

To: Prim Walters, Principal, Mater Academy Northern Nevada
From: Sandra Kinne, Education Programs Professional
CC: Jason Guinasso, SPCSA Board Chair
Luke Welmerink, MANN Board Chair
Date: Monday, March 11, 2019
Re: Site Evaluation Report for Mater Academy Northern Nevada

SITE EVALUATION REPORT MATER ACADEMY NORTHERN NEVADA

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for MATER ACADEMY NORTHERN NEVADA, which was conducted by SPCSA team members SANDRA KINNE and SELCUK OZDEMIR on Thursday, Jan. 31, at MATER ACADEMY NORTHERN NEVADA, Boys & Girls Club, 2680 E. NINTH St., Reno, NV 89512. The optional school response is also included. The school is current in its 2nd year of its first charter authorization term, which expires June 30, 2023. The school leader is Prim Walters, and the board chair is Luke Welmerink.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

SITE EVALUATION REPORT

MATER ACADEMY NORTHERN NEVADA

Campus Name: Mater Academy of Northern Nevada (MANN)
Grade Levels: K-6
School Leader: Prim Walters, Principal
Purpose of Site Evaluation: 2nd year of charter contract
Date of Authorization: July 2017
Conducted Date: Thursday, Jan. 31, 2019
Conducted By: Sandra Kinne and Selcuk Ozdemir

SUMMARY OF SITE EVALUATION

The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

The work toward fulfilling this mission was noted in several observations by the team, including:

- Use of tablets for activities and independent work (21st Century workforce)
- Small groups and focused instructional activities (global citizenry)
- “Secret password” of sight word on way out door (innovative)
- Peace Corner in room (global citizenry, innovative)
- Departmentalized instruction in 1st grade – ELA and math taught by separate teachers (challenging, innovative)
- Use of Dojo throughout the school (technology, innovative)

The team conducted 13 classroom observations across all grade levels at Mater Academy Northern Nevada. Team members observed in grades K-6. On average, the observation time in each classroom was just over 14 minutes. Observations ranged through the full cycle of observations, with some conducted in each the beginning, middle, and end of the lesson.

Observers noted consistency of posted schoolwide expectations, procedures, and practices throughout the school; similar CHAMPs posters, use of technology, and, in lower elementary classrooms, the “secret password”.

Common trends from stakeholders were noted in focus groups, as well, including the sense of familiarity with staff and the identification of at least one staff member with whom they feel most comfortable; the camaraderie and “family” feel discussed by staff; and the positive shifts from Year 1, named by the Board and the staff, to ensure fulfillment of the mission.

Teams spoke of a commitment to getting students in a low-income community prepared for college, the small staff willingness to do whatever work needs to be done, and the influence of the school’s leader on staff and families’ decision to work at or enroll students in MANN.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	In multiple observations, particularly in upper elementary and lower middle school grades, there was noted continuous unkind language within small groups. Teachers either did not hear the interactions or chose to not address the behavior, which led to continued off-task behavior during small groups.	Distinguished Proficient Basic Unsatisfactory
Establishing a Culture for Learning	In multiple observations by both team members, there were noted behavior management concerns raised (across grade levels) with teachers seeming hesitant to correct behavior and/or teachers demonstratively unsuccessful with redirection and behavior correction. In one classroom, in particular, and in multiple observations, students consistently spoke over the teacher, engaged in off-task behavior, and generally were unresponsive to the limited attempts to correct behavior. In another, students in small groups engaged in off-task conversation and demonstrated uncaring language. The behavior was unchecked by the teacher.	Distinguished Proficient Basic Unsatisfactory
Managing Classroom Procedures	In general, teachers had strong classroom procedures throughout the school, including the 'secret password' in Kindergarten classrooms; CHAMPS throughout the school (though, inconsistently used); and common practices for concluding technology use, including where to put laptops/computers and earphones.	Distinguished Proficient Basic Unsatisfactory
Managing Student Behavior	There was inconsistency throughout the school with both addressing negative student behavior and consistency with consequences. Staff members were consistent in their use of Class Dojo for positive behavior and reinforcement of desired outcomes. But, it was either unclear what negative/corrective consequences there were and/or limited impact on student behavior with administration of negative consequences (typically, loss of a Dojo point). As noted above, in multiple classrooms, students' behavior went unchecked by teachers and/or teachers' efforts to correct behavior were unsuccessful.	Distinguished Proficient Basic Unsatisfactory

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	There was inconsistency in observations throughout the school. In some cases, teachers proficiently communicated with students and students spoke appropriately with each other. In other cases, teachers were unclear or lacked purpose related to the lesson.	Distinguished Proficient Basic Unsatisfactory

Using Questioning and Discussion Techniques	Teachers generally led questions and answers, rather than facilitate discussions among students. Many of the questions observed by both teammates were low-level, basic questions solicited yes/no or recall responses. In several observations, the lack of questioning and discussion was noted; students were simply not engaged enough for the teacher to successfully ensure their participation.	Distinguished Proficient Basic Unsatisfactory
Engaging Students in Learning	As discussed in the recommendations, there was limited engagement with students and most questions were DOK level 1 or Bloom's levels 1 or 2, resulting in students not actively participating in the lesson or discussion. In some classes, where students were working in small groups, there was considerable off-task behavior and limited engagement related to the topic and lesson.	Distinguished Proficient Basic Unsatisfactory
Using Assessment in Instruction	There was little observation of teachers using assessment in instruction. When it was noted, it was lower-level question (DOK Level 1, Bloom's levels 1 and 2). There were few demonstrative pieces of evidence of teachers assessing mastery of the objective throughout the lesson or in a concluding factor, such as an exit slip.	Distinguished Proficient Basic Unsatisfactory

III. OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission-driven operations	There do not seem to be strongly designed or implemented school-wide procedures that are all mission-aligned. While in about half of the classrooms there is evidence of such operations, they are not implemented or executed school-wide with fidelity, leading observers to wonder how the day-to-day operations lead to contributing toward the fulfillment of the mission. While systems appear to focus on student safety, we see limited connection to operations and the school's mission.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	While there was evidence of school-wide processes or procedures, such as CHAMPS and lining up procedures, they were generally inconsistently implemented and/or did not contribute to a protection of instructional time. In one class, for example, the transition from a Specials class took longer than one would expect for the grade level; students took about 3-4 minutes to transition into the class because of socializing, despite reminders from the teacher. In a lower grade level, the extended brain break – nearly 10 minutes – seemed to be an inefficient use of time as students began disengaging from the 'wiggle' break, and their behavior needed to be corrected.	Distinguished Proficient Basic Unsatisfactory Not Observed

Maintaining a Safe Environment	Students and staff demonstrated safety, and, at least in the team’s observations, there was an absence of any security or procedural concerns. The majority of students in the focus group noted they feel safe at school.	Distinguished Proficient Basic Unsatisfactory Not Observed
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IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration
Governing Board	3	45 minutes
Parents/Families	6	60 minutes
Students	7	45 minutes
Staff	7	60 minutes

Site Evaluation team members conducted four Focus Groups, one each with the following groups: Governing Board,¹ Parents/Families, Students, Staff. Participants were asked a series of questions, including common questions across all Focus Groups. All grade levels were represented for the Parents/Families except for grades 2nd and 4th; grades 3rd – 6th were represented for the Student Focus Group; and a mix of elementary and middle school grade levels, as well as instructional and support staff were represented on the Staff Focus Group.

In general, the common theme threaded throughout all Focus Groups was the sense of community and ‘family feel’ of MANN. All stakeholders, particularly families, students, and staff, commented on the sense of community and how it is a compelling feature for retaining them at the school. Additionally, the following themes developed from each of the following Focus Groups:

Governing Board

- Board members spoke of the mission of the school to ensure students from low-income and ELL backgrounds have the skills necessary to be college ready. Board members also spoke of the need to have skills for the 21st Century as a focus of the school’s mission.
- There was recognition and discussion of the need to make gains quickly. Board members named the low achievement and growth in the school’s first year and cited the focus on weekly data and academic progress reports, as well as the support of a data analyst who provides regular reports, as steps they, as a board, as well as the school team has taken to address the concerns from Year 1. Said one board member, *“First year was a rough start. Now we are data centric. We learned from first year now we are ready to make it better. Academic performance is (the) board’s number one focus now.”*
- Board members spoke frequently of their “reliance” on Academica for reports, data, and guidance particularly on legal compliance. Board members said the principal works closely with the EMO to create and set agenda, and it is distributed to them from the EMO. Said one board member of the financial management, *“We rely on Academica for significant portion.”* Said another, *“Academica takes care of the significant portion of the budget issues.”*

Parents/Families

- Parents spoke positively of the school’s support for and assurance that students with specials or diverse needs, such as ELL or Special Education, receive the support and

¹ Of the full Governing Board of seven members, three members – the Chair and two board members – participated, so quorum was not met, and Open Meeting Law was not violated.

attention they need. Parents and family members said staff is responsive to their students' needs. Said one parent with a Special Education-identified student, *"I communicate with his teacher related to his progress so often. She is responsive and great. Whenever I step into office I know I can get my answers."*

- The school is warm and welcoming, and staff is responsive to parents' questions. All parents in the focus group spoke to the positive, communicative nature of the staff, and the welcoming environment the staff creates.
- Parents and family members had mixed responses and thoughts on their children being challenged appropriately in their classrooms. One parent noted inconsistencies in the rigor and challenge of the work, sharing that some days the work seems to hard and other days, too easy. Said another parent, *"My kid's previous school was more challenging in terms of projects. They are not getting enough homework here. Sometimes I feel they are not challenged enough. On the other hand, I have noticed huge jump in (student's) confidence since they enrolled to Mater Academy."*
- Parents consistently said there is strong and regular communication from the school, and they feel informed. They also said there is plenty of opportunity to volunteer and be a part of the school.

Staff

- Staff spoke extensively of the multi-cultural aspect of the school's mission and work, as well as the small school feel that creates a sense of family. Multiple staff members in the focus group specifically praised the school's principal for her commitment to students, the community, and to the individuals of staff. Said one staff member, *"Prim is amazing. She has a heart for this school. For the kids here. For the teachers here. She has a wonderful vision that brings people here. It was a no brainer" (to come work with her).*
- Staff members acknowledged the challenges from the first year and discussed changes made as a result of low student achievement and a single-star rating in Year 1. Staff said curriculum changes were made by the Mater parent organization in Florida, and the consensus from staff was the new, current curriculum was much stronger for students.

Students

- Students were familiar with the star-status of the school and raised the issue on their own, without prompting. One student named it as her/his least favorite thing, but added the school has that status *"Because not a lot of students are putting their full potential to the test."* S/he said it means, *"That I probably have an opportunity to excel."*
- Students identified their favorite subjects, said they generally feel challenged by their teachers and instruction, and said they feel comfortable going to staff members at the school if they have a concern or personal problem. Said one student, *"I would go to my teachers. Because they can always help us if we need help on something."*
- Students reported feeling bullied and all students said they had been called dumb by a peer for an incorrect answer and the comment had gone unchecked by teachers. Multiple students said bullying and disrespect by peers were their least favorite things about their school. But, they did say they feel comfortable addressing with adults, and they each have a least one adult at school with whom they feel comfortable sharing these concerns.

V. OVERALL STRENGTHS OF PROGRAM

1. Strong appreciation for and recognition of the school leader.

Students, staff, and parents all spoke positively of the school and the school's leader, with several staff and students naming the school leader as their reason for being at Mater Academy. Students

who had been at her prior school, as well as staff who had previously worked with her, specifically named Ms. Walter as their reason for attending/working at Mater Academy. The attributed the sense of familiarity with the school leader, one another, and the shared mission-driven work as reasons for either working at or attending Mater. Students in the Focus Group especially seem to appreciate her and be closer to her than is often heard by students of their principal. Multiple staff members cited the school leader's passion for and commitment to the community as inspiring them to leave the district and/or work in a school serving a predominantly low-income community. The frequent recognition of and the unprompted discussions of the school leader demonstrate a community who believes in its leader and would likely transition without her presence and leadership.

2. The emphasis of positive culture and community from all stakeholders.

Stakeholders spoke highly and passionately of the school's culture and community, and the Board spoke of the lack of parent concerns raised to their level and the high rates of past and expected retention among staff – all indicators of strong culture within a school. Staff spoke of the small, family feel at the school and the strong culture that exists at the school, as did parents. Students discussed their sense of safety, and each student was able to identify at least one staff member with whom they feel most comfortable reaching out to with a concern or challenge. Students said they felt their teachers knew them well and named the familiarity several of them have with each other given prior work at other schools. Parents were appreciative of the sense of community and named the consistency communication by families as a strong piece of the culture of the school.

VI. RECOMMENDATIONS/ACTION ITEMS

1. Increase rigor and higher-level questioning

In multiple observations, including all grades but especially in 5th and 6th grades, students were generally disengaged and/or off task.

Students in focus groups from the upper grades discussed being less challenged and less engaged than peers in lower grades. In multiple observations, the team observed low-level DOK and Bloom's questioning, focused more on recall and skills/concepts rather than analysis, application, or extending thinking. In most classrooms the team observed, the teacher led the questioning of students rather than facilitating a discussion between students, and it did not appear that the teacher had pre-drafted or selected questions as part of the lesson planning; rather, they relied on determining the questions in the moment instead of crafting them as related to assessing mastery of the objective or pushing for extended thinking of students. Teachers seem reluctant to turn over the discussion to students and, as widely observed, tend to contribute more 'teacher talk' (teachers leading the conversation, teachers' voice being more frequently heard than students') as a result. A shift in who is engaging in the conversations will shift the 'lift' to students and allow for more student-centered learning.

Action Item

Collectively review the DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. Encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as part of the lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Coach and develop teachers to 'let go' of leading the questioning and discussions, and rather work with them to feel comfortable with allowing students to facilitate their own, grade-level appropriate conversations that speak to and provide engagement with the lesson's content.

2. Increase board training around their responsibilities.

Board members spoke favorably of their EMO, Academica, including sharing some of the tasks and responsibilities their EMO takes on. It is helpful to any school to have an engaged EMO. However, board members need to be cognizant of their roles and responsibilities as board members; the Board holds the charter and is legally and responsible for its execution and the fiscal management of the school's funds. The EMO serves in a contractual, vendor relationship, and should not be driving the decisions, responsibilities, or obligations of the Board nor should the Board or school administration become overly-reliant on the EMO to make decisions that overstep their role.

Action Item

Partner with an external organization, such as Charter Board Partners or National Charter School Institute, to provide in-depth board training to ensure board members understand their roles and responsibilities as members of the legal entity for the execution of the charter. An external training will also help board members to better understand the working relationship with their EMO to ensure there is an appropriate balance of accountability and the EMO, as a vendor with the school, functions in response to the needs of the Board and the school rather than conversely. Board members may also consider observing other non-EMO related boards' meetings and/or speaking with other board members at independent, unaffiliated charters.

Note

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

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Thank you, Sandra and Selcuk, for your report. We appreciate your input and audit of MANN.

Here is my rebuttal to your audit:

We certainly appreciate your input and will learn and grow from this visit. I have listed below my evidence appealing your evaluation of the school. I would like to note MANN had another audit in February from the Nevada Department of Education and their audit was vastly different than this audit. Here are the discrepancies: (Scale: Ineffective, Developing, Effective, HE)

- Operations: Effective for State, Basic for Charter Authority
- Instructional: Effective for State, Basic for Charter Authority
- Leadership: Highly Effective
- Outcomes: Effective

I was concerned about your report that all of the students had been bullied so I asked them if they were okay and who was bullying them. Three of them said they have not been bullied and everything was fine. One student told me that he is being bullied by another student. I asked if he had told anyone and he said, "Yes," and named his 5th grade teacher. I asked, "Did she do anything? Has it stopped?" His answer was, "Yes." I then asked the last two students and they were involved in conflicts earlier this year. Both sides of the conflict were at fault and were resolved.

My point to this is out one of the six students had actually been bullied and the one that had been bullied was handled and he no longer has any issues. A side note, he started at MANN when we first opened, then his mom moved and had to take him out of our school. They were gone maybe a month before she enrolled him back at our school because the school he was out they did nothing to students that were bullying him.

Another important note is that my progressive discipline plan in my parent handbook states specifically how we deal with bullying and if bullying persists, the student can be expelled. We do not tolerate bullying at MANN.

As for students being called dumb and unchecked by staff, that is not okay and we will do a better job on monitoring student behavior and engagement.

We will address your concerns and use your recommendations to improve our instruction, culture, and rigor. I do believe our school is running better than basic and unsatisfactory, as you can see below my evidence to prove this. These issues in the classroom you speak of are a constant battle for teachers with high number of students and issues. It is hard to make a fair assessment of how consistently our teachers are engaging and managing students in a 15 minute visit per classroom. We certainly are not distinguished yet, but unsatisfactory and basic is pretty harsh. The data points to tremendous growth with my students, and satisfaction with

parents. Yes, we need to improve in the areas that you suggest, and we will continue to strive towards distinguished.

<p>Establishing a Culture for Learning</p>	<p>In multiple observations by both team members, there were noted behavior management concerns raised (across grade levels) with teachers seeming hesitant to correct behavior and/or teachers demonstratively unsuccessful with redirection and behavior correction. In one classroom and in multiple observations, in particular, students consistently spoke over the teacher, engaged in off-task behavior, and generally were unresponsive to the limited attempts to correct behavior. In another, students in small groups engaged in off-task conversation and demonstrated uncaring language. The behavior was unchecked by the teacher.</p>	<p>Distinguished Proficient Basic Unsatisfactory</p>
<p>Creating an Environment of Respect and Rapport</p>	<p>In multiple observations, particularly in upper elementary and lower middle school grades, there was noted continuous unkind language within small groups. Teachers either did not hear the interactions or chose to not address the behavior, which led to continued off-task behavior during small groups.</p>	<p>Distinguished Proficient Basic Unsatisfactory</p>

In our 4th, 5th and 6th grade classrooms, our data shows how much we have grown since the beginning of the year. Students cannot grow and learn if our classroom environments are not respectful and there is off-task behavior. I am in the classrooms every day, and I see well managed classrooms and environments that lead to learning and growth. Here is the data (evidence) from our upper grade level classrooms to prove my point. I strongly believe we are proficient if not distinguished in this category. This data shows the growth from our Fall to our Winter Diagnostic: 4th grade Reading 164% Annual Typical Growth, 4th grade Math 95% Annual Typical Growth. 5th grade Reading 138% Annual Typical Growth, 5th grade Math 124% Annual Typical Growth.

<p>Managing Student Behavior</p>	<p>There was inconsistency throughout the school with both addressing negative student behavior and consistency with consequences. Staff members were consistent in their use of Class Dojo for positive behavior and reinforcement of desired outcomes. But, it was either unclear what negative/corrective consequences there were and/or limited impact on student behavior with administration of negative consequences (typically, loss of a Dojo point).</p>	<p>Distinguished Proficient Basic Unsatisfactory</p>
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You state that it was unclear what negative/corrective consequences there were and/or limited impact on student behavior with administration of negative consequences. All my teachers submit a progressive discipline plan at the beginning of each year. When students are sent to administration, we check documentation to make sure those plans are followed and the teacher has been handling the behavior progressively. I can submit to you each teachers' plan if you would like evidence. I know it must be hard to see that in a 15 to 20 minute observation. I strongly believe we are proficient with room to grow to distinguished.

Communicating with Students	There was inconsistency in observations throughout the school. In some cases, teachers proficiently communicated with students and students spoke appropriately with each other. In other cases, teachers were unclear or lacked purpose related to the lesson.	Distinguished Proficient Basic Unsatisfactory
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All teachers must have a focus wall that states the EQ or Objective with the standards posted. Each student can tell you what the focus of the lesson or the essential question is they are working on. Did you have a chance to ask a student this question? I believe over all we are proficient on their purpose, while others have room to grow here.

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	There was inconsistency in observations throughout the school. In some cases, teachers proficiently communicated with students and students spoke appropriately with each other. In other cases, teachers were unclear or lacked purpose related to the lesson.	Distinguished Proficient Basic Unsatisfactory
Using Questioning and Discussion Techniques	Teachers generally led questions and answers, rather than facilitate discussions among students. Many of the questions observed by both teammates were low-level, basic questions solicited yes/no or recall responses. In several observations, the lack of questioning and discussion was noted; students were simply not engaged enough for the teacher to successfully ensure their participation.	Distinguished Proficient Basic Unsatisfactory

After my last round of observations, I noted the same concern. We need to be better about asking higher level questions. I noted in my observations that we need to ask more open ended questions and the up the DOK Level to 3 and 4. I agree with your rating.

Using Assessment in Instruction	There was little observation of teachers using assessment in instruction. When it was noted, it was lower-level question (DOK Level 1, Bloom's levels 1 and 2). There were few demonstrative pieces of evidence of teachers assessing mastery of the objective throughout the lesson or in a concluding factor, such as an exit slip.	Distinguished Proficient Basic Unsatisfactory
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My teachers use assessments on a weekly basis from both the math and reading programs as well as Iready. They give pre assessments in the beginning of each unit and then a post to see how much of the standards have been mastered. Administration meets with teachers weekly to discuss the assessments and help them drive their lessons. I can submit to you our weekly assessments to prove we are using the assessments to drive instruction. I strongly believe we are distinguished in using the data to drive our instruction. We also have a data binder if you would like to see that as well.

Mission-driven operations	There do not seem to be strongly designed or implemented school-wide procedures that are all mission-aligned. While in about half of the classrooms there is evidence of such operations, they are not implemented or executed school-wide with fidelity, leading observers to wonder how the day-to-day operations lead to contributing toward the fulfillment of the mission. While systems appear to focus on student safety, we see limited connection to operations and the school's mission.	Distinguished Proficient Basic Unsatisfactory Not Observed
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The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multicultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

Mater Academy of Northern Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Northern Nevada community actively involved in the learning of its students.

Innovative:

- Creating specials of Art and Music taught in Spanish
- Using Google Expeditions to take students on a virtual field trip
- Using one on one technology for instruction and research

Challenging:

- Springboard Curriculum in 6th grade
- Based on the data from above, we have closed the yearly gap already in our half way point
- Go Math and Wonders are rigorous programs that are followed with fidelity

Multicultural Education:

- Creating specials of Art and Music taught in Spanish
- Monthly School Projects based on the different cultures at our school
- Daily Morning Assembly where administration shares with the students the different heroes around the world and how they can be one of them some day

21st Century Workforce:

- Rigorous Programs that prepare them for the real world
- FOSS Science Kits that encourages creativity and problem solving skills
- One to one technology

Student Self Efficacy:

- Student Led Conferences
- Students have data portfolios that they maintain weekly

Managing Schoolwide Procedures	While there was evidence of school-wide processes or procedures, such as CHAMPS and lining up procedures, they were generally inconsistently implemented and/or did not contribute to a protection of instructional time. In one class, for example, the transition from a Specials class took longer than one would expect for the grade level, while in a lower grade level, the extended brain break – nearly 10 minutes – seemed to be an inefficient use of time, and students began disengaging from the ‘wiggle’ break.	Distinguished Proficient Basic Unsatisfactory Not Observed
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Teachers are to do Brain Breaks with their students to keep them moving and to get the wiggles out. They know to only use this for 5-10 minutes. The teacher you observed that you are concerned about, here is the teacher’s data. She has moved from 8% proficient to 38% proficient in math. That would be hard to do if she is doing too much “wiggle” breaks. She teaches only math:

I would agree our upper grade levels need to be more proficient on their transitions to Specials. However, overall I believe my staff deserves a proficient. You can’t have growth if we are wasting instructional time.

Maintaining a Safe Environment	Students and staff demonstrated safety, and, at least in the team’s observations, there was an absence of any security or procedural concerns. The majority of students in the focus group noted they feel safe at school.	Distinguished Proficient Basic Unsatisfactory Not Observed
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I agree with your rating here, in that, we are proficient but strive to be distinguished in this category.

I appreciate your acknowledgment of our strengths and your recommendations. We believe in a growth mindset at MANN and will strive for distinguished in all categories. This staff has worked tirelessly to open this school, give at risk students a choice, and provide a safe environment where their child can flourish. Our enrollment number from 150 from last year, to 260 this year and close to 340 already enrolled for next year would not be happening if we were an unsatisfactory or basic school. I hope that you would reconsider your basic and unsatisfactory ratings based on the evidence that I have provided.

