



New Hampshire Charter School Office

Best Practice Submission Form

School Name:	Micorsociety Academy Charter School (MACS)
Best Practice Title:	Standards in Best Practice
Applicable Categories:	<input type="checkbox"/> Accountability and Performance Monitoring <input type="checkbox"/> Business Operations <input type="checkbox"/> Community/Student Engagement <input type="checkbox"/> Curriculum Design <input type="checkbox"/> Fundraising <input type="checkbox"/> Leadership & Governance <input type="checkbox"/> Professional Development <input type="checkbox"/> Recruitment and Retention (Staff or Student) <input type="checkbox"/> School Culture <input checked="" type="checkbox"/> Other <u>All the Above</u>
School 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.
Purpose:	A collection of best practices MACS implements covering a variety of topics.
Summary:	<p><u>Common Focus:</u> At MACS, the Board, administrators, teachers, students, and parents share and commit to clearly articulated goals based on the vision and mission of our school. Each year, the PTO, Board, Executive Director, and School Wide goals are publicly posted and reported on at the end of the year. There is clear evidence of school practices to support the goal of a common focus for the community.</p> <p><u>High Standards and Expectations:</u> High-performing schools believe that all students can learn, provide voice and choice, and all staff believe they can teach each and every student who walks through the doors. The MACS staff are dedicated to helping every student achieve state and local standards. MACS students are engaged in appropriately rigorous course work in which the standards are clear and consistent, and the conditions for learning are modified and differentiated appropriately, based on individual need. This results in all students being prepared for success in a 21st century work environment, postsecondary education, and civic responsibilities.</p> <p><u>Strong and Effective Leadership:</u> MACS school leadership is focused on enhancing the skills, knowledge, and morale of its constituents by creating a common culture of high expectations used to improve the performance of all students. Leadership at MACS strives to foster a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance.</p>



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Supportive and Relevant Learning: “Real World Skills”: In any high-performing school, a supportive learning environment provides positive and personalized relationships for all students, all while continuing to engage them in rigorous and relevant learning. At MACS, we take it a step further and provide opportunities for real world application and experiences through our Micro Curriculum.

Parent/Community Involvement: At MACS, mentoring and outreach programs run through our Micro Community Partner Program and provide for two-way learning between students and community/business members. Both volunteer parents and community members help develop, understand, and support our MicroSociety Program where there is a clear and common focus on core academic standards, social/emotional, and personal agency and venture goals that all contribute to improved student performance.

Monitoring, Accountability, and Assessment: At MACS, staff conduct triannual scientific, research-based progress monitoring measures that provide data that indicate student progress and needs. This allows for teaching and learning to be continually adjusted as any individual student progresses through a school year. The assessment data results are then interpreted and applied appropriately in order to improve individual student performance and the overall instructional program.

Curriculum and Instruction: MACS works to align curriculum with our core learning expectations in order to improve the performances of all students. Students achieve high standards through rigorous and challenging Micro programs and academic curriculum and instruction. Staff works together to deliver an aligned curriculum and implement research-based teaching and learning strategies. Students are also actively involved in their own learning through inquiry, in-depth learning, performance assessments and through the application and daily practice of running their own agency and ventures, their own mini society.

Professional Development: Ongoing professional development that is aligned with the school’s yearly goals to improve the performance of all students is critical to our program’s success. The MACS professional development offerings are focused and informed by research and school/classroom-based assessments. MACS works to provide staff with appropriate instructional support and resources so they can implement approaches and techniques that they learned through professional development. We work to ensure the “take-a-ways”.

Social and Emotional Safety: MACS strives to promote a positive school-wide environment. We work to provide a safe physical, emotional, and academic school setting for our students. Each year we create a school wide SEL goal



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	where we implement strategies that encourage students to feel valued and competent and to act with pride and respect for school policies and property. Past goals have included a) care for the environment, b) improved school climate; and c) demonstrating integrity. Ultimately, we work to have an environment where students have fewer behavioral problems and find it easier to create interpersonal connections with staff and peers. Students must feel safe inside and outside the classroom. Scientific Based Programs we have used: Choose Love, PBIS, and Social Thinking.
Partner(s) in Development:	
Contact Person:	Amy Bottomley, Director abottomley@macsnh.org
Resources or Documentation:	