

Present:
- Dean Weeks, Principal
- Shantelle Wright-Cunningham, Assistant Principal
- David Clarke, Assistant Principal
- Denean Stevens, Director of Recruitment and Retention
- Kamal Wright-Cunningham, Director of Clinical Services
- Clarisse Mendoza Davis, Chief of Schools
- Azalia Hunt Speight, Deputy Chief of Schools

Objective 1:
- 3-star rating, but still Comprehensive Support and Improvement School (CS2) due to FIVE-YEAR ACGR
- School Improvement Plan due to OSSE/PCSB 5/31/19
- Needs Assessment has several domains:
    - STAR Framework Data (refer to copy of report card)
        - 5-Year ACGR is 64.7%, but needs to be 67%
        - 6-Year vs. 5-Year ACGR – charter goal vs. OSSE goal (ESSA)
    - School Performance
        - Why do we meet our math and ELA charter goals but don't score as high on PARCC? Possibly because of differences in testing culture for different assessments; also lack of alignment between what is taught and what's on PARCC
        - We are the only alt school that earned 3 stars
    - School Team
        - Continued lack of adult stability, exacerbated by student transience
        - Impact of turnover shows in RSCA results – Sense of Connectedness is lowest performing domain
        - Frustrated with teachers who have been here for two or more years but have not improved fast enough (SM, MS, etc.)
    - School Instruction
        - We still want to continue with Edgenuity, but newer teachers still need more training
        - Work with Michelle on PBL has been helpful, but teachers continue to say it's a lot of work to plan and execute PBL units
        - JG and a few other teachers have exemplars that have helped

- What kind of support will the Network Team provide for getting our curriculum to the next level.
  - School Resources and Operations
    - Behavior issues take up a lot of school leadership time still, but L-Team has continued to make efforts to do classroom rounds together
    - Teachers still say they don't have enough planning time – do we need to provide even more structure?   This is why they say they sometimes have a hard time with transactional deliverables.
    - What will we do to support large class of 2019 as they transition out?
    - Will we have access to more detailed budget information to plan for SY2019-2020?   CMD will discuss with Finance Team at SFF.

Objective 2:
- Refer a Family Program has begun
- Incentives are currently being procured with remaining enrollment funds
- Discuss incentives and referral program in upcoming House Meetings with students
- Robocall reminders to families going out each week moving forward

MAPCS Parent Focus Group
Saturday, May 4, 2019
Agenda

I.   Welcome and Overview

II. "Ground Rules" for Today's Conversation

III. Discussion Questions

    a. Do you feel like your student is making progress here at Maya? Why or why not?

    b. As a parent, what do you like about your school culture? What do you think we should change? Explain.

    c. Describe your relationship with our principal and school leadership team. What is going well and what can we improve?

    d. Describe your relationship with our teachers and staff. What is going well and what can we improve?

    e. Would you refer another family and student to attend our school? Explain.

IV. Closing and Outlook for School Year 2019-2020