



MPTCS Scholar Achievement Plan

As a charter school in its 18th year, we have an obligation to our scholars to ensure that they receive a quality education. In 2015 that was not the case. We lagged behind Newark Public Schools with lower proficiency rates across several grades. In order to change this paradigm, we have consciously set a long-term goal of ensuring that all scholars grow academically a minimum of 1.5-2 years in a year. This will be accomplished with all stakeholders being held accountable, which includes clear goals for administrators, teachers, parents, staff and scholars.

STUDENT ACHIEVEMENT GOALS:

Elementary Campuses

- 90% of scholars in Grades 3, 4 and 5 will score a Level 4 on the PARCC assessment.

Middle School Campus

- ELA - 54.40% or 49 scholars in the 6th grade will score a Level 4 on the PARCC assessment. Currently, 17.50% are Meeting or Exceeding Expectations.
- ELA - 62.80% or 59 scholars in the 7th grade will score a Level 4 on the PARCC assessment. Currently, 0.27% are Meeting or Exceeding Expectations.
- Math - 67.00% or 62 scholars in the 7th grade will score a Level 4 on the PARCC assessment. Currently, 21.10% are Meeting or Exceeding Expectations
- ELA - 51.10% or 39 scholars in the 8th grade will score a Level 4 on the PARCC assessment. Currently, 0.20% are Meeting or Exceeding Expectations.
- Algebra I - 70.00% or 16 scholars in the 8th grade will score a Level 4 on the PARCC assessment. Currently, 63.00% are Meeting or Exceeding Expectations.

High School Campus

- Algebra II - 23.90% or 31 scholars enrolled in Algebra will score a Level 4 on the PARCC assessment. Currently, 1.30% are Meeting or Exceeding Expectations.
- Geometry - 27.20% or 35 scholars in enrolled Geometry will score a Level 4 on the PARCC assessment. Currently, 0.70% are Meeting or Exceeding Expectations.

- ELA - 51.60% or 80 scholars in the 9th grade will score a Level 4 on the PARCC assessment. Currently, 33.3% are Meeting or Exceeding Expectations.
- Math - 50.70% or 79 scholars in the 9th grade will score a Level 4 on the PARCC assessment. Currently, 33.3% are Meeting or Exceeding Expectations.
- ELA - 40.20% or 49 scholars in the 10th grade will score a Level 4 on the PARCC assessment. Currently, 6.60% are Meeting or Exceeding Expectations.
- ELA - 37.40% or 48 scholars in the 11th grade will score a Level 4 on the PARCC assessment. Currently, 10.10% are Meeting or Exceeding Expectations.

Our goal for the 2017-2018 school year and beyond is to continually increase the proficiency rate by 20% to reach 100% proficiency . By meeting these targets, MPTCS will ensure that our scholars are achieving grade level expectations, in addition to, meeting the required goal of outperforming NPS and moving to on par with the state

Staff Retention

- Build capacity in Human Resources through restructuring and adding a dedicated staff relations manager.
- Increase salary guides for all staff
- Create staff incentives around meeting district goals
- Implement staff bonus program for all employees (budget permitting) contingent on meeting academic and cultural performance goals.

Instructional

MPTCS developed a profile of the consummate employee

- Procedural protocol for the recruitment process was adopted
- Review of teacher data over time has been instituted to use student growth as a renewal factor
- Reviewing instructional practices in the classroom and necessary changes that need to take place.
- Support plan for teacher development,
- Retaining effective staff.
- Develop a structure to support all staff.

- Implement a support structure to ensure that all staff members have a “go-to person” which they will check in with on a bimonthly basis.
- Finally, the newly created Director of Operations position, will have staff relations as focal point.

Advance Data Driven Initiative

- Create a fully integrated data system to provide qualitative and quantitative data on students and staff
- Amplify’s tools - TRC (Comprehension assessment) to determine scholar’s reading levels, and Dibels to measure their foundational literacy skill acquisition. The benchmark data of these tools is being used to determine which scholars require intervention support through the Burst Program. Burst takes place five days a week, for forty minutes for scholars are not meeting grade level expectations. Scholars will be reassessed or progress monitored weekly if they score in the Red range, bimonthly if they score in the Yellow range and monthly if they are on grade level. The data is also used to outline the kind of support that should be provided during small group instruction in the classroom by the teacher.
- The Interventionist will report to and receive support from the coaches
- Interventionists, teachers and coaches will review the data to determine changes in Burst groups and classroom instruction.
- Dibels, Lesson Plans and MAP data will also be drivers of instruction.
- Teachers will be provided with model lesson plans for the first six weeks of school.
- The process of discussions and reviews will be modeled by Instructional Coaches and School Leaders during August and through September.
- Time will be provided during a weekly common planning time to review plans for necessary revisions, discussion, and decisions about necessary areas’ of review.
- After the first six weeks, teachers will begin to create plans based on the modeled process and they will receive feedback on a regular basis. In addition to the use of Lesson Plans to inform instruction, the interim assessments will be used to target standards based targeted support.
- MAP interims will take place three times a year in Grades K-12.
- Science will be added to the other assessed areas’ of ELA and Math.

- Professional Development days and time have strategically been added to the calendar, so that Data Days can take place directly after the data is received from the interim assessments.
- Classroom and Specials teachers will develop plans to work on targeted skills during Reteach Week.
- A review of scholar mastery will be logged in Real-time. These three data points will provide us with multiple opportunities to ensure that data is driving instruction on a regular basis.
- In addition to the weekly common planning time, time will spent to review and discuss data points such as Dibels/TRC to discuss trends and decide on needed ways to regroup scholars. Time will also be spent reviewing submitted or upcoming lesson plans to discuss necessary groups based on assessment program data.
- At least once a month, review of data will take place across subject areas' and grades to look at gaps that exist across grades, so that teachers are actively addressing the needs for the current grade and making sure it's being covered in the earlier grades.

Expanded Single Gender Program

- SELECT Academy will allow for smaller classes
- All SELECT classes will be housed at the same location

Focus

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| <ul style="list-style-type: none"> • Staff and Leadership Profile and Selection Process • Staffing Plan • Social/Emotional Services for gendered school • School/Classroom Environment • Furniture, fixtures, equipment • School/Classroom Culture • School Visits with a foci on Culture, Expectations and how effective school leaders function • Gender-centered Instruction • Effective discipline practices • Staff Professional Development | <ul style="list-style-type: none"> • Single gender rationale, key messages, FAQs regarding challenges/concerns of single gender classrooms; benefits and opportunities • Staff profile description and rubrics • Staffing plan including effective staffing structure for academic outcomes • Guidelines for practices effective for males and females • Timelines for implementation/execution • Identify the necessary social/emotional services to optimize outcomes |
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District wide Arts Plan and Program

- Movement classes for kindergarten classes
- Scholars in Grades 1 and 2 are learning the foundational basics of Music education.
- Instruments start in the 3rd grade.
- Scholars begin learning the recorder and wind instruments such as the clarinet at the 4th and 5th grades.
- Band instruction will move from small groups after school to specials during the day.
- Within two to three years, MPTCS should have a fully functioning Music Program where scholars can be specific about their area of interest and start on their track beginning in the Middle School.

The same planning process has begun for the Performing Arts Program

- Theater was introduced at the Middle School this year.
- Theater and/or music six week residencies will take place at the Elementary, Middle and Academy Campuses next year through Arts Horizon
- Additional Theater and Dance teachers are being added to the staff at the High School, to meet the needs of the scholar interest.
- There is also a tentative plan to start Dance instruction at the Middle School.

New Homework Procedures

- Incorporating nightly reading with logs that provide relevant information
- If Math is assigned, ensuring that scholar understanding can be demonstrated in ways other than just worksheets.
- Introducing Family Activities that provide scholars with opportunities for practice and parents/guardians with activities linked to school.

Academic- Enrichment After School Program

- Beginning in September through June across all campuses, we will be facilitating programs which foster academic support and are connected to enrichment activities.

Program Goals:

- **Academic Alignment/Achievement**
- After-school academic components and activities are aligned with and support scholars needed areas' of academic growth.
- **Measuring Outcomes/Evaluation**
Measure outcomes and use information for on-going program planning, improvement and evaluation.
- January and prior to PARCC, the foci will be PARCC practice